Student's Book audio and video scripts

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

Alicia Hi guys and a welcome to our vlog!
It's me, Alicia with my cousin…
George … George! That's me, by the way.
A And today we want to talk about the movies, because we've just seen an awesome short film that was shot entirely on a smart phone.
G And they absolutely smashed it!
A So, we decided to give it a shot too, but it wasn't as easy as it looks! Here are five lessons we learned that we think every filmmaker should know. Check this out.
G Writing the script is the hardest part of the process. Where do you even start?!
The important thing is to be realistic. Obviously, filmmakers like us can't use a film studio, so we're playing it safe with a simple story that's a maximum of five minutes long. Short is always good! It's harder for the audience to follow the plot if it's really long and complicated. Oh, and don't write in too many characters either. Our film is a simple story about a group of teenagers with our friends playing the main roles. And you'll probably play a part too. Won't you, Alicia?
A You're kidding, right? I want to direct! And that brings me onto lesson number two – be creative and collaborate! The most important thing is to be original. All you need is one simple idea that you can explore, and to get that you should brainstorm!
G OK, what would happen if there was no gravity?!
A Great idea … but it might be tricky to film.
G Oh yeah. I need to give that a little bit more thought. Once you're happy with your script and you've found your actors – that's *me* in our case - then it's time to practise.
That's lesson number 3. Of course, you should always rehearse the lines but it's a good idea to practise the movements too.
A OK, now, smile at the camera and then turn around and just walk away. Brilliant! Finally, when you're ready check the location and the weather, especially if you're filming outside. You want a nice quiet place to film and you don't want to shoot in the rain!
G And It looks like it's going to be sunny for our filming this afternoon.
A Excellent! And I've got the props.
G Sorted. Right then guys, camera rolling, and…!
A Hey, that's my line! Action!
G You're a natural! Right, let's do this. And I can use this!
A Hey – the director uses that!
G No, they don't! You need somebody else to use it!
A Um, that's not true. I want to do it.

Unit 1, Lesson 1.2, Track 1.03, page 10, exercise 7

Kieran Hi Jo. What's up?
Jo Hi Kieran. I'm outside the cinema now. Where are you?
K I'm on the bus. Don't worry, I'll be there soon. What time is the film?
J 5.30. But there are usually about fifteen minutes of adverts first. What happened?
K This week, there is an extra study class after school. Next week, it will be back to normal times.
J Is Rachel with you?
K No, I told her to meet us at the café after the film.
J OK, cool.
K The bus is arriving now. I'll see you in five minutes.
J Great. I've got the tickets. We can go in when you get here. See you soon.

Unit 1, Lesson 1.3, Track 1.04, page 11, exercises 3 and 4

Presenter Welcome to the *Sharing Creativity* podcast. This week, we're talking about how to create a successful blog. With me are three bloggers. First of all, can you introduce yourselves?
Sarah Hi. I'm Sarah, from Brighton in the UK and I write a fashion blog called *Wearing It Out*.
Katie Hey, I'm Katie, from Chicago in the US. My blog, *Into Focus*, is all about films, film production and the directors who make them.
Hannah Hello, everyone. My name's Hannah. I'm from Dublin in Ireland, and I blog about food and cookery. My blog is called *Making Meals*.
P Thank you, everyone. Now, very quickly, what's your number one tip for successful blogging?
K That's easy: write about what you love. People will relate to you and your blog much better.
H Good point. Do something new, something different from other people.
S That's great advice. I'll say, don't be boring. Quickly say what you want to say and don't write too much.

Unit 1, Lesson 1.3, Track 1.05, page 11, exercise 5

Presenter Let's talk more about getting started. Hannah, what are your thoughts?
Hannah When you know what you want to write about – and I think this is the hardest part – it's a good idea to spend time thinking about what you're interested in as a reader. I came up with lots of ideas this way. And that really helped me when I started writing.
Sarah That's a great way to start. It's also important to spend a lot of time looking at other blogs for ideas. You might notice what is missing and what you can do better. What I noticed was that most were serious. So, I decided to be funny. It's important to be different from everyone else and be original.
Katie I did the same thing, and realised that what wasn't there was personality. I decided to write about myself. It really helped my readers to get to know me. I'm also glad I could be honest with people.
H I agree. Anything that you can do that helps you connect with your readers is great. These days, I often ask my readers to suggest topics for me to write about.
P Great ideas. To finish off, any final pieces of advice for our listeners?
S Yes, remember, stories are a great way to get your point across.
P Anything else?
K Ignore negative comments. Not everyone will like what you do. Think about the good ones and don't give up!

Unit 1, Lesson 1.4, Track 1.08, page 13, exercises 6 and 7

Sonia On the *Turning Pages* podcast this week, we're talking about the weirdest and most wonderful books we've read. Knowing you, Trev, I guess you have a lot of recommendations.
Trev Yes, first of all, I want to talk about Padgett Powell's *The Interrogative*

Mood. I actually started reading it at the weekend and I've almost finished.
S And what's so strange about it?
T Every sentence in the book is a question that the writer asks the reader.
S How long is it?
T 176 pages! It sounds really bad, but actually I thought it was great. I can't remember reading a book like it ever!
S Wow! Well, the book I'm going to talk about isn't quite like that. I found out about it on another podcast a few days ago and went to buy it. It's called *Gadsby* and it's by Ernest Vincent Wright, and the only special thing about it was that the whole book doesn't contain the letter E!
T Really? But why?
S I have no idea!
T Did you like it?
S Well, I didn't read it. I left it on my desk yesterday when I went to lunch. When I came back, it had disappeared!
T Do you know who took it?
S Not yet. But I'm looking for them!
T Well, that's just as strange as any of these books, isn't it?
S You're right!

Unit 1, Lesson 1.7, Track 1.10, page 16, exercise 6

Lecturer Brainstorming is a great way to generate ideas or solve problems. It uses techniques that encourage our brains to become more creative, either on your own or in a team. It can help you think about all the possibilities available and get lots of ideas in a short amount of time.
Before we look at some techniques, I want to share three rules.
One: if you're brainstorming in a group, start off on your own. If people have some time before to think about the problem, they will come to the meeting feeling more relaxed and confident.
Two: It's all about the number of ideas you have, not how good they are. The more ideas that you have, the better chance you will have of finding a good idea.
Finally, three, don't criticise bad ideas. You want everyone to feel they can share their ideas. People won't do this if you tell them they are bad or stupid.

Unit 1, Lesson 1.7, Track 1.11, page 16, exercise 7

Lecturer So, let's talk about a few techniques. In my article about creative thinking, I mentioned 'quickfire questions', and this is a great technique to use to get lots of ideas very quickly. But when you have a team of people who aren't so confident speaking, try 'brainwriting'. This is when each person writes an idea on a piece of paper; you then collect the papers and give them out to different people, who add ideas or comment on the idea they have. It's a great way to get everyone involved.
If you don't want to write your ideas down, you can try 'round robin' brainstorming. You go round the table and ask each person for one idea. After you've done this, go round again. This time each person can either give another idea or comment on an idea someone else said. What I like about this is that everyone has an equal chance to speak.
But however you brainstorm, enjoy it, have fun and be positive. Good luck!

Unit 1, Lesson 1.8, Track 1.12, page 17, exercises 2, 3 and 5

James As far as I'm concerned, films are much better than books. They are much quicker to watch, and you get to see and hear how each character really is. They're much more powerful. What does everyone else think?
Petra Personally, I much prefer books. When you think about it, you can get much more involved with a book. There is so much more detail in them. And you can take them anywhere. Would you agree with that?
Tina Good point. With a book, you can also read at your own speed. And go back over something again. And in my experience, books can also really help you learn new words.
J Can I stop you there? I'd take a different view on that. Films and TV shows can also help you learn new words – and foreign languages. My friend Gabriel learned English as a kid from watching American cartoons. You can't do that with a novel in a language you don't understand.
T I'm not sure I agree. Both books and films can help you learn a foreign language. All things considered, I prefer books. You get to use your imagination when you read, and invent your own world. Don't you think that's really important?
P I couldn't agree more. And it's a fact that kids who read more do better at school.
J Hang on a moment. Are you sure that's true?
P Yes, I am. There's a lot of research to show it.
J Well, I'm not sure I agree.

Unit 1, Vision 360°, page 20, exercise 3

Prop maker What's the best thing about being a prop-maker? For me, it's the, it's the er, variety of work. I never get bored! One week I'm designing costumes for a science fiction film, a thriller or a superhero film. Then, the next week I'm, I'm on location or in the film studio helping the main characters try on their costumes and watching them rehearse their lines.

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

Prop maker Props are an incredibly important part of the film-making process. I mean, can you imagine Star Wars without lightsabres? No, I can't either! Props help make the location feel real, help actors play their parts and even help the audience follow the plot. That's why as a prop maker, I need to work closely with the production team of each film to make sure I know exactly what they want. I, I've worked on all types of films… science fiction, historical, thrillers… and, erm, enjoyed them all.
However, the best experiences have been when I've really done a lot of detailed research and planning with the production team. You know, drawing the props and creating models before we make the real thing. These last few weeks, I've been working on a science fiction film where the main character travels back in time using a magic compass and that's what I'm designing at the moment… a magic compass! Who knows, it might become as famous as the lightsabres from Star Wars!

Unit 1, Vision 360°, page 21, exercise 6

Prop maker I've been working in the film industry for ten years now and I've made the props for several blockbusters. The things I like making best are weapons for thrillers and science fiction films – I guess that's because they're my favourite kind of films! I love using my imagination and coming up with new ideas. When I've designed a prop on the computer, I print the parts using a 3D printer. I've just put these parts of a laser sword together and now I'm painting it. Props like these often appear very close to the camera during filming, so it's important they look very realistic. I think I've smashed it with this prop; what do you think?

Unit 1, Vision 360°, page 21, exercise 7

Presenter This is New York City. Even if you've never visited the city, places like Central Park, the Empire State Building and Times Square are probably familiar to you. Why? Because the cinema industry often chooses the Big Apple as a location for filming. Although 60 million tourists visited New York last year, most of the world recognizes the city's streets, buildings, yellow cabs, cafes and restaurants because they have played an important part in many popular films and series. However, New York isn't just a great location, it's also a great place to learn about the film industry.

This is City College in New York City which is home to one of the most famous film schools in the U.S. Here students learn how to make films from beginning to end.

On each project they usually take a different role. For example, these students are working together and writing a script. The course teacher has helped them to write an exciting but realistic script. This time they've decided to write an action film.

These students are working on set. Some of them are doing the filming, whilst the others are rehearsing their lines and playing the roles of the characters. Each student has a different job. Nick is the cameraman. Sue is the sound recordist; and John is the director. Making a film takes a long time, but the students are all very patient. They've worked hard to get the camera, the sound and the lights perfect.

The next step is to edit the film. These students chose the best parts and put them together. They use a special computer program to edit the film. Then, if necessary, they add special effects. At the end of the editing process, they show the film to the class. Everybody discusses the film. Were there any problems with the filming? Could they follow the plot? Was the camera work good? Every part of the project is important. That's what makes a good idea an excellent film.

