

B1 ENGLISH

CHAPTER 9 Lesson 4

Podcasts

In this practice you will learn

❖ B1 ENGLISH CHAPTER 9 Lesson 4 <i>Podcasts Series 4: Episode 16-18</i>	Completed		Your Score
	Yes	No	
❖ Podcasts Series 4: Episode 16	☐	☐	/
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B1 ENGLISH

CHAPTER 9 Lesson 4

Podcasts Series 4: Episode 16

Elementary Podcasts Series 4 Episode 16

While you listen

Elementary Podcasts are suitable for learners with different levels of English. Here are some ways to make them easier (if you have a lower level of English) or more difficult (if you have a higher level of English). You can choose one or two of these suggestions – you don't have to follow all of them!

Making it easier

- Read all the exercises before you listen to the podcast.
- Look up the words in the exercises that you don't know in a dictionary.
- Play the podcast as many times as you need.
- Play each part of the podcast separately.
- Read the transcript after you have listened to the podcast.

Making it harder

- Listen to the podcast before you read the exercises.
- Only play the podcast once before answering the questions.
- Play the whole podcast without a break.
- Don't read the transcript.

Exercises

Answers are at the end of this support pack.

Activity 1

Choose all the sentences that are true according to the podcast.

1. Carolina has just finished an exam.
2. Carolina meets Jamie in a restaurant.
3. The weather is good.
4. Jamie is going to work in Borneo.
5. Jamie's exam results are very good.
6. Jamie has to make a very difficult decision.
7. Carolina is going to Borneo with Jamie.
8. The job in Borneo is for nine months.

Activity 2

Can you remember who said these things? Write C for Carolina or J for Jamie.

1. I need to speak to you. It's really important.
2. Well, no, I can't come for lunch, Sally. Sorry.
3. I told you British weather isn't always terrible.
4. You applied for a lot of different things.
5. Well, they've accepted me.
6. Which one? Where?
7. And what about me?
8. Look, I need time to think about this.

Activity 3

Choose the best word.

1. I have to _____ an English exam if I want to study in Britain.
a) take
b) make
2. I won't get the job if I _____ the exam.
a) fail
b) lose
3. Mrs Smith asked us to _____ the homework on Monday.
a) deliver
b) hand in
4. Did you get a good _____ in the test?
a) mark
b) note
5. I think I _____ a really stupid mistake in the exam.
a) did
b) made
6. I'd like to _____ Professor Tate's lecture tomorrow.
a) assist
b) go to
7. It's important to _____ notes in class so you can look at them again later.
a) make/take
b) do

8. I got eighteen _____ twenty in the test last week.

- a) in
- b) out of

Activity 4

Fill in the spaces with the words from Activity 3. If the word is a verb, put it in the right form.

1. You have to get twelve _____ twenty to pass the test.
2. Are you _____ the lecture on Shakespeare tomorrow?
3. Eighty-nine per cent is a very good _____.
4. I _____ the First Certificate exam last year and I got an A.
5. You must _____ your essays by May 1st, or I won't mark them.
6. _____ a lot of notes in the lecture yesterday?
7. I _____ the English exam – I only got twenty per cent!
8. I always _____ the same mistake in English – I confuse 'make' and 'do'.

Activity 5

Match the words to the definitions.

- a) a seminar or a tutorial

- b) professor
- c) halls of residence
- d) a lecture
- e) campus
- f) revision
- g) finals

1. When a professor talks to a big group of students and they listen and make notes
2. A class for a small group of students at university
3. The exams at the end of your university course
4. Studying something again, ready for an exam
5. The buildings and land of a university
6. A university teacher
7. Part of the university where a lot of students can live

Activity 6

Put the prepositions in the right spaces.

away
down
down
in
out
over
up

1. Let's sit _____ here on the grass and eat our sandwiches.
2. Please tell it to go _____ – I don't like dogs.
3. It's a lovely evening – let's go _____ for a walk.
4. Please come _____. Let me take your coat.
5. In some schools, students stand _____ when the teacher enters the room.
6. It's ten o'clock. You may turn _____ your question papers and begin the exam.
7. It's time to stop writing. Put _____ your pens, please.

Activity 7

Match the answers to the questions.

- a) Fifty-two per cent – I'm really disappointed.
- b) I thought it was quite easy actually.
- c) No, I didn't – it was too complicated!
- d) No, I missed out number 6.
- e) Oh yes! I only had three hours' sleep last night.
- f) South America. Why? Was that the wrong answer?

1. Did you do question 4?
2. What did you put for question 7?
3. What did you think of the exam?
4. Did you do a lot of revision?

5. Did you answer all the questions?

6. What did you get in the test?

Activity 8

Complete the questions. Don't look back at Activity 7!

