

## UNIT 1

### Lesson 1.5, Listening, Exercise B

1.4 **T = Teacher Ja = Javier**  
**Am = Amelie Ah = Ahmed**  
**Ju = Junko Ac = Achara**

- T:** Good morning students. I'd like to know about greetings in your countries. So, Javier, tell us about greetings in Spain. I know how to say *hola* but not much more.
- Ja:** Well yes, we say *hola* but also when we meet somebody for the first time and they introduce themselves, we say *encantado*. That's like saying *pleased to meet you*.
- T:** And do people shake hands or kiss on the cheek?
- Ja:** Two men usually shake hands, but they hug if they are good friends. If people meet for the first time, it depends. Men shake hands, while women usually place a kiss on each cheek.
- T:** And Amelie, I guess that's similar in Belgium?
- Am:** Mm, very similar but we're a little more formal. Female friends kiss on each cheek ... sometimes three times. Male friends tend to shake hands. When meeting for the first time, most people shake hands. We usually say *bonjour* and that simply means *good day*. In the evening, we say *bonsoir*.
- T:** Ahmed, how do people greet each other in Oman?
- Ah:** Well, there's a traditional greeting. Male friends say hello by touching noses. It shows they're very close friends. People do this in other parts of the Middle East. In more formal situations, men shake hands, but it must be the right hand, of course. A man doesn't usually shake a woman's hand. There are many ways to greet somebody by speaking, but *marhaba* is easy. It just means *hello*.
- T:** Junko, can you tell us about greetings in Japan?
- Ju:** Well, you probably know that people say *konnichiwa* to say *hello* or *good day*. People bow when they meet. They bow in different ways depending on the relationship with the other person.
- T:** Achara, do people bow when they greet people in Thailand?
- Ac:** Yes, but we only bow our head a little. We press the palms of our hands together and bow our head forward. Not everyone always does this, of course. To say *hello* we say *sawasdee*. Men say *sawasdee khrap* and women say *sawasdee kha*. It's a little difficult to explain properly.
- T:** Well, that was fascinating. Now we're going to ...

### Lesson 1.5, Functional Language

1.5 **D = Daniel L = Liz**

- D:** Hi, Liz. What a nice surprise. It's great to see you.
- L:** You, too ... long time no see! How's it going?
- D:** I'm good. Things are going well. How about you ... what's new?
- L:** Well, I just got back from traveling in Asia. It was amazing.

**G = Gavin C = Claire**

- G:** Let me introduce myself. I'm Gavin.
- C:** Hi Gavin, I'm Claire. Nice to meet you. What do you do?
- G:** I'm working in a bookstore for now.
- C:** Do you enjoy it?
- G:** Well, it's not my dream job but it pays the rent.

**S = Simon T = Tom**

- S:** Would you like another drink?
- T:** Sorry, I have to go now.
- S:** Really, why so early?
- T:** I have my driving test tomorrow ... at 8:30!
- S:** Oh OK. Good luck!

## UNIT 2

### Lesson 2.5, Listening, Exercise A

2.4 **P = Presenter J = Julia**

- P:** Now, I'm joined in the studio by local politician Julia Day. She's going to tell us about a project called *Houseshare*. The goal of the project is to help both old people who are lonely and find it difficult to care for themselves and young people who need somewhere to live.

### Lesson 2.5, Listening, Exercise C

2.5 **P = Presenter J = Julia**

- P:** Now, I'm joined in the studio by local politician Julia Day. She's going to tell us about a project called *Houseshare*. The goal of the project is to help both old people who are lonely and find it difficult to care for themselves and young people who need somewhere to live.
- J:** Good morning.
- P:** Good morning, Julia. Now, what makes *Houseshare* special?
- J:** Well, we have two things happening in society that affect property. One is that we have an aging population – more people are living longer and so we have more older people. The other is that property prices are going up and up and young people can't find anywhere to live. There just aren't enough low-cost accommodations. *Houseshare* is designed to help both of these types of people with one solution.
- P:** Hmm ... that sounds interesting. And, tell us what you mean exactly.

