Workbook audio scripts

Unit 1, Lesson 1.1, Track 1.01, page 8, exercise 1b

See page 186.

Unit 1, Lesson 1.3, Track 1.02, page 10, exercise 3

Maria So, can we start by introducing ourselves and our favourite blog – what is it about and why do you like it? So, I'm Maria. My favourite blog is *River Rider* by Hannah Mayfield. She's cycling along the River Danube and always has something original to say, which I think is great.

Jas OK, I'm Jas, and my blog is *Film of the Week*, by Raj Patel. Each week he chooses a classic film and writes a review about it. It's clear he knows a lot about films, and I like that.

M And Laura, your blog is a bit more serious, isn't it?

Laura Yes… Hi, I'm Laura. This blog is called *Giving It a Try* by Amy Chan. She writes about how trying new activities helped her to recover from an illness. I like it because she really connects with her readers.

Unit 1, Lesson 1.3, Track 1.03, page 10, exercises 4 and 6

Jas So, Maria, tell us more about *River Rider*.

Maria It isn't a typical travel blog, because Hannah doesn't just talk about the places she visits. She describes the people she meets and writes about the history and geography of the river, which is quite original. For example, it passes through ten countries! She also gets to the point quickly and doesn't waste words, so it's never boring. And she tells great stories too – like the time two men tried to steal her bike…

Laura And Jas, what makes *Film of the Week* so good?

J Well, Raj has a great knowledge of film-making and obviously loves it. His reviews are very imaginative – he's great at imagining what a modern audience would think of a film that was made 40 or 50 years ago. He's obviously spent time thinking about what interests him – and what would interest his audience. He also makes me laugh sometimes. For example, in his review of *Jaws*, Raj writes the review from the shark's point of view – it's terrified of humans because we kill so many of them!

M But he's making a serious point too – that we kill more sharks than they kill humans.

J Yes, absolutely.

M How does Amy connect with her readers, Laura?

L By focusing on the positive things in her life. Amy got very ill and had to wait a year before she went to university. She decided to spend the time trying new things to help her recover: baking cakes, cold-water swimming, skateboarding – even rapping. She writes about how satisfying it is when you bake a great cake, or how you feel after ten minutes in freezing cold water. Amy wants her readers to enjoy these things, to get to know her and communicate with her. She often asks us to suggest new things to write about. She's so positive and I think it helps other people to read it.

Unit 1, Lesson 1.4, Track 1.04, page 11, exercise 1

1 I love anything where you have to try and find out who committed the crime – sometimes writers keep you guessing until the last page!

2 Stories about the future really interest me. *Jurassic Park*, for example, is about a scientist who brings the

3 This is a collection of short pieces of writing – I love the way she uses rhythm and rhyme to express her thoughts and feelings.

4 *Beauty and the Beast* used to make me cry when I was a child, even though it has a happy ending. I also loved the film – it was magical.

5 I really enjoyed this book – it tells you everything you ever wanted to know about Earth and has some amazing photographs of landscapes.

6 I read this novel when I was twelve, and afterwards I couldn't sleep because I was so frightened.

7 I love books with a lot of action and an exciting story – I'm reading one at the moment, which I can't put down.

8 Love stories are my favourites! The main characters often start out not liking each other – but you know they will end up getting married in the end!

Unit 1, Lesson 1.7, Track 1.06, page 14, exercises 4 and 5

Amalia OK, so we've decided we're making a short film that tells the story of a young guy, who isn't British, arriving somewhere in the UK. We need to get some ideas about who he is. So, I want everyone to spend five minutes, on your own, writing down as many questions as possible about him. Ready? OK, go…

OK, stop. Let's see what we've got. Who wants to go first? Tonya?

Tonya OK, obvious questions first. Who is he? And where has he come from?

A Great – good start. Who's next?

Everyone

What's his name?
How old is he?
Where is he from?
How did he get here?
Did he come alone?
Where's his family?
What does he look like?
Does he speak English?
How is he feeling?
What's he wearing?

Otto I don't think what he's wearing is important. What matters is his story and…

A Hang on, Otto, let's not criticise anyone's ideas until we've finished. OK? Right, keep the questions coming.

Everyone What has happened to him?
Why has he come to the UK?
How long has he been travelling?
Where had he been before he arrived in the UK?
What is happening to him at the moment?

A OK, so we've decided on the character. His name's Rahim, he's 19 and he's come from Afghanistan. So now we need to develop the story. What is happening at the start of the film, and what happens after that? Can we go around the table? Just give me one idea at a time. Otto, you start.

O Right… Well, at the start of the film, Rahim is standing alone outside a station in the middle of a busy city. Obviously, he's just got off a train, or maybe a bus. He has a small bag, and a piece of paper in his hand.

A Thanks, Otto. That's a really good, dramatic start. OK, my turn. It's very early in the morning or maybe late at night, so there's no one around. James, you're next.

James He's looking around, wondering what to do and where to go. He looks scared, but kind of excited as well – you know?

T I think that's a great idea – we need to show the audience how he's feeling. OK, then he starts walking along a road away from the station. He looks back and sees two people following – two men. We can't see who they are yet – they're too far away.

Unit 1, Lesson 1.8, Track 1.07, page 15, exercise 4

Ava As far as I'm concerned, it would be better to make a drama than a documentary. We can choose what information to include and focus on what's most important. And we'll have complete control. What does everyone else think?
Sean Personally, I much prefer the idea of making a documentary. When you think about it, it's more convincing to have real people talking about their lives. Also, a documentary will be easier to film. Would you agree with that?
Beth Good point. With a documentary, we won't have to write a script or invent a plot. And we won't need to find actors or look for locations. We can just go into town with a camera and start shooting! Also, in my experience, people will learn a lot more from a documentary than from a drama.
A Can I stop you there? I'd take a different view on that. I think you can learn more from a drama because you get involved in the story and care about the characters. Also, because you have a script you can control the message you want to communicate. And if you aren't happy with a shot, you can film it again. You can't do that with a documentary.
B I'm not sure I agree. You can film again in a documentary. And you can edit the footage, so you do have control. I think both dramas and documentaries can be educational. But all things considered, I'd prefer to make a documentary for this project. The problem with a drama is people know they're watching something that's fictional. Don't you think that's really important?
S Yes. I couldn't agree more. We want people watching our film to know that it's real, not made up.
A Hang on a moment. Are you sure that a documentary is real? Beth has just said you can change things by editing them.
S Yes, but it's still real, isn't it? It isn't fiction.
A Well, I'm not sure I agree.

Unit 2, Lesson 2.1, Track 2.01, page 18, exercise 1b

See page 188.

Unit 2, Lesson 2.2, Track 2.02, page 19, exercises 1 and 2

1
A Look at all these people! I didn't think it would be this busy.
B I know. It's going to be hard to find Ed in this crowd.
2
A OK, so what's the plan for this evening?
B Ben and Daisy are coming round for pizza. Then we're all going bowling.
3
A Do you think Samira can pass her driving test?
B She's had a lot of lessons, so I think she will probably pass this time.
4
A I'm nearly ready. What time is it?
B It's 6.45 p.m. Hurry up – the concert starts at 7.30.
5
A Where are you?
B I'm in that Italian café opposite the station.
A OK. As soon as my train arrives, I'll come and find you.
6
A I need to revise for my maths test tomorrow.
B Paola and I will help you when we have finished supper.
7
A What will you do after you have finished school?
B Well, I'm going to take a year off and travel.

