**Go Getter Level 4**

**Workbook Audio**

**ISBN 9781292179773**

**FINAL Recording Script**

**21.05.2018**

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**Recording venue: Air Edel**

**Producer: Amy Oliver**

**Publisher: Agnieszka Wysocka**

**Editor: Anna Sikorska/Eleni Yiann**

Unless the script says otherwise, all speakers should be using standard British English.

Note for the actors re. pace of reading – this material is meant for the learners of 13–14 level A2+/B1, so please read clearly and not too fast.

**Narrator 1** – adult male

Please also record these with **Narrator 1:**

**Audio 1**

**One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven**

**A, B, C, D, E, F, G, H, I, J, K, L, M, N**

**If possible, please use the same reader as Narrator 1 in**

**GoGetter Class Audio CD Level 3 9781292179476**

**GoGetter Class Audio CD Level 4 9781292179636**

**The information below is just for the sound engineer – not to be recorded.**

**GG Activity Book – Level 4 track list**

**Some of the tracks are reused Class Audio CD recordings (ISBN** 9781292179636**)**

**Narrator headings to be recorded for each track.**

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| 25 | CLIL 2 | single words |
| 26 | CLIL 3 | single words |
| 27 | CLIL 4 | single words |

**Audio 1** (copyrights) **NEW**

**Narrator 1: Go Getter – Level 4**

**Workbook**

**by Tasia Vasilatou with Catherine Bright and Jennifer Heath**

**Published by Pearson**

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**Audio 2** (Lesson 1.4)

|  |  |
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| Reused from SB4, lesson 1.4 | see page 29 in Class CD (SB4) Recording Script |

**Narrator 1:** **Audio 1.1....**

**Narrator 2:** Guess what happened on Saturday!

First, we went to Lacey’s.

Then, we went to Bramley’s.

Finally, she found a pair she liked.

**Narrator 3:** No way! Then what? / So what happened next?

So what did he do?

Poor Zadie! / Lucky him!

How funny! / How embarrassing! / How strange!

**Audio 3** (Lesson 1.6) **NEW**

**Narrator:** Audio 3

*{Narrator + woman, about 35–40 ys old + boy, about 13 ys old}*

{Situation: Dennis is getting into the car; he has been picked up by his mother from school. He has made new friends at school and he’s telling his mm about them.}

{sound fx: Students chattering outside school.}

**Woman:** *(calling her son)* Dennis! Over here! … Get in the car.

**Boy:** Hi, Mum!

{sound fx: car door opening and closing; sound of car starting.}

**Woman:** Did you have a good day?

**Boy:** Yes, it was brilliant! … Mum, can I invite Martha and Stanley – they’re my new friends – to the house this weekend?

**Woman:** Of course. Are they in your class?

**Boy:** Martha is, but Stanley isn’t. I met him when I was looking for the Science lab. He was looking for the Music Room. He makes me laugh!

**Woman:** Was he the boy you were talking to just now?

**Boy:** I was talking to a lot of boys. Stanley was wearing a checked shirt.

**Woman:** The boy with the dark spiky hair?

**Boy:** No, that was Ben. Stanley’s got fair hair.

**Woman:** Was Maddy with you, too?

**Boy:** *Martha*, Mum, not *Maddy*. Yes, she was. She was the girl with the striped top.

**Woman:** The girl with the curly red hair? She’s *very* pretty.

**Boy:** *{puzzled}* Curly? Red? No. Martha’s got straight dark hair.

**Woman:** Oh yes. I remember. She looked serious.

**Boy:** She is, and she works hard at school, but she’s also generous and kind.

**Audio 4** (Lesson 2.4)

|  |  |
| --- | --- |
| Reused from SB4, lesson 2.4 | see page 56 in Class CD (SB4) Recording Script |

**Narrator 1: Audio 4**

**Narrator 2:** I need your advice. / Can I ask your advice?

What should I wear?

**[pause]**

**Narrator 3:** You should look smart.

You shouldn’t wear trainers.

In my opinion, you shouldn’t wear trainers.

What about wearing a white shirt?

