Workbook audio scripts

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

See page 181.

Unit 1, Lesson 1.4, Track 1.03, page 11, exercise 2

1 I posted some photos of myself on social media. A friend had taken them while we were trying out new hairstyles and make-up. I suppose they made me look older and quite attractive. But then I found out someone had created a fake profile on an online dating site using my photos. Apparently, it's a strategy to fool someone into a relationship, usually to steal money from them. It's called catfishing. So, the consequences can be really bad for the victim – they can be hurt, or maybe lose a lot of money. For me, well, I'm now much more careful what I put on social media.

2 I got an email from an address I didn't recognise. The subject line said something like, 'do you want to make a lot of money'? It was stupid, but I opened it and clicked on the link. For a while, nothing happened. I was wondering what to do when I started getting emails from friends asking if I was OK. What had happened was, when I clicked on the link, it had sent a message to everyone in my address book saying I had had an accident abroad and needed money to get home. Of course, it was a scam. So, I had to write to all my contacts and apologise, and my dad had to buy some new security software for the whole family!

3 I had started playing rugby, and I decided to write a blog about it. The blog was about how much I enjoyed the game, what kind of training we did, and so on. And I included photos of myself and the other girls on the team. I had written several posts when I started getting comments from people at school. At first, it just seemed like banter – you know, kind of joking. They said things like 'girls shouldn't play rugby, it's a boy's game' or 'I wouldn't share pictures of myself if I looked like that'. I was really upset and I briefly considered giving up rugby. One day, while I was cycling to a game, I just started to cry. I didn't stop playing rugby, but I don't write my blog any more.

Unit 1, Lesson 1.5, Track 1.04, page 12, exercise 2

1 So he said, we have met before, and I said, no we haven't, because I didn't remember him at all. And then he showed me a selfie on his phone. I felt awful.

2 Yeah, it's just an exam. I'm not really worried. I'll probably pass it, but if I don't, that's OK.

3 So the lift stopped between floors. And the lights went out. It was really scary – you know I hate small spaces.

4 I've read the instructions, but they don't seem to match the task. I don't know what to do – it's just not clear.

5 I don't know many people and I don't find it easy to make friends. Social media is OK, but sometimes it would be nice to have someone to actually talk to.

6 I've just heard I passed the exam! I'm a lot happier than I was earlier today.

Unit 1, Lesson 1.6, Track 1.05, page 13, exercise 3

Lara Where did you use to live when you were a girl, grandma?

Grandma We used to live on a farm in the country.

L Did you use to walk to school?

G No, we didn't use to walk. We used to get the bus.

L What did you use to wear to school?

G I used to wear a uniform to school. We didn't use to wear jeans or trainers like you do now.

L Did you use to have a mobile phone?

G No, I didn't. And we didn't use to have social media when I was your age.

L What? So how did you use to talk to your friends?

G Believe it or not, we used to talk to each other face to face!

Unit 1, Lesson 1.7, Track 1.06, page 14, exercise 3

Introduction

Matteo Hi, my name's Matteo and I'm from Genova in Italy. I want to tell you a story about a person that I met while I was travelling across Europe by train, and what happened on that journey. It was a bit scary at the time, but I learned a lot from it.

Part 1

I was nearly sixteen. It was the start of the summer holidays and I was travelling to the UK to study for a month. I was travelling by train from Genova to Paris, and then from Paris to London. I was feeling a little bit nervous because I wasn't used to travelling alone.

In France, the train stopped in Lyon and a guy got on and sat down opposite me. He had long hair and an earring, and he was wearing a leather jacket and torn jeans. He said he was in a rock band and introduced himself as Carl. We started talking – I was happy to practise my English. As we were talking, I began to feel more relaxed – he had a lot of good stories, and I was fascinated to hear about the music business.

In Paris, we shared a taxi across the city to the Gare du Nord – that's the station where you get the Eurostar train to London. When we arrived, we saw that our train to London had been cancelled.

I decided to go to the information desk to find out what was happening. Carl said he would look after my bags. After about ten minutes, I found out there was another train for London leaving in half an hour. I hurried back to where I had left Carl, but he wasn't there. And someone had taken my bags.

For a moment, I was confused. I looked around to check that I was in the right place, but I couldn't see Carl anywhere – he had gone. Then I realised that everything I needed was in those bags – my money, my passport, my train tickets … even the address of the place I was staying. I knew I had to get help, but where could I go?

Part 2

I was convinced that Carl had stolen my bags, so I went to the police office at the station and told them what had happened. However, they were not interested. They basically said it was my problem, and there was nothing they could do. I walked back into the station feeling very lonely.

As I was passing a newspaper kiosk, I noticed something was hidden behind it. I realised it was one of my bags.

In fact, all my bags were there, and inside were my money, tickets and

passport. I ran to the platform where the London train was about to leave. When I got there, Carl was standing on the platform. When he saw me, he looked a bit embarrassed. He explained that after I had left him, there was an announcement about the London train. He didn't know where I was and he didn't want to miss the train, so he put my bags behind the kiosk to hide them. Then he went to find the train.
I didn't completely believe Carl's story, but I was delighted to get my bags back. I was also annoyed with myself for what had happened. Anyway, after that experience, I am much more careful who I trust with my things.

Unit 1, Lesson 1.8, Track 1.08, page 15, exercise 4

1 called
2 clicked
3 contacted
4 decided
5 happened
6 invited
7 reached
8 stopped

