Student's Book audio and video scripts

Introduction unit, Lesson 0.2, Track 0.03, page 5, exercise 6

Amy It's your first day at this school, isn't it?
Jordan Yeah, that's right.
A So, where did you grow up?
J In this neighbourhood. I was born at the City Hospital.
A Really? Me too! My family has always lived here, but we haven't got any relatives here.
J My mum came here because of my dad. They met in Germany, but when they got married, they decided to move here to start a family.
A Right. So, have you got any brothers or sisters?
J No, I'm an only child. What about you?
A I've got a twin sister and an older brother, but he's in his early twenties and at university. We never see him!
J University? I'd love to go.
A Me too! Anyway, at lunchtime, I'll introduce you to my friends if you like.
J That would be great, thanks!

Introduction unit, Lesson 0.3, Track 0.04, page 6, exercise 6

Emily Hi Andy. Has your sister left yet?
Andy Yes, she went this morning.
E Wow, I think if I went abroad to study, I'd be really nervous.
A She was! But she was also looking forward to being independent.
E So am I, but if I leave home, I'll stay in the same city. I don't want to travel far!
A Really? But if you live abroad, you learn a lot from the experience.
E Yeah, I know, but I'm not sure I would want to go for very long. If I went, I'd probably go for a month at the most.
A Well, if we go to university, we'll have the option to study abroad for a year, like my sister. Wouldn't you like to do that if you had the chance?
E Maybe. I just think I'd be so nervous if I was in a place where I didn't know anybody.
A Yeah, but if you go to university abroad, you meet lots of other students who are in the same situation as you. It's a great way to meet new people and you can enjoy the experience together.
E Perhaps you're right. Anyway, we've got a few years to think about it before we have to make that decision.
A True! We have to pass our final exams first!
E And if we pass, we'll then have to apply for university …
A … and get accepted!

Introduction unit, Lesson 0.4, Track 0.07, page 7, exercise 5

Adult OK, I'll give you eight statements and you have to write down the answers … Have you got that? I won't give you the answers until I've read all the statements, so don't ask me for them, because I won't tell you!
Right, here's the first one: you usually do this job just before you eat a meal …
Ready for the second? Here it is …
This is the first thing you do after the washing machine stops.
Right, now for number three: you have to do this, so something can live …
OK, number four: you do this before a birthday party or when you're making something sweet.
All right? Still with me? Here's number five: you will have to do this if you drop and break something.
Next, number six: you do this job when something is full, then you must take the bag outside.
OK, only two more! Number seven: this can be a dirty job because lots of food has been in here and because it's hot, the food stick to the sides …
And finally, the last one, number eight: this is the first job you have to do after eating a meal.
OK, do you want me to repeat any of those?

Introduction unit, Lesson 0.4, Track 0.08, page 7, exercise 6

Adult Right, here are the answers. The first one is lay the table … lay the table. You always do that before eating a meal.
Number two is empty the washing machine … that's empty the washing machine. Definitely the first thing you do after the machine stops.
Number three is water the plants. By watering the plants, you help them to live!
Four is decorate a cake. You can't decorate a cake until you've baked it!
Five is sweep the floor … something you have to do after breaking something.
Number six is take out the rubbish, and obviously you have to go outside to take the rubbish out.
Seven is clean the cooker. You cook lots of food on or in the cooker and it gets dirty, so you have to clean it.
Finally, number eight is clear the table. We started with lay the table and we finish with clear the table!

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

Yasmin Hi guys and welcome to our vlog. I'm Yasmin and this is my brother… sorry… co-presenter, Lewis!
Lewis Thanks, Yasmin. In today's vlog, we're talking about free time. You know, that time when you can chill …
Y … play games …
L … or just watch films and enjoy your favourite food!
Y But recently we swapped TV and video games for a new and exciting form of entertainment. Why? Just for the fun of it! Introducing … drum roll please, Lewis … social deduction puzzles!
L Social what?
Y These! Why? Don't you want to take part?
L Ah, why didn't you say?! I love this game. And it's so easy!
Y You get clues about a situation and you have to guess what happened. Hey! And you can't cheat! So, follow the rules, OK?! Now, Ready?
L Always.
Y OK, here we go. A man was walking in his garden one morning when he found a carrot, five pieces of coal and a hat. Nobody had thrown them into the garden, so how did they get there?
L Did his dog find them and leave them in the middle of the garden while he was walking?
Y Nope. He hasn't got a dog.
L But has he got children?
Y Yes …
L And was it winter?
Y Yes …
L So, the day before he found the carrot and things, his children had made a snowman. Then, it got warmer and …
Y Yep. The snowman disappeared.
L Hey! I thought of the solution, so I wanted to say the answer!
Y Chill, Lewis. I was just finishing the sentence for you. And that was well easy anyway.
L As you can see, it gets quite competitive.

Y But that's the fun! And now it's your turn. Ready? Here we go! Harry reported that somebody had broken into his house and had stolen his gold watch. But while they were searching the house, they noticed the thieves hadn't damaged anything else, there were no fingerprints and the carpet was surprisingly clean.
The next day they arrested Harry. Why? Have you got the skills to solve the puzzle? Get a teammate if you have to, but don't give up until you have the answer. That's the challenge – do you accept? Good luck!

Unit 1, Lesson 1.1, Track 1.02, page 9, exercise 5

1 something fun and interesting to do in your free time, for example TV shows, films, books, games.
2 when you need help in a game and you want someone to give you information to help you answer a question or a problem.
3 an adjective to describe someone who really wants to win and beat another person in a game
4 do something in a game, for example move forward on the board.
5 do something bad or dishonest in a game in order to win
6 a problem that you have to try and answer using what you know, logic or another skill
7 someone who plays with you
8 do only what you are allowed to do in a game, according to the instructions
9 a talent or an ability to do something well
10 participate or join in with something
11 when one player does something in a game and then they stop so that the other person can go.
12 a way of doing something or a detailed plan for being successful
13 when you don't know the answer and want to stop playing
14 give an answer to a question, but you aren't sure if you are correct
15 the answer to a problem
16 something difficult that tests you

Unit 1, Lesson 1.2, Track 1.06, page 10, exercise 1

Max OK, questions, please?
Erika Had Harry cleaned his house, you know, the carpet before the police arrived?
M No, he hadn't done anything before they came.
Sam OK, did the police find any glass anywhere?
M Good question! Yes, while the police were walking around the house outside, they found glass in front of the broken window.
E Interesting! So, let me see, the police didn't find glass inside, they found it outside, … so someone had broken the window from inside the house!
M You're going in the right direction!
S So, the thieves broke the window while they were leaving Harry's house!
E But that doesn't make sense; how did they get in?
Lara I know, I know! The police arrested Harry because he had organised everything.
M Well done! But why?
E Maybe he had spent all his money or something like that and he wanted to get insurance money.
L Insurance money?
S Yes, you know, if you have a car accident or your house is burgled, you get money to fix your car or replace the missing things.
M Exactly! That's the answer! The police arrested Harry because he wanted to cheat the insurance company!

Unit 1, Lesson 1.2, Track 1.07, page 10, exercises 6 and 7

Erika OK, here's the next situation. Right, a woman was sitting in a café drinking a cup of coffee when she looked down into the cup and saw a fly in her drink.
Max Eww!
E So, she looked around the café and called the waiter that had served her a few minutes earlier. She explained the situation and the waiter apologised and went to the kitchen to get a new cup of coffee. The waiter then returned with the cup of coffee and the lady checked it; this time there wasn't a fly in it. However, after she had taken a drink of it, she called the waiter again, this time very angrily. She shouted, 'You've brought me the same cup of coffee!' How did she know?

Unit 1, Lesson 1.4, Track 1.11, page 12, exercise 5

Abigail Hi, I'm Abigail. And today we're talking about online communities and cybercrime, and to help me, I have Aaron and Helen.
Aaron Yeah, I run an online gaming community … Erm, online gaming communities are a big part of the success of gaming … You know, you go home after school and play with friends. You make new friends and it's usually a very positive experience.
Helen I organise a fashion forum and, like Aaron said, there's something really special about sharing something with somebody who's like you … somebody who enjoys the same things as you … you know, any online group, forum, shared social media …any of these places are great for meeting people you can connect with … Um, but there can be some things to look out for.
Ab Exactly. Can you explain what those things are?
Helen Well, when you start making a friendship, you don't know anything about the other person. In most cases, they're only looking to share their interest with you, but it's when the conversation changes and they start trying to separate you from the group, asking for personal details, information about your family, what you do … things like that, that's when you need to be extremely careful.
Aa Yes, exactly. Or they might start asking for money or saying bad things about you to the whole group – the online community.
Ab So, how do we deal with that?
Aa Well, first of all, remember you can block people, but if you're in a community, it's difficult – you want to be part of that community, you know. You've made these friends and you enjoy playing games with them, but really that's the time you have to speak to someone about it.
H Yes, if something has happened online that you think is wrong, you can report it. If it's related to school, you should talk to a teacher or your parents. If it isn't, apart from your parents, there are organisations that you can speak to, or even the police.
Ab Well, I just want to thank you guys for coming on and talking about this. So, we'll say bye and see you next time!
Aa Yes, thanks for having us on. See you!
H Bye!

