Level 3

PROGRESSIVE

SKIIS

Listening & Speaking











Course Book & Workbook



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PROGRESSIVE

Listening & Speaking











Course Book & Workbook



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PROGRESSIVE

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Contents

Course Book

Book maps		4
Introduction		7
Theme 1	Remembering and forgetting	9
Theme 2	Friends and family	23
Theme 3	Managing to be successful	37
Theme 4	Natural cycles	51
Theme 5	Customs: origins and effects	65
Resources		79
Workbool	k	
Theme 1	Remembering and forgetting	90
Theme 2	Friends and family	96
Theme 3	Managing to be successful	102
Theme 4	Natural cycles	108
Theme 5	Customs: origins and effects	114
Transcripts		120
Word list		168

Listening

Knowledge area	Topic	Skills
1 Remembering and forgetting	Memory	lecture with sources • note-taking: recording sources
2 Friends and family	Making and keeping friends	 lecture with several main points note-taking: recognizing the main points
3 Managing to be successful	Managing time and self	 lecture with contrast recognizing lecture structure: signpost words and phrases
4 Natural cycles	Greening the desert	lecture with numbers • note-taking: numbers and units of measurement
5 Customs: origins and effects	Cultural diversity	 lecture with mixed information types common adjective endings note-taking: choosing type of notes

Grammar	Phonology
 1 • indirect questions • verb patterns (1): forget, remember, learn, remind 	guessing the spelling of proper nouns
2 • verb patterns (2): transitive and intransitive verbs	recognizing negative prefixes on adjectives
3 • verb patterns (3): verb + (object) + to do	recognizing adjective suffixes
4 • replacement subject it: to indicate certainty; to indicate stance	recognizing numbers
5 • extra information after who, which, where	 recognizing adjectives from endings

Book maps

Speaking

Knowledge area	Topic	Skills
1 Remembering and forgetting	Learner styles	talk about types of learnerpreparing for a talkgiving a talk clearly
2 Friends and family	Apologizing	 talking about research starting a turn ending a turn reporting problems
3 Managing to be successful	The time thieves	 tutorial about a problem reacting to contributors: agreeing / disagreeing
4 Natural cycles	Oxygen and carbon	talk about a process • intonation: rising to a comma; falling to a full stop
5 Customs: origins and effects	Wedding customs	tutorial about customschecking; explaining; asking to wait

Grammar	Phonology	Everyday English
1 • should / could • so / because	• vowel sounds (revision)	making friends
2 • uses of that	 normal stress in two-syllable words: nouns, adjectives, verbs 	• apologizing
3 • tense agreement in short responses	stress in multi-syllable words	dealing with interruptions
4 • omitting items in repeated structures	unstressed syllablescommon intonation patterns	making arrangements
5 • used to / didn't use to	 same letters, different sounds; different letters, same sound consonant clusters 	suggesting and responding to suggestions



Introduction



This is Level 3 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

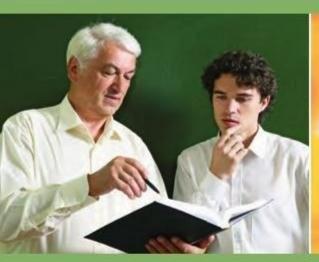
Lesson 4: Grammar for the skill presents and practises key grammar points for the skill

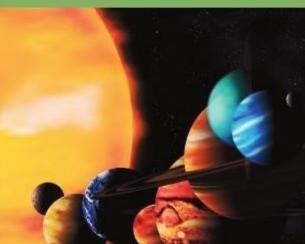
Lesson 5: Applying skills

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

Remembering and forgetting

- Memory
- Learner styles

Listening: Memory

1.1 Vocabulary for listening

Types of memory







A Activating knowledge

How do you remember each of the things below?

- 1. a mobile phone number
- 2. an appointment
- 3. things to buy at the shops
- 4. the name of a person
- 5. the meaning of a new word in English
- 6. the spelling of a new word in English
- 7. facts from a lecture
- 8. an email address

В	Understanding	vocabulary	in	context
---	---------------	------------	----	---------

1.1 Listen to a text.	Number the words and phrases	below in the order you
hear them.		
encoded	perform	retrieved
long-term	autobiographical	rote learning
memorize	recall	short-term
1 memory	remembering	stored

Using new vocabulary

Complete the diagram. Think of your own examples.

Long-term memory

You can remember You can	remember	You ca	an remember
			even

Understanding vocabulary patterns

Underline the correct word in *italics* in each case.

- 1. Have you got a good *memory / reminder* for names?
- 2. I need to learn / memorize how to drive.
- 3. Please remind / remember me to complete that form.
- **4.** I've forgotten / left my book at home.
- 5. Can you retrieve / remember her name?
- 6. Do you recognize / remind this person?
- 7. I've memorized / learnt my bank account number by heart.

associated (adj) association (n) autobiographical (adj) by heart component (n) encode (v) forget (v) frequency (n) hearing (n) [= sense] long-term (adj) memorable (adj) memorize (v) memory (n) mnemonic (n) model (n) [= idea] pay attention to perform (v) propose (v) [= suggest] push out (v) recall (v) recognize (v) rehearsal (n) rehearse (v) related to (adj) remember (v) remind (v) repetition (n) retrieve (v) rote learning (n) sense (n) [hearing, etc.] sensory (adj) short-term (adj) sight (n) [= sense] variety (n)

1.2 Real-time listening

Memory models

Activating ideas

Discuss these questions.

- What are the five senses?
- Do you associate any of the senses with memories?

Predicting the content of a lecture

Look at Figure 1 on the opposite page. Think about the answers to these questions.

- 1. What is the lecture going to be about?
- 2. According to Figure 1, how many different types of memory are there?
- 3. What is 'sensory' memory?



Understanding key information

- 1. 1.2 DVD 1.A Watch the lecture and check your ideas from Exercise B2. Can you remember any extra information about each sentence?
- 2. Match the questions and answers.

а.	Who proposed the Multi-store memory model?		1968
b.	When did they do this?		1–3 seconds
c.	Who conducted research into short-term memory?		15–30 seconds
d.	When did he do this?		we need to rehearse it
e.	How long does sensory memory last?		forever
f.	How long does short-term memory last?		1956
g.	How long does long-term memory last?		we must pay attention to it
h.	How can we move information in sensory memory into short-term memory?		7
Ì.	How many pieces of information can short-term memory hold?		Miller
j.	How can we move information from short-term into long-term memory?	a	Atkinson and Shiffrin

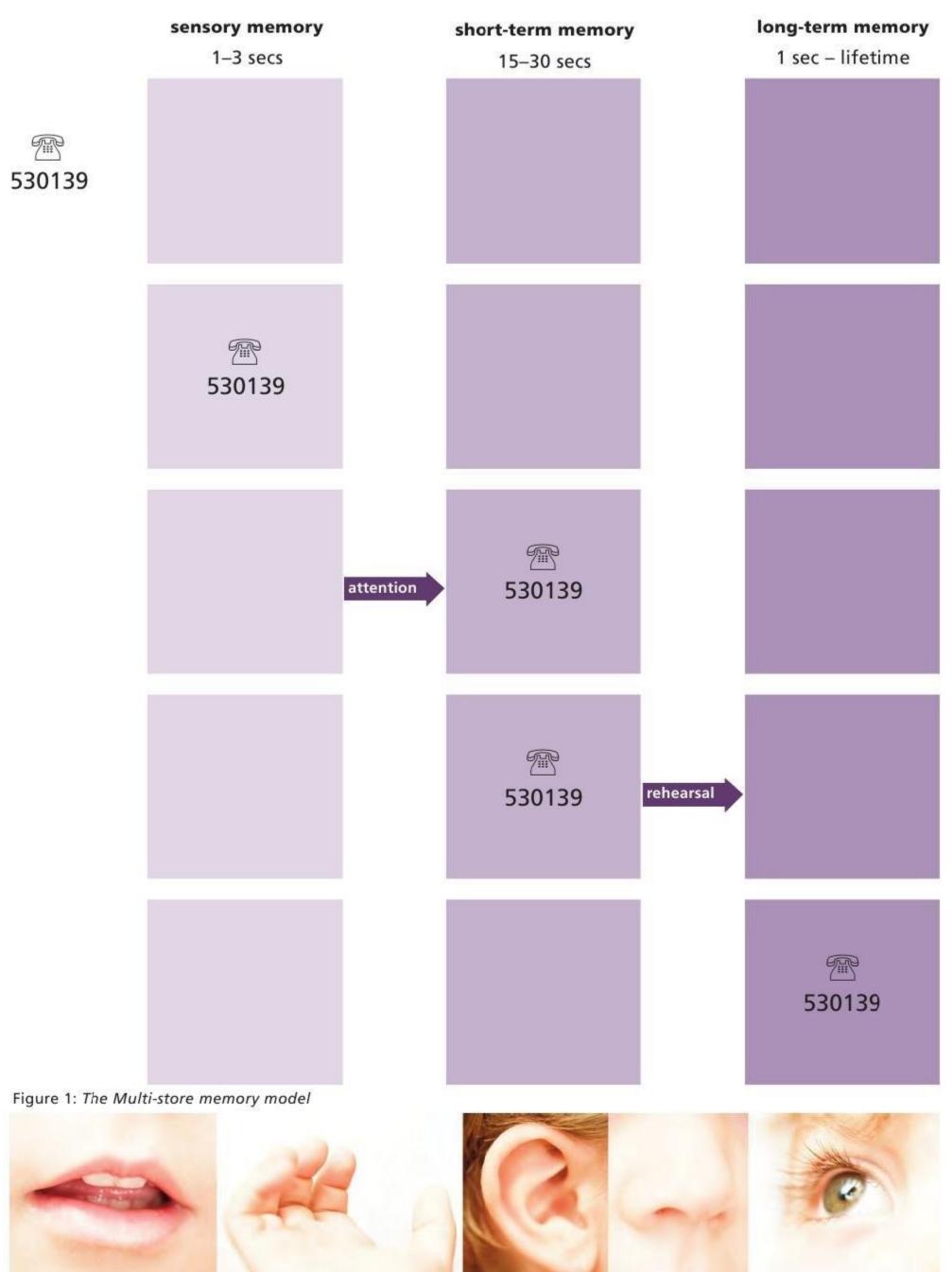
Transferring information to the real world

Discuss the following questions.

- 1. Think about the information you learnt about memory in Lesson 1.1. What are the differences from the Multi-store memory model?
- 2. Can you think of an experiment to prove Miller's theory about 'The Magical Number Seven'?
- 3. What relevance does the Multi-store memory model have for education and learning?

THE MULTI-STORE MEMORY MODEL

(ATKINSON-SHIFFRIN 1968)



1.3 Learning new listening skills Recording sources

39003	
A	Predicting the next information 1.3 Listen to part of the lecture from Lesson 1.2. Number the sentence endings in the correct order.
	the adjective from sense.
	short-term memory.
	there is sensory memory.
	from one to three seconds.
	1968.
	long-term memory.
	related to sight, hearing and so on.
	'The psychology of learning and motivation'.
	Atkinson and Shiffrin say that there are three parts to memory.
	1 Atkinson and Shiffrin.
B	Identifying a new skill
	Read the Skills Check and answer the questions.
	1. What information must you record during the lecture?
	2. What information can you check after the lecture?
C	Practising a new skill
	1.4 Listen to some extracts from a lecture on memory. Make notes of the leavenings of information and the
	Make notes of the key pieces of information and the source in each case. Guess the spelling of names.
D	Identifying words from the stressed syllable
	1.5 Listen to the stressed syllable of some words from
	this theme. Number the correct word in each case.
	memory 1 involve
	recognize perform
	attention recall
	consider research
	encode retrieve
	information repetition





Skills Check

Recording sources

Lecturers often talk about well-known researchers in a particular discipline. You must record:

- the topic
- the name of the researcher(s)
- · the date of the research

You do not have to record the name of the articles or the book. You can check that on the Internet later.

Example:

1.6 Listen to extracts from the lecture in 1.1 again. Study the student's notes in each case.

- 1. Multi-store mem. model Atkinson / Shiffrin (1968)
- 2. Short-term memory Miller (1956)

Guess the spelling of names, then check with the lecturer or on the Internet later.

1.4 Grammar for listening

Indirect questions; verb patterns

Lecturers often use indirect questions in lectures.

1

	introduction	question word	details
1.	We'll see	if	rehearsal is just repetition.
2.	We'll discover	who	proposed this model.
3.	I'll identify	what	the components of the model are.
4.	Let's consider	how	the process works.
5.	Miller explained	why	this is important.

You must identify the direct question to get the heading for your notes.

A Direct questions

Identify the direct questions in the table above. Write a heading for notes in each case.

Example: 1. Is rehearsal just repetition? rehearsal = repetition?

B Indirect questions

1.7 Listen to some more indirect questions. Make a heading for the notes in each case.

Example: 1. I'm going to discuss how we encode sensory information. How / encode sens. inf.?

There are several common patterns for the verbs in the box.

Write one of the verbs in each table. Put it into the past tense

forget learn remember remind

2

Ī			the telephone number.	
She		to return	the books to the library.	
He	·····	going	to the beach as a young child.	
They	how	to use	the machine after a few minutes.	
He		to buy	some coffee.	
She	me	about	my birthday.	
They		of	my own parents.	
She			the important information.	
He		about	the Second World War.	
1	how	to drive	a car.	
She		to go	to the bank.	
He		about	the problem.	
1	how	to spell	the word.	

If you know the patterns of a verb, you can predict the possible endings to a sentence.

C	Predicting	sentence	endings

1.8 Listen to the beginning of some sentences.	Choose the best way to complete each sentence.
--	--

	getting my first bicycle.	the countries of the region	1.
_ 3			

	seminar dates.	my mother
0		

1 22-5 22-5 22-5	
to cook.	to hand in the assignment on time

1.5 Applying new listening skills

Moving information into long-term memory

A Activating ideas

- 1. Look at the picture of the Solar System and the sentence below it. What is the connection between them?
- 2. The sentence is a mnemonic. So what is a mnemonic?
- **3.** Read the lecture information below the sentence. Discuss the question.

B Understanding an introduction

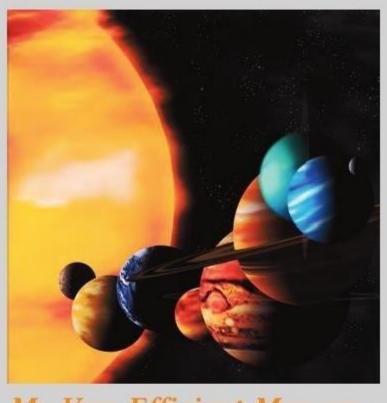
1.9 DVD 1.B Watch the introduction to the lecture. Answer the questions.

- 1. What do researchers disagree about?
- 2. What do they agree about?

Following a lecture

1.10 DVD 1.C Watch the rest of the lecture. Complete the student notes below with:

- the ways of moving information
- the researchers
- · the dates of the research



My Very Efficient Memory

Just Stores Up Nine Planets

Faculty of Education

How can we help learners to move information into long-term memory?

Monday 2.00 p.m.

Short-term + 2	→ Long-term memory
----------------	--------------------

D Checking understanding

- 1. Describe the process of moving information from short-term to long-term memory. Use the completed diagram above.
- 2. Who said or wrote the following?
 - a. We learn by doing.
 - b. Mind maps help you remember information.
 - c. Mnemonics will help you learn.
 - d. Rehearsal should involve variety.
- 3. What classroom activities could teachers provide to help with moving information into long-term memory?

Example: variety = They could ask students to read the same word in many different texts.

•

Speaking: Learner styles

1.6 Vocabulary for speaking

Types of learner

A Activating ideas

Read the proverb. Discuss in groups.

B Understanding new vocabulary

- 1. **1.11** Cover the text at the bottom of the page. Look at Figure 1. Listen.
- 2. Say the words in the circles in Figure 1. What does each word mean?
- 3. What does the figure tell you? Discuss in pairs.

Producing clear speech

- Study the Skills Check.
 What does / and // mean, in this case?
- 2. Uncover the text. **1.12** Listen again to the first paragraph.
- **3.** Say the paragraph with the correct pauses.
- Mark the other paragraphs in the same way. Practise saying the paragraphs.

I hear and I forget.I see and I remember.I do and I understand.

Old Chinese proverb

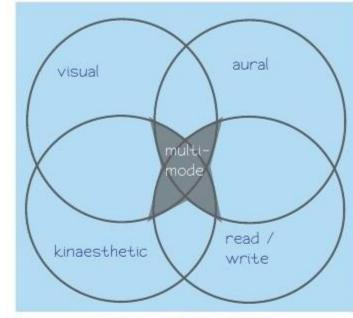


Figure 1: Types of learner

Skills Check

Pausing

We should make small pauses in many places when we are speaking.

Sometimes we need a short pause (/), sometimes a longer pause (//).

Using new vocabulary

What kind of learner are **you**?

Do the quiz on page 80 and find out.

How do you learn? // If you like pictures, / graphs / and charts, / you are probably a visual learner. // Visual means 'of the eyes'. //

If you like talking about new information with your friends, you are probably an aural learner. *Aural* means 'of the ears'.

If you like using the library and the Internet to find new information, you are probably a read/write learner. In other words, you need to read things or write them to remember them.

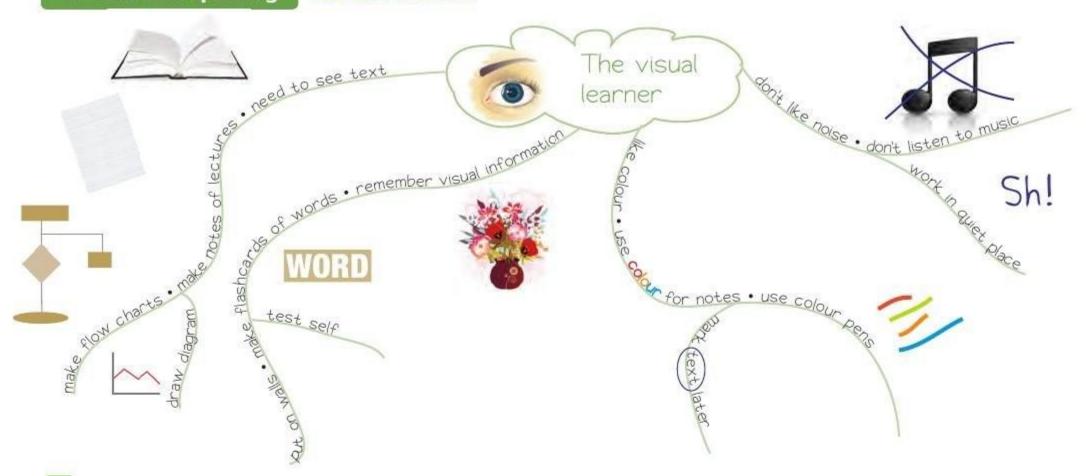
If you like to move around when you are studying, you are probably a kinaesthetic learner. *Kinaesthetic* means 'of feeling and movement'.

Finally, if you like to do two or more of these things, you are probably a multi-mode learner. *Mode* means 'method or way of doing something', and *multi* means 'many'. Sixty to seventy per cent of learners are multi-mode.

aloud (adj) annoying (adj) aural (adj) clearly (adv) collect (v) [= bring from a place] colour-coding (n) concept (n) consider (v) corridor (n) efficiency (n) fire alarm highlight (v) improve (v) improvement (n) in halls institute (n) kinaesthetic (adj) know your way around learner (n) mode (n) noisy (adj) on campus preference (n) preferred (adj) recommendation (n) rent (n) sum up (v) theory (n) think of (v) [= opinion] underline (v) untidy (adj) visual (adj) visualize (v)

1.7 Real-time speaking

The visual learner



A Activating ideas

Study the mind map above and the assignment on the right. Which parts of the mind map provide information for each part of the assignment?

B Preparing to give a talk

Study the extract from a talk on the right.

- 1. Find:
 - the learning preference
 - the recommendations
- 2. Practise saying the sentences.
- 3. Make three more paragraphs from the information in the mind map above. Practise giving the talk.

C Studying a model

1.13 DVD 1.D Watch a student. He is giving a talk about visual learners. Answer the questions.

- 1. How many sections are there in his talk?
- 2. What information is in each section?
- 3. What signpost words does he use to help the listeners?
- 4. What do you notice about the way he gives the talk?

He looks at the audience.

Developing critical thinking

Discuss these statements.

- 1. In a large class, it is not possible for the teacher to consider the needs of different types of learner.
- It is the responsibility of the student to improve learning efficiency, not the teacher.

Faculty of Education

According to the Institute of Learning Styles Research, there are seven types of learning style.

Research the topic and prepare a short talk on ONE learning style.

- Explain the learning preferences for that learning style.
- Make recommendations to improve learning efficiency.

Firstly, / visual learners need to see written text / so they should make notes of lectures.

They could draw diagrams and make flow charts from the notes.

Extract from a talk

Everyday English

Making friends



A Activating ideas

- 1. When you arrive at university, what do you talk about with other new students?
- 2. Look at the pictures. What areas of university life do they show?

B Studying models

1. Cover the conversations. Look at the questions in the box. Think of a possible answer for each one.

Have you met your tutor?

2. **1.14** Listen and complete the conversations.

What course are you doing?

	When are your lectures? Have you been	n into town yet? How long have you been here?
0	A: B: Environmental Science. A: Is that a BSc? B: Yes. It's three years, full time.	A: B: Yes, I went to her office yesterday. A: What's her name? B: I've forgotten. But she seems really nice.
2	B: Yes. I'm in the halls of residence. It's really good. A: Are the rooms shared or single? B: They're all single study bedrooms.	B: I arrived on Sunday by train. You? A: I've been here for a week. B: So you know your way around then?
3	A: B: No, not yet. Have you? A: I'm going today. I've got a map here. B: Oh great. Can I come with you?	B: I've got five hours a week, on three days. A: My lectures are on Monday and Friday. B: Oh, that means no long weekends, then? A: Yes, it's a bit annoying.

Practising the model

1. Practise the conversations.

Are you in halls?

2. Ask your partner the questions in Exercise B1. Continue your conversations. Give real facts if possible.

Yes, I'm in Holland House,

I know the place. One of my friends lives there. He says it's nice.

Yes it's great. It's clean and warm.

Are you staying on campus?

1.8 Learning new speaking skills

Giving a short talk

A Reviewing vowel sounds

- Read the Pronunciation Check. How many vowel sounds are there in the examples?
- 2. Say each pair of words with correct vowel sounds.

a.	word	ward	
b.	most	must	
c.	learn	lean	
d.	how	hoe	
e.	notes	knots	
f.	means	mains	
g.	ways	wise	
h.	all	Al	
i.	room	rom	
j.	should	showed	
k.	could	cold	

B Identifying a key skill

What should you do:

- · before a talk?
- during a talk?

Read the Skills Check and check your ideas.

Rehearsing a model

- Write a short talk about yourself.
 Follow the advice in Before the talk.
 Include information about:
 - your education
 - your qualifications
 - your plans for the future
- **2.** Give your talk in groups. Follow the advice in *During the talk*.

Evaluation

Who gave the best talk in your group?
Why was it the best talk?
Think about:

- content
- organization
- presentation



Pronunciation Check

Vowel sounds

1.15

Sometimes words only have one vowel sound that is different.

Examples:

pat = /pæt/ part = /pɑ:t/
pet = /pet/ pert = /pɜ:t/
pit = /pɪt/ Pete = /pi:t/
pot = /pɒt/ port = /pɔ:t/
putt = /pʌt/ put = /pʊt/
pout = /pəʊt/ pate = /peɪt/

You must use the correct vowel sounds when you speak.

Skills Check

Giving a talk

Before the talk

Brainstorm / research and write down your information in a mind map, a spidergram, a table, etc.

Organize your ideas logically, e.g., point, explanation, example.

Make notes of the key words on file cards.

Number the cards in order.

During the talk

Look at each card before you speak.

Then look at the audience.

Speak loudly and clearly.

Do not speak too fast.

1.9 Grammar for speaking

should / could; so / because

We can use should and could to make recommendations.

We use should for very strong recommendations. We use could for suggestions or ideas.

subject	modal	inf. to -	object	function
Visual learners	should	make	notes of all lectures.	= strong recommendation
Thou	could	draw	diagrams.	= suggestion, idea
They	could	make	flow charts.	= suggestion, idea

1.16 Listen to the sentences in the table.

The vowel sound in both should and could is short, |v|, the sound in good.

The letter *l* is silent in both words. The letter *d* is silent in front of consonants.

A Talking about recommendations

What should you do in these situations?

- 1. You are late with an assignment.
- 2. The fire alarm goes off in a lecture.
- 3. A friend offers to write your assignment.
- 4. You have an important test tomorrow.
- 5. Your rent is due and you have no money.



B Talking about suggestions

What could you do in these situations?

- 1. You don't understand an assignment.
- 2. You have lost your room key.
- 3. You have no coursework this weekend.
- 4. You share a house with four friends. It is always dirty and untidy.
- 5. It's your turn to cook dinner tonight.



We can talk about **reason** and **result** with so or because.

reason		result		
Visual learners need to see written text	so	they should make notes of lectures.		

Because visual learners need to see written text, they should make notes of lectures.

or	result reason					
	Visual learners should make notes of lectures		they need to see written text.			

1.17 Listen to the sentences in the tables.

Giving reasons

Give a reason for each of your recommendations in Exercise A.

Example:

You should explain the reason to your tutor because then he/she will still mark it.



(3)

1.10 Applying new speaking skills

The aural learner

A Previewing vocabulary

What is the missing word in each sentence?

- 1. According to the Institute for Learning Styles Research, there are seven types of learning style.
- 2. Today, I'm going to talk ______ one of the seven types, the visual learner.
- 3. How the visual learner prefer to learn?
- 4. How _____ the visual learner improve learning efficiency?
- **5.** I _____ mention some learning preferences and make recommendations in each case.
- **6.** Visual learners make notes of lectures.
- 7. They _____ draw diagrams or make flow charts from the notes.
- 8. _____ visual learners like colour, they should use colour for their notes.
- 9. I explained some of the learning preferences of visual learners.
- 10. _____ you are a visual learner, try some of the ideas that I have suggested.





B Activating ideas

You have heard a talk about visual learners. In this lesson, you are going to give a talk about **aural** learners or **kinaesthetic** learners.

Work in two groups.

Group A

- 1. How do aural learners learn?
- 2. How can they improve their learning efficiency?

Group B

- 1. How do kinaesthetic learners learn?
- 2. How can they improve their learning efficiency?

Researching information

Continue in your groups.

Group A

Study the information on page 83.

Make notes, a mind map or a spidergram.

Group B

Study the information on page 86.

Make notes, a mind map or a spidergram.

D Using a key skill

- In your group, prepare a talk about your learning style.
 Remember:
 - Make three sections introduction, main body, conclusion.
 - In the main body, talk about each learning preference then give one or more recommendations.
 - Link the points with Firstly, Secondly, etc.
 - Make notes on cards.
- 2. Make pairs a student from Group A with a student from Group B. Give your talk. Follow the advice in *During the talk* in the Skills Check on page 20.



Theme 2

Friends and family

- Making and keeping friends
- Apologizing

2.1 Vocabulary for listening

Describing personality







Activating ideas

2.1 Listen to some statements about the Internet. Do you agree or disagree with each one?

1. Websites like Facebook waste a lot of time.

That's true.

I don't agree. I think Facebook is fantastic.

B Understanding vocabulary in context

- 1. Find and underline all the adjectives on the right which describe people.
- 2. ② 2.2 Listen to some people. Each person is talking about his/her best friend. Number the adjectives in the order you hear them.
- 3. @ 2.3 Listen again and make a note of the meaning of each adjective.

Using new vocabulary

Talk about some of your friends. Use these patterns:

		like	him		he		very	
1	really			because		's	SO	(adjective).
		love	her		she		extremely	

	he	always	
For example,		often	(verb).
	she	never	

Word-building

We can often add a prefix to make an adjective negative.

Tick the correct prefix for each adjective in the table.

	un	in	im	dis
friendly	1			
considerate				
honest				
communicative				
reliable				
confident				
polite				

acceptance (n) acquaintance (n) adolescent (n) allow (v) appreciation (n) approval (n) approve (v) [of] available (adj) barrier (n) close friend communicate (v) communicative (adj) complex (adj) considerate (adj) critical (adj) criticize (v) draw (v) [= pull] give up (v) honestly (adv) independent (adj) live your own life make friends negative (adj) [= attitude] neighbourhood (n) personality (n) positive (adj) [= attitude] promise (v) ready and willing reliable (adj) see (v) [= have a view on] simply (adv) social network site so (adv) [= very] support (v) supportive (adj) thinker (n) through history

2.2 Real-time listening

Making friends

Activating ideas

Study the information on the right. Discuss these questions.

- 1. What is a friend?
- 2. Are there different kinds of friends?
- 3. How can you *make* friends with someone?

Understanding an introduction

You are going to watch a lecture about friendship.

- 1. (1) 2.4 DVD 2.A Watch the first part of the introduction. Make a note of the research source.
- 2. **②** 2.5 **DVD** 2.B Watch the second part of the introduction. Which points below will the lecturer talk about in the main body of the lecture? Number the correct points in order. There are some extra points.

11 55		30 G	r
	aco	uaintance	→ friend
	uco	admittance	HILLIA

characteristics of people with many frier	
	100
Litaracteristics of beoble with many men	IU:

personal survey on friendship

difference between friends / family members

- difference between friends / acquaintances
- problems with friends

Understanding a lecture

2.6 DVD 2.c Watch the main part of the lecture. Decide if each statement below is true (T) or false (F), according to the lecturer.

1	Some	people	do not	have ma	ny acquaintances.
	JUILIC	DCODIC	UU IIUL	Have IIIa	ily acquaintances.

- Friends and acquaintances are very similar. 2.
- Acquaintances only become friends if we like them. 3.
- 4. Family members can never be true friends.
- People like you because you make them like you. 5.

Applying information to the real world

Mark the statements on the handout on the right. Check your answers with someone who knows you. Read the interpretation below. Do you agree?

Interpreting your answers:

6, 7, 8 ticks = very likeable

less than 6 = you must change some things!

Humanities Faculty Sociology Department

Theme 2: Friendship

We talk about our friends all the time but, in sociological terms, there is some uncertainty about the meaning of friendship (see Allan [1996]).

In this theme, we look at the basic idea of friendship, then explore some classical and modern views.

Allan, G. (1996) Kinship and Friendship in Modern Britain, Oxford: Oxford University Press.

Would you like to be ...

YOUR friend?

Consider these statements. Is each statement true for you? Be honest! Mark each statement ... \checkmark = very, ? = not very, or X = not at all. Check your answers with people who know you well. Do they agree

wit	th your answers?	
1.	I am independent.	
2.	I am positive.	
3.	I am honest.	
4.	I am reliable.	
5.	I am considerate.	
6.	I am communicative.	
7.	I am available.	



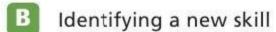
2.3 Learning new listening skills

The main idea

A Recognizing fixed phrases

In English, there are many fixed phrases with two nouns.

- 2.7 Listen and number the next noun in each case.
- women
- 1 acquaintances
- friends
- children
- sisters
- daughters
- fathers



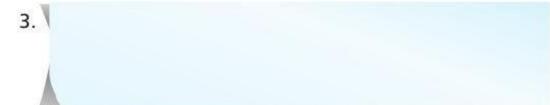
Read the Skills Check. What were the main ideas in the lecture in Lesson 2.2? Complete the list.

- we must like acquaintances then they may become friends
- 2.
- 3.
- 4.

Practising a new skill

2.8 Listen to some extracts from lectures and tutorials. Make a note of the main idea in each case.













Skills Check

Recognizing the main points

When you listen to a speaker, in a lecture or a tutorial, you must always ask yourself:

What is the **most important point** in this section of the lecture, or this turn in the tutorial?

Speakers often introduce the main idea.

The (key I main) point is ...

The (most important) thing is ...

The thing to remember is ...

Most importantly, ...

Speakers often **repeat** the main idea or ideas at **the end** of the lecture.

So, to sum up, ...

As we have seen, ...

We've heard today that ...

The things to remember are ...

Write the main idea(s), or go back and underline the main idea(s) in your notes.

2.4 Grammar for listening

Transitive and intransitive verbs

Some English verbs do not need an object. They are called **intransitive** verbs (often marked *v.i.* in a dictionary). They are usually followed by a **prepositional phrase** or an **adverb**.

(5)

Table 1

subject	verb	prep. phrase / adverb	type of information
We	go	to many places every week.	location
Most people	live	in communities.	location
Something	happens	between acquaintances.	time, frequency
Friendship	occurs	sometimes.	time, frequency

Many English verbs **must have an object**. They are called **transitive** verbs (often marked v.t. in a dictionary). The object is a **noun** or noun phrase.

Table 2

subject	verb	object	type of information
Ueno	studied	adolescents.	person, topic
A basic idea	links	psychology and sociology.	two people, two areas
We	will look at	the idea of friendship.	topic
You	're going to do	a personal survey.	activity

Always think about the type of information that can follow each verb.

A Predicting the type of information

2.9 Listen to the start of some sentences with intransitive verbs.

What kind of information do you expect to come next?

Example: 1. At the time of his most famous research, Ueno worked ... location? e.g., at / for the University of Florida job? e.g., as a Psychology professor

B Predicting the object

1. 2.10 Listen to the start of some sentences with transitive verbs.

Find and number a suitable object in each case.

	2.17 Lister to the run seritences and eneck your racus
	considerate people.
	a handout.
1	over 11,000 teenagers.
	several colleagues.
	a lot of acquaintances.
	acquaintances in many different places.
	friendship.
	the differences between friends and acquaintances

Predicting the next word or phrase

2.12 Listen to the start of some more sentences with transitive verbs. Complete each sentence with something logical.

Example: 1. Short-term memory stores ... information for a short time.

2.5 Applying new listening skills

Keeping friends

Activating ideas

In English, we talk about keeping friends. Can you keep friends? Or does friendship end naturally sometimes?

Understanding an introduction

You are going to watch another lecture about friendship. Cover the student notes below.

- 2.13 DVD 2.D Watch the introduction.
- 1. What research source does the lecturer mention?
- 2. What is the best way to make notes for this lecture? Why? Uncover the notes and write in the research source.

Following a lecture

2.14 DVD 2.E Watch the lecture.

Make a note of the main point from each section. Listen for the phrases:

The point is ...

What I'm saying is ...

The thing to remember is ...

Ba	rriers to friendship — ()
	1. A.
	2. A
	3. A

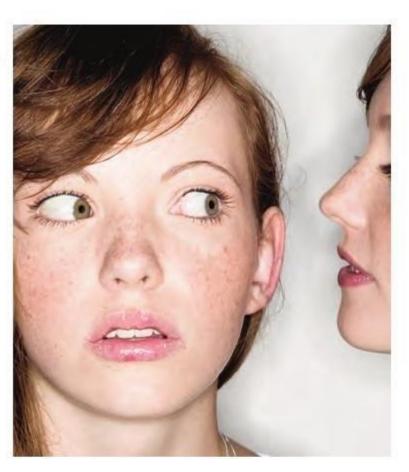
Checking understanding

Complete these sentences about the information in the lecture.

- 1. In the last lecture, I looked at ...
- You must like ...
- 3. There are many barriers which get ...
- 4. Milliken has written ...
- 5. The barriers are ...
- 6. Some people cannot accept ...
- 7. They don't allow ...
- 8. Some people criticize ...
- 9. Some people don't show ...
- 10. If you accept, approve and show appreciation, you will make ...

Transferring information

Give examples of the last time you showed acceptance, approval or appreciation to a friend.

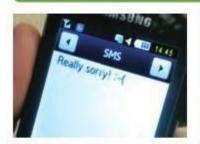






2.6 Vocabulary for speaking

Sorry is the hardest word









A Reviewing key vocabulary

Complete the table. Make a sentence with one word from each row.

verb	adjective	noun
1. consider	considerate	consideration
2. rely		reliability
3.	critical	criticism
4. appreciate	appreciative	
5.	communicative	communication
6. support		support
7. like		
8.	honest	

B Understanding new words in context

- 1. Read the **Problem** below. What do you normally do in this situation?
- 2. Work in groups. Study the possible **Solutions**. Try to reach agreement on the best solution. Give reasons for your choice.
- 3. ② 2.15 DVD 2.F Watch a group of students in a tutorial. They are discussing this problem. Which solution do they agree on? Why? What is wrong with some of the other solutions?
- 4. Work in groups. Role-play the tutorial.

Problem

You have done something which has upset your friend. What do you do?

Solutions

- a. Ignore it and carry on as if nothing has happened.
- b. Avoid your friend for a little while and hope he/she forgets about it.
- c. Say sorry but make an excuse for your actions or words.
- d. Meet your friend and apologize with emphasis I'm very, very sorry.
- e. Say sorry and promise not to do it again.
- f. Say sorry and ask the person to forgive you.
- g. Apologize for behaving badly.
- h. Offer to put things right.

Understanding and reporting apologies

2.16 Listen to some apologies. Report them.

I'm sorry. I lost your pen.

He apologized for losing my pen.

a little while accident (n) according to agreement (n) anger (n) apologize [for] apology (n) arrange (v) avoid (v) blame (v) bow (n) by accident by itself carry on (v) determined (adj) [= fixed] emphasis (n) emphasize (v) excuse (n) face to face fault (n) forgive (v) forgiveness (n) formal (adj) formality (n) go away (v) ignore (v) informal (adj) lateness (n) make an effort make an excuse promise (n) put things right sincere (adj) sincerity (n) speech group stranger (n) upset (v)

2.7 Real-time speaking

Components of apologizing

A Previewing vocabulary

Study the verbs and nouns below. Which verbs and nouns go together?

1.	do	a promise
2	manka.	rosopreh

- 2. make research
 3. give a mistake
- 4. have an excuse
- 5. accept a reason
- 6. reject an effort
- 7. apologize for

B Activating ideas

1. In Britain, people say sorry a lot. Is it the same in your culture?

an offer

2. Read the tutorial assignment on the right. What does *culturally* determined mean?

very strong in some cultures	the same in all cultures
different in different cultures	not related to culture

C Understanding a model

1. **② 2.17** Listen to the first part of a tutorial. What did the students research?

component	British culture

2. **② 2.18** Listen to each student. What did he/she discover about British culture? Complete the second column of the table.

Practising a model

Study the extract from a tutorial on the right.

- 1. Find:
 - · the area of research
 - an explanation of the area
 - an example
 - the research findings
- 2. Mark the sense groups in each sentence.
- **3.** Practise saying the sentences.
- 4. Give four more descriptions from the information in the table.

Producing a model

- 1. Make a table like the one in Exercise C for your culture.
- 2. Talk about one component of apologizing in your culture.



Faculty of Language and Linguistics

Tutorial assignment

Apologizing is culturally determined (see Cohen and Olshtain [1981]).

Research the topic of apologizing. Be prepared to talk about apologizing in British culture at the next tutorial.

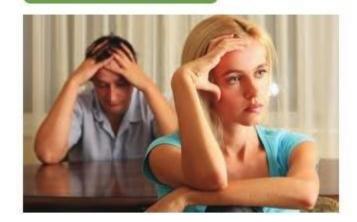
Cohen A. D. & Olshtain E. (1981). Developing a measure of sociocultural competence: the case of apology. Language and Learning 31 (1): 113-34.

I looked at excuses. An excuse is a reason for your action. For example, you can say 'I'm sorry I'm late. The train didn't come on time.' In some cultures, it is not polite to give an excuse. It means you are not really sorry for your action — you think that you had a good reason. In British culture, it is good to give a reason. If you don't give a reason, people think that you don't care. And that's it, really.

Extract from a tutorial

Everyday English

Apologizing







Activating ideas

- 1. Look at the pictures. What is happening?
- 2. When do you apologize? Think of as many situations as you can.
- 3. What might you say in each case? How can you answer if someone apologizes to you?

I'm sorry. I think I've broken your pen.

Oh, don't worry. It's an old one.

