Student's Book audio and video scripts

Introduction unit, Lesson 0.1, Track 0.03, page 4, exercise 11

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

Introduction unit, Lesson 0.1, Track 0.04, page 4, exercises 12 and 13

Examiner Good afternoon. I'm Jenny Scott and this is Phillip Smith. He's here to listen to us. Now, what's your name?
Rodrigo I'm Rodrigo.
E Thank you. And, what's your name?
Tomek My name's Tomek.
E Thank you. Rodrigo, what's your surname?
R Sequeira.
E How do you spell it?
R S-E-Q-U-E-I-R-A.
E Thank you, Rodrigo. Tomek, what's your surname?
T Nowak.
E How do you spell it?
T N-O-W-A-K.
E Thank you, Tomek.

Introduction unit, Lesson 0.2, Track 0.05, page 5, exercises 2 and 3

Guard Stop! Take off your sunglasses, please. Is this your yellow bag?
Boy Yes, it is.
G Open it, please. What's in this purple box? Is it a mobile phone?
B No, that's an old video game.
G Are these your keys?
B Yes, they are.
G And what are these?
B Those are my headphones and that's my new mobile phone.
G Take out your mobile phone, please. And these orange books?
B Those are my diaries. This is slow. Can I go?
G Not so fast! What's this blue thing?
B That's an umbrella!
G Don't take umbrellas into the stadium! OK, that's it.
B Thanks, bye!
G Wait! Don't forget your bag, sir!

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

Zara Hi guys. I'm Zara!
Callum And I'm her brother, Callum. I'm seventeen years old.
Z And I'm sixteen.
C We're from Edinburgh – the Scottish capital!
Z And this is our awesome vlog, Born in Scotland!
C We make all kinds of vlogs about all kinds of topics. But a lot of the time we just vlog about our day!
Z These daily vlogs are really popular. Lots of you want to know how we do it, so you can do it too.
C So, here are the top-five secrets to our success! These are the steps we take to achieve our goal and make fun vlogs about our day.
Z Step 1 is get up early. I know. I know, but we both think it's a great time to vlog! I get up around seven.
C But I get up around six … I have a shower, I brush my teeth … I get dressed … and then I vlog for around ten to fifteen minutes!
Z Then it's time for step 2: start your vlog! You can start like this …
C Good morning, guys! How are you?! It's another AMAZING day for another AMAZING vlog!!!
Z Or like this …
C Hey. It's Callum. It's my vlog. And it's very, very cool.
Z But don't worry about it – just do what's natural! Then, once you start the vlog, it's time for step 3: talk about your day, like this …
C … first, I have breakfast …
… then I take the bus to school … and at half past twelve, I have lunch. … and after lunch, I have guitar lessons … then I go home!
Z And then it's time for step 4: vlog in the evening! You can vlog about everything! So, why not vlog after your homework, like this!
C Hi guys! Here we go! It's homework time!
Adult Just do your homework, Callum!
Z … vlog when you have dinner …
C This is delicious!
A Eat your dinner, Callum!
Z … vlog when you relax and listen to music …
C I love this song.
Z … and vlog when you watch TV!
C Let's see what's on!
A No TV, Callum!
Z We vlog all day. It isn't always easy, but that's the secret to a great daily vlog. And before we go to bed, it's time for step 5: finish your video. Why not try something like this?
C Later, guys!
Z Or this …
C See you next time, my friends!
Z Or, just this.
C Bye!
Z And that's it! Nice one, Callum.
C Thanks, Zara! All you need to do now is edit your video, watch it and put it online. But that isn't always easy! You need to take your time, but it's good to do it.
Z So congratulations – you're now a vlogger, like us! So, that's it from us, one more time, Callum …
C Bye!
Z See you next time!

Unit 1, Lesson 1.1, Track 1.02, page 9, Exercise 8

My typical day

I get up at 7.30 a.m. Then I have a shower and brush my hair and my teeth. My family and I have breakfast together in the kitchen – I eat toast. Then my brother and I go to school. We take the bus because our school is fifteen kilometres away. On the bus, in the mornings, we relax and watch videos on our phones. At school, we have lessons until 3.30 p.m. and then we go home at 3.45 p.m. My school friends and I often do our homework on the bus before we get home.

Unit 1, Lesson 1.2, Track 1.05, page 10, exercise 7

1 /s/ cooks, eats, gets, likes
2 /z/ does, goes, lives
3 /ɪz/ brushes, finishes, relaxes, studies, watches

Unit 1, Lesson 1.3, Track 1.06, page 11, exercises 3 and 4

Sam Hi guys. I'm Sam. I buy clothes with the money from my vlog. Then I get dressed in the clothes and I talk about fashion in my videos. I only make one video a week because I'm busy with school. Like most people in Mumbai, I get up early. My family and I have breakfast, and Mum and Dad go to work at 11 a.m., but I have lessons at half past eight. After school, I go home and I can't relax because I do my homework for three hours.
Lukas Hi there, I'm Lukas, I'm sixteen and this is my sister, Hanna.
Hanna Hi, I'm sixteen too. Lukas and I have got a daily vlog. We play video games together. It's fun!

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L Yes, but I'm tired, and I want to spend more time with my friends. My best friend finishes school, goes home, listens to music or goes out, but I can't see him because we make videos every day.
H That's true. Our weekends are busy too. On Saturdays we edit videos, and on Sundays we do our homework.
Demi Hey, I'm Demi. Lots of people want to become vloggers. They think it's easy. In my videos, I put on make-up, I brush my teeth and hair and I talk about beauty products. I do this nearly every day because 2 million people watch my videos! I've got lots of money, and that's good, but the problem is that I work all the time. I never relax when I take the bus or have dinner in my home town because everybody takes photos of me. I like vlogging, but I want some free time too.
Tom Hi. I'm Tom, and my cousin, Megan, lives in Cape Town. Megan plays the guitar in her vlog and people have guitar lessons with her online. She gets up late, has lunch, has a shower, gets dressed in jeans and a T-shirt and then she makes videos all afternoon. She loves vlogging, but some people write horrible comments. For example, they say 'You can't play the guitar well' or 'I hate your music'. This is why I haven't got a vlog.

Unit 1, Lesson 1.4, Track 1.07, page 12, exercises 2 and 3

Zoe The music school party is on the 14 October at five o'clock. Are you free then, Nico?
Nico No, Zoe, I'm not. All I do is study, study, study … I have classes on Mondays to Fridays, then I go home at half past five, I do my homework, I have dinner and I study again until midnight. I'm sorry, but I haven't got time …
Z I understand, Nico. You need to manage your time, so you can study and relax on school days. A plan of all the things you do in the week can help you.
N I'm not the type of person who writes a plan …
Z It's easy, Nico. On Sunday evenings, you make a list of things you need to do in the week, like homework. Then you decide the number of hours to spend on each activity.
Paul But before you do that, you need to know how much time you spend on the things you do every day. Write down all the daily activities that you do in the morning, in the afternoon and in the evening – see how many hours you spend on them.
N So, Paul, I even count the minutes I take to get dressed, brush my teeth and have breakfast every day?
Z Yes, that's right! Why not write it in a diary or on your mobile phone? Bill Gates plans every minute of his day!
N Really, Zoe?! Even at the weekend?
Z Um, probably just on weekdays, Nico … And when I've got lots of homework or a big project, I break it into small tasks. And I always have study breaks.
N Oh, that's interesting.
Z I have a break every two hours – when my phone rings – like this. Then I relax for fifteen minutes. I watch a video or I have a snack and a drink. After that, I study again.
P And on weekdays, I follow the same routine every day – I go to bed and get up at the same time every day … and I have a hot shower at night – it helps me sleep.
N Thanks, Paul. Actually, guys, this is really good advice!

Unit 1, Lesson 1.4, Track 1.08, page 12, exercise 6

1 The music school party is on the 14th of October.
2 I go home at half past five.
3 On Sunday evenings, you make a list of the things you need to do in the week.
4 I have extra classes on Tuesdays.
5 Write down all the things you do in the morning.
6 I have a hot shower at night.
7 You can study and relax on school days.

Unit 1, Lesson 1.5, Track 1.09, page 13, exercise 7

1 I really like sport. I love going for a run. I go to the park every weekend. I go with my brother. He doesn't like running. He rides his bike. I don't ride with him because I can't ride a bike.
2 I've got a Playstation and a TV in my room. When I come home from school I play video games with my brother. I really like board games too. I play them with my family and also with my friends.
3 I haven't got many hobbies, really. I read a lot of comics. I think books are boring. I love music and I listen to songs on the bus every morning. I like rock and pop.

Unit 1, 1.5 Vocabulary Booster, Track 1.10, page 113, exercise 1

1 go for a coffee
2 go shopping
3 read a book
4 cook your favourite meal
5 write a letter
6 listen to the radio
7 talk to a friend
8 check your emails

Unit 1, 1.5 Vocabulary Booster, Track 1.11, page 113, exercise 5

1 take
2 hang out with
3 go
4 learn
5 go
6 check
7 listen
8 do

Unit 1, Lesson 1.8, Track 1.14, page 16, exercise 2

Laila Look, Sam, it's the timetable for this year's after-school activities!
Sam Great! Do you want to do homework in the library with me, Laila?
L No thanks. I like studying at home. Are there any interesting clubs we can do together?
S Um … what about cooking club? I love making pizzas.
L Really? I don't. I hate cooking. What else is there …I don't really like gaming, but you do!
S Yes, I do. I enjoy playing computer games … but I can't stand playing board games …
L Me neither. And I don't like orchestra or band because I don't play any instruments …
S Neither do I. Book club sounds boring. I don't like reading.
L Really? I do. What about Italian lessons? 'Parliamo italiano?'
S Er, no, thanks! I don't really like speaking languages. Do you like doing sport?
L Yes, I do. I love going for a run and playing football.
S Me too. Well, why don't we go to sports club, then?
L Yeah, good idea, but I don't want to go twice a week. I'm too busy.
S Me too. Do you prefer Tuesdays or Fridays?
L Um, well, I have maths lessons on Tuesdays after school, so I prefer Friday.
S Great. Friday it is, then.

Unit 1, Lesson 1.8, Track 1.15, page 16, exercise 5

1
A I love cooking.
B So do I! Do you like making cakes?
A Yes, I do. I love it! But I really don't like tidying the kitchen at the end.
B Me neither! It's boring.

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2
C I like drawing comics.
D Really? I don't. I don't enjoy school art classes.
C Neither do I. And I don't like science.
D Really? I do. Do you hate maths too?
C No, I don't. It's great.

Unit 1, Lesson 1.8, Track 1.16, page 16, exercise 7

1 I love it.
2 She plays football twice a week.
3 They don't like apples or bananas.
4 What else can we do?
5 I like music but I can't stand art.
6 I think it's awesome.

Unit 1, Vision 360, page 20, exercises 3 and 4

Presenter Welcome to the HI-SEAS biodome! This is where we create what it's like on Mars. But the HI-SEAS biodome isn't in space. It's on Earth, and it's in Hawaii in the USA. There are six people inside this biodome. They do different activities during the day, but they don't go home at night. That's because the biodome is their home for eight months! They are here to help plan a trip to Mars. It's important to know how people can live and work together for a long time and be happy.

