

Workbook Listeners

Unit 1, Page 11 (CD 5, Track 1)

- Peter:** Hi, Uncle Joe, it's Peter.
- Joe:** Hello, Peter. Good to hear you. I haven't seen you for weeks.
- Peter:** I had seven exams in three weeks, so I haven't been out much, but now I've got six weeks' holiday.
- Joe:** Are you doing anything special?
- Peter:** Yes, I'm going mountain climbing in Wales tomorrow. My bus leaves early in the morning.
- Joe:** That's exciting.
- Peter:** Yes. You went mountain climbing in the past, didn't you? Can you give me some advice?
- Joe:** Yes, I did a lot of mountain climbing when I was young, but these days I prefer playing golf.
- Peter:** I'm sure you can give me some tips.
- Joe:** What do you want to know?
- Peter:** Well ... Is mountain climbing dangerous?
- Joe:** It can be very dangerous. There are so many things that can go wrong while you're climbing a mountain. You have to be prepared.
- Peter:** Don't worry – I'll be prepared.
- Joe:** Just remember, don't take unnecessary risks. How many people are going?
- Peter:** There are ten of us. Six of us are still learning, but there are four experienced climbers to look after us.
- Joe:** It's important to go in a group. You must never climb a mountain on your own. Have you got good climbing boots?
- Peter:** Yes, I've just bought some climbing boots and they're great. They're very comfortable.
- Joe:** Great. What about training? Have you had any lessons? You need to learn some skills before you start climbing a mountain.
- Peter:** I've done a week's starter course at the indoor climbing centre in Glasgow. I learnt how to use the equipment and they taught us about being safe on the mountain. We did a lot of physical training, too.
- Joe:** Ah, I know the trainers in Glasgow. They're very good. I'm sure you've learnt all the important things. You'll be fine.
- Peter:** I can't believe it – I haven't dared to take risks in the past, but this time tomorrow I'll be mountain climbing!

Unit 2, Page 19 (CD 5, Track 3)

This is a painting of Queen Victoria by George Hayter. It shows her immediately after she was crowned. She is the new Queen of England. As you can see, she is very young. In fact, Victoria was just 18 when she came to the throne in 1837. Look at the beautiful clothes that she is wearing. The gold and orange material shows the coronation robes which every monarch wears at the coronation ceremony.

Here's a quote from the young Victoria's journal. These are the words that she wrote on the day she became Queen:

"I really cannot say how proud I feel to be the Queen of such a Nation."

Queen Victoria gave this painting to the National Portrait Gallery in 1900. She was on the throne for longer than any other king or queen of England before her. In fact, she reigned for longer than any other queen in the world – 63 years and 7 months. This is a record which was only broken in 2015 by Queen Victoria's great-great-granddaughter, Queen Elizabeth II.

Please come with me. This is the room where we keep photographs. This is one of my favourite photographs of Queen Victoria, who is pictured here with her husband – Prince Albert. He was also her cousin. They got married in 1840 when Victoria was 21. They were very happy together and had nine children. Nine! Many of these children married into the royal families of Europe, so Queen Victoria's descendants became rulers all over the continent. Unfortunately, when Albert died in 1861, Victoria wore only black clothes and stopped appearing in public.

Here's another photograph. It's from Victoria's funeral procession. She died in 1901. No one knows who took this photo. He – or she – is anonymous. As you can see, there were huge crowds of people. After all, she was a queen who was on the throne for more than 60 years.

Unit 3, Page 27 (CD 5, Track 5)

- A:** I'm reading a fascinating book about dolphins. You'd never believe how similar dolphins are to humans.
- B:** They are very intelligent, aren't they?
- A:** Yes, they are. In fact, some scientists think they are more intelligent than humans. But it isn't just their intelligence which makes them similar to us, it's their social behaviour, too.
- B:** Is that what the book's about? The way dolphins get along with each other?
- A:** Yes. It's all about the complex societies they form, how they treat each other and share their lives.
- B:** So what does it say about dolphin societies?
- A:** Well, they live in family groups like we do. A group can have two to 40 dolphins. But they don't just stay with that group. They socialise with other groups and form friendships and alliances, just like us.
- B:** So they have a circle of friends outside their families. I imagine a dolphin never feels left out.
- A:** And when they meet other dolphins, they touch fins as if they were doing a kind of handshake.
- B:** Really?
- A:** Yes. They've also got names that they whistle to identify themselves. Other dolphins can repeat these names, and scientists have found that they can remember these names for up to 10 years.
- B:** Wow! So if a dolphin got separated from its best friend, it would still remember its name 10 years later?

- A:** That's right. Just like us. You'd remember me if we were separated for 10 years, wouldn't you?
- B:** Hmm, yes, I suppose I would.
- A:** And dolphins are very considerate of each other. If a dolphin is in danger, it can whistle a distress signal and other dolphins will come to help.
- B:** This book sounds really interesting. Have you nearly finished it?
- A:** Yes. If I finish it before the end of the week, I'll bring it to you in class.