Studying models

- 1. Cover the conversations. Look at the sentences. Why was the apology necessary in each situation?
 - a. I don't have enough time to do the research.
 - b. Well, I think you should apologize to her.
 - c. Sorry about that. Do you need it for the lecture?
- d. I'm sorry. I thought it was for next week.
- e. Let me move my things.
- f. Sorry I'm late. Can I come in?
- 2. 2.19 Listen and complete the conversations.
- - B: Of course. What happened?
 - A: I slept in. I'm really sorry.
 - B: OK. Have a seat. We're just starting.
- A: Oh, I forgot to bring that book for you!
 - B: Never mind. I'll get it tomorrow.
 - A:

B: No. Not today.

- A: I'm very sorry. I don't think I can finish my assignment on time.
 - B: What's the problem?

 - B: Don't worry. Can you do it for Monday?

- A: Excuse me, I was sitting there.
 - B: Oh were you? Sorry. I didn't realize.
 - A: That's OK.

 - A: I don't think I've got your assignment.

 - A: No. The deadline was this week.
 - B: I'm sorry. I misunderstood.
- A: What's wrong with her?
 - B: She's upset because you were rude to her.
 - A: But I didn't mean to be rude!

Practising the model

- 1. Practise the conversations.
- 2. Role-play conversations. One of you must apologize to the other because:
 - you are late for your tutorial
 - you need to cancel an evening with friends
 - you have forgotten to pay your rent
 - you misunderstood what your assignment was
- you can't accept an invitation
- you have damaged a library book
- you didn't hear what your partner said
- · you missed a study group meeting

2.8 Learning new speaking skills

Starting and ending a turn

A Reviewing sounds

Which word is the odd one out in each row? Why?

reason excuse effort promise action
 honest angry happy tidy aloud
 reject accept prepare offer explain

Read the Pronunciation Check and check your answers.

B Identifying a key skill

- 1. Read Skills Check 1. How can you:
- introduce a turn?
- end a turn?
- 2. Read Skills Check 2. What should you explain to the tutor?

Practising key skills

Study these extracts from the tutorial in Lesson 2.7.

- 1. Correct the mistakes.
- 2.

 2. 20 Listen and check your answers.
- 3. Practise the sentences.
- a. My topic was offer.
- b. In British culture, the offers are good.
- c. That's what I found it.
- d. Sorry, I didn't really get many information.
- e. I was asked look at eye contact.
- f. I find a lot more information ...
- g. I made some research on formality.
- h. One website it said that all cultures have formal and informal speech.
- i. ... but other one said it is not true.

Rehearsing key skills

You are going to report some research. Work in pairs, one Student A and one Student B.

- 1. Read your research. Student A: page 81. Student B: page 87.
- 2. Report your research to your partner. Introduce your turn and end your turn.

Example: There are four main kinds of learning style. They are visual, aural, kinaesthetic and read / write.

I was asked to look at learning style. Apparently, there are four main kinds of learning style. They are: visual, aural, kinaesthetic, and read / write. That's all I found.



Pronunciation Check

Word stress

Ø 2.21

There are some patterns with nouns, adjectives and verbs.

Two-syllable nouns: stress on 1st syllable.

Examples: 'reason, 'effort, 'action

There are exceptions: ex'cuse, su'pport

Two-syllable adjectives: stress on 1st syllable.

Examples: 'honest, 'angry, 'tidy

There are exceptions: a'fraid, po'lite
Two-syllable verbs: stress on 2nd syllable.

Examples: re'ject, ac'cept, pre'pare
There are exceptions: 'promise, 'offer
Check new two-syllable words in a

dictionary.

Skills Check 1

Extended turns

② 2.22

You must introduce your turn.

State the topic of your turn.

Use a plural noun or an uncountable noun.

Examples:

I looked at excuses.

My topic was formality.

You must end your turn.

Examples:

That's it, really. That's what I found.

Skills Check 2

Reporting problems

② 2.23

You should explain any problems you had. Examples:

I couldn't find any information about ... There wasn't much information ... One website said ...

but another one said ...

2.9 Grammar for speaking

Uses of that

The word that has several uses in English:

② 2.24 **⑤**

- 1. to refer to an object away from the speaker Could you give me that book, please?
- 2. to finish a turn see Table 1
- 3. to join an introduction and a sentence see Table 2

Table 1

That's what I found.	
And that 's it, really.	
That's the end.	
I think that's all.	
That's all I want to sa	٧.

In these cases, you must say that. You must use a full vowel: /ð æ t/.

Table 2

introduction		sentence
I think		British people say sorry a lot.
I believe		promises are good.
I found		you can emphasize an apology with really or very.
I understand	(that)	British people often offer to pay for mistakes.
Research suggests		British people usually give a reason.
It seems		it is good to give a reason.
One website said		all cultures have formal and informal speech.

It is not necessary to say *that* after an introduction. If you say *that*, you must **not emphasize** the word. You must **use the schwa vowel**: $\eth \partial t$.





A Introducing sentences

- 1. Make each set of words into a sentence, with an introduction.
 - a. people I a that believe lot Japanese apologize I believe that Japanese people apologize a lot.
 - b. Americans apologize lateness understand for that I
 - c. not it after that accident seems an Americans do apologize
 - d. people one more said strangers website to to than that Chinese apologize friends
 - e. Chinese look someone people if understand they make apologize that I silly
 - f. ask research forgiveness that their suggests for actions Mexicans often
 - g. told I to that for found apologize reasons legal Americans are not
 - h. people I not that eye understand make when contact Japanese do they apologize
- 2.
 ② 2.25 Listen and check your answers.
- 3. Practise saying each sentence, with and without the word that.

2.10 Applying new speaking skills

Apologizing around the world

A Previewing vocabulary

Study some of the components of apologizing on the right.

- 1. Give an example sentence for each component.
- 2. ② 2.26 Listen to some sentences. What is the speaker doing in each case?

B Researching information

- 1. Study the tutorial assignment on the right. What are speech groups?
- 2. Work in groups. Read your research information.

Group 1: page 85

Group 2: page 87

Group 3: page 84

Group 4: page 86

Complete Table 1 at the bottom of the page for your speech group.



Fig 1: Components of apologizing

C Using a key skill

- 1. Rehearse your turn for the tutorial. Remember to:
 - introduce your turn
 - introduce sentences with, e.g., Research shows that ..., I understand that ...
 - use expressions such as According to ..., Apparently, ...
 - talk about any problems with research
 - end your turn
- 2. Work in new groups. There must be one student from each group in Exercise B in each new group. Take part in a tutorial. Complete Table 1 for the other speech groups.

Faculty of Language and Linguistics

Tutorial assignment

Bergman and Kasper (1993) investigated apologizing in different speech groups.

Read their paper and be prepared to talk about the findings at the next tutorial.

Bergman M. and Kasper G. (1993) 'Perception and performance in native and non-native apology' in *Interlanguage Pragmatics* Kasper G. and Blum-Kulka S. Oxford University Press US

Table 1: Components of apologizing for selected speech groups

speech group	actual words	emphasis	responsibility	explanation	offer	promise
Americans	nearly always					
Russians		no information				
British			very often			
Germans				very rarely		



Theme 3

Managing to be successful

- Managing time and self
- The time thieves

3.1 Vocabulary for listening

Important vs urgent







A Activating ideas

What information do you put on a To Do list?

B Understanding vocabulary in context

3.1 Listen to part of a lecture
on the management of To Do lists.
Number the word or phrase to
complete each sentence.

7
orger

	TABLUS REPORTED BY THE REPORT OF
	important
1	important

	1
1	urgon
	urgen

1 time management.

_	1			
	100000	Acres 1		A. Commercial
	n	COL	rit	170
	l DI	10	111	ize

faces.

the To Do list.

HEADDE	
maenc	V
	urgeno

stressed.

impossible.

	TO DO
	Wed. 15 th
U	finish Bus. Stud. assignment (by Fri)
U	see tutor re. project
U	call Jane re. weekend
	get food!
U	take books back to library - overdue!
U	revise for exams - only 28 days left
U	prepare for 3.30 lecture today
	tidy desk
	do the chores

Table 1: Rating items on a To Do list

rating	important	urgent
А	1	1

C Using new vocabulary

- 1. <a>② 3.2 Listen to some advice about using To Do lists. Complete Table 1.
- 2. Look at the To Do list on the right at the top. Mark each item A, B, C or D.

Word-building

Study the examples in the table.

- 1. Can you add -ful and/or -less to the other nouns?
- 2. **②** 3.3 Listen and check your answers.
- 3. What does the adjective mean in each case?

noun	-ful	-less
use	1	1
stress	1	-
waste		
hope		
truth		
care		
beauty		
harm		
time		
fear		

alternative (n) alternatively (adv) behind (adj) [= late] chores (n pl) cross out (v) current (adj) disorganized (adj) doubtful (adj) enough (adv) equal (v) equation (n) everything or nothing face (v) hopeless (adj) impossible (adj) intend (v) miss(v) = not attendorganized (adj) ourselves (pron) overdue (adj) previous (adj) prioritize (v) rating (n) refuse (v) rest (n) [= relaxation] self (n) solve (v) stress (n) stressed (adj) task (n) time management To Do list ugly (adj) urgent (adj) useful (adj) versus (prep) waste (v) [= time] work flow

3.2 Real-time listening

Work vs time

A Activating ideas

3.4 Listen to some sentences. Find the correct photograph on the opposite page for each sentence.

B Understanding an introduction

Read the information about a lecture on the right.

- 1. **3.5** DVD 3.A Watch the first part of the introduction. Make a note of the research source.
- 2. **3.6** DVD **3.8** Watch the second part of the introduction. Make a note of the sections of the lecture.

Understanding a lecture

3.7 DVD 3.C Watch the main part of the lecture. Complete each sentence.

- 1. There is a basic time management equation.
- 2. The equation is work = time
- 3. Both sides of the equation must
- 4. Can you reduce the amount of
- 5. No, because you can't
- 6. Can you increase the amount of _____
- 7. No, because rest is as important
- 8. There are basically two types of
- 9. There is current work and
- 10. Today's work is current work plus

Summarizing a lecture

Study the final slide from the lecture. Summarize the lecture.

Transferring information to the real world

- 1. What do you have to do today? Make a list.
- How many items on the list are previous work work from yesterday, last week, etc.?

Management and Business Studies

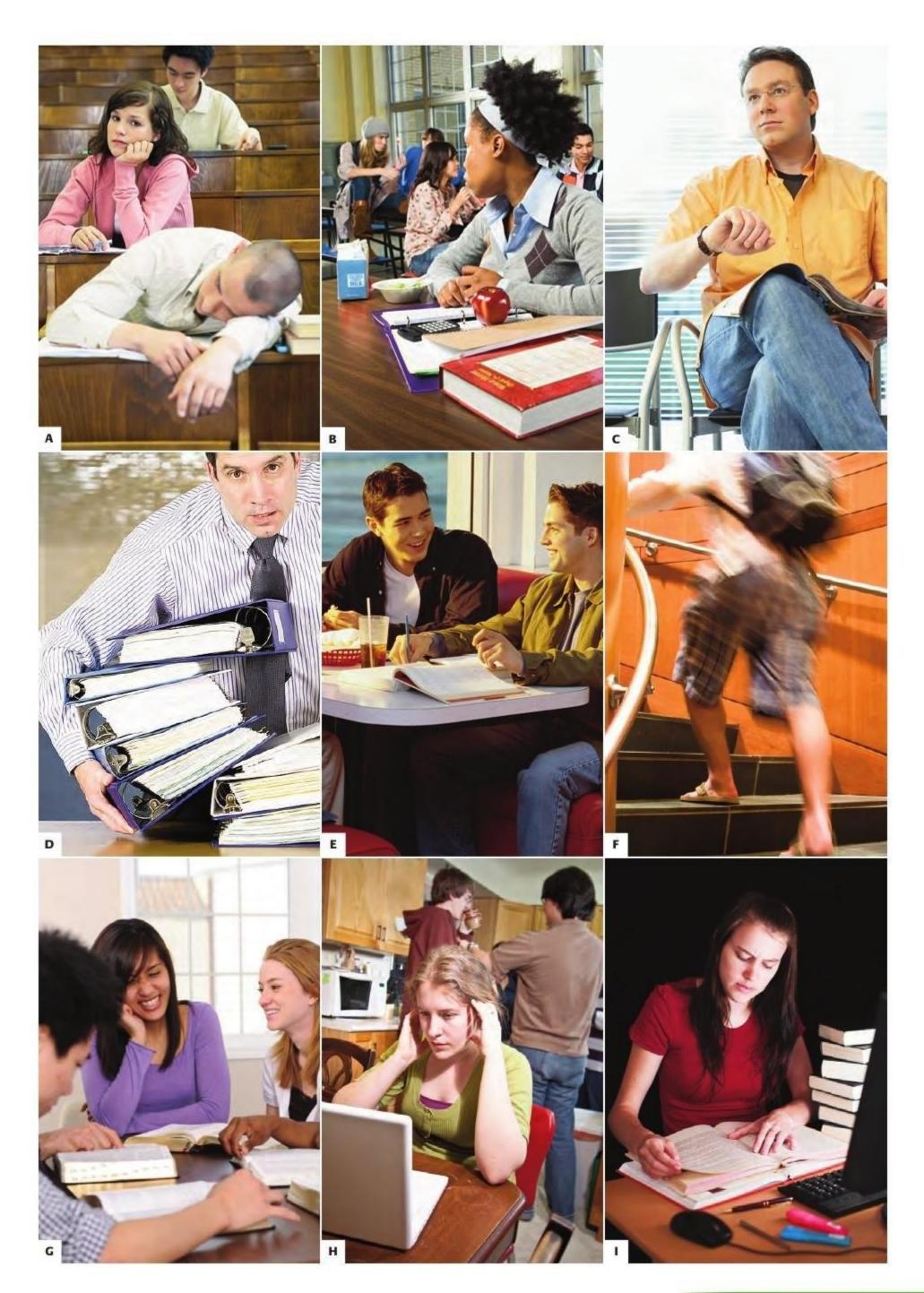
Lecture 3: Managing time

Some managers have to manage people, some have to manage things and some people and things. But all managers have to manage time. It is the most basic resource in any organization. If you lose control of time, you will lose control of the organization.









3.3 Learning new listening skills

Signpost words and phrases

Reviewing vocabulary

Find pairs of words from the lecture in Lesson 3.2.

firstly earlier finally current increase previous reduce rest later tomorrow work yesterday

Identifying a new skill

The lecturer in Lesson 3.2 used all the words and phrases below.

- 1. What do you expect to hear next in each case?
 - a. Firstly, I'm ...
 - b. On one side ...
 - c. Some management books say ...
 - d. There are two types of work ...
 - e. You could get up ...
- 2. Read the Skills Check. Check your ideas.

Recognizing stress patterns

3.8 Listen to extracts from the lecture in Lesson 3.2. Underline the stressed words in each signpost phrase.

- 1. Firstly, I'm going to talk about the reason for managing time.
- 2. On one side, we have WORK ...
- 3. Some management books say you must prioritize.
- 4. There are two types of work. Firstly, there is current work. But there is another type of work as well. This is previous work.
- 5. You could get up an hour earlier, or go to bed later, or you could reduce the number of breaks during the day.

Practising a new skill

3.9 Listen to the introductions from some lectures. Make notes of the organization of each lecture.

Types of work 1. External - from other people 2. Internal - from ourselves



Skills Check

Signpost words and phrases

Lecturers in English often provide signposts when they are speaking.

Signpost pairs:

On one side, we have WORK. On the other side, we have TIME AVAILABLE.

Some management books say you must prioritize.

Other books say you should say no to work.

Signpost groups:

You could get up earlier ... (Alternatively) you could stay at work later.

(Or) you could refuse to do some of the work.

Firstly, I'm going to talk about ... Secondly / Then, I'm going to explain ... Finally, I'm going to look at ...

Signpost words and phrases help you to predict the organization of **information** in the lecture. Sometimes they enable you to predict the actual content.

3.4 Grammar for listening

verb + infinitive

Many verbs in English are followed by the infinitive with to.

(7)

subject	verb	infinitive	other information
The student	promised	to finish	the work yesterday.
B	intend	to write	the essay next week.
Students	can't refuse	to attend	lectures.
You	could try*	to reduce	the amount of work.
Everyone	must remember*	to complete	assignments on time.
You	have (/hæv/)	to do	all the work.

In speech, the verb and the infinitive go together. Try to hear both parts.

3.10 Listen to the sentences. How is to pronounced?

Hearing the two verbs

3.11 Listen to each sentence. Number the two verbs you hear in each case.

Example:

1. You can't refuse to attend lectures.

verb	
forget	
learn	
need	
prefer	
promise	
refuse	
remember	
want	
	forget learn need prefer promise refuse remember

infinitive	
1	attend
	complete
	drive
	live
	read
	tell
	watch
	work

Some verbs need an object between the verb and the infinitive.

3.12 8

subject	verb	object	infinitive	type of information
Tutors	expect	you	to hand in	all assignments.
Books	will tell	you	to get up	earlier.
They	don't want	students	to miss	lectures.

Note: want can also be used without an object. Listen for the object between the verb and the infinitive.

Hearing the object

3.13 Listen to each sentence. Write the object.

Example:

1. Lecturers expect students to take notes. 1. students

Consolidation

Complete each of these sentences in a logical way. Use one of the verbs from this lesson.

- 1. I gave the lecturer my essay and she promised to mark it quickly.
- 2. These books are overdue so I have
- 3. This problem is so difficult. I tried
- 4. I'm so tired. I don't want
- 5. I asked my friend for help but
- 6. I forgot to buy milk but

3.5 Applying new listening skills

Self 1 vs Self 2

A Activating ideas

In English, we talk about 'managing yourself'. What do you understand by the phrase 'managing yourself'? How can you do it?

B Understanding an introduction

You are going to watch another lecture about management. This time it is about managing yourself.

3.14 DVD 3.D Watch the introduction. Decide on the best way to organize your notes. Write headings for the sections in your notebook. Leave space for the notes for each section.



Contract of the			
C	Following	the	lecture

3.15 DVD 3.E Watch the lecture. Use the signpost phrases to help you understand. Make a note of the main points from each section.

- Checking understanding
 - 1. Answer these questions about the theory in the lecture in general. Use your notes.
 - a. Who devised the theory?
 - b. When did it first appear?
 - c. Where did he write about it?
 - d. What is the theory about, basically?
 - 2. Complete these sentences about the detailed theory. Use your notes.
 - a. Self 2 is ... doubtful.

e. Self 2 thinks that a feeling is ...

b. Self 2 is the way ...

f. Self 2 believes that there is only ...

c. Self 2 believes in everything or ...

- g. Self 2 thinks that single actions are ...
- d. Self 2 thinks that the future will be ...
- 3. Study the sentences above about Self 2. Make sentences about Self 1 in the same way.

a. Self 1 is confident.	e
b	f
С.	g.
d.	

4. Complete this summary of Gallwey's ideas about self-management.

Complete this sui	illiary of Gallwey's ideas about sell-if
We all have	
Self 1	
Self 2	
People	
But we	
We must ensure	

Transferring information to the real world

Which Self is stronger in you? Explain your answer.

3.6 Vocabulary for speaking

Wasting time









A Activating ideas

- 1. What is the connection between all the items in the photographs?
- 2. What do the two quotations mean?

Most time is wasted, not in hours, but in minutes.

Paul J. Meyer

You have 24 hours in every day, seven days a week, for a total of 168 hours. And every day, ... time thieves ... take some of that precious time away ...

Dr Donald E. Wetmore

B Understanding new vocabulary in context

- 1. ② 3.16 Listen to each dialogue. Complete it with a word from the list on the right. Make any necessary changes.
- 2. Practise the dialogues in pairs. Write and say two more lines for each one.

	A:	A study group is a good	idea
-		because	
	D.	1 3 14	14/4 4

- B: I don't ______. It's a waste of time.
- A: Please don't ______ I haven't finished.
- B: Sorry.
- A: Have you done the assignment ?
 - B: No, I haven't. I'll do it tomorrow.
 - A: Don't ______ it off any more! It's urgent.
 - B: I've _____ got plenty of time.

3	A:	Should I write the es	ssay first
	B:	Don't	mel

- A: Or should I revise
- B: Look! I have to
- B: Look! I have to on with my work.
- A: I'm trying to ______
 - B: Sorry? What do you mean?
 A: The television's
 - me.
 - B: But this is my favourite programme!

Word-building

- 1. Complete the table. Add more words with the same pattern.
- 2. Use one word from each row in a sentence.

	noun
distract	
interrupt	
concentrate	
	solution
	quotation

verb	noun
	appreciation
communicate	
	recommendation
	introduction
contribute	

a couple of absolutely (adv) agree (v) [with] bursary (n) change my mind concentrate (v) distract (v) disturb (v) get on with (v) [= continue] I suppose so instead (adv) interrupt (v) interruption (n) me, too mind (v) neither do I nor me portal (n) possible (adj) put off (v) [= delay] quotation (n) renew (v) reserve (v) reward (n) screen (v) so do l social network site steal (v) still (adv) [= up to now] thief (n) thieves (n) waste (n and v) vet (adv)

3.7 Real-time speaking

Time thieves - people and things

A Activating ideas

- 1. What is the main distraction for you when you are trying to study?
- 2. How can you prevent the distraction, or deal with it?

B Understanding a model

- 1. **3.17** Listen to the first part of a tutorial about interruptions by people. Complete the **solutions** part of the notes below.
- 2. <a>§ 3.18 Listen to the second part of the tutorial.
 - a. What did the students think about each solution? Complete the **problems with solutions** part of the notes below.
 - b. Which solution did they agree on? Tick one.



solutions	problems with solutions

Studying a model

Study the extract from the tutorial below.

- Find and correct the grammar mistakes. There are extra words and missing words. There are wrong words and wrong tenses. There are 15 mistakes altogether.
- 2. Practise the corrected sentences in pairs.

Other

- A: Some people they said: 'Tell them to go away.' Another people said that you stop for a few minutes.
- B: I agree the first solution. They know that you are having to study so they should not to interrupt you.
- A: I don't think is possible. You can't be rude someone, even if you study. I think the second solution better.
- B: That's it. You can polite but then tell that you have study.

Practising a model

- Role-play another part of the tutorial on time thieves.
 Look at the time thief on the right.
 - How can mobile phones distract you from study?
 - What are some of the solutions to the problems?
- 2. **3.19** Listen to the students discussing mobile phones. Compare their ideas with yours.



Everyday English

Interruptions







A Activating ideas

Look at the photographs. Discuss these questions.

- 1. Why is the man interrupting the meeting? What is he saying to the woman?
- 2. What is the woman saying to the caller?
- 3. Why is someone interrupting the lecturer? What is he saying?

B Studying the models

- 1. @ 3.20 Listen to the conversations. Find three conversations that match the photographs above.
- 2. Where are the other conversations taking place?
- 3. Which of the six conversations are formal? Which are informal?
- 4. Practise the conversations.
- A: I'm really sorry to interrupt but there's an urgent call for you.
 - B: Who is it?
 - A: The CEO.
 - B: Right. I'd better take it. Excuse me a moment.
- A: Can you help me with this?
 - B: I can't, I'm afraid. I'm flat out.
 - A: It'll only take a minute.
 - B: OK. Pass it over.
- A: Am I disturbing you?
 - B: Well, I am a bit busy at the moment.
 - A: OK. I'll phone back later.
 - B: Thanks. After two.

- A: Is it OK if I put the television on?
 - B: Well, actually, I'm trying to read.
 - A: I won't have it on loud.
 - B: You always say that.
- 5 A: Can I disturb you for a moment?
 - B: Yes, what is it?
 - A: The Internet connection has stopped working again.
 - B: Well, phone the maintenance department then.
- 6 A: Sorry, could I possibly interrupt?
 - B: Yes, of course. What's the problem?
 - A: Well, would you mind repeating that last figure? I'm afraid I missed it.
 - B: Certainly. It was \$15,783,000.

Practising the model

Have more conversations beginning with the phrases below. Decide where each conversation is taking place, and if it should be formal or informal.

- I'm sorry to disturb you but ...
- Sorry to interrupt but ...
- Do you mind if I ...?

- Would you mind ...?
- Is it OK ...?
- Am I ...?

3.8 Learning new speaking skills

Tutorial skills

A Reviewing vocabulary

- 1. Mark the stressed syllable in each word.
- 2.

 3.21 Listen and check your answers.

a. distraction appreciation contribution
 b. preference emphasis possible
 c. apologize impossible alternative
 d. annoying agreement remember

3. What is the pattern in each row? Read the Pronunciation Check and check your answers.

B Identifying a key skill

- 1. Read the Skills Check.
- 2. Find and copy one more phrase from the box below into each section of the Skills Check.

I'm not sure.
Absolutely.
I still don't believe that ...
Yes. Actually, that's true.
I suppose so.

3. **3.22** Listen and repeat the phrases in the Skills Check. Copy the intonation patterns.

Practising a new skill

- Read the opinions below. Do you agree (✓), partly agree (?)
 or disagree (✗) with each opinion?
- Work in groups. Give the opinions that you agree with. Ask for reactions from the other students. Try to persuade people who disagree with you.

a. There is no value to rote learning.

b. ___ Teachers should give students tests every day.

c. Memory is not culturally determined. I mean, everyone all over the world has the same kind of memory.

d. Mnemonics are very old-fashioned.

The whole idea of learning style is wrong. Everybody is the same, really.

 f. Friendship is not important. You don't have to have friends to be happy.

g. You should not give a reason when you apologize.

Reasons sound like excuses.

h. Mind maps are the only way to learn new information.

Pronunciation Check

Multi-syllable words



Many words in English have more than two syllables.

Examples: quotation, emphasize, sincerity

There are two common stress patterns in multi-syllable words.

 The stressed syllable in words which end -tion is often two syllables from the end.

4 3 2 1 quo 'ta tion in te 'rrup tion

In other multi-syllable words, the stressed syllable is often three syllables from the end.

4 3 2 1
'em pha size
sin 'ce ri ty
e 'ffi cien cy

Examples: for'giveness, im'provement

Skills Check

Reacting to contributors

You should **react** to the contributions of other students in a tutorial. Study the possible contributions below.

Agreeing:

I agree (with you I that) ... That's right.

Partly agreeing:

Possibly.

Perhaps ...

You could be right.

Disagreeing politely:

I don't really agree (with you I that) ...

Holding to your opinion:

I still think that ...

Changing your mind:

I've changed my mind. Now, I think ... OK. You're right.

3.9 Grammar for speaking

Tense agreement in short responses

When we agree with statements, we must make our response agree in tense form.

9

statement	choice of short responses			
1. I agree.	I do, too.	So do I.	Me too.	
2. I don't agree.	I don't either. Neither o	Neither do I.	lo I. Me neither.	
3. I researched mobile phones.				
4. I didn't look at interruptions.				

Study the word order in the three short responses. What do you notice? Complete the table.

3.24 Listen and check.

Agreeing with statements

Complete the conversations with suitable short responses. Agree with the speaker in each case. (Student C must use a different response from Student B.) Then practise in threes.

- A: I think mobile phones can waste a lot of time.
 - B: ...
 - C: ...
 - A: But I don't think you should turn them off during study periods.
 - B: ...
 - C: ...

- A: I am going to put my mobile on silent during study periods.
 - B: ...
 - C: ...
 - A: And I will tell people not to phone me at those times.
 - B: ...
 - C: ...

When we disagree with statements, we must make our response agree in tense form.





statement	short responses		
1. I think it's a good solution.	Do you?	I don't.	
2. I don't think that's a good idea.	Don't you?	I do.	
3. I looked at interruptions.			
4. I didn't find anything on the Internet.			

Study the structure of the short responses. Then complete the table.

Disagreeing with statements

Look again at the conversations in A. Disagree with each statement. Then practise in pairs.

Agreeing and disagreeing with statements

3.26 Listen to some statements. Give a truthful response.

Transferring skills to the real world

Work in pairs.

Student A: Make statements about yourself, your life and your ideas.

Student B: Respond in a truthful way.

3.10 Applying new speaking skills

Time thieves - self

A Previewing vocabulary

Match the beginnings and endings of phrases below. You will need them all in this lesson.

1. turn on short breaks

2. check a cup of coffee

4. break down a time limit

5. set Facebook

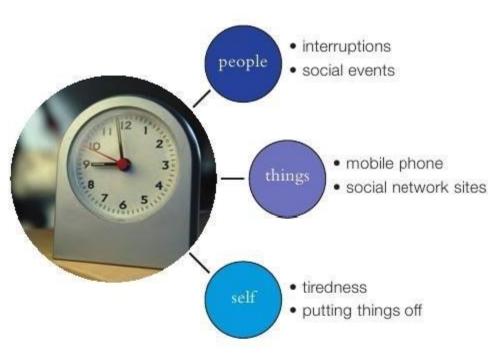
6. give 1 your computer

7. have ____ your best time of day

8. take your emails

9. go activities into parts

10. find out yourself a reward



B Researching information

Work in two groups, A and B.

Group A

- Read about putting things off on page 85. List the solutions to this time thief in Table 1 below.
- 2. Interview people in Group B. Ask for their views on the three solutions. Keep a tally of opinions.
- 3. Rank the solutions in order of popularity.

Group B

- Read about tiredness on page 84. List the solutions to this time thief in Table 1 below.
- 2. Interview people in Group A. Ask for their views on the three solutions. Keep a tally of opinions.
- 3. Rank the solutions in order of popularity.

Management Sciences Faculty

Business Studies

Tutorial assignment 3

Investigate one problem connected with time management, for example, putting things off or tiredness.

Conduct a survey of your colleagues.

Present your findings at the next tutorial.

Table 1: Solutions to a time thief

time thief:			
solutions	tally	total	order

Taking part in a tutorial

Work in small groups. There must be at least two students from Group A and two from Group B in your group.

Group A students:

Report your findings on **putting things off**. Get reactions from the other people in the group. Decide on the best solution.

Group B students:

Report your findings on tiredness. Get reactions from the other people in the group. Decide on the best solution.



Theme 4

Natural cycles

- Greening the desert
- Oxygen and carbon

Listening: Greening the desert

4.1 Vocabulary for listening

Desert regions



A Activating ideas

Can you name ...

- 1. a desert in each continent?
- 2. the biggest desert?
- 3. two desert plants?
- 4. three desert animals?

B Understanding key vocabulary (1)

4.1 Listen and complete the facts below about deserts. Use verbs from the box. Make any necessary changes.

carry cover evaporate expand grow last live occupy

- 1. Deserts cover one-third of the Earth's surface.
- Thirteen per cent of the world's population in deserts.
- 3. A drought _____ for over 40 years in the Atacama desert in Chile.
- Water 20 times faster in deserts.
- 5. Wind has sometimes _____ sand from the Sahara to the UK.
- **6.** The Sahara Desert _____ around eight per cent of the world's land area.
- 7. About 1,200 different types of plants flowers and trees in the Sahara.
- 8. The Sahara is _____ southwards at an average of nearly one kilometre a month.

Understanding key vocabulary (2)

- 2 Listen to each definition. There will be a pause ... find the correct word in the list on the right as quickly as you can. Then you will hear the pronunciation of the word.
- 2. Can you remember the definition of each word?

announce (v) astonishing (adj) attract (v) bones (n pl) [= remains (n pl)] clue (n) cover (v) [= occupy] cubic (adj) desertification (n) drought (n) enormous (adj) evaporate (v) evaporation (n) evidence (n) expand (v) extreme (adj) fertile (adj) green (v) grow (v) hold (v) [= keep] huge (adj) live on (v) [= continue] oasis (n) overnight (adv) [= quickly] plant (v) raise (v) range (v) reverse (v) slightly (adv) step (n) [= small movement] tilt (n and v) tiny (adj) trace (n) [= evidence]

underground (adj)

4.2 Real-time listening

Desertification

A Activating ideas

- 1. Study the illustrations on the opposite page. What does each illustration show?
- 2. What is the connection between all of them?
- 3. Study the information on the right. Make a list of words that you might hear in the lecture.

B Understanding an introduction

4.3 DVD 4.A Watch the introduction to the lecture on desertification. Make a note of the sections of the lecture.

Understanding a lecture (1)

4.4 DVD 4.B Watch the lecture. Tick the correct answer in each case.

- 1. Where in Africa is the Sahara?
- 2. What is the area of the Sahara?
- 3. Where does the name sahara come from?
- **4.** How do we know that people lived in the Sahara thousands of years ago?
- 5. How much rain does the area get now?
- **6.** How many people lived in the Sahara 5,000 years ago?
- 7. Who farmed the Sahara 2,000 years ago?
- **8.** How much did the tilt of the Earth change 9,000 years ago?

	In this lecture, we look at one of the most serious environmental problems of the present day – desertification. What turns
on	fertile land into desert?
ecture.	

Environmental

Management Faculty

Lecture 2: Desertification

a	b	С
in the centre	in the north 🗸	in the south
9 m. km²	90 m. km²	900 m. km²
from Arabic	from Sanskrit	perhaps from Arabic or Sanskrit
rock paintings of animals and fish	bones of animals and fish	stories about animals and fish
< 5mm	5mm	> 5mm
thousands	tens of thousands	hundreds of thousands
Egyptians	Greeks	Romans
just under 2°	0.5°	just over 0.5°

Understanding a lecture (2)

Why does the lecturer mention each of the items below?

- 1. sagara Sanskrit, origin of name 'sahara'?
- 2. giraffes, cows and deer
- 3. crocodiles and hippos
- 4. the Nile

- Mali, Niger and Chad
- the bread basket of Rome
- 7. a vicious circle
- 8. the Pharaohs

E Understanding a lecture (3)

At the end, the lecturer describes the *vicious circle* of climate change.

- 1. Complete the diagram to show the vicious circle.
- 4.5 Listen to that part of the lecture again and check your ideas.

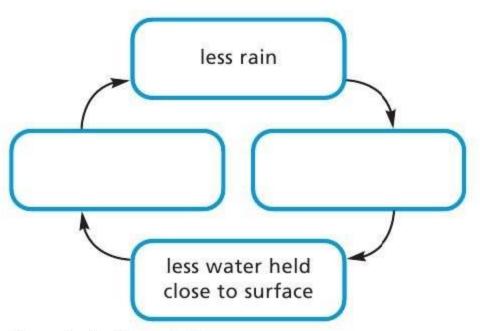


Figure 1: A vicious circle



4.3 Learning new listening skills

Numbers

A Reviewing vocabulary

- 1. What is the word for each definition below?
- 2. What is the stressed syllable of the word?
- 3.
 4.6 Listen and number the words. You will only hear the stressed syllable.

a.	very, very old	'ancient	1
b.	Earth, Mars, Jupiter		
C.	the normal weather in a particular place		3)
d.	people who grow things or keep animals		56
e.	water going up from the ground to the clouds		
f.	a very big sea		5)
g.	small signs of something	3	55
h.	scientists look for this		
i.	a person who looks for facts about the world		5)
j.	finding something for the first time		54

B Identifying a new skill

Read the Skills Check. Then test each other in pairs on the units and the abbreviations.

What's the abbreviation for thousands?

C Practising a new skill (1)

I think it's k.

- 4.7 Listen to some sentences. Which unit(s) do you hear in each sentence?
- Practising a new skill (2)
 - 1. What kind(s) of numbers do you expect to hear in each lecture below? What size of number might you hear?
 - 2. **3** 4.8 Listen to an extract from each lecture. Record the information.

GLOBAL WARMING:

the effect on sea level

Brazil: AN INTRODUCTION

Mary Ainsworth:

life and theories of child development

The US economy

Skills Check

Identifying and recording numbers

Numbers are often important in a lecture. You must:

- listen for numbers
- identify the unit
- record the number and unit in note form

item	unit	note
number	thousands	k.
	millions	m.
	billions	b.
length	millimetres	mm.
width	centimetres	cm.
height	metres	m.
depth	kilometres	km.
area	square kilometres	km ²
volume	litres	1.
angle, lat., long.	degrees, e.g., north	0
time	seconds	secs
	minutes	mins
	hours	hrs
	years	yrs
dates	common era	CE
	before common era	BCE
	millions of years ago	mya
money	pounds	£
	dollars	\$
	euros	€
temperature	degrees Celsius	°C

Before a lecture, always think about:

- the kind of numbers, and even
- · the quantity that you might hear.

This will prepare you for the information.

4.4 Grammar for listening

Replacement subject: it

Sentences sometimes begin with *It* as the subject of a sentence with new information – but the word has no real meaning in this case. It does not replace an earlier noun.

4.9 11

Table 1

int	roduc	ction	707	statement
		known		there were tens of thousands of people in the Sahara once.
believed It 's said t		there was once water in the Sahara.		
	's	said th	that	the people from the Sahara founded Ancient Egypt.
		possible		the name comes from the word sagara.
	unlikely		we can green the whole of the Sahara.	

Table 2

int	roduc	tion		statement
		surprising		the Sahara was once green.
lt	's	astonishing	that	crocodiles and hippopotamuses once lived in southern Libya.
		obvious		people once lived in these areas.

You must listen for the past participle or adjective.

Sometimes it tells you the statement is 100%, 40-60% or 5-10% certain (Table 1).

Sometimes it tells you the attitude of the speaker to the statement (Table 2).

A Understanding certainty

● 4.10 Listen to some sentences. For each sentence, decide if the statement is 100%, 40–60% or 5–10% certain.

1. It's believed that oil will run out in about a hundred years.

	100%	40-60%	5–10%
1.		1	
2.			
3.			
4.			
5.			
6.			
7.			
8.			

B Understanding attitude

4.11 Study each statement, then listen to each one. Match the adjective and the statement.

1. amazing		some people believe in ghosts.
2. terrible		malaria kills a million people every year.
3. strange		many children do not get enough to eat.
4. funny	<u> </u>	footballers get so much money.
5. ridiculous		people live longer than 50 years ago.
6. incredible	1	lightning travels from the ground to the sky.
7. wonderful		people have walked on the Moon.
8. awful		we accept so many deaths in road accidents every year.

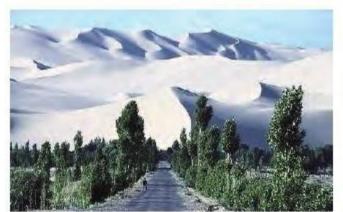
Consolidation

What is your attitude to each statement in Exercise B? Make full sentences with an adjective and each statement.

4.5 Applying new listening skills

Greening projects







A Activating ideas

- 1. Study the photographs above. What is involved in each project?
- 2. Look at the lecture information on the right. Think about the vicious circle of desertification (Lesson 4.2), then complete Figure 1.

B Preparing for a lecture

Study the handout from the lecture (bottom right). What sort of number and unit (if any) will you hear to complete each line of the handout?

Following the lecture

4.12 DVD 4.C Watch the lecture. Write a number and a unit (if necessary) in each space on the handout.

Understanding certainty

- 1. Which of the things below does the lecturer think are *certain*? Tick those statements.
 - a. We can turn the Sahara green.
 - b. The Sahara was once green.
 - c. There is a huge amount of water under the desert in Libya.
 - d. Sand from the Gobi sometimes reaches the capital, Beijing.
 - e. The Gobi desert will stop growing in the near future.
 - f. The trees in Abu Dhabi are affecting the climate.
 - g. The maximum summer temperatures in Abu Dhabi are two degrees centigrade lower.
 - h. In Al Ain, in the south of the country, the advance of the desert is over.
- 2.

 4.13 Listen and check your answers.

Environmental Management Faculty Greening the desert

In this lecture, we look at possible solutions to desertification. Can the process be reversed?

