

Unit 1 Recording 1

T = Tom C = Carmen J = Jess N = Nina

T: Hey, Carmen. Are you coming for lunch with us?
C: Yes. That's all right, isn't it?
T: Yeah, of course! Of course! It looks like it's just the three of us then.
C: No, my friend Nina's coming, too. She's just finishing a meeting. She'll be here in a minute.
T: Hey, Jess, I don't think you've met Carmen.
J: Hi.
C: Hi.
T: Carmen's the friend who I was telling you about. She has a flat near the university.
J: Oh right!
T: Jess is looking for a place to live and I mentioned you might have a room to rent.
C: Oh, OK. Yeah, I do. Let's find somewhere to eat first and then we can talk about it.
J: Sure, thanks.
N: Hiya.
C: So, everyone, this is my friend Nina. Nina, this is Tom, and Tom's friend, Jess.
J/T/C Hi, hi.
T: OK. So where are we going to go? What does everyone fancy?
C: How about that lovely little pizza place round the corner? Durazzo.
T: That suits me.
N: Do they do other stuff apart from pizza?
T: Not really ... Don't you like pizza? Doesn't everyone like pizza?
N: No ... it's just, er ... I just can't eat bread and things like that.
T: Oh right! Sorry. I didn't know.
N: Yeah. They just make me feel quite ill.
T: OK. Well, that's fine. I understand. I have a friend who's allergic to bananas ... can't even touch them.
N: Really?
J: Well, what about that French café on Upper Street which does the set lunch menu?
T: The one where we went for my birthday?
J: Yeah. That was good value.
T: It's not open at the moment.

J: No way! I love that place. It has such a great atmosphere. Why's it shut? It was packed when we went!
T: I'm not sure. I think they may have new owners and they're changing the inside or something. Anyway, the last time I went past, it was completely closed and they were doing work in there.
J: What a shame!
C: Nina and I went to a Lebanese place near the station, which was nice.
N: Hmm. Yeah.
C: And there's plenty of choice there. You had a delicious lamb dish, didn't you Nina?
N: Yeah. And they have a lovely terrace.
J: It's a bit cold for that, isn't it?
N: They've got those outdoor heaters – and it's such a sunny day.
J: That's true. OK. We don't need to have booked in advance, do we?
C: No, if we go now, we should be fine. What do you think, Tom? Lebanese?
T: Yeah – sounds great. Lead the way!

Unit 1 Recording 2

a Carmen's the friend who I was telling you about.
b I mentioned you might have a room to rent.
c Let's find somewhere to eat first and then we can talk about it.
d How about that lovely little pizza place round the corner?
e I have a friend who's allergic to bananas.
f What about that French café on Upper Street which does the set lunch menu?
g Anyway, the last time I went past, it was completely closed.
h Nina and I went to a Lebanese place near the station, which was nice.

Unit 1 Recording 3

1 There's a place next door which does sandwiches.
2 It's a great place to eat and watch the world go by.
3 It's the best place I've eaten in.
4 Jane's the friend with the dog I was telling you about.

Unit 1 Recording 4

A: I really love it. It's quite central, but I'm still near a park. I could do with a bit more space, I suppose, or at least slightly more storage. I don't really have many cupboards so it's difficult to keep clean and tidy. What about you?

B: Well, I have lots of space, but I just end up keeping far more stuff than I need!

A: I know what you mean.

B: The other thing is, it's a bit too cold, but we're putting in some new windows soon, so it should be a bit warmer after that.

A: OK.

Unit 1 Recording 5

1 We got in free because of Yoko, whose brother works there.

2 We ate at Incanto, where I took you for your birthday.

3 I didn't get to bed until six, when the sun was rising.

4 She used to work with me, which is why I know her.

Unit 1 Recording 6

A: I had an amazing night out when I was in Kiev the other weekend.

B: Oh yeah? Where did you go?

A: Well, first, we went to a really good Georgian restaurant and then we went to this great club called Closer, which I would never have found on my own. It was really different from the kind of place I usually go to, where the music is mainly techno.

B: Sounds interesting. Was it busy?

A: Yeah, packed. We had to queue to get in, but it was worth it. There was a live band, who were brilliant. I guess you'd describe their music as jazz. And then they had really good DJs playing all kinds of great music. I was dancing for hours. I didn't get to bed until the morning and nearly missed my flight back home!

B: That must've been scary, but it sounds like a great night out.

A: It was!

Unit 1 Recording 7

Presenter:

Back in 1667, Paris became the first city in the world to

light its streets at night. It soon became popular to go out at night and suddenly when and how long you slept became a matter of choice. Rather than everyone getting up with the sun and going to bed soon after dark, we've now moved to a 24-hour culture, where we divide ourselves into being morning people or night owls, working day shifts or night shifts – but where we all sleep less.

Unit 1 Recording 8

1 As many as one in eight adults now work nights.

2 We may see this 24-hour culture as a sign of progress, ...

3 On average, night workers age quicker and don't live as long.

4 In stressful areas such as medicine, ...

5 I think my brain is as good as anyone's!

6 But, as I say, the evidence is really very strong.

Unit 1 Recording 9

P = Presenter S = Sean C = Caroline

P: As many as one in eight adults now work nights and, on average, we sleep six and a half hours a night – or day – compared to eight or more in earlier times. We may see this 24-hour culture as a sign of progress, but recent research suggests nightlife and reduced sleep is bad for us. Here to discuss this is Sean O'Brien, who works nights at a 24-hour restaurant, and Professor Caroline Bray, a sleep expert. Sean, first you – I think you work nights by choice, right?

S: Absolutely. I've never really been a morning person. I was always late for school and struggled there, so nights are good for me. And it's a different atmosphere. People don't rush so much, they're more relaxed. Honestly, you have amazing conversations at 4 a.m. that you'd never have in daylight!

P: Caroline?

C: Yeah, I mean, obviously, Sean is happy in his work, which is great, and I think it probably helps that he's chosen his lifestyle. But what we've found is that, on average, night workers age quicker and don't live as long. They get fatter, have higher rates of heart disease and suffer from depression more ...

P: Wow! And that's because of what? Lack of sleep?

C: Night workers do sleep less, but it seems that daytime

sleep is also different. So, for example, you use 15 percent less energy sleeping during the day, which is why night workers put on weight. In fact, our whole bodies work differently at night compared to the day. Our heart, our body temperature – everything's controlled by a natural system we can't change. It's just how we are.

P: Does that concern you, Sean?

S: Well, obviously, weight isn't a problem for me. And because I work nights, I have more holiday, which means I can travel more and relax. And catch up on sleep.

P: Does that make a difference, Caroline?

C: Maybe to some extent, but the evidence is strong that any night work is harmful in the long term. We're talking about the brain aging an extra six years for every ten years people work nights. And, of course, it's not just the workers who are harmed. In stressful areas such as medicine, there are three times more errors on night shifts than there are during the day. And in other professions there's lower quality work.

S: Hey, I think my brain is as good as anyone's!

C: Obviously, these are statistics, so it might not be true of every single individual. But, as I say, the evidence is really very strong and affects the vast majority ...

P: But what's to be done about it? Sean certainly seems happy enough and can we do without night work? It seems unlikely ...

C: Well, I'm not sure we need all night work, but yes, you're right. I don't have all the answers – which is why I'm a scientist and not a politician!

stuck in one place by the sea, whereas there you'd be able to escape the crowds in the streets if you wanted to.

J: Yeah, maybe, but I think this place looks much more relaxing. Personally, I just like the idea of doing nothing for a week. My job's quite stressful, so ...

L: Hey, you're not the only one who works hard, you know!. It's just that when I'm not working, I like to go out and explore, learn more about places, meet the locals, that kind of thing.

J: Fair enough. Everyone's different, I suppose.

L: Yeah. The world would be boring if everyone liked the same kind of thing.

J: Not that that helps us come to any kind of decision! Anyway, what about you, Domi? You're very quiet.

L: Yeah, what do you think about it all? Which place do you prefer?

D: Well, I've been thinking about it and do you know what? Neither of them are my kind of place, to be honest.

J: No?

D: No. I'd rather be up in the mountains somewhere, hiking and enjoying the countryside.

L: Yes, but if you had to choose one of these two, which one would you go for?

D: I'd prefer to just stay at home.

J: Remind me again why we decided to go on holiday together?

L: I know, right! We're never going to make a decision like this, are we?

Unit 1 Recording 10

J = Jo L = Lisa D = Domi

J: So I found this place earlier while I was on the internet. What do you think, Lisa?

L: Let me see. Oh! To be honest, Jo, it looks like the kind of place I'd hate!

J: Seriously? How come?

L: Just look how crowded it is. I like to have my own personal space, you know.

J: Yeah, but you'd get crowds as well in that other place you said you liked, wouldn't you?

L: Yeah, maybe, but it's different. I mean, here you'd be

Unit 2 Recording 1

- 1 I am training for a marathon at the moment.
- 2 She is learning how to surf at the moment.
- 3 He is slowly getting better at it.
- 4 We are not making enough progress.
- 5 They are improving all the time.

Unit 2 Recording 2**Speaker 1:**

I'm learning Spanish at the moment. I go to class twice a week, which is good because it gives me the chance to go over things. Otherwise, I'd forget everything. I'm finding it quite difficult, though, to be honest. We're doing all the different verb endings at the moment and it's a real challenge to remember everything. There are just so many of them! Still, we're learning lots of useful stuff as well, which is good. And I'm making progress – slowly. I'm looking for someone to do a language exchange with, which might make things easier.

Speaker 2:

I'm learning to fish at the moment. My grandfather's teaching me – and it's great. We spend most Saturdays at the lake outside town – and we sometimes camp there too if the weather's nice. I was useless to begin with, but I'm slowly developing my technique. I actually caught my first big fish last time we went, which was exciting. And I'm getting better at looking after all the equipment, too – or so my granddad tells me!

Unit 2 Recording 3**R = Radio introduction B = Ben L = Lucy**

R: This is Talkin' Radio and the Ben Given Show. Call 0911 637 781 or email ben@talkinradio.com. Calls are free from mobile and landlines.

B: So, on the show this morning we're talking about the Olympics, and in particular new sports hoping to be recognised as official Olympic sports. Here with me as usual is Lucy Dudley.

L: Hello.

B: And, of course, we'll be taking your calls – 0911 637 781 – and emails – ben@talkinradio.com. So, we're looking at what's a good Olympic sport and how sports can involve a wider range of people.

L: And we also want to hear your ideas for new sports – and memories of school sports' days. Lines are open now.

Unit 2 Recording 4**B = Ben L = Lucy**

B: So, Lucy, what about this list of sports which tried to be included in the Tokyo Games? American football, bowling, snooker, chess, bridge ...

L: Bridge? The card game?

B: Exactly.

L: That's not a sport! It's the kind of thing my gran plays with her friends over tea and biscuits!

B: I know, but Lucy, isn't that a good thing? We need sports for older people. Look at some of the sports the Olympic committee has accepted recently – surfing, climbing, skateboarding – they're all about young people. We get to the age of 35 and all our dreams of reaching the Olympics are gone!

L: Well, that's true. You know, the Olympics used to include arts competitions – not just sport.

B: Yes, yes! In fact, the founder of the Olympics, Pierre De Coubertin, won a gold medal for writing a poem.

L: Really? What a fix! Do you think the judges were maybe just a tiny bit in his favour?

B: Almost certainly. But that's another thing about bridge, isn't it? I mean, there's no judging, there's a clear winner, and, you know, what performance-enhancing drugs help you win at cards?

L: Coffee and cake.

B: You see! This is the sport to give a fat middle-aged radio presenter hope of Olympic gold.

L: Hey, if they had arts prizes, maybe they could give one for radio presenting!

B: Why not? It's not the first job to be featured in the Olympics. Portugal won gold in a firefighter competition in 1912, for example.

L: Wow! Do you think they created an actual fire? That'd be great TV! I'd watch that.

B: Exactly. This is what we need to do – broaden the Olympics for our times! Perhaps our listeners can suggest some other events related to jobs.

L: Hey, you could have a whole parenting Olympics. Like, buggy pushing!

B: Yes!

L: You know, a 60-metre race for a bus, pushing a buggy with a screaming baby, while carrying a second child, three bags of shopping and child number two's scooter!

B: Strength, speed, skill – it's everything a sport should be. You could even add some danger by making them go down some stairs! Lucy: Yeah, and you could get the kids involved too – see how far they can throw their ice cream!

B: This reminds me of sports' days at school when you would have, you know, things like egg-and-spoon races and tug-of-war. They were great fun. Do you think they're just a British thing?

L: I don't know. I know they used to have the tug-of-war in the Olympics until the 1920s.

B: And who won that?

L: Britain, I think.

B: There you go – probably no one else played it. It'd be the same if they ever introduced American football, a terrible idea!

L: Yeah, anyway, sorry to interrupt you there Ben, but we have our first caller, Faisal ... Go ahead Faisal ...

machine in the student common room downstairs. The coffee's actually quite good, but the machine has a habit of breaking down, so if you find it's not working, I'm really sorry – please tell Jenny at the reception desk. On the whole, people tend to go out to one of the cafés along this road. By the way, you aren't allowed to smoke immediately outside the building – walk down by the bike park please, or use the patio at the back of the building. There's no smoking inside and that includes vaping, I'm afraid.

There are toilets on the second floor and ground floor. These are regularly cleaned so we don't tend to have any problems with them, but if you do, tell Jenny at reception. As well as the courses, which I'm sure you'll find excellent, we have a great social programme. Activities are open to everyone and they have a habit of filling up quickly, so check the noticeboard in the common room for new events. You can book with Kit our social programme organiser – who's in the office next to reception. I should just add that teachers don't tend to go on these visits, but they may organise class trips from time to time. And finally, as a rule, we have a free barbecue on the first Friday of every month – assuming it doesn't rain!

OK, moving on, in case of fire, follow the signs. Our meeting point is down the road in front of the bank. We usually have a practice drill every two months, but we don't tend to tell staff, so please treat all fire alarms as the real thing!

At the Jeeves School, we really believe in our values of Professional and Personal, and I hope to get to know you all over your stay here. If you have any issues or need anything, our staff are more than happy to help – and that includes me! My door is always open!

Any questions?

Unit 2 Recording 5

Lucy:

Hello everyone. My name's Lucy. I'm the director of The Jeeves School and I'd like to say welcome and thanks for choosing us. This morning I'm going to go through some information to help you all feel comfortable and to make sure your time here goes well.

So, first of all, lateness. We have quite a strict policy. If you are more than 10 minutes late, we ask you to wait until the break to join the class, so the rest of the class can work better. There isn't an exact time for the break, but it tends to be around 10.30. Unfortunately, they are constantly doing roadworks round here so make sure you leave yourself plenty of time to get here.

In terms of breaks, they're usually half an hour, but that may vary depending on the length of the class and what the group agrees with their teacher. There's a coffee

Unit 2 Recording 6

- 1 We don't tend to lock the office.
- 2 We tend to go for a coffee at 11.
- 3 We usually have a staff meeting the last Monday of the month.
- 4 Things have a habit of going missing.
- 5 The printer's always breaking down.

Unit 2 Recording 7

- 1 I used to walk to school on my own.
- 2 We'd go to the library every weekend.
- 3 When I was young, we'd eat fish every Friday.
- 4 I'd always spend the holidays with my grandparents.