Unit 1, Lesson 1.11, Track 1.09, page 18, exercise 2

1
Man So did you have a good time on holiday?
Woman I did thanks. It wasn't perfect, but I enjoyed myself.
M Where did you go?
W To Spain with some friends. We were at the beach quite a lot. It was beautiful, although it wasn't that sunny every day.
M Did you stay in a hotel?
W Yes we did, and that was pretty good, although I thought our rooms were a bit small. We spent quite a lot of time indoors because it wasn't always warm enough for the beach. Actually, that was a lot of fun because we all got on so well.
2
Woman You used to eat meat, didn't you?
Man Yes, I did, but I stopped eating meat about two months ago and I only eat fish occasionally.
Woman Why's that?
Man Well, a lot of my friends are vegetarians and it's something I've thought about for a long time. It's much healthier and I like experimenting with different recipes – you know, using more rice and pasta and so on. It's an interesting challenge!
Woman Do you think you'll stop eating fish eventually?
Man I don't think so. I think I'd find it difficult to give that up completely as well.
3
Boy Mum, have you heard what happened to Mr Parker next door?
Mum No – what happened? Is he OK?
B Yes, I think so. Apparently, he had an accident in his garden. He was putting some lights up in a tree and he fell. He hurt his leg quite badly so his wife took him to hospital.
M Oh dear, I wonder if he's broken it. Is he all right part from that?
B As far as I know. I only just heard about it from Lara. Fortunately, he didn't fall very far or it could have been a lot worse.
M I suppose you're right. It still sounds pretty terrible, though.
4
Woman You'll never guess who I saw yesterday?
Man Go on, tell me!
W Do you remember Max, the boy who used to live opposite? His family moved abroad last year. We kept in touch on social media for a while, but I haven't heard from him recently.
M I know who you mean. Wasn't he friends with your brother as well?
W That's right. Anyway, he's visiting for a few weeks and he wants to meet up tomorrow evening. Why don't you come along – I'm sure Max would love to see you too.
M OK, why not. Let me know where you're going and what time.
5
Man I had a great day – I finally decided to join the gym.
Woman Seriously? I can't believe it! How was it?
M Actually, it was better than I expected. I thought it might be a bit boring, but it wasn't.
W You say that about everything. Remember when you started learning the guitar? You loved it to start with, but that only lasted a few weeks.
M This is different. I'm going with my friend Alex. He works out about three times a week. I probably won't go as often as he does, but I'll try to go at least once a week.
6
Woman I can't believe it's our last exam on Friday.
Man I know! This time next week there won't be any more school for weeks. We should do something to celebrate. How about a bike ride? We could take a picnic.
W Or we could do something in the evening – like a party?
M Fantastic – everyone would want to come!
W Actually, maybe that isn't so good – it would need lots of organisation. We could always go shopping at the new mall. But I haven't got much money at the moment. The bike ride isn't a bad idea after all.
M OK, that's agreed!

Unit 2, Lesson 2.1, Track 2.01, page 20, exercise 1b

See page 183.

Unit 2, Lesson 2.3, Track 2.03, page 22, exercise 4

Presenter … So today, we're talking to two young people that Friends for Youth has helped, Jayden and Sara. Welcome, thanks for joining us.
Jayden and Sara Hi / Thanks / Hello.
P OK, Jayden, let's start with you. Tell us about your mentor, Stephen.
J So, I met Stephen two years ago, when I was fourteen. I wasn't doing so well at school, and I'd been in trouble with the police. Stephen was the first person to really take an interest in me. He's probably my best friend, as well as a mentor, you know?
P So how has he helped you?
J Erm … Well, he has encouraged me to try lots of new stuff. The first thing was fishing. He said one day, 'Have you ever been fishing?'. And I'm like, 'No, I've never caught a fish in my life'. And he said, 'OK, we're going fishing.' And we went and I actually caught a fish. I was so excited. Fishing is still the thing I like doing best. A lot of the things we've done were new for me – they were things I had never done before. In that first year we went fishing a lot. But we've been go-kart racing, we've been bowling a few times, we've played video games. Last week we went to the cinema – it was my first time, can you believe that? Stephen has given me a lot of support. I know that since we started hanging out together, my grades at school have improved. I guess he's helped me to realise that I can do things, that I can succeed. So that's a good thing, right?
P Sara let's turn to you. Lisa is your mentor, isn't she?
S Yes, that's right. My parents separated about a year ago, and I was really angry about that. My mum and I have moved

around a lot. So life has been kind of difficult, kind of messy. I try to go to school every day, but it hasn't always been easy. Having Lisa as a mentor has been great. Every time we moved, she found out where I was, and spent time with me. She's made a huge difference to my life.
P How has she made a difference?
S I guess she knew I needed someone in my life that I could count on – who was reliable. The first time we met, she took me to a juice bar and we just talked for hours … Well, I talked. Lisa didn't interrupt or tell me what to do. She just listened. She showed me respect. After that day, I knew I could tell her anything.
Since then, we've done so much. We've been to the fair – that was a lot of fun. Erm … we've been ice-skating, we've been to the beach a few times. We haven't been surfing yet, but Lisa has promised to take me in the summer. Friends for Youth organises group activities and we've done a few of those together. The programme has really helped me with my anger, because I've had Lisa to talk to.
The best thing about having Lisa as a mentor is, we've always got on really well together. I've never laughed so much as I do when I'm with her. We haven't had an argument yet, and I hope we never do. I just want to go on hanging out with her – we've already made some plans for next summer.
P So what makes a good mentor? Jayden?
J Someone you can count on one hundred per cent.
P Sara?
S I agree. Someone who's reliable – who's always there for you.

Unit 2, Lesson 2.3, Track 2.04, page 22, exercise 6

1 I wasn't doing so well at school
2 he has encouraged me to try lots of new stuff
3 Fishing is still the thing I like doing best
4 since we started hanging out together, my grades at school have improved
5 I needed someone in my life that I could count on
6 I knew I could tell her anything
7 We've been to the fair – that was a lot of fun
8 we've always got on really well together

Unit 2, Lesson 2.3, Track 2.05, page 22, exercise 8

Sara Lisa's changed my life for the better.
Presenter Have you ever been to London?
Jayden I was excited to meet them.
J I can count on him to support me.
P Did you go to the cinema yesterday?
S My mentor never tells me what to do.

Unit 2, Lesson 2.4, Track 2.06, page 23, exercise 2

Student A When Laura joined our class, everyone wanted to be her friend. She seemed really cool and she had all the latest stuff – trainers, smartphone, everything. I made a quick decision about her: I thought she was selfish and only cared about money. I couldn't imagine being friends with her. I suppose I was jealous, although I'm not proud of myself – in fact, I'm a bit embarrassed.
Student B Kyle joined our class six months ago. He has cerebral palsy, which means he has difficulty walking and speaking. So it's really important for other people to listen carefully to what he's saying. In the beginning, a few students laughed at him. I felt quite awkward about this, so I decided to talk to him.
Student C When Mina first came into our class, she wore clothes that were a bit boring, as her family is quite traditional, and she was very quiet. It seemed like she didn't want to make friends with anyone. She didn't answer if anyone spoke to her, especially boys. We thought she was rude, but she was just shy. She sat on her own at lunch time, and she refused to join in any social activities. So after a while, we just ignored her. I feel ashamed about that.