1. A: _____ question 4?

B: No, I didn't – it was too complicated!

2. A: What _____ for question 7?

B: South America. Why? Was that the wrong answer?

3. A: What _____ of the exam?

B: I thought it was quite easy actually.

4. A: _____ a lot of revision?

B: Oh yes! I only had three hours' sleep last night.

5. A: _____ all the questions?

B: No, I missed out number 6.

6. A: What _____ in the test?

B: Fifty-two per cent – I'm really disappointed.

Activity 9 – Leave a comment

What about you – do you prefer exams or continuous assessment? Which one do you think is better? Leave a comment

Elementary Podcasts Series 4 Episode 16

Adam

Adam: Hello and welcome to Episode 16 of Series 4 of LearnEnglish Elementary Podcasts. My name is Adam and my colleague Jo will be joining us later to talk about some of the language from the podcast.

Last time we heard Tess and Ravi talking about Sherlock Holmes, a famous British detective. Or perhaps I should say a famous British *fictional* detective. As Ravi explained, Sherlock Holmes wasn't a real person – he was actually a character in stories written by Sir Arthur Conan Doyle. Zafarbek from Uzbekistan wrote in to say thank you for the information! Zafarbek loves Sherlock Holmes films but didn't know that Sherlock Holmes wasn't a real detective. Don't worry, Zafarbek, even when Doyle was writing the original stories 120 years ago, people thought he was real then.

Abdulazim Saffaf from Syria says 'I thought he was a real person until I listened to this podcast!' Abdulazim also said that he's just bought a hat like Sherlock's hat and so all his friends call him Sherlock Holmes. You don't see many hats like that these days, Abdulazim – and it's called a 'deerstalker' by the way, because people used to wear them when they were hunting deer.

Ypf1083 is new to the website – welcome! – and says 'I've read most of the books about Sherlock Holmes and I love them. He's one of my favorite characters'. Me, too. And britishlearner from Guinea remembers

hearing about Sherlock Holmes for the first time in one of the jokes from the first series of the podcast (Series 1 Episode 2 actually, britishlearner – you've got a good memory!) and also in an episode of Word on the Street, when Ashley tried to solve a crime.

Zara Zieno from Syria isn't very keen on Sherlock Holmes. She once tried to watch it with her brother but had to stop because it was very frightening. But Zara really likes a series called Detective Conan, and a lot of you wrote in to say the same thing – Detective Conan is obviously very popular, even though I've never heard of him!

So thank you to Wuri Koes and Arum Adriani, both from Indonesia, for writing in and explaining a bit about it. As Wuri Koes explains, Detective Conan is a Japanese manga series. It's about a clever student who helps the police solve crimes. His enemies give him a poison that turns him into a child, but he carries on solving crimes secretly and calls himself Conan after Sir Arthur Conan Doyle, who wrote the Sherlock Holmes books. And, as Arum Adriana says, there are some similarities between Sherlock Holmes and Detective Conan and the way they solve their cases, perhaps because the writer, Goshō Aoyama, is a big Holmes fan.

Speaking of other fictional detectives, Laura 1240 from Italy said 'Ever since I was a child I've always loved Agatha Christie and her private Belgian detective Hercule Poirot, but I like Miss Marple very much too. I've read almost all her books, and watched all the movies and TV series based on her characters and I really, really love them all!'

Great comments everyone – please keep writing them. And don't forget about the Elementary Podcast app. Follow the link from the LearnEnglish website or go to the Apple App Store or the Google Play Store to get it.

And now it's time to catch up with Carolina and her friends. It's coming to the end of the academic year, everyone's busy with exams – and some people have some important decisions to make about their future. Let's see what's happening ...

Carolina – After the exam

Fellow student: Phew. That was difficult.

Carolina: Yes, it was. Did you do question four? The one about South America?

Fellow student: The one about the Atlantic coast? God no. That was really complicated. Why? Did you?

Carolina: Yes. I thought it was quite easy. Oh dear.

Fellow student: Coming for lunch?

Carolina: Yes, um, oh, um, just a minute, I've got a voice message.

Jamie: Hi. It's me. I need to speak to you. It's really important. I'm in an exam until one. Meet me outside the lecture block after that.

Carolina: Oh. Well, no, I can't come for lunch, Sally. Sorry. I've got to meet someone.

Fellow student: OK. See you tomorrow.

Carolina: Yeah, bye ...

Carolina: So, Jamie? What is it?

Jamie: Wait a minute. Let's find somewhere to sit down.

Carolina: Can't you tell me now? Is it something terrible?

Jamie: Do you want to go somewhere for lunch?

Carolina: No. Let's sit down here. Now. On the grass.

Jamie: Phew. It's really hot. I told you British weather isn't always terrible.