Unit 2 Recording 8

- A:** When I was younger, I used to do a lot of sport. I used to do a lot of judo; I belonged to a club and we'd go all over the place to do competitions.
- B:** Really? Did your parents use to take you?
- A:** No. I'd usually just go with people from the club. I think these days parents are much more involved. I don't know if that's good or bad. It's complicated. Are they showing interest or do they just want to watch over you?
- B:** Come on! I think it's good.
- A:** Maybe. Anyway, as well as judo I used to go and play football in the park or go cycling. In fact, sometimes I'd cycle a really long way. I had lots of freedom.
- B:** Maybe that's because you were a boy. My parents wouldn't let me go cycling like that on my own.
- A:** Did they think you'd get into trouble?
- B:** No, I was pretty good, but they thought some of my friends might get into trouble.
- A:** So, did you use to do much sport?
- B:** We used to go swimming as a family sometimes and we did a bit of gymnastics at school, which I hated. But I actually think it's better for girls now. They'd basically force us to do 'girls' sports when I was younger, but now girls are free to do all kinds of things – judo, football, rugby. I think it's great.

Unit 2 Recording 9**Conversation 1**

T = Tina P = Petra

- T:** Hey Petra.
- P:** Tina! Hi! How's it going?
- T:** Great, yeah. Long time, no see.
- P:** Yes, I know – I've just been really busy with work.
- T:** Yeah, I know how it is.
- P:** Listen, I'm really sorry, but I'm actually in a rush. My train's about to leave.
- T:** Oh right. Sure. Don't let me stop you.
- P:** I'll call you. It'd be great to catch up.

- T:** Yeah definitely. How about next week?
- P:** Maybe. Sorry I've got to run. I'll call you. Bye.
- T:** OK. See you.

Conversation 2

- A:** What a lovely cat.
- B:** Oh, I don't like cats. I'm allergic to them – and the fleas. I don't like the fleas.
- A:** No, I guess.
- B:** Not a lot of people know this, but cat fleas are actually the most common kind ...
- A:** Right. Actually, ...
- B:** A female flea can lay over 200 eggs ...
- A:** OK. Anyway ...
- B:** Sorry. Two thousand!
- A:** Listen. Sorry to interrupt you, but I've just seen my friend Jordan and I really need to talk to her about something before she goes.
- B:** Oh right, OK.
- A:** It's been great to meet you.
- B:** Sure. Maybe we'll see each other again later.
- A:** Yeah – although I'm not sure how much longer I'm staying. I have an early start tomorrow.
- B:** Oh right.
- A:** Anyway, if I don't see you, enjoy the rest of your evening.
- B:** You too.
- A:** Hey, Jordan! Wait up there ...

Conversation 3

- A:** So I had coffee all down my suit and the interview started in ten minutes!
- B:** Oh no! That's awful. I have nightmares about that kind of thing.
- A:** I know.
- B:** So what did you do?
- A:** Well, what could I do? I just had to go in.
- B:** Not a great first impression.
- A:** I know. You'd think so, but actually I just explained what had happened and they were really sympathetic. It kind of broke the ice and relaxed me and it all went quite quickly after that.
- B:** Oh, talking of which, what time is it?
- A:** 7.20.
- B:** Oh no! I've got to go! I've got a class at 7.30.
- A:** Really? You'd better get going then! You're going to be

late.

B: I know! Sorry to rush off like this.

A: Don't be silly! You go!

B: Anyway, when will you hear about the job?

A: Hopefully, by Friday.

B: Well, give me a call when you hear. Thanks for the coffee. And fingers crossed!

A: Thanks – bye.

B: Yeah, bye.

Unit 2 Recording 10

- 1 I think I'd better get going.
- 2 Anyway, listen, it's been a really useful meeting.
- 3 I'm really sorry I can't stay and talk more.
- 4 Sorry to interrupt you, but what's the time?
- 5 I have something on at work and I can't be late.
- 6 Sorry, but I've just had a call from someone and I need to sort it out.

Unit 3 Recording 1

- A:** Hello.
- B:** Er. Hi.
- A:** I think you were on the same flight as me into Bangkok last week. You were in the row in front of me?
- B:** Oh wait! Yeah. I helped you with your bag. How's it going?
- A:** Awesome. Yeah, great country.
- B:** Amazing. Hey, do you want to join me?
- A:** Are you sure? You looked like you were pretty involved in your book.
- B:** Yeah ... no ... I mean, please. Take a seat. So how long have you been here in Chiang Mai?
- A:** Since yesterday. You?
- B:** A couple of days.
- A:** So have you been round the city much?
- B:** No. When I got here, I went to the night market and then I had a late night, so I didn't do much yesterday. Have you been to the market?
- A:** No, but I'm thinking of going there later for something to eat.
- B:** Yeah. It's fantastic.
- A:** So you haven't been round the old town and the temples yet, then?
- B:** Well, I had a walk round the old medieval walls, but that's about it so far.
- A:** Really.
- B:** Yeah, but I guess I might go and have a look around later on. I'm really into temples. Have you visited Sukhothai?
- A:** No, but it's supposed to be amazing. I'd love to go sometime during my trip.
- B:** Yes, it's wonderful there. I mean, there are all these incredible ancient temples and remains, but they're also in this amazing landscape.
- A:** Ah, OK. So, you've been there before?
- B:** Yeah, I've been to Thailand three times now and to Sukhothai twice. I did a lot of sightseeing stuff on my last trip, so if I don't make it there this time, it's not the end of the world.
- A:** Fair enough. So am I right in thinking you're more into the landscape of the country now – the nature and stuff?
- B:** Yeah, I guess. Have you been out into the countryside near Chiang Mai?

- A:** Yeah. I did some rafting down the river, a little bit north of here. It was really cool.
- B:** Yeah. I went on a zip wire across a waterfall. It was awesome.
- A:** Wow. I'd love that. What else have you done round here?
- B:** Well, tomorrow I'm going to this elephant reserve.
- A:** Wow. Can you ride them there?
- B:** No, it's more of an environmental thing. The elephants have been rescued and live as they would in the wild. You can help look after them and go on walks through the jungle and that kind of thing.
- A:** I'd love that. Have you booked that already?
- B:** Yeah, but there might be spaces left if you're interested. They have an office down the road.
- A:** Wow! That'd be great. You don't mind if I come along with you?
- B:** Of course not!

Unit 3 Recording 2

- 1 Have you ever been to Australia?
- 2 Have you ever been on a zip wire?
- 3 Have you been to Bangkok?
- 4 Have you been to the fort in the old town?
- 5 Have you been to Chiang Mai?
- 6 Have you visited the museum?
- 7 Have you tried any of the local food yet?

Unit 3 Recording 3

- A:** Have you ever been to a little village called Cirali? On the south coast?
- B:** Yes, I have, actually. A couple of times. A friend of mine has a summer house near there.
- A:** Well, that's a great place for a family holiday. It has everything: a perfect beach, good restaurants ... it's quiet, it's relaxing.
- B:** I agree. And it's easy to get to as well. Just an hour or so from Antalya.
- A:** And if they get bored of the beach, they can visit Mount Olympos. I love it there.
- B:** Yeah. Have you ever climbed to the top?
- A:** No, never, but I'd like to. It's supposed to be amazing up there.
- B:** It is!

Unit 3 Recording 4

- 1 How long have you been doing that?
- 2 I've been busy studying for my exams.
- 3 She's always been good with numbers.
- 4 They've been looking for ages, but they still haven't found anything.

Unit 3 Recording 5

- A:** So what did you read?
- B:** An article about whether we can find new sources of energy.
- A:** And what have they been doing research into?
- B:** Well mainly into developing solar power, but also using the sun to divide water.
- A:** What do you mean?
- B:** So water is H₂O, right?
- A:** Yeah.
- B:** So they use sunlight to divide the water into hydrogen and oxygen.
- A:** Why?
- B:** So they can use the hydrogen as fuel for cars.
- A:** OK. Do you think that's possible?
- B:** Yeah, I think so. Why not? I mean we already have lots of solar power and I think they can divide water like that quite easily with sunlight.
- A:** Wow! That sounds amazing. Are there any concerns about it?
- B:** It doesn't say there are. I think hydrogen can be dangerous, but maybe they know how to deal with that.
- A:** OK. And it's better than oil I guess. I mean, it doesn't add to climate change.
- B:** No – that's why it would be good. And I guess really cheap.
- A:** Cool.

Unit 3 Recording 6

Elaine:

Hello there. My name's Elaine Sweeney and I'm here to explain some of the things you'll need to be aware of while you're studying in the UK. It's great to know you've chosen London as your study destination – and I hope this short podcast helps you prepare for your trip.

So, firstly, entering the country! When you get to passport control at the airport, they may tell you that you are

required to register with the police. There's a link on our website to help you with this, but remember ... if you have a short-term study visa, then you're not required to register. In other words, if your visa says you're allowed to enter the country for up to 11 months, then this doesn't apply to you. I'm afraid we're not allowed to give advice on visa issues directly, so if you have any problems, the best thing to do is to contact the government department that controls who's allowed into the country – the Home Office.

While you're here, we hope you have a great time and don't have any problems, but if you do have a serious accident or illness, the number to call is 999. Say that you need an ambulance. You won't need to pay anything or have health insurance if you pay the health charge as part of your visa, so when you apply for your visa, ask if you can pay extra to make sure you're covered while you're here.

If it's NOT an emergency, it's best to go to one of the many walk-in centres. These are places where you can see a doctor without an appointment. You may be required to show your passport for non-urgent treatment.

Next, we come to public transport. Unlike in many other places, you don't have to pay by cash or buy a ticket if you're taking tubes or buses in London. You can use a contactless credit card. Just push it down on the machine as you enter the station or the bus. What else? Well, one thing you might find strange when you're here is that most people tend to avoid conversation with strangers on the bus or train. Oh, and to avoid troubling other passengers, you should wear headphones if you're playing music or watching videos on your phone. Now, out on the street, when you're at a pedestrian crossing, you're not supposed to cross until you see the green man, although many people do. Oh, and one more thing: when you're crossing the road, remember that we drive on the left-hand side of the road here.

And finally, to finish off for today, I'd just like to give you some advice on ways of greeting people when you meet them. This varies a lot in the UK, as it does in many countries, I suppose. In formal meetings and when meeting someone for the first time, it's usual to shake hands. When people know each other well, they may kiss each other on the cheek. If they're very good friends, they may also give each other a hug – or not. If you're not sure

what do, it's best to wait and see what the other person is going to do first.

Right. That's all from me for now. Hope you've found it helpful – and goodbye.

Unit 3 Recording 7

- 1 You are required to register with the police.
- 2 If you have a short-term study visa, then you're not required to register.
- 3 If your visa says you're allowed to enter the country for up to 11 months, then this doesn't apply to you.
- 4 I'm afraid we're not allowed to give advice on visa issues.
- 5 You don't have to pay by cash or buy a ticket if you're taking tubes or buses in London.
- 6 You should wear headphones if you're playing music or watching videos on your phone.
- 7 When you're at a pedestrian crossing, you're not supposed to cross until you see the green man.

Unit 3 Recording 8

- 1 You're required to register.
- 2 You're allowed to have two passports.
- 3 You're supposed to carry ID.
- 4 You're not supposed to talk in here.

Unit 3 Recording 9

Presenter:

It's funny because lots of people think Brazilians are always touching and hugging and kissing, but actually in business situations, when you first meet someone it's always just a handshake. And even in social situations, for me, when I meet another guy, I usually just shake their hands as well. If I meet a woman for the first time, I normally kiss on both cheeks. Well, it's more like our cheeks touch than I kiss them, you know? But we don't give each other hugs in those situations. It would be a bit strange.

Another thing about Brazil is that it's impolite to touch food with your hands. I mean, even things like burgers or pizza, you should really eat with a knife and fork! Oh, and if someone invites you to their house at, say, 8 o'clock, you're not really supposed to get there at eight. You probably ought to get there maybe half an hour after the time you're told. It's just polite and how we do things!

Unit 3 Recording 10

- 1 I thought it was terrible.
- 2 I didn't think it was that good.
- 3 It wasn't bad.
- 4 It was just great!

Unit 3 Recording 11

- 1 It's one of the best things I've ever done.
- 2 It hasn't been the best thing I've ever done.
- 3 It's OK.
- 4 It's OK.
- 5 I can't say I enjoyed it.
- 6 Not bad.
- 7 That's great
- 8 That's just great!
- 9 It's not exactly what I want to be doing.

Unit 3 Recording 12

1

A: So, are you glad you moved here?

B: It's one of the best things I've ever done. Honestly, it's been fantastic!

2

A: So, are you glad you moved here?

B: Well, it hasn't been the best thing I've ever done. To be honest, I much prefer my old house.

3

A: How's the place you're staying in?

B: It's quite basic, but it's OK. Clean and cheap.

4

A: How's the place you're staying in?

B: Hmm. It's OK, I suppose. I'm not sure I'd recommend it, though.

5

A: How was the ceremony?

B: I can't say I enjoyed it. It was pretty boring.

6

A: How's it going?

B: Not bad. I'm definitely beginning to feel at home.

7

A: I passed my test.

B: That's great. Well done.

8

A: They've changed the date of the ceremony because of

the weather.

B: Oh, that's just great! Now I'll need to take another day off work.

9

A: How's work?

B: It's not exactly what I want to be doing with my life. The best you can say is it pays the bills.

Unit 3 Recording 13

Brad:

I'm originally from Brisbane, but I've been living with my partner in Vancouver for some time now. We met when we were both travelling in Europe and after that we were backwards and forwards between Canada and Australia for quite a while, which I can't say was much fun. That's love, right? Anyway, eventually we decided to get married and move here permanently. It wasn't the easiest decision to make, and during the winters there are moments when I kind of regret it, but I do feel increasingly at home here. I even went to an ice hockey game the other day. Unlike most Australian men, I'm not a big sports fan and the idea of sitting around for two hours watching skating hadn't really interested me much. But hey, it's the national sport and I got free tickets. It was OK. I didn't understand a thing, but the atmosphere was pretty cool. I could probably get into it. I also got my citizenship last year. Apart from the paperwork, there's a test you have to take which is just 20 multiple-choice questions about history and politics and stuff. Apparently, it's not uncommon for people to fail, but I found it simple enough. After that, I was invited to a citizenship ceremony. Normally, I couldn't care less about things like that, but it was actually a very powerful experience. The judge who led the whole event had only become a citizen himself a few years ago and he started to get very emotional when he reminded us of what an important day it was. I actually ended up singing the national anthem 'Oh Canada' at the top of my voice. It was great! Well, for me it was – I'm not sure how much everyone else enjoyed my singing!

Casho:

I came to the UK with my family almost 15 years ago. Before that, we were living in Mogadishu in Somalia, which wasn't that safe at the time and so my parents decided it'd be best to get out. Obviously, our first feeling on arriving

was relief, but also sadness at leaving behind our lovely house – especially when we saw our new home. Let's just say it wasn't the nicest place you've ever seen. And then, like, the second or third day we were here, it started snowing, and I just thought, 'Oh, this is just great – how do people live with this weather?' I spent about a week refusing to get out of bed! Then I started school. That was just amazing! I remember there were all these toys to play with and so many books and it was a small class – and warm! And Miss Akwei, our teacher, was just so lovely. Basically, after that first day it was fine and here I am doing Law at Oxford – so I wouldn't say I've done too badly! For my parents, it's been another story. My dad's been working as a taxi driver for the last ten years, which has been pretty tough for him – especially as it's not exactly what people from his background usually end up doing. And I know my mum has never really felt at home here. Her English is OK, I suppose, but she's always been very focused on the family. Since my eldest sister went back to Mogadishu and got married a couple of years ago, there's been a bit of a hole, and now I'm here at uni, so yeah, it's not great for her now.

