

# Audio scripts

## Unit 1, Listening Activity 1

### Track 01

**N = Narrator S = Speaker**

**1**

**N:** You hear a man talking about a friend who lost her job.

**S1:** Like most other people I know, I use social networking sites a lot. It's great to post photos and look at other people's to see what they've been doing. I've got loads of friends and I can keep in touch with everyone. But you have to be careful. A friend of mine had a really bad experience. She took some time off work to go skiing but she told her boss she was ill. You can guess what happened ... She posted photos of herself in Switzerland and someone told her boss. She's looking for another job now!

**2**

**N:** You hear a girl talking about a time she used her mobile phone on public transport.

**S2:** I'm never without my mobile phone and I have a fear of losing it. I use it at home, at school, in the street – I hate being out of touch with my friends. But I've stopped using it on trains. Last month my mother phoned me while I was on the train. We often used to chat during the journey, but this time was different: she was telling me off about my recent homework grades, and everyone on the train overheard our conversation. It all went very quiet. I was so embarrassed!

**3**

**N:** You hear a boy talking about a postcard he sent to a friend.

**S3:** Like most people these days, I rarely write letters to friends – I usually email or text. But I quite like sending a postcard if I'm on holiday. It's sort of traditional and personal, and it's nice for a friend to get the picture, isn't it? Well, last year I sent my friend a postcard from Mexico. It was a stunning picture of a long sandy beach. But – you won't believe this – it was eighteen months before it was delivered to my friend! I have no idea what happened – it probably went around the world several times before my friend got it! She thought it was funny, though I was a bit cross.

**4**

**N:** You hear a woman talking about sending an email.

**S4:** It's so easy to email friends – one minute on your computer or phone, press a key, and you've done it. But the problem is it's very easy to make a mistake. We've all done it: written a long email and then pressed the wrong key, and it disappears. I made a really big mistake last month. I had an argument with my best friend, Eva. It was about something very silly, but I was feeling angry, so I wrote an email to another friend telling him all about it; I said some bad things about Eva. Well, the

moment I sent the email, I realised I'd clicked the wrong button and sent it to everyone in my address book, including Eva! She isn't my best friend anymore!

## Unit 2, Speaking Activity 1

### Track 02

Your photos show people who are wearing special clothes in different situations. I'd like you to compare the photos and say why the people have decided to wear special clothes in these situations.

## Unit 2, Speaking Activity 2

### Track 03

Both pictures show people who are wearing special clothes, but they're in different situations. In the first picture the skier is spending her free time enjoying herself, whereas in the second one the people are obviously working in a kitchen. This means they have different reasons for the clothes they've decided to wear. I think the skier is a girl. She needs to have clothes that will protect her against the cold weather on the mountain, so she is wearing thick clothes. She probably chose them herself because she wants to look good when she's skiing. She's also wearing a helmet, in case she falls and hurts herself.

The people in the second picture, however, probably didn't choose their clothes themselves – they have to wear them because their clothes are important for the job they're doing. I think they're baking a cake and they have to cover their hair and their ordinary clothes so that the food they're cooking stays safe and clean. The clothes are also special for chefs so that other people can identify them. They all look very interested in their work.

## Unit 2, Listening Activity 2

### Track 04

Winning the lottery has completely transformed my life! I used to ignore all the advertising campaigns for the lottery because I didn't think I would ever win. But one day, I did some shopping at the supermarket and then at the grocer's in town, and on my way back home, I walked past a bookshop near my house. They had a sign outside about lottery tickets, so I decided to give it a go.

However, I forgot all about it until I heard no one had claimed the week's prize. I found the ticket in my bag and checked it. I couldn't believe it when I saw I had all the winning numbers! I was so surprised! But after the initial shock, I actually felt worried. I had no idea what I should do with one million pounds!

You might think this was strange but whereas most people might go out and buy a big house and a fancy car, I got myself a watch because my old one was broken. It wasn't particularly expensive – it just seemed wrong to go out and buy stuff I didn't need.

Then I realised I could help other people and I looked for things to do in my town. I made a donation towards a machine that the hospital needed. I also helped the school I went to when I was young by giving them the money to build a library. That's the thing I feel most proud of. Education's so important.

I helped my family too, of course. My parents needed a new kitchen, so I paid for that work to be done, and I bought my brother a camera, which he was really pleased with because he uses it for his job.

I've also had the opportunity to travel abroad for the first time – with my best friend. She suggested Milan, Italy, but in the end we decided to go to Spain – I've always wanted to go. Now I'm planning to visit Japan. Yes, I've been very lucky!

## Unit 3, Listening Activities 1 and 2

### Track 05

- 1 All types of cookery have become popular recently and that's mainly down to the number of famous chefs on TV. I run a cookery course at the centre and in recent months I've had to start another class too because it's become so popular! I don't teach everything about cooking, obviously – my course is all about baking – making cakes and biscuits and yummy things like that with loads of calories! You might think that the people who come to my courses are all mums and grannies but you'd be surprised to see the number of teenage boys I have in the class at the moment! They're very good too.
- 2 When you watch those chefs on TV, you would imagine you need to be fairly rich. The items they use to cook that lovely food are very expensive. My class is all about teaching people how to cook really well with very little money. It's amazing how easy it is. When I started the course, I was happy to get five or six students but now the class is full and I have a waiting list. I'm glad it's so popular. I feel as though I'm really helping people at a time when they have to save as much money as they can, and that's great.
- 3 Good food is a real pleasure. Most of us enjoy going out for a nice meal. However, these days we also know how dangerous it can be. Putting on weight is a problem. My cookery course tries to help people who have problems with their weight and also their families. I do not run a dieting club! I teach people about food and what it does for our bodies. My students learn how to plan and cook well-balanced meals so that they eat everything they need to be healthy. They lose weight but they also learn eating habits that will help them stay slim.
- 4 My cookery course is aimed at people who want to cook food that is a bit special – not your normal meat and vegetable dishes! I know many students come to the course because they have a real passion for cooking. The TV cooking competitions are to thank for this! People see others just like them cooking amazing meals and think, 'Why not me?' So, I show them how. A couple of my ex-students have actually gone on TV competitions since I taught them and one girl – only eighteen – won a major prize. I was very proud!

## Unit 4, Speaking Activity 1

### Track 06

Your photos show people travelling in different ways. I'd like you to compare the photos and say how you think the people are feeling.

## Unit 4, Speaking Activity 2

### Track 07

- 1 Do you enjoy travelling on the underground?
- 2 Do you enjoy travelling by plane?
- 3 Do you think it's worse to be delayed at a train station or an airport? Why?

## Unit 4, Listening Activities 1 and 2

### Track 08

Hi, everyone. I'm Jack, and I'm going to tell you about my recent trip to the Arctic.

I've always been curious about cold places, and it was a long-held ambition of mine to be able to visit the Arctic Circle in winter. I wanted to have a *real* adventure, so I decided to go backpacking there with a few friends. Even though we weren't going to the North Pole, it was still a rather unusual thing for young people to do. Some of my friends thought it would be a bit difficult and even frightening, but I thought it was challenging and couldn't wait to go.