Unit 2, Lesson 2.3, Track 2.03, page 20, exercise 3

Host For today's episode I talked to two young people about their wild travel plans for this summer! First here's Laura, who is spending some time in the USA.
Laura In less than two weeks, I'm flying to California – I'm very excited about that. I'm meeting two friends in Los Angeles and we're going to hike the Pacific Crest Trail. This stretches for over 4,200 kilometres from south to north and takes about six months to complete. However, we're just hiking part of it and we think that will take us four to six weeks.
The trail is mostly through the mountains, but there are some woodland areas too. It's going to be amazing – walking every day surrounded by breathtaking views! We have to carry everything we need with us – clothes, camping equipment, food – and we'll get our water from mountain streams.
According to our information, the weather is usually fine at this time of year, but it is often very hot. You do have to be careful on the trail. The weather can change quickly, which can be dangerous, especially if there's snow. I'm taking a mobile phone – I'm not sure if there will be a signal, though. Anyway, when I get the chance, I'll post some photos online.
H Now let's hear from Josh, who is travelling to Northern Finland.
Josh I'm spending a few months living in a remote community about 100 km from the nearest town. This small community has chosen to live a different kind of life. They live surrounded by nature in a way that is better for the environment. They grow most of their own food and use fewer natural resources. I'm going to live in a small cabin beside a lake. I'm going to help on their farm, growing vegetables and looking after the chickens and other animals.
There's no electricity and I'll get all my water for drinking and washing from the lake. There are no showers, either, so to keep clean, I'll have a sauna once or twice a week.
I'll need to develop some survival skills, such as making a fire for cooking and keeping warm. And one of the guys, Janne, says he'll teach me to hunt and fish.
I'm arriving in the middle of summer, so I expect life will be quite easy at first. But it's going be very different in winter – temperatures fall below zero and the lake will freeze!
I think the thing I'm going to find the most difficult is that there is no internet connection. Once I arrive, I won't be able to contact my family unless I go into the nearest town.

Unit 2, Lesson 2.3, Track 2.04, page 20, exercise 4

Laura In less than two weeks, I'm flying to California – I'm very excited about that. I'm meeting two friends in Los Angeles and we're going to hike the Pacific Crest Trail. This stretches for over 4,200 kilometres from south to north and takes about six months to complete. However, we're just hiking part of it and we think that will take us four to six weeks.

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According to our information, the weather is usually fine at this time of year, but it is often very hot. You do have to be careful on the trail. The weather can change quickly, which can be dangerous, especially if there's snow.
I'm taking a mobile phone – I'm not sure if there will be a signal, though. Anyway, when I get the chance, I'll post some photos online.

Unit 2, Lesson 2.3, Track 2.05, page 20, exercise 5

Josh I'm spending a few months living in a remote community about 100 km from the nearest town. This small community has chosen to live a different kind of life. They live surrounded by nature in a way that is better for the environment. They grow most of their own food and use fewer natural resources. I'm going to live in a small cabin beside a lake. I'm going to help on their farm, growing vegetables and looking after the chickens and other animals.
There's no electricity and I'll get all my water for drinking and washing from the lake. There are no showers, either, so to keep clean, I'll have a sauna once or twice a week.
I'll need to develop some survival skills, such as making a fire for cooking and keeping warm. And one of the guys, Janne, says he'll teach me to hunt and fish.
I'm arriving in the middle of summer, so I expect life will be quite easy at first. But it's going be very different in winter – temperatures fall below zero and the lake will freeze!
I think the thing I'm going to find the most difficult is that there is no internet connection. Once I arrive, I won't be able to contact my family unless I go into the nearest town.

Unit 2, Lesson 2.5, Track 2.06, page 22, exercise 4

Maria In Madrid, there are so many cars polluting the air. All my friends are worried about it. This weekend, we will be holding a protest to try and stop cars entering the city. I hope by the end of the protest we will have convinced some people not to use their cars.
Angelo Climate change is causing terrible forest fires in the southwest USA. There were days this summer when I couldn't go to school because of the air pollution. If the situation doesn't change, more kids like me will be missing school regularly. Also, we will have lost a lot of forest.
Julia Kenya has lost nearly half of its forests, so deforestation is a serious problem. We have set up a tree-planting project, and over the next few years we will be planting thousands of new trees. By 2030, I hope we will have replaced many of the trees.
Foeke One third of the Netherlands is already below sea level. Due to climate change, sea levels are rising, and we are getting more frequent heavy storms. In the future, more and more people will be living with the risk of flooding. In the long term, it's possible that the sea will have flooded many towns and cities.

Unit 2, Lesson 2.7, Track 2.08, page 24, exercise 3

1 It's a difficult situation. She needs to be careful. If she tells the wrong person, it will have an impact on her situation. My advice would be to talk to someone she can trust – this might be a family member, a teacher, or a close friend. She should ask them what they would do in her situation.
2 She needs to think about what will happen as a result of telling or not telling someone. If the local community finds out about the report, the road might not get built and that will be bad for the town. On the other hand, unless she says something, the road will probably go ahead, which will harm the local environment. She needs to decide which is more important!
3 I'm not sure I agree. I don't think it's about the consequences. The question she should ask herself is what's right and what's wrong here. If she decides to do the wrong thing, she'll always feel bad, even if the results seem positive. So, if she believes the council should not have hidden the report, she has to say something. That's what I think.

Unit 2, Lesson 2.8, Track 2.09, page 25, exercises 2 and 3

Student I absolutely believe that we need to switch to 100% renewable energy as soon as possible. There are a number of reasons for this.
Firstly, energy supply. At the moment, we get most of our energy from fossil fuels – oil, coal and natural gas. Most experts agree that world supplies of both oil and gas will have run out in about 50 years' time. Moreover, they will become more expensive to produce – so in the future, we will be paying higher prices for our electricity.
Renewable sources of energy, such as solar and wind power, are not only free, but also unlimited – they won't run out.
There's clearly a strong environmental argument for switching from fossil fuels. They produce around 75% of all greenhouse gas emissions. They are the main reason for the increase in global warming, as well as causing high levels of pollution. Unless we act in the next few years, temperatures will, without any doubt, keep rising. However, renewable energy contributes very little to global warming. What's more, it's cleaner and doesn't pollute the air we breathe, so obviously it's better for our health.
There are real economic benefits too. For example, once we have put the technology in place to generate electricity from sources like solar and wind power, renewable energy prices won't go up and down like the price of oil. In fact, they will be more stable. Furthermore, increased investment in renewables will lead to more jobs in the green energy business and will also lower prices for customers.
So, as we have seen, renewable energy will improve many aspects of our lives in the future. In my opinion, we must switch from fossil fuels to 100% renewables as soon as possible. Thank you.

Exam skills Units 1–2, Track 2.10, page 28, exercise 2

Interviewer It's easy these days to feel negative about the environment and our planet's future. We're always hearing news stories about parts of the world becoming too hot to live in, or other places having too much rain, about wildfires that burn out of control and rising sea levels. But there are reasons to be hopeful about the future, and scientist Ray Norman is here to tell us about some of them.
Ray Norman Hello! Yes, well, the first thing is that there are just more of us who want the people in power to do something! Young people in particular are taking action. It's becoming more difficult for world leaders to avoid

listening to them. Technology is making a big difference too because it's easy to find and share information quickly. That means that more people are aware of more things! And scientists today are much better at communicating information in a way that everyone can understand. So the people in power now realise that climate issues are important and they need to deal with them. There's also been a big change in the last 50 years because environmental issues, such as pollution, are having a greater effect on people's health worldwide. More people can see the harm that it's doing, and they're worried for themselves and for their children.

I So what else is happening, Ray?