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

Alicia Hi guys! Alicia here and in today's video I want to talk to you about travelling. As you know, I often share holiday photos online. I also check recommendations for my next travel destinations on social media. Obviously, I know that in some of these photos the colours or lights were improved, or special filters were used. Fine by me. But one day I visited a place which was nothing like the picture. I was so disappointed and, well, angry! In this video I'll tell you my huge photo-disappointment story… and a few friends – including George – will share their own experiences. Ready? Here we go then!

Visiting Bali had been on my bucket list for ages. (gesturing to image) Just look at this gorgeous scenery! It looks like it's on the top of a mountain surrounded by this amazing peaceful lake. Impressive, right? Er… not really. Everyone who wants to take a photo has to get a ticket with a number and then wait their turn. In my case it was two hours – but some wait longer! And I'm not the only one this has happened to!

James Thanks Alicia, James here and my story started with this picture of a valley in the mountains in Poland. You can see the grassland stretching into the distance covered with hundreds of purple spring flowers. I'm a photographer and I loved this image, so I decided to go there and take some pictures. The minute I got there I realised it was a bad idea. There were people and cars everywhere. They were even treading on the flowers! I didn't see the point in staying there so in the end I just walked away to this woodland area and found this beautiful mountain stream. At least I still got my picture!

Becky Hi guys, I'm Becky! When my brother and I were planning a trip to Vietnam, we made a list of all the places we had to see. Most of our ideas were from travel vlogs we like! Pongour Waterfall was at the top of our list because of this photo. But when we went it looked like this. OK - it was partly our fault! We were there during the dry season when there wasn't as much water going down the waterfall. Despite that, the place was magical and we spent a lot of time just admiring the landscape.

George My family usually spends holidays at the seaside. Last year we chose the south coast of Italy called the Amalfi Coast. We arrived there by ferry and as we got near Amalfi, the view was absolutely breathtaking, just like the photos with houses on the edges of the cliffs. There was so much we wanted to do, like rent a car and drive through all the little villages and towns, or see the Emerald Grotto, a beautiful cave, famous for its green underground water. We didn't want to miss out on anything but there was one thing we didn't expect – crowds! After a couple of hours sitting in traffic jams with hundreds of other tourists we were dead tired and wanted to find a quieter holiday spot!

A Thanks guys! It sounds like it's not worth looking for holiday inspiration on social media because when a place gets popular, everyone goes there! It's as simple as that! Or maybe we just need to do a bit more research before we pack our bags! What do you think?

Unit 2, Lesson 2.3, Track 2.02, page 25, exercises 3 and 5

What kind of things can't you imagine living without? A mobile phone with internet connection? Your own bed? Hot water in the shower? Zeki Basan, a man in his early twenties from Scotland, would probably see it differently.

Since he was a child, Zeki has preferred spending time outdoors to watching TV or playing computer games. At the age of sixteen, he started studying at the School of Adventure Studies at West Highland College on the Isle of Skye in Scotland. The course he chose involved developing various outdoor skills such as hiking, climbing or kayaking. Although the classes were very practical, Zeki wanted to go one step further and put into practice what he was learning. To see what it was like to survive in the wild on his own, Zeki decided to put up a tent and live there during his studies. There weren't many things he needed: an old camp bed, two blankets and a large metal box for storing his clothes and books.

As he was living alone, Zeki had to do everything by himself. This meant getting up early, making a fire and cooking breakfast. Then he had to walk for 30 minutes to get to school. Zeki didn't have a shower or a washing machine. He washed himself and his clothes in the river. Then he dried them by the fire. After school, he had to collect wood for the next day. In his free time, Zeki explored the hills and woodland areas or stayed in the tent, cutting things out of wood.

Zeki has always lived surrounded by nature. He grew up in the wild parts of the Cairngorm Mountains in Scotland. His house was far from other

villages and towns. In winter, it was often difficult to get there, so Zeki's family had to use cross-country skis to bring food. During his childhood, Zeki travelled a lot to remote villages in different parts of the world where his mother, a cookbook author, studied the food of local communities. For Zeki, this was a chance to learn something from people who lived close to nature. Currently, Zeki continues to travel and develop his passions. During his last trip to Namibia, he was learning survival skills from the San Bushmen community. In winter, he worked as a glacier guide in Iceland where he was teaching others how to hike on ice trails safely. When he doesn't travel, Zeki works as a survival skills instructor in Scotland. He shows others how to make fire or how to find food or water in the wild.

Unit 2, Lesson 2.8, Track 2.09, page 31, exercises 2 and 3

Man Welcome to the eighth Annual Westview Secondary School debate. I'm here with two of our students, Elizabeth Martin and Timothy Perry. The topic of today's debate is 'Global warming is the biggest threat in the 21st century.' Elizabeth, you're the first speaker. Are you ready?

Elizabeth Yes, I am. Thank you. I absolutely agree with that statement. Global warming is the biggest problem our generation will have to face. First of all, experts predict that global warming will affect not only weather, but it'll also lead to hundreds of animals and plants dying. Additionally, when the sea levels rise, many areas along the coast will become unsuitable for living. Thousands, or maybe even millions, of people will have to find new homes. What's more, global warming will without any doubt result in poorer health of many people, for instance, those who suffer from heart diseases. Obviously, a lot of insects that pass diseases such as mosquitoes enjoy warmer weather, so we might expect that their population will increase together with the risk of the diseases. Furthermore, heatwaves and droughts might have huge impact on farming and access to drinking water. Some scientists predict that soon there might not be enough drinking water and food for all people. So, as we have seen, global warming will affect all aspects of our lives: food, houses and our health. In my opinion, there isn't a single more serious threat than that. Thank you.

M Thank you, Elizabeth. And now, our second speaker, Timothy Perry.

Timothy Elizabeth has said that global warming will have consequences like lack of food or extreme weather. These are clearly extremely worrying predictions. However, I have to disagree with the statement that global warming is the biggest threat in the 21st century. Firstly, we can see that different countries and organisations have already done a lot to slow down global warming. I strongly believe their actions won't allow Elizabeth's scenario to take place. Secondly, both the development of modern technologies and popularity of the internet have caused completely new problems to appear. A growing number of people spend more time online than offline surrounded by their friends. Definitely, technology is slowly taking control of our lives. I can't stop thinking about the dangers it might cause, for example cyberattacks, cyberterrorism or even creating superintelligent artificial intelligence that will want to have power over people. These are, in my view, the greatest threats of the modern world. Thank you.

1–2 Exam skills, Track 2.10, page 34, exercise 2

Interviewer Good morning and welcome to this week's arts programme. Today, we're talking to writer Paola Sanchez, from Argentina. Welcome Paola! You've written two novels which have been very successful globally, and you also write articles for newspapers and magazines in your own country. And now you're writing your first non-fiction book. What's it about?

Paola Good morning! Well, obviously in the last few years there have been many changes to how we read because of technology. So I decided to write a book about those changes - what the situation is now and what the future of printed books looks like. A few years ago, it didn't look good at all. Everyone was using electronic books, mainly because they were cheaper. But it seems that while digital media continues to have a negative effect on newspapers and magazines, people still love printed books.

I Why do you think that is, Paola?

P Well, there are probably several reasons. The cost of e-readers and e-books has increased, so price isn't as big an issue as before . Also, we spend so much time every day looking at screens that we can end up suffering from 'digital fatigue'. In other words, we're tired of technology, and a printed book gives us a welcome break. And of course, books can be more attractive visually, with beautiful designs and images. We like collecting them and displaying them on bookshelves in our homes, and we also enjoy giving them to friends and family as gifts. While it's true that many people still read romantic novels or ones about crime as e-books, they usually prefer printed books on subjects like cooking or the natural world.

Oh, and it's not only books – people are buying more paper maps too! Activities like walking and cycling are becoming more popular and when we're out in the environment exploring, we don't always want to rely on technology. Phone signals can fail and batteries sometimes stop working, but nothing can go wrong with a paper map! So the future looks fascinating. Sales figures show that younger people are actually buying more printed books than older people. I think it will be very interesting to see what happens in classrooms and how students will be using printed books in the future.

I Thank you so much Paola. And good luck with your new book. And now …

Unit 3, Lesson 3.1, Track 3.01, page 36, exercises 2 and 4

Alicia Hi guys, today we've got some good news. According to this article, the country is getting healthier!

George No way! How come?

A This says that the number of people who have taken time off because they're ill is at its lowest ever. Last year, people took an average of only 4 sick days from work and students missed only 6 days from school! But they don't know why!

G Hang on a sec, I've got an idea. My mate James is studying medicine, he'll have some thoughts on why that's happening? Let's give him a call!

A OK, a bit random but could work, I guess.

James Hello?

G Hey James, it's George. How are you doing?

J Hey man, I'm not great to be honest. I think I've got a cold. Or the flu. Or a chest infection. Apart from that I'm epic, thanks mate.

G What happened?

J To cut a long story short, I was out for a run this morning and I was out of breath. That isn't unusual. But when I got home, I felt terrible. I had a really sore throat and a pain in my chest. I thought I was having a heart attack! You know I don't like to complain but I'm really, really ill. So now I'm just resting, drinking lots of water and I've got an appointment with the doctor later.
G Ah… OK. We'll leave you alone then! I hope you feel better soon!
J Me too.
G OK, that wasn't very useful.
A I know! My friend Becky is really into fitness, she might have some thoughts on why we're healthier these days!
G Good idea!
Becky Hello?
A Hey Becky, how are you doing?
B I'm great. Except I woke up the other morning with a terrible pain and my arm was all red. I thought maybe it was a bit of burn, you know, from the sun. But it kept getting worse, so I went to the doctor. Turns out it was an infection from a really bad mosquito bite! Whilst I was there, I told her about this back ache and she said I needed to rest. I'm not supposed to move for the rest of the day! I should really be in bed!
A Sorry Becky, I'll leave you to it. Get well soon.
B Thanks. Oof, it still really hurts!
G Ohh… kaay. (to Alicia) Are you sure we're getting healthier, Alicia?!
A That's what the statistics say! I guess our friends are the exceptions that prove the rule!
G They must be! What do you guys think? Are you getting healthier? Send us your comments! And Thanks for watching.
A See you next time! Bye!

Unit 3, Lesson 3.1, Track 3.02, page 37, exercise 7

1 Hang on a sec.
2 How come?
3 To cut a long story short, …
4 I'm epic.
5 A bit random.

Unit 3, Lesson 3.3, Track 3.03, page 39, exercise 4

1
A My knees hurt when I run.
B I think you need to cut down on the amount of running that you do and try swimming instead. It's important to keep on doing some exercise.
2
A Did you put on any weight when you were on holiday?
B Yes, I did. But I don't understand why. I did lots of sport every day. I'm just trying to work out how that happened.
3
A Do you think we should stop eating sugary foods altogether?
B I think it depends on what else you're eating. I mean, there is plenty of natural sugar in the food we eat. Fruits, vegetables and even milk contains sugar. So, you know, we probably have more than enough anyway. Listen, the point I want to get across is that you don't need sugar in your diet.
4
A Please go ahead and explain your conclusions.
B Many people today are going on about the health benefits of a vegetarian diet. They say that it can help prevent heart attacks, protect you from many diseases and may even improve your mood and stop you feeling depressed.