Unit 1, Vision 360, page 20, exercises 4 and 5

Man We're here to do lots of experiments. Many of these are outside the biodome. We don't wear our normal clothes when we go outdoors. We wear special spacesuits. It's difficult to walk in them, but it feels like we're on Mars.

Unit 1, Vision 360, page 20, exercises 4 and 7

Woman It's important to be fit when you're in space. That's why we do some exercise every day. We can't go for a run or ride a bike outdoors like you can, but we do exercise on special machines indoors. It's hard work, but it's fun.

Unit 1, Vision 360, page 20, exercises 4 and 8

Man Food is very important for us and we always have breakfast, lunch and dinner together. The food has no water in it – so we need to add water and other things to make it taste good. It isn't like a meal in a restaurant, but it's OK. Sometimes we have a special food day when we prepare traditional dishes from around the world. For example, we have a sushi day and a pasta day.

Unit 1, Vision 360, page 20, exercise 4

Woman I'm not very happy today. Life here isn't always easy. We're all from different places and have different interests and habits. But the good thing is that when there's a problem in the biodome, we work together as a team. We don't think about the small daily problems.

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

Callum Hi guys!
Zara Hello!
C Today's vlog is about fitness. Of course, I am a real athlete. I play football twice a week and I go skateboarding every Saturday, so I'm pretty fit. But Zara, you like sport, don't you?
Z As Callum knows, I am crazy about sport!
C What sports do you play? I usually play tennis once a week and I often play volleyball, too. I'm on the school team for both.
Z I go swimming three times a week and I often practise my diving, too. I love adventure sports, too. In the winter, I go snowboarding, and in the summer I love surfing and windsurfing. Oh AND I go to dance classes on Thursdays. But that's just for fun! It's a busy life, and keeping fit is really important to me. But do you know what? I hardly ever go to the gym. I do short workouts instead. They're only around five minutes, but they're really good. So good I often vlog about them too. Now here's one of my favourite exercise routines. Are you ready? Let's go!
Z First, we need to run on the spot, like this. Great. You can run fast, or you can run slowly, whatever feels right. Just stay in the same place and move those legs!
Z Right, now it's time for some squats. Put your hands out, sit down, hold and then stand up again. And repeat. That's great. Next, let's work on our legs with some lunges.
Z Step forward with your right leg, then down. Then stand back up. Excellent. Now step forward with your left leg, then down and back up again. Do this for one minute.
Z Finally, relax. Close your eyes and breathe.
Z Ahhh. Fantastic. Thanks, guys. Remember: stay fit, have fun and see you next time.
C Nice one, Zara.
Z Thanks. I, er, I have a new routine, actually. I know you're pretty fit, so let's give it a go.
C Now?
Z Yep. Step 1: run on the spot. FAST!
Z KNEES HIGH!
Z Bye!
C See you next time, guys!

Unit 2, Lesson 2.1, Track 2.02, page 23, exercise 6

1 No running!
2 Goal!
3 Ow.
4 The score is 30–40.
5 Step, step, kick and again!
6 Aaaah!

Unit 2, 2.1 Vocabulary Booster, Track 2.03, page 114, exercise 1

1 horse-riding
2 rugby
3 sports
4 basketball
5 team
6 cycling
7 game
8 running

Unit 2, 2.1 Vocabulary Booster, Track 2.04, page 114, exercise 5

1 a match
2 a racket
3 golf
4 hiking
5 skiing
6 fishing
7 table tennis
8 hockey

Unit 2, Lesson 2.2, Track 2.06, page 24, exercises 10 and 11

Girl Hey Matt. Which sports do you love doing?
Boy Well, I really enjoy skateboarding and windsurfing.
G Wow! So, do you love snowboarding too?
B No, I don't! I can't stand the cold.
G Really? I love it! How often do you have P.E. lessons at your school?
B Um, we have them twice a week.
G Nice one! We only have them once a week. So, what do you do in P.E. lessons?
B Right, let me see. We often play football outdoors in autumn and winter, and we sometimes go swimming in the summer when it's hot, but we never do diving. Oh, and in the spring, we play tennis.
G So do we. And what do you and your family do to stay fit?
B Um, we like riding our bikes together. I've got lots of schoolwork at the moment and my parents are always busy … but we sometimes play volleyball together on holiday.
G That's nice. Who do you do exercise with?
B Um, I play sports with my classmates and I sometimes do exercise with my brother. We do workouts together.
G Really? When do you and your brother go to the gym?

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B Oh, we never go to the gym. We do workouts at home instead.

Unit 2, Lesson 2.3, Track 2.07, page 25, exercises 2 and 3

DJ Today, we have Raj Khan in the studio to talk to us. Raj, three of your old high school students are now Olympic volleyball players. Can you share your secret with us? How do you do it?
Raj Well, I don't think they are successful just because I'm a good P.E. teacher. There are many different reasons somebody becomes a top athlete.
D For example, a person's natural ability?
R It helps when you are good at something, but it isn't everything. In the book Outliers, by Malcolm Gladwell, he studies the lives of famous football players and Olympic athletes to discover why they are so good at their sport. He thinks that practice is the main reason. He says that everybody can become amazing at something if they do it for at least 10,000 hours.
D But how do young athletes get this much practice?
R Well, many Olympians and Paralympians often start their sport when they are little children, for example, around four or five. And, then they practise between five and six hours a day while they are at school, which makes a total of 20 to 30 hours' training every week!
D Wow! So, practising a lot is important!
R Yes, it is important, but I think good daily routines are important, too. Athletes often go to bed early and get up at the same time every day, and plan all their meals. But all sports stars share one thing. They always know what they want, and they don't stop even when things are difficult. That's why I tell my students 'never give up'.
D That's a great message, Raj.

Unit 2, Lesson 2.3, Track 2.08, page 25, exercise 5

Do gymnastics
Do workouts
Go to bed
Go to the gym
Have a break
Have a shower
Have an orange
Have dinner
Have lunch

Unit 2, Lesson 2.2, Track 2.09, page 25, exercise 6

D Can you give us an example of a top athlete's daily routine, Raj?
R Sure, I can. Aly Raisman is an American Olympic gymnast. She usually gets up at six thirty a.m. Then she goes to the gym at seven …
D What does she do there?
R First, she does workouts. And then at half past eight she does gymnastics. She practises for three hours, then she has lunch. She eats at half past eleven and after that, she always has a break from half past twelve until 3 p.m.
D Why does she have such a long break?
R Top athletes never train after a big meal. They need to wait for two to three hours. She often has a shower and then a snack …
D What does she usually eat?
R She usually has an orange or an apple. Then at 3 p.m. she goes back to the gym.
D What does she do then?
R She does workouts until five o'clock in the afternoon.
D Again???
Raj Yes! And then she does gymnastics all evening.
D I imagine she's very hungry by the end of the day … When does she have dinner?
R She hardly ever has dinner before half past nine. In fact, she usually eats at twenty to ten. Then she listens to relaxing music, has another shower, brushes her teeth and always goes to bed at quarter past ten.
D That's a long day. Thanks, Raj.

Unit 2, Lesson 2.4, Track 2.10, page 26, exercises 3 and 4

Lia Oh hi, Alex! I don't usually see you here!
Alex Hello Lia. I always come here to buy an energy drink and a healthy snack, like fruit, before my workout.
L I prefer biscuits, Alex!
A I love biscuits, too, but I don't often buy them because they're high in sugar.
L How do you know the amount of sugar in something?
A I always read the traffic-light labels. If a label has got a lot of green on it, it's good for you!
L Oh, I never look at those … So, does red mean it's bad for you – don't eat it?
A No, it doesn't. It means, it's OK to have some once a week, but not every day!
L Ah, I see! Listen, I've got this pizza in my basket. Do you think it's healthy?
A Let me see the label. Hmm, sorry, Lia, but I think it's bad for you.
L Really? Why? What's it got in it?
A Well, half a pizza has got 25% of the energy you need a day. It's orange, so it's OK if you play a sport.
L Hmm, I don't exercise often …. Is it high in sugar?
A No, it's low in sugar, so it's green. In fact, it's only got 10% of the sugar you need a day.
L Fantastic!
A … but … it's high in salt. It's got 33% of the salt you need a day. And it's got a lot of fat. Look. Half a pizza has got 52% of the fat you need a day!
L Wow! That's a lot of fat in one pizza! Er, I don't think I want to eat this pizza any more …

Unit 2, Lesson 2.5, Track 2.12, page 27, exercise 9

/ɪ/ chicken, drink, lettuce, milk
/iː/ beans, cheese, meat, ice cream

Unit 2, 2.5 Vocabulary Booster, Track 2.13, page 115, exercise 1

1 vegetables
2 juice
3 sugar
4 salad
5 tea
6 coffee
7 cake
8 sandwich
9 butter
10 fruit

Unit 2, 2.5 Vocabulary Booster, Track 2.14, page 115, exercise 5

1 jam
2 lamb
3 honey
4 toast
5 a melon
6 a lemon
7 nuts
8 a biscuit

Unit 2, Lesson 2.8, Track 2.16, page 30, exercises 2 and 3

Girl Hello. Can we have a table for two, please?
Waiter Sure. Here you are.
Boy Can we have the menu, please?
W Hi. Are you ready to order?
G Yes, we are. I'd like the avocado salad to start, please.
W And for your main course?
G Can I have the all-day breakfast, please.
W I'm afraid we haven't got any tomatoes. Would you like two eggs instead?
G Yes, please.
W Thank you. And for you, sir?
B I'd like the chicken curry followed by a fruit salad, please. Um, what type of fruit is in it?
W There's some apple, orange and strawberries in it.
B OK, that's fine, thanks.
W Would you like anything to drink?
B Yes, please. I'd like some water.
G The same for me, please.
W Of course. So that's one salad, one curry, one breakfast, a fruit salad and two waters. Thanks.

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Unit 2, Lesson 2.8, Track 2.17, page 30, exercises 5 and 6

Waiter Is everything OK with your meal?
G Yes, thanks.
W Would you like any tea or coffee?
G No, thanks. I don't want anything else.
B Me neither. Can we have the bill, please?
W Certainly. Here you are.
B How much is it?
G Um, it's £25. I'd like to pay for this.
B Oh, thank you!

Unit 2, Lesson 2.11, Track 2.18, page 33, exercise 2

1
Girl 1 Morning, Dad. What's for breakfast? Are there any eggs?
Man Morning, Lucy. Yes, there are. How many do you want?
Girl 1 Can I have two, please? Are there any avocados? My friend Jess has two eggs, some avocado and a piece of bread every morning.
Man Lucky Jess! Yes, there's an avocado but there isn't any bread. Sorry. But you can have a tomato salad. How about that? What a healthy breakfast!
2
Girl 2 How often do you go to the gym, Ben?
Boy 1 Oh, I never go to the gym. I think the gym's boring. I prefer team games. I'm in the volleyball club at school and I play in a football team at the weekend. Why?
Girl 2 Well, I want to get fit. I sometimes play tennis with my friends, but that's just for fun. I want to do something new.
Boy 1 Well, come to volleyball practice. It's good fun and you can get fit.
3
Boy 2 Hello. I'd like the cheese salad to start, and fish and chips for my main course, please.
Woman I'm sorry. There's no fish today. The chicken is very good and we do a lovely pizza. You can have salad or chips with both.
Boy 2 Oh. I don't eat meat and I don't want more salad. Is the pizza vegetarian?
Woman Yes, it is. It's cheese and tomato. It's very popular with our customers.
4
Girl 3 Do you want to eat now? They do some really good low-fat hamburgers and low-sugar desserts in the café.
Boy 3 No, thanks. I'm not hungry. Let's go to the gym first. I want to do a workout.
Girl 3 Ah … OK. You go to the gym. I want to go to the swimming pool. I can see you in the café after that.
Boy 3 OK. See you later.

