

Unit 6 Recording 1

- 1 You'd feel better if you didn't have so many things.
- 2 If I had my mobile phone with me, I'd call them now.
- 3 If you went by car, you'd get there faster.

Unit 6 Recording 2

D = Debs S = Steve

- D:** Steve, if you had to choose three things to give up for a month, what would you choose?
- S:** Well, let's see. Not my phone. If I didn't have a mobile phone, I wouldn't be able to call for help if I was in trouble.
- D:** That's true. And people wouldn't be able to call you all the time. Well, that isn't always a good thing either ...
- S:** Hmm, no, but it's more important to have a way to call for help. So ... I think my phone is important.
- D:** What about the internet? What would your life be like if you gave up using the internet?
- S:** That's easy. I answer emails all day. I'd be happy not to have the internet.
- D:** Come on. If you didn't have the internet, you couldn't find information quickly, you wouldn't have social media ... Lots of people wouldn't be able to do their jobs at all if they didn't have the internet.
- S:** Yes, they would. It just means that we would all do everything more slowly. And a lot of the information on the internet isn't correct anyway.
- D:** OK, so the internet is on the list ... How about ... your washing machine?
- S:** Now that would be a problem. I'd have to wash everything by hand. No thanks!
- D:** Your car?
- S:** Hmm, I'd definitely keep my car. I wouldn't give that up. If I didn't have a car, I couldn't go on trips at the weekends.
- D:** So you would give up the internet, but you wouldn't give up your mobile phone, your washing machine or your car! You'd only give up one thing!
- S:** Um, yes ...

Unit 6 Recording 3

Welcome to the weekly *Everyday Life* podcast. Today I'm going to be talking about things that we all use: household appliances. Our appliances are part of our lives now and most of us can't imagine living without them. Let's begin by

looking at the results of a survey carried out last week about which appliances are most important to people. It's interesting that the results put appliances we use in the kitchen at the top of the list. For example, washing machines, refrigerators, dishwashers and electric kettles are all in the top ten.

Unit 6 Recording 4

Welcome everybody to the weekly *Everyday Life* podcast. Today I'm going to be talking about things that we all use: household appliances. Our appliances are part of our lives now and most of us can't imagine living without them. Let's begin by looking at the results of a survey carried out last week about which appliances are most important to people. It's interesting that the results put appliances we use in the kitchen at the top of the list. For example, washing machines, refrigerators, dishwashers and electric kettles are all in the top ten.

And that's the next thing I want to talk about. Why are these the most important? After all, there's nothing very exciting about them. Everybody has them in their kitchens. The answer is that nowadays people are busy, maybe working or studying, and cooking, washing clothes and washing the dishes can take a long time every day. Appliances like washing machines, refrigerators, dishwashers and electric kettles all save them time. This brings me to my next point. Nowadays, many appliances are 'smart'. That means we can connect them to our phones or our computers and we can tell them to do a lot of things for us. For example, there are apps that can take photographs of what is in your fridge so you can see what's inside when you are doing the shopping. This means you know what to buy. Or they can tell you what food in your fridge is fresh and what is not, so you know what to throw away. There is even an app which can give you recipes for the food in the fridge so you don't waste anything.

One of the newest smart appliances is a fridge with a touchscreen on the door. You can be cooking ... and by touching the screen on your fridge you can do other things, such as watching TV, using an app to find out what the weather will be like the next day, talking on the phone or working on the internet, at the same time.

This sounds very exciting but another question is this: do we really need our appliances to be smart? For example,

many people just want a fridge to do simple things like keeping food fresh so they don't have to go shopping every day! All the other things fridges can do are a nice extra, but not really necessary.

To sum up, kitchen appliances are very important to all of us. They help us save time and they give us time to do other things like spending time with friends and family, studying or having fun! But do we really need them to be smart appliances and do everything for us? Perhaps in the end smart appliances like these make our lives more difficult because we don't know how to do anything for ourselves. Has technology gone a bit too far? What do you think?

Unit 6 Recording 5

- 1 This is why we need to think carefully about where to buy a house. Another question is about price. How do we get the best value for money when we're buying a home?
- 2 OK, well it's really great that you're all here. Today, I'm going to be talking about how we can stop spending so much money on our homes.
- 3 People don't always think about the right things when they are looking for a place to rent, which brings me to my next point – where are the best places to find a house to rent these days?
- 4 I think, if it's OK, I'll end by asking you all a question. Do you really think you need all this smart technology in your home?

Unit 6 Recording 6

D = Dani R = Ron

D: So, what should I do about my colleague David?

R: Well, first of all, are you sure he's lying?

D: Yes! I sit next to my boss and I hear the conversations they have.

R: OK. Well, you could say something to your boss directly. Tell him that David lies.

D: Yes, but what if my boss hates me for saying bad things about my colleague?

R: Hmm, good point ... Ah! I know what you should do.

D: What?

R: You should just say something to your boss, like this: 'I think it's great that David isn't too serious about work. It's really good that he doesn't stay too late in the office,

and he enjoys his free time.'

D: Oh, I see! I say it like it's a good thing? Oh, that's clever.

R: Well, thank you.

Unit 6 Recording 7

J = Julia H = Harry

J: So you saw her stealing things?

H: Well, no. I didn't see her take anything.

J: Hmm.

H: What? Look, I'm sure she's stealing things from shops.

J: If I were you, I wouldn't say anything.

H: But, she's going to get in trouble ...

J: Well, OK, maybe you could just ask her how she gets the money to buy everything, but be really careful. Imagine how angry she'll be if you're wrong!

H: Look, I think I just need to tell her that I know what she's doing.

J: OK, it's your life ...