Unit 3, Lesson 3.3, Track 3.04, page 39, exercises 5 and 6

Magda There's so much different health advice today it's hard to work out what is fact and what isn't. But I'm sure my two guests can solve some of those problems. They are Dr Zoe Baxter and scientist Patrick Reed. Firstly, let's talk about water. Should we drink two litres every day?
Zoe That is the popular view. Unfortunately, it just isn't necessarily true. In fact, how much water we need depends on what we're doing, what we're eating – because as we know, fruit and vegetables contain a lot of water, and of course what the temperature is.
Patrick And we don't need to drink just water. Any drink with water in it, including tea and coffee is fine.
M And what about coffee – is it good for us or not?
P I think it depends on how much you drink. Caffeine, the chemical in coffee that keeps us awake and the main reason people drink it, can cause your heart to beat faster and high blood pressure. However, coffee also contains chemicals called polyphenols, which can lower blood pressure and reduce the risk of a heart attack too.
M So, is it OK to keep on drinking it then?
P Go ahead, but I wouldn't drink more than a few cups a day.
M One fruit that everyone seems to be going on about recently is avocados. And I'll be honest, I sometimes eat three or four a day.
Z You might want to cut down to one or two. They do contain some good fats, which may protect you from a heart attack, but so does olive oil, some fish and nuts. But you should realise that one avocado contains about 240 calories. That's a lot! And if you're eating four a day, that's almost half the total calories you need, which may cause you to put on weight.
M Oh, I see! Perhaps I'll replace my morning avocado with a fruit smoothie instead.
P I don't think that's a good idea. If you actually add up the sugar in a smoothie, you'll find some have higher levels than a can of cola.
M Really? But the ones I drink are 100% natural.
P That doesn't matter. Sugar is sugar, natural or not. I really want to get this across to your listeners. And that much sugar in one go is not good for you. I would suggest you try eating an apple or a banana instead.
M Thanks a lot.

Unit 3, Lesson 3.5, Track 3.08, page 41, exercise 6

Liv On *Medical Marvels* podcast this week, we're talking about some of the greatest medical achievements of recent years.
Greg At the University of Utah in the USA, scientists have managed to make an artificial arm and hand that patients can move by just using their thoughts.
L That's amazing. They also designed the arm so that the people using them can feel the things that they pick up. Just like a real hand.
G The next achievement is all about 3D printing. In recent years, scientists have discovered that they can 3D-print some body parts using both plastic and living human cells. They have already succeeded in printing hearts, skin and teeth, although they haven't been able to use them on real human patients yet.
L Incredible. The last achievement I want to talk about isn't actually a scientific one, but it has succeeded in improving the health of millions of people. We're talking about the smoking ban here. In countries around the world from Canada to Argentina and the UK to Australia, smoking is no longer allowed in public places.
G In some countries, like the UK, we can already see a reduction in the number of people smoking and an improvement in health.

Unit 3, Lesson 3.7, Track 3.10, page 44, exercise 5

Psychologist Today, I want to talk about some of the strategies that we can use to manage our emotions better when something bad happens to us.
So let's imagine you've lost something that was very important to you. How would you feel? You may experience sadness, regret, perhaps even anger. This could be with yourself because you think that you're responsible for what happened – this is called self-blame – or it could be with other people you think are responsible, blaming others. Which brings me to the first strategy: acceptance. If we can accept what has happened was an accident, stop fighting it and blaming ourselves or others for it, we can start to feel better more quickly. It is also a good idea to name and write down your emotions as you experience them and ask yourself why you are feeling like this. Research shows that when we do this, we begin to feel more in control over what is happening, which helps us turn a negative experience into something more positive.
Let's look at another situation. A very good friend has moved to another city. You probably feel sad that they've gone, you may be feeling lonely too. This is quite normal, but when you spend too much time thinking about these negative emotions, this is called rumination or deep thinking, and it can make us ill. Instead, you can try and think about all the happy times you had together and how lucky you are to have this person as a friend. We call this strategy positive refocusing.
You can also take this one step further and start making plans to visit your friend in their new home and focusing on the exciting times you will have together in the future. This is an excellent strategy which we call refocus on planning.
Let's get into groups now and look at some tasks to practise these ideas.

Unit 3, Lesson 3.7, Track 3.11, page 44, exercise 6

James I think this would be one of the worst feelings. I know that I'd feel annoyed with myself for losing it. And I'd also be experiencing a lot of anxiety and worry.
Laura Yes, it would be terrible. But I guess we have to accept that it's gone and then decide what we're going to do to improve the situation. So why be anxious and worry?
J Well, I won't be able to contact my friends and family, and also someone else might have it and be using it.
L So, let's refocus our thoughts on planning. First of all, let's go to the information desk at the festival. They can help us contact friends and family.
J Good idea. And then someone in our family can use their phone to lock mine and track its location.
L That's true. And then perhaps we can remind ourselves that we're at this amazing festival and we can still have a great time even without it.

Unit 3, Lesson 3.8, Track 3.12, page 45, exercises 3 and 4

Pharmacist Hello. How can you I help you?
Ollie I've been bitten by an insect on my leg and it really hurts. Could you recommend something?
P Would I be able to see the bite?
O Yes, of course.
P It looks very red. Does it hurt when you touch it?
O Yes, it does. It's really sore.
P Can you tell me when this happened?
O Two days ago.
P Have you put anything on it yet?
O What do you mean by that?
P Any cream?
O No, I haven't.
P Do you know if you are allergic to any medicine?
O I'm afraid I didn't quite catch that.
P Is there anything you can't take?
O No, I don't think so.
P I think the best course of action is to take this cream. You'll need to apply a small amount to the bite with your finger.
O OK. How often do I use it?
P About two or three times a day. It's really important that you wash your hands before and after you do it. Is that clear?
O Sorry, do you think you could repeat that last part?
P Of course. You must wash your hands before and after you apply the cream.
O OK, I understand. Thank you.

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

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

Coach OK, listen up! This is the big one! We've worked out well and kept our bodies in shape all season, but it has been our dreams that have brought us this far. We've been able to train our minds so that our bodies will follow, and they have! We're in the final! We know that if we want to win as much as we want to breathe, then we'll be successful. If we get out of breath, we'll be able to keep on running for the team because our minds will push us forward. If we fall down, we'll get up quickly, recover and keep on fighting for our teammates. But I want you to know one more thing… if you put your effort into playing as well as you can, if you concentrate as well as you can, if you try to be the best that you can be, then, then, I don't care what the result is at the end of the game, because I'll be proud of you and for me, you'll be true winners.

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

Male What happened there, Amy?
Female Emily Watts jumped for the high ball and, erm, it looks as if she's landed badly on her knee.
M Well, it doesn't look good, does it?
F It certainly doesn't. It's taken Emily six months to recover from surgery for her broken leg and now this happens.
M Have you any idea if they've offered Emily a new contract?
F Well, to cut a long story short, nothing has been decided yet. I guess she'll be anxious about her future after suffering what looks like another serious injury.
M It just shows that professional sport is a high-risk world. Emily has been working out and training hard on her own and after finally succeeding in getting back into the team, this happens.
F Yes, it, it really takes years of effort to manage to get to the top but then in just seconds an injury can threaten a successful career.
M Well, let's just hope it isn't as bad as it looks and that Emily is playing again soon.

Unit 3, Vision 360°, page 49, exercise 8

Interviewer I'm talking to Todd Randle, captain of the Lanchester Warriors Junior team. Now Todd, you've got a message for young people who don't play sport. What is it?
Todd Erm, well, I spent all my free time playing computer games, you know, I was always sitting down!
I So, what happened?
T I had a check-up and the doctor said that if I didn't start moving, I'd soon

have serious health problems. It was a real shock!
I What did you do?
T Well, I came to the club and spoke to coach Rafter. She told me to concentrate on getting fit and not to compare myself to the others. At the first training session, I got out of breath after five minutes, but I kept on coming and now I love it.
I And you think others should do the same?
T Yeah, I do. There's a sport for everybody and there are lots of clubs like ours where taking part is the most important thing. Of course, we like to win, but it isn't everything. The main aim here is to keep in shape and enjoy yourself, and we really do!

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

Alicia Hi everyone! I'm doing a social experiment for my vlog about identity and as part of this, I recently asked you… what kind of person you thought I was. I don't recommend everyone doing this and I thought about it a lot. After all, there are a lot of trolls out there! But I got tons of lovely replies. I can't thank you enough for all your nice comments! I'm kind of surprised that most of you know me so well! If you're curious what others said, keep on watching this video! Here's the first reply.
This comment is spot on, I do have a positive attitude to life! I am rather cheerful and I don't tend to complain a lot. I always try to look on the bright side. Here's comment number two.
This one is only partly true. I am fairly ambitious and I set myself goals all the time. The problems start when I have to work on them! Not that I'm lazy or anything but I'm not as hard-working as I wish I was.
You're in for a surprise! I'm not very sociable and I don't make friends easily. I was really shy when I was in primary school. I lacked confidence and was often awkward in social situations. Now it's a bit better, thanks to this vlog. My friends keep telling me that I've recently become quite talkative! I actually think they're right.
I'm not so sure! I think I get upset easily. My cousin George is definitely much more easy-going than I am. I don't cope with stress too well and I probably worry too much!
Aww – thank you for this comment. It's so kind, you've made my day! I don't know about modest, like most vloggers I spend a lot of time talking about myself! Although I try to be generous, getting involved in fundraising campaigns and things like that. I don't understand vloggers that won't do that kind of thing, it's so selfish!
OK, that's it for this video but before I go, I just want to say thank you. As I said at the beginning, I was a bit worried about nasty comments, but your messages have all been really kind and really thoughtful. I'm going to put all my results from my social experiment in another video but for now it's goodbye. You guys are awesome, see you next time!

Unit 4, Lesson 4.1, Track 4.02, page 51, exercise 8

1 I can't thank you enough!
2 This comment is spot on!
3 Not that I'm lazy or anything.
4 You're in for a surprise!
5 You've made my day!

Unit 4, Lesson 4.2, Track 4.03, page 52, exercise 5

Andy Hi, it's Andy. Please leave a message.
Lewis Hi Andy! It's Lewis. Colin and I are planning to go to this workshop about building confidence tomorrow. I've read some really good reviews. People who took part in the workshop could go to a job interview and stay calm. Do you want to come too? If so, you must register today. I'll send you the link to their website. Talk to you later!