Unit 3, Lesson 3.1, Track 3.01, page 34, exercises 2 and 3

Callum Hello everyone!
Zara Hi there! As you can see, we're looking a bit different today.
C Yeah, what do you think? Looking good, right?
Z You see, we're going to our aunt's wedding today. That's why we aren't wearing our usual clothes – we're wearing these instead.
Z I'm wearing a pretty, pale blue skirt and I love my beautiful cream top.
C And for me, it's goodbye to my usual jeans and T-shirt look because I've got a white shirt on with a dark red tie and a very cool black jacket. And this … isn't a skirt. It's a kilt!
C Scottish families have got different colours on their kilts. We're the MacGregor family, and our kilts are red and dark green. We usually wear them on important days and for big family parties, like weddings. I hardly ever have the chance to wear mine, but I love it!
Z You know, a lot of countries have their own clothes for special events.
Z Indian women often wear beautiful, long, pink or red dresses at their wedding, which are always colourful events.
Z These dresses are called saris. I love this red and gold sari this bride is wearing. It's gorgeous!
C Many Chinese couples wear red at weddings too because it's a lucky colour.
C In Norway, some couples wear a traditional wedding costume called a bunad. As you can see, the men wear long, white socks and short black trousers with a pair of black shoes.
Z And in some parts of Peru, the traditional wedding costumes are very colourful and beautiful. These women have got long skirts and special wedding ponchos, a long piece of material you wear over your shoulders. And just look at those big beautiful hats.
Z And in Ghana …
C Er, Zara? Sorry to interrupt, but the wedding is in, like, an hour!
Z Oh no! Sorry about this, folks. But before we go, have you got any videos of a wedding in your country? Or any photos of you in your national costumes? Send them to us and tell us all about them.
C But right now it's time for us to go! See you later, guys!
Z Bye!

Unit 3, Lesson 3.1, Track 3.02, page 35, exercises 9 and 10

Boy What clothes has your couple got?
Girl He's got a pale blue shirt with a dark grey tie. He's also got long, dark blue trousers. She's got a beautiful, pale pink dress, and she's got a short, white jacket on. What about your couple?
Boy She's got a short, orange T-shirt and a long, dark pink skirt. And she's got a big, purple hat on her head too. He's got a pale, yellow T-shirt, and he's got short, green trousers, long, cream socks and big, dark brown shoes on his feet.

Unit 3, 3.1 Vocabulary Booster, Track 3.03, page 116, exercise 1

1 green
2 a jumper
3 boots
4 white
5 brown
6 grey
7 a bag
8 a coat

Unit 3, 3.1 Vocabulary Booster, Track 3.04, page 116, exercise 5

1 trainers
2 gloves
3 a scarf
4 a swimsuit
5 a uniform
6 a cap
7 shorts
8 a belt

Unit 3, Lesson 3.2, Track 3.06, page 36, exercises 7 and 9

Nick Hi, I'm Nick and I'm from Boston. In the USA, we have high school graduation when we're eighteen years old. Our families come to watch while the school band is playing music. This is my family photo. We're standing in front of my school. I usually wear jeans and a T-shirt, but I'm not wearing them in this photo. I'm wearing a white shirt with a dark blue tie under my graduation costume. And I'm holding a black jacket in one hand and my school yearbook in the other. My dad's standing next to me. He's wearing dark grey trousers, and a light blue shirt. My mum's sitting next to him, and she's holding her bag and she's wearing a long, cream skirt with a black top and shoes. My sister is wearing a pretty, dark red dress, and she's looking at her phone. The boy next to her is wearing a pale yellow shirt and black trousers. He isn't my brother; he's my cousin. You can't see my uncle – that's because he's taking the photo!

Unit 3, Lesson 3.3, Track 3.07, page 37, exercise 2

Part 1
Host Hello, and welcome to our podcast. Today, we've got Jane Wallis with us, who's here to talk about her new book on the culture of clothes. Jane, I'm reading it now, and it's really

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interesting. You talk about traditional clothes from around the world. You also say that it isn't always OK to wear national costumes, for example to a party. I know a lot of people are talking about this on the internet at the moment, but it's a difficult subject. Can you please explain it?
Jane Of course I can, Matt. It's fine to wear your country's national costume to a party, but it isn't always a good idea to wear one from another culture. It can hurt people and make them feel bad.
H Um, I'm not sure I understand. What do you mean?

Unit 3, Lesson 3.3, Track 3.08, page 37, exercise 4
Part 2
J Well, for example in the USA and Canada at this time of year, lots of teenagers and adults are going to costume parties. Some of them are wearing things such as big Mexican hats or traditional German trousers but they don't know anything about the culture of those countries. They just want to look cool or funny. And there are many photos on the internet of US students in national costumes like Chinese dresses at their high school graduation. And famous people for example, pop stars, sometimes wear Indian clothes such as saris in their videos. The first problem is these people aren't from India or China and they haven't got any family like grandparents living there. Secondly, they don't want to understand the culture of these countries – they just like their beautiful clothes.

Unit 3, Lesson 3.3, Track 3.09, page 37, exercises 5 and 6
Part 3
H So you're saying the important thing is the reason why somebody wears a national costume?
J Yes, exactly. I'd like to show you two photos in my book which I use as examples. Here's a group of dancers. They are from Japan. In this photo, they are practicing a dance called flamenco – a traditional Spanish dance. They are wearing flamenco costumes, like long colourful dresses or long skirts and a top. Also, some dancers are wearing hats or have bright red or pink flowers in their hair. Here, it's fine because the traditional costumes are an important part of the dance. Now, in the second photo, the girls are wearing Japanese kimonos, but they aren't from Tokyo, they're from Toronto in Canada. The problem here is they don't know much about Japanese culture such as the traditions or history. They're wearing them for a party at their high school.
H I see. But does this mean we can't use anything from any other cultures?
J Of course not. We can still have international food, for example Chinese chicken or Greek yogurt. We can also enjoy music like British rock or K-pop, and we can wear an 'I love New York' T-shirt! But before we use important things from other cultures such as their national costume, we need to ask ourselves this question: Am I wearing it because I understand the country's culture or am I just using it for fun?
H Thank you, Jane. I understand what you are saying, but I'm not sure I completely agree with it.

Unit 3, Lesson 3.4, Track 3.10, page 38, exercises 5 and 6
Jake Right. I'm taking a photo of us before we go to the school costume party.
Olly Let's see it! Wow! We look so good in these costumes. Um, what are you doing, Jake?
J I'm sharing it on my social media page right now.
O Jake, stop! I don't want you to share that photo online.
J Why not, Olly?
O Lots of reasons. Firstly, because we're wearing these cat costumes!
J So? I think we look really funny!
Olly Me too, but think about the future. Do you want people to find this photo of you in five years' time? For example, a university or a business?
J And see me in this costume? Um, no, not really. But only my friends and family can see my photos.
O What if one of your friends downloads our photo and posts it on their social media?
J Oh, I guess you're right.
O And another thing. Now everybody knows that we're going out this evening, and we aren't at home!
J Why is that a problem?
O Think about it. In this photo, we're standing here in your bedroom, and everybody can see all your expensive things, like your volleyball medals, for example.
J Ah … you're right! I'm deleting it now!
O Thanks, Jake.

Unit 3, 3.5 Vocabulary Booster, Track 3.11, page 117, exercise 1
1a good
1b bad
2a boring
2b interesting
3a sad
3b happy
4a nice
4b horrible

Unit 3, 3.5 Vocabulary Booster, Track 3.12, page 117, exercise 4
1 hard-working
2 caring
3 brilliant
4 organised
5 confident
6 relaxed
7 shy
8 Creative

Unit 3, Lesson 3.8, Track 3.14, page 42, exercises 1, 2 and 7
Liam It shows a group of people. They look about sixteen or seventeen. I think they're friends or classmates. The girl in the foreground has got long, wavy blond hair and pale blue eyes. She's wearing a shirt, some jeans, socks and shoes. She's talking on the phone and she looks serious. Maybe she's talking to her parents about a problem she's got. In the background there are two boys and a girl. They're sitting down and they're all wearing tops and dark jeans. The girl in the middle is holding a computer. The boy on the right looks friendly because he's smiling. I think he is looking at something funny on the computer. The boy on the left looks bored. Maybe they're doing their homework together.

Unit 3, Vision 360, page 46, exercises 3 and 4
Grandma Hi, Tom, it's Grandma. How are you?
Tom I'm fine, thanks, Grandma.
G What are you doing today?
T I'm just chilling out and watching some TV – it's what I always do on Saturdays!
G Well, where are your brothers and sisters?
T They're all here in the living room with me.
G Really? It's very quiet. Are they sleeping?
T No, they aren't, Grandma. Gaby's watching her favourite programme on TV and the others are wearing headphones and doing things online.
G That's good. OK, see you later, Tom.
T Bye, Grandma. See you later.

Unit 3, Vision 360, page 46, exercises 3 and 6
Boy It looks like I'm not doing anything with other people when I'm wearing headphones and listening to music on my phone. But actually, I'm not listening

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on my own. My friends and I are sharing our music library, so we can listen to the same music – and chat about it at the same time. It's great!

Unit 3, Vision 360, page 46, exercises 3 and 7

Katy Hi, Bella!
Bella Hi, Katy! Are you OK?
K Yes, thanks. I'm really enjoying university.
B That's good, but it feels different here without you at home.
K Are you missing me?
B Yes, I am! Anyway, what are the people like there?
K Well, the teachers are serious, but they're kind and patient too.
B What about the students?
K Everyone's friendly. I've got some great new friends. One of them, Jade, is really funny and very popular. I'm lucky that we're friends – maybe she likes me because I'm so clever and …
B Er, Katy? Sorry … but is that a new top you're wearing?
K Yes, it is. What do you think?
B It's gorgeous and colourful!

Unit 4, Lesson 4.1, Track 4.01, page 48, exercises 2 and 3

Zara Hi guys. It's just me today. I have exams this week, but Callum is house-sitting for our cousin, James. He's a student and he lives in Liverpool. It's Callum's first time there and it looks like he's having a great time, but I really want to see the flat. I love seeing other people's homes! And I've got lots of photos from Callum! Do you want to take a virtual tour? Come on in, and let's take a look!
OK, so this is the living room and, er, also the hall. Callum says the flat is very small and the front door opens right into the living room. What do you think? I mean, the sofa looks comfortable, but I'm not a fan of the colour and I don't like that carpet on the floor! OK, over here's a big cupboard, which looks useful, and the room isn't dirty. It's actually pretty tidy! So, it's OK, I guess. Let's check out the next photo: the kitchen. Ohhh this is nice! It looks narrow, but it's very clean and I like those plants. Nice one, James! Right, next photo and it's … the bathroom. And again, not too bad! It's small, but it's got everything you need: a small sink, a toilet, of course, and a shower.
All in all, James, it's a nice flat! And Callum says it's only ten minutes from the city centre. He loves it! Of course, it's a lot smaller than our house. Do you want to see it? Hang on, I'm sure I've got photos here. Here we are. Of course, our house is bigger than James's flat. A lot bigger! Check it out. It's got four large bedrooms … including my room … which has a beautiful little balcony with a view of the gardens!
Downstairs we've got a lovely dining room … and we have a kitchen with two ovens, four sinks and five huge fridges. That's where our chefs cook all our delicious meals, of course.
Yep. It's an amazing place. The only problem is, it isn't real. This is our real house.
Sure, it's smaller and cheaper than the house of my dreams, but it's still nice! What about you? What's the house of your dreams? A huge mansion? Or a modern house with a pool?! Post your comments below and let us know! We'll check them out when Callum's back. But for now, see you guys next time!

