

Listening Transcripts

LESSON 0: Welcome! p.5

Listen to the conversation between Christine and Andy and choose a, b or c. There is an example. You will hear the conversation twice.

Christine: Hi there, Andy! When are you starting your trip round Europe?

Andy: Oh, hello, Christine. Well, I'm flying to Vienna on June the 23rd.

Christine: (0)Wow! I'll be in Vienna on exactly the same day! But I'm going there by train.

Andy: That's great! When does your train arrive?

Christine: Er, I think it's 8:00 in the morning. But I'll have to make sure.

Andy: OK. (1)My flight is supposed to land at 10.30. Why don't we meet for lunch?

Christine: Fine! (2)Where shall we meet? How about that nice restaurant in Beethoven Street?

Andy: OK. I'm staying at the Strauss Hotel, in Mozart Street. That's quite close. How long will you be in Vienna?

Christine: About a week. (3)Then, I'm going to Turkey for a fortnight in July. What about you?

Andy: Well, I'm going to Sweden on July the 6th, and I'm going to stay for about a month.

Christine: That sounds good. And when are you returning to the UK?

Andy: Er, I'll be back at the end of August. (4)School starts on the 5th of September you know.

Christine: Yeah, I know! When is your flight?

Andy: It's on August the 28th.

Christine: Wow! So is mine! When do you arrive in London?

Andy: My flight lands at 5pm. Then, I suppose I'll have to get the bus into the city centre.

Christine: Well, my flight arrives at 4:45. I could wait for you in the airport café. (5)Then we can share a taxi.

Andy: That's a great idea! It won't cost much more than the bus. And we'll arrive back in town much faster!

Christine: Great! See you in Vienna, then!

Andy: Right! Bye for now!

LESSON 1a: A Chat about Shopping p.10

Listen to the conversation between Pat and Marge about shopping and choose the correct option. First, look at the questions. The first question is an example. You will hear the conversation twice.

Marge: So Pat, how was your shopping spree (2)in the city then? Did you find anything useful?

Pat: Oh, (0)(1)the kids and I had a great time, Marge! We spent the whole afternoon (2)walking up and down the High Street looking at all the stores. Look, I found these great sports shoes for Gary at Sportworld. Aren't they fantastic? (3)And they only cost 15 pounds!

Marge: 15 pounds for those? Why were they so cheap? Were they on sale?

Pat: Not at all. I got a great discount on them (4)because I paid in cash. I always do. If I'd paid by cheque or credit card, they would've cost 25 pounds. And the shop assistant was such a nice man. He put new heels on my shoes as well – and that only cost me five pounds.

Marge: (5)Really, I don't know how you can stand being on your feet all day. That's one of the main reasons I prefer doing my shopping online. What's more, there are so many online stores on the Web that I can quickly find what I want. And it's so much easier to compare prices online; something which would take you most of the day to do when you're downtown.

Pat: You may be right there, Marge, but for me, shopping is an adventure. I enjoy trying on all the clothes to see if they fit, asking the shop assistants silly questions, (6)having a cup of tea with my friends, or just being out in the fresh air with other people – that's what shopping should be about, Marge.

Marge: Or fighting your way through the crowd in the rain.

Pat: Oh, come on, Marge! (7)Hey, take a look at these great wide leg trousers I bought for myself. Look at the quality – 100% cotton – and I can wear them at work too.

Marge: Hmm, they look really light and comfortable. Where did you find them?

Pat: (8)At Hunterton's – a new clothing store that's just opened right across the road from the post office. It's got a wide variety – and there's a small menswear section, as well. Isn't that convenient? I bought this jumper there for Simon. You know how he can sulk when he thinks you've forgotten about him. It'll keep him warm in the winter.

Marge: (9)Don't you think you overdid it a bit? I mean, buying all these products in one day? You're not exactly a millionaire you know!

Pat: Oh, and I forgot to show you this great little dress I bought for Tessie. Look at that – isn't it so beautiful? We both fell in love with it as soon as we saw it. She says she's going to wear it at her best friend's birthday party this weekend.

LESSON 2a: This Year's New Cruises p.18

Listen to the speaker talking about cruise holidays and complete items 1-20 below. The first question is an example. You will hear the speaker twice.

(0)Have you ever dreamt of travelling far away on a luxury cruise ship? Have you ever dreamt of seeing the wonderful pyramids of Egypt or the ruins of Ancient Greece? Have you ever dreamt of going on a journey filled with excitement, adventure and fun? (0)If your answer to these questions is yes, then you have come to the right place.

As we all know, ladies and gentlemen, for some of us, our summer holiday is a time to relax, but for others, it's a time for adventure and excitement. And what better way is there to either recharge your batteries or have a great time than taking a trip on one of (1)Discovery Cruises' cruise ships?

This year, our company has organised (2)three new cruises, all of which leave from the historic port of Southampton.

The first of our new cruises this year is the *Mediterranean Cruise*. It takes place on (3)The St Helena, which has a capacity of 2,000 people. It lasts 14 days and stops in Algeria, Italy, Greece, and (4)Turkey. This cruise will take you back in time to ancient worlds, where you will learn about how past civilisations have shaped the world we live in today. (5)It starts at 1,500 pounds per person and includes all taxes, meals and drinks.

The second is the (6)North Atlantic Cruise. It takes place on (7)The Discovery, which has a capacity of 2,500 people. It lasts (8)10 days and stops in Scotland, Iceland and Greenland. On this cruise, you will be able to see the beauty of (9)giant glaciers and go on walking tours through the ruins of (10)ancient Viking villages. It starts at 1,200 pounds per person and (11, 12, 13) includes all taxes and meals, but not drinks.

The third of our new cruises this year is the *Grand Caribbean Odyssey*. It takes place on (14)The Atlantis, which has a capacity of 3,000 people. It lasts 21 days and stops (15)in Jamaica, Tobago and Cuba. On this cruise, you will learn about how Europeans first discovered these islands, and (16)about the slaves and famous pirates that used to live there. (17)It starts at 1,800 pounds per person and (19, 20, 18) includes all meals and drinks, but not taxes.

Ladies and gentlemen, part of what makes *Discovery Cruises* so much fun is the amazing number of activities you can take part in. Teenagers can have fun-filled nights at dance parties arranged by our friendly crew members; married couples will enjoy romantic evenings; while for a group of friends, their summer holiday aboard one of our cruise ships will be full of exciting adventures.

LESSON 3a: Chatting to Lady Gaga p.28

Listen to extracts from different interviews with Lady Gaga, a pop star, and choose the correct option. First, look at the questions. There is no example. You will hear each extract twice.

