Student's Book audio and video scripts

Unit 1, Lesson 1.1, Track 1.01, page 8, exercises 3 and 4

Lily Hi guys, and welcome to the show. I'm Lily and my brother Dan is, well, late. And it's our first vlog! … Here he comes – at last!
Dan Sorry! Hi guys!
L Thanks for coming … because we're talking about your day trip with your video!
D Oh, er … can't we do it tomorrow?
L No, Dan. It's today's topic!
D It's just … I haven't got a video.
L That's a shame. You better do it now, then!
D OK – let's do it! Hi guys, and welcome to … Dan's Big Day Out! With me – Dan! Today, I want to talk about one of my favourite places – the Wye Valley! Now that's W-Y-E, not W-H-Y. I went there last Saturday and it was amazing! But the question is … why did I like it?! So, the Wye Valley is famous for its beautiful countryside, its incredible wildlife and its awesome attractions, like … Symonds Yat Rock, where you can explore the caves or go climbing. The view from the top is spectacular! I even saw a peregrine falcon – this area is famous for them! Then there's Goodrich Castle. It's really old, but very cool. You can go on a guided tour or you can just look around with an audio guide. It's all ruins now, but there's a brilliant castle exhibition about what it was like hundreds of years ago. Then there's the River Wye itself – perfect for outdoor activities. You can go cycling by the river … or you can go canoeing on the river! Just don't forget your equipment … or your suncream! Now let's get back to the studio.
L Excellent work, Dan! Let's see your photos!
D Ah, yes! … Here you are. Here's me by the river.
L What a gorgeous day! You go really red in the sun!
D And … oh, forget that one …
L No, go back! What's that?! Did you go swimming? That sounds fun!
D Don't be silly! The water was really cold!
L So, what happened?
D Fine. I fell out of the canoe! Happy now?!
L Oh, Dan, that's really funny!
D No, it isn't!
L Yes, it is. Let me see again!
D Bye guys!
L Bye! Come on! Let me see!

Unit 1, Lesson 1.2, Track 1.05, page 10, exercise 6

Mia Hey Beth!
Beth Hi Mia! How was Sydney?
M It was a lot of fun! Sydney is an amazing city.
B So, tell me about your visit.
M Well, the first thing we did was go up Sydney Tower. It's very high and there are spectacular views from the top. We could see the opera house and the harbour and some of the other places we wanted to visit.
B Awesome! So, where did you go next?
M We walked down Market Street towards the art gallery.
B Did you do any shopping on Market Street?
M No, we didn't. It was a bit early for shopping and we didn't want to have a lot of bags to carry. So, we walked past the shops until we got to the gallery.
B Did you go into the art gallery?
M No, we walked past it because we wanted to explore the Royal Botanic Gardens. They were beautiful!
B What about the Harbour – did you go there too?
M Yes, we went to the Harbour after the gardens. In fact, we stopped there for lunch. We found a café with a view of the bridge and had a sandwich there.
B Great! What did you do after lunch?
M We went to the opera house. We didn't want to go on a guided tour, so we walked round it and took some photos. What an amazing building!
B Yes, it's quite special, isn't it?
M Yes, it is. After that, we decided we wanted to see more of the Harbour, so we went on a boat trip. The boat stopped at Taronga Zoo, but we didn't get off.
B Why not?
M We didn't have time. It was 6.30 by then, so we made our way back to the station. Sydney is an amazing place, but it's very tiring!