Unit 4, Lesson 4.1, Track 4.02, page 49, exercises 8 and 9

A What's your new home like?
B It's a large flat in the city centre.
A How many rooms are there?
B Seven. The first room you get to is the living room.
A What's the living room like?
B It's long, and there's a comfortable, dark red sofa on the left and a TV on the right.
A Is there a dining room?
B No, there isn't, but there's a small table in the kitchen and we usually eat there. Next to the big fridge, there's a door which opens onto a large balcony with some chairs and a table on it.
A How many bedrooms are there?
B There are three. My room and my parents' bedroom are on the left of the living room, and my brother's room is the first room on the right.
A What's your bedroom like?
B It's very large, and it's got a big cupboard in it and a huge bed in the middle of the room.
A How many bathrooms are there?
B There are two on the right at the end of the hall. The big one has got a toilet, a sink and a bath in it, and the little one only has a shower. My brother always uses that one because it's next to his bedroom.
A What colour are the rooms in your house?
B They're all cream except a pale green bathroom and my dark blue bedroom.
A What's your favourite room and why?
B It's my bedroom, of course, because it's clean and tidy, and I've got all my favourite things in it like my books, my clothes and my computer.

Unit 4, 4.1 Vocabulary Booster, Track 4.03, page 118, exercise 1

1 toilet
2 desk
3 window
4 table
5 bed
6 shower
7 bath
8 door

Unit 4, 4.1 Vocabulary Booster, Track 4.04, page 118, exercise 5

1 dishwasher
2 basin
3 lamp
4 bin
5 cooker
6 washing machine
7 furniture
8 stairs

Unit 4, Lesson 4.2, Track 4.05, page 50, exercise 6

1 The Eiffel Tower is 300 metres high and the Statue of Liberty is 93 metres high.
2 Amsterdam is about 220 square kilometres and over 820,000 people live there. Berlin is nearly 900 square kilometres and 3.8 million people live there.
3 The winters in Scotland are usually colder than in England.
4 There is more silver in the world than gold, so gold costs more to buy.
5 One mile is 1.6 kilometres, so a mile is longer than a kilometre.
6 Mercury is the nearest planet to the sun, and Venus is the second-nearest planet, but Venus is still hotter.

Unit 4, Lesson 4.2, Track 4.06, page 50, exercises 7 and 8

The UK's capital is a great city to work in, but it's also a very expensive place to live. As a result, more and more people are deciding to live on houseboats, especially young people such as students, because they haven't got much money. Today, there are about 4,000 houseboats in the city, and Jake is living on one of them in East London. This area of the city has got more houseboats in it than any other place in England.
Jake's got a job in the centre, and he is always the first person to arrive at work because he can walk there in only ten minutes. The other people at his work take the train or bus because they live much further away. Jake's two-bedroom houseboat costs £700 a month. This is cheaper than a much smaller one-

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bedroom flat further from the city centre. Jake is happier in his new home because the people in the other houseboats next to him always say hello and chat, which is unusual in a flat. But living on a houseboat isn't always easy. Jake says it's worse in the winter than the summer. In January, he often wears a ski jacket and a hat in bed because it's much colder than many houses or flats.

Unit 4, Lesson 4.3, Track 4.09, page 51, exercises 2 and 5

Part 1

1 In this house, everything is upside down, so the roof isn't on the house, and the shower and sink aren't on the floor! You can't live in the Crazy House, but you can visit it.
2 In a quiet part of the city, between two normal houses, there's a very unusual one. The Glass House has glass walls, so it is very light, but everyone can see behind the glass!
3 Over 1,000 metres high in the mountains, this house has got mirrors on all the walls, so you can't see it, even when you are standing in front of it!
4 This house is in the city, not by the sea. On the outside, it looks like a seashell. It's white, and there's a balcony next to some round windows with a door under it. It's a real family's home!

Unit 4, Lesson 4.3, Track 4.10, page 51, exercises 7 and 8

Host Hello, today we're in the city centre, and it's very busy! I want to ask some people on the street what they think about these unusual houses. Excuse me, sir, can I ask you some questions for our TV programme, Amazing Homes?
Man Um, yeah, of course!
H OK, so I'd like you to compare these photos. Here's the Seashell House and this is its living room. And here's a photo of the Crazy House – and this is its bathroom. What do you think of them?
M Wow! Well, they're both very strange – I can't believe these houses are real!
H I can tell you, these are real houses. The Crazy House is in Edersee, in Germany, and the Seashell House is in Mexico City.
M Well, the German house is definitely stranger than the Mexican one. I can't imagine seeing a toilet over my head! And there are chairs over the balcony, instead of on it. I'm sure that it's more difficult to clean the Crazy House, so it's probably dirtier too …
H That's a good point. Which house do you prefer and why?
M Well, the Crazy House is funnier, and it's got a big bathroom – but I think I prefer the Seashell House. The yellow sofa in the living room looks really comfortable, and that colourful wall next to it is beautiful.
H Great, thank you for your time.

Unit 4, Lesson 4.4, Track 4.11, page 52, exercises 4 and 5

A I hate this classroom. It doesn't look interesting and it isn't tidy …
B What's the first thing we can do to make it look newer and cleaner?
A Why don't we take down the older projects on the walls?
B I agree, and let's tidy the books too.
A I find groupwork more difficult when my classmates are sitting behind me. It isn't comfortable to turn around.
B I think that we need to buy some bigger tables.
A Maybe a cheaper and easier idea is to use the furniture we have.
B OK, then. Let's change the position of our tables. Let's put these two next to each other, and these two in front of each other – that way it's much easier to work together – face to face!
A Great idea!
A I think that a more serious problem is a lot of us are feeling stressed. Our classroom needs to become a safer and friendlier place.
B How about making an area where you can sit quietly and think?
A Cool! Let's buy a sofa and put it next to the window where there's more light.
B Good idea, but a sofa is expensive, so maybe two comfortable chairs is a better idea?
A I find the white walls in our classroom really boring … Why don't we change the colour?
B How about choosing three main colours: a lighter colour and two darker ones?
A Great idea. Let's paint one wall pale pink and the other two dark red.
B I'm not so sure. Maybe blue is a better colour than red?
A I think our classroom isn't very wheelchair-friendly. The door is very narrow.
B I agree. I think we need to make the door bigger.
A I'm not so sure. It's difficult to change a door. We've got a lot of space in the hall and the doors are wider, too – why don't we sometimes work there?
B Good idea! And Let's think about which other big rooms we can use …

Unit 4, Lesson 4.5, Track 4.12, page 53, exercise 3

These busy squares both have tall buildings and wide streets and both have many visitors. Times Square in New York has around 300,000 tourists and Leicester Square in London has around 200,000 every day.
Both Tulum and Acapulco are famous beaches in Mexico. Tulum is on the Caribbean Sea, and the city of Acapulco is on the Pacific Ocean. The Pacific is much deeper than the Caribbean – it is over 10,000 metres deep in some places.
The North Sea is in northern Europe, and it's a part of the Atlantic Ocean. The Caspian Sea is between Europe and Asia, and it's larger than the North Sea, but it's really a lake. It is also ancient because it's 5.5 million years old.
Singapore is an island between Malaysia and Indonesia. It has got some beautiful thick, forests in it, but Singapore is much more famous for its tall buildings and other interesting examples of modern architecture.
The Nile River is 6,695 kilometres long and it flows through the deserts in North Africa. The Amazon River flows through the South American rainforest. It is also a very long river, but it is 250 kilometres shorter than the Nile.

Unit 4, 4.5 Vocabulary Booster, Track 4.13, page 119, exercise 1

1 hospital
2 restaurant
3 bank
4 supermarket
5 cinema
6 road
7 car park
8 city
9 shop
10 village

Unit 4, 4.5 Vocabulary Booster, Track 4.14, page 119, exercise 5

1 hill
2 coast
3 valley
4 waterfall
5 countryside
6 wood
7 stream
8 field

Unit 4, Lesson 4.6, Track 4.15, page 54, exercise 7

At over 8,848 metres high, Everest is the highest mountain in the world.
The longest river in Europe is the Volga in Russia.
New Zealand is the furthest country from the UK. The two countries are over 18,000 kilometres apart.
The Yarlung Tsangpo in Tibet, China, is the world's deepest and longest canyon.

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The most expensive city in the world is Singapore, and it also has some of the best schools.
The world's smallest country is Vatican City in Rome. It's only 0.5 square kilometres in size, and is much smaller than the island of Manhattan in New York City.
The world's largest and thickest forest is the Amazon rainforest and many of the most unusual plants and animals live in it too.
The world's biggest national park is in Greenland. It is nearly as big as France and Spain put together, but only 40 people live there.

Unit 4, Lesson 4.8, Track 4.17, page 56, exercises 3 and 4

B Go along the corridor – past the library and the ICT room …
A Sorry, could you repeat that, please? Go along the corridor …
B Yes, and go past the library and ICT room on the left.
A OK …
B Then go down the stairs and turn right.
A Down the stairs and turn right. I see …
B Then go along this corridor …
A OK …
B Then go through the doors – there are two.
A Through two doors …
B Yes. Then it's on the right.
A Great! Thanks very much!
B You're welcome.

Unit 4, Lesson 4.8, Track 4.18, page 56, exercise 5

1
A Excuse me, please. Where's the headteacher's room?
B At the main entrance, go along this corridor, then turn left and go through the door …
A Excuse me, could you speak more slowly, please?
B Sure. At the main entrance, go along the corridor …
2
A Excuse me, please. I'm looking for the ICT Room.
B Sorry, could you repeat that, please?
A Yes, I'm looking for the ICT Room.
B Ah, the ICT Room is up the stairs – it's on the right – opposite the Teachers' Room.
A Sorry, what does opposite mean?
B It's on the other side of the corridor!
A Oh, OK. Thank you.
B You're welcome.

