

# Empower 2nd Edition Intermediate Student’s Book Audioscripts

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## Unit 1, Lesson A Vocabulary Focus

### Track 01.02

- 1** You argue with someone when you don't agree about something.
- 2** You complain when you're not happy about something.
- 3** You encourage someone when you say good things about what they want to do.
- 4** If you persuade someone, you make them agree to do something.
- 5** If you insist on something, you say that something must happen.
- 6** You greet someone when they arrive at a place.
- 7** You admit something when you tell someone something about yourself that you don't want to.
- 8** You forgive someone when you stop being angry with them because they did something wrong.
- 9** You refuse to do something when you say you will not do it.
- 10** You update someone when you give them the most recent information.

## Unit 1, Lesson A

### Track 01.05

**Kris** It all started with this online game about Vikings. Nicolas and I ended up on the same team and, after each game, there was this chat session. Well, Nicolas wrote these really funny comments about the teams and the other players, and he made me laugh. I'd write replies to his comments, and he'd come back with another joke and, you know, it was a lot of fun. Then we sort of started messaging each other when we weren't gaming. Like me, Nicolas is crazy about anything to do with Vikings – like, he's read all the history and just knows so much. We've never met up because he lives in Bogotá, in Colombia, so it's not like

we're neighbours or anything. And that's the other amazing thing about him. Like, he's never left Colombia, but his English is almost perfect. We've spoken online – I don't know how his English got to be so good. I have so much more in common with Nicolas than I do with the friends I see every day.

**Alex** Zohra and I met on this fan website for *The Hunger Games*. We both think this is one of the most amazing series of books we've ever read. But we both really enjoy other science fiction as well. A lot of people on the fan site just wanted to talk about *The Hunger Games* and nothing else, but Zohra was like me and wanted to read other writers – like, some of the classic writers of science fiction – Frank Herbert, Ursula K. Le Guin, Philip K. Dick – people like that. So for a while we would decide together what book to read, and after every chapter we'd discuss what had happened and guess what might happen next. I really enjoyed this way of reading. It kind of made it more interesting. And then I had this idea that we could set up a book club online and, you know, include a few more people. But Zohra wasn't too interested in that. I could sort of feel her pulling away. She didn't text so often, and suddenly she didn't have time to read a book together – that sort of thing. That's fine. I enjoyed having an online friend, but I didn't want to have just one friend – I wanted more. In fact, now I've got a lot more – I set up the book club anyway.

**Kelly** I joined a discussion board called 'Greenie' and I could see immediately that Joe was the guy with the best ideas. There were always a lot of comments about how bad things are, and how the environment is suffering and all that. But Joe was practical and would always ask, 'OK, so what are we going to do about it?' and then he would suggest

something – small and simple things, but practical things. You know, like, ‘Everyone turn off your air conditioning and open the windows – sweat it out for the planet!’ I like people who do stuff and don’t just talk about it. Then I figured out that Joe and I live in the same town. So, we messaged a little and agreed to meet up. Together with some online friends and some face-to-face friends, we’ve set up a local action group. We got the city council to set aside some green areas and we’re raising money to buy trees to plant there. And we’ve set up a website to show everyone what we’re doing and we’re attracting more friends who want to join in. That’s the thing with online friendships – sometimes they carry over into the real world, and you can do some amazing things.

## Unit 1, Lesson B

### Track 01.08

**1**

**A** Are you OK, James?

**B** I’m OK, but I’m really tired. I’ve been speaking Spanish all day!

**2**

**A** Hi, Linda. Are you learning Russian?

**B** I’m trying to, but this book’s absolutely useless! It teaches you how to say ‘my uncle’s black trousers’ but not how to say ‘hello’!

**3**

**A** Hey, guess what? I’ve just read about this girl, and she’s only 10, but she’s fluent in several different languages.

**B** That’s absolutely amazing. I can only speak one language – English.

4

A Listen, Olivier: *squirrel!!*

B Squi... Squill... It's very hard! I'll never get it right!

A Yeah, I know it's difficult. You need to practise. Try again. Listen:  
*squirrel.*

B *Squi... rrel...*

A Well done!

## Unit 1, Lesson B Vocabulary Focus

### Track 01.10

1 Their house is enormous! It's got 12 bedrooms.

2

A Was it hot?

B Yes, it was absolutely boiling!

3 Why do you look so miserable? I've never seen you looking so sad.

4 We had a brilliant holiday. The hotel, the weather, the town – it was all really good.

5 The food was absolutely awful. I'm not going there again!

6 I was furious when I found out he'd read my private diary!

7 The picture's tiny – I can't see it. Can you make it a bit bigger?

8

A It's freezing! Why didn't I bring a coat?

B Here, you can borrow my jacket.

9 Your T-shirt's filthy! Put it in the washing machine.

10 That cake is delicious! Could I have some more, please?

## Unit 1, Lesson C

### Track 01.11

#### **PART 1**

**Rachel** Really? ... Oh, no ... the bookshop!? ... Wha ... Are you sure? Oh, thanks for letting me know ... yes, see you soon, Jo ... Bye.

**Becky** Excuse me?

**Rachel** Oh, sorry! I thought you were just looking.

**Becky** Um, I want something for a friend's wife. I'm going there for dinner.

**Rachel** OK. What sort of flowers does she like?

**Becky** Oh, I don't know. I haven't met her yet.

**Rachel** Right ... well, in my opinion, roses are always a good option.

**Becky** Um ... Aren't they a bit ... romantic?

**Rachel** Um, yes, I know what you mean.

**Rachel** I guess something like tulips might be better.

**Becky** Yes, they're lovely. How much are they?

**Becky** Erm, how much are the tulips?

**Rachel** Oh, they're ...

**Rachel** ... sorry.

**Becky** It's OK. I'll try somewhere else. Thank you.

**Rachel** Hello? ... Yes. Yes, it is.

### Track 01.12

#### **PART 2**

**Mark** Rachel? You OK?

**Rachel** Oh, I'm sorry, love. I'm just a bit worried. Jo phoned today and said that the old bookshop is going to be turned into another florist's.

**Mark** The bookshop on the corner? I didn't know they'd sold it.

**Rachel** Me neither. What am I going to do? It's hard enough already to make money, but I think it's going to be impossible with another florist's in the same street.

**Mark** Yeah ... Was Jo sure about this?

**Rachel** I don't know. She seemed pretty certain.

**Mark** Well, if you ask me, it's not worth worrying about until we know for sure.

**Rachel** I know but I can't help it – it's on my mind. I was even rude to a customer today.

**Mark** Really? That's not like you. What happened?

**Rachel** Well, I wasn't exactly rude, just not very ... helpful.

**Mark** Hey, don't worry about it. Let's just forget about work. Personally, I need a relaxing evening!

**Rachel** Me too!

**Mark** Anyway, Tom and Becky will be here in a minute. I think we should check on the food.

**Rachel** Yes. I don't want anything else to go wrong today. So, what's Becky like?

**Mark** That'll be them now!

### Track 01.18

#### PART 3

**Mark** Hi! Come in! Hello. Come on in. Rachel, this is Tom and Becky.

**Tom** Hi, Rachel. Good to meet you.

**Rachel** Hi, Tom.

**Becky** Hi, Rachel. Um, I think we've met before!

**Rachel** I'm so sorry about earlier! I had something on my mind.

**Becky** Don't worry. Erm, I was going to bring you some flowers, but I couldn't get any!

**Rachel** Thank you.

## Unit 1, Lesson D

### Track 01.19

- Maria** How's your revision going?
- Gilberto** Not so good. I think I can remember most of the grammar, but remembering vocabulary's a little harder, for me anyway.
- Maria** Yes, there are a lot of words to remember.
- Gilberto** What about you?
- Maria** For me, it is probably the opposite – I find the grammar hard to get my head around, but the vocabulary is a lot easier. I've been testing myself at home, and it's OK.
- Gilberto** How do you manage to remember all the words though? What's your secret?
- Maria** Well, it's no secret! I have this kind of system for learning words that seems to make it easy ...
- Gilberto** OK, what?
- Maria** Well, when I get home from class, I record all the new words I've learned onto my phone. And then I do something like go for a run, and I listen to them when I'm running. And I make up sentences with the words and say them to myself.
- Gilberto** As you're running?
- Maria** Yes, as I'm running – I just say the sentences quietly to myself.
- Gilberto** Do you remember what the words mean?
- Maria** Most of the time. If I forget, I check in my notebook when I get home from my run. And sometimes I play the words and write them down. I think the most important thing is to keep repeating them. I don't know why, but remembering the sounds of the words is important for me. Like, last week I learned the word 'shine' – you know, like 'the sun is

shining'. And that 'sh' sound at the beginning of the word makes me think of light that's getting brighter and brighter.

**Gilberto** Interesting. But I don't know if it would work for me. I need to see things written down. I need to look at the word.

**Maria** Right – my sister's like that, too. She uses vocabulary cards. Have you tried that?

**Gilberto** No. How does that work?

**Maria** She has these small cards and writes all the new words on a card with a picture, or a definition and an example – sometimes a translation, too. It worked really well ... for a while.

**Gilberto** For a while? Why? What happened?

**Maria** She left all the cards on the train.

**Gilberto** Oh, yes. That's probably what I would do!

**Maria** I felt so sorry for her – after all that work.

**Gilberto** It sounds like a good idea, but it sounds like you have to be quite organised to have a card system.

**Maria** Yes, that's true.

**Gilberto** And, to be honest, I think I'm maybe too lazy to write all those cards and keep them with me wherever I go!

## Unit 2, Lesson A

### Track 02.06

You've got good grades and you've been to lots of interviews, but no one's offered you a job yet. Why? Is it because your knowledge and practical skills aren't right for the job? Well, according to one careers expert, Nancy Maynard, it's probably because you just haven't got the 'likeability' factor. Likeability is the ability to work well with people. It isn't something you can learn easily at school, but employers want it and they're quick to see it in candidates at interview.