Unit 1, Lesson 1.6, Track 1.15, page 14, exercises 5 and 6

Kate Anyway, nine years later, 13-year-old Sean still used to go to the same beach.
Tom Had he learned to swim?
K Yes, he had, but he didn't use to swim so much. He had now become keen on fishing.
T Cool!

K Anyway, one day he heard a woman on the beach screaming for help. Her husband had just fallen off his boat. He had just started sailing and he hadn't got used to moving around in a boat. He was in a lot of danger in the water, so Sean swam out to save him and he did! The next day the media reported the story and Sean was really surprised to discover that the man was married to Alice Manley, the woman who had saved his life nine years earlier! She had been the woman shouting for help on the beach!
T Wow, that really is a coincidence!

Unit 1, Lesson 1.7, Track 1.16, page 15, exercises 4 and 5

Radio host First up on this week's 'Once Upon A Time' podcast, we have Jack Barrett, who told his story at the Liverpool story night. Here's Jack…
Jack So, it was the end of the summer holidays and I was nearly thirteen and about to start year eight at secondary school. I had a new schoolbag, new schoolbooks and a new pair of cool trainers, but I didn't want to get my haircut! My hair was like a bird's nest and my mum wanted me to spend my pocket money at the barber's; I was determined not to!
Then one day, I went to my friend Mark's house. While we were playing video games, I realised that his older brother, Alex, was looking at me. Actually, he was looking at my hair and he said, 'You know, I can cut your hair for free!' Well, I was really grateful and said, 'Thank you! That would be great!' So, I went into the kitchen with Alex. Now, there wasn't a mirror and I couldn't see what Alex was doing so when he finished, I went back to play video games. Well, as soon as Mark saw me, he started laughing, so I ran to the bathroom. When I looked in the mirror, I didn't laugh … I just burst into tears! I cried and I cried! Mark's older brother had made a real mess of my hair; it used to be very long but now it was very short in some places and really long in others. I looked awful!

Unit 1, Lesson 1.7, Track 1.17, page 15, exercise 6

Jack Finally, I went home, and I expected my mum to be really annoyed but she just said, 'People are going to make fun of you,' and she was right. I felt embarrassed and knew my mum had been right! It was the afternoon before starting school and I quickly went to the barber's. Fortunately, he made my hair look normal again! After that painful experience, I decided to listen to my mum and not try any cheap experiments!

Unit 1, Lesson 1.8, Track 1.18, page 16, exercises 2 and 3

Ruth I'll never forget the day I met my best friend's family for the first time. I was nearly fourteen and I was studying in the same class as Maria at the time. Then one day, she asked me if I wanted to go to her house for lunch at the weekend. Well, I was delighted that they had invited me … really pleased … and soon I was at the door to Maria's house looking forward to the lunch. However, when the door opened, I had a big surprise. The house was full of Maria's family, who had all come to celebrate her grandparents' fifty years together. As soon as I saw so many people, I started to feel nervous. There were twenty of us around the dining table! Fortunately, I sat next to Maria and she told me all about her family. She also told me to be careful with the water jug and glasses, because they were the only presents that her grandparents had from their wedding day. They had lost or broken all the others.
Anyway, I soon felt relaxed and I began to enjoy the event, but then a fly started flying around my head. It annoyed me and I couldn't make it go away. Finally, I tried to hit it with my hand, but instead of hitting the fly, I hit the water jug! Everybody watched as it fell off the table and smashed into hundreds of pieces!
Suddenly, there was silence, and everyone was looking at me! At first, I felt embarrassed, but as I remembered what Maria had told me about the water jug, I could feel tears rolling down my face! Next, I could hear laughing … I looked around and saw Maria's grandparents laughing! I didn't know what to think, but they said it was only an old jug and they were surprised it had survived so long! Well, after that experience, I learned to be more careful when I was at a dining table and not worry too much about flies!

Unit 1, Lesson 1.8, Track 1.20, page 16, exercise 6

This week on the 'Once Upon A Time' podcast, we're going to dedicate a few minutes to giving you some tips on how to tell a story to one of our live audiences. We're always looking for new storytellers, so if you've got a story to tell, we're here to help you!
First off, you want to connect with the audience, so you want a first line that's going to make them want to hear more; something simple that they feel they can relate to. You also need to give your story a structure – it's got to have a beginning, a middle and an end. And when you're practising, make notes and write down a few key words and phrases you want to use, but don't try and write the whole story on paper.
Audiences also love emotions, so make it a story that is important to you. Expressing your emotions and telling the audience how you felt helps them really feel part of the story and it will bring it to life!
Audiences also love it when the main character changes in some way; you know, when he or she learns something about life and learns a lesson from their experiences. They also like storytellers who can laugh at themselves – your story should have some fun moments!
Okay, the last thing to say is learn your story so that you don't need to read when you're on stage…and practise, practise and practise until you tell the story naturally!

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

Max Hey! Today's vlog is all about your mates, your buds, your pals, your besties, your squad – you know, your friends. And for Lewis and Yasmin, that's us.
Isobel And that's why we've decided to take control of their vlog. I'm Isobel.
M And I'm Max. And we're actually cousins.
I But today, we're talking about friends. What they mean to us, and what makes a good one.
M Well, for me, that's easy. It's the people you get on well with. If you meet someone and you like the same things and have the same sense of humour, you make friends. That's it. End of.
I End of? Come off it! There's way more to it than that! A real friend is somebody who is always there for you. Somebody who takes an interest in your life and gives you support when you need it. They're not just there for a good time. They're there all the time.
M I guess that's true, which means I have three really good friends and one best friend…

I Let me guess – Lewis?
M Yeah. I mean, obviously. We've been friends for ages. We met in the first year of primary school and we've been best friends ever since. We're both very similar and we're into a lot of the same things, like film and sport. Although he supports the wrong team, which we fight about a lot.
I But have you ever had any massive arguments?
M You can say that again!
I I mean serious arguments. Like, not about football?
M Um, no. We haven't really fallen out ever, I don't think, no. Lewis is a great friend. Over the years, he's always been there. I broke my leg a couple of years ago and he came to the hospital every day. I mean, he made fun of me every day too, but his visits really cheered me up.
I That sounds like a good friend to me and reminds me of Yasmin. We haven't known each other as long as you and Lewis, because we only made friends with each other about three years ago but she's definitely my best friend. That isn't just because we get on so well, although we do have loads in common, it's because she always tells the truth. Actually, some people think she's too honest! But she's never nasty about it, she's actually really kind, if that makes sense.
M Yeah, I get you. I think that shows real respect. It's not always easy to tell the truth.
I Exactly. But don't get me wrong, she's a great laugh too!
M But what about you guys?
I Who are your best friends? How long have you known each other? And why are they so important to you?
M And as always, send us your messages, or to Lewis and Yasmin.
Both Bye!

Unit 2, Lesson 2.2, Track 2.05, page 24, exercise 8

Liz It was 2015 when I first met my best friend, Sarah. It's quite a funny story.
I was on holiday in Morocco and my luggage had got lost at the airport. When I got to my hostel, I didn't have anything to wear. So, I saw this girl who was about the same size as me and I walked up to her and asked, 'Hi, I'm Liz, have you got some clothes I can borrow?' She said yes, and that was the start of our friendship. Although in the beginning, I think she found me quite annoying and we had a few arguments. It was probably because I kept borrowing her clothes. But that was the only time we ever had an argument. We've got on really well ever since.
We are both into travelling, so we often go on holiday together. We've visited 20 different countries in the last seven years! Not bad, is it? Although there are still a few places we haven't visited, like the USA. Maybe next year!
Our last trip was three days in Paris. That was last weekend. It was great fun, but it was really expensive.
I'm so happy that we became friends and I know that she's going to be a friend for life. It's a great feeling.

Unit 2, Lesson 2.3, Track 2.07, page 25, exercise 3

1 I work in the local supermarket for a few hours a week.
2 I've thought about it carefully and I've decided I am definitely going to do the race this summer. Now I just have to start training!
3 I'm out at the moment. My dad asked me to go to the shops for some more milk.
4 Doing that helped me understand something very important.
5 I get paid for washing my neighbours' cars.
6 Nick helped Louis with his reading and it has had a really positive effect!

Unit 2, Lesson 2.3, Track 2.08, page 25, exercises 4 and 5

Laura So, let's talk friendship, Ben.
Ben Good idea. Have you ever done something to help out a friend of yours, Laura?
L Oh, I'll need to think about that. I mean, certainly nothing compared to the display of true friendship in the story we're talking about today. Ben, can you tell the listeners a bit more?
B Yes. Well, it happened in a small town in Victoria, in the south of Australia. And it's a news story about two school friends, Liza and Aaron, who have been friends since first grade. Liza's family is originally from France, but her parents, her sister and she have been residents in Australia since Liza was born. For years, Liza wanted to visit her elderly grandparents in their village back in France, but her family wasn't able to afford the cost of the flight. Aaron took a big interest in his friend's life and knew how much it would mean for her to see her grandparents and wanted to do something to help. So, he made the decision to buy her the ticket.
L … which is very expensive, especially when you're a regular teenager at high school.
B Exactly. But in his free time, Aaron did a part-time job at a local shop. Every month he put the money he earned in a bank, and after six months, he had enough to pay for Liza's flight.
L What a wonderful story. And when asked about his reason for doing this, he said 'She's always been a really good friend to me and I wanted to do her a favour to thank her for all the times she has helped me.'
B When he presented the ticket to Liza, she couldn't believe that her friend would do something like that.
L That must have felt good.
B For sure. What was also interesting was what Aaron's dad said. 'Helping his friend has made a real difference to Aaron, and it has made him realise what he can do when he puts his mind to it.'
L I think that's a valuable and important lesson for all of us to learn. Everyone benefits from doing a good deed.