We arrived inside the Arctic Circle by plane and set off by bus to explore the countryside. We couldn't afford hotels, so we had planned to stay in family homes. However, the hostels were excellent – very comfortable and welcoming – so we decided to stay in those.

I had done lots of research about life in the Arctic and so I knew it would be cold and snowy, but the wind was totally unexpected. It was so strong that it meant temperatures felt even colder than they actually were – and they were around minus ten! We had to buy extra hats, gloves and boots to keep us warm. I was glad that I'd brought several scarves with me as they sometimes got wet in the snow.

We had made plans to visit a husky farm – they're the working dogs that pull sledges across the snow in remote places. The farm we visited had around eighty dogs, all being trained for their working lives. I talked to some of the trainers there, and one of the things they said was that female dogs make the best leaders, which I found surprising. Apparently, although all the dogs are obviously strong – I suppose they have to be because of the work they do – females are considered to be more intelligent. I also didn't know that teams of huskies take part in races too, and once I found out, I was sorry there weren't any of those when we were there. They would have been fun to see.

One more reason I'd wanted to go to the Arctic in winter was because I wanted the chance to see the Northern Lights. These appear as green or yellow lights in the night

sky, and they're caused by sun particles falling into the earth's atmosphere. Unfortunately, they're only visible if the weather is clear and frosty rather than cloudy, so lots of people who travel to the Arctic just to see them are disappointed. The lights can be seen from October to March, although February is considered to be the best month to catch them. We camped out a long way from the pollution caused by the town lights because we thought that would give us the best chance to see them. After several hours of waiting in the cold, suddenly, there they were! And I'd say they were worth waiting for – they were spectacular! They looked just like smoke – and they were slightly scary too!

My Arctic adventure was only short, but it was memorable and I can't wait to go back. Next time I'll go in the summer though, so I can experience the midnight sun. It'll be a different kind of adventure, but I'm sure it will be equally enjoyable. You'd all love it, I'm sure!

## Unit 5, Listening Activities 1 and 2

### Track 09

- 1 I hate shopping – there are always so many people and it's always a struggle to get what you want. I often come home with something I don't like and I spend too much on my credit card. Last week I went to buy a birthday present for my cousin and it was a nightmare! The girl in the shop couldn't have been kinder, but even so, it was impossible to identify anything that was suitable for a present. In the end, I decided to get my cousin an online voucher so that she could buy something for herself.
- 2 I usually go shopping with my friends at the weekend, and we spend ages in the shopping centre. We enjoy spending time in a café and going to the cinema as well as shopping – we always have a great time. This time, though, things went wrong. I was looking for a special present for my best friend. The centre was so full it was difficult to walk around, but worse was the fact that we'd spent too long in the cinema and I had to find something before the shop closed. I managed it, but I'm not very happy with my choice.
- 3 My family all enjoy shopping, but I feel it's a waste of time. I have better things to do! But if I need to buy someone a present, then I have to do it. Last weekend I was in that situation, and I'd left it very late to buy this present for my sister. I looked everywhere, then decided that I'd buy a book but I needed advice. The man in the shop wasn't interested in my problems and in the end, I found something myself. I was able to pay by credit card, which was convenient, but I wasn't happy with his manner.
- 4 I actually usually like shopping – it's always interesting wandering around looking at new products and seeing what is fashionable. Last weekend it was horrible, though. One of my favourite shops was giving special discounts and so it was packed with people. I had wanted to buy myself something with some birthday money I'd been given, but by the time I'd waited ages just to get into the shop, I'd lost interest. I might do my shopping online in future – I can do that whenever I want at home!

## Unit 5, Speaking Activity 3

### Track 10

- A:** So, let's think about advertisements influencing children. What do you think? Is advertising a bad thing for them?
- B:** To be honest, I don't think children really watch them – they probably ignore them. But if they do, I would say it's a bad thing to have a lot of advertisements on television, especially for sweets and sugary things.
- A:** I know what you mean. Children can be easily influenced to want things that are bad for them, especially if the advert has music and cartoons to amuse them as well.
- B:** What about giving information about products? That's quite important for consumers.
- A:** You're right, but do you think advertisements always tell the whole truth?
- B:** It depends. I suppose it's our responsibility to check out what they say.
- A:** That would be a problem if we had to do it for all the advertisements on television! There seem to be advert breaks every ten minutes.
- B:** We might be able to rely on most of them – after all, they are checked before they are broadcast.
- A:** True. But what annoys me is the way they interrupt a programme I'm really enjoying.
- B:** Yeah, I totally agree about that. There's nothing more annoying than having a dramatic moment spoiled by an advert.
- A:** So, maybe people who record programmes and fast forward through the adverts are being clever!
- B:** Yes! But the question is, are there too many advertisements on television? I'd say there are.
- A:** I'm not too sure about that. I think companies do need to advertise their products – that creates a good economy.
- B:** Hmm ... You have a point, though I don't think I can agree with you.

## Unit 6, Speaking Activities 1 and 2

### Track 11

**E = Examiner   A = Student A   B = Student B**

- E:** I'd like you to talk about something together for about two minutes. Some people choose to do jobs that are considered to be dangerous. Here are some things they often think about and a question for you to discuss. Talk to each other about what attracts some people to do dangerous jobs.
- A:** OK, let's talk about this one first: high salaries. People with dangerous jobs get paid very well, don't they?
- B:** Yes, they do, and they deserve it. I'm not sure that the high salary is the main reason they want to do a dangerous job, though. After all, footballers get paid a lot and that's not dangerous.

- A:** That's a very good point – perhaps the salary isn't that important. Maybe the next one then: enjoying excitement. Some people hate routine – you know, doing the same thing every day like some people do in an office. That could be an important reason.
- B:** But dangerous jobs often need a lot of training, and that could be routine at first – I'm thinking that a job like a firefighter relies on everyone following the rules and they have to learn them.
- A:** I agree, but the job itself is not routine. When they're called out to a fire, every one is different.
- B:** That's true. So, you mean that 'dislike of routine' could be one of the main attractions.
- A:** It's possible. But how about the idea of just enjoying excitement? Some people love taking risks, and that could be a definite reason for doing jobs that are dangerous.
- B:** I'm with you on that – I think that excitement could be very high on the list.
- A:** What about needing fewer qualifications? That could be attractive to people who don't like studying.
- B:** I've never thought of it that way, but you may be right. And we've already said that some dangerous jobs have their own specialist training, so that could be important for some people. I don't think it's top of the list, though, to be honest.
- E:** Thank you. Now you have about a minute to decide which reason would make most people choose to do a dangerous job.
- A:** We didn't talk about doing something unusual – that could be a very good reason for someone to choose a dangerous job; they want to stand out from the crowd.
- B:** That's true. I think all dangerous jobs are rewarding in some way because you must feel like you've achieved something!
- A:** I agree with that, but I'm not sure that it's the most important reason. I'd go for excitement as the main reason.
- B:** I partly agree, but we also thought that dislike of routine might be important.
- A:** Yeah, but we thought it wasn't really crucial. We have to choose the most important reason.
- B:** OK. Let's stick with excitement then.
- E:** Thank you.

