

UNIT 1

Lesson 1.4, Listening, Exercise B

1.4 W = Woman M = Man

- W:** Have you watched this year's GenZ Round-up?
- M:** No, what's that?
- W:** It's a video series that the video site GenZ creates at the end of every year. It has – like – well, everything that's happened in the last 12 months.
- M:** OK. It sounds interesting. Like – a round-up of the year?
- W:** Exactly. They did the first one in 2012, and that kind of set a trend. They've been doing one every year since. Each year has a slightly different title though, for example, 2016 was 'GenZ Round-up: The Best of 2016' and 2017 was 'GenZ Round-up: Here's 2017'.
- M:** And this year's?
- W:** Well, here's the thing. This year's was really bad. Everybody hated it and it got really bad reviews!
- M:** Why?
- W:** A lot of viewers said that it didn't include enough content creators – you know – the people who actually make the site what it is. Also, it included a lot of celebrity endorsements and people thought that was a bit cheesy.
- M:** Hey! I've had a great idea! Why don't we make our own 'Round-up' video?
- W:** Actually, a lot of people are doing just that – making their own videos.
- M:** OK. Let's do it! You're really media-savvy. What should we include?
- W:** As a general rule, we should include all the latest trends, the most popular videos – the ones that went viral, for instance, and everyone watched.
- M:** Like when that TV announcer fell off his chair live on air a few years ago?
- W:** Exactly!
- M:** What else?
- W:** It's a good idea to include top news stories from the previous year, too. I mean, the really big ones that everybody talked about. You don't need to include a lot of detail – maybe just an image of a person who was in the headlines with some bright colors or special effects.
- M:** Do you know how to do that?
- W:** Yes, don't worry. It's not difficult. I have a program on my computer that does it. The trick is to keep the video moving at a really fast pace and to use a variety of different media. For example, we could add in some animation – clips from superhero movies or popular cartoons.
- M:** This is going to be great! What about those little – what do you call them – you know – those photos with the funny text that everyone shares and passes around?
- W:** Memes?
- M:** Yes, that's it.
- W:** You're right. We definitely have to include last year's most popular memes. I know – let's ask our friends to tell us their favorites, and those are the ones we'll include.
- M:** Good idea.

- W:** There's one thing this video really needs and that's influencers.
- M:** What do you mean?
- W:** Influencers – they don't watch videos or 'like' the content, they *are* the content, they *set* the trends. I'm talking about GenZ personalities and vloggers – like Daisy Trekker, for instance.
- M:** What is a vlogger exactly?
- W:** Oh, come on! You must know what a vlogger is.
- M:** Well, kind of ...
- W:** Basically, they record video diaries of different things – sports, playing computer games, testing new products or just their ordinary lives.
- M:** So, they're like ... trendsetters?
- W:** Exactly. It's worth including their videos because everybody loves them and then maybe people will watch *our* video. Generally speaking, we have to include stuff that's *relevant*. It has to be new – or newish anyway. And we can't forget to include some clips from fashion and beauty vlogs – those are really popular, too. My favorite is Bonella – she has more than 11 million subscribers.
- M:** That's amazing! So, what are we waiting for? Let's get started.
- W:** OK. I'll go and get my laptop ...