Carolina: Jamie! I know you British talk about the weather all the time – but not now! Why did you want to see me? Tell me now.

Jamie: Well ... You remember I told you about that placement that I applied for?

Carolina: Placement? What's that?

Jamie: Like a training position – work experience.

Carolina: You applied for a lot of different things.

Jamie: Yeah. Yeah, that's right.

Carolina: And?

Jamie: Well, they've accepted me.

Carolina: Which one? Where?

Jamie: The one I really wanted. The best one.

Carolina: Oh no. Borneo.

Jamie: Yep. Borneo. The orang-utans.

Carolina: You've got the job.

Jamie: Well, I haven't got it yet. I have to wait for my exam results. They say I have to get a 2:1.

Carolina: You'll get a 2:1. You know you will.

Jamie: I hope so. I've got a 2:1 in my continuous assessment. And the exams are going well.

Carolina: So that's good then.

Jamie: It's great ... but you know there's a problem.

Carolina: Yes.

Jamie: The band.

Carolina: The band!?

Jamie: The tour in October with The Electrons. I don't know what to do. It's a terrible decision. Stay here and go on tour with the band – that's every guy's dream. Or go to Borneo and work with orang-utans – my dream since I was a kid. I can't do both.

Carolina: And what about me? Do you think I want you to go to Borneo, the other side of the world?

Jamie: It's only for nine months. We can email, we can phone, we can text. Look, I need time to think about this. It's the biggest decision of my life. And I need you to understand that. Please. OK?

Carolina: Oh, Jamie. OK.

Jamie: Thanks. Now come on, let's get some lunch.

Jo and Adam

Adam: And here's Jo again in the studio. Hi Jo.

Jo: Hi everybody. It's getting exciting, isn't it? Jamie's got the job ...

Adam: But will he go to Borneo?

Jo: Or stay with the band and tour with The Electrons? I think I'd go on tour with the band.

Adam: I think I'd go to Borneo. I visited once and it was amazing. But we need to wait for his exam results.

Jo: Ah, yes. And that's what I want to talk about today. Listen to Jamie and Carolina.

Jamie: *Well, I haven't got it yet. I have to wait for my exam results. They say I have to get a 2:1.*

Carolina: *You'll get a 2:1. You know you will.*

Jamie: *I hope so. I've got a 2:1 in my continuous assessment. And the exams are going well.*

Jo: A 2:1 is a grade. When you get your final degree, you can get a first class degree, which is a very good degree. Like a grade A.

Adam: People say 'I'd like to get a first', or 'My brother got a first at Oxford'.

Jo: And then there's a second class degree. Second class degrees are divided into two levels – you can get a 2:1, which is a good degree, like a grade B.

Adam: Or a 2:2, which isn't as good as a 2:1 – more like a grade C.

Jo: And then there's a third class degree, which isn't so good – more like a grade D.

Adam: So, when you finish university and get your final degree, you can get a first, a 2:1, a 2:2 or a third.

Jo: And Jamie needs to get a 2:1 for the job in Borneo. Listen again to Jamie.

Jamie: *I've got a 2:1 in my continuous assessment. And the exams are going well.*

Jo: On Jamie's course, students are assessed by a combination of coursework – 'continuous assessment' – and exams, but every university has a different system.

Adam: I used to like exams because I didn't have to work as hard through the year to pass the course. I could just study hard for a short time before the exam. What about you?

Jo: I preferred continuous assessment. I used to get very stressed for exams.

Adam: We'd like you to write and tell us what you think about exams and continuous assessment.

Jo: Which system do you prefer? Which do you think is better?

Adam: The address is www.britishcouncil.org/learnenglish. And that's all for today. There are some exercises on the website to help you with the language from the podcast.

Jo: Including some more vocabulary connected with study and university.

Jo/Adam: Bye!

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Exercises

Answers are at the end of this support pack.

Activity 1

Choose all the sentences that are true according to the podcast.

1. Ravi isn't a big fan of Shakespeare.
2. Tess likes Shakespeare.
3. We don't know very much about Shakespeare's life.
4. Tess thinks Shakespeare didn't write the plays.
5. The Globe Theatre in London is four hundred years old.
6. You can't sit down in the Globe Theatre.
7. A lot of people read Shakespeare's plays.
8. There are over four hundred films of Shakespeare's plays.

Activity 2

Put the words in order to make sentences from the podcast.

1. of the best / the English / It's / one / plays / in / language
2. very / really don't / about / We / know / much / his life
3. copy / the original / from / It's a / of / Globe Theatre / the seventeenth century
4. a big / the middle / you / There's / space in / where / stand up

5. theatre were / people / in / the / nearly all / The / tourists
6. many / people do / Shakespeare / How / you think / read / for pleasure?
7. There are / four hundred / Shakespeare's / more than / and twenty / film versions of / plays
8. of / Japanese / I saw / a fantastic / version / King Lear / once

Activity 3

Complete Ravi's biography of Shakespeare with these verbs. Use the past tense. If you can't remember, listen again to that part of the podcast.

die
go
have
is born
marry
work
write

He 1. _____ in fifteen sixty-four, in a town called Stratford on Avon.

