

Pre-Intermediate

# Just

## Listening and Speaking

For class or  
self-study

Jeremy Harmer  
Ana Acevedo  
Carol Lethaby  
with Cheryl Pelteret



WITH AUDIO CD



 **Marshall Cavendish**  
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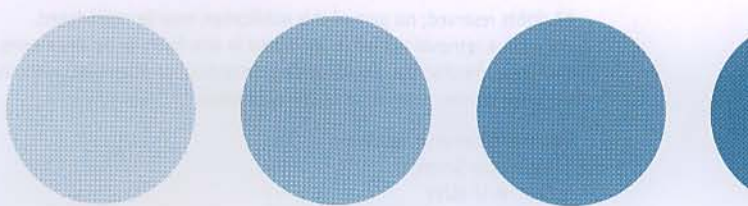
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
# Introduction

## For the student

*Just Listening and Speaking* is part of an integrated series of books designed for you to study on your own, or together with other students and a teacher. It will help you improve your listening and speaking skills in English.

We have chosen the listening extracts and speaking tasks carefully to offer an interesting and challenging mix of topics and activities. With the listening extracts there are exercises to help you understand them and learn new language from them. In the speaking sections we help you do the tasks successfully. You can also listen to other people doing the same tasks. From pages 54 – 67 you have also got a number of pronunciation exercises to help you with difficult sounds and other pronunciation items.

There is an accompanying CD with all the listening extracts and speaking examples. You will find an audioscript at the back of the book.

When you see this symbol (  ) it means that the answers to the exercises are in the answer key which starts on page 83. You can check your answers there.

We are confident that this book will help you become a better listener and speaker of English. Enjoy using it!

## For the teacher

The *Just* series is a flexible set of teaching materials that can be used on their own, or in any combination, or as a set to form a complete integrated course. The *Just* series has been written and designed using a consistent methodological approach that allows the books to be used easily together. Each book in the series specialises in either language skills or aspects of the English language. It can be used either in class or by students working on their own. The listening extracts (in Part A of each Unit) include stories, dialogues, radio programmes and joke-telling. The speaking tasks (in Part B of each Unit) involve taking part in interviews, role-playing, and stimulating debates.

From page 54 there are pronunciation exercises on different sounds, on stress and on intonation.

All the listening extracts and pronunciation exercises are on the accompanying CD together with example versions of the speaking tasks. There is an audioscript at the back of the book, together with a comprehensive answer key where students can check their work.

We are confident that you will find this book a real asset and that you will also want to try the other books in the series: *Just Reading and Writing*, *Just Vocabulary* and *Just Grammar*.

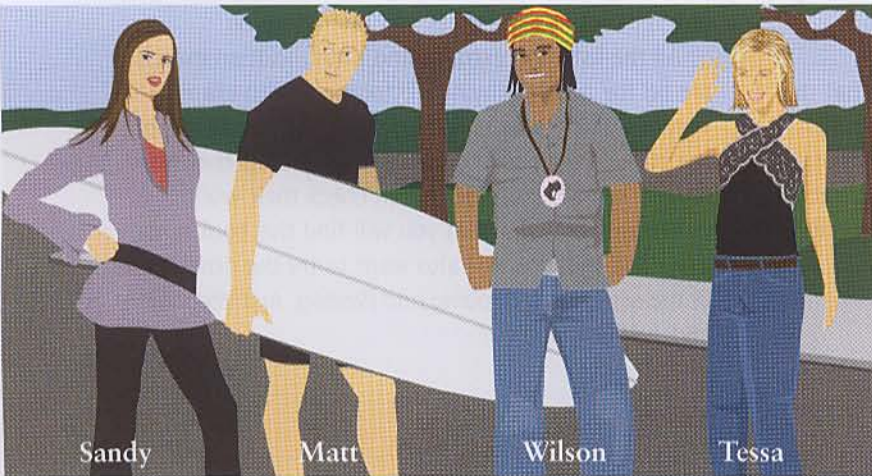
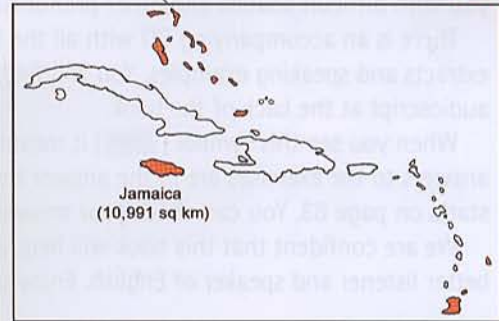
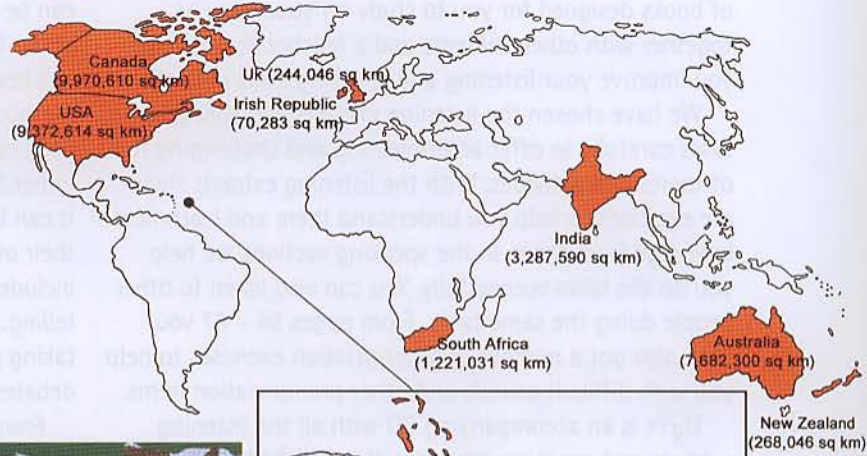
# UNIT 1

## A Listening About countries

- 1 Look at this map. What do the countries in red have in common?

Which 'red' country is the odd one out? Check your answer at the bottom of the page.

- 2 Look at the picture. Where are the people from?



- Listen to Track 1 to check your answer.

- 3 Read the sentences. Then listen to Track 1 again. Who is each sentence about? The first one is done for you.

- a He is from an island in the Caribbean. .... Wilson .....
- b People in her country speak French or English, or both. ....
- c Her city is bigger than the capital of her country. ....
- d One in three families in his country speak English and another language. ....
- e Reggae comes from his country. ....
- f Eighty per cent of the people in his country live on the coast. ....
- g Her country is in Great Britain but she is not English. ....
- h His country is famous for its beaches and its mountains. ....

English is spoken as a mother tongue in all countries, except India. In India, English is an official language but not a mother tongue.

4 Listen to Track 1 again and answer the questions.

a How do Australians say 'Good morning'?

.....

b What is another way of saying 'one in three'?

.....

c Name two open air activities Australians enjoy.

.....

d What three countries make up Great Britain?

.....

e What language do some people speak in Scotland?

.....

f What's the capital of Scotland?

.....

g Name two of Canada's natural features.

.....

h What are the most popular sports in Canada?

.....

i What is the capital of Jamaica?

.....

j What two things make Jamaica popular with tourists?

.....

5 Read the text and listen to Track 2. Circle the word you hear for each letter. The first one is done for you.

Hi! I'm Tessa, from Montreal, in Quebec. Quebec is in the (a) east / west / south of Canada. Most (b) *people / Americans / Canadians* speak the two official languages, French and English. Canada is a (c) *big / huge / large* country, the second largest in the world actually. In Canada you can find (d) *everything / anything / nothing*. Do you like big (e) *places / cities / countries*? We have really exciting ones, like Montreal and Toronto. Do you like mountains? We have (f) *two / lots / some* too. (g) *Water / Winter* sports are very popular. It is very cold in winter, but I like summer better. It's warm and we go and swim in the lakes.

6 Listen to Track 3 and complete the table. Then guess the name of the country.

Where it is:
Capital:
Languages:
Most popular sports:
Interesting information:

# B Speaking

## Discussing holidays

- 1 Complete the dialogue with your own ideas. Follow the instructions in *italics*.



YOUR FRIEND: Where shall we go for our holiday this year?

YOU: How about (*say a country or place*) ..... ?  
 It's (*say something good*) ..... and  
 the weather is always (*say what it is like*) .....  
 ..... in (*say a holiday  
 month*) .....

YOUR FRIEND: I'd rather do something more exciting this year. How about an extreme sports holiday in Wales?

YOU: I prefer (*say what you like doing in the place you have suggested*).  
 ..... to waterskiing and canoeing.

YOUR FRIEND: But we do that every year. I'd prefer to do something different this time. It would be nice to go somewhere quieter.

YOU: OK, you win. I admit, (*the place you mentioned earlier*) .....  
 ..... was a bit (*say something negative*) .....  
 ..... last time. I'd prefer somewhere a  
 little quieter too, but I'm not into dangerous sports like (*give examples of  
 dangerous sports you don't like doing*) .....  
 .....

YOUR FRIEND: How about Devon? It'll be warm, and there are some lovely seaside walks.

YOU: That sounds (*say something positive*) .....  
 .....



2 Listen to Track 4. Speak when it is your turn. Use your dialogue.



# A Listening

## Telling jokes

1 Can you guess the end (the punchline) of the cartoon?

Now listen to Track 5 and check your answer. Did you get the joke?



2 Listen to Track 6. Complete Sam's explanation.

SAM: The control tower wants his (a) ..... and his (b) ..... , right? As in 30,000 (c) ..... . But the pilot (d) ..... height as in 'How (e) ..... are you?' And the position as in 'Are you (f) ..... or standing?'

CLAIRE: Yeah. Duh. But it's not funny.

SAM: OK, but I've got another one. Listen. There's this (g) ..... and she comes into (h) .....

CLAIRE: Not (i) ..... , Sam. I've got (j) ..... to do.

3 Answer the questions. Listen to Track 5 again if necessary.

a Why is Claire stressed out?

.....

b Why does Sam tell her a joke?

.....

c Is Claire less stressed now?

.....

d Do you think laughter is a good thing when you are stressed?

.....

e Claire did not find the joke funny. Did you?

.....

4 Complete the following jokes with the endings (punchlines) in the box.

No, just green hairy monsters with horrible faces.  
 Don't cry. It's only a joke!  
 Ten!  
 Don't worry, Madam. It's not hot.

a Customer: Waiter! Your fingers are in my soup.

Waiter: .....

b A: Knock, knock.

B: Who's there?

A: Boo.

B: Boo who?

A: .....


c Patient: Doctor, doctor. I keep seeing green hairy monsters with horrible faces.

Doctor: Have you seen a psychologist?


Patient: .....

d Teacher: Jane, if you have ten sweets and Oscar asks you for one and Jackie asks you for two, how many sweets do you have left?

Jane: .....

 Listen to Track 7 and check your answers. Tick the jokes you found funny.

5 Look at the pictures and put these sentences in the correct order.

 Then listen to Track 8 and check. Did you find the joke funny or not?



- 'Well,' said the bear, 'at two dollars a glass, I'm not surprised!'
- Everyone watched as the bear drank.
- The barman said to the bear, 'We don't get many bears in this bar.'
- 1 A bear walked into a bar one day.
- When the glass was empty, the bear put it on the table.
- The bear asked, 'How much is the orange juice?'
- The people hid under the tables. They were afraid.
- 'Two dollars,' replied the barman.
- 'Barman!' said the bear, 'I'd like a glass of orange juice.'
- Then he got off his chair and walked out the door.

# B Speaking

## Role-play: giving advice

1 Your friend won a lot of money in a competition. He / She asks you for advice about how to spend it.

Complete the dialogue with your own ideas. Follow the instructions in *italics*.



YOUR FRIEND: I don't know what to do with all this money! Can you give me some advice?

YOU: Well, you should (*suggest something sensible to do with the money*)

.....

.....

YOUR FRIEND: That's a bit boring, though. What about something fun?

YOU: (*suggest something fun to do with some of the money*)

.....

.....

YOUR FRIEND: People will think I'm selfish if I don't help someone or something with some of the money.

YOU: (*suggest a way your friend could be helpful to society*)

.....

.....

YOUR FRIEND: What about all my friends? They'll expect me to give them money too!

YOU: (*suggest something to solve this problem*)

.....

.....

YOUR FRIEND: What would you like as a gift?

YOU: (*suggest something*)

.....

YOUR FRIEND: Thanks for the advice! You've given me lots to think about.

2 Listen to Track 9. Speak when it is your turn. Use your dialogue.

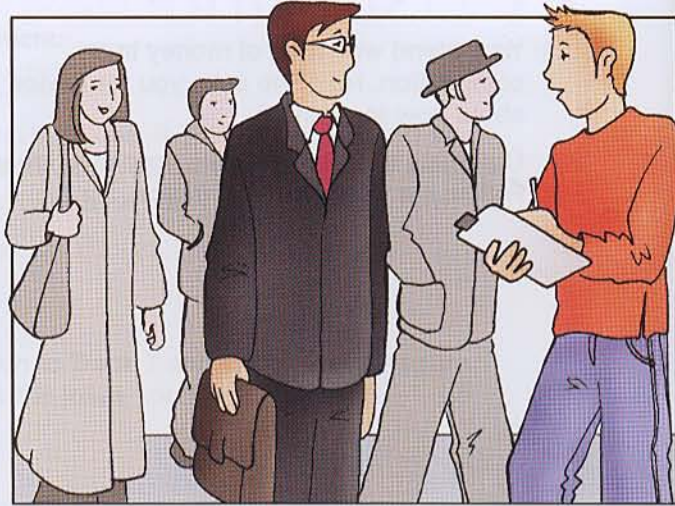
# A Listening

## Street survey

1 Listen to Track 10. What is the survey about?  
Write down any words that helped you decide.

.....  
.....

2 Listen to Track 10 again. How does each person answer the questions in the survey?  
Complete the survey.



### a

#### Television: people's preferences

Age: 26      Sex: Male

**Q1:** How many hours a day do you watch television?

- 2 – 4 hours    4 – 6 hours  
 more than 6 hours

**Q2:** What kind of programmes do you prefer to watch?

- news    soap operas  
 documentaries    game shows  
 sitcoms    sport

**Q3:** Do you watch other kinds of programmes?

- No  
 Yes (say what) .....

### b

#### Television: people's preferences

Age: 19      Sex: Female

**Q1:** How many hours a day do you watch television?

- 2 – 4 hours    4 – 6 hours  
 more than 6 hours

**Q2:** What kind of programmes do you prefer to watch?

- news    soap operas  
 documentaries    game shows  
 sitcoms    sport

**Q3:** Do you watch other kinds of programmes?

- No  
 Yes (say what) .....

### c

#### Television: people's preferences

Age: .....      Sex: .....

**Q1:** How many hours a day do you watch television?

- 2 – 4 hours    4 – 6 hours  
 more than 6 hours

**Q2:** What kind of programmes do you prefer to watch?

- news    soap operas  
 documentaries    game shows  
 sitcoms    sport

**Q3:** Do you watch other kinds of programmes?

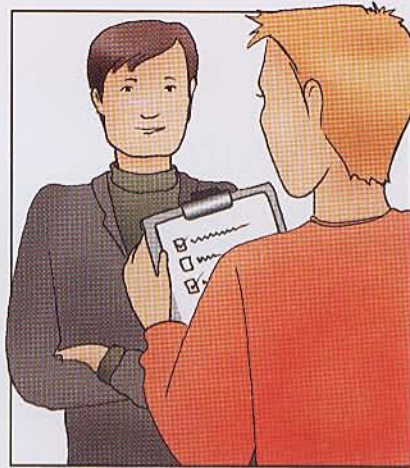
- No  
 Yes (say what) .....

3 Listen to Track 10 again. How did each person answer the following question?

What kind of programme do you prefer to watch?

Man: .....

Woman: .....



4 Now answer the survey for yourself. Who are you more similar to, the man or the woman? What are the similarities and differences?

.....

.....

5 Listen to Track 10 again and circle the correct answer.

- a Why does the man say he will answer the questions, 'if it's quick'?
  - 1 Because he's in a hurry.
  - 2 Because he doesn't watch much TV.
- b Why does he like documentaries?
  - 1 Because they're relaxing.
  - 2 Because they teach you things.
- c Why does he say 'Definitely not!' when asked whether he watches soap operas?
  - 1 He really doesn't like them.
  - 2 He prefers the news.
- d Why is the woman able to watch so much TV?
  - 1 She doesn't want to miss an episode of her favourite soaps.
  - 2 She isn't too busy.
- e What kind of programmes does she watch?
  - 1 Soaps.
  - 2 All kinds.
- f Why doesn't she ever miss an episode of *EastEnders*?
  - 1 Because she hasn't got much to do.
  - 2 Because it's her favourite.
- g Why doesn't she watch documentaries often?
  - 1 Because they aren't on very often.
  - 2 Because she prefers to watch programmes that are more fun.

# B Speaking

## TV: Deciding what to watch

1 Look at the speakers' likes and dislikes in the table.

Then complete the dialogue with suitable words and phrases. Follow the instructions in *italics*.

	A	B
Documentaries	☺ ☺ ☺	☹ ☹ ☹ ☹
Soap operas	☺ ☺ ☺	☺ ☺ ☺ ☺
The news	☹ ☹ ☹	☹ ☹ ☹
Sitcoms	☺ ☺ ☺	☹
Cartoons	☹ ☹ ☹ ☹	☺ ☺ ☺
Talk shows	☹ ☹	☺
Reality shows	☺	☹ ☹

A: What's on TV tonight? Is there a good documentary?

B: Oh, no! I (*say how you feel about documentaries*) .....  
I'd rather watch a funny cartoon or something. Oh, *Tom and Jerry's* on! (*suggest you watch that together*) .....

A: No way. You know I can't stand cartoons. Especially *Tom and Jerry*. I'd like to watch a good sitcom. Is *Dad's Army* on?

B: Oh, that's (*say what you think of that sitcom*) ..... !  
I really hate it. The news is on in a few minutes.

A: Oh, no, I don't feel like listening to bad news from around the world.

B: (*you feel the same as B I, say so*) .....  
(*suggest a talk show*) .....

A: Not if it's that boring old Michael Parkinson. But look! *Big Brother's* started again! Let's watch that.

B: (*say how you feel about reality shows*) .....  
(*say that Neighbours is on, and sound pleased*) .....

A: Oh, yes! I love that soap, it's my favourite. Right, that's settled then.

Now, what shall we get to eat? ....



2 Listen to Track 11. Speak when it is your turn. Use your dialogue.

# UNIT 4

## Listening

### What's my job?

1 Look at the picture. Do you know the game they are playing? What do you think the panel have to do?

Listen to Track 12. Did you guess right?