My parents are actually thinking of going back to Somalia now the situation is so much better. Of course I'd miss them, but I understand it. I mean, my parents would have a bigger role in society.

Unit 3 Recording 14

Extract 1

A: So, what're those people over there doing, Kenzo?

B: Ah, yes. So ... um ... they're putting money in a saisen-bako. It's a special kind of box and when we Japanese visit temples like this, we put coins in there and then clap our hands twice and bow and make a wish. Do you know what I mean?

A: Yeah. So, it's like an offering to the gods.

B: Yes. And on the top of the box thing there's a sort of lid ... Oh! I've forgotten the word for it. I used to know it. Sorry!

A: Don't worry. Just try and explain it.

B: Well, the lid has metal or wooden bars with gaps in between. And they allow the coins to go through, but stop people from taking them out. Does that make sense?

A: Oh yes. I know what you mean.

Extract 2

A: You're in a good mood today.

B: I know. I am. I just got my tickets through for Benicassim.

A: You got tickets for what?

B: Benicassim. Haven't you heard of it?

A: No, never. What is it?

B: Oh, it's a big music festival that's held every year in Spain, yeah? It's on the coast, about an hour north of Valencia.

A: Oh, OK. So not my kind of thing, then. Do you know what I mean?

B: Yeah. I can't really see you enjoying it! But it is amazing, though. I've been three times now and it just gets better and better.

Extract 3

A: I'm afraid they don't have an English menu.

B: Oh well. You'll just have to explain things to me.

A: OK. Well, first there is solyanka. Have you tried it before?

B: Maybe. I'm not sure. What is it exactly?

A: Oh, it's a kind of traditional Russian soup. They do two different kinds here. One made from meat and the other made from fish. And they both have tomatoes and olives and onions and stuff in them. It's quite thick and a bit sour. It's a local speciality.

B: OK. Thanks. I've got it now. It sounds pretty good. What else is there?

Extract 4

A: What's that?

B: What? This? Um. I'm not sure what you'd call it in English actually, but we call it a cuscuzeira. It's for cooking couscous.

A: Couscous? Isn't that what they eat in north Africa? A bit like rice or tiny pasta.

B: Yeah. We have our own version. It's very popular up in the northeast of Brazil where I'm from. I sometimes have it for breakfast!

A: Seriously?

B: Yeah – and we cook it in this. You put the water in the lower part and then put this bit on top with the couscous in it and cover it. See?

A: Yeah. I know what you mean. So, it's like a steamer, then.

B: Yeah, I guess so. And my mum said I had to bring one with me!

Unit 3 Recording 15

1

a I've forgotten the word for it. I used to know it.

b Does that make sense?

2

a You got tickets for what?

b Do you know what I mean?

3

a Oh, it's a kind of traditional Russian soup.

b OK. Thanks. I've got it now.

4

a I'm not sure what you'd call it in English, actually.

b Yeah. I know what you mean.

Unit 4 Recording 1

- 1 As she was getting up, she accidentally knocked the table.
- 2 They were trying to do too many things at once.
- 3 He wasn't looking where he was going and he knocked into me.

Unit 4 Recording 2

- A:** I once fell asleep in an exam!
- B:** Oh, my word! How did you manage to do that?
- A:** Well, I was doing my final exams at university and for one of them I didn't really revise until the day before, so I was studying all day and all night, you know, drinking loads of coffee all the time to keep me going.
- B:** You didn't sleep at all?
- A:** A couple of hours in the evening – but, actually, I went for a quick run in the morning and had a cold shower and I basically thought I was OK. And then the first part of the exam went fine, too. They were mainly multiple-choice questions.
- B:** OK.
- A:** But then I came to some longer questions and I was struggling a bit and I just closed my eyes to concentrate ...
- B:** Oh dear!
- A:** ... and then the next thing I knew, a teacher was waking me up!
- B:** How long were you asleep?
- A:** It was the end of the exam!
- B:** Oh no! So, what happened? Did you fail?
- A:** Of course! I had to retake it. And luckily my average for the other exams was OK, so ...
- B:** Just embarrassing.
- A:** Exactly! I felt a bit stupid!

Unit 4 Recording 3

L = Liz S = Sue

Conversation 1:

- L:** Honestly. I've just had enough of it, I really have.
- S:** Is it really that bad, Liz?
- L:** Listen. Last night, right, I was trying to sleep ... it was about 11 o'clock ... and all I could hear was his music coming through the walls. Thump-thump-thump-thump.

S: Woah! Who needs that? It's enough to drive you mad. So, did you go and say anything?

L: Well, I tried to. I mean, I went out and knocked on his door, but he didn't answer. He probably couldn't even hear me, it was that loud.

S: Oh!

L: So I just kept hitting the wall until in the end the music finally stopped ... but it's not good, is it? You can't do that kind of thing every night.

S: It's really not. Have you tried talking to him normally? I mean, during the day or something, when nothing else is happening.

L: Yeah, I have, but he never listens. He just doesn't think he's done anything wrong.

S: Well, in that case, you're best calling the police the next time it happens. What else can you do? In situations like that, it's the only way to deal with some people.

Conversation 2:

S: It looked perfect when I first saw it online, but now it's here I'm not so sure.

L: Hmm. Yeah. I can see what you mean.

S: It's the arms, isn't it? They're just a bit too short.

L: Yeah. I think you're right. They do look a little bit strange.

S: That's the problem with not trying things on first, isn't it? You just can't tell if they'll fit properly or not. I guess the model who was wearing it on their website just had a different body shape to me.

L: Shorter arms!

S: Yeah.

L: Maybe you should return it and get your money back.

S: Yeah, you're probably right.

L: Well, what would be the point of keeping it? Your arms aren't going to shrink any time soon! Trust me.

Conversation 3:

L: You're good with this kind of stuff, aren't you Sue? Any idea what I've done to it?

S: Not without looking at it I don't, no! When did it start acting strangely?

L: Last night. I'd used it earlier in the day, but then I was downloading some stuff for work and the screen just froze and it's not been the same since then.

S: OK. Well, move out of the way and let me have a better look at it. OK. Well, first let's just try turning it off and

turning it on again.

L: Why bother doing that? I've tried that already. It didn't make any difference.

S: Well, let's see. So off ... wait ... re-start ... and now we just choose this option here and ... ta-da! Look, I've even found the files you were working on.

L: Wow! That's like magic.

Conversation 4:

L: I'm really sorry to have to phone and ask, but it's the only way I'm going to be able to get home from here.

S: That's OK. What're friends for? I'm sure we can sort something out.

L: It's my own silly fault. I mean, I've forgotten the number so many times now. I really should write it down somewhere. I'm just worried someone would find it, you know.

S: Yeah.

L: And I tried everything ... well, almost everything, obviously. 1-1-1-9. 9-9-9-1. 1-9-9-9. 9-1-1-1. And after about my fourth try, the machine just ate my card!

S: Oh no, that's awful. Well, listen. Don't worry. I'll sort it out. I guess the best thing is if I buy you a plane ticket from here and email it to you.

L: Really? Would you be OK to do that?

S: Yeah, sure. It's fine. I wouldn't offer if it wasn't. Just make sure you pay me back when you can, though, yeah?

L: You know I will! Thanks so much, Sue! Really! What would I do without you? I'd be a mess!

Unit 4 Recording 4

L = Liz S = Sue

Conversation 1:

L: Honestly. I've just had enough of it, I really have.

S: Is it really that bad, Liz?

L: Listen. Last night, right, I was trying to sleep ... it was about 11 o'clock ... and all I could hear was his music coming through the walls. Thump-thump-thump-thump.

S: Woah! Who needs that? It's enough to drive you mad. So, did you go and say anything?

L: Well, I tried to. I mean, I went out and knocked on his door, but he didn't answer. He probably couldn't even hear me, it was that loud.

S: Oh!

L: So I just kept hitting the wall until in the end the music finally stopped ... but it's not good, is it? You can't do that kind of thing every night.

S: It's really not. Have you tried talking to him normally? I mean, during the day or something, when nothing else is happening.

L: Yeah, I have, but he never listens. He just doesn't think he's done anything wrong.

S: Well, in that case, you're best calling the police the next time it happens. What else can you do? In situations like that, it's the only way to deal with some people.

Unit 4 Recording 5

L = Liz S = Sue

Conversation 2:

S: It looked perfect when I first saw it online, but now it's here I'm not so sure.

L: Hmm. Yeah. I can see what you mean.

S: It's the arms, isn't it? They're just a bit too short.

L: Yeah. I think you're right. They do look a little bit strange.

S: That's the problem with not trying things on first, isn't it? You just can't tell if they'll fit properly or not. I guess the model who was wearing it on their website just had a different body shape to me.

L: Shorter arms!

S: Yeah.

L: Maybe you should return it and get your money back.

S: Yeah, you're probably right.

L: Well, what would be the point of keeping it? Your arms aren't going to shrink any time soon! Trust me.

Conversation 3:

L: You're good with this kind of stuff, aren't you Sue? Any idea what I've done to it?

S: Not without looking at it I don't, no! When did it start acting strangely?

L: Last night. I'd used it earlier in the day, but then I was downloading some stuff for work and the screen just froze and it's not been the same since then.

S: OK. Well, move out of the way and let me have a better look at it. OK. Well, first let's just try turning it off and turning it on again.

L: Why bother doing that? I've tried that already. It didn't make any difference.

S: Well, let's see. So off ... wait ... re-start ... and now we just choose this option here and ... ta-da! Look, I've even found the files you were working on.

L: Wow! That's like magic.

Conversation 4:

L: I'm really sorry to have to phone and ask, but it's the only way I'm going to be able to get home from here.

S: That's OK. What're friends for? I'm sure we can sort something out.

L: It's my own silly fault. I mean, I've forgotten the number so many times now. I really should write it down somewhere. I'm just worried someone would find it, you know.

S: Yeah.

L: And I tried everything ... well, almost everything, obviously. 1-1-1-9. 9-9-9-1. 1-9-9-9. 9-1-1-1. And after about my fourth try, the machine just ate my card!

S: Oh no, that's awful. Well, listen. Don't worry. I'll sort it out. I guess the best thing is if I buy you a plane ticket from here and email it to you.

L: Really? Would you be OK to do that?

S: Yeah, sure. It's fine. I wouldn't offer if it wasn't. Just make sure you pay me back when you can, though, yeah?

L: You know I will! Thanks so much, Sue! Really! What would I do without you? I'd be a mess!

Unit 4 Recording 6

- 1 Why on earth would I want to do that?
- 2 Go on, then. Why not?
- 3 What's the point of trying?
- 4 Did you really expect anything else from him?
- 5 Do you want to teach the class today?
- 6 What have they ever done for us?

Unit 4 Recording 7

- 1 We'd reported it four times before the police finally came round.
- 2 He'd been to jail several times before.
- 3 I couldn't believe they hadn't arrested him before.
- 4 It was scary because nothing like that'd ever happened to me before.

Unit 4 Recording 8

A: Did you see that thing about the guy who got stuck trying to break in at a university?

B: No. What was that?

A: Oh, it was really funny. These two students were coming home after a night out somewhere and they suddenly saw this guy stuck – upside down – with his legs trapped in a window.

B: What? I don't get it. I mean, how did that happen?

A: I guess he'd tried to climb in through the window and it had somehow closed and trapped him, so he was just stuck there.

B: Seriously? So what did they do?

A: Well, this is the funny bit. They started talking to him and realised what had happened, and decided to call the police. But first they made a video of him and took loads of photos!

B: That's not very nice!

A: And then when the police came, they did exactly the same!

B: Well, that's not very professional.

A: Come on! It's funny. And it's his own fault for breaking in! Anyway, when they finally freed him, he said he'd been there for five hours or something!

B: Sorry, but I just think it's cruel to leave someone like that while you're making fun of them. No one deserves that.

Unit 4 Recording 9

Conversation 1

M = Michael B = Brian

M: Hi, is that Brian?

B: Speaking.

M: Hi, this is Michael Jackson. I came in about a month or so ago and bought a car from you.

B: Yeah, yeah. I remember. Hard name to forget!

M: Yes, well, it can be helpful sometimes! It's good to be remembered. And maybe you'll remember that you said the car was running well.

B: You tested it, didn't you? You took it out and drove it around a bit.

M: Yeah, well, we didn't go far ... and the other day I broke down on the motorway. There was smoke coming out of the engine.

B: Oh ...

M: And the guys at the garage told me the engine had gone and that it wasn't worth spending money fixing it!

B: Right ... and what's your point?

M: Well, you sold me a pile of rubbish!

B: Whoa, whoa. Now wait a minute. I was one hundred percent honest with you. I told you it'd had some problems with the gears and it might not go on forever. And I gave you a special deal! It's not like you were overcharged or anything! I mean, it was only five hundred, wasn't it? What did you expect for that price? A full lifetime guarantee?

Conversation 2

W = Woman M = Man

W: Hello there. I'm here to pick up my mobile phone. I brought it in last week with a cracked screen. I'm sure I have a ticket here somewhere. Yeah. Here you are.

M: Thanks. Let me just check. Right. Um ... well, I'm sorry, but I'm afraid it's not actually ready yet.

W: You're kidding me, aren't you? I called yesterday and the person I spoke to said it would be fine for me to collect it today.

M: Right. Well, I'm very sorry to hear that. I'm not sure why they said that, because it says on your file that there's a serious fault with the screen.

W: Listen. When I came in last week, I explained the problem and asked if it could be sorted out – and was told yes!

M: Well, obviously, we didn't have all the information at that time and ...

W: Look. I've come a long way today to collect this and I have plenty of other things to get done, so I really don't need this! Please just give me the phone back and I'll take it elsewhere.

M: If you could just give us a few more hours, I'm sure we could ...

W: I'm sorry, but you're not listening to me! When I called yesterday, the guy I spoke to told me he'd fixed it that morning – and now you're telling me that he hasn't! I can't believe a word you say!

Conversation 3

P = Phone F = Frankie C = Customer

P: ... for flight times, press 5. For baggage reclaim, press 6 ...

F: Hello. You're through to Frankie. How can I help you today?

C: Hi. Yeah, I called the other day and ... um ... well, I'm phoning about some luggage that was lost on my holiday.

F: OK. Well, I'm here to help. Let's see. Do you have a reference number?

C: Yeah, it's TKH689022NM. Um ... actually, the person I spoke to told me they'd found my luggage in Paris, I think, and he said they were going to deliver it to my home, but it didn't turn up and I haven't heard anything since and that was three days ago now.

F: OK. Let me just check our records. Yeah, it says here it was sent to an address in Barbados.

C: Really? That's very strange. I told them that's the wrong address when I rang before. That's where I flew from, you see, and I'm home now. Oh dear, oh dear. What a mess!

F: I'm sure we can sort it all out.

C: Well ... I'd be very grateful if you could.

Unit 4 Recording 10

- 1 You said the car was running well.
- 2 The garage told me the engine had gone and that it wasn't worth spending money fixing it.
- 3 I told you it'd had some problems with the gears and it might not go on forever.
- 4 I called yesterday and the person I spoke to said it would be fine for me to collect it today.
- 5 I explained the problem and asked if it could be sorted out.
- 6 The guy I spoke to told me he'd fixed it.
- 7 The person I spoke to told me they'd found my luggage in Paris, I think, and he said they were going to deliver it to my home.
- 8 I told them that's the wrong address when I rang before.