He 2. _____ a woman called Anne Hathaway and they

3. _____ three children.

Then he 4. _____ to London and

5. _____ for a theatre company at the Globe Theatre.

And he 6. _____ thirty-seven plays.

And he 7. _____ when he was fifty-two.

Activity 4

Put the negative verb forms in the right spaces in these sentences from the podcast.

's not
aren't
didn't know
didn't write
Don't
don't know
'm not being
wasn't

1. It _____ the English language that I know.

2. I _____ funny, Tess.

3. We really _____ very much about his life.

4. Some people even say that Shakespeare _____ the plays.

5. They think that a man from a small town like Stratford _____ about the world, and he _____ well educated.

6. I think you have to stand up. There _____ any seats.

7. _____ be so dramatic, Ravi.

Activity 5

Choose the correct negative form of 'have'.

- I _____ got any brothers or sisters.
a) haven't
b) don't have
- I _____ a big breakfast in the morning.
a) haven't
b) don't have
- She _____ got time to help you now.
a) hasn't
b) doesn't have
- He _____ classes on Fridays.
a) hasn't
b) doesn't have
- I _____ a very nice time at the party last night.
a) hadn't
b) didn't have
- We _____ very much money when we were children.
a) hadn't
b) didn't have
- I _____ finished reading the book yet.
a) haven't
b) don't have
- My sister _____ started school yet.

a) hasn't

b) doesn't have

Activity 6

Make these sentences negative.

- I've got a white Rolls Royce.
I _____.
- I like reading Shakespeare's plays.
I _____.
- My parents are going to London next month.
My parents _____.
- I have dinner at home on Saturdays.
I _____.
- My girlfriend works in a supermarket.
My girlfriend _____.
- My father was born in France.
My father _____.
- I saw 'King Lear' on TV last week.
I _____.
- My brother studied English when he was at school.
My brother _____.

Activity 7

Theatre vocabulary. Put the words in the right spaces.

audience

costumes

curtains

interval

part
scene
stage
tickets

1. I've got two _____ for 'Macbeth' tomorrow night. Would you like to come?
2. The actors usually all come on to the _____ together when the play's finished.
3. Quick – the play's starting! The _____ are opening!
4. My favourite _____ is when Macbeth meets the three witches.
5. I hope there's an _____ soon – I need to go to the bathroom!
6. The actors were wearing seventeenth-century _____.
7. The play was so boring that most of the _____ fell asleep.
8. My sister's got a _____ in her school production of 'Othello'.

Activity 8

Do you know the names of some of Shakespeare's plays? Use these words to complete the titles.

Cleopatra

Dream
Juliet
Lear
Like It
Night
Venice
Tale

1. The Merchant of _____
2. A Midsummer Night's _____
3. Twelfth _____
4. The Winter's _____
5. Antony and _____
6. King _____
7. Romeo and _____
8. As You _____

Activity 9 – Leave a comment

Do you think Tess is right – do non-British people like Shakespeare more than the British do? What do you think of him? Did you study Shakespeare at school? Which is your favourite play? And tell us what you think of some famous writers from your country. Leave a comment

Elementary Podcasts Series 4 Episode 17

Adam

Adam: Hello and welcome to Episode 17 of Series 4 of LearnEnglish Elementary Podcasts. My name is Adam and my colleague Jo will be here later to talk about some of the language in the podcast.

Last time, Carolina and Jamie were both involved with their end-of-year university exams, and now they're waiting, nervously, for the results. Will Jamie get the marks that he needs to get the job he wants in Borneo? Jo and I talked a bit about how university students are assessed in Britain. It might be just by the marks that you get in the final exams, or it might be by continuous assessment – which means that all of the work you do during your course (for example, essays or small presentations) counts towards your final mark. Or it could, of course, be a mixture of the two – maybe your course work counts for half of your final mark, and the other half is the mark from the final exams. We asked you to tell us which system you have in your country and which you prefer.

Abdalmonem said that, in his university in Sudan, there's one exam at the end of every year – and it's really hard! Omarimanal said that universities in Jordan have exams at the end of every year too, and they all count towards the final mark. On the other hand, Meldenne from Brazil has a mixed system at her university. Some of the final degree marks come from exams and some from continuous assessment for each subject.

I said in the last podcast that I liked the exam-based system when I was at university. Lolachannel from Saudi Arabia wrote to say that she loves exams – I'm not sure I'd go that far! She says exams make her study in the evening and the morning, even if she doesn't sleep – and that's why she loves them!