What fans think

Int 1: Well, Lady Gaga, we're big fans of yours in my house. My kids love you. They went to see your live show last week, and they have even introduced me to your music. (1)I know you've performed in the UK before, um, what do the people over here have to say about you? Do they like the fact that you're so different?

Gaga: Well, I really love it here – everybody over here has been so kind to me and I'm so excited when I perform here. And I think that (2)my fans

enjoy the fact that I'm different. You know, people today are bored with "routine and cliché" – their lives are so full of that – they see me as a kind of escape from their "routine".

Int 1: And do you have fans all around the world – um, in Eastern Europe and Japan, for example?

Gaga: Yes, I'm actually planning to do a couple of concerts in Eastern Europe and Japan in the near future.

The early days

Int 2: (fade in) ...What did your close friend tell you when he heard you sing?

Gaga: Well, he said that I've got a wonderful voice and maybe he should introduce me to his uncle who's in the music business.

Int 2: And, what was the result?

Gaga: His uncle is Don Lawrence, and anyone who's in the music business knows that **(3)Don Lawrence is one of the best music teachers in the world.**

Int 2: So, you could say that he was the one who managed to put you in the right direction?

Gaga: Yes, **(3)he helped me to improve my singing and (4)persuaded me to start writing music.**

Her influences

Int 3: So, where do you want to be in five years' time? Um, what are your goals?

Gaga: Well, I want to be right here where I am now. **(5)At this moment, I'm very happy with what I've managed to do over the last few years, I mean um, working in the music industry and being so successful. I love it and wouldn't change it for the world!**

Int 3: What has been an important influence for you in bringing out your new album?

Gaga: Um, it's everything – it's pop, it's rap, it's a little bit of, um, hip hop, a little R&B, it's got that dance music, it's got electro...

Int 3: Apart from the musical influences, what about, er, politics, and **(6)our modern lifestyles, have they been influences, too?**

Gaga: Of course, – I think about everything when I'm writing. I'm always being influenced by a whole lotta things. I'm like a giant sponge that sucks up everything around itself.

More than just a singer

Int 4: Today, Lady Gaga is visiting a charity project in Manchester. She will be joining 50 young people at Body Positive, a support centre for disabled people. **(7)Using a paintbrush instead of a microphone, she's going to help turn an old car park into a beautiful garden open to anyone who's disabled. When did you start doing this kind of thing, Lady Gaga?**

Gaga: Er, well, doing charity work is not new to me. I've been doing it for years. My parents taught me to do everything I could for those in need. For example, when I was at school in New York, I spent hours working with young people who wanted to learn about the theatre. It was for kids who didn't go to schools with good theatre facilities. It was great helping them, and I believe **(8)we should all find time for those who need our help.**

LESSON 4a: The City of the Futurep.36

You are going to hear someone talking about FutureRama, a futuristic city. Decide whether the sentences below are True (T), False (F), or Not Stated (N/S). You will hear the recording twice.

After nearly 300 meetings, engineers and architects have finally shown us what FutureRama will look like. This city of the future has been designed to be the most technologically advanced city in the world. **(1)It will be home to 14,000 people** and will use the newest ideas on how to manage transportation, energy, water and rubbish.

Work has already started **(2)on the man-made island where the city is being built.** FutureRama has been designed to be as independent as possible and it will produce its own energy and recycle all its rubbish. After analysing the weather in the area, architects and engineers decided to **(3)build the streets and buildings so as to get as much sunlight as possible.** This will save energy on heating, cooling and lighting. The residential skyscrapers are positioned in such a way that **(4)90 percent of residents will be within a 10-minute walk**

of the city centre. **(5)Solar panels will cover the tops of the skyscrapers to provide hot water for the whole city.** This, together with the **(5)windmills on the hills to the south of the city, will produce enough energy for the city,** and there will probably be enough to export as well.

FutureRama will be able to provide enough food for all its residents, too. **(6)The engineers' plans include a huge organic farm located just outside the city.** All organic rubbish will be used to make the farm's soil richer. The city will get its water supply from a huge artificial rain-collecting lake a short distance away. Rainwater will also be collected from the streets and carried to the lake by huge underground pipes.

FutureRama's plans also show an advanced public transport system which uses solar and wind energy. It will have **(9)a pollution-free train system that will take anybody anywhere on the island for free.** Cars will not be allowed on the island, except for those on business; **(10)residents who own cars will leave them at the island's huge car park near the harbour.**

Everyone believes that FutureRama will be an amazing opportunity to lay down new foundations for a pollution-free future.

LESSON 5a: Horoscopesp.46

Part 1. Short Statements

You will hear six sentences twice. Choose the best response to each one.

Example: You will hear: Why do you buy this gossip magazine?

You must choose between:

- It's a little expensive.
- I don't care what they say about me.
- There's not much in it.
- I enjoy reading its horoscope section.

The best answer is 'd': I enjoy reading its horoscope section.

You now have one minute to look at items 1-6.

- You're a Capricorn, aren't you?
- We're going to face a lot of problems at work this week.
- What does my horoscope say for next week?
- But I need to contact Dr Harrison today. Do you have his mobile phone number?
- How many animals are there in the Chinese Zodiac Calendar?
- We're determined to take whatever steps we need to solve these problems.

Part 2. Short Conversations

You will hear two short conversations. Listen to them and choose the best answer to the questions below. You will hear each conversation twice. You will have 30 seconds to look at items 7-10.

Conversation 1

Man: Hi, Jane, what are you doing?

Woman: Oh, I'm just reading this article on the Chinese Zodiac. It's quite interesting.

Man: The Chinese Zodiac? What's that all about?

Woman: Um, it's something like our horoscope, but you don't have a star sign that is based on the day or month you were born in, you have an animal sign.

Man: An animal sign? That's strange. And what's it based on then?

Woman: **(7)It's mainly based on the year you were born in.** And the Chinese Zodiac is made up of 12 animals. Let's see, ... you were born in 1985, is that right?

Man: Yes, on the 22nd of June.

Woman: The day and the month aren't that important, just the year. Mmm, let's see. 1985, **(8)so that means ... your Chinese Zodiac sign is, (laughs), the pig.**

Conversation 2

Woman: I can't believe the number of **(9)online horoscopes** on the Web, Jack.

Man: Yeah, I know. There's just so many of them that it's difficult to decide which one to read.

Woman: **(9)I've found a good one.** Take a look here. MyStarSign.com; it's great and very easy to use.

Man: Yeah, but how do you know the information and advice it has are any good? Most of them are a bit disappointing.