Why don’t you put on a tie?

**Audio 5** (Lesson 2.6) **NEW**

*{boy, about 13-14 ys old + woman, about 35 ys old}*

**Narrator:**  **Audio 5**

**Boy:** Aunt Celia, did you always want to do this job?

**Woman:** No, I didn’t. When I was a little girl, I wanted to be a vet, but you have to be good at Maths and Science. The trouble was, I wasn’t good at Maths. But I *was* good at English, and I could write well, so I decided to be a journalist.

**Boy:** Did you need any special training?

**Woman:** No, but I had to pass my school exams. I loved English and Biology, so I took exams in those subjects. And languages are useful in my job, so I also did German and French.

**Boy:** How old were you when you got your first job?

**Woman:** Eighteen! And my first job was for a small newspaper.

**Boy:** What did you write about?

**Woman:** Nothing exciting. I wrote about local football matches, painting competitions, that kind of thing.

**Boy:** And now you’re a journalist for an online newspaper!

**Woman:** Yes, that’s right! What about *you*, William? You’re good at Maths and Science.

Do you want to be an engineer or an architect?

**Boy:** No, I want to be a dentist.

**Woman:** That’s nice. It’s a challenging job – and it’s well paid!

**Audio 6** (Skills Revision 1+2) **NEW**

*{boy, about 14 yrs + girl, about 14 yrs }*

**Narrator: Audio 6**

**Boy:** Hi, Helen. You look tired!

**Girl:** I *am* tired! I started my new Saturday job yesterday.

**Boy:** Cool! Where are you working?

**Girl:** High Five Clothes. It’s that new clothes shop on the High Street.

**Boy:** I know. So, how did it go? Did you like it?

**Girl:** Well, I sold a cardigan after five minutes!

**Boy:** That’s great!

**Girl:** Not so great actually. The customer was really rude. She said I gave her the wrong change but I didn’t! The cardigan cost ten pounds. She gave me twenty and I gave her ten pounds change but she said I only gave her five pounds!

**Boy:** No way! So what did you do?

**Girl:** I called the manager, Jayne Flynn. She was really nice. Finally the customer said she was wrong but she didn’t apologise.

**Boy:** Poor you!

**Girl:** It got better after that, luckily. It was never boring and most of the customers were very friendly. The worst thing really is that I had to wear smart clothes.

**Boy:** But you haven’t got any smart clothes!

**Girl:** Right! I had to wear my sister’s black skirt, mum’s old black boots and a white top.

**Boy:** Why don’t you buy something from High Five for next week?

**Girl:** Good idea! So what did you do yesterday?

**Boy:** I revised for the Maths test. I must do well this time!

**Audio 7** (Lesson 3.4)

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| Reused from SB4, lesson 3.4 | page 81 in Class CD (SB4) Recording Script |

**Narrator: Audio 7**

**Narrator 2:** How do I put the net on?

What’s the first step?

What do I have to do next?

**Narrator 3:** Put this post here.

Next put the goal upright.

Be careful.

Don’t kick the ball too hard. / Try not to kick the ball too hard.

**Narrator 2:** Before you begin …

First, … Then … Next, … Finally, …

**Audio 8** (Lesson 3.6) **NEW**

{Man, about 25–40 + girl, about 17}

{Situation: A radio sports show; a man interviewing a girl who plays an unusual sport}

**Narrator: Audio 8**

**Man:** On today’s programme we’re talking to Debbie McIntosh about an unusual sport: Octopush. Debbie, what *is* Octopush?

**Girl:** *{laughs}* Yes, it’s a funny name. It’s another word for underwater hockey.

**Man:** Is it an American sport? It *sounds* American.

**Girl:** No, it began in England but people play it in the USA, Australia … everywhere.

**Man:** Where do you play it?

*{The next phrase must be said, not as a question, but with ‘Surely’ implied in the tone}* Not in a lake or the sea?

**Girl:** No, in a swimming pool. There are twelve players, six in each team. The players dive to the bottom of the pool and try to hit a puck into goal.