2 Listen to Track 12 again. Write short yes / no answers to the panel's questions. The first one is done for you.

- a Do you work with animals? ..... *Yes I do. / No I don't.*
- b Is your occupation dangerous? .....
- c Do you work in a special place? .....
- d Do you enjoy your job? .....

3 Listen to Track 12 again and answer the questions.

a Name three places where Jason works.

.....  
.....


b Write two words Jason uses to describe his job.

.....  
.....

4 Can you guess Jason's job? Write your guess here.

Jason is a .....  
.....

Listen to Track 13 to check your answer.

 **5** Listen to Track 13 again. Complete the dialogue with the words you hear.

PANELLIST A: Sorry. OK. Do you kill the (a) .....  
you work with?

JASON: Yes! Yes, I have to (b) ..... them!

PANELLIST B: Right, I think we've got it! Are you a ... Are you one of those  
(c) ..... who kill rats, or bad insects or  
(d) ..... like that? Do you kill pests  
like that? Are you a – what is it?


PANELLIST C: (e) ..... controller?

PANELLIST A: Yes, that's it! A pest (f) ..... ?  
Are you a (g) ..... ?

JASON: (h) ..... ! I am a pest controller.


**6** Read these questions.

- Are you a doctor?
- Are you in politics?
- Do you have to speak other languages in your job?
- Do you have to wear a uniform?
- Do you help people?
- Do you sell anything?
- 1** Do you travel a lot in your job?
- Do you travel by plane?
- Would you say you work with people in your job?

 **7** Now listen to the answers on Track 14.

Put the questions in exercise 6 in the correct order, 1 – 9.

**8** Can you guess the job? .....

 Listen to Track 15 and see if you were right.



# B Speaking

## A mystery job

- 1 You are describing your mystery job on a radio programme called *What's my job?*

You are a camera operator for a film company. You make documentaries about different countries, cultures around the world, and animals.

- 2 Complete the dialogue with suitable yes / no answers. Then listen to Track 16 and speak when it is your turn.

Panellists' questions	Your answers
Do you work with animals?	
Do you work outside?	
Do you wear a special uniform?	
Do you travel in your job?	
Do you need special equipment?	
Is your equipment expensive?	
Does your job make other people happy?	
Do you work alone?	
Does anyone ever see the work you do?	
Do you work with famous people?	
Do you like your job?	
I give up. What do you do?	

# UNIT 5

## A Listening

### Team building

1 Look at the picture. Can you guess the right answer? Tick the correct box.

- a The people are from an office in the city. It is Saturday. They are all in the country for two days – for an ‘Activity Weekend’. Some of them don’t really want to do the activity, but they all do it.
- b The people are from an office in the city. It is Saturday. They are all in the country for two days – for an ‘Activity Weekend’. Some of them don’t really want to do the activity and one person doesn’t do it.
- c The people are from an office in the city. It is Saturday. They are all in the country for two days – for an ‘Activity Weekend’. Everyone wants to do the activity but one person doesn’t do it.

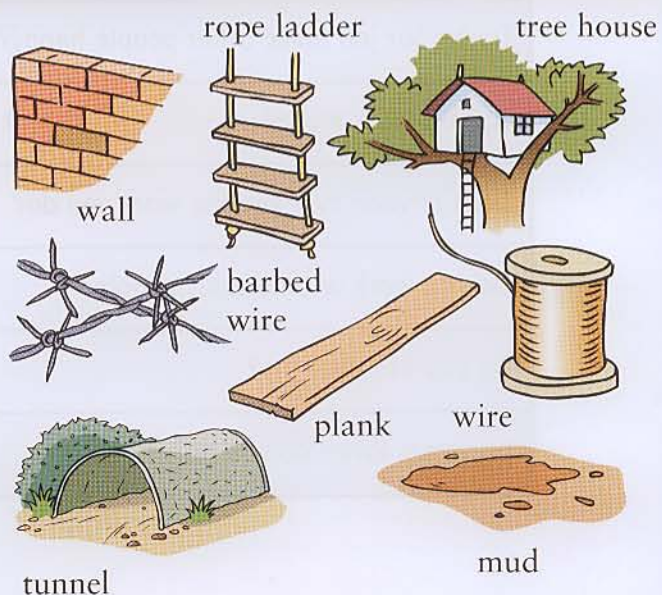


Listen to Track 17. Were you right?



2 Listen to Track 17 again. Put the pictures in the right order. Write 1 – 8 in the boxes.

- |               |                          |
|---------------|--------------------------|
| 1 wall        | <input type="checkbox"/> |
| 2 rope ladder | <input type="checkbox"/> |
| 3 tunnel      | <input type="checkbox"/> |
| 4 tree house  | <input type="checkbox"/> |
| 5 barbed wire | <input type="checkbox"/> |
| 6 plank       | <input type="checkbox"/> |
| 7 wire        | <input type="checkbox"/> |
| 8 mud         | <input type="checkbox"/> |

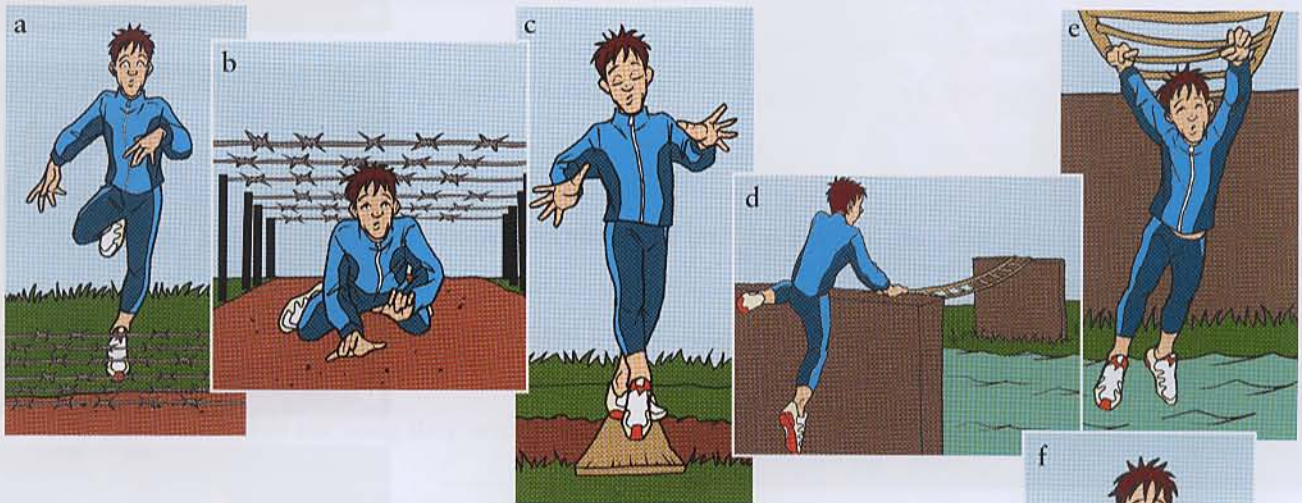


3 Complete the instructions with the verbs in the box. You can use some verbs more than once. Listen to Track 17 again to help you, if necessary.

- a ..... towards the wall.
- b ..... up the wall.
- c ..... down the other side.
- d ..... through the tunnel.
- e ..... the rope ladder.
- f ..... along the wooden plank.
- g ..... from the wire.
- h ..... your way along the wire.
- i ..... into the mud.
- j ..... under the barbed wire.

climb crawl drop hang jump make run walk

4 Look at the picture. Then complete the instructions.



- First, (a) ..... towards the barbed wire.  
 (b) ..... under it.  
 Then (c) ..... the plank to the other side of the mud.  
 (d) ..... the wall.  
 Now (e) ..... from the rope ladder and  
 (f) ..... your way across it.  
 Finally, (g) ..... off the end and try not to  
 (h) ..... into the river.



5 Listen to Track 17 and check.

# B Speaking

## Interview

1 Choose one of the pictures and complete these tasks, using your imagination. Make notes.

What is the person's name?

.....  
 .....

How would this person describe himself / herself?

.....  
 .....

What does the person do?

.....  
 .....

What is the best thing about this job? And the worst?

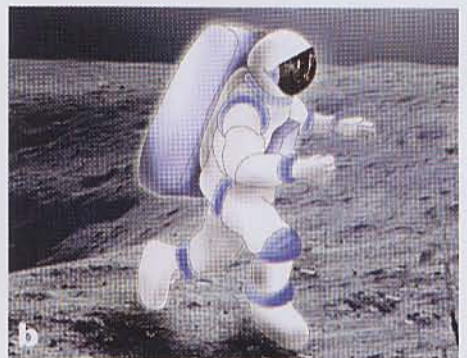
.....  
 .....

Why did the person decide to do this job?

.....  
 .....

What are his / her future plans?

.....  
 .....



2 Now imagine you are the person in the photo. Listen to Track 18 and answer the questions. Use your notes to help you.

- 1 wall
- 2 rope ladder
- 3 tunnel
- 4 tree house
- 5 barbed wire
- 6 plank
- 7 wire
- 8 mud



# UNIT 6

## A Listening

### The soundtrack of our lives

1 Listen to Track 19. Three friends are talking about songs. Who says these things, Sophie, Mandy or her boyfriend, Bill? Write the speaker's name.

- a 'Songs are like the soundtrack of our lives.' Sophie
- b 'I can remember the tune but I can't think of the name.'  
.....
- c 'I bet you have a song that brings back memories.'  
.....
- d 'I didn't know you liked romantic songs.' .....
- e 'Every time I hear the song I can remember that summer as if it was yesterday. ....
- f 'You sound like old people talking about old times!' .....
- g 'You can't remember the song they were playing when we met?' .....



2 Listen to Track 19 again. Complete the table.

	Song	Reasons for liking the song
Sophie		
Mandy		
Bill		

3 Listen to Track 20. Some people are talking about important events in their lives. What question are they answering?

4 Match the speakers and the photos.



5 Listen to Track 20 again. Which speaker says the following? What is each speaker referring to?

a I'd never seen anything so amazing before! Speaker ....., referring to .....

b I couldn't believe she didn't know. Speaker ....., referring to .....

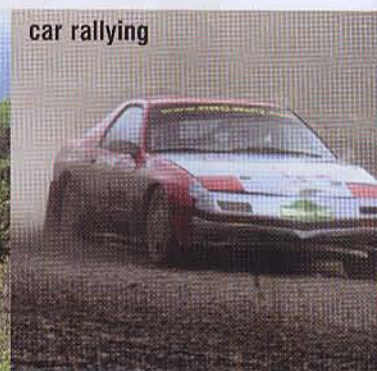
c I felt so proud! Speaker ....., referring to .....

d I didn't think he would ever go out with me. Speaker ....., referring to .....



## A Listening Radio phone-in

1 Look at the photos. Guess what the radio phone-in will be about.



Now listen to Track 22 and see if you were right.

2 Answer these questions.

- a How many people call the radio programme? .....
- b What activities are mentioned in the radio programme? .....

3 Listen to Track 22 again and answer the questions.

- a What is Keith's hobby? .....
- b What is the basic equipment for Extreme Ironing? .....
- c What was Phil doing when he invented Extreme Ironing? .....
- d What was Phil's favourite sport before Extreme Ironing? .....
- e What kind of people do Extreme Ironing? .....



4 Listen to Track 22 again. Complete the advertisement using information from the programme.

### What is extreme ironing?

It's (a) ..... , using an ordinary (b) ..... and (c) ..... but instead of doing it in your living room or kitchen, you do it in (d) ..... places! For example, at the top (e) ..... , up a (f) ..... or at the bottom of the (g) ..... !

### Who does it?

People from different (h) ..... – but you have to be a little bit (i) ..... !

Interested? Here's how to find out more about this fascinating sport! Phone the (j) ..... !




5 Complete the chart with information from the radio phone-in and personal information. Listen to Track 22 again, if you need to.

	Extreme ironing	My favourite leisure activity
(a) Where can you practise it?		
(b) What do you need?		
(c) What kind of people do it?		

# Speaking

## Role-play: giving information

 You are the receptionist at an ice rink. Read the information in the leaflet. Listen to Track 23 and answer the caller's questions.

Seibel Ice Rink offers a variety of classes, courses and open sessions for all abilities.

**Family Session** Sundays 10.00 - 11.30 am

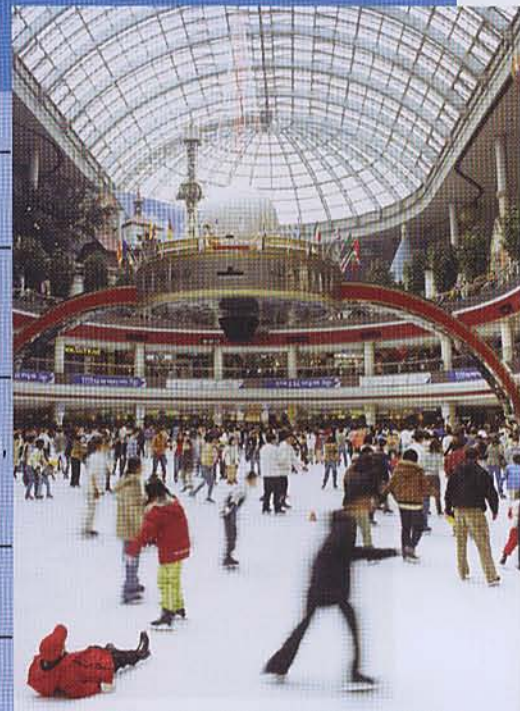
**Parents & Small Children** school term time only - supervised play session - Monday 1.00 - 2.00 pm

**Junior Ice Hockey** For 8 - 16 years. Anyone welcome, turn up and play. Wednesdays 5.30 - 7.00 pm (8 - 11yrs) & Thursdays 8.15 - 10.15 pm (8 - 11yrs)

**Beat On Ice** an evening of skating in a lively nightclub atmosphere. Wednesdays 7.30 - 10.00 pm, Fridays 7.30 - 10.00 pm, Saturdays 10.30 am - 12.15 pm and 12.30 - 2.00 pm, Sundays 2.00 - 4.00 and 8.00 - 9.30 pm

**After school sessions** school term time only - Wednesday 2.00 - 5.30 pm, Friday 4.00 - 5.30 pm

**Beginners' open session** especially for those who don't like speed skaters whizzing past! Mondays 6.45 - 8.00 pm



*Our ice-skating courses are for all ages and abilities. Each course runs for six weeks and the sessions consist of half an hour lesson and half an hour supervised practice time.*

*Maximum class size is 30*

*Anyone on a course gets free skate hire and entry to the Monday evening open sessions to do their practising!*

*Book through reception. Credit cards accepted.*

# UNIT 8

## A Listening

### Scary story

1 Look at the pictures and put them in order to make a story. Think about these questions.

- a What time is it? .....
- b Why is Judy alone in the house?  
.....
- c What is she doing?  
.....
- d How is Judy probably feeling? How do you know .....

2 Listen to Track 24 and check your answers.

3 Listen to Track 24 again. Write T (true) or F (false).

- a That night Judy was looking after a baby.
- b The baby was in the room with Judy.
- c Judy was enjoying her evening.
- d The phone rang three times.
- e The first time the phone rang, Judy didn't worry.
- f The second time the phone rang, Judy was frightened.
- g The last time the phone rang, Judy knew it was John.
- h The baby was in his room.

4 Now correct the sentences that are false.

.....

.....

.....

.....



5 Without looking at the audioscript (or listening to Track 24 again), can you use the words in the box to reassemble a part of the dialogue? Use each word once only. Pay attention to capital letters, full stops (.), commas (,), question marks (?) and exclamation marks (!).

that	go	stop	empty
you	check	dropped	phone
John	on	stairs	up
is	the	looked	the
not	baby	cot	
funny	please	was	

JUDY: Is (a) ..... This (b) ..... so (c) .....

MAN: Go (d) ..... baby.

JUDY: (e) ..... this.

MAN: (f) ..... check on the baby.

NARRATOR: Judy (g) ..... the (h) ..... and ran (i) .....

She (j) ..... into the (k) .....’s (l) .....

The baby’s cot (m) .....



Check your answers by listening to Track 24 again, and reading the audioscript on page 72.



6 Listen to Track 25. Answer the questions.

a Where was Timmy, the baby? .....

b Who was the man on the phone? .....

c What does Judy think about it all? .....

# B Speaking

## A newspaper report

1 Look at the picture and complete these tasks, using your imagination. Make notes.

When did you see this?

.....  
 .....

Can you describe in detail what you saw?

.....  
 .....

What do you think it was?

.....  
 .....

How did you feel?

.....  
 .....

What did you do?

.....  
 .....

What happened in the end?

.....  
 .....



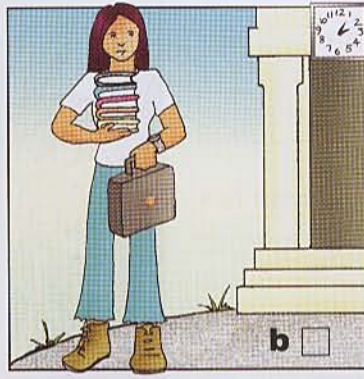
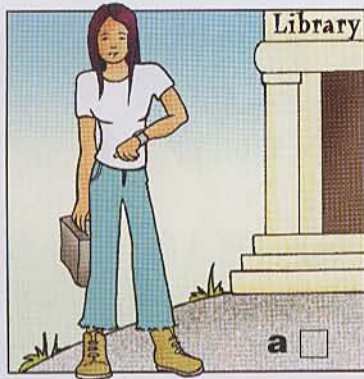
2 A newspaper reporter is interviewing you about what you saw. Listen to Track 26 and answer the questions. Use your notes to help you.

.....  
 .....  
 .....  
 .....  
 .....

## A Listening Phone messages

1 Listen to Track 27. Tick the correct picture for each of the messages.

### message 1



### message 2



### message 3

2 Listen to Track 27 again. Who can you see in the pictures? Write Debbie, Peter, Melanie, Lucy, Will, Olga or Libby for each message (Warning: you can not see all of them!)

Message 1 .....

Message 2 .....

Message 3 .....



3 Answer the questions.

a Who has a laptop? .....

b Who left something at home? .....

c Who apologises? .....

d Who is going to be late? .....

e Who's going to buy sandwiches? .....

f Who's having a party? .....

4 Put the words in the right order to make message announcements.

a at / call / can't / moment / take / the / We / your

.....

b a / after / leave / message / Please / the / tone

.....

c can't / come / I / now / phone / right / the / to

.....

d you / a / and / back / I'll / Leave / message / ring

.....

5 Listen to Track 28 and find the matching message.

A

John, urgent problem next door. Millie's there. Please feed her at 7. Food in sink.

B

John, urgent problem at office. Back at about 7. Millie next door, please fetch and feed her. Food in cupboard under sink.

C

John, urgent problem at office next door. Back at about 7. Please fetch Millie and feed her, in cupboard under sink.



Answer: .....