## Unit 6, Listening Activity 1

### Track 12

I've loved watching films for as long as I can remember, and I absolutely love thrillers and dramas. As a child, though, I used to sit on my mum's knee watching the romantic films she liked. I loved them too. My dad liked action films and when I was in my teens, I got into those too; in fact, I loved them so much I wanted to be one of the people who performed the stunts. And that's where it all began.

The profession is quite different now to how it used to be. The earliest stuntpeople weren't given any training and just had to learn through trial and error how to perform stunts. Modern action movies didn't exist at that time, so most work was in comedies – you know, like falling off a wall or something silly like that!

I didn't really think about working in the film industry until I started taking karate classes. I was doing pretty well and my teacher suggested I auditioned for a part in a movie, where the producer was looking for people with skills in martial arts to perform some stunts. I eventually persuaded my mum to let me have a go and I got the part. The rest is history.

You don't really need acting skills to do the job – which you might expect – but you do need to be very fit. Climbing or being able to ski can be really useful too – anything that will help you stand out from the crowd, really.

Working as a stuntperson is very competitive – you have to be very determined. You don't need what I call 'an action degree' or anything, but you can get into the industry by being a film extra – a kind of actor who plays very small parts in a film, like walking down a street appearing to be shopping or something. This gets you familiar with film sets and you might get to meet the stunt coordinators, who may give you work.

Being a stuntperson is hard work, and often very routine – there's a lot of waiting around. It certainly isn't glamorous, like some people think, but it's really exciting and you get to work with some great people. The best job I've done was working as a double for a famous film star who didn't want to perform her own stunts. I was fortunate to be the same height as her and with a similar figure. My hair wasn't the same though, so I had to wear a wig to look a bit more like her!

It's taken a long time for women to enter the industry, so I was really excited when I got recognised for my work. It wasn't cash or even a trophy – it was only a little statue – but it got my name known and now I'm busier than ever.

## Unit 7, Speaking Activity 2

### Track 13

I like these pictures! It's good to see people who are keeping fit and enjoying themselves at the same time. Both the runners and the dancers look happy. Although the people in the first picture are training hard, they are also smiling; the dancers are smiling too. But the reasons they are keeping fit in these ways are probably quite different. I mean, the runners are doing something physically hard, so you can see that they're concentrating on what they're doing. They seem to be in a park or the countryside, so they're enjoying keeping fit away from all the problems involved in running in a city. The dancers, on the other hand, are inside. Perhaps it's a dance studio and this is a regular class. It looks as though they're enjoying the movements and the music. I'm sure the dancers are happy because they're together and doing something they love as well as keeping fit. It must be very enjoyable for the people in both pictures to be able to do exercise they really enjoy, and maybe that's why they've chosen to keep fit in these ways.



## Unit 7, Listening Activities 1 and 2

### Track 14

- 1** It seems to me it isn't worth going to see the doctor these days! There are so many programmes on television about various illnesses and how to avoid getting them or what to do if you've got them. In my opinion, these programmes are really useful and I always watch them with my family and note down different things. I mean, who knows when you might catch something? The best thing is you get lots of information about unusual illnesses. There are interviews with people all over the world with health problems that you don't know anything about. It's important to be informed, don't you think?
- 2** I hate going to the doctor. In my experience, they don't really help you very much unless you've got something really bad and then they just send you on to see someone else! I prefer to get help from someone who knows a lot about health problems – because she's seen many of them during her life. That's my grandmother. She can always tell me what to do if I've got a cough or a headache. I like her simple, old-fashioned treatments and they usually work – much better than what people think of as up-to-date remedies. I don't think much of those!
- 3** When I had a pain in my hand, a friend advised me to check out a website. It was very interesting, but the best thing was all the comments people had posted about their treatments. Some of them had exactly the same problem as me. I followed the advice they gave and in two days my hand was better. My mum always goes straight to the doctor whatever's wrong with her; that's overdoing it a bit, isn't it? I mean, I know you have to be careful and that if things don't get better, it's important to go to the doctor, but this advice certainly helped me. And I didn't have to see a doctor.
- 4** My mother always kept a book about illnesses and treatments when I was young. It was her mother's and every time I hurt myself or had a high temperature, she would look in the book and follow the instructions. She gave it to me when I left home as a present. I must say it's very useful. It tells you when you need to see a doctor and when you can treat yourself. It's easy to understand too – without lots of difficult medical words. I know that scientists are developing more and more ways to treat illnesses but the basic problems and cures don't really change, do they?

## Unit 8, Listening Activities 1 and 2

### Track 15

**I = Interviewer M = Michelle**

- I:** Michelle, you're eighteen and have a guide dog. Tell us about your dog, Rufus.
- M:** Yes, because I can't see very well, I have a guide dog who helps me get around – you could say he's my eyes!

I'd never had a dog before, so when I first got him, I wasn't sure how to behave around him, but he's so lovely and friendly it was easy. I wondered if he might get a bit fed up doing nothing if I was just chilling out at home, but he's really patient. I knew he'd be intelligent, though, or he wouldn't have become a guide dog. If I'm out walking and I want to go home, I just say, 'Home, Rufus!' and he takes me straight there.

- I:** Did you have to do any training with him?
- M:** Yes, I had to learn quite a few different things, like feeding him and brushing him, which wasn't too hard, but there were a lot of commands to learn – you know, like what to say to get him to do what I wanted. I kept forgetting them at first and I think he got a bit confused. I also learned how important it is to let him off the lead to go and run around for a bit and have fun – he's not allowed to do that while he's working. I was worried he might run off and never come back – but, of course, he always did.
- I:** What difference has having a guide dog made to your life?
- M:** Oh, it's completely changed my life! I can do more on my own now and don't have to rely on my parents to take me places. That means they get more free time too, so it's good for everyone. I guess the greatest change has been just not being so frightened when I'm out. I used to worry about stepping onto the road, but now I know Rufus won't let me do that. Also, lots of people stop and talk to me when I'm with Rufus, so it's nice to have that social contact.
- I:** How did the trainers decide that Rufus was the dog for you?
- M:** Well, I had a visit from the guide dog organisation and they spent some time with me, talking to me about my life and finding out a bit about my personality – things like that. I like going out and doing things, so I guess they found a dog that would enjoy that. You're also assessed to see how you walk. I don't walk very fast, so they found me a dog that would be happy at my speed. I'm quite tall as well, so it wouldn't have been much good if they'd given me a small dog!
- I:** And Rufus goes to college with you, doesn't he?
- M:** Yeah, and he loves it! He comes to most of my classes, though when I do science, he stays with a carer because he might get scared by noises or heat in the lab. My friends love him, but I do have to keep reminding them not to play with him or feed him because he might get distracted when he's supposed to be working. He can't respond to them when he's concentrating on looking after me, but I know he'd love it all if he could!
- I:** What do you like most about Rufus?
- M:** Oh, he's a great dog! I love spending time with him. When I get home from college, we mess about in the garden together. When he's off his lead, he does all kinds of silly things which make me laugh – that's my favourite thing! It's a bonus that he seems to know how I'm feeling, and he tries to comfort me if I'm in a bad mood. Luckily, my family love him too, and I feel so lucky to have him.