Without likeability, Maynard believes, good grades and practical skills are worth very little. In the first 18 months in a job, most of an employee's success is linked to their likeability, not to how well he or she does the job. Likeability is much more important than other abilities, and anyone who's looking for a job should be trying their hardest to improve their own by spending time with other people.

Advice for job hunters goes like this: apply for the jobs that you want, even if you haven't got the right qualifications. If you get an interview, then impress the interviewers with your 'soft skills'. Soft skills are your personal skills – your friendly personality, your positive attitude to work, your ability to communicate with people and your problem-solving skills. It's simple.

Or is it? Is likeability really more important than knowledge and experience? We took to the streets and asked some people for their opinions.

### Track 02.07

- 1** People don't realise how important likeability is because employers don't like to talk about it, so they usually give other reasons for not offering someone a job. But let's be honest, if you're paying someone to do a job, you want them to work well with the people around them.

- 2** Yes, soft skills and likeability are much more important than specific job skills – like being able to use a computer – for the employer and for yourself, too. There’s no such thing as ‘a job for life’ any more. Develop your soft skills – be good at working with other people – and you’ll always be able to get work.
- 3** I’ve been a doctor since I graduated from medical school. I’ve worked at this hospital for 18 years. My practical skills and my knowledge are all that matters. Without those, I couldn’t do my job. I listen to my patients, but I certainly don’t believe that I need to be charming and sociable all the time. I’ve never believed that.
- 4** I’m afraid it’s true and it makes me angry. I’m 23 and I haven’t worked since I left college. The only way to develop soft skills is to work with people, but the only way to get work is to have soft skills. It’s a no-win situation.
- 5** When people talk like this, it makes education and hard work sound second best, and that’s simply not true. Yes, you need to be able to make a good first impression, but come on, what really matters is that you can offer practical skills and experience to an organisation, not just a friendly face.

## Unit 2, Lesson C

### Track 02.10

#### **PART 1**

**Becky** Thank you.

**Rachel** Oh, hi Becky!

**Becky** Oh, hi Rachel.  
**Becky** Oh no!  
**Rachel** Oh!  
**Rachel** Oh Becky, I'm so sorry.  
**Becky** But why? It was me that knocked it over.  
**Rachel** But I distracted you.  
**Becky** What, by saying hello? Don't worry about it! It was my fault.  
**Rachel** At least let me get you another orange juice!

### Track 02.11

#### **PART 2**

**Rachel** How's the phone?  
**Becky** Not good. The screen's frozen.  
**Rachel** Oh dear! Have you tried turning it off and on again?  
**Becky** I was just doing that, but still nothing.  
**Rachel** What about taking the SIM card out and drying it?  
**Becky** That's worth a try. Thank you.  
**Becky** Thank you. I hope I haven't lost all my contacts. I haven't saved them anywhere else.  
**Rachel** Oh no, how awful.  
**Rachel** Could you take it back to the shop?  
**Becky** Oh, I don't think they'll do anything. I bought it over a year ago.  
**Rachel** Can you claim on your insurance?  
**Becky** I don't have any. It's just run out. A week ago!  
**Rachel** Oh, how annoying!  
**Rachel** I know – the other day I read about this trick for fixing phones that have got wet.  
**Becky** Oh yes?

**Rachel** They said you put the phone in a bag of rice and apparently it dries it out. You could try that.

**Becky** That sounds a bit weird.

**Rachel** I know, but there were lots of comments from people saying that it had worked.

**Becky** Okay, I'll give it a try. What have I got to lose?

**Rachel** Exactly – it's cheaper than buying a new phone!

#### Track 02.12

### PART 3

**Rachel** Hello. Fantastic Flowers.

**Becky** Hi Rachel, it's Becky.

**Rachel** Oh, hi Becky. How are you?

**Becky** I'm good and guess what? My phone's working. That rice trick worked.

**Rachel** That's brilliant! I'm really glad to hear that.

#### Unit 2, Lesson D

#### Track 02.16

**Lin** Hi, Tania. How are things?

**Tania** Hi, Lin. Things are OK.

**Lin** Have you done that presentation yet? The one for your bosses?

**Tania** Yeah, I did it yesterday.

**Lin** How did it go?

**Tania** Well, you know, the usual thing: I presented my ideas, everyone smiled and thanked me and then said nothing.

**Lin** So they didn't even give their opinion?

**Tania** No, but I could see they didn't like the idea. The problem with the company I work for is that they're continuing to use the same ideas and

aren't thinking enough about new markets. They're not thinking enough about the mobile app market at all.

**Lin** Isn't that why they hired you?

**Tania** That's what I thought. I mean, I've been working there for just over a year now, and they haven't said yes to any of my ideas. When they offered me the job, they said things like, 'Oh yes, we're very interested in your creative thinking and your problem-solving skills', but do they really want to use them? I get the feeling they don't.

**Lin** That must be very disappointing.

**Tania** I think I've more or less decided I'm going to look for a new job.

**Lin** Really?

**Tania** Yeah, it's getting hard to keep having a positive attitude.

**Lin** I can understand that. And I thought your app idea was a really good one.

**Tania** Thanks. So, what do you think about me moving to Singapore?

**Lin** Singapore?

**Tania** Yeah, I'm thinking about making a big change.

**Lin** Yeah, but coming to live in Singapore? Are you sure?

**Tania** Yeah, well, you came here to study, why can't I go there to work?

**Lin** No reason, I suppose. That would be amazing!

**Tania** I want to travel more, and I'm really interested in Asian culture – I'd love to find out more about it.

**Lin** Well, yes, and there are plenty of IT jobs in Singapore, but it's kind of a busy city. Are you sure you could handle it?

**Tania** Absolutely. It would be fun!

**Lin** Great! Go for it, then!

## Unit 3, Lesson A

### Track 03.01

- 1** We don't have much in common.
- 2** I get on with most of my family.
- 3** I'm not very good at keeping in touch.

### Track 03.02

- 1** I fell in love with my husband the moment I saw him.
- 2** Kate lives in the USA, but we keep in touch online.
- 3** My friends and I have a very silly sense of humour.
- 4** I don't think a shared background is important.
- 5** My relatives are all very close.

### Track 03.03

- A** We met a few years ago.  
He offered to help me fix my car.  
Later, we became good friends.

### Track 03.04

- A** That day, I was driving home from university for the summer.
- B** Where were you going when I saw you by the road?
- A** I was trying to get home with some heavy bags when he stopped to help me.
- B** I was skiing in the French Alps when I had my accident.
- A** Somebody stole my bag when I wasn't looking.
- B** Your sister phoned while you were out shopping.

- A** He looked out of the window while the train was going through the countryside.
- B** The car broke down as I was driving down the road.
- A** We met our friends while we were trying to get home.

#### Track 03.05

That summer, I had just finished my second year at university.  
When we met, my car had broken down by the side of the road.  
I hadn't taken my phone with me, so I couldn't phone for help.

#### Track 03.06

**1**

**Martina** Bianca is the sister I grew up with.

**2**

**Martina** We didn't get on with each other very well.

**3**

**Bianca** We had both cut all our hair off.

#### Unit 3, Lesson B

#### Track 03.07

**Martina** I remember in primary school, Mum used to dress us in the same clothes.

**Bianca** No, she didn't. We used to wear different clothes.

**Martina** So, how did we swap clothes and fool the teachers?

**Bianca** We used to change our clothes before class.

**Martina** Did we? I don't remember that. I thought our clothes were always the same.

**Bianca** Anyway, I liked the fact that you were always there. I always had a friend – someone to talk to.

**Martina** Yeah, but we didn't use to talk that much.

**Bianca** Yes, we did.

**Martina** No, no. We used to play together all the time, but we were quiet. Mum says so – she says it was like we knew what each other was thinking.

**Bianca** That's very true! I mean, I usually know what you think about things.

**Martina** Well, yeah.

**Bianca** Do you remember when we were in secondary school?

**Martina** Of course – I used to hate being asked the same question all the time: 'Are you Bianca's twin?'

**Bianca** That's when you started wearing black – only black, and nothing else.

**Martina** I looked good in black. And I remember what you used to wear.

**Bianca** They were just dresses and skirts with flowers on them.

**Martina** Oh, yeah – and they were pretty bad.

**Bianca** They weren't that bad. Anyway, I was trying to be different from you!

**Martina** But the thing that really annoyed me when we were growing up, was when people tried to compare us.

**Bianca** Right, like when they used to ask things like, 'Are you the one who's a little slimmer?'

**Martina** Or 'Are you the forgetful one?'

**Bianca** I never used to answer those questions honestly.

**Martina** Me neither. And I usually felt that people wanted us to compete all the time.

**Bianca** Yeah, especially with marks.

**Martina** Like, my teacher would say, 'Bianca's maths mark is better than yours.'

**Bianca** And I'd get, 'Martina wrote a very good essay – you could learn from her.'

**Martina** But Mum and Dad never did that.

**Bianca** No, never – they brought us up well.

## Unit 3, Lesson C

### Track 03.10

#### **PART 1**

**Paula** Hi, Mark. Hi Tom.

**Mark.** Hi, Paula.

**Tom** Hi!

**Mark** We're still meeting at 10, right?

**Paula** Yes, we are. We're in meeting room 3, I think. See you in there?

**Tom** Yep!

**Mark** See you in a minute.

...