**J:** Well, a lot of older people have a spare room in their house. Maybe they're living alone because their husband or wife died, or their children have left home. They could be lonely or find it difficult to look after the house. *Houseshare* helps people stay in the place they call home. At the same time, for young people it's becoming impossible to find low-cost accommodations. They have no chance of buying a home of their own and rent is so expensive.

**P:** So, older people give a room in their house to a young person?

**J:** That's right. In return, the younger person helps around the house and is a companion for the older person.

**P:** What sort of help does the young person give?

**J:** Well, usually, it's cleaning and cooking. Frequently, the older person needs someone to go shopping or walk their dog. The young person usually has a car and can drive the older person to places.

**P:** I see. How many hours is the young person expected to help? I mean, if they spend all day caring for the old person, they can't go to work or see their own friends.

**J:** The idea is that the young person spends ten hours a week helping and being a companion. He or she pays rent to the older homeowner, but it's reduced. The accommodation is low-cost, but it's not free.

**P:** Hmm. Tell us something about safety. I mean, is it safe for an older person to invite a young person to live in their house?

**J:** The interviews for *Houseshare* are very strict and the young person is asked a lot of questions. They can only move into a house if the organization is totally sure he or she is safe.

**P:** So, is *Houseshare* only operating in the US?

**J:** No, absolutely not. It's successful all over the world. There are projects across Europe and in Australia. It's growing all the time.

### Lesson 2.5, Functional language

2.6 **1** What should I do? Should I move to New York?

**g** I'm not sure it's a good idea to leave home so soon.

**2** Why don't I take care of the kids for you?

**d** Well, only if you're sure. They're no trouble.

**3** You could tell Stuart to start exercising.

**f** Seriously? Do you think he ever listens to me?

**4** Why don't you ask your parents to help?

**a** No, I can't rely on them all the time.

- 5 I think you should try eating at the new restaurant.
- h Thanks, I'll try it. I really like Thai food.
- 6 How about staying with Jill and Martin?
- b Yeah, good idea. They have a spare room.
- 7 There's no cream. What do you suggest?
- c How about using milk instead?
- 8 Let me take you to the station.
- e Well, if you're going that way. Thanks.

## UNIT 3

### 3.4 Lesson 3.5, Listening, Exercise B M = Man YM = Young male YF = Young female

- YM: Excuse me. Can you help us? We need to find the *Europa Guest House*. Do you know it?
- M: The *Europa*? Yes, I do. It's on Vicarage Road, isn't it?
- YF: Yes, that's right.
- M: It's fairly easy. Go straight down this road in front of us ... Station Road ... for about seven or eight minutes. Don't turn off. You'll go past a big hotel, the *Hilton*, and then, after another couple of minutes, you'll come to a big fountain in the middle of the road.
- YM: A fountain ... you mean with water in it?
- M: Yes, it's a roundabout with roads off it. Turn right there and walk up the hill. Take the third turn on the left – there's a restaurant on the corner called *Duke's*. The *Europa* is on the right about a hundred meters up the road.
- YF: Thank you very much.

### 3.5 Lesson 3.5, Listening, Exercise C M = Man YM = Young male YF = Young female

- YF: Thank you very much. Can you tell us how long the walk will take?
- M: From here it'll take about fifteen minutes if you're walking with those suitcases.
- YF: Our bags are very heavy. Is there a bus that goes that way?
- M: You can get a bus from right here. The bus stop's across the road and you want the number 19. To tell you the truth, though, it'll probably take longer by bus than walking ... at least twenty minutes. The traffic's really bad on Station Road.
- YM: Do you know how much the bus trip is?
- M: Yes, every trip in the town center costs one dollar and fifty cents.
- YM: So, that'll be three dollars for the two of us.
- M: Yes, and since you're only going

a few stops, it's a little expensive. You can jump in a taxi and get there much quicker.

YF: And how much is the taxi?