Woman: **(10)Be a bit positive for once in your life, Jack!** Look over here, in this box on the right. Anyone using the site can answer a few questions

about it. Have a look at these statistics ... see ... over 80% of the site's visitors are happy with it and over 70% of them say that the site's predictions are accurate.

Man: Hmm, that sounds good. What does it predict for my star sign for the coming week, then?

Woman: Let's have a look.

LESSON 6a: Discussing Dreams p.54

Listen to a discussion in a university classroom. Look at the student's handwritten notes and fill in the missing information. Write up to two words. You will hear the discussion twice.

Professor: So, for the last five minutes of today's lesson, we'll be talking about dreams again. I'd like you to take notes of what we say so that we can discuss them further in tomorrow's class. Now, which of you can remember a dream you've had recently?

Sheila: Er, I can. It's not that recent, but I keep having the (1) same one. It comes back to me every (2) couple of (3) weeks or so.

Professor: Ah, those don't happen very often. Tell us what happens in it, Sheila!

Sheila: Well, it's like, er, I'm in the shopping centre with my mum and we're (4) shopping for clothes. We go from one shop to the next and I, um, can't find a pair of jeans to fit me. After walking for hours and hours from one shop to the next, I eventually find a pair, but then I don't have (5) enough (6) money on me and the shop doesn't accept credit cards.

Keith: That's probably because you are always thinking about your (7) weight and how to get slim.

Sheila: Do you think so, Keith? Maybe it's just because (8) I love shopping.

Ted: I think it's because you're worried about not having enough money.

Sheila: Well, that's certainly on all our minds, isn't it? Especially yours, Ted – so I'd watch what I say if I were you.

Professor: Now, now, let's stay on the subject. What Keith and Ted have just said about dreaming may be true, but do things that are on our minds really affect us so much that we end up dreaming about them?

Mike: Look, you all know how much I love the (11) sea. In my dream, I was (9) sailing around the (10) world on a yacht. We stopped off at all these beautiful islands in the Pacific and ate fresh fish and fruit around the campfire every night.

Professor: That's probably because you want to escape from your (12) daily (13) routine, Mike, not because you like the sea. You've told me time and time again that you are only taking this course to please your parents.

Mike: Do you think that's what it is?

Keith: I think it's because he loves healthy eating. He never eats in the (14) university cafeteria and always (15) boils his food – he never fries anything, either.

Mike: That's because fried food is not very good for you.

Professor: OK, that's it for today. Be ready to discuss these two dreams tomorrow. Let's see if we can really find out why Sheila and Mike had them.

LESSON 7a: An Excursion in Southern England p.64

Listen to a tour guide explaining the day's programme to a group of tourists. For items 1-10, decide whether the sentences below are True (T) or False (F). You will hear the tour guide twice.

Now, I know it's a little early for most of you to be up, but I'd like you to take a close look at the map I've just given you so that you can see where we'll be going on our excursion today. (1) Before we get on the bus, I'd like to tell you about the places we're going to see.

Today, we'll be visiting the Avebury Stone Circle, Stonehenge, Salisbury Cathedral and Salisbury Museum. They are all located in Wiltshire – over here, to the west of London, as you can see.

It should take us about an hour and a half to get to our first stop, the Avebury Stone Circle. This 4,500-year-old site is thought to have been a religious monument and was probably only used at certain times of the year. (2) It is

one of the largest stone circles in the world, measuring a quarter of a mile across, and (3) unlike Stonehenge, it is open for visitors to wander right up to and among the stones.

(4) The Great Ring is made up of 98 stones which surround two smaller rings of about 30 stones each. These huge stones, each weighing 40 tonnes or more, were brought from the nearby Marlborough Downs. Unfortunately, many of the original large stones were broken up and used to build cottages in the nearby village.

Next, we'll visit the fantastic site of (5) Stonehenge. Now, don't be disappointed if it appears smaller than you expected when you first see it; that's only because it stands alone on the huge Salisbury Plain. Believe me, the closer you get to it, the more you will appreciate it.

For centuries, people have been asking questions such as 'What is Stonehenge?' 'Who built Stonehenge?' and 'What was Stonehenge used for?' Thanks to today's archaeologists and scientists, we now know the answers to some of these questions. (6) Some say Stonehenge was used as a religious site. Another theory is that Stonehenge was built to calculate the calendar and seasons. Whatever the case may be, I'm sure you will all enjoy visiting this great prehistoric monument.

After leaving Stonehenge, we'll go into the town of Salisbury to visit the town's cathedral and museum. (7) First, we'll have a late lunch at a pub called "The King's Arms", and then (8) we'll take a leisurely walk through this pretty town to the cathedral. (9) Salisbury Cathedral is one of the finest medieval buildings in Britain. It was built in the 13th century and, if you like, you can walk up the bell tower's 332 steps. From there, you'll have a beautiful view of the surrounding countryside.

Next, we'll be visiting the town's museum. Salisbury Museum is home to all the things the archaeologists have found at Stonehenge. (10) Here, if you like, you can watch a free documentary of how Stonehenge was built and discovered. There's a lot more fascinating stuff in this museum, but I'll tell you more about it when we're on the bus.

OK, could you please make sure you have whatever you want to take with you on today's excursion because we'll be leaving in about 10 minutes.

LESSON 8a: An Interview with Jamie Oliver p.72

Listen to a radio interview and choose the correct option. First, look at the questions. You will hear the interview twice.

Woman: Tonight, I'll be interviewing Jamie Oliver, (1) who I'm sure needs no introduction. We'll be discussing his Food Revolution – no, not the TV show, but the philosophy behind the movement. Jamie, what's the Food Revolution Movement all about?

Jamie: Er, it's about protecting our health by changing the way we eat. It's a movement for everybody to get involved in. It's also about educating people about food and showing them that by making only a few small changes, magical things will happen.

Woman: And how did it all start?

Jamie: Hmm. That's hard to answer. Er, it must be that I have kids of my own now, and would like all children to know the difference between good and bad food. (2) I'd also like people to know how to cook healthy foods so that they can be aware of the dangers of bad eating habits. After all, heart disease and diet-related illnesses are the biggest killers today. If people cooked more at home, they'd have more choices and feed their families better - (3) and for much less money than takeaway restaurants charge. We're in a world where we care more about our jobs than our health. I'd say my being upset about all these things is how it began.

Woman: So, your movement wants to get rid of all junk food in the world, right?

Jamie: No, (laughs), not at all. It's about (4) sharing information and knowledge so we can change our eating habits and have a healthy society once again.

Woman: Exactly what's happening to us as we consume more fast foods and processed foods?