**Tom** Coffee?

**Mark** Yes, please.

**Tom** So, did you have a good weekend?

**Mark** It was good, thanks. But you won't believe what I did.

**Tom** What?

**Mark** Remember I told you my dad wanted a desk for his new office? And I offered to help him find one online?

**Tom** Oh yeah ...?

**Mark** Well, I found one. It looked perfect, exactly what I was looking for. It was a fantastic price, too.

**Tom** Sounds good.

**Mark** Exactly, so I ordered it.

**Tom** Great!

**Mark** And it arrived on Saturday. But the funny thing is, it was really, really small.

**Tom** How small?  
**Mark** It only came up to my knees!  
**Tom** Eh?  
**Mark** It turned out I'd ordered a desk for a child.  
**Tom** No way!  
**Mark** Mm-mm! I forgot to check the measurements on the website!  
**Tom** So, what did you do?

### Track 03.11

#### **PART 2**

**Tom** So, what did you do?  
**Mark** Well, I phoned the company to explain and luckily they agreed to give me a refund.  
**Tom** Really? That was very good of them.  
**Mark** Yeah, it was. But anyway, I still had to find a desk. I was looking everywhere, but I couldn't find anything. In the end, Rachel suggested I try one of those freecycling websites.  
**Tom** Freecycling? What's that?  
**Mark** It's where people get rid of stuff they don't want any more. I've never heard of it either. But there are a couple of websites for this area. I found the perfect desk straight away – and the best thing is, it's free.  
**Tom** It's free?  
**Mark** Yeah, I think the owner doesn't have enough space for it, so he's just giving it away. So all I have to do is go and pick it up.  
**Tom** Wow! That's good. And you're sure it's the right size this time?  
**Mark** Ha ha. Yeah, I double-checked the measurements this time.  
**Paula** Guys!  
**Mark** Oh, sorry, Paula! It's my fault. I was just explaining to Tom about my desk mix-up.

## Unit 3, lesson D

### Track 03.14

- Bryan** It's a shame we don't know much about our great-grandfather, isn't it? Mum used to love talking about him and Great-grandma. She always used to tell so many interesting stories about them. But I've got no idea where or when they met.
- Susie** Yeah. Well, I know he was born in England.
- Bryan** Who, Great-grandpa? That's right. And he wanted to go out and see the world, didn't he? That's why he went to train as a chef – so he could get work on a ship.
- Susie** What kind of ship?
- Bryan** A cruise ship. That was before the war. Sometime in the 1930s.
- Susie** Oh, right.
- Bryan** He loved travelling, and working on a ship was the best way to see the world if you didn't have a lot of money, back then.
- Susie** So, how did he meet Great-grandma? She was a nurse, wasn't she? And how did they both end up in Australia?
- Bryan** I ... I don't know. I guess we'll have to do some research!

## Unit 4, Lesson A

### Track 04.01

**Presenter** That was Rimsky-Korsakov's *Flight of the Bumblebee*, a piece which was recently performed – to a live audience on TV – by a six-year-old boy called Tsung Tsung. Tsung Tsung could play the piano when he was three. At the age of five, an internet clip with him at the piano made him famous. Now, he says, he wants to be able to play like Mozart. Our question today is: Do we have to start young to succeed? We've all heard about kids like Tsung Tsung, bright kids who have a particular ability in, say, music, maths or science. But do they grow up to be successful adults? And if you're over 30 and you haven't achieved your goals yet, is it too late? Ed Bickley's been looking into it for us. Ed, what have you found out?

**Ed** OK, well, clearly some talented children go on to do very well as adults. Take Lionel Messi. He started playing football on the street at the age of five. Soon, he was playing against much older boys – and they couldn't get the ball off him. He was so good that he was able to join the Barcelona junior team when he was 11, and achieved international success at 20. Now he's one of the greatest players in the world!

**Presenter** A real success story!

**Ed** Yes. But what's surprising is that most of these talented children, when they grow up, don't actually achieve much more than other adults. A recent study followed a group of talented children from 1974 until now. Less than 5% managed to become very successful adults.

**Presenter** That does seem surprising.

**Ed** And now for the good news! If you haven't achieved your goals by the time you're 30, don't give up! Plenty of people have found success much later in life. British fashion designer Vivienne Westwood's first job was

in teaching. She always wanted to be a designer, but her successful fashion career didn't begin until she was 30 when she started making clothes for a shop in London called *Let it Rock*. Then there's Andrea Bocelli. He's been able to sing well since he was a child, but he didn't become a famous classical singer until he was 36. At 41, his album became the most successful classical album by a solo artist of all time, with 5 million copies sold around the world.

**Presenter** So to do well at something, we don't have to be good at it at a young age?

**Ed** That's right. In most cases, talent develops with experience. You need to practise, make mistakes, get frustrated, learn from your mistakes, practise more ... it's hard work. You need a lot of patience, a lot of determination. Confidence and a positive attitude help, too. Say to yourself, 'I can do it!' And just maybe you will! And don't worry if your 10-year-old child can't play the piano. Maybe they'll be able to do it when they're a bit older.

**Presenter** Ed, you've given us all hope! Thank you very much.

## Unit 4, Lesson B

### Track 04.05

**Kate** Well, my friends would probably say I'm an extrovert, because I'm very sociable. In social situations, like a party or something, I'm usually really outgoing, you know, talkative – and I like to have a lot of fun, and I usually joke around with people, and so on. I don't mind being on my own if it's not for too long but, after a while, I start feeling bored – I definitely need people to talk to. But, on the other hand, I definitely have my introverted side, too, you know. I think I'm basically quite a shy person. I certainly worry a lot about what people think of me; maybe

that's why I cover it up by talking a lot! And I'm really scared of speaking to an audience. I hate it if I have to give a presentation in class or give a speech; that makes me feel really nervous, feeling like everyone's looking at me. I don't like that.

**Alex** Oh, I'm definitely an introvert. I'm definitely a bit reserved with people I don't know well. I don't really give myself away much, except with very close friends – then I can sometimes be quite lively and fun to be with ... people say I'm very good at telling jokes, actually! Um ... I don't enjoy parties much, I don't really know what to say to people. I'd much rather be doing something on my own, maybe reading a book or going for a long walk, or maybe just going out with a couple of friends. It probably sounds really boring – but I guess I'm basically a serious person, and I'm also quite sensitive. I'd rather have an interesting conversation with someone, not just make small talk, and I suppose maybe that puts people off sometimes.

## Unit 4, lesson C

### Track 04.07

#### **PART 1**

**Becky** And these are the photos. You haven't seen the ones of our holiday, have you?

**Rachel** No, I haven't. Oh, wow! That's a great photo. That's the hotel you stayed in, isn't it?

**Becky** Yes. And there's the beach. It was only a few metres from the hotel.

**Rachel** Wow, Becky, these are really good.

**Becky** Thanks. I enjoyed taking them.

**Rachel** They're amazing. Actually, can I ask a big favour? You know I'm making a new website, don't you? Well, I need some photos of the shop for it. Do you think you could take them?

**Becky** Hmmmm, I'm not sure. I'm not a real photographer. It's just a hobby.

**Rachel** But I really love your pictures. Will you do it?

**Becky** Well, if you're sure. I'd love to.

**Rachel** Great!

**Becky** So, Mark, Tom told me about your internet shopping mistake. You bought a child's desk instead of an adult one, didn't you?

**Mark** It was an easy mistake to make – could have happened to anyone! Anyway, it all turned out well in the end. Actually, I'm going to get the desk on Saturday.

**Becky** Oh, do you need a hand? I'm sure Tom will help.

**Tom** Oh yeah? You'll need a bit of muscle!

**Rachel** It would be great if you could, wouldn't it, Mark?

**Mark** Yeah, I was wondering how I was going to move it on my own.

**Tom** Why not? But could I ask you a favour in return, Rachel?

**Rachel** Yes, of course. What?

**Tom** I'll tell you later.

#### Track 04.11

#### PART 2

**Rachel** So, what do you need?

**Tom** Well, I'm going to ask Becky to marry me.

**Rachel** Wow, that is great news!

**Tom** Thanks, but I wondered if you could come with me to buy the ring. I've never done this before and I don't know where to start.

**Rachel** Yes, of course I could. Oh, that is brilliant.

**Becky** What are you two gossiping about?

**Tom** Oh, nothing!

#### Track 04.12

### PART 3

**Mark** Go on. Pull it a bit harder.

**Tom** I can't, it's too heavy!

**Mark** We're almost there ... Go on.

**Tom** No, it's not going to work.

**Mark** All right. Put it down.

**Mark** What's it made of?

**Tom** Metal.

**Mark** Let's do it together, both sides. Ready?

**Tom** All right. One, two, three.

**Mark** No, put it down, put it down.

**Tom** Let's move it across. Ready? One, two, three.

**Tom** Job done.

#### Unit 4, Lesson D

#### Track 04.14

**Sheena** Last year I had some free time and a bit of money to spend. I'd always wanted to go walking and climbing in the Himalayas, but I didn't want to go on my own and none of my friends wanted to go. So I found a website called *Travel Groups*, where you can contact other people who want to go to the same places as you, and you can join up and go together as a group. Anyway, I found three other people to go with and we all met in Delhi, in north India, and we travelled together. It worked out really well. I think websites like this are a good idea because lots of people don't want to travel on their own, and it works as long as

everyone's reasonably sociable. I'm quite self-confident and I think I'm an extrovert, so I think I'm quite good at getting on with people and making friends.

**Alya**

I had a few months off after university, so I looked on the Internet for volunteer work and found a really good website for last-minute volunteer jobs called the *Volunteer Community Project*. It was good because you can arrange things straight away and they pay your fares and you get basic accommodation and food. You don't earn money, but you don't really spend much either. I went to London and worked there with young children from problem families. I didn't have any experience, but that doesn't matter. You just need to be able to get on with kids and understand what they need. I never realised before, but actually, it seems like I've got a natural talent for teaching children. So it was a really great experience and now I've decided to train as a primary school teacher.