M: It'll be about four dollars ... not much more than the bus for two people.

YF: What do you think we should do?

YM: Let's just get a taxi.

### 3.6 Lesson 3.5, Functional Language, Exercise A

- 1 A: That bag looks heavy. Let me help you with it.  
B: No, don't worry, I can manage.
- 2 A: Here, don't forget your cell phone.  
B: Oh, thanks. I'd be lost without it.
- 3 A: Which way's platform 3?  
B: I'm going that way too. Follow me.
- 4 A: Do I have to change trains on this trip?  
B: No, this one's direct.
- 5 A: Is that the train I want on platform 2?  
B: Yes, hurry up. It leaves in two minutes. You don't want to miss it.
- 6 A: What time does the train arrive in the city?  
B: At 2:35.

## UNIT 4

### 4.4 Lesson 4.5, Listening, Exercise B Speaker 1

The biggest change will be the aging population. By 2050, the number of people over 65 will be three times what it is now. In some places, the largest age group in society will be the over 65s and the average age of the population will be 50. That will mean a huge amount of money spent on healthcare. Imagine if people retire at 60 or 65 and then live for another 40 years. Who will pay for it?

#### Speaker 2

An aging population might have a big impact on education, especially the way students experience further education. Over the next 20 years, there will gradually be fewer 18-to-23-year-olds. Right now, there aren't many mature students but that will certainly change. If the population grows older, the typical student in further education might be 35 or 40. College life will be much more adult.

#### Speaker 3

I'm interested in the buildings of the future. By 2050, most people will be living in cities, and many will live in huge sustainable buildings. People in these buildings will produce their own food. They'll grow fruits and vegetables and have floors where people can raise farm animals and fish. The buildings

will be like vertical towns with shopping malls, banks, restaurants and movie theaters. Some people will leave the buildings to go to work or school, but the biggest buildings might have offices and schools within. Some people will only leave to visit friends or go on vacation.

#### Speaker 4

We know that in the future many more people will live in cities, but it's crazy to say that they'll all live in amazing modern buildings. The truth is that millions will live in extreme poverty in shanty towns – that means areas with houses that aren't built properly and usually don't have electricity or water. These places exist now, of course, but they'll grow far bigger. Some will be home to a million people – they'll be cities inside cities. The police will find them impossible to control.

#### Speaker 5

I'll be interested to see how the internet changes human interaction. In conventional face-to-face interaction, there are rules of behavior that everyone understands. Online, people are anonymous – they don't always use their name or photo, so they can say what they like. They are usually ruder and more aggressive. Maybe we'll get bored of using the internet soon, but if we continue the way we are, we'll forget how to use normal language.

### 4.5 Lesson 4.5, Functional Language E = Emily M = Maria G = Greg D = Dave

- 1 E: Do you want to eat out this evening?  
M: Yeah, I'd love to. Could we try that new Korean place by the bus station?  
E: Yes, sounds great.
- M: Oh, wait a minute. I just remembered that my sister's coming over. She wants to talk about Mom and Dad's anniversary.
- E: Well, that's OK. You can talk about it and then we'll go out for dinner.
- 2 G: Hi Dave, it's me ... Greg. Are you free on Saturday night?  
D: I'm not sure. I'll just check my calendar. Um, Yes, I'm free. Did you want to meet for a drink or something?  
G: Actually, I'm hoping you could babysit. Emma and I are going to the theater.  
D: Yeah, OK then. What time?  
G: Could you be here at 7:30?  
D: I'm so sorry – I can't do that time because I'll be at my Spanish class until 8:00. How about 8:15?

G: Great, 8:15 it is.

## UNIT 5



### Lesson 5.5, Listening, Exercise B

P = Presenter J = Jess

K = Kevin

P: On this morning's show, we're talking about what makes a workplace a happy place. *New Profiles* is a company that is well known for keeping its employees happy. We wanted to know what this small company is doing right, so we invited Jess and Kevin into the studio to tell us. Good morning.