## Unit 8, Speaking Activity 1

### Track 16

Here are some things people can do to help the environment. Talk to each other about how these things can help the environment.

Now you have about a minute to decide which is the most important thing for everyone to do.

## Unit 8, Speaking Activity 2

### Track 17

- A:** So, we have to talk about how these things can protect the environment. Shall we start with 'recycling rubbish'?
- B:** OK. Well, obviously, recycling your rubbish is really important. It helps because then we don't put so much stuff into landfill sites.
- A:** What do you mean, 'landfill sites'?
- B:** That's what they call those great big rubbish dumps in the countryside. You know, the rubbish stays there for ages.
- A:** I get it. Yeah, we reuse things and don't have to use energy and new materials to make things from scratch.
- B:** You mean, like clothes and things?
- A:** Exactly. What about putting out food for birds? Do you think that's a good thing to do?
- B:** Sorry, I didn't catch that.
- A:** Do you think putting out food for birds is a good thing to do?
- B:** Well, yes. Because with climate change a lot of bird species are dying out.
- A:** Sorry, I don't follow.
- B:** What I mean is, sometimes the winters are harder and they can't find food; or the summers are hotter and they don't get enough water.
- A:** So, are you saying that it's more important to feed birds than recycle rubbish?
- B:** No, I'm just pointing out that a lot of our wildlife is having a bad time and it's good to help, don't you agree?
- A:** Um, ... could you say that again?
- B:** It's good to help ...
- A:** Sorry, I meant the bit about the wildlife.

## Unit 9, Listening Activities 1 and 2

### Track 18

Hi. I'm Ana and I want to tell you about my visit to Tech-In Expo, a virtual reality, technology and innovation exhibition I recently went to. I'd like to share my thoughts about what I saw there.

First of all, what was the exhibition? It was described in the brochures I'd read as a '*unique experience*', where we could not only look at technology but also engage with it and try

things out by using virtual reality. I thought that was a bit of an overstatement – I didn't think it could be that good. I was wrong! It actually was – and it really made me think about what our lives will be like a few years from now.

The exhibition was divided into sections, or rooms, each one focusing on a particular aspect of technological progress. Some people found it frightening, others confusing but for me it was thrilling, and I couldn't wait to look at everything.

I started in the fitness room because I thought there would be loads of exciting innovations. There was a digital gym, where you could try out different exercises virtually. I had a go with a new device that monitors your performance. That sounds like existing technology that counts the number of steps you take, but the new idea is linking it to overall health. It was good, but I didn't find the device very easy to use.

Then I moved to the fashion room. I had an idea that technology was impacting the use of different materials, both man-made and natural, but I wasn't expecting to see T-shirts that actually react to your body, changing colour according to your body temperature or – even more amazingly – your mood! There were actually clothes that monitored brainwaves through tiny sensors in the fabric, changing colour according to how you felt. Amazing!

Next was the games room. Gaming isn't really my thing, but I went in because I wanted to have a go at using headsets like the ones players use in VR games. What I found very interesting was watching the technicians talking to the gamers and asking for their opinions. We're all used to giving feedback after trying a product but this was genuine conversation, to help the technicians actually build the product. It would be interesting to know how many of the gamers' suggestions will be incorporated into new games.

I was really looking forward to the robots room! Obviously, there are already factories full of robots, but I was taken with the idea of robots being able to push boundaries and do things that will be useful, not just convenient, like cleaning up the environment. I tried talking to a robot which seemed to respond to me in a natural way. That was fun at first but then it became a bit scary!

Now, the art room. I've never associated technology with art, but I found that virtual reality not only allows for technological invention and development, it provides opportunity for creativity, which I hadn't expected. In the art room there were lasers that created structures you could move through, and things hanging from the ceiling that looked a bit like ribbons. These reacted to people's movement by changing position, and to their mood by changing colour. For example, if they sensed a large group of people, they might pull back; or if a person ignored them, they might change to a really bright colour, or start flashing, to get their attention.

Another section I found interesting was the transport room. There were cars that could decide on the best route – like sat navs – but then physically direct the driver along the road. I liked that! Another thing was a series of sensors in the seatbelt that can tell whether a driver is tired or unable to drive, and stop the car moving. That pleased me

because safety should always be a priority over speed or convenience.

For me, it was fascinating to see the similarities and differences between things that are now – or will soon be – part of everyday life and those we only see in science fiction. I recommend visiting the exhibition – it will really make you think!

## Unit 10, Speaking Activity 2

### Track 19

#### Discussion A

- A:** OK, let me think. You know, I'm not really sure. Sometimes, for me, it's better to read the book first. That's because I get my own pictures in my head about the characters. What about you?
- B:** Yes, I like to read the book. The reason is that a book is not only about what happens – the story or plot; it's the way it's written, how the writer makes us imagine the pictures. A film is different.
- A:** I agree. That's why I don't understand people who say, 'It wasn't as good as the book.' I'm not sure we should compare them because they're different.
- B:** Mhm. Take, for example, the *Harry Potter* books and films. They're classics now and still popular. Children still read and love the books, but they get pleasure from the films for different reasons.
- A:** You know, in my opinion, that's a special example. Don't you think that the books and films sort of lead into each other?
- B:** Yeah. That's a good point.

#### Discussion B

- A:** I feel strongly that it is very important for parents to read to their children. It helps their imaginations to grow. My mum would read to me every night and I looked forward to it a lot. How do you feel about this?
- B:** I couldn't agree more. It also helps the relationship between parent and child. I say that because sometimes it's the only time in the day that they have the chance to have time together. But you're right. It helps children in so many ways. For instance, my dad used to read me adventure stories like *The Time Machine* and *Treasure Hunt*, and I loved them so much I couldn't wait to learn to read myself.

## Unit 10, Listening Activity 1

### Track 20

#### N = Narrator

1

- N:** You hear a man and a woman talking about a play.
- A:** Hi there! Your new play must be starting soon. I'm definitely going to see you.
- B:** Well, it was the first performance yesterday.
- A:** Oh, that's a shame – I would have been there and wished you good luck. How did it go?
- B:** It was amazing! The audience loved it.

**A:** Well done! It's only on for a week, isn't it? I'll try to come on Thursday.

**B:** You'd better get your seat today though because it's really popular and I know that Friday is full already.

**A:** No problem. Good luck for the rest of the week!

2

**N:** You hear two friends talking about a television programme.

**A:** What did you think of the programme last night?

**B:** I enjoyed it. I've always liked that art style and I thought it was a great idea to go behind the scenes and show how difficult it is to organise something like that.