Jamie: Well, I think it's pretty simple really: fifty years ago, we had a different lifestyle. (5) We had plenty of time to cook fresh food and eat at the table with the family. But then, as our lifestyles changed, fast foods and heavily processed foods became popular. They've even helped to change the way we live. Let's face it - children and

parents hardly speak to each other nowadays.

Woman: (6)But it's normal for some changes to take place in society, isn't it?

Jamie: Yes, when it's for society's good. (7)But look at how many people with weight problems there are around you! What's more, there are also lots of thin people suffering because the fast food they're eating is affecting them, too. Our society needs to wake up and start realising that the food companies shouldn't be telling us what to eat; we should be telling them what to make! Let's face it; today's food is killing us.

Woman: Don't you think you're being a little dramatic?

Jamie: Dramatic? Look, we're in danger of completely losing touch with what food is all about. I've worked all over England and America, and I've been in homes with no kitchen table. I know that's got nothing to do with health directly, but (8)it means there's no sitting down to eat together, no more conversation. I've seen kids eating with their hands instead of knives and forks. I think that's shocking. If our kids don't learn about food at home, we've got to teach them about it at school.

Woman: What can our listeners, as parents, do then?

Jamie: (9)You need to know where your food is from. And if it's processed and full of E numbers and things you can't understand, you should avoid it. Er, as a parent, now's the time to be worried and do something.

LESSON 9a: A Geography Lesson p.82

Listen to the geography teacher talking to her pupils and fill in the missing information on the map of New Zealand. You will hear the teacher twice.

Ms Davidson: OK, boys and girls. As we said yesterday and as you can see on the map I've just given each of you, New Zealand mainly consists of two big islands, North Island and South Island, and a very small one to the south. (1)The country has a total population of about four million five hundred thousand people. Most of them are Europeans, but many Asians and Maoris live in New Zealand, too. (2)Approximately three million people live on North Island and (3)about one million five hundred thousand people live on South Island. Does anyone remember what the two biggest cities on North Island are called? Yes, Kim.

Kim: Er..., Christchurch and Wellington I think.

Ms Davidson: You've got one of them right, Kim. Wellington and ... can anyone remember the name of this island's second city?

Dave: Isn't it Auckland, Miss?

Ms Davidson: That's right, Dave, Auckland it is. Please write the names of the cities on your maps. Let me spell them for you. (7) Wellington is the city on the south coast of North Island all the way down at its tip. It is spelt W-E-L-L-I-N-G-T-O-N. (4) Auckland is located further north on the west coast, and that is spelt A-U-C-K-L-A-N-D. Now, what about the main cities on South Island? Can anyone remember what they're called?

Kim: Christchurch.

Ms Davidson: (laughs) Yes, Kim, (8) Christchurch is located towards the top of South Island ... on its east coast. That's spelt C-H-R-I-S-T-C-H-U-R-C-H. And the other one? Do you remember, Mark?

Mark: Er, isn't it Sunheathen or something like that?

Ms Davidson: Mmm ... Not quite, but that was a good guess, Mark. (9) Its name is Dunedin, and it's located on the east coast, too, but further south. That's spelt D-U-N-E-D-I-N, by the way. Now, the highest mountain in New Zealand is Mount...?

Dennis: (5) Mount Cook!

Ms Davidson: Well done, Dennis! (5) And it is part of the mountain range called the Southern Alps, which are situated along the west coast of South Island. That's an easy one to spell, C-double O-K, as I expect you all know. Now, as we said yesterday, because New Zealand gets so much rain, it has a great many rivers. (6) The longest one is located on North

Island and it is called the Waikato, that's W-A-I-K-A-T-O, with a total length of 425 kilometres. Now, I think we've basically finished with New Zealand. For the rest of today's lesson, we will be discussing Japan and its neighbours.

Jane: Er, Miss, we haven't filled in the name of (10) this tiny little island at the bottom of the map!

Ms Davidson: Oh, yes, Jane, you're absolutely right. (10) It's called Steward Island – that's S-T-E-W-A-R-D. It's the third island that makes up New Zealand. Only about 500 people live on the island, and 85% of it is a national park. Now, where was I? Ah, Japan; that's right. Well, children, I'd like you to put away your maps now and open your books on page 24. Does anybody know what Japan is most famous for ... (fade out)

LESSON 10a: Dangerous Animals & Animals in Danger p.90

You will hear three short conversations. Listen to the conversations and choose the best answer to the questions below. You will hear each conversation twice.

Conversation 1

Woman: It must have been great to get out of the office for three weeks and (1) that sounds like a fun thing to do on holiday. What else did you do while you were in Indonesia, Ken?

Man: Oh, the hotel we were staying at had a lot more daily excursions for us to choose from. We even took a boat trip to a few of the smaller islands once. Did you know that some of them are home to the Komodo dragon?

Woman: The Komodo dragon? What's that?

Man: It's the largest lizard in the world and can measure as much as 3 metres in length.

Woman: Eewww! I don't like the sound of that!

Man: It's quite a fast runner, too, and (2) it's pretty poisonous. It eats meat and there are even stories of people being killed by Komodo dragons.

Conversation 2

Man: So, what can each of us do to help?

Woman: Well, the first step towards saving these animals is (3) to find out as many facts as we can about them. If we know something about them, for example, where and how they live, and what the gorillas need to survive, then it will be much easier to help them.

Man: So, cutting down parts of the rainforest might be harming these animals, then.

Woman: That's exactly what I've been trying to tell you for the last ten minutes.

Man: But, you don't see my point. (4) We need that land in order to grow crops.

Woman: (4) There's plenty of other land out there for you people to use. You don't need to cut down the rainforest, for goodness' sake!

Man: I still think that it's the hunters that are doing the most damage, not us.

Woman: Look, you may not be killing these animals off directly, but believe me, you aren't allowing them the space they need to survive as a species. In the end, you're probably causing more damage than the hunters are.

Conversation 3

Woman: I agree with what you are saying, but (5) extinction is a natural process. Look, the dinosaurs are a perfect example of what I'm talking about. They existed for around 100 million years and they disappeared naturally. New species of animals simply evolved to replace them.

Man: Yeah, but there were no weapons back then, which means extinction was always a natural process, not like it is today.

Woman: But man has always hunted and killed animals for food and clothing.

Man: Not for pets and souvenirs, though. Monkeys are captured to be sold as pets and elephants and rhinos are killed to make luxury items. That never used to be the case.

Woman: Personally, I don't think pets or souvenirs are behind any extinction.