JK: Good morning.

P: First, tell us what jobs you do at *New Profiles*.

J: Well, I'm a designer. I design interiors ... for kitchens or bathrooms.

K: And I work in sales ... on a team of six.

P: And are you both happy at work?

J: Definitely. I've been at *New Profiles* for three years and I love it.

K: I agree. It's very relaxed and people like each other.

P: So, what's the secret?

J: For me it's about making decisions on my own. I mean, nobody tells me what to do and nobody watches what I'm doing. Where I worked before, my boss was always looking over my shoulder to see if I was busy.

P: So, are you usually busy?

J: Most of the day, yes ... but there are times when I don't feel creative. At *New Profiles*, nobody expects me to sit and stare at my computer. I can go out for a walk or play a computer game. An idea will come to me. What's important is the final design ... not how many hours I've worked.

K: Yes, and for me wearing what I like to work is important. At *New Profiles*, people dress in jeans and even shorts when it's hot. Our clients understand our philosophy ... they don't care how we dress. At my last job, I had to wear a suit all day and it was really uncomfortable.

P: Tell me about the physical environment. I mean, is it a pleasant building to work in?

J: It's very stylish and very different from where most people work. The walls are painted different colors and the furniture's very colorful. All the computer chairs are different colors and there is a bright pink couch.

K: Yeah, it all looks really cool, and Jess forgot to mention the pool table in the middle of the staff area.

J: *New Profiles* likes to give something back, too. I mean, one morning a month, each of us does something to help the local community. I go and help at a shelter for homeless people

and Kevin teaches kids computer skills at an elementary school. It's very satisfying.

P: Well, it sounds like a nice place to work. You're both very lucky.



### Lesson 5.5, Listening, Exercise D

J = Jess K = Kevin

1 J: I mean, nobody tells me what to do and nobody watches what I'm doing. Where I worked before, my boss was always looking over my shoulder to check if I was busy.

2 K: At my last job, I had to wear a suit all day and it was really uncomfortable.



### Lesson 5.5, Functional Language

I = Interviewer G = Greg

1 I: Can you tell me something about yourself?

G: I'm Greg and I'm 27. I like my current job, but I'm ready for a new challenge.

2 I: Who are you working for right now?

G: I'm with a company called *The Big Picture*. I'm in the research and development department.

3 I: How long have you worked for them?

G: I've worked for them for six years.

4 I: Do you have any particular responsibilities?

G: I decide on the annual research budget.

5 I: What are your main skills?

G: I communicate with clients confidently and I work well under pressure.

6 I: Are you good at working on a team?

G: Yes, sharing ideas with colleagues is very important.

7 I: Do you have any questions you'd like to ask?

G: Mmm, let me think. I'd like to know a little more about your flextime options.

## UNIT 6



### Lesson 6.5, Listening, Exercise B

P = Presenter

PM = Professor Glynis Mann

P: On *Healthy Bodies* this morning, we've been talking about lifestyles. Now, we're going to talk to Professor Glynis Mann, who studies health and culture in various parts of the world. She's going to tell us why people in some countries are healthier and live longer. Good morning, Professor.

PM: Good morning.

P: So, is health and fitness more about diet or more about exercise and keeping active?

PM: It's definitely both. I think most people know that Japan has the highest life expectancy ... people expect to live longer. In Japan average life expectancy is 86 for women and 79 for men and it's improving all the time. People enjoy a healthy diet with lots of fresh fish and vegetables. Seaweed is especially good for you. At the same time, the government encourages people to join fitness centers, practice martial arts or follow exercise programs at home. On one small Japanese island, Okinawa, people are especially healthy. There are more people over a hundred years old than anywhere else on Earth.

P: And I heard that people in Japan eat a number of small meals rather than one or two big meals in a day.

PM: Yes, that's right. Eat until you're not hungry, they say. In the West, we usually eat big meals and keep eating even when we're already full!

P: I've heard that New Zealand is another place where people have healthy lifestyles.