**Brad**

I really needed to earn some money and I couldn't get a proper job. Someone told me about this website called *Short Work*, where people offer short jobs for a few days or a couple of weeks that they need doing, like helping out with things or fixing things for people. I'm quite good at things like that, and I know a bit about electricity and plumbing. I found this advert for a family who've got a large house and needed someone to do some basic work on it. So I went along and chatted to them, and they gave me the job. I think they could see that I was quite serious about it and I was determined to work hard. It was really good – I was only there for two weeks, but in that time I managed to clear their garden, mend their garden fence, I painted three rooms for them and I got their kitchen light working. So not bad for two weeks' work!

## Unit 5, Lesson A, Vocabulary Focus

### Track 05.02

- A** This is my favourite animal – the orangutan. Unfortunately, this great ape is endangered. It's terrible that people are cutting down the trees in the area where it lives. If we are not careful, its home will be completely destroyed. Fortunately, there are several conservation projects working to save this beautiful creature.
- B** The ice in the Arctic is melting. Some people say that the melting ice is natural – that human beings are not causing climate change. But we need to do something about it, and fast. The weather is getting stranger. Some scientists think that many species will not be able to survive if the temperature changes too much.
- C** Pollution is a big problem here. The air is often like a dirty grey fog. You can hardly see what's in front of you! A lot of people are getting ill. The government needs to limit the number of cars and factories, but we can't do anything without the support of the local people. The problem is, everyone wants to drive!

## Unit 5, Lesson A

### Track 05.03

- Phil** Are they environmentally friendly in Costa Rica? Do they protect their rainforests and animals?
- Masha** Well, yes, they do. The government is doing a lot, but it takes quite a long time for forests to recover if they've already been cut down. They'll probably grow back, but not immediately.

**Phil** Are you going to work in the rainforests?

**Masha** No, no I'm not. I'll be by the sea. I'm going to work on a project that looks after turtles.

**Phil** Turtles? That's very cool. But how do you look after turtles? I mean, what do you do?

**Masha** Well, to be honest – I don't really know! Tomorrow I'm meeting someone who worked on the project and she's going to tell me about the kinds of things I'm going to do.

**Phil** So, who else works on the project? Just people from overseas or local people, too?

**Masha** I'm not sure about that either. Perhaps I'll work with local people as well.

**Phil** So, you're off to save the world. I think that's great.

**Masha** Don't know about saving the world. But I'll definitely be able to save some turtles! And I'm going to make the most of my time in Costa Rica and learn some Spanish, too.

**Phil** Let me know how things go.

**Masha** Sure. Actually, I'm going to keep a blog, so I'll write regular updates on the blog and you can follow that.

**Phil** Good idea. I'm sure you'll have a great time.

**Masha** Yeah, so am I.

## Unit 5, Lesson B

### Track 05.07

**Presenter** I visited biologist Andrew Parker to find out more about how the natural world has inspired everyday objects. Andrew, hello! What's this little animal you've got here?

**Andrew** It's a thorny dragon lizard, from the Australian desert. As you can see, it's quite small, about 20 cm long. But it's an amazing animal. You see, what I'm really interested in is what this little creature can teach us about collecting water.

**Presenter** OK.

**Andrew** So, as I said, this lizard lives in the desert in Australia. And, as you know, it's an incredibly dry place. But this lizard manages to live there very successfully. And we've discovered one of the reasons for this. If the lizard puts a foot somewhere wet – even just a tiny, tiny bit wet – its skin pulls the water up and over its whole body. When the water reaches the lizard's mouth, it drinks it.

**Presenter** That's very clever!

**Andrew** Yes. On the lizard's skin – well, in fact, *in* the skin – we discovered there's ... like a system of very, very small pipes. So the skin collects the water and these pipes pull it towards the lizard's mouth.

**Presenter** That sounds really efficient.

**Andrew** Well, right, yeah. So, you see, we want to copy that system and use it in a device that collects water. If we are successful, the device will provide water for people who live in very dry environments.

**Presenter** That's fantastic. And what other ideas have we taken from nature?

**Andrew** Engineers are doing a lot with robots these days. For example, there's the rescue robot. It's just like a spider because it moves on eight legs. And so it can move very quickly and make itself very small. So these rescue robots will be able to help people who are stuck in small spaces or who are trapped in buildings, for example, if there's an earthquake.

**Presenter** So they'll be able to help save lives.

**Andrew** Exactly. And then we're looking at seashells, which are very strong, but, at the same time, they're very light – they don't weigh much at all. Scientists have discovered that seashells are made of lots of tiny blocks

that fit together – but this makes them really hard to break. The plan is to copy this material to make safety equipment such as gloves and helmets.

**Presenter** So this material will protect people like a shell protects a turtle.

**Andrew** That's right. And again, this could help save lives.

## Unit 5, Lesson B, Vocabulary Focus

### Track 05.12

- 1** A national park is a very large area of natural beauty for use by the public.
- 2** A river is a long (and often large) area of water that flows into the sea.
- 3** There are five oceans in the world: the Pacific, the Atlantic, the Indian, the Arctic and the Southern.
- 4** A rainforest is an area of land in a tropical region, where many trees and plants grow together.
- 5** A lake is a large area of water with land all around it.

## Unit 5, Lesson C

### Track 05.13

#### **PART 1**

**Becky** Hi!

**Rachel** Oh, hi, Becky.

**Becky** How are you?

**Rachel** I'm fine, thanks.

**Becky** So, are you ready for your photo shoot?

**Rachel** Ha! I guess so.

**Becky** The shop looks great!

**Rachel** Oh, that's because of Tina. She spent the morning cleaning up!

**Becky** Well, she did a great job. So Tina, are you going to be in the photos too?

**Tina** No! I hate having my photo taken!

**Becky** I see!

**Becky** Anyway, if you're ready ...

**Rachel** Make sure you get my good side!

**Becky** You look great!

**Rachel** Ooh! Thank you!

**Rachel** So, how do you want to do this?

**Becky** Err ... Let me see, I think it would be best if I just take some natural shots of you looking busy with the flowers.

**Rachel** OK.

...

**Becky** Hmm! That's really good!

**Rachel** Oh, shall I carry on?

**Becky** Yes, that's great. So, why did you become a florist?

**Rachel** That's a good question. I've always loved flowers, ever since I was a little girl, so it seemed a natural thing for me to do. I think it's really important that you do something that you enjoy.

**Becky** Fantastic! Yeah, it must be nice to have a job like yours, the freedom you have, and you can be creative, and you're your own boss.

**Rachel** You sound like you don't enjoy your job.

**Becky** No, not at the moment. Not for a while, actually.

**Rachel** Really? What's wrong with it?

**Becky** Ah ... lots of things. For instance, all I seem to do is deal with other people's problems, like issues with their pay or holidays. And I hate being stuck inside an office all day, staring at the clock.

**Rachel** Oh dear!

**Becky** I wish I had a job where I could travel the world, spread my wings, be free!

**Rachel** Such as?

**Becky** I don't know – that's the problem.

**Becky** Lovely!

**Rachel** Can I see?

**Becky** Sure. Here you go.

**Rachel** Hmm! That's great.

**Becky** Thank you.

**Rachel** Well, how about becoming a professional photographer? You're really good!

**Becky** Hmm ... I don't know. Tina ... how about a quick shot of you and Rachel together?

**Tina** Do I have to?

**Becky** Oh, go on! Just stand by Rachel for a moment.

#### Track 05.15

#### PART 2

**Rachel** So, look at this: there are loads of photography courses you can do. Photojournalism, for example, or portrait photography.

**Becky** Thanks, that's great, but we're meant to be choosing which photos you want for your website.

**Rachel** OK, but I just think it's something that you should consider.

**Becky** Well ... maybe. Let's look at the photos for now.

**Mark** Hey, Becky. These are great!

**Becky** Thank you!

**Rachel** I think this is the best one.

**Becky** Rachel, we can't see you in that one!

**Rachel** OK, let me see. I think this one.

## Unit 5, Lesson D

### Track 05.20

**Liz** I'm on my way to Lane Cove where between 20 and 30 whales have come ashore and can't get back out to sea again. When I get to Lane Cove, I'm meeting Sam Collins from the Marine Life Service. I'm going to help Sam and a team of local people to try and save these whales. OK, I've just arrived and talked to Sam. It's quite cold, so I think I'll change into my wetsuit before going down on to the beach to work with other people who've come here to help these whales. So far about 50 people have turned up and more are coming. If more people come, we'll have a chance of succeeding.

So, I'm in a team of four people and we're looking after just one poor whale. Sam says it's female, and what we've done is we've covered her with wet towels and we're pouring buckets of water over her to keep her cool. We have to be careful where we put the towels. If we cover her blowhole, she won't be able to breathe. Sam says our whale's in good condition and he thinks she'll survive ... The tide's coming in soon. I'm going to help dig up sand around the whale to make a hole. When the water comes in, it'll fill up the hole. Better get going ...

Yes! Success! The tide came in ... our whale floated again ... there were about five of us ... we pushed and pushed ... and she fought back a bit ... then she took off. What a great feeling! She's swimming back out to sea. I think she's going to be OK.

## Unit 6, Lesson A

### Track 06.02

**Kim, from England** Well, I've been living in Brazil now for a long time, and my friends here always say that there's real time and then there's Brazilian time, and I think it's true in a way. There *is* Brazilian time and it moves a bit more slowly. So if a meeting starts at 10 o'clock, you don't have to be there at 10:00; you can come maybe fifteen or twenty minutes later and that's fine. Or if people invite you for a party at 7:00, you definitely shouldn't arrive at 7:00 because it will be too early and no one will be there. You should arrive maybe half an hour or even an hour later. Some friends of mine here are from the UK and Germany, and they grew up with this idea that you always have to be punctual and they sometimes find it quite difficult when people don't show up on time. But I really like it – it's so much more relaxed, and I think people have more time for each other and that's really important. The funny thing is that because I'm from England and people know that English people are supposed to be punctual, they expect *me* to show up on time. They always say, 'No, you mustn't be late, you must come on time' – even though they're often late themselves. We always laugh about that.