R Well, a lot more people are choosing to stop eating meat completely or are at least reducing how much of it they eat. That's because producing meat is bad for the planet. Deforestation of large areas to build meat factories there or to grow food for animals is increasing global warming. Most of my friends and family don't eat as much meat as they did in the past. And there are a lot more options when you go out to eat or buy food from the supermarket, which really helps, of course.

I We've got time for one last point, Ray.

R Well, the main reason I believe all of us should be hopeful is renewable energy. There has been a huge change in the number of renewable energy sources we use. Wind, solar and geothermal technology are becoming cheaper all the time. Soon they will be no more expensive than other, more harmful sources of energy, which means there'll be no reason to avoid using it. Many cities around the world already use electric buses, and there are more and more electric cars on our roads, which means there will be less pollution.

I Thank you so much, Ray. And if you want to find out more …

Unit 3, Lesson 3.1, Track 3.01, page 30, exercise 1b

See page 189.

Unit 3, Lesson 3.1, Track 3.02, page 30, exercise 3

1 This is a nasty cut – and some dirt has got into it. I'm going to wash it now, and then cover it.

2 I picked up a heavy box last night and now my back really hurts. I can hardly move.

3 OK, he's having chest pains and he's getting out of breath. We need to get him to hospital as soon as possible!

4 I had a really bad headache, and my whole body hurt. I felt exhausted and very hot. I stayed in bed for a week.

5 We were out in the evening, wearing shorts and T-shirts – and soon our arms and legs were covered in red bumps!

6 I was out in the rain yesterday without a coat and now I feel a bit unwell. I'm going to take some vitamin C.

Unit 3, Lesson 3.3, Track 3.03, page 32, exercises 2 and 3

My presentation today is called 'The truth about unhealthy foods'. I'm going to look at some of the foods that many people think are unhealthy. And I'll be asking, 'Is there any real evidence to support what they are saying?'

Let's start with fizzy drinks, like cola and lemonade. Some are high in sugar, and too much sugar can lead to certain diseases. But what about sugar-free fizzy drinks? Many people believe the chemicals in these drinks can also cause serious health problems. As a result, they are put off buying them. But a recent study in the US showed that drinks with artificial sweeteners are probably healthier than those with a lot of sugar.

OK, what about wheat? About 1% of people have a medical problem eating wheat products. Their bodies find it difficult to deal with foods like bread and pasta, because wheat contains something called gluten. However, more and more people are claiming that they have stomach problems caused by wheat products. But how do we know if this is actually true? Scientists point out that people have been eating wheat for more than 10,000 years. Also, these problems can be caused by sugars found in many other types of food, including some fruit and vegetables.

Next are dairy products. For a long time, people have been afraid that butter, cheese and milk that are high in fat can lead to heart disease, or even give them a heart attack. Food manufacturers feed on people's fears about the dangers of eating these foods and are always encouraging us to buy 'low-fat' alternatives instead. However, several studies suggest it might be better for our health to stick with high-fat milk rather than change to a low-fat option which may contain larger amounts of sugar. They found that people who eat a lot of dairy products are actually less likely to put on weight – possibly because high-fat foods make us feel full for longer, meaning we eat fewer unhealthy snacks.

Lastly, coffee. Despite what many people believe, there's no evidence that drinking a lot of coffee can lead to a heart attack. In fact, a study by American scientists found that people who drink between three and six cups of coffee a day were 10% less likely to suffer from heart attacks, diabetes and infections. This doesn't rule out the possibility that coffee may be bad for some people, but it's probably safe for most of us to keep on drinking it.

So, what should we make of all this information? In my view, it's important to follow the science. We must look at the evidence, and we must remember that just because a lot of people say something is true, it doesn't mean that it is!

Unit 3, Lesson 3.3, Track 3.04, page 32, exercise 4

1 'In my presentation today, I'm going to look at some of the foods that many people think are unhealthy.'

2 'Many people believe the chemicals in these drinks can also cause serious health problems. As a result, they are put off buying them.'

3 'About 1% of people have a medical problem eating wheat products. Their bodies find it difficult to deal with foods like bread and pasta, because wheat contains something called gluten.'

4 'But how do we know if this is actually true? Scientists point out that people have been eating wheat for more than 10,000 years.'

5 'Food manufacturers feed on people's fears about the dangers of eating these foods and are always encouraging us to buy 'low-fat' alternatives instead.'

6 '… several studies suggest it might be better for our health to stick with high-fat milk rather than change to a low-fat option which may contain larger amounts of sugar.'

7 'This doesn't rule out the possibility that coffee may be bad for some people, but it's probably safe for most of us to keep on drinking it.'

8 'So what should we make of all this information? In my view, it's important to follow the science.'

Unit 3, Lesson 3.7, Track 3.07, page 36, exercise 4

Chloe I think Adela dealt with it pretty well. I mean, she was angry at first, and she started out thinking her friend was responsible … You know, blaming someone else for her mistake.
Sam That's right – but then she accepted it was her fault. She didn't spend much time over-thinking, did she?
C Mmm, there was a bit of regret, but that's all. But then she refocused by thinking about the positive side of things: she still had her notes. And then she started making plans for what to do next.
S So what about Mateo? He blames himself, doesn't he?
C Yes, and he's obviously really angry with himself – and sad too. The jacket obviously meant a lot to him.
S I don't feel he's really accepted the situation yet – he's still quite emotional. And he's thinking too much about what happened.
C Yes, he's obviously anxious about how his father will react. But I don't understand why he didn't contact the train company to see if someone had found it. That would be the obvious thing to do.
S Well, maybe he has now. OK, now, Emma. I feel quite sorry for her.
C Yes, this situation isn't really her fault at all. Do you think she blames her parents?
S I think she does. But it sounds as if she isn't trying very hard to make friends. She's still thinking about her old life a lot. And she sounds … I don't know, a bit jealous of her old friends.
C I agree. She needs to move on and think about the future, not the past.
S That's easy for you to say – you aren't in her situation!

Unit 3, Lesson 3.8, Track 3.08, page 37, exercises 2 and 6

Dialogue 1

Pharmacist Good morning. How can I help you?
Jose I'd like some advice about an injury.
P Would I be able to see it?
J Yes, sure.
P It's quite red. You might have an infection.
J What do you mean by that?
P The cut may have got some bacteria in it.
J OK. Are you able to give me some antibiotics?
P Sorry, I can't – you need a prescription for that. I think the best course of action is to see a doctor as soon as possible, in case of infection. And you should definitely cover the cut with a bandage to keep it clean.
J OK, I will. Thank you.

Dialogue 2

Pharmacist Hello, there. What's the problem?
Anne I feel pretty terrible …
P What are your symptoms? Do you have a fever?
A Yes, I do! And I have a sore throat … What would you suggest?
P OK, you might have the flu. I can give you some cough medicine and some sweets for your throat. Do you know if you are allergic to anything?
A Sorry, do you think you could repeat that last part?
P Are there any medicines you can't take?
A No, nothing.
P OK, good. May I suggest that you go home and rest for a few days? And you should drink plenty of liquids – that's important.
Anne I will. Thank you very much.

Dialogue 3

Pharmacist Hello. Can I help you?
Lena Yes – I think I've hurt myself quite badly.
P Yes, I see. Can you tell me when this happened?
L Yes – three days ago.
P Are you able to wiggle your toes?
L I'm sorry, I didn't quite catch that.
P Can you move your toes like this? Good … I don't think it's broken.
L Could you recommend something for the pain?
P Yes, I can give you some painkillers. It's really important that you rest as much as possible. Try not to walk on it.
L OK, I'll do that. Thank you.