PM: Yes, now that might be because of the small population. New Zealand is a large country but only four and a half million people live there. There isn't a lot of industry and pollution is just not a problem. Many people have outdoor jobs, and, in their free time, people enjoy healthy outdoor activities, like camping and rock climbing. Rugby is very popular. People in New Zealand eat a lot of red meat, but it's free range meat. The animals are healthy and the meat isn't full of chemicals. Men especially have less heart disease than men in other countries.

P: Now, I'm very interested in why people in Greece are so healthy. It's a place I've visited and I love it.

PM: Oh yes, me too. Again, it has a small population and many people live in small towns. They walk a lot ... maybe five kilometers a day. People eat a very healthy range of natural products ... fresh vegetables and meat from local farms. Everything is cooked in the best olive oil so there's very little fat in the diet. People don't buy all their food in grocery stores ... they visit the butcher, the bakery and fruit and vegetable stands. People see eating as a social activity. They enjoy meals with family and friends whenever possible and they take a long time to appreciate their food.

P: Well, thank you so much, Professor. I think I'm going to have to think more about my own ...

## Lesson 6.5, Functional language

- 6.5
- 1 A: How are you feeling today?  
B: I'm fine.  
A: How are you feeling today?  
B: Not very well, actually.
- 2 A: What are your symptoms?  
B: I have a sore throat and a headache.  
A: What are your symptoms?  
B: I'm coughing a lot.
- 3 A: Does it hurt?  
B: Yes, it's very painful.  
A: Does it hurt?  
B: Yes, it's really sore.
- 4 A: What do you suggest?  
B: Take one of these every eight hours.  
A: What do you suggest?  
B: You could try drinking hot lemon and honey.
- 5 A: What do you suggest?  
B: I think you should rest.  
A: What do you suggest?  
B: Stay indoors and keep warm.
- 6 A: Are you allergic to anything?  
B: Not that I know of.  
A: Are you allergic to anything?  
B: I get hay fever at this time of the year.
- 7 A: I usually get hay fever in the spring.  
B: Yes, I know how you feel.  
A: I usually get hay fever in the spring.  
B: It's very common at this time of the year.

## UNIT 7

### Lesson 7.5, Listening, Exercise B

7.4

- J: Today, we are learning about the history of flying with historian Dr. Kate Young. Kate, surely the history of airplanes isn't that long. The Wright Brothers were the first to fly a plane in 1903, weren't they?
- K: A powered plane yes, and soon after in 1904, Richard Pearse also managed to leave the ground for a few seconds. But long before that, between 1485 and 1500, Leonardo da Vinci designed *flying machines*. He kept his drawings hidden, therefore they weren't discovered until long after his death some 400 years later.
- J: That's incredible.
- K: Well, humans have always dreamed of flying. Long before passenger flight was possible and even much earlier than Da Vinci, in fact over 2000 years ago, people in China were making kites.

- J: Wow, I never knew that.
- K: But you are right to say that most of the major events in flying happened during the 20th century. One of the most well-known events was the disappearance of Amelia Earhart in 1937 while she was flying over the Pacific. Previously, in 1932, she became the first woman to fly solo across the Atlantic.
- J: I thought Amy Johnson was the first person to fly across the Atlantic.
- K: No, just before Earhart in 1930, Amy Johnson flew from England to Australia.
- J: Oh yes, I always get those two confused since they were around at the same time.
- K: Another important date is 1976, the first passenger flight of a super-fast plane called the Concorde. However, the Concorde was very expensive and as a result the flights were stopped by 2003.
- J: Yes, I flew on one back in 1999, a long time ago now! Thank you so much for coming in today Kate. Coming up next on the show ...

