Student's Book audio and video scripts

Unit 1, Lesson 1.1, Track 1.01, page 8, exercises 2 and 3

Darius Hi everyone, I'm Darius!
Amira And I'm his cousin Amira.
D And this is our vlog, where we look at all kinds of topics.
A And today, we're looking into the future! But we're not talking about robots or flying cars …
D … we're talking about our future careers.
A And more specifically, how do we gain a foothold on the career ladder?
D And the answer is that we should set smart goals!
A SMART? Isn't that an acronym?
D Yeah, you got it in one! And it's really useful. SMART stands for Specific, Measurable, Achievable, Relevant and Time-limited. It's a method designed to help you rise to the challenge and set realistic goals without stressing yourself out. First, you have to decide on a specific goal. Then, if it's a big goal, it should be broken down into smaller ones, so we don't feel overwhelmed and decide to throw in the towel. That way each small goal you reach is a step in the right direction.
A I'm just reading about it here and it makes a lot of sense. We've got a specific goal, haven't we, Darius?
D You mean going to drama school?
A Yep, that's the big goal. But then we have smaller goals to achieve that too, like being cast in the school play.
D Yeah, that's a really good example. Go on then, Amira. What comes next?
A Well, the M of SMART is for measurable. It says here that whatever your goal is, there are always ways of measuring your progress. For example, in our case, if we are cast in the school play, that will be a success. If we get good roles, that will be another success and so on. Each success will make us feel that we're getting closer to achieving our goal.
D Right! And that's where 'achievable' comes in. It's great to have a goal, but you've got make it achievable. You should ask yourself if you have the ability, the resources and the time to achieve it. You should also make a plan for how you're going to get there. What's more, your plan should include the possibility of failure.
A Wait, your plan should include failure? That can't be right, can it?
D No, that's right. Everybody makes mistakes; it's inevitable! However, if you expect them, it's much easier to deal with them and that makes you more resilient and teaches you to be persistent.
A Oh, really? OK, I'll remember to tell my parents that next time I fail an exam!
D That should be interesting! OK back to the goals.
A OK, now we're at R, which is for relevant. In other words, the goal has to be important enough to keep you self-motivated. Don't do something because of pressure from others. Otherwise, you might become resentful and give up. And that brings us to our last letter …
D … which is 'T' for time-limited. You've got to have a timetable. If you don't have specific dates or deadlines for achieving objectives, then you'll face difficulties achieving your goals.
A I know that's true, I always need a deadline. But there's one thing missing –downtime!
D Of course, everyone needs to chill sometimes. Success should never come at the expense of your health!
A Let's build that into our plan to get to drama school! But what about you? What are your goals and how do you plan to achieve them? Let us know in the comments! See you next time.
D Bye!

Unit 1, Lesson 1.2, Track 1.02, page 10, exercise 2

Interviewer In this week's episode of *Psychology Now*, we're privileged to have with us psychologist Dr Gabriella Messina to tell us a little about the work of Carol Dweck. Dr Messina, thank you for being with us this morning.
Dr Messina Thank you for inviting me!
I So, tell us, Doctor, who is Carol Dweck, and what does she do?
Dr She's a professor of Psychology at Stanford University, known for her work on growth mindset.
I Growth mindset?
Dr Yes, the belief that we can develop our talents.
I But aren't people born with certain talents?
Dr In a way, but Dweck insists abilities aren't fixed.
I Aren't they?
Dr Not according to Dweck. She says we can become smarter.
I We can become smarter?
Dr That's right. The more effort we put into something, the easier it becomes, and then the more motivated we are to attempt other things.
I So who will do better: a student who relies on their natural ability, or one who works hard?
Dr Guess.
I I'd be right in thinking it's the student who works hard, wouldn't I?
Dr Surprisingly often, yes. That's why praising children for making an effort is effective. Why try harder if you're already talented and intelligent!

Unit 1, Lesson 1.2, Track 1.03, page 10, exercise 6a

Maya Hi Hasan. What are you doing here? Aren't you supposed to be at the match?
Hasan Yes, but I have to study for the exam and there isn't enough time to revise.
M There isn't? What do you mean? We've had plenty of time.
H Have we? Really? OK, don't answer that! I know we have. It's just that you're self-motivated and I'm not.
M Self-motivated? Me? Well, I am now, but I didn't use to be.
H I'd love to change, too. How did you do it?
M I developed a growth mindset.
H Who taught you?
M My brother. He learned it at university.
H You could tell me now, couldn't you? Or is it complicated?
M No, but you have to unlearn a few bad habits – at least I did!

Unit 1, Lesson 1.2, Track 1.04, page 10, exercises 7 and 8

1 What's your name? ↘
2 Is that in Mexico? ↗
3 She's coming, isn't she? ↗
4 What do you do? ↘
5 Who told you? ↗
6 You couldn't help, could you? ↘

Unit 1, Lesson 1.3, Track 1.05, page 11, exercises 4 and 5

Speaker A Do what? No way, I'd never do that, and if a so-called friend did it to me, it would be the end of our friendship, it really would. But apart from the ethical considerations, I think it'd be inevitable that your friend would find out, so you'd have a short-term financial gain, but in the long-term, you'd look really bad. I mean, who trusts a person that cheats their mates? Nobody, right?

Speaker B Yeah, that's a tricky one, isn't it? I mean, it's not as if the money belongs to someone vulnerable. If you keep it, it wouldn't be at the expense of a person, but a big, faceless institution. Okay, people work there, I know, but let's face it, would they really miss it? And I can't imagine anyone would get into trouble. After all, it's a machine that's made the mistake, isn't it? So, so I'm not sure, but, yeah, maybe, maybe I'd keep it.

Speaker C What someone else did? That's an easy one, that is. I mean, if they found out, they'd probably feel resentful, and you'd also risk losing a friend. I think, I think, that'd be too high a price to pay for a better grade or whatever. And, erm, what I've said is looking at it from a selfish point of view, you know, what the consequences would be for me. But, in general, that sort of thing just isn't right, is it?

Speaker D Well, first of all, I'd probably feel a bit overwhelmed with a variety of emotions, because I'd know I'd have to do something, but it wouldn't be easy, would it? So, what would I do? Well, first I'd speak to them and ask them, no *tell* them, to stop, but if they continued, you know, if they were persistent, I'd have to speak to someone … perhaps their parents or maybe a teacher. Really, I, I don't think I'd give up until they stopped doing it.

Unit 1, Lesson 1.3, Track 1.06, page 11, exercises 6 and 7

Like most people, I've faced various ethical dilemmas, but one has haunted me all my life.

It was back in 1967 or 1968 … Yes, 1968. I remember because the following year, 1969, was the year of the first moon landing. I was 16 and vulnerable. I wasn't getting on with my parents. I fought with my sister all the time: I was resentful because she was more popular than me, she had a bigger bedroom, and I thought Mum and Dad loved her more. I hated school. I wasn't self-motivated, so I was doing badly – and I was being bullied. So I was delighted when Dad got a job in the south of the country and I had to change schools.

What happened next? Well, I thought things would improve, but no. It's hard for a new girl to make friends in the middle of a school year. People were already settled in their friendship groups. They weren't nasty or anything; they just weren't interested in me.

There was one exception – let's call her Amanda. The other girls didn't like her much: she thought she was superior to the rest of us; she was always borrowing things and not returning them; she liked to poke fun at people, but her comments were funny as well as cruel, so others laughed. It was inevitable that my strong northern accent would make me an easy target.

Then Susan – also not her real name – came into my life. I was in the library one afternoon, feeling sorry for myself, when Susan slipped into the seat next to me.

'Hey,' she said. 'Do you want to hang out on Saturday?'

'I'm studying,' I replied.

'Are you? Seriously?'

And just like that, my life changed. Susan was popular, and because she was my friend, the other kids accepted me. I was happier and my school work improved.

Then one day, we were hanging out in Susan's bedroom. Susan got up to fetch us something to drink, and while I was waiting for her to get back, I noticed a wooden box on a shelf with a key in the lock. On impulse, I opened it. It was full of jewellery, and not the fake stuff, either: it was the real thing in gold and silver. I thought I recognised one of the rings: it had a round red stone – a ruby, I discovered later. I shouldn't have been snooping, but I instantly sensed something was wrong. Susan's family weren't rich and Susan usually only wore a bracelet with glass beads.

A few days later, Julia, a classmate, was telling everyone that she had lost a ruby ring, a birthday present from her grandmother. It had disappeared during her birthday party, and she accused Amanda of being the thief. After all, Amanda was always borrowing things and not returning them.

But I knew. Susan and I had also been at the party. I didn't know what to do. Should I tell everyone who the real thief was? I hated Amanda, and Susan was my best friend. Confront Susan? Doing so would have meant the end of our friendship.

In the end, I took the coward's way out and said nothing. … What happened? Nothing much. Amanda left the school soon after that. A few years ago, I heard that she'd been in prison for fraud. It's funny, but I felt guilty when I heard that, as if I had been responsible for the way her life turned out. … Susan? Oh, we drifted apart. We never saw each other after we left school. She moved to Canada. … She has five grandchildren, I believe. I sometimes wonder what she did with the things in the wooden box.

Unit 1, Lesson 1.5, Track 1.07, page 13, exercise 7

When I finished school, I was going to apply for a place at university, but then an opportunity presented itself. I was offered a junior position in a large company and I thought it was too good to turn down. 'You'll be missing out on the university experience,' my parents said. 'But I'll be working with the best people in the business,' I replied, and I couldn't wait to start.

I thought I'd quickly learn all there was to know and my parents would realise they'd been wrong all along, and they'd be proud of me. Then came the reality of the situation. Someone showed me to a desk and gave me a pile of folders and a list of incredibly boring tasks. I did them, but I didn't really understand what I was doing or why I was doing them.

My boss said I was going to receive training, but she kept cancelling. Then she said it would be more useful if I waited until another new employee started and we could do the training together. This new employee was due to start work two months ago, but for some reason, she never turned up.

I became more and more frustrated and last month I was on the verge of giving up my job.

Luckily, I didn't resign because the firm employed someone else and we're starting our training next week. I'll have been working for the company for six months by then, which is a long time. Hopefully, by this time next year, I'll have learned a lot, proved myself, and been promoted.

So, in the end, my job has worked out OK, considering I was about to leave!

Unit 1, Lesson 1.7, Track 1.09, page 16, exercise 3

The writer and scholar C.S. Lewis was said to remember everything he read. A student of his claimed that he could take any book from Lewis's shelf, read out something from any page, and Lewis would be able to summarise the rest of the page. Some of us are lucky and can pick up information easily, but the ability to memorise facts and call them up days, weeks, months, even years later is rare. Most of us can memorise facts for an exam, and if we've studied enough, we might sail through it. The trouble is that unless we make use of what we've learned, or go over it regularly, it fades away.
An example. When you do maths at school, you learn about the number pi, which we use to calculate the area and circumference of a circle. Just ask an adult to tell you the value of pi to seven digits. They learned it at school, but unless they're a mathematician or need a knowledge of geometry to do their job, they probably won't remember.
So, what can we do to learn facts more easily or brush up on what we once knew? Well, it depends. If we're learning things like formulae, lists of names, that sort of thing, mnemonics can be useful.
And what is a mnemonic? Put simply, it's anything – a sentence, a song, a short poem, an acronym – that will help us recall the information.
Now, to go back to pi, if someone asked me to recall its value to seven digits – three point one, four, one, five, nine, two, I might come up with a sentence with seven words, one word for each digit, and the length of each word in letters would represent the digit. Here's a sentence I could remember easily: *How I wish I could calculate pi*. As you can see, the first word, *How*, has three letters and the first digit in pi is three; the second word, *I*, has one letter and the second digit is one; *wish* has four letters, and the third digit is four, and so on. And if I wanted to remember the value of pi to eleven digits, how about this: *May I have a large container of coffee, cream and sugar?* And if I wanted to remember the names of the planets in order, a mnemonic could be *My Very Educated Mother Just Served Us Noodles*. Here, the first letter of each word would help us recall the first letter of a planet: *My* for *Mercury*, *Very* for *Venus*, *Educated* for *Earth*, *Mother* for *Mars*, *Just* for *Jupiter*, *Served* for *Saturn*, *Us* for *Uranus*, and *Noodles* for *Neptune*.

Unit 1, Lesson 1.7, Track 1.10, page 16, exercise 4

The writer and scholar C.S. Lewis was said to remember everything he read. A student of his claimed that he could take any book from Lewis's shelf, read out something from any page, and Lewis would be able to summarise the rest of the page. Some of us are lucky and can pick up information easily, but the ability to memorise facts and call them up days, weeks, months, even years later is rare. Most of us can memorise facts for an exam, and if we've studied enough, we might sail through it. The trouble is that unless we make use of what we've learned, or go over it regularly, it fades away.
An example. When you do maths at school, you learn about the number pi, which we use to calculate the area and circumference of a circle. Just ask an adult to tell you the value of pi to seven digits. They learned it at school, but unless they're a mathematician or need a knowledge of geometry to do their job, they probably won't remember.
So, what can we do to learn facts more easily or brush up on what we once knew? Well, it depends. If we're learning things like formulae, lists of names, that sort of thing, mnemonics can be useful.
And what is a mnemonic? Put simply, it's anything – a sentence, a song, a short poem, an acronym – that will help us recall the information.
Now, to go back to pi, if someone asked me to recall its value to seven digits – three point one, four, one, five, nine, two, I might come up with a sentence with seven words, one word for each digit, and the length of each word in letters would represent the digit. Here's a sentence I could remember easily: *How I wish I could calculate pi*. As you can see, the first word, *How*, has three letters and the first digit in pi is three; the second word, *I*, has one letter and the second digit is one; *wish* has four letters, and the third digit is four, and so on. And if I wanted to remember the value of pi to eleven digits, how about this: *May I have a large container of coffee, cream and sugar?* And if I wanted to remember the names of the planets in order, a mnemonic could be *My Very Educated Mother Just Served Us Noodles*. Here, the first letter of each word would help us recall the first letter of a planet: *My* for *Mercury*, *Very* for *Venus*, *Educated* for *Earth*, *Mother* for *Mars*, *Just* for *Jupiter*, *Served* for *Saturn*, *Us* for *Uranus*, and *Noodles* for *Neptune*.

Do you remember how you learned things in primary school? Many teachers use songs – just think of the alphabet song you learned as a child! I'm sure you still remember it. Songs stick in your mind, and advertisers have known this for a long time. That's why jingles – short songs or tunes – are often used in advertisements. We probably all experience times when we can't stop singing a jingle to ourselves or hearing it over and over again in our heads, no matter how irritating it is!
A useful way to recall dates is through short poems. Imagine you want to remember the year Columbus sailed to the Americas:
Columbus sailed the ocean blue
In fourteen hundred and ninety-two.
For some lists, acronyms are useful. An acronym is a word where each letter is the first letter of a word or name you want to remember. Imagine you need to learn the five great lakes of North America. You could come up with a five-letter acronym: HOMES. *H* for *Huron*, *O* for *Ontario*, *M* for *Michigan*, *E* for *Erie* and *S* for *Superior*. But if you wanted to remember the great lakes in order of their size, a single-word mnemonic might not be possible, and you might have a five-word sentence: *Super Heroes Must Eat Oranges*. So, *Super* for *Superior*, *Heroes* for *Huron*, *Must* for *Michigan*, *Eat* for *Erie* and *Oranges* for *Ontario*. Yes, *Super Heroes Must Eat Oranges* is a strange sentence, but the stranger – or funnier – the sentence, the easier it is to remember.
Then, of course, there's association of ideas. Basically, you associate people or objects with the thing you want to remember. For example, you're learning personality adjectives in English. Think of people you know who have the quality that the adjective describes. For the adjective *articulate*, you could create an image in your mind of a politician who is *articulate* – a good public speaker – and imagine them wearing a jumper with the letter A on it. When you remember this image, you'll remember the adjective it represents.