Unit 3, Lesson 3.8, Track 3.09, page 37, exercise 7

Customer I've got a burn on my hand. Could you recommend something?
Pharmacist Can I see it? Hmm. Can you tell me how this happened?
C What do you mean by that?
P What caused the burn?
C Oh, right. I was making coffee and I spilled some.
P Have you put anything on it?
C No, I haven't. What do you advise?
P Do you know if you're allergic to anything?
C I don't think so.
P I think the best course of action is to use this cream two or three times a day.
C OK. Thanks.
P And it's really important that you wash your hands before you apply the cream.

Unit 4, Lesson 4.1, Track 4.01, page 40, exercise 1b

See page 192.

Unit 4, Lesson 4.3, Track 4.03, page 42, exercise 3

Katalin I watched a really interesting talk last night. A writer called Susan Cain talked about two different personality types, introverts and extroverts, and how society sees them. She said she was an introvert, but she spent years behaving like an extrovert, especially at work, because she thought that's what people expected of her.
Matt Sounds interesting.
K Yes, and she said that society favours extroverts – for example, it values people who are good leaders and like to talk. However, while introverts may lack these qualities, they still have a lot to offer.
M Can you explain what introverts and extroverts are?
K OK. Extroverts enjoy situations that provide lots of stimulation, such as talking to new people, being the centre of attention, being surrounded by noise and activity. That's how they get their energy. It's what makes them feel good. But for introverts this is often tiring because they prefer quieter situations. Being an introvert isn't just being shy – it's about how you respond to what's happening around you. Introverts often enjoy social occasions, but they may get tired more quickly. They need to escape to somewhere quiet where they can relax and get their energy back.
M So, do you think society favours extroverts?
K Yes, our society tends to assume that being an extrovert is the 'right' way to be. Just to give you an idea of this, Susan Cain told a story about being at summer camp when she was a kid. The kids were encouraged to do everything as a group. She said when she had tried to do something quiet on her own, like reading a book, the others asked her why she wanted to do that. They told her it wasn't OK to spend time alone reading – everybody had to take part in the group activities. So, she adapted. She said this is what many introverts do – they act against their feelings to behave the way society expects.

Unit 4, Lesson 4.3, Track 4.04, page 42, exercise 5

Matt Did she give any other examples?
Katalin Yes. So, for example, a typical classroom is often organised with students sitting around a table facing each other. That's because society believes the best ideas and the best work come from people talking to each other; activities such as brainstorming and group project work are examples of this. For kids who prefer to work quietly alone, this can be a problem. Also, big companies often select people based on how they perform in groups, like in a problem-solving task. Imagine you're an introvert – in this situation, it's more natural for you to be quiet and listen. The person with the loudest voice doesn't necessarily have the best ideas, or the best skills for the job. But they do most of the talking, so they get noticed.
M So, basically, if you want to succeed, you have to act like an extrovert?
K No, I don't think so. It's important that companies give introverts the time they need to think, for instance, some time alone to concentrate and come up with ideas. Society needs a balance between introverts and extroverts. To show you what I mean, think about Steve Wozniak, who invented the first Apple computer. He was an introvert who spent hours working alone in his office. But when he teamed up with extrovert Steve Jobs, and founded Apple Computers, their combination of skills was what made the company successful. So, Cain said that society needs to value introverts more.

Unit 4, Lesson 4.3, Track 4.05, page 42, exercise 7

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Matt Sounds interesting.
K Yes, and she said that society favours extroverts – for example, it values people who are good leaders and like to talk. However, while introverts may lack these qualities, they still have a lot to offer.
M Can you explain what introverts and extroverts are?
K OK. Extroverts enjoy situations that provide lots of stimulation, such as talking to new people, being the centre of attention, being surrounded by noise and activity. That's how they get their energy. It's what makes them feel good. But for introverts this is often tiring because they prefer quieter situations. Being an introvert isn't just being shy – it's about how you respond to what's happening around you. Introverts often enjoy social occasions, but they may get tired more quickly. They need to escape to somewhere quiet where they can relax and get their energy back.
M So, do you think society favours extroverts?
K Yes, our society tends to assume that being an extrovert is the 'right' way to be. Just to give you an idea of this, Susan Cain told a story about being at summer camp when she was a kid. The kids were encouraged to do everything as a group. She said when she had tried to do something quiet on her own, like reading a book, the others asked her why she wanted to do that. They told her it wasn't OK to spend time alone reading – everybody had to take part in the group activities. So, she adapted. She said this is what many introverts do – they act against their feelings to behave the way society expects.
M Did she give any other examples?
K Yes. So, for example, a typical classroom is often organised with students sitting around a table facing each other. That's because society believes the best ideas and the best work come from people talking to each other; activities such as brainstorming and group project work are examples of this. For kids who prefer to work quietly alone, this can be a problem. Also, big companies often select people based on how they perform in groups, like in a problem-solving task. Imagine you're an introvert – in this situation, it's more natural for you to be quiet and listen. The person with the loudest voice doesn't necessarily have the best ideas, or the best skills for the job. But they do most of the talking, so they get noticed.
M So, basically, if you want to succeed, you have to act like an extrovert?
K No, I don't think so. It's important that companies give introverts the time they need to think, for instance, some time alone to concentrate and come up with ideas. Society needs a balance between introverts and extroverts. To show you what I mean, think about Steve Wozniak, who invented the first Apple computer. He was an introvert who spent hours working alone in his office. But when he teamed up with extrovert Steve Jobs, and founded Apple Computers, their combination of skills was what made the company successful. So, Cain said that society needs to value introverts more.

Unit 4, Lesson 4.7, Track 4.08, page 46, exercises 2 and 3

Careers adviser So here are my top tips for having a great interview. Even if you're nervous, smile politely when you meet someone for the first time. Smiling helps you to feel more positive, as well as showing other people you are happy to meet them.
Now, body language – to make a good first impression, stand up straight. And keep your back straight when you're sitting down. This shows you are paying attention. Also, be aware of your hands – don't wave them about too much!
Another important thing is eye contact. If someone speaks to you, look at them while they are speaking. This not only shows you are interested in them, but it also suggests that you are honest and open – you have nothing to hide!
Show you're listening actively by looking at the speaker, nodding your head, and using expressions like 'Yes', 'I see' and so on. It's OK to ask people to clarify or repeat what they said, but try not to interrupt them.
All these things will help you to look confident and create a good impression. Don't be afraid to speak, but don't talk too much – you don't want to come across as over-confident. You should aim to come across as calm and relaxed.

Unit 4, Lesson 4.7, Track 4.09, page 46, exercises 6 and 7

Ezra OK, so we agree they're both good singers. But what would they be like to be in a band with? Lucia, what do you think?
Lucia I thought Layla was really nice. She had good body language – she seemed relaxed and friendly. But also confident without being over-confident – do you know what I mean?
Oli Yeah. And I like the way she really listened to us – you know, she made eye contact, and she asked questions when she didn't understand something. Also, she had a very positive attitude – she said lots of nice things about her friends and the band she's in now.

E And she wasn't looking at her phone all the time. In fact, I didn't even see it.
O She was late, though – you know how I feel about people being on time for rehearsals.
L True, but she explained why, and she apologised, so I think that's OK.
E So, what about Stefan? He has a great voice.
L Yeah, didn't he seem too confident to you? He interrupted us lots of times when we were talking about the band so he could tell us about himself. I imagine he's quite selfish.
O I didn't like the way he talked about his last band – he was really rude about them. And he spoke so fast, sometimes it was hard to understand him.
E Did you notice how he never smiled? And almost never made eye contact? I didn't think his body language was very positive.
O And did you see him checking his phone when I was talking to him? Like he didn't really want to be here.
L Yeah, I noticed that. But as Ezra said, great voice. His clothes were nice too. Very cool.