**A:** I agree. It reminded me of a film I saw once in the cinema about people who worked in a museum – it was fascinating.

**B:** I especially liked the pictures that one of the artists had done of that historic hotel. It would have been interesting to hear more about the history of those.

**A:** Exactly! Programmes like that really make you think.

3

**N:** You hear some travel information on the radio.

**A:** It's another public holiday and another busy day on the roads for drivers. Police wanted people to try to set off at different times today to avoid the big traffic jams we usually get on public holidays. Unfortunately, this hasn't happened and so we have heavy traffic on all the major routes, particularly in the south-west. An accident near the Matcham's car festival in Ferndown has closed the A31 and motorists are asked to find a different route. Traffic is also heavy in the area near Bournemouth Airport, so if you are planning to catch a flight, please allow more time for your journey.

4

**N:** You hear a man and a woman talking about a meal they had together.

**A:** I did enjoy the meal last night. Thank you very much for inviting me.

**B:** Thanks for coming! It is a great restaurant, isn't it? I think it's the best seafood restaurant in town.

**A:** You're right. My fish was grilled perfectly. But I had a bad stomach during the night.

**B:** I hope the fish didn't make you ill!

**A:** Oh no. I can't eat salmon, but I was careful to avoid that. I was just greedy and I had a big dessert as well.

**B:** I once had to go to hospital after eating bad fish in a restaurant. It must always be very fresh.

**A:** That is so true!

5

**N:** You hear a man leaving a voicemail message.

**A:** Mary? It's Charlie. I know you said you were busy tonight but we really need someone for the quiz team. David has to take his daughter to a music competition, so there are only three of us and he said I should ask you. Is there any chance you could come? Last year we won

first prize when you were on the team! It would be great to do that again. It starts at seven thirty and should be over by nine. Do let me know if you can make it! I'm on 07789 785643. Thanks.

6

**N:** You hear a man and a woman talking about a sculpture exhibition.

**A:** I hear you went to the Karen Webb sculpture exhibition in Margate last week?

**B:** Yeah, I went with my brother just before it finished.

**A:** I wanted to go but I've been a bit busy recently and it's a long way, isn't it? I wish I'd gone now.

**B:** You'd have loved it! But you're right – it took us hours to get there and back. They had the exhibition there because Webb lived for most of her life in the town.

**A:** I know. I've read some books about her work. I really like her style and the materials she uses.

**B:** Me too.

7

**N:** You hear a man and a woman talking about English books.

**A:** My French friend wants me to recommend an English book for her to read in English. What do you think about a detective novel?

**B:** Yes, if she's got a good level, that would be perfect.

**A:** I think she's been studying English for about a year.

**B:** In that case, I think something like a special English book for learners might be better. You can get good, interesting stories in easy English.

**A:** Yeah, good idea. I was thinking about a children's book, but she might find that a bit boring. I could suggest the detective novel for later on.

8

**N:** You hear a man talking about buying books online.

**A:** I started buying books online a while ago. At first I wasn't sure if delivery would go smoothly – you know, whether things might get delayed in the post or even disappear. And people had warned me about getting the wrong books. In fact, I've found the opposite. Everything I've ordered has turned up – apart from one book that was damaged in the post and they just sent me another one free when I complained. I like buying things this way because it's quicker and easier. It doesn't cost any more than in a shop, and the payment information is always there on my computer – I can't lose it.

## Unit 11, Listening Activities 1 and 2

### Track 21

1 I suppose we all thought it was going to be hard, moving from a big house to a much smaller one. I used to have an enormous room at the old place and I really didn't want to have to throw away a lot of my things because they didn't fit into the new one. At first sight, it

looked as if I was right, but strangely enough, the new room has been designed really well and there's actually loads of space for all my clothes and computer, TV and so on. I'd prefer to look out over the garden instead of the road, but it's nowhere near as bad as I'd thought. And it's got an amazing red carpet too.

2 We moved in a month ago but it still doesn't feel like home. It's a very modern building with three floors. My room is on the top floor and everything is new and clean and up-to-date. We've got a great security system, and the latest equipment in the kitchen. It's very high tech, which is great! I do miss the open fire in the living room we used to sit round, but I suppose I'll get used to it. At first I wasn't sure about the stone floor in the kitchen – it looks good, but I thought it might be a bit cold on the feet; actually, it's fine.

3 Our new flat in the city is brilliant! It's on the first floor and is right by a park. I spend ages just looking at the birds across there! The flat has lots of windows, so it's very light and airy. Also, there are a lot of open spaces – like, the kitchen area leads into the living area, with no walls and not many cupboards. What bothers me is not that it can get very untidy – although that is a problem sometimes – it's more that apart from my bedroom, there are no places you can just enjoy a quiet moment! I go across to the park when I want to be on my own.

4 I love the design of our new flat. It's small but it's got everything you need. It's in the middle of town, so it can be a bit noisy during the day and there aren't any trees or grass to look at! Still, I don't spend much time looking out of windows! My mum loves the wooden floors because they're easy to keep clean but I'd like to persuade her to get a carpet because, somehow, they make a room feel warmer. I know we've got good radiators but it's more about atmosphere, really.

5 I was hoping for a big room when we moved to quite a large house in the country last year and I was very happy when I saw it! It's very spacious, with big old windows and I can see right across the fields to the village. There aren't many places to put things, though, and half my clothes are in my sister's room because she's got bigger cupboards than me. It means that my room gets a bit messy with clothes over the chairs. The walls are also nice and thick and although I can sometimes hear my sister's TV, it's usually peaceful in there.

## Unit 11, Speaking Activity 1

### Track 22

Both pictures show people designing things, but they are completely different. The man in the first picture is designing something like a building, so I guess he's an architect. The design looks very complicated – I imagine he's concentrating very hard. The woman is also concentrating very hard, but she is obviously designing clothes, not buildings – she could be creating a new fashion! I'm sure the architect has a lot of responsibility to get things right, while the fashion designer is creating a new look that could make her a lot of money. Both of them must be enjoying their work – it's very satisfying to create something new. I guess the man gets a lot of



pleasure from seeing his buildings in real life because it's very difficult work – I'd say that makes him feel very proud. And the fashion designer probably enjoys the fact that other people love wearing her clothes, and that she's making other people feel happy.