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

Speaker 1 I've heard other people make fun of the personality tests you can find online such as 'Which character of your favourite TV show are you?' or 'Are you a lion or a sheep?' But these aren't really personality tests. They're just entertainment and have nothing to do with psychology. The real personality tests are supposed to help you discover who you are or help you make the most important decisions in your life like choosing a career path. I once had a test like this at school. There were only *yes/no* options, quite easy to answer, for example, 'When I go shopping, I need a lot of time to decide what to buy.' A few weeks later, we got our results. Some of the comments there surprised me. Since then, I know what I'm really good at and I know what I should work on.
Speaker 2 Can you believe that there are only sixteen types of people in the world? For me, this doesn't make much sense, but Katharine Cook Briggs and her daughter Isabel Briggs Myers created a personality test known as the Myers–Briggs Type Indicator which divides people into sixteen personality types. Surprisingly, it's the most popular personality test in the world. About 4 million people in 26 countries take it ever year, mainly employees, students or soldiers. The test consists of 93 questions where you have to choose one of the two possible answers. I once took this test and wasn't able to choose either of the two answers given. My answer was somewhere in between. Just to give you an idea, in one question I had to decide if I preferred to spend time alone or with other people. Well, that all depends. On some days I'm very sociable and on others I need some me-time.
Speaker 3 I'm a psychologist and I often use the Rorschach inkblot test at work. What does it look like? Rorschach images are inkblots of irregular shapes. I show people ten pictures and they can hold them in any position and say whatever they want about them. What does it tell me? Lots of surprisingly different things, for example when one pictures presents something looking like two people. If a person analyses this picture fast, he or she is probably very confident but when someone takes their time, they might lack confidence in social situations.
Speaker 4 I used to believe in personality tests. I spent over £300 to check my personality because I thought it would help me develop. Each time I took the test, I discovered something new about myself. All of the test results I got seemed to apply to me but sometimes they didn't agree with one another, for instance, one test showed that I was hard-working and ambitious and the other that I was lazy. When I realised that, I found out about the Forer Effect and stopped taking these tests. If you've never heard about the Forer Effect, it's a psychological phenomenon according to which people believe that the personality description accurately analyses their character even though it's general and can in fact refer to anyone.
Speaker 5 I work as a head-hunter so it's my job to find people with the right skills and the right personality for companies who look for employees. A personality test is one of the tools I use, but I'm aware of its limits. The result of

the test may depend on many different things like the mood of the person on the day they're taking it, what has recently happened in their lives or how focused they are. I usually warn those who take the tests that they need to concentrate and not get distracted.

Unit 4, Lesson 4.9, Track 4.09, page 59, exercises 2 and 3

Liam You'll never believe what happened to me last week. I got a reply from the Art College! I sent them my portfolio with some of my paintings ages ago and they finally got back to me! One of their art teachers, Mr Nick Brown, sent me an email. He wrote that they loved my works. Mr Brown said I was very creative.
Millie Wow! That's such great news! You should be proud of yourself. Speaking of art, do you remember that Mrs Williams is taking our class to the Museum of Modern Art next Tuesday? She reminded us to bring sketchbooks and pencils.
L Thanks, I completely forgot about it! Anyway, as I was saying, the Art College offered to help me financially if I decided to study at their school. They said I wouldn't have to pay for the classes, only for the accommodation. This is a dream come true, but unfortunately, my parents don't see it this way.
M What are you talking about?
L Well, you know what they're like. They generally don't approve of my life choices. Yesterday my mum told me she had always hoped I would follow in my dad's footsteps and become a doctor. She warned me against being an artist!
M My parents are exactly the same. They have completely different values than I do, but they still expect me to make the same life choices as they did 20 or 30 years ago. For example, my dad ordered me not to spend so much time online! And he told me this when I was doing maths homework. The one we have to do online!
L Tell me about it! Oh, before I forget, can you text me the numbers of these maths exercises we have to do?
M Sure! You know I asked you twice if you had written them down and each time you insisted that I shouldn't worry about it! In any case, what are you going to do with the Art College and your parents?
L I don't know. I have absolutely no idea.
M Why don't you start by talking to our school psychologist? She also gives career advice so maybe she'll be able to help you …

3–4 Exam skills, Track 4.11, page 62, exercise 2

Interviewer And now for our regular focus on health and fitness. As usual, we'll be talking to our expert Irina, but we'd also like to hear from you about your experiences of owning or working with animals, and in particular, of any health benefits you've found. Phone or email us with your stories, please! Now Irina, I think you're going to start by explaining why relationships with animals can be good for us?
Irina Yes - so I think we're all aware that keeping a pet can have really positive effects, both physically and mentally. For example, walking a dog makes us exercise regularly, and that's good for controlling our weight and keeping our hearts healthy. And just being outside is great for reducing stress and anxiety, and it helps to relieve depression. It's also a way of meeting other people and developing social relationships – dog owners are always stopping to chat to each other and there are plenty of clubs and activities for pet owners – and not just dogs of course.
I And animals can be particularly good for children and for older people?
Ir That's right. Children learn a sense of responsibility from looking after animals – having to feed them and exercise them and so on. It also improves their social and emotional skills, so they have better relationships with people. And of course many older people suffer from loneliness, so a pet can be a really important companion later in life. In fact, studies have shown that older people who own a pet tend to have fewer medical issues than people without one.
I Now, I know you also wanted to talk about another animal.
Ir Yes – now I'm not suggesting that listeners should go out and buy one of these as a pet! But we don't often discuss the relationship between humans and horses. This is quite different to owning a cat or dog, partly because of their size, but also because we don't really think of them as pets. We still consider them as quite wild in a way. But there are many benefits to owning or working with horses. Looking after them requires a lot of hard work physically and of course you have to be fairly fit and strong to ride a horse. You also have to trust it - and that's all good for building confidence.
I Fascinating! So Irina, are there any other animals …

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

George Hi guys It's me, George and welcome to the vlog.
Alicia And me, Alicia. Sorry guys, I just bought these chocolates!
G Cheers mate!
A Hey, hands off! Do you know how much I paid for these?! £6.50! They were only £4.75 last time I bought them! What a rip off!
G Do you think so?
A Well, how else do you explain it?
G You don't do economics, do you? Let me give you a quick lesson. As you probably know, the main ingredient in chocolate is cocoa. And around 70% of it is grown in West Africa. It's then exported and traded all around the world and turned into the chocolate that we all know and love. But now imagine there's really bad weather and the cocoa doesn't grow well. The supply of cocoa begins to fall. But over in the UK, consumer demand is still high! So, people still want their chocolates, don't they?!
A For sure.
G So, the price of your chocolate goes up! Now, let's look at distribution.
A OK…
G Cocoa beans like these are transported by ships. And what powers ships? Oil! So, if the price of oil suddenly increases, the cost of importing cocoa will go up. And what happens then?
A The price will go up too.
G Exactly! Then there's the production of chocolate here in the UK. What's going to happen to the price if the factories have to increase the pay of its workers on the production line?
A It'll go up.
G And let's remember about the changing value of currency, like US dollars or UK pounds or Euros!
A Do we have to?! I think I get the picture! Now, have a chocolate!
G Thank you! You see, chocolate is traded in US dollars….
A Bye guys!
G Oh sorry - see you guys next time! So, if the value of your local currency goes down, guess what happens to the price of chocolates?

Unit 5, Lesson 5.2, Track 5.02, page 66, exercise 7

Head So, you're here to talk about your repair shop. It's a very good idea.
Jake Thanks, Mrs Baxter.
H First of all, let's talk about opening times. You can open at breaktimes, but the rule is you close the shop five minutes before the start of lessons. Is that clear? You can also open at lunchtimes, but it isn't necessary. That's your decision.
J Yes, of course. Is it necessary for me to tell you the days we want to open?
H No, that isn't important. But I don't think it's a good idea to open every day. The business can't have a negative effect on your schoolwork.
J That's fine. I know I won't be able to go to university if I don't pass my exams.
H Good. Now, let's talk about money. There is a school council rule that 20% of profits go to the school charity.
J I understand. Thanks a lot, Mrs Baxter. I really appreciate this opportunity.
H You're welcome and good luck.

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

These days, thanks to the internet, goods can be traded and ideas shared around the world at the touch of a screen, raising our knowledge and understanding of the world. We may think that this is a very modern development, but you can find its roots over 2,000 years ago, in the Silk Roads, an 8,000-kilometre network of paths and roads that connected Europe, the Middle East, Central and East Asia together.
The Scythians, a nomadic people from Central Asia, were among the first to actively trade with the Chinese, Persians, Greeks and Romans. For the first time, important trading and cultural connections were created between civilisations that had never met. Initially, these connected China with Central Asia, and then the Mediterranean with Persia and India.
In around 200 BCE, the Chinese Emperor Han sent traders west with Chinese silk, cotton and other goods. They established new routes that connected China with Europe. The Silk Road was born.

Unit 5, Lesson 5.3, Track 5.04, page 67, exercise 4

The Europeans fell in love with Chinese silk and pottery, things like pots and vases, and imported huge amounts of it, while the Chinese developed a taste for glass exported from Rome, and many European fruits and vegetables, such as grapes, peppers and walnuts.
But more important than the trade in goods, it was the sharing and exchange of ideas, such as culture, religion and technology along the Silk Road that would change the world and bring comparisons with the internet.
Europeans imported papermaking and printing techniques from the Chinese, which meant books could be printed quickly and cheaply. This contributed to a huge growth in education, communication and science.
The magnetic compass too, which was invented in China, travelled across the world on the Silk Road. This tool for navigation, the GPS of its day, arrived in Europe around the 12th century, and helped sailors find their way across oceans. The consequences of this new technology were massive.
With their taste for exotic goods, Europeans began to set off on voyages across the Atlantic Ocean in search of new routes to Asia. On their way, they expanded into Africa and arrived in North and South America.
For the first time, the entire world was connected. Goods, information, ideas and technology could be shared, and people around the world could learn from each other. The modern age, the age of information, had begun.

Unit 5, Lesson 5.3, Track 5.05, page 67, exercise 6

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Unit 5, Lesson 5.5, Track 5.08, page 69, exercise 7

Russ Here's another mysterious case that was never solved. There was this guy, called D.B. Cooper, and in November 1971 he was on a flight from Portland to Seattle in the USA when he told the flight attendant he had a bomb. He then demanded $200,000 and four parachutes when the plane landed at Seattle.
Zoe Four parachutes? What for?
R Good question. There was definitely no one else involved.
Z That's strange.
R Yeah. Then with the money and the parachutes, he told the pilot to fly south-east towards Mexico. On the way, Cooper moved to the back of the

plane where no one could see him. All the pilot knew was that the door was opened, and Cooper, and the money were gone. But they didn't know where.
Z So, it's pretty certain that he jumped out of the plane.
R I agree. I'm sure he didn't stay on the plane. They searched it later on at the airport and couldn't find him. But the weird thing was they never found him, his body or any of the money.
Z Perhaps someone was waiting for him on the ground and drove him across the border.
R Maybe. Or I think it's possible that the pilot knew about the plan and helped him escape.
Z Do you think so? That's interesting.
R But in 1980, a boy found a small amount of the money by the side of the Colorado River. But no one ever found Cooper.