Unit 4 Recording 11

- 1 You told me it'd be fine.
- 2 You said you were the best!
- 3 He claimed he'd already done it.
- 4 I was told they were waiting for a part.

Unit 4 Recording 12**Conversation 1**

A: I know it's a big step. I mean, I've been there almost 12 years now, but over the last few years things have just gone from bad to worse, you know, and I just can't take any more of it. I've had enough of it all. I honestly just think it's time for a change.

B: Well, you sound like you've made up your mind.

A: I have, yeah. I mean, obviously, I'll miss some of the friends I've made there, but I can still see them outside of work, can't I?

B: Yes, of course.

A: And to be honest, I can't wait to get started on the next part of my life. It's like a whole new beginning! It's going to be brilliant!

B: Well, good luck with everything. I really hope it all goes well.

A: Thanks. I'm sure it'll all be just fine!

Conversation 2

A: What's up?

B: Oh, it's nothing. It's just me being silly. I'll be alright in a minute. I've just had a bit of bad news, that's all.

A: Oh no! I'm sorry to hear that.

B: Yeah. I don't know if I told you, but we went to look at a flat last month ...

A: Yes, I remember you saying.

B: Well, we really liked it, but I've just heard that we didn't get it.

A: Seriously? What a pain!

B: I know!

A: So, what happened? Last time we spoke, it sounded like it was definite. I thought the deal was done.

B: Well, we thought it was. We saw it, and liked it, and offered what we thought was a good price. And the owner said fine, so ...

A: Right. I remember.

B: But then he called us this morning and said he's had a better offer and so it's not for sale anymore. So, he's basically sold it to somebody else!

A: He's done what? Are sellers really allowed to do that kind of thing?

B: Seems like it!

A: I bet you're really annoyed!

B: Yes, I am, but what can you do? We'll just have to start

looking again.

A: Oh, you poor thing! That's awful.

Conversation 3:

A: You're in a good mood today.

B: I am, yeah. With good reason.

A: Yeah? What's going on, then?

B: Ah, I don't know if I mentioned it or not, but I've been studying part-time to become a fitness coach ...

A: Oh really? Wow! I don't remember you telling me, but I may have just forgotten.

B: Well, anyway, I took my final exams last month ... and I've just got my results ...

A: And?

B: And I passed. With top grades. I can't believe it.

A: Ah, congratulations! That's amazing. I bet you're delighted.

B: I am. It's really made my day.

A: So what happens next?

B: Well, that's the scary bit, I guess. I need to start looking for a job, but it's a very competitive field, I mean, I'm really not sure I'll be able to find anything.

A: Hey, there's no point worrying about that just yet. One step at a time, you know?

B: I guess.

A: And well done again. We should go out and celebrate!

Unit 4 Recording 13

1 That's amazing! I bet you're really proud of her.

2 That's awful! I hope you feel better soon.

3 Are you planning to go out and celebrate?

4 Oh no! I bet that wasn't much fun.

5 That's great news. I bet you're really excited.

6 So what are you going to do next, then?

7 That's brilliant. I'm really pleased to hear that.

8 How come you decided to do that, then?

9 Don't worry. I'm sure everything will be fine.

10 So what's happened? Are there any new developments?

Unit 5 Recording 1

- 1 I'm going to apply for a job with them.
- 2 She's going to set up her own business.
- 3 We'll break even in a year or two.
- 4 I think you'll make a nice profit on that.
- 5 It's not going to happen. They'll never do it.

Unit 5 Recording 2

J = Journalist O = Oleg

J: So, what do you do, Oleg?

O: Well, I run my own translation company. Mostly, we translate famous books from Russian to English and English to Russian, but we also translate some newspaper articles as well.

J: OK, interesting. And how long've you been doing that?

O: Well, I started doing it on my own almost fifteen years ago, but I only set up the company three years ago, so we're actually quite new.

J: How's the company doing at the moment?

O: That's a good question. I'll need to think about that. I guess we're doing OK. I employ twelve people full-time and six more part-time, but to be honest, I'm a bit worried about things.

J: Why's that?

O: Well, technology makes our life harder. Lots of people just use online translation sites, even though we offer a much better service. People don't pay as much as they did in the past because they know they can get things for free on the internet.

J: That must make life hard.

O: It does. But it also means we just have to try even harder!

J: So, what're your plans for the future?

O: I'm glad you asked me that. We're actually planning to expand. We're going to start working with Spanish as well. It's such a popular language now. We'll soon be offering three languages – all at our usual high level!

J: That sounds great. Good luck with it.

Unit 5 Recording 3

- 1 So far, I've had three interviews.
- 2 I haven't even had time to think about it.
- 3 I've only looked at three different places.
- 4 She still hasn't decided.

- 5 They've just opened a new shop.

Unit 5 Recording 4

A: Have you found a new place to live yet?

B: Oh, haven't I told you? We found a place in town a while ago. We've just moved, actually.

A: Oh, that's great. And how's it all going?

B: OK, but there are still some things to sort out.

A: I can imagine.

B: The first thing is we're sleeping on the sofa at the moment because our old bed was too big to get into the bedroom.

A: Oh no! What have you done with it?

B: We had to get rid of it!

A: What a shame!

B: I know! And there's a problem with the roof that still hasn't been repaired.

A: Oh dear. It sounds like a bit of a mess?

B: No – it's not that bad. I've got all the wifi and electricity and that stuff connected. And we'd already painted the place before we moved in, so it's actually looking good. My parents like it anyway –so it must be OK.

A: That's true. So are you going to have a party?

B: Maybe, but I haven't met the neighbours yet, so maybe we'll wait for a while.

Unit 5 Recording 5

C = Chair O = Olga F = Franny J = Josh

C: So, Olga, you've got a child at school here and I know you're a bit concerned about the teacher's approach.

O: Yes, from a Russian perspective, I don't think they teach enough here – there's too much play. And generally, teachers don't set enough homework – not as much as they would back home anyway.

C: Franny, what do you think?

F: Actually, when I trained as a teacher, the research said that basically homework makes no difference to children's progress.

O: Personally, I find that difficult to believe.

C: Yeah, I've heard that, too. But I think it depends on the age. So it may benefit secondary school kids, but not primary. I guess you're talking about primary, though, Olga. Right?

O: Yes, but apparently, it's the same here with secondary

school. I have a friend who has a 14-year-old and she says he doesn't get enough homework either.

C: So, Olga, when you say not enough, what do you mean?

O: Well, my son might get a few words to learn how to spell each week, but that's about it. Obviously, he's not getting enough homework.

C: In terms of things to learn, that's similar for my daughter, but actually, she brings home a book to read with us most days as well.

O: Well, obviously, I read with my son, but I don't see that as homework. That's just being a parent.

F: Unfortunately, that's not always the case, though, is it? I mean, lots of children don't have that support from their parents, so it's good to encourage reading. The real problem is that if they set too much homework, it puts lots of kids off studying.

O: But if you give more homework, you demand more, you set a higher standard.

F: Hmm. I'm not so sure.

C: What about you, Josh? As someone who's still at school, what do you think?

J: Unfortunately, I'm having to do quite a lot of homework at the moment, because I have exams soon, but luckily, I didn't have much before now. I actually don't get the point of homework, though. I mean, I think about my parents. They go to work for seven hours or whatever and then they come home. They don't have to do more work.

F: Apart from cooking, washing ...

J: You know what I mean! I mean, they don't have to do more of their job. I go to school for six hours every day. I do my job. That should be enough time for studying. And half the time, homework is just doing the same as we did in class. It puts too much pressure on us!

O: Yes, but it's important to repeat things. That's how it sticks in your head! I mean, as you study for your exams, you'll be repeating things, right?

F: Yes, and in terms of remembering stuff, as a rule, studying a little every day is better than doing a lot of revision just before an exam.

J: But I get that at school – anyway, I thought you were against homework!

F: Generally, I am. I just don't think you should try and

remember everything just before a test either.

C: OK! Let's move on to another subject – class sizes. Surprisingly, research seems to show that having a smaller class size also makes very little difference to students' grades.

All: Really?

Unit 5 Recording 6

- 1 Generally, teachers don't set enough homework – not as much as they would back home anyway.
- 2 Actually, when I trained as a teacher, the research said that basically homework makes no difference to children's progress.
- 3 Personally, I find that difficult to believe.
- 4 Yes, but apparently it's the same here with secondary school.
- 5 Obviously, he's not getting enough homework.
- 6 Unfortunately, I'm having to do quite a lot of homework at the moment, ... but luckily, I didn't have much before now.

Unit 5 Recording 7

- 1 Obviously, it's a good idea.
- 2 It's a nice idea, but unfortunately, it doesn't work.
- 3 Actually, class size doesn't make that much difference.
- 4 Basically, I disagree with the whole idea.

Unit 5 Recording 8

Lecturer:

PISA is an international study which tests 15-year-old students from around the world to compare the standard of education in different countries. Over recent years, some countries have suffered a so-called PISA shock. PISA shock is where rich countries, such as Japan and the US, perform surprisingly badly in the PISA tests, which then causes a lot of debate about the education system. For example, Japan changed its education policies because of their lower scores in 2003. Another response to PISA shock has been to visit Finland because they generally do very well in the PISA tests. In fact, so many people have been to Finland to study the education system, it is sometimes called PISA tourism!

So, in this lecture I'm going to tell you more about the Finnish education system and explain its three key values:

firstly, equal opportunities for all; secondly, showing trust; and thirdly, encouraging learning for life.

Unit 5 Recording 9

Lecturer:

So, let's look at equal opportunities. All education in Finland is free at all levels and rich and poor mix in the same schools. Most students stay in the same local school – usually the one nearest to their home – from the ages of seven to sixteen. There is very little difference between schools in terms of standards, and the schools themselves never use streaming. Streaming, which is similar to setting, is where students in the same year at school are divided into groups of a similar level or ability. And those groups stay together for all lessons. The idea of streaming is that if all the students in the class are of a similar ability, teachers can give the right level of help for students to improve. In Finland, all the teaching is in mixed-level groups. However, every pupil has the right to get extra individual attention and many students have some one-to-one classes at school. There is also some evidence that having mixed-level groups helps weaker students. Certainly, in Finland the difference between the best and worst students is very small.

The second value is trust. Both students and teachers are given the freedom to do their jobs. Students have very little homework and are trusted to learn for themselves. For teachers, there is a general guide to what must be covered in class, but they have a lot of choice about what to teach. Unlike some countries, the government doesn't judge individual teachers or schools. It sets some tests for students, to check the general standard of learning but it doesn't use these tests to compare the best and worst schools. Teachers are trusted to check students' progress and find ways to help students who are struggling. Part of the reason they are trusted is that all teachers have to have a Master's and they do courses and training all through their teaching career.

The idea of learning for life is the third important part of the Finnish education system. In other words, encouraging people to see learning as important for their whole life. Finns see the first few years of childhood as being the essential time to create an interest in learning. Parents are given free books to read to their young children. There

is also free nursery education with lots of activities and play that encourage children to explore the world around them. Children start primary school and lessons in reading and writing when they are seven. The hope is that by this stage they feel positive about learning.

The three values of equality of opportunity, trust and learning for life can now be seen in a new kind of teaching which is being used in Finland, called phenomenon-based learning. Phenomenon-based learning is very similar to topic-based teaching. It's where students don't have lessons in a traditional subject, like physics or history, but instead study a 'phenomenon' or topic, such as sound or love. When the students explore the topic, they usually cover several different subject areas. For example, the topic of sound might include physics, maths, music and biology – even drama. Students are often trusted to choose the topics and the teacher guides the students, so they cover everything they need to know. Many countries will be watching to see how successful these changes are.

Unit 5 Recording 10

Lecturer:

There is very little difference between schools in terms of standards, and the schools themselves never use streaming. Streaming, which is similar to setting, is where students in the same year at school are divided into groups of a similar level or ability. And those groups stay together for all lessons. The idea of streaming is that if all the students in the class are of a similar ability, teachers can give the right level of help for students to improve. The three values of equality of opportunity, trust and learning for life can now be seen in a new kind of teaching which is being used in Finland, called phenomenon-based learning. Phenomenon-based learning is very similar to topic-based teaching. It's where students don't have lessons in a traditional subject, like physics or history, but instead study a 'phenomenon' or topic, such as sound or love. When the students explore the topic, they usually cover several different subject areas. For example, the topic of sound might include physics, maths, music and biology – even drama.

Unit 5 Recording 11

W = Woman M = Man

W: Did you see there are two more shops that have closed on the High Street?

M: Really? Which ones?

W: The card shop and Pages.

M: Pages? No way! I loved that shop. You could get all kinds of stuff in there.

W: I suppose, but when was the last time you went there?

M: Fair point. It's been a while.

W: You just don't need these shops anymore. We've got the internet instead.

M: Yeah, it's partly to do with that. It is often cheaper online – but then the government doesn't help by having such high taxes on these shops.

W: Sure, but even if it was the same price, the internet is just more convenient. People don't want to go into town to shop.

M: I'm not so sure that's true. People still go to the big shopping centre.

W: Yes, but they can drive there. Why walk into town when you can order easily from the comfort of your own home?

M: I don't know. It is easy to order online, sure, but it's not always convenient to get what you've ordered, is it? I mean, how often do you have to wait for the delivery? Then they don't turn up or you're out and you have to pick it up somewhere. It's almost easier to go into town.

W: That's true, but obviously most people don't think so or there's some other reason they're not going there.

M: It's sad.

W: Up to a point. I feel bad for the people who were working there, but I just think it's life. Nothing stays the same! Most of the shops that have closed down have just failed to adapt to modern life.

M: You might be right, but it's depressing seeing the empty shops and it attracts bad people and it leads to crime.

W: Absolutely, but they could replace the shops with cafés or an arts centre.

M: Yeah, I half agree, but part of me just wants those old shops – and the street market we used to have.

W: But not enough to go to them!

M: I know – but there are loads of cafés already. Do we need any more?

W: So replace them with houses ... or a library – it could be anything! You just don't like change.

M: I suppose. Anyway, what do you fancy doing later? ...

3

I'm not so sure that's true.

4

Up to a point.

5

You might be right.

6

Yeah, I half agree.

7

I suppose.

Unit 5 Recording 12

1

Fair point.

2

Yeah, it's partly to do with that.

Unit 6 Recording 1

- 1 It's been cancelled.
- 2 It'll be shown on Sunday night.
- 3 He's being paid millions.
- 4 The last series was filmed in Tunisia.

Unit 6 Recording 2

- A:** Have you seen Matilda?
- B:** Oh yeah. I love that film.
- A:** Me too. I used to watch it all the time when I was young. I've probably seen it 20 times.
- B:** Really?
- A:** Yeah. I still love that scene where the boy is forced to eat that massive chocolate cake.
- B:** Oh yeah. It's great. It's done so well. It's hilarious.
- A:** So, have you seen any of that series The Blue Planet?
- B:** No. What is it?
- A:** It's this nature documentary series that's being shown on Channel 1 at the moment.
- B:** I don't really like those kinds of programmes. I find them a bit dull.
- A:** Really? This is absolutely amazing! The filming is just unbelievable. They get so close. There was an underwater scene last night with blue whales, which was just great.
- B:** Right. Whatever. Not my kind of thing, I'm afraid.