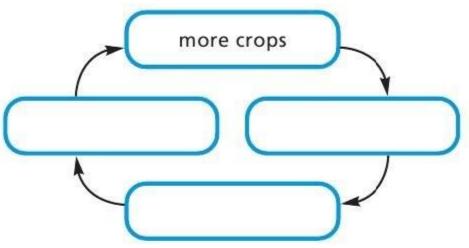


Figure 1: A virtuous circle

Environmental Management

Gre	at Man-made River Project
1.	Start date
2.	Length of pipelines
3.	Volume of water per day
4.	Number of people supplied
5.	Extra farmland produced
The	Gobi Desert Tree Project
6.	Start date
7.	Area of desert
8.	Speed of desertification p.a.
9.	Area of tree planting
10.	Evaporation of surface water p.a.
UAI	Greening Project
11.	Start date
12.	Number of city parks
13.	Area of city parks
14.	Number of trees planted
15.	Temperature fall (Abu Dhabi)

4.6 Vocabulary for speaking

O, H, C









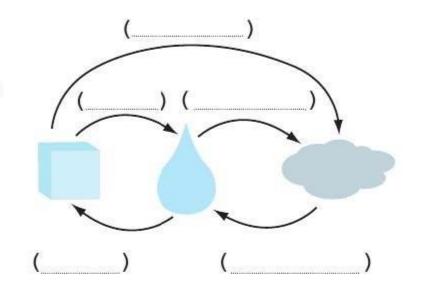
A Activating ideas

clouds condensation ice lake ocean rain river sea snow vapour

- 1. What is the connection between all the words in the box above?
- 2. Put the words into three groups. Give a name to each group.
- 3. **②** 4.14 Listen to part of a lecture. Check your ideas.

B Understanding new vocabulary in context (1)

- 4.15 Listen to the next part of the lecture. Complete Figure 1 with words from the list on the right.
- 4.16 Listen to definitions of key words from Figure 1.
 Say the word in each case.
- Work in pairs. Cover Figure
 Redraw the figure to show the states of water and changing states.



solid liquid

gas

Figure 1: Changing states of water

Understanding new vocabulary in context (2)

- 1. Match each chemical symbol and formula to a word or phrase.
- 2. **②** 4.17 Listen to the next part of the lecture and check your answers.
- 3. Say each word or phrase.

1. 0		sugar
2. C	1	oxygen
3. H		carbon dioxide
4. H ₂ O		petrol
5. CO ₂		hydrogen
6. C8H18		water
7. C ₆ H ₁₂ O ₆		carbon

Using new vocabulary

Discuss these questions.

- 1. What produces oxygen? What consumes it?
- 2. What produces CO₂? What consumes it?
- 3. Where is most of the H₂O in the world? Where is the rest?
- 4. How were fuels like petrol and coal made, millions of years ago?
- 5. What are these fuels called? Why?
- **6.** What living things make sugar from carbon dioxide and sunlight?





Figure 2: Forms of carbon

absorb (v)
absorption (n)
atmosphere (n)
bacteria (n pl)
carbon (C)
carbon dioxide (CO
combustion (n)
condensation (n)
consume (v)
consumption (n)
convert (v)
decompose (v)
decomposition (n)
evaporation (n)
exist (v)
freezing
give out
hydrogen (H)
matter (n) [= substance
melting
oxygen (O)
photosynthesis (n)
photosynthesize (v)
process (n)
produce (n)
production (n)
release (n and v)
respiration (n)
state (n) [= form]
sublimation (n)
substance (n)
take in
transpiration (n)

4.7 Real-time speaking

The oxygen cycle

Reviewing vocabulary

absorb consume give out produce consumption release production take in

- 1. Find pairs of opposites in the box.
- 2. Mark the main stress (') in each word or phrase.

Activating ideas

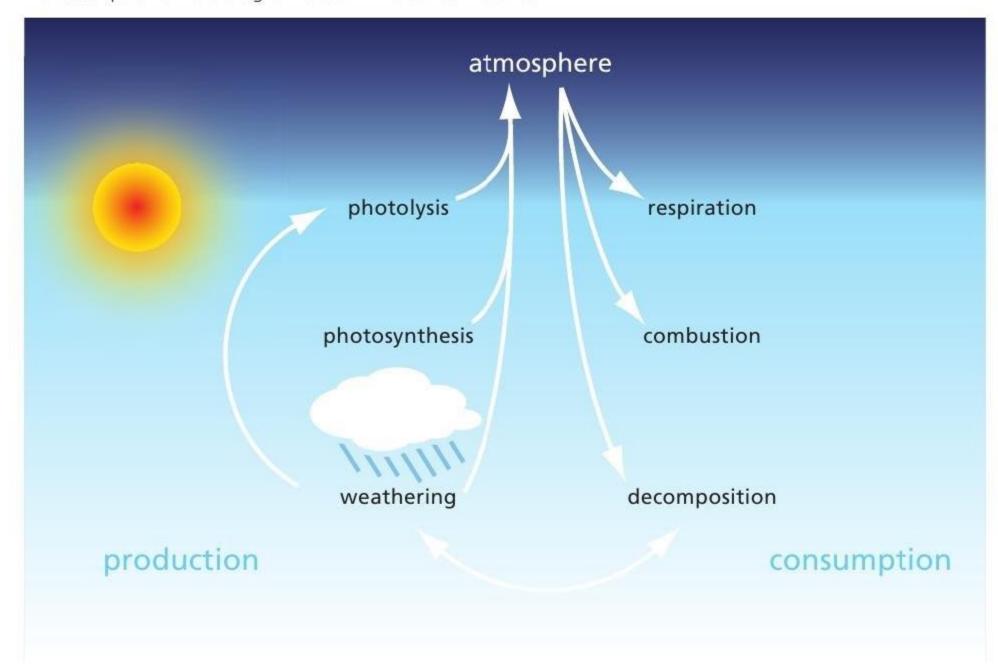
Read the assignment. What do you know about the oxygen cycle already?

Faculty of Natural Science

Prepare a short talk about the oxygen cycle. Explain any scientific terms in the talk.

Understanding a model

4.18 DVD 4.D Watch a student describing the oxygen cycle. Follow her description on the diagram below. Find three mistakes.



Practising a model

Study the extract from the talk on the right.

- **1.** Find:
 - the process in the cycle
 - the scientific term
 - the explanation of the scientific term
- 2. Mark the sense groups in each sentence.
- **3.** Practise saying the sentences.
- 4. Talk about another process in the cycle in the same way.

Oxygen is produced by green plants. Sunlight shines on the leaves of a plant, and the plant converts the light energy into sugar and oxygen. This process is called photosynthesis. The sugar feeds the plant and the oxygen is released into the atmosphere.

Everyday English

Making arrangements







A Activating ideas

- 1. Who do you need to arrange meetings with? Why do you need to meet them?
- 2. When you arrange a meeting, what details do you need to agree?

B Studying the models

people	meeting places
student friend lecturer	tutorial room fees office main entrance
flatmate receptionist landlord	library clock tower

- 1. Cover the conversations below. **② 4.19** Listen and choose possible people and meeting places from the boxes above.
- 2. **② 4.20** Listen again and complete the conversations with verbs from the box below. You can use a verb more than once.

see	to see	giving	give	meet	meeting	to do	to make	make	won't	1	would

1	A:	I'd like to ask you something about the	
		assignment.	

- B: Sure. Can you come and _____ me this afternoon?
- A: Yes. What time is best?
- B: I'm _____ a lecture until 2.30. I'm free after that.
- 2 A: Are you free ______ some research today?
 - B: No I can't _____ it. I'm busy *all day*.
 - A: What day is good for you?
 - B: Can we ______tomorrow in the library?
- A: Can someone here _____ me some advice about fees?
 - B: Yes. You need ______ an appointment. What about *tomorrow*, 9.30?
 - A: Yes, that's fine.

- A: I'll _____ you on Monday evening about seven then.
 - B: Yes. Shall we _____ at the clock tower in town?
 - A: Great! I'______ be there. And don't be late!
 - B: I_____
- A: I can show you the flat tomorrow, if you like.
 - B: Yes, that ______be great. What time?
 - A: I'll _____ you at the main entrance at 10 o'clock.
 - B: Right. Look forward to _______you then.
- 6 A: Are you coming ______ this flat tomorrow?
 - B: Yes, of course. Where are we _____ the landlord?
 - A: At the main entrance at 10.
 - B: OK. I'll _____ you there just before 10.

Practising the model

- 1. Practise the conversations. Try to change the words in italics in the conversations.
- 2. Role-play some different situations. For example, imagine you have seen an advert on a student notice board for a bicycle for sale. Arrange a meeting to look at the bicycle.

4.8 Learning new speaking skills

Specialist terms

A Reviewing vowel sounds

1. <a>\@ 4.21 Listen. What do the words in each row have in common?

a. animals natural amount
b. release weathering required
c. combustion convert consume

2. Read Pronunciation Check 1 and check your answers.

B Reviewing intonation

1. How should you say this part of the talk from Lesson 4.7?

The process is called respiration. Oxygen is taken in, and carbon dioxide is given out.

- 2. Read Pronunciation Check 2 and check your ideas.
- 3. Say the sentences again with the correct intonation patterns.

C Identifying a new skill

- 1. Read the Skills Check.
- 2. Complete these explanations of terms from Lesson 4.7. Now practise giving the explanations.

Oxygen is consumed from the atmosphere by animals and plants. This process is called ______.

Oxygen is also consumed from the atmosphere during ______. This is the process of breaking down dead animals and plants.

Finally, oxygen is required for ______ to take place. _____ is also called burning.

Practising a new skill

Work in pairs.

1. Look at some specialist terms below. Do you know any of these words?

learning	inter'personal	intra'personal
apologizing	miti'gation	con'cession
time management	pro'crastination	a'djournment

2. Look up the explanations of three of the words. Make notes.

Student A: Look at page 85.

Student B: Look at page 86.

3. Explain your specialist terms to your partner.

Pronunciation Check 1

Unstressed syllables



In English, multi-syllable words usually have unstressed syllables. These syllables often make the sound /ə/.

а	sugar
e	water
0	atm o sphere
u	s u pply

Any vowel letter can become /ə/, but it does not happen often with i. It can even happen with pairs of vowels:

ea	ocean
io	precipitat io n
ou	vap ou r

Pronunciation Check 2

Intonation patterns



When you are **giving** your talk, you must use English intonation patterns. Here are two common patterns:

- 1. your voice should **rise** before joining words, e.g., and, but, or
- your voice should fall at the end of a sentence

Sunlight shines on the leaves,

and the plant uses the light energy.

The sugar feeds the plant, and the oxygen is released.

Skills Check

Specialist terms



When you present research, you will often have to use specialist terms. Your audience probably will not understand these terms.

Always explain a term **before** you use it, or **after** you use it.

Examples:

The first process is called **photosynthesis**. In this process, sunlight shines on the leaves of a plant, and the plant uses the light energy.

Sunlight shines on the vapour, and oxygen is released into the atmosphere. **This (process)** is called **photolysis**.

4.9 Grammar for speaking

Avoiding repetition

Table 1 The Earth's oxygen is stored in three places. Most of the oxygen is buried in the ground ... but some of it is in the atmosphere, and the rest is in the bodies of living things.

In English, the + noun = all the noun

We can talk about part of a noun with most / some / a few / 50 per cent of the + noun.

We can also use a pronoun, e.g., it instead of repeating the noun.

We can also omit words in later sentences about the same topic (see Table 2).

Table 2

Some of the oxygen in the atmosphere	comes	from photosynthesis.
Some of the oxygen in the atmosphere	comes	from photolysis,
and some of the oxygen in the atmosphere	comes	from weathering.

Notice that the word some is stressed and has a full vowel in these sentences.

A Using some as subject (1)

Study Figures 1 to 4 below. Answer the questions, using patterns from Tables 1 and 2 above.

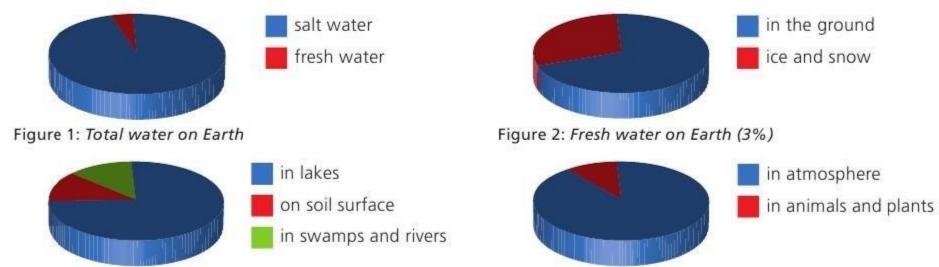


Figure 3: Surface fresh water (<1%)

Figure 4: Other fresh water (0.05%)

- 1. Most of the water on Earth is salt water in the oceans. What is the rest of the water?
- 2. Where is most of the fresh water on Earth?
- 3. Where is the surface fresh water on Earth? Where is the other fresh water on Earth?

B Using some as subject (2)

- 1. Study the figures below. They show energy usage in the world.
- 2. Talk about the information in the figures. Vary the subject. Use some + noun, some of it and some. Begin: Eighty-five per cent of the energy usage in the world comes from fossil fuels. Some of the energy ...

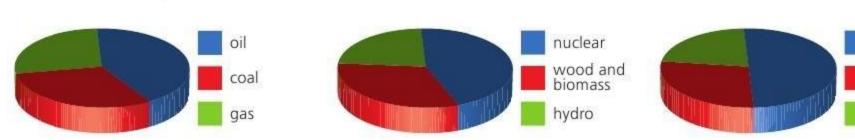


Figure 1: Fossil fuels (85%)

Figure 2: 'Old' renewables (13%)

Figure 3: 'New' renewables (2%)

solar power

wind power

geothermal

4.10 Applying new speaking skills

The carbon cycle



A Reviewing vocabulary

1. Match each photograph above with one of the words below.

breathing	chimneys	exhaust	gas	jet
leaves	bacteria	volcano	fossils	

- 2. Which photograph is the odd one out? Why?
- 3. **② 4.26** Listen and check your answers.

B Researching information

- 1. Read the assignment on the right.
- 2. Study Figure 1. Where is carbon stored on Earth?
- Study the diagram and the information about the carbon cycle on page 82.

C Preparing a talk

- Work in groups. Each group must prepare a talk about the carbon cycle. Decide how you are going to organize the talk.
- 2. Make notes / slides.
- 3. Link the information together with *Firstly*, *Secondly*, etc.
- 4. Add an introduction.
- 5. Add a conclusion.

Rehearsing and giving a talk

- 1. Practise giving the talk. Help each other with pronunciation.
- 2. Present your talk to the rest of the class.

Faculty of Natural Science

Prepare a short talk about the carbon cycle. Explain the scientific terms in the talk.

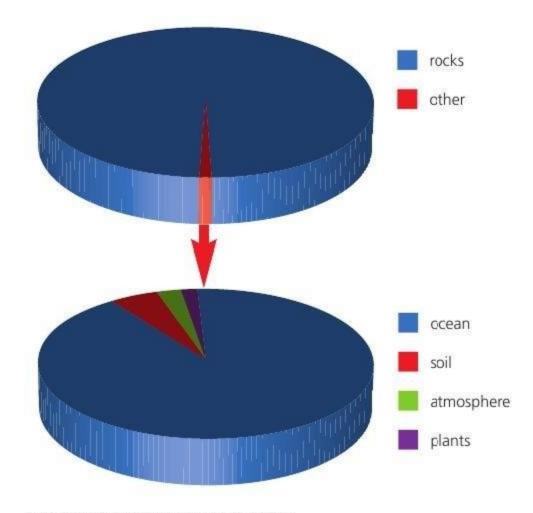


Figure 1: Carbon storage on Earth



Theme 5

Customs: origins and effects

- Cultural diversity
- Wedding customs

abnormal (adj)

Listening: Cultural diversity

5.1 Vocabulary for listening

Canada - a multicultural country









Activating knowledge

- 1. Study the photographs. Which country or region does each family come from?
- 2. What do all the people have in common?

B Building knowledge

5.1 Listen to a text about Canada. Match the questions and answers.

1. Why is Canada a multicultural nation?		Because they want to get a job.
2. Why did <i>colonists</i> go to Canada from France in the 16 th and 17 th centuries?		China, India and the Philippines.
3. Why do many people <i>emigrate</i> to Canada now?	1	Because of hundreds of years of immigration.
4. Where do most of the <i>immigrants</i> come from?		Because they wanted to own the land.
5. How does the Canadian government help with integration?		They are part of Canadian culture.
6. What do Canadian people say about ethnic groups in Canada?		They provide money for services.

Understanding new vocabulary in context

- Complete each sentence from the lecture with one word from the right. Make any necessary changes.
 - a. Canada today has a large diversity of ethnic groups.
 - b. The colonists took large parts of the country from the Native Canadians, the people of the area.

10

Figure 1: Immigration to Canada (2007)

(in 000) - Top ten home countries

- c. The _____ population of Canada is still white.
- d. But the ______ in the country are now a very important part of the Canadian labour force.
- e. In 1971, the government introduced a policy to create a country.
- f. It recognized the diversity of backgrounds.
- g. At the same time, it encouraged all Canadians to
 - equally to Canadian society.
- 2.

 5.2 Listen to the sentences and check your answers.

absolute (adj) admire (v) anthropology (n) ape (n) aspect (n) attitude (n) belief (n) civilized (adj) colonist (n) consistent (adj) contribute (v) cultural (adj) developed (adj) discipline (n) diversity (n) emigrate (v) encounter (n and v) equally (adv) ethnic (adj) ethnocentric (adj) evidence (n) evolution (n) exhibition (n) exotic (adj) fieldwork (n)

[= group of people] ignorance (n) immigrant (n) indigenous (adi) inheritance (n) integrate (v) majority (n) meaning (n) migrant (n) minority (n) multicultural (adj) normal (adj) perceive (v) perception (n) population (n) properly (adv) proud of standpoint (n) uncivilized (adj)

generation (n)

5.2 Real-time listening

Anthropology

A Activating ideas

Study the illustrations on the opposite page. Try to answer these questions.

- 1. When did Herodotus live?
- 2. What about Marco Polo?
- 3. Where was Ibn Khaldun from?
- 4. What is a sacrifice?
- 5. Where did Columbus sail from?
- 6. Where did he sail to?
- 7. Who are native Americans?
- 8. What is conflict?
- 9. What is the connection between all these illustrations?

Hadford University

Open Day

Wednesday 15th June 9.00 – 4.00

Are you thinking of taking courses in any of the following disciplines?

- Anthropology
- Sociology
- Psychology
- Archaeology
- Biology
- Linguistics

Come and hear an introductory talk.

B Understanding an introduction

- 1. What sort of information will you hear from each department at Hadford University?
- 2.

 5.3 DVD 5.A Watch the introduction. Make a note of the sections of the talk.

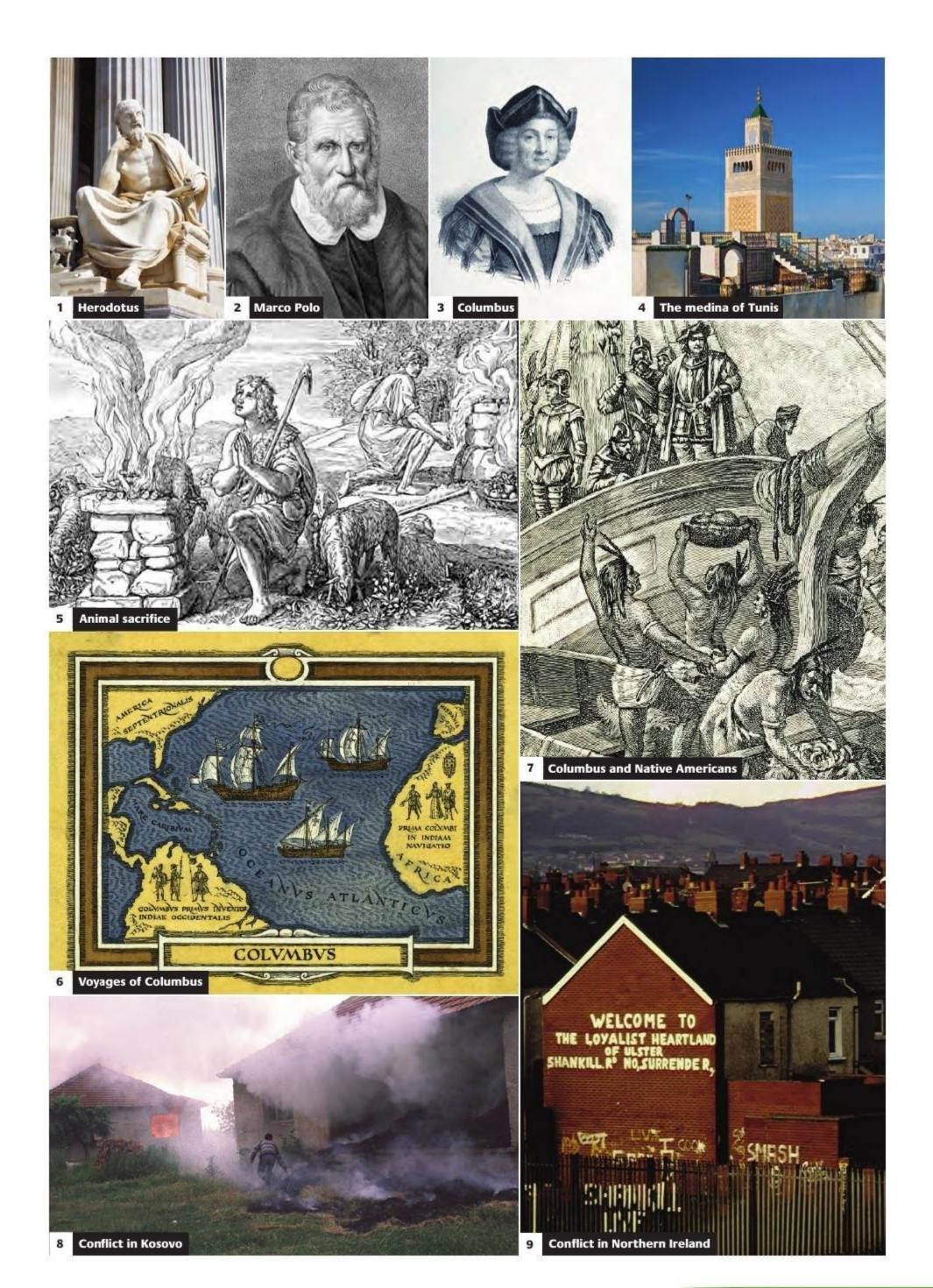
C Understanding a talk

5.4 DVD 5.B Watch the lecture and complete the notes.

cultural		archaeological	
particular cultures		customs and habi	ts from
C5 th BCE	Herodotus	talked to people other cultures	from e.g., Minoans:
		###	Scythians:
C14 th CE	The state of the s	Italy to Tunis to sailed to the	
C15 th and 16 th CE	The state of the s	met different cu	
old view			
My culture is no	ormal,	Your	culture is different from mine
yours is			
you are uncivilize	ed and I	cultu	ral diversity is

Reconstructing a talk from notes

Imagine your friend has missed the talk. Find and explain the main points from your notes.



5.3 Learning new listening skills

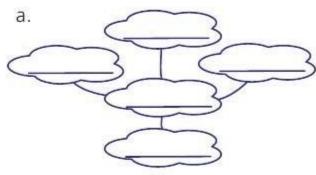
Choosing the best form for notes

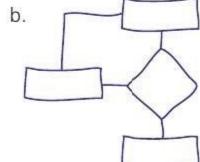
A Reviewing vocabulary

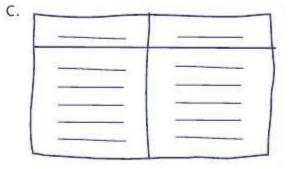
- 1. Read Skills Check 1.
- 2. How can you complete each word below to make an adjective?
 - a. linguistic
 - b. biolog
 - c. cultur____
 - d. amaz
 - e. exot
 - f. centr
 - g. ethnocentr____
 - h. civiliz
 - i. norm
 - j. accept____
 - k. religi____
 - l. relev
- 3. **(1)** 5.5 Listen and check your answers.
- 4. Where is the stressed syllable in each adjective?

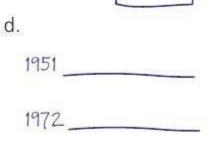
B Identifying a new skill

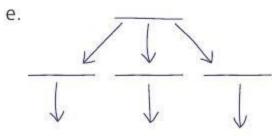
- 1. Look back at the notes in Lesson 5.2. What do you notice about their form?
- Read Skills Check 2 and check. Then identify each kind of notes below.











Practising the new skill

- 1. **(3)** 5.6 Listen to the introduction to four lectures. What is each lecture about? Choose the best form of notes, e.g., tree diagram.
- 2. **1** 5.7 Listen to each introduction again and the first part of the lecture. Make notes in the best form.



Skills Check 1

Adjective endings

As you know, you often cannot tell the part of speech in English from the ending of a word. However, there are some common endings for **adjectives**.

adolesc-	ent
approv-	al
astonish-	ing
autobiograph-	ical
care-	ful
communicat-	ive
consider-	ate
cub-	ic
enorm-	ous
hope-	less
imposs-	ible
reli-	able
stress-	ed

Listen for the endings to help you understand the sentence.

Skills Check 2

Making good lecture notes

You have learnt several ways to make lecture notes. Choose the best form of notes for each type of information.

type of information	note form
classification	tree diagram
comparison	table
sequence	timeline
stages of a process	flow chart
one subject, many areas	spidergram

5.4 Grammar for listening

Understanding information after relative pronouns

Speakers often give extra information about an object or complement after a relative pronoun.

(13)

S	V O/C		relative pronoun	extra information	
The first person	is	Herodotus,	who	studied human beings in the 5 th century BCE.	
The travellers	found	cultures	which	were very different from their own.	
Herodotus	described	the Minoan culture	where	the women were more important than the men.	

5.8 Listen. How does the speaker say the relative pronouns?

A Question word or relative pronoun?

1.
§ 5.9 Listen to some extracts from lectures. They each contain which, who or where. Tick in the correct column in each case: question word = a, relative pronoun = b.

Examples:

- 1. We are going to talk about a great anthropologist, Margaret Mead. Who was she and what did she do for anthropology?
- 2. Herodotus didn't simply write down the stories which he had heard.

	a	b
1.	1	
2.		1
3.		
4.		

	a	b
5.		
6.		
7.		
8.		-

	a	b
9.		
10.		
11.		
12.		

2. How do you know if a word is a question word or a relative pronoun?

B Understanding extra information

5.10 Listen again to some of the sentences from Exercise A with relative pronouns. What is the extra information in each case?

1 stories which	he had heard.
2 the Scythians who	
3 Marco Polo who	
4 the Americas which	
5 the Iroquois who	
6 Africa, which	

Predicting the information after a relative pronoun

- 1. **②** 5.11 Listen to the first part of some sentences. What sort of information do you expect to come next? Think, then find and number a sentence completion.
- 2.

 5.12 Listen and check your answers.

Example:

The researchers did experiments which ...

get in the way of friendship.
have little or no rain.
he was studying.
is doubtful.

	make us laugh.
	must be done now.
1	proved that the theory was correct.
	studied adolescents in Samoa.

5.5 Applying new listening skills

Franz Boas

A Activating ideas

What is the best way to understand another culture?

B Understanding an introduction

You are going to watch a lecture about anthropology.

5.13 DVD 5.C Watch the introduction. Write headings, and leave space for the notes for each section.

Following a lecture

5.14 DVD **5.D** Watch the rest of the lecture. Decide on the best way to organize your notes for each section.

Checking understanding of facts

Complete the sentences about the life and work of Boas. Use your notes.

- 1. Boas was born in Germany in 1858.
- 2. At university, he studied ...
- 3. In 1885, he ...
- 4. During his life, he did fieldwork with ...
- 5. He did work in three areas of anthropology ...
- 6. In biological anthropology, he studied ...
- 7. In 1899, he became ...
- **8.** He died ...

E Checking understanding of ideas

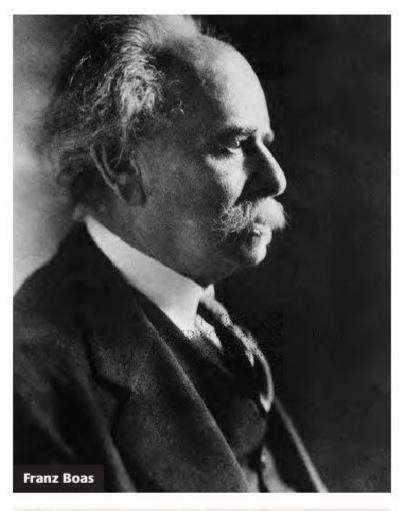
What did Boas believe? Tick the correct points.

- All cultures pass through the same stages of development.
- Anthropologists should collect data.
- Culture can affect perception.
- We must accept other cultures.
- We should try to civilize people from other cultures.
- Western civilization is the standard for other cultures.

Transferring information to the real world

Why is Boas's view of civilization important in the modern world?

Do you think he was right?







5

arrange (v)

Speaking: Wedding customs

5.6 Vocabulary for speaking

Love, marriage and evil spirits







A Activating ideas

Cover the list on the right. Work in groups or pairs. How many words in English do you know connected with weddings? Make a list, then compare with the list in this lesson.

B Understanding new vocabulary in context

- 1. Discuss these clues, then find the correct words in the list.
 - a. What are the words for the important *couple* at a wedding? bride and groom
 - b. What words in English do the *symbols* Au and Ag *represent*? People often give presents at weddings which are made of these metals.
 - c. Where did people use to believe love came from? (In fact, it sends blood around the body.)
 - d. Who is the person in charge of a wedding *ceremony* in some cases?
 - e. The *wedding* is the event, but what do we call the legal *union* of two people?
 - f. Which *mythical creatures* did people use to believe were present at weddings?
 - g. What is the name of the *party* after the wedding?
 - h. Which word means a *special* holiday after the wedding? It comes from the original word for *month*.
- 2. **8** 5.15 **DVD** 5.E Watch some students doing the exercise and check your answers.

Using new vocabulary

- Study the question prompts below. 5.16 Listen and repeat the questions.
 - a. what / bride / wear / ceremony?
 - b. groom / wear / special clothes?
 - c. reception / after / wedding?
 - d. couple / go / special holiday?
 - e. where / people / married?
 - f. families / arrange / marriage?
 - g. anyone / believe / spirits / weddings?
- 2. Ask the questions and answer about your culture, in pairs.

Pronunciation Check

Same letters, different sound?

 5.17 Is the underlined sound the same or different in each pair of words?

bel<u>ie</u>ve pr<u>ie</u>st
bl<u>oo</u>d gr<u>oo</u>m
cr<u>ea</u>ture h<u>ea</u>rt
c<u>e</u>remony repr<u>e</u>sent

Different letters, same sound?

5.18 What about these pairs?

couple <u>u</u>nion marr<u>iage</u> or<u>igin</u> marr<u>ied</u> <u>e</u>vil s<u>i</u>lver

believe in best man blood (n) bride (n) candle (n) ceremony (n) couple (n) creature (n) crown (n) deal with evil spirit exchange (v) fairy (n) frighten (v) go back to [= date from] gold (n) groom (n) heart (n) honeymoon (n) join (v) light (v) marriage (n) mythical (adj) origin (n) point (n) [= meaning] priest (n) put out [= e.g., candle] reception (n) represent (v) ring (n) silver (n) special (adj) steal (v) symbol (n) symbolize (v) together union (n) universal (adj) used to veil (n) wealth (n) wear (v)

wedding (n)

5.7 Real-time speaking

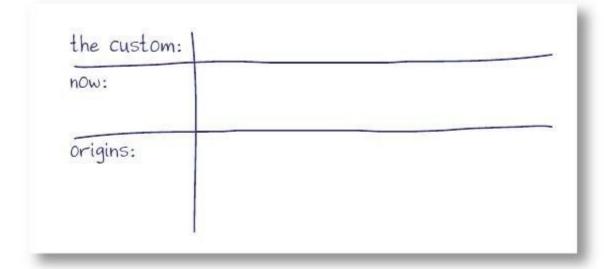
Wedding customs in Britain

A Activating ideas

Read the information about the next tutorial. In pairs, make a list of customs from your culture(s).

B Understanding a model

5.19 DVD 5.F Watch the first part of a tutorial about wedding customs in Britain. Make some notes about the custom and culture.





Department of Anthropology

Module 3: Wedding customs (1)

Assignment for next tutorial

Marriage is universal. All cultures have a form of marriage, but wedding customs vary from culture to culture.

Prepare for the tutorial. Research a custom. Find out its origins.

C Studying a model

Study these extracts from the tutorial.

- 1. Find expressions for:
 - a. asking for help
- b. explaining
- c. talking about the past
- 2. **8** 5.20 Listen to the extracts. Notice the pauses and the intonation.
- Practise the extracts.
- A: The ring is a symbol of union.
- B: I'm sorry. I don't understand.
- A: What I mean is, the ring shows that the couple are joined together.
- B: OK.

2

- A: Apparently, people used to think that there was a special vein in that finger.
- B: I don't get your point.
- A: OK. I'll explain a bit more. Veins carry the blood to the heart. People used to believe that the heart was the centre of love.

Producing a model

- Work in pairs. Read your text about another wedding custom in British culture.
 Make some notes. Then close the book and tell your partner. Explain information if necessary.
- 2. Listen to your partner's information. Check anything which you don't understand.

Student 1

The best man

This person is a friend of the groom, maybe his best friend, and he looks after the rings. The custom goes back to Central Europe two thousand years ago. At that time, the best man used to help the groom to steal the bride from the bride's family.

Student 2

The bride's veil

This is a piece of cloth which the bride wears for the first part of the wedding ceremony. It is a very old custom, perhaps from medieval times. People used to believe in evil spirits who wanted to steal the bride. The veil hid her face from the spirits.

Everyday English

Suggesting and responding to suggestions







a kitten





gift tokens

ens a cookery book

Activating ideas

In many countries, it is the custom to give wedding presents. Discuss these questions.

- 1. Which items in the photographs make good wedding presents?
- 2. What sort of presents do people in your country give?

B Studying a model (1)

- 1. 1 5.21 Listen to a conversation about wedding presents.
 - a. What presents do they suggest?
 - b. What do they decide to do?
- 2.

 5.22 Listen again and complete the sentences.
 - a. ... for a present?
 - b. ... buy them a toaster?
 - c. ... not very exciting.
 - d. ... something then!

- e. ... a cookery book.
- f. ... money or gift tokens.
- g. ... if they've made a list.
- h. ... text them now.

Studying a model (2)

Study each conversation.

- 1. Underline the expressions for making suggestions.
- 2. **1** 5.23 Listen, then practise the conversations in pairs.
- 3. Have more conversations for some of the situations below.
- A: Shall we go away this weekend?
 - B: OK. Where to?
 - A: Well, what about going to London?
 - B: I'd rather go somewhere cheaper.
 - A: OK, how about Brighton, then?
 - B: Fine with me.
 - A: I'll look up some hotels on the web.

- A: What's wrong?
 - B: I really can't do this assignment.
 - A: Well, maybe you should take a break.
 - B: I've already tried that. It didn't work.
 - A: Perhaps it would be better if you talked to your tutor.
 - B: Yes, I'll do that.
- You haven't planned your summer holidays this year.
- There's nothing good on television this evening.
- You haven't made any plans for the weekend.
- You share a house with four other people. They never do any washing up, cleaning, etc.
- You got a low mark for your last assignment.
 You are not sure how to improve.
- You find it hard to remember all the vocabulary from your course.

5.8 Learning new speaking skills

Checking and explaining

A Reviewing vocabulary

- 1. Which letter is missing from all the words in each row? How do you say all the words?
- 2.

 5.24 Listen and check. Read the Pronunciation Check.

a. piest	goom	tadition	bide	fiend
b. pace	cub	bue	fow	gass
cteal	pirit	now	mall	traight
d. cu_tom	repiration	intead	tranpiration	diturb
e. subimation	conc_usion	suppy	refect	ugy
f. agee	impove	pet_ol	hydogen	distact

B Identifying a key skill

- 1. Read the Skills Check.
- Mark the phrases below C(hecking), E(xplaining) or A(sking) to wait.

-	0.000				
а.	Could	answer	questions	at the	end?

- b. I don't get your point.
- c. My point is ...
- d. It's still not clear to me.
- e. I'll explain that in a minute.
- f. I'll explain a bit more.
- q. That doesn't make sense to me.
- h. What I meant was ...
- 3. **§ 5.25** Listen and repeat some of the phrases. Copy the intonation patterns.

Practising a new skill

Work in pairs. One person reads a statement. The other person doesn't understand. The first person then tries to explain the statement.

Student A

Read each statement on page 81. Explain it further with the information next to the statement.

Check information that you hear.

Student B

Read each statement on page 83. Explain it further with the information next to the statement.

Check information that you hear.

Pronunciation Check

Consonant clusters (1)

3 5.26

We can say some consonants together, without a vowel between. This is called a **cluster**. Common clusters are:

1. consonant + r br, dr, fr, cr, gr, pr, tr

Examples: bride, groom, tradition

2. consonant + I cl, gl, fl, pl, bl

Examples: place, club, blue

3. s + consonant(s) st, sm, sn, sw, sl, sp, sc, st, str

Examples: steal, spirit, straight

Skills Check

Checking, explaining, asking to wait

3 5.27

If you don't understand something, check.

If listeners check something, **explain**. But if listeners interrupt, you can **ask** them to wait.

Examples:

Checking:

Sorry, I don't understand. I'm not sure what you mean.

Explaining:

No, what I mean is ... What I'm trying to say is ...

Asking to wait:

Can I deal with that in a little while? I'm just coming to that.

5.9 Grammar for speaking

Used to ...

We can talk about past situations, habits, customs, beliefs and appearance with used + infinitive. 5.28 @

S	(aux)	V1	V2	extra information
The best man		d to	help	the groom.
Î		used to	live	in the capital.
People	alt also the		believe	that the Earth was round.
She	didn't	use to	like	this kind of music.

aux	S	V1	V2	extra information
Did	people	to	believe in	evil spirits?
	you	use to	work for	the National Bank?

Notes:

- 1. We don't usually give a specific time with used to.
 - Example: I used to live in London in 2005.
- 2. When we give more information, we normally use the past simple.
 - Example: I used to live in London, I was a student, I had a flat, I studied Anthropology ...
- 3. Do not confuse *used to* with the main verb *use*.
 - **Example:** I used the bus to get to university today.
- Talking about the past
 - 1. **1.** Issue to some sentences with used to I didn't use to. What is the pronunciation of use(d) to?
 - a. /ju:stə/
- b. /ju:zdə/
- c. /juːstuː/
- 2. **②** 5.30 Listen and repeat some sentences with used to. Use the correct pronunciation.
- Talking about past beliefs, customs, habits and situations

Make statements with used to I didn't use to from each illustration.









dragons

gaslight a sailing ship

a stone tool

a stagecoach

- Talking about past customs, habits, situations, appearance
 - 1. Talk about your country with used to I didn't use to. Use the verbs in the box. Give more information about each point.

								-
be	do	CO	hate	have	like	live	love	think
0.0	40	90	11000	11010	1111	11.0	1010	Ci ili ilic

Example: In my country, people used to watch television as a family.

Now, children often go to their own rooms and watch different programmes.

2. Talk about yourself with used to / didn't use to. Use the same verbs or different ones.

Example: I used to be very short. When I was 11, I was only 160 centimetres. But I grew very quickly in the next three years.

5.10 Applying new speaking skills

Wedding customs around the world

A Previewing vocabulary

- Look at the words in the box. How many sentences can you make:
 - a. to check information?
 - b. to explain information again?
 - c. to ask the questioner to wait?

Example: Could I answer that at the end? = asking to wait

2.

5.31 Listen. How many did you get?

answer	clear	coming	deal
explain	mean	meant	minute
point	sense	sure	trying

B Researching information

- 1. Read the assignment on the right.
- 2. Work in up to six groups. Read your research information.

Group 1: Mexico (page 81)

Group 2: Ireland (page 83)

Group 3: Colombia (page 85)

Group 4: Hawaii (page 84)

Group 5: Norway (page 86)

Group 6: Fiji (page 87)

Department of Anthropology Module 3: Wedding customs (2)

Assignment for next tutorial

Do some research on wedding customs. Choose any interesting custom and be prepared to explain it at the tutorial.