Unit 4, Lesson 4.11, Track 4.19, page 59, exercise 2

1 I live in a flat in Edinburgh with my mum, dad and sister. It's the top flat in a tall, narrow building in the centre of the city. We live in one of the more popular areas of Edinburgh which means it's also more expensive. I like it here because it's only ten minutes from the city centre, but the problem is it's very noisy. That's because there are a lot of cars and people. It's worse in the summer because many visitors come then.
2 At the moment, I'm staying in a huge house in the country. It has a large garden, six bedrooms, a bathroom, a kitchen, a living room and a dining room. It's very quiet here because the house is near a forest. There are two other houses, but this one is the biggest and the most beautiful. The only problem is, I'm only here for two weeks. That's because this isn't my house. I'm house-sitting for my uncle and aunt. I usually live in the town in a small house with my parents.
3 I live on a houseboat. It's OK in the summer but it's very cold in winter. At night, I wear a jumper and a coat when I sleep. The boat is also very small and uncomfortable. It's very narrow and I can't cook in the kitchen. I often go to cafés and that's expensive. There are other people in boats close to mine, but I don't know any of them because people aren't friendly here. I know flats are more expensive, but my friends live in the city. They say I can move in with them.
4 I live with my friends in a flat in the city centre. I like it here because its only takes five minutes to walk to my university. It's fun, too, because there are lots of shops and restaurants near the flat. But one day, I would like to move to Italy. I think Tuscany is the most beautiful place to be. I'd like to live in an old house in a village with views of trees and hills. But for now, I'm happy with my friends in the city.
5 We are very lucky because my parents have a holiday home in south Wales. The house is opposite one of the longest and most beautiful beaches in the UK. The house is very large and modern. The best views are from the balcony. You can see right across the sea. We usually come here in the summer, but also in December and for a couple of weeks in April. It's very popular with visitors and August is the busiest month, but this isn't a problem because the beaches are big and they are usually still empty.

Unit 5, Lesson 5.1, Track 5.01, page 60, exercises 2 and 3

Callum Hi there! It's me, Callum …
Zara … and me, Zara, and we're talking about Callum's favourite topic: Edinburgh!
C As you already know, Edinburgh is fantastic. It's great. It's amazing.
Z OK, Callum. We understand.
C It. Is. Wonderful! Its old streets and beautiful castle make it one of – no, forget that – make it the best place in the world. It's famous for its buildings, its culture …
Z Come on, Callum!
C And its incredible festivals!
Z Finally!
C Every year, Edinburgh is home to six different festivals and the city's streets are crowded with around 4 million tourists from lots of different countries. The most famous of these is the Edinburgh Fringe festival, the biggest arts festival in the world. It's famous for its street theatre. I love it because I love drama and I want to be an actor. But there are lots of other cultural events too … like dance, art and music. There are street concerts all over the place, and you can hear all kinds of music, from rock and hip-hop … to traditional music from different countries. Last year, these guys played and they were incredible. And the shows don't just happen in the streets and squares; you can watch events in many of the city's theatres, cafés and restaurants. I watched about ten shows last year and I wanted to see so many more! There are posters and TV screens everywhere, advertising new acts and new events. There really is something for everyone to enjoy. So, when you come to Edinburgh, try to come in August so you don't miss it!
Z Yep, I agree with all that and I really like the Fringe. But it isn't my favourite festival. I'm into art and I love going to art exhibitions. But the festival I enjoy the most doesn't have famous paintings or sculptures. It's a very different kind of festival … where the people in the audience become the artists! It's called Holi, or the Festival of Colour. It's an Indian festival, but a lot of people celebrate it in the UK. It's famous for something called 'colour throwing' so you need to wear old clothes! I didn't last year. Big mistake! But I still had so much fun! Of course, there's more than just that. Last year, I watched a theatre show, went to a dance show and listened to traditional Indian music. Oh,

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and I had traditional Indian food, which was amazing!
C Oh yeah, that's one of the best things about the Edinburgh festival, too! There are trucks all over the city, selling all kinds of food.
Z OK – but there are lots of good things that aren't in Edinburgh, you know! Hey, maybe you guys can send us some! What is your favourite festival? Why do you love it? Maybe you can show Callum that Edinburgh isn't the only place with good festivals!
C I don't think so!
Z Let's see! OK, until next time!
C Bye!

Unit 5, Lesson 5.1, Track 5.02, page 61, exercises 9 and 10

Boy What's your favourite festival, Amy?
Girl I'm into reading, so it's definitely the Edinburgh Book Festival.
B When is that?
G It takes place in the last three weeks of August every year.
B Where is it?
G It's in Charlotte Square, in Edinburgh city centre. It's always very crowded.
B Who's it for?
G There are lots of events for adults, young people and children, so everyone can enjoy it!
B What happens at the festival?
G Hundreds of incredible writers come from all over the world to talk about their books, and there are writing classes too.
B Does anything else happen?
G Yes, there's theatre, and there are concerts, and even the children's shows are amazing. Do you want to come with me next year?
B No, thanks. I prefer film festivals.

Unit 5, 5.1 Vocabulary Booster, Track 5.03, page 120, exercise 1

1 movie
2 sing
3 dance
4 paint
5 ticket
6 story
7 act
8 band

Unit 5, 5.1 Vocabulary Booster, Track 5.04, page 120, exercise 5

1 pop music
2 opera
3 ballet
4 art gallery
5 jazz
6 painter
7 film star
8 classical music
9 singer

Unit 5, Lesson 5.2, Track 5.05, page 62, exercise 4

/d/ happened
/t/ walked
/ɪd/ started

Unit 5, Lesson 5.2, Track 5.06, page 62, exercise 5

/d/ arrived, enjoyed, travelled
/t/ liked, looked, watched
/ɪd/ decided, visited, wanted

Unit 5, Lesson 5.2, Track 5.07, page 62, exercise 6

Dubrovnik Summer Festival
Last year, my family and I travelled to Croatia on a summer holiday. We stayed in Dubrovnik because we wanted to see a famous cultural event called the Dubrovnik Summer Festival. First, we walked around the crowded, old city streets; then we visited the arts festival. We watched many incredible events, such as a great dance show by a traditional Croatian music and dance group. My sister loved the guitar concerts, but I preferred the piano concerts. We both hated the jazz orchestra! We planned to see Shakespeare's *Hamlet*, but our holiday finished before we could go. I really enjoyed my time in Croatia.

Unit 5, Lesson 5.2, Track 5.08, page 62, exercises 7 and 8

Last summer, I visited Cusco, a beautiful, old city in Peru. I travelled there with my parents and my older brother at the end of June. We only stayed for a week, but I wanted to stay longer because I enjoyed it so much …
Our hotel was in the centre, so we decided to walk along the crowded streets and have dinner in the amazing restaurants every evening. I really wanted to go up to Machu Picchu, an ancient city high in the Andes mountains, but it was too far away. So, we stayed in Cusco the whole time and visited many beautiful, old buildings there instead. But, on the 24th of June, something really incredible happened! We decided to visit an ancient site only two kilometres from Cusco. We wanted to see the Sun Festival. All of a sudden, lots of people in very colourful costumes started walking in our direction, and the streets filled with music, dancing and flowers. I discovered the Sun Festival – or *Inti Raymi* – was the Inca people's New Year's celebration! These days it's the second biggest festival in Latin America with over 200,000 visitors every year! I really loved that holiday!

Unit 5, Lesson 5.4, Track 5.10, page 64, exercises 2 and 3

Hello, students. Today, I'm going to talk to you about how to research information online.
Firstly, you need to know what information to look for. For example, if you want information about an artist for a school art project, it is a good idea to start by writing down all the things you want to find out. You can also write some questions you want answers to, such as: Why are Picasso's paintings in so many different styles?
Next, open your first source, for example, an online article. Read it quickly – and if you can't understand it, then look for a different source. If it gives you the right type of information, and it answers your questions, then ask yourself: Does it look like the author knows a lot about the subject? Does it say where the facts come from?
If the answer is yes, then decide what the main purpose of the article is. Is it trying to teach you something? Or is it trying to sell something? Does it contain true facts or only the writer's opinions? Remember that articles with very strong opinions are not usually the best source of information for research.
After that, you need to check how recent the article is. Look at the date when the author posted or shared it. If it is a year old, the information might not be true now.
And finally, when you find some information that seems useful to you, you need to check that it is also correct. Look at some other sources to find out if they give you the same information. And if you aren't sure about any articles or information you find, just continue searching on the internet.
And lastly, when I was a teenager, I had a daily blog about painting because I loved art – I still do! And I think it's great that anybody can post articles online now – however, it's important to remember that you can't believe everything you read on the internet!

Unit 5, 5.5 Vocabulary Booster, Track 5.11, page 121, exercise 1

1 short
2 relaxing
3 long
4 dangerous
5 exciting
6 great

Unit 5, 5.5 Vocabulary Booster, Track 5.12, page 121, exercise 5

1 marvellous
2 all right
3 awful
4 beginning
5 middle
6 end
7 unusual
8 cool

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Unit 5, Lesson 5.6, Track 5.13, page 66, exercise 5

Mini Monet

The newspapers were interested in Kieron Williamson as a child, because he could paint like a master! In his first exhibition in 2008, aged six, the reviews were excellent. After that, his nickname was 'Mini Monet'. People couldn't stop buying his brilliant paintings! In three years, Kieron and his family were rich. They had one and a half million pounds! At the age of fourteen, he appeared in the TV show *The Making of a Master*. But his mum wasn't happy with his education; he couldn't go to school because he was too busy and famous.

Unit 5, Lesson 5.6, Track 5.14, page 66, exercise 7

Wolfgang Amadeus Mozart and Pablo Picasso were both very talented children. Mozart could play the piano and violin at four years old. His father wrote and performed music, but he soon learned his son was much better than he was, so he organised shows for him in Vienna. The young Austrian was very famous after he played original pieces on the piano in an important theatre. They couldn't believe how brilliant the six-year-old boy was! After that, everybody wanted to hear him play.

Spanish artist Pablo Picasso wasn't the same as other children either. His first words weren't 'Mummy, Daddy!' like most children. His first word was 'pencil'! As a boy, Picasso could draw wonderful pictures before he could write. Picasso finished his earliest painting, *The Picador*, when he was just nine years old. And by thirteen, Picasso was an excellent student at the School of Fine Arts in Barcelona. Picasso was also the first artist to actually see his paintings in the famous gallery in Paris, the Louvre.

Unit 5, Lesson 5.7, Track 5.15, page 67, exercises 3 and 4

Interviewer So, Joe, you're an art expert. Who's your favourite artist?

Joe Um, well, I first discovered Frida Kahlo at a brilliant art exhibition when I was fifteen. I learned that she wasn't good at art when she was little. In fact, she only started painting as a teenager.

I Really? And where was she from?

J Frida Kahlo was born in Mexico City in 1907.

I I see. And what was her early life like?

J Well, when she was six, she was very ill, and she couldn't get out of bed for nine months. After that, she couldn't walk well, but she still played football and enjoyed swimming.

I Wow! So, it was a difficult life for her?

J Yes, yes, it was. But Frida was also clever, and in 1922, she was one of the few girls to go to school. She was famous for her original clothes and interesting character. Then, in 1925, something terrible happened to her.

I Oh no! What happened?

J Sadly, Frida was badly hurt in a bus accident. After that, she couldn't walk for months.

I Poor girl. How old was she in 1925?

J Um, let me see … She was eighteen. She couldn't get up, so she decided to paint in bed. Then, in 1928, Frida asked Diego Rivera, a famous Mexican artist to look at her paintings.

I Interesting! What was his opinion of them?

J Well, he believed they were wonderful and she had a special talent. Diego and Frida married in 1929. Her parents weren't happy because he was 20 years older than her. After that, in 1930, they decided to live in the USA because lots of Diego's shows were there. But Frida missed Mexico, so they returned home three years later.

I I understand. When was Frida's first exhibition?

J In 1938, in New York – and then in 1939 there was another one in Paris. But Frida and Diego weren't happy, so their marriage ended in 1939. Then, in 1940, they married each other again, and they decided to live separate lives.

I How strange.

J I know. Next, in 1940, she decided to become a full-time artist, and she couldn't stop painting after that. In the end, she painted 143 works of art, and 55 of those were excellent self-portraits.