Unit 6 Recording 3

Conversation 1

R = Receptionist M = Man

- R:** Yes. Sir. How can I help you?
- M:** Hi. Yeah. We're staying here for the night and we've got a problem with our car. Could you recommend a garage or mechanic?
- R:** Oh, right. What's the problem?
- M:** Basically, the gears aren't working properly and I need to get them fixed.
- R:** I see. Well, I'm afraid I don't really know anyone near here. The place I have my car repaired is good, but it's the other side of town.
- M:** That's OK. I can still drive it. I just want someone reliable – you know what I mean?
- R:** Of course. He's an honest guy, quite efficient – reasonable prices. I've been using him for years.

M: That's what I need.

R: Do you want me to give him a ring?

M: Please. That'd be great.

Conversation 2

- A:** Where did you get your hair done?
- B:** A place on Hope Street. Why?
- A:** I need to get mine done and yours is really nice.
- B:** Oh. Thank you! Yeah. There's a guy there called Paco who does mine.
- A:** Is he expensive?
- B:** He's reasonable. He cuts it really well, so it keeps its shape well, you know. What are you thinking of having done?
- A:** I don't know. I'm a bit bored of having long hair. What do you think?
- B:** Well, why don't you get it cut really short? I think it would suit you.
- A:** Yeah? I have had it short before. I think I have a photo on my phone somewhere. Yeah, look. Here.
- B:** Wow! You look great – and blonde!
- A:** Yes! That's my natural colour.
- B:** Anyway, you should ask Paco. He gives good advice and he knows what he's doing.

Unit 6 Recording 4

- Welcome to Dill Computers. Calls may be checked and recorded for quality and training purposes.
- If you are calling about an existing order, please press 1.
- To purchase a new item, press 2.
- For technical problems, please press 3.
- If you have just received your order and have a non-technical question, press 4.
- To speak to the operator or a particular member of staff, press 5.
- To hear these options again, please press the hash key.

Unit 6 Recording 5

F = Freya L = Loretta

- F:** Hello. You're through to technical support. My name's Freya. Could I have your name and number to begin with – in case I have to call you back.
- L:** Yeah. Sure. It's Loretta Garrison and my number is

0741567636.

F: OK. That's great. So, do you mind if I call you Loretta, Ms Garrison?

L: No, that's fine – better than Ms Garrison!

F: OK, so Loretta, what can I help you with today?

L: Well, the keyboard on my laptop has stopped working.

F: OK. Can you tell me the type of laptop you've got?

L: Yeah, it's an LX60.

F: OK. That's quite new. How long have you had it?

L: A couple of months. It's been fine, but it just stopped working today for some reason.

F: And is it all the keys or just some of them?

L: Well, it actually started with one or two and now it doesn't seem to work at all.

F: OK. And have you turned it on and off?

L: Yep, no good.

F: OK. So Loretta, can you see the little window icon in the bottom left-hand corner?

L: Yeah.

F: Well can you click on that and then open settings.

L: I'm not sure I know what that is.

F: Oh, right. Well, it's the cog icon – it's like a little circle or a wheel. You got that?

L: Yeah.

F: OK. So, click on that and then can you click on where it says 'devices' for me? It's about halfway down the list. See it?

L: Yeah ... OK.

F: OK, so Loretta, can you see anywhere it says 'keyboard' or can you see a keyboard sign?

L: Yeah.

F: Is there a warning sign by it at all? Like a yellow sign with an exclamation mark?

L: No. Should there be?

F: Well, you would only get that sign if you had a virus. Do you have virus protection?

L: Sorry, what do you mean?

F: Virus protection will protect you from any internet viruses going round. It's the shield thing with the green tick. It should be at the bottom of the screen.

L: Oh yes, I see it.

F: OK, so it looks like you are protected. I guess the last thing you could do is just check the battery, which is inside the computer at the back. Just taking it out and

putting it back in occasionally works.

L: OK, so how do I do that?

F: OK, just unplug it, if it's plugged in at all.

L: OK ... one sec ...

F: Right, so switch it off – the actual laptop – and turn it over.

L: One sec ... Sorry ...

F: OK, have you turned it over?

L: Yeah ...

F: Can you see a little thing in one of the corners that's keeping the battery compartment closed?

L: Yeah ...

F: So just move that back and hold it. And the battery should come out.

L: It's not coming out ...

F: You need to hold it back for a few seconds.

L: Oh, right. Yeah ... it's there.

F: So just take the battery out completely and leave it for five or ten minutes. Then put it back in and reboot it – just turn it back on again.

L: OK.

F: I'll ring you back in 15 minutes to see if it's worked and if not, I can take your details and arrange for the laptop to be picked up.

L: OK. Thanks. Fingers crossed.

Unit 6 Recording 6

F = Freya L = Loretta

F: Hello. Loretta. This is Freya from Dill.

L: Oh right. Yeah. Great. So, it seems to have worked!

F: Really?! That's great. It actually doesn't work that often!

L: Well, it's clearly my lucky day!

F: Looks that way. So, is there anything else I can help you with today, Loretta?

L: No thanks. You've been a great help.

F: No problem. Have a good day now.

L: You too. Thanks. ... oh wait, what ... oh, no, not again!!

Unit 6 Recording 7

Conversation 1

A: So how're you feeling about the World Cup? What do you think our chances are?

B: Not great, to be honest. Did you see that Kane has injured his knee quite badly?

- A:** Is it really that bad? I heard there's a chance he could recover.
- B:** I guess he might, but I don't think so. It seems to be a bit more serious than that.
- A:** That's a shame. I thought we had a chance this time with him scoring so many goals.
- B:** Really? You know what we're like. We never do as well as we should.
- A:** Well, I doubt we'll win it now anyway. We'll probably lose to the first good team we play, as usual.
- B:** We're bound to!
- A:** So who do you think will win?
- B:** I've got a good feeling about Spain. They're playing really well. And Brazil are looking good this year, too.
- A:** Yeah, I think Brazil will definitely win.

Conversation 2

- A:** Did you hear that?
- B:** I know. It's shocking news! The millions they've wasted!
- A:** So do you think she'll quit her job?
- B:** I think it seems likely now, yeah. I mean, she's under so much pressure.
- A:** So who do you think is going to win the election? I mean the Popular Party probably won't win outright, will they?
- B:** I doubt it. Not after everything that's happened. But you never know.
- A:** What about the Greens?
- B:** Well, hopefully they'll win. I mean, they're doing well in the polls, but can you trust the polls? People seem to vote differently to what they tell the opinion polls.
- A:** That's true. They haven't always been that reliable. What if there isn't one clear winner? What then?
- B:** Well, that's the problem, isn't it? I mean, there's a good chance that'll happen, and then the Popular Party may well be able to form a government with someone else again.
- A:** I hope not.
- B:** Stranger things have happened.

Conversation 3

- A:** Do you think I'll need a jacket while we're there?
- B:** I doubt it. I read that it's still going to be really hot next week and it hasn't rained for weeks.
- A:** Well, that's what I thought, but I never have any luck with things like this, so the weather's bound to change.
- B:** I'm not sure the people who live there would see that as

a bad thing!

- A:** I guess, but you know what I mean.
- B:** Yeah, but anyway, I think it's safe to say that the temperature's unlikely to suddenly drop a lot.
- A:** Hmm. Yeah, but you never know. I think I'll take one just in case.
- B:** Honestly, why do you even bother to ask me?

Unit 6 Recording 8

- 1 I heard there's a chance he could recover.
- 2 I guess he might, but I don't think so.
- 3 I doubt we'll win it now anyway.
- 4 We'll probably lose to the first good team we play.
- 5 I think Brazil will definitely win.
- 6 The Popular Party probably won't win outright, will they?
- 7 There's a good chance that'll happen.
- 8 The weather's bound to change.
- 9 The temperature's unlikely to suddenly drop a lot.

Unit 6 Recording 9

Conversation 1

T = Tomas W = Mr Walkley

- T:** Hello, is that Mr Walkley?
- W:** Speaking.
- T:** Hi, this is Tomas from Package Power. I'm just ringing to say I'm afraid we won't be able to deliver your new fridge today.
- W:** You're joking. I took the day off work.
- T:** I'm terribly sorry, but there's been a road accident, so our driver's late.
- W:** Are you sure they can't be here today?
- T:** I'm afraid not. He would if he could, but I'm afraid it's impossible. The police say it could take hours to clear. There really is nothing we can do about it. I can only apologise again.
- W:** I guess these things happen. Although I did actually order this two weeks ago.
- T:** Yes, I realise. I'm afraid several drivers are sick at the moment, so we are a bit behind.
- W:** Well, at least you've phoned sooner rather than later.
- T:** Thanks for being so understanding. I'll let you know as soon as we can sort out a new time. And I will make it a priority.

Conversation 2

T = Tomas C = Carol

T: Sorry I'm late. It's been a nightmare at work and there was a problem on the train home.

C: I was beginning to worry.

T: I know. I'm really sorry. My phone was out of battery.

C: Well, at least you're here now. I saved you some dinner.

T: Thanks.

C: So, did you ask if you could take the day off work on Saturday?

T: Oh no! I forgot!

C: Oh Tomas! You said you'd do it.

T: I was about to go and speak to the boss and something unexpected happened and I just forgot. I'll do it tomorrow, I promise.

C: You've been saying that for the past two weeks!

T: I know, but it's been so crazy at work I've hardly had time to think.

C: I know, but we won't be able to go and see Dom if you don't ask.

T: I'll do it. Honestly!

Conversation 3

T = Tomas D = Dom

D: Hey Tomas. How's it going?

T: Not great – that's why I'm phoning. I'm afraid we won't be able to come this weekend.

D: Oh, no! What's up?

T: I have to work.

D: Oh, no! Really?

T: Yeah, we're short of staff and we have a lot of work to finish. I'm sorry. I really can't get out of it.

D: What a shame! I had tickets for a musical.

T: I know. I'm really sorry. I'll give you the money for it.

D: Don't be silly. I'm sure I'll be able to find someone else to go. It is what it is.

T: Thanks. I'll make it up to you.

D: Don't worry about it. Take it easy.

Unit 6 Recording 10

I'm terribly sorry.

I can only apologise

There really is nothing we can do about it.

I would if I could, but I'm afraid it's impossible.

I'll make it a priority.

Let me assure you that it will not happen again.

Unit 7 Recording 1**D = Doctor P = Patient****Conversation 1****D:** So what seems to be the problem?**P:** It's my leg, doctor. I was reading about it online and think I must've strained a muscle or something. I keep getting this pain all down here ... and it's particularly bad down the side of my leg.**D:** Well, let's have a look at it, shall we? Can you just try to bend your leg? Yeah, like that. Good. And how does that feel?**P:** Not great, to be honest. It hurts here – and here.**D:** OK. And how long has it been like this?**P:** It started feeling a bit strange a week or two ago, but it only began to really hurt a couple of days ago.**D:** And have you done any heavy lifting or any sport or anything in the last couple of weeks?**P:** Well, I go to the gym most days after work and I do weights quite a lot, so ...**D:** Right. Well, I'd strongly suggest taking a break from that for a while. You've clearly hurt your lower back somehow.**P:** My back? But it's my leg that hurts.**D:** Yes, but when you injure your back – for example when doing weights – then the pain often starts in your lower leg and you really need to rest it and give it time to heal.**Conversation 2****D:** Hello there. How can I help?**P:** Oh, hello. Thanks for finding the time to see me.**D:** That's OK. What seems to be the problem?**P:** It's my throat. It's been really sore for a while now.**D:** Yes. You don't sound great, I have to say. And you're very pale. When did it start to feel bad?**P:** Well, the thing is, you see, I stopped smoking at the start of the year and it started feeling sore a few days after that, so I was wondering if it's connected at all.**D:** It could be, I suppose. Well done for stopping, though. It's never too late. Right. I just need to take your temperature ... OK. Well, that's rather high.**P:** OK.**D:** And can you just breathe in and then out for me, please? OK. And again. Right. And do you feel stiff at all? Your neck? Or shoulders?**P:** A little bit, now you mention it, doctor, yeah.**D:** So ... I think you've caught an infection that's going round. Nothing to do with the smoking!**P:** That's a relief.**D:** I'll write you a prescription for some tablets that will help with the infection. Over the next five days, take two tablets four times a day and that should help.**P:** OK.**D:** And you need to avoid doing anything too physical.**P:** That'll be easy!**D:** And you might want to consider taking some time off work as well, if you can.**P:** Not sure that'll be possible, but I promise to try.**Unit 7 Recording 2****1** I keep getting this pain all down here.**2** It started feeling a bit strange a week or two ago.**3** I'd strongly suggest taking a break from that.**4** When did it start to feel bad?**5** I just need to take your temperature.**6** And you need to avoid doing anything too physical.**7** And you might want to consider taking some time off work as well, if you can.**8** I promise to try.**Unit 7 Recording 3****K = Keisha Z = Zara****Conversation 1****K:** Zara, you're getting a coffee for Jim, right?**Z:** Yeah, yeah. But I don't know if he takes milk. Does he?**K:** Er ... no ... wait ... yes, he does. He does.**Z:** Are you sure?**K:** Yeah, he does. I bought him one yesterday.**Z:** Does he ever buy his own?**K:** I don't think so. He always claims he has no cash!**Z:** I doubt he's that poor. Talking of which, do you think you could lend me a pound?**K:** Sure.**Conversation 2****Z:** Keisha? Are you coming for lunch?**K:** Yeah. Shall we go to the park?**Z:** Sure. Which reminds me, I saw that guy Matthew from our Spanish class the other day.**K:** In the park?**Z:** Well, near there. It was Tuesday afternoon. And he was

putting a whole load of bags with designer labels into that sports car he has.

K: Do you know what he actually does for a living? I mean, how does he afford to drive round in that car and go shopping on a Tuesday afternoon?

Z: No idea. But whatever job he has, it must pay well ... or he's from a wealthy family.

K: He hasn't mentioned it.

Z: Yeah, but why would he?

K: True. Do you know if he's seeing anyone?

Z: Why? Are you interested?

K: Nooo! I just wondered if ... er ... that's where his money comes from – maybe.

Z: If you're not interested in him, why have you gone red?

K: I haven't!

Z: Hey, be careful. Maybe he's putting it all on his credit card and he's actually completely in debt.

K: Good point ... not that I'm interested.

Conversation 3

K: Are you free?

Z: What's up? You look annoyed.

K: Yeah well, I just discovered how much Jim earns.

Z: Same as us, no?

K: No! He just told me he earns fourteen pounds an hour!

Z: What? That's over a pound more than we earn.

K: Exactly!

Z: And why did he suddenly tell you this?

K: Well, I was getting him a coffee – again – and I made some comment and he said that he's saving to buy a flat and he hardly has anything left after paying rent – only earning fourteen pounds an hour.

Z: Only! I mean, we're doing the same job.

K: More or less. I mean, I guess he does more finance stuff.

Z: No, come on! We do more sales – we do the same amount of work, same responsibility!

K: No, I know, ... you're right.

Z: You're too nice! I bet you bought him that coffee, too!

K: ... He said he'd owe me one ...

Z: Keisha!!

K: I know ...

Z: I think we should complain.

K: Really? Do you think it'll make a difference?

Z: Well, what else can we do?

Unit 7 Recording 4

a I doubt he's that poor.

b I bet you bought him that coffee, too!

c I guess he does more finance stuff .

d I think we should complain.

e He said that he's saving to buy a flat.

f He just told me he earns fourteen pounds an hour!

g I don't know if he takes milk.

h Do you know what he actually does for a living?

i Do you think it'll make a difference?