Unit 6 Recording 8

1 You should ask her where she gets the money.

2 You should go to the police.

3 You should allow him to explain.

4 You should try to be nice.

Unit 6 Recording 9

K = Ken J = Jenny

K: Today we welcome to the show the conservationist Jenny Hunter. Jenny, it's great to have you here. So, have you always been interested in environmental issues and saving wildlife?

J: Yes, since I was a child. I grew up in Africa, which is home to some of the most amazing animals in the world. And I have seen, as Africa's rivers, forests and land disappear, the problems our wildlife faces.

K: Many kinds of animals are in danger today and it's not just a problem in Africa, is it?

J: No, that's right. It's a worldwide problem. Thousands of animals are in danger – pandas, whales, tigers, monkeys and many, many more.

K: I believe only about half a million elephants now live in the wild, don't they?

J: Yes, that's right. And tigers are in even greater danger than elephants.

K: People – we – are destroying the places where they live

and find food. Is this the most serious problem for wildlife?

J: Yes, the human population is growing all the time. That means there is less and less land for animals to live on.

K: And the sea is getting warmer. That has made life very difficult for many animals, hasn't it?

J: Yes, definitely. For example, in the Arctic, the sea ice is disappearing and this means many sea animals can't find food.

K: So, what can be done, Jenny? You don't think governments are doing enough, do you?

J: I think governments need to work together more closely and take action before it's too late. That's very important.

K: And we can all help, can't we? I understand that you want to encourage everyone to take action.

J: Yes, absolutely right. People can support organisations that defend and protect animals. For example, raise money for them. Be creative! Compete in a race, sell any clothes you don't want, there are lots of things you can do. And ask your friends to help!

K: Do you really think we can make a difference?

J: Yes, I do. We have to succeed! And we must all do what we can to help.

K: I completely agree ...

Unit 6 Recording 10

1 People waste lots of food, don't they?

2 The climate is getting warmer, isn't it?

3 There are only about half a million wild elephants left, aren't there?

Unit 6 Recording 11

A = Anna O = Oscar M = Mary

A: I've just read an article about plastic and how it's damaging the environment. Did you know that we throw away millions of plastic bottles every year? Some of the plastic waste goes into the sea and kills fish and other sea life. It's terrible, isn't it?

O: You're right, it's really bad. We should do something about it, shouldn't we?

A: We have to encourage people to stop using plastic bottles. We need people to say no to drinks bottles that you only use once.

O: And plastic bags and plastic coffee cups!

M: Right! So, what do you think? How can we do it? What kind of actions can we take?

O: Well, many people don't know about the problem. So, first, we need to educate people about it.

M: Well, we can use social media, can't we? Tell people how plastic is bad for the environment.

A: Great! And what about this? We can ask people to take a photo of themselves reusing a glass bottle or a paper bag! Then post it on social media and ask four other people to do it, too!

O: That sounds like a great idea!

Unit 6 Recording 12

C = Chrissy E = Ed

C: Hi Ed, it's me, Chrissy, how are you doing?

E: Hi, Chrissy. I'm fine! What's up?

C: Um, Ed, do you think you could do me a big favour?

E: Well, it depends what it is.

C: You remember my Dutch friend, Else?

E: Yes, of course I do, really nice girl.

C: Well, she's invited me to visit her in Amsterdam for the weekend and I'd really like to go.

E: Sounds great! So, would you like me to look after things for you while you're away?

C: Yes, please, Ed! That would be great!

E: What do you want me to do?

C: Could you feed the cat for me, please? Her food's in the cupboard next to the cooker. And would you mind watering my plants, too? It's so hot at the moment, they need a lot of water.

E: Yes, sure, no problem. Can I do anything else?

C: No, not really. Oh, just one more thing if it wouldn't be too much trouble?

E: Go on, tell me.

C: I'm expecting a parcel on Saturday morning. Would it be possible for you to be there? Obviously, it's not a problem if you can't.

E: I'm really sorry, but I've got to go town on Saturday morning – after I've fed your cat, of course!

C: Never mind, it doesn't matter. I'll arrange another day for the delivery. Thanks so much for your help, it's really kind of you. I'll bring my keys round later.

E: My pleasure. Have a great time!

Unit 6 Recording 13

- 1 Do you think you could do me a big favour?
- 3 Could you feed the cat for me, please?
- 4 Would you mind watering my plants, too?

Unit 7 Recording 1

S = Sam J = Janet

S: Janet, did you get the Adult course programme from the library?

J: Oh hey, Sam. Yes, here it is. Look, it's fantastic, they've got lots of different courses.

S: Mm, yes, I wouldn't mind doing an evening course.

J: They've got courses in guitar and piano! You can even learn how to play the drums. I can't play any musical instruments, but I'd love to try ...

S: I could play the piano when I was younger but I'm really out of practice. Actually, I've always wanted to be able to play the guitar.

J: And there are cookery courses, too. How about learning how to cook Thai food? Mm. I really like Indian food. I'd love to be able to cook Indian meals myself, but I don't know how.

S: Or how about learning a language? Do you fancy learning Japanese? Or German might be easier?

J: I could speak German really well when I was working there, but I've forgotten a lot now, so it might be a good idea to take some conversation classes.

S: Oh, this looks interesting. Do-It-Yourself basics. I can't even change a plug. My sister moved into a new flat recently and I wasn't even able to help her put up some bookshelves ...

Unit 7 Recording 2

S = Sam J = Janet

J: So why don't you sign up for a guitar class for beginners, Sam? You've got a really good voice and you're a talented writer. You'll be able to play the guitar and sing your own songs.

S: Yes, that's not a bad idea. If I learn the guitar, I'll be able to join my brother's band as well. I think I'm also going to take the beginners' painting and decorating course, then I'll be able to do my own painting and decorating and save money ... and help my sister with her new flat, too.

J: OK, that sounds good.