Unit 4, Lesson 4.8, Track 4.10, page 47, exercises 1 and 2

Dialogue 1

Jamie Guess what? Aidan's left home!
Noah What? No way!
J It's true. He told me his mum had accused him of stealing money. He denied it but his stepfather threatened to kick him out. So he's staying at Ben's.
N Poor Aidan! That reminds me, it's Laura's birthday party on Friday. I know Ben's going. What about you?
J Yes, I think so. Anyway, as I was saying, Aidan had to leave home. He admitted that he wants to go back…
N What did you say?
J I persuaded him to call his mum and explain how he feels. I'll talk to him again at school. Speaking of school, I should go or I'll be late.

Dialogue 2

Mila Hey, Elise. You'll never believe what I'm doing this Saturday.
Elise Surprise me!
M One of my teachers recommended going to a recruitment day. I asked my parents what they thought and they encouraged me to go.
E That's great, Mila! Oh, by the way, did you get Ms Lewis's message about the class meeting? It starts at 4.00 p.m. this week and she reminded everyone to be on time.
M Right, thanks for telling me. So … Back to what I was saying. Mr Walker advised me to dress smartly, and not to wear my old jeans…
E And warned you not to talk too much, I expect!
M Ha ha! Anyway, before I forget, can I borrow your leather briefcase? I want to make a good impression.

Exam skills Units 3–4, Track 4.11, page 50, exercises 1 and 2

1
Boy Did you and Adam go to that new café at the weekend? How was it?
Girl Yes, it was great! As you know, I'm a big fan of meat, so I wasn't sure if I'd like it or not.
B Is it all meat-free then?
G Yes, but there are plenty of choices, like interesting things with pasta.
B So what did you have?
G Well, Adam was going to have the fish soup. We both thought it looked amazing! But then he saw the salad I'd ordered, and he changed his mind and had the same as me.
B Hmm, I think the fish soup sounds good and much healthier than meat!
G Yes, maybe I'll try it next time!
2
TV show host We're very lucky to have with us this evening an amazing star of both TV and film. We probably all know her best for playing the character of the talented artist Emma in the TV series *Picture Me*. It was certainly one of the most popular programmes on TV in recent years – the whole country was talking about it! But this evening, we're going to find out about her career change into writing. Her latest novel was published earlier this year and I'm sure it's going to be as successful as her TV career has been. Please join me in welcoming author and actor, Teresa Corrales!
3
Girl 2 Hi Ben. Oh no, what have you done to your leg? Did you have an accident?
Boy 2 Yes! I cycled to the coast one day last week. The weather was really sunny when I arrived, so I decided to go for a swim. I left my bike on the road and walked down to the beach. But I didn't notice a hole in the sand as I was walking. I wasn't in the water for very long because the wind suddenly got really strong. There were some huge waves and it was difficult to stand up. It was on the way back that I fell into the hole. If only I'd seen it before! I couldn't ride my bike home, so my mum had to collect me in the car.
4
Girl 3 Tom – it's me. Listen, I'm sorry, but I can't meet you this Saturday for tennis as usual. I have to go away with my family. You see, my aunt is in hospital. She had a sore throat and a fever last week, but it got much worse and she couldn't stay at home on her own. So my mum and dad are going over to visit her for a couple of days. I'm going to help them by cleaning my aunt's house and doing the shopping while they visit her in hospital. I hope we can play tennis next weekend, though!
5
Boy 3 Shall we go and see something at the cinema next week? There are some really good movies on.
Girl 4 That's a great idea! There's the next part of that story about the family who travel into the future. The first one was amazing!
B3 I'm with you on that – I loved it too! So which day shall we go?
G4 Let me see. Well, next Monday is 1st April, but I can't go then because I've got a music lesson. How about the Wednesday?
B3 So that's the third isn't it? Wait a minute. Hmm. Can you go the day before, on the second?
G4 You mean the Tuesday? Yes, that sounds good.
B3 Sorted. See you next week then!

Unit 5, Lesson 5.1, Track 5.01, page 52, exercise 1b

See page 193.

Unit 5, Lesson 5.1, Track 5.02, page 52, exercise 4

A Buying and selling between countries is called trade. Right?
B Yes. In some countries there are companies that manufacture goods like phones or coffee. Those companies are the producers. And people in other countries want to buy those things.
A And these people are consumers.
B Correct. So the companies send their products abroad. In other words, they export them.
A And the countries – or the importers that buy them – are the markets.
B Exactly. And the price they have to pay for something depends on two things. Firstly, how many people want to buy it – the demand. And secondly, how much of it is available for sale – the supply.

A Also, more people are using online retailers like Amazon. Many of their products are cheaper because they have huge buildings where they keep their stock. And items are distributed around the country by lorry.

Unit 5, Lesson 5.2, Track 5.03, page 53, exercise 1

Dina I'd really like to start a business baking and selling cakes at school.
Ms Craig Great idea! But you ought to talk to the head teacher first. You mustn't start a business at school without permission.
D Will anybody buy them, though?
MC Of course! You needn't worry about that – everyone likes cake.
D What about advertising?
MC Yes, you definitely need to advertise. But remember, you don't have to sell cakes every day. You should start with just one cake sale a week.
D The cakes have to be good.
MC Yes, and you have to make sure you follow the rules about health and safety.
D I'm not sure I can do this …
MC Of course you can! You must believe in yourself.

Unit 5, Lesson 5.3, Track 5.04, page 54, exercises 3 and 5

We all know we should recycle our waste. But do we really know what happens to it? Today we're looking at the global trade in waste, especially plastic waste. Recycling is a business, and waste material is a resource. Companies make money from selling it to different markets abroad. There are also economic benefits for their customers, the companies in those markets who recycle it. All kinds of waste are exported, including paper, cardboard, glass and metals. But plastic is the one that contributes most to environmental pollution. Plastic makes up 12% of all global waste, but only about 9% of plastic waste is recycled. Over the past 30 years, there has been a huge growth in the export of plastic waste from the UK, the US, Japan and the EU. In 2016, 14 million tonnes were exported for recycling. Over half of this, 7.35 million tonnes, went to China. China recycled the waste and manufactured new products from it. However, in 2018, this situation changed when China introduced a ban on the import of most plastic waste. As a consequence, exporters had to send their waste somewhere else – mainly to countries in South-East Asia, like Thailand, Indonesia, Malaysia and the Philippines.
The problem is, there's now too much plastic waste for these countries to deal with. And not all types of plastic can be recycled, for example, plastic bags. It's prohibited to export non-recyclable waste from the EU. Companies know they mustn't do it, but it still happens. The main effect is that a lot of plastic is not recycled. It's thrown away and eventually ends up in the ocean – about 8 million tonnes enters the ocean every year. Secondly, some countries have realised they don't have to deal with this material. Some countries, like Malaysia, are starting to return it. And Thailand and Indonesia have raised their environmental standards and also introduced bans on some plastic waste.
So what happens if we can't send our waste abroad to be recycled? One solution is to produce less plastic. Increasing numbers of consumers are demanding more environmentally friendly packaging and that may influence the way companies package their goods. Of course, environmentalists argue that we needn't export waste at all – we just have to get better at recycling it at home. That means the international recycling industry needs to invest more money in better recycling methods that are less polluting. But one thing is certain: we must find a solution soon.