Unit 2, Lesson 2.4, Track 2.11, page 26, exercises 2 and 3

Teacher I've been a teacher for many years and, in that time, the most important lesson I've learned, and also taught to my students, is to recognise that every student has different skills. They also have different strengths and weaknesses, but every student is important. Once students can understand this, they tend to show their classmates more respect and give support to their friends when they need it.
Results from traditional tests will only show one type of skill, which is why I rarely use them in class. Discussions can help students see a different point of view, but my favourite way to get students to recognise their differences is with this whole-class activity, which I often do at the start of the year.
First, I split the students into four or five groups, then give each group a box with a set of instructions, and some paper, card, pens, glue and scissors inside. I tell each group that the only rule is they must follow the instructions and make a simple card with the materials, and that the group who finishes first is the winner.
Simple, yes? Sounds fair? That's what the students think. But only one group has the standard instructions. All the

other groups have something that makes the task more difficult. For example, one group's instructions are all in Spanish, one group can only use one hand, one group can't speak, and one group must close their eyes. Naturally, the group with the standard instructions finish first. And I make a point of asking the rest of the class to cheer them while I tell them how clever they are. Soon, other students start complaining about how the activity wasn't fair, how their group had a disadvantage which made the activity much harder to complete, or how they couldn't understand the instructions. At this point, we stop the activity and I ask students to write down how they felt during the activity, and what we can learn from it.

Unit 2, Lesson 2.6, Track 2.15, page 28, exercises 5 and 6

Jack We're talking about friendships on today's podcast and the difficulties young people have making new friends. And I'm joined in the studio by Megan Vrana, a friendship expert. Hi Megan.
Megan Hi Jack. First of all, you're right to say it's difficult. A recent study in the USA found that most adults haven't made a new friend for five years.
J And why is that?
M Some people have said they are too shy while many others have found it difficult to break into new social circles. But the good news is I think it's easier for teenagers as they haven't formed their social circles yet.
J Good to know. I moved to a new school this year and I've been trying to meet more people. So, what should I do?
M First of all, have you met any possible friends?
J Not yet.
M Look around you at school, during class and breaktimes to see what the other students are interested in. You could also start a study group or book club at school.
J Good idea. What else?
M Have you joined any after-school clubs or groups?
J I've been thinking about joining the athletics club. That looks good.
M Brilliant. You can also look outside school. I've been helping at the local community cinema in my city and I've met some really cool people there. Have you thought about that?
J No, I haven't. We haven't been living in the area for long, so I need to find out what is out there.
M Yes, you must. You've made a positive start, but now is the time to really get out there.
J Thanks Megan.

Unit 2, Lesson 2.8, Track 2.17, page 30, exercises 2 and 3

Teen In this talk, I'm going to talk about some of the things students and teachers can do to welcome new students, and finally some of the special events you can organise.
First of all, let's talk about the students. It's really important that in the first week new students aren't left alone outside of class, for example at lunchtime, we should make sure we sit with them and include them in groups. Turning to the teachers, they should give new students lots of chances to talk about themselves in class so that other students can get to know them. For instance, they could ask them to talk about their hobbies, their old school and what it's like to be new. Finally, we could organise an after-school meeting in a local café so everyone has the chance to make friends away from school.
To sum up, teachers and students can do a lot to welcome new students, but we must decide on what to do before the new students arrive.

Unit 2, Lesson 2.11, Track 2.19, page 33, exercise 2

Adam Hi there – it's Adam. I hope you had a good weekend. I wanted to tell you all about what I did. I had a great time with my friend Marco and his family. We get on really well, so he invited me over to help him celebrate his birthday. They live in a house near the sea – it's quite small, but I really like it. It's much better than being in an apartment in town!
I got there on Friday evening at about six o'clock, and we went out for dinner at seven with his mum and dad and his sister Anna - so there were five of us. We had a fantastic meal at an Italian restaurant. My pizza was amazing, and Marco had pasta. That looked excellent as well.
On Saturday morning, we walked into town then caught a bus to the beach. We were there all day – the sea was really warm, so we were able to go swimming. We took some sandwiches and fruit for lunch and in the afternoon, we bought ice creams from a café in the village.
In the evening, it was time for Marco's special birthday celebration – a party at his house. Marco's just over a year older than me – I'm still fifteen, but he was seventeen on Saturday. There were about twenty guests and they all brought special presents.
I really liked the T-shirt from his sister – it's got a picture of his favourite band on it. But Marco said that the best present was from me and my brother – tickets to one of the band's concerts in the summer. Marco wants me to go with him - there should still be tickets available, but the concert's at the very end of June and on the first of July I'm going on holiday to Majorca, so I may not be able to go. I really hope I can!

Unit 3, Lesson 3.1, Track 3.01, page 35, exercises 4 and 5

Isobel Hi guys! It's us again. We had so much fun last time, we weren't ready to give back control to Yasmin and Lewis. So, we're going to be doing some of the vlogs.
Max Ah, sorry guys! I'm just browsing news websites, because today's vlog is all about fake news and how to spot it!
I So, we're googling news stories and analysing the information to find out if it's fake or real.
M How do we do this? We look at three main things. Number one – who posted it? Are they a real journalist? Or is it fake news?
I Number two – what are the facts? Do they sound believable or are they far-fetched?
M And number three – what are other people saying? Do other experts agree with the story?
I The most important thing here is that you don't just believe what you read, you check it out too.
M Look at this story, for example. 'Cotton shopping bags worse for the environment than plastic ones'. So, what do you think, Isobel?
I Hmm, it might be fake but I guess it could be true too. Who posted it?
M Err, my mate Sam tweeted it yesterday.
I Ah, it must be fake then!
M Wait a second. It comes from somebody else. A guy he follows called @newzdog blogged about it.
I I've never heard of them! OK, what are the facts?
M It says that a Danish government department carried out a study

and discovered that the process of making a cotton bag is worse for the environment than making a plastic one – much worse!
I I reckon that could be right actually. It's got a ring of truth to it. What are other people saying?
M Give me a second. Lots of well-known news websites are reporting the same thing. And – important update – the Danish government have a report on their official website. You can even stream a whole news report about it!
I OK, then. I didn't see that coming, but it must be true. But I guess that it's only the process that's worse. Plastic bags must still be worse for the environment. Now, here's a story for you … 'Regularly smelling the plant rosemary improves your memory by 75%'.
M You know, I've heard something about rosemary being good for your memory, but 75%? That can't be true! Who posted it and what are the facts?
I I found twelve health websites all with the same statistic.
M And what are other people saying?
I I've done some more googling and found a fact-checking website that contacted the professor responsible for the study. He said that rosemary can improve memory but by 7.5% at the most – not 75%! One website had reported the incorrect figure and the rest just copied and pasted it! Some websites deleted the story, but a lot didn't, so that fake statistic is still out there.
M Proof that you should always check your sources! Now, here's one for you guys!
I 'Tech billionaires recommend parents control children's use of technology.' What do you reckon? Real or fake? Get googling and get checking!

Unit 3, Lesson 3.2, Track 3.04, page 36, exercises 2 and 3

Male No way – it can't be true! I mean, the Japanese make lots of microwaves and things like that, don't they? And another thing, they're really useful – I mean, everybody has got one. No, no … It must be a fake news story. Yeah, I'm sure it's fake.
Female Erm, let me think … They say microwaves are dangerous, so it could be true. You know, there are quite a lot of people who think we should stop using them, so…err…yeah…it might be true, but then again it may be fake news. You can't believe anything you read these days. So, I'm not sure, really!

Unit 3, Lesson 3.4, Track 3.06, page 38, exercises 3 and 4

Host The internet is over thirty years old, and in those years, it has grown rapidly. Here's our science reporter Jade Oni with a few amazing facts and figures.
Jade More and more people are joining the internet every day, but it may surprise you to learn that not everybody is connected yet – in fact, just under 50 percent of the world's population is online. There are approximately four billion internet users worldwide, but where do they live? Well, surprisingly, it is small countries that have the most active internet populations: almost 100 percent of the people of Iceland, Luxembourg and Bermuda are connected.
On the other hand, countries with much bigger populations don't have so many people online. Just over 75 percent of the population of the USA, about 55 percent of the population of China and nearly 35 percent of the population of India are connected to the net, but more and more people are connecting to the internet in these countries every day.
At the bottom of the list are two African countries – Somalia, with just under 2 percent of the population, and Eritrea, with just over 1 percent of the population using the internet, but no doubt more and more Somalians and Eritreans will be online soon.