Unit 4, Page 35 (CD 5, Track 7)

- Presenter:** Hello and welcome. In this week's edition of Consumer First, Sarah Bennett is going to tell us what British households spend their money on. Sarah?
- Sarah:** Hello. Yes, we had members of the public fill in a survey about their spending habits. Our findings were published last week. Some of the information is quite surprising.
- Presenter:** So what products do we spend most of our money on, Sarah?
- Sarah:** Most of our money is spent on housing and energy – things like electricity or gas. Then a smaller amount is spent on transport, free-time activities and culture.
- Presenter:** Culture?
- Sarah:** Yes, things like going to the cinema, the theatre or a concert.
- Presenter:** What did you find surprising in the report?
- Sarah:** Well, on average a British household spends more on lottery tickets and bingo than they spend on culture. Last year, around £3.20 was spent per week on gambling compared with £2.60 spent on purchasing cinema, theatre or concert tickets. Even families with small budgets spend money on lottery tickets. It's surprising.
- Presenter:** What else do British people spend their money on?
- Sarah:** Cakes and biscuits!
- Presenter:** Really?
- Sarah:** An average of £3.60 per week was spent on sweet snacks, compared to £3.20 spent on fresh fruit and healthy snacks.
- Presenter:** Oh, that's not very good, is it?
- Sarah:** No, it's worrying.
- Presenter:** What about take-away food? Most of my children's pocket money is wasted on chips or burgers.
- Sarah:** On average, a home spends £3.20 on take-away food every week.
- Presenter:** Sweet snacks and take-aways. It's no wonder Britain has been called an unhealthy nation.
- Sarah:** Exactly. On the bright side, we do spend more on pets than on take-aways – about £4.60 a week.
- Presenter:** That doesn't surprise me. We are a country of animal lovers. What about mobile phones?
- Sarah:** Well, the average London household spends £13.20 a week on mobile phones.
- Presenter:** What else was interesting in the report?

- Sarah:** Well, British people are very generous. In the average household, donations of around £2.70 a week are made to charity organisations like Save the Children. Our awareness of charities and their work has increased a lot in recent years.
- Presenter:** Well, let's end on that positive note. Thank you, Sarah.
- Sarah:** Thank you.

Unit 5, Page 43 (CD 5, Track 9)

As you have all probably noticed, the effect of global warming on the UK has created warmer summers and lighter winters, with spring arriving earlier each year. Recently, scientists warned the government that floods would be one of the biggest problems in the UK in the near future. Global warming is causing serious problems for the plants and wildlife of our country. Many of our native flowers are blooming early because of higher temperatures. According to a recent study of 405 different plant species, plants are now flowering earlier in the UK than at any time in the last 250 years.

The problem is "timing". In the reports that I read, scientists explained that the early arrival of spring confused the flowers, birds and insects. Flowers depend on certain insects to pollinate them. When flowers come out early, insects aren't around to pollinate them. Sometimes things happen the other way round. Certain insects begin their migration to the UK early because of warmer weather, and when they arrive, the flower they depend on for food hasn't flowered yet. In either case, the plants and pollinators are together for less time. This means less food for the insects and less reproduction of the plants.

The early arrival of spring also affects birds. Young birds usually hatch when there is a lot of food to eat, like insect eggs and caterpillars. Scientists explained that because of climate change, some birds were hatching before there was enough food for them in nature and that reduced their chances of survival. The period between spring and autumn in England is about a month longer now than it was at the beginning of the last century, so you can imagine how confused these birds are.

And now if you're confused, too, this is your chance to ask me your questions.

Unit 6, Page 51 (CD 5, Track 11)

- Sue:** Hi Peter, how are you?
- Peter:** Hi Sue. Not so good, actually. I've got a pain in my back. I think I might have a problem with my spine.
- Sue:** Oh, you poor thing. Have you seen a doctor?
- Peter:** Yes. I went to the doctor last week. He said there was nothing wrong with me. He said it must be psychological. But I think he's wrong.
- Sue:** You should try alternative medicine. When my

dad had a stomach problem, the doctor told him that there was nothing wrong with him, too. So he went to a traditional Chinese doctor and he cured him in weeks.

Peter: Really? So, what's so different about traditional Chinese medicine then?

Sue: Well, Chinese doctors don't just look at the place where your problem is. They look at the whole person. They believe that health problems happen when our vital energy stops flowing properly.

Peter: Vital energy?

Sue: Yes. They call it "chi". It's the energy that keeps us alive as it moves in our body.

Peter: The same "chi" as in Tai Chi? The martial art?

Sue: Exactly! The same word. In fact, Chinese medicine and Tai Chi originate from the same ancient Chinese philosophy – Taoism.

Peter: Yes, I've heard of that.