## Unit 12, Listening Activities I and 2

### Track 23

**I = Interviewer J = Jamie**

- I:** Today on *School Matters*, I'm talking to science teacher Jamie Smith. Jamie, why did you become a science teacher?
- J:** I became a science teacher because I loved science lessons at school. This wasn't because I found science itself so interesting but because of my teacher. He'd start off every new topic by doing a magic trick which used scientific principles to work. He would never tell us how he did the trick, but if you paid enough attention to the experiments and things we talked about in class, you'd be able to figure it out. He made me want to be a teacher and because the things he did stuck in my head, I decided to go into science myself.
- I:** What do you like best about teaching science?
- J:** There are some useful teaching materials available and some great books that the students love. It makes teaching easier. It's that element of discovery, though, isn't it? Watching the kids work it out for themselves. I love the expression on their faces when they suddenly get an idea – you can see them thinking, 'Oh! *That's* how it works!'
- I:** Which science subject do you most enjoy teaching?
- J:** My favourite science as a kid was chemistry – I had a science kit at home and used to do experiments in the garage with my dad. That gave me a real thrill and it's something that I still love passing on to kids. Physics is inspiring – the way it helps to explain the universe – but it's based on theory and there's a lot of maths in it, which can be tricky for some, and that makes it less enjoyable to teach. Everyone loves biology because they're familiar with what's being talking about – that takes a bit of the excitement away for me, though.
- I:** What do you find difficult about teaching science?
- J:** Well, you always get those kids who just want to mess around in class – they break expensive equipment and throw chemicals around. That can be a pain. Also, the school I work in has very limited resources, so we can't buy all the best equipment, which is a shame. Most frustrating of all, though, is when I see a kid trying their best to get their head around a problem and just not getting there. That's when I get frustrated. Not at them, but for them.
- I:** And you're going to submit an entry to the science fair, is that right?
- J:** Yes! We've created an eco-car that runs on vegetable juice! I know that sounds strange but it really does work. I think we have as good a chance as anybody else to

win, but you just never know what other schools are going to come up with. I'm trying to get through to the students working on the project that they should focus on the fun they're having rather than on the possible prize at the end of it, but all they can think about is winning. I don't want them to be too disappointed if we don't.

- I:** Why do you think science is so important in schools?
- J:** Well, it explains things, doesn't it? I mean, you can actually prove stuff by demonstrating it and working things out, and that's pretty useful. Above all, there's always something different on the horizon, something new to find out. I also think it helps students to develop thinking skills and creativity, and those are things you can use in other subjects.
- I:** What scientific discovery would you like to have made?
- J:** Oh, I wish I'd discovered some kind of medicine that would cure everything. How exciting would that be? It's not because I'd have become famous or anything like that, it's just the idea of doing something that has changed people's lives for the better. I don't work in medical science, so it's unlikely I'll ever do anything like that now, but I'm definitely encouraging some of my students to go into medicine and do it for me!

## Unit 12, Speaking Activity I

### Track 24

#### Extract A

- A:** How about saving money? I don't think that's particularly important, to be honest.
- B:** It depends on the invention. People can use inventions like computers for online shopping, which is cheaper, and that's good for everyone. And what's more, it's cheaper to ...
- A:** I'm sorry to interrupt, but I don't think that's as important as discovering new things.

#### Extract B

- A:** How about the idea of pushing boundaries? What do you think about that?
- B:** I think that's a very important part of an inventor's job, don't you?

#### Extract C

- A:** ... which is why I think discovering new things is vital. An inventor should ...
- B:** Excuse me, I'd just like to say that it's important for inventors to be creative – they have to be free to try different things.

#### Extract D

- A:** If inventors create new products, they have to be made or built – and that's how new jobs are created, isn't it? And also, ... Oh sorry, I didn't mean to talk for so long! Would you like to add anything?
- B:** Um, yes, I wanted to say that having new products to make is also interesting for the people in the workplace.

## Unit 12, Speaking Activity 2

### Track 25

**E = Examiner S = Student**

**A**

**E:** If you could have invented something in the past, what would it be?

**S1:** I suppose it depends on whether I wanted to be remembered for doing something good or making money. If I wanted to do something good, then I'd choose the X-ray machine. On the other hand, the inventor who came up with hand dryers made lots of money, so I might choose that instead!

**B**

**E:** Some students prefer subjects like music or art to science. Why do you think this is?

**S2:** I think some students find science difficult because they have to be so accurate. It's easier to talk about a piece of music, for example, because it's just an opinion, whereas in science you have to be right. Personally, I'd love to be an inventor. It would be very exciting!

## Practice Test, Listening Part 1

### Track 26

**N = Narrator**

**1**

**N:** You hear a boy talking about a recent flight he has been on.

**A:** The flight itself was actually OK, in spite of all my nerves! There was quite a lot going on – you know, meals, drinks, shopping trolley – and as well as that, they had some very recent films to watch, so I didn't really notice the time pass. I thought I was going to be terrified on take-off but as it turned out, I was more excited than scared. It's such a cool experience! I hope I get to fly again sometime soon. It was a shame that we had to wait around at the airport because of the snow. Without that, it would have been a perfect journey.

**2**

**N:** You hear a woman leaving a voicemail message.

**A:** Hi, Jen. I know we agreed to meet up for lunch around twelve thirty, but something's come up at work and I'm not going to be able to get away for at least another hour. I've got a feeling that you need to be back at college for two o'clock, so it would make our lunch quite short! Perhaps we ought to leave it for a couple of days. What do you think? Text me when you get this message because I'll be in a meeting and I'll ring you back later. Speak soon!

**3**

**N:** You hear an actress giving an interview about a recent performance.

**A:** You've been getting excellent reviews for your performance in *Hamlet*, but people don't usually think of you as a Shakespearean actress.

**B:** True. I suppose I'm better known for my roles in soap operas on television. This was my first Shakespeare role for twenty years. I'm not sure why – I suppose it's because Shakespeare is very difficult to do well. I turned down a couple of parts a few years ago but then I was asked by Michael Barnes, a director who I very much admire, to take on this part. There was no way I could walk away from such an opportunity!

**A:** Well, we're all glad you didn't!

**4**

**N:** You hear a swimmer talking about a recent race.

**A:** It's perfectly normal to get a bit scared before a race. In fact, it's much better for your performance to have a few butterflies as it gets the adrenaline going. As a competitor, you learn to cope with that. So, that wasn't a problem for me last week. I'd done a lot of training and I was on good form, in line for the gold medal. I was standing on the blocks, ready to dive in. Then the whistle blew and off I went! It was a very good start – one of my best. But no one else was in the pool with me! It hadn't been the starter's whistle but someone in the crowd. Did I feel bad!

**5**

**N:** You hear two friends talking about the sales.

**A:** Did you get those jeans in the sales yesterday?

**B:** Yeah. I went in with Bill just before lunch yesterday, but it was a nightmare. The mall was jammed with people looking for bargains and getting frustrated because they couldn't find any. There are some good reductions but you have to look for them. I got the jeans I wanted at a great price. But when you go, avoid the main car parks because they'll be full. In fact, I'd take the bus. We had a real problem getting anywhere near the mall. And try not to get there after ten thirty. You won't be able to move!

**A:** Cheers. I'm having second thoughts about going at all. I may give them a miss this time.

**6**

**N:** You hear two friends talking about a recent TV programme.

**A:** I wasn't impressed by the first episode of the new Agatha Christie series on TV last night. I'm not sure why. It's got a fantastic cast. Did you see it?

**B:** Yeah. I think it's the way they've set it in the present day. For me, the story and the characters are all part of the time Christie wrote them – the thirties or forties.