Unit 3, Lesson 3.6, Track 3.12, page 40, exercise 1

Tom Wow, look at this video of a guy using the first mobile phone!
Amber What?! It looks as big as a shoe!
T It was! It says here that it was 22.86 centimetres long. The longest modern phones are only about 15 centimetres long.
A Well, I'm sure it wasn't as light as a new phone!
T It wasn't! It was really heavy; it weighed 1.1kg, a lot heavier than modern phones; not exactly portable! The heaviest phones today only weigh roughly 225 grams!
A And look at that charge time! It took about seven or eight hours longer than it takes my phone, and mine takes the longest of any phone to charge!
T Really? How long does it take to charge your phone?
A Hmm, around two or three hours …
T And what about the talk time?! You certainly had to talk a lot faster than you do now – look – you only had twenty minutes. Most mobile phones have a talk time of five to seven hours.
A Yeah, but you couldn't hold a heavy phone like that for seven hours –you'd break your arm! Mobile phones have really got a lot better in just a few years.
T You can say that again! You couldn't connect to the internet, so there were no useful apps to use or websites to visit. You could only make phone calls! Can you imagine?

Unit 3, Lesson 3.7, Track 3.15, page 41, exercises 4 and 5

Radio host From PCNY New York, it's 'This Tech World'. I'm Eva González.
Sam Carter And I'm Sam Carter.
RH This week, we're looking at androids. The media and the entertainment industries have been telling us for years that we'll soon have androids in our homes.
But what is an android exactly? Well, the dictionary definition says it's a machine that looks, acts and moves like an independent person. They often have human features, display human behaviour and express human emotions. In recent years, androids have become stars of the internet; google the words 'Spot', 'Atlas 2.0', 'Sophia' or 'Walker' and you'll find some amazing videos of these robots running, climbing stairs, carrying heavy objects and even having conversations. After watching them, you'll think scientists are getting closer and closer to making androids that really look and behave like us. But are they?

Unit 3, Lesson 3.7, Track 3.16, page 41, exercises 6 and 7

Sam Carter Although the YouTube videos of androids are impressive, there's one thing that they never show; a human being! But behind many great androids, there is a human being at a computer terminal and he or she is controlling the robot through a computer network. So, why do the companies that make these videos do this? Professor Lisa Strossen from the New York College of Technology explains.
Prof. Strossen It's really a question of marketing. These companies want to create the idea that they have made robots that can think and act independently, but it's simply not true. People talk about fake news in politics, but it also exists in news about science! Computer science is progressing in this

area, and at the moment, we can write computer programs that enable robots to do a number of jobs – jobs that involve repeating the same movements again and again. However, these robots are far more stupid than us and there is a very good reason why they can't think like humans yet.
SC Which is?
PS Scientists still know very little about how the human brain works and therefore have no idea about how to create an artificial one. So, until science discovers how humans think, super intelligent androids will continue to be fictional characters and the stars of internet videos.
SC So, we've got nothing to worry about.
PS Not exactly. Computer software can analyse data considerably faster than us and robots can also do some things a great deal more accurately. Although the media often talks about a future where androids take control of the planet, it won't happen, or at least not for a very, very long time!
RH Sam Carter created this podcast with the help of Professor Lisa Strossen. I'm Eva González. Back next week with more stories from 'This Tech World'.

Unit 3, Lesson 3.8, Track 3.17, page 42, exercises 3 and 4

Student Well, this picture shows a group of people…er…passengers on public transport. I think it looks as if they're on an underground train in a tunnel because it's dark outside the window. I also think that it must be an underground train in a big city. There are lots of people on the train and I think it might be rush hour because it's so busy. It must be spring or perhaps summer, because nearly everybody is wearing light clothes – they aren't wearing jumpers or coats. Some of the passengers are carrying bags.
The carriage is full of people of different ages. On the right, we can see a young girl who might be a student, and there's a woman with a child in a pram in the middle of the picture, as well as older people who could be going to work. The thing that you really notice though, is that … is that everyone is doing the same thing – they're looking at their mobile phone screens!
Personally, I think mobile phones are great for moments like this, you know, when you're commuting, because you can't really do much else. Anyway, the child in the pram is asleep, so their mum is probably taking advantage of the moment to use her phone - maybe she's reading the news, watching a video or chatting to family or friends.

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

Yasmin Welcome back to the vlog, guys! It's 8 a.m. on a Saturday morning. We're on our way to take part in our local Parkrun and I am super excited for a proper morning workout. How are you feeling, Lewis?
Lewis You know what, Yasmin? I'm a bit tired. Because it's 8 a.m. on a Saturday morning.
Y Don't worry, Lewis, I was the same when I first took up Parkrun and now I can't get enough of it! It's a free five-kilometre running event that started in 2004. Since then, over five million people have signed up in 22 different countries, including the UK, Russia, the USA, Germany, Italy, France, Japan, Malaysia, South Africa and Australia. Now, over 250,000 people across the world join in every Saturday.
L But why?! It's far too early! I already feel tired and I haven't even run yet!
Y People do it for all kinds of reasons – it could be just for fun or for the health benefits. I started last year and it has brought about several big changes in my life. I gave up junk food, I started to exercise regularly, and I improved really quickly.
L That's another thing I'm worried about – I'm pretty unfit! I can't keep up with all those proper athletes – I'll look ridiculous!
Y I know what you're saying, Lewis, but it's not like that at all. There's a really good vibe and it feels like a real community. Everybody warms up together, they encourage each other a lot and there's no pressure. If you can't carry on, you can just drop out. There's always next week.
L But maybe I could just drop out now!
Y Come on, Lewis! Hang in there! It's great fun – I promise! Now, see if you can catch up with me on the way.
L Ha ha, very funny! Yasmin? Yasmin! Bye, guys! Wish me luck!

Unit 4, Lesson 4.2, Track 4.05, page 50, exercises 8 and 9

Gary Welcome to your fitness centre induction. I'm Gary, one of your instructors. All of the staff here are professional fitness instructors and all of the equipment that you can see is new. Please follow me to the weights area.
Fi Hi, I'm Fi. Nice to meet you.
C Hi Fi, I'm Carl. Is this your first day?
F Yeah, what about you? How long have you been coming?
C Only for a few days. I signed up after some of my friends started working out here, but I don't think many of them will come very often.
F I know the feeling. It looks like hard work to me.
C How often are you going to come?
F I don't know. I'll see how I feel. What about you?
C I want to come every day.
F I'm impressed!
C It's such a great way to get fit. Which classes are you going to sign up for? There are some really good ones.
F Erm, none of them. I don't want someone shouting at me for an hour. I get enough of that at school! And I can't see that any of these machines looks like fun. What do you even do with that one?
C I don't know, you'll have to ask Gary! So, why did you join in the first place?
F For the swimming pool and the spa, of course!

Unit 4, Lesson 4.7, Track 4.10, page 55, exercise 4

1 It's one of the best products on the market.
2 It's a good idea to get more exercise.
3 These are usually found by the sea and can be identified by their shape and colour.
4 It's a great story which we'd love to hear.

Unit 4, Lesson 4.7, Track 4.11, page 55, exercises 5 and 6

Mel Welcome back guys, and thanks so much for all your tweets, messages and emails. If you weren't able to listen to last week's show, it's still online so do go and check it out. On to this week's show and I've got two regular guests with me: journalist and researcher Sadie Wells, and our doctor and health expert Rich Lombard. Today we're talking about the secret to a long and healthy life, and in particular, the answer to the question: Where in the world do the most people live to 100 and beyond? Sadie, what can you tell us?
Sadie There are a few regions in the world where more people than average live to such an old age. These are called the world's blue zones, and include the Japanese island of Okinawa, the Greek island Ikaria, the Nicoya Peninsula in Costa Rica and villages on the Italian island of Sardinia.

Unit 4, Lesson 4.7, Track 4.12, page 55, exercise 7

Mel So, all of the blue zones are by the sea, then? Should we all move to an island or at least near the sea and dive right in?

Rich Well, we realise that most people won't be able to do that, but don't worry, because there are a few simple things that all these people do that help them live longer, and which we can all do, too.

Sadie Obviously, what we eat is so important, and all of these groups of people have traditionally managed to eat a diet high in fresh vegetables, fruit, beans and seeds, with some fish, but only a little red meat. A diet like this is likely to protect you from a number of diseases.

R They also spend a lot of time with their family and friends.

S But the most important thing that all of these people have in common is exercise.

M So, they train and work out a lot, do they?

S No, quite the opposite – they're just generally active. They spend most of their days moving: walking, gardening, meeting friends, looking after their animals, farming … and hardly any of their time watching TV or sitting at a computer. That's the key!

R And what I find really interesting is that people in the blue zones live the longest, but they aren't obsessed with their health. exercise is not something they do on a running track, in a pool or on a basketball court, and it certainly isn't about scoring points or defeating an opponent, it's just a part of normal life and the rhythm of their day.

S While the rest of us spend huge amounts of money on healthy food, gym memberships and miracle treatments, we still live stressful lives, we are addicted to our phones and suffer from many problems linked to our lifestyle.

R Exactly! So, what's the best thing we can learn from these people? Eat simple, healthy foods, see your friends, and move, move, move!

Unit 4, Lesson 4.8, Track 4.15, page 56, exercises 2 and 3

Student A These two photos show young people taking part in different sports. In the first photo, there's a group of teenagers playing a game of volleyball in a sports hall whereas in the second photo, there's a girl jogging outside by herself.

There are a few similarities between the photos. The main thing that both photos have in common is that they show young people who are keeping fit and exercising. Each photo shows someone who probably leads a healthy lifestyle.

However, there are also several differences. For me, the most obvious difference between the photos is that the first photo shows a group of people while the second shows an individual.

Another big difference is the location. Unlike photo A, photo B was taken in much more beautiful surroundings, on a path by a river with many trees.