**Will, from the USA** I remember when I was working in Nigeria, there were a few things I had to get used to. Like, for example, if you're talking to someone you don't know well, you shouldn't look right at them and you mustn't look them in the eye, instead you look down slightly. And when I was first there I found it really strange. I thought, 'Well, don't people like me or what?' But in fact it's a sign you respect the other person, so I had to get used to that. Actually, it's the opposite from the USA. In the USA, you should definitely look the other person in the eye when you

talk – people think that shows you're honest, but in West Africa people think that seems aggressive and it's polite to look away slightly. But I have to say, I never really got used to it, I always wanted people to look at me ... that's my culture, I guess!

**Tasia, from Greece** I've been in Britain for a couple of years now, so everything seems fairly normal to me, but one thing I still find a bit strange is attitudes towards children, especially bedtimes. Like if you're getting together in the evening and there are adults and children, at a certain time, maybe 7:00 or 8:00, all the children have to go to bed and after that it's just adults. And for me that seems really strange, because in Greece children can usually stay up as long as they want if there's a party going on or a family get-together, you know, they don't have to go to bed at a fixed time. If they feel tired, they can just lie down for a bit. And my friends in the UK tell me it's important, they have to sleep because they have school the next day and so on, and I do get that. I can see it's very sensible, and their children probably learn better, but I just think children should join in the life of the family and it's a pity if they can't be part of it, you know? That seems more important to me.

## Unit 6, Lesson B

### Track 06.09

**Presenter** Japan has by far the highest number of vending machines per person in the world. In fact, it has 5.6 million of them! That's one vending machine for every 20 people. These machines sell all sorts of things, from coffee to bananas, flowers to umbrellas. In a busy society, they play an important role. It's much cheaper for sellers to run a vending machine

than it is to run a shop. And customers love them because they can buy things more quickly and easily.

And we're not talking here just about drinks and cold snacks. In Japan, there are even vending machines that serve hot food. Japanese students love curry and rice, it's one of the country's most popular meals, and, sure enough, there are actually a few places where you can get it hot and ready to eat straight from a machine. That's definitely more convenient than cooking at home! But is curry and rice from a machine as good as curry and rice from a restaurant? Our reporter Luke went to the small town of Awa-shi to find out.

**Luke** OK, I've just put my 500 yen into the vending machine and I'm waiting for my curry and rice to appear ... hmm ... It's taking a bit longer than I imagined.

OK ... so, my meal is here. I just have to open the packet of steamed rice ... Hmm ... The curry smells ... well, it smells OK, like a lot of instant curries. Right, let me go and find somewhere to sit down and try it ...

OK, this will do ... Well, this is fine. It's actually much better than I expected. What can I say? I think it might be the best vending-machine meal I've ever eaten – just not the best *curry* I've ever eaten! For 500 yen – that's less than four pounds – I can't really complain. But I think next time I'll spend a bit more and go to a proper restaurant!

## Unit 6, Lesson C

### Track 06.12

#### **PART 1**

**Rachel** Hi, am I late?

**Tom** No, you're right on time.

**Rachel** So, are you ready to go shopping? I am so excited! I still can't believe you're going to ask Becky to marry you.

**Tom** Well, I've been thinking about that.

**Rachel** Oh no! Don't tell me you've changed your mind!

**Tom** Oh, no, not at all. I just don't know how to do it.

**Rachel** What do you mean?

**Tom** Well ... do you think I should take her somewhere special?

**Rachel** Erm ... yes!

**Tom** Maybe Paris? I was thinking I could propose at the top of the Eiffel Tower.

**Rachel** Wow! Just like in the movies!

**Tom** Do you think that's too much?

**Rachel** No ... But is it what Becky would really like?

**Tom** Er, I just don't know. What do you suggest?

**Rachel** Well, if I were you, I'd take her somewhere special.

**Tom** Exactly, like Paris.

**Rachel** I mean special for the two of you! Like Mark took me to the place where we first met. It was really romantic, because he'd clearly thought about it. Where did you two first meet?

**Tom** At the office where we both worked.

**Rachel** Oh, OK ... but there must be somewhere special.

**Tom** Hmm ... maybe. How about the restaurant where we had our first date?

**Rachel** Now that sounds like a possibility. Anyway, let's go and look for this ring.

Track 06.13

## **PART 2**

**Tom** So what about the ring? What would you buy? A big diamond, right? So she can show it to her friends?

**Rachel** Seriously? Tom, do you know Becky at all? It's much better to buy something that's her style. Something that you think she'll like. She doesn't need to show off.

**Tom** I'm getting this all wrong!

**Rachel** That's why I'm here. Come on.

...

**Rachel** How about that ring?

**Tom** Oh, that's a nice one.

**Rachel** It's £1,500

**Tom** I don't believe it! That's ridiculous.

**Rachel** Tom! It's Becky! Over there.

**Tom** You're kidding! What should we do?

**Rachel** Quick! Let's go in.

## Unit 6, lesson D

### Track 06.16

**Jeff** I like eating out but I don't really like expensive restaurants. It's not the money so much as the atmosphere. The waiters are often quite unfriendly and you feel you have to talk quietly, or I do anyway. No one seems to be very relaxed. And the food can be good, but you don't often get much on your plate. I'd much rather go somewhere where the food's good and you don't have to pay so much.

**Fabio** I love going to cafés, either with friends or on my own. I sometimes take a book or a newspaper to read, or I just order a coffee and sit there. I sometimes start talking to someone – in fact I've got quite a good friend who I met in a café. We started talking and then found out we both liked the same kind of music. I like pavement cafés best. You don't have

to think about anything, you can just sit and watch the world go by. It's a great way to pass time, I think, very relaxing.

**Carla**

I really love dancing, so I often go out with a group of friends to a club in the evening. It's such a good way to spend the evening. We usually order some food, maybe just some starters and some grilled meat, and something to drink, and then we start dancing. There's a favourite place of mine where they have live music and we all dance Latin American dances like salsa or merengue. It's quite cheap. You have to pay something to get in, but it's not much and it's always full of people, maybe 200 people all dancing. It's got an amazing atmosphere

## Unit 7, Lesson A

### Track 07.01

- 1** Well, it's very small so it can't belong to a big family, maybe a small family or an older couple who live on their own. ... Where is it? It's somewhere dry and sunny, so it could be Mexico, maybe, or Spain.
  
- 2** There can't be much space in there, so I think it must belong to a single person or a couple. And where is it? Hmm, it could be on the outskirts of any big city, I think. It might be somewhere like Tokyo, where land's expensive so you can't build big houses. It might not be a house, it might be two separate flats ... Oh no, they can't be flats, the ground floor one is too small, so it must be a house.
  
- 3** You can see tall buildings outside the window, so this flat must be somewhere like Dubai or some modern city. Whoever lives there can't have children, it's much too tidy. It might be someone who works a lot, or someone who doesn't spend much time there.
  
- 4** It's a huge house, so a very big family must live there, or maybe two or three different families. Or it might be a holiday home because it's in the mountains somewhere. It could be Switzerland or Austria, or perhaps Slovenia. Somewhere in Europe.

### Unit 7, Lesson A, Vocabulary Focus

- 1** I don't have my own house, so I rent the house I'm living in.
- 2** I've moved house a lot of times, so I've had lots of different addresses.

- 3** I live in a very busy neighbourhood. There are lots of shops, cafés and cars.
- 4** We don't have a garden or a terrace, but we do have a balcony where we can sit outside.
- 5** My home is in a good location because it's near the train station.
- 6** I put all the stuff I don't use in the attic.
- 7** Our flat is on the third floor of our building.
- 8** The view from my bedroom is nothing special – just a street and more houses.

## Unit 7, Lesson B

### Track 07.08

- Tim** What are you reading?
- Kate** Fran's just sent me a link to this list of five reasons why small towns are better than cities.
- Tim** Ha ha!
- Kate** What are you laughing at? Small towns ARE better than cities.
- Tim** Yes, if you want to have nothing to do and never meet anyone new!
- Kate** Well, I loved growing up in a small town. There's a real sense of community. People care about you. It's like you belong to one big family.
- Tim** Yes, I know you liked it. But I've always been a city boy. I love being in the centre of things – there's so much going on here. Cinemas, restaurants, museums ... And there are lots more work opportunities in big cities than in a small town.
- Kate** But there's also more crime. Life's more dangerous here --
- Tim** Actually, research has shown that it's safer to live in the city.
- Kate** Really? I find that hard to believe.

- Tim** Yes, they did a study that compared the number of accidents in country and city areas. And in the country there was a much higher number of accidents than in the city – car crashes. Mainly because people drive more in the countryside.
- Kate** That makes sense, if you think about it. And hospitals are nearer, I suppose, so you get help more quickly.
- Tim** Exactly. So it's actually safer to live in the city. And it's better for the environment.
- Kate** Really? How do you work that out?
- Tim** Well, you can't rely on public transport in the countryside like you can in the city, so you have to drive more. It's been proved that if you live in the city, you actually have a smaller carbon footprint, especially if you live somewhere with good public transport.
- Kate** I've definitely noticed that I walk more now I live in the city. Everything's closer, I suppose. And it *is* nice not to have to get into the car just to go to a supermarket.
- Tim** You see! There are a lot of advantages to living in a city. You can't argue with that.
- Kate** No, I can't – there are definitely advantages. But I still miss my little home town.

## Unit 7, Lesson C

### Track 07.14

#### **PART 1**

- Becky** Do I look OK, Tom?
- Tom** You look great! You've got nothing to worry about.
- Becky** Oh, I really hope your parents like me.
- Tom** Of course they will. You'll be fine! After you, go on.

...