UNIT 2

Lesson 2.4, Listening, Exercise C

2.3 P = Presenter R = Ruth

- P:** Architecture may not be the first discipline which springs to mind when somebody mentions 'art', but some of the most famous artists in the world – like Michelangelo and Raphael – were architects as well as painters. In the modern world, architects like Frank Lloyd Wright and Le Corbusier command world-wide respect and admiration.
- Today, we're going to be looking at the work of Frank Gehry, a Canadian-American architect whose designs include the Walt Disney Concert Hall in the US and the Guggenheim Museum in Bilbao, Spain. Here to tell us about him is art historian Ruth Butler. Good morning, Ruth, thanks for joining us.
- R:** Good morning. Thanks for inviting me.
- P:** Frank Gehry has become so famous that he's almost a household name. He's been referred to by some commentators as a 'starchitect'. Tell us a little bit more about the man.
- R:** Of course, Nick. A starchitect is a reference to his kind of – well, his 'star' status in the world of architecture, but actually, he doesn't like that term at all. He's proud of his work and highly respected, but he doesn't like the idea of celebrity status. So ... Gehry was born in Canada. His family was of Polish origin and his name was originally Frank *Goldberg* – he changed his name to Gehry while he was studying at the Southern California School of Architecture.
- P:** Tell us about his early career. Was he immediately successful?
- R:** No, not really. Like most great artists, he went through difficult times before he made it big. After finishing his studies – he also studied city planning at Harvard University – he worked for a number of different firms and tried his hand at furniture design, as well as renovating his own home in a way which would become – well, the style that he's now known for.
- P:** His signature style, you could say?

- R: Yes, that's right.
- P: Tell us a little bit about that.
- R: Well, his early work was a reaction against the modernist buildings of the 60s and 70s which were springing up all over the cities of America. There was a lot of glass, a lot of sharp angles and forms which reflected advances in science, and industry and technology of the period. Gehry wanted to emphasize the human angle, and of course contextual integrity was very important to him.
- P: I think you'll have to explain that to our listeners, Ruth.
- R: Yes, of course. The 'context' of a building is its location, the other buildings and structures around it, the immediate environment I would say. It was important to Gehry that his work – his buildings – reflected their surroundings, the historical or social aspects of where they were – the context if you will. So ... um ... back to his style ... His style is very 'sculptural' you know. He uses materials and forms shapes and structures almost in the way a sculptor might. He's probably best known for his use of unusual materials and for the creation of bold and unconventional shapes through the use of those materials.
- P: We have some photos of Gehry's work here in the studio.
- R: Yes, this one is an excellent example of what I'm talking about. This building is known as the Dancing House and it's in Prague in the Czech Republic. The building looks almost as if it's moving from side to side like two dancers. This is very different from the traditional lines and forms of previous buildings.
- P: Awesome!
- R: During the 80s and 90s, he was offered commissions throughout the world: Prague – as we've seen – Spain, the US, Germany. And his reputation just grew and grew from then on really. Arguably his most iconic building is the Guggenheim Museum in Spain which you mentioned at the beginning of the program, Nick. Visitors to this, and other buildings of Gehry, have commented that the space he's created inside is more impressive than the objects it was designed to house.
- P: It does look like – well – like a sculpture in its own right.
- R: Exactly. It's really an architectural landmark – literally and metaphorically.
- P: Thank you, Ruth, for this insight into the life and work of one of the world's greatest living architects.
- R: I just hope it inspires some of your listeners to read and learn more about him, Nick. I think they'll find his work fascinating.