In my opinion, exercising outside is much better for your mental health, but that said, I've never been a big fan of running. It certainly isn't as sociable as playing volleyball either. In my experience, it's a lot more enjoyable to play team sports, and volleyball is a great game to play with friends, and you don't need to be particularly good at it. For that reason, I'd prefer to play volleyball.

Unit 4, Lesson 4.8, Track 4.16, page 56, exercise 5

Student B Here we have two photos of different activities. Both photos are similar in that they show people doing exercise, but one is of a group of boys playing volleyball – maybe at school or at a leisure centre – and the other is of a young woman running outside.

Interestingly, neither photo A nor photo B shows people using technology, which makes a change because a lot of people listen to music or wear a smart watch when they exercise.

In comparison to photo A, photo B is much more appealing to me because it's in a beautiful location. Playing volleyball in a sports hall is also a lot more expensive than running outside on your own.

As I see it, running is a much better way to keep fit and the best thing is that you can do it whenever you want because you don't have to depend on other people. It's a great way to explore new places and enjoy nature, too.

Unit 4, Lesson 4.11, Track 4.18, page 59, exercise 2

Adult Most of us today enjoy sport, whether it's taking part to keep fit or just enjoying it as a spectator. But have you ever wondered how and why it first began? The oldest sport is thought to be running, for the simple reason that you don't need any equipment to do it. It's believed that humans first started running about four and a half million years ago. There are ancient pictures of this activity in caves in France dating from about 15,000 years ago. There isn't enough evidence to say when running became what we would call a sport, but the first event in the first Olympics was a race on foot and one of the earliest running competitions on record took place in 1829 in Ireland.

Another sport that doesn't require equipment is swimming. Archaeologists have found prehistoric drawings in Libya which they believe show people swimming, although they can't be absolutely certain that their movements aren't in fact related to something else. Although this is another ancient activity, it wasn't until the 1800s that it became a competitive sport and it first appeared as a sport for men at the 1896 Olympics in Athens.

Gymnastics also have a connection with Greece. Around 2,500 years ago, the Greeks realised they could use it as a way of preparing men to fight. Eventually, it became a popular everyday activity and it was an ancient Olympic sport. The Romans also used gymnastics to train their soldiers, but later, the Olympics stopped taking place and there was no longer such an interest in it. This changed about 200 years ago when two German doctors came up with the idea of exercises for young men that used some of the equipment we're familiar with today.

And finally, the earliest form of football is thought to be a ball game from ancient China, called Tsu Chu. It was first mentioned as a form of exercise around four and a half thousand years ago. The aim of Tsu Chu was to see who could manage to kick a ball through a hole in a small net. The game was enjoyed by the most important people in China at the time, although it became less popular there from the fourteenth century. In fact, our modern version of the game of football has been around for less than two hundred years!

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

Yasmin We've been doing some cool experiments in science about what we're going to eat in the future. Some people think we'll just eat the same

things as now, but I disagree. I mean, just think of all the tasty food that our grandparents didn't have!
Lewis What are you up to, Yasmin?
Y Me? Nothing, but you're wearing that eye mask!
L What? Why?
Y It's a taste test! Some of the most exciting modern research is about how we use all our senses when we taste. You see, scientists say the lines between the senses are blurred, so we eat with our eyes, our nose, even our ears – as well as our mouths when we taste. And you're going to test the theory!
L OK, but you're not putting food up my nose!
Y I won't!
L It's not going to be something very spicy, is it? Or something rotten? Or sour?!
Y You'll see … So, what is it?
L I, uh, I haven't got a clue. It's quite smooth. Is it, like, a wet potato?
Y A wet potato? No, it's melon!
L Seriously?! Seeing is believing, I guess, but I did not expect that!
Y Exactly! What we see is so important, which brings me on to dish number two. What taste do you think this dish will have?
L It looks sweet and sticky, like a dessert. Ugh… that's gross! It's really salty!
Y Right! The colour confused you! We connect different colours to different tastes, and we expect food that is a pale pink or a vivid red to be sweet, so it's a surprise when it isn't! Ready for the last experiment?
L Don't give me something salty again!
Y This time you just have to say what the difference is between these two cups of coffee … while wearing these. I'll play a different sound while you drink each cup. Ready? Go!
L Woah! That's deafening!
Y Sorry!
L That's better. This one is quite bitter.
Y Now try the other one.
L Yeah, I definitely prefer this one – it's sweeter!
Y Shall I tell you what the difference is?
L Fire away!
Y There isn't any! It's the same coffee!
L It's just the sound that's different? OK, your senses obviously make a huge difference. But can you just promise me one thing?
Y What's that?
L Don't make me eat this again. Please!
Y I won't, I promise!

Unit 5, Lesson 5.2, Track 5.05, page 62, exercises 1 and 2

Will Hey, Joe. Lina and I are visiting the FuturoLife Exhibition on Saturday. Do you want to come?
Joe Sounds interesting. What's it about?
W Well, basically it's about how they think technology will change home life. There's a presentation at 10 o'clock on Saturday morning about entertainment devices in the home that I really want to see, but there are lots of other things.
J Is there going to be anything about cooking?
W Well, they're going to do a demonstration of the kitchen of the future.
J Perhaps they'll give us something to eat!
W I don't know about that, but they are going to talk about food of the future. I've read the programme and I'm sure it's going to be interesting.
J Okay, I'll come. It's this Saturday, the 4th, right?
W Yeah.
J How are you getting there?
W Well, it's at the London Exhibition Centre and it starts at 9 o'clock, so we're catching the 8 o'clock train to Victoria station.
J Okay, I'll see you both at the station at ten to eight.
W Great! See you then!

Unit 5, Lesson 5.3, Track 5.07, page 63, exercise 4

Radio host Hey there, here's a message for all our listeners who are under 40; you might live forever! At least that is what futurologists think. I'm Linton Johnson; this is Future Worlds.
Nowak "Humans have a great interest in the future. Although we have a lot of scientific information, we still listen to people who promise they can predict our futures."
RH We're listening to futurologist Lena Nowak. Lena works at The Future Community, an organisation that looks at what is going to happen in the future. International companies and media organisations buy information from The Future Community so they can make plans.
N Of course, we can make mistakes, especially when we talk about fifty years from now. But when we talk about what we think will happen in the next five or ten years, we're usually 85 percent correct.
RH That's why when futurologists claimed that at least one person alive in 2020 will be alive in 2150, we wanted to hear more.

Unit 5, Lesson 5.3, Track 5.08, page 63, exercises 5 and 6

Ableman "Nobody wants to live as a 90-year-old forever, going to the doctor's for check-ups and examinations all the time. People want to live forever in good physical and mental condition, and they'll soon be able to do that. Science will allow people to change old parts of the body for new ones."
Presenter Those are the words of professor Bernard Ableman from the Future Health Institute.
A "There may be other possibilities, too. You might transfer your brain to a computer and live in a virtual world online. You could live forever online. Then, we'll be able to connect our brains to android bodies all over the world, so if you are in London but want to visit the Amazon rainforest, you'll be able to use an android body in Brazil and go on your trip."
P This might sound like science fiction, but Nowak and Ableman think that these new ways of living will be here soon. But if they are, how will that effect the way we behave? Here's writer Paul Taylor.
Taylor "Science gives us new technology without thinking about how it will change society. However, a few writers have written about societies where people live forever, and it's not always positive. In one story, the characters become lazy because they know they will always have time to do things. They give up eating well and doing exercise, because they know they will always live. There is also a population problem, because there are still babies, but nobody dies."
P So, if you're under 40, you might live forever…but will you want to? Future Worlds is created by Ira Williams and me, Linton Johnson.

Unit 5, Lesson 5.4, Track 5.09, page 64, exercises 4 and 5

Emma I thought what she said about asking for help was really interesting. I hate asking for help – I feel it makes me look weak, but I realise it's not like that at all. In fact, as she said, we all need help now and then. Also, she said that most people like to help. So, the next time I have a problem or if something is getting me down, I'll speak to someone, but not just anyone

- I'll choose a good listener or someone who maybe has a bit of experience, you know, someone who has gone through the same situation.
Frank The main thing that I got from the talk was how to deal with the negative thoughts that we sometimes have about ourselves by changing them to positive ones. Of course, we all have to be honest about our abilities, but sometimes I'm too negative about what I can do. I put myself down, you know, I think I'm not as good as other people, but I am! There are always going to be people that are really, really good at certain things, but I need to remember that I'm just as good as the others or at least I can be, if I'm more positive about myself.
Upma I have to admit that I hate speaking in public, so it was interesting to hear that we can deal with our fears of social situations by imagining ourselves doing them successfully. The speaker also said we should role play the situation we fear at home, you know, act in front of a mirror or with someone you trust. So that's what I'm going to do. I'll try and get over my fear by giving a speech at home. Well, I think I should try it out.

Unit 5, Lesson 5.6, Track 5.13, page 66, exercises 7 and 8

Teen We don't realise it, but our eating habits are changing. In my town, more and more fast food restaurants have been opened, but so have health food shops, too. Farmers' markets have been opened and are also becoming more popular. Lots of people say it's better for the planet to buy food that has been produced locally, and more and more local farm produce is being sold at these markets.
At my school, our menus for lunch were changed last year. We are being given much more choice of fruit and vegetables and less fast food. Healthy veggie burgers are also on the menu! I wonder what we'll be eating in ten years' time!