S: How about you? You could take a conversation class in German.

J: Mm, yes, it's a thought. But you know what? I often go on holiday to Spain but I can't speak Spanish at all. So I think I'll take a beginners' class. Then next time I go on

holiday, it will be great to be able to talk to people in their language. I'll be able to order in a restaurant, ask for directions and things like that. Maybe I'll be able to make a few new friends too.

S: Great! Shall we sign up today? I'm sure the classes fill up very quickly.

J: OK, I'll meet you at the college after work.

S: OK, great, see you there.

Unit 7 Recording 3

1 Were you able to get the adult course programme?

2 I've always wanted to be able to speak Russian.

3 I wasn't even able to help her put up some shelves!

Unit 7 Recording 4

P = Presenter R = Rob S = Sarah C = Chris

P: Good morning all! Today we're coming to you from Dalston in East London. We're asking people to tell us about the really important events in their lives. It's Rob, isn't it? ... Go ahead Rob.

R: Hi. Well, I think the most important thing that happened to me was starting my own business. By the time I was eighteen, I'd already left school. At school I hadn't been good at anything in particular, so after I'd left I didn't really know what to do. I'd passed my driving test but I didn't really have any other qualifications! I'd always been interested in food and I'd had holiday jobs working in restaurants. So, I decided to start my own business selling street food. It's very successful and I really enjoy being my own boss!

P: Wow, Rob. That's a pretty good story. So ... who's next?

S: Hi, I'm Sarah. Well, for me it was finding the perfect job. Even before I left school, I'd always wanted to do something I really loved. By the time I'd finished university, I'd decided that I didn't care about making a lot of money. I just wanted to do something I liked! And I've just found my dream job as an assistant fashion designer. I don't get paid much but I really enjoy it. Life is good!

P: Thanks, Sarah. And you, Chris? What was the most important event in your life?

C: Me? Oh, right. Well ... going travelling, I guess. I'd always lived in Dalston, I mean up to the age of twenty-five. Anyway, by then, I'd saved up a bit of money and I

had to decide what to do with it, buy a house or go travelling. I decided to go travelling. I started in Europe and then after I'd travelled through Europe I decided to go to South America. It was wonderful. I think it definitely made me a better person. I'd do it again if I could.

P: Thanks, Chris. Well, they're all great stories. Now let's hear your stories. What were the important events in your lives? Was it something you'd always wanted to do? Call us on ...

Unit 7 Recording 5

- 1 By the time I was eighteen, I'd left school.
- 2 I'd had holiday jobs working in restaurants.
- 3 By the time I finished, everybody had left.

Unit 7 Recording 6

- 1 Take plastic bags to store your documents.
- 2 You'll need a pair of good binoculars for watching wildlife.
- 3 Take a portable phone charger so that you can recharge your phone.

Unit 7 Recording 7

R = Rosie J = Joey

- R:** I'm really looking forward to next weekend. It's my first time, you know.
- J:** Yes, it's going to be great. There are going to be some really good bands at the festival.
- R:** So, we need to decide what to take.
- J:** Right, let's make a list. Can you write everything down so we don't forget?
- R:** Yes, I've got my notebook. Ready.
- J:** OK, well we need photo ID so we can show who we are if they ask us when they check our tickets. And lots of cash to save time queueing at cash machines.
- R:** OK, photo ID ... and cash ...
- J:** What clothes do we need? We'll need waterproof jackets so we don't get wet if it rains. And waterproof boots.
- R:** Waterproof jackets and boots. What about hats and sunglasses?
- J:** Yes, we'll need something to protect us from the sun. What about camping equipment? We need a tent and sleeping bags. And a torch, of course, to find our way

round at night.

- R:** Tent, sleeping bags, torch. Let's take a folding chair each as well so we can sit down wherever we go.
- J:** OK, two chairs. And let's take a camping stove so we don't have to spend lots of money buying food.
- R:** If we take a camping stove, we'll need a pan to cook with.
- J:** Right, a pan. And we'll need a lighter or matches to light the stove.
- R:** ... camping stove, pan, lighter or matches ...
- J:** Oh, this is really important! A portable charger so our phones don't die.

Unit 7 Recording 8

R = Rosie J = Joey

- R:** Right, I think I've got everything.
- J:** OK. Let me see. Mm, it's a long list, isn't it?
- R:** Yes. And we need to remember, we're going by train. And we've only got our backpacks. So we can't carry that much.
- J:** You're right. We need to decide what's really necessary and what we don't really need.
- R:** Let's go through the list again and cross out the things that aren't as important.
- J:** Mm. Do we really need to take a cooking stove? It'll be quite heavy to carry. Maybe we'll have to buy food there. We can keep going on energy bars during the day to save money.

Unit 7 Recording 9

So, what exactly is a charity challenge? Well, it's any activity that you take part in to raise money for a charity of your choice. You can turn almost anything into a charity challenge – you could do a five-kilometre run in your own town, or you could climb Mount Fuji – young or old, there's a challenge for you.

Why do a charity challenge? Well, it's an opportunity for men and women of all ages to raise money to help other people. It's a great way to do good for other people and yourself. But above all, it will provide you with an experience that you'll never forget.

What do you have to do? First, you need to raise money. You have to find people who will support you and give money to the charity you have chosen. The money will also help you to pay for your trip. The charity will tell you how

much money you need to raise. Don't worry! Raising money is not as difficult as you might think and you'll find it all great fun!

When you've raised enough money, you'll have to complete your challenge. Your charity will help you prepare by providing advice and training tips.

Unit 7 Recording 10

Well, thank you everyone for your interest in our Pyrenean Charity Challenge. I hope you can all hear me OK. OK.