- Tom** Dad, this is Becky.
- Michael** Hello, Becky. I'm Michael. It's very nice to meet you.
- Becky** Nice to meet you.
- Tom** And this is my mum, Charlotte.
- Charlotte** Hello! It's lovely to meet you at last!
- Becky** You too! *(Becky gives Charlotte the flowers)*
- Charlotte** Thank you. They're lovely.
- Michael** Take a seat, Becky.
- Becky** Oh, thank you.
- Charlotte** Would you excuse me for a moment? I just need to check on the food.
- Becky** Of course. Is there anything we can do to help?
- Charlotte** Oh no, it's all under control!
- Becky** So, Martin ...
- Tom** *(whispers loudly)* Michael!
- Becky** Michael. Erm, I expect you're excited about the match this afternoon.
- Michael** I'm not really a football fan, to be honest. I prefer golf.
- Becky** Oh, I see.
- Charlotte** Tom, do you think you could give me a hand in here?
- Tom** Sure.
- Michael** So, do you play golf?
- Becky** No.
- ...
- Becky** So Caroline, Tom tells me you're an architect. That must be very interesting.
- Charlotte** Oh, err, yes, I really enjoy it. In fact, at the moment, I'm working on --
- Michael** *(bringing in two bowls of soup)* Here we go.
- Becky** Oh ... This looks delicious.
- Michael** It's my own recipe.

**Becky** What's in it?  
**Michael** It's Chicken and mushroom.  
**Becky** Oh. Err ....  
**Michael** Is something wrong?  
**Tom** She's a vegetarian!  
**Becky** And I'm allergic to mushrooms.  
**Charlotte** What? Tom, why didn't you tell us?  
**Tom** I sent you an email yesterday. Didn't you see it?  
**Michael** Oh no, we didn't!  
**Charlotte** I'm really sorry, Becky. Let me get you something else.  
**Becky** Oh no, Caroline, it's fine, really. Is it OK if I just have some bread and butter?  
**Charlotte** No, we can do better than that. I'll get you a green salad.  
**Becky** Oh, OK, that would be lovely. Thanks.  
**Tom** (*whispers loudly*) Becky, my mum's name is Charlotte, not Caroline!  
**Becky** Oh, no! How embarrassing!

#### Track 07.15

#### PART 2

**Tom** Listen, I know today hasn't gone very well ...  
**Michael** What do you mean?  
**Tom** Well, Becky kept getting your names wrong. And she didn't eat the food you made.  
**Michael** Oh, don't worry about that! It wasn't her fault! Becky seems really great.  
**Tom** You really think so?  
**Michael** Yes, of course.  
**Tom** Well, I'm really happy to hear that. Because, well, I'm thinking of asking her to marry me.  
**Michael** Really? That's great!

## Unit 7, Lesson D

### Track 07.19

- Jon** So you're going to Florida, Sue. Lucky you! It must be nice and warm – not like here.
- Sue** Yes, it's about 30°, I think.
- Jon** I'm so jealous! Where are you staying? In a hotel?
- Sue** No, we've got an apartment near Miami Beach, with a swimming pool. It actually belongs to my cousin, but she's going to New York so she said we can use it while she's away. And her car.
- Jon** And her car? Wow, she must like you a lot!
- Sue** Well, yes, it's really generous of her. It means we're just paying for the flight. We couldn't afford it otherwise, not with the four of us.
- Jon** So, what are you going to do? Are you going to travel around?
- Sue** Well, it depends on the weather. It's hurricane season so it might be quite windy. But we'll probably go to the beach for a start, we all like swimming. Then Mia, my daughter, she's really into wildlife, so she wants to go to the Everglades and see the alligators, so we'll definitely do that. And, of course, we're going to have to go to Disney World for a day. I don't really want to, but Mark – that's my son – he wants to go there, and he wants to go on all the rides.
- Jon** Oh, come on, it might be fun. You'll enjoy it.
- Sue** Yes, I might.
- Jon** Sounds like you're going to be busy, anyway.
- Sue** Yeah. Oh, and my husband says we've got to go to Cape Canaveral – he wants to see the Apollo space rockets, so I guess we'll spend a couple of days doing that. I don't really want to go there. It's so far away, I'm not sure I can cope with so much driving. But there's no point in arguing with him about it. Once he gets an idea in his head ...

**Jon** So you're doing everything your family wants. What about you? What do you want to do?

**Sue** Me? Oh, I'd just like to relax and do nothing – sit by the pool and read a few books.

**Jon** Well, it sounds like you're going to be too busy. You won't have time for that.

**Sue** No.

## Unit 8, Lesson A

### Track 08.01

- Interviewer** Welcome to *Pod-on-Pod* – the podcast about podcasts. Today we’re talking to a fan in Berlin. Hi, Andrea.
- Andrea** Hi!
- Interviewer** When you got in touch, you said you listened to a lot of podcasts. So how did you start?
- Andrea** Well, I suppose you could say that the worst part of my day used to be my commute between home and work – 45 minutes each way on the metro. And trying to make the commute more pleasant is how I got into podcasts. I mean, they’d been around for a while and I think I’d listened to a few podcasts about cooking at home on my computer. And I knew that you could download them onto your mobile phone, but I’d never really bothered.
- Interviewer** So, why did you suddenly start downloading?
- Andrea** One day a couple of years ago I was bored with all my music – nothing I wanted to listen to ...
- Interviewer** Know the feeling.
- Andrea** So anyway, I looked up the available podcasts on my way to the metro station and downloaded a half-hour comedy episode. It was really funny, and it was really difficult not to laugh out loud on the train – people were giving me such strange looks.
- Interviewer** Like, who’s the crazy woman?
- Andrea** Yeah. But the trip to work took no time at all.
- Interviewer** ‘Cause you were entertained.
- Andrea** Yeah, that’s the thing ... When I got home that night, I had a really good look at the kinds of things that are available and discovered there’s ... well ... just about anything you could want. So, each day, as I’m walking

to the metro station, I listen to a news podcast – it's easier to concentrate on the day's news once I'm out of the house.

**Interviewer** Is that all you listen to in the morning?

**Andrea** Well, no. After the news, it sort of depends on my mood. If I'm having one of those days when the idea of going to work isn't a good one, then I listen to comedy to cheer me up. But other days I might listen to a current events podcast. One of my hobbies is baking bread – it's something I love to do at weekends. There are a whole lot of podcasts on baking bread with different ideas and recipes – they're really interesting.

**Interviewer** Do you listen to any podcast series?

**Andrea** Oh, yeah, I love them – like some of those crime stories. And every day you're waiting for the next episode to be uploaded. You can get really addicted to a podcast series!

**Interviewer** Anything else you listen to?

**Andrea** Well, one other thing – podcasts can be useful for my job. I've worked for a charity organisation for the past four years. We raise funds for the developing world. And there are also podcasts about that – different projects, different ways of raising money, things like that. I've picked up some really helpful ideas by listening to podcasts.

**Interviewer** Thanks for sharing, Andrea – and keep listening!

## Unit 8, Lesson B

### Track 08.07

**Presenter** If we're not sure where to eat, what laptop to buy or where to stay on holiday, most of us read customer reviews. Recent research has shown that 90% of customers read online reviews and that for nearly 70% a positive review will make them more likely to buy a product. But can we

trust online reviews? And how do we know if they are real or fake? We asked John Higgins, Professor of Digital Marketing at De Montfort University. John, are most reviews genuine?

**John** Well, maybe 80% of the time, yes, they are, but I wouldn't say 100%. I mean, if you think about it – you're running a café or a small hotel. If you can get a lot of positive reviews, you're going to get more customers, and not only that, you're going to get more hits when people look on review sites. So, you can ask customers to give you a good review ...

**Presenter** Nothing wrong with that, is there?

**John** No, not at all ... But that may not be very effective, because customers usually promise to write a good review and then they forget all about it. And of course, you can't really persuade a customer to write a review for you – it's up to them. So, what often happens is that small companies get their employees to write reviews, or friends and members of their family. Or they may even pay people to write fake reviews – this is known as 'opinion spam' and, of course, that *is* against the law. But it certainly happens. In one study in Australia, they found websites that were offering to write 10 positive reviews for \$85, and they also found adverts put out by restaurants which were trying to improve their ratings on review sites.

**Presenter** What, offering money for positive reviews?

**John** Yes, some restaurants have said quite openly that they want to get good ratings, and they'll pay money for them.

**Presenter** Incredible. But companies must be fighting that.

**John** Oh yes, they are. Companies like Amazon are very active in catching fake reviewers.

**Presenter** But can they do anything?

**John** Well, they can warn them not to continue and they can threaten to take them to court. In some cases, Amazon has actually taken fake reviewers to court and they've had to pay a fine. And websites like TripAdvisor and Yelp have tracking systems that can filter out false reviewers.

**Presenter** How does that work?

**John** Well, their system analyses the information that's coming in. Then if anything's suspicious, they have a team of experts who look at it more closely. It's a bit like the way a bank checks security – and TripAdvisor claims that it works really well.

**Presenter** So, we can still trust online reviews?

**John** I would say so, yes ... but maybe not too much! I would certainly recommend reading both the good and the bad reviews, not just the good ones. And I'd also advise people to read the review carefully to see what they really say. Do they just say, 'The staff are very friendly', or do they say something more personal, like 'We arrived late in the evening, but they gave us something to eat'?

**Presenter** So a personal, detailed comment is more likely to be genuine?

**John** Yes, exactly.

## Unit 8, Lesson C

### Track 08.09

#### **PART 1**

**Mark** Hi!

**Rachel** Hi! What are you doing here?

**Mark** I left work a bit early, so I brought you some cakes.

**Rachel** Really? Thank you! I was just getting hungry, actually. I haven't even had lunch yet. We've been really busy today.