Unit 1, Lesson 1.8, Track 1.11, page 17, exercises 2 and 3

Frank I like your new top.
Dara Thanks!
F There's only one problem with it.
D Really? What's that?
F Well, looking at the brand, I'm convinced that it was made by …. children.

D It was made by children? What makes you say that?
F Everybody has been talking about that brand and its factory on social media.
D That brand's factory has been all over social media? Are you suggesting I knew about it? Obviously, I wouldn't have bought it if I had!
F Sorry, it was just a comment. To be honest, there's no doubt in my mind that the reaction to the news was a bit exaggerated.
D You aren't being serious, are you? Children should be at school, not working in factories! Their futures are at stake!
F That's one way of looking at it, but these situations are not always so black and white.
D Why not?
F Well, there was also a message from the children that worked in the factory on social media. They were frightened that they would lose their jobs if people stopped buying the brand's products. They come from vulnerable families that rely on their income. They want better conditions, but not at the expense of their jobs. They want to work fewer hours so they can go to school, too.
D My impression is that it doesn't sound like a very good solution. They shouldn't have to work at all!
F Yes, but from their point of view, they probably don't see that as achievable right now. Being able to work and study would be a small step in the right direction towards children eventually not having to work.
D So what are your thoughts on the situation?
F Well, it's like I said, it's not black and white. It's easy for people like us – that have so much – to make assumptions about what's right and wrong and talk about ethics, but they don't have that luxury.
D Well, I have no doubt that brands have to take responsibility for their workers' conditions. But one thing's for sure …
F What's that?
D I won't be wearing this top again!

Unit 1, Vocabulary Booster, Track 1.12, page 120, exercise 1

1 Pablo couldn't go to classes in person when he was ill, but he was able to watch online tutorials.
2 Winning the engineering prize would be a boost to Oscar's confidence.
3 Last year, Ella managed to fulfil a dream when she had her first newspaper article published.
4 I haven't had time to learn a lot of Spanish, but I've managed to pick up the basics, so I should be OK when I go to Spain.
5 I like the candidate, but I don't think he'll be motivated enough to succeed in this job.
6 The new computer system wasn't easy to use at first, but eventually I managed to master it.
7 Tell me about a time when you worked well as part of a team to overcome a problem.
8 We're going to attempt to complete the building project within two months.

Unit 1, Vocabulary Booster, Track 1.13, page 120, exercise 2

1 extensive vocabulary
2 mental arithmetic
3 older generation
4 second language

Unit 1, Vocabulary Booster, Track 1.14, page 120, exercise 6

1 A person who is full of energy is a livewire.
2 A person who acts as if they are very clever is a know-it-all.
3 A person who tries to impress other people is a show off.
4 A person who takes a long time to move or act is a slowcoach.
5 A person who enjoys, and is good at, being with and talking to others is a people person.
6 A person who doesn't want to work or be active is called a lazybones.
7 A person who is very successful, particularly in their work or studies is a high achiever.
8 A person who is good at showing or telling others what to do is a born leader.

Unit 1, Vision 360°, page 20, exercise 4

As urban populations continue to grow, city planners and architects in the future will need to build higher density housing to accommodate them. One possible way to do this would be to build high-rise apartment buildings, hundreds of stories tall that can house thousands of single people and couples in compact single room apartments.
These smart apartments would be designed for the city worker in mind, with everything from heating, lighting, air conditioning, food shopping and cleaning taken care of by artificial intelligence, robots, and internet-connected devices.
Due to the limited space, these apartments wouldn't have windows, but an ultra-high definition interactive display would be able to provide residents with spectacular 'views' through a virtual window.
Such apartments won't be for everyone, but it is likely that they will provide a much-needed home to millions of people in years to come.

Unit 1, Vision 360°, page 21, exercise 8

Can you imagine a city without trees? Some scientists predict that cities of the future will not have enough space for trees or green spaces. If that were true, what would it mean?
There would be an increase in temperatures as trees offer shade from the hot sun. Trees also remove large amounts of carbon dioxide from the air through the process of photosynthesis, and filter car exhaust fumes by up to 60%.
If there wasn't enough space for trees in cities, scientists would have to develop artificial trees with leaves that could do all these things quickly and efficiently. But it's worth remembering that trees have a positive effect on our health and well-being. Could artificial trees do the same? It's highly unlikely.

Unit 1, Vision 360°, page 21, exercise 9

In the future, there is little doubt that robots will play an increasingly important part in our lives. They will help us with day-to-day tasks, work with children, care for the elderly, and transport us through cities. And they will also become more autonomous, making decisions without the involvement of a human.
This presents a number of ethical problems. For example, what if an autonomous vehicle swerves to avoid hitting a child in the road but instead hits an older person? Or if there are two patients in hospital in urgent need of treatment, who should a healthcare robot help first? And should a robot have the power to make a person do something that is good for them but against their own will?
When humans are faced with these dilemmas, we won't always agree on what is the correct course of action. And when a decision or a judgement

is required instantly, we often rely on our instincts. So how are we going to program robots to be able to make the right decision? And can we expect them to develop an 'instinct'? These are important ethical questions that need to be discussed.

Unit 2, Lesson 2.1, Track 2.01, page 22, exercises 2 and 3

Darius Hi everybody and welcome to our vlog, it's me Darius …
Amira … and me Amira, and this week we're discussing internships and temporary jobs.
D A report published last week claimed that holiday jobs, part-time jobs or internships provide a lot more benefits for young adults than just a bit more cash. Great! But just how do you find one?
A Well, if you're looking for a temporary job, it's probably best to use a job search engine. If you're looking for an internship, then you could prioritise visiting the sites of companies working in the field that you're interested in.
D And of course, word of mouth is a great way to let people know you're available, while networking is an effective way to connect with employers.
A It can be a lot of work to find work, so is it worth it? We spoke to two friends who were both successful in finding jobs to find out about their experiences.
Kaya Hey there, Kaya here. As you know, I really want to be a chef and I was hoping to get some hands-on experience in the kitchen of a top-class restaurant … but I ended up in a fast-food restaurant in the street in which I live! It wasn't exactly what I had in mind! I mean, you don't really cook very much in a fast-food restaurant, so I didn't see how I was going to learn much on the job! Actually though, it was a great experience because I learned a lot about working in a team and working under pressure. Since the summer I've kept my hand in by working the lunch-time shift on weekends. So, now I've got some experience for my CV and, who knows, maybe it'll give me a competitive edge when it comes to looking for jobs in the future! At the very least it'll show willingness to work.
Ali Hey there, it's Ali here. I actually did an internship this summer. I've always been good at maths so I thought I'd like to work in finance. Internships based at financial companies are really difficult to get. Loads of people were going after this one and we had to make a pitch explaining why we were the best person for the job. Amazingly, my pitch was successful and they took me on! It was unpaid, but the career prospects were great. What's not to like! Well, for me, almost everything! The main problem was they didn't want anybody thinking outside the box, you know, you had to do things their way and only their way. It was disappointing, but look, I tried it out and now at least I know that the corporate finance world just isn't for me.
D Mmm, so two very different experiences there!
A But you can see how internships and temporary jobs can help to show you what you might want to do ….or might not want to do … in the future.
D But what about you? Have you had a temporary job or done an internship? What was your experience?
A Let us know all about it in the comments. But for now, it's goodbye!
D See you in the next one!

Unit 2, Lesson 2.2, Track 2.02, page 24, exercise 7

The exams were nearly over and I wanted a job that would give me some useful work experience, so I was thinking of doing an internship during the summer. I wanted something exciting, not just any job. The trouble was that the jobs advertised online were only suitable for someone who had a lot of work experience. Then one day I was talking to Julia – she's the girl who sits next to me in class – and she recommended a website she had found. It was for companies advertising jobs for young people who had just finished school during the months of June, July, August and September. I went online and I was very excited because I found some great jobs. One company looking for interns was offering a position in London, which was tempting, I have to say. But I thought I would rather work for a company located in another country, as I was keen to travel. In the end, I applied for a job as an intern with a mobile phone company. They wanted someone who could work in their office in Valencia. I applied because Spanish is one of the languages highlighted in the ad – and I speak it fluently! I contacted the company's human resources department, and the person I spoke to said I would be perfect and gave me the job!

Unit 2, Lesson 2.3, Track 2.03, page 25, exercises 2, 3 and 6

Aziz Hi guys! It's Aziz and Daria. Welcome back to Talking About Life. This week, we're putting hobbies under the microscope.
Daria Yes, but we're looking at them from a different angle. Hobbies are a great way of enjoying your free time, but what if you could make some money from the activities you love doing?
A Seriously? Money from a hobby? What's not to like? The question is how?
D Well, that's what we're going to find out by looking at three young people who turned a hobby into a job. OK, first up is fellow podcaster Theo Rivers. 17-year-old Theo became an internet sensation with his RJ Radio podcast 'Talking Music'. Theo's school interviews with local celebrities about their favourite music soon caught the attention of a media executive. In fact, the executive was so impressed that she helped Theo make a successful pitch for a position with a national radio network.
A Really? He must have been ecstatic!
D He was, and he soon caught listeners' attention. The interviews were relaxed and funny and the people he talked to clearly enjoyed chatting. Theo obviously learned a lot on the job because now he presents a really professional podcast. He has an amazing ability to get people to talk, not only about the music they love, but about all sorts of topics that young adults want to hear about.
A I'll definitely check out his podcast.
D Seriously! You can't listen to a rival podcast!
A I beg to differ. We might get a few ideas.
D You have a point. So, now let's take a look at the Mallory sisters. Two young women who've turned their favourite free-time activity, drawing, into a very profitable business. Nineteen-year-old Natalie knew she didn't want to go to university when she finished school. She wanted to start her own business. So she and her 16-year-old sister Nina decided to print their designs on T-shirts. Their first move was to borrow £2,000 and buy 500 ordinary T-shirts and a second-hand printing machine. They then transformed the T-shirts with their brilliant animal-inspired designs. Nina set up social media pages for their

company, N&N, and they joined an e-commerce website.
A They took a big risk borrowing so much money! I hope it paid off. I bet some people thought it was a stupid thing to do.
D So stupid that after just three weeks, they had sold all their T-shirts, paid back the money they had borrowed and earned a nice little profit of £1,200!
A Unbelievable. We could ask them to do a cool design for the pod!
D You're having a laugh, right? You want us to start selling merchandise … Haven't we got enough to do creating a weekly podcast?
A Just a thought.
D Now, our next success story is about something completely different. Zayn Patel started a chess coaching business when he was just 20.
A A business teaching chess? Really?
D Really. Zayn has always loved chess. His grandmother taught him how to play, and then he taught his little sisters and cousins. They enjoyed playing it so much that their enthusiasm for the game spread and before he knew it, dozens of neighbourhood kids were asking to learn. Zayn also started doing vlogs teaching chess on YouTube, and by the time he was 16, he had attracted over 32,000 followers to his Instagram pages showcasing his passion. A number of famous brands that make board games contacted him about advertising their products in his posts, but he had other ideas.
A Honestly? He said no to famous brands? People who work with famous brands make lots of money.
D That's not always the case, you know.
A Well, I'd have accepted their offer, no questions asked!
D Really, Aziz! Money's important, but it's not the only thing in the world. Anyway, instead of accepting adverts from brands, Zayn decided to use the hands-on experience he had gained from teaching kids and his vlogs on YouTube in another way. He set up a business teaching the game to children aged six to eleven. His classes became so popular that parents in other towns started asking him if he could teach their kids too. Zayn now has three people working for him as he can't be in several places at the same time!
A Incredible. Well guys, there you have it! Your hobby could be your future career. Who wouldn't like to make a living from what they love doing?
D Who knows, maybe one day we'll manage to! That's all from Talking About Life. Stay subscribed!

Unit 2, Lesson 2.3, Track 2.04, page 25, exercise 5

1
A My sister's been offered a job on a major television channel.
B Seriously?
2
A My sister's been offered a job on a major television channel.
B Seriously?
3
A I'm not joking! It really happened.
B Really?
4
A I'm not joking! It really happened.
B Really.
5
A I think we should start our own business.
B You're having a laugh, right?
6
A We've just been offered a contract with a major recording label!
B You're having a laugh, right?
7
A I'm going to invest £1,000 in a new start-up.
B Honestly.
8
A I'm going to invest £1,000 in a new start-up.
B Honestly?

Unit 2, Lesson 2.8, Track 2.06, page 31, exercises 2, 3, 4 and 5b

Well, it's hard to know exactly where the picture was taken, but the setting looks comfortable and bright. In the background, there's a big window that sunlight is pouring through, which makes the room very pleasant. Although we can't see much of it, I get the impression that it's a place which is spacious. There are two people in the room, an elderly man and a young woman, who appear to be enjoying themselves. The woman is sitting on a large sofa and she's wearing a T-shirt that has the word 'volunteer' on it. She's playing chess with the man. I can't be sure, but I'd say that because of the T-shirt and the fact that the man is elderly, she's possibly a volunteer who's come to a retirement home to participate in activities with the residents. The way that they're sitting suggests that the man, who has his right hand raised above the board, is about to make a move. There really aren't any clues to which country they're in, but the T-shirt suggests that the woman belongs to a volunteer organisation, so I would guess they're in the USA. I know from a friend that young people there do a lot of volunteer work because it builds their credibility on university or job applications. I'm sure lots of people volunteer because they genuinely want to help others, but knowing that it might give them a competitive edge in obtaining a university place or a job must also be a motivation.

Exam Skills 1–2, Track 2.07, page 34, exercise 2

Speaker 1
My first job was working in a local high-street shop when I was a teenager. Because I was only young, I didn't have any experience, so I had to learn everything as I went along. The shop sold all sorts of things that you couldn't buy anywhere else. People loved it because it was unlike any of the other shops in town. It had been there for nearly a hundred years as well, so it had lots of history and I think that's another reason it was so popular. The other staff were great – they were quite a bit older than me and they were really helpful and encouraging. In fact, I'd say it's all because of them that I'm where I am now!
Speaker 2
The only way to be successful in this line of work is to carve a niche for yourself, even if that's at the expense of other people and their feelings. Maybe that sounds a bit hard, but believe me, it's a tough world out there and you need to have a competitive edge to get anywhere. The only way to fulfil your potential is to be self-motivated, and if that makes other people resentful, well, I'm afraid that's just life. On the other hand, it's important to keep the right people on your side because you never know when they might be useful.
Speaker 3
Looking back, I'd obviously been unhappy in my work for a long time, but I just hadn't admitted it to myself. I remember I used to hate Sunday evenings, worrying about what the next week would bring. In my career, there was a lot of pressure to keep a high profile, which meant that I was working far more hours than I should have been. It wasn't fair on my family either, because I took a lot of work home and didn't make time for a social

life. I'm so relieved that I finally decided to get out and go after something else – something completely different without the stress. I'm a much happier person these days – and my family are happier, too.

Speaker 4

I don't really know yet what I want to do when I finish school. My parents are probably a bit concerned about me, and I can understand why, but I find it all a bit overwhelming, being expected to make a decision about my future so soon. There are so many possibilities out there. I have a few ideas about the type of job I'd like to go for, but I know I'll be up against a lot of competition from people who are more resilient than I am. I just don't think I stand out from the crowd enough. But I'm seeing a careers adviser next week, so that's a step in the right direction and might give me some more ideas.