6 Now choose the other two messages in exercise 5. Practise leaving the messages on an answerphone. Listen to Track 29 and compare.

# B Speaking

## Describing objects

1 Match the words and the pictures.

mobile phone video games console camcorder MP3 player  
computer radio digital camera three-wheeled motorbike

- a .....
- b .....
- c .....
- d .....
- e .....
- f .....
- g .....
- h .....



2 Listen to Track 30. Which four objects in the pictures are the people describing?

.....

.....

.....

3 Choose one of the objects in the picture. Complete the dialogue about it. Then listen to Track 31 and speak when it is your turn.

Tell me about the object you have chosen. But don't say what it's called!  
How big is it?

.....

What colour is it?

.....

What do you use it for, or do with it?

.....

Do you have one of these yourself?

.....

How often do you use it?

.....

Now say what you have been describing.

.....



# A Listening

## Clayton Street

1 Listen to the scene from the soap opera Clayton Street on Track 32. Look at the pictures. Write Jezza or Chris under the correct picture.



a .....

2 Listen to Track 32 again. Circle the best answer.

- a Jezza
  - 1 is a good friend to Chris.
  - 2 is not a good friend to Chris.
- b Chris
  - 1 is unhappy because Jezza didn't put his number in the 'phonebook' on his mobile phone.
  - 2 is not happy because Jezza didn't remember his number.
- c Chris
  - 1 wants his money back.
  - 2 is going to give Jezza some money.
- d Chris
  - 1 is sure that he will get £200 from Jezza.
  - 2 isn't sure that he will get £200 from Jezza.
- e Jezza
  - 1 will give Chris £200 tomorrow.
  - 2 won't give Chris £200 tomorrow.



b .....

3 Look at the lines from Track 32. Look at the verbs in the box. Complete them with the correct form of the verbs in the box.

- a Where it ..... you the numbers?
- b You ..... me in your phonebook, haven't you?
- c I don't ..... it.
- d But what do you ..... ?
- e I ..... you two hundred pounds, remember.
- f I'll ..... it to you tomorrow.
- g You ..... that before.
- h You'll ..... your money tomorrow.
- i I ..... go.

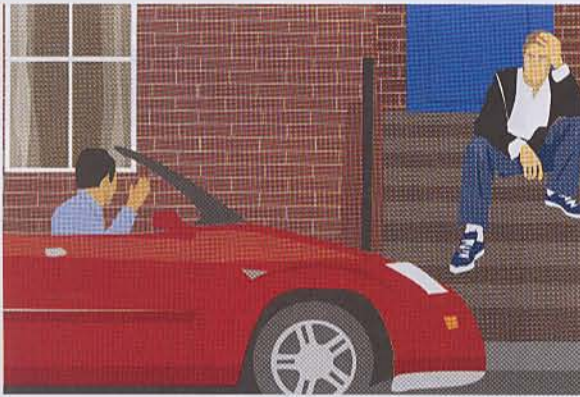
believe	have got
have got to	get give
lend	say show want

Listen to Track 32 again. Were you correct?

4 Look at the pictures and guess the answers to these questions.

- a Do you think this episode of Clayton Street comes after the one on page 33, or before? Why? .....
- b Why doesn't Jezza want an office job? .....
- c What is Chris' job? .....
- d What is Jezza's dream job? .....
- e Why does Jezza want Chris' money? .....

Now listen to Track 33 and check your answer.




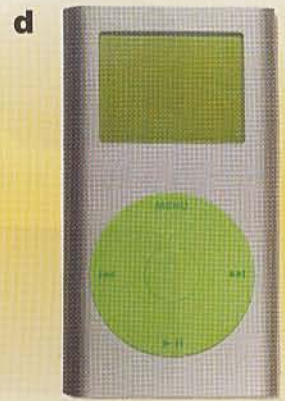
5 Listen to Track 33 again and write T (true) or F (false) in the boxes.

- a Jezza doesn't mind being unemployed.
- b Chris hasn't got a boring office job.
- c Jezza hasn't ever done any DJ-ing.
- d Jezza believes friends should lend each other money.
- e Jezza is confident that he will be able to pay Chris back.

# B Speaking

## The best present

 **1** Listen to Track 34 and choose the correct picture (a – d) below.



**2** Answer the questions about your best present.

Who gave it to you?

.....

When did you get it?

.....

Do you still have it?

.....

Why is / was it special to you?

.....

.....

 **3** Now listen to Track 35 and speak when it is your turn.

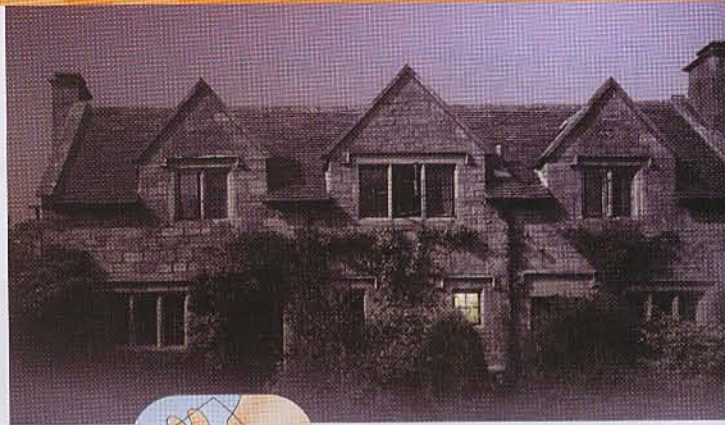
Why?

Listen to Track 36 again to check.

# UNIT 11

## A Listening

### A scene from a play



1 Listen to Track 36 and put the sound effects in the right order. The first one is done for you.



a a knock at the door



b the sound of a mobile phone



c the sound of drinking



d the window crashes open



e someone closes the window



f the sound of change / coins



g the sound of stirring with a spoon



h the sound of the door handle



i thunder

2 Charles and Miranda pull a bed across the floor. Do they do this before or after (h)?



3 Listen to Track 36 again. Who says the following? Write *the man* or *the woman*.

a It's a bit dark. the man

b Don't worry, dear.

c I loved it.

d I'm not very strong.

e It's scary.

f Nonsense!

g Nothing to worry about.

h Come on. Help me.

i That's better.

j We're safe now.

4 What do we know about:

- a the type of hotel? .....
- b the man's and the woman's characters? .....
- c what the man and woman like to drink? .....
- d the name of the hotel? .....

5 Listen to Track 36 again and complete the following questions from the conversation.

- a It's scary, ..... ?
- b That's better, ..... ?
- c We're safe, ..... ?
- d You didn't put it in your bag, ..... ?
- e It's not in my bag, ..... ?

6 Make the sentences into questions like the questions in exercise 5.

- a This is a nice hotel, ..... ?
- b The water's very cold, ..... ?
- c They stayed here last year, ..... ?
- d She likes chocolate, ..... ?
- e This isn't a very good painting, ..... ?
- f The water isn't very warm, ..... ?
- g She didn't leave her bag in the restaurant, ..... ?
- h They aren't going to be late, ..... ?

What is the difference between sentences a – d and sentences e – h?

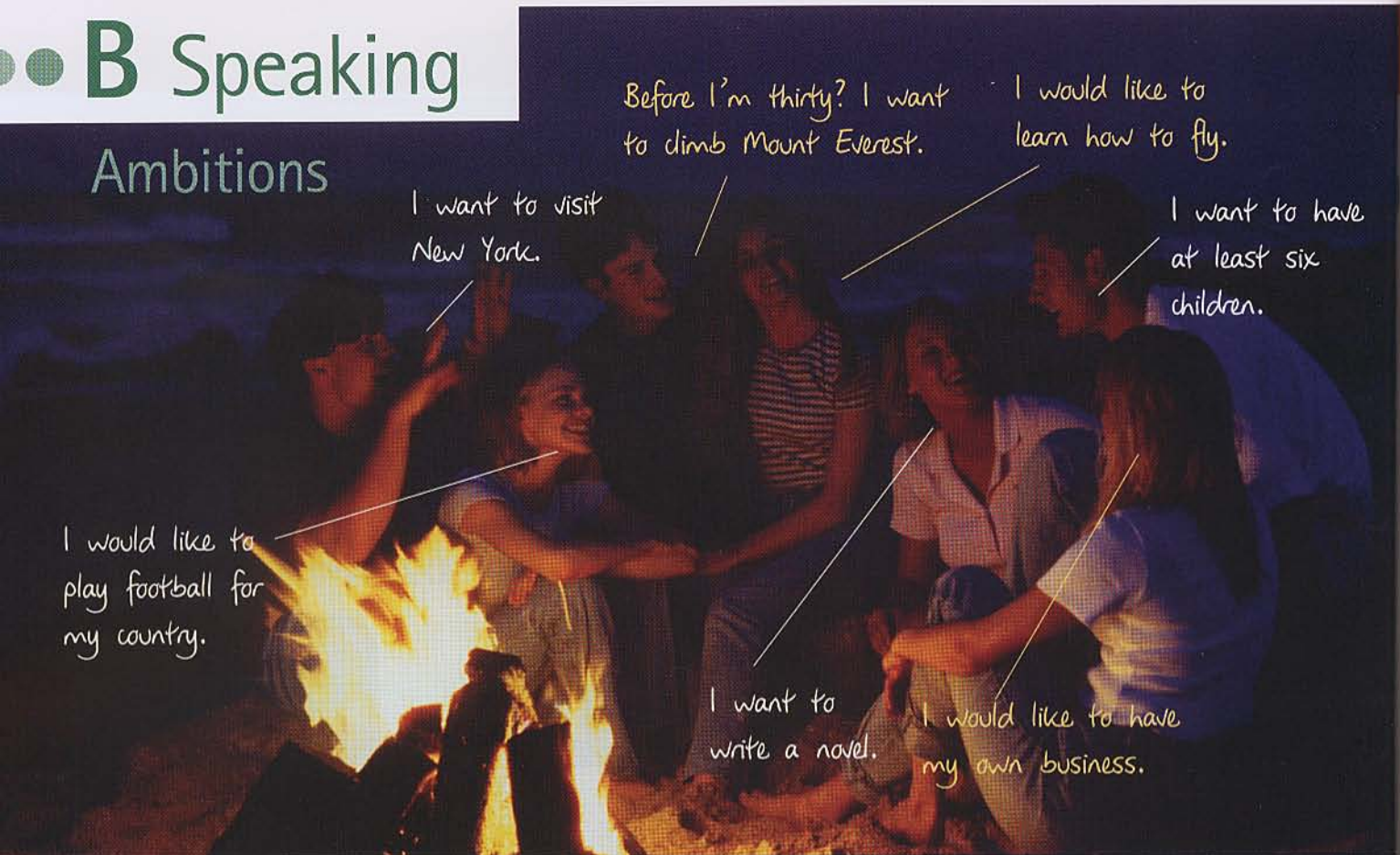
7 Answer the questions.

- a What did Miranda think of the hotel room? .....
- b What did the waiter bring Charles? And Miranda? .....
- c What kind of holiday did they go on before? .....
- d What did Miranda think of it? .....
- e Where was Miranda's phone? .....
- f Who was phoning her? .....
- g Why? .....

8 Listen to Track 36 again to check.

# B Speaking

## Ambitions



1 Complete the sentences in your own words.

Before I'm thirty / forty / fifty I want to have .....

I want to .....

I would like to .....

I would like to learn .....

I want to visit .....

I'm going to .....

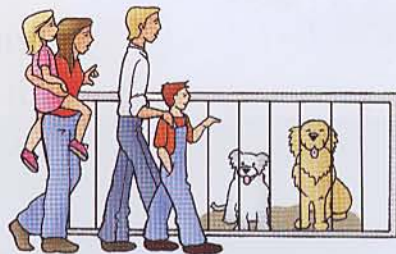
I intend to .....

2 Record your sentences onto a tape. Listen and make notes of any corrections you want to make.  
Record your sentences again.

## A Listening

### Radio advertisements

1 Listen to Track 37. Match the advertisements with the pictures. Write 1 – 5 in the boxes.



a

2 Listen to Track 37 again. Are these statements true or false? Write T or F in the boxes.

- a The Fire Service only fights fires.
- b You can get 20% off when you buy something in the Kenneth Cole store.
- c Battersea Dogs Home has dogs and cats.
- d Friends of the Earth just protects wild animals.
- e You can learn to be a clown at a school.



b

3 Listen to Track 37 again and complete these statements with the words you hear.

- a When we get a call it could be to a road accident, an air accident or a rail accident or to ..... someone from a lift.
- b The shoes and clothes that you give us, we'll give to the .....
- c They are here at the Battersea Dogs and Cats Home because their ..... left them in the street to die.
- d We are looking for ..... to help us with sending out letters and making telephone calls.
- e Come to the California ..... School where you will learn the art of clowning.

c

d



e

4 Listen to Track 37 again and complete these written ads.

**Kenneth Cole Stores are helping** (a) .....  
Special offer until (b) .....  
Bring in your old (c) ..... and  
(d) ..... and we'll give you  
(e) ..... off the next thing you buy in our store!

Can you give (f) .....  
..... and (g) ..... a home?  
Here at Battersea (h) .....  
we rescue dogs and (i) ..... and  
(j) ..... new homes for them. Visit our  
website at (k) ..... for more  
information.

Have you got any free time? (l) ..... of the  
(m) ..... needs volunteers to help with  
(n) ..... and (o) .....  
Give us a ring on Freephone (p) .....



2. Record your responses on a tape. Listen and make notes of any corrections you want to make.  
Record your answers only.



# ● B Speaking

## Meeting: Who shall we invite?

- 1 You are at a meeting to decide on a person to invite to come and speak to your English class. You would like to invite Emily Davis. Read about her.



### Making a difference:

Working with homeless children

Name:	Emily Davis
Comes from:	California
Reason she joined volunteer project with children in Ecuador:	Always wanted to work with children, and help with social work and teaching. Interested in Ecuador because of degree in Spanish / Latin American studies at university.
Work she did there:	Everything, from teaching English, correcting Spanish and other homework, to group activities, guitar lessons, sports lessons.
Difficulties:	Sometimes controlling the kids was a bit difficult - they had lots of energy!
Contribution to the community:	Children learnt that there are lots of opportunities for them. Many went on to study further, and help their own community in turn.

- 2 Cover the text. Listen to Track 38 and answer the chairperson's questions about Emily. Can you remember?

# UNIT 13

## A Listening Remembering schooldays

1 Listen to Brian and Molly on Track 39. Which teacher did ...

- a Molly like best, Mrs Gladwin or Ms Marley? .....
- b Brian like best, Mrs Gladwin or Ms Marley? .....

2 Which teachers (or their classes) do these sentences describe? Write G (Mrs Gladwin) or M (Ms Marley) in the boxes.

- a 'She used to say, 'Don't do this, don't do that!' all the time.
- b We sat in rows for hours.
- c We were afraid to talk.
- d Sometimes we played all day.
- e I'm not sure I learned anything with her.
- f We learned by ourselves.
- g She was always so grumpy.
- h She was lovely.

3 Listen to Track 39 again. Read the opinions a – f. Which teacher has each opinion? Write G or M in the boxes.

- a Children need discipline.
- b Children can stop and start activities when they want.
- c Children can discover things for themselves.
- d Children of different ages can all work together.
- e Children of different ages should be separate.
- f Children need to be happy and comfortable.

4 Choose a word from the box to complete each part of the conversations on Track 39.

- a Remember how she was so ..... with us? 'Do this, don't do that' all the time.
- b We were all really quiet – afraid to talk. She was really one for ....., huh?
- c Ms Marley? Oh yeah – she was great – young and .....
- d I was always talking with my friends – the whole class went ..... sometimes.
- e She never really told us anything. We learned by .....
- f Mrs Gladwin used to put us in separate groups so the big kids didn't ..... the little kids.
- g You know, I think the most important thing is personal .....

frighten	strict
friendly	ourselves
wild	attention
discipline	

5 Adam and Jessica were at secondary school together five years ago. They are remembering some of their old school friends. Listen to Track 40. Match the names with the photos.

- Anne
- Luke
- Pablo
- Elsa



6 Listen to Track 40 again and answer the questions.

a What was Anne like?

.....

b What did she use to do when teachers spoke to her?

.....

c What was Elsa's talent?

.....

d Who did she use to go out with?

.....

e What did he look like?

.....

f What annoying thing did Luke use to do in class?

.....

g What did he look like?

.....

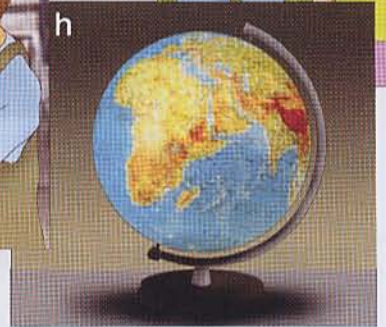
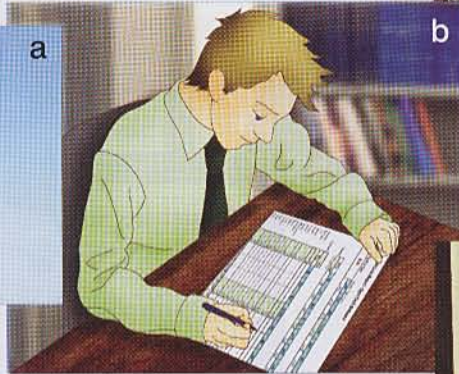
h Did Jessica like him? How do you know?

.....

# B Speaking

## The education debate

1 Why do we need to go to school? Match each reason with one of the pictures. Write a – h in the boxes.



- 1 to learn about the past
- 2 to meet other people
- 3 to learn how to read and write
- 4 to help us get a job
- 5 to learn about mathematics and numbers
- 6 to find out about our interests and talents
- 7 to find out about the rest of the world
- 8 to learn how to think

2 Now listen to Track 41. Which of the reasons for going to school, in exercise 1, are mentioned?

Write the numbers. ....

3 Do you agree or disagree with the following statement?

You can learn or do all these things without going to school.

Write notes for a speech. Give reasons for agreeing or disagreeing with the statement.

.....

.....

.....

.....

.....

4 Record your speech. Listen to your speech, and make any corrections. Record yourself again.

## A Listening

### The news

1 Listen to Track 42. Tick the people and things that you hear.


- |                  |                          |                   |                          |
|------------------|--------------------------|-------------------|--------------------------|
| a airport        | <input type="checkbox"/> | h Queen           | <input type="checkbox"/> |
| b car crash      | <input type="checkbox"/> | i rivers          | <input type="checkbox"/> |
| c dog            | <input type="checkbox"/> | j storms          | <input type="checkbox"/> |
| d egg            | <input type="checkbox"/> | k student         | <input type="checkbox"/> |
| e mountains      | <input type="checkbox"/> | l the environment | <input type="checkbox"/> |
| f nurses         | <input type="checkbox"/> | m tower           | <input type="checkbox"/> |
| g Prime Minister | <input type="checkbox"/> |                   |                          |

2 Match the people and the items from exercise 1. The first one is done for you.

- a Antonia Merritt ..... car crash .....
- b Mark Gartside .....
- c Phyllis Jones .....
- d Stephen Williams .....