**A:** Exactly. However well they're acted, Christie's ladies should be wearing elegant coats and smart shoes, not romping around town in jeans and boots.

**B:** That's it. Mind you, I'm going to watch next week's episode – I just love the guy who plays the detective. Maybe I'll get used to the setting!

**7**

**N:** You hear part of a radio news programme.

**A:** In spite of the weather warnings issued for the region yesterday morning, many people ignored advice to stay

at home and, as a result, found themselves stranded in their cars because of dangerously icy conditions and roads blocked by minor accidents and snow. The strong winds have also brought down some power lines and at the moment, more than a thousand houses in the area are without electricity. Engineers are doing their best to restore services but it is thought that some people will have to do without power for at least another forty-eight hours. More snow and winds are forecast for tomorrow and Friday, with milder weather coming in for the weekend.

8

**N:** You hear two friends talking about a new laptop.

**A:** So, how's your new laptop?

**B:** I was really pleased with it when I first got it. It's so small and light I can take it anywhere – unlike my last one! Sometimes, however, it takes ages to boot up when I switch it on. Yours is the same model as mine; does yours do that, too?

**A:** Not now, but it was doing something similar a couple of months ago. My brother had a look at it and it's been running better since then. Shall I ask him to give you a ring? It's better than taking it back to the shop. They just send it away and you won't have it for months.

**B:** Great. Thanks.

## Practice Test, Listening Part 2

### Track 27

I'm going to tell you about my cousin's wedding in Paris. The whole family had been invited. I was excited because I'd never travelled abroad before and I was looking forward to taking the trip with my parents. My sister was disappointed not to go but she was preparing for her exams, so she had to stay at home and look after the dog.

We arrived in Paris the night before the big day. The hotel was good, though the website we'd booked it on said there was a terrace, but it was actually just a disappointing strip of pavement on the busy road. The rooms were nice, though we didn't have a good view from the window – we looked out over the dustbins at the back of the hotel!

The next day, we got up early to get ready for the day. I thought I'd packed everything I wanted to wear for the wedding – I'd coordinated everything from my hair band to my sandals, so you can imagine how irritated I was to find that I'd left my bracelet behind. It didn't really matter, but my cousin had bought it for me as a present and I wanted to wear it for the occasion.

We set off to the town hall for the wedding. I couldn't wait to see the bride and I wondered whether French weddings were similar to the ones back home. The room was full of beautiful flowers – it was the statues that drew my attention, though. They were unlike anything I'd seen before. There were some good paintings too, though not so spectacular – it was such a lovely room to get married in.

My cousin looked beautiful and the service brought a tear to my eye. Afterwards, we filed outside where the photographer took loads of pictures of the happy couple. There were loads of people around and I spotted a tourist

taking photos too – it really added to the atmosphere. There was even a journalist there who knew my cousin – he was going to write an article about the wedding!

My cousin had organised a surprise for the guests before the reception. We were taken on a sightseeing tour of the city! It was good to see the monuments, though I'd seen lots of pictures of them already. What was really thrilling was looking at what everyone was wearing – Paris is known for its fashion and I'm really into it. I'd love to go back and do some shopping there.

After the tour we went to the restaurant where the reception was taking place. It had a fabulous view overlooking the river – it was so romantic. There was a band that played cool, jazz music and the tables were covered in decorations. My cousin and her new husband had done a really good job of deciding where to hold their wedding celebration.

Then we sat down for the wedding meal – I'd never eaten food quite like it. France is renowned for its cuisine and I wasn't disappointed. I'm a vegetarian and they'd made a dish especially for me. Everyone else had seafood, which I'd love to have tried, but I'm allergic to it, so I couldn't. But the dessert was amazing!

At English weddings, there are speeches. This is where people talk about the couple. It's my favourite part of a wedding, so I was a bit taken aback that it didn't happen at this one. I don't know why. They did do a first dance, though, where the couple danced to one of their favourite songs and everyone stood by, clapping and cheering.

For the rest of the evening, we danced and I had the time of my life. They played all my favourite music, including my top tune of all time, *Sunrise*. There was a DJ who you could give requests to – my dad asked for all the old stuff like *Raindrops*, and he danced around like a teenager – embarrassing! Anyway, I've brought some pictures along if anyone wants to see them.

## Practice Test, Listening Part 3

### Track 28

1 I'm a big fan. I've read nearly all her books once and several of them twice or more. In fact, I started reading them when I was still at high school. I remember having one open on my lap while I was supposed to be working in class! I'm not too sure exactly why I picked up the first book – it could be because I saw a friend reading one or I might have heard about them on a TV book programme, or both! All I know is that I'm hooked and I can't wait until her next one comes out. My friends are the same. But I'm the one who buys them and then passes them on!

2 It's the twists and turns in her plots that attract me to the books. They're certainly not straightforward and you can never guess the ending. I'm a bit of a crossword addict and I imagine that's why I like the books – they're real brain teasers. I don't think they come across at the cinema too well, though, although I suppose I have one of those versions to thank for getting me interested in the books in the first place! Whatever, they're definitely at the top of my list of the best books of all time. Much better than some of the books around now!

- 3** I can't read one of her books without being reminded of my year studying in Paris. That was when I bought my first copy of her prize-winning novel, *The Tower*. It was on our booklist for the course, but I didn't actually read it while I was in France because my French wasn't really good enough and you need to read her books in the original. So, I took it back to England with me and read it later. It definitely helped me get a better grade. I'm not sure which book is my favourite. I think it's probably that first one that I read. I'd definitely recommend her to anyone.
- 4** I was going on holiday last summer and I needed a good book to read on the beach, so I had a good look around the bookshop at the airport. That's when I saw her latest novel. It was quite expensive, so I hesitated between getting that one and another detective story I'd seen advertised on TV. I must admit that I chose it because it just happened to be about the same town that I was going to. I'm glad I did get it. She's a terrific writer and I can't wait to see the film when it comes out next year.
- 5** I had to spend some time in hospital earlier this year and I was getting totally fed up. I didn't want to do anything – read, crosswords, watch TV, nothing – especially not keep up with my schoolwork! It's difficult to get motivated about anything when you're in a hospital bed. My best mate knew how I was feeling and got me to read a novel by her favourite writer, a Swedish guy called Larsson. My favourite is usually fantasy novels and so I didn't think I'd like it much, but I loved it and couldn't put it down. Since then, I've seen the films they've made of the stories. Stunning! But not as good as the books.