So, what are you signing up for? We'll walk 40 kilometres in three days through the beautiful scenery of the Spanish Pyrenees. The route will take us through a variety of landscapes: first we'll follow a spectacular trail along the coast. Then we'll head away from the coast and walk through hills and forest.

We will walk approximately 16 kilometres per day. It should take us about six to seven hours. Each day's walking will start from one hotel and finish at the next hotel on the route.

We'll walk at a relaxed speed, so this challenge is no problem if you're a fit and active person.

Previous experience is useful, but it's not absolutely necessary. There will be plenty of support. We will have an experienced leader who's fully trained and knows the route.

How much training will you need to do before the trip?

Well, that depends on how fit you are now. If you don't do a lot of walking, you have plenty of time to prepare. You should start with short training walks of five to six kilometres. Slowly increase the distance until you can easily walk 16 kilometres in a day. You could also do extra training at a gym.

What will you need to take? The most important item you'll need is good walking boots. These are very important. You should buy them well in advance to make sure they fit well and are comfortable. You'll need a waterproof jacket to keep you dry and warm and walking shorts are a good idea. You will also need a small backpack to carry your lunch and a water bottle.

Now for the financial details. As you know, the registration fee is £250. As well as that, we ask you to raise £1,900 to pay your costs and to give to the charity.

What does that cost include? First, return travel from and to the UK. We'll travel by low-cost airline so please try to bring a small cabin-size bag. Accommodation and meals

are also included, so that's four nights' accommodation in shared rooms plus all meals: breakfast, lunch and dinner. Now, are there any more questions?

Unit 7 Recording 11

R = Receptionist S = Student

R: Hello, Newington Adult Education Centre. How can I help?

S: Well, I'm interested in learning Spanish. I'm calling to find out what courses you offer.

R: Certainly, now let's see ... What level are you interested in?

S: Well, I wonder if you could give me some advice. I haven't studied Spanish before, but I know a few words and phrases 'cos I go to Spain quite often on holiday.

Unit 7 Recording 12

R = Receptionist S = Student

R: It sounds like the Beginner Stage 2 class would be right for you. It's for people like you who already know a little bit of the language.

S: Ah, great. So could you tell me when the next course starts?

R: Well, the autumn term starts in the second week of September and ends the first week of December.

S: So, that's a twelve-week course, right?

R: Yes, that's right.

S: Is that one class a week?

R: Actually, the classes are twice a week. They're on Tuesdays and Wednesdays.

S: Sorry, which days? Could you just say that again?

R: Yes, of course. The classes are on Tuesdays and Wednesdays.

S: OK, thanks, Tuesdays and Wednesdays, got that. And can you tell me what time they start, because I have to go from work?

R: They're from seven to nine in the evening.

S: OK, that's fine. And where are they?

R: They take place here at the Adult Education Centre, Room 19.

S: Sorry, did you say Room 90?

R: No, Room 19.

S: Room 19. OK, thanks. And can you tell me how much the course costs?

R: Yes, the fee is £131 in total.

S: Thank you. That's great. Oh, when does enrolment start?

R: It starts in July. And I recommend that you enrol early, as the classes are very popular and they fill up quickly.

S: Thank you very much for your help. Oh, just one last thing, would you mind sending me a brochure?

R: Yes, certainly. Can I take down your name and address?

Unit 7 Recording 13

1 Would you mind sending me a brochure?

2 I'm calling to find out what courses you offer.

3 Do you offer night classes?

4 I'm interested in studying part time.

Unit 8 Recording 1

P = Presenter N = Natalie T = Tania

P: Life is full of rules, isn't it? Do this, don't do that. But are they useful? What is your experience of making, breaking and following the rules? Today we're asking TV presenters Tania Jones and Natalie Murray to tell us what they remember about rules they had to follow in their lives. Natalie, did you have to follow a lot of rules when you were a child?

N: Well yes, I did, I suppose. Hmm ... I think the rules I remember most were at home. My parents were pretty strict, and we all had jobs we had to do around the house, like taking out the rubbish or doing the washing-up. What else? We always had to clear up if we made a mess and put away the things we used. We weren't allowed to watch TV. And there was only one computer. We needed to have a good reason if we wanted to use that. Like finding out something for our school homework ... that kind of thing. What else? There were a lot of rules about eating, I remember. We didn't have to eat all the food on our plates, but we had to sit down at the table to eat and we had to be careful not to speak when we had food in our mouths! We didn't speak much at meal times!

P: Why were there so many rules?

N: Well, my parents thought that everyone who lived in the house had to share the jobs, and we were a big family in a small house, so we needed to learn to live together. We all had to think of the other people in the family.

T: Yes, I think most people remember rules from their parents. My parents weren't very strict at all and we didn't need to follow any rules if we didn't want to. We were allowed to do what we liked. But school was very different! There were rules for everything we did. We had to be at school at the right time in the morning, we had to stand up when the teacher came in to the class, we had to pay attention in the lessons ... And lots more! The only thing we didn't have to do was wear a uniform. We could wear our own clothes. I didn't like the rules then. But looking back, I think they helped. When you have so many students in one place you have to have some rules.

Unit 8 Recording 2

P = Presenter N = Natalie T = Tania

P: Hmm. So do you think things have changed now?

N: Well, I don't think families have so many rules now. Children don't need to do so many things around the house any more because everyone has some kind of appliance to do the housework now. They still have to go to school of course, but they don't need to worry about breaking rules at school anymore, because there aren't so many rules now.

P: Right. So, my final question is ... is it a good thing to have rules or not?

T: Well, it depends. But yes, I think so. We must have some rules. We always need to think about other people and not just ourselves. That's something that makes us better people!

N: Yes ... you're right, Tania. We really need rules. They stop us from doing whatever we want without thinking about the other people around us.