3 Who or what ...?

- a barked and barked? .....
- b designed a new building? .....
- c doesn't have a job? .....
- d fell in her house? .....
- e is going to be an Egyptian queen in a new film? .....
- f likes architects? .....
- g talked to the police? .....
- h thanked doctors? .....
- i thanked her dog? .....
- j visited a new building? .....
- k was at a press conference? .....
- l won a prize? .....

-  Complete three of the newspaper articles with the missing words. Then listen to Track 42 again and check.

## Prime Minister attacked

A (a) .....-year-old man, Stephen Williams, threw (b) ..... at the Prime Minister today as he was arriving at the New London Tower. Williams told the police he was (c) ..... about the (d) ..... . The Prime Minister was not hurt, and (e) ..... about the incident.

## Student wins prize

A (f) .....-year-old student, Mike Gartside, has won the National (g) ..... prize for his design for a new London (h) ..... on the (i) ..... . It is Mr Gartside's first full design.

## Dog saves owner

Phyllis Jones, aged (j) ..... , fell in her house and couldn't get off the (k) ..... . The dog barked and barked until someone (l) ..... him and came to see what the (m) ..... was. 'My dog gave me my (n) ..... back,' said Mrs Jones.

- 22 Do you agree or disagree with the following statement?

You can learn to do all these things without going to school.

Write notes for a speech. Give reasons for agreeing or disagreeing with the statement.

.....

.....

.....

.....

.....

4. Record your speech. Listen to your speech, and make any corrections. Record yourself again.

# B Speaking

## What is it like?

1 Look at the photos. Can you name the buildings?

- a The Deep, in Hull, England – an ‘underwater exhibition’ centre
- b Selfridges Department store in Birmingham, England
- c The Modern Art Centre, Cincinnati, USA
- d The opera house in Santa Cruz, Tenerife (Canary Islands)

2 Read this description. Which building does it describe?

It's a modern building. I don't like it very much, because it looks rather ugly. It looks like a monster's face, with one eye and a mouth.

3 Now write notes describing the three other buildings. Listen to Track 43 and answer the questions.

### Useful phrases

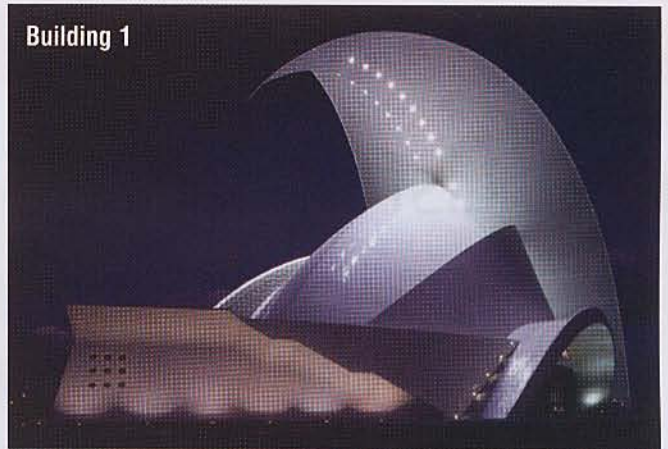
It looks like a ... (+ noun)

It looks ... (+ adjective)

### Useful adjectives

big cold dramatic exciting friendly  
modern tall ugly unfinished

Building 1



Building 2



Building 3



Building 4

## A Listening

### It's all in the eyes

- 1 Look at this photo of the eyes. What do you think this person is thinking?

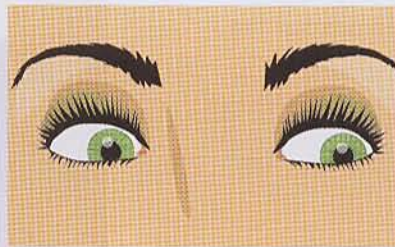


- 2 Match the sentences with the pictures. Write a – f in the boxes.

- a she is looking down and to the left
- b she is looking directly left
- c she is looking up and to the left
- d she is looking directly right
- e she is looking up and to the right
- f she is looking down and to the right



1



2



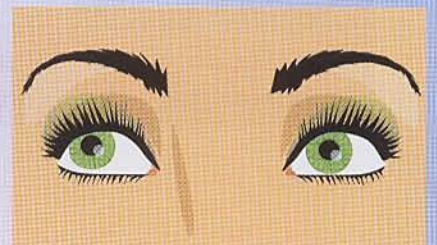
3



4




5




6



 3 Listen to Track 44 and answer write T (Tricia) or M (Marty) for the sentences.

Who...

- a tries to remember the face of a childhood friend?
- b read an article about brain research and eye movement?
- c says people's eyes move in different directions when they think about different things?
- d can't stop looking into people's eyes?

 4 Listen to Track 44 again. Match the eye position from exercise 2 for the activities

for the sentences.

Listen to Track 44 and answer write T (Tricia) or M (Marty) for the sentences.

Who...

- a tries to remember the face of a childhood friend?
- b read an article about brain research and eye movement?
- c says people's eyes move in different directions when they think about different things?
- d can't stop looking into people's eyes?

- a a time when you felt scared?
- b the sound of a big dog barking?
- c the sound of your mother's voice?
- d the face of a person you know?
- e a picture of a high mountain?
- f how you are going to solve a problem?

Listen to track 44 again to check.

# B Speaking

## Your health

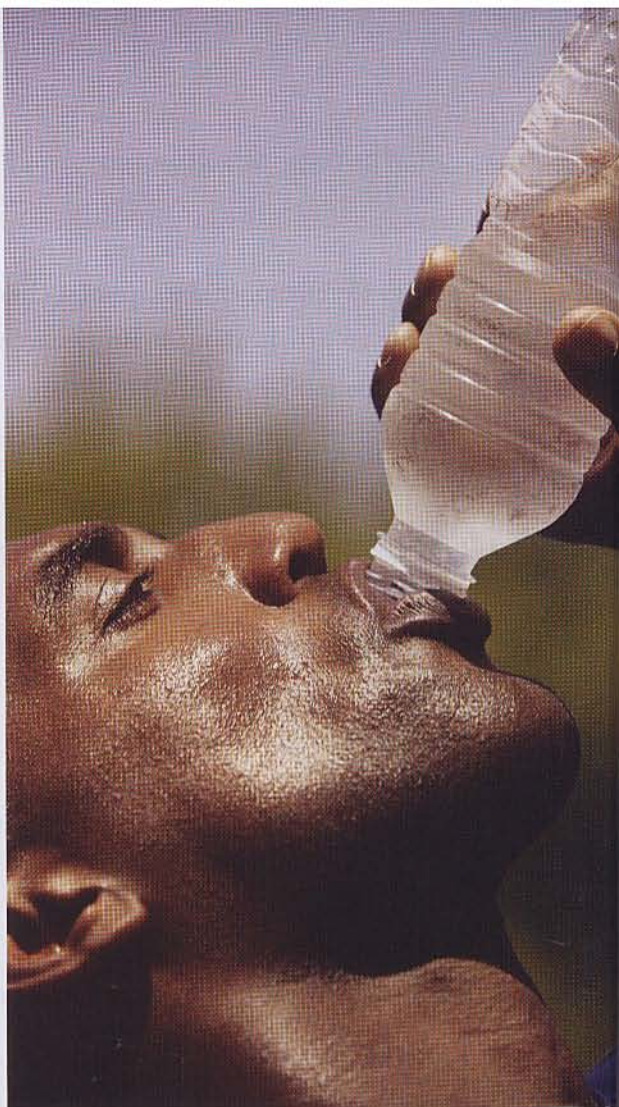
1 Answer the questions in the questionnaire.

### Sleep

- 1 How much sleep do you get every night?  
.....
- 2 What time do you usually go to bed?  
.....
- 3 How do you usually feel when you wake up?  
.....
- 4 Do you fall asleep easily, or do you have trouble falling asleep?  
.....
- 5 Do you ever wake up in the night? Why?  
.....
- 6 What is the last thing you usually do before going to sleep?  
.....


### Diet

- 7 What do you have for breakfast?  
.....
- 8 What do you usually have for lunch?  
.....
- 9 What did you have for dinner last night? Is this typical?  
.....
- 10 How much water do you drink every day?  
.....
- 11 Do you think your diet needs to improve? In what way?  
.....



### Fitness

- 12 How much physical activity do you do every day?  
.....
- 13 Would you like to get fitter? How?  
.....
- 14 What new sport would you like to take up, if you could?  
.....

 2 Now listen to Track 45 and answer the questions.

# UNIT 16

## Listening

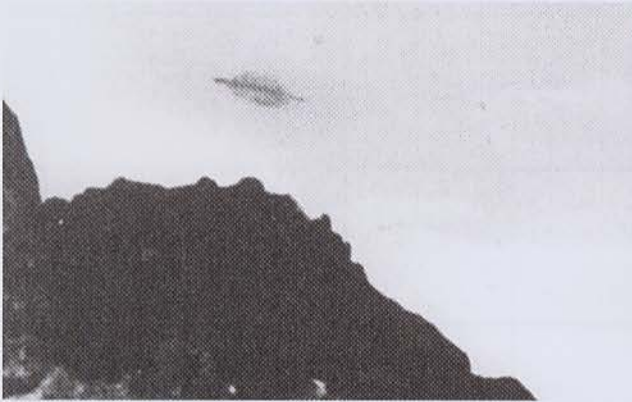
### Unidentified Flying Objects

1 Look at these two photos. What do they show? Do you believe the photographs are real?



2 You are going to listen to two stories about UFOs. Read these sentences about each story, and put them in the correct order. Then listen to Track 46 and check your answers.

A



- a It was moving at 600 mph.
- b He gave the photos to experts to study.
- c One of them took photos of it.
- d People living on an island began to see strange things in the sky.
- e These included discs that were flying fast.
- f Then one night, 47 people, on a ship in the area, saw a strange disc.



B



- a They took lights, a radio and a Geiger counter to measure radiation.
- b Security guards saw unusual lights in the forest.
- c The next day there were broken trees and holes in the ground.
- d This happened for two nights.
- e The lights and radio stopped working, and the Geiger counter started to make noises.
- f On the second night, they went into the forest to investigate.

3 Listen to Track 46 again. Write 1, 2 or 3 to answer each question for each story.



<p>Your health</p> <p>1 Answer the questions in the questions</p> <p>Stop</p>	<p>A</p> 	<p>B</p> 
<p>a Where did the story take place?</p> <p>1 Trindade Islands, Brazil</p> <p>2 Harvard University, USA</p> <p>3 Bentwaters, England</p>		
<p>b When did the story take place?</p> <p>1 December 1st 1957</p> <p>2 December 27th 1980</p> <p>3 January 16th 1958</p>		
<p>c What did people see first?</p> <p>1 unusual lights</p> <p>2 discs flying very fast</p> <p>3 slow discs and lights</p>		
<p>d How big was the object that people saw?</p> <p>1 20 feet wide and 30 feet high</p> <p>2 47 feet high</p> <p>3 50 feet wide</p>		
<p>e Were there any photographs or other physical evidence?</p> <p>1 a noisy aeroplane</p> <p>2 a series of six photographs</p> <p>3 broken trees and large holes in the ground</p>		
<p>f What was the explanation given by people who did not believe the story?</p> <p>1 it was an aeroplane flying through the fog</p> <p>2 it was the wind and complex scientific causes</p> <p>3 it was a radio station</p>		
<p>g What do people say today?</p> <p>1 the objects moved slowly</p> <p>2 the photographs are real</p> <p>3 experts cannot explain the high levels of radiation</p>		



# PRONUNCIATION EXERCISES I

## A: Sounds

1 Listen to Track 48. Number the words in the order of the track. Write 1 – 8 in the boxes.

- |               |                                     |              |                          |
|---------------|-------------------------------------|--------------|--------------------------|
| a television  | <input checked="" type="checkbox"/> | e decision   | <input type="checkbox"/> |
| b usual       | <input type="checkbox"/>            | f obsession  | <input type="checkbox"/> |
| c information | <input type="checkbox"/>            | g solution   | <input type="checkbox"/> |
| d fashion     | <input type="checkbox"/>            | h conclusion | <input type="checkbox"/> |

2 Listen to Track 48 again. Write the words in the table.

Words with the sound /ʒ/ like <i>pleasure</i>	Words with the sounds /ʃ/ like <i>ship</i>

3 Listen to Track 48 again and repeat the words.

The words in *italics* in the dialogues below have the sounds /ʃ/ or /ʒ/ in them. Write the words in *italics* under the correct sound.

/ʃ/	/ʒ/
<i>sugar</i>	
.....	.....
.....	.....
.....	.....

- |   |   |
|---|---|
| a A: How do you like your tea?<br>B: With <i>sugar</i> , <i>usually</i> .                                 | c A: What are you doing?<br>B: Watching a <i>fashion</i> show on <i>television</i> .          |
| b A: Come on then. What's the solution?<br>B: There is no <i>solution</i> . That's my <i>conclusion</i> . | d A: So, what do you think?<br>B: We can make a <i>decision</i> after our <i>discussion</i> . |

4 Listen to Track 49. Check your answers. Then listen again and repeat the words.

5 Listen to Track 50. Read the answers in the dialogues in exercise 3 when it's your turn.

5 Listen to Track 51. Complete the table with the words in the box. Look at the underlined sound in two- or three-syllable words.

Amelie back clock drop  
front hang jump ladder  
mud opposite plank  
platform scanned omeone  
son top unnel under

/ɒ/ - cop	/æ/ - cap	/ʌ/ - cup
	Amelie	

6 Play Track 50 again. Say the words after the speakers.

6 Listen to Track 52 and write /e/ or /ei/ according to the vowel sound you hear.

- |                    |         |
|--------------------|---------|
| a <u>/e/</u> check | g ..... |
| b .....            | h ..... |
| c .....            | i ..... |
| d .....            | j ..... |
| e .....            | k ..... |
| f .....            |         |

7 Now listen again and write the word on the line.

Practise saying the words with the correct pronunciation.

7 Listen to Track 53. Number the words in the order of the track. Write 1 - 12 in the boxes.

- |  |                                 |                                   |   |
|--|---------------------------------|-----------------------------------|---|
| a sin <input type="checkbox"/>             | e ran <input type="checkbox"/>  | i sinner <input type="checkbox"/> | Write the words with the sound /n/ like none? |
| b sing <input checked="" type="checkbox"/> | f rang <input type="checkbox"/> | j singer <input type="checkbox"/> | .....   |
| c tonne <input type="checkbox"/>           | g sun <input type="checkbox"/>  | k thin <input type="checkbox"/>   | Write the words with the sound /ŋ/ like long? |
| d tongue <input type="checkbox"/>          | h sung <input type="checkbox"/> | l thing <input type="checkbox"/>  | .....   |

8 Listen to Track 54. Number the words in the order you hear them.

- |   |                                   |
|---|-----------------------------------|
| bingo <input checked="" type="checkbox"/> | sung <input type="checkbox"/>     |
| drink <input type="checkbox"/>            | swimming <input type="checkbox"/> |
| fun <input type="checkbox"/>              | thin <input type="checkbox"/>     |
| no <input type="checkbox"/>               | thing <input type="checkbox"/>    |
| sound <input type="checkbox"/>            | think <input type="checkbox"/>    |
| sun <input type="checkbox"/>              | thanks <input type="checkbox"/>   |

Read the words in exercise 8 aloud. Write them under the correct sound.

/n/	/ŋ/
fun	bingo

10 Which sound can go at the beginning, the middle and the end of words and which sound is never at the beginning? .....

11 Listen to Track 55. Check your answers and repeat the words.

11 Listen to Track 56. Circle the words you hear.

- a three    free
- b thank    tank
- c path    part
- d north    nought
- e theme    team
- f sings    things
- g sink    think
- h thirty    dirty
- i thirst    first

12 Which words have the sound /θ/, like 'thank'? Write a list.

.....  
 .....

Listen to Track 57 again. Say the words.

13 Listen to Track 58. Listen to each word and write the symbol of the sound that you hear.

/θ/ think    /ð/ there

- |                 |             |                   |       |
|-----------------|-------------|-------------------|-------|
| a <u>th</u> ank | .....θ..... | f mo <u>th</u> er | ..... |
| b <u>wi</u> th  | .....       | g <u>th</u> irty  | ..... |
| c <u>th</u> at  | .....       | h mo <u>u</u> th  | ..... |
| d <u>th</u> ree | .....       | i fa <u>th</u> er | ..... |
| e no <u>th</u>  | .....       | j <u>th</u> is    | ..... |



14 Practise saying these sentences with the correct pronunciation of 'th'.

a Don't forget to thank your mother.

b Do you think your mother is a motherly person?

b with ..... g thirty .....

c that ..... h mouth .....

d three ..... i father .....

e north ..... j this .....

18 Now match these contexts to the sentences and questions in exercise 17.

- a A young child who is at a friend's house wants to play with his friend's toy. b2
- b A person is telling someone how to train a dog.
- c A young man is asking his friend Troy if he wants to go to the movies with him.
- d A young person has a new video game that he wants his friend to play.
- e A man in a shop who wants to buy a new tie.
- f A mother is talking to her young son who doesn't want to go home.
- g There is oil on the road and a mother warns her daughter.
- h It has been raining on a ship and the aisles (where people walk) are wet.

19 Listen to Track 62. What do you notice about the pronunciation of *either* and *neither*?

20 Listen to Track 63. Which pronunciation of *neither* or *either* do you hear? Write 'like eye' or 'like we' in the blanks (see the box below).

/aɪ/ - like eye      /iː/ - like we

- a I don't exercise often, either. like
- b Neither do I.
- c Gemma isn't very fit, either.
- d Neither has Martin been to the new hospital.
- e Jessica hasn't been to the gym, either.
- f She won't be there, either.

Practise saying the sentences using the two different pronunciations of *either* and *neither*.

21 Listen to Track 64 and say whether the pronunciation of the underlined word is the same (S) or different (D).

**garage**

- a He put the car in the garage.  
He put the car in the garage.
- b The paint is in the garage.  
The paint is in the garage.

**new**

- e I really need some new shoes.  
I really need some new shoes.
- f This DVD is new.  
This DVD is new.

**room**

- c John is upstairs in his room.  
John is upstairs in his room.
- d What do you think of this room?  
What do you think of this room?