Unit 5, Lesson 5.7, Track 5.10, page 72, exercises 6 and 7

Ryan So, on this evening's *Spare a Thought*, I'm talking to journalist and activist, Katie Martyn about how we can be better global citizens when we go shopping. Katie, what do you think?
Katie I think that as consumers we need to understand the power we have to choose how we spend our money. And these days there is so much more information available making it so much easier to be a good consumer.
R Yeah, but it can also be really expensive too.
K I'm not sure it has to be expensive. In fact, I think it's about making better choices. Let's look at the clothes we buy. Did you know that the fashion industry is the second-largest polluter after the oil industry? And that's because of fast fashion.
R How can that be?
K Well, what are most of the T-shirts, jeans and tops you buy made from?
R Cotton.
K To grow the cotton, you need huge amounts of water, chemicals and pesticides. And the factories that make the clothes also use loads of different chemicals and colours, which just get washed away into rivers, and then there's all the transport costs to export the clothes from the countries where they are made all around the world.
R I've never really thought about that.
K But the worst thing is because these clothes are so cheap, people buy them, wear them a few times and then just throw them away. Which creates more pollution.
R I see your point. I've done this in the past, without really thinking about it.
K I think we all have. It's just so easy, isn't it? But it's also really easy to change. First of all, when you go shopping, avoid those shops that sell the really cheap clothes. You'll save a lot of money and will buy less on 'impulse'. And when you do shop, choose clothes that are good quality and that you can wear on lots of different occasions.
R Good idea.
K Then try and buy more second-hand clothes. They aren't expensive, you can find some really cool stuff and whatever you buy is not going to end up as more waste. Or better still, arrange clothing swaps with friends.
R Yeah, there are some amazing vintage stores around here.
K Exactly. And finally, buy the clothes you love and love the clothes you buy. If you aren't sure about something, don't buy it because it's cheap. And when you have bought something you love, look after it so it lasts longer.
R That's great advice. Thanks a lot.

Unit 5, Lesson 5.8, Track 5.11, page 72, exercises 2 and 4

Marie I'm keen to start saving some money and wanted to ask you a few questions.
Advisor Of course, I'd be happy to help.
M What's the best thing to do to save money in general? In the past, I've found it really difficult.
A Good question. I think the most important thing to do is to get into the habit of doing it. Let me ask you a question: do you brush your teeth every day?
M Of course – I do it twice a day.
A Exactly. It's a habit and you do it without thinking. If you can start saving now, it'll become as normal as brushing your teeth. So, first of all, when you get your money, whether it's pocket money or your wages from a part-time job, you need to take out the amount you want to save straight away.
M That makes a lot of sense. But my problem is I usually spend everything I get. How can I change that?
A Have you thought about making a note of everything you buy in a week and then asking yourself which things you need to buy and which you don't. You'll soon find ways to save.
M That's a good idea. I seem to spend a fortune on credit for my phone. What would you advise me to do about that?
A If I were you, I'd turn it off! But if you can't do that, try and limit your use to places where there is free Wi-Fi.
M OK, I'll try. Next, how do you think I should manage my savings at the moment?
A If you're saving in a bank, I think it would be a good idea for you or your mum or dad to open a separate savings account. These accounts usually offer higher rates of interest for young savers and some don't allow you to withdraw any money for a period of time. They really are the best way to save.
M What about saving at home?
A Your best option is to get a box that you can lock and keep it in a separate place to the rest of your money. And put money in it when you can. It's also a good idea to give the key to your mum or dad.
M That's a great idea. Thanks for the advice.

Unit 5, Vision 360°, page 76, exercise 3

Presenter The West India Docks in the East End of London opened in the 19th century to meet the growth in trade between Britain and its colonies. The design of the docks allowed workers to take imports off and put exports on the same ships much faster than before. The docks also had a modern distribution centre and the goods from the ships were quickly sent to retailers all over Britain.
The docks provided work for many people in the East End of London for nearly 200 years, but in the 1980s they closed down. As a result, a major building project was carried out and today the area is known as Canary Wharf. However, although international trade still takes place in the area, it doesn't involve ships, but banks and financial businesses.
120,000 people worked in Canary Wharf at the beginning of the 21st century, but not many came from the East End of London. In fact, many local families had to leave the area as a consequence of the increase in house prices. Then, in 2008, a big bank got into debt and closed its huge building and thousands lost their jobs. More recently, the Covid-19 pandemic changed people's working habits and now thousands of workers don't have to go to the office every day and work from home.
Today, there are still lots of banks in Canary Wharf, but there are also many other types of businesses, especially in technology and entertainment.

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

Megan Hi James, I've finished the interview!
James Great! How did it go?
M Brilliantly! They'll accept me if I pass my final school exams next month! They want me to come back tomorrow to meet the course leader.
J Wow, that's great! You must have done well!
M Yeah, I think you could say that!
J Did they tell you what the course involves?
M Erm, yeah they did. The successful candidates have to go to college two days a week to study electro technology and then you need to come to Canary Wharf for the other three days, where you spend all your time working with an engineer.
J So you learn by doing the job?
M Exactly. And the work is really varied; I could be installing an internet network between buildings one day and I might be improving the security camera network the next.
J Sounds perfect for you; you love technology! So, which exams do you have to do well in?
M I reckon I should try and do well in all of them…
J Good point!
M … but they're really looking for people with high marks in maths, Information Technology and a science subject.
J Well, you must be really motivated to study for them now.
M I certainly am! Just think, after the summer I could be studying technology and working and earning a wage. I'll have to open a bank account!
J And you'll have to pay taxes!
M I won't mind if I'm working here at Canary Wharf!

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

Presenter Welcome to the exhibition 'A window into London's past'.
If Canary Wharf represents the wealth of the 21st century, Eaton Square in Belgravia, southwest London has been home to some of London's richest residents since it was built in the 19th century. It's the largest square in London, and there's a private garden for residents. Today, the garden is as smart as the houses that surround it, and your bank statement will need to show you have at least £6 million in your account if you want to buy one.
In the 19th century, wealthy Londoners often withdrew cash and made deposits into accounts in the banks of the City of London, the British capital's financial district. After visiting their banks, they might have shopped in local streets such as Bow Lane. Bow Lane was originally called Hosier Lane and nearly all the retailers stocked just one product: hosiery. Hosiery was a fashionable type of very long sock for both men and women that only those with money could afford. Nowadays, the shops in Bow Lane supply lots of different products.
This is Ludgate Hill, a busy street in the City that many tourists take to reach the famous St. Paul's Cathedral. The street is full of ATMs, shops, bars and restaurants that offer services to the tourist market. However, this picture of the same street at the end of the 19th century shows that while the wealthy were shopping in elegant shops, there were 30,000 poor street sellers, even elderly people like this lady, who had to sell a variety of goods such as matches, baked potatoes and books to survive.

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

George Hello guys and welcome back to the channel. It's just me today because I want to talk to you about houses. Let me guess, boring, right? That's because what I really want to talk about is house swapping and that's way more interesting. So, let's get on with it!
I'm studying at the University of Manchester. My brother works here too and we live together in his house, which looks like this… ta da! OK – correction – he only owns the downstairs flat of the house. Fat chance he'd be able to afford the whole place! It's tiny – I mean 'cosy' – and none of the furniture matches the style of anything else in the house. In fact, a lot of it comes from our parents' attic because he couldn't afford new stuff! The flat isn't exactly stylish – we never found the time to decorate – but it's in a great location and we love it! And It turns out other people do too. You see Manchester's got a famous university… two famous football clubs… and a lot of shops… So, it's super popular with tourists. And when they come here, they stay in our flat - thanks to this really cool house swapping website. The idea is simple. Tourists to your city can stay at your place and you can stay at theirs. It's perfect for holidays and – best of all – it's free. Right now, I'm looking for a cheap holiday by the beach.
This guy John has a place in Split in Croatia, and it's perfect. The apartment block is near the city centre. It looks old but the flat looks comfortable. OK, it isn't exactly spacious but it's got a sofa, a small kind of armchair and a TV. What more would we want?! The kitchen is a bit old-fashioned but it's got all the appliances we need, like a fridge, a freezer, an oven and a kettle. I'm not sure about the colour of the cupboards but I like those curtains that go right to the ceiling! Oh… kay. Not much room for a built-in wardrobe here – - the bed takes up most of the space! But it looks clean and comfortable. There is another bedroom but it's only got this picture… that can be my brother's room! OK so it's small but then again, so is our apartment… the listing says there's more room for storing stuff in the basement of the building. We'll also be on holiday so we're not gonna be spending much time there anyway. My main concern is… 'does the flat get very hot in summer?' I checked online and Croatia is boiling during the summer! 'No worries – there's air conditioning'. Fantastic! So, looks like we're going to Croatia! Now I just need to show my brother his room! See you guys next time!

Unit 6, Lesson 6.2, Track 6.03, page 80, exercise 7

1
Girl 1 Hi Julie! Where were you yesterday? I called you a few times.
Girl 2 Oh, I had lunch with my brother.
G1 The one who studies IT?
G2 No, with Joe. You know Joe, don't you? He works in the café.
2
Boy 1 I can't find my headphones. Have you seen them anywhere?
Boy 2 Which ones?
B1 I only have one pair of headphones. They're white and wireless.
B2 Oh, yeah. I saw them under the sofa. I thought they were Monica's.
3
Woman Sylvie, do you remember Mrs Shaw?
Girl 3 Yes, of course. Her daughter played the guitar in the school band.
W Well, Mrs Shaw invited us all for dinner next Saturday.
4
Girl 4 I love your curtains, Emma! Where did you get them?

Girl 5 I don't know. My mum ordered them online a few months ago.
5
Girl 6 What are these, Mike?
Boy 3 These are the tickets to the art exhibition. We were talking about this exhibition last week.

Unit 6, Lesson 6.4, Track 6.04, page 81, exercise 3

Daniel In my presentation today about future developments and inventions, I'd like to show you the house where, I suppose, a lot of us will be living in 50 years or so. I believe that its simple design and unique features are exactly what we'll be looking for in houses in the future.
This is a Diogene house which was designed by a famous Italian architect, Renzo Piano. Perhaps his name doesn't sound familiar to you, but I'm sure you've seen or heard about some buildings which Renzo Piano designed, for example, the Shard in London, which is currently the tallest building in the UK and also one of the tallest in Europe.
Throughout his life, Renzo Piano has dreamed of creating a tiny but functional house. In 2009, he published the idea, and not long after that the first model of the house was built. Piano decided to call it 'Diogene' after a Greek philosopher Diogenes who gave up luxuries and decided to spend his life living in a barrel.