UNIT 3



Lesson 3.4, Listening, Exercise B

3.3 J = Joanna S = Steven R = Rachel

- J: Hi, Steven! Welcome to the World Aid Expo. I'm Joanna.
- S: Hello. Um ... how do you know my name?
- J: Your name badge?
- S: Oh, yes of course. Silly me! Um, hi Joanna.
- J: So, Steven. I bet you know a lot about important social and environmental issues, right? You look like a well-educated person. Are you a student?
- S: Yes, I am actually. I must say I didn't expect this much from the Expo, but I was so wrong. It's fascinating – all the different stalls, a lot of information, new ideas ...
- J: Absolutely. It's probably *the* most important event on the calendar, definitely the most interesting! Hey, listen ... I just get a feeling about you. You're a kind-hearted person, aren't you? I bet you're someone who actually helps other people. You genuinely care about their problems, their situations. Am I right?
- S: Well, yes, I ...
- J: To be honest, there are so many visitors this year, but I haven't approached them because I don't feel that I've seen anyone ... who's, well, who's *genuine*. Somebody who feels as passionately about helping others as I do – as our organization does.
- S: What does your organization do exactly?
- J: I'm so glad you asked. We work with local communities in Tanzania – a beautiful country ... really, you're going to *love* it when you go there ... We work with schools, women's groups, youth and community groups. This year, we're building a library in the town of Arusha. You can see Mount Kilimanjaro from there. Can you visualize that?
- S: Yes, it sounds amazing.
- J: It's *absolutely* stunning! And *you* can be part of our vision, Steven. We really need volunteers to come out to Tanzania and help with building the library.
- S: Um ... don't you need special skills – you know – to ... um ... build a, well, a building? I'm afraid I don't know much about bricklaying or concrete or electrics or anything.
- J: That's not a problem! Not a problem at all. I just know that your passion and your commitment are what we need on this project.
- S: Well, I don't know. What would it involve exactly?
- J: You fly out to Tanzania – we organize one-week and two-week trips. You'll be staying in local accommodations – nothing fancy, but I'm sure you won't mind that. You'll meet our local coordinator who'll allocate a workplace to you. Maybe we'll even organize trips to local sights. Sounds a little too good to be true, doesn't it?
- S: Um ... it sounds interesting.
- J: Of course, this *is* a volunteer project, so obviously you won't be paid.
- S: Oh, of course not. I wouldn't expect that.
- J: What do you say? Are you interested?
- S: Yes, I'm definitely ...
- J: That's fantastic! I bet you're good at creative writing, aren't you? When you come home again, we'd love you to write about your experience.
- S: Well, I *am* quite ...
- J: Amazing, I'll put you down for the writing! Excellent. Of course, there are some expenses. We don't want local people having to contribute to the cost of volunteers' food. So, we ask for a donation from you of \$500 for that – that's per week.
- S: Yes, of course.
- J: And then there are the flights – just \$980. We arrange everything, don't worry. And we have some really good news this year – no administration costs, the organization is covering that side of things. So, nothing to pay there. How good is that?
- S: Do you have an application form?

- J: Yes, absolutely. If you'd like to go over there and speak to the woman in the green jacket – she's our team leader. She'll give you a form to fill out and you can discuss payment with her.
- S: Thanks so much Joanna. I'll see you in a little while. I'll come back when I've completed the application.
- J: Hi, Rachel! Welcome to the World Aid Expo. I'm Joanna.
- R: Oh hi. Wow ... how do you know my name?

UNIT 4



Lesson 4.4, Listening, Exercise B

4.3 L = Leah N = Nadia C = Charles

- L: In today's *Looking further*, we're asking, 'Just how smart are human beings?' To help me answer this, I have two guests in the studio: Charles Bragg from the London Animal Rights Center and Professor Nadia Abbas. Good morning to you both.
- N: Hello.
- C: Hi.
- L: Nadia – what's your view? Are human beings really the most intelligent creatures on the planet?
- N: As a lecturer in anthropology, I would have to answer 'yes'. For many years, scientists and academics have carried out experiments which conclude that we are indeed the most intelligent species on the planet. We can understand abstract concepts and use an accumulation of knowledge to manipulate our environment, and of course our use of language is second to none. But perhaps most important of all is our ability to reason – to have the kind of discussion which we're having right now!
- C: But what you're saying has been 'proved' historically is actually just an *assumption* by scientists. Just because we've always believed something doesn't necessarily make it true. I genuinely don't think scientists can be trusted on this issue because they, quite simply, never question their own opinions and assumptions.
- N: Well, I agree with you on that point Charles – of course our views and beliefs change over time – but, nevertheless, the vast body of research proves that humans are the most intelligent species.
- C: But Nadia – experiments are a reflection of the people carrying them out. Much of the research you're talking about was skewed by those scientists' existing views of human intelligence and was designed to support those views. When people have tried to analyze animal intelligence, they've always focused on a strictly human definition of intelligence. I mean – so what if a squirrel can't count to ten? Squirrels don't need to be able to count to ten!
- N: I agree in part with what you're saying, Charles. Some of the qualities which we regard as essentially human – reasoning, language and so on – are just one *form* of intelligence. In fact, in some ways, it's perhaps meaningless to judge animal intelligence by human standards. But ...
- C: Well, there you are! It's a question of different degrees of intelligence. I mean – think about dogs. I was taking my dog out for a walk last week and I was amazed that while most of the people were listening to headphones or not talking at all, he was picking up on the smells that other dogs had left. If that's not evidence that dogs have equally complex forms of