## UNIT 8

### Lesson 8.5, Listening, Exercise B

8.4

- F = Father D = Daughter
- F: I've just come back from the town center. I can't believe how much graffiti there is. Especially compared to a few years ago.
- D: Yes, it has really changed around there, but when you say graffiti, do you mean the street art around the mall?
- F: Graffiti ... street art ... it's all the same thing. It looks horrible.
- D: Oh, come on, Dad, those paintings were created by young local artists who won a competition. Some of it's amazing. It makes the mall look so much better.
- F: Hmm, maybe ... I'd prefer nice clean white walls though.
- D: But a lot of people think it's colorful and it gives young artists a space to show off their work.
- F: Graffiti is not just on the walls of the mall. It's on stores, on the sides of houses and all over the bus stops. It costs a lot of money to keep cleaning it off.
- D: I agree, although that's not the same thing. That's just tagging ... you know, spray painting your name.
- F: It's all the same thing to me.
- D: What about artists like Banksy?
- F: Well ... his work is engaging and, another important difference, extremely valuable. People will pay a lot of money to buy his work.

## Lesson 8.5, Functional Language, Exercise A

8.5

- 1 A: The gig has been canceled.  
B: Oh no, you're kidding! I was really looking forward to it.
- 2 A: The tickets cost \$100 each.  
B: For real? You must have more money than sense.
- 3 A: Look, that's Chris Martin over by the bar.  
B: No way! He's just someone who looks like him.
- 4 A: I love this song they're playing.  
B: Yeah, me too. It's so catchy.
- 5 A: This song's number 1 right now.  
B: I don't believe it. It's terrible.

## UNIT 9

### Lesson 9.5, Listening, Exercise B

9.6

- P = Presenter H = Holly Burns
- P: Many well-known stores are having a hard time. The main reason is online shopping. On today's show, is Holly Burns, who is going to tell us what can be done to get people to come into your store. Good morning Holly, welcome to the show.
- H: Thank you, Jack. Yes, it's true that more and more people are using apps and sites to buy what they need. This change happened very quickly and took store owners ... also known as retailers ... by surprise. So they had to rethink their businesses and fight back.
- P: I guess they have had to focus on what they offer that websites can't.
- H: Yes, absolutely and the first advantage is face-to-face service. Online retailers are very lucky in that they have larger audiences and fewer expenses like rent or electricity, but they can't meet customers in person. In stores, real people can smile and talk with customers.
- P: Yes, but a lot of people feel that when sales clerks start talking, they are just trying to get them to spend money.
- H: I don't really agree; customers are frequently looking for advice. They might need to go home to think about it before spending money. So even if the customer doesn't buy something that day, they might come back in the future.
- P: And they'll tell their friends about the nice people who run that store. Now, personally, when I'm shopping, I want to see what products look and feel like. If I'm buying clothes, I want to try them on.
- H: Yes, that's another advantage of main street stores. While many online sites now provide detailed information about sizes and measurements, it's

not the same as actually picking something up or trying it on in front of a mirror.

- P:** And while customers are getting hands-on with the product, the sales clerk can engage them in conversation.
- H:** Absolutely. Now, another advantage that real stores can use, if they are in a small town, is supporting charity soccer games or fun runs in the area. It's great publicity and should bring in new customers.
- P:** And on the subject of publicity, should stores advertise online?
- H:** Yes, of course. Just because a business doesn't sell products online doesn't mean it can't use social media to attract new customers. Posting good reviews of your products and services will also really help.
- P:** Well thank you, Holly. There's plenty for retailers to think about ...



## Lesson 9.5, Functional Language

9.7

**SP = Sales Person**

**C1 = Customer 1 C2 = Customer 2**

- 1 **SP:** Can I help you?
- C1:** Yes, I'm looking for accessories – something for my wife's birthday.
- SP:** What kind of thing are you looking for – gloves, a belt, some jewelry?
- C1:** Gloves are a good idea.
- SP:** The gloves are over there, sir. Let me know if you need help.
- C1:** I like these. I'll take them.
- SP:** Very well, sir. That's \$25. How would you like to pay?
- C1:** By card, here.
- SP:** OK, if you could enter your PIN when you're ready.
- C1:** OK.
- SP:** Thank you, sir. Would you like them gift-wrapped?
- C1:** No, don't worry, I'll do that when I get home.
- 2 **C2:** Hello, I bought this T-shirt yesterday but it's the wrong size. It's a little big.
- SP:** Would you like to exchange it for a smaller one?
- C2:** Actually, I'd prefer to have a refund if that's OK. I'm not sure I like it that much.
- SP:** OK, I can do that if you have the receipt.
- C2:** Yes, here it is. Thanks so much for that.