**Mark** Well, that's good.

**Rachel** Yes, yes, it is.

**Mark** Are you still worried about that new florist's opening up down the road?

**Rachel** Yes, kind of. I just don't know whether there's enough business around here for two places.

**Mark** Hmm. And have you heard anything from Becky? She's got her interview today, right?

**Rachel** Yes, she should be there right now. I hope it goes well – she really wants a place on that course.

...

**Ben** And, finally, what kind of photos do you enjoy taking the most? You have a couple of portraits in your portfolio ...

**Becky** Well, taking portraits can be really rewarding, especially if the person likes the final photo. But I think, on the whole, I prefer taking action shots – sport and that sort of thing. It's so satisfying when you manage to take the photo at just the right moment.

**Ben** OK, well, that's all the questions I have. Do you have any questions for me?

**Becky** Actually, yes, I do. The course description mentions a work placement. Could you tell me a little more about that?

**Ben** Of course. It tends to either be working at a local gallery on a photography exhibition, or working with a professional photographer as an assistant. The placement generally lasts two weeks and normally happens during the holidays.

**Becky** OK, and there are trips abroad, too, aren't there?

**Ben** Yes, typically each class has two opportunities to go on study visits per year. Last year they went to Paris and Berlin to see exhibitions. In Berlin, they even had a private question-and-answer session with the photographer.

**Becky** That sounds fantastic.

...

**Tom** So how did it go?

**Becky** Yeah. Pretty well I think, on the whole. But it was much more difficult than I thought it was going to be. I was there around two hours.

**Tom** Wow.

**Becky** Yeah. There was one question I didn't know how to answer, but otherwise, yeah, pretty well.

**Tom** What was the question?

**Becky** Oh, it was something about my opinion of a famous photographer. I'm not very good with that sort of thing.

**Tom** Don't worry. Surely that's what the course is for. Did you find out much about the course?

**Becky** Yeah, he told me quite a lot about it. It looks great. There's a job placement where we get to work with professional photographers. And the university itself seems really nice.

**Tom** When will you find out if you have a place?

**Becky** Well, normally they don't tell you during the interview, but the tutor said they'd be in touch this week.

## Track 08.11

### PART 2

**Mark** Hi Tina, how are you?

**Tina** Hi Mark, I'm good, thanks. Listen, I just saw Sam from the newsagent's. Apparently that new shop's not going to be a florist's. It's going to be a clothes shop.

**Rachel** Really?

**Tina** Really!

**Mark** That's brilliant.

**Rachel** Yes, that's fantastic news. Though of course we'd have had no problem with a bit of competition!

...

**Becky** Thank you. I've got an email from the university. Tom, I've got a place, they've accepted me on the course.

**Tom** Wow, that's fantastic. I knew they would!

**Becky** Oh, I'm so excited, I can't wait to start.

**Tom** We should celebrate!

**Becky** We should, but first I have to phone Rachel. After all, it was all her idea in the first place.

...

**Becky** Hi Rachel. I've got some fantastic news!

**Rachel** So have I! You first!

#### Track 08.14

- 1** You can heat the food up in the microwave.
- 2** He wrote on the board in white.
- 3** A few weeks ago, she lost her earring.
- 4** The man you are looking for is the one in the vest.
- 5** I ate the food that my daughter cooked.

#### Unit 8. Lesson D

#### Track 08.15

**Presenter** People were commenting online recently about an 11-year-old boy from Manchester in England, who flew to Rome on his own. He was out shopping with his mother at a shopping centre near Manchester Airport, and while she was busy looking at something, he slipped away and walked into the airport.

Of course, he had no money or anything; he was only 11 years old, but he followed a family who were going on holiday and no one noticed him – everyone thought he was part of that family. Incredibly, he managed to get through security. It seems that no one noticed he didn't have a boarding pass, and they even let him get on the plane.

Normally, of course, they check your boarding pass when you get on, but I guess they just thought he was with the family. Anyway, they let him on and he found an empty seat somewhere. They normally count the passengers to make sure they have the right number, but it seems either they didn't do it this time or they didn't do it correctly, so the plane took off and he flew to Rome.

Then, luckily, when he got to Rome, they found out he was on his own without a passport and they put him on the next flight back to Manchester. Naturally, his mother was extremely worried about him and she complained about it.

Both the airline and the airport admitted it was their fault straight away and they promised to look at their security. And they even offered her a free flight. It's incredible that he managed to get through all the airport security controls without them noticing. But apparently, it happens quite often, and it's nearly always boys of about that age, between 11 and 14, who want to go on a plane.

## Unit 9, Lesson A

### Track 09.01

- Ava** I watched this true crime programme last night – it was really disappointing.
- Lucas** What was it called?
- Ava** It was so bad I've forgotten the name of it. The thing is – the trailer for it made it look really good.
- Lucas** Yeah, that's so often the case.
- Ava** Some of those trailers really hook you in. They make TV series and films look a lot more interesting than they are.
- Lucas** Well, they spend a lot of time and money making trailers.
- Ava** Really? I thought they just took a few scenes from films and sort of edited them together.
- Lucas** No, it's much more technical than that. I read an article about it.
- Ava** So what do they do?
- Lucas** Well, some researchers did an experiment. They used software to follow the facial expressions of a group of people who watched trailers, then these people were asked which of the films they'd like to see. So, from the facial expressions, they could work out whether the people were amused or fascinated or bored, and then they used this information to predict whether people would like to see the film or not.
- Ava** But that's just research, isn't it?
- Lucas** Yeah, but it also meant film companies could use the information to come up with a model for making really motivating trailers.
- Ava** So how does that work?
- Lucas** Well, I can only tell you what I read. But the most important things are the way the trailer starts a bit slowly and then builds to some kind of

climax. And if you're going to have a longer scene in the trailer, that should be at the end of it.

**Ava** So they've got it all worked out?

**Lucas** Looks like it.

**Ava** It's sort of depressing – more algorithms to make us do things.

**Lucas** Doesn't have to be. I mean, you can always read reviews. And I'm always interested in finding out about the latest marketing trick. That way you aren't fooled by it!

## Unit 9, Lesson B

### Track 09.05

**Annie** Well, my music experience sort of started when I was seven. It was my grandmother who started it. She gave me a CD of samba music. I loved the rhythms. I played it constantly. My mum says I was always dancing to it. Samba music is a kind of Brazilian music which also has African rhythms and it's very loud, very energetic. Eventually, I decided I wanted to play the music, not just listen to it, so I saved up and bought a drum. It was an *atabaque* ... it's a drum you play with your hands. I taught myself to play it. And this year, I played in my first street carnival. We were playing in the street, and people around us were dancing, and it was like my whole body was part of the rhythm. It was incredible, the best thing I've ever done! So now I've decided that I want to be a music teacher!

**Jeff** Yeah, well, my music experience was going to the opera. I was travelling through Italy with a group from university. We got to Verona, and there was this opera festival on. I wasn't really interested in opera, but my friends persuaded me to go. To be honest, it was a bit boring at first. But

then it started to get dark. It was a clear night and you could see the stars. I was sitting next to one of the people in my group, Laura, and it was, you know, romantic, sitting under the stars, listening to this amazing music. And, well, we've been together ever since! We even went back to Verona for our honeymoon, although we didn't go to the opera!

**Erica** Some of my friends ask why I like hip-hop, because they're into really different kinds of music, you know, more pop, R & B, kind of more romantic. But I really like hip-hop. I think it started when I was about 16. I remember I was in a car with my brother and a friend of his, who was older than me, and we were listening to Jay-Z, I think it was, and he was singing along. And I started noticing the words, which were really different from the songs I normally listened to. They were all about the place where he grew up and the tough times he had, things like that ... really different things from the songs I knew, which were all about falling in love and stuff. And I got so interested in it and Rick – that was my brother's friend – he lent me some of his favourite albums, and I've listened to hip-hop ever since. And Rick, well, we're actually married now. So I guess you could say we met through hip-hop.

## Unit 9, Lesson C

### Track 09.09

#### **PART 1**

**Rachel** Hi Becky.

**Becky** Hi Rachel!

**Rachel** How are you?

**Becky** I'm good, thanks. Listen, Tom and I were thinking about going to see a band tomorrow night. Would you guys like to come?

**Rachel** Oh, that's a great idea. Who are you planning to see?

**Becky** Well, we thought about going to that jazz club in town. They have live music every Friday and it's meant to be excellent.

**Rachel** Wait a sec. I'll just ask Mark.  
(to Mark) Mark, it's Becky. She wants to know if we'd like to go to a jazz club tomorrow evening.  
(to Becky) Ah, sorry, Becky. Mark says he's not that keen on jazz. How about going to the classical music festival at the university? It's supposed to be really good.

**Becky** Hmm, I'm not a big fan of classical music. I'm sure Tom would like it, but not me.

**Becky** Hang on. Tom wants to say something.

**Tom** Why don't we go and see that local band, The Snowmen? They're playing at the Empire tomorrow and they've had great reviews.

**Becky** Did you hear what Tom said?

**Rachel** Er, yes, but I'm not sure Mark would be interested. What kind of music do they play?

**Becky** What kind of music is it, Tom?

**Tom** It's rock, but it's a bit retro. They sound quite 1980s, so Mark should like it!

**Becky** Tom says it's rock, but a bit retro. 80s music.

**Rachel** Oh, I doubt Mark would be interested. He hasn't seen a rock band for about 10 years. Wait a moment. I'll ask him.  
(to Mark) Tom's suggesting an 80s rock band.