22 Now listen to Track 64 again and circle the phonetic transcription that you hear.

- |   |           |           |   |        |        |
|---|-----------|-----------|---|--------|--------|
| a | /gɑːrɑːʒ/ | /'gærɪdʒ/ | d | /ru:m/ | /rom/  |
|   | /gɑːrɑːʒ/ | /'gærɪdʒ/ |   | /ru:m/ | /rom/  |
| b | /gɑːrɑːʒ/ | /'gærɪdʒ/ | e | /nu:/  | /nju:/ |
|   | /gɑːrɑːʒ/ | /'gærɪdʒ/ |   | /nu:/  | /nju:/ |
| c | /ru:m/    | /rom/     | f | /nu:/  | /nju:/ |
|   | /ru:m/    | /rom/     |   | /nu:/  | /nju:/ |

Practise saying the sentences with the same pronunciation as Track 64.

23 Listen to Track 65. What's different about the way these two acronyms are pronounced?

- a Many people say they have seen a UFO.
- b The problem of AIDS is a huge one.

**ACRONYMS**

Acronyms are words made up of the initial letters of other words, like UFO (Unidentified Flying Object).

24 Listen to Track 66. Which acronyms do you hear?

- a I heard the report on the radio on the .....
- b I'm going to visit the ..... next year.
- c Do you like bacon? Would you like a ..... ?
- d The oil-producing nations have an organisation called .....
- e One of the most important parts of the ..... is .....
- f How long is she going to stay in the ..... ?
- g Have you seen my new ..... player?

Practise saying the sentences with the correct pronunciation of these acronyms. Find other acronyms and check how they are pronounced.

25 Listen to the spelling of these words on Track 67 (1) and write them down.

- a .....
- b .....
- c .....
- d .....

26 Now write the acronyms for the phrases you have written above.

- a ..... c .....
- b ..... d .....

Practise spelling the words out loud.

# PRONUNCIATION EXERCISES 2

## B: Stress

1 Listen to Track 67 (2). Circle the stress pattern you hear.

- |                      |                    |
|----------------------|--------------------|
| a <u>bus</u> stop    | bus <u>stop</u>    |
| b <u>city</u> map    | city <u>map</u>    |
| c <u>sun</u> hat     | sun <u>hat</u>     |
| d <u>post</u> office | post <u>office</u> |

2 Mark the stress in these two-word nouns. Underline the stressed syllable. The first one is done for you. Then listen to Track 69 and check your answers.

- |                      |                  |
|----------------------|------------------|
| a <u>sun</u> glasses | e ski resort     |
| b <u>guide</u> book  | f hotel room     |
| c subway station     | g police station |
| d cash dispenser     |                  |

3 Read the words to yourself. Underline the stressed word in the two-word nouns.

- |              |                       |
|--------------|-----------------------|
| a phone box  | e park bench          |
| b letter box | f traffic lights      |
| c tea cup    | g cricket match       |
| d road signs | h underground station |

4 Listen to Track 70 and repeat the words. Were your answers correct?

4 Listen to the words on Track 71 and look at their 'shapes'.

boring      tired      people



advice      excuse      repeat



5 Listen to Track 72. Which shape are the words? Write 1 or 2 in the boxes.

- |           |                                     |             |                          |
|-----------|-------------------------------------|-------------|--------------------------|
| a explain | <input checked="" type="checkbox"/> | e message   | <input type="checkbox"/> |
| b healthy | <input type="checkbox"/>            | f lifestyle | <input type="checkbox"/> |
| c accept  | <input type="checkbox"/>            | g problem   | <input type="checkbox"/> |
| d diet    | <input type="checkbox"/>            | h complete  | <input type="checkbox"/> |


shape 1




shape 2



6 Listen to Track 72. Listen first to the o


 Listen to Track 76. Notice strong and weak stress. Mark the words in *italics* S (strong) or W (weak).


- a A: Was S the test difficult?  
 B: No. It *was* W nice *and* W easy.
- b A: Can W you come and help?  
 B: Yes, I *can* W. But I *can* W only stay for an hour.
- c A: How *was* W your holiday?  
 B: Jamaica *was* W hot *and* W humid!  
 A: But *was* W it nice?  
 B: Oh, it *was* W beautiful – *and* W a lot of fun!

 10 Listen to Track 77. Read B's responses with the correct stress when it is your turn.

11 Look at the audioscript for Track 36 on page 74. Read the underlined phrases and decide exactly how you would say them.


Practise saying the underlined phrases in the same way as the speakers.

 12 Listen to Track 78. Do the two questions sound the same or different?


 13 Now listen to Track 79. For a – d below, write 1 if you hear *going to* or 2 if you hear *gonna*.

- a What are you going to do when you leave school?
- b I think I'm going to stay at home tonight. I'm tired.
- c Well, first I'm going to get my doctorate, then I'm going to live in South America. 1
- d She's not going to be there, I'm afraid. She's going to be in the library.

Practise saying the sentences in the same way as on Track 79.

 14 Listen to these sentences on track 80 and underline the syllable that has the main stress.

- a We're gonna go to the beach.                      c James is going to study French.
- b She's going to win.                                      d They're gonna tell you to stop.

 Now listen to the pronunciation of *to* in each sentence on Track 80. Practise saying the sentences with the same pronunciation of *to*.

15 Write five sentences about yourself using 'going to'. Practise your sentences using the appropriate pronunciation of *to*.

**16** Look at these words and think about how you say them. Put them into the correct column.

beautiful • ugly • delicious • horrible • enjoyable • boring •  
 frightening • bad • cheap • cramped • deep • expensive • fast •  
 fat • funny • good • high • interesting • long • narrow •  
 spacious • thin • uncomfortable

One syllable	Two syllables	Three syllables	Four syllables
cramped	spacious	beautiful	

**17** Now listen to Track 81 and check your answers.

**17** Now listen to Track 82 and draw the stress pattern for the words you hear.

- |                     |                       |
|---------------------|-----------------------|
| a beautiful         | g expensive .....     |
| b delicious .....   | h interesting .....   |
| c boring .....      | i spacious .....      |
| d enjoyable .....   | j narrow .....        |
| e frightening ..... | k uncomfortable ..... |
| f funny .....       |                       |

**18** Read the conversation. Underline the stressed words.

What's the best film you've ever seen?  
 – I don't know. What's the best film you've ever seen?

Listen to Track 83. Do the speakers agree with you?

**19** Listen to Track 84 and underline the stressed syllables

- |   |   |
|---|---|
| a Are you happy?<br>– Yes, I am. What about you?                | c Have you ever been to the North Pole?<br>– No, I haven't. Have you ever been to the North Pole? |
| b Do you like chocolate?<br>– Yes, I do. Do you like chocolate? | d Did you go to the meeting yesterday?<br>– No, I didn't. Did you go to the meeting?              |

Say the exchanges in the same way as the speakers on Track 84.

## C: Intonation

1 Listen to Track 85. Does the speaker's voice go up, or down? Write *up* or *down* in the blanks.

- a Do you like your job? .....
- b Do you enjoy it? .....
- c Is it dangerous? .....
- d Do you have a good job? .....
- e Is the money good? .....

2 Listen to Track 85 again and repeat the questions.

3 Listen to Track 86. Does the speaker's voice go up or down?

- a Are you looking for a job? .....up.....
- b Are you interested in people? .....
- c Are you good with animals? .....
- d Can you work in a team? .....
- e Do you like working with animals? .....

4 Listen again and repeat the questions.

5 Listen to this radio advertisement in Track 87. Does the speaker say the questions with the same intonation as in exercise 2 above? Underline the question where the intonation is different.

Then practise reading the advert aloud.

6 Listen to these exclamations on Track 88. Are the speakers interested (and / or amused) or bored (and / or disapproving)? Write I (interested or amused) or B (bored or disapproving) in the boxes.

- a How funny!
- b How stupid!
- c How silly!
- d How boring!
- e How lovely!

### Are you looking for a job?

How would you like to help animals?

Can you work in a team?


**Yes?**

We've got the perfect job for you!


Call the Animal Hospital  
**NOW!**

*No experience required!*



 5 Listen to Track 89 and repeat these exclamations with the correct intonation.


- a How nice!
- b How awful!
- c How funny!
- d How boring!
- e How exciting!

 6 Listen to Track 90. After the beep, use an exclamation from exercise 5 above to react to what the speakers say.


a I have to work on Saturday.

YOU: How boring!

 INTONATION 65

 5 Listen to Track 89 and repeat these exclamations with the correct intonation.

- a How nice!
- b How awful!
- c How funny!
- d How boring!
- e How exciting!

 6 Listen to Track 90. After the beep, use an exclamation from exercise 5 above to react to what the speakers say.

a I have to work on Saturday.

YOU: How boring!





9 Are the following questions examples of the a questions above, or the b questions? Write a (↘) or b (↙) for each one. Then listen to Track 92 to check your answers.

- a Can you help me? .....
- b Would you like to leave a message? .....
- c What time will she be back? .....
- d How do you spell that? .....
- e Do you want her to call you back? .....
- f Who's calling? .....

10 Practise reading the questions with the correct intonation.

11 Read the questions aloud. Does the voice go up or down at the end? Mark the intonation of the questions (↘) (down) or (↙) (up). Then listen to Track 93 to check your answers.

- a Can I speak to Lila? ↘
- b Are you busy?
- c Do you want me to call later?
- d When can I have it back?
- e What can I do for you?
- f How are you?



12 Listen to Track 94. Repeat the questions after the beep with the correct intonation.

Listen to this radio advertisement in Track 97. Does the speaker say the questions with the same intonation as in exercise 2 above? Underline the question where the intonation is different.

Then practise reading the advert aloud.

Listen to these exclamations/words. Are the speakers interested (and / or amused) or bored (and / or disapproving)? Write I (interested or amused) or B (bored or disapproving) in the boxes.

- a How busy!
- b How stupid!
- c How silly!
- d How boring!
- e How lovely!

Are you looking for a job?

Can you wait in a bank?

We've got the perfect job for you!

Wow!

No experience required!

**13** Choose questions from exercise 11 to complete this conversation.

LILA: Hello?

YOU: (a) Can I speak to Lila .....

LILA: Speaking.

YOU: Hi, Lila. (b) .....

LILA: Fine, thanks.

YOU: (c) .....

LILA: Yes, actually. I am a little.

YOU: (d) .....

LILA: No, that's OK. What can I do for you?

YOU: I really need my camera. (e) .....

LILA: Oh, right. Well, I have bad news for you.



Now listen to Track 94 again and read out the questions with the correct intonation when it's your turn.



**14** Listen to Track 95 and circle what the speaker is feeling in each sentence.

a happy / sad

b tired / sad

c bored / angry

d happy / surprised

e angry / upset

f upset / bored

g surprised / tired

Repeat the sentences with the same stress and intonation.

**15** Practise saying this sentence in all of the different ways you heard in exercise 14.

I can't believe that he told you that.

# AUDIOSCRIPTS

## Track 1

**MATT:** Good day! I'm Matt. I'm from Melbourne but my family originally comes from Greece. A lot of people in Australia come from other countries. D'you know, one Australian family in three – that's 33% – speak another language, apart from English I mean. That is surprising, isn't it? In Australia, we love open air activities of all kinds. We like to go to the sea, for surfing and swimming. Did you know that a lot of Australians, about eighty percent I think, live along the coasts?

**SANDY:** Hello! I'm Sandy, from Glasgow. Sometimes people say to me: "You're English, aren't you?" But I'm not English, I'm Scottish. Many people get confused but it's very simple: England, Wales and Scotland are all part of Great Britain. So we are all British, but we are not all English! We all speak English but some people in Scotland also speak Gaelic – and Scottish English is a bit different from English English! In international sport we usually take part as Scotland – not as part of Great Britain. The capital of Scotland is Edinburgh but I think Glasgow is bigger and more fun!

**TESSA:** Hi! I'm Tessa, from Montreal, in Quebec. Quebec is in the east of Canada. Most Canadians speak the two official languages, French and English. Canada is a huge country. The second largest country in the world, actually. In Canada you can find everything. Do you like big cities? We have really exciting ones, like Montreal and Toronto. Do you like mountains? We have lots too. Winter sports are very popular. It is very cold in winter but I like summer better. It's warm and we go and swim in the lakes.

**WILSON:** Hi, I'm Wilson, from Kingston, the capital of Jamaica. Jamaica is the biggest English-speaking island in the Caribbean. Many visitors come to Jamaica because we have fabulous beaches and great mountains. Jamaicans love music. And they love dancing. Do you know reggae music? Well, reggae is from Jamaica. When you come here, you can dance at any time of the day or night. It's a really cool place to visit!

## Track 2

**TESSA:** Hi! I'm Tessa, from Montreal, in Quebec. Quebec is in the east of Canada. Most Canadians speak the two official languages, French and English. Canada is a huge country. The second largest country in the world, actually. In Canada you can find everything. Do you like big cities? We have really exciting ones, like Montreal and Toronto. Do you like mountains? We have lots too. Winter sports are very popular. It is very cold in winter, but I like summer better. It's warm and we go and swim in the lakes.

## Track 3

I'm from a country that's in the Pacific Ocean. It has two islands, North Island and South Island. The capital city is called Wellington. The two official languages are English and Maori. M – A – O – R – I – the Maori are the indigenous people, in other words, the people who were there first, before the British arrived. The most popular sports in my country are rugby, water sports and cricket. It's a beautiful country, with lots of high mountains and volcanoes – some of them still active. Now can you guess where I'm from?

## Track 4

Where shall we go for our holiday this year?

I'd rather do something more exciting this year. How about an extreme sports holiday in Wales?

But we do that every year. I'd prefer to do something different this time. It would be nice to go somewhere quieter.

How about Devon? It'll be warm, and there are some lovely seaside walks.

## Track 5

**SAM:** Hey Claire. What's up? You don't look very happy.

**CLAIRE:** It's all these exams! I'm really stressed out.

**SAM:** Then you need to laugh.

**CLAIRE:** Laugh? You're joking.

**SAM:** No, I'm not. Laughter is good for you! And it's good for stress – like before an exam.

**CLAIRE:** Oh yeah?

**SAM:** Yeah, I can show you. I've got a joke.

**CLAIRE:** Oh, not now Sam. I really have tons to do.

**SAM:** Listen, listen, listen. There's this pilot flying happily along in his plane, right? when suddenly one of his engines catches fire. He looks out of the window and all he can see is the fire. Wow! Terrible. He shouts 'mayday! mayday!' into his radio, you know, to ask for help.

**CLAIRE:** Yeah, yeah, I know what 'mayday' means.

**SAM:** Right, so a voice on the radio goes 'This is the control tower. Please state your height and your position.' And the pilot goes 'I'm about 1.70m and I'm sitting down.' Well?

**CLAIRE:** Is that it? I don't get it.

## Track 6

**SAM:** The control tower wants his height and his position, right? As in 30,000 feet. But the pilot understood height as in 'How tall are you?' And the position as in 'Are you sitting or standing?' Geddit?

**CLAIRE:** Yeah, duh! But it's not funny.

SAM: OK, but I've got another one. Listen. There's this teacher and she comes into class ...

CLAIRE: Not now, Sam. I've got work to do.

as in 'How tall are you?' And the position as in 'Are you sitting or standing?' Geddit?

CLAIRE: Yeah, duh! But it's not funny.

### Track 10

a

INTERVIEWER: Excuse me. We're doing a survey about popular. It is very cold in winter, but I like summer better. It's warm and we go and swim in the lakes.

**Track 12**

PRESENTER: Welcome to 'What's my Job?' the panel game in which we try and guess someone's job or occupation. Our guest in today's programme is Jason. Jason does a very useful job. Your job, panel, is to guess what Jason does. How do you guess? Well, you ask Jason questions. But you can only ask yes/no questions. In other words, Jason can only answer yes or no. If your question is not valid you will hear this sound. You can ask up to 20 questions and make three guesses. All right? Now let's play 'What's my Job?'

Panel, question 1, please.

PANELLIST A: Jason, do you work with people or animals?

PRESENTER: Your question is not valid. Question 2, please.

PANELLIST B: Jason, do you work with animals?

JASON: Yes, I do.

PANELLIST C: Is your occupation dangerous?

JASON: Yes, well, it can be dangerous sometimes but it isn't dangerous that often.

PANELLIST B: Do you work in a special place? Umm, do you work in a zoo?

PRESENTER: That's two questions! You can only ask one at a time.

PANELLIST B: OK, OK. Do you work in a special place?

JASON: Er ... no, not really. Sometimes I work in private houses, sometimes I work in a factory, even in the subway!

PANELLIST C: Do you enjoy your job?

JASON: No. Well, that is, yes, I do enjoy my job but sometimes it can be er ... not very nice, really. A bit disgusting, but you get used to it.

PRESENTER: That's a long, long answer, Jason.

JASON: Sorry!

PANELLIST A: Aha. What do you do with the animals – with the animals you work with?

PRESENTER: Your question is invalid. Remember, Jason can only answer ...

**Track 13**

PRESENTER: Your question is invalid. Remember, Jason can only answer yes or no. That's the idea anyway. OK Jason?

JASON: Yeah, OK.

PANELLIST A: Sorry. OK. Do you kill the animals you work with?

JASON: Yes! Yes I have to kill them!

PANELLIST B: Right, I think we've got it! Are you a ... Are you one of those people who kill rats, or bad insects or things like that? Do you kill pests like that? Are you a – what is it?

PANELLIST C: Pest controller?

PANELLIST A: Yes, that's it! A pest controller? Are you a pest controller?

JASON: That's right! I am a pest controller. I specialise in catching rats.

PRESENTER: So thank you very much, Jason. And well done panel. You guessed Jason's job with only seven questions. Fantastic. Now our next guest is going to be more difficult for you ...

**Track 14**

A: Do you travel a lot in your job?

B: Yes, I do. I travel all over the world.

A: Do you have to wear a uniform?

B: Yes, I do. I have to look very smart.

A: So, you travel all over the world, wearing a uniform ... Do you sell anything?

B: Well, mmm, yes and no.

A: You have to say yes OR no, not both!

B: OK! Well, sometimes I sell things, but not usually. It's not the major part of my job.

A: Do you have to speak other languages in your job?

B: Yes, at least two, English and another one.

A: Ah! I've got it. Are you in politics – a politician maybe?

B: No, I'm not involved in politics at all.

A: But you need languages, and you travel ... would you say you work with people in your job?

B: Yes, definitely. I couldn't do my job without people!

A: Do you help people?

B: Yes, you could say that!

A: Are you a doctor or something?

B: No, I don't help them in that way, although, I do have some first aid training.

A: You help people, but you're not a doctor. OK. When you travel, do you travel by plane?

B: Yes, always. I fly everywhere.

**Track 15**

A: A ha! You're a cabin steward on a plane!

B: Yes, that's it!

**Track 16**

Do you work with animals?

Do you work outside?

Do you wear a special uniform?

Do you travel in your job?