Unit 2, Lesson 2.8, Track 2.08, page 27, exercise 3

Mia My name's Mia. In this presentation, I'm going to tell you about my ideas for next term's visit by Chinese exchange students. First, I'd like to start by talking about what we could do before the students arrive, before turning to ideas for activities while they are here. Finally, I'll talk about what we can do after they have returned home.
First of all, let's talk about what to do before our guests come to the UK.
It's really important that they know something about life as a teenager in the UK so they can see how similar our lives are. For example, what subjects we study at school and how much homework we have; what kind of things we are into; what family life is like. My idea is to make some short videos in simple English and post these on the school website for the Chinese students to watch.
We've looked at what to do before they arrive, so let's move on to ideas for while they are here. Firstly, we could have a welcome party so that we all get to know each other. Also, it's important that we take an interest in their culture, so we could ask them to teach us some typical Chinese things – for instance, some phrases in their language, or how to cook their favourite Chinese dish.
Finally, at the end of the exchange, we could set up a social media group to keep in touch with them after their visit. We can also ask them what they think of their experience, and how we could improve it for the next group of students.
In conclusion, there is a lot we can do to welcome our Chinese guests to our school. We just need to decide what is most important to make them feel welcome. So, those are my ideas. Thank you for listening.

Unit 3, Lesson 3.1, Track 3.01, page 32, exercise 1b

See page 185.

Unit 3, Lesson 3.4, Track 3.03, page 35, exercise 3

Girl So, I've been researching global internet statistics. Did you know there are now more than four billion internet users worldwide? That's over half the world's population.
China has the most users, around 850 million, followed by India with just over 575 million.
The United States has nearly 300 million users. In terms of languages, English is the most popular language with a little more than 25% of all users. Next is Chinese with about 19%, and then Spanish with almost 8%. That means that almost half of internet users around the world use other languages – not English, Chinese or Spanish.

Unit 3, Lesson 3.7, Track 3.04, page 38, exercise 3

Part 1

Reporter So I'm here at London Tech Week looking at some of the latest developments in computer science. With me is Dr Helen Zielinski, an expert on artificial intelligence, or AI. Helen,

we hear a lot about how robots are becoming more like human beings. Is that realistic?
Dr Zielinski Not really. The human brain is extremely complex, and it will be a very long time before there are robots that think and act like us. Of course, we already use them in many different ways. But most robots don't have human features and they certainly don't look like the androids you see in movies or computer games.
R So, what are some of the main areas that use robots?
DZ Well, for example, in industry. Car-makers use robots to do certain jobs that are repeated in exactly the same way every time – like making holes or connecting two pieces of equipment. For these tasks, robots are usually more reliable than human workers, because they can do the tasks more accurately and they don't get bored. Also, they don't need breaks and they don't get paid – so they can work for longer and are often cheaper.
R Another area is medicine, isn't it?
DZ That's right. One example is doctors using robots for some kinds of operations – they sit at a computer terminal to control the robot while looking at a 3D screen. This kind of surgery is often better for patients – it's less painful and they recover far more quickly. Another example is a robot called Moxi which is used to help nurses in some American hospitals. Moxi can move around the hospital collecting and delivering things like drugs and equipment. This is much more convenient than nurses doing it themselves – and it's time-saving as well.

Part 2

R So what is the future for robots and artificial intelligence?
DZ The computer industry is always looking at how we use robots, and how we could improve them. For example, developing robots that operate more efficiently than they do at the moment. And also, robots that can learn to do a variety of different tasks, not just one task – in other words, to be more adaptable.
R What developments are we seeing in robot tech right now?
DZ There's a lot of research into helping robots learn. For example, it's possible for a person to control a robot using just their thoughts.
R How does that work?
DZ You wear a special cap on your head. You watch the robot performing a simple task and if the robot makes a mistake, your brain automatically notices. You don't have to say or do anything. Your brain creates an electrical signal. Then the cap sends a message to the robot to stop and wait for instructions.
R That's incredible! I didn't know about that.
DZ And computer scientists in America are also working on a program to teach robots to do housework by watching videos of a person doing the same job. They break each job down into small steps. Like, making coffee would start with 'open cupboard' and 'take out mug'. And so on.
R Anything else?
DZ Medicine again. Imagine swallowing a pill that's actually a tiny robot, which can change its shape, depending on the job it has to do, or where it's sent. Scientists think it could act like a mini-doctor to perform small operations inside your body.
R Amazing!
DZ They haven't done this yet, but they have created the robot. And they think it might be possible in the future.

Unit 3, Lesson 3.11, Track 3.06, page 42, exercise 2

1 What does the girl's hair look like?
Girl 2 Hi John. I've done it! I've been to the hairdresser's and I've completely changed my look! I feel fantastic, but it looks really different!
Boy 2 Have you had it cut short?
G2 Not really, the length is about the same as it was before. No, the thing that's really different is the colour. I've always dreamt of changing it. Dark hair is so boring. Anyway, I've had it dyed and you probably won't recognise me! I'm not really blonde, it's more of a silver colour!
2 What has the boy been doing?
Girl 1 I saw you in the town centre on Saturday afternoon with some other people. What were you doing? It looked like some sort of demonstration.
Boy 1 On Saturday? Oh, we were campaigning to raise awareness about the effect of global warming on polar bears. We put up some posters about a talk in the evening. The talk was really interesting. There was a scientist from Earth Friends who talked to us about the effects of global warming on a lot of endangered species.
3 How has the boy decided to go to school?
Girl 3 Hi Pete. I didn't see you on the bus this morning.
Pete No. I've decided to cycle to and from school every day.
G3 Are you trying to get fit or save money?
P Neither. I think I'm fit enough already! I go to the gym and I play football three times a week and the bus pass is really cheap. No, I've been thinking about the environment. There are too many buses and cars on the road anyway. I only live two kilometres from school, so there's no excuse not to use my bike. You won't believe it, but cycling to school is actually quicker!
4 What has the boy been doing all morning?
Mum Have you been playing that video game since I went to work this morning?
Boy 3 No, I haven't. OK, I played it for a bit this morning, but come on Mum, we are on holiday.
M I know you're on holiday, but you've still got tons of homework to do, haven't you? That's what you said on Friday.
B3 Well, I did a bit of homework and then Gran phoned and asked me to help her. She's been having problems with a virus on her computer, so I spent three hours this morning sorting that out for her.
M Did you? Oh, thank you, darling. You are wonderful!

Unit 4, Lesson 4.1, Track 4.01, page 44, exercise 1b

See page 187.

Unit 4, Lesson 4.1, Track 4.02, page 44, exercise 5

1
Boy 1 This is the first time I've taken part in a Tough Mudder event. Any advice?
Girl 1 Start slowly. Don't try to keep up with other people. Go at your own speed.
B1 Thanks. That's helpful. Anything else?
G1 Remember to warm up before you start. If you don't, it could bring about an injury.'
2
Boy 2 I can't carry on with the race – I'm too tired.
Girl 2 But there's only one kilometre to go – you can't drop out now!
B2 OK, but don't wait for me – I'll catch up with you at the finish.
G2 Right. You can do it – don't give up!
3

Girl 3 Hi, Joe. I didn't know you'd signed up for this event.
Joe Yeah, some friends were coming and asked if I wanted to join in.
G3 But you're not a runner, are you?
J No, I work out at the gym sometimes. But who knows? If I enjoy this, I might take up running full time.