**Man:** And do you use a hockey stick?

**Girl:** No, a short stick, about 35 centimetres long.

**Man:** What other equipment do you need?

**Girl:** A swimsuit, of course, a snorkel mask and flippers for your feet.

**Man:** Can anyone play Octopush?

**Girl:** Not really. You have to be a strong swimmer and you have to be fit.

**Man:** How popular is it?

**Girl:** Not very popular. I love it, but people can’t watch a match easily. All of the action is under the water!

**Audio 9** (Lesson 4.4)

|  |  |
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| Reused from SB2, lesson 4.4 | see page 108 in Class CD (SB4) Recording Script |

**Narrator: Audio 9**

**Narrator 2:** Sorry!

Oh, dear. I’m really sorry.

It’s all my fault.

I’m sorry, I didn’t mean to.

Don’t be mad at me.

I’m sorry, I made a mistake.

**Narrator 3:** Never mind.

It doesn’t matter.

Don’t worry about it.

Forget about it.

It’s OK. It wasn’t your fault.

It was an accident.

**Audio 10** (Lesson 4.6) **NEW**

*{Boy, about 15 + woman, about 35}*

*{Situation: A teenage reporter is interviewing a make-up artist, Erica}*

**Narrator: Audio 10**

**Boy:** This month I’m interviewing people in films. And today I’m speaking to make-up artist Erica Finlay. How long have you been a make-up artist, Erica?

**Woman:** Almost thirteen years.

**Boy:** Did you have any special training?

**Woman:** Yes, I did. I went to college and studied make-up for a year. After that, I got a job as an assistant to a make-up artist.

**Boy:** Can you describe a typical day in your life for us?

**Woman:** I start work at five o’clock in the morning. When I arrive at the studio, I check my equipment: make-up, brushes, creams … Sometimes I stand for hours to put make-up on an actor. I have to stay at the studio all day.

**Boy:** What film are you working on at the moment?

**Woman:** It’s an amazing historical film.

**Boy:** How did you prepare for it?

**Woman:** I went to museums and looked at paintings. I also worked with the costume designer and studied his drawings for the costumes. Make-up and costumes have to look good together.

**Boy:** What other films have you worked on?

Erica: Musicals, comedies …

**Boy:** Are they easier than historical films?

**Woman:** Not really. The actors must always look right for a scene, so I also work with the cameraman. We look through the camera and check: does the actor look right? If yes, I’m happy …

**Audio 11** (Skills Revision 3+4) **NEW**

*{Girl, about 14-15 + boy, about 14-15 }*

**Narrator 1: Audio 11**

**Girl:** Hi, Joe.

**Boy:** Hi, Chrissy. I haven’t seen you for ages! Hey – why are you carrying roller blades? You can’t rollerblade!

**Girl:** Wrong, Joe. I couldn’t rollerblade last year at your rollerblading party, but I can now. I’m having lessons at the new rollerblade Club, Roller Magic. I’m not very good but the teacher is fantastic.

**Boy:** I didn’t know there was a rollerblade club in our town.

**Girl:** It’s only been here since May.

**Boy:** How many people are in it?

**Girl:** About thirty I think. And it isn’t expensive. Hey, why don’t you come with me next Tuesday evening? Friends can join for half price on Tuesdays.

**Boy:** How much is it normally?

**Girl:** Ten pounds a month. So you will only have to pay five pounds.

**Boy:** That sounds good.

**{***thinks*} But I’m in a new club too, and I go on Tuesdays.

**Girl:** What club are you in?

**Boy:** There’s a new scuba-diving club at the swimming pool! That’s where I’m going now.

**Girl:** That sounds really cool. I’ve never been scuba-diving. Have you been on a dive yet?

**Boy:** No, not yet. I’m just learning.

**Girl:** Have you bought the equipment? You know, a special mask and so on.

**Boy:** You don’t need it for lessons. The club has everything.

**Girl:** That sounds great! I’d love to learn to scuba-dive one day.{*pause*]}I’m really sorry but I’m late. I must go. Bye!