I Great! And how old was she when she died?

J She died when she was only 47, in 1954.

Unit 5, Lesson 5.8, Track 5.16, page 68, exercises 2 and 3

Ava Rick, are you performing in any musicals right now?

Rick Yeah, I'm doing *Grease* with my theatre group. I'm Danny – he's the main character.

A You're the main character! Congratulations! How amazing!

R I know, but I'm a bit nervous too. Things often go wrong in theatre performances! Two years ago, I was in a really difficult situation …

A Really? Why was that?

R I was in a school theatre show and I was one of the main characters. It was *Beauty and the Beast* … and I was the beast.

A Wow! How wonderful!

R It was, but near the end of the show something terrible happened!

A Oh no! What happened?

R You know the real story – the beast died, but then, because of Belle's love for him, he changed back into a prince. Well, I needed to quickly run off the stage and change into my prince costume. While I was there, I looked everywhere, but I couldn't find it! Can you believe it?

A You couldn't find your costume? Oh no! How terrible!

R It was! Anyway, after about two minutes, they asked me to go back and finish my performance. But I was still in my beast costume.

A Poor you! What happened next?

R Well, I couldn't stop the show, so I returned to the stage still dressed as the beast. As soon as I arrived, Belle looked at me strangely – she didn't understand why I was wearing the wrong clothes! So, I decided to change the last part of the story. It wasn't romantic and we just stayed friends.

A You just stayed friends? No way!

R And amazingly, all the students loved the new ending of our show because it was original! It was really successful in the end!

A Lucky you!

R I know! It's funny now, but it wasn't at the time …

Unit 5, Lesson 5.8, Track 5.17, page 68, exercise 5

Example:

I was hurt in an accident two weeks ago.

You were hurt in an accident? Oh no!

1 I passed my driving test yesterday!

2 My bus was an hour late this morning!

3 I received two free tickets to a brilliant concert!

4 I couldn't come because I wasn't very well last night …

5 I can't find my house keys anywhere!

6 I'm going on holiday to New York this afternoon!

Unit 5, Lesson 5.8, Track 5.18, page 68, exercise 6

Telling a personal story

The introduction

A few days / years / months ago, I was (in middle school) …

The beginning

I was in a school theatre show … It was *Beauty and the Beast* …

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The main events
First / Then / After that / As soon as I (arrived) …
While I was there, something terrible / amazing happened.
The end
And, amazingly, … / It's funny now, but it wasn't at the time.

Unit 5, Vision 360, page 72, exercises 3 and 5

Girl I'm staying in London for a few days and I think the East End is an amazing place for cultural events. I was at a hip-hop festival in a park here with some friends on Saturday and it was great. There were some brilliant bands and we danced for hours. On Sunday, we wanted to find a place for lunch. We could hear lots of people and some drums, so we walked down a narrow street and suddenly we were in the middle of another festival! This time it was a curry festival. You could buy all kinds of different curries. I tried three of them and they were incredible. And if you're into coffee, there's a coffee festival here next week!

Unit 5, Vision 360, page 72, exercises 3 and 7

Artist Street art is becoming more and more popular, so it's becoming more difficult for artists like me to find big walls to paint. Other people want to paint in the same place! You can sometimes spend more than 10 hours a day painting. Last year, I painted nearly every day, so I couldn't see my friends! When you're more famous, you can relax a bit more. That's why I'm happy when people take photos of my paintings. They share them on social media and then people all over the world can see your work. When people like your work, they sometimes pay you to paint something for them.

Unit 5, Vision 360, page 72, exercises 3 and 9

Interviewer Do you know exactly what you want to paint before you start?
Street artist I usually have an idea, but sometimes the result is different. It depends on the weather, how much time you've got, your paints … things like that. Six months ago, I decided to paint a big picture near here. After about an hour, it started raining. I was worried because my picture wasn't dry. The rain changed the picture, but it wasn't a problem. It looked better than before!
Interviewer That was lucky!

Unit 6, Lesson 6.1, Track 6.01, page 74, exercises 2 and 3

Callum Hi guys. How's it going? Welcome to my digital detox. Yep, that's right. No phone, no computer and no tablet for a whole week! My parents think that teenagers are all phone zombies that can't live without digital devices. But I want to show they're wrong! Zara didn't want to do it … at all! And that's the problem – I think my parents could be right! I mean, when I told my friends, they all thought I was crazy! They couldn't imagine life without their phones, and I wasn't sure what to expect either!
But on Monday, the first thing I discovered was I had a lot more time. I usually turn on my phone as soon as I get up. Then, while I get dressed, I check my messages. And, while I have breakfast, I scroll through my social media.
But last Monday morning, I realised how much time I spend on my phone. I was ready for school half an hour earlier than usual. That felt good! I was even early for the bus. And that never happens!
But then Tuesday was hard because I walked to school and I started to see screens all over the place! I mean everyone was looking at … phone screens … tablet screens … or laptop computer screens! At that point, I couldn't wait to go online, and I really missed my phone. But you know what? I also saw that we don't chat face-to-face very often! And that became a real problem when I went to see my friends on Wednesday.
They were all on their tablets or phones, checking their messages or scrolling through social media. And I was BORED. I imagined all the posts and messages that I couldn't read. I felt pretty left out, to be honest. I think my friends noticed and we started talking. Not in a group chat, not on social media, but just talking, you know, in real life!
By Thursday I thought, 'hey – this is great!' But then I realised just how useful those little devices are! I had art class, and I forgot my things. Normally I text Zara and borrow hers because she has lots, but I couldn't find her! In the end, I found a friend and borrowed his. I learned that without a phone I needed to become more organised! That's what I realised on Friday … when I wanted to listen to music. I couldn't use my music library and I had nothing to connect my cool Bluetooth speakers to! Nightmare! And today's the day I can finally get online! I mean, I definitely see there are some advantages to life without technology, and IT IS important to turn off your phone every now and then. But it's SO hard and you miss out on a lot too. So now I can't wait to get back on and get into my music library. Ready? The battery's dead! I forgot how much I hate that! See you, guys!

Unit 6, 6.1 Vocabulary Booster, Track 6.02, page 122, exercise 1

1 a message
2 an email
3 a computer
4 a radio
5 a photo
6 the internet
7 an app
8 a smartphone

Unit 6, 6.1 Vocabulary Booster, Track 6.03, page 122, exercise 5

1 passwords
2 shut down
3 save
4 type
5 click
6 record
7 keyboard

Unit 6, Lesson 6.2, Track 6.04, page 76, exercise 9

/ɔ:/ caught, brought, saw, thought
/e/ went, read, said, sent

Unit 6, Lesson 6.4, Track 6.06, page 78, exercise 3

Jamie What do you think about our group chat, Zoe? I'm not sure why Rick stopped the conversation.
Zoe I think he did it because he wanted people to be polite. And he wanted to stop the chat before it became a big argument. 'THINK' is a very helpful rule to follow.
J What about Annie's message? Was it a good idea to post it?
Z Well, I believe that she had a terrible day, but it can't be true that bad things always happen to her, so it was also a bit too negative.
J Yeah, I don't think it was necessary to share all her problems online like that.
Z I agree. And what about Pedro's reply?
Jamie Well, what can I say?! I thought it wasn't kind. It's a really bad idea to use all capital letters online! And the worst thing about it was the rude ending.
Z True. That wasn't helpful at all. Was it necessary to reply to her?
J No, it wasn't. My grandmother always said, 'if you can't say something nice, say nothing.'
Z She was right. And what about Ola's reply?
J Hmmm, her message wasn't clear. I mean, was she serious or was it a joke?
Z I'm not sure. Maybe, it was a bad joke because it wasn't funny or kind.
J Yeah, you're probably right …

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Unit 6, 6.5 Vocabulary Booster, Track 6.08, page 123, exercise 1

1 paper
2 a plate
3 a pen
4 a pencil
5 a cup
6 a glass
7 a newspaper
8 a clock
9 glasses
10 a knife

Unit 6, 6.5 Vocabulary Booster, Track 6.09, page 123, exercise 5

1 a calculator
2 a backpack
3 a purse
4 a hair brush
5 a toothbrush
6 a notebook
7 scissors
8 an ID card

Unit 6, 6.5 Vocabulary Booster, Track 6.10, page 81, exercises 3 and 5

Part 1

Boy Do you ever imagine what life was like in the 1980s? What did people do when tablets and smartphones didn't exist?
Girl I have no idea … Things are so different now.
B Did you hear about that family of four from Ontario? In 2014, they spent one year living like it was 1986.
G Wow! Why did they do that?
B Well, it was all the idea of the parents of the family, Blair and Morgan. At the time, Blair was 27 and Morgan was 28. They had two young sons, and they were worried because their children didn't want to play outside. The boys, who were five and three, spent all day looking at screens inside the house. So, the parents decided to see if they could live in a time without the internet or digital devices. They chose 1986 because they were both born then.
G Incredible! So, tell me. How did it go?

Unit 6, Lesson 6.7, Track 6.11, page 81, exercises 7 and 8

Part 2

B Well, they did a lot differently. For example, they wore clothes from 1986. And they read paper maps, and checked facts in real books like dictionaries instead of using the internet.
G Really? So, what technology did they have, then?
B In 1986, people didn't have MP3 players, CDs or DVDs. In fact, they listened to music on cassette tapes and watched films on video cassettes instead, like Top Gun – the most popular film of 1986! The two boys could play the Super Mario video game because the Nintendo games console came out in 1985. Oh, and they didn't use digital cameras; they could only use Polaroid or film cameras, and the photos cost a lot to print.
G Did they print the photos online?
B No, they needed to go to shops instead. And every time they wanted cash, they went into the bank because online banking didn't exist in 1986. They could use bank cards in shops, but they couldn't buy anything online, of course.
G Did visitors do the experiment too?
B Yes, when friends came, they put their tablets and phones in a box. And they didn't return them until their friends went home.
G What part did the family find most difficult?
B Um, well, the parents missed modern digital devices. They thought the biggest problem was chatting with others. They had an old telephone, but their family and friends didn't want to make phone calls. They didn't have any group chats, messages or texts so they lived in a very different world from their friends.
G How did the experience go in the end?
B They spent a lot of time together as a family and talked with each other more. This was probably because they didn't spend hours scrolling through social media. So, actually, they thought it was an amazing experience.
G I imagine it was.

Unit 6, Lesson 6.8, Track 6.13, page 82, exercise 6

1 Can I help you?
2 How much is it?
3 How would you like to pay?
4 Do you want a bag?
5 Can you enter your PIN, please?
6 How can I help you?