communication, I don't know what is. My dog is very good at communicating his demands to me and getting me to do what he wants.

- N: Well, of course, but that's a matter of conditioning. There's no comparison though between the way in which a dog communicates basic needs and the incredibly complex systems of verbal and written communication which humans have developed over thousands of years.
- C: Well, let me give you another example. We know that killer whales have a rich and complex language. In fact, I was watching a TV documentary about it just last night. Dolphins have individual names based on whistle signals. That's proof that animals can communicate just as well as humans do.
- N: OK, I think you're confused about what I'm saying. But let's leave language aside for the moment. The way in which we are able to accumulate knowledge and use that knowledge to manipulate our environment is key. This ability has even allowed us to send a spacecraft to Mars.
- C: But that's precisely my point! Animals don't want or need to go to Mars! But they *also* have incredibly complex systems which they use on an everyday basis – I mean ... humans have traveled to the moon, but have they perfected a system of echolocation such as bats use? No!
- N: I do agree that some research is leading us to question our assumptions about animal intelligence, but this *still* doesn't allow us to conclude that animals are equally intelligent. Let me give you an example. If we compare chimps and humans, when it comes to tasks which require 'social learning', like watching somebody else completing a task and then copying their behavior, human toddlers are way ahead of chimpanzees.
- C: Yes, but ...
- L: Charles, Nadia – I think this debate could probably go on for hours, but that's all we have time for today, so we're going to have to leave it there.

UNIT 5



Lesson 5.4, Listening, Exercise B

5.3 J = John A = Andrea

- J: Today, we're talking to psychologist Andrea Preston about the consequences of too much time spent gaming and online. And we're also asking what can be done about it. So, Andrea, should we be worried?
- A: Hi John. Well, as worried as we are about other forms of compulsive behavior, yes. Spending too much time playing video games is a serious issue for many people. Of course, there's a difference between someone who enjoys video games and even the more avid gamer who spends most of their free time on gaming. What we're talking about here is when gaming gets in the way of everyday life.
- J: Right! With two children at home, I think I might know what you mean. But at what point does it become a problem?
- A: Well, signs to watch out for are preferring to spend time alone in front of a screen instead of spending time with family and friends. In some cases, gaming can interfere with everyday tasks like washing, eating and sleeping. I guess when you have some countries introducing laws to regulate the amount of time young people can spend playing online video games, you know you should be paying attention.