Man: OK, then. What about this, then? (6) Because the number of humans is getting bigger all the time, animals and plants have to live and grow in smaller and smaller areas. That's why so many of them have

become extinct. We've also polluted so much of the land and sea that many species are finding it difficult to survive.

LESSON 11a: To Work or Not to Work? p. 100

You will hear three conversations. For each conversation, you will have to answer three questions. Listen to each conversation and answer the questions. You will hear each conversation twice.

Conversation 1: Part-time Work

Jane: (1) Spring break will be starting soon, Maggie, and I don't have any money to go away.

Maggie: Well, Jane, I'd start thinking about getting a part-time job if I were you. You're in your third year of college already, and you haven't done any part-time work yet. You can't rely on your parents to pay for your holidays and all your bills forever, you know!

Jane: A part-time job? Hmm, that sounds like a good idea. But who would want to hire me? I don't have experience in anything!

Maggie: Not having any experience shouldn't be a problem. Look, you're good at drawing and designing things, why don't you ask James if he wants some help designing websites? I know that (2) he needs a second graphic designer because he has taken on more work than he can handle lately.

Jane: Hmm, I don't think I'm cut out for designing websites. You see, I might be good at art and drawing, but (3) my computer skills aren't good enough to use those design programmes.

Maggie: Well, why don't you try giving private lessons to schoolchildren then? The money's good and you have the patience for that kind of work.

Jane: That's not a bad idea at all, Maggie. I think I'll place an advertisement in the paper today.

Conversation 2: Teen Work

Janine: (4) How old is Kenny now, Mabel?

Mabel: He'll be 15 next month.

Janine: 15 already! My, how time flies! I remember when my Vanessa turned 15. She thought she had grown up overnight. The day after her 15th birthday, she started looking for work.

Mabel: Isn't that a bit young, Janine? Doesn't the law say that you must be at least 16 to start work?

Janine: Not at all. (5) By law, as soon as children are 14, they are allowed to work, as long as they don't work more than three hours a day. Oh, yeah, and, they can't work after 7pm during the school year.

Mabel: I wouldn't want Kenny to find a job just yet. I'd prefer him to concentrate on his studies.

Janine: I think a part-time job will help him improve his grades. He'll become more responsible, Mabel. Trust me.

Mabel: More responsible? Why is that?

Janine: Because he will not only learn to work to a schedule, but he will also have to do things he doesn't enjoy – like waking up early in the morning if he has to deliver newspapers.

Mabel: I can't see Kenny delivering newspapers. (6) You know how much he likes sleeping in in the mornings.

Janine: That's exactly my point. Maybe a part-time job delivering newspapers is just what Kenny needs.

Conversation 3: A Job Interview

Man: So, how long have you been out of work, Mrs Jones?

Mrs Jones: Mmm, it's been about six years now.

Man: Six years is quite a long time to be out of work. Why is that? Is it because you haven't been able to find a job that you like? (7) I see that you have plenty of qualifications for this position as sales assistant.

Mrs Jones: No, no, it's not that at all. (8) I had twins about five years ago, and I stopped my career so that I could look after them. I needed a break, too, because the job I had at the bank was very stressful. The salary was great, but I'd never have had the energy to be a proper mother after coming home from such a tiring job every day.

Man: Twins? That's lovely! Do you regret your decision to stop work?

Mrs Jones: Sometimes, I feel that I could have taken on another job – a part-

time one, of course. On the other hand, there are times that I think that I was glad to have brought them up. No matter what anyone says, there's no better mother for children than their biological mother. And with the cost of babysitting these days ...

Man: (9) Hmm. I know just what you mean. I remember when my wife and I had our first baby, she kept working (9) and we spent most of my salary on babysitters. Anyway, let's get back to what we should be talking about.

LESSON 12a: Wishes and Regrets p. 108

Part 1. Short Statements

You will hear six questions or statements twice. Choose the best response to each one.

1. Don't you wish you were taller?
2. Hi, Dave, come on in! If I'd known you were coming, I would have cooked another pizza.
3. Mr Taylor would have found you a good job if you had stayed in New York.
4. If my flight to Rome is delayed, I'll miss my connection to London.
5. I regret missing that new award-winning film that was on last month.
6. You shouldn't have bought this dress. It's very old-fashioned.

Part 2. Short Conversations

You will hear four short conversations. Each conversation has a short title to tell you what it is about. Listen to the conversations and choose the best answer. You will not hear the question; you will see it and read it. You will hear each conversation twice.

Future plans

Vanessa: What are you going to do after you graduate, Carl?

Carl: I'm not sure, Vanessa, but I do know that I want to travel. I wish I could go to Spain to visit some friends I met at college.

Vanessa: (7) I've always wanted to visit Europe, especially France. If only I could spend a couple of weeks walking around the streets of Paris and visiting its museums.

Carl: That sounds great. My uncle has a restaurant in Boston. He says I can work for him until I save enough money for the trip.

Vanessa: I wish I had an offer like that. Er, I don't suppose he needs any waitresses, does he?

A dentist's appointment

Woman: I've made a dentist's appointment for you on the 15th of the month.

Man: The 15th? But I'll be out of town then, Jane. I've got a sales meeting in Atlanta then.

Woman: Oh, how was I supposed to know?

Man: (8) You're always organising things for me without asking. I wish you'd stop doing that.

A weight problem

Man: If only I could get rid of this stomach of mine! My trousers don't fit me anymore.

Woman: Well, you should stop drinking all that beer if you want to do something about it.

Man: What am I supposed to drink in this heat? Red wine?

Woman: You could make do with mineral water from time to time. Or what about some iced tea?

Man: Huh! (9) Imagine what the boys at the club would say if they saw me drinking iced tea!

A friend's advice

Sally: (10) I'm so exhausted when I come home from work that I don't have the energy to do anything except sit on the couch and watch awful soap operas.

Jasmin: Why don't you start doing some exercise, Sally? You'll be surprised how energetic you feel after an hour in the gym and a nice cold shower.

Sally: (10) I know, but I get home so late every day. If I had more time, I could try to do some exercise after work.

Jasmin: Well, how about going to the gym during your lunch break then? You'll feel refreshed for the whole afternoon.

Sally: Hmm, that's an idea. Thanks for your advice, Jasmin.

LESSON 13a: News Reports on Youth Crime p.118

Listen to the newsreader and choose the correct option. First, look at the questions. You will hear the newsreader twice.

Cheryl: And now, over to our crime reporter, James Fullham.

James: Thank you, Cheryl.

Our first story tonight involves the kidnapping of an 11-year-old schoolboy, Jeremy Heath. Jeremy disappeared two weeks ago, on his way home from school. **(1)**He was found wandering in the woods near his house a week later and police believe he had been alone there for at least two days.