## UNIT 10



## Lesson 10.5, Listening, Exercise B

10.5

**W = Wife H = Husband**

**SP = Sales Person C = Customer**  
**Wo = Woman**

- 1 **W:** I just don't think we need one.
- H:** We could use it to heat up food from the night before. You can cook a meal to last a couple of evenings.
- W:** I don't want to eat the same dinner two nights in a row. Anyway, if you want to heat up food, you can do it in the oven.
- H:** Not in three minutes! It takes ten times as long in the oven. They're great for heating a meal back up if it goes cold ... I mean if you're called away to answer the phone or something.
- W:** I don't answer the phone when I'm eating.
- H:** Oh come on. Everyone has one.
- W:** I just think they make people lazy about preparing meals. I don't want to do that. Anyway I'm pretty sure they aren't good for your health.
- 2 **SP:** Can I help you or are you just looking?
- C:** Well, both really. I'm looking for now but it's very likely we'll get my mother one of these soon. She's finding it more and more difficult to walk and she needs to get out and about.
- SP:** Well, yes, of course. That's what these are for. They give people some independence.
- C:** And is the price on this one typical? I mean 4,000 dollars is a lot.
- SP:** This is probably the best vehicle we have. It has a top speed of twelve kilometers per hour.
- C:** Hm, that's really fast, isn't it? My mother was never a very confident driver. I don't think it's the one for her.
- 3 **Wo:** Hello, hello, hi, is that Marion?
- Look,** we really love the apartment but it's very hot. We have all the windows open but ... Yes, we knew there was no air-conditioning, but we expected something to keep the place a little cooler. ... I mean the temperature's 36 today. No, there isn't one at all. We've checked all the rooms and all the cupboards. OK, that would be very helpful. Do you think you could bring one fan for the living room and one for the bedroom? OK, I guess one will have to be enough. We'll take it down to the bedroom when we go to bed. How long will it be before you can come around? Really? We wanted to go down to the beach. We don't really want to wait here all afternoon. OK, that's fine, we'll be back here by five and you can give it to us then. Great, thanks.



## Lesson 10.5, Functional language

10.6

**J = Jenny S = Susanna T = Tina**  
**M = Matt**

- 1 **J:** Hello, Cartwright's. Jenny speaking, how can I help you?
- S:** Oh, hello. Is it possible to speak to Mr. Jenner, please?
- J:** I'm not sure. I'll just try to put you through. No, I'm afraid his line's busy. Would you like to hold?
- S:** Actually, I'm very busy myself. I'll call back later.
- 2 **T:** Hi ... hi Matt ... hi is that you?
- M:** Oh, hi Tina. Yes, it's me but I can't hear you very clearly. Could you speak up?
- T:** Can you hear me now? I'm at Grand Central ...
- M:** Sorry, you've gone again. I'll try to call you. Hi Tina, is that better?
- T:** Not really, it's a terrible line. You keep breaking up.
- M:** Well, I'm just picking up the car. I'm in an underground parking garage. The signal isn't very good.
- T:** Why didn't you tell me that? Call me again when you're outside.