C Using a key skill

- 1. Make sure you can explain your custom. Remember:
 - Introduce your turn.
 - Use expressions to talk about the research such as Apparently ..., I understand that ...
 - End your turn.
 - Be prepared to explain any words or ideas in your research information – but only if you are asked.
 - Ask people to wait for explanations if you want to finish a sentence first.
 - In the tutorial, check words and ideas from other students, but choose your time carefully.
- 2. Work in new groups. There must be one student from each group, 1–6. Give your presentation. Check any information which you don't understand.



Norwegian bride's crown



Wedding arras



A girl with fairies

Resources

What ki	kind of learner are you?	
	these questions. You can only choose one option in each case. oices will help you answer the question What kind of learner am I?	
a b	Your friend asks you for directions to your house. Would you a. draw a map and highlight your road? b. tell him/her the directions? c. write down the directions (without a map)? d. offer to collect him/her?	
a b	You don't know how to spell a word. Would you a. look it up in a dictionary? b. get a picture of the word in your mind and write it that way? c. say the word and work out how to spell it? d. write the word several ways and choose the correct one?	
a b c	You are going to cook something for a special family day. Would you a. cook something that you have cooked before? b. look through a cookbook and find something that looks nice? c. find a recipe that you have wanted to make for some time? d. ask your mother for some recipe recommendations?	
v a b	Some English-speaking friends have just arrived in your town for the first time. Would you a. take them on a drive around the town? b. show them pictures and postcards of the town? c. give them a tourist guide to the town? d. ask them about their preferences?	
a b c	You are going to buy a new CD player. Would you a. ask the salesperson to tell you about all the players in the shop? b. read the information about each player? c. test each of the players by using the controls and listening? d. buy the one that looks the best?	
Scoring Give you Interpre	urself points: each $a = 1$; each $b = 2$; each $c = 3$; each $d = 4$	
5-6:	You are a visual learner.	

If you found it difficult to choose one answer in each section, or if you had at least one answer for each question, you are a multi-mode learner – like 60 or 70 per cent of learners.

7–11: You are a read/write learner.

16–20: You are an aural learner.

12-15: You are a kinaesthetic learner.

Theme 1: Speaking 1.6

Student A

statement	explanation 1	explanation 2
Some people are kinaesthetic learners.	The word <i>kinaesthetic</i> comes from two words in Ancient Greek – <i>kine</i> means 'move' and <i>esthesis</i> means 'feeling'.	Kinaesthetic learners need to move around and touch things.
According to research into apologizing, Germans occasionally emphasize the apology.	Emphasize means 'to say strongly'.	They say things like I'm very sorry or I'm really sorry.
Some work colleagues and some friends are drains.	A drain is a hole in the ground. Waste water flows down a drain.	Drains in a relationship take energy. They use your time and your strength.
Oxygen is also produced by plants during photosynthesis.	Photosynthesis is a process in green plants.	In photosynthesis, the energy from the Sun is broken down into oxygen and sugar, and the oxygen is released into the atmosphere.

Theme 5: Speaking 5.10

Group 1

Mexico, North America

During the wedding ceremony, the groom gives the bride an <u>arras</u>. The gift is the groom's promise to care for his wife. The custom goes back to early <u>Christianity</u>.

Only explain these points if you are asked:

- The coins represent Jesus and his 12 followers.
- An arras is a set of gold or silver coins.

Theme 2: Speaking 2.8

Student A

We can hold seven items in our short-term memory, plus or minus two.

Mnemonics were first used by the Ancient Greeks. I couldn't find the name of the inventor.

Some websites say there are nine planets in our Solar System. Some say there are only eight, because Pluto is not a planet.

You should always give prompts in a language test. People can only remember certain pieces of information with prompts.

Bahrick did an experiment into long-term memory. He asked people for the names of their classmates when they were at school.

respiration photosynthesis outgassing absorption combustion composition

Carbon is released into the atmosphere by animals and plants. This process is called respiration. Carbon dioxide is given out and oxygen is taken in.

Carbon dioxide is released into the atmosphere during decomposition. This is the process of breaking down dead animals and plants. Animals and plants die, and bacteria decompose them. Carbon dioxide is released into the atmosphere and carbon is absorbed into the ground.

Carbon dioxide is released during combustion. Combustion is also called *burning*. Combustion takes place in many places, including factories, cars, planes, etc.

Carbon dioxide is released into the atmosphere by a process called outgassing. This happens when gas escapes from a volcano, for example.

Carbon dioxide is consumed during photosynthesis. This process takes place in green plants. In this process, sunlight shines on the leaves of a plant, and the plant uses the light energy. It converts it into sugar and oxygen. During the process, carbon dioxide is consumed from the atmosphere.

Carbon dioxide is taken in by the oceans in a process called absorption. Carbon dioxide is absorbed at the surface and carried down to the deep ocean.

Carbon in animals and plants was converted into fuels millions of years ago. The animals and plants died and were buried. The process of conversion is called compression.

Student B

statement	explanation 1	explanation 2
Some people are aural learners.	The word <i>aural</i> comes from the word <i>auris</i> , which means 'ear' in Latin.	Aural learners need to hear things.
According to research into apologizing, Russians usually take the blame for their actions.	Blame means 'responsibility'.	They say things like It was my fault; I am to blame.
Some work colleagues and some friends are radiators.	A radiator is a heater in a room. It sends out, or radiates, heat.	Radiators in a relationship send out energy. They make you feel stronger and happier about the world.
Oxygen is also produced by sunlight during photolysis.	Photolysis is a process in the atmosphere.	In photolysis, the energy from the Sun breaks down water vapour in clouds and oxygen is released into the atmosphere.

Theme 1: Speaking 1.10

Group A

- 1. Aural learners:
- like to hear info. = read notes aloud, e.g., record and listen later
- need to talk about info. = discuss lects / read. ass., e.g., form disc. group, talk to stu. on phone
- need aural reminders = make mnemonic of lists, etc.; say mnem. in head to help remember

Theme 5: Speaking 5.10

Group 2

Ireland, Western Europe

After the wedding, the bride and the groom dance together. The bride's feet must remain on the floor, otherwise the <u>fairies</u> might take her. The custom goes back to medieval times.

Only explain these points if you are asked:

- A fairy is a tiny mythical creature with wings.
- People used to believe that the fairies wanted to steal brides, but they could only steal a bride if one foot left the ground.

Group 4

Hawaii, South Pacific

The bride and group are given <u>leis</u>. They wear them around their necks during the ceremony. The custom goes back a thousand years to the early inhabitants of the islands. When two groups made peace, they created a leis together. It symbolized peace.

Only explain these points if you are asked:

- A leis is a circle of flowers, perhaps 40 or 50.
- The flowers are often white with a nice smell.

Theme 3: Speaking 3.10

Group B

Tiredness

Some people find that they feel tired when they sit down to study.

Which of these solutions do you agree with?

- 1. Have a cup of coffee before you start work.
- 2. Take short breaks every hour. Go to sleep for a short time if you are really tired.
- 3. Do not try to study at a bad time of day. Find out the best time of day for you.

Theme 2: Speaking 2.10

Group 3

According to research by Bergman and Kasper, British people very often say the actual words *I'm sorry* or *I apologize*. They sometimes emphasize with *very*, *really* or *so*. They very often take responsibility for the mistake when they apologize. They say, for example, *It was my fault*. They very rarely give an explanation and rarely offer to pay. They occasionally make promises about their behaviour in the future.

Group 3

Colombia, South America

After the bride and groom have exchanged rings, they each light one side of a <u>candelabra</u>. Then they light the middle part. Finally, they each put out their own sides. The custom probably goes back to early Christianity.

Only explain these points if you are asked:

- A candelabra is a metal holder for a number of candles.
- The candles on the outside represent the bride and the groom.
- The middle candle represents the couple's married life together.

Theme 4: Speaking 4.8

Student A

learning (Theme 1)	inter'personal	An interpersonal learner learns best by sharing, comparing, relating, cooperating and interviewing.
apologizing (Theme 2)	miti'gation	When you apologize, you sometimes try to mitigate your actions; mitigation means giving good reasons for your actions. Mitigation is sometimes accepted by the courts when someone has committed a crime.
time management (Theme 3)	pro'crastination	When something is put off without a good reason, it is called procrastination. The word <i>cras</i> is old Greek for 'tomorrow', so the word means 'for tomorrow'.

Theme 2: Speaking 2.10

Group 1

According to research by Bergman and Kasper, Americans nearly always use the actual words *I'm sorry* or *I apologize*. They always take responsibility for the mistake when they apologize. They say, for example, *It was my fault*. They sometimes give an explanation but never offer to pay and never make promises for the future. The research paper did not give any information about emphasis.

Theme 3: Speaking 3.10

Group A

Putting things off

Some people find it hard to start work every day. They check e-mails, play solitaire, go on Facebook, etc.

Which of these solutions do people agree with?

- Don't turn your computer on first thing in the morning. Start work with a pencil and paper.
- 2. Set a time limit for checking e-mails, etc. Then start work.
- 3. Break down activities into many parts. Give yourself a reward when you finish a part.

Theme 2: Speaking 2.10

Group 4

According to research by Bergman and Kasper, Germans usually say the actual words *I'm sorry* or *I apologize*. They occasionally emphasize with *very* or *really* or *so*. They very often take responsibility for the mistake when they apologize. They say, for example, *I'm to blame*. They very rarely give an explanation and rarely offer to pay, or make promises about their future behaviour.

Theme 5: Speaking 5.10

Group 5

Norway, Northern Europe

The bride wears a silver crown with silver <u>charms</u> on it. The charms make a noise every time the bride moves. The custom goes back thousands of years.

Only explain these points if you are asked:

- In ancient times, Norwegians used to believe that noise frightens evil spirits.
- A charm is a small piece of gold or silver in the shape of an animal, a piece of furniture, a flag, etc.

Theme 4: Speaking 4.8

Student B

learning (Theme 1)	intra'personal	An intrapersonal learner learns best by working alone, on individual projects, and self-paced instruction.
apologizing (Theme 2)	con'cession	When you apologize, you sometimes concede that the other person was right to some extent. Concession means saying 'You were partly right.'
time management (Theme 3)	a'djournment	When something is put off with a good reason, it is called an adjournment. The word <i>journ</i> is old French for 'day', so the word means 'to a day'.

Theme 1: Speaking 1.10

Group B

- 1. Kinaesthetic learners:
- learn by doing = make learning into phys. act., e.g., write info. on cards, lay out on table, arrange diff. ways
- not like sit still = walk around while studying, e.g., record and listen while jogging
- use energy in learning = take breaks

Group 6

Fiji, South Pacific

A young man gives his girlfriend's father a <u>whale's</u> tooth when he asks for permission to marry her. The custom goes back 150 years.

Only explain these points if you are asked:

- Whales are the largest mammals on Earth. They live in the sea and are killed for their meat and their oil.
- The sailors on whaling ships gave the natives the teeth of whales in exchange for the local goods. The teeth became symbols of wealth.

Theme 2: Speaking 2.10

Group 2

According to research by Bergman and Kasper, Russians usually say the actual words *I'm sorry* or *I apologize*. They usually take responsibility for the mistake when they apologize. They say, for example, *I was to blame*. They occasionally give an explanation but never offer to pay and never make promises for the future. There was no information in the research paper about emphasis.

Theme 2: Speaking 2.8

Student B

We need to pay attention to something. Then we will keep it in short-term memory.

Research into short-term memory suggests that it may be culturally determined. Some cultures can hold more information in short-term memory than others.

Some websites say there is a tenth planet in our Solar System. It is called Planet X. Other websites say that this is not true.

Rote learning is very useful for lists of things, like the kings and queens of a country. It is not very useful for skills, like driving a car.

You should review new information several times if you want to remember it forever. Reviews should take place after ten minutes, one day, one week, one month, and six months.

Level 3

PROGRESSIVE CLASSIVE

Listening & Speaking











Workbook

Listening

1

A Stress in three-syllable words

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

frequency component attention connection memorize mnemonic recognize rehearsal related remember researcher sensory

2. 1 Listen, repeat and check your answers.

000	000
frequency	component
-	
	-
C.	

B Vocabulary: verbs and nouns

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

	an idea	research	information	dates	a person	your memory	attention
propose	1						
conduct							
lose		8			\$	W 92	
forget							
memorize							
pay							
process							
recall							
recognize							
record					1		
remind							

C Using vocabulary

1. Write the words from each sentence in the correct order.

a. proposed the Multi-store in 1968 memory model was The Multi-store memory model was proposed in 1968.

b. is the first paying attention stage of memory

c. about short- term 20 seconds memory only lasts

d. repeating we can it rehearse information by

e. memory moving there are information long- into five ways of term

f. time many teachers asked dates one at children to memorize

g. your can you telephone ? number remind me of

h. after people sometimes an accident lose their memories

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

Key sentence patterns

1. Study Grammar table 1 in the Grammar for listening lesson in your Course Book, page 15. Write the direct question in each case.

a.	I don't know if he's English.	Is he English?
b.	I'm not sure if the lecture is in Room 3.	
c.	I've forgotten if we have a test this week.	
d.	Do you know where she lives?	
e.	Have you got any idea when the talk finishes?	
f.	I'm going to discuss how children learn.	
g.	First, we'll see what Aristotle thought.	
h.	Then, I'll tell you how Piaget researched this subject.	
i.	Today, I'll explain why people are worried about climate change.	

- 2. **3** Listen and check your answers.
- 3. Turn these direct questions into indirect questions. Use some of the introductory phrases from the box.

Can you tell me Do you know	Have you got any idea
a. Is the lecture about Piaget?	Do you know if the lecture is about Piaget?
b. Who is the lecture about?	
c. What are we doing today?	
d. How did you do the assignment?	
e. Why is this important?	
f. When does the course start?	
g. Who's teaching the course?	

E Word power: forget, learn, remember, remind

h. How much does this book cost?

i. How long does the film last?

- 1. What is the best way to complete each sentence? <u>Underline</u> the correct option.
 - a. I forgot to give / giving / give her the message.
 - b. She remembered to put / putting / put her phone in her handbag but it wasn't there.
 - c. I learnt how to swim / swimming / swim when I was very young.
 - d. He reminds me of / of me / me to his father.
 - e. Did you remember to take / taking / take that library book back?
 - f. Remind me to call / calling / call him when we get home.
 - g. I've forgotten how to use / using / use this machine.
 - h. What did you learn of / about / to in the last lecture?
- 2. **② 4** Listen and check your answers.

F Predicting the next information

§ 5 Listen to some extracts from lectures. Number the final word of each sentence according to the sentence you hear it in.

Example:

1. Short-term memory was originally called primary ...

a.

	1887.	
	seven.	
	experiment.	
	longer.	
	memory.	
1	remember.	

b.

1964.
experiments.
information.
result.
Shulman.
sound.

C.

1975.	
classmates.	
lasts.	
memory.	
people.	
time.	

Moving information into long-term memory

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

What can you do nove/ move information into long-term memory? There is / are five main ways. Firstly, we have / are having frequency. So, for example, when you hear a new word, you can say it to you / yourself ten times. But other researchers say repetition is not / is enough. You need variety also / as well. For example, you need to read a / - new word in several different situations. Then you need to hear it / them in some more situations. Then, perhaps, you need to use / using it yourself. The third idea is activity. More than 2,000 years ago, Aristotle wrote a book called / is called Ethics. Aristotle said that we learn by doing / do. Association is the fourth / four idea. A man called Tony Buzan writes / wrote a well-known book in 1993 called The Mind Map Book. In this book, Buzan says that it is very / too important to make associations between pieces of information. His / He's main method is the mind map. You draw lines to link / link information. Finally, we have the idea of / for mnemonics. A mnemonic is a clever way of remembering / remember something. For example, perhaps you want to remember / remembering the names of the nine planets in our Solar System. There / It is a well-known mnemonic for this in English: My Very Efficient Memory Just Stores Up Nine Planets.

2. **6** Listen, read and check your answers.

Speaking

A Vowel words

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

1. al <u>ou</u> d		annoying	
2. <u>au</u> ral		corridor	
3. pref <u>e</u> r		here	
4. n <u>oi</u> sy	1	how	
5. m <u>o</u> de		learner	
6. improve		SO	
7. t <u>i</u> dy		style	
8. bec <u>au</u> se		talk	
9. cl <u>ea</u> rly		use	

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

B Word power: have

1. All these sentences contain the word *have* as a main verb or an auxiliary. Complete each sentence with a word from the box.

i.e	met	lectures	drink	explained	lost	got	suggestions	been
a.	I have		here fo	or a week.				
Ο.	Have you		you	ır tutor yet?				
C.	Which da	ys do you l	have	?				
d.	What are	you having	g to	?				
e.	Have you	,	a n	nap of the to	wn?			
f.	Do you h	ave any		?				
g.	I have		my ke	y so I can't ge	et into r	my roo	m.	
n.	OK. I hav	e	th	e main probl	ems. In	the ne	xt lecture, I will	***
A	5.94		i i					

2. **8** Listen, repeat and check your answers.

C Asking about words

CW Work in pairs.

Student A

Ask the questions below. The answers are on page 94.

- 1. What does mode mean?
- 2. How do you say the word A-U-R-A-L?
- **3**. Do we say 'kinaesthetic or kinae'sthetic?
- **4.** What's the past tense of *read*?
- **5.** How do you say the *s* in the word V-I-S-U-A-L?
- **6.** What is the phonetic symbol for the vowel sound in *paint*?

Student B

Ask the questions below. The answers are on page 94.

- 1. What's a cartoon?
- 2. How do you say the word M-U-L-T-I?
- **3.** Where is the stress on the word V-I-S-U-A-L?
- 4. Is broke the past tense of break?
- **5.** How do you pronounce the *au* in the word A-U-R-A-L?
- **6.** What is the phonetic symbol for the vowel sound in *write*?

Student A

- 1. way
- 2. or-rul
- 3. kinae'sthetic
- 4. read = /red/
- 5. /3/ like the g in aubergine
- 6. /eɪ/

Student B

- 1. a funny drawing
- 2. mull-tee
- 3. at the beginning 'visual
- 4. yes, it is
- 5. or
- 6. /ai/

Word power: verbs and nouns

- 1. Complete the table with the correct words.
- 2. Mark the stressed syllable on each verb and each noun.

verb	noun
a. ex'plain	explaination
b. improve	
c. move	
d. present	
e. organize	
f. prefer	
g. recommend	
h. evaluate	
i. suggest	
j. conclude	

3. **② 9** Listen, repeat and check your answers.

E Words in context

- 1. Use either a verb or a noun from the table in Exercise D in each sentence below.
 - a. At the end of the talk, you should make some <u>recommendations</u>. How can we learn more efficiently?
 - b. Could you _____ this assignment to me? I don't understand it.
 - c. How do you ______ to receive new information? What is your main learning style?
 - d. I ______ that we brainstorm first and then start making some notes.
 - e. It is important to ______ your ideas logically.
 - f. Kinaesthetic learners learn new information through _______.
 - g. Remember to _______ your talk at the end. What did you do well?
 - h. Who is going to do the first _____?
 - i. You should try to ______ your learning efficiency. Try different ways of learning.
 - j. Don't forget to end your talk with a ______.
- 2. **10** Listen, check and practise the sentences.

Section 1		
	Grammar: should	d. shouldn't
Dw69		, , , , , , , , , , , , , , , , , , , ,

1. Study each sentence. Say the same thing or a similar thing in a different way. Use the words in brackets.

a. You should come on time to every lecture. (late)	You shouldn't be late for lectures.
 b. You shouldn't stay up all night revising before a test. (bed early) 	
c. You shouldn't make fun of people. (respect)	
d. You shouldn't eat junk food. (healthy)	
e. I really recommend this novel. (read)	
f. If you are ill, you should stay in bed. (university)	
g. I shouldn't stay any longer. (home)	
h. You shouldn't help people with their assignments. (own)	

2. **11** Listen, repeat and check your answers.

Grammar: could, couldn't

You have locked yourself out. It is quite late at night. You live on the ground floor of a block of flats. A small window in the kitchen is slightly open. You can see your keys on the kitchen table. Perhaps your flatmate is inside the flat. What could you do?

you	Hatmate is inside the hat. What could you do:
1.	Think of at least five ideas.
	Example: You could shout to your friend.
2.	12 Listen to people talking about the problem. Do they mention your ideas
3.	Make sentences about the ideas. Use words from the box.
	Example: You could phone your friend with your mobile.

phone climb break locksmith letterbox wait hotel car pin

Example: You could phone your friend with your	mobile.

Giving reasons and results

1.	Answer	each	question.	Give a	tull	sentence	with	because	
----	--------	------	-----------	--------	------	----------	------	---------	--

a. Why do people go to university? People go to university because they want to get a degree.

b. Why do some teachers give homework?

c. Why do we forget things?

d. Why do some people need to hear new information?

e. Why are lectures good for aural learners? 2. Look at each question in H1 again. Give the same information with the word so.

a. People want to get a degree so they go to university.

Listening

A Pronunciation

1. Match the words with the same (underlined) vowel sound.

a. all <u>ow</u>	1	sound
o. appr <u>o</u> ve		three
c. h <u>o</u> nest		you
d. supp <u>o</u> rt	-6	got
e. av <u>ai</u> lable		four
f. adol <u>e</u> scent		went
g. bel <u>ie</u> ve		way
n. <u>a</u> rgue		ten
i. acc <u>e</u> pt		six
j. cr <u>i</u> ticize	900	grass

- 2. **13** Listen and repeat.
- B Stress in three-syllable words

1. Tick the correct stress pattern for each word.

	000	000	000
a. barrier	1		
b. acceptance	;		8
c. acquaintance			
d. approval			
e. attitude			
f. behaviour			
g. happiness	2		
h. interesting			
i. likeable			
j. negative			
k. neighbourhood			
I. occasion			2)-
m. positive			*
n. successful			
o. supportive			
p. understand			

2. **14** Listen, repeat and check your answers.

С	Dictation 15 Listen and write some sentences about acquaintant	ces.			
D	Word quiz				
	1. What is the difference between each pair of words?	ß.			
	a. acquaintance friend An acquaintance is some	ne yo	u know, but a	friend is some	one you like.
	b. accept approve	1770			E. 22
	c. tell communicate				
	d. women ladies				
	e. colleague boss				
	f. area neighbourhood				
	2. 16 Listen and check your ideas.				
a	What do you mean?	20	¥		·
	1. 17 Listen to some sentences. They are all things		acceptance	approval	appreciation
	you might say to a friend. Decide if each one	a.	1		
	shows acceptance, approval or appreciation.	b.			
	Tick the correct column.	C.	19:	5	
	Example:	d.	2		
	a. I like you just the way you are.	25,0540			
	2. 18 Listen and check your answers.	e.		6	a
	3. How many of the sentences can you remember?	f.		S.	3
F	Predicting part of speech				
	1. Which word do you expect to hear next? Tick one of	of the v	words		
	a. What, exactly, is	3 61 6	friend	fri	endship
	b. We expect our friends to be		honest	0 0	onesty
	c. Generally speaking, it is easier to be friends with	1	commur	<u> </u>	mmunicative
	a person who is				initialite active
	d. Friends are usually		support	Su	pportive
	e. People often like friends who are		indepen	<u>0 0</u>	dependence
	f. He doesn't think about other people. He is		consider	<u> </u>	considerate
	g. You need to make sure you are		like	25 - 35 reserv	eable
	h. Friends are looking for		accept	12 12	ceptance
	i. They don't necessarily want you to		approve		proval
	j. In the best relationships, people each other.		approve		preciation
	2. 19 Listen and check.		арріесіа	a,	preciation

		1048
G	Fixed	phrases

Write one word from the box in each space to complete the fixed phrases.

***********	9000			1950 45	50 ' DISSEL
heard	IS	remember	saying	seen	sum

20 Listen and check your answers.

1.	The	point		what	do	we	mean	by	friends	hip)
----	-----	-------	--	------	----	----	------	----	---------	-----	---

- 2. What I'm _____ is, friends are very important.
- 3. The thing to ______ is, you must not try to change friends.
- **4.** So, to _____ up, sometimes acquaintances become friends.
- 5. As we have _____, it is not easy to keep friends.
- 6. We've _____today about friendship.

H Grammar: transitive and intransitive verbs

Read the Grammar Check.

What kind of word do you expect to come after each verb in the table below? Tick the correct column(s) for each verb.

		noun or pronoun	other part of speech
1.	I often go		1
2.	Most people like	/	
3.	They run	1	1
4.	Friendship happens		
5.	Gunpowder appeared		
6.	I sometimes cry		
7.	Problems between friends occur		
8.	Researchers studied		
9.	She lives		
10.	The guests left		
11.	The lecture started at 9.00 but he came		
12.	They moved		
13.	Ueno questioned		
14.	Very young babies sleep		
15.	We all watched		
16.	You should support		

Grammar Check

Transitive and intransitive verbs

Some verbs in English are intransitive. We cannot write a noun or pronoun as the next word after the verb. We use a preposition, an adjective or an adverb.

Examples:

Last week, we **went to** the cinema. My computer **has gone wrong**. You should **go slowly** on this road.

Some verbs in English are transitive.

We must write an object – noun or pronoun – as the next word after the verb.

Examples:

I like chocolate.

They really liked it.

Some verbs can be intransitive or transitive. They often change their meaning when they change their usage.

Examples:

He can run quickly.

She runs a shop.

Speaking

A Word power: verbs and nouns

- 1. Complete the table with the correct word in each space.
- 2. Mark the stressed syllable for each word.
- 3. The stressed syllable changes in one case. Which one?

verbs	nouns
a. a'gree	a'greement
b.	apology
c. arrange	
d. avoid	
e.	behaviour
·f.	emphasis
g. excuse	
h. explain	
Î.u	forgiveness
j. promise	
k.	rejection
l. solve	

4. **② 21** Listen, repeat and check your answers.

B Fixed phrases

1. Use a word from the box to complete each fixed phrase of apology, excuse, blame or forgiveness.

about apologize blame effort excuse fault matter mind mistake realize right rude say sorry time worry

- a. You must make an ______ to be on time.
- b. I'm sorry. I made a ______.
- c. How can I put things _____?
- d. Sorry. I didn't _____ the deadline was Friday.
- e. I didn't have enough ______.
- f. I'm really
- g. You're right. There's no ______
- h. I didn't mean to be ______.
- i. I accept the ______.
- j. It's my _____.
- k. You should _____sorry.
- I. You really ought to ______
- m. Don't _____.
- n. Never _____.
- o. Forget _____ it.
- p. It doesn't _____.
- 2. **② 22** Listen, repeat and check your answers.

A conversation

- 1. Find a good response for each sentence or question on the left.
- 2. 23 Listen and check.
- 3. **CW** Role-play the conversation in pairs.

a. How are you?		No, I won't!
b. What's wrong?		Yes, so am I.
c. Are you angry with me?		Yes, I am.
d. Why are you upset?		No, I didn't. I never had it.
e. You lost my book!	а	Fine, thanks.
f. Anyway, I'm sorry.		You made me feel stupid.
g. Do you forgive me?		Yes, of course.
h. Just one thing. Will you buy me a new book?		Nothing.

ALC: UNKNOWN					
D	Grammar:	using	thought 1	didn't	raaliza
5	Graninar.	using	uloughti	ulull t	realize

- 1. Read the Grammar Check.
- 2. Explain each misunderstanding below.

Begin: I didn't realize ...

Then continue with I thought ... and use the word(s) in brackets.

- a. The deadline is this week. (next week)
 I didn't realize the deadline was this week.
 I thought it was next week.
- b. The tutor wants to see us this morning. (tomorrow)
- c. There are ten students in the group. (12)
- d. You live in a flat. (on campus)
- e. I need the book this evening. (at the weekend)
- f. She has two children. (one)
- g. The film starts at 7.30. (7.45)
- h. I'm sitting here. (there)
- i. The article was written by Bergman. (Cohen)
- j. I love romantic films. (not like)
- k. Apologizing is culturally determined. (same / all over the world)
- I. We have to choose a chairperson for the tutorial. (tutor)
- m. The next assignment is going to be about friendship. (social groups)

Grammar Check

Talking about misunderstandings

Sometimes we misunderstand information. We can talk about the misunderstanding with I thought I didn't realize. But we normally use the past tense to talk about the information, even if the information is in the present!

Examples:

I'm married.

I didn't realize (that) you were married. I thought (that) you were single.

Mary works for the government. I didn't realize she worked for the government. I thought she worked in a bank.

If the information is already in the past, we don't make any changes in the tense.

Examples:

The lecture was at 9.00.

I didn't realize it was at 9.00.

I thought it was at 10.00.

E A problem

 You have done something which has upset your friend. What do you do? Look at some possible comments about the problem.

Do you agree with each comment? Or do you want to change it in some way?

- a. Problems between you and your friend usually go away by themselves.

 Problems don't usually go away by themselves.
- b. You don't have to talk about the problems with your friend.
- c. Your friend always realizes when he or she does something to upset you.
- d. Always confront your friend when you feel angry.
- e. If you can't talk to your friend, sit down and write an angry e-mail or text message.
- f. Another good idea is to phone your friend and shout at him or her.
- g. You must get it clear with your friend who said what and who did what.
- 2. **② 24** Listen to some possible changes.

F Taking part in a tutorial: an extended turn (1)

- 1. Read an extended turn from a tutorial. Find 16 mistakes.
- 2. **② 25** Listen and check your answers.
- 3. Practise saying the extended turn.

I looked at excuse. An excuse is a reason for action. For example, you can say 'I'm sorry late. The train didn't on the time.' According my research, in some of cultures, it is not the polite to an excuse. It you are not really sorry for your action. You that you had a good reason. But it seems, in British culture, it is good to a reason. If you don't, people may to be angry and think that you care. And that's what I found it.

G Taking part in a tutorial: an extended turn (2)

- 1. Read another extended turn from a tutorial. Number the sentences in order.
- 2. **② 26** Listen and check your answers.
- 3. Practise saying the extended turn.

	But another one said it is not true.
	But informal language is fine for a spoken apology.
	But you might write 'I apologize for my anger.'
	For example, you can say 'I'm sorry that I got angry' in speech.
1	I did some research on formality.
	In British culture, there is a big difference between formal language and informal language.
	One website said that all cultures have formal and informal speech.
	That's what I found.
	This is the level of language that you use.

Listening

Vocabulary

1. **② 27** Listen to the stressed syllable of some words from the unit. Number the correct word in each case.

Example:

1. ter

	enough
1	alternative
	refuse
	previous

	impossible
	current
	equal
8	doubtful

prioritize
equation
complete
timely

2. **② 28** Listen and check your answers.

Word power: manage

What exactly does the word manage mean in each sentence below? Find a meaning in each case in the list on the right.

- 1. He managed to lose ten kilos in weight.
- 2. I can't manage without my mobile phone.
- 3. He's lost his job so he's managing on very little money.
- 4. It's OK thanks. I can manage.
- 5. She manages 11 restaurants in this area.
- 6. I'm hopeless at managing my money.

	deal with a problem
	direct or control a business
	do something with difficulty
	live in a difficult situation
	not need help
6	use money or time well

-	
	Callagations
	Collocations

- 1. Complete each phrase.
 - a. To Do

man_____

f. everyday

b. time

too____

your_____

g. permanent

c. useful

h. negative

d. management con_____

e. managing

i. day and j. rest and

2. **② 29** Listen, repeat and check your answers.

Dictation

30 Listen and write a summary of the first lecture.

E Word power: opposites

1. Find ten pairs of opposites in the box. Complete the tables with the words.

attend avoid beautiful behind calm everything face (v) good at hopeless at miss nothing others routine self stressed ugly up to date unusual use (v) waste

unusual	routine	

8	

2. 31 Listen, repeat and check your answers.

F Predicting next words from the verb

What do you expect to follow each verb?

- 1. **32** Listen to some examples and look at the table on the right.
- 2. Complete the rest of the table. Tick one or more of the columns.
- 3. **33** Listen and check.

	to do	+ a person + to do
a. promise	1	
b. tell		1
c. want	1	1
d. intend		
e. refuse		
f. have /hæf/		
g. expect		
h. allow		8
i. forget		
j. ask		
k. need		
I. hope		

G Verb + preposition

1. The verbs below can be followed by a preposition. Which one? Use each preposition in the box once only.

a. believe	in
b. decide	
c. get	
d. talk	
e. take	
f. revise	
g. look	
h. apply	

about	after	back		for
_in	on	to	up	

2. **34** Listen, repeat and check your answers.

Synonyms

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

formal verbs		informal verbs	
a. balance		cut down	
b. attend	a	be the same	
c. reduce		want	
d. select	NS.	choose	
e. intend		go to	
f. name		call	
g. consider		make sure	
h. consume		use	
i. examine		look at	
j. ensure		think about	

2. **35** Listen, repeat and check your answers.

Summary

1. The text below is a summary of the second lecture from the listening section of your Course Book. Complete the summary with the words below.

all and as at called calls can confident do doubtful hand have head most other ourselves out person remembered solution some to true truth very

According to a man	Gallwey in his book <i>The Inner Game of Tennis</i> , we				
have two selfs, which he	Self 1 and Self 2. On the one	, Self 1 is confident			
The confident part of a	says 'I do A. I	to do B. I'm			
good at C.' On the	hand, Self 2 is	Self 2 says 'I can't			
X. I forgot	do Y. I'm hopeless	Z.' Which side is telling the			
? Gallwey points	that both sides could be				
successes, but we a	lso all difficulties with	things, and failures.			
But Gallwey says that people see us Self 1. They see the					
person. However, we often see as Self 2. The is to ensure that Self 1 does					
most of the talking inside your					

2. **36** Listen and check your answers.

Speaking

3

A Pronunciation

- 1. Divide each word into syllables with | .
- 2. <u>Underline</u> the stressed syllable in each word.

a. absolutelyb. concentratec. distract

f. reserve g. couple

e. interrupt

i. possible j. suppose k. instead

d. disturb

h. portal

I. quotation

- 3. **37** Listen, repeat and check your answers.
- B Say it again!
 - 1. Read each sentence or question. Say the same thing with the word(s) in brackets.

a. What's a thief? (mean)	What does 'thief' mean?
b. What's the pronunciation of S-T-E-A-L? (say)	
c. What's wrong? (matter)	
d. It's all right. (matter)	
e. I won't do it again. (promise)	
f. I must do this work now. (have / get on)	
g. Do it now! (put / off / tomorrow)	
h. Is your assignment finished yet? (done)	
i. Could you repeat that? (mind)	
j. I can't talk to you now. (later)	

- 2. 38 Listen, repeat and check your answers.
- Conversations
 - 1. Agree with all of A's statements.

A: I read the article last night.

B: Yes, so did I

A: But I didn't understand it.

B: No, neither _____.

A: I'm going to talk to the tutor today.

B: Me, _____.

A: I don't think he'll help, though.

B: No, I

A: I'll do some research on the Internet.

B: Yes, so _____.

2. Disagree with all of A's statements.

A: I did well on the last test.

B: Did you? I didn't.

A: I really like this part of the course.

A: But I didn't like Maths last term.

B:

A: I'm going to specialize in this area.

B: _____

A: I don't think it's difficult.

B: _____

B: _____

3. **(a)** 39 **CW** Listen, repeat and practise the conversations in pairs.

	omplete the sentences and phrases.				
a.	. I agree you.	g.	I don't	agree.	
b.		h.	I don't know	that's true	v.
C.	. You be right.	ì.	OK. You're		
d.	. I suppose	j.	Ithink	that	
e.	. I've changed my	k.	I stillb	elieve that	
f.	. I'm not	I.	Yes, t	hat's true.	
2. 🛭	40 Listen, repeat and check your answers.				
	power: similar words and phrases What is the difference between the word	ls in	n the two columns o	n the riaht? Disci	uss in pairs
	groups.				,
2. Cor	mplete the sentences with one of the words	s in	each space.	La facilitation	Pleases
	A <u>library</u> is a place where you can bo			a. bookshop	library
	A bookshop is a place where you can bu			b. distract	disturb
	You someone by getting them something else. You someone			c. speak to	interrupt
	from concentrating on something.	. Dy	stopping them	d. study	concentrate
	You someone when you		someone	e. teaching	education
	before they stop talking.			f. research	reading
	means to look at something of	care	efully	g. kind	polite
	means to think about one thing very hard.			h. silent	quiet
	is the activity is	all	the teaching that	i. excuse me	pardon
	someone receives.		is to got	j. reward	prize
	information from reading.		is to get	AL -	I.
	A person speaks nicely to other p	45.0	Control of the Contro		
h.	means not much noise.		means no noise		
	In Britain, people say to get so don't understand someone.	me	eone's attention. The	ey say	when they
i.	You get a for doing something	g w	ell. You get a	for winni	ng something.

Reacting to statements

F Giving advice

You are going to hear some of the advice from this theme again, but there are mistakes.

42 Listen and correct each piece of advice.

Example:

You hear:

You should stop work and help a colleague who wants help.

You say:

You shouldn't stop work. Tell the colleague you will help later, when you have finished working.





G Collocation

Tick the nouns and noun phrases which can follow each verb. Who or what can you ...?

	a person	a job	a book	a room	a website	a TV	time	money	information	clothes
1. break down										
2. find out	5X	-3-	25-	22- %	Ĭ				3	>
3. get on with				8					8	
4. put off		50								
5. put on										
6. renew										
7. reserve	5X	3	25-	2	× ×				3	,
8. steal						*			8	
9. waste		8								
10. go on		80								

Listening

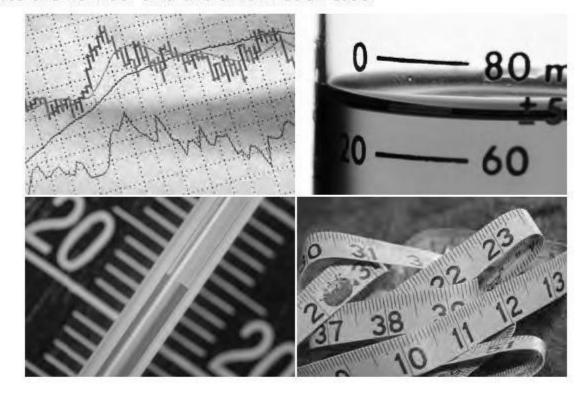
A Numbers and units

1. **43** Listen and match each number to the correct unit.

a. 3,980	area
b. thirdly	date
c. 100,000 l	latitude or longitude
d. 53 km	length
e. 350,000 km²	money
f. 53 °S	a number
g. 65 yrs	ordinal
h. 100 все	temperature
i. \$2 bn	time
j. 38 ℃	volume

2. **44** Listen to some more numbers. Write the number and the unit in each case.

a25	°C	
b.		
C.		
d.		
e.		
f.		
g.		
h.		
i.		
j.		



B Verbs and nouns

1. Complete the table. Mark the stressed syllable in the multi-syllable words.

verb	noun
a.	evaporation
b.	announcement
С.	expansion
d. plant	
e. advance	
f. live	
g. paint	
h.	inhabitant
i. cause	
j. press	

2. **② 45** Listen, repeat and check your answers.

Understanding a speaker's attitude: certainty

Verbs and adjectives sometimes tell us the speaker's attitude to a statement. Will the event happen or not? Put the phrases in order of certainty, 1 = 100%.

It's believed
It's impossible
It's known
It's possible
It's said
It's unlikely

D Understanding a speaker's attitude: feeling

1. **46** Listen to the start of some statements. Which adjective of attitude is the speaker going to say? Number the words.

	amazing	
ñ	awful	

funny	
incredible	

ridiculous
strange

terrible	
wonderful	

2. **② 47** Listen, repeat and check your answers.

E Word power: take and grow

1. Which words and phrases can you use with the verbs take and grow?

take	a long time	
	a break	
	on a new employee	
	responsibility	
	an exam	
	a decision	
	up a hobby	
	over a job	
	off	
	a course	

	up	
	crops	
	old	
grow	tired	
	angry	
	a business	
	fat	
	out of	

2. **② 48** Listen, repeat and check your answers.