- J: I guess so. But that does seem like a step too far. Should governments be calling the shots?
- A: Hmm ... for some it does seem like an obvious solution. Governments could pass laws preventing players from participating in online games for more than a certain period of time. Problem solved. But the amount of time spent playing games may in fact be a symptom of deeper psychological issues. We should actually attempt to help gamers create personal boundaries and balance around gaming rather than banning or restricting by law. But more importantly, we should treat the underlying causes of a person's reliance on such games.
- J: Surely all this comes down to parenting, don't you think?
- A: Well, it depends. Conventional wisdom might say that parents aren't being hard enough on this issue, you know, by setting clear boundaries with their children. But there are two things we need to be clear on. First, the problem doesn't just affect younger gamers. We're talking about adults as well. Second, while yes of course friends and family can play a positive role, being stricter and making rules won't necessarily get to the root of the problem.
- J: So, what is at the root?
- A: There are two things that I think usually get missed in the discussion. First of all, we need to be clear that games tap into very human desires. We crave challenges and games are set so they are never too easy or difficult. Games also tap into our desire for rewards.
- J: I have to admit that's what keeps me playing my children's games. Usually when they're not around!
- A: You're not alone John. But there's more. It would be a mistake to ignore the social aspect of online games – after all, for many, gaming is also a form of social media. Many gamers feel a strong sense of belonging in their online communities, despite the fact that they will probably never meet in real life.
- J: So, you're saying we need to recognize that games fulfill specific needs that we all have.
- A: Yes, well put! Parents and friends of gamers should understand that. It's not about telling someone they can't do something. They should encourage gamers to replace the positive feelings they get through gaming with things like physical exercise. And if it's a serious problem, they should encourage the gamer to see a doctor or health professional.
- J: So, it seems we can have too much of a good thing after all! Andrea, thanks so much for joining us.
- A: Thanks for having me John.

UNIT 6

Lesson 6.4, Listening, Exercise B

6.3

Perhaps one of the most well-known figures in modern British history is the explorer, Robert Falcon Scott. Tragically, he is not famous for his achievement, but for his failure. Scott headed an expedition whose goal was to reach the South Pole before anyone else. On January 17, 1912, Scott, with four companions, finally reached the South Pole, only to discover that a Norwegian party, led by Roald Amundsen, had beaten them to it – by just 34 days. Scott and his men died on their journey home.



Lesson 6.4, Listening, Exercise C

6.4

From the mid-19th century, a number of expeditions had traveled to Antarctica to try and map its extent and find out more about the wildlife and plantlife of this unknown territory. The men who undertook these journeys suffered terrible hardship; sickness, injury, hunger *and* cold were part of their everyday experience. Every single item which the explorers needed *had* to be transported by ship. Then the provisions had to be carried across the ice. These included tents, sleeping bags, building materials, food for men and animals, heating oil, bedding, clothing *and* scientific equipment.

Both Scott and Amundsen set out for *their* final trek to the South Pole within a few weeks of each other. Amundsen's journey *went* smoothly, and his entire team returned safe and sound a month later. In contrast, as *we* have already learned, Scott and his companions were beaten to their goal and ultimately lost their lives. *What* factors led to these *two* totally different results?

Amundsen's only goal was to reach the South Pole before anyone else. In contrast, Scott's expedition *was* meant to be a voyage of scientific discovery and he put together a large scientific team including a zoologist, meteorologist, geologists and biologists. Some experts believe *that* Amundsen's clear focus on a single goal was key to his success.

Scott planned to use a mixture of transportation – motor sleds, pony and *dog* sleds and 'man-hauling'; in other words, the men themselves pulling sleds. *The* first motor sled broke down before they even set out, the second fell through the ice, and the third broke down shortly afterwards. The ponies were totally unsuited to the climate and the heavy work and they all died of cold and hunger. The dogs *were* better-suited to the conditions, but they were worked so hard, and fed so little, that they too died eventually. By contrast, Amundsen's expedition relied entirely on the best Antarctic transportation at the time: dog sleds. *He* hired experienced dog drivers and made sure his dogs were fed properly and only traveled for short distances every day.

Amundsen embarked on his final trek to the Pole from a point much closer than Scott. Advance parties *marked* almost the entire length of the route with flags and frequent food depots which were clearly marked so that they could not be missed by the men in the mist and snow. Scott's *food* depots were located far less frequently. Scott's team frequently lost *their* way and often had difficulty locating these. *The* food which Scott provided was not adequate for his team's needs. Some of the group were *suffering* from 'scurvy', a condition caused by lack of vitamins which slowly but surely weakens physical strength. Amundsen had taken care of providing enough food, including a specially designed mixture which contained vitamins. He supplemented this diet with *fresh seal meat*.