Unit 6, Lesson 6.4, Track 6.05, page 81, exercises 5, 6 and 7

Daniel What makes the Diogene house so special? Well, it's really tiny, but it's also self-sufficient and uses modern, sustainable technologies. Diogene is only 7.5m2, and according to Piano it's ideal for one person. When you look at these pictures, you can see that it was carefully planned and there's everything you might need. It has a living area with a table, a chair and a sofa bed. There's also a bathroom with a toilet and a shower and a small kitchen with a built-in sink and a fridge. One of the biggest advantages of this house is the fact that the furniture doesn't take up too much space and is very easy to use. Besides, there's a lot of space for storing items. In the walls there are also built-in shelves and you can also keep things in the attic. Looking at this design, I suppose it must be a very comfortable place to live in.
I also like the fact how eco-friendly the Diogene house is. There are solar panels on the roof which heat the water and provide electricity for lighting as well as the stove and the fridge. The rainwater is collected on the roof and then stored in a special container underneath the house. Later, this water is filtered and can be used for washing and cooking. The special wooden panels on the walls keep the house warm and cosy in winter and cool in summer. However, there's no air conditioning, and I'm a bit worried that during very hot summers or heatwaves it might get too hot or it might be difficult to breathe inside. Another thing that is worth mentioning about Diogene is that it can be moved to different locations. Imagine you live in a Diogene home and for some reason you need to move to another part of the country. It isn't a problem – you can take your whole house with you. Renzo Piano thought about it too. The house is light and can be easily transported by a helicopter or a truck. Maybe it'd be better if the owner could attach the wheels to the bottom of the house and move it like a typical caravan instead of arranging and paying for a truck or a helicopter. Still, it's amazing that the house can be moved so easily, and if they decide to get rid of it, it can be put into pieces and then recycled. Finally, …

Unit 6, Lesson 6.7, Track 6.10, page 86, exercise 6

Speaker 1 What was I the saddest about when I had to move out of town? Friends, obviously, but also all these places I've known since I was a little child – my favourite café where they sold the best ice cream, a bookshop I often went to, a park where I rode my bike. So, after I had moved to a new city, I looked for similar places there. I wrote down their addresses and then every day after school I went to explore. I found a nice café and a great shop with arts and crafts materials. It helped me feel at home in this new place.
Speaker 2 When I moved to a new house, I was really excited at first. It was only a 20-minute drive away from our old flat. I could still go to the same school and I had such a cool new room, but … then I realised that I can't just go out of the house and play football with the same friends I've been hanging out with all my life. They live too far away now. To stop feeling so down, I called my best friend and we played online games together and had a great laugh. It was fun too.
Speaker 3 I was eleven when I moved from Slovakia to the USA. This was such a drastic change – new country, new language, new school. I didn't speak English very well and I was really nervous that I wouldn't know what teachers or classmates would want from me. But then I thought, 'What am I scared of the most? That I won't understand anyone? Maybe they'll help me and speak more slowly.' Obviously, I didn't understand much on my first day, but I wasn't that terrified anymore.
Speaker 4 When my dad was transferred from his job in Toronto to Brazil, I felt terrible. I didn't speak Portuguese and I didn't want to give up my ice hockey team. But then I spoke to my coach and he told me to use this time in Brazil to explore new hobbies and sports. Although I went to an American school there, I signed up for Portuguese classes. I also took up surfing. When we came back to Toronto two years later, all my friends wanted me to teach them to surf!

Unit 6, Lesson 6.8, Track 6.11, page 87, exercises 2 and 3

Rosie Hi! I'm Rosie. Thanks for coming.
Ivy Hi! Nice to meet you. I'm Ivy.
R I'm so glad you responded to my ad.
I Of course! So, when is your flatmate moving out?
R Tomorrow, actually. She's already packed her stuff. Anyway, can you tell me a little bit about yourself?
I Where should I start? I'm 23 years old, I study biology at the University of Leeds and I work part-time at a café. I'm usually fairly busy, but if I have some free time, I cook, mostly vegetarian food. I also work out every day and read a lot.
R That's great! I also enjoy cooking. But I can't stand doing the dishes afterwards!
I That's fine by me. I don't mind it, but I hate grocery shopping. I usually order everything online.
R So do I! Do you think you'll be inviting friends or family often?
I Rather not. I mostly meet my friends for lunch or at the café where I work. And don't worry, I don't party much.
R Neither do I, but it'd be perfectly ok if you wanted to invite them to the flat! OK, here's the next question. How often do you tidy your room?
I It's hard to say, really. It depends. I generally try to keep my room tidy.

I usually try to make the bed every morning, but I'm not always successful, you know.
R I understand you very well! How about bedtime? I'm an early bird, but I also go to bed early. What time do you usually go to bed? And what time do you get up?
I That's a good question. The thing is, it all depends on my schoolwork. Sometimes I have to work on my research projects till late at night, but I prefer to get up early like you do and go for a morning run. Maybe you'll want to join me.
R Why not! Have you shared a flat with a flatmate before?
I Yes, ever since I was … Let me think … eighteen, no nineteen years old.
R Are you still friends with your old flatmate?
I How shall I put it? I've had two flatmates. I didn't get on well with my first one. She was the complete opposite of me. So, I decided to move out and find someone who I had something in common with. This is how I met my last flatmate, Jenny. We're still in touch, but then she moved to Paris for work so here I am.

5–6 Exam skills, Track 6.13, page 90, exercise 2

1 I really want to save some money to have driving lessons and eventually buy a second-hand car. So my parents suggested that I should open an account with the bank. I put money into it at the start of each month – even if it's only a small amount. And I've promised my parents that I won't withdraw any money from the account without asking them first. I check my bank statement at the end of every month – it's great to see the money going up. A lot of my friends are doing the same as well – we've turned it into a bit of a competition to see who can save the most.
2 There are lots of different things that teenagers can do to make some money – you just have to be a bit creative. One way is to charge people in your neighbourhood for doing jobs for them around the house – you know, like looking after their pets, doing some gardening, or cleaning their cars. Some of my friends have even looked after young children while their parents are out, but that's not really for me. And my mum and dad sometimes give me cash to do housework at home - but they won't pay me to clean my bedroom, I still have to do that for nothing!
3 It can be hard to save money when you're young. One of the most difficult things for me is resisting the idea that I have to copy my friends all the time. That can be expensive, and I don't think it always makes you happy in the end. Everyone knows about the 'fear of missing out'; it's natural that if your friends are going out somewhere, or someone's bought some new clothes, then you want to join in or copy them. But you don't have to be like everyone else. There are always going to be people with more money than you. I think it's a useful lesson to learn early in life.
4 I realised recently that I was spending more money than I could afford and I needed to do something about it. So I had a look on the internet for some suggestions and I found some great ideas. One of them was searching for free events – there are loads of activities out there and you might find something you hadn't considered before. Another idea was cooking your own snacks instead of buying them – it can be healthier too. And you can share costs with your friends on things like magazines and books – then you can talk about them as well. I also realised that I spend more money when I'm bored, so now I'm finding different things to fill my time and saving my cash.
5 Do you ever start the month thinking you've got plenty of money, but after a couple of weeks it's gone? One way of keeping an eye on your finances is to keep some cash separate for everyday expenses – basic stuff like food. Whatever you do, you mustn't use that for anything apart from necessities. I find it also helps to keep a diary of any bigger thing you pay for. Write down how much it cost and a short review. That can help you decide if it was worth it or a waste of money, so you know whether to do it again. And before you buy anything expensive, always search online for other people's reviews – you can compare prices at the same time. You might find a bargain!

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

George Hi guys! It's quiz time on the vlog and it's your favourite topic, Alicia – education around the world!
Alicia Hmmm, not exactly my number one choice, but I'll give it a go.
G Excellent! First question: In which of these countries do students stay at school the longest? Is it A – Brazil, B – China or C – Algeria?
A No idea, but let me guess, is it B China?
G Nope it's Algeria, where students are 19 when they finally gain their high school qualification.
A That's news to me! Uh, now it's my turn. How old was the youngest person ever to graduate from university? Is it A – 10, B – 12 or C – 14?
G Are you having a laugh? 10, 12 and 14 are all pretty young ages to get a degree! Fine, I'll go with the youngest – 10!
A You got it! The youngest person to ever graduate from university was Michael Kearney from the USA. He was 10 years and 4 months old. Pretty impressive, eh?
G I'll say! How old was he when he started?
A He won a place at the University of South Alabama when he was 8 years old! But he didn't stop there, he was sitting exams and handing in coursework for another 12 years, gaining two Master's degrees and a PhD! And he got good grades too!
G He'd be pretty good at these quizzes then! But what about you guys? Here are some more questions to test your educational knowledge!
A OK, so your first question is about one of the most expensive private boarding schools in the world – Institute Le Rosey in Switzerland. Some of the world's most famous people have sent their children there, including many kings and presidents. But how much do you think it costs per year? Is it A – between £20,000 and £30,000 per year? B – between £50,000 and £60,000 per year? Or C – between £90,000 and £100,000 per year? And the answer is… between 90 and 100,000 pounds per year! That's over £30,000 per term! Of course, it has lots of facilities like a swimming pool, tennis courts and even a sailing centre. It has special online learning platforms and students can study for exam certificates in French and in English. It isn't surprising that students at this state-of-the-art private school often get top marks. But, still, that's very expensive!
G Wow, that's ridiculous! OK here's my question. Which of these is not a real subject on the school curriculum in these countries? Is it A – folk dancing in Armenia? B – admiring nature in Japan? Or C – listening to rock music in Iceland. And it's… C – listening to rock music

in the classroom! And that means admiring nature in Japan and folk dancing in Armenia are real subjects!
A You know, I think I'd enjoy revising for those subjects!
G Me too! So guys, how did you do? Did you get both answers right?
A I, er didn't! Hope you had better luck! see you next time.
G Bye!

Unit 7, Lesson 7.2, Track 7.02, page 94, exercise 6

Liv There are so many exciting things happening in education these days, and today we're going to talk about Finland. In the studio with me is journalist Neil Ayres. Neil, I hear they have abolished the teaching of all subjects in Finnish schools. Is that correct?
Neil Not really. They're going to keep teaching the basic subjects, but what they have been doing is introducing something new to the timetable, called phenomenon-based learning.
L What's that?
N For some time each week, a teacher and his or her class will agree on a topic – it might be world history, trade or money – and then the students get to choose what they want to learn about.
L So, for example, let's choose the USA. How does it work?
N Students then go away and learn what they want to, such as the history, language, culture or geography.
L I see. So they are learning the traditional subjects through a bigger topic?
N Exactly. And it means that they can better see the connection between all the different subjects and the real world. It's proving to be much more motivating for students.
L It sounds like a great idea. Feel free to let us know what you think. Text or call on …

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

Jess We're going to tell you a remarkable story about what happened when a university professor wanted to know if children could learn on their own. It's a story that started in one of the poorest neighbourhoods in the Indian city of New Delhi, in 1999, and over the next 20 years has changed the way people think about education.
Deepak Sugata Mitra was a professor who specialised in education and technology, and he decided to install a computer with an internet connection into a hole in a wall in Kalkaji, one of New Delhi's poorest slums. Anyone on the street could access the screen and keyboard, but there were no instructions on how to use it, and everything was in English.
J It's worth remembering that in 1999, children growing up in the slums of New Delhi would never have used a computer before. And most wouldn't be able to read or understand much English.
D Which makes what happened next amazing. Within a few hours of the computer being there, children began to learn how to use the computer and were soon on the internet.
J The researchers left the computer there for six months and during that time most of the children in the neighbourhood succeeded in using the mouse, opening and closing programs, browsing the internet, downloading games, music and videos.
D So, what was happening?
J Well, Mitra noticed two ways in which the groups of children were learning. The first was when one child learned something on his or her own and then showed the others. The second happened when a child discovered something by accident while using the computer. The others, who were watching, then repeated the action when they used it. And as they repeated what they had learned, they would often learn something new as well, which resulted in more knowledge being learned.
D But what was even more impressive was the way the students shared the information. They held meetings where they shared their knowledge and worked on problems together, made study timetables and also research plans. And they did this all on their own.