~
Synonyms

1. Find words in the box with the same or similar meanings as below.

	a little	amazing	bones conta	ain enormous	evidence gro	w move
		stage	very quickly	very, very ve	ery, very small	
slightly	a	little	comprise	56	tiny	ex.
raise			trace		astonish	ing
flow			overnight		remains	

extremely

2. **49** Listen, repeat and check your answers.

STATE OF THE PERSON.		
G	Collocation	IS

huge

f. climate

- 1. Complete each phrase with a suitable word.
 - a. a special ______ g. atmospheric ______ b. an ancient ______ h. boiling _____ i. recent _____ d. tens of ______ j. a vast _____ k. global _____

step

2. **1 50** Listen and check your answers.

H Summary

1. The text below is a summary of key information from the listening section of this theme. Complete the summary with the words from the box.

	case	climate	close	desert	evapor	ation	green	inhabitar	nts la	andscape	leads	leaves
		less	more	plants	process	rain	reverse	rivers	same	trees	water	
L												

I. a vicious

	largest <u>desert</u> in the world, but it once		ae
	of the Sahara. It started to be		gc.
	becial but the vicious circle of controls tworks like this. One year, there is slightly		
This means that t	he do not grow quite as well. f the plants hold less water to	This in turn means that the	
	nto the air which means there is less		1876
	the Sahara? It is possible that we can be to plant crops or in the desert		
50 35 35 35	ce, which to more evaporation	A 18 18 18 18 18 18 18 18 18 18 18 18 18	

2. **1** Listen and check your answers.

Speaking

657700	
A	Processes

- Complete each process from the water cycle.
 - a. solid to liquid
- melting
- b. liquid to solidc. gas to liquid
- fr_____
- d. liquid to gas
- eva____sub____
- e. solid to gasf. loss of water
- tran____
- 3. Mark the stressed syllable in each process noun.
- 4. **3** 52 Listen, repeat and check your answers.

- 2. Complete the scientific name for each process on the left.
 - a. burning
- com____
- b. using, eating
- ab_____
- c. taking ind. giving out
- re_____
- e. breathing
- res.....
- f. breaking down into elements
- de____

B Elements and compounds

Name the elements and compounds.

vapour from leaves

- 1. O oxygen
- **5**. H₂O _____
- 2. C
- **6.** CO₂
- 3. H
- 7. C₈H₁₈
- 4. N _____
- 8. C₆H₁₂O₆
- Words in context

Write the word in brackets in its correct form in the space.

- 1. Carbon on Earth is produced in a number of ways. (produce)
- 2. Carbon ______ into the atmosphere by animals and plants in a process called *respiration*. (release)
- 3. Carbon dioxide _____ out ... (give)
- 4. ... and oxygen _____ in. (take)
- **5.** Carbon dioxide is also released into the atmosphere during decomposition. This is the process of down dead animals and plants. (break)
- 6. Animals and plants die, and bacteria ______ them. (decompose)
- 7. Carbon dioxide is released into the atmosphere and carbon ______ into the ground. (absorb)
- 8. Thirdly, carbon dioxide is released during combustion, or ______. (burn)
- 9. Finally, volcanoes _____ carbon. (produce)
- 10. This happens when gas ______ from the volcano during an eruption. (escape)

	nar: avoiding repetition udy the example. Then say the other infor	mation but avoid repetition.				
	Some water on Earth exists as gas.	Some water on Earth exists as gas, and				
	Some water on Earth exists as a liquid. some exists as a liquid.					
b.	Most liquid water is in lakes, rivers and	oceans				
	but some liquid water is in swamps					
	and some liquid water is underground.					
c.	Most carbon on Earth is stored as CO ₂ i	n the deep ocean.				
	Some carbon on Earth is present as CO	₂ in the atmosphere.				
	Some carbon on Earth is contained in fo	ossil fuels.				
	Some carbon on Earth is contained in li	virig creatures.				
d.	Most of the Earth's oxygen is buried in	the ground.				
	Some of the Earth's oxygen is in the atr	nosphere.				
	The rest of the Earth's oxygen is in the l	bodies of living things.				
e.	Some of the oxygen in the atmosphere	is produced by photosynthesis.				
	Some of the oxygen in the atmosphere	is the result of photolysis.				
	Some of the oxygen in the atmosphere	is the result of weathering.				

2. **② 53** Listen, repeat and check your answers.

Questions and answers

1. Match the questions and statements with the responses.

a. Are you working tomorrow?	Yes, you do.
b. Are you free at 2.00?	At reception.
c. Do I need to make an appointment?	Yes, all day.
d. Where shall we meet?	No, I'm busy until 3.00.
e. Don't be late!	4.00? 5.00?
f. Can you show me the flat tomorrow?	Yes, sure.
g. What time is best for you?	I won't.

2. **Ø** 54 Listen, repeat and check your answers.

Breathing and respiration

- 1. Complete the conversation with a suitable word in each space.
 - A: Can you explain this to me?
 - B: Sure. What's the _____?
 - A: It's this question. What's the difference between breathing and _____?
 - B: Well, they're both _____ processes.
 - A: Just a moment. I want to write this down. Natural
 - B: Yes. _____ is physical. In animals, it means moving _____ across an organ like the lungs.
 - A: What about fish? Do they _____?
 - B: Yes. But, of course, they _____ move air across lungs.
 - A: They move _____ across gills.
 - B: Exactly. They _____ the water down into oxygen and ______, and use the oxygen. But it is _____ called breathing.
 - A: And what _____ respiration?
 - B: Respiration is ______. It is the process of converting food into energy.
 - A: Do fish _____?
 - B: Yes. All living ______ breathe and respire.

 - B: Yes, even plants. But when they breathe and respire, plants take in carbon ______ and give out oxygen.
- 2. **§** 55 Listen, repeat and check your answers.





Listening

A Vocabulary

1. **§ 56** Listen to the stressed syllable of some words from the theme. Letter the correct word in each case.

Example: You hear: a. lu

	absolute
	discipline
	diversity
	evidence
a	evolution

colonist	
consistent	
perceive	
perception	
contribute	

- 2. **1** S7 Listen and check your answers.
- B Word power: tell
 - 1. The word tell can be used in several different ways. Which patterns below can we use?

	someone something	1		
	someone what to do			
	someone to do something			
	someone about something			
1000	someone doing something			
tell	someone how to do something			
	someone of something			
	someone that			
	something			
	something to someone	19		
	to someone something	8		



- 2. Complete each sentence below with one word.
 - a. I think that the newspapers sometimes tell ______
 - b. We teach our children that they should always tell the ______
 - c. My mother used to tell me a ______ every night before I went to sleep.
 - d. Many teenagers cannot tell the ______ in analogue form, like 'quarter to three'.
 - e. Could you tell me the ______ to this question?
 - f. The instructions beside the photocopier tell you how to ______ it.
 - g. Read each assignment carefully so you know exactly what to
 - h. Marco Polo told his travel stories to a ______ while he was in prison.
 - i. Herodotus told people about other ______
 - j. The lecturer told us that Ibn Khaldun was from ______
- 3. **1 Section** 58 Listen and check your answers.

C	Wh	nat comes next?	
	1.	59 Listen to a section from	the welcome speech in 5.2. Letter the word which completes each phrase
		Example: a. I'm delighted th	at you are thinking of studying
		culturos	a Anthropology

	cultures
	ignorance
	integrate
	multicultural countries
Š.	past

a	Anthropology	
	present	
	problems	
	respect	
	them	

2. **②** 60 Listen and check your answers.

0.00	Dictation	
	61 Listen to some sentences about anthropology. Write the sentences.	

Word power: synonyms and opposites

1. Complete the forma	I synonym in each case
-----------------------	------------------------

- a. happy de_____
- b. very ex_____
- c. subject dis______

 d. choose de_____
- e. name te_____
- f. meet en_____ g. difference div_____
- h. people hum____
- i. not allowed for______ j. native ind_____
- k. alright acc____
- 2. **@** 62 Listen and check your answers.

3. Find pairs of opposites in the box. Copy them into the table.

-abnorma	al ashai	ned	civiliz	ed	conflict
diversity	emigran	t ig	noranc	e	immigrant
knowled	ge maj	ority	mino	rity	-normal
peace	proud	simil	arity	ur	civilized

abnormal	normal	
	2	
	F	

4. **3** Listen and check your answers.

F Predicting next words from the verb

1. What do you expect to follow each verb? Think, then find a phrase for each verb.

a. We must try		a geography expedition	
b. If you decide		at the branches of anthropology	
c. We will compare		data on family life	
d. I'm going to explain	Č.	how attitudes have changed	
e. Let's see		many months with the Inuit	
f. We'll look		that Anthropology is the course for you	
g. I want to give		the old view with the more modern view	
h. Boas joined	a	to understand their attitudes and beliefs	
i. He spent	8	what anthropologists study	
j. He collected		you one or two examples	

2. **@ 64** Listen and check your answers.

G Verb + preposition

1. What is/are the missing preposition(s)?

		SARRANI	10 and 10
a.	think	of	doing Anthropology
b.	stay		home
c.	write		the Inuit
d.	go		to the beginning
e.	run		time
f.	sum	32	the lecture
g.	graduate	*	Oxford University
h.	emigrate		the United States

2. **65** Listen and check your answers.

Summary

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

accept accepted agree believe century civilize conflict cultures customs developed evolution life norms stages standard strange time uncivilized view way

At one time anthropologists believed that civilization was a question of Most

At one time , anth	ropologists believed that ci	vilization was a question of	
people in the West	this view at the begi	nning of the 20 th	All cultures
started off in an	state and gradually	On the	, all cultures
passed through the same	of developme	nt. In this, it is a	cceptable to try to
people to a \	Vestern way of	,	
However, modern anthropol	ogists do not	with this view. They do not	that
Western civilization is the	for civil zation	. We cannot apply the	of Western
civilization to other		which seem ,	to other
cultures. We must learn to	other culture	es and live together, without	

2. @ 66 Listen and check your answers.

Speaking

A Pronunciation (1)

1. Divide each word into syllables with I. Underline the stressed syllable in each word.

a. alrrange

e. honeymoon

i. represent

b. ceremony

f. mythical

j. symbolize

c. spirit

g. origin

k. universal

d. exchange

h. reception

I. frighten

2. **67** Listen, repeat and check your answers.

B Pronunciation (2)

1. Say each pair of words. Make sure you say the consonant clusters in the right column. The words with capital letters are names.

Α В below blow parade pride palace place support sport ferry fry follow flow borrowed bride sitting sting

В A Aston stone Callum climb Callan clean Carrie cry Derry dry Terry try Paris price Gary grey

- 2. **8** 68 Listen, repeat and check your pronunciation.
- 3. **CW** Work in pairs. Choose one of the words from each pair, A or B, and say it to your partner. Can he/she hear which word you are saying?

C Say it again!

- 1. Read each sentence or question. Say the same thing using the word(s) in brackets.
 - a. Shall we go to the cinema this evening? (why)

Why don't we go to the cinema this evening?

- b. What's the matter? (wrong)
- c. I want to stay in this evening. (rather)

d. You should talk to your tutor. (better)

e. Why don't you take a break? (should)

f. Do you want to go out this evening? (like)

g. Let's go to the cinema. (how)

2. **②** 69 Listen, repeat and check your answers.

A conversation

- 1. Correct each sentence in this conversation from Theme 5.
 - A: Let's to do something to celebrate the end of the course.
 - B: Why not we have a party?
 - A: This is a bit boring.
 - B: Do you got a better idea?
 - A: We would have dinner together.
 - B: I think we couldn't get people to agree on a restaurant.
 - A: What of a day out somewhere?
 - B: That's a great idea! Where we shall go?
 - A: Perhaps we better make a list of places and get people to choose their favourite.
 - B: OK. I do some research now.
- 2. **1** 70 Listen, repeat and check your answers.
- 3. **CW** Practise the conversation in pairs.

Word power: connections between words

1. What is the connection between each pair of words?

a.	bride	and	groom	They are the people who are getting married at a wedding.
b.	heart	and	blood	
C.	light	and	candle	
d.	priest	and	wedding	
e.	gold	and	silver	
f.	ioin	and	union	

answer clear coming deal explain mean meant minute point-sense sure trying

2. **1** Listen and check your answers.

F Taking part in a tutorial

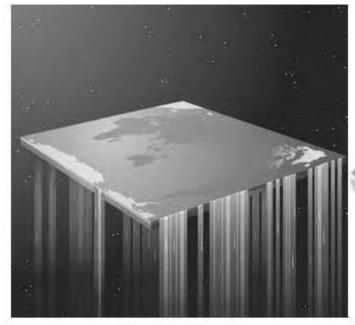
1. Complete the sentences and phrases with one word from the box in each space.

a.	I don't get your <u>point</u>	
b.	It's still not	to me.
C.	That doesn't make any	
d.	I'll a bit	more.
e.	What Ii	S
f.	What Iv	vas
g.	Could I	questions at the end?
h.	I'll explain that in a	**************************************
i.	I'm not	what you mean.
j.	What I'm	to say is

k. Can I _____ with that in a little while?

2. **1** T2 Listen, repeat and check your answers.

I. I'm just _____ to that.







The flat Earth

An abacus

A vampire

- G Grammar: talking about the past with used to
 - Think of a way to start each sentence with used to or didn't use to.
 - 2. **3** Listen to complete sentences.
 - **3.** Say the complete sentence in each case.

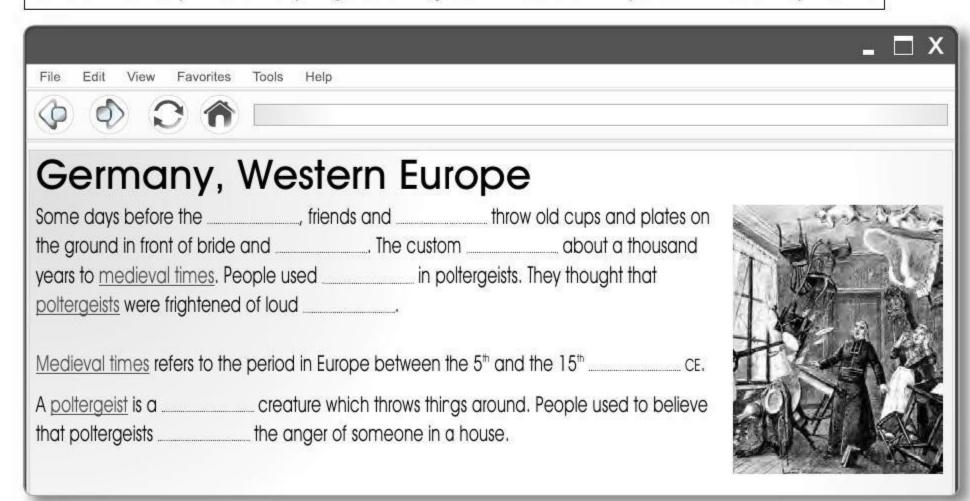
Example:

a. Families used to be very large

- a. ... but now most women only have one or two children.
- b. ... but now we know that the Earth is shaped like a ball.
- c. ... but now we know that they don't exist.
- d. ... but now many people live to 90 or 100.
- e. ... but now they can treat most diseases.
- f. ... but now people travel on holiday all over the world.
- g. ... but now they are not allowed to work until 16 or 18 in many countries.
- h. ... but now they use a computer to produce letters.
- i. ... but now we have mobile phones.
- j. ... but now we use calculators.
- k. ... but now we have refrigerators.
- I. ... but now we use clocks and watches.

- H Poltergeists
 - Complete this entry from a website with a word or phrase from the box in each space. Make any necessary changes.

believe century ceremony go back groom relative mythical noise symbolize



2. **CW** Work in pairs. One person has read the information about poltergeists. He/she is talking about it in a tutorial. The other person must check information which he/she does not understand. Use phrases and sentences from this section.

Course Book transcript

1.1

Presenter:

1.1. Theme 1: Remembering and forgetting Lesson 1.1 Vocabulary for listening: Types of memory

Exercise B. Listen to a text. Number the words and phrases below in the order you hear them.

Lecturer:

Have you got a good memory? Some people are good at remembering names. Other people have a good memory for faces, or telephone numbers or events from their own lives. Some people seem to be able to memorize facts easily, for example, the date of a battle, or the capital of a country. For centuries, teachers used rote learning, or 'learning by heart', for information such as the times tables; for example, 7 times 8 is 56.

According to some researchers, there are two main kinds of memory. First, there is short-term memory. This helps us remember a telephone number, for example, just long enough to write it down. Secondly, there is long-term memory. In theory, we can remember things in long-term memory for ever.

Psychologists say there are three main kinds of long-term memory.

Firstly, we remember how to do things. This means we can perform skills, such as driving or playing a sport.

Secondly, we remember facts. We remember the dates of famous battles, for example, the name of the first President of the United States, or the population of our country.

Finally, we remember autobiographical events. In other words, we can recall personal experiences and recognize familiar faces, for example. We remember going to interesting places when we were younger.

Neuroscientists point out that memory has three stages. Firstly, the information must be encoded or taken in. Secondly, the information must be stored. Thirdly, the information must be correctly retrieved. Memory can fail in any of the three stages. In other words, we can forget the information if we don't regularly remind ourselves about it.



Presenter:

1.2. Lesson 1.2. Real-time listening: Memory models

Lecturer:

Hello! Now, in this lecture, we are going to look at a very important process. It's the process of getting new information into long-term memory. There are several memory models that different researchers have discussed. But we're only going to look at one model today. It is the Multi-store memory model. Firstly, we'll look at the components of the model. Then we'll see how information moves through the different parts of the brain, according to the model.

So first, let's look at the components of the Multi-store memory model. It was proposed by two researchers called Atkinson and Shiffrin, and they wrote an article in 1968. It was entitled 'The psychology of learning and motivation'. In the article, Atkinson and Shiffrin say that there are three parts to memory. Firstly, there is sensory memory. The word *sensory* is the adjective from *sense*. It means 'related to sight, hearing' and so on. Now sensory memory lasts from one to three seconds. The second part of the Multi-store model is short-term memory. Short-term memory lasts from 15 to 30 seconds. Finally, we have long-term memory. Now long-term memory can last a lifetime.

OK, now let's consider how information moves through the three parts of the memory. First, sensory memory. All five senses can lead to memories. For example, we use sight for recognizing people. We use hearing for recognizing a piece of music. Atkinson and Shiffrin say that we must pay attention to a piece of sensory information to move it into short-term memory. So, for example, our eyes see a telephone number. Now, we only put it into short-term memory when we actually look at it.

OK. So the first stage of memory is paying attention. When we pay attention, we move information. It goes from sensory memory to short-term memory. But short-term memory doesn't last for long. We must do something with the information in short-term memory. If we don't, new information from sensory memory pushes out old information. The best-known research in this area was conducted by Miller. In 1956, he wrote an article which was called 'The Magical Number Seven, Plus or Minus Two'. In the article, Miller says that short-term memory can only hold about seven pieces of meaningless information. For example, it can hold a telephone number. When an eighth piece comes along, one of the seven pieces is pushed out.

Long-term memory is the final stage in this model. According to Atkinson and Shiffrin, we need rehearsal to move information from short-term memory. So, in other words, we need to repeat information in our heads. We, we need to say it again, and again, and perhaps again! Then it will be moved from short-term to long-term memory.

So that's the Multi-store model. In the next lecture, we'll look at the idea of rehearsal in more detail. Is it just repetition, or is there more involved? That's next time.

Presenter: 1.3. Lesson 1.3. Learning new listening skills: Recording sources. Exercise A. Listen to part of the lecture from Lesson 1.2. Number the sentence endings in the correct order.

Lecturer: 1. The model was proposed by ...

2. They wrote an article in ...

3. It was entitled ...

4. In the article, ...

5. Firstly, ...

6. Sensory is ...

7. Sensory means ...
8. Sensory memory lasts ...

9. The second part of the Multi-store model is ...

10. Finally, we have ...

3 1.4

Presenter: 1.4. Exercise C. Listen to some extracts from a lecture on memory.

Presenter: One.

Lecturer: Short-term memory was originally called *primary memory*. The first real investigation of primary memory was in 1887. That's

1887, not 1987, so well over one hundred years ago. A man called Joseph Jacobs conducted an experiment. He gave people

sets of numbers to remember. The sets got longer and longer. Jacobs found the average is around six or seven.

Presenter: Two.

Lecturer: Let's see how we encode sensory information. A man called Conrad did some experiments in 1964. In an article entitled

'Acoustic confusions in immediate memory', Conrad said that we encode sensory information as sound. But only six years later, in 1970, another researcher called Shulman did some more experiments. He reported his findings in the *Journal of Verbal Learning & Verbal Behavior*. Shulman found that some information is encoded for meaning, not sound

Presenter: Three.

Lecturer: Peterson and Peterson published a study in 1959. It was called Short-term retention of individual verbal items. They looked

at the length of short-term memory if there was no rehearsal. Peterson and Peterson found people can remember meaningless shapes without rehearsal for about three seconds. But after 18 seconds, nearly everything is forgotten. Did I

say the date? It was 1959.

Presenter: Four.

Lecturer: A group of researchers looked at long-term memory in 1975, I think it was. Let me check my notes. Yes, 1975. Bahrick et

al wanted to test the length of long-term memory. They showed people photographs of school classmates and asked them to recognize the people. Bahrick and his team found that long-term memory declines over long periods of time.

Presenter: Five.

Lecturer: Another model of memory is called the Working memory model. This was proposed by Baddeley and Hitch in 1975. So

that's the same year as Bahrick et al's research. Baddeley and Hitch looked mostly at short-term memory. There is one main difference between this model and the Multi-store model. The Working memory model suggests that short-term memory

has several different parts, and each part has its own function.

1.5

Presenter: 1.5. Exercise D. Listen to the stressed syllable of some words from this theme. Number the correct word in

each case.

Voice: 1. [in]volve

2. mem[ory]

3. [con]sid[er]

4. rec[ognize]

5. [at]ten[tion]

6. [re]search

7. in[formation]

8. [repe]ti[tion]

9. [per]form

10. [en]code

11. [re]trieve

12. [re]call

Presenter: 1.6. Skills Check. Listen to extracts from the lecture in 1.1 again.

One.

Lecturer: So, first, let's look at the components of the Multi-store memory model. It was proposed by two researchers called

Atkinson and Shiffrin. They wrote an article in 1968. It was entitled 'The psychology of learning and motivation'.

Presenter: Two.

We must do something with the information in short-term memory. The best-known research in this area was conducted Lecturer:

by Miller. In 1956, he wrote an article. It was called 'The Magical Number Seven, Plus or Minus Two.'

1.7

Voice:

Presenter: 1.7. Lesson 1.4. Grammar for listening: Indirect questions; verb patterns. Exercise B. Listen to some more indirect questions. Make a heading for the notes in each case.

1. I'm going to discuss how we encode sensory information. We'll see what the researchers discovered.

3. I'm going to explain why this research is important.

4. Let's consider how this happens.

5. We'll find out who the famous people are in this area.

6. Let's consider how many pieces of information we can remember in short-term memory.

7. I'll explain why this research is important for learners.

8. We'll look at how information moves through the brain.

1.8

1.8. Exercise C. Listen to the beginning of some sentences. Choose the best way to complete each sentence. Presenter:

1. At school, we learnt about ...

Don't forget ...

3. I remember ...

4. I'd like to learn how ...

My tutor is very nice. She reminds me of ...

My tutor usually reminds me about ...

1.9 DVD 1.B

Presenter: 1.9. Lesson 1.5. Applying new listening skills: Moving information into long-term memory

In the last lecture, I described how the Multi-store memory model works. We saw what the components are, and I Lecturer: explained how memory is moved through the system. At the end, I also mentioned repetition. According to Atkinson and Shiffrin, you need rehearsal to move the information to long-term memory. Atkinson and Shiffrin said that rehearsal is

simply repetition. But other researchers disagree. And in this lecture, we're going to look at how you can rehearse information. In other words, we'll consider what you can do to move information into long-term memory. We'll also

consider how teachers can help students with this process.

1.10 DVD 1.C

Firstly, rehearsal involves frequency. Repetition of new information ensures frequency. So, for example, when you hear a Lecturer: new word, you can say it to yourself ten times. But other researchers say repetition is not enough to move information into long-term memory. You need variety as well. A man called Thurgood wrote an article about learning in 1989. I think that's correct, let me check! - yes, 1989. It's entitled 'The Integrated Memory and the Integrated Syllabus'. Thurgood agreed that you need frequency. But he said you also need variety. For example, you need to read a new word in several different situations. Then you need to hear it in some more situations. Then, perhaps, you need to use it yourself. So, yes, rehearsal involves frequency, but according to Thurgood and to others, it also involves variety. It involves doing different things with

new information.

Alright? Now the second idea is activity. More than 2,000 years ago, Aristotle wrote a book in around 325 BCE. It's called Ethics. Aristotle said in this book that we learn by doing. So he believed in activity. In fact, he believed that it's the only way to learn. So Aristotle was writing about memory and learning in 325 BCE. I find that incredible.

Association is the third idea. A little more recently than Aristotle, less than 20 years ago in fact, a man called Tony Buzan wrote a well-known book in 1993. It's called *The Mind Map Book*. In this book, Buzan says that it is very important to make associations between pieces of information. His main method is the mind map. Now a mind map looks like a spidergram. You draw lines to link information. Buzan says this will help you remember new information. Since 1993, Buzan has written several other books on this subject.

Finally, we have the idea of mnemonics. A mnemonic is a very clever way of remembering something. For example, perhaps you want to remember the planets in our Solar System. There is a well-known mnemonic for this in English: My Very Efficient Memory Just Stores Up Nine Planets.

Frances Yates wrote a book in 1966. It's called *The Art of Memory*. In the book, Yates says that mnemonics were first proposed by a Greek man. This was before Aristotle's time, in around 487 BCE. Sorry, that should be 477 BCE. He was called Simonides. So we can thank Simonides for this useful way of remembering information.

So, according to different researchers in this field, there are at least five ways to rehearse information. They are: frequency, activity, variety, association and mnemonics. You should try all of these methods during your course and see which ones work for you.

1.11

Presenter: 1.11. Lesson 1.6. Vocabulary for speaking: Types of learner. Exercise B1. Cover the text at the bottom of the page. Look at Figure 1. Listen.

Lecturer: How do you learn? If you like pictures, graphs and charts, you're probably a visual learner. Visual means 'of the eyes'.

If you like talking about new information with your friends, you're probably an aural learner. Aural means 'of the ears'.

If you like using the library and the Internet to find new information, you're probably a read/write learner. In other words, you need to read things or write them to remember them.

If you like to move around when you are studying, you're probably a kinaesthetic learner. Kinaesthetic means of feeling and movement'.

Finally, if you like to do two or more of these things, you are probably a multi-mode learner. *Mode* means 'method or way or doing something', and *multi* means 'many'. Sixty to seventy per cent of learners are multi-mode.

1.12

Presenter: 1.12. Exercise C2. Listen again to the first paragraph.

Lecturer: How do you learn? If you like pictures, graphs and charts, you're probably a visual learner. Visual means 'of the eyes'.

1.13 DVD 1.D

Student:

Presenter: 1.13. Lesson 1.7. Real-time speaking: The visual learner

According to the Institute for Learning Styles Research, there are seven types of learning style. Today, I'm going talk about one of the seven types, the visual learner. How does the visual learner prefer to learn? How can the visual learner improve learning efficiency? I'll mention some learning preferences and make some recommendations in each case.

Firstly, visual learners need to see written text, so they should make notes of lectures. They could draw diagrams and make flow charts from the notes.

Secondly, they remember visual information. Therefore they should make flashcards of words. They could test themselves or put the flashcards on the walls of their bedroom.

Thirdly, visual learners like colour so therefore, they should use colour for their notes. They could use colour pens during the lecture or they could mark the text later, with circles, underlining and highlighting.

Finally, visual learners don't like noise. Therefore, they should not listen to music while they are studying. They should work in a quiet place.

So, to sum up, I have explained some of the learning preferences of visual learners, and I have also made you some recommendations to improve learning efficiency. If you are a visual learner, try some of the ideas which I have suggested.

1.14

Presenter: 1.14. Everyday English: Making friends. Exercise B2. Listen and complete the conversations.

One.

Student A: What course are you doing? Student B: Environmental Science.

Student A: Is that a BSc?

Student B: Yes. It's three years, full time.

Presenter: Two.

Student A: Are you staying on campus?

Student B: Yes. I'm in the halls of residence. It's really good.

Student A: Are the rooms shared or single?
Student B: They're all single study bedrooms.

Presenter: Three.

Student A: Have you been into town yet? Student B: No, not yet. Have you?

Student A: I'm going today. I've got a map here.
Student B: Oh great. Can I come with you?

Presenter: Four.

Student A: Have you met your tutor?
Student B: Yes, I went to her office yesterday.
Student A: What's her name?

Student B: I've forgotten. But she seems really nice.

Presenter: Five.

Student A: How long have you been here?
Student B: I arrived on Sunday by train. You?
Student A: I've been here for a week.
Student B: So you know your way around then?

Presenter: Six.

Student A: When are your lectures?

Student B: I've got five hours a week, on three days.
Student A: My lectures are on Monday and Friday.

Student B: Oh, that means no long weekends for you then?

Student A: Yes, it's a bit annoying.

1.15

Presenter: 1.15. Lesson 1.8. Learning new speaking skills: Giving a short talk. Pronunciation Check.

Voice: pat, part; pet, pert; pit, Pete; pot, port; putt, put; pout, pate

1.16

Presenter: 1.16. Lesson 1.9. Grammar for speaking: should / could; so / because. Grammar box 3.

Voice: Visual learners should make notes of all lectures.

They could draw diagrams. They could make flow charts.

1.17

Presenter: 1.17. Grammar box 4.

Voice: Visual learners need to see written text so they should make notes of lectures.

Because visual learners need to see written text, they should make notes of lectures. Visual learners should make notes of lectures because they need to see written text.

2.1

Presenter: 2.1. Theme 2: Friends and family

Lesson 2.1 Vocabulary for listening: Describing personality

Exercise A. Listen to some statements about the Internet. Do you agree or disagree with each one?

Voices: 1. Websites like Facebook waste a lot of time.

2. Twitter is just silly. Why do you want to know about every second of another person's life?

3. Friends Reunited is a marvellous site. It brings people back together, sometimes after years and years.

4. Social networking sites are dangerous. They have replaced real communication between people.

5. You cannot be friends with someone you have only met on a website. You must meet them face to face.

Presenter:

2.2. Exercise B2. Listen to some people. Each person is talking about his/her best friend. Number the adjectives in the order you hear them.

Voices:

- 1. I love her because she is so independent. She just lives her own life. She doesn't ask you for help all the time.
- He's a very positive guy. I mean, he is always optimistic about situations, even when they are very bad. He makes me feel positive when I am with him.
- 3. She's totally reliable. If she promises to do something, she does it. Every time. I really like that.
- 4. He's extremely considerate. You know, he always asks me how I am feeling. He asks me if I need any help with anything. I believe he thinks about other people more than he thinks about himself.
- 5. She's very supportive. I have had a lot of problems, but she is always there for me. She doesn't criticize.
- 6. She always tells you the truth, even if you don't really want to hear it. She is too honest at times, but I admire that, really.
- 7. He's available. That's what I like about him. Do you know what I mean? He's always there when you need someone.
- She's very communicative. You know, some people don't give you any information, about themselves, their work, their feelings. But she tells me everything – and she listens, too.

2.3

Presenter:

2.3. Exercise B3. Listen again and make a note of the meaning of each adjective.

[REPEAT OF SCRIPT FROM **② 2.2**]

2.4 DVD 2.A

Presenter:

2.4. Lesson 2.2. Real-time listening: Making friends

Lecturer:

Today, I'm going to talk about a basic idea which links psychology and sociology. Psychology, as you know, is all about the individual. Sociology is about people in groups. One part of everyday life links individuals and makes them into groups. It is friendship. Research has shown that people with a number of close friends are generally healthier, in mind and body, than people without. For example, there is research from 2004. It is by Koji Ueno from Florida State University. Now Ueno studied adolescents – that is, teenagers. He questioned over 11,000 teenagers, and found that people with more friends were happier.

2.5 DVD 2.B

Lecturer:

Today, I'm going to talk about friendship. First, I will discuss two words which are often used together – friends and acquaintances. I will identify the key differences between the two words. After that, I'm going to talk about how an acquaintance can become a friend. Next, I will list the characteristics of people with a lot of friends. We'll see the view of psychologists. Finally, you're going to do a personal survey. You'll find out if you can make a lot of friends.

2.6 DVD 2.C

Lecturer:

So, firstly, let's try to understand the difference between friends and acquaintances. Everyone has many acquaintances. Acquaintances are simply people that we know. We know them from the social clubs that we go to, from the places that we work in or from our local neighbourhood. We know them from university. We see them around the campus at university and we say hello to them. Some acquaintances are also relatives. We meet them on family occasions.

But there is a big difference between an acquaintance and a friend. What is the key difference? It's simply this. A friend always starts out as an acquaintance. But something draws the acquaintances together, and they become friends. It is obvious but the point is ... we must like acquaintances for them to become friends. Perhaps we don't like everything about them, but we feel positive about most of their characteristics. Incidentally, relatives can also be friends. I know that we talk about friends and family, or relatives and friends, which suggests that they must be different people. But mothers and fathers can be friends with their sons and daughters. In fact, some of the closest friendships can be inside a family.

Now let's consider what makes us like an acquaintance. What makes us like someone so much that he or she becomes a friend? Psychologists say that if you want to make friends, you must think about yourself. What I'm saying is ... you must make people like you. It is possible to change your behaviour or your attitude, to become more likeable. But what should you change? Again, psychology has the answer. Ask yourself what you like about other people. Ask yourself what you dislike. Then ask yourself if you would like to be your friend.

So, to sum up ... firstly, we must like acquaintances for them to become friends. We've heard that likeable people make friends easily. So the point is, you must make yourself likeable. Finally, as we have seen, psychologists say there are certain characteristics that make people likeable.

OK. Let's finish with a bit of fun! Are you a likeable person? I've prepared a handout. Um, please take one and pass the rest on. There we are. Now, work through the statements on the handout and find out whether you are likeable. Psychologists suggest that likeable people can answer yes – honestly – to most or all of the statements. Check your answers with someone who knows you well.

2.7

Presenter:

2.7. Lesson 2.3. Learning new listening skills: The main idea. Exercise A. Listen and number the next noun in each case.

Voice:

- friends and ...
- 2. family and ...
- 3. mothers and ...
- 4. sons and ...
- 5. brothers and ...
- 6. men and ...
- 7. adults and ...

2.8

Presenter:

2.8. Exercise C. Listen to some extracts from lectures and tutorials. Make a note of the main idea in each case.

Lecturer 1:

We've heard a lot of information about psychology and sociology in today's lecture. I've mentioned some of the definitions of the fields of study, and I've pointed out some areas where the two disciplines overlap. But the key difference is, psychology is about the individual and sociology is about groups.

Lecturer 2:

So to sum up. Most people want to have friends. Life is better with friends. It is more fun. But research suggests that friends are not just for fun. They are very important in everyday life. As we have heard today, Ueno conducted research into this in 2004. The point is ... people with friends are more healthy, in their bodies and in their minds.

Lecturer 3:

There are many kinds of language test. There are true/false tests, multiple choice tests, gap fills. They all give the students prompts. The most important thing is, give a prompt in a language test. Unfortunately, a lot of teachers don't really think about this when they write tests.

Lecturer 4:

You meet a lot of new words in every lesson. You hear new words from the teacher, and maybe from other students. You read new words in texts and in exercises. But the thing to remember is, you will forget all of them if you don't rehearse them. It's nothing to do with intelligence, or how many hours you study. It just the way that the brain works.

Lecturer 5:

The human brain receives information all the time from the outside world. The information comes through the eyes, through the ears, through the nose. It goes into the sensory memory. Most of it, 99.9 per cent of it probably, goes straight out of sensory memory within three seconds. The point is ... we must pay attention to the information. Then we move it into short-term memory.

2.9

Presenter:

2.9. Lesson 2.4. Grammar for listening: Transitive and intransitive verbs. Exercise A. Listen to the start of some sentences with intransitive verbs. What kind of information do you expect to come next?

Voices:

- 1. At the time of his most famous research, Ueno worked ...
- 2. She was very late so she walked ...
- 3. The price of oil fell ...
- 4. The plant in the first pot grew ...
- 5. He was very poor and he lived ...
- The biggest cultural event of the year happens ...
- Many problems in families occur...
- 8. Thousands of years ago, many tribes existed ...

2.10

Presenter:

2.10. Exercise B1. Listen to the start of some sentences with transitive verbs. Find and number a suitable object in each case.

Voices:

- Ueno questioned ...
- 2. I want to talk about ...
- 3. Let's discuss ...
- 4. Everybody has ...
- 5. I like ...
- 6. I've prepared ...
- 7. We meet ...
- 8. Bahrick worked with ...

Presenter: 2.11. Exercise B2. Listen to the full sentences and check your ideas.

Voices:

- Ueno questioned over 11,000 teenagers.
- I want to talk about friendship.
- Let's discuss the differences between friends and acquaintances.
- 4. Everybody has a lot of acquaintances.
- I like considerate people.
- 6. I've prepared a handout.
- We meet acquaintances in many different places.
- Bahrick worked with several colleagues.

2.12

Presenter: 2.12. Exercise C. Listen to the start of some more sentences with transitive verbs. Complete each sentence with something logical.

Voices:

- 1. Short-term memory stores ...
- 2. At school, we had to memorize ...
- 3. I'm sorry. I can't remember ...
- 4. Last year, I went ...
- 5. In a vocabulary lesson, you must rehearse ...
- 6. New information in short-term memory pushes out ...
- 7. The train arrived ...
- 8. I need to improve ...
- 9. What do you think of ...
- 10. The child was crying ...
- 11. Do you prefer ...
- 12. I always find it difficult to concentrate on ...
- 13. Teachers should vary ...
- 14. During the summer, she worked ...
- 15. I'm going to demonstrate ...
- 16. I always misspell ...

2.13 DVD 2.D

Presenter: 2.13. Lesson 2.5. Applying new listening skills: Keeping friends

Lecturer:

In the last lecture, I looked at the importance of friendship, and the process of making friends. We saw that there are certain characteristics which make you likeable, like independence and honesty. They make you a good friend for most people. But what about keeping friends? According to many psychologists and sociologists, it is not enough just to be likeable yourself. You must actually like other people. Perhaps this sounds easy but, for many people, it is not. In this lecture, I'm going to look at barriers to friendship. Barriers are things which get in the way. The psychologist, Mary Milliken, says that there are three barriers, things that get in the way of liking another person. In her book *Understanding Human Behaviour*, which was published in 1981, Milliken calls them the three As – acceptance, approval, and appreciation. So let's look at each one in turn.

② 2.14 DVD 2.E

Lecturer:

Firstly, we have acceptance. Some people want to change other people. They cannot accept them the way they are. They don't allow other people to be themselves. In particular, people often cannot accept the other relationships of a close friend. Why is she friendly with her? But human needs are complex – you will never understand all the needs of other people, even your closest friends. The point is ... you should not try to change your friends. Most people don't want to change, or can't change, so that is the first barrier to a friendship.

Secondly, there is approval. Some people find it easier to criticize than to find the good things in a person. Have you ever failed to show approval when a friend has been successful? Sometimes we find it difficult to be happy for another person's success, even a close friend. You need to fight this feeling, which is really simply jealousy. Milliken says we should start by looking for something that you can approve of, something you can like, in another person. At first, it can be something small – like the way they dress or the way they smile. But once you start to approve, you will find the number of things grow and become more important. This does not mean insincere compliments. What I'm saying is, you must notice other people – their appearance, their action, their achievements. People want to be approved of, so constant lack of approval is a second barrier to friendship.