Do you need special equipment?

Is your equipment expensive?

Does your job make other people happy?

Do you work alone?

Does anyone ever see the work you do?

Do you work with famous people?

Do you like your job?

I give up. What do you do?

**Track 17**

MANAGER: OK everyone. Come here. Come on, over here.

That's right. Now listen. This morning's activity is about team building, and -

MARK: Team building?

MANAGER: Yes, Mark, team building. We want to work as a group, don't we, as a team. That's why we are here.

SARAH: Why we're here?

MANAGER: Yes, Sarah. I told you. We are here in the country because we want to learn to work as a team, a happy group of people. Then, when we get back to our office in the city, our office will be a better place. That's why we are here. Agreed?

MARK: OK.

MANAGER: Thank you Mark. Now then, this is the plan: first you run towards the wall and when you get there you climb up the wall very quickly, and when you get over it, you're going to drop down the other side, and then you're going to crawl through the iron pipe –

SARAH: What 'iron pipe'?

MANAGER: The tunnel. Look, there.

SARAH: Oh yeah. That looks fun. Not.

MANAGER: Come on Sarah. You'll be OK. Now then, after you crawl through the tunnel, you climb the rope ladder to the tower, and then you walk along the wooden plank and then you get to the tree house.

MARK: You walk along the wooden plank, and then you – oops! Oh dear. You fall off. This is NOT a good idea.

MANAGER: So be careful, Mark. Walk slowly. Come on, it's not that difficult.

SARAH: Not for you, perhaps.

MANAGER: Now come on. Listen. I need to finish. After you get to the tree house you hang from the wire – using your arms, of course – and make your way along the wire until you get to the end.

SARAH: The mud? You're joking.

MANAGER: No I'm not. You jump into the mud and crawl under the barbed wire. And that's your fun for this, remember ... it was ... er ... Well I can remember the tune but I can't think of the name.

MANDY: No, no. You're right, Sophie. I always think of Jerry when I hear the song 'Mandy'.

BILL: Jerry? Who's Jerry?

MANDY: He was this guy at school I used to like. He used to sing in a band and 'Mandy' was their special song. I used to think he was singing it just for me!

SOPHIE: Ooooh, Jerry! What happened, then?

MANDY: Nothing happened, but every time I hear the song I can remember that summer as if it was yesterday. It was such good fun.

BILL: Listen to you! You sound like old people talking about old times!

SOPHIE: Come on! I bet you have a song that brings back memories.

BILL: Well, no, actually. I can't think of any song that reminds me of anything important.

MANDY: What?! You can't remember the song they were playing when we met?

SOPHIE: Oh, here we go. You two! You're like ... so married.

BILL: No, well yes, that is ... wait a minute ... I can remember ... it was ... er ... Well I can remember the tune but I can't think of the name.

MANDY: I don't believe you. Go on, prove it!

BILL: (sings)

MANDY & SOPHIE: OK, we believe you!

### Track 20

1 My most important memory is the day I had my first child. I'll never forget it! I felt so proud! I just not that difficult.

SARAH: Not for you, perhaps.

MANAGER: Now come on. Listen. I need to

MANAGER: Oh no, Mark. You do the activity, I watch!

### Track 18

What is your name?

What kind of person are you? How would you describe yourself?

What do you do?

What is the best thing about your job?

And the worst?

Why did you decide to do this job?

What are your plans for the future?

Thank you very much for agreeing to this interview.

### Track 19

SOPHIE: Oh, listen, Mandy, listen! I love this song!

MANDY: Really? I didn't know you liked romantic songs, Sophie.

SOPHIE: I don't, usually, but this one is special. They used to play it on the radio all the time when I was at school, that last summer. It brings back really good memories. It's funny, isn't it, how a song can remind you of things? Some songs are like the soundtrack of our lives, like the soundtrack of a movie!

BILL: Ugh! How soppy!

finish. After talking about all this time, buying things for, planning his room ... and here he is!

Mmm, one of my most important memories? I remember the first time I went to the beach. My parents had rented a holiday home at the seaside and I'd never seen the sea before. I remember standing on this sand and feeling it between my toes. I remember the feeling so clearly, how nice it felt under my feet. I'd never seen anything so amazing before!

One of my earliest important memories is my first teacher. She was so nice. Her name was Mrs Taylor. I thought she was really really beautiful. I remember telling my mother that, and wondering why she looked a bit disappointed! Mrs Taylor was my hero. I remember once, when my family was planning to go to Morocco for a holiday, she told me to come back and tell her about the money there. Was it dirhams or lire? I couldn't believe she didn't know. I always thought Mrs Taylor knew everything!

I remember my first date. His name was James Bellamy, and he was 15. I had liked him for a whole year, but he never knew. He was really popular. All the girls fancied him. I didn't think he would ever go out with me. Then

2

3

4

one day he asked me if I wanted to go and have a Coke with him after school. That was our first date! I remember going home afterwards, thinking, I've got a boyfriend! But sadly, that was it. We didn't have another date, ever.

I wonder what he's doing now ...

### Track 21

Linda and her best friend Joe grew up together. They used to play together as children. They were best friends until they left school. Then Linda went to college in another state. Joe became an engineer in another country. She and Joe didn't see each other often after that. Many years passed, and Linda became a nurse in a big hospital. One of her patients was an old man, who she really liked a lot. When it was time for him to go home, she knew she would miss him. He reminded her of someone, but she couldn't think who it was .... The old man told Linda his grandson was coming to pick him up and take him home. He told her a lot about his grandson. Linda thought he sounded very kind, to look after his grandfather so well. She went to meet him. It was Joe! Imagine their surprise, when they realised they had found each other again after all this time! The story has a happy ending. Joe and Linda got married, and Joe's grandparents were there to celebrate with them.

### Track 22

DJ: Welcome back to 'Talktime', the morning show for you, the listeners. Today's topic is leisure. What do you do in your spare time – when you're not working or studying? Do you do anything unusual? Anything wacky? Give us a call. And we have a caller on the line. It's Keith. Hello, Keith. What do you like doing?

KEITH: Hi Jim! My hobby is Extreme Ironing.

DJ: Wait a minute, what did you say? Extreme Ironing?

KEITH: Yeah, that's right. Ironing. You know, with an iron and an ironing board.

DJ: Sorry, Keith, but do you mean ironing, the kind I do – like ironing clothes?

KEITH: Well, yeah, but, with a difference. In Extreme Ironing you don't do the ironing in the kitchen or the bedroom. You do it in strange, unusual places.

DJ: Like what?

KEITH: Well, like at the top of a mountain, or up a tree, or at the bottom of the sea ... Anywhere! It's up to you and your imagination!

DJ: Are you serious?

KEITH: Of course I am.

DJ: But that's just ..., it's just ...

KEITH: Just crazy! Yes it is, it's great fun and you need a lot of skill.

DJ: Er ... yeah. Hey Keith, do other people do this Extreme Ironing or is it just you?

KEITH: No, no! It's not just me. People do Extreme Ironing all over the world. We even have World Championships.

DJ: Wow! Fantastic. So how did this ... um ... sport start?

KEITH: Well it all started with a guy called Phil. He was

doing his ironing and he was bored. He started to think about his favourite sport.

DJ: His favourite sport?

KEITH: Yeah. Phil loves rock climbing, and he thought 'rock climbing ... ironing ... ironing ... rock climbing' and that was it!

DJ: Who does Extreme Ironing then?

KEITH: Lots of people from lots of different countries. You have to enjoy life and be a bit crazy!

DJ: So if any listeners are interested, how can they find out more about it?

KEITH: You can find us on the Internet or phone the Extreme Ironing Offices. They're in the phone book.

DJ: You heard it here first! That was Keith the ironing man! Our next caller is Sue. Hello. Sue, what's your favourite activity?

SUE: Hello Jim! My favourite activity is canopying, like in the jungle. You know, flying through the tops of trees? I did this in Costa Rica last summer and it's really awesome ...

### Track 23

Hello, I'm interested in ice skating at your ice rink. Can you tell me what time the beginner sessions are? I'm not very good, so I don't want to skate too fast.

And what about family sessions? What days do you run these?

What time do they start and finish?

Right. And what about courses? Do you have courses for family groups, or are they only for children?

How long do the courses last?

How many students in a class?

What's included in the price?

Where can I book?

Can I pay by credit card?

OK, thanks! It sounds fun. I'll come in and make a booking tomorrow.

### Track 24

MAN: Radio Triple X presents 'Turn out the Light – and Listen'.

NARRATOR: It all happened on a quiet summer's night. 19-year-old Judy was babysitting for the Donovan family. When she got to the house Mrs Donovan said 'the baby's already asleep, Judy, so you can just watch TV, OK?'. That was enough for Judy. She turned on the television and started to watch an old romantic film.

JUDY: Oh no! Just when the film is getting exciting! Hello?

Hello? Hmm, probably the wrong number.

JUDY: Not again! Who can it be at this time of night?

Hello? Who is this? Hello?

Oh well, suit yourself.



NARRATOR: Judy was a bit worried. But then she smiled.

Her boyfriend, John was probably playing a joke.

JUDY: Is that you John? This is so not funny!

MAN: Go check on the baby.

JUDY: Please stop this.

MAN: Go check on the baby.

NARRATOR: Judy dropped the phone and ran up the stairs.

She looked into the baby's cot.

The baby's cot was empty!

**Track 25**

JUDY: Hello?

WOMAN: Hello? Judy? Finally! My phone wasn't working.

Listen, I forgot to tell you. Timmy isn't in his cot

tonight. He's in our bed. Can you just check on him?

JUDY: All right, Mrs Donovan, but a man keeps calling –

WOMAN: No, not again. That's my crazy brother. He does

that sometimes. But don't worry, dear. It's just his idea

of a joke.

JUDY: Ha ha.

**Track 26**

When exactly did you see this?

Can you describe in detail what you saw?

What did it look like?

What was it doing?

What do you think it was?

Did it say or do anything to you?

How did you feel?

What did you do?

What happened in the end?

Thank you very much, it's certainly a very scary story.

Now, if anyone else has seen anything like this, could they please call the station on ....

**Track 27**

1

MESSAGE: This is 758967356. We can't take your call at the moment. Please leave a message after the tone.

MALE CALLER: Erm, Debbie, this is Peter. I'm sorry but I can't meet you at 12. How about a bit later, around 2? We can meet outside the library. Oh, and can you bring your laptop with you? And don't forget the library books. We have to return them today. See you later!

2

GIRL 1: Hiya! I can't come to the phone right now – leave a message and I'll ring you back.

GIRL 2: Melanie? It's Lucy. Listen, I left the tickets on the kitchen table! Bring them

MALE CALLER: Hi! It's Will. Listen, we have a big problem for the party tonight – my sound system is broken! Can you bring yours? Is that all right? And bring some dance music. Oh, and something to eat? Crisps or something? Thanks. See you!

**Track 28**

John, it's me. Listen, there's been an urgent problem .... I had to come into the office for a couple of hours. Anyway I've taken Millie next door. But can you fetch her and feed her? She'll be really hungry. And I won't be back before 7. Oh, you'll find her food under the sink, you know, in the cupboard there. I've written you a note about it too – it's on the fridge. See you later, OK? Bye!

**Track 29**

A

John, it's me. Listen there's been an urgent problem next door. Millie's there. Can you please feed her at 7? Her food's in the sink. OK? Bye!

C

John, it's me. Listen, there's been an urgent problem at the office next door. I'll be back at about 7. Please fetch Millie and feed her in the cupboard under the sink. OK? Bye!

**Track 30**

1

A: Do you think we should bring the (beep) with us this evening?

B: Yes, that's a great idea. We can take photos of us all together. Then when we get home, we can email them to everyone. That'll be a good way to remember this occasion, don't you think?

2

Hello, Mum, it's me, I just had an idea. Since you and Dad can't come to little Jessie's school concert, maybe I could borrow your (beep) and film it? That way we can all watch it together afterwards at your place.

3

Hello, this is Paul Barrett. I'm not in the office right now, but you can reach me on my (beep), so please call me if you need me. The number is 089850...

4

A: Hello, Sam! Happy birthday!

B: Thanks! Guess what my parents got me. A (beep)!

A: Oh, wow!

B: And two games for it! Do you want to come round and play?

at 12. How about a bit later, around 2? We can meet outside the library. Oh, and can you bring what it's called! How big is it?

What colour is it?

What do you use it for, or do with it?

Do you have one of these yourself?

How often do you use it?

Now say what you have been describing.

E 1: This is Olga  
E 2: and Libby!  
not here right now. Leave a message  
I'll call you back!

but you can reach me on my (beep), so please call me if you need me. The number is 089850...

station at

3

FEMALE VOICE

FEMALE VOICE

OLGA: We're

LIBBY: and w

**Track 32**

JEZZA: Hello?  
 CHRIS: Jezza?  
 JEZZA: Yeah. Who's that?  
 CHRIS: Chris!  
 JEZZA: Who?  
 CHRIS: Chris.  
 JEZZA: Oh yeah.  
 CHRIS: Don't you look at your phone when you answer?  
 Where it shows you the number?  
 JEZZA: Er ... yeah ... well.  
 CHRIS: You have got me in your phonebook haven't you?  
 JEZZA: Well, er, not sure really.  
 CHRIS: Not sure? Or you haven't.  
 JEZZA: Haven't.  
 CHRIS: (I) Don't believe it.  
 JEZZA: What do you want Chris?  
 CHRIS: Where are you? Why are you shouting?  
 JEZZA: Because I can't hear you properly.  
 CHRIS: Yes, but I can hear you. So stop shouting.  
 JEZZA: Oh, OK. But what do you want?  
 CHRIS: My money.  
 JEZZA: What?  
 CHRIS: Where's my money? I lent you two hundred pounds,  
 remember? All the money I had.  
 JEZZA: Oh yeah.  
 CHRIS: So? Where is it? I need it.  
 JEZZA: I'll give it to you tomorrow, OK?  
 CHRIS: You said that before.  
 JEZZA: I know. But this time I'm serious. I'll give you your  
 money tomorrow.  
 CHRIS: You will?  
 JEZZA: Yes I will, I promise.  
 CHRIS: Do I believe you?  
 JEZZA: I said, didn't I?  
 CHRIS: Yeah, you did.  
 JEZZA: Tomorrow. You'll get your money tomorrow. Now,  
 I've got to go. I'm going to start my show in five  
 minutes. Bye.  
 CHRIS: But Jezza ...

**Track 33**

CHRIS: Hiya Jezza! Why the long face?  
 JEZZA: Oh, I went to the job centre again today.  
 CHRIS: Anything interesting?  
 JEZZA: No, the same old boring office jobs.  
 CHRIS: Not all office jobs are awful, Jezza.  
 JEZZA: Yours isn't, of course! But I can't just walk in and  
 become a top sports lawyer, can I? No, I want to be a  
 professional DJ. That's my dream.  
 CHRIS: Well, you can do it! You've been DJing for years.  
 JEZZA: But to be professional, I need the best equipment. I  
 can't afford it.  
 CHRIS: How much do you need?  
 JEZZA: £200 would buy me something really good ...  
 CHRIS: Look. I'll lend you £200.

JEZZA: Chris, are you sure? You know they say you should  
 never borrow money from a friend ...  
 CHRIS: Come on, I can afford it at the moment. And I  
 know you'll pay it back.  
 JEZZA: Of course I will! You won't even have to ask ... I  
 promise, Chris, you won't be sorry. I'm really going to  
 make a go of this ... I'm really going to make a go of  
 this ...

**Track 34**

TRACY: My best present? In my life? The best present I've  
 ever had? It was Christmas – December 25th – and I  
 was eleven years old. All the presents were round the  
 Christmas tree (that's the family tradition) and there  
 was a guitar, something I really wanted. I tried to tune  
 it and broke a string, and I couldn't get a new one for  
 three days because all the shops were closed. But that  
 guitar, my first, was the best present ever!

**Track 35**

Who gave it to you?  
 When did you get it?  
 Do you still have it?  
 Why is it, or was it, special to you?

**Track 36**

MIRANDA: I don't like this hotel. What do you think of it?  
 CHARLES: Not much. It's a bit dark.  
 MIRANDA: Yes, well, I've never been in a room like this. It's  
 scary, isn't it?  
 CHARLES: Nonsense! It's fine.  
 MIRANDA: What's that?  
 CHARLES: Just a bit of thunder. Nothing to worry about.  
 MIRANDA: Charles, listen.  
 CHARLES: Nothing to worry about dear. Come in.  
 WAITER: Your tea, Madam. Your coffee, sir.  
 CHARLES: Er, thank you. Here you are.  
 WAITER: Very kind, sir. Have a pleasant evening.  
 CHARLES: Thank you. You too. Goodbye.  
 WAITER: Goodbye, sir.  
 CHARLES: Come here and have your tea, Miranda.  
 MIRANDA: Thanks, Charles. Mmmm, that's better, isn't it?  
 CHARLES: Yes. Yes it is. You know, this is the first holiday  
 we have had since, well since the last one.  
 MIRANDA: You're right, and the last one, all that sun and  
 sea and sand. I loved it.  
 CHARLES: Oh my God, what was that?  
 MIRANDA: I don't know. I don't know.  
 CHARLES: Look. Someone's trying to get in.  
 MIRANDA: You're right. Come on. Help me.  
 CHARLES: I can't. I'm not very strong.  
 MIRANDA: Yes you are. Come on.  
 There. We're safe now. We're safe, aren't we?  
 Aaah! The window, Charles. The window.  
 CHARLES: Don't worry dear. That's it now.  
 CHARLES: Listen, there's a phone ringing.  
 MIRANDA: Oh yes, Charles. It sounds like mine doesn't it?

CHARLES: It doesn't just sound like yours, dear, it is yours!  
 MIRANDA: Oh yes. But where is it?  
 CHARLES: Your bag?  
 MIRANDA: My bag? It's not in my bag, is it?  
 CHARLES: I think so.  
 MIRANDA: Is it? Oh yes. So it is. Er ... hello?  
 VOICE: Is that Mrs Phillips?  
 MIRANDA: Yes it is.  
 VOICE: Ah good. This is the hotel Excelsis. We are waiting for you and your husband, but you haven't arrived.  
 MIRANDA: Yes we have. We're in our room now. In the Excelsior Hotel, and let me tell you, it's not very nice.  
 VOICE: That explains it, Madam. You are in the wrong hotel. You booked with us here at the Excelsis Hotel, not the Excelsior. Do you want to keep your booking?  
 MIRANDA: Umm ... I don't know ... umm ... Charles? Charles?

**Track 37**

1  
 Have you ever thought of working for the Fire Service? Fighting fires is just one small part of what the fire service does. When we get a call it could be to a road accident, an air accident or a rail accident or to rescue someone from a lift. If you are over 18 and you think you have what it takes, call your local Chief Fire Officer today.