(2)Two teenage boys have been arrested in connection with the incident and were taken to court on Monday, where they were accused of kidnapping Jeremy Heath. **(3)**The police are still investigating the crime to find out whether the teenage boys committed the crime themselves or whether they had help from someone older. Detectives are also trying to decide whether to arrest a third child, a 12-year-old girl, who was with the teenagers when the crime was committed.

And in our second story tonight, a new law has been passed which **(4)**aims at stopping young criminals from continuing a career in crime.

The new laws state that children under 10 will not be allowed on the streets without supervision after a certain time in the evening. These laws will also help to make sure children attend school regularly and **(5)**keep away from particular people or places. The authorities believe that the new laws will help to reduce the number of crimes committed by young criminals.

However, **(6)**not everyone agrees with the new law. Many people think that the new law is unfair as it goes against the human rights of children. **(6)**They say that it will not solve the problem of youth crime as the only way to deal with this problem is to increase the number of police patrols.

And in our third story, **(7)**Scottish authorities are worried about the increasing number of children that are kept in Scottish institutions for longer than 12 months. Prison inspectors completed their study last month and they were shocked to discover that many children had been in prison for over two years. For example, several young people at **(8)**Falkirk Institute, for 16 to 21-year olds, had been there for more than three years. In fact, there was one extreme case of a boy being kept there since he was 11.

The study suggests that many Scottish authorities are going against children's rights. It advises that **(9)**"a child should only be sent to prison when there are no other options available and then only for the shortest possible period of time."

And finally, a more optimistic story: "Crime Doesn't Play" - this clever opera with hip hop music has been created to try to keep teenagers away from a life of violent crime. **(10)**The idea was thought up by an organisation called Urban Awareness, which is based in south London, and it uses music, video, and dance in an attempt to make children aware of the dangers of violent crime. It will be playing for approximately two months at the Urban Theatre in Harriet Road from the 15th of this month.

Over to you again, Cheryl, ...

LESSON 14a: A Personal Development Course p.126

Listen to the university professor and choose True (T), False (F) or Unknown (U) for the statements below. First, read through the statements. You will hear the university professor twice.

I'd like to welcome everybody to Essential Life Skills 101, and thank you all for choosing to enrol for this course. **(1)**Today is the first time that this lesson is being taught at this university, and the aim of this course is to help your personal development so that you can become happy and productive members of society.

So, what exactly is personal development? Well, the answer is pretty simple. It's the attempt to develop and improve ourselves as human beings - in other words, to be the best we can be with all that we have.

(3)Let's face it, we all want to live full, productive lives but, sometimes we just don't know where to begin. There is too much information 'out there' so it can be very confusing when you try to sort it all out. Furthermore, **(4)**there are so many different theories and techniques on Essential Life Skills that it's hard to choose the right one. Depending on the problem, what seems to work for one person, may not necessarily work for another.

One thing, however, is certain. If you want to do something with your lives when you leave this university, you must have some life skills. So, where do

you begin?

(5)First of all, you must know who you are, what you want, and what you are capable of accomplishing. You must then decide which values, goals and principles you will use to guide your actions. As you continue on the journey of personal development, you will see that there is much more knowledge and information to discover than you ever thought possible; knowledge about yourself, knowledge about others, knowledge about life and the world around you. We've all heard about famous and successful people who have not been able to find personal happiness. Believe me, no amount of fame or fortune could fill the emptiness they felt inside. That's what Essential Life Skills 101 will help you avoid.

(7)Often, the hardest part in doing something is getting started. However, once you do, it gets much easier. You will begin to feel good about what you're doing and you'll want to continue. You will want to keep improving yourself and you'll want to become the best that you can be.

To assist you, **(8)**I will encourage you to read and explore newspaper and magazine articles on the arts and sciences, philosophy, politics, the environment and, believe it or not, sport. **(9)**We often tend to forget how much sport contributes to personal development and balancing a person's personality.

To pass this course, you will have to do a 5,000 word project from the list of topics you have in front of you. **(10)**There will be no final exam for this course but your participation in class will count 50% towards your final grade.

LESSON 15a: The Legend of Robin Hood p.136

Listen to a mother reading a bedtime story to her son and choose True (T) or False (F) for the statements below. First, read through the statements. You will hear the speaker twice.

Now, ... let's see, which one shall I read to you tonight? Ah! Here's a good one! "The Legend of Robin Hood"! Right, are you ready?

About 800 years ago, there were many great forests in England. The most famous of these was Sherwood Forest, where a group of brave men lived. All of these men had done something that was against the laws of the land so, **(1)**in order to escape punishment, or even death, they had left their homes and hidden in the forest. There, **(2)**they lived among the trees, robbed rich travellers that came that way, and gave the money they stole to the poor.

There were hundreds of these people, and their leader was Robin Hood. **(3)**They wore green costumes and **(4)**armed themselves with bows and arrows. Whenever they stole anything, they kept just enough for themselves to survive, and then divided the rest among families who didn't have enough to live on.

One day, as Robin was crossing a narrow bridge in the forest, **(5)**a huge stranger appeared in front of him. Robin asked this gigantic man to join him and his men. So, **(5)**Little John, as they called him for fun because he was so big, became Robin's best friend and helper.

Robin Hood's greatest enemy was the Sheriff of Nottingham, who wanted to marry a beautiful lady called Marian. However, Marian didn't love him because he was an evil man and was very cruel to the poor people of Nottingham. **(6)**When the Sheriff tried to force Marian to marry him, she ran away to Sherwood Forest. She became one of the forest people and, eventually, she and Robin fell in love and got married.

The Sheriff was extremely angry and tried to catch Robin and Marian many times, but he always failed. He even organised an archery contest, feeling sure that Robin Hood would come to show off his skill with his bow and arrow. That was indeed what happened, but **(7)**Robin disguised himself as a poor old man. **(8)**He won the prize, a golden arrow, but not until Robin was back safe in Sherwood Forest did **(7)**the Sheriff find out how he had been tricked.

Robin never allowed his men to hurt anybody. **(9)**They only stole from rich powerful men who were cruel to those who were poor. Robin was always kind to the poor, and he often sent them food and money. That's why the common people thought of him as their friend.

Even now, hundreds of years later, people still talk about what he did. **(10)**Most still admire him, but some think he was no more than a common criminal. Robin Hood was, indeed, a robber, but he stole from the rich to give to the poor, and so he became a hero.

LESSON 16a: Arcade Games p.144

Listen to the conversation and complete items 1-15 below. You will hear the conversation twice.