Unit 4, Lesson 4.4, Track 4.04, page 47, exercise 2

1
Jack Hi, Emma. How did you get on in the outdoor swimming challenge on Sunday?
Emma Not great. I had a problem with my leg. After about two hours, it was so painful I couldn't carry on.
J Oh, no. I'm really sorry that you had to drop out. I know how much training you did!
E I think I did too much training. That's how I injured my leg.
J Well, hang in there. It's just something you have to go through and learn from.
2
Izzy That's the last time I take part in a quiz with Hugo. I can't believe we lost by one point!
Colm I guess you must be feeling disappointed.
I I'm really angry. It was Hugo's fault. I got all the questions right, but he didn't believe my final answer. So we got it wrong and we lost.
C Come on, Izzy, it isn't fair to blame Hugo. He was the captain. He did what he thought was right.
I Yes, but he wasn't right – I was!
C Well, put yourself in his shoes. How would you feel if it was you who got it wrong?
3
Sean Hey, Naz. What's up?
Naz I've just tried out for the school choir. They don't want me – they said my voice isn't good enough.
S That's ridiculous. I'm really sorry that you didn't get in. I think you have a great voice … all your friends do. It's important to remember that.
N Ah, thanks, Sean.
S And you know what, it's not the end of the world. Don't give up – you'll find another choir that will appreciate you. It's not very nice, but I'm sure you'll come out of it stronger.

Unit 4: Lesson 4.7, Track 4.05, page 50, exercise 3

1
Hannah Hey, Ryan, have you heard about the new after-school fitness club?
Ryan Mm … maybe.
H We had the first training session last week. It was brilliant. The next one is tonight and I just wondered if you'll be able to join in.
R No, I don't think so.
H I think you'd enjoy it. We do lots of different activities, we play games, and we learn about healthy eating. Did you know that eating the right things and taking regular exercise can protect you from illness?
R Yes, I did, but I'm not obsessed with keeping fit. Anyway, I'm busy tonight.
H What, playing computer games online? I think you're addicted! Seriously, it would be good for you. You never take any exercise, and you could spend time working out with your friends. Come on, it's really good fun.
R OK, I'll think about it …
2
Man Scientists believe that, thousands of years ago, most people's lives were very short, probably around 30 years. Even at the beginning of the 19th century, few people in Europe used to live longer than 35 years. And in parts of Africa, people died even younger. There are many reasons for this: most people worked hard, but had little money to spend on food and often didn't have enough to eat. Many people also suffered from illnesses which drugs can protect them from today. However, in the last 200 years, things have improved a lot. According to the United Nations, women can expect to live slightly longer than men – over 75 years compared with around 71 years. But how long you live still depends on where you live. In richer countries both men and women can expect to live over 80 years. In poorer countries, it's less than 70 years.
3
Interviewer So with me today is Magda, who is 90 years old and still active and healthy. Magda, what's your advice for living a long and healthy life?
Magda Well, first, exercise is important. If you take a little exercise every day, you'll be able to stay active for longer. Second, keep learning. Take up a new hobby or interest, read books, listen to the radio. If you want to stay healthy, you have to stay interested in everything.
I That's great advice. Anything else?
M Yes, eat lots of fresh fruit and vegetables. I tell all my friends, eating less sugar and salt can bring about real changes in your health.
I And friends are important too, aren't they?
M Yes. It's important to have friends that you can talk to. Keep in touch by email or phone. Loneliness is bad for your health too, you know.

Unit 4, Lesson 4.7, Track 4.06, page 50, exercise 8

1 I think you're addicte(d) to your laptop.
2 Eating the right things can protect you from illness.
3 Life expectancy in mos(t) parts of the world was very short.
4 Women can expec(t) to live slightly longer than men.
5 If you wan(t) to stay healthy, you have to stay interested in everything.
6 Eating less sugar and sal(t) can bring about real changes.

Unit 4, Lesson 4.8, Track 4.07, page 51, exercise 2

Girl These two photos show people taking part in cycling, but in different situations. In photo A, there is a group of people … it looks like a family … cycling in the countryside. Photo B, shows a man cycling on the road, or it may be a racing track.
There are several similarities between the photos. Obviously, the main thing both photos have in common is that they show people riding bikes, and wearing cycle helmets. Each photo also shows how cycling can be a good way to take exercise and keep fit … as part of a healthy lifestyle.
The most obvious difference between the photos is that the people in photo A are riding ordinary bicycles and wearing everyday clothes, while the man in photo B is wearing special clothes and riding a hi-tech bike that looks a lot more expensive. In comparison to the man in photo B, the family group look much happier and more relaxed. He looks much more serious … I think he might be a competitor in a race.
As I see it, riding a bike fast for long distances will probably keep you much fitter. However, if I had to choose, I don't think it would be as enjoyable … and certainly not as sociable … as going for a cycle ride with a few friends or my family.
In my experience, it's much more fun to do activities like this with other people. So for that reason, I'd prefer to cycle in a group.

Unit 5, Lesson 5.1, Track 5.01, page 56, exercise 1b

See page 188.

Unit 5, Lesson 5.1, Track 5.02, page 56, exercise 4

1
Boy 1 Hi, Jo, what are you up to this morning?
Jo It's my mum's birthday. I'm making a cake for her.
2
Girl 1 Do you know the answer to exercise 4?
Girl 2 Sorry, I haven't got a clue. Why don't you ask Phoebe?
3
Man Excuse me, can I ask you a few questions?
Boy 2 Of course. Fire away!
4
Girl 3 Did you hear that Tomas has entered the school cookery competition?
Boy 3 Tomas? He hates cooking. I bet his food tastes gross!
5
Boy 4 Look at Ella. I thought she was joking when she said she could skateboard – but she's brilliant.
Boy 5 I know. We're all surprised, but seeing is believing.

Unit 5, Lesson 5.2, Track 5.03, page 57, exercise 1

1
Boy 1 Hurry up or we'll miss the train.
Boy 2 No, we won't. The train doesn't leave until five o'clock.
B1 It's ten to five now.
2
Girl 1 Let me know when you arrive, then we can decide where to meet.
Boy 3 OK, I'll text you as soon as I get there.
3
Girl 2 What are you up to this weekend?
Girl 3 I'm meeting Mia at the shopping centre. She's coming with her older brother – he's really nice!
4
Boy 4 Who do you think will come top in the final exam?
Girl 4 I'm pretty sure Anna is going to come top again. She got the highest grades last year, and the year before.
5
Girl 5 Do you know when Katy starts her new college course?
Girl 6 No, I'm not sure. I expect she'll start sometime next week or the week after.
6
Boy 5 Where's Jake having his 18th birthday party?
Boy 6 He's going to have it at his house. His parents are going to be away for the weekend.