Unit 1, Lesson 1.4, Track 1.07, page 12, exercises 3 and 4

Ruby Hi Mum. I'm on my way home.
Mum Hello Ruby! Did you have a good day in Cardiff?
R No, not really.
M Oh dear. What went wrong?
R It was a disaster from the start. First of all, Charlotte was late. We arranged to meet at the station at 9.30, but she went to a different station. It was nearly twelve o'clock when we got to Cardiff.
M That's late! But at least you got there in the end. What did you do in Cardiff?
R Not much. We didn't really have a plan, so we started walking towards the castle. Then Matt saw the Principality Stadium – you know, where Wales plays rugby. He wanted to look round the stadium, but there was a rugby match in the afternoon, so there weren't any guided tours.
M No, they don't do them when there's a match.
R After that, we decided to go on a boat trip. There's this boat called the Bay Blast that goes really fast in the water.
M That sounds a bit dangerous …
R Don't worry. We couldn't do it. We walked all the way down to the sea, but there weren't any tickets left.
M Right. Another day – you probably need to book in advance.
R Yes, we know that now. After that, we decided to have lunch. There's a restaurant near the castle called Viva Brazil, so we walked back towards the castle again. We found the restaurant, but they didn't have a table because there were six of us. It took us an hour to find a different restaurant we all liked.
M That's a shame.
R Yes, it was. After lunch, we thought about going bodyboarding, but the White Water Centre was too far – we didn't want to walk back to the sea again. So, we decided to try Cardiff Escape Rooms because it was nearer. The price per person was £21!
M Really? That's expensive.
R Exactly! So, we went to the castle instead.
M What was that like?
R It was really interesting, but by then it was four o'clock. The castle closes at five, so we didn't have much time to look around. After that, we went to the station to get the train.
M Never mind. You'll be home soon. We can get some pizzas and watch your favourite TV series.
R That sounds like a great idea! Thanks, Mum.

Unit 1, Lesson 1.6, Track 1.10, page 14, exercise 6

Nellie didn't like the idea of being in a race because it wasn't part of her plan. She didn't pay any attention to the news and she didn't try to go any faster. While she was in Hong Kong, she went horse-riding and she had a great time. From Hong Kong, she went to Japan and in Japan she caught the boat to the USA. During the crossing, there was very bad weather and Nellie arrived in San Francisco two days late. But her editor really wanted her to complete the trip, so the newspaper paid for a private train to take her back to New Jersey. She arrived in Jersey City on 25 January 1890, only 72 days after leaving. Elizabeth Bisland missed her boat home and she arrived home four and a half days after Nellie. So, in the end, Nellie won the race, but more importantly for her, she became the first person to take less than 80 days to travel round the world in real life.

Unit 1, Lesson 1.7, Track 1.11, page 15, exercises 2 and 3

Interviewer People say that the Mongol Rally is the Greatest Adventure in the World. Our guests today, Ana and Ed, finished the Mongol Rally in September. Before we take questions from our listeners, what is the Mongol Rally and why did you decide to do it?
Ed Well, basically, it is a mad road trip. The rules are simple: 1, you travel in a very small car through Europe and half of Asia. 2, you can go by any route you like. And 3, you raise money for charity. It's not really a race – the idea is to get to your destination!
Ana And we did it because we needed something to do after our final exams at university. We wanted to do something for charity and have an adventure at the same time.
I OK, thanks for that. And here's our first caller.
Caller 1 Hi. How did you plan your journey?
E We used Google Maps!
A Yes. First, we decided which places we wanted to visit and after that, we planned our route. I wanted to see Romania.
E And I wanted to go to Iran. Then we filled in the gaps.
I Caller 2.
Caller 2 And how did you prepare for the journey?
E Well, the main thing was packing the car.
A Yes, and applying for all the different travel documents. That took ages!
Caller 3 What route did you take?
E Well, we started in London and we drove through Europe pretty quickly: France, Germany, Austria, Hungary, Romania and Bulgaria, until we reached Turkey.
A After Turkey, we went through Iran and Afghanistan, then Tajikistan and Kazakhstan. The race doesn't finish in Mongolia any more, so we had to drive through Mongolia to the city of Ulan-Ude in Russia.
Caller 4 What were your best and worst travel moments?
E The worst moment was when our car stopped at the top of a mountain in Kazakhstan. We thought that was the end for us.
A And, amazingly, the best moment was later that night. Some local people came to help us – they fixed our car and then we had dinner together!
E There were lots of times when I wanted to stop and just catch a flight back to the UK, but we are very proud that we finished.
A And the best thing is we raised £10,000 for charity.
I Yes, congratulations on an incredible trip. Well done!