Grandad: Jamie, have I ever told you that when we were teenagers we didn't have hand-held portable games like you do today? We used to have to go to arcades to play games.

Jamie: No, grandad, you haven't. What were arcades?

Grandad: Oh, (1) they were similar to today's Internet cafés, but there were no computers in them. They were filled with arcade games.

Jamie: And, what games did you play at these arcades, grandad?

Grandad: Well, (2) all my friends and I used to play pinball in the early 1970s. The electronic game craze didn't really start until (3) 1978, when a Japanese company, called Atari, released a game called Space Invaders.

Jamie: And how was the game played?

Grandad: Well, there were alien spaceships that wanted to land on your planet. The aim was to destroy them by moving your (4) cannon left and right and shooting them. To do this, you pressed (5) buttons and shot them before they landed. The more you destroyed, however, the faster the rest of them moved. It was one of the first shooter games to be developed and many of today's games use the same idea.

Jamie: Really? I didn't know that. What else did you play?

Grandad: Another one I'll never forget was Pac-Man. It was released in 1980 by a Japanese company called Namco, and it became everybody's favourite very quickly. I remember spending hours playing it. You had to use a joystick in this one, though, not buttons as in Space Invaders. You guided Pac-Man around a maze and made him eat up all the (7) dots on the screen. It sounds easy, but there were bad (6) ghosts chasing you and if they caught you, you died. The more (7) dots you cleared, the faster the bad ghosts moved.

Jamie: Sounds great. Can I find it online and try it out?

Grandad: Sure, all of these games are online today. Just run a Google search: P-A-C-M-A-N, and you'll be able to play it. See, there it is.

Jamie: I think I'll try it out later on. What's this link here?

Grandad: Oh, that's a link to another great game of the 80s called (8) Asteroids and, if I remember correctly, it came out in 1979, a year after Space Invaders was released. It was also released by the (9) Atari Company, by the way.

Jamie: And what did you have to do?

Grandad: You controlled a (11) spaceship in an asteroid field using a joystick. You had to destroy asteroids and (10) flying saucers without crashing into them and you earned points every time (11) your spaceship destroyed an asteroid or a flying saucer. After you'd cleared the screen of all the asteroids, more would appear and the longer you played, the faster they moved. It was great! And this one here, Donkey Kong, was also excellent. It was released in (12) 1981 and was an immediate success. It was released by Nintendo, a new company in the computer games industry of the time.

Jamie: How was it played?

Grandad: You had to move a human around the screen with a (15) joystick and climb up a skyscraper to rescue a (14) girl from a huge (13) ape. While you were climbing up towards the girl, the ape would throw barrels at you, which you had to jump over.

Jamie: They sound good, grandad.

Grandad: Hmm, they were, and they certainly bring back memories. Do you want to play one with me?

Jamie: Sure, which would you like to play?

Grandad: Let's start with Space Invaders, shall we?

LESSON 17a: A Significant Anthropological Discovery p.154

Listen to an anthropologist talking about the Laetoli footprints and choose True (T), False (F), or Unknown (U) for the statements below. First, read through the statements. You will hear the anthropologist twice.

The Laetoli footprints were discovered in 1976, in a layer of hardened volcanic ash near the village of Laetoli in Tanzania. They were discovered by (1) Andrew Hill, an anthropologist who was part of a group led by the famous

anthropologist Mary Leakey.

The method used to determine their age showed that they are at least three million years old. There are two reasons why their discovery is almost unbelievable. Firstly, they were clearly made by creatures walking on two legs, and secondly, (3) they are almost the same as modern human footprints. And don't forget that they were made millions of years earlier than the earliest known human footprints!

One set of prints was made by a large, heavy creature; the other by a smaller, lighter one. Both sets are very similar and show that the two were walking together, side-by-side. (4) A third individual, much smaller than the first two, was following behind, stepping playfully in the footprints left by those in front. The footprints are human-like in appearance, (5) quite different from those of modern apes when they walk upright. Looking more closely at the individual prints, archaeologists point out that they are smaller than the prints of modern adult humans and the toes are a bit longer than usual. (6) However, it is a known fact that early humans had longer toes because they did not wear shoes.

The ground in the area where the footprints were found was sometimes covered with ash from nearby volcanoes, the same way that ground is covered with snow during a heavy snowfall. (7) On the day these three creatures went for a walk, rain had turned the fallen ash into a soft mud that captured the prints of their feet. Before the prints were lost, (8) they were buried beneath another heavy fall of ash, and when that ash hardened, it preserved them.

Although some scientists are surprised that such an early creature looks so much like a modern human, (9) others do not accept the idea that these footprints were made by humans. First of all, anthropological findings have not revealed a creature with a human level of intelligence from that time period. And, secondly, fossilised skeletons, including skulls which date from three million years ago, are clearly not human.

LESSON 18a: Expressing Opinions p.162

Listen to the speakers and answer the questions. Be careful. You will hear each speaker once only.

Speaker 1

When I think back after so many years, my parents did a lot of damage to my personality. They were very well educated and had well-paid jobs, but I remember being jealous of my friends, whose parents had less money but gave them more love. My mum, a university graduate, was always telling us that we weren't as clever as her. That's how I grew up, always feeling that I wasn't good enough.

Speaker 2

Things just seem so much more complicated now that I am a grown-up, and there are days when I'd rather be a child again. I have a husband and kids of my own now, who depend on me. When I was a child, I depended on my parents and things were much easier. Our lives change so much when we become adults. We think things change because the world changes. But in fact, it is we ourselves who change as we grow up.

Speaker 3

How many times have you come across a badly-behaved child? Then, if you find the opportunity to complain to the parents, you end up feeling disgusted by the parents' behaviour, too. Adults should not expect their children to behave properly if they themselves are not capable of doing so. It's supposed to be the parents' job to teach their children the right way to behave. So, if parents don't behave well, how can you expect a child to act properly?

Speaker 4

How many kids today really allow themselves to be influenced by their parents at all? It seems to me as if the parents' wishes count for nothing once children are old enough to decide for themselves. Every evening, my wife and I go for a jog in a nearby park, while our daughters sit on the sofa watching TV. All our attempts to get them to enjoy the outdoors have been unsuccessful.

Speaker 5

C'mon, I don't know why our parents expect us to gain something from everything we do. OK, computer games may make you antisocial and damage your eyesight, but, why don't we admit one thing – they really are fun! Why don't we criticise movies or music or even some of the books we read and ask whether we gain anything from them? The truth is – computer games are

harmless, as long as you don't get addicted to them.