Unit 8 Recording 3

- 1 He didn't have to wear school uniform.
- 2 I mustn't forget to shut down my computer.
- 3 I wasn't allowed to watch TV.
- 4 They aren't allowed to have pets in the flat.

Unit 8 Recording 4

- 1 Hugh Herr and a friend were caught in a snowstorm.
- 2 They were found by the rescue team just in time.
- 3 One member of the rescue team was killed.

Unit 8 Recording 5

This week we're talking about Tanni Grey-Thompson. As some of you will know, Tanni is disabled ... and she's a famous athlete – a Paralympic Champion, in fact. Tanni was born with a physical problem that stopped her from walking and running easily. So she had to use a wheelchair. But amazingly, being disabled didn't stop Tanni. She wanted to be an athlete after watching the first London Marathon on TV in 1981. She decided to start wheelchair racing.

Tanni was chosen to race for Great Britain at the 1988 Paralympic Games. During her career, she took part in five Paralympic Games and won 11 gold medals. She also won the London Marathon six times. Altogether, she set 30

world records. Tanni retired from racing in 2007. Unfortunately, disabled athletes weren't given much help when she started. They experienced many difficulties and challenges. Thankfully, things have changed for disabled athletes since 1988 and they are being given more help and support. Hopefully things will continue to improve. Today a lot of Tanni's time is spent helping other disabled people take part in sports. Sport isn't just about winning medals. It's about taking part, having fun and keeping healthy.

Unit 8 Recording 6

P = Presenter JM = John Mason PJ = Peter Jones

P: Why are the Olympic Games important? One reason is this: they inspire young athletes to work harder and try to become Olympic athletes themselves in the future. But not everyone can become a top athlete. How can we make ordinary people really excited about sport and inspire them to take it up regularly? I have with me Mr John Mason, Head of Sport and Physical Education at Bankside Community School. Hello.

JM: Hello.

P: And Mr Peter Jones from the charity organisation Sport for Youth.

PJ: Hello.

P: John, your job is to plan the sporting activities at your school. What do you think? How can we best inspire young people so they want to take up sport?

JM: Well, first we need good sports facilities – like football pitches, tennis courts, a good gym. And we need good teachers and coaches who will support young people and inspire them to do their best. But all that costs a lot of money. So funding is very important. If you don't put money into sports, you won't achieve sporting success. Top athletes get a lot of funding from the government, but funding for school sports or for local sports clubs can be very difficult to get. Schools often don't have enough money to pay for the sports facilities or equipment they need. My school has been very lucky. We got funding from Sport England to employ a professional football coach to train our students. Now we're one of the few schools that compete in national sport. Without that extra money, that wouldn't be possible. So if we want

to inspire the next generation, the government must provide enough funding.

Unit 8 Recording 7

P = Presenter PJ = Peter Jones SB = Susan Biggs

P: Peter, what's your view? How can schools best encourage young people into sport, in your opinion?

PJ: I think schools need to offer a wider range of sports and physical activities. It's important to make lots of different activities available so there are opportunities for everyone to take part. Take dance, for example, I mean, it may not be an Olympic sport, but many young people really enjoy dancing. So we should offer this activity as well as traditional sports. This will help us to discover what each student is good at – what special talents they have. Some young people may be good at swimming, others may have a natural talent for football. Then we can help them develop that talent and become better. As teachers or sport coaches or parents, we should support them on their journey to success.

P: Let's hear what the public think. We have Susan Biggs on the line. Hello.

SB: Hello. I agree it's really important to make a wide range of different sports and activities available to students. In my opinion, schools should help all young people find what they enjoy, not just those who are good at competitive sports like football. Not everyone wants to compete and try to win or be better or more successful than the others, and they shouldn't have to. Schools should encourage the students by offering physical activities that are not competitive like hiking, camping, dancing and so on. That's the best way to encourage more young people to be active.

P: Thank you very much.

Unit 8 Recording 8

1 The reserve, where you can see bears and wolves ...

2 One of the best times to go is in September, when there are fewer tourists.

3 Here are some of the top spots, whose beauty you will never forget.

Unit 8 Recording 9

Good morning, everyone. My name's Diane and I work with

Find Your Peace Nature Tours. It's great to see you all here today. Now, I understand that you're all nature lovers and you want some advice about the best places to go for a holiday in the UK. In this short presentation, I'm going to talk to you about the Isle of Mull. I'm going to tell you why I think Mull is so special and why I think you would love to spend time there. Then I'll make suggestions for the best time to visit, and finally, I'll give you some information on how to get to the Isle Mull. We'll have time for questions at the end.

OK, so just like me, you are nature lovers and you want to go somewhere quiet and peaceful, where you can relax and enjoy nature's beauty. Well, I can highly recommend the Isle of Mull. It's a small island off the west coast of Scotland, which is famous for its fantastic scenery and wonderful wildlife.

So, what's so special about it? Well, it's got everything: there are mountains and green valleys, where you can go walking amongst lovely scenery. On the north side there are beautiful sandy beaches, which are usually empty, and blue sea. Mull is home to dolphins, whales and other sea animals, which you have a good chance of seeing if you book a wildlife cruise. If you want to spend time with nature on a beautiful island, away from the stress of modern life, this is the place for you.

When is the best time to go there? OK, so it rains quite a lot and the weather can get quite windy, but it doesn't get all that cold. July is the hottest month. But the best time to go is April or May, when there aren't so many tourists and it's quieter.

To get there you can take the train from Glasgow, which is the largest city in Scotland, to Oban, on the coast, where you can get a ferry over to the island.

So, there you are. The Isle of Mull. That's my top recommendation and I've told you why I think you will love it as much as I do, when you might like to visit and how you can get there. Thank you very much for listening to me. Do you have any questions?