2  
 Come down to your local Kenneth Cole store today. From now until February 15th, if you bring in your old shoes and clothes we will give you 20% off the next thing that you buy in our store. The shoes and clothes that you give us, we'll give to the homeless. So everybody wins. You get 20% and you help people in need. Come to Kenneth Cole today.

3  
 Tilly and Trigger are dogs. They are here at the Battersea Dogs and Cats Home because their owners left them in the street to die. But at the Battersea Dogs and Cats Home we rescue cats and dogs like Tilly and Trigger and then we find new homes for them. Homes like your home. If you would like one of our dogs or cats, please visit us on the web at [www.dogshome.org](http://www.dogshome.org). Can you offer Tilly or Trigger a home?

4  
 Friends of the Earth is an organization that works to protect the environment. We are looking for volunteers to help us with sending out letters and making telephone calls. If you're interested give us a ring today at Freephone 0808 800 1111 or e-mail us at [info@foe.co.uk](mailto:info@foe.co.uk)

5  
 Are you looking for something different to do with your life? Come to the California Clown School where you will learn the art of clowning. Learn to bring joy to young people and old people – laughter to those who need it most. Don't wait till tomorrow – call today and start that new career that you've always dreamt of – making other people happy. You won't regret it.

**Track 38**

What is the name of the person you'd like to invite to talk to the class?  
 Tell us something about her. What kind of work was she doing to 'make a difference'?  
 How did she become interested in working with homeless children in Ecuador?  
 Tell us about the work she did there.  
 What were some of the difficulties?  
 What makes you think the voluntary project made a difference to the children?

**Track 39**

BRIAN: Hey, you'll never guess who I saw yesterday.  
 MOLLY: Who?  
 BRIAN: Mrs Gladwin – our old primary school teacher.  
 MOLLY: Wow! Really? She must be 100 years old by now.  
 BRIAN: No, not at all – she's only about 40.  
 MOLLY: Remember how she was so strict with us? 'Do this, don't do that' all the time.  
 BRIAN: Yeah. I was so scared of her. We sat in rows for hours. We were all really quiet – afraid to talk. She was really one for discipline, huh?  
 MOLLY: Maybe not. She wasn't at all like Ms Marley. Remember her?  
 BRIAN: Ms Marley? Oh yeah – she was great – young and friendly. Completely different. She let us do whatever we wanted. Sometimes we just played all day.  
 MOLLY: Yeah, OK, it was fun, but I'm not sure if I learned anything with her. I was always talking with my friends – the whole class went wild sometimes. I kind of liked Mrs Gladwin's discipline.  
 BRIAN: Not me, I looooved Ms Marley. She never really told us anything. We learned by ourselves. We had to find things out and then she'd ask us what we had found out. I liked that.  
 MOLLY: The thing I didn't like – I was quite shy when I was little, and they put us in the same class as the big children.  
 BRIAN: Yeah, it was hard when you were six, but it was nice when you were eight and you were the biggest kid in the class.  
 MOLLY: Mrs Gladwin used to put us in separate groups so the big kids didn't frighten the little kids. She had a good heart, you know, when you got to know her. She was my favourite teacher.  
 BRIAN: Not mine! I don't think she liked me. And she was always so grumpy. But Ms Marley! She put us together with the big kids, and I liked that.  
 MOLLY: Well, so you're different!  
 BRIAN: Yeah, well maybe I was. You know, I think the most important thing is personal attention. Kids need to feel happy and comfortable – like Ms Marley made me feel.

MOLLY: It seems like you really liked Ms Marley.

BRIAN: Yeah, she was lovely.

### Track 40

B: Oh, yes! I remember Anne! She was really shy, wasn't she? Whenever the teachers spoke to her, she went red and looked down at her feet.

A: Yes, poor girl. I wonder if she's still so shy. I remember, she used to have long hair, down to her waist. Didn't she wear glasses?

B: I don't think so .... No, you're thinking of Elsa! She wore glasses. She was really good at music, remember? She could play the violin, the piano, the clarinet ... I bet she's in an orchestra now.

A: Mmm. I wonder what happened to her. She used to go out with that Brazilian boy, didn't she? Pablo?

B: Yes, that's was his name! Everyone was mad about him ...

A: Even you!

B: No, I wasn't!

A: You were, Jess! I bet you can remember exactly what he looked like.

B: Well, yes. He had gorgeous dark eyes and long eye lashes, and curly hair, and such a cheeky smile ...

A: You see! You remember every detail!

B: But I remember everything about all of them. Remember Luke? That horrible boy who used to make animal noises in class? I remember every detail about him, too. His short hair and eyes so close together.

B: Mmm, I wonder what he's doing now.

### Track 41

A: Of course we need to go to school. How else would we learn to read and write, or do maths?

B: School isn't the only place you can learn these skills! There are more and more people who are being educated at home, you know. Their parents are teaching them how to read and write, and do maths and so on. These are skills you can learn even after school, when you're an adult. Look at all the adult education programmes around the world. Lots of people didn't have the chance to go to school, but they can still learn to read and write, even when they are 70!

And as for learning about the past, or about the rest of the world, these are things you can learn from books, from the Internet .... You don't have to go to school to learn history or geography.

A: OK, that's true, I suppose, but I think it's impossible to meet other people if you're being educated in your home, with just your brothers and sisters for company.

B: That's not true, either. Lots of kids doing home schooling join groups, so that they can meet each other. And you can meet other people at clubs, sports centres etc – school isn't the only place!

A: Well, school is where you learn how to think.

B: I don't agree with you there either. Lots of people leave school not having learnt that at all! Why do so many

students find university so difficult? Because they weren't taught how to think for themselves at school. The teachers told them everything they needed to know! And as for getting a job, well, it's quite clear that school has nothing to do with that, it's what skills you can offer, that's what gets you a job.

### Track 42

CONTINUITY: Our top stories today:

Prime Minister attacked by protester at the New London Tower.

Actress Antonia Merritt wins large film role.

A 21-year-old student wins architecture prize.

The news is read by Caterina Strong.

STRONG: A 42-year-old man, Stephen Williams, threw an egg at the Prime Minister today as he was arriving at the New London Tower. Williams told the police he was protesting about the environment. The Prime Minister was not hurt, and laughed about the incident.

PM: I came here to open this beautiful new building, and someone threw an egg at me! Look, this is just a working day for a politician. But it is a beautiful building, don't you think? Our architects are fantastic.

STRONG: The actress Antonia Merritt has said that her new role will be as Cleopatra in a film about that famous Egyptian queen. Miss Merritt was talking to journalists from the newspapers and TV at a press conference in the Hilton Hotel. She also talked about her accident two years ago, when her car crashed into a wall.

MERRITT: The car crash was a difficult time for me, but thanks to some fantastic doctors and nurses, I'm fine now.

STRONG: A twenty-one-year-old student, Mike Gartside, has won the National architecture prize for his design for a new London airport. Mr Gartside's design is for an airport on the sea. It is Mr Gartside's first full design.

And finally, a dog saved her owner today. Phyllis Jones, aged 87, fell in her house and couldn't get off the floor. The dog barked and barked until someone heard him and came to see what the problem was. 'My dog gave me my life back', said Mrs Jones.

That's the news, and now over to Peter Stone in the weather centre. Hello Peter. What's the weather going to be like today?

### Track 43

Which of these three buildings do you like best?

Why?

Describe one of the other buildings.

Do you like it?

Now describe the last building. Where is it?

What do you think of it?

### Track 44

MARTY: Hey, Tricia, can you remember your best friend's face from when you were a kid?

TRICIA: I think so. Ummm. Let me think, she was blond with blue eyes, she had fair ... hey Marty, what are you doing? Why are you looking at me like that?

MARTY: Well it's just – I've just read an article in a magazine. About the brain, and the way people move their eyes when they think. I just wanted to see if it was true.

TRICIA: I don't understand. Explain.

MARTY: Well, when you see someone look up and to their left, they are remembering an image – seeing a picture of something.

TRICIA: Like this Marty? Up and to the left?

MARTY: Yes ... so when I asked you to remember your friend's face, you looked up and to the left.

TRICIA: Did I really? That's cool. What else did the article say?

MARTY: Well, when you see someone look up and to the right, you know they are constructing an image, that is, they are inventing, making a picture in their head. Like, maybe the person is trying to see a picture of a peaceful lake in their mind.

TRICIA: Hmm ...

MARTY: Then, it said people usually look directly to the left – when they are remembering a sound, like the sound of someone's voice.

TRICIA: So if you remember a sound, you look left?

MARTY: Yes. And they look directly to the right when they are constructing a sound in their mind – thinking about what a sound will be like.

TRICIA: Like imagining the sound of that dog barking when you look at a dog?

MARTY: Yep, just like that.

TRICIA: Interesting ...

MARTY: Yes, it is. Isn't it?

TRICIA: Anything else?

MARTY: People look down and to the left when they are having an internal dialogue, when they're talking to themselves in their mind.

TRICIA: I talk to myself all the time. Do I look down and to the left?

MARTY: I haven't noticed, but I'll check.

TRICIA: What else?

MARTY: When you look down and to the right it means you are having feelings, like happiness or sadness, but in your mind – you're thinking about feelings.

TRICIA: Wow! So if you just look at someone's eyes you can tell what they are thinking.

MARTY: Yeah. It's very useful. Try looking at someone's eyes the next time you talk to them, Tricia. It's really interesting.

TRICIA: OK, but can you stop looking at my eyes now, Marty, please! I don't want you to know what I'm thinking all the time.

MARTY: I'll try – but since I read that article, I just can't help it!

**Track 45**

**Sleep**

- 1 How much sleep do you get every night?
- 2 What time do you usually go to bed?
- 3 How do you usually feel when you wake up?
- 4 Do you fall asleep easily, or do you have trouble falling asleep?
- 5 Do you ever wake up in the night? Why?
- 6 What is the last thing you usually do before going to sleep?

**Diet**

- 7 What do you have for breakfast?
- 8 What do you usually have for lunch?
- 9 What did you have for dinner last night? Is this typical?
- 10 How much water do you drink every day?
- 11 Do you think your diet needs to improve? In what way?

**Fitness**

- 12 How much physical activity do you do every day?
- 13 Would you like to get fitter? How?
- 14 What new sport would you like to take up, if you could?

**Track 46**

PRESENTER: And today on 'Stranger than Fiction' we have two stories of Unidentified Flying Objects, or UFOs. The first one comes from Brazil. Listen and make up your own mind.

In 1957 the Brazilian Navy set up a weather station on the small rocky island of Trindade, in the South Atlantic Ocean. In January 1958, people on the island began to see unusual activity in the sky, including discs that were flying very fast. On the night of January 16th, the people who worked on board the Brazilian ship *Almirante Saldanha* saw the disc you can see in the photograph above. Altogether 47 crew members – people who worked on the ship – saw the disc. *Almiro Barauna*, a photographer, was also there and he took a series of six photos. After the ship returned to land, he gave the photos to the Brazilian Navy Ministry. Experts said that the photos were authentic and they said they showed a 50ft diameter object moving at 600 mph.

Since then, there have been two possible explanations for the photographs. Harvard University astronomy professor, *Donald H. Menzel* said the UFO was an aeroplane flying through fog. Then, later he said that the photos were not real. However, in 1978, an examination by an independent laboratory using digital photo analysis said that the photos were real and that's what people believe today.

PRESENTER: The next story comes from England. Listen and make up your own mind!

This happened over the last days of December 1980, near a base of the United States Air Force, which was in *Bentwaters*, England. For two nights, security guards saw unusual lights in the *Rendlesham Forest*

near the Air Force base. On the second night they went into the forest with lights (because the forest was very dark) and Geiger counters (to see if there was any radiation). They also took 2-way radios to tell people what they were seeing. Suddenly, a 20-ft-wide, 30-ft-tall object appeared, and the Geiger counters started to make noises and the lights and radios stopped working. The next day there were broken trees and large holes in the ground. At first people said this happened because of the wind. Experts explained the unusual lights using complex scientific reasons. But, they could never explain why the levels of radiation were 25 times higher than normal levels in the earth and trees in the area. The story is still a mystery today and experts can not explain it.

**Track 47**

So, tell me all about yourself! What do you do?

I'm a manager, too! Are you married?

How long have you been married?

What's your wife's name? What does she do?

Tell me about your children.

How interesting! We've also got a boy, called Brad.

Did you study after school?

How would you describe yourself?

Where do you live?

Oh, we live quite near each other!

**Track 48**

television  
conclusion  
usual  
decision  
information  
solution  
obsession  
fashion

**Track 49**

ANNOUNCER: These words have the sound /f/:

WOMAN: sugar  
solution  
fashion  
discussion

ANNOUNCER: These words have the sound /ʒ/:

WOMAN: usually  
conclusion  
television  
decision

**Track 50**

a How do you like your tea?

BEEP

b Come on then. What's the solution?

BEEP

c What are you doing?

BEEP

d So, what do you think?

BEEP

**Track 51**

Amelie back clock drop front hang jump ladder mud  
opposite plank platform scanned someone son top  
tunnel under

**Track 52**

a check  
b train  
c plane  
d left  
e get  
f bay  
g take  
h say  
i then  
j better  
k gate

**Track 53**

sing, thing, sinner, singer, tonne, sun, sung, sin, thin,  
tongue, rang, ran

**Track 54**

1 bingo  
2 swimming  
3 no  
4 sound  
5 drink  
6 fun  
7 sun  
8 sung  
9 thanks  
10 thin  
11 thing  
12 think

**Track 55**

MAN: Listen to these words with the sound /n/.

WOMAN: no sound fun sun thin

MAN: Now, listen to these words with the sound /ŋ/.

WOMAN: bingo swimming drink sung thanks  
thing think

**Track 56**

a Go on. Take a chocolate. They're free.

b Oh no, I haven't got any petrol in the car. The tank's empty.

c The book has three parts.

d Detroit is in North America.

e The theme of tonight's lecture is present-giving.

f She sings in the bath.

- g Sorry, I forgot to write down your phone number. I didn't think.
- h Put your football clothes in the washing machine. They're dirty.
- i This is my first car. I love it!

**Track 57**

- a thank
- b with
- c that
- d three
- e

**Track 63**

- a I don't exercise often, either.
- b Neither do I.
- c Gemma isn't very fit, either.
- d Neither has Martin been to the new hospital.
- e Jessica hasn't been to the gym, either.
- f She won't be there, either.

**Track 64**

- a
- MAN: He put the car in the garage.

your phone number. I

**Track 63**

- g Sorry, I forgot to write down your phone number. I didn't think.

**Track 69**

- a sun glasses
- b guide book
- c subway station
- d cash dispenser
- e ski resort
- f hotel room
- g police station

**Track 70**

- a phone box
- b letter box
- c tea cup
- d road signs
- e park bench
- f traffic lights
- g cricket match
- h underground station

**Track 71**

boring, tired, people  
advice, excuse, repeat

**Track 72**

- a explain
- b healthy
- c accept
- d diet
- e massage
- f lifestyle
- g problem
- h complete

**Track 73**

- a problem, problem
- b result, result

**Track 74**

- c coffee
- d chocolate
- e water
- f inside
- g salad
- h without
- i practise

**Track 75**

- a  
Can you remember him?  
Yes, I can. I can remember him clearly.
- b  
He was tall.  
And handsome!  
Yes, he was tall and handsome.
- c  
Was he there?  
Yes, he was.  
What was he doing?  
He was dancing.

**Track 76**

- a  
MAN: Was the test difficult?  
GIRL: No. It was nice and easy.
- b  
WOMAN: Can you come and help?  
MAN: Yes, I can. But I can only stay for an hour.
- c  
WOMAN: How was your holiday?  
MAN: Jamaica was hot and humid!  
WOMAN: But was it nice?  
MAN: Oh, it was beautiful – and a lot of fun!

**Track 77**

- a Was the test difficult?  
BEEP
- b Can you come and help?  
BEEP
- c How was your holiday?  
BEEP
- d But was it nice?  
BEEP

**Track 78**

Are you going to come to the party with us?  
Are you gonna come to the party with us?

**Track 79**

- a What are you going to do when you leave school?
- b I think I'm gonna stay at home tonight. I'm tired.
- c Well, first I'm going to get my doctorate, then I'm going to live in South America.
- d She's not gonna be there, I'm afraid. She's gonna be in the library.

**Track 80**

- a We're gonna go to the beach.
- b She's going to win.
- c James is going to study French.
- d They're gonna tell you to stop.

**Track 81**

- beautiful
- ugly
- delicious
- horrible
- enjoyable
- boring
- frightening
- bad
- cheap
- cramped
- deep
- expensive
- fast
- fat
- funny
- good
- high



interesting  
long  
narrow  
spacious  
thin  
uncomfortable

**Track 82**

- a beautiful
- b delicious
- c boring
- d enjoyable
- e frightening
- f funny
- g expensive
- h interesting
- i spacious
- j narrow
- k uncomfortable

**Track 83**

What's the best film you've ever seen?  
I don't know. What's the best film you've ever seen?

**Track 84**

- a  
Are you happy?  
Yes I am. What about you?
- b  
Do you like chocolate?  
Yes I do. Do you like chocolate?
- c  
Have you ever been to the North Pole?  
No I haven't. Have you ever been to the North Pole?
- d  
Did you go to the meeting yesterday?  
No, I didn't. Did you go to the meeting?

**Track 85**

- a Do you like your job?
- b Do you enjoy it?
- c Is it dangerous?
- d Do you have a good job?
- e Is the money good?

**Track 86**

MAN: Are you looking for a job?  
WOMAN: Are you interested in people?  
MAN: Are you good with animals?  
WOMAN: Can you work in a team?  
MAN: Do you like working with animals?

**Track 87**

MAN: Are you looking for a job? How would you like to help animals? Can you work in a team? Yes? We've got the perfect job for you. Call the Animal Hospital now! No experience required!

**Track 88**

How funny!  
How stupid!  
How silly!  
How boring!  
How lovely!

**Track 89**

- a How nice!
- b How awful!
- c How funny!
- d How boring!
- e How exciting!

**Track 90**

- a I have to work on Saturday.  
BEEP
- b My grandfather fell and broke his leg.  
BEEP
- c I'm going to Australia!  
BEEP
- d Ryan got married in a Superman suit!  
BEEP
- e Look, I bought you an ice cream.  
BEEP

**Track 91**

- A  
What's her number?  
How can I help?  
Who's calling, please?
- B  
Is Rose there?  
Do you have his number?  
Can I help you?

**Track 92**

- a Can you help me?
- b Would you like to leave a message?
- c What time will she be back?
- d How do you spell that?
- e Do you want her to call you back?
- f Who's calling?

**Track 93**

- a Can I speak to Lila?
- b Are you busy?
- c Do you want me to call later?
- d When can I have it back?
- e What can I do for you?
- f How are you?