Unit 5, Lesson 5.8, Track 5.16, page 68, exercises 3 and 4

Mo What have you ordered?
Ivy Avocado on toast! It's really tasty and healthy, too! I love it!
M Really good for you, but terrible for the planet!
I What do you mean by 'terrible for the planet'?
M Well, as far as I'm concerned, there is some food that we shouldn't eat because it has a bad effect on the environment.
I Why do you think that? I don't think my avocado on toast is going to destroy the planet!
M Well, a lot of things that are considered healthy come from the other side of the planet and, and…
I Yeah, but I'm not convinced that…
M I'm sorry, but I haven't finished.
I Sorry!
M … and bringing them here causes pollution. In some cases, they're also bad for the environment. For example, farmers in some countries cut down tropical rainforests, so they've got enough land to grow the fruit and vegetables that we want.
I Oh, dear! You've made me feel guilty now.
M And they come in lots of individual plastic bags, too.
Poppy Actually, I've got something to say about that as well. A lot of these health foods are just a fashion that will soon disappear. If we eat more locally produced food, the environment benefits and so do local farmers.
I To be honest, I agree with you both, but, you know, I honestly didn't know anything about where avocados come from. The media should inform us better!
M I agree up to a point, but it's also our responsibility to find out where the food we eat comes from.
P I completely agree.

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

Max Hi guys and welcome back to our vlog. We're back again, and today we're talking about travel.
Isobel Now, is it just me or is everyone obsessed with travelling these days? Every time I go online, all I see are people who can't stop posting about going backpacking in India, seeing the sights in Europe or staying at a luxury resort.
M And then there are so many photos of tourists meeting local people… 'experiencing local culture'… all over the world!
I I mean, don't get me wrong, I love travelling, but flying all over the world adds huge amounts of carbon dioxide to the atmosphere. And it's really expensive too! Paying for travel, booking accommodation – they're all things that cost money – a lot of money.
M But there are so many other ways to experience different cultures. You don't need to book tickets or make reservations, you don't even need to go abroad! You just set off on a journey down your local shopping street where you can find places that sell bread from Poland, sweets from Turkey, and cheese from Italy …
I And then there are the restaurants: Chinese, Italian, Greek, French, Indian and many, many more. So, if you're looking for international cuisine, just explore the local area! Samosa?
M Nice one! As well as food, there's art. Most of our museums and galleries have artworks from all over the world like pottery from China or paintings from Italy.
I And in the cinema, you can watch films from the USA, India or anywhere!
M And you don't even need to leave the house. You can read books about every country in the world, from Albania to Zambia.
I You can even tour some of the world's most famous sights using virtual reality! Want to see the pyramids? With a VR headset you've already arrived at your destination!
M We don't want to go on about this, but if you want to find out about different countries and cultures, chances are there's plenty to discover in your area.
I So, get out there and get exploring!

Unit 6, Lesson 6.2, Track 6.06, page 76, exercise 9

Adult This is a country with many incredible sights to see across two islands, including mountains, lakes, rainforests and beautiful beaches.
For tourists interested in history, Rotorua is the best place to experience the traditional culture of the Maori people. They first arrived on boats from the South Pacific over 700 years ago.
A great way to meet local people is to watch a game of rugby, the country's national sport. It's an exciting game, and the national team, the All Blacks, are the world's best, and the players are the biggest sports stars in the country.
For tourists whose first love is the cinema, why not make a reservation on a Lord of the Rings tour and visit the studio and locations where the films were made? Finally, no visit to this beautiful country is complete without a trip to the Taupo Volcanic Zone. It's a unique area which is home to three active volcanoes.

Unit 6, Lesson 6.4, Track 6.09, page 78, exercises 3 and 4

Professor One of the most important lessons we can learn when we experience different cultures is that what is normal behaviour in one culture might be rude in another. It doesn't mean that one culture is right and one is wrong, or one is more civilised or better, they are just different.

Our beliefs, language, everyday habits and expressions are all part of our culture. And this is something we need to think about when we go abroad and meet local people from other countries. For example, hand gestures and how we greet people are different around the world. In many western cultures, kissing someone on the cheek is a common way to greet someone. In the UK, it's unusual to do this with people you don't know very well, and in some countries, for example China, this is not acceptable.

What you should and shouldn't do when you go into someone's home also changes from country to country. In many parts of the world, it is a custom to remove your shoes when you enter someone's home. It shows respect to your host and their home. But in many countries, it's perfectly normal to wear shoes inside.

Different cultures also have very different attitudes to animals. In many Middle Eastern cultures, dogs are seen as dirty and should not be in the home, while in the USA and many European cultures, dogs are 'man's best friend' and a part of the family. They live, eat and sleep in the family home.

The more we travel, live and work abroad, the more important it is for us to understand that everyone's culture is different, and these differences are an opportunity to learn.

Unit 6, Lesson 6.7, Track 6.14, page 81, exercise 2

1 Phew. That was close. I wasn't sure if we would make it on time. After the train was so late, I was convinced we'd miss the flight, so I'm just so pleased to see it hasn't left yet.

2 I think we're going to be lucky. They said there were 50 tickets left and I don't think there are more than 50 people in front of us.

3 Oh my goodness, it was everything I hoped it would be and more! The views, you can't imagine, it was just, like, the best day of my life!

4 I just know we're going to lose this match. We haven't been playing well all year.

Unit 6, Lesson 6.7, Track 6.15, page 81, exercises 3, 4 and 5

1 It was really crowded, but what do you expect. It's one of the most famous tourist attractions in the world. I didn't expect it would be quiet! The walk along it was really interesting, and the views of China are breath-taking. I may not come again, but I'm really glad that I've seen it.

2 I mean, this is meant to be the centre of the most glamorous industry in the world, but when you actually get there, it's just really depressing. There are a few big cinemas, but they're nothing extraordinary and, apart from that, just lots of awful tourist shops. I don't know why anyone would bother going there. I'm used to much nicer places where I'm from. We were also warned about exploring the area at night as it can be quite dangerous. And the hotel doesn't feel like the five-star ones I usually stay in.

3 I mean, we were in Paris, so we thought we should go and see it. The museum itself is extraordinary, sure, but it's almost impossible to see the painting. It's just surrounded by people taking selfies. I mean, this is the most famous painting in the world and all people want to do is take selfies. So frustrating. I find tourists so annoying. What a joke!

4 So, we decided to do this walk, which was organised by a company out there. And I'm so pleased we did. It wasn't at all disappointing. There were eight of us in the group, which was a good number, plus the guides, who were brilliant. It was just so well organised. A lot of people complain about it being crowded on the mountains, but we didn't think so. On the way, we met plenty of local people and when you get there, the views are breath-taking. Unforgettable, really.

Unit 6, Lesson 6.7, Track 6.16, page 81, exercise 6

1 I have something to tell you.
2 I have something to tell you.
3 I have something to tell you.

Unit 6, Lesson 6.8, Track 6.17, page 82, exercises 2, 3 and 4

Patrick Hello.
Maria Hello, can I help you?
Pa I'm interested in finding out more about the Outback Experience tour.
M Yes, of course. How can I help?
Phil Can you tell us if transport is included in the price?
M Yes, it is. The tour guide picks you up from your hostel or hotel in the city.
Ph That's really useful.
Pa What about accommodation? Do you think we should book a hotel?
M No, you'll be camping in tents in a different place each night in the outback.
Ph That sounds great.
Pa What happens if it rains?
M Don't worry, the tents are waterproof.
Ph What clothes would you recommend?
M Comfortable clothes to walk in and you should bring something warm to wear in the evening.
Pa Could you be more specific?
M Sure. Long trousers for walking in, good walking boots, a fleece or sweater and a jacket.
Pa That's good to know.
Ph Can we go swimming on the trip? And should we bring a swimsuit?
M No, there won't be any water nearby.
Ph Could you repeat that, please?
M You won't be near any water on the tour.
Ph That's a shame.
Pa One last question. Is it possible to cancel the reservation once it's made?
M You can't cancel it, but you can change the dates.
Ph Thanks a lot for your help.
M You're welcome. Would you like me to book you a place now?
Ph Yes, there are two of us and …

Unit 6, Lesson 6.11, Track 6.18, page 85, exercise 2

Young adult If you're not a great fan of air travel, but still want to see the world, how about taking a train journey instead? I've always loved travelling by rail, and there are some amazing routes to discover in every continent. Last autumn, I decided to take a trip on the Trans-Siberian Railway. It's a great opportunity to travel across Russia in a more unusual way. It was an amazing journey that took six nights and covered over 9,000 kilometres, starting from Moscow and travelling east towards Vladivostok, near the border with China.