While Scott's story has become a legend of British history, Amundsen's *clear* thinking, expert planning, training and experience meant that he succeeded in his expedition.

UNIT 7

Lesson 7.4, Listening, Exercise B 7.3 C = Caroline T = Thomas

- C: Welcome to *Beyond Brave* with me Caroline Spencer. Today, Thomas Bennett is here to talk to us about tightrope walking. Why has it become such a popular topic recently?
- T: Well, what has brought it to public attention is the exploits of contemporary performers such as Nik Wallenda and Philippe Petit.
- C: Tell us something about these two extraordinary people.
- T: You might say that Nik Wallenda has tightrope walking in his blood. He represents the latest generation of a family who have been circus performers since the 1700s. It was his great-grandfather, Karl Wallenda, who perfected circus acts including the human pyramid, as well as high-wire walking and cycling. He was killed attempting to walk between two skyscrapers in 1978. That's probably why Nik has devoted his life to tightrope walking. In 2011, he successfully completed the same walk in honor of his great-grandfather.
- C: Incredible! I find him a very charismatic figure. But he also uses the power of the media to his advantage, doesn't he?
- T: Oh yes. I think it's partly as a result of his relationship with TV networks that his exploits have reached such a wide audience. It's been estimated that 16 million people watched his walk across Niagara Falls on live television.
- C: You mentioned another great tightrope artist, Philippe Petit, earlier? His accomplishments were made into a film, weren't they?
- T: That's right. *Man on Wire* won the Oscar for best documentary in 2008.
- C: It's a somewhat obscure thing to make a documentary about, isn't it?
- T: Well, yes it is. And to be honest, if the film hadn't been made, I don't think there would have been so much interest in the whole idea of tightrope walking. The film tells the story of Petit's 1974 high-wire walk between the Twin Towers of New York's World Trade Center. His incredibly daring – and I might add illegal – achievement was the focus of the film.
- C: What do you mean 'illegal'?
- T: Well, because the stunt was so incredibly dangerous. I mean ... the guy was going to walk across a wire just two and a half centimeters wide, across a distance of nearly 40 meters which was ... wait for it ... more than 400 meters above the ground. If anything had gone wrong, well – the consequences would have been utterly dreadful. And New York City didn't want to be associated with the possibly tragic result of such an event, so obviously they never gave Petit permission to carry out the stunt. So, the preparations had to be done in secret – examining the site, installing the equipment, the timings, everything. It was a bit like one of those classic bank heists you see in the movies! He and his team had to get up the two towers in secret, fire a guiding rope from one tower to the other with a bow and arrow ...
- C: A bow and arrow?!
- T: That's right! And then Petit crossed – not just once, but four times – backwards and forwards across the wire while a

crowd of thousands gathered below and watched in terrified astonishment. After he'd completed the feat, he was arrested by waiting police officers. The police released him pretty soon afterwards though.

- C: And there's been a more recent movie, hasn't there?
- T: The 2015 movie *The Wire* is a biographical drama of the same story. It's thanks to this that younger people are taking a renewed interest.