Unit 5, Lesson 5.7, Track 5.06, page 58, exercises 2 and 3

Lucy Did you listen to the podcast by Kate Martyn about global consumers? It has really inspired me to change what I buy – and to get other people to do the same!
Beth No, I didn't hear it. What did she say?
L Basically, there are three things everyone can do. Firstly, we can reduce the number of things we buy. So, for example, buy fewer but better-quality clothes … and wear them more.
B Sounds good. Or … we could buy one good-quality Fairtrade chocolate bar instead of several cheaper ones. So, it needn't actually cost more.
L Yes – I hadn't thought of that!
B So what was the second thing we can do?
L OK, secondly, Kate also said we should try to recycle as much as possible. For example, buy second-hand clothes or swap clothes you don't need with friends. You can do this with books, computer games, music, bikes and skateboards too.
B I like that – maybe we could organise a swapping event at school – for all the old things we don't want any more!
L Good idea!
B Thanks! So, what was the third thing we can do?
L It was to reuse the things we buy. Don't buy something because it's cheap and then throw it away. Buy things that last a long time and look after them.
B OK, so at school, students could use their own cup or mug at the café, or their own water bottle?
L Exactly! And we could also ask the canteen to serve more plant-based meals, like meat-free burgers – and give people the chance to be more environmentally friendly!
B That all sounds really good. But how do we get other students interested in changing what they buy? That isn't going to be easy!
L We need to get them to come up with their own ideas. If we just tell them what they ought to do, they won't do it.
B OK, then. Let's ask people to message us with their ideas.

Unit 5, Lesson 5.8, Track 5.07, page 59, exercises 2 and 3

Dialogue 1

Felipe I need some advice about money. My mum makes a payment into my bank account every month. The problem is, I usually spend it in two weeks. What's the best thing to do if I want to reduce my spending?
Adviser Your best option is to withdraw a small amount of cash each week. Only buy what you really need, and don't take out any more until the following week.
F OK, that makes sense.
A Also, it would be a good idea if you kept a note of everything you spend. That way you'll soon find out where your money is going.
F I need a new laptop, but the one I want is really expensive. How do you think I ought to pay for that?
A Does it have to be new? Have you thought about getting a second-hand one?
F What about getting a loan?
A You could do that, but if I were you, I'd try not to get into debt.

Dialogue 2

Hannah I have some important exams this year, and I'm a bit worried.
Adviser OK. How can I help?
H I spend most of my time studying the subjects I like and then don't have enough time for the others. What do you advise me to do?
A Well, you need to organise your study time better.
H You're right. How do you think I should do that?
A First, have you tried making a study plan? Every week, you'll need to write down the subjects you have to study and decide how much time to spend on each.
H Thanks, that's really helpful. What about writing essays? I always leave it to the night before …
A Well, again, you really ought to think about making a plan! Think about how long you need for your reading and note-taking, not just the writing. And you'd better start early – don't wait until the last minute!

Unit 6, Lesson 6.1, Track 6.01, page 62, exercise 1b

See page 196.

Unit 6, Lesson 6.1, Track 6.02, page 62, exercise 5

Ben Could you find the time to give me a hand this evening?
Sam Let me guess – you want me to help you paint the basement.
B How did you know?
S I heard Dad ask you earlier. Did he offer to pay you?
B Fat chance of that! No, but he gave me money for the stuff we needed.
S Did you get everything?
B Yes, ta-da! One can of paint and two brushes.
S OK, then. Let's get on with it!

Unit 6, Lesson 6.3, Track 6.03, page 64, exercises 3 and 4

Speaker 1 It has a kitchen, a living room and a bedroom, plus a tiny bathroom, which is all you need. There's a solar panel on the roof, which I suppose supplies the electricity for all the appliances. What's great about living there is that it looks perfect for one person. I also like the fact that you're close to nature – you can look outside and see trees and birds. And if you get tired of where you are, you can just move somewhere else. Of course, there must be disadvantages. For one thing, it's quite small, which could be a problem when the weather's bad and you can't go outside. The cupboards and shelves are functional. However, there isn't much space to store stuff. Keeping warm and dry in winter could be difficult – you'd have to wear lots of sweaters and a hat to feel cosy.
Speaker 2 One of the biggest advantages of living there is that it's designed to be eco-friendly. The house uses modern, sustainable technology, which doesn't take up a lot of space. There are solar panels on the roof, so it's completely self-sufficient in terms of energy. This means it costs very little to run the electrical appliances. There are also plenty of cupboards and two built-in wardrobes to store things. The air inside is very clean and the house is very quiet, but seems to be a long way from other houses. Maybe it would be better if it was closer to town. I think I'd feel lonely without neighbours I could talk to. Also, you would have to use a car every time you wanted to go shopping, which isn't very eco-friendly.
Speaker 3 What makes living on the 30th floor so special? Well, when you look at these breathtaking views of the city, you can see that the apartment was carefully designed. It isn't very big, but it seems really spacious because there are so many windows. I think it's probably quite cool in summer, so you would rarely need the air conditioning. It's a long way above the city, so I imagine it's quite peaceful, except when it's windy. Then it could be really noisy, and I've read that these buildings actually move in the wind. That's quite scary. One obvious problem is that it's a long way down to the basement, where there are washing machines and other appliances for residents to use. Also, what if you don't get on with your neighbours? Or they play loud music? That could be a problem.
Speaker 4 This place is unique. Looking at the pictures, you can see that it's like a block of flats, but under the ground. I suppose it must be somewhere people could live if there was a disaster, like a global pandemic or as a result of climate change. There are fifteen floors, which go down 60 metres. There are spacious apartments with furniture and modern appliances, and up to 75 people can live there. Another thing that's worth mentioning is that it's completely self-sufficient. It makes its own electricity and air supply. There's a supermarket, a library, a gym … everything you need, really. However, there's no natural light, and no fresh air. There are video screens instead of windows, so you can imagine you're looking outside, but it's not the same. I'm a bit worried that the people who live there might feel a bit sad – I think you'd need a positive attitude.

Unit 6, Lesson 6.3, Track 6.04, page 64, exercise 5

1 What's great about living here is that it looks perfect for one person.
2 I also like the fact that you're close to nature.
3 However, there isn't much space to store stuff.
4 Maybe it would be better if it was closer to town.
5 What makes living on the 30th floor so special?
6 When you look at these breathtaking views of the city, you can see that the apartment was carefully designed.
7 One obvious problem is that it's a long way down to the basement.
8 Another thing that's worth mentioning is that it's completely self-sufficient.
9 I'm a bit worried that the people who live there might feel a bit sad.

Unit 6, Lesson 6.4, Track 6.05, page 65, exercise 1

1 It's quite small and we're connected to our neighbours on both sides – it means the house is always nice and warm.
2 This building is huge, over 400 metres tall – you can see it wherever you are in the city.
3 We're connected on one side, but not the other – fortunately, we get on with our neighbours.
4 Our home has only one bedroom, but we have a balcony, where we have amazing views of the city.
5 Sometimes you press the button and you have to wait several minutes before it arrives – it's often quicker to use the stairs.
6 Before they had kids, my parents used to live in a small house in the countryside.
7 This building has six floors and there are six homes on each floor – so that's 36 families who live here.
8 My grandparents live in a big house surrounded by garden – there are no other houses near them, so it's very private.

Unit 6, Lesson 6.8, Track 6.08, page 69, exercise 5

Maya So, Will, can you tell me a little bit about yourself?