Speaker 5

To be honest, I didn't really plan to be where I am now! I didn't have a particular career in mind when I left college. There were too many options available to me and nothing that really stood out. But my instinct told me that I'd find the right thing eventually. And that's what happened. There was an internship available at my uncle's office, so I thought I'd give it a go. They were clearly impressed with me – I think it's because I showed willingness to do my best at whatever came along – and they offered me a permanent job there. Well, after a few years doing that, I took a position in another department in the same company and gradually established a reputation for myself. I guess I was in the right place at the right time.

Unit 2, Vocabulary Booster, Track 2.08, page 121, exercise 1

1 be capable of
2 focus your attention on
3 have the potential to
4 inspired by someone
5 put the theory into practice
6 work from home

Unit 2, Vocabulary Booster, Track 2.09, page 121, exercise 6

1 have a burning ambition
2 do well for yourself
3 get something off the ground
4 leave your comfort zone
5 make your mark
6 not be my thing
7 show your potential

Unit 3, Lesson 3.1, Track 3.01, page 36, exercises 2 and 3

Amira Hi guys and welcome to the vlog, It's me Amira.

Darius And, er, me Darius. Sorry, Amira. Sorry guys. I'm distracted because I'm going through a bit of a bad patch with my parents. I'm not exactly on bad terms with them but we're having a few, er, differences of opinion that I just don't know how to resolve.

A I know you've been having some problems but that does sound tough.

D Tell me about it. I just don't know what to do.

A Well, don't worry. Our friend Kaya is doing a conflict resolution class, so I asked her for some advice. Here's what she said!

K Hi guys, Kaya here. Sorry to hear about this row with your parents, Darius. Now, the most important thing is to find common ground and compromise, not waste time thinking how unjust everything is! That's the best way to achieve a positive outcome in any dispute. Firstly the issue itself has to be clearly identified and you need to think about how it can be resolved by asking yourself a series of questions. What are the other person's concerns? How can they be addressed? What assurances can you give that those will be addressed? Then, decide how you're going to approach the other party and explain what might be done to come to a compromise. It's important to find the right time for this and it's a good idea to arrange a meeting in advance. People are more accommodating when they know what to expect and not when they're tired or stressed. What you're looking for is collaboration, not confrontation!

A That was excellent! Some great advice there, don't you think?

D Yeah, I guess, but …

A Come on! With those tips it shouldn't be difficult to come to a compromise with your parents!

D That's easy for you to say, but my parents are in the driving seat and they know it! My mum says it's completely non-negotiable. But where's the fairness in that?

A Mmm, I'm sorry to hear that. So Darius, what problem do you have exactly?

D Oh, er, well, I'm supposed to put out the recycling every week, and I keep sort of missing the collection. The problem is it's hard to remember and sometimes it's really cold outside. And wet!

A Er … Darius?

D Yeah?

A I don't think you need advice on conflict resolution. You just need to put out the recycling!

D You sound like my parents! But maybe they have a point …

A They definitely do! Why don't you set up a reminder on your phone. Anyway, that's all we have time for today.

D Thanks for watching guys! Bye!

Unit 3, Lesson 3.1, Track 3.02, page 37, exercise 10

When you find yourself in a situation of conflict or confrontation, the first thing you need to do is find some common ground and not waste time thinking about how unjust something is. If you can find something you agree on, then you will be able to work towards a compromise. It's important to set aside any differences of opinion if you genuinely want to settle your disputes. Collaboration is the key, with both sides ready to be accommodating and everyone involved committed to the same outcome: a solution that works for both sides.

Fairness is also non-negotiable. Both sides need to be given assurances that their rights will be respected. This is particularly important when there is a relationship of dependence, as for example between a teacher and a pupil, or a parent and their child. Conflict in these relationships often has negative side effects, with the "weaker" partner in the relationship worried that they will lose their autonomy and the "stronger" partner worried that they will lose their authority.

Unit 3, Lesson 3.2, Track 3.03, page 38, exercises 9 and 10

***The Art of War* by Sun Tzu**

The Art of War was written by the Chinese military commander Sun Tzu about 2,500 years ago. Sun Tzu's advice about fighting wars is still being used today, not by warriors, but by people who want to gain a competitive edge in life. Apparently, according to Sun Tzu, a conflict should never be entered into before all other possible solutions have been totally exhausted. Furthermore, the greatest victory in war is when an enemy can be defeated without actually having to fight. The book says that generals who know when a battle needs to be fought and when it doesn't are the most successful. Although generals who failed to support their

soldiers weren't approved of by Sun Tzu, he also believed in the importance of iron discipline being used to control them. Finally, Sun Tzu wrote that opponents should always be offered a way of escaping by good generals.

Unit 3, Lesson 3.3, Track 3.04, page 39, exercises 2 and 3

Lecturer I think it's fair to say, that on the whole rebels don't have a good image. There is a tendency to associate the word 'rebel' with vandals, with people who participate in dangerous activities and with uncooperative people who generally cause problems for society. What is more, this negative image carries over to works of fiction. Rebels are often portrayed in literature or films as people who won't follow the rules, and as people who don't care if their own autonomy affects other people's freedom. These stories show them in permanent confrontation with their parents, their teachers and the police because, in their eyes, they aren't allowed to live life as they want. So, not surprisingly, the outcome for rebels in works of fiction is not positive. In fact, reading or watching these stories, you might conclude that their objective is to warn us against rebelling, but I'm here today to say that some experts are beginning to say that it's good to rebel … at least, sometimes! In her book *Rebel Talent,* Harvard behaviourial scientist Francesca Gino says that being a rebel can pay off in certain areas of our lives. But when? Well, I'm going to look at how being a rebel can improve the following five aspects of our lives.

Unit 3, Lesson 3.3, Track 3.05, page 39, exercises 5 and 6

Lecturer Firstly, we should rebel against the routines that we follow every day and learn to think outside the box. Routines are usually done without much thought, but if we actually start studying the things we do automatically, we might find ways of doing them better. In fact, we might even decide that some of our routines don't even need to be done at all and we could end up finding ourselves with more time for other activities.
Secondly, we should rebel against the social bubble that we live in. We're not going to develop our own ideas if we spend all our time with people who think just like us. Having differences of opinion and even friendly disputes with others is good training for our debating skills, for forming our own ideas and for developing a growth mindset.
Next on the list are stereotypes. Fixed ideas and images about other groups of people and organisations are passed on to us by the society we live in and the media we consume and they're difficult to escape. True rebels, however, realise stereotypes are unjust and blind us to reality. Rebels aren't usually quick to make assumptions about other people before they get to know them. They reserve their judgement for when they've given the other person, and themselves, the chance to show who they really are. Above all, rebels tend to recognise that seeing others as rivals is a big mistake. They know that, contrary to what some people think, collaboration, not competition, with others is what gives us a competitive edge.
Next up is authenticity. Rebels are not afraid to reveal their weaknesses as well as their strengths. They don't pretend to be something they aren't, or to know something that they don't. They recognise their dependence on others to progress in life and they know that they have lots to learn.
And that brings us to the last point: learn everything …. and change everything! Rebels know that to create new ideas in a field, you first have to understand everything about that field, so rebels become experts in the subjects that interest them. Once they've achieved that, they can look at how things can be changed in exciting, innovative ways. But they know that to rebel successfully against a way of thinking, first they have to know that way of thinking really well.
So, now you have a good idea of what my image of a rebel is. It's a person who's willing to think for themselves and not follow the crowd. It's a person who doesn't mind feeling uncomfortable occasionally because their ideas are not always the same as everyone else's. A rebel can be accommodating to other people's ideas and will accept compromises, but they won't go against their principles.

Unit 3, Lesson 3.5, Track 3.06, page 41, exercise 6

Professor Alan Duffy is an astronomer and a popular science communicator. He dedicates a lot of his time to making complex scientific concepts accessible to non-scientists and especially to school children. As part of his job, he is asked to answer difficult questions that schoolchildren like to ask their teachers. Often these questions may seem very simple, but they are actually incredibly valid. For example, take the question 'if the sun is so hot, why is space so cold?' This simple question is a favourite with schoolchildren and it is an excellent question and one that scientists were asking in the 18th century. The answer to this question leads to a deeper understanding of how heat travels, and, of course, as each new question is answered, more questions inevitably pop up. It is said that Einstein developed his theory of relativity by asking similarly simple questions.
An important part of Duffy's job is to encourage schoolchildren to ask questions like these and to explore the answers, opening their minds to new worlds and new interests. When he isn't visiting schools, Duffy's work involves using supercomputers to explore his own questions about how galaxies are formed and how to detect dark matter. And apparently, in his free time, he's a fan of science-fiction films!

Unit 3, Lesson 3.7, Track 3.08, page 44, exercises 2 and 3

Harry Hi Bako. You look fed up. What's the matter?
Bako My brother Marius is the matter! We had some differences of opinion about our holiday plans and we ended up arguing … it wasn't nice!
H Well, everybody has arguments. It's said they can be good for a relationship, even between siblings!
B But we can't agree on a holiday plan! I wouldn't mind, but instead of talking to me, he discussed it behind my back and complained about my ideas to Alex … you know … his best friend.
H I suppose Alex must be his third side, then.
B His third what?!
H His third side. It's a concept that was developed by this guy called William Ury.
B Who's he?
H A negotiation expert. He's helped build rapport between people and resolve conflicts in the Middle East, Central America, and Europe.
B OK, I know I said it was a big argument, but I really don't think we need an international negotiations expert to help us! When we've cooled off, I'm sure a compromise will be found!
H Great … that's exactly what William Ury says should be done … if people

have an argument, the first thing to do is to have a break and cool off! His advice is really for all types of conflict … you know … between family members like you and Marius, between bosses and their workers, between political parties …
B So, what's the third side then?
H Well, Ury says we always think of conflict as a disagreement between two sides, but really there is a third side … the friends and family of the people involved, the neighbourhood, fellow citizens … even other countries.
B So, the third side offers mediation?
H Exactly … in the case of international negotiations that can mean reminding both sides about what the consequences of arguing with each other might be and getting them to find some common ground. And, erm, if they can't come up with an immediate solution, then at least get them to agree with each other on the importance of showing willingness to find a solution and to continue engagement and talking.
B That makes sense.
H He also says that in an argument you should separate the problem from the people … er … don't make it personal and avoid causing a loss of face to either side. The outcome should always be a win-win for both sides.
B So that's your advice to me, is it … as my third side!
H It's a start!
B Well, I'll have to tell Marius that we've applied the negotiation skills used in international conflicts to our argument! He'll be impressed!

Unit 3, Lesson 3.8, Track 3.09, page 45, exercises 2 and 3

1
Tom Look, I didn't want to bring this up, but I'm really not happy about the photos from the party that you've uploaded. I was hoping you'd consider removing them.
Miguel Why's that? I mean, I don't think they show anything more than a group of people having a good time. Do you think people will have a problem with that?
T No, it's not that, but at the end of the day I just don't feel comfortable about them.
M Well, perhaps you could have said something at the time? In all fairness, I did say that I was going to upload them.
T I know, you're right, but the truth is I'm looking for a job at the moment and if somebody becomes inquisitive and searches for me online …well, you never know what people might think. They might not think it's a positive online presence and they could affect my career prospects.
M OK, that's understandable. What if I just remove the ones that you're in?
T So, what you're saying is, all the photos that I appear in will be taken down. Am I right?
M Exactly. I'll do it right this minute. So, are you happy with that?
T Yes, it's the perfect compromise! in fact, it's exactly what I'd hoped you'd say! Thanks a lot!
M No problem.
2
Amy Good morning, Ms Patel. I'm sorry to trouble you, but could I just have a word?
Ms Patel Of course, Amy. Tell me how are things going? Are you managing to combine your working hours with your studies?
A Yes, I'm really enjoying learning on the job and what I've done on the internship so far, especially, erm, especially dealing with customers. It's just that, well, erm, as part of the internship, I was, I was given assurances that I would also receive some management training and now I'm, er, I'm halfway through the programme and nobody has mentioned anything about it.
Ms P Yes, Amy. I must apologise for that. I have a meeting scheduled with your college to discuss the situation. Unfortunately, we had an unexpected and very damaging dispute with our suppliers, and a major side-effect of that has been that management staff have had to prioritise sorting that out. Fortunately, the problem has been solved and we can shortly start the training programme.
A Oh, that's good to hear.
Ms P Well, as we're talking now, I might as well tell you what I will be suggesting at the meeting with your tutor. Basically, we're willing to extend the internship into the summer, if of course you can continue.
A Well, that's, erm, great, but that's not exactly what I had in mind for the summer. I was really hoping to find paid work.
Ms P Well, I think we can try and be a bit more accommodating in the circumstances. Would you be satisfied if we offered a salary for the extra period?
A Erm, yes, that sounds like it would be acceptable.
Ms P Excellent. I've had very good reports about your work, Amy, and we'd really like to help you in the start of your career.
A Thank you, Ms Patel. I've really enjoyed my time here, so far.
Ms P That's good. Well, as I said, I still have to speak to the college, but could we say we've reached an agreement?
A Yes, we could. Thank you!

Unit 3, Lesson 3.8, Track 3.10, page 45, exercise 5

1 I **think** we need to talk.
2 I think **we** need to talk.
3 **I** think we need to talk.

Unit 3, Vocabulary Booster, Track 3.11, page 122, exercise 1

1 You are free to act however you like, but you have to accept the consequences of your actions.
2 If you want to be a paramedic or a pilot, you need to be able to make quick decisions and cope under pressure.
3 Sam is finding it increasingly difficult to manage all the demands on his time.
4 The interview task will give you a chance to demonstrate your presentation skills.
5 When they offered him his dream job as a games designer, he didn't hesitate for a second. He accepted straight away!

Unit 3, Vocabulary Booster, Track 3.12, page 122, exercise 5

1 revolutionary – involving great or complete change
2 ministry – a government department that has a particular area of responsibility
3 ambassador – a person who lives in a foreign country as the senior representative of their own country
4 referendum – a public vote on a particular issue
5 republic – a country governed by an elected president and politicians, where there is no king or queen
6 presidency – the job of being president, or the period of time somebody holds this job
7 spin doctor – the job of presenting information to the public about something in the way that seems most positive
8 representation – having people who will speak, vote or act for you

Unit 3, Vision 360°, page 48, exercise 4

Have you ever felt the pressure of routine? You get up at the same time every day and do the same things with the same people. Welcome to 'Escape Attempts'. A podcast about ordinary people who have done extraordinary things to break free from their daily routines. This week's story begins in 1947.

A New York bus driver, William Cimillo, became fed up with the monotony of driving the same route every day. One morning, he got behind the wheel of his bus and turned left instead of right, starting what soon became a 1,300-mile detour. No one heard from him for two weeks, including his wife and children.

Mr Cimillo was a reliable employee, and had worked at the bus company for nearly 17 years. Until that day, he had never missed work or complained.

He drove to Washington and then on to Florida, where he decided to take a moonlight swim in the ocean.

Mr Cimillo was eventually arrested. By the time the police brought him back to New York, he had become a legend. People across the country sent him letters, television shows invited him for interviews and the newspapers portrayed him as a hero.

Instead of going to prison for stealing the bus, his company dropped all charges and even offered him his job back. Do you think he took it?

On next week's show, we'll be hearing about …

Unit 3, Vision 360°, page 48, exercise 5

A

It is said that history is created by the decisions we make. And throughout history, there are many examples of how very small decisions have changed the world.

Just before the Titanic set sail from Southampton to New York in April 1912, a last-minute decision saw the Second Officer David Blair removed from the ship. Unfortunately, he forgot to hand over his keys. Five days later when a watchman was assigned to look out for icebergs, he was unable to get the ship's binoculars, which were locked in a cupboard that only Blair's keys could open.