But most of you disagree with Lolachannel and me; you seem to prefer a continuous assessment system. Eliot Alanís from Mexico prefers it because 'if you study hard during the year, you don't have to make a big effort at the end for the final exams'. And Abdullah Musa from Sudan agrees. He says 'continuous assessment keeps me working hard through the year which makes my studies interesting instead of just trying to pass exams'.

Reza Saadati from Iran says he's been studying in an exams system for the past eighteen years, but he thinks the students would be more motivated and active with continuous assessment. Reza says 'I'm going to organise my own class with a continuous assessment system when I make one of my dreams come true and become a teacher'. Good luck making your dream come true, Reza.

Jola matulessey from Indonesia thinks that a combination of both systems is the best way. Continuous assessment helps students to keep their brains active all the time and exams make us show our knowledge of the things we've learnt. And mazenhajmohammed from the Palestinian Territories puts it very simply. He says 'Both of them, so if you study you will pass!'

So thank you to everyone who sent comments and let me remind you again about the Elementary Podcast app. Get it from the Apple App Store or the Google Play Store, or follow the link from the LearnEnglish website.

And now it's time to hear from Tess and Ravi talking about something that is 'typically British'. And today Ravi's going to talk about something – or someone – he really didn't like studying at school. Let's have a listen.

Tess and Ravi

Ravi: Hello everybody. My name's Ravi.

Tess: And I'm Tess. And here we are again to talk about some of the things that you think of when you think of 'Britain' – things that are typically British. And I think it was your turn this week, Ravi, to find out about something ...?

Ravi: It was Tess. And I must say, not my favourite topic. William Shakespeare.

Tess: Shakespeare? Fantastic.

Ravi: Oh! Hours of my life at school, reading Henry the Fifth and what's that one about the old man? Goes mad ...

Tess: King Lear?

Ravi: That's him. Boring.

Tess: It's one of the best plays in the English language, Ravi.

Ravi: It's not the English language that I know. 'Thee' and 'thou' and 'didst' and 'dost'. Impossible. OK. Here we go. He was born in fifteen sixty-four, in a town called Stratford on Avon. He married a woman

called Anne Hathaway and they had three children. Then he went to London and worked for a theatre company at the Globe Theatre. And he wrote thirty-seven plays. And he died when he was fifty-two. And that's it.

Tess: 'That's it'?

Ravi: I'm not being funny, Tess. We really don't know very much about his life. Some people even say that Shakespeare didn't write the plays ...

Tess: Why?

Ravi: Different reasons. For example, they think that a man from a small town like Stratford didn't know about the world, and he wasn't well educated, so how could he write those plays?

Tess: That's ridiculous.

Ravi: I agree. What else? Ah, the Globe Theatre in London. It's a copy of the original Globe Theatre from the seventeenth century. It's a big circle, and, um, I think you have to stand up. There aren't any seats.

Tess: Of course there are seats! Lots. But there's a big space in the middle where you stand up and it's really cheap, five pounds a ticket I think. I went there to see Hamlet last year.

Ravi: 'To be or not to be: that is the question.'

Tess: Very good, Ravi. But do you know, the people in the theatre were nearly all tourists. I sometimes think that foreigners like Shakespeare more than British people do.

Ravi: Well, look at me. I'm not a fan. How many people do you think read

Shakespeare – for pleasure I mean, not study?

Tess: Not very many. But they're plays – it's better to watch them, not read them. Think of all the films, and the TV versions, all the BBC programmes.

Ravi: That's true. Another fact – 'There are more than four hundred and twenty film versions of Shakespeare's plays. He is the most "filmed" writer in the world, in any language.'

Tess: There are some great films. I saw a fantastic Japanese version of King Lear once.

Ravi: Hmm. I liked West Side Story, the musical. That's based on Romeo and Juliet, isn't it?

Tess: Yep. I didn't know you were so romantic!

Ravi: And that's enough for today, I think. Time to go home. 'A horse, a horse, my kingdom for a horse!'

Tess: Don't be so dramatic, Ravi. My car's outside. I'll give you a lift to the station.

Jo and Adam

Adam: Hello again, Jo.

Jo: Hi Adam. It's nice to be here again.

Adam: I think Shakespeare is great. There's a reason people still say he was the greatest writer in English. And what do you think of him, Jo? Are you a fan?

Jo: I can't say I'm a big fan, to be honest. I like watching his plays, but I find it quite difficult to read Shakespeare. It's not always

easy to understand, even for a native English speaker.

Adam: You're not alone. Tess thinks that foreigners like Shakespeare more than British people do. But is that true? Write and tell us what you think about Shakespeare. Did you study him at school? Which is your favourite play?