Unit 5, Lesson 5.3, Track 5.04, page 58, exercise 2

Part 1

Podcaster In this week's Basic Science podcast, we're looking at some of the ways that life will be different in the future. With me is science writer Alex Lucas. Alex, what changes are we going to see?
Alex Well, scientists forecast that the world's population will increase by 25 per cent in less than 30 years. That means by 2050 there will be 10 billion people. So the biggest problem is going to be food supply. It's not easy to feed everyone in the world now, so food production will need to change in the future. Climate change has already affected the way farmers grow crops, and the situation is going to get more difficult as the earth gets warmer.
The good news is, there are already new ways of producing more food which will be really important in the future. One idea is something called a 'vertical farm'. In China and Japan, they're starting to grow food crops inside buildings, like big factories. They grow the plants in rows, one on top of the other. That means they'll be able to produce large amounts of food in a small space. Another good thing is that they can control the amount of water, heat and light that the plants need. And because the crops are growing indoors, bad weather won't affect them. Also, the companies can predict which cities will need the food and build the factories close to them. That will reduce transportation costs and pollution. I think it's going to be a very important way of producing food in the future.

Part 2

Podcaster So do you expect that technology will help solve other problems in the future?
Alex Yes. For example, we need to make sure that all those extra people have somewhere to live. At the moment, we can't build houses fast enough and that problem is going to get worse, especially in developing countries. So one solution is 3D printing. There are companies in China, Europe and the US which have created huge 3D printers that can build a small house in as little as 24 hours. One company in France say they intend to change the way houses are built – they believe 3D printing will make it possible to build more houses, more cheaply, so everyone can have a home. They also predict that it will be 25 per cent cheaper to build in this way in five years' time, and around 40 per cent cheaper in ten or fifteen years.
Podcaster That's amazing, Alex.
Alex Also, by 2050, many people will live longer, so there will be more old people. Many of them will live alone and might find it difficult to manage. One idea is that robots could support older people who need help in their everyday lives. For example, in Japan, they've designed a robot that can keep people company. She's called Erica and she looks quite human. She can have a conversation, and it seems like she's really listening and answering. There are also robots that can check in guests at hotels, and even robot pets.

Unit 5, Lesson 5.4, Track 5.05, page 59, exercise 4

Volunteer We provide food to people who don't have enough money to feed themselves and their families. If someone needs to use a food bank, they can get a piece of paper (a voucher) from their doctor or social worker. They bring that to us and we give them a box of food that will last them for three days.
People use foodbanks for different reasons – because of illness, because they've lost their job, or because of family problems. Most people we help are going through a difficult time in their lives. We make sure that no one goes hungry due to the problems they have to deal with.
The food we provide is given to us by ordinary people. They leave it at different collection points – in schools, churches, offices and supermarkets. Our volunteer workers put it into 'emergency boxes' and these are given to the people who need them.
We offer more than just food. We also provide support to help people get over the difficulties they are facing. Sometimes they just need someone to listen to them, but we also run holiday clubs, and courses to help people manage their money and focus on ways to improve their situation.

Unit 5, Lesson 5.4, Track 5.06, page 59, exercise 5

1

Liam I had fallen out with my parents and I left home. I thought I could look after myself and I didn't listen to advice from anyone. The problem was, I didn't have a job or anywhere to live. Sometimes I stayed with friends, but I had no money so I depended on other people to buy me food. Living like that really got me down, but I didn't know who to ask for help. Finally, I was given a voucher for a food bank. The people there were amazing. They gave me food and clothes, but they also suggested some things I could try out to find a place to live. They made me realise I needed to take responsibility for my life. Things are much better now, thanks to the food bank.

2

Amy I have four children and I don't have a job. Normally the kids eat lunch at school, but in the school holidays I have to spend more money on food. I can't afford to take them out and do things like their friends do. That's not easy to deal with. I feel bad, but I have to accept that I can't do everything. Luckily, my local food bank runs a holiday club to help people like me. My kids get a meal every day, and the club also organises activities which are free. A lovely woman at the food bank said to me, don't put yourself down – it's not your fault. She introduced me to other parents in the same situation as me. It was nice to share my feelings with people who understood what I was going through.

3

Rob I was going through a difficult time. I had lost my job and I had health problems – physical and mental. I knew I needed help, but I avoided my friends and family – I was too embarrassed to see them. In the end, I ran out of money and my doctor sent me to the food bank. I was able to get a box of food, but I also found someone to talk to, a woman called Alex. She helped me to face my problems instead of running away from them. She advised me to focus on the positive things in my life, like my daughter. I'll always be grateful to the people at the food bank. They helped me get over a really difficult time in my life.

Unit 5, Lesson 5.8, Track 5.08, page 63, exercise 2

Part 1

James Did you hear that Maya has become a vegan? She's stopped eating meat, fish and dairy products like milk and cheese. I reckon she'll find it really difficult. She'll soon give up.

Bella Why do you think that? I think it makes sense. Look at the damage to the environment that's caused by producing meat. And a lot of meat and dairy products are produced using chemicals too. It's good that our school is thinking of having a vegan option with every meal.

J Well, Bella, I'm not convinced that meat is bad for the environment. Or for your health. What do you think about it, Caro?

Caro To be honest, I think Maya's right. Did you know that almost 15% of the gases that cause climate change are produced by meat and dairy farming? And also …

J So what? A few people giving up meat isn't going to change that!

C Can I just finish? I was saying that producing meat uses a huge amount of land. That land could be used to grow other crops like rice or wheat.

B I'd like to say something else, though. Vegans often drink alternatives to milk made from things like almonds. I know almonds are produced in California and they use millions of litres of water. That damages the local environment too.

Part 2

C So, let's decide if we agree with the school's plan to stop selling water in plastic bottles. How do we all feel about that?

J And paper coffee cups too, don't forget.

C Exactly. What's your opinion of this idea, James?

J From my point of view, it's a bit annoying. I mean, they want us to bring in our own water bottles and coffee cups. I'll never remember to do that. It's much easier just to buy a bottle of water when you need it.

C OK … Bella, where do you stand on this?

B As far as I'm concerned, it's a good thing to do. Look at the huge amount of plastic that is thrown away after it has been used once. It's a problem and we need to deal with it.

C I completely agree. Also, …

J What do you mean by 'deal with' it? We aren't going to solve the world's plastic problem on our own.