Sue: It's all about getting the correct balance between two opposing energies – yin and yang – in order to keep your vital energy flowing through your body.

Peter: So what kind of things do they do?

Sue: Well, they use acupuncture, herbal remedies and that kind of thing.

Peter: You know what? I think I'll go and see this Chinese doctor. It might help me and if it doesn't work, it can't do any harm. At least I hope not.

Unit 7, Page 59 (CD 5, Track 13)

A: I saw a fascinating documentary on YouTube last night. It was about the city of Teotihuacan. I'd never heard of Teotihuacan before.

B: Where's that? In Peru?

A: No, it's in Mexico, only 30 miles from Mexico City.

B: So what's so interesting about it?

A: The fact that no one knows who built it – they've researched data about the city for years, but its origins are still a complete mystery.

B: Really?

A: Yes. The Aztecs found the city when they arrived in Mexico. When they got there, they found an abandoned city, and they wondered who had lived there.

B: Where had all the inhabitants gone?

A: That's the thing – no one knows. The Aztecs thought that gods had built the city. That's why they called it Teotihuacan. It means 'the place where the gods were born' in the Aztec language. But no one has ever got to the bottom of this mystery.

B: Do they know how old the city is?

A: Yes. It was built a thousand years before the Aztecs arrived. They think it was a big busy city between 100 BC and 650 AD, with more than a hundred thousand inhabitants.

B: So, they've got no idea where 100,000 people went?

A: Well, they've developed lots of theories. Maybe

climate change, a natural disaster or some other occurrence destroyed the city's food, and the people left.

B: Do you think they'll ever solve this mystery?

A: So far, they've only excavated five per cent of the area of the city. They keep revealing more and more evidence of what happened. The trouble is, the inhabitants had no system of writing, so they left no written records. Also, they haven't found any images of kings or royal tombs.

B: Sounds like an interesting documentary.

A: You can watch it on YouTube, too!

Unit 8, Page 67 (CD 5, Track 15)

Presenter: This week, our guest on the show is going to tell us about a special kind of disco called Sencity. Good morning, Charlie.

Charlie: Good morning, Lauren.

Presenter: So, what is a Sencity disco and what's so special about it?

Charlie: Well, in the past, discos used to just have music and lights, but we're interested in stimulating all the senses. We want people to get used to using their sense of smell, taste and touch as well as sight and hearing to appreciate and react to the music. The whole idea started as an alternative experience for deaf people, but people who don't suffer from hearing loss enjoy coming to Sencity, too. So now the Sencity events are totally inclusive. Anyone can go.

Presenter: So what happens at a Sencity disco?

Charlie: Well, there's a traditional DJ, or disc jockey, who plays the music, but there's also an "aroma jockey" who adds to the atmosphere by releasing smells into the air. These aromas reflect the passion and emotion in the music. Sometimes there's a "food jockey", too.

Presenter: A food jockey?

Charlie: Yes! So you get taste sensations if you feel like eating as well as dancing. And again, these are linked to the music that's playing. Everything is connected. The idea is that the tastes match the sounds.

Presenter: It sounds like fun!

Charlie: Yes, it is! And another thing at Sencity is a "sense floor".

Presenter: A sense floor? What's that? I imagine it's some kind of dance floor.

Charlie: Yes, but it vibrates in time to the music and it lights up with flashing colours. It feels a bit strange at first, but once you're used to it, it's great fun!

Presenter: Well, Charlie, I can't wait to check it out.

Unit 9, Page 78 (CD 5, Track 17)

- Haru:** Hi! My name is Haru and I'm a secondary student in Kobe, Japan. We have to study eight subjects this year, including Japanese language, maths, science, music, art and sport. I also study English as an extra subject. I've got two more years at this school. I want to be an engineer one day, so I'm determined to study hard and do well. My parents want me to go to a yobiko next year. It's a special school where you have extra classes after school and at weekends, too. The lessons at this cram school help prepare you for university entrance exams. It's going to be awful because I won't have any free time, but most of my friends are going, too. It's normal here in Japan.
- Sonia:** Hi! I'm Sonia and I'm 16. I'm a student at a secondary school in Zaragoza, Spain, doing Bachillerato. This year we can specialise, so I've chosen art subjects. I'm studying history of art, technical drawing and my favourite ... computer-assisted design. I'm mad about art and design, and when I finish school, I'm going to go to art school in Vitoria. I can't make up my mind which course to study yet. I want to be a graphic designer or an architect. I'm lucky because my father also loves art and painting, and I think I've inherited his talent for painting.
- Paul:** Hello. My name is Paul and I'm nearly 16. I'm at a secondary school in Alberta, Canada. I go to an English-language school, but there are French-language schools here, too. Next year, I'm going to study six obligatory subjects, including maths, English and science. I also have to choose some optional subjects. I might do computer and technology studies because I want to get a job that pays well in the future. That's important to me. It seems to me that the best way to get a good job is to learn computer skills.