Will Where should I start? I'm 21 years old and I'm studying at Bath University. I spent a year travelling and working before I went to university, so I'm quite independent. I like being outdoors, especially surfing with my friends.
M Why are you interested in house-sitting?
W Well, let's put it this way. My flatmate is going home for the summer, and I can't afford to pay the rent on my own. House-sitting would solve that problem!
M I see. Have you done any house-sitting before?
W I looked after my parents' house for a month last Christmas while they were away. I mean, it isn't exactly the same, but I did OK.
M I'm glad to hear it! And are you happy to keep the house clean and tidy?
W Yes, I don't mind cleaning at all.
M That's good – so… are there any jobs you can't you stand?
W Well, … cooking, I guess. How shall I put it? It's not my favourite thing to do.
M What do you like doing at weekends? How often do you go out partying?
W Hardly ever! The thing is, I don't go out much … except to go surfing. What else? Let me think. I like music and playing computer games.
M What do you think your friends would say about you?
W That's a good question. It depends who you ask, but I think they'd say I was hard-working and reliable, but maybe not very sociable.

Exam skills Units 5–6, Track 6.9, page 72, exercise 2

Tour guide Well, good morning, everyone. I'm your tour guide today, and I'd like to show you around this beautiful house and its gardens. We'll start our tour inside the house, where I'll tell you about its past and the people who lived here. Then we'll go into the garden and look at its many old trees. But first, let me give you a short introduction. Kelmscott Manor is a very important house which was built around 450 years ago. Now, it's such a spectacular building that you might think it was built by a famous architect. In fact, it was actually built by a local man called Thomas Turner, and it stayed in his family for many generations.
But in 1734, after the death of George Turner, the last person in the family to own the house, the house was rented to other people. It wasn't until nearly 100 years later that it became the home of the famous writer and designer William Morris. I'm sure many of you will be aware of his connection with art in 19th-century Britain – William Morris was a great fan of traditional British arts. But did you also know that Morris was deeply interested in the environment? In fact, some people now say that he could almost see into the future, because even back then, he was worried about a climate crisis.
Now, when we go inside the house, we will of course see many of Morris's famous designs. We'll also see some of his furniture, and in his bedroom, there are many of his original books. In addition, there is a wonderful collection of paintings by well-known artists. You may be interested to know that this house appears in the background of a painting of Morris's wife – painted by the famous artist Rossetti in 1871. The house also features in Morris's novel *News from Nowhere,* which he wrote in 1890. It's an unusual kind of science fiction story about a man who travels forward in time into the 21st century. Well, Morris died in 1896, but his wife continued living here and bought the house seventeen years later. When their daughter died in 1938, she left it to Oxford University. She wanted the university to take care of all the wonderful things inside the house and for it to be open for people to visit. I'll tell you more about that later, but now let's …

Unit 7, Lesson 7.1, Track 7.01, page 74, exercise 1b

See page 198.

Unit 7, Lesson 7.3, Track 7.02, page 76, exercises 3 and 4

Part 1

Interviewer Alice, UNICEF recently published a report about internet access around the world. What does it say?
Alice Well, according to the report, 3.7 billion people don't have access to the internet. And 1.3 billion young people aged three to seventeen years old have no internet connection at home. That's around 65% of the world's school-age children.
This results in something called the 'digital divide' – the difference in educational opportunities between students who have internet access, and those who don't.
Not only does it limit young people's ability to connect with each other online, but it also prevents them from connecting with the wider world and taking part in the 21st-century economy.
Most importantly, it has an impact on their education. The recent Covid-19 pandemic led to schools around the world closing. Millions of students had to depend on online learning to continue their education. But young people with no access to the internet couldn't do that. They lost months of their education.

Part 2

Interviewer So what are the reasons for this digital divide?
Alice The report says that, globally, almost 90% of school-age children in rich countries have an internet connection at home. But in the poorest countries, this can be as low as 5%.
On average, in countries across the world, 58% of children from the richest families have internet access at home. That's compared with only 16% from the poorest households.
The situation is usually worse in the countryside because it's more expensive to provide internet access there. Also, people are often poorer. Worldwide, less than 25% of young people living in the countryside have internet access at home.
And even when there is a connection at home, some families may not let children use it because of the cost. Children may not have their own devices or understand how to log into online learning platforms.

Part 3

Interviewer But it isn't all bad news, is it?
Alice No, not at all. UNICEF has recently set up a global project called Giga, which is aimed at connecting every school and its local community to the internet.
Starting with schools, Giga is finding out where there is a need for better internet connections across the world. This allows countries to review their current internet networks and decide how to improve them.
It's already succeeded in identifying over 800,000 schools in 30 countries. Now it's using the data to work with technical companies to provide schools and communities with internet connections.

For example, in one West African country, 40% of people have no internet connection. Almost 45% can't afford internet access, or don't know how to use it. Giga is working with the government on improving internet access. This includes persuading richer countries, and private companies who specialise in technology, to invest in the project.
So in future, I think millions more children across the world will benefit from the opportunities provided by online education.
I Well, that's got to be good news for all of us.

Unit 7, Lesson 7.8, Track 7.04, page 81, exercise 3

Toby So, the first thing I'd like to say is I disagree with the statement. I'm absolutely convinced that exams are the best and fairest way to measure students' progress.
Kate That may have been true once, but it isn't true any more. There are two points I'd like to mention. First of all, sitting exams is extremely stressful for many students. Secondly, exams don't actually measure what you've learned about a subject – they just show how good you are at learning to pass exams.
T That's a good point, but exams aren't only about testing what you know. They also help you to understand about success in the real world.
K I'm not with you.
T Let me put it another way. I think if you have to pass an exam to get to university or gain a qualification, it makes you try harder. Exams make you more competitive. And there's no doubt that life is a competition. That's fairly obvious.
K You may be right, but I don't think you need to fail an exam to understand that. The point of education is to discover new things and enjoy learning. And besides, there are definitely better ways to measure progress than testing.
T How do you mean?
K What I mean is the best person to decide what grades you should get is your teacher. Why not have a system where teachers give students grades based on the coursework they've done over the year?
T I'm not saying coursework isn't important. It certainly is important. But we should think carefully about what's fair too. It's true to say that if everyone does the same exam, at the same time, they all have an equal chance of succeeding. You can't argue with that.

Unit 8, Lesson 8.1, Track 8.01, page 84, exercise 1b

See page 201.

Unit 8, Lesson 8.1, Track 8.02, page 84, exercise 3

Speaker Get that job!
Don't forget to review the job description so you know what the company is looking for. Whether you are asked to complete an application form or send an up-to-date CV, make sure that it contains the right information. It's important to show you have all the necessary qualifications for the job. Also try to include some information about you – a travel experience or an interesting hobby. This can help you to stand out from the other candidates.
If they decide to interview you, arrive early and tell the receptionist that you have an appointment. The interviewers will ask you about your education and work experience. They may also ask some random questions to see how you respond.
If the company wants to hire you, they will probably contact your previous employers in order to get a reference.
A job advert will usually include information about money, but it's a good idea to check the monthly salary before you accept a job.