Finally, appreciation. We have heard that you must accept a person for what they are. We have also heard that you must approve of your friends, their behaviour, their attitudes or their achievements. But you must go further if you want to keep friends. You must show that you accept and approve. Show that you value them. Thank them for any kind words or helpful actions. Show them that you appreciate them, that they are special to you. Many countries now have special days for appreciation of particular people, like mothers, fathers, children's teachers. Some people say, 'This is just commercial. It's just an opportunity for shops to sell silly cards.' But a mother, or a father or a child or teacher may feel hurt if you don't buy a card, to show your appreciation of the special day. So the thing to remember is ... don't just accept and approve – show appreciation.

So, to sum up, you need to be likeable to make friends easily but you need to like other people to keep friends. You need to accept them. Don't try to change them. You need to approve of them. You need to notice their appearance, their actions and their achievement. And finally, you need to show appreciation. Don't just accept and approve.

2.15 DVD 2.F

Presenter: 2.15. Lesson 2.6. Vocabulary for speaking: Sorry is the hardest word

Tutor: So, what do you think? Which is the best solution?

Student 1: I think you should ignore it and carry on as if nothing has happened.

Student 2: But people don't usually forget insults or bad behaviour. Problems don't usually go away by themselves, even between

friends.

Student 3: I agree. That's not a good solution, although I do it myself sometimes!

Tutor: So, other ideas?

Student 3: I think you should avoid your friend for a little while.

Student 2: But that's the same as the first solution. In fact, it's worse. If you don't see your friend for a few days, it may even be harder

to deal with the problem.

Tutor: Yes, I agree. It's a very bad solution, but of course, in some cultures, it is quite common.

Student 1: It certainly is in mine.

Student 3: I think you should say sorry but make an excuse for your actions or words.

Tutor: What do other people think? Marie – you haven't spoken yet.

Student 4: I think it's quite a good solution, but the person may think you are not sincere if you make too many excuses.

Student 1: So you could do the next one. Meet your friend and apologize with emphasis – I'm very, very sorry.

Student 4: I think that emphasis shows your sincerity.

Student 1: Actually, I've changed my mind. I think you should say sorry and promise not to do it again.

Student 2: Sometimes, in my culture, we do the next one. I mean, we ask for forgiveness.

Student 3: Yes, we do that, too. And we also offer to put things right.

Tutor: So, what about a combination of actions.

Student 1: Yes, you should apologize ...

Student 2: Face to face ...

Student 1: Yes, you should emphasize your words and ... what was the last one?

Student 4: You should offer to put things right.

Tutor: Great! Next problem ...

2.16

Presenter: 2.16. Exercise C. Listen to some apologies. Report them.

Voices: 1. I'm sorry I lost your pen.

2. I'm sorry. I forgot your book.

3. I'm really sorry. I left your CD at home.

4. I'm so sorry. I broke a glass.

5. I'm sorry I came late.

2.17

Presenter: 2.17. Lesson 2.7. Real-time speaking: Components of apologizing. Exercise C1. Listen to the first part of a tutorial.

What did the students research?

Tutor: At the moment, we are looking at apologizing in different cultures. I asked you to research different aspects of apologizing

in British culture. Let's hear what you found.

2.18

Presenter: 2.18. Exercise C2. Listen to each student. What did he or she discover about British culture?

Student 1: I looked at excuses. An excuse is a reason for your action. For example, you can say 'I'm sorry I'm late. The train didn't

come on time.' According to my research, in some cultures, it is not polite to give an excuse. It means you are not really sorry for your action. You think that you had a good reason. But it seems that, in British culture, it is good to give a reason.

If you don't give a reason, people may be angry. They may think that you don't care. And that's it, really.

Student 2: My topic was offers. Sometimes people offer to replace an item. For example, you can say 'I'm sorry I broke your glass. I'll

buy you another one.' Apparently, in some cultures, it is rude to make an offer. The other person cannot accept it. But in British culture, offers are good. If you make an offer, people may not accept it, but they will be pleased. That's what I found.

Student 3: I researched promises. A promise talks about the future. For example, you can say 'I'm sorry I'm late. It won't happen

again.' I couldn't find any information about this in other cultures. In British culture, I believe that promises are good. They

suggest that you will make an effort in the future. Sorry, I didn't really get much information.

Student 4: I was asked to look at eye contact. This means looking at people while you are apologizing. According to my research, in

some cultures, it is not polite to look at people. But in British culture, it is very important to look the person in the eye. It

shows that you are sincere. I found a lot more information but that is the main point.

Student 5: I did some research on formality. This is the level of language that you use. For example, you can say 'I'm sorry that I got

angry' in speech, but you might write 'I apologize for my anger.' One website said that all cultures have formal and informal speech but another one said it is not true. In British culture, there is a big difference between formal language and

informal language. But informal language is fine for a spoken apology. That's what I found.

Student 6: I looked at emphasis. Emphasis means making something stronger. In some cultures, you can emphasize by repeating. For

example, you can keep saying 'I'm sorry. I'm sorry. I'm sorry.' I found that, in British culture, you can emphasize an apology with really or very. For example, you can say, 'I'm really sorry' or 'I'm very sorry' to make it stronger. I think that's all.

2.19

Presenter: 2.19. Everyday English: Apologizing. Exercise B2. Listen and complete the conversations.

One.

Voice A: Sorry I'm late. Can I come in?
Voice B: Of course. What happened?
Voice A: I slept in. I'm really sorry.

Voice B: OK. Have a seat. We're just starting.

Presenter: Two.

Voice A: Oh, I forgot to bring that book for you!

Voice B: Never mind. I'll get it tomorrow.

Voice A: Sorry about that. Do you need it for the lecture?

Voice B: No. Not today.

Presenter: Three.

Voice A: I'm very sorry. I don't think I can finish my assignment on time.

Voice B: What's the problem?

Voice A: I don't have time to do the research.
Voice B: Don't worry. Can you do it for Monday?

Presenter: Four.

Voice A: Excuse me, I was sitting there.
Voice B: Oh were you? Sorry. I didn't realize.

Voice A: That's OK.

Voice B: Let me move my things.

Presenter: Five.

Voice A: I don't think I've got your assignment.
Voice B: I'm sorry. I thought it was for next week.
Voice A: No. The deadline was this week.

Voice B: I'm sorry. I misunderstood.

Presenter: Six.

Voice A: What's wrong with her?

Voice B: She's upset because you were rude to her.

Voice A: But I didn't mean to be rude!

Voice B: Well, I think you should apologize to her.

2.20

Presenter: 2.20. Lesson 2.8. Learning new speaking skills: Starting and ending a turn. Exercise C2. Listen and check

your answers.

Voices: a. My topic was offers.

b. In British culture, offers are good.

c. That's what I found.

d. Sorry, I didn't get much information.
 e. I was asked to look at eye contact.

f. I found a lot of information. g. I did some research on formality.

h. One website said that all cultures have formal and informal speech.

i. ... but another one said it is not true.

Presenter: 2.21. Pronunciation Check. Examples:

Voice: reason, effort, action; excuse, support; honest, angry, tidy; afraid, polite; reject, accept, prepare; promise, offer

2.22

Presenter: 2.22. Skills Check 1. Examples:

Voice: I looked at excuses.

My topic was formality. That's it, really. That's what I found.

2.23

Presenter: 2.23. Skills Check 2. Examples:

Voice: I couldn't find any information about ...

There wasn't much information ...

One website said ... but another one said ...

2.24

Presenter: 2.24. Lesson 2.9. Grammar for speaking: Uses of that. Grammar box 8.

Table 1.

Voice: That's what I found.

And that's it, really. That's the end. I think that's all. That's all I want to say.

Presenter: Table 2.

Voices: I think that British people say sorry a lot.

I believe that promises are good.

I found that you can emphasize an apology with *really* or *very*. I understand that British people often offer to pay for mistakes. Research suggests that British people usually give a reason.

It seems that it is good to give a reason.

One website said that all cultures have formal and informal speech.

2.25

Presenter: 2.25. Exercise A2. Listen and check your answers.

Voices: a. I believe that Japanese people apologize a lot.

b. I understand that Americans apologize for lateness.c. It seems that Americans do not apologize after an accident.

d. One website said that Chinese people apologize more to strangers than to friends.
e. I understand that Chinese people apologize if they make someone look silly.

f. Research suggests that Mexicans often ask for forgiveness for their actions.

g. I found that Americans are told not to apologize for legal reasons.

h. I understand that Japanese people do not make eye contact when they apologize.

2.26

Presenter: 2.26. Lesson 2.10. Applying new speaking skills: Apologizing around the world. Exercise A2. Listen to some

sentences. What is the speaker doing in each case?

Voices: a. I'm very, very sorry.

b. I missed the train.

c. It's my fault.

d. I'll buy you another one.e. It won't happen again.

Presenter: 3.1. Theme 3: Managing to be successful

Lesson 3.1. Vocabulary for listening: Important vs urgent

Exercise B. Listen to part of a lecture on the management of To Do lists. Number the word or phrase to complete each sentence.

Lecturer:

- 1. Have you ever said, 'I'm hopeless at managing my time'? Everyone has to deal with the issue of ...
- 2. One of the most useful tools of time management is ...
- 3. But To Do lists often get longer and longer and become a waste of time. In the end, the To Do list itself can make us feel ...
- 4. You can't do everything at the same time it's ...
- 5. So, you have to ...
- 6. In other words, you have to number the items on the list in ...
- 7. This sounds easy but it's not. The problem is sometimes called important versus ...
- 8. This is a problem which everybody ...
- 9. The management consultant Althea DeBrule points out that other people often give us the ...
- 10. They say to you, 'You must do this now.' But only you can say if something is ...

3.2

Presenter: 3.2. Exercise C1. Listen to some advice about using To Do lists.

Tutor: Go through your To Do list and mark each point A, B, C or D.

Give an A rating to things which are important and urgent and a B to things which are important but not urgent. C is for things which are urgent but not important while D, of course, is given to things which are not urgent and not important. In fact, D things should probably be crossed out.

3.3

Presenter: 3.3. Exercise D2. Listen and check your answers.

Voice: useful, useless; stressful; wasteful; hopeful, hopeless; truthful; careful, careless; beautiful; harmful, harmless; timeless;

fearful, fearless

3.4

Presenter: 3.4. Lesson 3.2. Real-time listening: Work *vs* time. Exercise A. Listen to some sentences. Find the correct photograph on the opposite page for each sentence.

Voices: 1. How come they have time to have fun?

- 2. I always have so much work to do.
- 3. I am SO late. The lecturer is going to be furious.
- 4. I'm never going to finish all this tonight.
- 5. If only we had a bigger flat.
- 6. It's difficult. Every time I sit down to study somewhere, my friends turn up.
- 7. The lecture is boring but you still shouldn't fall asleep.
- 8. The tutorial started at 9.00. Where have you been?
- 9. We get a lot of work done together in our study group.

3.5 DVD 3.A

Lecturer: I'm going to talk to you today about a problem. It is a problem which all of us face at one time or another. It's a problem which starts when you are a student. If you don't solve it then, it will get worse and worse. When you leave university and get a job, the problem will follow you. The problem is managing time. It is so important that Harvard Business Press

get a job, the problem will follow you. The problem is managing time. It is so important that Harvard Business Press published a whole book on the subject in 2006. Melissa Raffoni wrote in the introduction, 'Managing your time is much

more than making a To Do list ...' Let's see what managing time is all about.

3.6 DVD 3.B

Lecturer: Firstly, I'm going to talk to you about the reason for managing time – Why do we have to manage our time? Then, I'm going to explain the basic equation of time management. You know equations from mathematics. One plus two equals

three. Well, there is a basic equation in time management which is very useful. Finally, I'm going to look at ways of making the equation balance. As I'm sure you know from maths, equations must balance – both sides must be the same. How can

you make the time management equation balance?

3.7 DVD 3.C

Lecturer: So, first, why must we manage our time? The reason is simple. If we don't manage our time today, the problem will be

worse tomorrow. Let me explain.

This is the basic equation of time management. On one side, we have work. On the other side, we have time available. Equations must balance. Both sides must be the same. Work must equal time available. In other words, we must have enough time to do the work we have to do. How can we ensure that work equals time available?

Let's start with the work side of the equation. You could try to reduce the amount of work that people give you to do. Some management books say that you must prioritize. You must decide what is important. Other books tell you to say no to work. But that's very difficult when you are studying. Everything is important. Which things can you refuse to do? None. Tutors expect you to complete all assignments on time. They don't want you to miss lectures because you are behind with your written work. Alternatively, you could try to increase the time available. You could get up an hour earlier, or go to bed later, or you could reduce the number of breaks during the day, but I'm not going to tell you to do that. Rest and relaxation is just as important as work, to my mind.

So we can't reduce the amount of work we are given and we shouldn't try to work every hour of the day and night. Are there any other alternatives?

Let's think about the type of work you have to do every day. Basically, there are two types of work. Firstly, there is *current* work. These are the things that managers or tutors want you to do today. There is usually enough time in the working day to complete all the current work. But there is another type of work as well. This is previous work – these are the things that you promised to do yesterday, or intended to do last week, or forgot to do last month.

All work begins as current work – your tutor asks you to do an assignment, for example. At that time, all your colleagues are doing the same assignment so you can get lots of help with current work. But if you don't do current work at the correct time, it becomes previous work. So today's work is always current work + previous work. The thing to remember is do current work today! Don't leave it to become previous work.

To sum up ... Work must balance with time available. You can't refuse to do work, and you shouldn't increase the time available because rest is as important as work. The key point is, always do your current work well and on time. Then you should find that you will have plenty of time available without getting up at 5.00 a.m. every day.

3.8

Presenter:

3.8. Lesson 3.3. Learning new listening skills: Signpost words and phrases. Exercise C. Listen to extracts from the lecture in Lesson 3.2. Underline the stressed words in each signpost phrase.

Lecturer:

- Firstly, I'm going to talk about the reason for managing time.
- On one side, we have WORK ...
- Some management books say you must prioritize.
- 4. There are two types of work. Firstly, there is current work. But there is another type of work as well. This is previous work.
- You could get up an hour earlier, or go to bed later, or you could reduce the number of breaks during the day.

3.9

Presenter:

3.9. Exercise D. Listen to the introductions from some lectures. Make notes of the organization of each lecture.

One.

Lecturer:

There are basically two types of work. On the one hand, we have work which other people give us. We could call that external work. On the other hand, we have work which we choose to do ourselves. We could call that internal work. Both types of work are very important, but of course, if you do not do external work, someone will be unhappy.

Presenter:

Two.

Lecturer:

There are three types of memory. There is sensory memory, which only lasts for a few seconds. There is short-term memory, which can last up to 30 seconds. Finally, there is long-term memory, which can last a lifetime.

Presenter:

Three.

Lecturer:

There are several ways of moving information into long-term memory. I'm going to talk about three of them today. Firstly, there is frequency, which means using new information a lot. Secondly, we have activity, which means doing something with new information. Finally, I'm going to discuss association, which is linking new information to existing information in our memories.

Presenter:

Four.

Lecturer:

Now let's consider global warming. Most people nowadays believe that the planet is getting warmer. But there are two ideas about this warming. On the one side, we have people who believe the warming is man-made. We are changing the average temperature of the planet with air travel, car exhaust and burning fossil fuels. On the other side, there are people who say the warming is natural. It is part of a cycle in nature.

Presenter:

Five.

Lecturer:

We're going to look at the Solar System today. Just before we start, I must tell you that there is one area of disagreement. It is quite a basic point. How many planets are there in the Solar System? Some people say there are nine planets. These

include Pluto, which is the furthest from the Sun and very, very small. Other people say there are only eight planets, because Pluto is too small to be a planet. Finally, a few people think that there are ten planets. They say there is a hidden planet which is one and a half times the size of Pluto.

Presenter:

Six.

Lecturer:

As we all know, the world is running out of oil. If we continue to consume oil at the current rate, there will be no oil left by 2050. Today, I'll examine this issue of global energy shortage in more detail.

There are three main solutions to the problem. We could try to change our lifestyles. In particular, we could use cars and planes less. Alternatively, we could try to use energy more efficiently. We could build houses and office blocks in a better way so they lose less heat. Finally, we could try to replace oil as an energy source. We could build more nuclear power stations, and we could develop the technology of renewable sources, like wind, wave and solar power.

3.10

Presenter: 3.10. Lesson 3.4. Grammar for listening: verb + infinitive. Grammar box 13. Listen to the sentences. How is to

pronounced?

Voice: The student promised to finish the work yesterday.

I intend to write the essay next week. Students can't refuse to attend lectures. You could try to reduce the amount of work.

Everyone must remember to complete assignments on time.

You have to do all the work.

3.11

Presenter: 3.11. Exercise A. Listen to each sentence. Number the two words you hear in each case.

Voices: 1. You can't refuse to attend lectures.

You need to complete a form in the computer centre.

3. Children often want to watch too much television.

4. Some people prefer to live on their own.

5. Most young people in Britain learn to drive at the age of 17.

6. You must remember to read the notes before each lecture.

7. Sorry. Did I forget to tell you about the next assignment?

8. The student promised to work harder in the future.

3.12

Presenter: 3.12. Grammar box 14.

Voice: Tutors expect you to hand in all assignments.

Books will tell you to get up earlier. They don't want students to miss lectures.

3.13

Presenter: 3.13. Exercise B. Listen to each sentence. Write the object.

Voices: 1. Lecturers expect students to take notes.

Time management books sometimes tell people to get up earlier.

3. Friends sometimes want colleagues to stop revising.

The researchers asked participants to complete a questionnaire.

Parents teach children to behave correctly.

Industrial psychologists help managers to understand the needs of workers.

7. The tutor reminded us to read the reference material.

8. The police forced the man to come out of the building.

9. His wife persuaded him to carry on.

10. My best teacher at school encouraged everyone to do their best.

3.14 DVD 3.D

Presenter: 3.14. Lesson 3.5. Applying new listening skills: Self 1 vs Self 2

Lecturer: Would you like to be a manager when you leave university? Perhaps the answer is yes. Perhaps it's no. But whether or not you want to manage other people at work, there is one kind of manager that we must all become. We must all be

managers of ourselves. Today, I want to talk to you about self-management – managing yourself. This is just as important at university as it is at work. Firstly, I'm going to talk about a theory of self-management. How can you actually manage yourself? Then I'll explain the problem which comes from this theory. Finally, I'm going to look at a

solution to this problem.

3.15 DVD 3.E

Presenter:

3.15.

Lecturer:

OK. So, first, let's look at a theory of self-management. It comes from a fascinating book by a man called Gallwey. It was published in 1974. It's actually called *The Inner Game of Tennis* but it's not just about tennis. Many psychologists recognize that the ideas in the book apply to everyday life. In his book, Gallwey describes two kinds of people. He says, on the one hand, there is the confident person. And on the other hand, there is the doubtful person. Confident ... and doubtful. The confident person says, 'I can do A. I remembered to do B. I'm very good at C.' The doubtful person is exactly the opposite. The doubtful person says, 'I can't do X. I forgot to do Y. I'm hopeless at Z.' I'm sure you have all met these two types of people. But ... and this is the important point, Gallwey says that we all have the two types of people inside ourself. One side is the confident self – Gallwey calls this Self 1. The other side is the doubtful self – Self 2. Which side is truthful? Well, both sides might be truthful. We all have things we can do and things we can't do, things we intended to do, but forgot to do, and things we've tried to do, but have failed to do.

Right, so, according to Gallwey, we all have two selves. What is the problem with this? But how do other people see us? In some cases, other people see a person as Self 2, the doubtful self. But in most cases, other people see a person as Self 1, the confident self. The point is ... people often see themselves as Self 2.

OK. So is that clear? On the one side, we have the confident self. This is how other people see us. On the other, we have the doubtful self. This is often how we see ourselves. And this is the problem. We see ourselves in a bad way.

What does Self 2 say? Well, firstly, Self 2 believes in everything or nothing. I mean, Self 2 believes things must be perfect, or they are terrible. Self 2 says, 'I made one mistake in that test so I'm hopeless.'

Self 2 is pessimistic. The future will always be even worse than the present. Self 2 says, 'I got a C in that assignment so I'll never pass the course.'

Thirdly, Self 2 thinks that a feeling is the same as the truth. In other words, I feel this, so it must be true. Self 2 says, 'I feel ugly so I am ugly.'

Fourthly, Self 2 believes there is only one right way: Self 2 does not believe there can be several ways to be successful. Self 2 says, 'Everyone should have a career plan. I don't have a career plan so there is something wrong with me.'

Finally, Self 2 thinks single actions are the same as permanent situations. To put it another way, Self 2 confuses 'I did' with 'I am'. Self 2 says 'I did badly on that test so I am a bad student.'

What can we do about this? I mean, what is the solution? Gallwey says you must learn to value yourself. You must develop your self-esteem. You must recognize when Self 2 is talking, because Self 2 gets in the way of Self 1.

You must try to replace negative thoughts from Self 2 with positive thoughts from Self 1.

- . Self 1 says, 'I made one mistake in that test but I got the rest of the answers correct.'
- . Self 1 says, 'I got a C in that assignment so I'll have to work harder on the next one.'
- . Self 1 says, 'I feel ugly today but I'm sure everyone feels ugly at times.'
- · Self 1 says, 'Career plans are good for some people. But I don't want to make one.'
- Self 1 says, 'I did badly on that test so perhaps I didn't revise enough.'

So, to sum up, according to Gallwey, we all have two selves. Self 1 is confident. Self 2 is doubtful. People see us as Self 1. But the problem is ... we often see ourselves as Self 2. What's the solution? You must ensure that Self 1 does most of the talking inside your head.

3.16

Presenter:

3.16. Lesson 3.6. Vocabulary for speaking: Wasting time. Exercise B1. Listen to each dialogue. Complete it with a word from the list on the right. Make any necessary changes.

One.

Voice A: A study group is a good idea because ...
Voice B: I don't agree. It's a waste of time.
Voice A: Please don't interrupt. I haven't finished.
Voice B: Sorry.

Presenter: Two.

Voice A: Have you done the assignment yet?
Voice B: No, I haven't. I'll do it tomorrow.
Voice A: Don't put it off any more! It's urgent.
Voice B: I've still got plenty of time.

Presenter: Three.

Voice A: Should I write the essay first?

Voice B: Don't distract me!
Voice A: Or should I revise instead?

Voice B: Look! I have to get on with my work.

Presenter: Four.

Voice A: I'm trying to concentrate.

Voice B: Sorry? What do you mean?

Voice A: The television's disturbing me.

Voice B: But this is my favourite programme!

3.17

Presenter: 3.17. Lesson 3.7. Real-time speaking: Time thieves – people and things. Exercise B1. Listen to the first part of a

tutorial about interruptions by people.

Lecturer: OK. I asked you to look at time thieves for this tutorial. In particular, I asked you to do some research on interruptions from

other students, particularly flatmates. How did you get on? Mark?

Student 1: OK. I asked several people and they all said that other people are the main time thieves. I asked people for solutions. Some

people said, um ... tell them to go away. So, um, that's the first solution. Other people said that you should stop for a few minutes. You should stop and talk to them for a few moments, then you should get on with your work. So that's number two. A couple of people said that you should not try to study at home, in your flat or house. You should go to the library,

instead. That's what I found.

3.18

Presenter: 3.18. Exercise B2. Listen to the second part of the tutorial.

Lecturer: OK. What do we think of those solutions?

Student 2: I agree with the first solution. They know that you have to study so they shouldn't interrupt you.

Student 3: I don't think that's possible. You can't be rude to someone, even if you are studying. I think the second solution is better.

Stop for a few minutes and then continue.

Student 4: That's right. You can be polite but then say that you have to study.

Student 1: Yes. I think so, too. That's the best solution.

Student 3: Absolutely. Just have a quick chat.

Student 2: Possibly. But the interruption still disturbs you.

Student 3: I suppose so.

Student 2: OK. I've changed my mind. The last solution is the best one. Go and study somewhere else.

Student 3: I agree.
Student 1: So do I.
Student 4: Me, too.

3.19

Presenter: 3.19. Exercise D2. Listen to the students discussing mobile phones.

Student 1: I looked at mobile phones. I talked to a number of students and they all agreed that the mobile phone is a big thief. The

problem is that it never stops ringing. I asked people for solutions and some people said, turn it off and other people said tell people not to ring at certain times, when you are studying. A few people said that you should screen the calls. You

know, only answer if you need to speak to the person. So, those are my solutions.

Tutor: OK. Any thoughts?

Student 2: I agree with the first solution. I think that you should turn off the phone when you are studying.

Student 3: Absolutely. We shouldn't let mobile phones rule our lives.

Student 4: I'm not sure. Mobile phones are for people to contact you in an emergency, so you can't turn them off all the time.

Student 1: That's right. You have to keep your mobile on. But you don't have to answer it.

Student 3: I suppose so. You could just screen the calls.

Student 2: Perhaps. But the call still disturbs you, even if you don't answer it.

Student 4: That's true.

Student 2: OK. You're right. The second solution is the best one. Tell people not to call during your study period. Then they can still

call if it is really an emergency.

Student 3: I agree.
Student 1: I do, too.
Student 4: So do I.

Presenter: 3.20. Everyday English: Interruptions. Exercise B1. Listen to the conversations. Find three conversations that match

the photographs above.

One.

Voice A: I'm really sorry to interrupt but there's an urgent call for you.

Voice B: Who is it? Voice A: The CEO.

Voice B: Right. I'd better take it. Excuse me a moment.

Presenter: Two.

Voice A: Can you help me with this?
Voice B: I can't, I'm afraid. I'm flat out.
Voice A: It'll only take a minute.
Voice B: OK. Pass it over.

Presenter: Three.

Voice A: Am I disturbing you?

Voice B: Well, I am a bit busy at the moment.

Voice A: OK. I'll phone back later. Voice B: Thanks. After two.

Presenter: Four.

Voice A: Is it OK if I put the television on? Voice B: Well, actually, I'm trying to read.

Voice A: I won't have it on loud. Voice B: You always say that.

Presenter: Five.

Voice A: Can I disturb you for a moment?

Voice B: Yes, what is it?

Voice A: The Internet connection has stopped working again. Voice B: Well, phone the maintenance department then.

Presenter: Six.

Voice A: Sorry, could I possibly interrupt?
Voice B: Yes, of course. What's the problem?

Voice A: Well, would you mind repeating that last figure? I'm afraid I missed it.

Voice B: Certainly. It was 15,783,000 dollars.

3.21

Presenter: 3.21. Lesson 3.8. Learning new speaking skills: Tutorial skills. Exercise A2. Listen and check your answers.

Voice: a. distraction, appreciation, contribution

b. preference, emphasis, possible
 c. apologize, impossible, alternative
 d. annoying, agreement, remember

3.22

Presenter: 3.22. Exercise B3. Listen and repeat the phrases in the Skills Check. Copy the intonation patterns.

Voice: I agree with you.

That's right.
Absolutely.
Possibly.
Perhaps ...
You could be right

You could be right. I suppose so.

I don't really agree with you ...

I'm not sure.
I still think that ...
I still don't believe that ...

I've changed my mind. Now, I think ...

OK, you're right. Yes. Actually, that's true.

Presenter: 3.23. Pronunciation Check.

Voice: quotation, interruption, emphasize, sincerity, efficiency, forgiveness, improvement

3.24

Presenter: 3.24. Lesson 3.9. Grammar for speaking: Tense agreement in short responses. Grammar box 15.

One.

Voice A: I agree.
Voice B: I do, too.
Voice C: So do I.
Voice D: Me too.

Presenter: Two.

Voice A: I don't agree.

Voice B: I don't either.

Voice C: Neither do I.

Voice D: Me neither.

Presenter: Three.

Voice A: I researched mobile phones.

Voice B: I did, too.
Voice C: So did I.
Voice D: Me too.

Presenter: Four.

Voice A: I didn't look at interruptions.

Voice B: I didn't, either.

Voice C: Neither did I.

Voice D: Me neither.

3.25

Presenter: 3.25. Grammar box 16.

One.

Voice A: I think it's a good solution.

Voice B: Do you? I don't.

Presenter: Two.

Voice A: I don't think that's a good idea.

Voice B: Don't you? I do.

Presenter: Three.

Voice A: I looked at interruptions. Voice B: Did you? I didn't.

Presenter: Four.

Voice A: I didn't find anything on the Internet.

Voice B: Didn't you? I did.

3.26

Presenter: 3.26. Exercise C. Listen to some statements. Give a truthful response.

Voices: 1. I have two brothers.

2. I live close to this institution.3. I'm quite good at English.

4. I'm a morning person.

5. I'm going to go abroad for my next holiday.

6. I don't like the weather at the moment.

- I didn't go to any lectures last week.
- I'm looking forward to the exams.
- I probably won't work in this country.

Presenter:

4.1. Theme 4: Natural cycles

Lesson 4.1. Vocabulary for listening: Desert regions

Exercise B. Listen and complete the facts below about deserts. Use verbs from the box. Make any necessary changes.

Voice:

- Deserts cover one-third of the Earth's surface.
- Thirteen per cent of the world's population live in deserts.
- A drought lasted for over 40 years in the Atacama desert in Chile.
- Water evaporates 20 times faster in deserts.
- Wind has sometimes carried sand from the Sahara to the UK.
- The Sahara Desert occupies around eight per cent of the world's land area.
- About 1,200 different types of plants flowers and trees grow in the Sahara.
- 8. The Sahara is expanding southwards at an average of nearly one kilometre a month.

4.2

Presenter:

4.2. Exercise C1. Listen to each definition. There will be a pause ... find the correct word in the list on the right as quickly as you can. Then you will hear the pronunciation of the word.

Voice:

- 1. It's an adjective. It means 'very big'. [PAUSE] The word is huge.
- 2. It means 'at an angle'. It's the opposite of straight. It can be a verb or a noun. [PAUSE] The word is tilt.
- 3. This is a verb. It means 'to go back' or 'move back'. [PAUSE] The word is reverse.
- 4. This is another verb. It means 'to tell people something important'. [PAUSE] The word is announce.
- 5. This word is a noun. It is a sign, something that helps us understand a problem. The word is often used in detective stories. [PAUSE] The word is clue.
- 6. This word is a noun. It is similar in meaning to the word clue. It means 'facts' or 'confirmation that something is true'. [PAUSE] The word is evidence.
- 7. This word is a verb. We use it with words such as water and rivers. It means 'to move'. [PAUSE] The word is flow.



Presenter:

4.3. Lesson 4.2. Real-time listening: Desertification

Lecturer:

This is the first of two lectures about the Sahara Desert. Firstly, in this lecture, I'm going to describe the Sahara – size and location. Secondly, I will talk about the history of the Sahara. This is actually quite surprising. Next, I will explain what happened to the Sahara. The events there are a special case of desertification. Finally, I will tell you about desertification more generally. How does it happen?



Lecturer:

Firstly, some facts about the Sahara. The Sahara is the largest desert in the world. It occupies most of the northern third of the continent of Africa, which, of course, is a huge continent. The Sahara covers nine million square kilometres. It comprises most of the land area of the Arab countries of Algeria, Libya, Egypt and the Sudan, as well as Mauritania, Mali, Niger and Chad. It is shaped like a rectangle. It is about 1,600 kilometres north to south and, incredibly, it is 5,000 kilometres east to west.

What is the history of the Sahara? Perhaps there is a clue in the name Sahara. Some people believe that the name comes from the Arabic word for desert, sahra, spelt S-A-H-R-A. But there is another theory. It is possible that the name comes from the word sagara. That's S-A-G-A-R-A. This is from the ancient language of Sanskrit. People spoke Sanskrit more than 3,000 years ago. In Sanskrit, sagara means 'big sea' or 'ocean'.

This theory is not impossible. There was water once in the Sahara – a great deal of it. It has been known for many years that large animals once lived in the area. Rock paintings show a large number of different types of animals, including giraffes, cows and deer. There are even some which show fish. But recently scientists made an astonishing discovery in the Sahara in southern Libya. They found the bones of crocodiles and hippopotamuses. Just think about that. Crocodiles and hippos. These are animals that live in large rivers and lakes.

This is not the first piece of evidence that there was once water in the Sahara. Many years ago, scientists found signs of a huge lake in the Sahara, in northern Sudan. Traces of rivers exist that once flowed hundreds of miles into the Nile. But now, the same region gets less than five millimetres of rain each year. Five millimetres! That amount would hardly cover the bottom of a glass.

So it is certain that there was water in the Sahara, loss of it, in the distant past. It is also known that there were tens of thousands of people living in the Sahara five or six thousand years ago. These people were mainly farmers. Some evidence lives on in records from Ancient Rome. Most of the Sahara was already desert by the time of the Romans, about 2,000 years ago. But a small area along the Mediterranean coast still had good agricultural land. In fact, this area was so important to the Romans for agriculture that it was called 'the bread basket of Rome'.

We have seen, then, that the Sahara had lakes and rivers, and thousands of inhabitants. These people grew crops. What happened to the area? The changes in the Sahara are an example of desertification. But how did it happen? How did the Sahara change from a rich agricultural area with lakes and rivers, to the biggest desert on the planet? The main cause was a change in the tilt of the Earth. Nine thousand years ago, the earth's tilt was just over 24 degrees. At present, it is just under 23.5 degrees. It took about 3,000 years for the tilt to reach its present position. The tiny change in the tilt changed the climate of the Sahara. It did not happen overnight but from start to finish, it only took a few hundred years.

The Sahara is a very special case, because of the change in the tilt of the Earth. But it is now understood that climate change in a particular area can happen without a major event, like the Earth's tilt changing. We call the process a vicious circle. It works like this. One year, there is slightly less rain than the year before. This means that the plants do not grow quite as well. This in turn means that the leaves of the plants hold less water close to the surface ... which means there is less evaporation into the air ... which means there is less rain the next year, and so on.

The ancient people of the Sahara left the areas which are now Libya and western Egypt. They arrived at the N le ... and the age of the Pharaohs began.

Next week, I'm going to talk about reversing the process. Can we green the desert – even a desert the size of the Sahara?

4.5

Presenter: 4.5. Exercise E2. Listen to that part of the lecture again and check your ideas.

Lecturer:

The Sahara is a very special case, because of the change in the tilt of the Earth. But it is now understood that climate change in a particular area can happen without a major event, like the Earth's tilt changing. We call the process a vicious circle. It works like this. One year, there is slightly less rain than the year before. This means that the plants do not grow quite as well. This in turn means that the leaves of the plants hold less water close to the surface ... which means there is less evaporation into the air ... which means there is less rain the next year, and so on.

4.6

Presenter:

4.6. Lesson 4.3. Learning new listening skills: Numbers. Exercise A. Listen and number the words. You will only hear the stressed syllable.

Voice:

- a. an[cient]
- b. far[mers]
- c. pla[net]
- d. e[vidence]e. [evapo]ra[tion]
- f. [dis]co[very]
- g. cli[mate]
- h. tra[ces]
- i. o[cean]
- j. sci[entist]

4.7

Presenter: 4.7. Exercise C. Which unit(s) do you hear in each sentence?

Voices:

- 1. A house fly is about ten millimetres long.
- 2. Atmospheric pressure supports a column of mercury of about 76 centimetres.
- 3. The distance from New York to London is just over 5,500 kilometres.
- 4. The area of Mexico is just under two million square kilometres.
- The discharge from the Amazon into the Atlantic Ocean is about 100 million litres per second.
- 6. New Delhi in India lies at latitude 28° north and longitude 77° east.
- 7. Mammals appeared on Earth about 65 million years ago.
- 8. The boiling point of water is 100 degrees Celsius.

4.8

Presenter: 4.8. Exercise D2. Listen to an extract from each lecture. Record the information.

Global warming: the effect on sea level

Lecturer 1:

According to researchers, global surface temperature increased by just under one degree Celsius during the last century. During this same period, sea levels rose between 10 and 20 centimetres. It is believed by most scientists that the Earth will continue to get warmer. A recent report suggests that temperatures will probably rise around three degrees Celsius during the 21" century. If global warming happens at this level, sea levels will rise around 50 centimetres by 2100. More than 70 per cent of the world's population live in coastal areas. If sea levels rise one metre, the cities of London, New York and Bangkok will be under sea level.

Presenter: Brazil: an introduction

Lecturer 2: Brazil is a vast country in South America. In fact, it is the fifth largest country in the world. It occupies half of the continent.

It stretches from the Equator to latitude 30 degrees south, and from longitude 35 degrees west to 75 degrees west. The

total area of the country is over eight and a half million square kilometres.

Presenter: Mary Ainsworth: life and theories of child development

Lecturer 3: One of the most important theories of child development was suggested by a psychologist, Mary Ainsworth. Ainsworth

was born in 1913 in Ohio, USA. She earned a BA from the University of Toronto in 1935, an MA in 1936 and a PhD in

1939. She did her famous experiments with children in the 1960s.

Presenter: The US economy

Lecturer 4: The economy of the United States is the largest national economy in the world. It was worth just over \$14 trillion in 2008.

A trillion is a thousand billion. The US has a large population – just over 300 million in 2008, but the output per person is nearly \$50,000 per year. This means the US is in tenth position in the world in this statistic. The US economy has grown by

an average of around three per cent per annum for the last ten years.

4.9

Presenter: 4.9. Lesson 4.4. Grammar for listening: Replacement subject: it

Grammar box 19.

Table 1.

Voices: It's known that there were tens of thousands of people in the Sahara once.

It's believed that there was once water in the Sahara.

It's said that the people from the Sahara founded Ancient Egypt. It's possible that the name comes from the word sagara.

It's unlikely that we can green the whole of the Sahara.

Presenter: Table 2.

Voices: It's surprising that the Sahara was once green.

It's astonishing that crocodiles and hippopotamuses once lived in southern Libya.

It's obvious that people once lived in these areas.

4.10

Presenter: 4.10. Exercise A. Listen to some sentences. For each sentence, decide if the statement is 100%, 40-60% or

5-10% certain.

Voices: 1. It's believed that oil will run out in about 100 years.

2. It's certain that the population will reach nine billion by 2050.

3. It's known that the Earth is more than four billion years old.

It's likely that global temperatures will continue to rise.

It's possible that scientists can reverse global warming.

6. It's expected that fresh water supply will be a big problem in the future.

7. It's accepted nowadays that the Earth goes round the Sun.

8. It's unlikely that we will ever completely solve the problem of aging.

4.11

Presenter: 4.11. Exercise B. Study each statement, then listen to each one. Match the adjective and the statement.

Voices: 1. It's amazing that lightning travels from the ground to the sky.

2. It's terrible that malaria kills a million people every year.

3. It's strange that we accept so many deaths in road accidents every year.

4. It's funny that some people believe in ghosts.

It's ridiculous that footballers get so much money.

6. It's incredible that people have walked on the Moon.

7. It's wonderful that people live longer than 50 years ago.

8. It's awful that many children do not get enough to eat.

4.12 DVD 4.C

Presenter: 4.12. Lesson 4.5. Applying new listening skills: Greening projects

Lecturer: We heard in the last lecture how the Sahara became a desert. Can we reverse the process? Can we make the Sahara green again? In this lecture, we are going to hear about some small steps towards greening the Sahara. First, I'll talk briefly about

the Sahara in general. Then I'll describe an amazing project from Libya. Next, we'll look at two projects, in two other desert

areas: the first is in northern China, and the other is in the Gulf – in Abu Dhabi state, to be precise. Finally, we'll return to the initial question – can we green the Sahara?

OK. So, the Sahara. It is possible that we can turn the Sahara green – or at least parts of it. The desert itself can help. How? It is clear that the Sahara was once green. We have the evidence of rock paintings, for example. We also have evidence from modern geology. There is water 2,000 metres under the surface. This water fell on the Sahara when it was a huge forest and agricultural area. Science is helping to raise this water to the surface and people are returning to the ancient oases in Egypt and Libya.

But these new wells are only the beginning of the story. It is known that there is a huge amount of water under the desert in Libya. In 1984, the Libyan government announced the start of an amazing project. It is called the Great Man-made River. The idea is simple. A number of pipelines will carry water across the desert. The figures are huge. The pipelines will be 3,500 kilometres long. According to the plans, they will carry 6.5 million cubic metres of water per day. That's enough water for 60 million people. By the end of the project, this water will produce an extra 1,500 square kilometres of agricultural land. That's an area the size of Greece or Bangladesh.