Unit 7, Lesson 7.3, Track 7.04, page 95, exercises 4 and 5

Jess Professor Mitra's experiments produced some amazing results and led to him being invited to give a TED talk in 2007. Soon, education experts and teachers around the world became interested in opening SOLES, that's Self-Organised Learning Environments, in their schools.
Deepak So, in 2014, Professor Mitra set up the School in the Cloud, an internet platform aimed at schools, teachers and parents who wanted to start their own SOLEs.
J These days, you will find areas for self-learning in primary schools in Europe, North and South America, Africa, Asia and Australia.
D But where does that leave the teacher in all this?
J Well, no one is saying that we don't need teachers in schools. In fact, some of Mitra's critics noted that without an adult present, the computers in the street were used mainly by older and bigger boys, which prevented younger students and girls from using them. Plus, once students had learned how to use the computers, they often benefited from having an adult around. Not only do teachers ensure everyone has a fair chance to use the technology, they also encourage students to learn more and develop their skills and knowledge. So there's no doubt that teachers will always be key to a child's education. But what Professor Mitra's experiments show us is that perhaps it is time to recognise that students don't only need to depend on their teachers for their education. With self-learning, they can do so much more than we think.

Unit 7, Lesson 7.5, Track 7.07, page 97, exercises 6 and 7

Hawkes Ah, Professor Hughs, how was your sociology lecture today? Any better?
Hughs Very good to see you, Professor Hawkes. As for the lecture, I think I've had enough of this group. All I ask is that they don't come late to lectures. But every week, half of the class marches in five, ten or fifteen minutes late. Why?
Ha I wish I knew. Probably something to do with not having watches.
Hu But they've all got phones, haven't they?
Ha Don't tell me about phones! That's all they pay attention to. Why do they watch videos on them during my lectures? I hate it.
Hu I wish I knew.
Ha Do you know what one of them was watching last week when I took his phone?
Hu Tell me, Professor Hawks.
Ha It was a video of me giving the lecture from the previous week! You can guess what he'll probably be watching in next week's lecture, can't you?
Hu Yes, indeed …
Ha How was your economics lecture this morning, Professor Hughes?

Hu It was a disaster. I still don't know how to use the interactive whiteboard. It's so embarrassing. I just want someone from the IT department to show me how.
Ha Very sorry to hear this.
Hu It makes it even worse when there are so many students in the hall. It's just too many for this course. I can't teach them all.
Ha My problem is I can't remember their names. It's just impossible.
Hu I agree. I think we're getting too old for this, don't you?
Ha You're probably right.

Unit 7, Lesson 7.7, Track 7.09, page 100, exercises 4 and 5

Magda Before I kept a study plan, I used to get really stressed about finding time to study. Now, I do it every Sunday for the following week.
When I started this, I looked at everything I did in my free time after school, from sports and going online to mealtimes and bedtimes. Once I'd done this, I found that I had more free time than I thought. Then I scheduled one 20-minute period to review and revise and one 45-minute period for new study each day.
Having this time to study means I work better and more efficiently. And when I'm finished, I can relax and not worry about it. And I still have time to keep fit and eat dinner with my family, so it's great.
Tim Getting distracted was always a problem for me studying at home. Then I read an article online about how to concentrate better and started following the tips. First of all, I realised that my study periods were too long, so I made them shorter and took more breaks. Then I made sure that my desk was tidy and organised. Finally, I turned off my phone, TV, radio and social media when I studied. Doing all these things became like a routine for me and helped me get my head into study mode. I feel so much calmer now when I start to study, and I definitely remember more.
Lisa I'd always had problems memorising what we'd done in class until one of my classmates showed me her notebook. Basically, for each lesson, she would draw a circle in the middle of a new page with the main topic in it, and she would put each of the key points inside smaller circles connected to the bigger one. At the end of the lesson, she would have a map with all the key information she needed. But it was what she did next that was really important. At home each day, she would look at her notes and use them to recall everything from the class, making sure to ask herself questions to check she understood. It's such a good way to build your knowledge of a topic.

Unit 7, Lesson 7.8, Track 7.10, page 101, exercises 2 and 3

Ian So, the first thing I'd like to say is that I agree with the statement. I'm absolutely convinced that being able to speak a foreign language is one of the most important skills you can learn.
Claudia That may have been true once, but it certainly isn't true anymore. First of all, almost everyone in the world speaks English, which makes learning any other language fairly unimportant. Secondly, with modern technology, you can instantly translate text and speech with your phone.
I That's a good point, but learning a foreign language isn't only about practical communication. It's also about truly understanding and valuing other cultures.
C I'm not with you.
I What I mean is if you can understand another language, you can understand its songs, poems, stories and its culture. And there's no doubt that it will also help you become a better global citizen.
C How do you mean?
I Let me put it another way. You will begin to see that our cultures and languages are actually connected, and that we have much more in common than we may think.
C You may be right, but I don't think you need to speak a foreign language to understand that. And besides, I think you can use the time you spend learning a foreign language studying something that may be really important, like science, technology or medicine.
I No one is saying that these things aren't important. They definitely are. But we should think carefully about what else is important, such as learning about the world outside your own country. Together, we can achieve so much more than we can apart. And learning foreign languages brings people together. You can't argue with that.

Unit 7, Lesson 7.8, Track 7.13, page 101, exercise 7

1 I'm absolutely convinced that being able to speak a foreign language is one of the most important skills you can learn.
2 That may have been true once, but it certainly isn't true anymore.
3 Everyone in the world speaks English, which makes learning any other language fairly unimportant.
4 Secondly, with modern technology, you can instantly translate text and speech with your phone.
5 You will begin to see that our cultures and languages are actually connected.
6 But we should think carefully about what else is important.

Unit 7, Vision 360°, page 104, exercise 6

Presenter The Ørestad High School in Copenhagen, Denmark is an example of what a state or private school of the future might look like. The building is on the campus of the University of Copenhagen, and everything takes place in one big open space, where the glass ceiling and walls allow natural light to enter. There are also three circular areas with cushions, where students can relax or study and the stairs at the centre of the building are the main meeting area. There aren't any individual classrooms, and all the teachers and students share the available resources.
The way that students study is also futuristic. They log into the school's online learning platform and their laptops are all linked to the teacher's computer, so they can check their students' progress. The students also communicate with each other in class over the Internet to avoid making noise that will affect students working in other groups. The school curriculum covers the arts, history, geography, languages and science, and many students gain a qualification in one of these areas that allows them to get a place at university.
The students' roles at the school are different, too. Each semester, students are expected to give lectures on topics that interest them. The older students can also volunteer to help support younger students with their study habits and encourage them to work harder and improve their marks.

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

Presenter A student at a state or private secondary school today, will graduate from university or finish gaining a professional or technical qualification in the 2030s and they'll

then probably keep working until the end of the century. These students will work in a world where technology is everywhere, but some schools in the 2020s are teaching the same subjects that were taught in the 1920s. So, what subjects should the curriculum of the future teach? Computer science will be essential, so that students can create as well as use technology. Sociology would also be useful to help students understand how society works and improve the environments that they live in. Curriculums are already changing but they still make students sit exams to gain qualifications, although they are now also encouraging students to be creative, to collaborate with each other and to use critical thinking. Furthermore, when today's secondary school students leave school or higher education, it won't be the end of their education. If they want to succeed in their chosen careers, they'll have to continue to study all their lives to keep up with developments in technology.

Unit 7, Vision 360°, page 104, exercise 9

Teacher Okay, so you're going to practice your English in the city of Istanbul in Turkey but using the Virtual reality masks to walk the city's streets, visit different places and interact with the locals. But before you put your VR masks on, let me tell you the tasks that I want you to complete. Right, erm, first, first, visit the Grand Bazaar, the 500-year-old market and buy the five things on your list. Remember, if you don't speak clearly and use the right vocabulary, the people in the market won't understand you! Then, go to the Topkapi Palace museum and listen to the guide so that you can later answer my questions. Next, er, you have to visit the Istanbul International High School, where you are taking part in an exchange visit. Chat to your Turkish partner about their everyday lives. Again, remember to speak clearly! Finally, don't forget to log on to the online learning platform afterwards to complete the tasks; your final grades depend on you doing it well! Right, put your masks on and let's visit Istanbul!

Unit 7, Vision 360°, page 105, exercise 10

Teacher Morning, everyone! I can see Brandon can't attend today, so if you don't mind, we'll record the class so he can benefit from it later on.
Student 1 Fine!
Jack Okay!
Student 2 No problem!
T And Chloe, you can't log on to the school platform; that's a pity! I'll see if we can sort it out here at school. Do you want to send me your coursework by email?
Chloe Ah, erm, yes. I'll, er, I'll do that, er, right now.
T Great! Anyway, as I said last week, we're going to revise what we've studied this term in English literature. Now, before we start revising, did any of you have a chance to see the film of Jane Austen's novel Pride and Prejudice that I recommended watching? I sent you the link last Friday.
All students [inaudible voices]
T Sorry, could you say that again? The connection isn't very clear.
C I saw it, miss!
Student 1 So did I!
Student 2 It was great!
J I didn't see it. I don't have a subscription to that platform, miss.
T Aw, that's a pity, Jack! Well, those of you that did see it, what did you think of it…

Unit 8, Lesson 8.1, Track 8.01, page 107, exercises 3, 4 and 6

George Hey guys! It's George and Alicia. And welcome back to the vlog!
Alicia The summer is coming up and only yesterday we got over 300 messages asking for tips on how to get a summer job.
G Now, we're not career advisors or experts but we've occasionally had a good laugh listening to our friends' disaster stories!
A In this video we're going to give you 3 things you should, and shouldn't do, when you apply for a job. So, tip number one is be professional. This is our friend, Daniel. He's a really nice guy and he knows a lot about computers. He applied for a summer job at a tech company and he did all he could to get the job. He sent his up-to-date CV, he got brilliant references from teachers and he even convinced his mum to ask him some random interview questions so he'd be prepared for anything. But Daniel is really chatty and he can be a bit casual. He's the type of guy that calls everybody 'mate'. And he did. About fifty times during a half an hour interview! He definitely stood out from the other candidates, but not for the reasons he'd hoped. In the end, he sounded so unprofessional that he totally blew his chances and didn't get the job. But he learnt his lesson. About a year ago he started his own website and he was recently headhunted by a big international company!
G Fair play! OK, tip number 2 is to review the job description carefully! Apparently, people get this wrong all the time, just like my friend Camilla. Camilla's from Franklin, North Carolina and has worked at restaurants during the school holidays for years. She always just helped in the kitchen, but she really wanted to serve customers. Then, one day, she saw a new restaurant was looking for summer waiting staff right there in Franklin – her hometown. She had all the necessary qualifications and experience, so she applied straight away. She submitted her online application, wrote a little bit about herself, and passionately explained why she wanted to work for them. Then, a few weeks later they offered her the job for two months, with an excellent monthly salary. It was perfect… except the job was in Franklin, Texas – about 1500 km away from Franklin, North Carolina! It would take her about 15 hours every day to get to work! Obviously, that's impossible but she was too embarrassed to admit she didn't read the job description properly. So she told them she was ill and wouldn't be able to start working!
A Oh, tough luck. She should read the job description more carefully next time! But I've seen worse, this brings me to my third and most important tip. Don't. Be. Rude! Last year I was working in an ice cream shop and we were hiring ice cream sellers. One day a group of around four or five girls came in. They were around 16 and one of them said she wanted to interview for the job. She didn't have an appointment so I asked her to complete an application form and we'd arrange an interview for later that week. She complained she didn't have time and wanted an interview straight away, which was a little bit cheeky, but we gave her a chance. We asked her about her experience and qualifications, and guess what she said? 'Anybody can sell ice-cream!' Then she asked me how much the hourly rate was and when she'd receive her wages! I stopped the interview and told her to come back when she had some manners.
G What?! I can't believe that happened! Are you having me on?