Unit 7 Recording 5

1 I didn't know they were married.

2 Do you think we could take one?

3 I wonder what he's doing now.

4 I discovered he lives on my street!

Unit 7 Recording 6

A: Do you know who Neymar is?

B: Of course, the footballer!

A: Do you know how much he earns?

B: No.

A: Apparently, he gets something like 700,000 euros a week!

B: Wow! That's incredible. Imagine you were that wealthy!

A: I think it's crazy!

B: I agree it's a lot, but there are plenty of others who earn that much or more.

A: Just for kicking a football around?

B: I know, but I guess he can only earn that for a short time.

A: Hey, one month would be enough for life!

B: Yeah. I guess. What would you do about it though?

A: I don't know. Have a maximum salary or something.

B: Really? I'm not so sure. I think if you pay your taxes, it doesn't really matter how much anyone earns.

Unit 7 Recording 7

A = Aiden B = Burak

A: There was a really interesting programme on last night about the move towards a cashless society. Did you see it, Burak?

B: No. I missed that. But I was talking to a friend of mine in Sweden the other day and he said almost everyone he

- knows there has pretty much stopped using cash altogether.
- A:** Yeah, they mentioned Sweden. They said that there were even homeless people who were taking cashless payments there.
- B:** Like guys on the street taking cards?
- A:** Yeah – apparently.
- B:** How do they do that?
- A:** I'm not absolutely sure – maybe they carry some sort of card reader around.
- B:** A card reader? Seems a bit unlikely.
- A:** I don't know – or maybe it's just with a mobile.
- B:** What? Like Apple Pay?
- A:** Maybe. I don't know. Actually, it all left me kind of feeling I was going to use cash more!
- B:** Hah! I'll believe that when I see it, Aiden! You're not exactly famous for being generous with your cash, you know!
- A:** I mean, I want to start paying for things in cash – instead of by card.
- B:** Well, I haven't seen you using a card much either! Or using new technology for that matter!
- A:** Hey, I just think it's good to see the bigger picture.
- B:** What's the bigger picture then?
- A:** Well, it's basically banks and tech companies who want us to change the way we pay for things, because they'll increase their profits if we all stop using cash.
- B:** Why? Because managing cash costs them more?
- A:** Yeah. Exactly. It's better for them in two different ways. It means they don't have to pay people to count the cash and store it and move it around – like security guards and stuff – and then they also make money on every transaction. So, like with a debit card, the banks make a small charge every time you use it. With something like Android Pay, there's no charge, but Google collects data about you.
- B:** And data has value these days.
- A:** Exactly, but it's more than that. They showed this guy who's done research into what happens when people use cash and cards and basically when you use cash it causes you pain ...
- B:** A lot of pain in your case.
- A:** Hah, yeah. Well, I guess it may be greater in some than others – but no, it's there for everyone. Not like a real

physical pain or anything – it's not something you feel as such ...

- B:** You mean it's subconscious?
- A:** Exactly, but when you pay by card, it kind of removes that pain. And actually, when they did experiments, people bought more stuff when they used a card instead of cash.
- B:** Maybe because it's a new thing? When people are more used to cards, they won't spend so much.
- A:** I don't know. Maybe when people get into debt, they'll change – but then again, banks make money out of debt, too.
- B:** Hmm.
- A:** All I know is that they're trying to make sure you can buy stuff super fast, so that you think about it as little as possible.
- B:** Yeah. Maybe, but that might not last.
- A:** Maybe not. Anyway, the programme was good. I'm sure it'll be online still if you want to watch it.
- B:** Yeah. I will. Shall we get a coffee before the meeting?
- A:** Nah. They'll have coffee and cake when we get there, won't they? Might as well save our money!

Unit 7 Recording 8

- 1 They had some kind of problem with the bank.
- 2 We charge two point five percent on each transaction.
- 3 I couldn't even afford a coffee or anything.
- 4 That's a ten-pound note. The five-pound notes are a sort of blue-ish colour.
- 5 Students leaving English universities owe an average of 44 thousand pounds.
- 6 I earn five hundred and something a week.
- 7 I was just sort of wondering.
- 8 The top rate of tax is 40 percent.
- 9 I think he's about forty-ish.
- 10 It cost me a hundred pounds or so.

Unit 7 Recording 9

- 1 We were stuck in a traffic jam.
- 2 I found a great new driving app.
- 3 The brake lights weren't working.
- 4 It wouldn't fit in the back of the car.
- 5 That's my favourite part of the city.

Unit 7 Recording 10

Speaker 1:

It was a disaster from start to finish. I was trying to drive out of the test centre, but there was a lot of traffic. I was waiting for ages to turn left and was getting more and more nervous. Anyway, there was a bit of a gap in the traffic, so I tried to pull out quickly, but I was in the wrong gear and the engine stopped and I was stuck halfway into the road and this car coming from my right had to brake to avoid crashing into me. I was lucky it didn't, but obviously, there was no way I was going to pass after that.

Speaker 2:

Someone took my bike from our garage. It was quite expensive when I bought it, but I was hardly using it and it actually had a flat tyre and a problem with the gears. Anyway, to be honest, whoever stole it actually helped me, because I got some money from my insurance – and I didn't have to get it repaired before selling it myself!

Speaker 3:

I was on holiday a couple of years ago and I hired a car. One night, I parked in a street in the village where we were staying, and in the morning, I came out of our apartment and instead of finding my car outside there were all these market stalls! I had no idea there was going to be a market. Anyway, the police had taken the car away and it cost us 120 euros to get it back. I thought that was all, but when we got back home, we got a letter from the car hire company saying I hadn't actually paid the parking fine – only the cost of getting the car back! So I had to pay 80 euros to the council and 40 euros to the car company for writing the letter!

Speaker 4:

Once I decided to visit my parents by coach instead of driving. We were on the motorway and suddenly a sports car came past going super fast and sounding his horn. I was a bit shocked and I thought 'What an idiot!' Anyway, a few miles further up the motorway the traffic completely stopped. We were waiting for ten, fifteen minutes and nothing moved ... another 15 minutes – still nothing. In the end, we were there for five hours in the queue of traffic! We were eventually told there'd been a car crash. I don't know for sure, but I bet it was that guy in the sports car who caused it.

Unit 7 Recording 11

Conversation 1**C = Customer A = Assistant****C:** Hi.**A:** Hi. How can I help you?**C:** Yeah, I bought these trainers for my son the other day and he's actually decided they're too small, so I'd like to change them for the next size up, please, if I can.**A:** Have you got the receipt?**C:** That's the thing – I couldn't find it.**A:** And what about the box?**C:** I left it here when I bought them. I didn't think I would need it.**A:** Oh right. I'm sorry. We're not supposed to exchange them without a receipt. We need proof that you bought them here, you see.**C:** But they're your shop's brand, aren't they?**A:** Sure, but we have lots of shops – and I'm afraid we have to account for anything we exchange or refund.**C:** Honestly, I did get them here. I paid for them by credit card. Is there any way you could possibly check? I'd be really grateful if you could. My son will be so disappointed otherwise.**A:** Let me speak to my manager. You just want to change them for a bigger size, right?**C:** Yeah, yeah. Do you want the credit card I used?**A:** Yeah, thanks.

So, it seems we can do that then, but I'll need to keep your credit card details. You won't be charged. We just need to check our records to find your credit card payment.

C: OK. Right. Thanks. I really appreciate it. You've been very helpful.**Conversation 2****B = Box office C = Customer****B:** Hello, sir. How can I help you?**C:** Yes, I made a booking under the name of Clarke for a group to see the show tonight, but one of them has lost their ticket. Can she still go in?**B:** Sure, what's the number of the ticket?**C:** To be honest I don't know. They're students on a course I run and I just gave them the tickets on the first day.**B:** Oh. Right. That's a bit of a problem. Strictly speaking, I need to give her a new ticket with the same number. Is

the group here?

C: Some of them. But I gave them their tickets so we didn't have to meet up first – they're going straight to their seats.

B: Right, I see. She really should have a ticket.

C: Is there nothing you can do? I mean, couldn't you just go in with her and see if there's an empty seat?

B: OK, let me have a look. The name of Clarke ... OK yeah, so you're between D12 and D20 and from E10 to E16. I suppose I could ask someone to go in with you. It is just the one person, right?

C: Yes, it is. That'd be great. You'd be really helping us out.

B: Let me just ask.

C: Of course.

B: OK, yeah. If you just wait here. Someone will come down and take her to her seat.

C: Phew! That's a relief. I can't thank you enough. Thanks so much.

B: That's OK.

Unit 7 Recording 12

1 Is there really nothing you can do?

2 You'd be doing me a huge favour.

3 I'd be really grateful.

4 I can't thank you enough.

Unit 8 Recording 1

- 1 If we're not careful, there won't be much countryside left in fifty years' time.
- 2 Industry will continue to cause pollution unless we have stricter punishments.
- 3 Even if we solve global warming, natural disasters will still occur.
- 4 We'll need to build cities in space in case we destroy the environment here.

Unit 8 Recording 2

- A:** I think we should all use less heating. If we stop heating our houses so much, we'll save a lot of natural resources and reduce the amount of carbon dioxide in the air.
- B:** Yeah, that's true ... but what about if it's really cold? Like in the winter.
- A:** Well, then we should tell people not to turn on the heating unless they're still cold when they're wearing a jumper. I mean, if you wear a jumper and maybe a hat indoors, it'll make you three or four degrees warmer, right?
- B:** Yeah. I guess so.

Unit 8 Recording 3

C = Claudia M = Martha

- C:** Hi welcome. My name's Claudia Fellows and you're listening to Man-Made World. Today, we're talking rubbish. We look at the problem of micro-plastics in the sea and the dangers of them entering the food chain through fish and therefore ending up in our own bodies. We're also interviewing the artist Michelle Reader who makes sculptures of wildlife out of recycled materials. But first we talk to Martha Mills, who follows a zero-waste lifestyle. She and other members of her online community claim to throw away less than a shoebox of rubbish – for a whole family ... in a year.
- Martha, thanks for joining us.
- M:** Delighted to be here.

Unit 8 Recording 4

C = Claudia M = Martha

- C:** So, Martha, before you tell us just how you can throw away so little, tell us more about the why. I mean, I

think a lot of us take recycling far more seriously these days and recycling rates are going up in most countries. Isn't that enough?

M: Yeah, so I don't want to reject that completely. I mean, recycling rubbish is better than just throwing it away or taking it to the dump, but we would see recycling as requiring a lot of energy and resources.

C: With all the transport, sorting out the rubbish and then creating the new product?

M: Exactly, and what's interesting is that sometimes those new products are then not recyclable.

C: Really? Such as?

M: So, like, um ... some plastic products such as plastic timber, which is used in 'green' construction.

C: Right. So what's the alternative to recycling?

M: Well, it's not buying things that need recycling or that are disposable, single-use products. So, basically, you refuse, reduce, reuse, recycle or rot. For example, I buy fewer clothes these days and when I do, I buy second-hand. I also buy things in bulk – so, you know, if I have a hundred kilos of rice in a reusable sack, I don't need 50 plastic bags each containing two kilos.

C: I think for many people it might sound a bit austere – just too basic and, well, dull.

M: Not at all. I think for me and my family the process is fun. We have rediscovered interests and skills like cooking and more traditional entertainment.

C: Yeah, and I think that's partly what led you down this track, right?

M: Yeah, so when my son was one, we had a party and he was bought all these presents, all these toys – just plastic stuff – he was surrounded by it. But the only thing he was actually interested in was the paper they came wrapped in.

C: I think we can all recognise that kind of situation.

M: Exactly, but I decided to do something with the paper. I used it to make noises, I made it into a ball, you know, played with it a lot. And I guess that started me thinking ... and then I saw this TED talk with Clare Johnson, who's like a really important zero-waste person – and her ideas just clicked. It was like a light switching on in my brain.

C: I think Clare has come in for a bit of criticism, hasn't she? For example, taking flights and other 'ungreen'

activities.

M: Yeah, I have to say, since I started blogging and tweeting I've been flamed quite a few times myself. You know, it's kind of quite a shock. I mean, I know there are other ways we can help the planet, but I just think, 'Come on! I'm doing a good thing here. I'm not the bad guy.'

C: Do you think it has anything to do with you being a woman? And it is interesting how so many of the zero-waste bloggers are women. Why is that, do you think?

M: I guess it could, but I wouldn't say it's a woman's issue – obviously not. I think it maybe just reflects our role in society. Women still do the most housework, the shopping – they are kind of – how can I put it – like most immediately in touch with the issue.

C: Interesting, but I'm afraid we'll have to leave it there. Martha, thank you and just to remind our listeners if you want to comment on anything you heard or find out more, you can contact us in the usual way. Details at the end of the programme.

Unit 8 Recording 5

C = Claudia M = Martha

1

C: Recycling rates are going up in most countries. Isn't that enough?

M: Yeah, so I don't want to reject that completely. I mean, recycling rubbish is better than just throwing it away or taking it to the dump, but we would see recycling as requiring a lot of energy and resources.

2

C: So what's the alternative to recycling?

M: Well, it's not buying things that need recycling or that are disposable, single-use products.

3

M: I also buy things in bulk – so, you know, if I have a hundred kilos of rice in a reusable sack, I don't need 50 plastic bags each containing two kilos.

4

C: I think for many people it might sound a bit austere – just too basic and, well, dull.

M: Not at all. I think for me and my family the process is fun. We have rediscovered interests and skills like

cooking and more traditional entertainment.

5

M: And I guess that started me thinking ... and then I saw this TED talk with Clare Johnson, who's like a really important zero-waste person – and her ideas just clicked. It was like a light switching on in my brain.

6

C: I think Clare has come in for a bit of criticism, hasn't she? For example, taking flights and other 'un-green' activities.

7

M: Yeah, I have to say, since I started blogging and tweeting, I've been flamed quite a few times myself. You know, it's kind of quite a shock. I mean, I know there are other ways we can help the planet, but I just think, 'Come on! I'm doing a good thing here. I'm not the bad guy.'

Unit 8 Recording 6

1 He was surrounded by it.

2 I used it to make noises, I made it into a ball, you know, played with it a lot.

3 You know, it's kind of quite a shock.

4 Do you think it has anything to do with you being a woman?

5 I wouldn't say it's a woman's issue.

Unit 8 Recording 7

Conversation 1

A = Teacher A B = Teacher B

A: I see Greg was outside the head's office again.

B: Yeah, it was me that sent him there. I just can't control him. He just does whatever he wants.

A: I know. I've tried moving him around, but whoever he sits next to, he ends up arguing with them.

B: It's so frustrating because I actually think he's a really bright kid.

A: Absolutely, but he finds it so difficult to focus and it gets hard to be patient with him.

B: That's what happens to me. And I just got really angry.

Conversation 2

A: She was very friendly.

B: Yeah, she's lovely. Her husband too – they've been really helpful since we moved in. They fed the cat while

we were away and they've helped us with the gardening.

A: That's generous of them.

B: Yeah. We've been lucky.

A: What about the people on the other side?

B: Oh, it's just one guy who lives on his own. He's OK – quiet. I mean, he says 'Hi' whenever I see him and sometimes he asks how I am, but he doesn't seem to want to get to know me more – which is fine.

Conversation 3

A: I'm taking Maria to her dance class.

B: Who's Maria?

A: Oh, she's Gloria's elder child.

B: Oh right. I didn't realise Gloria has kids.