Speaker 6

I agree that we have much to learn from our children. Just the other day, I was feeling upset about something at work and my youngest daughter came up to me and asked me why I was sad. When I told her I had had a bad day at the office, she hugged me and said, 'don't worry mummy, we all really love you'. My son said he couldn't understand why I was upset because there were more important things in life than work. I felt so much better after that.

Speaker 7

In my experience, the confidence of a child can be much improved by letting him make some decisions on his own. However, parents should still be careful not to allow the child too much freedom and make sure that he doesn't do anything wrong. I believe a child's confidence will grow when he learns to take decisions on his own and does his work without help.

Speaker 8

I try my best to be a good loving parent to my 12-year-old daughter. But, she has become careless, moody and uninterested in her studies. I've tried to discuss this with her but she does not seem to see any serious problem with her behaviour. I wish she would just grow up and start taking things more seriously because her test grades have gone down and she has an "I don't care" attitude about basically everything. I just don't know what to do!

Speaker 9

I can understand adults who spend time networking. They may not have time to visit friends in person, or they may even use it as a way to deal with loneliness. But, isn't it terrible that children prefer Internet friends to healthy relationships with real children in their neighbourhood or at school? Isn't there something unnatural in the fact that future generations will grow up in a virtual world, completely disconnected from reality?

Speaker 10

I agree that adults tend to forget what they were like as children. They don't remember what they were taught by their parents and teachers either, and they think that these lessons no longer apply to them because they have grown up. They really should appreciate all their childhood experiences more, especially the ones they went through with their friends, because those have played the biggest role in making them who they are today.

LESSON 19a: Recycling: What, How & Why? p.172

Listen to the mayor of a small town speaking to the town's residents and choose the correct option. First, look at the questions. You will hear the mayor twice.

We all know that recycling centres (1)take the materials from your recycling bin to make products we can reuse. But, did you know that each material requires a different process? For example, a recycling centre starts by sorting plastic bottles, (2)cutting up aluminium cans, breaking glass bottles, and adding water to paper. So, to make our town's recycling project more efficient, we'll provide everyone with containers so you can separate your recyclable materials at home.

Now, (3)take a look at this plastic bottle. See, there's a little number inside a triangle. That is called the 'plastic identification code'. There are seven different codes, each for a different type of plastic. (4)Milk and drink containers and containers for shampoo or washing-up liquid are examples of plastics that are most often recycled. (5)Recycling centres start by separating plastics by their plastic identification code before going on to clean and process them into new recycled plastic materials.

Metals are separated by type, such as iron, aluminium, copper, lead, and so on. They are separated because each kind of metal is used to make different products, and also because they melt at different temperatures. (6)Iron and aluminium are the most recycled metals because they are widely used to make food and drink cans.

(7)Recyclable paper is separated into four main groups: white office paper, newspaper, cardboard, and coloured office paper. (7)These are broken down by mixing them with water and chemicals to turn them into a soft mixture known as pulp, and this is used to make newspapers, boxes, and writing paper. Sometimes the pulp may even be made into egg boxes and flowerpots! Glass has to be separated by colour before it is recycled. Some towns have

separate containers to collect green, clear and brown glass. Once glass is coloured, the colour cannot be removed. In fact, mixing colours can weaken the glass. After being separated, (8)the glass containers are mixed with other materials and heated to 1500°C. The hot liquid glass is then poured into a machine that gives it its new shape.

Recycling can seem like extra work compared to just throwing your cans, bottles and papers away with the rubbish. But, you can also make it fun! Try and see just how small you can make your bag of rubbish by reusing and recycling as much as you can. (9)Give away books and clothes that you no longer want or need rather than throwing them away. (10)Whenever possible, buy recycled products. Believe me, after a little practice, reusing and recycling becomes a simple habit. And, with every item you reuse or recycle, you help make Earth a better place!

LESSON 20a: More about Eurovision p.180

Listen to an excerpt from a television show and fill in the missing information on the fact sheet below. The first one is an example. You will hear the excerpt twice.

The Eurovision Song Contest, which has been broadcast on television every year since it first started in (0)1956, is one of the longest-running television programmes in the world. Each participating country must submit one song to represent them, and the countries are free to use any method they want to select their song. The contest winner has been determined using many voting techniques throughout its long history. Today, the country that is awarded the most (1)points is the winner. This was not the case with the first Eurovision Song Contest, however, as it was not won on points, but by (2)votes. From (3)2004 to 2007, the contest included a televised semi-final, and two televised semi-finals have been held since (4)2008.

There has been one winner each year except for the tied 1969 contest, which had (5)four winners. Switzerland won the contest the first time it was held. Since then, (6)twenty-five different countries have won the Eurovision Song Contest. The country with the highest number of wins is Ireland, with (7)seven. Portugal is the country with the longest history in the contest without a win; it made its (8)forty-second appearance at the 2009 contest. The only person to have won more than once as a performer is Ireland's (9)Johnny Logan, who won with the songs What's Another Year in 1980 and Hold Me Now in 1987. Johnny Logan is also one of the only five songwriters to have written (10)more than one winning entry with the songs Hold Me Now in 1987 and Why Me? in 1992.

In (11)2005, a Eurovision "Congratulations Concert" was held and ABBA's winning 1974 song, (11)Waterloo, was voted the most popular song of Eurovision's first fifty years.

Winning the Eurovision Song Contest provides a unique opportunity for the winning artists to take advantage of their success. However, (12)throughout the history of Eurovision, few winners have gone on to be international stars.



ISBN: 978-975-2472-13-6

Printed and bound in Turkey, 2018 Özyurt Matbaacılık İnşaat Tah. San. Tic. Ltd. Şti. Certificate 13385

Written by Jean Vinten

Edited by Peter Humphries

The authors would like to thank all the teachers and students for their invaluable feedback and help.

Disclaimer

Some of the pictures that we have used in this book were taken from a variety of Internet sites and we believe in all sincerity that they belong to the public domain. Furthermore, the aim of using this visual material is purely educational. If it so happens that you are the lawful owner of any material in our book and have any objection to our using it, please don't hesitate to get in touch with us.

Every effort has been made to trace copyright holders before printing. If any have inadvertently been overlooked, the publishers will be pleased to make the necessary arrangements at the earliest opportunity.

This publication includes images from www.shutterstock.com.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means without the prior written permission of the publisher.

ydspublishing

YDS PLAZA

Küçükbakkalköy Mah. Şerifali Yolu Cad. Çetin sok. No: 11 34750 Ataşehir - İSTANBUL

Tel: 0850 288 35 00 • Faks: 0850 288 35 09

www.ydspublishing.com • info@ydspublishing.com