A Not at all! I swear, it's true.
G Unbelievable! Well, that's it for today's video guys.
A If you've done something completely wrong when applying for a job, let us know in the comments below. We'd love to hear your stories, so we can all learn from your mistakes! See you next time!
G Bye!

Unit 8, Lesson 8.3, Track 8.02, page 109, exercises 2 and 4

Speaker 1 I'm preparing for an interview at Oxford University. It isn't going to be easy! Interviews at Oxford aren't about testing what candidates know, but about checking if candidates can use the knowledge they have to solve some problems. It's quite tricky since there are no right or wrong answers to these questions. It's the creative-thinking process that counts. A few years ago, for instance, some biology students were asked if it was easier for organisms to live in the sea or on land. Others were asked to explain why both strawberries and ladybirds were red. Psychology students were asked to comment on why humans had two eyes whereas language students had to decide if poetry should be difficult to understand.
Speaker 2 I work for a recruitment agency. My main task is to find an ideal employee for every employer. To do this, I use personality tests, ask candidates to solve problems and sometimes I check the knowledge they'll need to do the job they're applying for. Without any doubt, hiring employees is a complicated process. I can't understand how over 100 years ago an American inventor Thomas Edison was convinced that his way of looking for employees was a good one. While hiring people to work in his research laboratory in Menlo Park, New Jersey, Edison decided to test candidates' general knowledge even though it wasn't related to the job they'd have to do! He would, for example, ask where the Sargasso Sea was, what the first line of the Latin poem 'Aeneid' was or who invented logarithms. Thomas Edison is said to have had a great memory. He knew a lot of random facts and was annoyed when candidates for his jobs wouldn't know the same things.
Speaker 3 Before my last job interview, my sister and I practised only the first minute and a half of an interview. She wanted me to show her how I would enter the room, shake hands, make eye contact, sit down and react to the first question. Then we would stop the interview and practised the beginning once again. My sister kept saying that the first 90 seconds were the most important. Studies show that job interviews are influenced by a 90:90 rule. To make a good impression we only have 90 seconds. During that time people make 90% of decisions and opinions about the other person. Yet, the average length of the interview is 40 minutes, which makes me wonder why people bother …
Speaker 4 The weirdest question I've had to answer during a job interview was about the last costume I wore. I had to explain what it was and why I had chosen it. It was kind of unexpected because I was applying for a job at a shop selling glasses and sunglasses. Later, it turned out that its owners were looking for people who would create a good working environment so bringing fun and enthusiasm was a skill they needed.
Speaker 5 I remember that the night before my first serious job interview I read about the way Henry Ford, the founder of Ford Motor Company, selected people to work for him. According to that article, Henry Ford would invite his potential employee to lunch before he hired them. There he'd observe the candidate when their order arrived. Henry Ford wouldn't hire a person who salted their meal without tasting it. He simply didn't approve of people who accepted things without testing them. He thought these people wouldn't make a good employee. Although the story is probably made up, I lay awake that night thinking that during my job interview someone would try to assess me on the basis of some random criteria. For example, they could think I wear the wrong colour of clothes or that I answer questions too quickly. In the end, nothing like that happened – it was a standard interview with a standard set of questions, but I didn't get that job, maybe because I was dead tired after not sleeping much the night before.

Unit 8, Lesson 8.7, Track 8.07, page 114, exercises 1 and 6

1
Man 1 I've read a very interesting article about what skills crime-solving detectives need.
Woman 1 Oh, that's great, but you know what, you have to bring back the detective story I lent you a month ago. It was Anna's and she wants it back now.
M1 No problem! So, listen, in that article it says that education and training aren't always the most important. Soft skills such as critical thinking, teamwork, communication or problem-solving skills are extremely important.
W1 OK. Do you think you can bring it today? Anna's coming in the evening and I don't want her to think I lost it or something. You know, Anna, she gets angry when people do things behind her back.
2
Woman 2 Josh, how is it going at your new job? Have you already been to our old school to talk about … preventing crime?
Man 2 Yes, I did, but it didn't go well.
W2 I'm so sorry to hear that, but maybe it wasn't that bad.
M2 Believe me it was! I thought I was prepared. I had a presentation, but it turned out there were some technical problems and I couldn't use it. I didn't know what to do or say. Have you seen that video clip about a guy who stands in front of the audience and can't open his own presentation? You know, he's trying to use different programs and talks to himself all the time. Then he asks the audience for help. It's so funny. Then there's one guy who comes up to the front and tries to help him, but it only gets worse. Do you know what I'm talking about?
W2 Not really. But what about *your* presentation?
3
Manager Thank you very much for sending me your suggestions for our next team-building event. There were a lot of great ideas, I especially like Frank's suggestion. I have to admit I hadn't considered it before, but Frank was very convincing. Frank, could you tell us what you came up with?
Frank Of course! My idea was to organise a kayaking trip. Maybe we could have a barbecue or a picnic afterwards.
M Sounds great. I like that idea – we've never done any outdoor sports together. What do you think? Will everyone enjoy it?

Unit 8, Lesson 8.8, Track 8.08, page 115, exercise 2

Police officer Here's the picture from the CCTV on High Street. It was taken on Friday 3 June at 4.55 p.m. Soon after this time, Dave Thomson noticed his violin had been stolen. The picture depicts people sitting in the Golden Mug Café. There are six tables outside the café, and Mr Thomson is sitting at the one in the bottom right-hand corner of the picture. The violin is lying on the chair next to his. Dave Thomson seems to be looking for a wallet or something in his rucksack. I suppose he's about to go inside to pay the bill. There's nobody sitting at the table next to his…

Unit 8, Lesson 8.8, Track 8.09, page 115, exercise 3

Police officer Here's the picture from the CCTV on High Street. It was taken on Friday 3 June at 4.55 p.m. Soon after this time, Dave Thomson noticed his violin had been stolen. The picture depicts people sitting in the Golden Mug Café. There are six tables outside the café, and Mr Thomson is sitting at the one in the bottom right-hand corner of the picture. The violin is lying on the chair next to his. Dave Thomson seems to be looking for a wallet or something in his rucksack. I suppose he's about to go inside to pay the bill. There's nobody sitting at the table next to his, but there are three girls, about sixteen years old, at the table in the bottom left-hand corner of the picture. They're drinking lemonade and laughing. It looks as if they're taking selfies, but they also may be using the camera on the back of the phone to take the photos of Dave and his violin. There are three tables in the back row, further away from the street. Behind Mr Thomson's table, there's a man drinking coffee and reading a newspaper. Judging by the fact that the man is holding the newspaper but not looking at it, I suppose he might be checking what's happening in the street. If I had to make a guess, I'd say he's trying to give some signal to the man walking with the dog who's just about to pass Mr Thomson's table. To the left of that man, there's a businesswoman. I think she's working on her laptop, but it's hard to say what she's looking at because she's wearing sunglasses. In the last table, two elderly ladies are sitting and eating ice cream. You'd think they came to the café to chat, but it's clear they aren't talking or looking at each other. In the left-hand corner of the photo, we can see a teenage boy wearing a hoodie and a cap, skateboarding. I have the impression he's moving quite fast so he could grab the violin and leave the place without being noticed.
Right after this photo was taken, Dave Thomson went inside just for a minute leaving his violin on the chair. As soon as he returned, he realised it was missing.

Unit 8, Lesson 8.8, Track 8.10, page 115, exercise 4

Dave Thomson seems to be looking for a wallet or something in his rucksack. In the left-hand corner of the photo we can see a teenage boy wearing a hoodie and a cap, skateboarding. I have the impression he's moving quite fast so he could grab the violin and leave the place without being noticed.

7–8 Exam skills, Track 8.12, page 118, exercise 2

1

Woman 1 I still can't believe that I've got this new job! It's so different to what I was doing before and much more interesting. It's true that I'm a lot busier now, but the hourly rate is pretty good. And I get on well with most of my colleagues. In the last job some of the employees could be a bit irritating. My boss is brilliant too. She's constantly checking that things are going OK.
I can't believe that I wasn't going to complete the application form. I just didn't think I had the necessary qualifications. If only I'd taken the opportunity to make this career move years ago!

2

Teen Girl 1 What was it like when you were at school, dad? Did you enjoy it?
Father I remember I was a good student – well, most of the time! I didn't like all the subjects equally of course, but we were lucky that we had very good teachers. They encouraged us to work hard, but they made the lessons fun too.
TG What were your favourite subjects?
F My favourite subject was politics. It's not to everyone's taste of course, but I certainly preferred it to a lot of the other things we studied, like chemistry and physics. They were probably my least favourite. And I remember enjoying studying foreign languages, even though I wasn't that good at them, like you are.

3

Woman 2 Well, thank you all for being here today. It's always a pleasure to give these presentations. I certainly enjoy being part of such a special occasion. It's lovely to see so many familiar faces as well. This last year has been difficult for many of us for lots of different reasons. That's why I'm extremely grateful to you for all your hard work and all the support you've given. And that's not only to your own children, in particular those who have recently joined us, but to each other. I know some of our teachers have expressed their thanks to you already, but I'd like to repeat that. So a huge 'thank you' from everyone here.

4

Teen Boy I'm thinking of doing a course in the school holidays – the one on photography that Mr Clark told us about.
Teen Girl 2 Oh yeah, I was thinking about doing that too. I was worried that it might be a bit challenging though.
TB Really? I thought he said that you could choose from different levels, depending on whether you're a complete beginner or more advanced. You're pretty good at taking photos already though, aren't you?
TG2 I'm not sure about that. I'm certainly not as good as you. But wasn't it the art class that had lots of different levels? And you needed some experience to do the photography course?
TB Actually, I think you might be right after all!

5

Young man This is a great place to check out if you're leaving school or university and trying to decide which career is best for you. It's also useful for anyone who's already been in the job market for a few years, but is thinking about a change of direction. It really makes you examine what you want from a job. Are you motivated by money and will only consider roles that offer a high salary? Are you looking for a position that will give you plenty of on-the-job training opportunities while you're earning? There are lots of fun activities to engage you too, including personality tests, but it's easy to miss those out if they're not of interest.