The watchman had to rely on his eyes, and wasn't able to spot the iceberg until it was too late …

B

Two years later, another last-minute decision changed the entire course of history. On 28th June 1914, Gavrilo Princip was part of a group who wanted to assassinate the Austrian ruler Archduke Franz Ferdinand when he visited the Bosnian capital Sarajevo. Their first attempt failed when the bomb they threw didn't explode under Ferdinand's car but hit one behind him, wounding many people.

Later on that day, the Archduke decided to visit the victims of the attack in a local hospital. On the way, his driver took a wrong turn, and ended up on the same street as before, just as Princip was walking out of a restaurant. Princip took out his gun, and shot the Archduke dead. His death sparked the beginning of the First World War.

C

When Martin Luther King gave his famous speech to 250,000 people in Washington DC on 28th August 1963, he spent a long time preparing it beforehand. However, during the speech, he paused for a moment. At this time, the gospel singer Mahalia Jackson, who was alongside him, turned to King and said 'Tell them about the dream, Martin'. At this point, King left his prepared script and began to improvise around the phrase 'I have a dream'.

The speech that followed went down in history as one of the greatest ever delivered in the English language.

Unit 3, Vision 360°, page 49, exercise 7

Most people assume our universe is special, the only one that exists. But we may be wrong … Many times, throughout history, we have assumed that our place in the universe was 'unique', only later to discover that the opposite is true. What we have, until quite recently, considered to be 'the universe' could be one of an infinite collection of universes.

One interpretation of this 'multiverse' theory is that every time we make a decision or choice, no matter how small, a new universe is created – one where you made this choice, and one where you made the opposite choice. With so many variations, everything that could possibly have happened in our past, but did not, has happened in the past of one of the other universes.

Unit 4, Lesson 4.1, Track 4.01, page 50, exercises 2 and 3

Amira Hi guys, and welcome to the vlog. It's me, Amira …

Darius and me, Darius. And do you know what? It's great to be here in the studio. It's a place where I can 'Think Different'. It feels like nothing is impossible. Or even … 'Impossible is Nothing'!

A What? Here in the studio? Er, that's a bit of an exaggeration, isn't it? And shouldn't you have introduced today's topic? Ah, I see, you're using slogans to do that. Very clever!

D Thank you! As you may have already guessed, today's topic is advertising. We're thinking about how we can advertise this show and I've come up with a new slogan. Now, slogans are all about manipulating language to create a memorable sentence, one that appeals to your target demographic and catches your brand identity. So mine is … 'Darius and Amira - ain't nuthin' better!'

A Really? You could have chosen anything and you chose 'ain't nuthin' better'? That's not even proper English!

D I'm using artistic license! Lots of slogans are grammatically incorrect in order to make them more memorable.

A That may be true, but it still puts my back up!

D Go on, then. Tell us your brilliant idea?!

A I thought you'd never ask. My idea is a jingle that captures how interesting and informative our show is. It goes … 'Darius and Amira – making information clearer'. What do you think?

D You must have been joking when you wrote that, right?

A What?! It's catchy, it rhymes, and it tells people what we do. It couldn't have been better!

D Except it isn't catchy and it doesn't really rhyme, and jingles do my head in anyway, they're so irritating!

A Mmm, that might be true, but I've done some research and they have a fascinating history.

D Go on, then. Give us the low-down!

A OK, well historians believe they might've been first used in the 16th century by street musicians singing to advertise local businesses. They must have been considered successful because by the 20th century, jingles were popular all over the world. But, sadly jingles are becoming less and less popular thanks to the rise of social media marketing over TV or radio,

which is something Darius knows all about.
D That's right. For social media marketers, traditional advertising techniques, like slogans and jingles, are often viewed as old-fashioned. In fact, they sometimes use irony to parody and make fun of them. They usually avoid the hard sell altogether. Instead, they try to build credibility by employing influencers to promote their products … or even creating adverts that copy the exact style of social media posts.
A That can't be legal, can it?
D It isn't, so they include the word 'sponsored' on the post, but a lot of people don't notice it. Another common tactic is to use events and campaigns with a catchy hashtag and a call to action at the end, which usually involves buying their product!
A That's fascinating, and a bit scary too! But it does show how important advertising still is. Although, we still haven't decided how to advertise the show.
D True. Hey, why don't we ask our audience? If you guys have any ideas or suggestions you want to send in, please, don't think about it, just …
A I know what you're going to say …
D Just …
A You can't resist, can you?!
D Just do it!!
A The power of advertising, eh?
D Thanks for watching guys.
A See you next time!

Unit 4, Lesson 4.2, Track 4.02, page 52, exercises 2 and 3

A I love this advert. I think it's such a clever idea. I bet a lot of people must have been stopping on the street to look at it. I wonder how they got it up there.
B Yeah, it's amazing, isn't it? The advertising company must have been really pleased with themselves when they came up with the idea. In fact, I seem to remember it might have won an award of some kind.
A I guess it can't have been easy to find the ideal spot for it either. I mean that's pretty important right? It can't just go anywhere.
B I don't know, I can think of a lot of buildings where it could have been used.
A I guess so.

Unit 4, Lesson 4.2, Track 4.03, page 52, exercise 8

1 The advert could've been for a fast-food chain.
2 Jingles might've been first used in the 16th century.
3 Advertising methods must've been changed.

Unit 4, Lesson 4.3, Track 4.04, page 53, exercises 2 and 3

Presenter The sound of the drum is associated with catchy music, dancing and festivals, but in the days before the internet, the telephone and the telegraph, the drum was much more than a musical instrument; it was a method of long-distance communication. This week, we're looking at attempts made in the past at networking between different communities that lived far apart. One example is the talking drums of Nigeria. The first talking drums appeared over 600 years ago in the Oyo Empire, today part of modern-day Nigeria. Many different local languages were spoken, and still are spoken throughout the area and the drums were used to make sounds which copied the rhythm and stress of these languages so people could 'speak' to each other. Here's historian Ali Aydin to tell us about one such method, the talking drum from Nigeria … So Ali, can you tell us: over what distances could the drums be used to communicate?
Ali Villages might have been as far apart as 30 kilometres and when one village received important news, they would use their drums to pass it on to other villages. I don't think it's an exaggeration to say that the Internet would make a good analogy for the way the network of drums rapidly spread news across the country.
P And what did the drums say?
A The drums were used to invite other villagers to social occasions, to make calls for action or to tell them about dangers.
P Are they still used for sending messages today?
A No, the introduction of modern technology has inevitably put an end to the use of talking drums for sending messages, but if you look on YouTube, you'll see that they are an integral part of the West African music scene. In fact, the success of different types of West African music such as Jùjú, Fuji and Afro Beat has introduced many people to the drums, and musicians all over the world have taken up playing them.
P On the island of La Gomera, one of the Spanish Canary Islands off the west coast of Africa, people have used whistling to communicate with each other for centuries. La Gomera is a mountainous volcanic island with deep rocky valleys and it's difficult to get around. So, the first inhabitants, the Guanches decided to think outside the box and used whistling, what today is known as the *silbo gomero*, to communicate across the island, saving themselves what must have been difficult treks to visit people to tell them the latest news. When the Spanish arrived in the 15th century, they appreciated the effectiveness of the *silbo gomero* for communicating over such difficult terrain and adapted it to the Spanish language. Today, whistled messages rhyme with the way you would say sentences in Spanish that contain the same information. To tell us more about the *silbo gomero*, we have linguist Naira Ramos with us today … Naira, how far can a whistled message travel?
Naira A strong whistler can send a message to someone over three kilometres away, and if they've got the wind behind them, they can send it even further, although of course the reply mightn't be heard because of the same windy conditions!
P Do the people of La Gomera still whistle today?
N The few people using the *silbo gomero* in the 1970s and 80s could have been the last users of the language on the islands, because it was looked down on as something outdated. But then in the 1990s the authorities decided to make it part of the primary school curriculum. Since then, the numbers of people using it has increased dramatically, and in 2009 it was included on UNESCO's list of protected cultural heritage, so today the *silbo gomero* is in extremely good health.
P And with that optimistic message about the survival of the *silbo gomero*, we end this week's look at the history of human communication.

Unit 4, Lesson 4.5, Track 4.05, page 55, exercises 5a and 5b

1 Even Leyla worked out the answers to the maths test.
2 Leyla even worked out the answers to the maths test.

Unit 4, Lesson 4.7, Track 4.07, page 58, exercises 3 and 4

1
I use something that I learned from my sister, who's a salesperson; it's called the 'yes' ladder. There are a few dos

and don'ts and the most important don't is not to ask your make-or-break question until you've gone through a few others. I'll explain – say you want to borrow something from a friend. First, you ask a few questions that they can easily say 'yes' to – you know, things like, 'That was a good match at the weekend, wasn't it?' or 'Wasn't that film we watched in class yesterday absolutely incredible?'. Evidently, what you're doing is manipulating them and walking them up the 'yes' ladder so by the time you get to your real question, there's a much greater chance of them saying 'yes'!

2

If someone says 'no' to a request … you know, like when I'm trying to get into a restaurant without a reservation but I can see there's a free table … first and foremost, I always remain polite and avoid confrontation – after all, the restaurant staff are just doing their job – and then I ask, 'Have you ever made an exception?' Sometimes, only with that question, they'll say, 'No, but I'll make one just this time, but don't tell your friends.' If they answer, 'Look, I'm sorry, I can't', I don't give up and I follow up with, 'Well, would it be possible to make an exception this time?' All in all, it can't have failed more than once or twice, and I usually get a table!

3

Well, I must've used this phrase on and off for a few years now and it's become part and parcel of my persuasion tactics! It's really useful in different scenarios when I'm getting a loud-and-clear non-negotiable 'no'. What I say is, 'Look, if I were in your position, I would probably feel the same.' Then, I give them a list of reasons why I would feel that way; in other words, I spell out their position and I agree with it! But then I give them a list of reasons why they should accept my request, and little by little they see it from my position and the outcome is that they accept my request! Why? Well, I'd say it works because by agreeing with them, you build rapport and it feels like there's a bit of give and take. Also, by explaining my opinion, they realise the situation is more malleable and not as black and white as they originally thought.

Unit 4, Lesson 4.8, Track 4.08, page 59, exercises 3 and 4

Andy OK, so do you think this poster for the college open day is enough? We could publish it in the local newspaper.

Ashu You know, I really like it, and I'm absolutely certain that it'll be great for the local newspaper and also for putting up around the college and other places locally, but I think we need to make different versions for social media too. You know, we need to get our message across on all the digital platforms that we can. We want the college to have a high profile.

Andy But surely the same poster can work on social media too? I mean, I don't see why we need to change it. We're aiming a lot of our advertising at parents and I think the information we have here could be just the thing they're interested in.

Ashu I think you're right that this might be what most parents are looking for, but personally, I think it's a bit of an exaggeration to limit ourselves to just this one poster. It's quite serious after all, and I know it'll appeal to parents, but you also have to take into account that we have to sell the college to the students too. I fully appreciate that parents' opinions will be extremely important, but the students here are between 16 and 20 and they'll possibly make the final decision. So I think it's worth drawing up other versions which appeal more to students, you know with information about accommodation and student clubs, and student discounts and things like that.

Andy OK, that's a good point, I agree. So let's draw up another version of the poster to share on the social media sites that the students use. And we can use hashtags and pin the location …

Ashu Yes, great idea! And, I'm sure you'll agree that if we want to promote the college as a place that uses the latest technology, we also need to show we know how to use it in our advertising. Not to mention the fact that virtually everybody uses social media every day, so it would look a bit strange if we didn't use it to its best, you know, with a series of different posts, all just a little bit different but with the same basic message.

Andy Good point. I hadn't thought about that. It's just that there are also people like my dad – he hates social media and avoids it if at all possible – so I think we should also consider adding a QR code to the original poster that links to a webpage with more information and maybe a video. My dad'd be happy to follow a link to an online page or video or something. I don't want to make assumptions, but I reckon there'll be a few people like that.

Ashu OK, sure. The most important thing to bear in mind is that we should use social media for future students because that is where we're most likely to find them and then I'd go for a poster in the local newspaper, and a QR code that links to a static web page, mainly because, as you say, some parents don't like to use social media. At the end of the day, we've got nothing to lose if we advertise in the local newspaper. Even if not many people see the poster in a printed version, it will also appear in the online version.

Andy That sounds fine to me.

Ashu Great. Now, we need to think about all the different posters. I highly recommend that we use different content for each platform, because, erm, I mean the content that we need for Twitter for example, might not be what we need for Instagram.

Andy True. What we could do is look at some examples of what other colleges have done and …

Exam Skills 3–4,Track 4.09, page 62, exercise 2

The history of advertising is a long and fascinating one. Perhaps surprisingly, its origins can actually be traced back to the earliest civilisations, but it was with the introduction of newspapers and magazines in the 19th century that it became a major power. Radio and television then allowed it to develop further and recently, it has become even more widespread with the rise of new technologies such as the internet and the mobile devices that most of us use.

We know that some of the first advertising was by the Egyptians, who used papyrus, a type of thick paper, to make wall posters and sales messages, and advertisements for lost and found objects were common in Ancient Rome and Ancient Greece. During the Middle Ages in Europe, most people could not read, so tradespeople advertised their businesses with images instead of words – for example a horseshoe for a blacksmith or a bag of flour for a miller. Advertising could also be oral. Town criers were widely used to call out news and official announcements to the public, and travelling salespeople known as hawkers used street cries – phrases often turned into songs, and rather like today's advertising

jingles – to promote their goods in open-air markets.
The first weekly newspaper or 'gazette' appeared in the early 16th century and over the next hundred years, advertising was used in these increasingly popular publications to help cover the cost of their printing. The first commercial advertisements were for books and medicines, but the range of products had grown considerably by the 1650s. By the middle of the 19th century, the middle-class people of Britain were reasonably well off. As a result, they were in search of an even greater variety of products, including fresh foods and drinks. It was an English businessperson who became known as 'the father of modern advertising'. Thomas J Barratt worked for the Pears Soap company in London and introduced many of the key ideas behind successful advertising that we recognise today, such as the use of slogans and specific pictures. He also recognised that advertising needed to keep up with changes in tastes and fashions and to adapt accordingly.
The first advert on television was shown in 1941 in the US before a baseball game: a short commercial for a brand of clocks and watches. While that may have been a moment of great excitement and interest at the time, things are very different today. Many of us are choosing to block adverts while we watch TV or browse the internet, and this has given rise to apps that stop adverts from appearing, as well as pay-to-stream platforms. Not only has this resulted in lost income for many companies, but it also seems that young people today are not so ready to trust adverts and regularly check blogs and social media for real-life reviews of products before they spend money on them. As a result, many brands are now following Thomas J Barratt's advice about keeping up with the times, and are working more closely with the public to build their trust and making them a part of their advertising. The people who are buying the products have now become part of that advertising process.

Unit 4, Vocabulary Booster, Track 4.10, page 123, exercise 1

Words to describe a piece of art
colourful, detailed, dramatic, humorous, realistic, striking, thought-provoking, vivid

Unit 4, Vocabulary Booster, Track 4.11, page 123, exercise 2

1 You won't forget the new art gallery if you've seen it – the architecture is very striking.
2 That TV show really made me laugh. It's a humorous insight into the advertising industry.
3 This artist must have had a lot of patience because it must have taken ages to paint something as detailed as this.
4 The documentary was incredibly thought-provoking. It really made us think.
5 Pop Art uses bright, vivid colours to paint everyday objects.
6 That artist's style is extremely realistic. Her paintings look almost like photographs.
7 I'm not keen on the current trend for black and white room decoration and furniture. I prefer a more colourful style.
8 The exhibition included some dramatic photos of protesters demonstrating.