Unit 8 Recording 10

1

M = Mother A = Alan

M: Hello, are you there, Alan? I'm home.

A: Oh hello, Mum. You're back early. I wasn't expecting you until tomorrow!

M: Alan, this kitchen is a terrible mess! Why haven't you done the washing-up? And you haven't taken out the rubbish. What a terrible smell! What happened?

A: Sorry, Mum, er, I just haven't had time. I've been so busy at work, you've no idea!

M: Honestly, Alan! That's no excuse.

A: And I had to take Mrs Jones next door to the hospital. I was there all day with her!

M: Excuses, excuses! Oh well, never mind.

A: I'm really sorry! It won't happen again, I promise!

M: I hope not! Just clear up now.

2

J = Jackie S = Scott

J: Oh, Scott, there you are! At last! Where have you been? I've been waiting for ages!

S: I'm really sorry I'm late, Jackie. You see, it started to rain while I was walking to the bus stop, so I had to go back home to get my coat and umbrella.

J: Oh, no!

S: So then of course I missed the bus and had to wait for the next one.

J: Mm, I see. But why didn't you call me?

S: You'll never believe this, I tried to phone you but my phone died – I'd forgotten to charge it! And the traffic was so bad that it took ages to get here.

J: Really? You're hopeless. Oh well, these things happen, I guess. You're here now. Let's go in and see the film!

Unit 8 Recording 11/12

A: I won't do it again, I promise.

B: I won't do it again, I promise.

A: I'm really sorry.

B: I'm really sorry.

A: I'm so sorry I'm late.

B: I'm so sorry I'm late.

Unit 9 Recording 1

- 1 Most purchases will be made online.
- 2 The goods have to be paid for online.
- 3 Many huge shopping centres have been built.
- 4 What can be done?
- 5 Customers must be given a more entertaining experience.

Unit 9 Recording 2

So here are the problems. The shop hasn't been redecorated in ten years, so it looks really old fashioned and young people don't want to come to it. Also the staff are really not friendly, and it makes people feel really uncomfortable when they're in the store. These are big problems, and the main reason why your business is not doing well. Here's what I suggest. The shop should be redecorated as soon as possible, get an exciting young designer to come in and make the place look really cool. Also, the staff should be given training on how to serve customers, there are lots of courses you can send them on, and they're not expensive. I think if you do these things, you'll see some big changes.

Unit 9 Recording 3

- 1 What would have happened?
- 2 Things might have changed.
- 3 We wouldn't have known.

Unit 9 Recording 4

A = Alice J = James

A: So what happened? How did you become a teacher?
J: Well ... to be honest, I had never planned to teach! It just happened. I went travelling after university and I was in Greece. I was walking through a park and I heard some people speaking English. I was feeling a bit lonely, so I stopped and said hello. They were practising their English ... Well, we started chatting. Anyway, they didn't have anyone to speak English to and I knew a little bit of Greek, but I wanted to learn more. So ... we agreed to meet every day for a week and speak English for half an hour and then Greek for half an hour. And ... actually ... it worked really well. Anyway, I found that I was really enjoying the English half hour, and I was quite good at it! So I stayed on and I did some more study. And then I passed some teaching exams and I

ended up with a really good job that I enjoyed very much! And here I am!

A: Wow! So if you hadn't been walking through that park, you would never have started your career!

J: Yes! And I'm quite a shy person really, so if I hadn't been brave enough to speak to those people, I wouldn't have got my first job.

A: I wonder what you'd have done if you hadn't become a teacher.

J: Hmm ... so do I sometimes! What if ...

Unit 9 Recording 5

I = Interviewer A = Speaker A B = Speaker B

1

I: Hello. I'm doing a survey to find out what people think of the new sculpture in the city centre. Can I ask you what you think of it?

A: The new sculpture? Ugh, I think it's really weird.

B: So do I!

A: I mean, that's not really art, is it? I don't understand the point of it.

B: Neither do I. To tell you the truth, I think it's just a waste of public money.

A: Me too!

I: Thank you.

2

I: Hello. Can I ask you for a minute of your time?

A, B: Mm?

I: What do you think of the new sculpture in the city centre?

A: Oh, that abstract thing? I went to see it when they first put it up.

B: So did I. I think it's brilliant!

A: I'm afraid I don't! It's so ugly! Other cities have much better public art. Like Barcelona.

B: Oh, I've never been to Barcelona.

A: Neither have I, actually. But you can see photos online.

I: Well, thank you both ...

3

I: Hello. Can I ask you what you think of the new sculpture in the city centre?

A: I think it's amazing. I really like it.

B: I do too. I've never seen anything like it before. It's very powerful.

A: Did you like the one they had there before?

B: No, I didn't, to be honest.

A: I didn't either. I'm really not keen on that kind of traditional statue.

B: Me neither.

I: So you're pleased that they've replaced it?

A, B: Oh, yes, definitely!

I: Well, thanks very much for your time.

Unit 9 Recording 6

1 So are we.

2 We are too.

3 I am too.

Unit 9 Recording 7

1: OK, thank you for coming to help us decide on our new piece of art for the gallery. We have three pieces to choose from and they have all been made by local artists. The questions we should ask ourselves are: Will the general public like it and will people want to come to the gallery to see it? So, what do you think about this one – the abstract painting?

2: Well, it's very colourful, isn't it? I quite like it.

3: So do I. I think it's very powerful. I'm sure it will get people talking.

4: I'm afraid I don't agree. To be honest, I think it's ugly. I don't understand it. It doesn't mean anything to me.

1: Me too, I have to agree. I'm not sure the public will like it.

4: Neither am I. They would probably think it was a waste of money.

3: Well, you may be right, I suppose. Not everyone likes abstract modern art, do they?

1: So let's look at the next one – the horse sculpture. What about this?