Unit 6, Lesson 6.11, Track 6.14, page 85, exercise 2

Presenter Hello. Welcome to the programme. People say that young people today can't live without their digital devices. Is this true? Right now I'm on the streets of Manchester talking to teenagers about this subject. First let's speak to Rex Harding. Rex is eighteen years old. He's from London, but he's here in Manchester because he's studying technology at university. Rex … Hello.
Rex Hi.
P Rex … You told me earlier you became interested in technology when you were very young.
R That's true. My parents are both into technology and they think it's very important. They bought me my first mobile phone when I was five years old and a laptop when I was eight. I enjoyed using them and I found technology very easy to understand. I liked school and I worked hard but I couldn't wait to get home and go online.
P Was that a problem? Many young people find social media difficult.
R No, because it wasn't only about social media. I did other interesting things. I created my own website. I did my homework online. Also, my parents realised that it's important not to look at a screen all the time. They took my phone at bedtime and we had no mobile phones at lunch and dinnertime. And every week we did a digital detox. No technology for 24 hours.
P Great. Thanks, Rex. That's very interesting. Now let's speak to …

Unit 7, Lesson 7.1, Track 7.01, page 86, exercises 2 and 3

Callum You know the big dreams you had when you were younger about what life is like as a teenager?
Zara You mean dreams that don't always become true?
C Yeah, I guess. But all kids dream about what they're going to be like when they're older. And we often think that life is going to be totally AMAZING. But that's not always true. So, what is it really like to be sixteen or seventeen? Well, we are, and it's not so exciting!
Z As a kid, my dreams were big! I thought that teenagers spent all their time with their friends, going out! But in real life, it isn't like that at all. When I'm not at school or exercising … I'm at the library studying so I can go to college and then go to university! While I'm there, I often start dreaming about how I'm going to share a house with other students, learn to cook … get a degree in business and work for an international company! I want to become a top manager! It's good to dream big, right?!
C When I was younger, I thought that all YouTubers immediately became rich. At fourteen, I wanted to earn a lot of money from my videos. I told everyone, 'I'm going to be a millionaire by the time I'm sixteen. I'm going to have an expensive car and a driver … and I'm going to become famous!' But in reality, my first video got 25 likes and I'm not famous at all! Not yet anyway! Now I'm a bit more realistic. I'm working hard to save money for university. I want to go to drama school and become an actor. Oh, and I want to learn to drive. I'm not going to get a driver anytime soon!

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Z We had very big dreams as kids, but I think that's a good thing! Sure, not all our dreams came true, but we're still young.
C And we've got an awesome vlog and we make some money from it. I think we're living the dream!
Z Yeah, me too! What about you? Why don't you share some of your dreams with us?
C And please give us a like or comments so we can keep dreaming big! See you guys soon!
Z Bye!

Unit 7, Lesson 7.1, Track 7.02, page 87, exercises 9 and 10

Professor Do you know what you want to do when you leave school? Do you want to go to college or university and get a degree? Would you like to work for an international company and become a top manager after that?
Most high school students have got big dreams. However, many find it difficult to make them come true when they leave school. For this reason, we at Greenwood College think it is important to help our students follow their dreams.
Our college has got many interesting and creative courses on offer – for example, drama for future actors. But the best thing about our college is we are very practical. Firstly, we always organise work experience for our students. You don't earn any money doing work experience. However, you can try working in different jobs. This can help you decide which you like … and which you don't like!
And secondly, we also believe that life skills are really important. Many students share a house while they study – so we also offer useful classes in the evenings or at the weekends. For example, you can learn how to manage your time better or how to cook meals. You can even learn to drive a car, as our college has got a driving school!
We at Greenwood College understand how important your dreams are! So we are very happy to talk to you about your future goals. And we can help you choose the right course to achieve them. Call us now to find out more!

Unit 7, 7.1 Vocabulary Booster, Track 7.03, page 124, exercise 1

1 leave
2 live
3 have
4 have
5 do
6 leave
7 get
8 travel

Unit 7, 7.1 Vocabulary Booster, Track 7.04, page 124, exercise 5

1 take up a hobby
2 pass an exam
3 write a book
4 start my own business
5 get a better phone
6 get married
7 play for a team
8 move to a new school

Unit 7, Lesson 7.3, Track 7.05, page 89, exercises 3 and 4

Jess Guys! Are you going to the New Year's Eve celebrations in the main square?
Tom I don't know, Jess. What events are there going to be?
J Well, Tom, there's going to be street theatre, dancing and there are going to be some concerts too.
Maddie Oh, and of course, at midnight there's going to be a big show with music and beautiful fireworks over the river.
J That's right, Maddie!
T Wow! In that case, I'm going to join you! It sounds like it's going to be amazing!
Simon And it's going to be expensive too …
T Aren't you going to join us, Simon?
S No, I'm not. I'm going to stay at home with Mum and Dad and I'm not going to spend any money …
J Ah, that's a shame …
Ms Blake Quiet, please, Jess!
J Sorry, Ms Blake.
MB OK, what's the answer to question number 4, please?

Unit 7, Lesson 7.3, Track 7.06, page 89, exercises 6 and 7

J What are your goals for the New Year, Simon?
S This year, I'm going to save money.
J Why are you going to do that?
S Because I want to learn to drive next year, and the lessons are really expensive …
J I see. How are you going to achieve it?
S I usually buy a lot of things online with my bank card, because it's easier, but I'm not going to do that this year. I'm only going to buy things with cash so I can see exactly how much money I'm spending.
J Good idea, Simon! How much money are you going to try to save?
S Um … I don't know yet … As much as I can. And you, Jess? What's your New Year's goal?
J Which one? Last year, I had two, and this year I couldn't decide what to do, so I've got three. … Firstly, I bought four new books recently because I want to read more. Secondly, I'm going to turn off my phone in the evening so I can go to bed earlier and, finally, the most important one is I'm going to do an IT course.
S Why are you going to do that?
J Because I want to learn how to design websites. It's my dream to have my own company one day.
S What type of company do you want?
J I can't tell you! It's a secret! All I can say is, I'm going to earn a lot of money and have many people working for me …
S Wow! Are you going to do that when you leave school?
J No, I'm not. First, I'm going to study business at university; then I'm going to travel around the world for a year. Then I'm going to start my company!
S Good luck!

Unit 7, Lesson 7.4, Track 7.07, page 90, exercises 2 and 3

Good afternoon, everybody. Today, I'm going to talk to you about how to prepare a presentation in four steps. Are you ready?
First, we're going to look at the subject of your presentation. You need to decide what you are going to talk about and what information to include. Then decide what order to put your ideas in. For example, always start with an introduction, and make sure you have a conclusion at the end.
Next, I'm going to talk about how to make your presentation interesting. You can use photos to do this – but make sure you choose good ones! Then you always need to practise what you are going to say – and how you are going to say it. You can ask your friends or family to watch you, and then they can tell you what they think.
Finally, I'm going to end my talk with how to give your presentation well. Firstly, always look at the audience. And remember they aren't going to understand you if you speak quickly or too quietly, so always speak loudly and clearly. OK, Are there any questions? Right, let's start thinking about the first step, which is what to include in your presentation …

Unit 7, Lesson 7.4, Track 7.08, page 90, exercises 6 and 7

Luca Good morning, everybody. Today I'm going to talk to you about my dreams. First, we're going to look at my dream board. As you can see, there are four things that I'd love to do one day.

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I chose this photo because when I finish school, I'm going to travel around the world. In particular, I want to go to Australia because it's got amazing beaches for surfing and swimming.
Next, I want to talk about these two pictures. In this photo we can see a university. I chose this photo because I hope to get a degree in English in the future. After that, I want to become an actor because I am very interested in theatre and films.
In the other picture, we can see a house because I hope to be famous and earn a lot of money one day – and I'd like to buy my parents a big house, just like this one.
Finally, I'm going to end my talk with my most important point, which is I think everybody needs to 'dream BIG' in life. I know the future isn't going to be easy for me, but I'm never going to give up on my dreams. Thank you for listening. Are there any questions?

Unit 7, Lesson 7.5, Track 7.10, page 91, exercise 9

/ə/ teacher, farmer, lawyer, pilot, police
/ɜː/ journalist, nurse, businessperson

Unit 7, Lesson 7.5, Track 7.11, page 91, exercise 10

Boy Right, you think of a job, then I'm going to ask you a maximum of ten questions about it, and you can only answer yes or no. Then I'm going to try to guess what your job is … OK. My first question is: Do you work in a hospital?
Girl No, I don't.
B Do you help other people?
G Yes, I do.
B Do you travel to other countries?
G No, I don't.
B Do you wear a uniform?
G Yes, I do.
B Is your work sometimes dangerous?
G Yes, it is.
B Do you drive a special car?
G Yes, I do.
B Are you a police officer?
G Yes, I am. Well done!

Unit 7, 7.5 Vocabulary Booster, Track 7.12, page 125, exercise 1

1 cleaner
2 photographer
3 shop assistant
4 office worker
5 factory worker
6 waiter
7 bus driver
8 chef

Unit 7, 7.5 Vocabulary Booster, Track 7.13, page 125, exercise 4

1 hairdresser
2 builder
3 personal assistant
4 architect
5 cook
6 receptionist
7 boss
8 programmer

Unit 7, Lesson 7.8, Track 7.15, page 94, exercises 2 and 3

Man Now, Suki, I'm going to give you two photos and I'd like you to compare them, please.
Suki Right. Um, in the first photo there are some people working in the country. They look like farm workers, and I can see they're picking something – maybe strawberries – and they're putting them in boxes. In the second photo, I can see four people in a clean, white room. There are some pictures of the human body, so maybe they're in a hospital. I think they're probably nurses, doctors or maybe dentists. Both photos are quite similar because they both show jobs and teams. And both photos show people working together to achieve a goal.
The two photos are different because the first one shows people outside, but the second one shows people inside a building. It looks like they are wearing their own clothes in the first photo, but in the second photo, they're wearing uniforms. The type of work that they show is different too. The first photo shows people doing a hard, physical job, and they aren't talking to each other. But the second photo shows two people standing and two people sitting behind a desk. I think they're discussing something, and looking for information in a book …
In my opinion, it is easier to be a farm worker than a doctor. I think being a farm worker is better because I prefer working outside than looking after ill people … and, um …
Man OK, thank you, Suki.

Unit 7, Vision 360, page 98, exercises 3 and 4

Petra I'm really excited – I'm going to visit the Archaeological Museum of Zagreb tomorrow and it'll be the third time this year! The museum first opened in 1846, but moved to a beautiful old palace in 1878. With thousands of visitors every year, it's a very popular museum in Croatia. I'm really into history, so I'm living the dream when I'm there. When you walk through the museum, you can see everyday objects from ancient Greece, Rome and Egypt – for example., shoes, jewellery and children's toys. There are around 400,000 objects to look at! We're going to study Ancient Egypt at school next term, so I'm going to visit the Ancient Egyptian Room tomorrow. I can't wait. I think it'll be really interesting!

Unit 7, Vision 360, page 98, exercises 4 and 5

A hieroglyph is a symbol or a picture of an object that you use for a word or a sound. The Ancient Egyptians used hieroglyphs for writing their language. You could write hieroglyphs in any direction: from left to right, from right to left and from top to bottom. For the Ancient Egyptians, hieroglyphs were a form of art. They used them on the walls of special buildings and on objects. The people who wrote hieroglyphs were called scribes and they started to learn to write them when they were six. A scribe was a very important job and they came from rich families.

Unit 7, Vision 360, page 98, exercises 4 and 8

We can understand how people lived in Ancient Egypt from their everyday objects. For example, in paintings, we can see that rich women wore long, white dresses and gold jewellery. Richer Ancient Egyptians wore jewellery made of gold and expensive stones, but poorer people had jewellery made of glass. This was true for furniture too. Only rich people had enough money to buy chairs – and a big chair meant you were really important!