Unit 4, Vocabulary Booster, Track 4.12, page 123, exercise 6

1 advertising campaign
2 brand loyalty
3 celebrity endorsements
4 mailing list
5 sponsored content
6 target market

Unit 5, Lesson 5.1, Track 5.01, page 64, exercises 2 and 3

Darius Hi everyone, and welcome to the vlog. I'm Darius.
Amira And I'm Amira, and today's vlog is all about screen time.
D And mine has gone through the roof!
A Well, providing you weren't just watching TikTok, I don't see what the problem is!
D Really? Isn't too much screen time always a bad thing?
A Not necessarily – different people have different opinions. Let's hear what Kaya thinks!
Kaya Hi guys – I actually have strong opinions on this! Screen time is considered suspect by some people. They complain about it all the time. But they don't criticise page time, do they? In my opinion, lots of rubbish – and even some dangerous ideas – have been printed on paper! People do all kinds of constructive things online, like learning new skills or building online communities. If anything, many peer-to-peer online activities are more creative and more sociable than just reading.
A Thanks Kaya, that's really interesting. I definitely agree on your last point.
D I don't know, I think you might be getting carried away there. I find that reading empowers me to be creative, and it can sociable too. I actually just signed up to this online forum called The Booklovers Club and it's great. It's a grassroots movement that aims to get people reading more. I've even become a contributor and started writing book reviews.
A That's cool, but that just shows we're on the same page–Did you get that pun there? After all, if online communities hadn't been invented, you wouldn't be able to do that.
D That's true. And writing online book reviews can be a great springboard to other kinds of writing. That's how our friend Ali started doing fan fiction.
A Fan fiction? What's that?
D Er, I'll let him explain. Here's Ali!
Ali Hey guys – thanks for asking! Fan fiction is where you write new stories based on the characters and plots of existing stories. As long as you make it clear that it's your own work and not the original author's, it's completely legal. Also, it's a great way to interact with other members of the fanbase. You post drafts online as you write and you receive mentoring from the more experienced members of the community. They give novices loads of tips, so you get to pursue your interest and meet fellow literature geeks! What's not to like about that?!
A Thanks for the explanation, Ali! That sounds really cool. But I can think of something cooler to do with a screen!
D Let me guess … gaming?!
A You got it in one! I love gaming, especially multiplayer games where you're collaborating with people. You get to debate what to do and see things from alternative perspectives before making decisions. So you really build a rapport with other gamers. Those are all transferable skills you can capitalise on in the, ahem, real world, so gaming is useful for everyday civic life too.
D Mmm, I'm impressed! But the education system is really lagging behind with this. Students spend most of their time at school swotting up for exams, but collaboration should be just as important!
A And you know what? We're the generation that needs to change that!

D Where do I sign up?! Anyway, that's all we have time for. Bye!
A See you next time!

Unit 5, Lesson 5.3, Track 5.02, page 67, exercise 2

I remember my grandma Maisy as a loving woman who was always cooking in preparation for the visits of her many grandchildren. My dad told me, however, that if I had known her when she was younger, I would have a very different image of her today. She was a loving mum, but she was also incredibly independent. Not only did she bring up four children single-handedly, but she also ran her own successful business and even set up a support group for women like herself. This all took place in the 1960s. The singer James Brown had a hit song at the time called *It's a Man's World*, but women like my grandma Maisy were changing that. They pushed society's boundaries by demanding an opportunity to fulfil their potential. Well, today, we look at three communities of women, two traditional and one very modern, that have also done that, providing us with alternative perspectives on the roles of women in civic life. From ABEX Radio, it's the Global Community podcast. I'm Marlon Hart. Stay with us.

Unit 5, Lesson 5.3, Track 5.03, page 67, exercise 3

1 She was a loving mum, but she was also incredibly independent.
2 I would have a very different image of her today.
3 This all took place in the 1960s.
4 We look at three communities of women.
5 From ABEX Radio, it's the Global Community podcast.

Unit 5, Lesson 5.3, Track 5.04, page 67, exercises 4 and 5

Presenter Reporter Lucy Tan is with the Haenyeo Community in South Korea.
Lucy In the province of Jeju in South Korea, the traditional roles of men and women have been reversed since the 17th century, with women doing the tough job of diving for shellfish. They were the first working mothers in South Korea and many of their husbands stayed at home to look after the children. Being a Haenyeo is extremely dangerous – three divers have died this year – and the job involves repeatedly diving 30 metres below the surface of the sea and holding your breath for over three minutes. The women do this for up to seven hours a day, all year long. In the past, novices as young as 11 would learn on the job, and while the economy of Jeju province lagged behind the rest of South Korea, many young women were willing to try diving out. But today, with better opportunities available, not surprisingly, they prefer safer alternatives. Today's generation of Haenyeo are likely to be the last, but they will be remembered for challenging traditional gender roles.
P Next up, here's reporter Ahmed Khan with the Richard Mille Racing Team.
Ahmed Watch motor sports from all around the world on TV and you'll always see male racing-car drivers. Attend the famous Le Mans 24-hour race in France, and you'll see male drivers there, too, but if you're lucky, you might also see the Richard Mille racing team in action. The team, sponsored by watch maker Richard Mille, is made up of three young European women who are changing people's perceptions about who can race by forming the first all-female driving team at Le Mans. The young women are keen to pursue their interest in racing at the highest level, and if it hadn't been for their determination and support from their families and sponsors, it's unlikely they would have got so far because motorsports are still heavily male-dominated. However, as well as developing a competitive edge and winning against men, these women are also steadily building up an international fan base, and their example has empowered women in other countries to set up their own racing teams.
P And finally, let's hear from reporter Mina Dkhar with the Khasi Community in India.
Mina A woman born into the Khasi community in India enjoys rights that almost no other woman in the country enjoys. At birth, she receives her mother's surname, not her father's, and if she marries, her husband comes to live with her and her family. Moreover, if she's the youngest daughter, she inherits the family property when her mother dies and becomes the head of the household. In the Khasi community, men and women share responsibilities equally and it's easier for women to set up a small business, especially one that involves food production. In fact, some local women started a grassroots organisation to promote their successful business model in other communities. However, not everybody in the Khasi Community is happy with the status quo. The irony is that while women all around the world are demanding more autonomy and equal rights with men, a small group of men in the Khasi community is campaigning for equal rights with women!

Unit 5, Lesson 5.5, Track 5.05, page 69, exercise 6

What first comes to mind when you hear that someone works in the fashion industry? It is easy to assume that they are a model, a fashion designer or perhaps a fashion photographer. Furthermore, the common perception is that fashion is a glamorous industry, but this is only partly true. Rarely do people realise that the industry also includes people in less glamorous jobs: the fabric designers, pattern cutters, tailors, hair stylists, make-up artists and many others. What's more, not only is fashion a highly competitive industry, but also the working conditions are often difficult. The supermodels who earn huge sums and are photographed in exotic locations are the exceptions. For the majority of models and the army of people involved in the industry, life can be brutal. Under no circumstances would the average office worker, for example, put up with the long, often anti-social hours, freezing outdoor photo shoots, irregular meals, or the necessity to spend hours on their feet. In addition, many workers in the fashion industry are freelance, which means that when they don't work, they don't get paid. Consequently, weekends, days off and holidays are a luxury. No sooner have they completed one assignment than they must look for another. One model, now retired from the business, confided: 'Had I realised how hard the job would be, I might have done something else with my life.'
Nonetheless, this is an exciting time to be involved in fashion. Before the pre-digital age, little did the great fashion houses (Chanel, Balenciaga, Givenchy, Prada, etc.) imagine that one day bloggers and other influencers would have such a great influence on what they create. In the past, people wore whatever designers decreed they should wear. Today, fashion brands use data to understand customer preferences and create products that meet their needs. The greater prevalence of online shopping also

means that fashion brands will have to focus more on creating exciting digital shopping experiences and even virtual fashion shows. As a result, the lives of the people who work in the industry will also change, but as yet, it is not clear whether this will be for the better.

Unit 5, Lesson 5.7, Track 5.07, page 72, exercise 5

So, here's the point that I want to make. Not only is it understandable, it's also common to feel negative about certain people in society: people who break the law, violent people, anti-social people. We obviously wish they would stop behaving in the way they do, but if they don't, we want the authorities to do something about them. But disliking people or being prejudiced just because they're different from us, all the -isms – racism, sexism, ageism – these aren't reasonable or natural. We've invented them. So, as we've created them, we can also change them, and in my opinion, the process of change involves three steps – providing, of course, we're serious about learning tolerance. First, we have to be honest with ourselves and own up to our prejudices. Now, that is going to make us feel uncomfortable and some people will avoid this internal conflict by saying, 'Oh, that's just the way I am'. That's human nature, but we shouldn't avoid facing up to unpleasant truths about ourselves! Next, we need to ask ourselves: Where does my prejudice come from? Does it come from ignorance, fear or something I've learned from my peer group, home or society? The last step is to actively look for opportunities for engagement and to meet people from the social groups that we have felt prejudiced against. It is this final step that will make us realise just how silly and unjust our prejudices were!

Unit 5, Lesson 5.8, Track 5.08, page 73, exercises 2 and 3

Well, the most obvious similarity between my photos is that they both portray a disparity in wealth. The most noticeable difference is that this disparity is shown through people in one photo and living conditions in the other. What the situations have in common is that the photos appear to have been taken in similar parts of the world. The photo of the man begging and the woman carrying shopping bags looks as if it was taken in a western country, perhaps somewhere in Europe, while the other photo might have been taken in a US city, perhaps Los Angeles or San Francisco.
As I said before, whereas photo A depicts two people – a man and woman – photo C doesn't show anybody, even though the objects on the ground near the tents suggest that there are people living in them. I think it's obvious that anyone who lives in a tent like this must be homeless. In photo A, the man looks like he's given up on life. I'd say it's evident from his expression that he doesn't expect to receive anything from the woman. In fact, although we can't see the woman's face, she seems indifferent to him, and her body language suggests that she's ignoring him. I think the contrast between poverty and wealth is also clearly present in photo C. In comparison with the tents, which highlight poverty, the luxurious modern buildings behind them show how privileged others are. Poor people, especially in big cities become invisible, and that's the saddest thing of all. In my opinion, both photos portray the invisibility of the poor, but do it in different ways. Photo A shows how we ignore the poor. In contrast, photo C shows how we push them to the edges of our cities, where we literally don't have to see them.

Unit 5, Vocabulary Booster, Track 5.09, page 124, exercise 1

1 passionate – having strong feelings of enthusiasm for something or belief in something
2 sophisticated – clever and complicated in the way it works
3 single-minded – only thinking about one particular aim or goal because you are determined to achieve something
4 aggressive – angry and behaving in a threatening way, with the potential to be violent or attacking
5 sensitive – aware of and able to understand other people and their feelings
6 user-friendly – easy for people who are not experts to use or understand
7 absorbed – very interested in something, to the extent that you aren't paying attention to anything else
8 innovative – introducing new ideas or ways of doing something

Unit 5, Vocabulary Booster, Track 5.10, page 124, exercise 6

1 When you keep something in perspective, you think about it in a reasonable way, without making them seem worse than it is
2 When you know something like the back of your hand, you are very familiar with it.
3 When you learn something by heart, you learn it so you can repeat it from memory.
4 If something puts you at a disadvantage, you will be less able to succeed and make progress.
5 If your mind goes blank, you are not able to remember a particular thing.
6 If you are out of your depth, you haven't got the knowledge or skills to deal with a situation.

Unit 5, Vision 360°, page 76, exercise 4

The word 'tourism was first used in 1811 and today there are 1.32 billion tourists travelling around the planet every year. Tourism accounts for 5% of the world's economy and generates an amazing $8.27 trillion per year! The most visited countries are France, Spain and the USA and the most popular cities are Bangkok, London and Paris. There are also 51 tourist destinations where there are more visitors than local people; the tiny country of Andorra in the Pyrenees receives 33 tourists for each resident every year!

Unit 5, Vision 360°, page 76, exercise 7

Presenter What do you think of apps and websites where you can rent people's homes and spare rooms when you're on holiday?
A
Max I love it. I travelled around Europe last summer and stayed in some amazing places. The truth is I couldn't have afforded to do that if I'd had to stay in hotels. And the apartments are generally in really convenient central locations.
B
Nora For me, it's all about the experience you have. You get to meet local people, spend time in their communities, learn about their culture. And they also benefit too, and not just financially. People take real pride in showing you their homes and communities.
C
Yasmin I'm not a fan. In my city, holiday apartments are big business. So now we have a situation where businesses are buying lots of these beautiful apartments to rent to tourists. And local people just can't afford to live there. It isn't good for communities, it's destroying them.

D
Thomas I lived next door to a holiday apartment for two years and it was awful. Sometimes there would be groups of young people having loud parties, sometimes families with noisy kids, and then sometimes it would be empty for months. And worst of all, you don't get to know your neighbours or build relationships with them.

Unit 5, Vision 360°, page 77, exercise 9

Online reviews of restaurants, hotels and holiday apartments can be a really useful way to find out about a place before you spend your money there. But how do you know if all those reviews are real?
In 2017, the journalist Oobah Butler did an experiment to find out. In April of that year, he registered a restaurant in south east London called The Shed at Dulwich on the most popular review site. You probably know the one I'm talking about!
But The Shed wasn't a restaurant at all. In fact, it was a small hut in his back garden. But of course, nobody knew that. He wrote a menu, bought a cheap mobile phone, and even took some photos of fake dishes, which he made using things he found around his house. And then with the help of friends, started writing reviews. With over 18,000 restaurants in London on the site at the time, you might think getting into the top 1,000 restaurants would be very difficult, but by August, his restaurant was already at number 156, without ever serving a single meal. Unbelievable, really.
At this point, Oobah was receiving phone calls every day from food lovers wanting to book a table at this mysterious restaurant with no specific address, no opening hours and no front door! And this is the brilliant thing: the more he told people it was fully booked for months, the more people phoned, desperate to get a table at London's most exclusive restaurant.
Finally, on 1st November, The Shed at Dulwich was voted number one restaurant in London!
So, what can we learn from Oobah Butler's experiment? Well, first of all, don't rely on just one source of information when you want to find a place to eat. And perhaps put down your phone and instead try asking local people. It's much more fun and you might really find that amazing place that the tourists don't know about!