But can we do more? Let's look at desert areas in other parts of the world. Firstly, China. The Gobi desert is one of the largest deserts in the world. It is called in Chinese han hal or 'dry sea'. It is mainly a rock desert. The Chinese government started a project there in the late 1990s. It has an extreme range of temperature – from minus 40 degrees centigrade in winter to plus 40 degrees centigrade in summer. It occupies an area of 1.3 million square kilometres. It is said that sand from the Gobi sometimes reaches the capital Beijing, which is 1,000 kilometres to the southeast. The desert is growing at the rate of 1,000 square kilometres per year. Scientists planted 18 square kilometres of fast-growing trees. But the area only receives 100 millimetres of rain each year, and evaporation from surface irrigation is 3,200 millimetres per year. Scientists had to find a better way of supplying water to the plants. So scientists devised an underground irrigation system, which supplies water to the roots of the plants. It is unlikely that the Gobi desert will stop growing in the near future but in many years' time, it is possible.

Secondly, the United Arab Emirates. In the late 1980s, the government started an enormous project of tree planting. Now, in the UAE, huge green belts exist around the main cities. Inside the cities, there are now 39 public parks. They occupy an area of nearly four square kilometres. They have planted more than 1.5 million trees. The result is beautiful. But the greening of the UAE is not just to make the country more beautiful. The green belts also protect the cities from sandstorms. There is an even bigger benefit. It is likely that the trees are also affecting the climate. In Abu Dhabi, it is said that maximum summer temperatures are two degrees centigrade lower. And it is clear that in Al Ain, in the scuth of the country, the advance of the desert is over.

So can we green the Sahara? It will be a huge project – the biggest project ever on the planet. But if we can learn the lessons from small successes, perhaps we can green the Sahara. It would take over 200 years, but it is amazing that there might be crocodiles and hippos once again in the lakes and rivers of the Sahara rainforest in the distant future. Perhaps the Sahara can be the bread basket of the world in the 23rd century.

4.13

Presenter: 4.13. Exercise D2. Listen and check your answers.

[REPEAT OF SCRIPT FROM **② 4.12**]

4.14

Presenter: 4.14. Lesson 4.6. Vocabulary for speaking: O, H, C. Exercise A3. Listen to part of a lecture. Check your ideas.

Lecturer:

So, as I was saying, there are three states of matter on Earth. The three states are solid (like rocks and stones), liquid (like oil or milk) and gas (like oxygen or hydrogen). Now, let's think about water for a moment. Water is very common on Earth but it is a very special thing indeed. Why? Because water is the only substance that can exist in all three states in the natural world. It exists as a gas, in vapour in the clouds. It exists as a liquid, in lakes, rivers, seas and oceans. It also exists as a liquid in condensation, for example, water droplets on a cold mirror in a hot bathroom. Finally, it exists as a solid in ice and snow.

4.15

Presenter: 4.15. Exercise B1. Listen to the next part of the lecture. Complete Figure 1 with words from the list on the right.

Lecturer:

So, water can exist as a liquid, as a solid and as a gas. But how can we convert water from one state to another? We can convert liquid water to ice by freezing. Sunlight can convert liquid water to water vapour by evaporation. Melting is the process of converting ice to liquid water. Condensation is the process of converting water vapour to liquid water. This happens on a cold mirror in a hot bathroom, for example. A solid normally changes to a liquid and then to a gas. But water can also change straight from ice to water vapour by the process of sublimation. This happens when the sun shines on ice or snow.

4.16

Presenter: 4.16. Exercise B2. Listen to definitions of key words from Figure 1. Say the word in each case.

Voice:

- a. It is the process of converting liquid water into a solid.
- b. It is the process of converting ice into water.
- c. It is the process of converting water into water vapour.
- d. The process of converting water vapour into liquid water is called ...
- e. Water can change straight from ice to water vapour. This process is called ...

4.17

Presenter:

4.17. Exercise C2. Listen to the next part of the lecture and check your answers.

Lecturer:

OK. We've talked about water, which is, of course, vital to life. In fact, water contains two of the four building blocks of life. The chemical formula for water is H₂O, which means it contains hydrogen and oxygen. Carbon is the third building block. It has the chemical symbol C. Carbon takes many forms, including coal, and diamond. If carbon and hydrogen are combined in a particular way, they make petrol. If carbon and hydrogen and oxygen are combined in a particular way, they make sugar. Petrol, water and sugar. Three very different substances, but all made from three of the building blocks of life.



Presenter:

4.18. Lesson 4.7. Real-time speaking: The oxygen cycle

Student:

Today, I'm going to talk about one of the natural cycles on Earth. It's called the *oxygen cycle*. First, I'll tell you about oxygen on Earth. Then I'll talk about the production processes in the oxygen cycle. Finally, I'll describe the consumption processes of the cycle.

Firstly, where is oxygen stored on Earth? The Earth's oxygen is stored in three places. Most of the oxygen is buried in the ground, but some of it is in the atmosphere, and the rest is in the bodies of living things. The most important oxygen, of course, is the gas in the atmosphere.

There are four main production processes for oxygen. The first process is called photosynthesis. In this process, sunlight shines on the leaves of a plant, and the plant uses the light energy. It converts it into sugar and oxygen. The sugar feeds the plant, and the oxygen is released into the atmosphere.

Oxygen is also produced from water vapour in the atmosphere. Sunlight shines on the vapour and oxygen is released into the atmosphere. This process is called photolysis.

Finally, oxygen is released by rainfall on mountains and rocks. This is called weathering.

There are also three main consumption processes for oxygen. Oxygen is consumed from the atmosphere by animals and plants. This process is called breathing. Oxygen is taken in, and carbon dioxide given out.

Oxygen is also consumed from the atmosphere during decomposition. This is the process of breaking down dead animals and plants. Animals and plants die, and bacteria decompose them. Carbon dioxide is required for the process.

Finally, oxygen is required for combustion to take place. Combustion is also called *burning*, and requires oxygen, heat and a fuel of some kind.

So, to sum up ... Some of the oxygen in the atmosphere comes from photosynthesis, some comes from photolysis and some from weathering. Some of the oxygen in the atmosphere is consumed by respiration, some is consumed by decomposition and some by combustion.

4.19

Presenter:

4.19. Everyday English: Making arrangements. Exercise B1. Listen and choose possible people and meeting places from the boxes above.

One.

Voice A: I'd like to ask you something about the assignment.
Voice B: Sure. Can you come and see me this afternoon?
Voice A: Yes. What time is best?

Voice B: I'm giving a lecture until 2.30. I'm free after that.

Presenter: Two.

Voice A: Are you free to do some research today?
Voice B: No I can't make it. I'm busy all day.
Voice A: What day is good for you?
Voice B: Can we meet tomorrow in the library?

Presenter: Three.

Voice A: Can someone here give me some advice about fees?

Voice B: Yes. You need to make an appointment. What about tomorrow, 9.30?

Voice A: Yes, that's fine.

Presenter: Four.

Voice A: I'll see you on Monday evening about seven then. Voice B: Yes. Shall we meet at the clock tower in town?

Voice A: Great! I'll be there. And don't be late!

Voice B: I won't.

Presenter: Five.

Voice A: I can show you the flat tomorrow, if you like. Voice B: Yes, that would be great. What time?

Voice A: I'll meet you at the main entrance at 10 o'clock.
Voice B: Right. Look forward to meeting you then.

Presenter: Six.

Voice A: Are you coming to see this flat tomorrow?

Voice B: Yes, of course. Where are we meeting the landlord?

Voice A: At the main entrance at 10.
Voice B: OK. I'll see you there just before 10.

4.20

Presenter: 4.20. Exercise B2. Listen again and complete the conversations with verbs from the box below. You can use a verb

more than once.

[REPEAT OF SCRIPT FROM **4.19**]

4.21

Presenter: 4.21. Lesson 4.8. Learning new speaking skills: Specialist terms. Exercise A1. Listen. What do the words in each row

have in common?

Voice: a. animals, natural, amount

b. release, weathering, required c. combustion, convert, consume

4.22

Presenter: 4.22. Pronunciation Check 1

Voice: sugar, water, atmosphere, supply

ocean, precipitation, vapour

4.23

Presenter: 4.23. Pronunciation Check 2

Voice: Sunlight shines on the leaves, and the plant uses the light energy.

The sugar feeds the plant, and the oxygen is released.

4.24

Presenter: 4.24. Skills Check. Examples:

Voice: The first process is called photosynthesis.

In this process, sunlight shines on the leaves of a plant, and the plant uses the light energy. Sunlight shines on the vapour, and oxygen is released into the atmosphere.

This process is called photolysis.

4.25

Presenter: 4.25. Lesson 4.9. Grammar for speaking: Avoiding repetition. Grammar box 20.

Table 1.

Voice: The Earth's oxygen is stored in three places.

Most of the oxygen is buried in the ground ... but some of it is in the atmosphere, and the rest is in the bodies of living things.

Presenter: Table 2.

Voice: Some of the oxygen in the atmosphere comes from photosynthesis. Some comes from photolysis, and some from weathering.

4.26

Presenter: 4.26. Lesson 4.10. Applying new speaking skills: The carbon cycle. Exercise A3. Listen and check your answers.

Lecturer: Last week, we looked at the oxygen cycle. This week, the carbon cycle. In some ways, the carbon cycle is the opposite of the oxygen cycle. Many things produce oxygen. Those same things often consume carbon, often in the form of CO₂. Many

the oxygen cycle. Many things produce oxygen. Those same things often consume carbon, often in the form of CO_2 . Many things consume oxygen. Those same things often produce CO_2 . Burning fossil fuels consumes oxygen and produces CO_2 . So there is CO_2 in exhaust gas from cars and from jet planes, and in smoke from chimneys. There is also CO_2 in the gas from volcanoes. There is CO_2 in the gas from breathing. Finally, CO_2 is released when things die. After death, bacteria produce CO_2 as they destroy the bodies of living things. Some is absorbed by the leaves of plants during photosynthesis

and some is absorbed by the surface of the oceans.

5.1

Presenter: 5.1. Theme 5: Customs: origins and effects
Lesson 5.1. Vocabulary for listening: Canada – a multicultural country

Exercise B. Listen to a text about Canada. Match the questions and answers.

Lecturer: This week, as you know, we will be looking at multicultural countries.

Now Canada is often described as a multicultural nation. This means that Canadians are not from one cultural background. In fact Canada has more immigrants than any other country in the world, including Australia. Canada today has a large diversity of ethnic groups. This diversity is a result of hundreds of years of immigration.

In the 16th and 17th centuries, people went to Canada from France and Britain as colonists. In other words, they wanted to own the land. They took large parts of the country from the Native Canadians, the indigenous people of the area.

Nowadays, about er ... 230,000 people go to live in Canada every year ... but they go in peace. Why do so many people emigrate to this country? Well, most go there for economic reasons. Canada has a large labour shortage so it is often easier to get a job in Canada than in the immigrants' home countries.

OK. Before 1967, most people were from Europe, especially Germany and Britain. Today, most immigrants are from China, India and the Philippines. The majority population of Canada is still white but the minorities in the country are now a very important part of the Canadian labour force.

In 1971, the government introduced a policy of multiculturalism. It recognized the diversity of cultural backgrounds in Canada. At the same time, it encouraged all Canadians to contribute equally to Canadian society. The government helps immigrants to integrate into society by, er, providing money for services, such as English language tuition for first-generation immigrants.

People in Canada say 'Ethnic groups do not destroy Canadian culture. They are Canadian culture.'

5.2

Presenter: 5.2. Exercise C2. Listen to the sentences and check your answers.

Lecturer: a. Canada today has a large diversity of ethnic groups.

- b. The colonists took large parts of the country from the Native Canadians, the indigenous people of the area.
- c. The majority population of Canada is still white.
- d. But the minorities in the country are now a very important part of the Canadian labour force.
- e. In 1971, the government introduced a policy to create a multicultural country.
- f. It recognized the diversity of cultural backgrounds in Canada.
- g. At the same time, it encouraged all Canadians to contribute equally to Canadian society.

5.3 □V□ 5.A

Lecturer:

Presenter: 5.3. Lesson 5.2. Real-time listening: Anthropology

Welcome to the Department of Anthropology. I'm delighted that you are thinking of studying Anthropology. I hope, after today, that you will decide that Anthropology is the course for you.

Some people think that anthropology is all about the past. But, in fact, it is extremely important in the present. Many conflicts are caused by the problems between cultures, and many problems are caused by ignorance. If we understand other cultures, it is much easier to accept them and even to admire them. In some countries, there are many different cultures. We have multicultural countries. We need to integrate people to avoid problems, but in order to integrate, we need to understand and respect.

So, let me tell you what I'm going to do in the next 20 minutes or so. First, I want to explain exactly what anthropologists study. There are several branches of anthropology and I will briefly mention each one. Then I'm going to tell you a little bit about the history of anthropology. I'll give you the names of some important people from the discipline. Finally, I'm going to compare the old view of anthropologists with the more modern view. We'll see how attitudes have changed. We'll also see why this change is so important in the present day.



Lecturer:

Let's look at the branches of anthropology. In the first year here, you study the discipline in general, but in your second year, you specialize. Firstly, there is cultural anthropology. In this branch, we look at particular cultures and try to understand their attitudes and beliefs.

And secondly, we have linguistic anthropology. This branch looks at the way that language has developed from prehistoric times. Thirdly, archaeological anthropology. Here we look at the evidence of customs and habits from ancient cultures. Finally, there is biological anthropology, which considers the differences between human beings and our closest animal relatives, the apes. So that's cultural, linguistic, archaeological and biological. Which branch are you most interested in? Well, you don't have to decide now!

Now, let's hear a little bit about the history of the discipline. In fact, it is a very old subject. The name comes from Greek ... anthropos in Ancient Greek means 'a human being', and ology is, of course, the study of something. The first important person is Herodotus, who studied human beings in terms of culture in the 5th century before the Common Era. He was mainly a historian – in fact, he is sometimes called The Father of History, but he is also, in some ways, the father of anthropology, although he did not use that term. He wrote the history of different countries including his own. He wrote about kings and battles, like all historians through the ages. But Herodotus also studied the people themselves. He didn't stay at home and simply write down the stories which he had heard. He actually visited foreign countries and conducted interviews with people from the culture. That is very important. It is still a major way in which anthropologists do their research. He described customs and habits that were very different from those of his own culture, Ancient Greece. For example, he wrote about the Minoan culture, where the women were more important than the men. He also described the Scythians, who practised human sacrifice in their culture. Remember these examples. We'll come back to them later.

Quite a long break then before the next important people in anthropology. In the 14th century CE, there were two famous travellers. Firstly, there was Marco Polo from Italy who visited India and China. Secondly, Ibn Khaldun, who travelled from Tunisia, throughout the Middle East and Africa. They brought back amazing stories of other cultures, like Herodotus had done.

Now, some people believed the stories of exotic cultures, and some didn't. In fact, by the Middle Ages, some people called Herodotus the Father of Lies, not the Father of History. But in the 15th and 16th centuries people from Europe started to believe once again that other cultures existed with very different customs. Why did this happen?

The 15th and 16th centuries were the age of exploration. It began with Christopher Columbus, in 1492. He sailed from Spain to the Americas, which was a new world for people from Europe. In the next 200 years, Spanish, French and British colonists sailed to the Americas. These travellers found cultures that were very different from their own. For example, they encountered the Aztecs in Central America who sacrificed humans, in the same way that the Scythians did in Herodotus's books. They met the Iroquois in North America who believed that women were more important than men – just like the Minoans in the writings of Herodotus.

Oh, sorry. I see that we're running out of time. I must just mention the last point – and the most important point – about anthropology. The old view and the modern view.

For most of history, up to the 20th century, anthropologists took an ethnocentric view. This means that they looked at other cultures from the standpoint of their own culture. They said, in effect, 'My culture is normal. If your culture is different from mine, your culture is abnormal.' In many cases, they went much further. They said, 'We are civilized. You are uncivilized.' In some cases, they even said, 'I must force you to be civilized.' So that is the old view. But, for most people and all anthropologists, this ethnocentric view has changed now. Anthropologists today say, 'Your culture is different from mine, but both cultures are normal.' And they go much further. They say, 'Cultural diversity is important – in other words, we need different cultures in the world.' In fact, the General Conference of UNESCO said in 2001, '... cultural diversity is as necessary for humankind as biodiversity is for nature.'

Actually, if we go back to the beginning, this was the view of Herodotus, 2,500 years ago. He believed that we should be proud of the achievements of our own culture, but we should also be proud of the achievements of other cultures. But, even today, some people do not accept the view of Herodotus, or the view of modern anthropologists. They believe that only their own culture is acceptable and other beliefs and attitudes must be changed, by violence if necessary. There are many examples. For instance, minorities in some regions are forbidden from religious worship that is different from the local culture. They are not allowed to celebrate the holidays of their culture.

OK. I am right out of time. To sum up, anthropology is a very wide subject which has been studied for centuries, but it is still very relevant today. Anthropologists can explain cultural diversity and help to stop it becoming the cause of cultural conflict and terrorism. Thank you ... and I hope to see you all here at the beginning of the next term.

5.5

Presenter: 5.5. Lesson 5.3. Learning new listening skills: Choosing the best form for notes. Exercise A3. Listen and check your

answers.

Voice: a. linguist-ic

b. biolog-ical

c. cultur-ald. amaz-ing

e. exot-ic

f. centr-al

g. ethnocentr-ic

h. civiliz-ed

i. norm-al

accept-able

k. religi-ous

relev-ant

5.6

Presenter: 5.6. Exercise C1. Listen to the introduction to four lectures. What is each lecture about? Choose the best form

of notes.

One.

Lecturer 1: OK. In today's session, we are going to look at the history of research into short-term memory.

Presenter: Two.

Lecturer 2: So we talked last time about making friends. This time, I'm going to consider the problem of keeping friends. I'm going to

describe the three main barriers to keeping friends, and give you some examples.

Presenter: Three.

Lecturer 3: Right. We have heard about the idea of two selves. Now let's compare Self 1 and Self 2. Let's look at each point in turn.

Presenter: Four.

Lecturer 4: We talked last week about the great deserts of the world. Today, we're going to look at the process of desertification. How

does a fertile area become a desert?

3 5.7

Presenter: 5.7. Exercise C2. Listen to each introduction again and the first part of the lecture. Make notes in the best form.

One.

Lecturer 1: OK. In today's session, we are going to look at the history of research into short-term memory.

The first real research was conducted over 130 years ago in the 1880s. A man called Joseph Jacobs gave people sets of

numbers to remember. The sets got longer and longer. Jacobs found the average is around six or seven.

There's a long break then until 1959. In that year, Peterson and Peterson published a study that looked at the length of short-term memory if there was no rehearsal. They found that people can remember meaningless shapes without rehearsal for about three seconds. But after 18 seconds, nearly everything is forgotten.

OK. Where have we got to? 1959. Right ... In 1964, someone called Conrad said that we encode sensory information as sound. But only six years later, in 1970, another researcher called Shulman found that some information is encoded for

meaning, not sound.

Presenter: Two.

Lecturer 2: So we talked last time about making friends. This time, I'm going to consider the problem of keeping friends. I'm going to

describe the three main barriers to keeping friends, and give you some examples.

Firstly, we have acceptance. Some people want to change other people. They cannot accept them the way they are. But most people don't want to change, or can't change, so that is the first barrier to friendship.

Secondly, there is approval. Some people find it easier to criticize than to find the good things in a person. Sometimes we find it difficult to be happy for another person's success, even a close friend. People want to be approved of, so constant lack of approval is the second barrier to friendship.

Finally, appreciation. We have heard that you must accept a person for what they are. We have also heard that you must approve of your friends, their behaviour, their attitudes or their achievements. But you must go further if you want to keep friends. You must show that you accept and approve. Show that you value them, show that you appreciate them.

Presenter: Three.

Lecturer 3: Right. We have heard about the idea of two selves. Now let's compare Self 1 and Self 2. Let's look at each point in turn.

Self 1 is confident. Self 2 is doubtful.

Self 1 is how other people see us but Self 2 is how we see ourselves.

Self 1 looks at work and life and says, 'Everything doesn't have to be perfect.' But for Self 2 it is everything or nothing. Self 1 is optimistic – the future will be better than the present. Self 2 is pessimistic. The future will be worse than the present.

Presenter: Four.

Lecturer 4: We talked last week about the great deserts of the world. Today, we're going to look at the process of desertification. How does a fertile area become a desert?

Desertification starts with slightly less rain one year than the year before. This means that the plants do not grow quite as well. So less rain, fewer plants. This in turn means that the leaves of the plants hold less water close to the surface. So fewer plants leads to less water close to the surface. Less surface water means there is less evaporation into the air ...

which means there is less rain the next year. So we go back to the beginning and go through the vicious circle again.

5.8

Presenter: 5.8. Lesson 5.4. Grammar for listening: Understanding information after relative pronouns. Grammar box 23. Listen. How does the speaker say the relative pronouns?

Voice: The first person is Herodotus, who studied human beings in the 5th century BCE.

The travellers found cultures which were very different from their own.

Herodotus described the Minoan culture where the women were more important than the men.

5.9

Presenter: 5.9. Exercise A1. Listen to some extracts from lectures. They each contain which, who or where. Tick in the correct column in each case.

Voices:

1. We are going to talk about a great anthropologist, Margaret Mead. Who was she and what did she do for anthropology?

Herodotus didn't simply write down the stories which he had heard.

He described the Scythians who practised human sacrifice.

First, I'm going to talk about Marco Polo who came from Italy.

5. Then I'll look at Ibn Khaldun. Where did he come from?

6. Columbus sailed to the Americas, which was a new world for people from Europe.

7. They met the Iroquois who believed that women were more important than men.

8. The Sahara occupies most of the northern third of the continent of Africa, which, of course, is a huge continent.

9. There are some rock paintings in the Sahara which show fish.

10. The ancient people of the Sahara left the area. Where did they go?

11. The theory of self-management comes from a fascinating book which was published in 1974.

12. Miller wrote an article which described research into short-term memory.

5.10

Presenter: 5.10. Exercise B. Listen again to some of the sentences from Exercise A with relative pronouns. What is the extra information in each case?

Voices: 1. Herodotus didn't simply write down the stories which he had heard.

He described the Scythians who practised human sacrifice.
 First, I'm going to talk about Marco Polo who came from Italy.

4. Columbus sailed to the Americas, which was a new world for people from Europe.

5. They met the Iroquois who believed that women were more important than men.

6. The Sahara occupies most of the northern third of the continent of Africa, which, of course, is a huge continent.

5.11

Presenter: 5.11. Exercise C1. Listen to the first part of some sentences. What sort of information do you expect to come next? Think, then find and number a sentence completion.

Voices: 1. The researchers did experiments which ...

2. Mead was an anthropologist who ...

3. Ueno did a survey in Florida where ...

4. Urgent items are things which ...

5. When we are young, friends are people who ...

6. There are many barriers which ...

7. Self 2 is the part of a person which ...

8. Deserts are areas which ...

5.12

Presenter: 5.12. Exercise C2. Listen and check your answers.

Voices:

- 1. The researchers did experiments which proved that the theory was correct.
- Mead was an anthropologist who studied adolescents in Samoa.
- Ueno did a survey in Florida where he was studying.
- 4. Urgent items are things which must be done now.
- 5. When we are young, friends are people who make us laugh.
- 6. There are many barriers which get in the way of friendship.
- 7. Self 2 is the part of a person which is doubtful.
- 8. Deserts are areas which have little or no rain.



Presenter: 5.13. Lesson 5.5. Applying new listening skills: Franz Boas

Lecturer:

Today, we're talking about the life and work of one of the greatest anthropologists of all time. His name is Franz Boas. We have heard in previous lectures about Herodotus who is The Father of Anthropology for some people. Well, Boas is the father of modern anthropology. Quite simply, he changed the way people thought about other cultures. I'm going to start by talking briefly about his life, then I'm going to give one example each of the work which he did in three different fields of anthropology. Finally, I'm going to compare older views with his new ideas.



Lecturer:

Nowadays, there are many cultural cities around the world. In these cities, people are trying to integrate. Why do they face problems? Anthropologists have some of the answers. Today, we're talking about the life and work of one of the greatest anthropologists of all time. His name is Franz Boas. We have heard in previous lectures about Herodotus who is the father of anthropology for some people. Well, Boas is the father of modern anthropology. Quite simply, he changed the way people thought about other cultures. I'm going to start by talking briefly about his life, then I'm going to give one example each of the work which he did in three different fields of anthropology. Finally, I'm going to compare older views with his new ideas.

Franz Boas was born in 1858 in Germany. As a young man, he was interested in geography and physics, which he studied at various universities in Germany. He graduated from the University of Heidelberg in 1881 and got his PhD from Kiel University in the same year.

In 1883, Boas joined a geography expedition which travelled to Canada. He did fieldwork amongst the Inuit people, who were called Eskimos at that time. He became interested in anthropology.

Two years later, Boas emigrated to the United States where he became editor of a journal called Science.

Between 1885 and 1896, he did more fieldwork in North America. He studied Native American cultures. In 1892, he presented some of his findings at the World's Fair in Chicago. The aim of the exhibition was to teach the majority population of the country about the indigenous people of their land. In 1899, he became Professor of Anthropology at Columbia University in New York City.

Boas taught many students during his long career and wrote nearly 20 books on anthropology, including one which was called *Race, Language and Culture*. Boas died in 1942.

Boas did work in three of the main fields of anthropology. I'm going to give you one example of each.

Firstly, he did research into biological anthropology. This is usually concerned with physical differences between human beings and apes. The physical changes in this case have happened over hundreds of thousands of years. But Boas looked at biological changes which happened over very short periods. For example, he studied nearly 18,000 immigrants to the United States. He found that migrants from a particular country or region had typical heights, body shapes, head sizes. But even in one or two generations, the children of immigrants developed body shapes and sizes which were much closer to those of the majority population. The important point here is ... environment is part of human biology as well as inheritance from parents and grandparents.

Secondly, Boas worked in linguistic anthropology. Let me give you an example of his work in this area. A well-known linguist of the day argued that Native American language was not properly developed, because the same person sometimes pronounced the same word in different ways. Now the thing is – the linguist was saying that Native Americans were not civilized. After a great deal of study, Boas concluded that the problem was not with the production of sounds by the Native American. The production was perfectly consistent. The problem was the perception by an American. It was the way which the person heard the words. He went on to point out that culture can make us perceive things in a particular way. Remember that. It is a very important point. Boas said that culture affects the way which we perceive things.

Thirdly, Boas did research in cultural anthropology. He believed very strongly in fieldwork. He said that you had to go out and live with the people, learn their language, experience their culture. For example, between 1883 and 1886, he spent many months with the Inuit. He tried to find out about every aspect of their culture. He collected data on family life, discipline of children, marriage, birth and death customs, food and so on. What I want you to understand is this: fieldwork and research were not normal at the time. Many anthropologists stayed at home and made theories about other cultures.

What did Boas contribute to anthropology? Well, he changed it forever. Let's look at the old view and then see the new view after Boas.

In the old view, civilization was a question of evolution. Most people in the West accepted this view at the beginning of the 20th century. All cultures started off in an uncivilized state and gradually developed. On the way, all cultures passed through the same stages of development. That was the old view. The important point is ... in this view, it was acceptable to try to civilize people to a Western way of life.

Boas did not agree with this. He said 'Civilization is not something absolute.' In other words, Western civilization is not the standard for civilization, and we cannot apply the norms of Western civilization to other cultures. All cultures have customs which seem strange to other cultures. We must learn to accept other cultures and live together, without conflict. However, some of Boas's ideas are contentious today – I mean, they are not accepted by everyone. What do you think? We'll have a tutorial on Boas later this month. Do some research before then.

OK. Next week, we are going to look at one of the very few customs which is present in all cultures. What is that custom? Marriage, of course.

Ø 5.15 DVD 5.E

Presenter: Lesson 5.6. Vocabulary for speaking: Love, marriage and evil spirits Student A: OK, let's look at the first clue. 'What are the words for the important couple at a wedding?' I think that's easy. Yes. Bride and groom? Student B: Student A: Yes. So you read out the next clue. OK. 'What words in English do the symbols Au and Ag represent? People often give presents at weddings which are made Student B: of these metals." Student A: Another easy one. That's gold and silver. So the next one is c. 'Where did people use to believe that love came from? In fact, it sends blood round the body.' What is use to? It means 'in the past'. Student B: Ah. OK. So, that's obviously heart. OK - d. 'Who is the person in charge of a wedding ceremony in some cases?' Hmm ... I Student A: think that's priest. Student B: Yes, that's right. Priest. So whose turn is it to read out the next clue? Mine. 'The wedding is the event, but what do we call the legal union of two people?' Student A: I guess that's marriage. I never really knew the difference before. So marriage is the noun, and the verb is to marry, but the Student B: ceremony is wedding. Student A: Anyway, it's your turn to read out letter f. Student B: OK. 'Which mythical creatures did people use to believe were present at weddings?' What are mythical creatures? Student A: Mmm ... I think it means 'not real', like in a children's story. [PAUSE] Have you found the answer? Student B: Maybe. Is it evil spirits? Student A: Yes, I think so. And I think the answer for g, the party after a wedding, is reception. Student B: Yes, I agree. And what about the last one? Is it honeymoon?

3 5.16

Student A:

Student B:

Presenter: 5.16. Exercise C1. Listen and repeat the questions.

Great. That's it. Finished.

Voices: a. What does the bride usually wear during the ceremony?

b. Does the groom wear any special clothes?c. Is there a reception after the wedding?

d. Do the couple go on a special holiday?

e. Where do people get married?

f. Do the families of the bride and groom arrange the marriage?

That's right. I know that word. Month comes from moon.

g. Does anyone still believe in evil spirits at weddings?

5.17

Presenter: 5.17. Pronunciation Check. Is the underlined sound the same or different in each pair of words?

Voice: believe, priest; blood, groom; creature, heart; ceremony, represent

5.18

Presenter: 5.18. Pronunciation Check. What about these pairs?

Voice: couple, union; marriage, origin; married, evil; symbol, silver

● 5.19 DVD 5.F

Presenter: 5.19. Lesson 5.7. Real-time speaking: Wedding customs in Britain

Student A: Right. I'm going to talk about my culture, which is the British culture. There are several important wedding customs in my

culture. Firstly, the bride and groom exchange rings.

Student B: Exchange?

Student A: Yes, it means that the bride gives the groom a ring and the groom gives the bride a ring.

Student B: I see.

Student A: OK. Where was I? Oh, yes. The ring is a symbol of union.

Student B: I'm sorry. I don't understand.

Student A: That means that the ring shows the couple are joined together.

Student B: OK

Student A: In British culture, the wedding ring is always worn on the third finger of the left hand. Apparently, people used to think

that there was a special vein in that finger.

Student B: I don't get your point.

Student A: OK, let me explain a bit. Veins carry the blood to the heart. People used to think that the heart was the centre of love. OK.

So, that's the rings. Secondly, ...

5.20

Presenter: 5.20. Exercise C2. Listen to the extracts. Notice the pauses and the intonation.

Extract 1.

Student A: ... The ring is a symbol of union. Student B: I'm sorry. I don't understand.

Student A: What I mean is, the ring shows that the couple are joined together.

Student B: OK.

Presenter: Extract 2.

Student A: Apparently, people used to think that there was a special vein in that finger.

Student B: I don't get your point.

Student A: OK. I'll explain a bit more. Veins carry the blood to the heart. People used to believe that the heart was the centre of love.

5.21

Presenter: 5.21. Everyday English: Suggesting and responding to suggestions. Exercise B1. Listen to a conversation about

wedding presents.

Voice A: Have you got any ideas for a present for John and Mary?

Voice B: Mmm. Why don't we buy them a toaster?

Voice A: A toaster! That's not very exciting.

Voice B: Well, you suggest something then.

Voice A: OK. Let's get them a cookery book.

Voice B: I think they've already got lots of those.

Voice A: We could just give them money ... or gift tokens.

Voice B: I don't think we should give them money.

Voice A: OK. Perhaps we'd better ask them if they've made a list.

Voice B: That's a good idea. I'll text them now.

5.22

Presenter: 5.22. Exercise B2. Listen again and complete the sentences.

[REPEAT OF SCRIPT FROM **3 5.21**]

5.23

Presenter: 5.23. Exercise C2. Listen, then practise the conversations in pairs.

Conversation 1.

Voice A: Shall we go away this weekend?

Voice B: OK. Where to?

Voice A: Well, what about going to London?
Voice B: I'd rather go somewhere cheaper.
Voice A: OK, how about Brighton, then?

Voice B: Fine with me.

Voice A: I'll look up some hotels on the web.

Presenter Conversation 2.

Voice A: What's wrong?

Voice B: I really can't do this assignment.

Voice A: Well, maybe you should take a break.

Voice B: I've already tried that. It didn't work.

Voice A: Perhaps it would be better if you talked to your tutor.

Voice B: Yes, I'll do that.

5.24

Presenter: 5.24. Lesson 5.8. Learning new speaking skills: Checking and explaining. Exercise A2. Listen and check.

Voice: a. priest, groom, tradition, bride, friend

b. place, club, blue, flow, glass c. steal, spirit, snow, small, straight

d. custom, respiration, instead, transpiration, disturb e. sublimation, conclusion, supply, reflect, ugly f. agree, improve, petrol, hydrogen, distract

5.25

Presenter: 5.25. Exercise B3. Listen and repeat some of the phrases. Copy the intonation patterns.

Checking

Voices: I don't get your point.

It's still not clear to me.

That doesn't make sense to me.

Presenter: Explaining

Voices: My point is ...

I'll explain a bit more. What I meant was ...

Presenter: Asking to wait

Voices: Could I answer questions at the end?

I'll explain that in a minute.

5.26

Presenter: 5.26. Pronunciation Check.

Voice: bride, groom, tradition; place, club, blue; steal, spirit, straight

5.27

Presenter: 5.27. Skills Check.

Checking

Voices: Sorry, I don't understand.

I'm not sure what you mean.

Presenter: Explaining

Voices: No, what I mean is ...

What I'm trying to say is ...

Presenter: Asking to wait

Voices: Can I deal with that in a little while?

I'm just coming to that.

5.28

Presenter: 5.28. Lesson 5.9. Grammar for speaking: Used to ... Grammar box 24.

Voices: The best man used to help the groom.

I used to live in the capital.

People didn't use to believe that the Earth was round.

She didn't use to like this kind of music. Did people use to believe in evil spirits? Did you use to work for the National Bank?

3 5.29

Presenter: 5.29. Exercise A1. Listen to some sentences with used to / didn't use to. What is the correct pronunciation?

Voices: 1. People used to live in caves.

- 2. People didn't use to have cars.3. We used to walk to school.4. She didn't use to wear glasses.5. Where did you use to live?
- **5.30**

Presenter: 5.30. Exercise A2. Listen and repeat some sentences with used to. Use the correct pronunciation.

Voices: 1. Young children used to work in factories.

He used to like playing tennis.
 She used to be very short.
 I used to have a cat.
 They used to be married.
 I didn't use to like classical music.

7. What job did you use to do?

§ 5.31

Presenter: 5.31. Lesson 5.10. Applying new speaking skills: Wedding customs around the world. Exercise A2. Listen.

How many did you get?

Checking

Voices: I don't get your point.

It's still not clear to me.

That doesn't make sense to me. I'm not sure what you mean.

Presenter: Explaining

Voices: I'll explain a bit more.

What I mean is ... What I meant was ... What I'm trying to say is ...

Presenter: Asking to wait

Voices: Could I answer questions at the end?

I'll explain that in a minute.

Can I deal with that in a little while?

I'm just coming to that.

Workbook transcript

Presenter: Track 1. Theme 1: Remembering and forgetting

Listening section.

Exercise A2. Listen, repeat and check your answers.

Voice: frequency, component, attention, connection, memorize, mnemonic, recognize, rehearsal, related, remember, researcher, sensory

Presenter: Track 2. Exercise C2. Listen, repeat and check your answers.

Voice: a. The Multi-store memory model was proposed in 1968.

b. The first stage of memory is paying attention.c. Short-term memory only lasts about 20 seconds.

d. We can rehearse information by repeating it.

e. There are five ways of moving information into long-term memory.

f. Teachers asked children to memorize many dates at one time.

g. Can you remind me of your telephone number?

h. People sometimes lose their memories after an accident.

Presenter: Track 3. Exercise D2. Listen and check your answers.

Voice: a. Is he English?

b. Is the lecture in Room 3?

c. Do we have a test this week?

d. Where does she live?

e. When does the talk finish?

f. How do children learn?
g. What did Aristotle think?

h. How did Piaget research this subject?

i. Why are people worried about climate change?

Presenter: Track 4. Exercise E2. Listen and check your answers.

Voices: a. I forgot to give her the message.

She remembered putting put her phone in her handbag but it wasn't there.

I learnt how to swim when I was very young.

d. He reminds me of his father.

e. Did you remember to take that library book back?

f. Remind me to call him when we get home.

g. I've forgotten how to use this machine.

h. What did you learn about in the last lecture?

Presenter: Track 5. Exercise F. Listen to some extracts from lectures. Number the final word of each sentence according to

the sentence you hear it in.

Lecture a.

Lecturer: 1. Short-term memory was originally called primary [PAUSE] memory.

The first real investigation of primary memory was in [PAUSE] 1887.

3. A man called Joseph Jacobs conducted an [PAUSE] experiment.

He gave people sets of numbers to [PAUSE] remember.
 The sets got longer and [PAUSE] longer.

6. Jacobs found the average is around six or [PAUSE] seven.

Presenter: Lecture b.

Lecturer: 1. Let's see how we encode sensory [PAUSE] information.

A man called Conrad did some experiments in [PAUSE] 1964.

Conrad said that we encode sensory information as [PAUSE] sound.

4. But six years later, another researcher did some more [PAUSE] experiments.

5. His name was [PAUSE] Shulman.

6. His experiments had a different [PAUSE] result.

Presenter: Lecture c.

Lecturer: 1. Researchers have also looked at long-term [PAUSE] memory.

A group of researchers did a major study in [PAUSE] 1975.

3. Bahrick et al. wanted to find out how long memory [PAUSE] lasts.

They showed people photographs of school [PAUSE] classmates.

They asked them to recognize the [PAUSE] people.

6. Bahrick and his team found that long-term memory declines over long periods of [PAUSE] time.

Presenter: Track 6. Exercise G2. Listen, read and check your answers.

Lecturer:

What you can do to move information into long-term memory? There are five main ways. Firstly, we have frequency. So, for example, when you hear a new word, you can say it to yourself ten times. But other researchers say repetition is not enough. You need variety as well. For example, you need to read a new word in several different situations. Then you need to hear it in some more situations. Then, perhaps, you need to use it yourself. The third idea is activity. More than 2,000 years ago, Aristotle wrote a book called *Ethics*. Aristotle said that we learn by doing. Association is the fourth idea. A man called Tony Buzan wrote a well-known book in 1993 called *The Mind Map Book*. In this book, Buzan says that it is very important to make associations between pieces of information. His main method is the mind map. You draw lines to link information. Finally, we have the idea of mnemonics. A mnemonic is a clever way of remembering something. For example, perhaps you want to remember the names of the nine planets in our Solar System. There is a well-known mnemonic for this in English: *My Very Efficient Memory Just Stores Up Nine Planets*.

Presenter: Track 7.

Speaking section.

Exercise A2. Listen, repeat and check your answers.

Voice:

how aloud aural talk prefer learner 4. noisy annoying mode SO 6. improve use 7. tidy style because corridor 9. clearly here

Presenter: Track 8. Exercise B2. Listen, repeat and check your answers.