**{***sfx high five*}

**Boy:** Bye!

**Audio 12** (Lesson 5.4)

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| Reused from SB4, lesson 5.4 | page 137 in Class CD (SB4) Recording Script |

**Narrator: Audio 12**

**Narrator 2:** What are you up to in the holidays?

Have you got any plans for the weekend?

What are your plans for Saturday?

**Narrator 1:** I’m going to stay with friends.

I can’t wait to see my cousins.

I’m really looking forward to it. / I’m really looking forward to visiting Manchester.

**Narrator 2:** That sounds amazing. / That sounds great. / That sounds like fun.

Lucky you!

**Audio 13** (Lesson 5.6) **NEW**

*{*boy, about 15 *+* girl, about 15*}*

**Narrator: Audio 13**

**Boy:** Hey, Claudia, are you going to watch Young and Talented tonight?

**Girl:** *{said very definitely}* You bet!

**Boy:** Come and watch it at my house! It’ll be fun! Who do you think will win?

**Girl:** Tough question. I like Gary Elphinstone, the trumpet player. He has so much talent and confidence.

**Boy:** He’s the guy from Scotland, right? I like him too. It’s unusual to hear classical music on a trumpet. … But I think the girl who plays the cello will win.

**Girl:** Oh, yeah. She’s amazing. I thought cellos were only for classical music, but the music she plays is …

*{Girl is lost for words}* It isn’t rock … it isn’t jazz… I’ve never heard music like that before. What’s her name again?

**Boy:** Sophie Graves.

**Girl:** *{remembering}* That’s right. She’s got talent, style, good looks. You’re right. I think she’ll win.

**Boy:** What do you think of the piano player, Louis Marshall?

**Girl:** *{rather grudgingly}* He’s OK, but I don’t really like jazz. My mum thinks he should win, but then she’s a jazz fan. She says intelligence and good looks are important and he has them.

**Girl:** There’s one more person …

**Boy:** Anna Stuart.

**Girl:** Right. She’s a brilliant violin player, and I love Irish folk music.

**Boy:** My dad wants her to win. He thinks she’s got it all: good looks … talent … determination… confidence …

**Girl:** When she plays, she totally rocks!

**Audio 14** (Lesson 6.4)

|  |  |
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| Reused from SB4, lesson 6.4 | Page 173 in Class CD (SB4) Recording Script |

**Narrator: Audio 14**

Narrator 2: You really should come. / We really should go.

Come on, it’s important / Come on, you’ll enjoy it.

You won’t regret it.

If you come, I’ll buy you a smoothie.

Narrator 3: I’m not sure.

I’ll think about it.

I suppose so.

It’s a deal.

Maybe you’re right.

**Audio 15** (Lesson 6.6) **NEW**

*{*woman, about 30}

*{Situation: radio programme, female journalist talks about forest fires}*

**Narrator: Audio 15**

**Woman:** In today’s programme I’m going to talk about forest fires. Most countries have them and they usually happen in summer, so it’s important to know what to do in one.

Some forest fires are natural. They can start if there’s a volcanic eruption, when lava comes down the mountain. In a thunderstorm, lightning can also start a fire.

But most fires start because people do stupid things. They make campfires and then forget about them when they leave, or they make fires on a windy day …

So, if you live near a forest, you must be prepared. If fire fighters tell you to leave your home, listen to them. Close all your windows and doors, get into your car and drive away.

Now, what can you do if you’re walking in the forest and you see a fire coming toward you? Don’t try to run faster than the fire. Fire can move at 20 kilometres an hour! Look for a pool or river and get into the water. If there isn’t any water, find a place with only a

few plants. Put on your coat or jacket; this will help to protect you from the fire. Then wait for the fire to pass.

**Audio 16** (Skills Revision 5+6) **NEW**

*{Woman, in early 20 + Man, in early 20}*

*{Situation: a young male adult interviews a young woman musician (Mel)}*

**Narrator: Audio 16**

**Man:** Good afternoon, everyone. Today’s guest is Melanie B Taylor, the famous singer-songwriter. Welcome to today’s music special Mel!