C I'm sorry, but I haven't finished. I've read that it takes twice as much water to produce a plastic bottle as the amount of water that is contained in the bottle.

B That's just crazy. We should be concerned about that.

C I know. So, does anyone want to add anything?

Unit 5, Lesson 5.11, Track 5.09, page 66, exercise 2

Speaker Food is one of the greatest pleasures in life. Of course we enjoy how it tastes and smells, but for many people, it's also important how food looks. So imagine eating in a restaurant that's completely dark. Dark dining, as it's known, has been around for over 20 years. The idea started in France, but the first proper restaurant was opened in Switzerland by a man who was blind – he wanted other people to understand what it is like to experience food through just the senses of taste and smell.

Now there are dark dining restaurants all over the world. In most cases, the area where the customers eat is kept completely dark. Some restaurants also organise special events to entertain the guests during their meal, such as music or storytelling.

In some restaurants, the staff – for example the guides who help people to their tables, and the waiters – are themselves blind and because they're unable to see, they find it easier to work in these unusual situations. As well as supporting less able people by employing blind staff, a number of restaurants also make donations to charities that work with people living without sight.

Some reviews suggest that the dark dining experience can make customers a little anxious, and it can be difficult to feed yourself when you can't see where your hands or mouth are! That's why in some places, the food served is specially chosen to cut down on these eating accidents. However, some people have reported that they felt more comfortable chatting to other customers in the restaurant than they usually would. Sharing this unusual experience can lead to some interesting conversations with people you've never met before! And many people have said that they found it a positive experience because it raised their awareness of the difficulties of living without sight.

But does it really make food taste better if you can't see it? Some critics are certain that focusing only on taste and smell brings greater enjoyment. Others, though, are not convinced and

still believe that one of the biggest pleasures comes from how food looks and being able to admire its presentation – in other words 'We eat with our eyes first', as the saying goes.

Unit 6, Lesson 6.1, Track 6.01, page 68, exercise 1b

See page 190.

Unit 6, Lesson 6.7, Track 6.03, page 74, exercise 2

1 Do you think we are in the right place? I can't see anything that looks like a hotel? What's the name of this street? Can you remember the name of the hotel?
2 Come on, let's go! We're going to miss the train. You don't have to bring all those things, we're only going for a weekend!
3 I'm sure we won't get our money back. The tour was awful but the company says it was fine. The guide said everyone was happy.
4 Our school team is going to Germany to play football in the International Schools Championship. I'm the goalkeeper. We're the Scottish champions, and I think we have a good chance.
5 I'm so happy we got these. I wasn't sure there would be any left. I mean she is such a big star and she doesn't perform in London very often. We got four tickets at the back.

Unit 6, Lesson 6.7, Track 6.04, page 74, exercise 3

1 I am so sorry. I really don't know how I made such a stupid mistake. I didn't look at the label. I just picked up the first red case I saw and ran to get my bus from the airport. When I got the case out of the bus and looked at it I realised I had the wrong one. I feel like an idiot! Have you got my case here? Did someone else have it?
2 I mean, I knew most things would be in Japanese. I thought something might be in English, but there was almost no English. I was a bit anxious because none of us speaks any Japanese. My brother and I were a bit disappointed that no one in any of the attractions spoke English. It was very strange to hear Mickey Mouse speaking Japanese, but the little Japanese children were so excited when they saw him and Minnie. Very soon we were so happy to see all our favourite characters and we really didn't mind which language they were speaking. We all had our Mickey Mouse ears on. We looked really cool! I put some photos on Instagram, do you want to see them?
3 I hope they'll like me. I'm wearing my best clothes and I made sure I'm looking as smart as I can. I've researched the company and found out as much as I can about it, how it started, what it does, what future plans it has and where all the branches are. I'm hoping that if I do well in my work experience they might offer me a job in the company. They might even send me abroad. I've thought of questions I can ask them. My teacher said I should ask some questions because they will think I'm interested in the company. Oh, here I go. Wish me luck.
4 So this is the great restaurant that you were talking about. I must say, it's not like the restaurants I usually go to. It looks a bit dull and depressing. I was expecting a charming little restaurant with French or Italian food and pretty tablecloths and decor. This is rather … disappointing. The menu isn't very impressive either. What do you think I should try? Please don't say fish and chips. I had that once, [ugh] I don't ever want to eat that again. I know I said I wanted to meet local people but I thought they might be a bit more … what can I say… interesting?

Unit 6, Lesson 6.8, Track 6.05, page 75, exercise 1

Paul Hi, there. Could you tell me about some of your sports tours in the UK?
Alice Of course. What would you like to know?
P My brother and I are real fans of English football. I'd like to find out a bit more about the football grounds we can visit.
A That's a good choice. We have a weekend trip to Manchester. I'm sure you know there are two wonderful football grounds there: Manchester United's Old Trafford and Manchester City's Etihad's Stadium. You stay in a four-star hotel in the city centre.
P That sounds great. Is travel included in the price?
A Yes, the price includes direct flights from London to Manchester, two nights' accommodation, transport to the grounds, and an exclusive tour of one of the grounds.
P Sorry, could you repeat that? You said, only one of the grounds?
A Yes, but you can choose which one. We pick you up, take you to the ground, give you lunch at the stadium and bring you back to the hotel.
P I have another question. Can you tell me if it's possible to watch a match?
A Actually, I'm afraid it's the end of the season.
P I'm sorry, I don't understand what you mean.
A It's the end of May now. The football matches have ended for this season.
P Oh, yes, of course. Oh well, … What should we wear? Do we need to dress smart?
A No, jeans are fine. But I think you should take a raincoat or an umbrella. It rains a lot in Manchester – even in summer!
P That's good to know. Thanks. I'll discuss the information with my brother and get back to you.

Unit 7, Lesson 7.1, Track 7.01, page 80, exercise 1b

See page 192.

Unit 7, Lesson 7.4, Track 7.03, page 83, exercise 2

Leah Hi everyone, thanks for coming to the meeting. OK, this campaign is about recycling old phones and computers to help school children in poorer countries use technology for their education. We're working with a charity called TechAid. They collect old phones, tablets and laptops, and clean or replace the hard drive. Then they send them to the countries where the kids need them. We need to come up with a clear mission statement that explains what we're doing and why.
Rex Who exactly are our target audience?
L Good question. We want to communicate with students at this school and other schools in the town, and their families. We want them to donate their old phones, tablets or laptops. So our goals need to be really clear – we must have aims that people understand and feel they can help us achieve.
Kat We could talk to local businesses too. They might be able to help.
L That's a great idea. We need input for the campaign from lots of different sources.
R How do we communicate with people? You know, to get them to make donations?
L Right, we need to think about the best media for the people we want to reach out to. We have a webpage already, but we can start a blog, use text messages … It's important that people know how to contact us.