4: Oh, I love it. It's beautiful. I'd love to have it for myself!

2: So would I. It's very realistic. But it's made of wood. It's not very strong, so I'm afraid it won't last for a long time.

1: That's a good point. So that brings us to the third work, this painting.

2: It's very good, but it's very old-fashioned and traditional, isn't it?

1: But I think that's a good thing.

4: I do too. Realistic art that shows people and places as they really are, it's popular, isn't it? I mean, people can understand it.

2: Mm, I suppose so. So people will want to come to the gallery to see it.

1: We have to choose. So let's vote. Hands up for the traditional painting of the town. Right. That's three against one. So, we've decided on that one, right?

Unit 9 Recording 8

P = Presenter M = Mark A = Angy

P: Welcome to the programme. Today, we're discussing the question 'Is public art important or is it a waste of money?' With us are artist Mark Broadbent and gallery owner Angy Michaels. Let's start with Mark.

M: Well, in my opinion the public don't value public art as much as they should. Many people think it's a waste of money, but think about the benefits! Public art is free. You don't have to buy a ticket to see it. It's there for everyone.

A: That's true, Mark. And these days we can see more and more public art in our towns and cities. However, a lot of it is really not very good, is it? That's why many people think public art is a waste of money.

M: I know what you mean. On the other hand, don't you agree that the very best public art is very powerful? Lots of people will go and look at good public art – people who don't usually go to museums or art galleries.

A: You're right. But the question is 'What is good public art?'

Unit 9 Recording 9

P = Presenter M = Mark A = Angy

A: Most public art works today are chosen by small groups of experts. These 'experts' usually prefer abstract art. They think it's more original and creative. On the other hand, most ordinary people prefer more realistic works. And so they feel angry and unhappy with many of these new projects.

M: I take your point and I agree that a small group of people shouldn't make decisions for the rest of us.

A: Exactly. Because the other question is money. Public art isn't free. Actually, it's paid for by the public with their taxes. No one wants to pay good money for a piece of art that's ugly, do they?

M: Yes, you're right. I believe that we should all help to pay for public art. It seems to me that the problem is the way

public art is chosen. At the moment, ordinary people don't have a vote. And that's not fair.

A: Agreed! It's not fair. I ask you, if the people pay, whose opinion is most important – the people's opinion or the experts' opinion? I think the public should be able to vote for their favourite proposal. Then we'll get good quality public art that everyone can enjoy.

P: Thank you very much, Angy. That's a very interesting idea, but will it work? Let's hope so. But what do you, our listeners, think? The lines are open now.

to pay. Please could you bring me my bill for the first course.

W: Yes, sir.

Unit 9 Recording 10

A = Assistant C = Customer W = Waiter

Conversation 1

A: Hello, Customer Services. How can I help?

C: Hello. I'm afraid I've got a problem. I ordered a winter coat online three weeks ago and it hasn't arrived yet.

A: Oh, I'm sorry about that. Let me check your details. Oh, I'm really sorry but your order hasn't come in yet.

C: I see. When are you expecting it to arrive?

A: In about two weeks, Madam. We'll send it to you as soon as it arrives.

C: No, I don't want to wait. I'd like to cancel the order immediately and get a refund please.

A: Of course, Madam.

Conversation 2

A: Can I help you?

C: Yes, I bought this box of plates yesterday. The thing is, two of them are broken. I'd like you to replace them, please.

A: Have you got the receipt?

C: Yes, here it is.

A: Thank you. Just let me check on the computer. Oh dear, unfortunately, we don't have any more of these plates at the moment.

C: Oh, well could you order another box for me, please?

Conversation 3

C: Sorry, I'm afraid there's been a mistake. I didn't order the steak. I ordered fish.

W: Oh dear, I'm very sorry about that, sir. I'll take it back to the kitchen and order your fish.

C: How long will it take?

W: It should be ready in about fifteen minutes.

C: I'm sorry but I can't wait that long. I'm in a hurry. I'd like

Unit 10 Recording 1

- 1 Some people told us they'd gone to private schools.
- 2 One person told me he'd failed some exams.
- 3 Some people said they'd attended a private school.
- 4 They said they'd enjoyed school.

Unit 10 Recording 2

S = Simon A = Amy L = Leanne

S: I think a good education is very important, I mean it gives us really interesting knowledge about the world around us. For example, when I was at school I remember learning that the Appalachian Mountains in America were the same as the mountains in Scotland – they'd moved apart over time. I wanted to see the mountains – in America and in Scotland – and I think that started my love of travelling.

A: Yes, that's important – school can open up the world for young people and a good education also teaches children how to learn, so when they become adults, they can continue to learn for themselves. I'm finding out about my family history at the moment and I use all the research skills I learnt at university to help me. What do you think, Leanne?

L: I think it depends what we mean by a good education. As a teenager, I learnt so much working with my dad in his garage, helping my mum with our family business and volunteering at the animal rescue centre.

S: So you think the school of life is important – and a good education ...

Unit 10 Recording 3

- 1 They promised to provide more cycle lanes.
- 2 I suggest cycling to work.
- 3 They warned me not to ride my bike.
- 4 We tried to persuade her to take action.

Unit 10 Recording 4

- 1: OK, so what are the main problems that we have?
- 2: I worry about air pollution near our local schools. A lot of parents drive their children to school. There are always traffic jams near the school entrance, and that means the air pollution near the school is very bad.
- 3: Yes, it's much better for children to walk or cycle to school. But walking and cycling are dangerous too because there's too much traffic on the roads, and cars

often drive too fast.

1: Right. So, health and safety for school children is a serious issue for us. We're worried about air pollution near schools and about children getting to school safely. What suggestions can we make?

2: We need to find ways to encourage children to walk or cycle to school. We need to make it safer so parents stop driving them to school.