A: Yeah, she's got two – Maria and Diego.

B: So how do you get on with them?

A: Great, great yeah. I mean, we've had our ups and downs. Diego, well he was a bit difficult at times to begin with, however hard I tried.

B: Well, it isn't easy, is it?

A: No. Especially when it came to rules and discipline. Whenever I tried to be a bit strict, he'd say, 'You're not my dad!'

B: Oooph tricky!

A: Exactly. But we're more or less over that. And, you know, they're both really active, so we have that in common. So we go to the gym together or run in the park and stuff.

B: And dancing?

A: Er ... maybe not the dancing – I just take Maria. She's amazing, though – super talented. Not just dancing but singing, too.

B: Ahh, you sound like the proud father.

A: Yeah, I guess. It feels that way.

B: That's sweet.

Conversation 4

A: Who's that?

B: Oh, that's my little sister.

A: Really? Is she expecting a baby?

B: She was in that picture – she's actually had it now. Wait. I think I've got another picture.

A: Awww, she's so cute! Is that your first niece?

B: Yeah.

A: So do you get on well with your sister?

B: Yeah. I mean, obviously we're rather different. I mean, she's the sensible one – good job, married, calm under pressure, provided a granddaughter ...

A: Oh right. Do you get pressure from your parents?

B: A bit – my mum especially wants me to meet someone and have kids, but me and my sister get on really well. We always have a great time when we see each other, wherever we are. I'm really looking forward to being the cool, creative auntie.

A: Absolutely.

Unit 8 Recording 8

1 I just can't control him. He just does whatever he wants.

2 I've tried moving him around, but whoever he sits next to, he ends up arguing with them.

3 He says 'Hi' whenever I see him.

4 He was a bit difficult at times to begin with, however hard I tried.

5 We always have a great time when we see each other, wherever we are.

Unit 8 Recording 9

A: Who's Keith?

B: Oh, he's a colleague of mine.

A: Right. So, do you get on OK?

B: Yeah, really well. He's great to work with.

A: Yeah? That's good.

B: Yeah. He's always very willing to help.

A: OK.

B: And whenever I have a problem, he's always there for me. He's been a huge help over the years.

A: I can tell.

B: And it's not just me. I mean, whoever you ask in the company would say the same thing. He's just super helpful, super friendly and super reliable.

A: He sounds amazing. I wish we had someone like that here!

Unit 8 Recording 10

1 Once I've graduated, I'm going to go travelling for a year.

2 As soon as I heard the news, I started crying.

3 I couldn't understand a word when I first moved here.

4 I'll be busy until I've finished my exams.

- 5 I've still got lots of things I'd like to do before I retire.
- 6 After I've decided, I'll let you know.

Unit 8 Recording 11

Ben:

Without a doubt, the biggest event in my life was deciding to take a year off after I left school and come to Brazil. Everything else that's happened to me since then has happened because of that decision. I wasn't ready for university and so I applied to do some voluntary work in Brazil and as soon as I arrived, I just fell in love with the place – and the people. I've had three marriages – all to Brazilians – and five amazing kids, who are the most important people in my life, of course! I'm going to have a huge party when I complete my 30th year here, which is in a couple of years from now.

Unit 8 Recording 12

- 1 Hello. Thank you for calling MET Bank. You're through to Richard. What can I help you with today?
- 2 Hello. This is Slade English School. How can I help you?
- 3 Pizzeria Durazzo.
- 4 Hello. Merchant Hotel. Andrea speaking.
- 5 Star Estate and Letting Agents. What can we do for you?
- 6 Hiya. This is Alex's phone. Sorry I can't answer. Leave me a message or send me a text. Thanks.
- 7 You've reached the voicemail of WC Heating Repairs. Please leave a message after the tone.
- 8 Hello. Thank you for calling The Home Store. You're through to customer services. How can I help you?
- 9 You're through to East Ham University. If you know the extension number you require, please dial now. Otherwise, please hold the line to speak to an operator.

Unit 8 Recording 13

Call 1

R = Richard C = Customer

- R:** Hello. Thank you for calling MET Bank. You're through to Richard. What can I help you with today?
- C:** Yes. Hi. I've actually forgotten the PIN for my debit card and I'd like to get a new one.

Call 2

R = Receptionist S = Sandro

- R:** Hello. This is Slade English School. How can I help you?
- S:** Oh hi. Yes. My name is Sandro. I'm Brazilian and I'm working here and I'm interested in classes to prepare for the Advanced exam. I just wanted to know if you have a class I could join now.

Call 3

P = Pizzeria C = Customer

- P:** Pizzeria Durazzo.
- C:** Oh, hi, yeah. I'd like to order two pizzas to take away.

Call 4

A = Andrea C = Customer

- A:** Hello. Merchant Hotel. Andrea speaking.
- C:** Yeah. Hi. I was actually staying in the hotel last night and I think I maybe left a USB stick in the room and I wondered if anything had been found. It's white with our logo on the side, I think.

Call 5

E = Estate agents C = Customer

- E:** Star Estate and Letting Agents. What can we do for you?
- C:** Hello. I saw a place on your website on Hitcham Road. It's – let me just check – yes, flat 3 in Grasmere Block. I was ringing to see if it was still available.

Call 6

A = Alex L = Lara

- A:** Hiya. This is Alex's phone. Sorry I can't answer. Leave me a message or send me a text. Thanks.
- L:** Hiya, it's Lara. I was just ringing to have a chat really and a catch-up. It's been ages. Anyway, I'll send you a text and if you get this message give me a ring back. I'm fine. Anyway. Hope to speak soon. Yeah, OK bye.

Call 7

P = Plumber M = Michael

- P:** You've reached the voicemail of WC Heating Repairs. Please leave a message after the tone.
- M:** Hello. My name's Michael Cummings and I'm ringing about our heating, which doesn't seem to be working properly. I think maybe it's one of the radiators – there's some water coming out of one. Or maybe it's something

else. Anyway, it's not warming the flat as it should and it's making some noises. So, yeah, I'd like someone to come and look at it. If you could call me back on this number or maybe my home phone which is 021 44 99 63 58. Thanks.

Call 8

H = Home store C = Customer

H: Hello. Thank you for calling The Home Store. You're through to customer services. How can I help you?

C: Hi yeah. I'm actually phoning about a bed I ordered last week and it was supposed to come tomorrow, but I'm actually going to be out, so I'd like to rearrange the delivery if at all possible.

H: I'm sure that's possible. Let me put you through to the deliveries team. Please hold the line.

Call 9

P = Phone M = Magda C = Customer

P: You're through to East Ham University. If you know the extension number you require, please dial now. Otherwise, please hold the line to speak to an operator.

M: Hello. East Ham University. Magda speaking. How can I help you?

C: Oh hello. I'd like to speak to someone in the Foreign Languages Department if possible.

M: OK. Is it about any language in particular? Because that's a rather large department.

C: Oh. Yes. Sorry. I'm thinking of enrolling on a Russian course, so ...

M: OK. Thank you. Putting you through now.

Unit 9 Recording 1**Speaker 1:**

No, not at all. I wish they would ban cars from the city centre. The pollution is terrible! I worry about my kids' health when they breathe in that dirty air. They could also create some more green spaces for families to enjoy.

Speaker 2:

Not really. Life is so busy! I really wish I could work fewer hours. My kids are usually asleep before I get home. And it would be great to have more time to do some exercise.

Speaker 3:

Yeah, definitely. It's hard, but being a nurse does give me a real purpose, you know. Of course I sometimes wish I earned a bit more money. I haven't really had a proper holiday with the kids for a couple of years now. I can't afford it on my wages.

Unit 9 Recording 2

- 1 I wish I could quit my job.
- 2 I really wish people would stop complaining about it.
- 3 I wish there were more people like her.
- 4 I wish they would do more to support local communities.
- 5 I wish I had a bit more free time.
- 6 I wish I knew what to do about it, but I have no idea.

Unit 9 Recording 3

- 1 How happy you are mainly depends on how you were brought up.
- 2 Research suggests that people who speak a foreign language may be happier and live longer.
- 3 Richer people tend to be happier and healthier than poorer people.
- 4 Some scientists claim that good health partly depends on having good genes.

Unit 9 Recording 4**Presenter:**

Survey after survey shows that what people want most is to live a long and happy life. But while statistics prove that, on average, people can expect a longer life thanks to better healthcare, happiness doesn't appear to be growing in quite the same way. In this programme, we're going to investigate how far our levels of happiness are actually

something we can control and, if we can influence them, what are the best things we can do to be happy?

Unit 9 Recording 5

P = Presenter S = Sally D = Dietmar

P: Until recently, research has tended to focus more on what causes depression than what makes us happy. This may be because depression – unlike happiness – has been seen as something the medical world can influence. But in the last few decades, the Positive Psychology movement has grown in popularity. Positive psychology researchers look at so-called 'happy' brains and try to find out if a person's behaviour can improve their mood. And as happiness researcher Sally Yu says, we individuals really can make a difference. Isn't that right, Sally?

S: Yes. Studies of twins have shown that about 50 percent of what makes a person happy is due to genes and parenting. For example, we know that the love parents show to their children is a big factor up to the age of around 16. However, research also suggests that about 40 percent of happiness is due to things we do in our daily lives, which we can change and control.

P: And what are those things we can do?

S: Well, being kind to other people certainly makes people feel positive so it's been suggested that volunteering may be good for people. But perhaps more importantly, just supporting other people at work – helping others when it's not actually part of your specific job – has been shown to leave people feeling happier. We also know that there are other behaviours connected to happiness, such as spending time with other people and having real, deeper conversations. Physical things like getting enough sleep or doing exercise are effective, too. And we also know that the act of smiling itself both improves your own mood and the mood of others – and smiling works even if it is only a physical action you choose to do rather than a natural response to a situation.

P: That idea of choosing to smile is behind the idea of so-called Laughter Yoga, which was made popular by the Indian Doctor, Madan Kataria, in his book *Laugh for No Reason*. Groups gather together – often in parks and open spaces – to do breathing exercises that imitate

laughter. Sometimes jokes are told, but usually the simple act of laughing is enough to create more – and genuine – laughter. And it is claimed that laughter has improved the health of those taking part.

As well as laughter yoga, there are over a thousand Happiness Clubs around the world and charities such as Action for Happiness, all of which are trying to promote some of the things positive psychology has discovered. However, these organisations are community projects with limited money and some argue that governments are not doing enough to increase people's happiness. Economist Dietmar Kroos:

- D:** There is an economic benefit from investing in making society happier, because on average happy people are healthier, are more likely to be in work and produce better results at work. We could therefore save money on healthcare and raise more money from taxes. But governments don't seem to see this benefit because, I'd suggest, many in power don't take the idea of positive psychology seriously.
- P:** So how could governments better spend their money to promote happiness and what is stopping them from doing that now?

Unit 9 Recording 6

L = Lance R = Rita

- L:** Hello. Welcome to Free Comment. My name is Lance Toibin. Have we forgotten how to dream? That's the question asked by my guest, writer, Rita de Longhi. Rita, welcome.
- R:** Lovely to be here.
- L:** So, Rita, just explain to us what you mean when you say we don't dream anymore.
- R:** Yes, I suppose it's because so much fiction these days is about nightmares. Most stories about the future show societies in chaos or ruled by a dictator or very divided in some way.
- L:** Yes, I immediately think of *The Hunger Games* – which is basically divided between the very rich in the city controlling the poor in the rest of the country.
- R:** Exactly – or the TV series *The Handmaid's Tale*, where women are owned by the State or Malorie Blackman's series *Noughts and Crosses*, where society is based on racism. It's like all the rights we have fought for and won

are bound to disappear.

- L:** But isn't that the idea, that we can easily lose these rights, if we're not careful ...
- R:** Sure ...
- L:** And then these are often love stories too, which is positive.
- R:** Hey, I like love stories, but they don't really change society, do they?
- L:** OK ... ?
- R:** I mean, the heroes find love, maybe the dictator loses power, but then what?
- L:** I see. So, this is where you think dreaming is important.
- R:** Yes. What we need are utopias, not nightmares.
- L:** Utopias?
- R:** So a utopia is an imagined place – Thomas More created the word 500 years ago in his book when he described his ideal society – and he kind of put this question: 'If you could create a new world, what would it look like? What would you do if you had a completely free choice?'
- L:** Isn't that the problem, though? We'd all want different things.
- R:** Well, maybe, but there are things we would all want. No war, no poverty, less work.
- L:** Not very likely, though.
- R:** No, but are these nightmare worlds more likely? What's important, I think, is imagining how we might arrive at our utopia if we wanted it.
- L:** For example?
- R:** Well let's take work. We all want to work less, right? So how could we make that happen? Maybe if there were more robots in the workplace, we would have more free time. But then how could we afford to live? Because we'd earn less. Well, how about Thomas More's idea of a basic income for all?
- L:** And how would we fund that?
- R:** I don't know. What if we taxed robots? Or shared wealth more fairly? Or maybe if we just bought less stuff, we wouldn't need so much money? I don't have a definite answer, and some of these ideas will be wrong. For me, it's just important to keep the ideal in mind and find ways to get there. And I think we need more of these positive stories to help us.
- L:** OK. Well, thanks for the moment, Rita. We're going to

continue now with this theme ...

Unit 9 Recording 7

- 1 If you could create a new world, what would it look like?
- 2 What would you do if you had a completely free choice?
- 3 Maybe if there were more robots in the workplace, we would have more free time.
- 4 R: How about Thomas More's idea of a basic income for all?
L: And how would we fund that?
- 5 R: I don't know. What if we taxed robots?
- 6 Maybe if we just bought less stuff, we wouldn't need so much money?

Unit 9 Recording 8

- 1 If they made a few small changes, it'd work.
- 2 It'd help if they spent more on schools.
- 3 I wouldn't ask if I didn't have to.
- 4 There'd be less poverty if we weren't so selfish.

Unit 9 Recording 9

- A:** Wouldn't it be great if everyone had a home for free?
B: Do you think so?
A: Yeah.
C: ... but how would you do that?
A: What do you mean?
C: Well, who would decide where people lived?
A: I guess people would just keep the homes they were in and anyone who was homeless would get a new place.
B: And what if you owned two homes?
A: Well, the government would give one of them to a homeless person.
B: That's a bit unfair, isn't it? And what would happen if you wanted to move or relocate?
A: I don't know. Maybe you would have to ask someone else to swap their home with yours.
B: I don't think that's a good idea. It'd be better if everyone had a job and then they could afford to buy the home they wanted.

Unit 9 Recording 10

- 1 You must've been really pleased.

- 2 That must've hurt.
- 3 Things might've been so different!
- 4 They can't have been very happy about it.

Unit 9 Recording 11

- A:** I'll remember the France 98 competition for as long as I live. It was the first time Japan had ever made it through to the World Cup.
B: Wow! So the whole country must've been really excited.
A: Right. It was incredible. There was a really special atmosphere everywhere you went ... for the first week or so at least! We lost our first two games one-nil, but we then had Jamaica in our final match.
B: You must've felt quite optimistic.
A: Right. I mean, we have a population of one hundred and thirty million, and they only have three million, you know? And I couldn't think of any famous Jamaican footballers, so ...
B: And what happened? Did Japan win?
A: You're joking! We lost 2-1. To tiny little Jamaica! It was a national disaster.
B: I can imagine.
A: And to make it worse, I watched the game in London ... in a place full of local Jamaican guys who were all celebrating like crazy.
B: That can't have been much fun.
A: It was terrible. Still, after that, I could actually relax a bit and enjoy the rest of the competition.