Unit 8, Lesson 8.1, Track 8.01, page 100, exercises 2 and 3

Callum Hi all. Another school year is almost over, and our summer holidays are going to start very soon! But where to go?
Zara We asked two other vloggers, called Dan and Lily. They're brother and sister, like us.
C They've travelled to all kinds of exciting places and today they're going to tell us a bit about their favourite holidays and city breaks.
Z So, over to you, Dan and Lily!
Lily Hey guys! That's right, we love talking about travel!
Dan So, here are our favourite places! My favourite was our holiday to Buenos Aires. It. Was. Incredible! Apart from the journey, that is. We went there by plane and the flight was over thirteen hours! Ugh! But when we got there, everything was amazing! Buenos Aires has got excellent public transport, including an underground system, trams and buses

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that run from early in the morning until late at night. So, it's really easy to see all the sights! We also went on this brilliant walking tour where we saw areas like La Boca. We saw the famous football stadium. And then we went to Palermo. There were lots of fantastic shops and restaurants. And all this on foot! For four hours! I was so hungry. I ate lots of *empanadas*. I needed the energy! They were delicious!

L OK, now it's my turn! We have visited a lot of places in Europe on city breaks too. Places like Paris, Berlin and Vienna. Actually, when we were in Vienna, we also went on a day trip to Bratislava, the capital of Slovakia. It's a really easy journey and you can go by car, coach or train. But we chose a boat trip down the River Danube. OK, it was the slowest form of transport, but it was also the most beautiful journey. Once we arrived in the city, we went by taxi to the Kamzik TV tower. That was one of my favourite experiences of the whole trip. It's nearly 200 metres high and it's on a hill so it's got amazing views. On a good day, you can even see the Czech Republic, Austria and Hungary too!

D Yeah, that was a great trip!

Z Thanks, Dan and Lily! Those cities sound amazing! I haven't been to any of them, but now I really want to go! What about you, Callum? What's your favourite city?

C Er … Edinburgh. Of course. It's the best city in the world! But now we want to hear all about your favourite city breaks! Where do you think we should go?

Z That's right! Tell us where you've been, or give us your suggestions in the comments. But that's it from us, so see you next time!

C Bye!

Unit 8, Lesson 8.1, Track 8.02, page 101, exercise 6

Getting around in Oslo

Oslo, Norway's capital, is a brilliant place to visit for a city break. With a ticket called *Ruter*, you can travel on long and short journeys on many different forms of public transport including Oslo's underground system (or metro) which has five lines and over 100 stations in the centre. You can also use the ticket on city buses and coaches which take you across Norway. There are also electric trams which go all over the city. These even travel to Oslo Airport if you need to catch a flight home. If you prefer to travel by car, you'll find taxis everywhere too. As Oslo is small, you can easily get around by bike or on foot. And when the weather is good, why not try one of the many boat trips to the islands? You'll enjoy amazing views of Oslo and its incredible fjords from the sea.

Unit 8, 8.1 Vocabulary Booster, Track 8.03, page 126, exercise 1

1 a bike
2 a bus
3 a train
4 to walk
5 to drive
6 an airport
7 a station
8 a ticket

Unit 8, 8.1 Vocabulary Booster, Track 8.04, page 126, exercise 5

1 late
2 on time
3 soon
4 bus stop
5 the way
6 seat
7 platform
8 get lost

Unit 8, Lesson 8.3, Track 8.05, page 103, exercises 3 and 4

Speaker 1 I wanted to travel and see the world before starting my career. I set off from Scotland in July and flew to Moscow. Moscow was the start of my adventure and my trip across Russia and China on the Trans-Siberian Express. You can do it in about 6 days if you don't stop at all. But one of the best things about the Trans-Siberian express is that you can get on and off along the way and look around places. It's a slow way to travel but that's what I loved. Travelling around the world is the best decision I've ever made. I'm living the dream. I've met so many great people and seen so many beautiful places.

Speaker 2 My wife and I weren't happy in our jobs. We wanted to go to Turkey but we didn't want to fly there. We wanted a real adventure. My wife suggested driving there. So, we sold our house, bought a big car and then told the children. They were really excited. It has been a great experience. The car has only broken down once. That was in Hungary. We were worried that it was the end of the adventure – we didn't want to go back home. Luckily, a family stopped and helped us. We've all learned a lot and we've all become much, much closer.

Speaker 3 I love sport and I love South American culture. So, I thought the best thing to do was a cycling trip in South America. I set off from Argentina last August. A year later and here I am back in Argentina. It has been the best year of my life. I've cycled through wind, rain and snow. I've ridden up and down beautiful mountains in Argentina. I've been through pretty little villages in Brazil. The bike really is the best way to get around. It gives you so much freedom to look around.

Speaker 4 London to Sydney by land is one of the greatest adventures. I decided to try and do the 28,000 km trip by public transport. I've visited 25 countries. I've been on 10 boats, 30 buses, 15 trains. I've taken 2 car rides. I've also taken one flight. Well, one and a half flights. I didn't have much time so I decided to fly from Singapore to Indonesia and not take a boat. The plane took off on time. Everything was fine. Then suddenly the weather became really bad. In the end, I went back to Singapore. So, I checked into a hotel near the airport and waited for the next flight to Indonesia. I hate flying.

Unit 8, Lesson 8.4, Track 8.06, page 104, exercises 2 and 3

Dad Why are we slowing down, Amar? Are we at the airport?

Amar No, Dad. We've stopped outside the city centre.

D Why is the driver talking on the phone? What's the problem?

A I think the tram has broken down, Dad …

D Really? This is terrible! What if they can't repair it? We're going to arrive late at the airport … and we're going to miss our flight! Why didn't we leave earlier, Amar … ?

A Don't panic, Dad. Try to stay calm.

D You're right. But it's a bad time for the tram to break down!

A Yes, it is – but I'm sure we can find a solution – let's make a plan. What time is it now?

D Um, er it's half past ten.

A Right. Our flight leaves in 1 hour 40 minutes and the airport is about three kilometres away.

D Um … can we walk there?

A Well … it's 45 minutes on foot, we've got two big suitcases and it's a busy road … so I don't think that's a good idea, Dad.

D Ah, you are right, Amar … So what are our options?

A Well, there are buses to the airport. Can you see any bus stops near here?

D No … I can't. Oh dear! Do you have any other suggestions? What's our plan B?

A Well … How long does it take to drive to the airport?

D That's a good question – but I don't know the answer, I'm afraid.

A So, let's find out! This online map says the journey is only eight minutes! Let's go by taxi!

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D But where are we going to find a taxi around here?
A Let's book one on the internet.
D Are you sure that's a good idea, Amar?
A Yes, Dad! I've travelled with this company many times. Have you got any better ideas?
D No, no, I haven't … Let's go with your plan.
A Brilliant! I've received a message from a taxi driver. He's started his journey and he's going to be here in five minutes. Quick, Dad. Let's get off the tram now.
D Thanks, Amar. You're the best!

Unit 8, Lesson 8.5, Track 8.07, page 105, exercise 6

/æ/ apple, camping, pack, practise
/eɪ/ stay, arrange, available, holiday

Unit 8, 8.5 Vocabulary Booster, Track 8.08, page 127, exercise 1

1 summer holidays
2 beach holiday
3 hotel
4 pool
5 room
6 sea
7 beds
8 problem
9 fly

Unit 8, 8.5 Vocabulary Booster, Track 8.09, page 127, exercise 4

1 a reservation
2 a suitcase
3 accommodation
4 a passport
5 a day trip
6 an apartment
7 a youth hostel
8 a visitor

Unit 8, Lesson 8.6, Track 8.10, page 106, exercises 7 and 9

Girl Um, Mum, have you ever lost anything important?
Mum No, I haven't! Why are you asking me that?
G Um, because I've searched everywhere for my passport, and I still haven't found it.
M Maybe you've packed it. Have you taken everything out of your suitcase?
G Yes, I have. And it isn't in there …
M OK. Have you checked your backpack?
G No, I haven't looked in there … oh … it isn't in there either
Announcer This is the last call for passengers for flight 245 to Prague. This is the last call for passengers for flight 245 to Prague.
M Oh no, that's our flight! They've started getting on the plane. Um … what are our options … we haven't asked at the lost luggage office … let's try there first … Excuse me, please, has anybody given you a lost passport today?
Official No, they haven't, but I've just arrived. Oh, wait, there's a note here … um, it says that somebody has found a passport. It was in the women's bathroom … What's your name, please?
G It's Sofia. Sofia Costa.
O Is this your passport?
G Yes! Yes, it is! Thank you so much …
M Come on, Sofia! Let's run.
A Gate 21 has closed. Gate 21 has closed.
M No!!! They've closed our gate. We're too late. We've missed our flight …
G I'm so sorry, Mum …

Unit 8, Lesson 8.8, Track 8.12, page 108, exercises 5 and 6

Receptionist Falls Hostel, how can I help you?
Boy Hello. I'd like some information about your guest house, please. I've never been to Ontario. What's your address?
R It's 9678 Oakwood Road, and we're only 3 km away from the Falls.
B How long does it take to get to the Falls?
R It takes about 40 minutes on foot. Or there are buses which leave every half an hour. The journey takes under five minutes.
B Thanks. What types of tours are there?
R There are day trips with tour guides which include a boat trip between the first of May and the twenty-ninth of November, and a visit to the Niagara Falls History Museum from 5 to 7 p.m.
B Great. Have you got any rooms free in July?
R When are you thinking of coming?
B We're thinking of coming on the twenty fifth of July and going back on the fourth of August.
R And how many people are there?
B Me and my four friends – so there are five of us.
R One moment, please. We have a single and two twin rooms available, or a family room where up to eight guests can stay.
B How much do they cost?
R A single room is $35 a night, a twin room costs $48 a night, but our family room is more expensive at $110 a night. Which one would you prefer?
B I'll need to ask the others. Can I call you back later?
R Of course. Our reception is open until half past eight tonight. After that, you'll need to call our mobile number: 905-453-8922.
B 905-453-8922?
R Yes, that's right. Thank you for calling.
B Speak to you later. Bye.

Unit 8, Lesson 8.8, Track 8.13, page 108, exercise 9

A I'd like some information about your hotel, please.
B Have you ever been to the Netherlands?
A Yes, I've been twice, but I've never visited Amsterdam. Where exactly are you?
B We're 10 km away from Amsterdam.
A How long does it take to get to the city centre?
B It takes half an hour by bike or 20 minutes by tram. When are you thinking of coming?
A On the fifth of June and going back on the ninth.
B So, four nights. And how many people are there?
A There are six of us.
B We have three twin rooms available.
A How much do they cost?
B Each room costs €45 a night, so €135 in total.

Unit 8, Lesson 8.11, Track 8.14, page 111, exercise 2

Hello and welcome to the travel show. Today we've found some of the best short breaks you can go on in autumn between the months of September and November. The first break I'd like to talk about is in the beautiful city of Seville in Spain. You can take this break early in October. I've been to Seville many times and it really is a very beautiful city. Now, you'll have a three-night stay in an excellent hotel. I've stayed here myself and I can tell you it's one of the nicest in Seville. The hotel is only fifteen minutes on foot from the Parque de Maria Luisa which is one of the most beautiful parks I've seen in a city. The cost of this break includes flight and hotel including breakfast but you can pay for some extras. For example, you can take a guided tour. You'll see all the most famous buildings in Seville. I've never been on this myself, but I've heard good things. There is also the option of a day trip to the very pretty village of Ronda which is a two-hour journey by coach and is a lovely day out.

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