Before I began my train journey, I spent a few days exploring the capital city. There's so much to see there, especially if you're interested in history and art. One day I took a three-hour walking

tour, followed by a boat trip on the Moskva River. In the evening, I had dinner at a traditional restaurant then enjoyed a concert.
The next morning, my adventure really began! I was surprised at how comfortable the train was – my accommodation was incredibly clean, and it even had air conditioning, although the lack of a shower might be a problem for some travellers. The food in the restaurant car was excellent and there was a good range of food to choose from, with plenty of vegetarian options. The restaurant is a great place to meet people, too. Lots of Russians use the train for shorter trips – the train stops several times a day for about 10 or 20 minutes to let people on and off, and it's a good opportunity for a short walk at the same time. I loved having the chance to chat to some locals. It's a good idea to learn a few phrases in Russian, and I also found that having a map was a great way to start a conversation about my journey.
I saw some truly amazing things on the route. One of my favourite landmarks was the bridge at Novosibirsk – it takes the railway line over the Ob River and it's nearly one kilometre in length. The scenery was wonderful as well. We crossed the Ural Mountains and went through the incredible Siberian forest. But for me, the highlight was passing Lake Baikal. It's the largest freshwater lake in the world and its blue waters are simply breath-taking.
You can take this trip at any time of the year. Of course, you'll need plenty of warm clothes if you go in the winter, including snow boots and a warm coat. What else should you take? I'd suggest a few good books, but there are plenty of other things to do, like playing chess and making new friends. But you'll probably find you spend most of your time looking out of the window!

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

Yasmin Hi guys and welcome to the show. Today, we're talking rubbish.
Lewis Speak for yourself!
Y I mean the rubbish on our streets, in our rivers and in our parks. This kind of litter is everywhere!
L And now we're doing something about it. And it's all because of this guy. His name is Jamal and he's a legend! He noticed that his local park was full of rubbish, especially plastic waste. But he said that he couldn't just wait for the local politicians to do something about the issue, so he decided to take it on himself.
Y He started Jamal's Teen Park-Clean, a campaign that encourages teenagers to get together and pick up litter in their local parks. It began with only a few volunteers, but that has changed. I checked the website recently and it said that hundreds of teenagers had now started their own groups, all over the country! He's turned a small volunteer group into a national youth movement!
L And it has now become popular internationally too! Young people all over the world are helping to fight the plastic waste crisis! And we want to lend a hand, so I'm going to set up a Teen Park-Clean right here in our local town. Are you happy to volunteer, Yasmin?
Y You bet! I'm keen to do my bit, but where do we start?
L That was exactly my question! So, I contacted Jamal and he talked me through the steps he'd taken to get started. So, the first thing Jamal said was that we would need to raise awareness. To do that we'll need a lot of assistance! So, first we should find volunteers and then we need to get the word out. We can do this through social media, the local press, even posters at school. Everything helps!
Then, Jamal pointed out that we needed to raise money for equipment. He said that his team had worked with local charities to do some fundraising and that it had gone really well. The money they raised meant they could easily get what they needed. They even had money left over, which they gave as a donation to a poverty and unemployment relief fund.
Finally, Jamal's advice was to just get started! Once you've got the volunteers and the equipment, there's no excuse! I've done steps one and two so Saturday, 3 p.m. in the park. Are you up for it?
Y Just try and stop me!

Unit 7, Lesson 7.2, Track 7.05, page 88, exercises 7 and 8

Teen girl I'm trying to be greener and so are my family. At home, we recycle everything that we can. I've also become a volunteer in a group that is trying to clean up the local river. I joined last month and so far we have organised a clean-up of a park next to the river. Next, we'll have a fundraising event so we can buy a special net to catch rubbish here in the river. I feel we're doing something useful and I'm enjoying it too!

Unit 7, Lesson 7.4, Track 7.08, page 90, exercises 2 and 3

Adult Okay, listen up everybody. Today, we're going to plan our communications campaign, and I need your input on this. So, everybody in their teams, please!
Right, the first thing we need is a mission statement. Now our mission statement will tell people who we are, what we're doing and why, so think about the best way to communicate this message.
I also want you to think about our clear goals. We need to have clear aims, aims that people think they can help us achieve. Everybody knows that the problem of people living on the streets is a big challenge for society and we obviously can't solve it on our own, but we can do something. What?
Now the next thing I want you to think about is our target audience – who are we asking to help us? If we try to involve all the public, it won't work. We need to focus on one or two groups and think about what those groups can offer. So, yeah, if we need energy and physical help, then young people would be a good target, but if we want financial donations, we need to contact older people or even businesses.
Okay, next up I want to talk about communication and our target audience. If we want young people to be involved, then an advertisement in a printed newspaper isn't going to work. So, successful communication is about choosing the best media for the people we want to reach out to.
And another thing about communication – 'availability' – remember communication is a two-way street. We have to make sure that we are available and that our target audience can contact us and ask questions about what we're doing. We're not just asking for people's donations and help – we also have to be able to explain how we are going to use their donations.
Finally, I want stories that give us powerful emotions! We need to tell stories that touch people's hearts; cold facts and statistics won't do it. Go out on the streets and find out why people are homeless, find out what happened

to them and let's tell those stories to our audience.
Okay people, let's go to work!

Unit 7, Lesson 7.6, Track 7.13, page 92, exercise 1

Radio host When Ann Baker asked her family if they wanted to take part in a reality show, they all replied, 'Yes'. However, after two months on the show, they have all changed their minds, especially 16-year-old daughter Lisa. The reality show involves living in a house like people did in the 19th century. That means only eating food, wearing clothes and using things from the 19th century. A newspaper asked Lisa what she thought of 19th century life. She answered that it was very boring for 16-year-old girls. They cleaned houses or got married … or both! Lisa also said she felt dirty all the time because of the smoke from the kitchen fire. Unsurprisingly, she has missed her modern life, although she said she feels silly that things like her mobile phone are important to her. Despite that, she says the first thing that she will do when she leaves the house is check all the messages on her phone!

Unit 7, Lesson 7.7, Track 7.14, page 93, exercise 2

Harry Hi Ellen. Er … I found most of the information about where uncontacted peoples live on the internet. Let's see … there are about 100 isolated tribes on the planet – at least that's what the experts think – … and most of them live in Brazil, but others can be found in Colombia, Ecuador, Peru, Papua New Guinea and on the North Sentinel Island of the Andaman Islands … err … near India. Also, they know about us…I mean, the modern world … but basically they have chosen to live separate from the modern world – they aren't doing it to make a point! In fact, they're actually interested in making contact, but are often frightened – they've had…erm… they've had bad experiences in the past, you know, they've seen friends or family killed by criminals that have been hiding on their land, or…or…the environment where they live has been destroyed. Things like that.
Anyway, most of these people learn hunting skills that are useful in the environment where they live, and they can move around easily because they also collect fruit and plants for food and …er… they don't have farms which means they don't have to stay in one place; those are some of the reasons why they have been able to stay out of contact.

Unit 7, Lesson 7.7, Track 7.15, page 93, exercises 4 and 5

Harry Okay, here's another message! I got most of the information about uncontacted peoples avoiding the modern world from Professor Sue Davids at the university. I also asked her what could be done to protect these people and Professor Davids said there are organisations that try to protect them, but that there's also pressure to take their land for business reasons. She gave a positive example of the way the Indian government used to protect the Sentinelese people on the island of North Sentinel and stop anybody from visiting the island. Experts believe the Sentinelese have been alone there for 60,000 years and that visitors could give them diseases – diseases that we have treatment or vaccines for that would… would… er… kill them. Anyway, it seems the Sentinelese know how to defend themselves and they have attacked people who have tried to visit the island!
People aren't allowed to visit the island, but can you believe that there are people who still try? Davids said that about 50 percent of a group of uncontacted people die because of contact with outsiders and the diseases they may be carrying. I mean, don't they care? Unbelievable!

Unit 7, Lesson 7.8, Track 7.16, page 94, exercises 2 and 3

Oli So, we both agree that we want to volunteer, but which charity are we going to volunteer for? Personally, I think we should choose one that will be useful for our CVs. What do you reckon?
Ava Well, I think the good thing about volunteering is contributing to a cause that you care about - something that you really want to help with.
O Yeah, I agree…definitely, but I really want to be a teacher in the future, so I think volunteering at an after-school club for young teenagers could be a good option because it would look good on my CV and we'd learn new skills. What do you think?
A I suppose so, but I don't know what I want to do in the future. And to be honest, I'm not sure I could control a big group of teenagers!
O OK, that's fine. Well, how about the second option - visiting elderly people that can't get out of their houses? We would help them with their shopping and things like that. Those are really practical things that we can both do to help someone, and I think that's a good reason for volunteering, right? Do you think that's a good idea?
A Yeah, yeah, it sounds great, and we would be helping elderly people to connect with the community. I really like that idea.
O Exactly! OK, maybe we could choose that one, but shall we consider the third option before deciding?
A Right, volunteering to clean up the local river once a week. Well, I think it could be a good option because we would make a difference to the community, wouldn't we? I quite like the idea of that.
O We would, but…
A But what? What are you thinking?
O Well, it's a difficult decision. They're all good causes. Which do you think is best?
A Well, as you say, it's difficult, but I feel we'd be more useful helping elderly people. What you said about doing practical things for others is so true.
O Yeah, and helping them to join the community is a good reason, too.
A Yeah…yeah…great…we've agreed then! Shall we go with that? Now, all we have to do is start on this application!

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

Isobel Hi guys! Welcome to our vlog and today, er … Max, what are you doing?
Max I'm looking for some trainers and I've found an amazing offer. But the sale ends in four, three, two …
I Stop, Max. STOP IT! It's a trick!
M What are you getting at?
I People have always used so-called 'sales' to attract customers. And they often add that you can only get these discounts for a limited time. After all, no one wants to miss out on an amazing offer, do they?
M No, they don't! And if you hadn't stopped me, I'd have got one!
I Ah, come on Max! Get real! Don't you think it's a bit weird that all these sales 'must end today'? If you'd taken some time to look around, you probably would have found it wasn't a deal at all. Go ahead. Refresh the page.