3: In my opinion, we should have stricter speed limits on our roads, especially near schools. We know that reducing speed on the roads helps to prevent accidents. And it encourages more people to walk as well!

2: Yes, I agree. In some areas the speed limit near school gates is thirty kilometres per hour. We should ask our council to introduce lower speed limits near schools in our area.

3: And we should also demand more pedestrian crossings so children can cross busy roads safely.

1: Thank you. Are there any more suggestions?

Unit 10 Recording 5

T = Tim S = Sharon

T: Thank you very much for agreeing to this phone interview, Sharon, I'd like to ask you some questions about your experience, if that's OK, and then I'm sure you'll have questions for me, too.

S: Yes, that's great, Tim. Thank you.

T: So, can you tell me what you're doing at the moment?

S: Well, right now, I'm working in digital advertising. I work for a company that helps people market their products online.

T: And what exactly do you do?

S: Well, there are two parts to my job. I write texts for websites and I write material that is used in blogs or eBooks. So, for example, I'll write the text for a lifestyle blog about what people do in their free time, or an online travel site.

T: Sorry, Sharon. I didn't catch that last bit. Could you repeat it?

S: Yes, of course. An online travel site. I have to tell people about a particular place.

T: And could you tell me what the second part is?

S: So, when you search for something online, there'll be a lot of results, right?

T: Yes.

- S:** So my job is to try to make sure the customer's blog or website is at the top of that list of results. Then more people will visit their site and hopefully they'll get more sales.
- T:** I see. How do you do that?
- S:** I have to do some research. I need to find out what key words people usually use when they search for this kind of product or website. I also need to look at the competitors' sites and see what key words they use. Then I have to make sure that I include the key words and phrases in the texts I write!
- T:** Could you give me an example?
- S:** Well, people often search for ways to do something. So, a title like '10 ways to ...' is a good one.
- T:** Right. I see.
- S:** Oh, I almost forgot. I sometimes have to give presentations to customers as well.
- T:** So you're very busy! One final question. Do you enjoy your job, Sharon? Do you ever recommend it to other people?
- S:** Yes, I love it! I definitely recommend it to anyone looking for a job in marketing. If someone is creative and interested in the way people think, it's a great job!
- T:** That's great to hear. Now, do you have questions for...?

Unit 10 Recording 6

- 1** 'Do you ever recommend it to other people?'
I asked her if she ever recommended it to other people.
- 2** 'How do you do that?'
He asked her how she did that.
- 3** 'Could you give me an example?'
I asked her to give me an example.

Unit 10 Recording 7

- C = Carol F = Frances**
- C:** Hey, boss.
- F:** Hey, Carol. How are you?
- C:** Good, thanks. Excited that it's nearly the weekend!
- F:** Look, I'm sorry, Carol, but you'll have to write that report again. Before you leave today.
- C:** But it's 5 o' clock.
- F:** I need it today.

Unit 10 Recording 8

- H = Heather R = Ryan**
- H:** Hey, over here!
- R:** Oh, hey Heather, great to see you! How are you doing?
- H:** Good, and I'm really looking forward to the film. Is it just you and me?
- R:** No, Donald is coming too.
- H:** OK, great. He's not here yet?
- R:** No. He's usually early.
- H:** That's not like him.
- R:** No, no it's not. I'd better call him.

Unit 10 Recording 9

- M = Mum L = Lauren**
- M:** Hey, Lauren, how was your day?
- L:** OK, I guess.
- M:** And, the test?
- L:** What test?
- M:** You know what test, Lauren. The maths test.
- L:** What about it?
- M:** Well, did you pass?
- L:** No. No, I didn't, OK?
- M:** Oh, Lauren ... Look, maybe it's time to get you a tutor.
- L:** We tried that, Mum.
- M:** But maybe with a better tutor, you'll be able to ... I mean, I know a lot of students who are doing that ...
- L:** I don't want a tutor, Mum! Sorry, I know you must be so disappointed.
- M:** Look, I don't want to make you feel bad, I know you try, it's just that I know how important it is to get a good maths grade, that's all.
- L:** I need to go out.
- M:** Lauren ...

Unit 10 Recording 10

- A = Alfie Z = Zoe**
- A:** So tell me, Zoe, what made you decide to become a civil engineer?
- Z:** Well, I've always wanted to do something practical. I mean, civil engineers build roads and bridges.
- A:** Why do you want to work with this company?
- Z:** Um, because your company is very well known and hopefully I'll have excellent opportunities to develop my skills.

Unit 10 Recording 11

A = Alfie Z = Zoe

A: So tell me, Zoe, what made you decide to become a civil engineer?

Z: Well, I've always wanted to do something practical. I mean, civil engineers build roads and bridges.

A: Why do you want to work with this company?

Z: Um, because your company is very well known and hopefully I'll have excellent opportunities to develop my skills.

A: Ah-ha. So, could you tell me a bit more about your qualifications for this job?

Z: Yes, of course. As you can see from my CV, I have a degree in civil engineering and I'm hoping to get my master's degree this year.

A: I see. So how much experience have you had?

Z: So ... I think I'd say I've had quite a lot of experience. I've worked on various different engineering projects during my studies.

A: That's great. What would you say you are best at?

Z: Well, I've got excellent maths and IT skills. But I think I'd say my greatest skill is organising projects.

A: OK, good. Could you describe yourself in just three words?

Z: Um, I can say that I'm well-organised and responsible. And I'm also creative, which I think is important in this job.

A: Right. And what are your goals for the future?

Z: I'd like to manage my own projects and work with customers.

A: That all sounds fine. So, do you have any questions for me?

Z: Let me see ... yes. I'd be interested to know what the biggest opportunities are for your company at the moment.

A: Well, ...