K Do we have any statistics that show the number of children TechAid has helped? Or how many computers have been donated?
R That's a good point. With the availability of that kind of information it will help people understand why their donations are important.

Unit 7, Lesson 7.4, Track 7.04, page 83, exercise 4

Leah OK, so we have a campaign plan and we're ready to launch our campaign. Now we need more people to join in and help us. I'd like to start by telling you what we've decided so far. So first, the mission statement. Our mission is to collect and recycle old, unwanted phones and computers to help school children in developing countries who need technology for their education.
The group's goals for this campaign are to explain the importance of computers in education in developing countries, and to ask for donations of old, unwanted phones, laptops and tablets.
Our target audience for donations and support are students at schools in our town, and their families, and also local business people.
We think that the best media for the people we want to reach out to are as follows. Firstly, a social media campaign to get our message out there. Second, a website where people can find out more information and make donations. And third, emails to local businesses to ask for their assistance.
To support our campaign, we need to increase the availability of information on our website. We should include statistics that show how much technical equipment has been provided already. For example, in the last year 12,000 items were donated, and over 50 digital schools were set up in Africa alone. And also, we need more real-life stories that connect with people's emotions – like the little boy in a school in Mexico who taught himself to code on his second-hand laptop and is now planning to study robotics at university.
We would like input for the campaign from anyone who's happy to help. That could be students, parents, teachers or other people in the community. So if you know anyone who could support us, please talk to them …

Unit 7, Lesson 7.6, Track 7.05, page 85, exercise 5

Interviewer Excuse me, can I ask you a few questions?
Visitor Yes, of course.
I Where do you come from?
V We're from Winnipeg, in Canada.
I How long are you staying in London?
V Just one week.
I What is the reason for your visit?
V We're on vacation.
I Have you visited London before?
V Yes, once – this is our second visit.
I Is this your first time at the British Museum?
V Yes, it is.
I Where did you go on your last visit to London?
V Oh, let's see … the Tower of London, Westminster Abbey … everywhere, I guess!
I What will you do next?
V We're planning to visit Paris next week.

Unit 7, Lesson 7.7, Track 7.06, page 86, exercise 3

Part 1

Podcaster Welcome to this week's nature podcast. Today, I'm going to talk about a film that I watched last night, called *Leave No Trace*.
The film is set in America, and it's based on a true story. The two main characters in the film are Will and Tom. Will is a man in his 30s who had been a soldier in the Iraq war. Tom, or Thomasin, is his 13-year-old daughter. When the film opens, they are living in an isolated forest in Oregon, in the north-west of the United States. They have very little contact with people in the nearby town, only going there from time to time to buy food. They also gather plants from the forest to eat and sometimes hunt animals for food as well. They aren't hiding in the forest, they're developing useful skills for their isolated environment. At the same time, Tom doesn't want people to know where they are in case someone tries to make them leave the forest. In many ways they seem to be living an ideal life. They're happy to live close to nature and be part of the forest.
I think the title of the film, *Leave No Trace*, is a clever title because a trace is something you leave – like a clue – that shows other people that you've been to a place. And that's exactly what the characters in the film don't want to do.

Part 2

Podcaster So, what happens is, one day someone walking in the forest sees Tom. He reports her to the local government department which looks after children and people who might be having problems. Social workers come to the forest to find out how Will and Tom are living. They persuade them to leave the forest and provide them with food and a house on a farm, where Will is given a job. Tom makes friends with a boy who lives nearby. It seems as if Tom is able to get used to living in the real world quite easily.
However, Will is unhappy and decides that they should go back to their camp in the forest. However, when they get there, they find that someone has destroyed it. Will decides to go further north to an even more isolated place so that they won't be found by anyone.
Then something happens that means Will and Tom have to make important decisions about their lives. I don't want to say how the film ends because that might stop you enjoying it. But it makes you ask, 'Is Will doing the right thing?' and 'What would I do if I were Tom?'
This film really made me think about how we relate to the environment, and why some people may not want to live in our busy modern world. I think you'll enjoy watching it and making up your own mind about it.

Unit 7, Lesson 7.8, Track 7.07, page 87, exercise 2

Bea So, we both agree that volunteering in the community is a good idea, but we need to come up with some reasons why. So what can we say? Do you have any ideas about that?
Sam Well, I think the good thing about volunteering is that it shows you're happy to do something for the community … that you care about other people. What do you reckon?
B Yes, I'd have to agree … definitely. And it's important to show that young people aren't just interested in themselves, social media and having a good time. We need to make sure people don't think we're doing this for ourselves.
S Yes, although … well, it is a chance to … you know … develop some new skills and gain some experience. I know that's not the only reason to do it, though.
B No, it's about making a difference to people's lives … So what kind of

volunteering should we suggest? I think making friends with old people could be a good option, because loneliness among the elderly is a big issue. What do you think?
S Yes, that's a good idea. You could carry out jobs around the house, run errands for them … Or maybe we could do something to help the environment – you know, cleaning up litter, or planting flowers next to roads, or something.
B Hmm … I don't think that would be as good because it's not about helping people.
S I see what you mean. I don't really agree, though … I mean, the good thing about improving the environment is, it benefits everyone.
B I suppose you have a point. OK … How about volunteering in a day centre for homeless people? Or helping to look after people with disabilities. Which do you think is best?
S Why don't we present several different options? Then people can think about them and decide which they want to be involved in. People might be best at helping in different ways.
B Yeah, I think you're right … that's the way to do it …

Unit 7, Lesson 7.8, Track 7.09, page 87, exercise 7

1 I didn't understand what you said.
2 That's a good suggestion and an interesting one.
3 It's important to lend a hand.
4 They don't always agree, but it's not a problem.
5 We could even try to think of a new solution.