**Mark** Erm, yeah! Sounds good. Let's do it!

**Rachel** Really?

**Mark** Yeah, why not? Something a bit different.

**Rachel** (to *Becky*) Becky, are you still there? Mark says yes! So, what time does it start?

**Becky** Hang on a moment. I'll pass you over to Tom ... What time does it start?

**Tom** Hi Rach, it starts at 8, so shall we meet outside at half past seven?

**Rachel** Great. See you there.

**Tom** Oh, and tell Mark to wear something cool.

### Track 09.13

#### PART 2

**Becky** Oh, there they are.

**Tom** What's he wearing?

**Becky** I don't know.

**Rachel** Hi guys.

**Becky** Hi.

**Tom** Mark, what are you wearing?

**Mark** It's my 'going out' jacket! Don't you like it?

**Tom** Err, not really!

### Unit 9, Lesson D

#### Track 09.14

**Anna** I got two free tickets to the Kendrick Lamar concert. I mean, I couldn't believe it! Kendrick Lamar, one of the biggest hip-hop stars, for free! So I invited my friend Camila and she said, 'No, thanks.' And I said, 'What? Are you crazy? It won't cost you anything.' But then she tells me she doesn't like live music. She'd prefer to stay at home and listen to music on her computer. I find that very strange because, for me, music is something full of ... full of the singer's feelings, and if you can watch a singer perform, you can see what they're feeling and experience the

music much more. But Camila thinks recorded music is better because you can hear everything more clearly. The quality's better, and you don't have crowds around you, and it's just easier to enjoy it. For me, it's more important to see the song come to life when the singer or band connects with the audience. And the other thing I love about concerts is the music is really loud. Anyway, Camila won't be coming with me, but a lot of other people will want to.

**Camila**

My friend Anna invited me to go to the Kendrick Lamar concert next month. She managed to get hold of two free tickets – she's very lucky. She asked me to go with her, but I said no. She thinks I must be crazy, saying no to free tickets! I mean, I really like Kendrick Lamar and I have all his albums, but I just don't like going to live concerts. I really prefer listening to music at home or through headphones. In a concert, singers and musicians always make mistakes. The rhythm is a little off, or they play notes that are wrong, or something. And you see, mistakes can be fixed in a recording. Well, that's part of it. The other thing is, but I didn't tell Anna this, I hate the crowds – and there are usually so many people that you can only see the singer on the big screen. So, what's the point? I know a lot of friends who will want the ticket. It was very kind of Anna to ask me, but no.

## Unit 10, Lesson A, Vocabulary Focus

### Track 10.01

- 1** court
- 2** opponents
- 3** net
- 4** competitor
- 5** track
- 6** referee

## Unit 10, Lesson A

### Track 10.02

- Libby** So, how are you, Gina? How was your holiday?
- Gina** Oh it was great. Really good. Thailand was beautiful. And the food was amazing. But the best bit was when we went scuba diving.
- Libby** Scuba diving? I didn't realise you were going to do that!
- Gina** Neither did we! But we went to this gorgeous island called Koh Tao, and it turned out it's famous for its diving. Everyone there told us how amazing it is to dive there, so we decided to have a go.
- Libby** Wow. So did you have to do some training before you went in the sea?
- Gina** Yes, we did a three-day course – PADI, it's called. We had to do a few sessions in a classroom and in a pool, but by the second day we were already diving in the open water.
- Libby** Was it scary? I think if I went, I'd be terrified!
- Gina** I was a bit worried about it before we went into the water for the first time. You start imagining sharks, and running out of oxygen, and all kinds of things! But once we got in, I relaxed really quickly. There were so many amazing fish to see – the colours were fantastic. In fact, I got so

excited that I was moving around too much and using up all my oxygen. The instructor told me off. Apparently diving is a sport for lazy people. You're not supposed to move around too much!

**Libby** Oh really? It sounds perfect for me!

**Gina** And on the third day we went to Shark Island. Luckily, it turns out that the name comes from the shape of the island – it looks like a fin – NOT the local wildlife! The coral there was just so beautiful – all these gorgeous colours.

**Libby** It all sounds so amazing.

**Gina** It really was. If you get the chance, you should definitely go scuba diving. If you went, you would absolutely love it.

**Libby** OK, well, if I ever go to somewhere like Thailand, I might try it.

**Gina** So, how are you? What's been happening here?

**Libby** Not much, really. Oh, I've just signed up for my first-ever public run!

**Gina** Oh great! I was wondering if you were still going running. A marathon?!

**Libby** No, not quite! I wouldn't do a full marathon – I'm not fit enough! It's only five kilometres, and it's not a timed race, or anything. It's just for fun, really. It's called The Color Run, because every kilometre they cover you in coloured powder paint. So, by the end, you're all covered in different colours.

**Gina** Ha, ha, that sounds like fun.

**Libby** Yes, I think it'll be a bit more relaxed than a proper race – not quite so competitive. And at the end of the race, there's a big party, with music – and loads more powder paint. And it's popular with all kinds of people.

**Gina** Excellent!

**Libby** You should do it too! It would be great if there was a big group of us going. Would you like to try?

**Gina** Hmm, yes, I would, but ... I don't know. If I was a bit fitter, I would definitely do it. When is it?

**Libby** It's not for a couple of months. You've got time to prepare. And five kilometres is not very far.

**Gina** Hmm, OK then, I'll give it a try!

## Unit 10, Lesson B

### Track 10.06

#### Conversation 1

**A** How did the match go?

**B** Oh, I lost 5–1.

**A** Oh, dear.

**B** Well, I wasn't playing my best. Of course, I would have won easily if I hadn't hurt my arm.

**A** Oh, of course.

#### Conversation 2

**C** It's no good. I can't start the engine.

**D** Oh, great. This car's nothing but trouble.

**C** I know. I wouldn't have bought it if I'd known it was in such bad condition.

**D** Well, what did you expect for such a cheap price?

#### Conversation 3

**E** Careful! Are you OK?

**F** Yes, thank you, I'm fine. Thank you. If you hadn't pushed me, that car would have hit me!

**E** Yes, I know. Some people just don't look.

**F** Yes. Thank you so much anyway.

**E** That's all right. You be careful, though.

#### Conversation 4

- G** We found out that he was lying all the time. He had a daughter living in Hong Kong and he was sending her all the money.
- H** Ah, that explains why his bank account was empty.
- G** Yes, exactly. I wouldn't have discovered the truth if I hadn't read her letters. I found them in a box in his attic.
- H** Hmm. Well done. Good work.

#### Unit 10, Lesson C

##### Track 10.09

#### PART 1

- Mark** Thanks, Tom. So have you ...?
- Tom** Not yet.
- Mark** Right.
- Tom** I'm going to ask her tonight.
- Mark** Ooh! How do you feel?
- Tom** A bit nervous! How did you feel when you did it?

##### Track 10.10

#### PART 2

- Tom** How did you feel when you did it?
- Mark** When I asked Rachel to marry me? Erm, fine, I think. You've got nothing to worry about. I'm sure it'll be OK.
- Tom** I wish I had your confidence.
- Mark** So, where are you taking her?
- Tom** I've booked a table at *Bella Vita*. It's the place where we went on our first date.

**Mark** That's a good idea.  
**Tom** Do you think so? You don't think it's a bit boring?  
**Mark** No, not at all.  
**Tom** Hmm. I'm still worried that something will go wrong. What if she says no?  
**Mark** She's definitely not going to say no. You two are perfect for each other.  
**Tom** Hmm, but what if ...?  
**Mark** All right, enough!

### Track 10.13

#### PART 3

**Becky** Thank you!  
**Tom** Thanks!  
**Becky** So, what are you going to get? I'm starving!  
**Tom** I don't know. Maybe a pizza.  
**Becky** Yeah, the pizzas do look really good.  
**Tom** So, erm, Becky, ever since I've known you ...  
**Becky** It's been a long time since we were here last.  
**Tom** Yeah, we came here on our first date, didn't we?  
**Becky** Really? I thought we went somewhere else. That reminds me, I need to book the restaurant for the office party. Let me just make a note of that before I forget. Were you trying to give me a ring earlier?  
**Tom** A ring? What?! No!  
**Becky** I've got a missed call from you on my phone.  
**Tom** Oh! Oh, yeah, I just wanted to check that you knew which restaurant it was.  
**Becky** Oh, OK.  
**Tom** So anyway, as I was saying, you've really changed my life ...  
**Waiter** Are you ready to order?

**Becky** Oh, we haven't even looked at the menus yet! Could you give us a couple more minutes?

**Waiter** Of course.

**Tom** Becky, there's something I want to ask you ...

**Becky** Oh yes, me too. Are you free this weekend? My parents are coming to stay and ...

**Tom** Listen, I'm trying to ask you to marry me!

**Becky** What? Tom! Oh I had no idea. How long have you been planning this? Ah, this ring is gorgeous. When did you buy that? Oh, I know! That's what you were doing with Rachel in the shopping centre. I was sure something was going on!

**Tom** Becky, will you marry me?

**Becky** Of course I will!

## Unit 10, Lesson D

### Track 10.15

**Greg** I finished training as a nurse in Auckland and I was expecting to get a job in a small hospital somewhere. But then a friend told me about *NowVolunteer* and I decided to apply. I'd always wanted to go to an African country and use my nursing skills to help people and here was a chance to do that, so I decided to take the opportunity while I could. I had to raise \$500 before I went but that was quite easy – I got two hospitals to sponsor me and then I borrowed some money from the bank.

So I went to Madagascar and joined a team of people working with a local supervisor. We set up a programme where we went round villages and taught basic ways to improve hygiene and to avoid catching diseases. For example, we gave instruction about how to avoid catching

malaria and distributed mosquito nets to some of the homes. I think we did some good, I hope so anyway, but I also learned a huge amount from it. I was suddenly in a completely different culture, teaching people who had such a different lifestyle from my own, so I think it made a big difference to the way I see the world. And I also made some very good friends out there, both local people and the other volunteers. We had such good times together and we've kept in touch since then. After I came back, I got accepted straight away for a job at the university hospital, which is one of the best hospitals in Auckland. I'm sure I wouldn't have managed to do that if I hadn't worked in Madagascar and got this practical experience. So I'd recommend *NowVolunteer* to anyone. I think their programmes are great.