UNIT 8

Lesson 8.4, Listening, Exercise B 8.3 S = Scott A = Angela

- S: Today, we're going to be broadcasting live from a space training facility in Germany. With me is scientist and researcher, Angela Schneider.
- A: Good morning, Scott. It's a pleasure to be able to talk to you and your listeners.
- S: So, what do you do exactly, Angela?
- A: I'm a nutritionist by training and over the last few years, I've specialized in research into the effects of a zero-gravity environment on the human body. Good nutrition is critical for human health and of course this is true for those traveling in space, too. It's important that astronauts have a specially designed diet which gives them exactly the right number of calories which they need to do their work and the correct balance of vitamins and nutrients for optimum performance and well-being.
- S: What problems do astronauts face in terms of their physical health?
- A: Astronauts are known to lose bone density during any extended stay in space, and this means they are at an increased risk of bone fractures once they return to Earth, so we've been looking at ways of dealing with that problem. New diet programs include vitamin D and calcium supplements. In addition, astronauts follow a program of resistance training, which has been proved to be very effective in preventing bone density loss.
- S: What other nutrients are important?
- A: That's an interesting question, Scott. Another essential nutrient that we've been studying is iron. As I'm sure you and your listeners know, iron deficiency in the blood can lead to anemia – where you don't have enough red blood cells. Some of the symptoms of anemia are fatigue, dizziness and headaches. So, we were focusing on making sure that our astronauts had enough iron in their diet, but we've come to the surprising conclusion that actually, they end up with an *excessive* amount of iron in their blood as a result of living in space for long periods of time. So, we're looking to actually reduce the iron content in the foods which we provide for our crews.
- S: So ... less of the spinach eh?
- A: That's right! And as well as these vital scientific aspects, we have to make the food palatable for the men and women who are working in space. In the past, some astronauts have complained that the food – in the shape of bite-sized cubes, powders and freeze-dried foodstuffs – was unappetizing and bland. Today, we offer foods which are cutting-edge in terms of the latest scientific research, but which are also ... well, really tasty actually.

- S: Can you give us some examples of what an astronaut might expect to find on the menu here?
- A: Um ... let me see. Duck breast with capers, lobster, chocolate cake ...
- S: No! Really?
- A: Yes, really. We've teamed up with chefs to come up with really delicious dishes. We even have a 'special occasion' menu for birthdays or when there's a change of crew.
- S: That's amazing! Well, Angela. It's been absolutely fascinating to talk to you. Thanks so much.
- A: Thank you!

UNIT 9

Lesson 9.4, Listening, Exercise B

9.3 R = Rob S = Sandy C = Cassie

- R: All right, Sandy? What's up?
- S: Hi Rob. This is my friend Cassie.
- R: Hi, Cassie. Nice to meet you. How are you doing?
- C: Good, thanks.
- R: So ... you just moved here, Cassie?
- C: No, actually. I've lived here for ... let me see ... for four years.
- R: So how come you don't go to our school?
- C: I go to a Steiner school.
- S: How cool is that? Like – so awesome!
- R: Um ... well, I don't mean to be rude or anything, but ... why's that 'awesome' exactly?
- S: Cos it's you know ... it's really *unique* and stuff. Go on Cassie. Tell Rob all about your school.
- C: No, it's OK. You probably don't want to hear about it anyway.
- R: Yes ... no ... I mean, course I want to hear about it.
- C: Well, the ... you know ... philosophy behind the school is that education is about more than just passing exams and learning a ton of stuff.
- S: That's so true!
- C: So, the idea is that you develop as a, well, a whole person. The school is supposed to develop your artistic and practical skills as well as your intellectual ones. Probably *the* most important thing is imagination. You learn to be a responsible ... human being.
- R: Yeah, right!
- S: Be quiet, Rob!
- C: Yeah, sounds silly I know ...
- S: No, no. Not at all. Don't take any notice of Rob. I think it sounds fantastic. I mean ... at our school there's a huge amount of pressure on us to study and pass exams.
- R: Hang on. You're right – there *is* a lot of pressure, but I mean – like – I'd be bummed if I didn't get the grades I want to go to college. So, there *is* a reason behind the pressure.
- S: Yeah, but it's too much. Even the teachers are under pressure. If we don't get good exam grades, then they get into a lot of trouble. These inspectors come around every semester and check *everything*.
- R: Anyway, tell us some more about *your* school. Is it one of those places where you can, you know, do anything you want? Mess around all day? Not go to lessons.