Unit 6, Lesson 6.1, Track 6.01, page 78, exercises 2 and 3

Darius Hi guys! It's Darius and Amira here, with another edition of the vlog!
Amira Yeah … hi.
D Uh-oh! Looks like somebody got out of bed the wrong side this morning!
A It's a long story.
D Has somebody rubbed you up the wrong way?
A It's not that. It's my sister. Let me explain. My sister and I are really close, but she's just told me that she's going to live abroad. She's emigrating to Australia! A friend of hers suggested going there and my sister is really keen to join her. She's done her research and reckons her career prospects are much better there too. I understand that, but still - I'm really going to miss her.
D I get that. Australia's a cool place to go but I have to admit, it's … er … not exactly close. How do your parents feel about the news?
A They'll miss her too, but they can't exactly complain. After all, they're economic migrants too. It's an interesting story actually. My parents immigrated separately to the UK in the 90s for a better standard of living. But they didn't just find jobs, they found romance too! They met and got married in the melting pot that is London. They often tell us that settling in the UK wasn't easy, but as my dad always says 'when the going gets tough, the tough get going.' So, they worked really hard and while it wasn't exactly a rags to riches story – we're not millionaires - they made a great life here for me and my sister.
D That's such a cool story. I love it every time I hear it!
A Me too, but it isn't that unusual, you know. Did you know that one person in thirty lives outside the country they were born in?
D Really?!
A Yep. Of course, the history of human migration is thousands of years old. Humans have always wanted to control their own destinies. To do this, they've often decided to up sticks and move to another place, especially countries like the United States, Australia and countries in Central and South America. In fact, so many people have put down roots in those countries, that if we all traced our ancestry, a lot of us would discover that we've got distant relatives living there! Why do immigrants decide to uproot their families? Well, take Ireland in the 19th century – a bad potato harvest meant there was no food, which caused a spike in numbers of people wanting to start a new life in the USA. Around 1.5 million Irish citizens settled in cities like Boston and New York, and now their descendants form an important part of US culture.
D That's true, I think most are like your mum and dad; they want to get on in life, and they think that moving to another country will help them succeed.
A And usually it does! And not only do they do well for themselves, but most immigrants make an important contribution to the economy of their new countries. Studies have shown that they contribute more in taxes than they receive.
D But that's not the most interesting thing.
A Isn't it? What is then?
D Pizza, curry and vegetable stir fry!
A What's food got to do with it?
D A lot! Immigrants don't just offer their entrepreneurship. They add to the fabric of a society, introducing new cuisine, art, ideas and innovation. Immigrants are also often young go-getters who want to make careers in cutting edge industries like technology.
A Excellent point! It'll be interesting to see what my sister can add to the fabric of Australian society. She's a computer programmer, so I think she'll be contributing to Australian technology. It certainly won't be cuisine, because she's a terrible cook!
D Well, as long as they let her come back and see her family sometimes!
A I hope so! Well, that's everything for today. Thank you for watching.
D Bye!

Unit 6, Lesson 6.3, Track 6.02, page 81, exercises 2 and 3

Presenter Would you like to live in a world where books are banned? How about a world where there aren't any babies? Or perhaps you'd prefer a world where young people have to compete with each other to the death until there is only one winner left alive? Of course, nobody would choose to live in such worlds, but the irony is that many of us enjoy reading about them and in this week's Bookshelf Podcast, we're talking about these imagined worlds …we're talking about dystopian fiction. In my introduction you may have recognised the plots of *Fahrenheit 451*, *The Children of Men* and *The Hunger Games*, but of course there are lots more examples

of great dystopian fiction. However, do they have any common characteristics? Here's literature professor Lillian Zapiro.
Lilian Zapiro Without doubt, most dystopian novels use analogies with current issues, but place them in imagined worlds in the near future, erm, usually some fifty or a hundred years away, much closer to us than say the imagined worlds of science fiction. And, er, they take these issues and, and create what are the worst-case scenarios! You know, the stories involve environmental disasters that get out of control, or there is social breakdown, with different social groups at war with each other.
P But why do these horrible visions of the future appeal to us? Fiona Alonso, well-known author of fiction for young adults.
Fiona Alonso Well, studies have shown that when we live moments of national or global anxiety, we read and watch more dystopian stories. Perhaps they make us realise that the present isn't so bad after all! I also think that dystopian stories are like a warning. You know, politicians say that they are working for us, but very often they seem to be working for big business, or for their political parties and, in a way, dystopian fiction warns us against ignoring what's happening in society. It's perhaps a criticism that many people don't get involved in civic life and says, you know, if you don't get involved, the problems that you have now, well guess what, they'll become even worse! Yeah, I think these stories are calls for action for people to be more proactive.
P Well, we've heard from the experts, and now we want to hear from you about a dystopian novel that you've read. Send us a voicemail describing the plot and saying whether you would recommend it or not. We'll discuss them next week!

Unit 6, Lesson 6.3, Track 6.03, page 81, exercise 5

Student A The book that I'd really recommend to everyone is *Uglies* by Scott Westerfeld. Although it supposedly foresees our futures, I think it really talks about our obsession today with how we look. The story's set in a world where all the cities have been destroyed because of petrol pollution. And, in the new world, the government looks after everyone – which might be considered good – but in my opinion, it's just a way of controlling people's destinies. Also, all the characters in the story are considered ugly until they're 16, when they are forced to have an operation to become pretty, and after the operation they are settled in New Pretty Town and cut off from the rest of the world. Anyway, the story really made me think about the consequences of society forcing us to follow its ideas about what beauty is.
Student B OK, I'm going to talk about *Divergent* by Veronica Roth, a dystopian novel set in Chicago in the near future. Basically, it's the story of an unjust society where everyone is divided into five groups according to their personality. The basic premise is that these groups stop people from acting independently. The hero, Tris, has to decide which group to join, but she has a personality that matches more than one group and that's when her problems begin. One reviewer's criticism was that the book is simplistic, but I don't agree with that. Erm, in my view, the basic idea is interesting, and the world it conjures up is thought-provoking, though of course there are plenty of aspects that can rub you up the wrong way! And if you asked me whether I'd recommend it or not, I'd have to say yes, I would!
Student C Er, hi! Well, a dystopian novel that really impressed me was *Never Let Me Go* by Kazuo Ishiguro. In fact, I feel it's no exaggeration to say, it's one of the saddest books ever written. Although it's set in a typical English boarding school in the countryside in the near future, there appears to be very little that is futuristic about the story at all. The students, well … their lives seem normal, - normal for a boarding school, I imagine - although throughout the book the teachers tell them that they have to live healthy lifestyles all the time. The reason why becomes clearer when we learn that they are clones – um, like Dolly the sheep and all the other animals that have been cloned – and they have been copied for a purpose. I'll keep the purpose to myself in case people want to read it, but it's a real shock! For me, the story spells out the ethical considerations involved in deciding how we use scientific discoveries. It certainly made me think twice about them and it's a must-read!

Unit 6, Lesson 6.5, Track 6.04, page 83, exercise 8

Patrick So, how was the fundraising event for the youth club?
Grace Well, we rose to the challenge and it was a big success! I think we achieved all our objectives.
P Well, the reason I ask is we're planning our own event to raise awareness about the issue of homelessness and at the same time raise money for A Roof Over Your Head, a charity for the homeless. I was wondering if you had any advice on what to do.
G Well, it helped that we didn't have to spend too much money on organising it.
P Where did you hold it?
G In the town square. Mark spoke to the council and asked them for permission.
P Was that difficult?
G Not at all! Mark told the council that if we raised a lot of money, we would be saving them money!
P Really? Well, A Roof Over Your Head was set up to provide more basic necessities. The council doesn't provide enough.
G Sounds like you could use the same argument as Mark!
P Good idea.
G We also asked local businesses to donate things that we could sell. We said we would give them lots of free publicity when we were promoting the event, and they were happy with that. It helps build their credibility in the neighbourhood.
P Sounds like another good idea!
G And we held the event on a Friday evening, not on a Saturday morning.
P Why?
G The question is: when are people in a really good mood?
P When school and work has finished and the weekend starts?
G Exactly!

Unit 6, Lesson 6.7, Track 6.06, page 86, exercise 2

1
OK … er … just a minute … I can't get this to work … ah, there it is … OK, can everyone read that? There's quite a lot of information there, but it's all relevant to what my presentation is about. Oh, yes … let me introduce myself and tell you a little about what we're going to discuss … now, where did I put my notes … ah, here we are …
2
Good morning everybody / and thank you for coming. / As Amy said in her introduction, / I'm going to be talking about how humanitarian aid works / and looking at the many different jobs /

that volunteer field workers do. There'll also be time for you to ask questions about how to get involved in raising awareness about the work we do. But before we consider why humanitarian aid is needed, I want you to answer the question that you can see behind me on the screen …

Unit 6, Lesson 6.7, Track 6.07, page 86, exercise 3

Good morning, everybody / and thank you for coming / As Amy said in her introduction / I'm going to be talking about how humanitarian aid works / and looking at the many different jobs / that volunteer fieldworkers do.

Unit 6, Lesson 6.7, Track 6.08, page 86, exercises 5 and 6

Kate Now up next is Carl González with our weekly feature 'Students' World.' It's all yours, Carl.

Carl Thanks, Kate. Well, if you're a student, you're probably going to have to give a presentation at some time and obviously it's a killer presentation that you'll want to make, so I've lined up some tips that are going to help you rise to the challenge!

OK, so, I'm going to start with a tip that's universal: you've got to prepare, prepare and prepare! What nobody can do is give a good presentation without putting in some serious preparation time. Study your material, make notes and write various drafts of your speech and then rehearse … rehearse in front of the bathroom mirror, rehearse in front of your family and friends and ask for their feedback … don't stop practising!

Now, if you follow tip number 1, tip number 2 shouldn't be too difficult to follow … don't use any notes. What's much more important is to come across as natural rather than remembering every single word. It'll also make you look competent and confident and allow you to build rapport with your audience and keep their attention.

Tip number 3 will help you present without reading from notes; organise your material into chunks so that you are concise. Short clear sections will make it much easier for you to remember and also easier for your audience to follow, especially if you make it clear when you're changing focus.

Tip number 4 is also about making it easy for your audience; speak at a normal pace! You should be enthusiastic, of course, but while you've studied your material and know it very well, your audience doesn't, so speak steadily and use pauses to allow your audience to take in what you've said.

The next tip, number 5, is related to the vocabulary you choose; try to avoid jargon. Just because you have background knowledge of the topic and know what the specialist vocabulary means, doesn't mean your audience does. You should also avoid using too many informal words and expressions. You want to sound friendly, but giving a presentation is quite a serious business and the way you speak should show this.

Tip 6; choose your slides carefully. What confuses audiences is slides that are not clearly connected to your presentation. Select images that make an impact and help you get your message across and try to avoid cluttered slides that are full of text. You can use headings or short phrases, but don't make your audience read; you want them to listen to you and look at you! Also remember to look at your audience and not your slides, otherwise you'll reduce your engagement with them!

Finally, my last tip; tip number 7, is relax and enjoy your presentation! Naturally, that's easy to say and difficult to do, but if you follow my other tips, then you'll be prepared and if you're prepared, there's a much greater chance of you feeling confident and that is the key to giving a killer presentation! See you next week!

Unit 6, Lesson 6.7, Track 6.09, page 86, exercise 10

Student 1 Well, I don't think that students are going to know much about the work of this environmental charity, so I think first we need to raise awareness of what it does and give some background knowledge. We also need to get across why it was started, erm, its history, and spell out what it does today and things like that.

Student 2 OK, that's, that's a good point, but we don't want to do people's heads in with lots of boring information – we certainly don't want cluttered slides.

Student 1 I agree – we definitely need to be concise and go at a good pace. We also need to choose surprising and unusual facts.

Student 3 Exactly, and each of those facts needs to be accompanied by some images that have real impact … you know, like the aftermath of a disaster or a rescue mission … or, erm, surprising statistics …

Unit 6, Lesson 6.8, Track 6.10, page 87, exercises 3, 4 and 5

I plan to speak about the difficulties of finding clean water in some developing countries, to mention a few of the problems that these difficulties create and to suggest a solution.

First, let's look at some statistics about water in the developing world. UNICEF says dirty water kills about 5,000 children a day and there are 1.1 billion people who don't have easy access to clean water. An example of this can be found in the fact that many children do not go to school because they spend a large part of their day going to get water. On average, they walk 6 km a day to collect water and bring it home. In other words, the lack of availability of services that we take for granted, impacts on the educational opportunities of children in the developing world.

So, what problems does the lack of clean drinking water create? Well, let's now move on to look at a few.

As I mentioned at the beginning, the water that people in the developing world drink or use for cooking is often unfit for human consumption. In simple terms, this means the water is basically so dirty that people shouldn't drink it or cook with it … and that causes death from epidemics that rarely occur in wealthier countries. Furthermore, water is more expensive in poor countries than in rich countries like the USA, so it makes it more difficult for people to improve their lives.

So, as we have seen, not only does the lack of water cause illness and death, but it also makes it difficult for poor people to escape poverty. The question is: what can be done about it? Well, in my opinion, we can conclude that humanitarian aid can only do so much. Humanitarian organisations have raised public awareness of the problem, but it's organisations such as national governments and international organisations like the UN that can really provide people with basic necessities such as access to clean water every day. They are the ones who have the resources on the ground to give people the opportunity to live healthier lives and to spend their time in a more useful way. In short, water should be a basic human right and one that people have easy access to!

Exam Skills 5–6, Track 6.11, page 90, exercise 2

1

Sam Hi Emma, how are things? I haven't seen you for ages.

Emma Oh, hi Sam. Err, actually I've been having a bit of a tough time recently. Ever since I got turned down for that job last month, I've been feeling a bit low. It's really knocked my self-esteem.

S I'm sorry to hear that. I know what you mean though. I went through something similar when I lost my job at the bookshop last summer. It was only a part-time job, I know, and it was never going to be a career, but I absolutely loved working there and the people I met were great. I made so many good friends. I'll always regret having to leave.

E Oh yes, I remember that. But that wasn't your fault. That was all about the company making big changes – and it affected a lot of people, I seem to remember? But this feels more personal to me. It's the third job I've applied for this year and I'm just not getting anywhere. It's making me feel a bit worthless to be honest.

S I think it's difficult for everyone at the moment. And don't underestimate yourself – maybe those just weren't the right jobs for you. You've got so much potential, honestly! Something will turn up eventually, I know it will.

2

A Have you seen this advert about the recent humanitarian crisis? They're looking for volunteers to work with local people there on the ground.

B Oh yes, I saw that. So, are you thinking of getting in touch with them?

A Well, maybe. They really need fieldworkers to help with things like healthcare – and obviously there's a big problem with the ongoing threat from malnutrition. It's such a serious situation. And with my experience, I think I could make quite an important contribution.

B I'm not disagreeing with you there. And I'm not denying that it's a really big issue, of course it is. But are you sure it's the right time for you to be going off and doing something like that? I mean, it would be a really huge step and you'd be away for months, so there's quite a lot at stake personally. And you don't know what the aftermath of the crisis might be. Things could get worse out there quite quickly. Are you sure you've thought it through properly?

A Well no, there's a lot of details that I haven't had time to look into yet. It's just something that my instinct is telling me to consider. And don't worry, of course I won't commit to anything before I talk it over with my family first. You're right that it would be a big decision to make.

3

A Well, I'm just not sure it's possible to have just one favourite novel – do you? I mean, everyone likes different things at different stages of their life, so your favourite is bound to change over time, isn't it? And then there are so many different types of novel, it's not possible to compare ones from different categories in my opinion. I mean, how do you compare a romantic novel with a dystopian one, for example?

B But surely it's OK to have a different favourite at different times? I mean, I've had lots of different ones over the years and I don't have a problem with that. It would be a bit weird to only have one, especially given how many books we both read.

A So, what would you say is top of your list at the moment then?

B Actually, I've just read something that I've been meaning to read for years. I can't believe I've only just got round to it – *Brave New World*.

A You're kidding! You really haven't read that before? It's a classic! And one of the greatest dystopian novels ever written.

B I know, I can't believe it myself. I mean, I did see a film adaptation of it a while back. Maybe that's why I never got round to reading the book, I just didn't think I needed to. But the book is so much better, in my opinion. What did you think of it?

Unit 6, Vocabulary Booster, Track 6.12, page 125, exercise 1

1 To preserve is to keep somebody or something alive, or safe from harm or danger.

2 To threaten is to be likely to harm or cause damage.

3 To coordinate is to organise the different parts of an activity and the people involved in it so that it works well.

4 To distribute is to give things to a large number of people or share something between a number of people

5 To encounter is to experience something, often unpleasant or difficult, while you are trying to do something else.

6 To eliminate is to remove or get rid of something.

Unit 6, Vocabulary Booster, Track 6.13, page 125, exercise 2

1 extended family

2 lifestyle choice

3 standard of living

Unit 6, Vocabulary Booster, Track 6.14, page 125, exercise 6

1 One of the big advantages of living in a multicultural society is that you can learn about different traditions and ways of life.