Jo: And tell us about the most famous writers from your country too.

Adam: Write to us at www.britishcouncil.org/learnenglish. And now let's look at some of the language in the podcast.

Jo: Today we're going to look at negative verb forms. Listen to Ravi and Tess and count how many negative verb forms you hear.

Ravi: *I'm not being funny, Tess. We really don't know very much about his life. Some people even say that Shakespeare didn't write the plays.*

Tess: *Why?*

Ravi: *Different reasons. For example, they think that a man from a small town like Stratford didn't know about the world, and he wasn't well educated, so how could he write those plays?*

Jo: How many did you hear? There were five. In the present – 'I'm not being funny' and 'we really don't know'.

Adam: And in the past – 'he didn't write', 'he didn't know' and 'he wasn't well educated'.

Jo: Different verb forms make the negatives in different ways. Verb forms that use the verb 'to be' make negatives by adding 'not'.

Adam: Like 'I'm not' in the present or 'he wasn't' in the past.

Jo: But other verbs use the auxiliary verb 'do' to make the negative. 'We don't know much about his life' in the present.

Adam: And 'Shakespeare didn't know about the world' in the past.

Jo: 'Didn't know'. 'I knew about the party but my friend didn't know.'

Adam: So 'I went to the party, but my friend didn't go.' Use the infinitive after 'didn't'.

Jo: Or 'doesn't'. 'My friend likes the cinema but she doesn't like the theatre.'

Adam: As usual, there are some exercises on the website to give you some practice with negative verb forms.

Jo: Including the verb 'have'. When do you say 'I haven't' and when do you say 'I don't have'? Look at the exercises and find out!

Adam: And that's all for this time. Don't forget to write to us about Shakespeare. See you next time.

Adam/Jo: Bye!

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Activity 1

Choose all the sentences that are true according to the podcast.

1. There are a lot of people at the party.
2. Jamie has finished his course and got his results.
3. Jamie is unhappy because he can't go to Borneo.
4. Jamie's friend Richard knows about the job in Borneo.
5. Jamie promised Carolina not to tell people about the job in Borneo.
6. Cameron wasn't invited to the party.
7. Carolina and Emily are pleased to see Cameron.
8. Two people tell Jamie jokes about orang-utans.

Activity 2

Who said what? Carolina, Emily, Jamie or Cameron?

1. A 2:1 is a great result. Are you pleased?
2. I'm really pleased.
3. Why did he tell you that joke?
4. But we agreed. Not to tell anyone about it yet.
5. I invited him.

6. Yeah, yeah, we agreed, that's right.
OK. I'm sorry.
7. Great. You look fantastic.
8. Hey, Jamie. I heard this joke and I
thought of you.

Activity 3

Match the two halves of the sentences.

- a) and everyone helps each other.
 - b) but I don't agree.
 - c) everyone has to leave the building.
 - d) and everyone is enjoying it.
 - e) so nobody eats meat or fish.
 - f) and everyone respects him.
 - g) to hear the news.
 - h) and nobody's life is perfect.
1. Everybody in my family is vegetarian
 2. It's a great party
 3. When the fire alarm rings,
 4. Everybody thinks that Federer will win,
 5. Mr James is a very good teacher
 6. Everybody was surprised
 7. People at work are very friendly
 8. I think everybody has problems

Activity 4

Choose the right form of the verb.

1. Everybody in my family _____
vegetarian so nobody eats meat or
fish.

- a) is
 - b) are
2. It's a great party and everyone
_____ enjoying it.
 - a) is
 - b) are
3. When the fire alarm rings, everyone
_____ to leave the building.
 - a) have
 - b) has
4. Everybody _____ that Federer
will win, but I don't agree.
 - a) think
 - b) thinks
5. Mr James is a very good teacher and
everyone _____ him.
 - a) respect
 - b) respects
6. Everybody _____ surprised to
hear the news.
 - a) were
 - b) was
7. People at work are very friendly and
everyone _____ each other.
 - a) help
 - b) helps
8. I think everybody _____
problems and nobody's life is perfect.
 - a) has
 - b) have

Activity 5

Use these words to complete Richard's joke. You can listen to that part of the podcast again to help you.

bathroom

cold

gets

having

other

put

says

two

There are 1. _____ orang-utans in the 2. _____, and one of them's 3. _____ a bath, and he (the orang-utan) 4. _____ into the bath and he 5. _____ 'ooh, ooh, ooh, ooh', and the 6. _____ one says 'Well, 7. _____ some 8. _____ water in then'.

Activity 6

Match the responses to the greetings.

- a) B: You too.
- b) B: That's true.
- c) B: Nothing special.
- d) B: Fine, thanks.
- e) B: Well, thank you! So do you!