**Woman:** Thanks Julian!

**Man:** Mel, what was the first musical instrument you learned?

**Woman:** I had piano lessons at school but I didn’t like it very much so I decided to learn the classical guitar. I loved it!

**Man:** How many musical instruments can you play now?

**Woman:** I can play the keyboards and the drums too. So, four including the piano.

**Man:** How would you describe your style?

**Woman:** People think I’m a pop musician but I disagree. My style is my own. I call it folk-rock.

**Man:** And people love it!

{*pause*} Mel, can you tell the listeners about your plans for this year?

**Woman:** Sure. Well, I’m going to go on tour in July. I’ll be away from home for 6 months!

**Man:** Do you enjoy going on tour?

**Woman:** I love giving concerts and meeting my fantastic fans but I really can’t stand sleeping in hotels. Oh, Julian, I’ve got some news!

**Man:** Go on, tell us Mel!

**Woman:** I’m recording a new album at the moment, Mel and Co. You’ll hear it on the tour.

**Man:** I’m sure the tour will be fantastic! Thanks for coming today Mel. You’re a very talented, hard-working woman!

**Woman:** Thank you Julian!

**Audio 17** (Lesson 7.4)

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| Reused from SB2, lesson 7.4 | Page 207 in Class CD (SB4) Recording Script |

**Narrator: Audio 17**

**Narrator 2:** Sorry, can you say that again?

Can you repeat that, please?

Could you explain, please?

What do you mean?

**Narrator 3:** Did you understand that?

Did you get that?

Are you following me?

**Audio 18** (Lesson 7.6) **NEW**

*{girl, about 14 + boy, about 14}*

*{Situation: Jeremy has come to Caitlin’s house; they are doing a school project together. He has just seen something on a table}*

**Narrator: Audio 18**

*{Sound fx: doorbell ringing, footsteps as girl walks to front door to open it}*

**Girl:** Hi, Jeremy!

**Boy:** Hi, Caitlin.

**Girl:** Come in. Let’s do our school project in the living room.

*{sound fx: a pause and footsteps as they walk into living room}*

**Boy:** What’s that? A smartwatch?

**Girl:** No, it isn’t. I’d *love* a smartwatch, but they’re quite expensive. This is my fitness tracker. My American aunt gave it to me. They’re used a lot in the USA – Americans are *crazy* about keeping fit.

**Boy:** What does yours do?

**Girl:** Um, it shows how far I walk, how fast my heart beats when I exercise, how much energy I use. I simply connect it to my smartphone or computer. I can’t get or send text messages or take photos or anything like that, but it tells the time! And the battery is really great. I only have to charge it once every five days. ... Mum and Dad have also got fitness trackers. And they love them!

**Boy:** *{grumpily}* Guess what *my* parents’ favourite gadget is… Asilly robot.

**Girl:** A robot?! Cool!

**Boy:** No, it isn’t. *{disgusted}* It’s a robot *vacuum cleaner*.

**Girl:** {*unsure why Jeremy is dejected}* Oh. What does it look like?

**Boy:** It’s this round … thing … like a disc. It moves around and cleans the floor but it can’t clean the carpet! It’s *boring*. It’s so boring that even our *dog* thinks it’s boring!

**Audio 19** (Lesson 8.4)

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| Reused from SB2, lesson 8.4 | page 233 in Class CD (SB4) Recording Script |

**Narrator: Audio 19**

**Narrator 2:** What’s the matter?

What’s up? / What’s wrong?

**Narrator 3:** I’m so sorry*.*

That’s a pity! / That’s a shame!

What a pity! / What a shame!

Poor you! That’s disappointing

**Narrator 2:** Cheer up!

Well done!

**Audio 20** (Lesson 8.6) **NEW**

*{Man 1: Presenter, about 50 + Man 2, about 25+ Woman, about 25}*

**Narrator 1:** **Audio 20**

**Presenter:** [Fade in] … Bullying is a problem, and today I am talking to Oliver and Claudia about it. Oliver, you were bullied at school. Why?

**Man 2:** That’s easy! I was a short, funny-looking kid with glasses. I was also a good student and that, especially, made me popular – with the bullies!