Voices:

- a. I have been here for a week.
- b. Have you met your tutor yet?
- c. Which days do you have lectures?
- d. What are you having to drink?
- e. Have you got a map of the town?
- f. Do you have any suggestions?
- g. I have lost my key so I can't get into my room.
- h. OK. I have explained the main problems. In the next lecture, I will ...

Presenter: Track 9. Exercise D3. Listen, repeat and check your answers.

Voice:

a. ex'plain expla'nation b. im'prove im'provement c. 'move 'movement d. pre'sent presen'tation e. 'organize organi'zation f. pre'fer 'preference g. reco'mmend recommen'dation h. e'valuate evalu'ation i. su'ggest su'ggestion j. con'clude con'clusion

Presenter: Track 10. Exercise E2. Listen, check and practise the sentences.

- a. At the end of the talk, you should make some recommendations. How can we learn more efficiently?
- b. Could you explain this assignment to me? I don't understand it.
- c. How do you prefer to receive new information? What is your main learning style?
- d. I suggest that we brainstorm first and then start making some notes.
- e. It is important to organize your ideas logically.
- f. Kinaesthetic learners learn new information through movement.
- g. Remember to evaluate your talk at the end. What did you do well?
- h. Who is going to do the first presentation?
- i. You should try to improve your learning efficiency. Try different ways of learning.
- j. Don't forget to end your talk with a conclusion.

Presenter: Track 11. Exercise F2. Listen, repeat and check your answers.

Voices:

- a. You shouldn't be late for lectures.
- b. You should go to bed early the night before a test.
- c. You should respect people.
- d. You should have a healthy diet.
- e. You should read this novel.
- f. If you are ill, you shouldn't go to the university.
- g. I should go home.
- h. People should do assignments on their own.

Presenter: Track 12. Exercise G2. Listen to people talking about the problem. Do they mention your ideas?

Voices: You could phone your friend with your mobile.

You could climb in through the window. You could break a window with a brick.

You could call a locksmith.

You could put your hand through the letter box and try to open the door from the inside.

You could wait for your friend to come home.

You could go and stay at a hotel. You could sleep in your car.

You could try to pick the lock with a pin.

Presenter: Track 13. Theme 2: Friends and family

Listening section.

Exercise A2. Listen and repeat.

Voice: a. all<u>ow</u> sound b. appr<u>o</u>ve you c. h<u>o</u>nest got

d. support four
e. available way
f. adolescent went
g. believe three
h. argue grass
i. accept ten
j. criticize six

Presenter: Track 14. Exercise B2. Listen, repeat and check your answers.

Voice: a. barrier

b. acceptance

c. acquaintanced. approvale. attitude

f. behaviour g. happiness

h. interesting i. likeable j. negative

k. neighbourhoodl. occasionm. positive

n. successfulo. supportivep. understand

Presenter: Track 15. Exercise C. Listen and write some sentences about acquaintances.

Voice: Acquaintances are people that we know.

We know them from school or college, from the clubs that we go to, from the places that we work in,

or from our local neighbourhood. We meet them on family occasions.

We see them around and we say hello, how are you?

But there is a big difference between an acquaintance and a friend.

Presenter: Track 16. Exercise D2. Listen and check your ideas.

Voice: a. An acquaintance is someone you know but a friend is someone you like.

b. You can accept a person's actions but not approve of their actions.

c. Tell is one-way – I tell you something. Communicate is two-way. I say something and you reply.

d. Women is a general word for females. Ladies is a polite word. We also use it on toilet doors!

e. A colleague is someone you work with, but your boss gives you orders.

f. Area is a general word for part of a town, city or country. Neighbourhood is where you live.

Presenter: Track 17. Exercise E1. Listen to some sentences. They are all things you might say to a friend. Decide if each one shows acceptance, approval or appreciation.

Voices: a. I like you just the way you are.

b. I really like that dress.

c. Just be yourself.

d. Thank you for supporting me in that argument.

e. You always understand.

f. Your hair suits you like that.

Presenter: Track 18. Exercise E2. Listen and check your answers.

Voices: a. I like you just the way you are. Acceptance

b. I really like that dress. Approval
 c. Just be yourself. Acceptance

d. Thank you for supporting me in that argument. Appreciation

e. You always understand. Approval f. Your hair suits you like that. Approval

Presenter: Track 19. Exercise F2. Listen and check.

Voices: a. What, exactly, is friendship?

b. We expect our friends to be honest.

- c. Generally speaking, it is easier to be friends with a person who is communicative.
- d. Friends are usually supportive.
- e. People often like friends who are independent.
- f. He doesn't think about other people. He is inconsiderate.
- g. You need to make sure you are likeable.
- h. Friends are looking for acceptance.
- i. They don't necessarily want you to approve.
- j. In the best relationships, people appreciate each other.

Presenter: Track 20. Exercise G. Listen and check your answers.

Voices: 1. The point is, what do we mean by friendship?

- 2. What I'm saying is, friends are very important.
- 3. The thing to remember is, you must not try to change friends.
- 4. So, to sum up, sometimes acquaintances become friends.
- As we have seen, it is not easy to keep friends.
- 6. We've heard today about friendship.

Presenter: Track 21. Speaking section.

Exercise A4. Listen, repeat and check your answers.

Voice: a. a'gree a'greement

 b. a'pologize a'pology c. a'rrange a'rrangement d. a'void a'voidance e. be'have be'haviour f. 'emphasize 'emphasis g. ex'cuse ex'cuse h. ex'plain expla'nation for give for giveness j. 'promise 'promise k. re'ject re'jection 'solve so'lution

Presenter: Track 22. Exercise B2. Listen, repeat and check your answers.

Voices: a. You must make an effort to be on time.

b. I'm sorry. I made a mistake.c. How can I put things right?

d. Sorry. I didn't realize the deadline was Friday.

e. I didn't have enough time.

f. I'm really sorry.

g. You're right. There's no excuse.

h. I didn't mean to be rude.

I accept the blame.

j. It's my fault.

k. You should say sorry.

I. You really ought to apologize.

m. Don't worry.

n. Never mind.

o. Forget about it.

p. It doesn't matter.

Presenter: Track 23. Exercise C2. Listen and check.

Voice A: How are you? Voice B: Fine, thanks. Voice A: What's wrong? Voice B: Nothing.

Voice A: Are you angry with me?

Voice B: Yes, I am.

Voice A: Why are you upset? Voice B: You made me feel stupid. Voice A: You lost my book. Voice B: No, I didn't. I never had it.

Voice A: Anyway, I'm sorry. Voice B: Yes, so am I. Voice A: Do you forgive me? Voice B: Yes, of course.

Just one thing. Will you buy me a new book? Voice A:

Voice B: No, I won't!

Presenter: Track 24. Exercise E2. Listen to some possible changes.

Voices: a. Problems don't usually go away by themselves.

b. You should talk about your problems with your friend.

Your friend doesn't always realize when he or she does something to upset you.

d. You shouldn't always confront your friend when you feel angry.

e. Don't sit down and write an angry e-mail or text message to your friend if you can't talk to him or her.

f. It isn't a good idea to phone your friend and shout at him or her.

g. It isn't important who said what and who did what.

Presenter: Track 25. Exercise F2. Listen and check your answers.

Student: I looked at excuses. An excuse is a reason for an action. For example, you can say 'I'm sorry I'm late. The train didn't come on time.' According to my research, in some cultures, it is not polite to give an excuse. It means you are not really

reason. If you don't, people may be angry and think that you don't care. And that's what I found.

Presenter: Track 26. Exercise G2. Listen and check your answers.

Student: I did some research on formality. This is the level of language that you use. For example, you can say 'I'm sorry that I got

angry' in speech. But you might write 'I apologize for my anger.' One website said that all cultures have formal and informal speech. But another one said it is not true. In British culture, there is a big difference between formal language

sorry for your action. You think that you had a good reason. But it seems that, in British culture, it is good to give a

and informal language. But informal language is fine for a spoken apology. That's what I found.

Track 27. Theme 3: Managing to be successful Presenter:

Listening section.

Exercise A1. Listen to the stressed syllable of some words from the unit. Number the correct word in each case.

Voice: [al]ter[native]

cu[rrent]

doubt[ful]

4. [e]nough

5. e[qual]

[e]qua[tion]

7. [im]poss[ible]

8. pre[vious]

[pri]ori[tize]

10. [re]fuse

11. time[ly]

[com]plete

Presenter: Track 28. Exercise A2. Listen and check your answers.

Voice: alternative

current

doubtful

enough

equal

equation

impossible

8. previous 9. prioritize

10. refuse

11. timely 12. complete

Presenter: Track 29. Exercise C2. Listen, repeat and check your answers.

Voice: a. To Do list

b. time management

c. useful tool

d. management consultant

e. managing yourself

f. everyday life

g. permanent situation

h. negative thoughts

i. day and night

j. rest and relaxation

Presenter: Track 30. Exercise D. Listen and write a summary of the first lecture.

Lecturer: There is a basic equation of time management.

On one side, we have work.

On the other side, we have time available.

As you know, equations must balance, so work must equal time available. In other words, we must have enough time to do the work we have to do.

Presenter: Track 31. Exercise E2. Listen, repeat and check your answers.

Voice: unusual, routine

stressed, calm behind, up to date everything, nothing good at, hopeless at beautiful, ugly attend, miss self, others use (v), waste face (v), avoid

Presenter: Track 32. Exercise F1. Listen to some examples and look at the table on the right.

Voice: I promise to finish the work today.

I told them to talk to the manager. I want to leave early this evening.

I want you to stay late.

Presenter: Track 33. Exercise F3. Listen and check.

d. intend

e. refuse

f. have

g. expect h. allow

i. forget

j. ask

k. needl. hope

Presenter: Track 34. Exercise G2. Listen, repeat and check your answers.

Voice: a. believe in

b. decide on

c. get up

d. talk about

e. take back

f. revise for

g. look afterh. apply to

Presenter: Track 35. Exercise H2. Listen, repeat and check your answers.

Voice: a. balance, be the same

b. attend, go to

c. reduce, cut down

d. select, choose

e. intend, want

f. name, call

g. consider, think about

h. consume, use

i. examine, look at

j. ensure, make sure

Presenter: Track 36. Exercise I2. Listen and check your answers.

Lecturer:

According to a man called Gallwey in his book *The Inner Game of Tennis*, we all have two selfs, which he calls Self 1 and Self 2. On the one hand, Self 1 is confident. The confident part of a person says 'I can do A. I remembered to do B. I'm very good at C.' On the other hand, Self 2 is doubtful. Self 2 says 'I can't do X. I forgot to do Y. I'm hopeless at Z.' Which side is telling the truth? Gallwey points out that both sides could be true. We all have abilities and successes, but we also all have difficulties with some things, and failures. But Gallwey says that most people see us as Self 1. They see the confident person. However, we often see ourselves at Self 2. The solution is to ensure that Self 1 does most of the talking inside your head.

Presenter: Track 37. Speaking section.

Exercise A3. Listen, repeat and check your answers.

Voice: a. absolutely

b. concentratec. distractd. disturb

e. interrupt f. reserve g. couple

h. portali. possiblej. supposek. instead

I. quotation

Presenter: Track 38. Exercise B2. Listen, repeat and check your answers.

Voices: a. What does thief mean?

b. How is S-T-E-A-L said? c. What's the matter?

d. It doesn't matter.

e. I promise I won't do it again.f. I have to get on with this work.g. Don't put it off to tomorrow!h. Have you done your assignment yet?

i. Would you mind repeating that?j. I'll talk to you later.

Presenter: Track 39. Exercise C3. Listen, repeat and practise the conversations in pairs.

Conversation 1.

Voice A: I read the article last night.

Voice B: Yes, so did I.

Voice A: But I didn't understand it.

Voice B: No, neither did I.

Voice A: I'm going to talk to the tutor today.

Voice B: Me, too.

Voice A: I don't think he'll help, though.

Voice B: No, I don't either.

Voice A: I'll do some research on the Internet.

Voice B: Yes, so will I.

Conversation 2.

Voice A: I did well on the last test.

Voice B: Did you? I didn't.

Voice A: I really like this part of the course.

Voice B: Do you? I don't.

Voice A: I'm going to specialize in this area.

Voice B: Are you? I'm not.
Voice A: I don't think it's difficult.
Voice B: Don't you? I do.

Voice A: But I didn't like Maths last term.

Voice B: Didn't you? I did.

Presenter: Track 40. Exercise D2. Listen, repeat and check your answers.

Voice: a. I agree with you.

b. That's right.

c. You could be right.

d. I suppose so.

e. I've changed my mind.

f. I'm not sure.

g. I don't really agree.

h. I don't know if that's true.

i. OK. You're right.

I still think that ...

k. I still don't believe that ...

Yes. Actually, that's true.

Presenter: Track 41. Exercise E3. Listen and check your answers.

Voice: a. A library is a place where you can borrow books. A bookshop is a place where you can buy books.

- b. You distract someone by getting them to talk about something else. You disturb someone by stopping them from concentrating on something.
- c. You interrupt someone when you speak to someone before they stop talking.
- d. Study means to look at something carefully. Concentrate means to think about one thing very hard.
- Teaching is the activity. Education is all the teaching that someone receives.
 Reading can be for pleasure. Research is to get information from reading.
- g. A polite person speaks nicely to other people. A kind person acts nicely to other people.
- h. Quiet means not much noise. Silent means no noise.
- i. In Britain, people say excuse me to get someone's attention. They say pardon? when they don't understand someone.
- You get a reward for doing something well. You get a prize for winning something.

Presenter: Track 42. Exercise F. Listen and correct each piece of advice.

Voices: Example: You should stop work and help a colleague who wants help.

- 1. You should stop work and talk to a colleague who just wants to talk.
- 2. Always keep your mobile phone switched on in case someone needs to call you.
- 3. Always do things on your To Do list in order.
- 4. Don't write anything until you are sure that it is correct.
- 5. Tidy your desk before you start.
- Always do one hour of work just before you go to bed, or get up really early and work.
- 7. Take a pot of coffee into the study room.

Presenter: Track 43. Theme 4: Natural cycles

Listening section.

Exercise A1. Listen and match each number to the correct unit.

Voice: a. 3,980

b. thirdly

c. 100,000 litres

d. 53 kilometres

e. 350,000 square kilometres

f. 53 degrees south

g. 65 years

h. 100 years before the common era

i. 2 billion dollars

j. 38 degrees Celsius

Presenter: Track 44. Exercise A2. Listen to some more numbers. Write the number and the unit in each case.

Voice: a. minus 25 degrees Celsius

b. 1,250,000 square kilometres

c. 150 million euros

d. 20 million years ago

e. 243 kilometres

f. 29 degrees south

g. 35 minutes

h. 4,678

i. secondly

i. one million litres

160 Transcripts

Presenter: Track 45. Exercise B2. Listen, repeat and check your answers.

Voice: a. evaporate, evaporation

b. announce, announcement

c. expand, expansion

d. plant, plant

e. advance, advance

f. live, life

g. paint, painting

h. inhabit, inhabitant

i. cause, cause

j. press, pressure

Presenter: Track 46. Exercise D1. Listen to the start of some statements. Which adjective of attitude is the speaker going to say? Number the words.

Voice: 1. It's amaz[ing!]

It's terr[ible!]

3. It's stra[nge!]

4. It's fun[ny!]

5. It's ridic[ulous!]

It's incred[ible!]

7. It's won[derful!]

It's aw[ful!]

Presenter: Track 47. Exercise D2. Listen, repeat and check your answers.

Voice: 1. It's amazing!

2. It's terrible!

It's strange!

4. It's funny!

5. It's ridiculous!

6. It's incredible!

7. It's wonderful!

8. It's awful!

Presenter: Track 48. Exercise E2. Listen, repeat and check your answers.

Voice: take a long time

take a break

take on a new employee

take responsibility take an exam take a decision take up a hobby

take over a job take off take a course grow up

grow crops grow old grow tired

grow angry grow a business

grow fat grow out of

Presenter: Track 49. Exercise F2. Listen, repeat and check your answers.

Voice: slightly, a little

raise, grow flow, move huge, enormous comprise, contain trace, evidence

overnight, very quickly

step, stage

tiny, very, very small astonishing, amazing remains, bones extremely, very, very

Transcripts 161

Presenter: Track 50. Exercise G2. Listen and check your answers.

Voice: a. a special case

> b. an ancient language c. agricultural land

d. tens of thousands

e. a vicious circle f. climate change

g. atmospheric pressure

h. boiling point recent report

a vast country

k. global warming a vicious circle

Presenter:

Track 51. Exercise H2. Listen and check your answers.

Lecturer:

The Sahara is the largest desert in the world, but it once had lakes and rivers, and thousands of inhabitants. Then, 9,000 years ago, the tilt of the Earth began to change. This changed the climate of the Sahara. It started to become a desert. We call the process desertification.

The Sahara is a special case but the vicious circle of desertification is always the same. It works like this. One year, there is slightly less rain than the year before. This means that the plants do not grow quite as well. This in turn means that the leaves of the plants hold less water close to the surface ... which means there is less evaporation into the air ... which means there is less rain the next year ... and so on.

Can we green the Sahara? It is possible that we can but we must reverse the vicious circle. One way is to plant crops or trees in the desert. These crops hold more water close to the surface, which leads to more evaporation, which in turn leads to more rain ... and more crops or trees.

Presenter:

Track 52. Speaking section.

Exercise A4. Listen, repeat and check your answers.

One.

Voice:

- a. melting
- b. freezing
- c. condensation
- d. evaporation
- e. sublimation
- f. transpiration

Presenter:

Two.

Voice:

- a. combustion
- b. consumption
- c. absorption
- d. release
- e. respiration f. decomposition

Presenter:

Track 53. Exercise D2. Listen, repeat and check your answers.

Voices:

- Some water on Earth exists as gas, and some exists as a liquid.
- b. Most liquid water is in lakes, rivers and oceans, but some is in swamps and some underground.
- c. Most carbon on Earth is stored as CO2 in the deep ocean, but some is present as CO2 in the atmosphere, some is contained in fossil fuels and some in living creatures.
- d. Most of the Earth's oxygen is buried in the ground, but some is in the atmosphere and the rest is in the bodies of
- e. Some of the oxygen in the atmosphere is produced by photosynthesis, some is the result of photolysis and some of weathering.

Presenter: Track 54. Exercise E2. Listen, repeat and check your answers.

a.

Voice A: Are you working tomorrow?

Voice B: Yes, all day.

Presenter: b.

Voice A: Are you free at 2.00? Voice B: No, I'm busy until 3.00.

Presenter: c.

Voice A: Do I need to make an appointment?

Voice B: Yes, you do.

Presenter: d.

Voice A: Where shall we meet?

Voice B: At reception.

Presenter: e.

Voice A: Don't be late! Voice B: I won't.

Presenter: f.

Voice A: Can you show me the flat tomorrow?

Voice B: Yes, sure.

Presenter: g.

Voice A: What time is best for you?

Voice B: 4.00? 5.00?

Presenter: Track 55. Exercise F2. Listen, repeat and check your answers.

Voice A: Can you explain this to me? Voice B: Sure. What's the problem?

Voice A: It's this question. What's the difference between breathing and respiration?

Voice B: Well, they're both natural processes.

Voice A: Just a moment. I want to write this down. Natural processes?

Voice B: Yes. Breathing is physical. In animals, it means moving air across an organ like the lungs.

Voice A: What about fish? Do they breathe?

Voice B: Yes. But, of course, they don't move air across lungs.

Voice A: They move water across gills.

Voice B: Exactly. They break the water down into oxygen and hydrogen, and use the oxygen. But it is still called breathing.

Voice A: And what about respiration?

Voice B: Respiration is chemical. It is the process of converting food into energy.

Voice A: Do fish respire?

Voice B: Yes. All living organisms breathe and respire.

Voice A: Even plants?

Voice B: Yes, even plants. But when they breathe and respire, plants take in carbon dioxide and give out oxygen.

Presenter: Track 56. Theme 5: Customs: origins and effects

Listening section.

Exercise A1. Listen to the stressed syllable of some words from the theme. Letter the correct word in each case.

Voice: a. [evo]lu[tion]

b. dis[cipline]

c. [per]cep[tion]

d. ev[idence]

e. [con]sis[tent]

f. ab[solute]

g. [con]tri[bute]h. [di]ver[sity]

i. co[lonist]

j. [per]ceive

Presenter: Track 57. Exercise A2. Listen and check your answers.

Voice: a. evolution

 b. discipline c. perception d. evidence

e. consistent f. absolute g. contribute

 colonist i. perceive

Presenter: Track 58. Exercise B3. Listen and check your answers.

One.

tell someone something Voice:

tell someone what to do tell someone to do something tell someone about something tell someone how to do something

tell someone that ... tell something to someone

Presenter: Two.

Voices: I think that the newspapers sometimes tell lies.

b. We teach our children that they should always tell the truth.

c. My mother used to tell me a story every night before I went to sleep.

d. Many teenagers cannot tell the time in analogue form, for example, 'quarter to three'.

e. Could you tell me the answer to this question?

f. The instructions beside the photocopier tell you how to use it.

g. Read each assignment carefully so you know exactly what to write. Marco Polo told his travel stories to a man while he was in prison.

Herodotus told people about other cultures.

i. The lecturer told us that Ibn Khaldun was from Tunisia.

Presenter: Track 59. Exercise C1. Listen to a section from the welcome speech in 5.2. Letter the word which completes each phrase.

Lecturer: a. I'm delighted that you are thinking of studying ...

Some people think that anthropology is all about the ...

c. But, in fact, it is extremely important in the ...

d. Many conflicts are caused by problems between ...

e. and many problems are caused by ...

f. If we understand other cultures, it is easier to accept them and even admire ...

g. Some countries, like Canada, are ...

h. We need to integrate people to avoid ...

i. but in order to ...

we need to understand and ...

Presenter: Track 60. Exercise C2. Listen and check your answers.

a. I'm delighted that you are thinking of studying Anthropology.

b. Some people think that anthropology is all about the past.

c. But, in fact, it is extremely important in the present.

d. Many conflicts are caused by problems between cultures,

e. and many problems are caused by ignorance.

f. If we understand other cultures, it is easier to accept them and even admire them.

g. Some countries, like Canada, are multicultural countries.

h. We need to integrate people to avoid problems,

i. but in order to integrate,

j. we need to understand and respect.

Presenter: Track 61. Exercise D. Listen to some sentences about anthropology. Write the sentences.

Voice: Anthropology is a very wide subject

which has been studied for centuries but it is still very relevant today.

Anthropologists can explain cultural diversity.

They can also help to stop differences between cultures

becoming the cause of conflict.

h. diversity

Lecturer:

Presenter: Track 62. Exercise E2. Listen and check your answers.

Voice: a. happy, delighted

b. very, extremely

c. subject, discipline

d. choose, decide

e. name, term

f. meet, encounter

g. difference, diversity

h. people, humans

i. not allowed, forbidden

j. native, indigenous

k. alright, acceptable

Presenter: Track 63. Exercise E4. Listen and check your answers.

Voice: abnormal, normal

civilized, uncivilized similarity, diversity knowledge, ignorance immigrant, emigrant ashamed, proud peace, conflict majority, minority

Presenter: Track 64. Exercise F2. Listen and check your answers.

Voice: a. We must try to understand their attitudes and beliefs

b. If you decide that Anthropology is the course for you

c. We will compare the old view with the more modern view

d. I'm going to explain what anthropologists study

e. Let's see how attitudes have changed

f. We'll look at the branches of anthropology

g. I want to give you one or two examples

h. Boas joined a geography expedition

i. He spent many months with the Inuit

j. He collected data on family life

Presenter: Track 65. Exercise G2. Listen and check your answers.

Voice: a. think of doing Anthropology

b. stay at home

c. write about the Inuit

d. go back to the beginning

e. run out of time

f. sum up the lecture

g. graduate from Oxford University

h. emigrate to the United States

Presenter: Track 66. Exercise H2. Listen and check your answers.

At one time, anthropologists believed that civilization was a question of evolution. Most people in the West accepted this view at the beginning of the 20th century. All cultures started off in an uncivilized state and gradually developed. On the

way, all cultures passed through the same stages of development. In this view, it is acceptable to try to civilize people to a Western way of life.

However, modern anthropologists do not agree with this view. They do not believe that Western civilization is the standard for civilization. We cannot apply the norms of Western civilization to other cultures. All cultures have customs which seem strange to other cultures. We must learn to accept other cultures and live together, without conflict.

Presenter: Track 67. Speaking section.

Exercise A2. Listen, repeat and check your answers.

Voice: a. arrange

Lecturer:

b. ceremony

c. spirit

d. exchange

e. honeymoon

f. mythical

g. origin

h. reception

i. represent

j. symbolize

k. universal

I. frighten

Track 68. Exercise B2. Listen, repeat and check your pronunciation. Presenter:

Voice: below blow

> parade pride palace place support sport ferry fry follow flow borrowed bride sitting sting

[PAUSE]

Aston stone Callum climb Callan clean Carrie cry Derry dry Terry try Paris price Gary grey

Track 69. Exercise C2. Listen, repeat and check your answers. Presenter:

Voices: a. Why don't we go to the cinema this evening?

b. What's wrong?

c. I'd rather stay in this evening.

d. You'd better talk to your tutor. OR

It would be better if you talked to your tutor.

e. You should take a break.

f. Would you like to go out this evening?

g. How about going to the cinema?

Presenter: Track 70. Exercise D2. Listen, repeat and check your answers.

Voice A: Let's do something to celebrate the end of the course.

Voice B: Why don't we have a party?

Voice A: That's a bit boring.

Voice B: Do you have a better idea? Voice A: Let's have dinner together.

Voice B: I don't think we could get people to agree on a restaurant.

Voice A: What about a day out somewhere? Voice B: That's a great idea! Where shall we go?

Voice A: Perhaps we'd better make a list of places and get people to choose their favourite.

OK. I'll do some research now. Voice B:

Presenter: Track 71. Exercise E2. Listen and check your answers.

a. The bride and groom are the people who get married at a wedding. Voices:

The heart sends blood around the body.

c. You can light a candle.

d. A priest often conducts a wedding ceremony.

e. Gold and silver are both expensive metals.

f. When you join two things, it is a union.

Presenter: Track 72. Exercise F2. Listen, repeat and check your answers.

Voices: I don't get your point.

b. It's still not clear to me.

c. That doesn't make any sense.

I'll explain a bit more.

e. What I mean is ...

f. What I meant was ...

g. Could I answer questions at the end?

h. I'll explain that in a minute.

i. I'm not sure what you mean.

j. What I'm trying to say is ...

k. Can I deal with that in a little while?

I. I'm just coming to that.

Presenter: Track 73. Exercise G2. Listen to complete sentences.

Voices:

- a. Families used to be very large but now most women only have one or two children.
- b. People used to think that the Earth was flat but now we know that the Earth is shaped like a ball.
- c. People used to believe in vampires but now we know that they don't exist.
- d. People didn't use to live very long but now many people live to 90 or 100.
- e. Doctors didn't use to understand the causes of most diseases but now they can treat most diseases.
- f. People didn't use to know about other cultures but now people travel on holiday all over the world.
- g. Children used to work in factories and mines but now they are not allowed to work until 16 or 18 in many countries.
- h. People used to type letters on typewriters but now they use a computer to produce letters.
- i. People didn't use to carry phones but now we have mobile phones.
- j. People used to count with abacuses but now we use calculators.
- k. People used to preserve food with salt but now we have refrigerators.
- I. People used to tell the time by the sun but now we use clocks and watches.

A	a couple of	3.6		blood (n)	5.6
	a little while	2.6		bones (n pl) [= remains (n pl)]	4.1
	abnormal (adj)	5.1		bow (n)	2.6
	absolute (adj)	5.1		bride (n)	5.6
	absolutely (adv)	3.6		bursary (n)	3.6
	absorb (v)	4.6		by accident	2.6
	absorption (n)	4.6		by heart	1.1
	acceptance (n)	2.1		by itself	2.6
	accident (n)	2.6		NAS SEEDS	
	acquaintance (n)	2.1	٢	candle (n)	5.6
	admire (v)	5.1		carbon (C)	4.6
	adolescent (n)	2.1		carbon dioxide (CO ₂)	4.6
	agree (v) [with]	3.6		carry on (v)	2.6
	agreement (n)	2.6		ceremony (n)	5.6
	allow (v)	2.1		change my mind	3.6
	aloud (adj)	1.6		chores (n pl)	3.1
	alternative (n)	3.1		civilized (<i>adj</i>)	5.1
	alternatively (adv)	3.1		clearly (adv)	1.6
	anger (n)	2.6		close friend	2.1
	announce (v)	4.1		clue (n)	4.1
	annoying (adj)	1.6		collect (v) [= bring from a place]	1.6
	anthropology (n)	5.1		colonist (n)	5.1
	ape (n)	5.1		colour-coding (n)	1.6
	apologize [for]	2.6		combustion (n)	4.6
	apology	2.6		communicate (v)	2.1
	appreciation (n)	2.1		communicative (adj)	2.1
	approval (n)	2.1		complex (<i>adj</i>)	2.1
	approva (//) approve (v) [of]	2.1		component (n)	1.1
	arrange (v)	2.6, 5.6		concentrate (v)	3.6
	aspect (n)	5.1		concept (n)	1.6
	associated (adj)	1.1		condensation (n)	4.6
	association (n)	1.1		consider (v)	1.6
	astonishing (adj)	4.1		considerate (adj)	2.1
	atmosphere (n)	4.6		consistent (adj)	5.1
	attitude (n)	5.1		consume (v)	4.6
	attract (v)			consumption (n)	4.6
		4.1 1.6		contribute (v)	5.1
	aural (adj)	1.1		convert (v)	4.6
	autobiographical (adj)			corridor (n)	1.6
	available (adj)	2.1		couple (n)	5.6
_	avoid (v)	2.6		cover (v) [= occupy]	4.1
В	bacteria (n pl)	4.6		creature (n)	5.6
	barrier (n)	2.1		critical (adj)	2.1
	behind (adj) [= late]	3.1		criticize (v)	2.1
	belief (n)	5.1		cross out (v)	3.1
	believe in	5.6		crown (n)	5.6
	best man	5.6		cubic (<i>adj</i>)	4.1
	blame (v)	2.6		cultural (adj)	5.1
				current (adj) [= at the moment]	3.1

D	deal with	5.6		forgive (v)	2.6
	decompose (v)	4.6		forgiveness (n)	2.6
	decomposition (n)	4.6		formal (<i>adj</i>)	2.6
	desertification (n)	4.1		formality (n)	2.6
	determined (adj) [= fixed]	2.6		freezing	4.6
	developed (adj)	5.1		frequency (n)	1.1
	discipline (n)	5.1		frighten (v)	5.6
	disorganized (adj)	3.1	G	generation (n) [= group of people]	5.1
	distract (v)	3.6		get on with (v) [= continue]	3.6
	disturb (n)	3.6		give out	4.6
	diversity (n)	5.1		give out	2.1
	doubtful (adj)	3.1		go away (v)	2.6
	draw (v) [= pull]	2.1		go back to [= date from]	5.6
	drought (n)	4.1		gold (n)	5.6
	efficiency (n)	1.6		green (v)	4.1
	emigrate (v)	5.1		groom (n)	5.6
	emphasis (n)	2.6		grow (v)	4.1
	emphasize (v)	2.6	-	→ 1/2 (1/2 (1/2 (1/2 (1/2 (1/2 (1/2 (1/2	
	encode (v)	1.1	Ш	hearing (n) [= sense]	1.1
	encounter (n and v)	5.1		heart (n)	5.6
	enormous (<i>adj</i>)	4.1		highlight (v)	1.6
	enough (adv)	3.1		hold (v) [= keep]	4.1
	equal (v)			honestly (adv)	2.1
	equally (adv)	3.1 5.1		honeymoon (<i>n</i>)	5.6
	equality (auv)	3.1		hopeless (<i>adj</i>)	3.1
	ethnocentric (<i>adj</i>)	5.1		huge (<i>adj</i>)	4.1
	THE PLANTS IN THE RESERVE STATES	4.1		hydrogen	4.6
	evaporate (v) evaporation (n)	4.1, 4.6		I suppose so	3.6
	everything or nothing	3.1		ignorance (n)	5.1
	evidence (n)	4.1, 5.1		ignore (v)	2.6
	evil spirit	5.6		immigrant (n)	5.1
	evolution (n)	5.1		impossible (adj)	3.1
	exchange (v)	5.6		improve (v)	1.6
	excuse (n)	2.6		improvement (n)	1.6
	exhibition (n)	5.1		in halls	1.6
	exist (v)	4.6		independent (adj)	2.1
	exotic (adj)	5.1		indigenous (<i>adj</i>)	5.1
	expand (v)	4.1		informal (adj)	2.6
	extreme (adj)	4.1		inheritance (n)	5.1
	extreme (auj)	4.1		instead (adv)	3.6
F	face (v)	3.1		institute (n)	1.6
	face to face	2.6		integrate (v)	5.1
	fairy (n)	5.6		intend (v)	3.1
	fault (n)	2.6		interrupt (v)	3.6
	fertile (adj)	4.1		interruption (n)	3.6
	fieldwork (n)	5.1		5000 H 1 H 1 H 1 H 1 H 1 H 1 H 1 H 1 H 1	
	fire alarm	1.6		join (v)	5.6
	forget (v)	1.1	K	kinaesthetic (<i>adj</i>)	1.6
				A CONTRACTOR OF THE STREET STREET, STR	

	know your way around	1.6	photosynthesize (v)	4.6
L	lateness (n)	2.6	plant (v)	4.1
	learner (n)	1.6	<pre>point (n) [= meaning]</pre>	5.6
	light (v)	5.6	population (n)	5.1
	live on (v) [= continue]	4.1	portal (n)	3.6
	live your own life	2.1	positive (adj) [= attitude]	2.1
	long-term (adj)	1.1	possible (adj)	3.6
	16.	F 4	preference (n)	1.6
IVI	major ty (n)	5.1	preferred (adj)	1.6
	make an effort	2.6	previous (adj)	3.1
	make an excuse	2.6	priest (n)	5.6
	make friends	2.1	prioritize (v)	3.1
	marriage (n)	5.6	process (n)	4.6
	matter (n) [= substance]	4.6	produce (n)	4.6
	me, too	3.6	production (n)	4.6
	meaning (n)	5.1	promise (n)	2.6
	melting	4.6	promise (v)	2.1
	memorable (<i>adj</i>)	1.1	properly (adv)	5.1
	memorize (v)	1.1	propose (v) [= suggest]	1.1
	memory (n)	1.1	proud of	5.1
	migrant (n)	5.1	push out (v)	1.1
	mind (v)	3.6	put off (v) [= delay]	3.6
	minority (n)	5.1	put out [= e.g., a candle]	5.6
	miss (v) [= not attend]	3.1	put things right	2.6
	mnemonic (n)	1.1	Q quotation (n)	3.6
	mode (n)	1.6	quotation (//)	5.0
	mode (n) [= idea]	1.1	R raise (v)	4.1
	multicultural (<i>adj</i>)	5.1	range (v)	4.1
	mythical (<i>adj</i>)	5.6	rating (n)	3.1
N	negat ve (adj) [= attitude]	2.1	ready and willing	2.1
	neighbourhood (n)	2.1	recall (v)	1.1
	neither do I	3.6	reception (n)	5.6
	noisy (adj)	1.6	recognize (v)	1.1
	nor me	3.6	recommendation (n)	1.6
	normal (<i>adj</i>)	5.1	refuse (v)	3.1
0	oasis (n)	4.1	rehearsal (n)	1.1
	on campus	1.6	rehearse (v)	1.1
	organized (<i>adj</i>)	3.1	related to (adj)	1.1
	origin (n)	5.6	release (n and v)	4.6
	ourselves (pron)	3.1	reliable (adj)	2.1
	20 DOM (1000 M)	3.1	remember (v)	1.1
	overdue (adj)		remind (v)	1.1
	overnight (adv) [= quickly]	4.1	renew (v)	3.6
	oxygen (O)	4.6	rent (n)	1.6
P	pay attention to	1.1	repetition (n)	1.1
	perceive (v)	5.1	represent (v)	5.6
	perception (n)	5.1	reserve (v)	3.6
	perform (v)	1.1	respiration (n)	4.6
	photosynthesis (n)	4.6	rest (n) [= relaxation]	3.1

	retrieve (v)	1.1		tiny (<i>adj</i>)	4.1
	reverse (v)	4.1		To Do list	3.1
	reward (n)	3.6		together	5.6
	ring (n)	5.6		trace (n) [= evidence]	4.1
	rote learning (n)	1.1		transpiration (n)	4.6
S	screen (v)	3.6	U	ugly (<i>adj</i>)	3.1
	see (v) [= have a view on]	2.1		uncivilized (adj)	5.1
	self (n)	3.1		underground (<i>adj</i>)	4.1
	sense (n) [hearing, etc.]	1.1		underline (v)	1.6
	sensory (adj)	1.1		union (n)	5.6
	short-term (adj)	1.1		universal (adj)	5.6
	sight (n) [= sense]	1.1		untidy (<i>adj</i>)	1.6
	silver (n)	5.6		upset (v)	2.6
	simply (adv)	2.1		urgent (<i>adj</i>)	3.1
	sincere (adj)	2.6		used to	5.6
	sincerity (n)	2.6		useful (<i>adj</i>)	3.1
	slightly (adv)	4.1	V	variety (n)	1.1
	so (<i>adv</i>) [= very]	2.1		veil (n)	5.6
	so do I	3.6		versus (<i>prep</i>)	3.1
	social network site	2.1, 3.6		visual (<i>adj</i>)	1.6
	solve (v)	3.1		visualize (v)	1.6
	special (adj)	5.6		visualize (v)	1.0
	speech group	2.6	W	waste (n and v)	3.6
	standpoint (n)	5.1		waste (v) [of time]	3.1
	state (n) [= form]	4.6		wealth (n)	5.6
	steal (v)	3.6, 5.6		wear (v)	5.6
	step (n) [= small movement]	4.1		wedding (n)	5.6
	still (adv) [= up to now]	3.6		work flow	3.1
	stranger (n)	2.6	Y	yet (adv)	3.6
	stress (n)	3.1			
	stressed (adj)	3.1			
	sublimation (n)	4.6			
	substance (n)	4.6			
	sum up (v)	1.6			
	support (v)	2.1			
	supportive (adj)	2.1			
	symbol (n)	5.6			
	symbolize (v)	5.6			
	take in	4.6			
	task (n)	3.1			
	theory (n)	1.6			
	thief (n)	3.6			
	thieves (n)	3.6			
	think of (v) [= opinion]	1.6			
	thinker (n)	2.1			
	through history	2.1			
	tilt (n and v)	4.1			
		12000			

3.1

time management

Do you need English in your studies? Then you need

Progressive Skills: Listening & Speaking Level 3

Listening skills include:

- · recording sources
- · recognizing the main points
- · understanding signpost language
- identifying and recording units of measurement
- · choosing the best form for notes

Speaking skills include:

- preparing for a talk
- · starting and ending an extended turn
- · reporting problems with research
- · reacting to tutorial contributions
- talking about processes

Topics include:

Remembering and forgetting: Memory, Learner styles

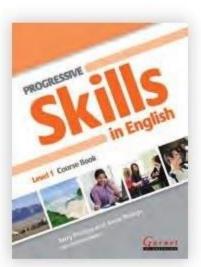
Friends and family: Making and keeping friends, Apologizing

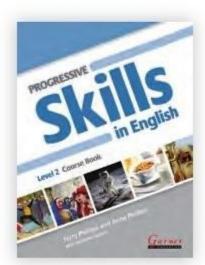
Managing to be successful: Managing time and self, The time thieves

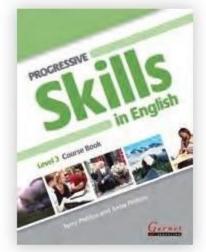
Natural cycles: Greening the desert, Oxygen and carbon

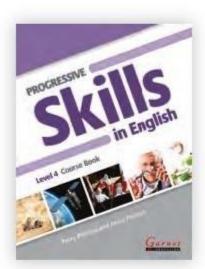
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