1. A: Hi. How are you?
B: _____
2. A: I haven't seen you for a long time.

B: _____

3. A: You look fantastic!
B: _____
4. A: Nice to see you again.
B: _____
5. A: What's new?
B: _____

Activity 7

Write the missing words. Don't look back at Activity 6!

1. A: Hi. _____ are you?
B: Fine, _____.
2. A: I haven't _____ you for a long time.
B: That's _____.
3. A: You _____ fantastic!
B: Well, _____ you! So do you!
4. A: _____ to see you again.
B: You _____.
5. A: _____ new?
B: _____ special.

Activity 8

Phrases to use when you finish a conversation. Put the verbs in the right spaces.

have

have

must

see

take

talk

was

1. _____ you around.
2. _____ care.
3. _____ a good day/weekend.
4. I _____ be going.
5. _____ to you later.

6. It _____ nice to see you.

7. I _____ to go.

Activity 9 – Leave a comment

Have you got a good joke? Tell it to us!

Leave a comment

Elementary Podcasts Series 4 Episode 18

Adam

Hello and welcome to Episode 18 of Series 4 of LearnEnglish Elementary Podcasts. My name is Adam and my colleague Jo will be joining me later to talk about some of the language in the podcast.

Last time, Tess and Ravi talked about Shakespeare. Tess is a Shakespeare fan, and so am I, but Ravi? Well, I think 'boring' was the word he used – and some people seem to agree with him. We asked you to tell us what you think about Shakespeare and his plays. And some of you definitely agree with Ravi. Krig from Ukraine says 'I don't like Shakespeare very much. I think his plays are quite – boring.'

And nermin-m from Iraq read The Merchant of Venice at school but couldn't finish it because it was – wait for it – boring. Dhananjay Gupta from India had to read a Shakespeare poem in the 9th year of school. Dhananjay was told that Shakespeare is a very good writer but says 'maybe it is true – but I don't like his poem!'

But Shakespeare has a lot of fans out there. Mogtba from Sudan loves Shakespeare and thinks Antony and Cleopatra is 'an awesome play'. Roman_the_first from Russia didn't like Shakespeare very much when he studied him at school, but became a fan years later. He says 'I think Romeo and Juliet is the greatest story ever written about love – love that people are looking for and can't find.'

Farkhanda Bashir wrote a long and very interesting comment about Shakespeare, saying 'His works will make you laugh, cry, and (most of all) think'.

Laura1240 from Italy loves Shakespeare too. When she was only twelve years old she played the part of Juliet in Romeo and Juliet in her school play – in English! That must have been very difficult, Laura. I'm impressed! Did you know that Juliet is actually only one year older than Laura in the play? She's just 13.

Whether you're a fan or not, it seems that a lot of people around the world know a bit about Shakespeare, and even if they haven't read them or seen them, they often know the stories of some of his greatest plays, like Romeo and Juliet, King Lear or Macbeth. And, of course, some of the famous lines, like 'to be or not to be' from Hamlet.

And finally, Manasset, from Cameroon, agrees with Tess that foreigners are bigger fans of Shakespeare than the British. He says that they perform a lot of Shakespeare's plays in Cameroon but when you talk to British people about him, they don't know anything about him. 'Unbelievable,' says Manasset.

We also asked you to tell us about the most famous writers from your countries. And that was very interesting – so many writers that I didn't know about. I'm definitely going to find out more about some of them and read their work. You wrote about famous poets, like Taras Shevchenko from Ukraine, Alisher Navoi from Uzbekistan, the Vietnamese poet Nguyen Du, who Christine

Ho tells us is famous for a poem called The Tale of Kieu.

Saagii wrote about Lkhagvasuren Bavuu, the Mongolian playwright – that's someone who writes plays – and NewAgeEnglish wrote about the Chinese writer Wu Cheng'en, who wrote the story of the Monkey King. Dhananjay Gupta thinks Munsii Premchand is one of the best writers in India. And Ayat Hasan from Bangladesh loves the Nobel Prize winner, Rabindranath Tagore. Abdalmonem from Sudan wrote about Tayeb Salih.

I could go on and on, but let me just give a really big thank you to all of you for sending comments, and I can't wait to start reading some of your famous writers.

Don't forget the Elementary Podcast app, which has a lot of helpful features for you. You can get it from the Apple App Store or the Google Play Store, or you can follow the link from the LearnEnglish website.

And now it's time to see what's happening with Carolina and her friends. Exams have finished and everyone knows their results, so it's time to relax and have a good time at the end-of-year party. Let's see if *everyone* has a good time.

Carolina – At the party

Carolina: Wow. Everyone's here.

Emily: Everyone and his mother, I think.

Carolina: Can you see Jamie?