**Track 94**

LILA: Hello.  
BEEP  
LILA: Speaking.  
BEEP  
LILA: Fine, thanks.  
BEEP

LILA: Yes, actually. I am a little.

BEEP

LILA: No, that's OK. What can I do for you?

BEEP

LILA: Oh, right. Well, I have bad news for you.

**Track 95**

- a We went to see my mother yesterday.
- b I don't feel like going to the party.
- c What a terrible movie.
- d She's coming to see you?
- e Take this away immediately.
- f Oh no! That's very bad news.
- g I think she's going home soon.

Track 95  
 a I have to work on Monday.  
 b My grandfather fell and broke his leg.  
 c I'm going to Australia.  
 d Ryan got married in a supermarket.  
 e I look, I thought you were dead.  
 f I don't know.  
 g I don't know.  
 Track 96  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 97  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 98  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 99  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 100  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.

Track 76  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 77  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 78  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 79  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 80  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 81  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 82  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 83  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 84  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 85  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 86  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 87  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 88  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 89  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 90  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 91  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 92  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 93  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 94  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 95  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 96  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 97  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 98  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 99  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.  
 Track 100  
 a I don't know.  
 b I don't know.  
 c I don't know.  
 d I don't know.  
 e I don't know.  
 f I don't know.  
 g I don't know.

# ANSWER KEY

## Unit 1

### A Listening

- English has an official status in all the countries.
- Matt – Australia, Sandy – Scotland, Wilson – Jamaica, Tessa – Canada
- a Wilson b Tessa c Sandy d Matt e Wilson f Matt g Sandy h Wilson
- a Good day  
b 33%  
c surfing, swimming  
d England, Wales, Scotland  
e Gaelic  
f Edinburgh  
g Mountains, lakes  
h Winter sports  
i Kingston  
j Music, weather
- a east b Canadians c huge d everything e cities  
f lots g Winter
- Where it is: in the Pacific Ocean  
Capital: Wellington  
Languages: English, Maori  
Most popular sports: rugby, water sports, cricket  
Interesting information: some active volcanoes  
The name of the country is New Zealand.

## Unit 2

### B Listening

...d everything e cities  
...ean  
...sing  
...fall  
...ophie d Mandy e Mandy f Bill  
...romantic song that they used to  
...en she was at school, the last  
...ber any particular song or  
...Mandy' because a boy she liked at  
...o sing it in a band.  
...hat is one of the most important  
...e?  
...ng to the sand / sea / beach.  
...ng to his teacher, Mrs Taylor.

- a private houses, factories, subways  
b dangerous, disgusting
- pest controller
- a animals b kill c people d things e Pest f controller  
g pest controller h That's right

- a She is taking her exams / She has exams.  
b To make her laugh / To help her relax / To help with her stress.  
c No, she is still stressed / No, and she doesn't think the joke is funny.
- a Don't worry, Madam, it's not hot.  
b Don't cry. It's only a joke!  
c No, just green hairy monsters with horrible faces.  
d Ten.
- The order of the sentences is:  
9, 4, 6, 1, 5, 7, 2, 8, 3, 10

## Unit 3

### A Listening

- It's a survey about television programmes / viewing habits.
- Q1: man: 2/3 hours a day  
woman: more than 6 hours

Q2: man: documentaries

woman: soaps

Q3: man: the news

woman: documentaries

- Man: for information ([documentaries] are interesting and you always learn something new).  
Woman: for fun (For me television is for fun. When I get home I just want to relax and have a laugh.)
- a 1 b 2 c 1 d 2 e 2 f 2 g 2

## Unit 4

### A Listening

- The show is called 'What's my job?' where people ask questions to guess the occupation of guests.
- a yes b yes, sometimes c no d yes
- a private houses, factories, subways  
b dangerous, disgusting
- pest controller
- a animals b kill c people d things e Pest f controller  
g pest controller h That's right
- The correct order is: 8, 5, 4, 2, 7, 3, 1, 9, 6
- a cabin steward on a plane

## Unit 5

### A Listening

- b  
j Music, weather
- a east b Canadians c huge  
f lots g Winter
- Where it is: in the Pacific  
Capital: Wellington  
f work g jump h

## Unit 6

### A Listening

- a Sophie b Bill c  
g Mandy
- Sophie: She likes a  
play on the radio w  
summer.  
Bill: He can't reme  
occasion.  
Mandy: The song '  
school, Jerry, used
- Suggested answer:  
memories in your l
- A 2 B 4 C 3 D
- a Speaker 2, refer  
b Speaker 3, refer

- c Speaker 1, referring to the fact that she had had a baby.  
d Speaker 4, referring to James, the boy she liked.

**B Speaking**

The correct order is F, C, A, B, D, E

**Unit 7****A Listening**

- 1 Leisure / hobbies / pastimes  
2 a two  
b extreme ironing, rock climbing, canyoning  
3 a extreme ironing  
b an iron and an ironing board  
c ironing  
d rock climbing  
e people who enjoy life and are a bit crazy  
4 a sport b iron  
c an ironing board d unusual  
e a mountain f tree g sea  
h countries i crazy  
j Extreme Ironing Offices  
5 a anywhere  
b an iron and an ironing board  
c people who are a bit crazy

**Unit 8****A Listening**

- 1 The correct order is: d 1 a 2 c 3  
b 4  
a 12 o'clock (midnight)  
b She's babysitting (there are many baby things around the room)  
c She's watching TV  
d sad, probably because she is watching a sad film, and frightened by the phone calls  
3 a T b F c T d T e T f T g F h F  
4 b The baby was upstairs.  
g She thought it might be John, but she wasn't sure.  
h The baby was in his parents' room  
5 a that you John?  
b is  
c not funny!  
d check on the  
e Please stop  
f Go  
g dropped  
h phone  
i up the stairs  
j looked  
k baby's  
l cot  
m was empty  
6 a in his parents' bed  
b Mrs Donovan's brother  
c She doesn't think it's funny.

**Unit 9****A Listening**

- 1 1 picture b  
2 picture c  
3 picture f  
2 Pictures a and b: Debbie (Peter is the caller)  
Pictures c and d: Melanie (the caller is Lucy)  
Pictures e and f: Olga and Libby (the caller is Will)  
3 a Debbie b Lucy c Peter d Peter e Melanie f Will  
4 a We can't take your call at the moment.  
b Please leave a message after the tone.  
c I can't come to the phone right now.  
d Leave a message and I'll ring you back.  
e We're not here right now.  
5 B

**B Speaking**

- 1 a mobile phone  
b computer  
c camcorder  
d three-wheeled motorbike  
e digital camera  
f video games console  
g radio  
h MP3 player  
2 a digital camera  
b camcorder  
c mobile phone  
d video games console

**Unit 10****A Listening**

- 1 Picture A: Chris, Picture B: Jezza  
2 a 2 (Jezza doesn't have Chris' number on his mobile phone; he doesn't want to talk to him very much)  
b 1 (it shows Jezza isn't that bothered about him)  
c 1  
d 2 (doesn't sound like he's sure! He says 'do I believe you?')  
e difficult to tell! He says he will, but ...  
3 a shows b have got c believe d want e lent f give  
g said h get i have got to  
4 *Suggested answers*  
a Before, because it tells you why Chris lent Jezza the money.  
b He thinks office jobs are boring.  
c He is a sports lawyer.  
d He wants to be a professional DJ.  
e He wants to buy some new equipment.  
5 a F b T c F d F e F

**B Speaking**

- 1 Background information  
The speaker on Track 35 is talking about a typical British Christmas celebration, where, in families, presents are put around a Christmas tree and opened sometime on December 25th.

Picture c

**Unit 11****A Listening**

- The correct order is i, a, f, g, c, h, d, e, b.
- after
- a m b m c w d m e w f m g m h w i w j w
- a We know it's not a very nice hotel. It's dark and creepy.  
b The man thinks he needs to protect his scared wife, but actually she's quite brave, especially when he loses his nerve. She is a bit forgetful, however.  
c She likes tea, he likes coffee.  
d The Exelsior hotel.
- a isn't it? b isn't it? c aren't we? d did you? e is it?
- a isn't it? b isn't it? c didn't they? d doesn't she? e is it? f is it? g did she? h are they?
- a She thought it was dark and scary.  
b Coffee (Charles), tea (Miranda)  
c A seaside holiday (sun, sea, sand).  
d She loved it.  
e In her bag.  
f The Hotel Excelsis.  
g Because they had a booking there (they were actually in the wrong hotel).

**Unit 12****A Listening**

- a 3 b 1 c 4 d 5 e 2
- a False (The Fire Service does not only fight fires.)  
b True  
c True  
d False  
e True
- a rescue b homeless c owners d volunteers e Clown  
a homeless people / the homeless  
b February 15th  
c shoes  
d clothes  
e 20%  
f Tilly  
g Trigger  
h Dogs' and Cats' Home  
i cats  
j find  
k www.dogshome.org  
l Friends  
m Earth  
n sending letters  
o making telephone calls  
p 0808 800 1111

**Unit 13****A Listening**

- a Molly – Mrs Gladwin  
b Brian – Ms Marley
- a G b G c G d M e M f M g G h M
- a G b M c M d M e G f M
- a strict b discipline c friendly d wild e ourselves f frighten g attention
- Anne d Luke a Pablo c Elsa b
- a She was shy, with long hair down to her waist.  
b She used to go red.  
c She played the violin.  
d Pablo  
e He had gorgeous dark eyes, long eye lashes, curly hair, and a cheeky smile.  
f He used to make animal noises.  
g He had short hair and his eyes were close together.  
h No (she calls him 'horrible').

**B Speaking**

- 1 c 2 f 3 d 4 e 5 b 6 g 7 h 8 a
- 1, 2, 3, 4, 5, 7, 8 (all except 6)

**Unit 14****A Listening**

- airport, car crash, dog, egg, prime minister, queen, student, tower, the environment, nurses
- airport (Mike Gartside), car crash, nurses (Antonia Merritt), dog (Phyllis Jones), egg, the environment (Stephen Williams), prime minister (Stephen Williams), queen (Antonia Merritt), student (Mark Gartside), tower (Stephen Williams)
- a Phyllis Jones' dog  
b Mark Gartside  
c Stephen Williams  
d Phyllis Jones  
e Antonia Merritt  
f the Prime Minister  
g Stephen Williams  
h Antonia Merritt  
i Phyllis Jones  
j the Prime Minister  
k Antonia Merritt  
l Mark Gartside
- a 42  
b an egg  
c protesting  
d environment  
e laughed  
f 21  
g architecture  
h airport  
i sea  
j 87  
k floor

- l heard
- m problem
- n life

**B Speaking**

- 1 a Building 3  
b Building 2  
c Building 4  
d Building 1
- 2 Building 2

**Unit 15****A Listening**

- 2 1c 2f 3e 4d 5a 6d
- 3 a Tricia b Marty c Marty  
d Marty
- 4 a 1 b 3 c 2 d 4 e 5 f 2
- 5 a Down and to the right  
b Directly to the right  
c Directly to the left  
d Up and to the left  
e Up and to the right  
f Down and to the left

**Unit 16****A Listening**

- 1 UFOs
- 2

**Picture A**

- a 6 b 5 c 4 d 1 e 2 f 3

**Picture B**

- a 4 b 1 c 6 d 2 e 5 f 3  
3

**Picture A**

- a 1 b 3 c 2 d 3 e 2 f 1 g 2

**Picture B**

- a 3 b 2 c 1 d 1 e 3 f 2 g 3

**B Speaking**

- 1 a He wanted company  
b his twin brother, Kevin

**Pronunciation Exercises 1****A: Sounds**

- 1 1 television 2 conclusion 3 usual 4 decision  
5 information 6 solution 7 obsession 8 fashion
- 2 Words with /ʒ/ sound: television, conclusion, usual,  
decision  
Words with /ʃ/ sound: information, solution, obsession,  
fashion
- 3 /f/ sugar, solution, fashion, discussion  
/ʒ/ usually, conclusion, television, decision
- 5 /n/ cop – clock, drop, opposite, top;  
/æ/ cap – Amelie, back, hang, ladder, plank, platform;  
/ʌ/ cup – front, jump, mud, someone (X 2), son, tunnel,  
under
- 6 a /e/ check  
b /ei/ train  
c /ei/ plane  
d /e/ left  
e /e/ get  
f /ei/ bay  
g /ei/ take  
h /ei/ say  
i /e/ then  
j /e/ better  
k /ei/ gate
- 7 a sin 8  
b sing 1  
c tonne 5  
d tongue 10  
e ran 12  
f rang 11  
g sun 6  
h sung 7  
i sinner 3  
j singer 4  
k thin 9  
l thing 2

/n/ sound as in none: sin, tonne, ran, sun, sinner, thin

/ŋ/ as in long: sing, tongue, singer, rang, sung, thing

- 8 bingo 1 drink 5 fun 6 no 3 sound 4  
sun 7 sung 8 swimming 2 thin 10 thing 11  
think 12 thanks 9
- 9 /n/: fun, no, sound, sun, thin  
/ŋ/: bingo, swimming, drink, sung, thanks, thing,  
think
- 10 The sound /n/ can go at the beginning, in the middle  
and at the end of words.  
The sound /ŋ/ can go in the middle and at the end of  
words but it cannot go at the beginning.
- 11 a free b tank(s) c parts d north e theme f sings  
g think h dirty i first
- 12 three, thank, path, north, theme,  
things, think, thirty, thirst

13 /θ/: thank, with, thr

- e /əʊ/ clone  
 f /aʊ/ clown  
 g /əʊ/ tone  
 h /aʊ/ house  
 i /əʊ/ moan  
 j /aʊ/ down

17 a 2

1

b 1

2

c 1

2

d 2

1

18 a b 2 b a 2 c d 2 d d 2 e b 1 f a 1  
 g c 1 h c 2

19 There are two different ways of pronouncing the soelling 'ei':

20 a /ai/ b /i:/ c /i:/ d /ai/ e /ai/ f /i:/

21 a S b D c D d S e D f S

22 a /gə'reɪz/ /'gæridz/

/gə'reɪz/ /'gæridz/

b /gə'reɪz/ /'gæridz/

/gə'reɪz/ /'gæridz/

c /ru:m/ /rom/

/ru:m/ /rom/

d /ru:m/ /rom/

/ru:m/ /rom/

e /nu:/ /nju:/

/nu:/ /nju:/

f /nu:/ /nju:/

/nu:/ /nju:/

23 UFO is pronounced as individual letters.  
 AIDS is pronounced as a word.

24 a BBC b USA c BLT d OPEC

e UN, UNICEF f UK g DVD

25 a Unidentified Flying Object

b Digital Video Disc

c British Broadcasting Corporation

d United States of America

26 a UFO

b DVD

c BBC

d USA

10 The sound /n/ can go at the beginning, in the middle and at the end of words.

The sound /ŋ/ can go in the middle and at the end of words but it cannot go at the beginning.

11 a free b tank(s) c parts d north e theme f sings  
 g think h dirty i first

Shape 2: explain, accept, complete

7 Shape 1: coffee, chocolate, water, salad, practise

Shape 2: inside, without

8 a can (strong – beginning of the sentence), can (strong – short answer), can (weak within a sentence, not stressed)

b was (weak – within the sentence, not stressed), and (strong – stressed), was (weak – not stressed), and (weak – not stressed)

c was (strong – stressed at the beginning of the sentence), was (strong – short answer, stressed), was (weak), was (weak)

9 a was [S], was [W], and [W],

b can [S], can [S], can [W],

c was [W], was [W], and [W], was [S], was [W], and [S]

12 1 going to, 2 gonna

13 a 1 b 2 c 1, 1 d 2, 2

14 a We're gonna go to the beach.

b She's going to win.

c James is going to study French.

d They're gonna tell you to stop.

16 One syllable

bad, cheap, cramped, deep, fast, fat, good, high, long, thin

Two syllables

ugly, boring, frightening, funny, narrow, spacious

Three syllables

beautiful, delicious, horrible, expensive,

Four syllables

enjoyable, uncomfortable, interesting

17 a beautiful b delicious c boring d enjoyable e frightening f funny g expensive h interesting i spacious j narrow k uncomfortable 18 What's the best film you've ever seen?I don't know. What's the best film you've ever seen?

19 The stress is on the words:

a Are, am, you b chocolate c you, No d No, you

## Pronunciation Exercises 3

## C: Intonation

1 No change

2

The voice goes up at the end of the questions.

3 'How would you like to help animals?' has a falling intonation; it goes down at the end.

4 a, e I

b, c, d B

6 *Suggested answers*

a How boring!

b How awful!

c How exciting!

d How funny!

e How nice!

7 a questions are all Wh questions.

b questions are Yes / No questions.

8 a Wh' questions = falling intonation;

b Yes / No questions = rising intonation

9 a up

b up

c down

d down

e up

f down

11 a up b up c up d down e down f down

13 a Can I speak to Lila?

b How are you?

c Are you busy?

d Do you want me to call back later?

e When can I have it back?

14 a happy

b sad

c bored

d surprised

e angry

f upset

g tired

## Audio reference list

## CD 1

## Track

1	2:44
2	0:41
3	0:49
4	1:02
5	1:07
6	0:31
7	0:50
8	0:43
9	1:14
10	1:34
11	1:17
12	2:07
13	1:05
14	1:33
15	0:10
16	2:24
17	2:02
18	1:30
19	1:58
20	2:19
21	1:14
22	3:00
23	2:08
24	2:31
25	0:38
26	1:53
27	1:55
28	0:32
29	0:37
30	1:08
31	1:19
32	1:30
33	1:02
34	0:34
35	0:50
36	2:48
37	2:40
38	1:24
39	2:00
40	1:34
41	1:44
42	2:00
43	1:15
44	2:36
45	3:38
46	2:59

## CD 2

## Track

1	47	2:05
2	48	0:19
3	49	0:28
4	50	0:38
5	51	0:42
6	52	0:49
7	53	0:24
8	54	0:54
9	55	0:35
10	56	0:57
11	57	0:44
12	57	0:28
13	59	0:07
14	60	0:38
15	61	0:57
16	62	0:13
17	63	0:30
18	64	0:46
19	65	0:14
20	66	0:42
21	67	2:04
22	68	0:18
23	69	0:33
24	70	0:48
25	71	0:13
26	72	0:36
27	73	0:15
28	74	0:53
29	75	0:28
30	76	0:30
31	77	0:40
32	78	0:09
33	79	0:26
34	80	0:21
35	81	1:32
36	82	1:19
37	83	0:11
38	84	0:32
39	85	0:24
40	86	0:17
41	87	0:18
42	88	0:18
43	89	0:35
44	90	0:47
45	91	0:20
46	92	0:27
	93	0:42
	94	0:46
	95	0:38



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