**Presenter:** What did they do?

**Man 2:** They waited for me before school, threw my homework in the bin and kicked me. I was terrified of them.

**Presenter:** That’s terrible!

**Man 2:** Yes, it was. But I think bullies are often unhappy people themselves.

**Presenter:** Claudia, what do you think?

**Woman:** Oliver is right. Some bullies are people who were bullied themselves; other bullies are scared of being unpopular. That was me. I wanted to be friends with the ‘cool’ kids in class. So I wrote terrible things on social media about a girl. The cool girls laughed and I thought they liked me. Then one day my mum saw the things I was writing. She was furious. But then we talked and I saw how silly and unkind I was. I cried all night. I said sorry to the girl the next day and never bullied anyone again.

**Presenter:** So what’s your advice to kids who are bullied?

**Woman:** Tell your parents, tell your teachers.

**Man 2:** Talk about it. It’s important.

**Audio 21** (Skills Revision 7+8) **NEW**

*{Girl, about 15 + Boy, about 15}*

**Narrator: Audio 21**

**Boy:** Hi, Carol. What’s up? You look upset.

**Girl:** I *am* upset, Mark!

**Boy:** Poor you!

**Girl:** I went to Meg’s birthday party last night in my sister’s new cotton trousers. She was furious and she shouted at me. We always argue about clothes. Anyway, why weren’t you there?

**Boy:** Because it was Thursday! Your parents let you go to parties during the week but I’m only allowed to go out at the weekends. It’s so unfair. We had another argument about it.

**Girl:** That’s a shame. Do you know my neighbour Jackie?

**Boy:** Yes, I do. What about her?

**Girl:** Well, her mum and dad let her go out *but* she isn’t allowed to use social media!

**Boy:** That’s hard. Do they argue about it?

**Girl:** Yes, they do.

**Boy:** I hate arguments. Hey, listen to this. Tilly Brown’s parents don’t let her watch TV! She says she doesn’t mind because she gets on really well with her mum and dad.

**Girl:** That’s good.

**Boy:** They never argue about that. Just about the dog, Roland. Tilly’s chore is to walk him but sometimes she forgets.

**Girl:** Poor Roland!

*{thoughtful pause}* Danny Smith gets on really well with his parents too, but his big sister isn’t always very nice to him. She says he’s lazy when he gets bad marks so he gets annoyed and they argue. He isn’t lazy, just very slow!

**Boy:** He should try to relax and speed up!

**Girl:** Let’s see if we can help.

**Boy:** Good idea.

**Audio 22** (Exam Practice 1) **NEW**

*{Narrator + young woman + young man, about 25-30}*

*{situation: young man, a radio programme interviewer, talks to a woman who is a tour guide}*

**Narrator**: **Audio 22**

**Narrator:** Listen to a radio interview. For each question, choose the right answer (A, B or C). There is one example.

*{radio jingle}*

**Man:** Welcome to the afternoon show! Ellen Harris is our special guest today. Ellen is a tour guide!

Woman: Hi!

Man: How long have you been a tour guide, Ellen?

**Woman:** For … {*thinks*} five … no, six years!

**Man:** And why did you want to be one?

**Woman:** I wanted to travel!

**Man:** Has that dream come true? Where have you been?

**Woman:** Yes, it has come true! I’ve been to a lot of different countries, including Australia and Mexico!

**Man:** That sounds great! Do you need to speak a foreign language to be a tour guide?

**Woman:** Not always but it helps.

**Man:** How many languages can you speak?

**Woman:** Three now. But when I was at school I could only speak English. When I left school I decided to apply for a job as a tour guide so I worked hard and learned Spanish and French.

**Man:** What do you like most about your work?

**Woman:** Well, it’s never boring and you get to meet some very interesting people.

**Man:** Is there anything you don’t like?

**Woman:** Some people complain about the hotel and a man shouted at me once when I was trying to help him. That wasn’t nice. And I sometimes have to wear a uniform. A striped shirt and a skirt! Ugh!