2 I fear that the opinions driving political discourse are less tolerant than ever.

3 The report shows how much money the arts and culture sector contributed to the economy last year.

4 The country's entrance requirements for higher skilled migrants are different from those for less well qualified workers.

5 The study focused on how strongly first-generation immigrants identified with their parents' culture of origin.

6 There is some evidence that the digital revolution has pushed down wages.

Unit 7, Lesson 7.1, Track 7.01, pages 92 and 93, exercises 2 and 3

Amira Hi guys, and welcome to our vlog! It's me, Amira.

Darius And I'm Darius. Er, Amira, why are you kitted out like that?

A What? Don't you recognise a Morris dancer when you see one?

D Really? I thought Morris dancing had pretty much died out!

A Nope. Ali and I are keeping the tradition very much alive! We even hope to get it on UNESCO's Intangible Cultural Heritage list. You know, so we can safeguard it properly.

D The Intangible Cultural Heritage list? What's that when it's at home?

A Well, I've been researching this with Ali but I'll let him explain!

Ali Hey guys! So, UNESCO's Intangible Cultural Heritage list is similar to its World Heritage list, which you might already know. But instead of protecting buildings and monuments … it protects events like festivals, music, dance and arts and crafts skills. Unesco considers it important to use our cultural events to develop mutual respect between the world's cultures. With this list, it's UNESCO's intention to raise awareness of these events, and, if necessary, help revitalise them. There are loads of great examples, like the Castellers of Catalonia, in the

North East of Spain. They form human towers by standing on each other's shoulders, mostly at large scale events, like festivals, carnivals or processions. The tradition started in the 18th century, so practitioners have a wealth of knowledge that has been passed down from generation to generation. Like with Morris Dancing, at first only men could take part, but now women can too, and they can go as high as ten levels!

D Ten levels! My legs are turning to jelly just thinking about it!

A Ha ha, I know, it is pretty scary. But Ali does have another example that might just be right up your street

Ali That's right. Kumiodori which originated on the southern Japanese islands of Okinawa at the beginning of the 18th century. Also like Morris dancing, it's characterised by traditional music, dancing and costumes. The performances usually are based on traditional rituals and recount legends and local historical events. It was under threat for many years because groups found it difficult to recruit new members. So, it was decided to reverse this situation by joining the UNESCO list and removing sexist restrictions that stopped women from taking part. Today, it's going strong in Okinawa and other parts of Japan.

D Thanks Ali. That sounds so cool!

A It does, doesn't it? But before we finish, I think it's time you learned a bit more about a cultural event closer to home - Morris dancing.

D Oh, thanks!

A Come on – give it a go! Nice one, Darius! You just need a bit of practice and maybe you can join me and Ali.

D Thanks Amira. And thank you for watching guys. See you next time!

A Bye!

Unit 7, Lesson 7.2, Track 7.02, page 94, exercises 6 and 7

On this week's vlog, I want to tell you about a trip I made to Lerwick, in the Shetland Islands to see the *Up Helly Aa* fire festival. From what I saw, it certainly looks like Europe's biggest festival of fire is not in danger of disappearing! In fact, it is encouraging that so many people on the Shetland Islands work hard to keep their tradition alive. It was interesting to learn how much work goes into making the event a success. Although everyone says it's fantastic taking part in the processions and they all love it when they burn the ship, and the fire warms the winter sky, the *Up Helly Aa* is much more than a one-day event. It's a year-round commitment that is characterised by hard work preparing traditional garments, the boat and the thousands of torches that the participants use to light up the winter sky. The locals regard it as an honour to remember their Viking heritage, but it isn't easy to prepare for such a large-scale event, so if someone wants to take part, they have to be prepared to give up a lot of their free time. In fact, the organisers think it's necessary for people to think hard about whether they have time to participate. They don't want people dropping out just when they need them to be working hard!

Unit 7, Lesson 7.3, Track 7.03, page 95, exercises 2 and 3

Presenter Our cities are growing more crowded, and the climate is becoming more extreme, so tonight on *Future Life*, we're asking if it's time for our architects to start thinking about building downwards. To help us answer the question, we have with us in the studio Liam Bracken, professor of architecture, and respected architect Zaha Oxman. Good evening!

Liam Good evening.

Zaha Hello.

P Liam, if I may begin with you … Now, it's often assumed that people have always lived above ground, but that isn't the case, is it?

L No, not all. Thousands of years ago, people rarely built their own shelters and instead took advantage of natural places such as caves – as protection from wild animals and the weather.

Z I would go along with that, but, er, of course, those early humans were also under threat from other humans. It's believed that underground cities such as Derinkuyu in Turkey and the cave homes in Nôk and Mamproug in Togo in Africa were built for defence against attacking forces.

P So, why are we going to go back to underground cities now? Are they the best way to provide growing city populations with housing, and to also safeguard us from extreme weather?

L Yes, I'd totally agree, and that's why we've decided to reconsider building underground. There are some good examples in places with extreme winter weather like Montreal in Canada and Helsinki in Finland …

Z Yes, but having said that, architects certainly regard it as more difficult to build down than up.

P Why's that?

Z Well, for a start, modern architecture is characterised by the use of natural light. Human beings need natural light, and we don't do well without it. I really don't think we can live underground full time.

L You have a point, but I think there are projects that will definitely overcome the problem of natural light and make full-time underground living viable. The Earthscraper project for Mexico City is an example.

P Earthscraper?

L Yes. The design is like an upside-down pyramid. It would have a glass roof, which would let in natural light, and architects are also thinking of other ways for the light to reach the bottom of the pyramid. They're hoping that it would provide homes for 5,000 people.

P I wonder if people might hate it when they're underground, surrounded by walls, and thousands of other people.

Z That is certainly a potential problem, and if underground cities are going to work, they will have to provide the inhabitants with open spaces that are big enough so they don't feel trapped, and where large-scale social or cultural events can be held to encourage civic life.

P So technically speaking, living underground is achievable, but we might not want to, am I right, Zaha?

Z Yes. I'd say we might be happy to spend a day shopping – or we might even be happy to sleep underground, but we would appreciate it if we could spend at least a few hours outside to satisfy our natural instincts for natural light!

L Well, in the end, I'd have to side with Zaha. I think there's a future for underground shopping centres and transport systems. That would allow for good quality housing on the surface, and lots of green spaces so we can have a healthier and more environmentally friendly lifestyle.

P Well, thank you both for providing us with plenty of food for thought. Next on *Future Life*, we're going to look at …

Unit 7, Lesson 7.3, Track 7.04, page 95, exercise 5

1

Well, erm, I've always lived in Coober Pedy, and I can't imagine living any other way, really. When I was a kid, I thought everybody in Australia lived underground! When my cousins used

to visit us from Sydney, they thought it was like living in a cave. Well, what's wrong with that? Temperatures get as high as 50ºC, so I love it when I go down into my house in the summer because it's like walking into an air conditioned space. And the best thing? Our houses stay at a constant 22ºC or 23ºC all year round naturally! We've got underground shops, a hotel, a cinema and swimming pools! We couldn't really live on the surface here, so by living under it, we keep our town alive!
It wasn't always like this, though. The town was founded in 1915, when opal … erm, a precious stone, was discovered here, and people came to work as miners. They realised it was cooler underground, so they started digging underground homes. My great-grandparents came to Australia in 1950, after the Second World War, hoping for a better life for them and their children, and as great-grandad was a miner, they naturally ended up here. So, my family's been in Coober Pedy for a long time. I wouldn't want to live anywhere else.

2

Welcome to Matmata in Tunisia, the home of Luke Skywalker! Yes, it's the town that featured in the first *Star Wars* film in 1977 as a village on the planet of Tatooine! The director, George Lucas, thought Matmata looked as if it was somewhere in outer space! Well, as you can see from here, it's very different. The construction of the houses is quite unusual. First people dig a deep circular hole into the sandstone. Sandstone is quite soft stone, so it's not difficult to do! Then caves are dug out around the edges of this hole, forming underground rooms. The main hole serves as a courtyard. Given the very high temperatures here in the Tunisian desert, these underground houses were perfect for surviving the heat. However, in 1969 it rained and rained for twenty-two days and, because the houses were built to protect people from the sun, not the rain, they were flooded, and many were destroyed. The government then built houses on the surface of the ground for residents, but some people repaired their underground houses and now these houses, er, they attract some tourists. The residents perform traditional rituals for them and recount local legends. Well, the houses are the perfect setting for such events, don't you think?

3

I've worked in the underground city in downtown Montreal for a few years now, and, yeah, in the winter when it's -30ºC, it's good to be down here. However, in the summer, it's a bit depressing, to be honest. I, er, I get the metro into the centre when the sun is just coming up, arrive at the station down here, go to work in an office down here and then sometimes meet friends to go out down here, too! I mean don't get me wrong, there are 32 kilometres of tunnels with shops and restaurants and thirty cinemas, so it's convenient, yeah. There's a popular myth that people actually live here, but just for the record, they don't. The city closes from 1 a.m. to 5.30 a.m., and it operates during the same hours as the metro.
But as I was saying, I sometimes get home and I haven't seen natural light once during the day! You know, half a million people use the underground city every day in the winter, so it keeps the local economy going, but I sometimes wonder if it's at the expense of our health. Well, at least to mine.

Unit 7, Lesson 7.3, Track 7.05, page 95, exercise 6

1 I can't imagine living any other way.
2 I love it when I go down into my house in the summer.
3 These underground houses were perfect for surviving …
4 I get the metro into the centre.

Unit 7, Lesson 7.7, Track 7.07, page 100, exercises 4 and 5

Thank you for that kind introduction from Mr Yates. Mr Yates is right and I am an expert in mistakes … and do you know why? Because mistakes are inevitable and I've made lots of them myself! In fact, in our research at the psychology department, we often talk about our own mistakes, and we've discovered that humans tend to make the same types. Of course, we make them for many reasons, but today we're going to look at four criteria for categorising common mistakes. These are mistakes that we can learn from if we take the time to reflect on what happened and why.
There are mistakes that are a product of carelessness, and there are a couple of things that we can learn here. Firstly, that if we don't give something our full attention, mistakes will occur. It's important to assess how much time is the right amount in order to complete a task well. It's very important not to rush, and to take your time.
In the case of over-stretching, if we're trying out something new but keep making the same mistakes, we need to stop and reflect on what's going wrong – and ask someone you trust what their view is. Asking for help is not a sign of weakness - by getting some constructive feedback, you'll be able to adjust what you're doing – for example, setting realistic goals which you can actually achieve. If you decide not to ask for assistance, you're unlikely to learn anything new and you'll end up experiencing frustration.
Now Aha moments: these are when we set out to do something with a certain plan or expectation, but then things turn out unexpectedly! For example, Alexander Fleming discovered penicillin while conducting an experiment with quite different aims – but he was far from unhappy with the outcome! So … what can we learn from Aha mistakes? Well, that it's often good to be flexible and keep an open mind, and then we can appreciate that a change of outcome can be very positive, even if it's unexpected.
Finally, let's consider big-time mistakes. The importance of big-time mistakes means that they hurt, but once the pain has faded, instead of throwing in the towel, we should realise that nobody gets through their lives without making some significant mistakes – whether it's choosing the wrong career or the wrong partner in life –it's a question of how you deal with them. Firstly, you need to be honest with yourself, and face the problem squarely. Then you can accept what's happened and move on. The second step is to make small steps towards change – trying to correct a big-time mistake all in one go is rarely achievable.
And that, perhaps, should be the message that you take away from this talk. It isn't easy to accept our mistakes, but if you put things into perspective, you'll appreciate that they're a sign that you're prepared to push your boundaries and develop … as they say, a person who can't make a mistake, can't do anything!

Unit 7, Lesson 7.8, Track 7.08, page 101, exercises 3 and 4

Eva So, what are your plans for the next few years?
Alicia Wow, that's a big question! We'll have to wait and see what our exam results are like.

E True, but whatever happens, I really want to leave this place.
A Why? What's wrong with our hometown? You've got all your friends and family here. After taking everything into account, it's the best support system that you'll ever have!
E True, but what I'm trying to say is that I want to have new experiences, meet new friends and discover alternative perspectives, you know, different ways of looking at life. On top of that, I hate it when everyone knows everything about me. Are you with me?
A Yeah, got it. And I suppose that makes perfect sense, the, the idea of discovering new things, but I think you can do that here.
E I'm sorry, I don't follow.
A Let me put it another way, erm, I think our town is big enough for anyone who wants to find groups of people who do different activities, you know, to develop new interests and meet different people.
E Yes, I think that's totally understandable …
A I can sense there's a 'but' coming …
E You're right! But what I'm getting at is I just need to get out and about. I'm tired of seeing the same old faces in the same old places. I want to up sticks, live in a big, multicultural city and experience life in a new way. You know, I'm sure I'd gain confidence and of course, I'd become a lot more independent. To be more precise, it would give me the opportunity to push my boundaries and find out what I can do, you know, if I can survive in a different environment.
A That makes perfect sense! But it's worth remembering that the bright lights of the big city aren't always welcoming. My elder brother Ewan didn't really adapt to London and life there didn't live up to his expectations, and he came back after five years.
E Yeah, I realise it might be difficult and I'll have to think my plans through and set realistic objectives for my big city life. But, you know, we've all got to make our own mistakes. That's how we learn!
A True. And it might not be a mistake. Maybe you'll love it! You've always wanted to see the world!
E I have! Well, wherever I go, you'll have to come and visit me!

Unit 7, Vocabulary Booster, Track 7.09, page 126, exercise 1

1 add a new dimension
2 convey a sense of
3 draw attention to
4 engage with the issues
5 make a contribution
6 provide assistance
7 retain its independence
8 suffer hardship

Unit 7, Vocabulary Booster, Track 7.10, page 126, exercise 5

1 Especially in the past, a peasant is a farmer who owns or rents a small piece of land.
2 Blue blood means being from a royal or noble family.
3 A chronicle is a written record of events in the order they happened.
4 A mythology is ancient stories of a particular culture or society, often told to describe their early history or explain natural events.
5 A demographic shift is a change in the data relating to the different groups within a population.
6 Integration is the action or process of successfully joining or mixing with a different group of people.
7 A person's descendants are their children, their children's children, and all the people who live after them and are related to them.
8 An uprising is the situation where a group of people join together in order to fight against the people who are in power.

Unit 7, Vision 360°, page 104, exercise 4

OK people, listen up! I'm going to mention a few sites that we can see from this observation deck. OK, down below, there is 5th Avenue and it takes us towards the skyscrapers at Lower Manhattan. Look carefully and you'll also see Broadway, which cuts across 5th Avenue diagonally and there you'll see the famous Flatiron building. It was one of the tallest buildings in the city when it was built in 1902. Then at the end of 5th Avenue, you will see what is the tallest building today, the One World Trade Center, which was opened in 2014. Looking behind us, you'll see a small area of trees and grass. That's Bryant Park, the busiest park in the world, and it's behind the famous New York Public Library. Further uptown we can see the trees of Central Park and behind that Harlem. And there over to the right, you'll see a skyscraper with an unusual roof and a long radio antenna on the top. That's the Chrysler Building and it was the world's tallest building in 1930, but only for eleven months. Why? Because this building where we are standing, the Empire State, opened in 1931 and it's 24 meters taller!