M Yep, the sale's over, but wait! The shoes are even cheaper!
I You see, that's how they get you! They have lots of tricks like that! Like playing calm and relaxing music, or using colours like blues, greens and whites to make you feel at home, or treating you like you're their best friend with their 'Oh, why don't you try it on?' and 'That looks great on you!'. Then, it's sell, sell, sell! They don't care if you get into debt! And they won't listen if you make a complaint!
M OK, now I'm scared! But what do you do?
I First of all, if they tell me I can get a discount, I always check. Is it really a discount? And, to be honest, I rarely buy stuff in the sales. If I do, I always keep the receipt so I can get a refund if I need to. I always have a budget when I go shopping too. If it's over my budget, I don't buy it.
M But what if it's a really big discount? I mean, these trainers are now £20 cheaper! But maybe I should look around?
I Spot on, Max. If you actually look around, you might find a good offer, not just a sales trick!
M No, wait, I don't have time. The sale ends in two minutes!
I Just make sure you can cancel the order and send it back!

Unit 8, Lesson 8.2, Track 8.06, page 102, exercises 6 and 7

Adult In the world of business, bad decisions can cost companies a lot of money, lose them lots of customers and cause a lot of regret.
In 1985, Coca-Cola did exactly that. The company decided to change its winning recipe and design and replace it with a new drink, known as New Coke. This might sound like a strange idea, but at the time, Coca-Cola was in serious competition with Pepsi Cola, whose 'Pepsi Generation' advertisements had been really successful. Coca-Cola decided it needed to do something big. But not only did they start selling New Coke, they also stopped producing the original drink, the drink that was the most successful and most popular brand in the whole world.
To Americans, Cola-Cola was part of their history, their culture and their identity, and suddenly, it was gone. The public were very angry and many people changed to Pepsi, which cost the company huge amounts of money. Less than three months later, Coca-Cola realised they had made a big mistake and started producing the original drink again, under the name Coca-Cola Classic. By 2002, New Coke was finished, and Coca-Cola Classic returned to being what it always was, Coca-Cola.

Unit 8, Lesson 8.3, Track 8.07, page 103, exercises 4, 5 and 7

Amy Continuing our series on money, today Jack and I are talking about how to be a smart shopper.
Jack Yes, I think sometimes people don't know how many ways there are to save money when you shop these days.
A I think it's because it's not always obvious, and some involve a bit of hard work or a change of habit.
J Yes, you are right! So, Amy – do you want to start?
A Sure. My first tip is a simple one. Use price comparison websites. They will help you know if you're getting a good deal or being ripped off.
J If I had known that a few months ago, I'm sure I would have got a better price on my new laptop. Following on from that, don't be afraid to haggle for a price reduction. These days, it's possible to get a discount by asking for one. Just be polite, smile and ask if they can offer a better price. But be prepared to abandon the deal and politely say 'no, thank you' if they can't.
A OK, next, use social media. It's a good idea to follow your favourite brands. They often post special offers and details of clearance sales on social media or links to coupons you can use both in store and online.
J My last tip is all about timing. In my opinion, I wouldn't rush out and buy the latest gizmo the moment it's in stock. Prices are always highest for new technology for the first few months, so be patient and remember that it will be cheaper in a few months' time. Also, think about buying out of season. What I mean is, buy your swimsuit in autumn and your winter coat at the start of spring. You will definitely find better offers.
A Good point. Well, I think there are plenty of good ideas there. Feel free to post more on our social media pages. And happy shopping, guys!

Unit 8, Lesson 8.4, Track 8.08, page 104, exercises 3 and 4

Adviser So, let's set up your savings plan. First of all, I'd like to go through your income each month. How much pocket money do you get from parents?
Tim About £40 a month. But I can also get more if I do chores at home.
A And do you have a part-time job?
T Yes, I work in a café on Saturdays. My wages are around £80 a month from that.
A OK, good. So, that's an income of £120 a month. And what about your outgoings? Let's start with your purchases.
T It's difficult to say, but it's possible that I spend about £20 a month.
A OK … and what about entertainment?
T I usually go to the cinema about twice a month, my friends and I go for a burger most Saturdays, and then the occasional drink or snack. Around £50 a month, although it might be more.
A Let's add that here. Finally, what about essential costs, like travel, public transport, sports, etc.?
T It'll probably be another £30 per month.
A OK, and how much would you like to save – what's your goal?
T I'd really like to save £500 for a holiday next year.
A OK, and what's your bank balance in your savings account at the moment?
T It's £160.
A How much interest do you get?
T It's two percent per year.
A Give me a moment … If you can give yourself a budget of £40 per month for entertainment, then you'll be able to afford to save £30 per month, and over a year, you'll have £360 plus your current balance. What do you think?
T I'm sure that's possible.
A Excellent!

Unit 8, Lesson 8.6, Track 8.12, page 106, exercises 5 and 6

Professor Does anyone know what bitcoin and tulips have in common? Let me explain.
At the start of the 17th century, tulips were becoming popular in the Netherlands, as more people enjoyed having the colourful flowers in their homes. Farmers then learned to grow more colourful flowers. And soon, the prices of some unusual tulips started to go up.

But then something strange happened. Rich Dutch people became interested and they offered to buy bulbs from farmers. This was not because they wanted to grow tulips though, but because they fancied making a profit from them.
Early investors were successful. As more people kept buying, the prices increased quickly, and people were selling tulip bulbs for a lot more than the flowers were worth. Everyone was talking about tulips and they were selling for the same price as a house. Eventually the price of the tulips fell really quickly when people were no longer prepared to pay such high prices. Does this sound familiar?
Here's the lesson. When the price of something is not related to its value but to what someone will pay for it, you're in trouble. People were no longer prepared to pay such a high price anymore and they quickly tried to sell. This meant that the price dropped really quickly and just like bitcoin, a lot of people who invested in tulips lost everything.

Unit 8, Lesson 8.8, Track 8.14, page 108, exercises 2 and 4

Magda We'd like to discuss our plans for the school party next month.
Teacher Yes, of course. The main thing for me is that everyone is safe and there is no damage to the school.
Alex We understand. This is very important for us, too. Would we able to use the school hall, the dining hall and kitchen?
T Well, I'm not sure about the kitchen – there's a lot of expensive equipment in there. It could be dangerous on your own.
A What about if a member of staff was with us?
T OK. Provided that a member of the kitchen staff was in the kitchen at all times, I would be happy to let you use those areas. What about the time of the party?
M We'd like to start at 7 p.m. and finish at midnight.
T I'm afraid that's out of the question. It would need to finish at 11 p.m. at the latest.
M That's fine. Would the school be able to give us a small budget to buy food and drink?
T We could give you £100.
M Would you consider giving us a bit more? If you could give us £150, we would be able get a band to play, and decorate the hall as well. We think it would really improve the atmosphere.
T I think we can accept that.
M That's great. Thank you very much.
A Thank you.
T You're welcome. Good luck with organising everything.

Unit 8, Lesson 8.11, Track 8.15, page 111, exercise 2

1 A new shopping centre opened in town last year. It's not a very big town and there were already plenty of shops on the high street. Of course, a lot of those smaller independent businesses are now in difficulties. There are so many empty stores in the high street now. And the shopping centre is bringing more traffic into town. That means more problems with parking and of course more air pollution. On the other hand, I can understand why some people like it, especially teenagers. It's a great place to hang out, with all the new cafes and restaurants.
2 I'm a huge fan of charity and second-hand shops. I'm always finding interesting and unusual clothes – stuff that you just wouldn't find in big stores. I love dressing up when I go out, it's all part of the fun. It's important to me to be an individual, so buying something a bit different is really important. That's why charity shops are perfect for me. I can browse in them for hours. I just love the ones in my neighbourhood! And they're ideal if you don't have a lot of money to spend.
3 There are lots of things that annoy me about shopping. I think the thing I hate most is that companies are always trying to make you buy things you don't really need. There are adverts everywhere nowadays – on TV, in magazines, on public transport – and of course on social media. You just can't get away from them. They're always trying to persuade you that you'd be a happier or better person if you bought their product. I don't understand why people believe it. It's just clever advertising I suppose, with lots of powerful and attractive images. There's a whole psychology to it, but it doesn't convince me to spend my money.
4 I can see why online shopping is so popular these days – it's a lot more convenient for people who can't – or don't want to – get to the shops. But personally, I'd much rather talk to someone face to face. That's why I try to buy at my local shops if possible. I think you get better service and you can see what you're buying. That's especially true for food. I love cooking, but I don't want to buy a huge bag of vegetables – they're usually wrapped in too much plastic and you have to buy far more than you need. I always end up throwing things away, which is terrible. It's such a waste.
5 As a student, I have to live on a budget. I can't afford to go out much, so I don't need many clothes. Lots of people buy something and only wear it once, just so they can keep up with fashion. I don't understand that at all. I think it's better to pay more for something and keep it – if things are well made, they should last for years. Too much choice isn't always a good thing. Some of my friends buy clothes online, but they order about six different colours of the same item then send some back! That means more packaging, more deliveries, and more vehicles on the road. It can't be good.