**Man:** So, Ellen, do you have any ambitions?

**Woman:** Well, Joe, I want to get married and have children one day. But I haven’t met the right man yet!

**Man:** {laughs} Thank you, Ellen Harris!

**Audio 23** (Exam Practice 2) **NEW**

*{Narrator 1+girl, about 14 + boy, about 14}*

**Narrator:** **Audio 23**

Narrator: Listen and match the people 1–5 to activities a–h. There are two extra activities. There is one example.

**Girl:** Hello Jack. Have you got any plans for Saturday afternoon? *{excited}* My cousin Dora is giving a classical guitar concert at the Arts Centre. Can you come? I’m going with mum and dad and we’ve got some extra tickets.

**Boy:** Sarah, I’m sorry but I can’t. Mum saw a robbery yesterday in the street and she’s a witness. She’s upset so I’m going to stay at home.

**Girl:** I’m so sorry.

**Boy:** Why don’t you ask Fiona?

**Girl:** I’ve already asked her. She isn’t allowed to go out because she didn’t do her chores last week. She’s going to tidy her room.

**Boy:** Poor thing.

**Girl:** You should see her room! It’s really messy!

**Boy:** Have you spoken to Frankie?

**Girl:** No, I haven’t. But I know he’s going on a forest clean-up. His class is going to pick up all the plastic bottles to make the forest clean again. *[pause]* I’ve left a message for Patty. I’m sure she’ll come if she can.

**Boy:** She can’t. She’s going to have an audition at the Drama Club on Saturday afternoon. The Club needs new people.

**Girl:** My cousin Beth was interested but she’s decided to go to the new gold museum with our grandparents.

**Boy:** A gold museum? Wow!

**Girl:** I’ve already been there. You learn about how gold is produced and about its history.

**Boy:** So, what about your cousin Danny?

**Girl:** He doesn’t like guitar music. If he comes, he’ll get bored. And he always plays computer games online with his friends on Saturday afternoons.

**Boy:** I’m sure *you* won’t get bored! Enjoy!

**Girl:** Thanks. And I hope your mum’s ok.

**Audio 24** (CLIL 1) **NEW**

*{a list of words read by an adult; a short pause after each word for students to repeat}*

*{Narrator 1 + Narrator 2}*

**Narrator: Audio 24**

**Narrator 2:**

agriculture

[pause]

control

[pause]

driverless train

[pause]

grow crops

[pause]

military

[pause]

monitor

[pause]

replace

[pause]

robotic arm

[pause]

software

[pause]

soldier

[pause]

surgery

**Audio 25** (CLIL 2) **NEW**

{a list of words read by an adult; a short pause after each word for students to repeat}

{Narrator 1 + Narrator 2}

**Narrator: Audio 25**

**Narrator 2:**

author

[pause]

best-seller

[pause]

character

[pause]

classic

[pause]

illustration

[pause]

illustrator

[pause]

picture book

[pause]

poem

[pause]

popular

[pause]

publish

[pause]

series

[pause]

well-known

**Audio 26** (CLIL 3) **NEW**

*{a list of words read by an adult; a short pause after each word for students to repeat; longer pause after first group of words }*

*{Narrator 1 + Narrator 2}*

**Narrator: Audio 26**

**Narrator 2:**

amphibians

[pause]

birds

[pause]

fish

[pause]

insects

[pause]

mammals

[pause]

reptiles

[LONGER pause]

beak

[pause]

claws

[pause]

feathers

[pause]

fin

[pause]

fur

[pause]

scales

[pause]

tail

[pause]

wing

**Audio 27 (CLIL 4) NEW**

*{a list of words read by an adult; a short pause after each word for students to repeat; longer pause after first group of words}*

*{Narrator 1 + Narrator 2}*

**Narrator: Audio 27**

**Narrator 2:**

clay tablet

[pause]

paper

[pause]

papyrus

[pause]

stone tablet

[pause]

wooden tablet

[LONGER pause]

ancient

[pause]

cloth

[pause]

century

[pause]

ink

[pause]

leaves

[pause]

scroll

[pause]

skin

[pause]

wax

[pause]