Emily: Yeah. He's over there. Come on. Excuse me, sorry, thanks.

Jamie: Hi you two.

Emily: Hi Jamie.

Carolina: Hello.

Emily: Congratulations on your results, Jamie.

Jamie: Thanks.

Emily: So it's all finished.

Jamie: Yeah, three long years of hard work and now I've got my degree.

Emily: A 2:1 is a great result. Are you pleased?

Jamie: I'm really pleased. The last exam was a bit of a disaster, but well – it was all OK in the end.

Carolina: It's what he needed. A 2:1.

Emily: Is it?

Carolina: Yes. For the job in Borneo.

Emily: Oh.

Carolina: But he's not sure about it. Whether to go to Borneo or not. He's thinking about it, aren't you Jamie?

Jamie: Yeah, that's right. It's a big decision.

Emily: It certainly is.

Richard: Hey Jamie! My man! How're you doing?

Jamie: Hi Richard. How's it going?

Richard: Hey Jamie. There's two orang-utans, in the bathroom, and one of them's having a bath, and he – the orang-utan – gets into the bath and he says 'Ooh, ooh, ooh, ooh', and the other one says 'Well, put some cold water in then'... See you later, mate. We'll have a night out before you go.

Jamie: Sure, yeah. See you, Richard.

Carolina: Why did he tell you that joke?

Jamie: Huh?

Carolina: That joke. About orang-utans. And he said 'We'll have a night out before you go'.

Jamie: I don't know. I, er, he ... maybe, maybe I told him about the job in Borneo. I don't remember.

Carolina: But we agreed. Not to tell anyone about it yet. Not until you've decided.

Jamie: Yeah, yeah we agreed, that's right. OK. I'm sorry.

Carolina: Have you decided?

Jamie: No.

Emily: Oh lord. Look. There's Cameron. He's coming this way.

Carolina: No! What's he doing here? This is a student party. He isn't a student.

Jamie: I invited him.

Cameron: Hello!

Jamie: Hi Cameron.

Carolina: Hello.

Cameron: Hello Emily.

Emily: Cameron.

Cameron: I haven't seen you for a long time.

Emily: That's true.

Cameron: How are you?

Emily: Fine, thanks. And you?

Cameron: Great. You look fantastic.

Emily: Do I?

Cameron: Hey, Jamie. I heard this joke and I thought of you. There are two orang-utans in Borneo in the forest and one says ...

Emily: I'm going to get another drink.

Carolina: I'm coming with you.

Jo and Adam

Adam: And here's Jo back with us again.

Jo: Hello everybody. Wow. What a difficult situation!

Adam: Which one? Emily meeting Cameron?

Jo: Well, yes, that was a bit embarrassing for her. And Jamie's friend talking about orang-utans too! I don't think Carolina and Emily are enjoying the party very much.

Adam: Nor do I. I liked the orang-utan joke though.

Jo: Me too. I'm terrible at remembering jokes. Have you got any good jokes, Adam?

Adam: Erm, erm, here's one. I'm very good friends with 25 letters of the alphabet. I don't know Y.

Jo: That's a brilliant joke, I'll have to try and remember that one.

Adam: It's not mine. I heard a comedian called Chris Turner tell it. I'm sure you know some great jokes, listeners. Leave them in the comments for this episode at www.britishcouncil.org/learnenglish. And now let's look at some of the language from the podcast.

Jo: There are two things I want to look at today. Listen to Carolina when she arrives at the party.

Carolina: *Wow. Everyone's here.*

Jo: 'Everyone's here.' My students often ask 'What's the difference between everyone and everybody?' And the answer is there's no difference at all. You can use the one that you prefer. When I said hello a minute ago, I said 'Hello everybody'.

Adam: But I'm sure in some podcasts Jo said 'Hi everyone'. There really is no difference at all.

Jo: Do you think 'everyone' or 'everybody' is singular or plural? Listen again to Carolina.

Carolina: *Wow. Everyone's here.*

Jo: 'Everyone's here'. 'Everyone is'. It's singular. It seems very strange, because 'everyone' sounds like a lot of people, but grammatically it's singular.

Adam: So we say 'everyone agrees with me'.

Jo: Or 'everybody was happy'. We use a singular verb.

Adam: Or 'Is everyone happy?' or 'Does everybody agree?'

Jo: There are exercises on the website to help you with this – and other language from the podcast too.

Adam: Including ways of saying hello and goodbye. Listen to Jamie and his friend.

Richard: *Hey Jamie! My man! How're you doing?*

Jamie: *Hi Richard. How's it going?*

Jo: 'How're you doing?' or 'How's it going?' are informal ways of saying 'How are you?'

Adam: Look at the exercises on the website for more examples. And that's all we've got time for today. See you next time.

Jo/Adam: Bye!