Unit 7, Lesson 7.11, Track 7.10, page 90, exercise 2

Tom Hi Debbie. Did you go to that talk yesterday about fundraising for charities?
Debbie Yes! It was pretty good, actually. But Tom, I thought you were going to be there too?
T I was planning to, but then my dad asked me to help with some chores at home. I was hoping the talk would have some suggestions about how we can raise money for our local green group. Were there any good ideas?
D Yes actually - quite a few. The speaker was from a wildlife charity, so her ideas were environmentally friendly too.
T What kinds of things did she talk about?
D She said there were lots of ways you could involve recycling in fundraising. One is to have a sale where people bring things they no longer want and you sell them and give the money straight to charity.
T OK. So how does that work?
D She said it was a good idea to advertise the event several weeks before it takes place so that as many people as possible know about it and so that you have plenty of time to collect their donations.
T That makes sense.
D Yes – and she said it could be helpful to suggest suitable categories of donations, such as clothes, books, toys and games, otherwise you might find that people give you some, well, unusual items!
T Hmm – yes – you mean things that nobody actually wants!
D Exactly. And she said you also needed time to check that their donations aren't broken or dirty, for example. And you'll need to decide how much to sell each one for.
T That sounds like it involves quite a bit of planning!
D Yes but if you really want to raise money for the green group you have to put some work into it!
T OK, OK, I know. I just don't have loads of free time at the moment.
D Well, if you don't have time to organise an event like that, she also had other ideas. She said recycling unwanted mobile phones was an easy way to raise some money. She told us there were lots of companies that buy used phones. You can then give the money you get to your chosen charity.
T That's a good idea – lots of my friends update their phones to the latest model after twelve months. That's definitely not environmentally friendly! I'm sure there must be loads of old phones lying around in people's homes.
D Just let people know what you want them for, then they can either bring them to you or you could arrange to collect them.
T I'd get more phones if I collected them from people myself. I would need to contact them in advance, though. That would take some time, and I don't want to travel too far to pick up the phones.
D Well, another idea was to raise money by recycling old drinks cans.
T We get through loads of soft drinks in my house – our recycling bin is always full of cans!
D She said that for every kilo of used cans you collect, you could get money back to give to a good cause. You can easily search online to find the nearest place to you that offers this service.
T I had no idea you could get money back for drinks cans! That means I can raise money for the green group without needing lots of time to plan an event or to organise things in advance.
D And it means you don't have to feel guilty next time you have that can of soft drink!

Unit 8, Lesson 8.1, Track 8.01, page 92, exercise 1b

See page 193.

Unit 8, Lesson 8.1, Track 8.02, page 92, exercise 2

Harry Hi, Anna. What have you been up to?
Anna I've been shopping in town and I found a really good offer. Three pairs of jeans for 150 euros. Isn't that fantastic?
H Seems quite expensive to me.
A No, I got a discount for buying three pairs. They normally cost 80 euros each.
H I suppose that's good. Did you try them on?
A No, the shop was really busy. There were lots of people buying things in the sales.
H Did you keep the receipt?
A Yes, of course. I may want to take them back and get a refund if they don't look good on me.

Unit 8, Lesson 8.3, Track 8.03, page 94, exercise 3

Trainer OK, that's the end of my introduction to working part-time at this store. I know that if someone had explained all this to me on my first day, I would have been much better at my job. So, are there any questions?
Trainee 1 What do we do if someone asks for a special deal? Or if a customer says they have seen the product cheaper? Like, they've used a price comparison website.
T I know that some customers will always ask for a price reduction. If they're very pushy and keep asking you, you should explain that individual staff members can't reduce the price for customers. However, we can sometimes be flexible about the price, especially if they're buying a lot of expensive gear – for example, we sometimes offer a discount. You can also explain that we're a chain store, so prices are the same in all our shops. But we do keep an eye on the different

brands on comparison sites, in order to compare with our prices, and we sometimes make changes if we think it's a good idea.
Trainee 2 We can't possibly know everything about all our products. What do we do if someone asks us a question?
T Well, the features and benefits of a product are usually pretty clear, so it's a good idea to start by describing these. On the other hand, the technical information about some of our products can be quite baffling if you aren't familiar with it. If someone asks you about this, you should ask a colleague.
Trainee 3 What do we do if we have a problem with a customer. Like, say, someone makes a complaint, or wants to bring something back?
T It depends what the problem is. Check the item is in good condition. If it has an obvious flaw, you should offer to exchange it, or give them a refund. Don't forget to check that they've kept the receipt – you need that for proof of purchase. If an item is out of stock, try to get the customer to place an order rather than go elsewhere. If the customer is calm and polite, try to deal with the problem yourself as professionally as possible. But if they hassle you – for example, if they're rude or they keep asking you for a discount – call your manager immediately.

Unit 8, Lesson 8.4, Track 8.04, page 95, exercise 3

Alison OK Lisa, I've had a look at different savings plans where you could put the money you get for your birthday. I'll talk you through them. Then you can decide where you want to put the money.
Lisa I'm sure that will help me, thanks. It'll probably be more than I usually get for pocket money. I hope so anyway!
A OK, let's look at this one first. This bank seems quite good. It offers 3% interest, ah, but only if you already have a bank account with them. It will be 1% for you as you don't have an account with them.
L 1% doesn't sound so good, it's unlikely I will earn much interest. Can't we find something better?
A No you're right. What about this one? It's with a local bank. You could get 2% interest but only if you keep it in the account for 12 months.
L Can I add more money to it during the year?
A I'm not certain that you can. Let me check … yes, that's possible. How much can you afford to put in?
L Well, I don't get any wages because I don't work, but I get £20 a month for washing mum's car and helping dad in the garden. So with that and my pocket money, I have an income of about £40 pounds a month. I might be able to afford to put £15 a month in. I have a few outgoings, going out with my friends, buying clothes and stuff like that, so I can't put all my money in every month, but I'm sure I could manage £15.
A That sounds great Lisa. You have to put a minimum of £10 in each month to earn that rate of interest, so it's unlikely you wouldn't get that. It'll probably be a good aim for you to keep saving that amount. It's good to get into the habit of saving something every month, even if it isn't very much.
L Do you save every month?
A Actually I do. I try to add to my savings regularly. Why don't we try to work out what the balance will be after a year? You'll be surprised how much you have after a year.
L Sounds exciting. Then I may be able to spend it all on something great next year!

Unit 8, Lesson 8.8, Track 8.07, page 99, exercise 2

Connie Can we begin by talking about our plans for creating a school vegetable garden?
Head Of course. I read your plans. The main thing for me is that there is an adult in charge who knows what they are doing.
Aaron Yes, we understand that. Connie's father is a gardener – he has offered to help us. Would we able to use the piece of ground between the football pitch and the road?
H If there is a responsible adult with you at all times, I would have no objection to letting you use that area. When are you thinking of doing the work?
C It would be great if we could start this weekend. We need two days to prepare the ground and plant the crops.
H I'm sorry, I can't go along with that. There's a sports competition all day on Saturday. What about the following weekend?
C That's fine. Do you think you could give us a small budget to buy some seeds?
H Hmm. We could give you £100.
A Would you consider giving us a bit more? If you could give us £200, we would be able to buy some pots to put plants in. We think it would make the garden look really nice.
H OK, fine. I think we can accept that.
A That's great. Thank you very much.
C Yes, thank you.
H You're welcome. I look forward to trying some of your vegetables.