## UNIT 11



## Lesson 11.5, Listening, Exercise B

11.3

**J = Jim S = Simone**

- J:** Did I ever tell you about what happened when I was in Libya? You know, when I was working out there years ago?
- S:** No, I don't think so. Why? What happened?
- J:** On one of our days off, we drove out to a desert town with a couple of the local guys from work. They wanted to show us some sights. Anyway, we all got out of the truck and we were walking around. Suddenly, we saw this huge cloud of dust in the distance. It was a brown-yellow color. It was clearly coming our way.
- S:** So, what did you do?
- J:** The guys we were with started yelling. They told us to run back to the truck, which was about five minutes away. By this time, we could hear the wind and started to feel it, too.
- S:** It sounds really scary. What happened next?
- J:** We got about halfway back to the truck and the wind was really strong. I could feel the sand sticking to my face. It was difficult to run as fast as I wanted to. All of the other guys took off their shirts and used them to cover their faces ... you know, to protect their eyes and make sure they didn't breathe in the dust. So we did the same.
- S:** Oh, really? So did you get back to the truck safely in the end?

**J:** Yes, this one guy, Ali, managed to get back to the truck and opened the doors so we could jump straight in. It was only when I was sitting back down that I realized I was covered in sand and dust – but I didn't mind, at least we were safe! None of us could stop coughing and my chest hurt. We all drank about a liter and a half of water.

## **Lesson 11.5, Functional Language, Exercise B**

11.4

- 1 Did I ever tell you about what happened when I was in Libya?
- 2 Why? What happened?
- 3 It sounds really scary. What happened next?
- 4 Oh, really? So, did you get back to the truck safely in the end?

## UNIT 12

## **Lesson 12.5, Listening, Exercise B**

12.5

- T = Tony E = Erica**
- E:** Tony, I've been thinking. When we have the baby, should we get rid of the TV? Should we try living without one for a few years?
- T:** Why?
- E:** Because I don't want her ... or him ... to sit and watch it all day. I mean, when we go to your sister's house, her children just seem to sit around all day watching cartoons.
- T:** Oh please! Sally lets them watch a little more TV than usual when we visit because she wants to talk to us. You know how impossible it is to talk with kids running around.

**E:** Isn't that what kids are supposed to do ... run around?

- T:** Yes, of course ... most of the time. But a little TV doesn't hurt. Personally, I think a limited amount of TV is good for their imagination. They learn from watching TV just like they learn from reading books.
- E:** But they don't learn anything if they watch cartoons all day.
- T:** That's not true. Most shows for very small kids are educational ... even the cartoons. And kids become interested in things they see their parents are watching, like soccer.
- E:** Well, sorry, but I disagree. Look, all I'm saying is let's have no TV while the baby's small. While its brain's developing.
- T:** But what about us? Won't we want to watch TV sometimes?
- E:** We both have laptops and we listen to the news on the radio, anyway. Do we really need a TV in the living room?
- T:** What about us watching TV together ... when there's a good drama or something? Are we going to watch shows on separate laptops in different rooms? That'll be a great start to family life!
- E:** Oh, come on! Anyway, we probably won't have time to watch TV when we have a baby.
- T:** Oh, well, that's the benefit of having kids' channels on the TV. When we're washing clothes or making dinner, we can put the baby in front of the TV for half an hour. It's perfectly normal.

- E:** Now, that's my point exactly! One minute you say children learn from TV and the next you say you'll put the baby in front of it because you're busy. Parents always say their kids will only watch TV for an hour a day and then it becomes two and then three. They should sit and read with them, go out in the yard or bake a cake or something.
- T:** Well, yes ... maybe that's a fair point.
- E:** So, you agree with me?
- T:** Well, I'm not sure about that, but let's say I'll think about it.

## **Lesson 12.5, Functional Language, Exercise B**

12.6

- 1 Oh, please! Sally lets them watch a little more TV than usual when we visit because she wants to talk to us.
- 2 Yes, of course ... most of the time.
- 3 That's not true. Most shows for very small kids are educational ... even the cartoons.
- 4 Well, sorry, but I disagree.
- 5 Look, all I'm saying is, let's have no TV while the baby's small.
- 6 Now, that's my point exactly! One minute you say children learn from TV and the next you say you'll put the baby in front of it because you're busy.
- 7 Well, yes ... maybe that's a fair point.
- 8 Well, I'm not sure about that, but let's say I'll think about it.