## Practice Test, Listening Part 4

### Track 29

**I = Interviewer V = Vicky**

- I:** Today I'm talking to Zumba instructor Vicky Baines. Vicky, what is Zumba and how did you become a teacher of it?
- V:** Well, Zumba's a fitness craze that's taken over the world! It's a combination of aerobics and dance done to the music of South America. I went along to a class that my friend invited me to and I was hooked. I'm sure the fact that the teacher said I was a natural had something to do with it. I had no intention of teaching it at that point, though – that was something that happened when I lost my job as a computer programmer and had to think of something else to do. I'd got tired of my boring office routine, so when I saw a course advertised, I retrained and the rest is history!
- I:** So, how did Zumba become so popular so quickly?
- V:** Well, I've got to admit that much as I love the exercise myself, the fact that it's become a craze worldwide is really unexpected. When I first started teaching, I had my doubts as to whether people would even come to the class, but I soon discovered that people are attracted to Zumba because it seems exciting. Though lots of people still prefer going to the gym or going for a run, Zumba attracts people who traditionally don't enjoy exercise.

- I:** Is it something that anyone can do, then?
- V:** Absolutely, and I've got all kinds of people in my class – from young teens to pensioners. It's a great atmosphere – the music puts everyone in a great mood and they don't even realise they're working their bodies hard. I think more than anything, people enjoy mixing with other people, much like they would at a party. Although you don't need a partner and while there are 'teach yourself' videos, it's not really something you could get much out of on your own in front of the TV.
- I:** How easy is it to achieve some level of success in Zumba?
- V:** Well, like other dances, I do think it's helpful to be able to keep time with the music, but the routines aren't based on complicated movements like more traditional dance forms are. It doesn't matter if you have limited movement either – just come along and do what you can. You'll soon loosen your body up.
- I:** What do you like so much about teaching Zumba?
- V:** The atmosphere is fantastic. I see a group of tired, ordinary people come along after work, change into their exercise clothes and come to life! I like to challenge my group by doing new combinations of the basic steps, though the moves are pretty much standard. The music is thrilling, of course – no one could resist those Latin beats – and I've bought some great compilations online.
- I:** What are the benefits of Zumba?
- V:** Zumba's a great cardio-based workout that, not surprisingly, helps to tone and sculpt the body, so it's a great way to stay in shape as well as increase strength and coordination and, believe it or not, those are things that are beneficial for day to day activities too. But it works out more than your muscles. What I didn't realise when I started out is that it has a psychological benefit too and it really does wonders for your mood. People tell other people about how they feel and then they come and join the class too!
- I:** So, what are your plans for the future?
- V:** Well, I've been asked to do a fitness video, which I actually turned down because I don't like being in front of a camera. I've just started giving classes for kids, which is exciting, though the thing I'm really becoming passionate about is something called Aqua Zumba, which is done in a swimming pool. I've got a feeling that it will become even more popular than the dance form because exercising in water works your muscles even harder.

## Practice Test, Speaking Part 1

### Track 30

Where are you from?

What do you like most about living there?

What sort of programmes do you enjoy watching on television? Why?

Tell me about an interesting TV programme you've seen recently.



Where is your favourite place to spend a holiday? Why?  
What's the most interesting place you have visited on holiday? Why?

## Practice Test, Speaking Part 2

### Track 31

In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

Candidate A, it's your turn first. Here are your photographs. They show people staying in different places on holiday. I'd like you to compare the photographs and say why you think the people might have chosen to stay in these places.

All right?

Thank you. Candidate B, which place would you choose? Why?

Thank you. Now, Candidate B, here are your photographs. They show people doing different outdoor activities. I'd like you to compare the photographs and say what you think the people are enjoying about these activities.

All right?

Thank you. Candidate A, which activity would you prefer to do? Why?

Thank you.

## Practice Test, Speaking Part 3

### Track 32

Now, I'd like you to talk about something together for about two minutes. Here are some ways in which people use technology today and a question for you to discuss. First you have some time to look at the task.

Now talk to each other about whether technology always makes people's lives better.

Thank you. Now you have about a minute to decide which of these aspects of technology has had the biggest positive impact on people's lives.

Thank you.

## Practice Test, Speaking Part 4

### Track 33

Some people say it's impossible to live without a computer today. Do you agree? Why?

Nowadays children start using mobile phones at an early age. Do you think this is a good thing? Why or why not?

Do you think technology has made people lazier? Why or why not?

Some people say that students should be allowed to use laptops in examinations. Do you think this would be a good thing? Why or why not?

Do you think technology can help us solve the world's problems? Why or why not?

Thank you. That is the end of the Speaking test.



## Pearson Education Limited

KAO Two, KAO Park, Harlow,  
Essex, CM17 9NA, England  
and Associated Companies throughout the world

www.pearsonELT.com/gold

© Pearson Education Limited 2019

The right of Lynda Edwards and Jacky Newbrook to be identified as authors of this Work has been asserted by them in accordance with the Copyright, Designs and Patents Act, 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the copyright holders.

New Edition first published 2019

ISBN: 978-1-292-20229-7 (Gold Pre-First New Edition Exam Maximiser)

ISBN: 978-1-292-20230-3 (Gold Pre-First New Edition Exam Maximiser  
with Key)

Set in Frutiger Neue LT Pro Thin  
Printed in Slovakia by Neografia

## Acknowledgements

We are grateful to the following for permission to reproduce copyright material:

### Text

Extract in Unit 4, page 25, from Great white shark jumps from sea into research boat, *The Guardian*, 19/07/2011 (Rice, X.), copyright Guardian News & Media Ltd 2018; Extract in Unit 5, page 33, from I've swapped my paper clip for a house..., *The Telegraph*, 19/04/2006 (MacDonald, K.), © Telegraph Media Group Limited 2006; Extract in Unit 8, page 51, from The herd instinct, *The Guardian*, 13/06/2009 (Harrison N. and Moorhead, J.), copyright Guardian News & Media Ltd 2018; Extract in Practice Test, Part 6, page 86, from Faces of Everest, *The Red Bulletin*, December 2009 (Cave, A.), courtesy of Red Bull Media House.

## Photos

The publisher would like to thank the following for their kind permission to reproduce their photographs:

**123RF.com:** 45, Ekachai Lohacamonchai 35, picsfive 62, toa55 37;  
**Alamy Stock Photo:** Alex Segre 27, Bontean Magdi 19, E.Westmacott 27, Gregory King 71, Image Source Salsa 66, StockImages 9;  
**Shutterstock.com:** Abd. Halim Hadi 40, Adam Calaitzis 69, Africa Studio 40, Anyaivanova 73, Belish 48, BonNontawat 33, CandyBox Images 95, CatwalkPhotos 39, Daisy Daisy 74, Dima Aslanian 11, Dmitri Ma 55, Eric Isselee 49, Happy Together 28, JGade 50, Lucky Business 95, Maksym Povoziuk 30, RedFoxBrush 45, Robert Przybysz 46, Room27 17, Sergey Uryadnikov 25, Slaven 70, Sofiaworld 75, Solis Images 40, Stock-Asso 45, Syda Productions 76, TierneyMJ 54, Uber Images 44, VanderWolf Images 15, WAYHOME studio 26, anatoliy gleb 13, boka 95, dolomite-summits 95, from my point of view 64, goodluz 13, 70, wavebreakmedia 34, 45, wong yu liang 55

All other images © Pearson Education

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

Illustrated by Oxford Designers and Illustrators