Unit 7, Vision 360°, page 104, exercise 7

The first sight of America that millions of immigrants had was of the Statue of Liberty. Their ships passed the statue and left them on nearby Ellis Island, where from 1892 until 1954, 12 million immigrants were welcomed to the United States. About 40% of all American citizens have an ancestor that passed through the island. The reasons they left their homes included war, hunger and persecution, and they all had hopes for greater opportunity in the New World. After a long sea voyage, immigrants arriving at Ellis Island had to wait in long queues for medical and legal inspections to decide if they could enter the United States. A lot of the immigrants decided to stay in New York, while others travelled to a new life in other destinations across the country. Today, Ellis Island is a museum and people who want to immigrate to the US have to contact a US embassy or the US State Department online.

Unit 7, Vision 360°, page 105, exercise 8

Presenter Okay, welcome back to the all-night phone-in on PRNYC with Jack Bronstein. We're asking callers with immigrant backgrounds to tell us their stories? First on the line is Marina.
Marina My family are Montenegrin. If you don't know, Montenegro used to be a part of Yugoslavia. Lots of Montenegrins came to the U.S. in the early 20th century. But my family didn't. In fact, we only came here this century, when I was just a baby. My parents are doctors and got jobs here at a hospital. For me, New York has always been my home. And I feel American. But I'm still proud of my heritage, it's really important to me, and I love going back to Budva in Montenegro where my family is from.
Presenter That's great, Marina. Next on the line is Ricardo. Tell us your story.
Ricardo I'm Colombian. I came here to study English, and then I met my wife here and I stayed. It was tough at the beginning. The culture was so different to home, and my English wasn't so good. And I felt lonely … but I quickly found a job, … not a great job, but it was a start. And I made friends and felt part of a community. It's a very easy

city to feel at home in. I guess because so many of us New Yorkers have immigrant backgrounds.
Presenter That's very true. Finally, let's hear from Emer. What's your story?
Emer I come from a family of Irish Americans. My ancestors emigrated here in the 1850s after the Irish famine. They were really poor and had very little. I can't imagine how hard it must have been for them to leave their families and their homes, get on a ship and travel across the world to start a new life. But I'm so grateful to them that they did.
As you know there is a huge Irish community in NYC! And like most of them, I'm very proud of my Irish heritage. And very interested in the culture and traditions of Ireland.
Presenter And rightly so, Emer! Thanks a lot for your call. Now we're …

Unit 8, Lesson 8.1, Track 8.01, page 107, exercises 4 and 5

Amira Hi guys, and welcome back to the vlog. It's me, Amira …
Darius … and me, Darius. And it's that time of year to make plans for the summer. I don't know about you, but my plans are well under way. I'm going on an inter-rail trip around Europe with my mates!
A That sounds like it'll cost a bomb!
D It is costly but I took the decision to organise the trip at the beginning of last summer. And while I was broke back then, during the year I put aside enough money to splash out on the ticket.
A How did you do that?
D Kaya let me in on her money saving secrets, and they really did the trick!
A Oh, I want to hear these!
D OK. Here's Kaya with her three tips to money saving success.
Kaya Hi guys! My mother is a financial planner and she taught me three really easy steps that have helped me save money, which I want to share with you today. The first is easy–have a clear goal. To be honest, I used to go through my allowance in five minutes, but having a goal gave me a reason to save. At the moment, for example, my goal is to get a really good laptop to do graphic design. I don't want to borrow the money and spend the next few years paying it off so by putting aside some money each week I hope to save enough to buy one by the end of the year. But to be able to do that, step number 2 is really important … get a part-time job. This helps you to pay your way. I work in a fast food restaurant every Saturday. It can be stressful and on Sundays I have to get up early enough to be able to do all my weekend homework. But it's worth it. And when I get my earnings, they go straight into my bank account. And that's step 3 … open a bank account. Most people our age open a current account and they're really useful. When I opened my account, I decided that I wanted to save 70% of my salary every month. That was ambitious because I needed to live on just thirty percent. But I was able to put a limit on my debit card so that my spending never got out of control and that made it way easier. So, those are just three easy steps to take control of your money. But the main takeaway is that saving isn't rocket science, everyone can do it!
A Good to hear, Kaya! I have to admit, I'm not good at saving. How did you find it, Darius?
D It was OK. I did all the things Kaya said and it really helped. I mean, I often had FOMO when I was working and my friends were out having fun, but the fear of missing out on the trip was worse! And in the end, it wasn't too bad, I could still do a lot of things, I just tightened my belt and didn't do anything too extravagant. And now I have enough money to really have a good time this summer!
A You know, listening to all this makes me feel like I should get a job and start saving!
D Sounds like a plan! Good luck! But that's all we have time for today. Thanks for watching and goodbye.
A See you!

Unit 8, Lesson 8.2, Track 8.02, page 108, exercise 6

Woman Hi Jonah, how's the flat-hunting going? It must be exciting, getting ready to move out into your own place!
Jonah It is. I'm so happy to have saved up enough money to afford my own place. And I'm really excited to be looking at flats at last. But it's daunting too.
W Daunting?
J Yes, you know, there are so many things to pay for when you live on your own. I actually did a course last week on personal finance.
W Really?
J Yeah, it was my mum's idea. I thought it was going to be really boring, but actually I'm really glad I did it. I learned a lot about budgets and saving money on everyday things. There were some really useful tips on how not to waste money on basic things like water and electricity.
W Sounds useful.
J It was, but now I have to concentrate on finding the right place!

Unit 8, Lesson 8.3, Track 8.03, page 109, exercises 3 and 4

Speaker A An alternative to money? I don't think there is one, is there? I mean, as they say, money makes the world go round! But, erm, having said that, I did read a book, *The Man Who Quit Money* by a guy called Mark Sundeen. Mark tells the story of Daniel Suelo, a US citizen who decided one day to close his current account, get rid of his debit cards and go and live in the caves in Utah. Pretty brave, eh? In fact, he managed to live quite well. I mean, he had more than enough to eat, and he had a roof over his head even if home was a cave! He was able to pay his way by volunteering to do jobs for others in exchange for food. He also worked at community gardens and took some of the food he helped to grow. It was quite a tough life. At least, it seemed to be to me, but Suelo loved being in contact with nature and he didn't miss the material world. Anyway, he moved back to his hometown in 2016 to look after both his elderly parents, who were in their nineties, and he had to use money once again. I wonder if he misses his cave!
Speaker B Well, where I come from, in Bavaria, you know, in southern Germany, we actually have an unofficial currency, the Chiemgauer, so … along with the Euro we have two types of money, not one! It actually started as a secondary school project … an economics teacher, he's called Christian Gelleri, wanted to teach his 16-year-old students about finance, so they invented a local currency to be used in shops. Well, it's been such a success that there's even a Chiemgauer debit card! But if you want to put money aside, the Chiemgauer isn't for you. The secret of its success is that Chiemgauer bank notes and coins are only valid for three months; after that they lose 2% of their value. So, in a way, this system forces you to splash out. It makes us bigger consumers! However, it has helped the local economy grow, because all the Chiemgauer money stays in the region, and unemployment has fallen. And

another thing, 3% of what you spend goes to local charities, so everybody benefits, not just businesses!
Speaker C Actually, I've tried to live the alternative! A few years ago I lived in Auroville in south east India for a year, and, yeah, it was a pretty cool place to be … for a year, anyway. The whole town is an experiment, you know, a universal town, where men and women from all over the world can come and live away from the pressures of modern life. There's about, I'd say 3,000 people there now … families, people of all ages and from all over the world. Anyway, there's no physical money as such, and you pay your way by working in the community or exchanging things. I volunteered to work on the farm, but other people helped build accommodation from recycled materials or worked in the local villages. I came back because I got homesick, but actually I think Auroville really does work as an alternative and it's definitely worth trying if you're into that sort of thing.

Unit 8, Lesson 8.3, Track 8.04, page 109, exercise 6b

1 **A** And he did that for six months, you say?
B No, he spent a **year** living without money.
2 **A** Did he write his book in a cave?
B No, he wrote a book about **living** in a cave.
3 **A** How many types of money do you have?
B We have **two** types of money.
4 **A** How much money goes to charity?
B **3%** of what you spend goes to local charities
5 **A** Are only parts of the town involved?
B No, the **whole** town is involved in the experiment.
6 **A** Where did you volunteer?
B I volunteered to work on the **farm**.

Unit 8, Lesson 8.3, Track 8.05, page 109, exercise 7

Joe Hi Syed, what are you up to?
Syed What am I up to? Nothing! I'm completely broke.
J Really? Me too! I've already gone through all of my allowance and we're only halfway through the month! Still, we can always get out and about and have a money-free weekend.
S A money-free weekend? What's that when it's at home?
J My sister told me about them. She's at university and can't afford to splash out on anything that's not essential, so she and her friends regularly have money-free weekends.
S That's hard to believe. I mean, there's not much you can do without money.
J That's not true at all! You just need to think outside the box! There are loads of interesting things that you can do without spending a penny, or at least not spending much.
S For example?
J Going to a museum. The museum in town is free on Sundays and there's an exhibition on at the moment about what the local area was like when it was home to dinosaurs.
S Really? Great! I was into dinosaurs when I was a kid, and I would have loved to have visited an exhibition like that. Well, I still would actually.
J You see!
S Well, that's Sunday sorted, but we still need something to do on Saturday.
J OK, how about a factory tour?
S A factory that makes what?
J It depends on what you want to see. The local motorbike company gives free tours and so does the chocolate factory, both on Saturday mornings. Of course, there's a shop at the end of the chocolate factory tour, so we'd have to be disciplined and not buy any!
S I love chocolate, so that could be difficult, although if we go just after breakfast, I should be OK!
J And if you leave your debit card at home! So, a tour of the chocolate factory on Saturday morning and a visit to the exhibition at the museum on Sunday.
S Excellent! Sounds like a plan. You've convinced me about money-free weekends. Thanks!

Unit 8, Lesson 8.5, Track 8.06, page 111, exercises 8a and 8b

A Do you usually like shopping online or do you prefer to go to the shops?
B I guess it depends on what I'm buying. Shopping online is so convenient, and for some things it's so much better. Like electronics and stuff like that. There's so much more choice online and you've got a much better chance of finding a bargain.
A Yeah, I know what you mean. And sometimes it's true for clothes too. But sometimes it can be a disaster.
B Tell me about it! I've made some big shopping mistakes with clothes! I never buy anything without trying it on first anymore.
A I've sent so many things back because they were the wrong size, or the wrong colour, or just plain wrong!
B I'm the same with shoes, I hate being disappointed when they don't fit! And I hate having to take them to the post office to send them back.
A You do that? Don't they usually come to pick them up?
B Not always. It depends on the company, I think.

Unit 8, Lesson 8.8, Track 8.08, page 115, exercises 2 and 3

A Hey, like the new phone!
B Thanks, but erm, actually, it's not brand new.
A What? Oh no, did you buy a second-hand one?
B No, I didn't. But er, why don't you like the idea of buying second-hand?
A Well, who knows how something was used by the previous owner? I mean, it can sometimes be more costly buying second-hand than brand new, because you end up having to replace it so soon.
B Why do you say that?
A I suppose I'm really talking about technology. You don't know if the previous owner has replaced original components or downloaded viruses, and if you have a problem with it, you won't get your money back. I just think it's better to splash out on a new product when it comes to phones and computers.
B But what would be the consequences of replacing everything if we all did that?
A Are you talking about the environment?
B Yes, I am. I mean, what's your view of using up all the world's resources just so we can have new things all the time?
A Look, I agree with recycling, you know. We can recycle the materials from old phones and computers.
B Well, how do you feel about refurbishment?
A Re– what?
B Refurbishment. It's when an old phone or computer is repaired and returned to an almost new condition.
A How does that work, exactly?
B OK, so, the phone I just bought came from the manufacturer, you know, the brand. They take old phones and fix them, replacing old components if necessary.
A Sounds cool. Do they test them?

B Yes, of course. They test them as much as they test new phones.
A So, is yours refurbished?
B It is. Take a look … It looks brand new, doesn't it, but it didn't cost a bomb!
A Does it come with a guarantee?
B It does. So, what do you think of the idea?
A What do I think? To be honest, It's a win-win! It's good for your pocket and good for the environment!

Unit 8, Lesson 8.8, Track 8.09, page 115, exercise 5

1 Did you buy a second-hand one?
2 Are you talking about the environment?
3 How do you feel about refurbishment?
4 Do they test them?
5 Is yours refurbished?
6 What do I think?

Exam Skills 7–8, Track 8.10, page 118, exercise 2

I'm sure most of you will be familiar with stories about the collapse of ancient empires – for example, the Aztecs in Mexico and the Roman Empire. But you may be less familiar with what is known as the Bronze Age Collapse. This was an event that took place over 3,000 years ago in a large area covering much of Mediterranean Europe, North Africa and the Middle East. Major civilisations in Greece and Turkey fell in a very short period of time; ancient cities were abandoned and left in ruins, trade routes were lost and standards of learning fell throughout the region.
But what caused this catastrophic change? Experts have different opinions, although many believe that rather than one single event being to blame, a combination of natural disasters probably contributed. Archaeological evidence shows that there were several severe droughts in the eastern Mediterranean over a period of roughly 150 years from 1250 BCE, but earthquakes, famine, civil disorder and invasion by outside tribes may also have made things worse. We know that a group of mysterious foreigners known as the Sea Peoples were responsible for the destruction of many cities at the time. The true origins of the Sea Peoples remain unknown, but it is possible that they came from the western Mediterranean, forced out by drought, famine or other climate disasters.
There is also evidence for what historians call an 'earthquake storm' – a series of major earthquakes taking place one after another over a period of 50 years between 1225 and 1175 BCE. And what originally was a strength of the Bronze Age kingdoms may have ultimately led to their collapse, because once their widespread trade routes were broken and cities began to fall, there was a total system collapse. As a result, the building of great monuments came to an end and levels of education in Greece dropped dramatically.
The reason I mentioned the collapse of the Roman Empire earlier is that, like the Bronze Age Collapse, this was also due to a combination of factors. For example, outside tribes were able to invade because the structure of the Roman Empire was weaker than before. Not only had it become too large to support itself and suffered from poor leadership, the climate was also less reliable, with periods of drought and extreme cold.
But what can we learn from all this, and can we see similar patterns in today's world? We are, of course, more technologically advanced, but this does not necessarily mean that we are protected from the threats that faced our ancestors. On the contrary, technology may in fact be introducing new challenges for us. The more sophisticated and complex our global society becomes, the more difficult it may be for us to deal with problems that occur.

Unit 8, Vocabulary Booster, Track 8.11, page 127, exercise 1

1 owe someone money
2 spend your money wisely
3 cut out non-essential items
4 send or receive a confirmation email
5 build up your savings account
6 keep track of your finances
7 get your spending under control

Unit 8, Vocabulary Booster, Track 8.12, page 127, exercise 3

1 Online businesses are constantly having to come up with new ways to attract potential customers.
2 I don't think it's ever worth paying full price for anything – I only buy products on special offer.
3 If you download this app, you can use it to track your package – then you can make sure you're at home when it's delivered.
4 The trainers were the same price on both websites, so Max chose the company with the cheaper shipping costs.
5 Please quote your reference number when making an enquiry about your booking.
6 I managed to pick up a bargain in an online sale last week. I bought a new pair of headphones with a 50% discount!

Unit 8, Vocabulary Booster, Track 8.13, page 127, exercise 6

1 If you pay through the nose for something, you pay too much money for it.
2 If you fork out for something, you spend a lot of money for it, usually unwillingly.
3 If you buy something for peanuts, you pay very little money for it.
4 If something costs an arm and a leg, it's very expensive.
5 If something is dirt cheap, it is very cheap.
6 If you foot the bill for something, you pay for it.
7 If you make a fast buck, you earn money quickly.
8 If you live from hand to mouth, you spend all the money you earn on basic needs without being able to save any.