Unit 9 Recording 12

Conversation 1

- A:** To be honest, I've just had enough of people blaming bankers for everything that's bad in society. Don't people realise how much money the financial sector makes? Without that money, where would we be?
B: I agree. I've never understood why people get angry about firms just making a profit. If we didn't have those kinds of companies, where would all the jobs come from?
C: Yeah, sorry, but before you move on, could I just say something here, if I may?
A: Er ... yes, Sure. Go on.
C: Well, no one's actually saying that making money in

itself is bad, are they? I think the argument is more to do with how much money is made and how it's shared out, isn't it?

B: Yes, OK. That's a fair point, I guess. Anyway, ...

Conversation 2

L = Lecturer M = Martin

L: So, one of the main conclusions we can draw from this research is that any real findings into the question of what makes a full and happy life have to be based on the long view; they can't just be snapshots taken at a moment in time. They need to show how decisions that we make pan out over a lengthy period of time. Yeah? Martin?

M: Yeah, sorry. Could I just stop you there for a moment? I didn't quite follow that last part. Would you mind just repeating it?

L: Yeah. Sure. I was just saying that basically research into happiness needs to be done over a long period of time. It can't be done on one day, or over a week or a month ... because happiness itself can only really be measured over time. OK?

M: Got it. Thank you. Sorry about that. Please go on.

L: No worries. So anyway, to get back to what I was saying, it's these long-term studies that really ...

Conversation 3

A = Abigale L = Laura R = Ray

A: So Laura, basically all I need you to do when we get to the venue is to deal with Eva and make sure she has everything she needs. I'll deal with the rest of the guests. OK?

L: Got it. Sounds fairly simple, but yeah, I can imagine it'll get fairly mad once everyone arrives.

R: Hi. Abbs. I'm really sorry to bother you, but ...

A: Do you have to do this now, Ray? Really? Can it not wait?

R: I'm afraid not. It really is rather urgent. I've got a Mr Williams in the office and he really wants to talk to you.

A: OK. Right. Well ... um ... Laura. Sorry. I think I'll have to deal with this. Do you mind? I think you've got all you need for now anyway, right, so ...

A: Would you mind repeating that?

B: Of course. I said that I think forcing people to vote would improve the economy.

A: OK, thanks.

B: No worries. So as I was saying, the more voters, the better it would be for the country.

Unit 9 Recording 13

A: Sorry, could I just stop you there for a moment?

B: Yeah, sure. What's up?

Unit 10 Recording 1

- 1 If I'd stayed there, things might've been very different.
- 2 I wouldn't have gone if she hadn't persuaded me to.
- 3 It would never have happened if you'd been listening!
- 4 If I hadn't been staying there, we'd never have met.

Unit 10 Recording 2**G:**

I know lots of people would probably say this, but the person who's had the biggest impact on my life is – without a doubt – my mum. My mum and dad separated a few months before I was born, so I never knew my father – and I'm an only child, so it was just the two of us as I was growing up. My mum was an incredibly strong woman: she brought me up on her own, she moved us from our small town in Poland to Germany when I was just six, and she always loved me and believed in me – while doing three jobs to support me as well. She died a few years ago now, and I miss her every single day. If it hadn't been for her, I wouldn't have become the independent, strong, kind person I know she wanted me to be – and if she hadn't forced me to practise the piano every day I wouldn't have ended up working as a professional musician, so I'm incredibly grateful to her. For everything.

Unit 10 Recording 3**Lecturer:**

We often think that history and social change are created by people, yet substances have also had a huge impact on the way our world has developed. Imagine what our lives would be like without oil, without plastic or without paper. Or, of course, without concrete. If we hadn't developed ways of making this remarkable material, none of the amazing buildings you see here would ever have been built.

Concrete is used more than any other human-made material in the world. In fact, we use twice as much of it as we do steel, wood, plastic and aluminium combined! In this brief lecture, we'll be exploring the history of concrete, looking at why it became such a popular material, considering the impact it's had on societies around the world and, finally, exploring some of the problems connected to our ever-increasing use of concrete.

Unit 10 Recording 4**Lecturer:**

Concrete is used more than any other human-made material in the world. In fact, we use twice as much of it as we do steel, wood, plastic and aluminium combined! In this brief lecture, we'll be exploring the history of concrete, looking at why it became such a popular material, considering the impact it's had on societies around the world and, finally, exploring some of the problems connected to our ever-increasing use of concrete. The idea behind concrete is simple enough: you mix tiny bits of sand and some slightly bigger stones with water and something that will keep the whole thing together and you're ready to go. The basic recipe has been known for thousands of years. Over 8,000 years ago in what's now Syria and Jordan, concrete structures helped people survive in the desert. It was then used by the ancient Greeks and especially the Romans, who used it as they spread across Europe to build their bridges and bathhouses, and who also used it to build the Colosseum and the Pantheon back in Rome.

Following the end of the Roman Empire, for some reason concrete was almost forgotten. It was hardly used for the next thirteen hundred years and only really became popular once again during the Industrial Revolution, when it was used to build roads, factories and much much more. Today, of course, concrete is widely used for making all kinds of different buildings – and a lot more besides. Its immediate popularity is easy to explain: Firstly, it's easy to make – concrete can be mixed close to wherever it's needed. Secondly, it's incredibly flexible because it starts as a kind of liquid that can be poured into all kinds of shapes. Thirdly, it's strong. In fact, when it's well made, concrete actually becomes even stronger over time, which is why some buildings like the Colosseum have lasted for centuries. Concrete buildings also survive because concrete burns far less easily than wood. And last but not least, it's relatively cheap!

Unit 10 Recording 5**Lecturer:**

However, over time the use of concrete has also had a huge impact on society – much of it beneficial. Concrete

floors are much healthier than dirt ones, where diseases can develop. Less disease means more days at school for children, which in turn means a more educated population and a stronger economy. Concrete floors are also easier to clean, meaning homeworkers – generally women – have gained more time to work outside the house. This leads to less stressed and less depressed families!

Concrete roads also help the economy. The more inter-connected places are, the more children can get to school, and the more workers and goods can travel from A to B. It's almost a complete win-win situation.

However, I'm sure you don't need me to tell you there are problems connected to our incredible use of concrete. For one thing, concrete production uses a lot of energy and releases lots of carbon dioxide into the atmosphere, which increases global warming. And for another, cheap concrete that isn't properly mixed can have a short life. All across both the US and China, modern buildings are starting to break as water gets inside them. Finally, many believe concrete can lead to lazy, ugly architecture.

Let's not forget, though, that technology is improving all the time and the concrete of tomorrow will be better than the concrete of yesterday. Furthermore, governments can and should have stricter rules so that only the best kind of concrete is used. And as for architecture, well, it's a strange person that can't find anything to like in the Sydney Opera House or in Oscar Niemeyer's beautiful designs for the Brazilian government buildings.

So in conclusion, although there are obvious problems connected to mass use of concrete, there are also obvious solutions in modern technology and better regulation. The wide range of functions that concrete has – along with the fact that it can be so tough and generally last so long – will continue to make it an incredibly popular material, and as the Romans knew two thousand years ago, a society that builds with concrete can become a society that enjoys great success.

Unit 10 Recording 6

Speaker 1:

In my last job, I was responsible for making payments to different people who work for us. I took pride in being very efficient and I thought I was doing a great job. Then one day, a client complained that he hadn't been paid. I

remembered his name and was sure I'd paid him so sent a quick email saying that. We then had a slightly angry exchange of emails until I realised I'd sent the payment to someone with the same surname who was on our system. It was actually all my fault. Obviously, I should probably have been more careful to begin with and shouldn't have been in such a rush, but the bigger lesson was how I reacted. I was too proud. I shouldn't have immediately denied making the mistake. Basically, everyone makes mistakes, and it's better to assume from the beginning that it's your mistake. I've had a few other things like this, but I've avoided any bad disagreements since then.

Speaker 2:

When I joined my current company, it was losing sales. As the marketing assistant I was responsible for improving our online marketing. I proposed a number of different ways to improve the website and also created a social media campaign, which attracted a lot of interest. We gained an extra 1,000 visitors per day to our website and sales increased by 5 percent from the previous year. I actually won a company award for the work.

Speaker 3:

Last year I was only the second-best salesman in the company. I consider that a failure. I should've been number one.

Speaker 4:

When I was at college, I was doing a design project and I found it difficult to get started. I spent too much time researching. I was then ill, which delayed things. I did manage to finish the writing and design, but it was supposed to be nicely printed and the printing took too long.

I missed the deadline and failed the project. I learnt a lot from the experience. Firstly, I should've talked to my tutor earlier when I was struggling. I also needed to think about deadlines differently. Secondly, I should've planned to finish the project at least a day before I needed to hand it in so I'd have time to spare if there were problems. Finally, when I realised I wasn't going to meet the deadline, I should've at least spoken to the tutor to see if I could hand it in a little later and, if that wasn't possible, I should just have handed in the unfinished work. Obviously, I would've got a lower grade, but I still might've passed rather than getting a mark of zero!

Unit 10 Recording 7

- 1 I should probably have been more careful to begin with and shouldn't have been in such a rush.
- 2 I shouldn't have immediately denied making the mistake.
- 3 I should've been number one.
- 4 Secondly, I should've planned to finish the project at least a day before I needed to hand it in.
- 5 I should've at least spoken to the tutor to see if I could hand it in a little later and, if that wasn't possible, I should just have handed in the unfinished work.

Unit 10 Recording 8

- 1 We should've started this earlier. We're not going to meet the deadline.
- 2 He should've done better with all the time he had.
- 3 You shouldn't have agreed to do that. It's not part of your job.
- 4 I should've known that there would be problems.
- 5 I shouldn't have been so worried about what people thought.
- 6 I'm sorry. I should probably have asked my manager sooner.
- 7 We shouldn't really have accepted their first offer, but we really needed to sell it quickly.
- 8 We should've at least tried to get a discount.

Unit 10 Recording 9**Conversation 1****C = Clara J = Jim**

- C:** You still driving this old thing, Jim?
- J:** Yeah, I am, but not for that much longer. We've actually promised ourselves a new car in the new year.
- C:** It's about time! How long've you had this for?
- J:** Long enough, I guess. Over ten years. It's been very reliable, though.
- C:** Time to go electric, surely?
- J:** Do you think so? I have to say, I hadn't thought of that.
- C:** It makes a lot of sense to change. I've been driving this stylish little Japanese car for the last few years and it's a very decent machine. I mean, most of my driving's just around town, and there are more and more places you can charge the battery these days as well.

J: Right. And no disadvantages at all?**C:** Well, it wasn't cheap to buy, but in the long term, it's still good value for money because you don't pay road tax on it, and the cost per mile is really very reasonable.

And, of course, it's better for the environment as well.

J: Right. Well, plenty to think about, then.**Conversation 2****A = Alex T = Tanya****A:** Are you OK, Tanya? What're you doing?**T:** I've lost a ring my grandmother gave me. It's been in the family for generations and it's really precious to me. I've got to find it.**A:** Oh no. How did you lose it? What happened?**T:** Well, I usually wear it on this finger here and I just took it off to clean it but then I dropped it – and it's vanished!**A:** What does it look like?**T:** It's a beautiful small gold ring – with a stone set in the front. It was actually my grandmother's engagement ring, and has got her name on it, so ...**A:** Oh, is this it?**T:** Ah! You star! Where was it?**A:** It was just there. Right behind you!**Conversation 3****E:** Hi, James. What're you doing here?**J:** Ah, I've been sent out to find a new microwave. Our old one just died, so ...**E:** Oh really? Well, listen, I'm no expert or anything, but whatever you do, don't get a Tappan.**J:** OK. Wasn't planning to, but what's wrong with them?**E:** Oh, where do I start? I've had to get ours fixed about eight times since we got it; it takes forever to heat things up; it's complicated to use; it's a nightmare to clean ... and the fan inside is incredibly loud!**J:** Sounds awful! Why don't you get rid of it?**E:** My wife likes it for some strange reason, so it just sits there in the middle of the kitchen – this useless ancient white piece of junk.**J:** Right. Well, thanks for the warning.**Unit 10 Recording 10**

- 1 He was wearing this ugly green and purple coat!
- 2 I lost my lovely old black leather boots.
- 3 She was driving this amazing old Italian sports car.
- 4 We found this beautiful little Danish table lamp.

Unit 10 Recording 11

My mum bought it for me when I moved into my first apartment. It was this little wooden sofa bed and she said it'd be ideal, given that I didn't have much room in there. The first problem was it took me so long to put together that I ended up sleeping on the floor the first week I was there. And once it was ready, it was just really complicated. I honestly nearly lost my hand trying to change it from a sofa into a bed! And it was so uncomfortable to sleep on. Luckily, though, it didn't last long. After a few months, it just completely broke one night – and by then I had enough money to buy something a bit more suited to my tastes!

Unit 10 Recording 12

Conversation 1

T = Teacher S = Student

T: Are you OK? You look as if you're struggling?

S: A bit. It's more difficult than it looks.

T: Yeah – need any help?

S: No, could you give me a bit longer? I'd rather try and do it myself, if that's OK.

T: Are you sure you don't want me to give you a clue?

S: I'm OK for the moment.

Conversation 2

H = Host G = Guest

H: Come in. Welcome.

G: Hi. Thanks.

H: Can I give you a hand with your suitcase?

G: It's OK. I can manage.

H: If you're sure. Shall I take your coat?

G: Please.

H: I'll just hang it up by the front door here with the others.

G: Uh huh.

H: Would you like something to drink? Some tea?

G: That'd be lovely.

H: I've made some soup if you'd like some.

G: Oh. That's very kind, but I had something to eat on the plane.

H: Are you sure? Do you want me to make you a sandwich instead?

G: I'm fine thanks. I'm not hungry.

H: Well, if you're hungry later, feel free to help yourself from the fridge.

G: I will. Thanks.

Conversation 3

A: Well, thank you for coming here for the meeting. I think it's been very positive.

B: Absolutely.

A: I'll make a list of the action points and send them over to you.

B: That'd be great and I'll talk to my team about how we move forward.

A: Great. I think it's all good. So, what time's your train?

B: Well, there was one at 3.25, but I don't think I'll make it.

A: Would you like me to give you a lift? My car's just outside.

B: Oh thanks, but do you think we'd make it?

A: Er, yeah – if we go now.

B: No. Er, actually, don't worry. It's only an hour to the next one.

A: Are you sure? I'd be happy to take you.

B: Thanks for the offer, but I'm fine.

A: Do you want me to order you a taxi?

B: I think I'd actually rather walk – get some fresh air.

A: Yeah – it's quite a nice day. You don't notice stuck in the meeting room.

Conversation 4

A: Hi – good book?

B: Sorry?

A: Good book?

B: Yes.

A: Can I buy you a coffee?

B: No thanks. I don't drink coffee.

A: Let me get you a fruit juice.

B: I've just had one thanks.

A: Well have another.

B: No, really ... I'm fine thanks. I just want to read my book.

A: OK, OK.

Unit 10 Recording 13

1 Do you want me to help you with that?

2 Shall I take your coat?

3 I'd be happy to take you, if you like.

4 Let me get you a fruit juice.

5 That'd be lovely.

6 Would you mind?

7 Don't worry. I'm OK.

8 It's OK. There's no need – really.

9 Thanks for the offer, but I'm fine.

10 I'd rather try and do it myself.