Unit 8, Lesson 8.3, Track 8.03, page 86, exercises 3 and 4

Part 1

Careers adviser So … let's talk about job interviews. The big question is: How do you succeed in an interview? … Well, the key thing is preparation. And how do we do this?
Student 1 Use the internet?
Ca Exactly. First, go online and find out as much as you can about the company, for example, what it does – because some candidates don't bother to find out – and any news articles about it on social media.
Student 2 Why is research important?
Ca It shows the interviewers that you're interested in them, whereas they won't be impressed by someone who's done no research. And although you can't find out everything – it will help you stand out against other candidates. Now, let's think. What else is important?
S1 You need to review the job description carefully.
Ca Yes, good point … It's important to be clear how your skills and qualifications match the job you're applying for, since this shows you understand the role. Think about obvious questions, such as 'What do you know about the company' and 'Why do you want the job?'
Student 3 OK … So we've read the job description and imagined what questions they'll ask us …
Ca Right, so next you need to plan your answers, but also be ready for random questions, because some employers like to surprise candidates! Also prepare some questions of your own to ask at the end of the interview.
S2 Is it a good idea to practise?
Ca Definitely! If possible, before the interview, practise with someone – like a friend or your mum or dad …

Part 2

Careers adviser OK, how about the day of the interview? When should you arrive?
Student 1 On time!
Ca Actually, you should try to arrive early for your interview, so you aren't stressed …
S1 And then you have time to think about what to say, right?
Ca Exactly. Then once you're in the room, you should think about your body language – so, for example, shake hands firmly at the start. And remember to look at the person who's speaking…
Student 2 Is it OK to smile?
Ca Sure – good eye contact and some smiling shows you're interested and paying attention. Listen carefully to each question and make sure you understand what the other person is asking. When you're ready to answer, avoid talking too much – candidates often do this because they're nervous. And try to sound enthusiastic!
Student 3 Do you think it's possible to say too little?
Ca Definitely! If your answer is too short, this can also look bad. Practising your answers before the interview can help you to avoid both these problems.
Student 1 So, we've talked about things we should do. What about things we shouldn't do?
Ca Good question. Never interrupt the interviewer! And never say anything negative about your current or previous employer, even though you may not like them. This could suggest you're a difficult person to work with, or someone who complains a lot.

S2 What usually happens after the interviewer has finished asking their questions?
Ca After that, they usually ask if you have any questions. Always say yes.
S2 What if you can't think of any questions?
Ca You really should try and think of at least two questions, even though you may not have prepared them….

Unit 8, Lesson 8.3, Track 8.04, page 86, exercise 5

1 First, go online and find out as much as you can about the company – for example, what it does … and any news articles about it on social media.
2 It shows the interviewers that you're interested in them, whereas they won't be impressed by someone who's done no research.
3 It's important to be clear how your skills and qualifications match the job you're applying for, since this shows you understand the role.
4 Think about obvious questions, such as 'What do you know about the company' and 'Why do you want the job?'
5 Right, so next you need to plan your answers, but also be ready for random questions, because some employers like to surprise candidates!
6 If possible, before the interview, practise with someone – like a friend or your mum or dad …
7 And never say anything negative about your current or previous employer, even though you may not like them.
8 After that, they usually ask if you have any questions. Always say yes.

Unit 8, Lesson 8.4, Track 8.05, page 87, exercise 5

Reporter What happens when someone phones the police to report a crime? For example, if they are calling to report a burglary at their house?
Officer We launch an investigation to gather more information. We try to find evidence which the criminal has left at the scene.
R Why is that important?
O Because you can't arrest someone without evidence, or unless you have a good reason to believe they have broken the law. Or unless they confess to a crime, which is very unusual!
R OK. So what happens next?
O Usually we'll try to find witnesses who may have seen something important. Then we interview them. We need information which helps us to identify suspects.
R Then you can arrest the suspects.
O Yes, if we're quite sure they committed the crime.

Unit 8, Lesson 8.7, Track 8.07, page 90, exercises 2 and 3

As a shop assistant, you'll often need to communicate with someone who wants help, or someone who isn't happy and wants to complain.
Good communications skills are important. When you are dealing with a customer, be friendly, and always be polite. You want them to know that you are there to help them.
That means you have to listen carefully to what they say. Make eye contact and nod your head to show them you're listening. Ask questions to get clarification or more information but try not to interrupt them.
It also helps to be flexible. You may start off thinking one thing, but after hearing everything the other person says, it may be necessary to change your mind. That's easier if you have an open mind.
Showing empathy is also important. Try to imagine how the customer is feeling – especially if they have a complaint. This will tell them that you understand them. If you treat the other person with respect, they'll know that you are taking them seriously. That's important, even if you don't agree with what they are saying.
When you talk to a customer, don't say too much. They want to know how you are going to solve their problem. They're not interested in your opinion, or lots of detail about the action you plan to take. Get to the point quickly and explain clearly and simply what you can do for them.

Unit 8, Lesson 8.8, Track 8.08, page 91, exercise 2

This photo shows a street with several people in it. In the middle, I can see a teenage girl and a policeman. They're standing on the pavement and there's a bicycle between them.
The girl is wearing a jacket and a tie – maybe it's a school uniform. The policeman is holding the bicycle with one hand and the girl is talking to him.
On the left of the photo is a large old building with a black fence – it could be a museum or a public building.
Further down the street, I can clearly see trees and it looks like there are houses too. Behind the girl and the policeman, there are two boys, or perhaps one of them is a man, I'm not sure. They're talking to each other. They aren't looking at the girl and the policeman. Behind them, a van is driving out of the building onto the road.
The girl and the policeman seem to be arguing. She looks like she is upset about something. Judging by the fact that she is holding onto the seat of the bike, I think it's probably her bike. If I had to make a guess, I'd say the policeman has stopped her for committing a minor crime. Perhaps it's because she was riding on the pavement. Or maybe she didn't stop at a red light. The policeman has one hand on his radio – I suppose he's about to contact the police station. It's possible he thinks the girl has stolen the bike.

Unit 8, Lesson 8.8, Track 8.09, page 91, exercise 5

1 They're standing on the pavement and there's a bicycle between them.
2 The girl is wearing a jacket and a tie.
3 They aren't looking at the girl and the policeman.
4 I'd say the policeman has stopped her for committing a minor crime.
5 Or maybe she didn't stop at a red light.
6 It's possible he thinks the girl has stolen the bike.

Exam skills Units 7–8, Track 8.10, page 94, exercises 1 and 2

Speaker 1 Some people say that your school days are the best years of your life. I'm not sure if that's true for everyone, but I've had a great time. Of course, there's been some stress with all the studying and taking exams. I won't miss that at all! It'll be great to have more free time without all that homework! But there are lots of benefits to being at school. For a start, you don't really have to be responsible for anything important. I'm not sure I want to worry about leaving home and finding somewhere to live – and getting a job, of course.
Speaker 2 I find that the older I get, the closer I am to my parents. I've always got on really well with them, but now we also have more to talk about – you know, as adults. I'm an only child, so I don't have any brothers or sisters to hang out with. But these days, I have a great time with my cousins. They're a few years older than me, but

that doesn't matter now that we're teenagers. When we were children, the age difference was more important, and we didn't spend a lot of time together. Now, it's like they are my brothers and sisters.

Speaker 3 A few years ago, I didn't have a lot of confidence. I was quite shy, and I didn't really have that many good friends. Maybe that was because I'm quite small – a lot of the other students in my class are bigger than me and they're good at sports, unlike me. But then we got a new teacher and she really encouraged me. She helped me to realise that not everyone is good at the same things and it doesn't matter. I may not be strong and fast, but I'm good at other subjects, like English and history. I used to hate speaking in front of the class – now, I don't mind at all. In fact, I quite enjoy it!

Speaker 4 I really love spending time with my friends, but I also find older people really interesting. They have so many great stories to tell! Whenever I see my grandad, he talks about his childhood and how things were different then. It's fascinating looking at all his old photos with him. Of course, he isn't so active these days, but he never complains. I can see from him that you appreciate different things as you get older, which is great. But my grandad says that you're never too old to learn new things, and I think that's true. I've even taught him how to use social media recently!

Speaker 5 Not everyone looks forward to leaving school, but personally, I can't wait. I really want to go to university and carry on studying, though. I'd love to go travelling for a few weeks too – but of course you need money to do that. I'm really not interested in getting a job and earning money yet – there's plenty of time for that in the future, and there are too many other things to do in life. My older sister is already at college and she loves it. Our brother, on the other hand, has just got a job. He seems to be enjoying it, but then he's got a very different personality from us.