- C: No, it's not like that at all. Maybe I'm not explaining it well. It's more to do with *who you are*. For instance, we're not in classes according to our age – everybody lumped in together just because their birthdays happen to be in the same year. We're grouped according to our interests and stage of development. Each person is treated differently, and you can learn at your own pace and in a way that suits you.
- S: Do you have assembly in the morning, like we do?
- C: No, we start the day with group exercises, recitals and songs. It's supposed to put you in the mood to learn – forget any negative thoughts, get in the right space to really focus. Then we have a two-hour lesson which is always based on one topic. It's not like – first, math, then geography, then English – like most other schools.
- R: So, why's it called 'Steiner' anyway?
- C: Rudolf Steiner was the founder of the whole ... philosophy ... the system. He was this Austrian guy who lived in ... I'm not sure ... at the beginning of the 20th century anyway. Today, there are hundreds of Steiner schools all over the world.
- S: I think you're so lucky, Cassie. I wish I could go to your school.

UNIT 10

Lesson 10.4, Listening, Exercise B

10.3 J = Jonathan A = Antonia

- J: Hiya. Jonathan. How you doing?
- A: All right? I'm Antonia. You here for the interview?
- J: Yep. Been waiting long?
- A: Nah – 'bout five minutes. There's tea and coffee here. D'you want something?
- J: Yeah, I wouldn't mind a cup.
- A: Got it.
- J: Great.
- A: So ... we're both up for the same job?
- J: Yeah. You done anything like this before?
- A: No. You?
- J: Well, I've studied – conservation I mean, so I've done a lot of field trips and stuff. I spent last summer working on the Isle of Skye in Scotland. But the Galapagos ...
- A: What? I've never been to either. I guess you have a better idea of what the job will involve – if you lived in Skye?
- J: Well, it's a commitment. It's somewhat cut off. I know you can fly into Puerto Ayora and then take a boat, but it's expensive and sometimes, the water taxis don't run. That's my only hesitation ... It's a bit of an isolated place to live all year round.
- A: You can say that again. It bothers me a little bit, too, if I'm honest. I heard they have a tendency to cancel flights and boats because of bad weather. You know I, um, I'm not sure how I feel about that.
- J: Yeah. You're right. The job looks great though. Everything I love doing. But I have no desire to be stuck there!
- A: Yes, what a great thing to spend your time doing. You know ... looking on the bright side.



Lesson 10.4, Listening, Exercise C

10.4 **D = Dr. Ramsey J = Jonathan**

D: Jonathan Wheeler?

J: Hello Dr. Ramsey. How do you do?

D: Good morning, Jonathan. Would you like to come on through?
Can I get you anything? Tea? Coffee?

J: A glass of water would be great, thank you.

D: Please have a seat. So ... you've just graduated. Tell me more!

J: Yes, that's right. I have a degree in environmental science
from the University of East Anglia and actually have practical
experience from several field trips.

D: And I see that you worked with the Nature Trust on the Isle of
Skye last year. So, you've worked in a remote area before?

J: Yes, that's correct. I was there for two months. It
was fascinating.

D: And your field trips ... one was studying birds in
Northumberland ...

J: Yes, we studied their natural habitats.

D: And you also went to the Forest of Dean.

J: Yes ... to study the breeding patterns of the deer that live there.

D: Well, that's all good experience. How did you find the physical
side of things? The post requires you to be physically fit – out in
all weather – that kind of thing.

J: Oh, I like hard work. I've done a lot of fencing, maintaining paths
... that kind of thing.

D: OK. And I see here at the bottom of your form that you're very
much committed to the environment and nature – you want to
preserve it, you say here.

J: Yes, I think a lot of things are endangering so much of the
environment – for instance, things like tourism and industry
– and it's happening very quickly. So, while there is still time,
I think we should carry out research and ... hopefully ... we will
protect the wildlife we have – keep it for future generations.

D: One last question. What attracted you to this job
in particular?

J: I really feel that the job is an ideal opportunity for me, and it
involves everything that I enjoy doing.