Unit 1, Lesson 1.8, Track 1.12, page 16, exercises 2 and 3

Ryan Hey Ellie, how was your weekend?
Ellie It was pretty good. On Saturday, I went to the cinema with my sister.
R Did you? Which film did you see?
E We saw the latest *Fast and Furious* film – you know, with Dwayne Johnson.
R Oh, really? How was the film?
E It was really exciting! After the film, we went for dinner.
R What a great idea! Where did you go?
E We had a pizza in the Italian restaurant next to the cinema. What about your weekend, Ryan?
R It was fine. I played football on Saturday.
E Did you? Who did you play?
R We played the top team in the league.
E Wow! Was it a good match?
R Yes, it was fun – I scored a goal!
E That's amazing! Did you win?
R No, we lost 2–1. The other team scored in the last minute.
E What a pity! I hope you win next time.

Unit 2, Lesson 1.1, Track 2.01, page 22, exercises 2 and 3

Lily Hi guys, today I'm … Sorry! I had a really long day at school yesterday. Then, when I got home, I found this … a very, very long list of chores from my mother who was away. I had lots of homework, but I still did everything. First, I watered the plants. That wasn't so bad. I enjoyed that. Then I washed the dishes. I didn't enjoy that. Next on the list was empty the washing machine and fold the clothes. Ugh, that was horrible! Then it was iron your clothes – but I nearly died when I saw all of the ironing. So, I only did the most important things, like today's clothes. What do you think? Anyway, by then it was half past seven – time for dinner. And I made it all on my own! OK, it wasn't great. But I didn't have time! I still had to … lay the table … clean the cooker … sweep the floor … and bake and decorate a cake. But I did it! And what did Dan do? Put away his clothes and tidy his room? Dust the shelves? Take out the rubbish?! No! He did … nothing! Honestly, he's so rude! I mean, it's not fair. But tonight, my favourite TV show is on, so Dan can do the housework!

Unit 2, Lesson 2.2, Track 2.04, page 24, exercise 7

1 I was at home with my family at the start of the new millennium – my grandparents and my aunts, uncles and cousins were also with us. There was a show on TV about millennium celebrations all over the world and we were watching it. There was a concert at the pyramids in Egypt, a light show on the Eiffel Tower in Paris and people were singing and dancing in the streets in Rio de Janeiro. It was a lot of fun!
2 I'm an I.T. engineer and I remember the start of the new millennium very well. You see, everybody was worrying about their computers that night. People thought there would be a problem when the year changed from 1999 to 2000 – they called the problem the Y2K bug. So, I was working when the year 2000 began. In the end, there wasn't a problem, so I had a very boring night!
3 I was in New York at the time, visiting friends. On New Year's Eve, we went to Times Square to join the celebrations. The big attraction there is the Times Square Ball, an enormous ball that drops during the last minute of the year. When the ball finished dropping,

it was midnight and everyone started dancing around Times Square – the atmosphere was incredible!
4 I don't remember much about New Year's Eve 1999 because I was ill. It was nothing serious – just a bad cold. My parents had a party and invited all the neighbours round, but I didn't feel like celebrating, so I went to bed. I fell asleep immediately and I slept all night – I didn't hear the party at all! I felt much better the next day, so I got out of bed to wish my family Happy New Millennium!

Unit 2, Lesson 2.3, Track 2.05, page 25, exercises 3 and 4

Neighbourhoods all over the world look the same, with their roads, pavements and buildings – there isn't much else to look at! But in some places, people have made changes to the area to try and make it look more attractive.
Take the 'dead tree' project in Rome, Italy, for example. In the past, Rome didn't take care of its trees, so many of them got ill and died. The city cut the trees down, so now there are hundreds of ugly tree stumps. Four years ago, artist Andrea Gandini started cutting faces into the tree stumps. He wanted people to respect the dead trees, so he made sculptures out of them. Today, there are around 70 of his sculptures all over Rome and many people visit them to take photographs.
Something a bit different is happening in Toronto, Canada. The people in one street got annoyed because of the potholes in their roads. Nobody was coming to fix the holes and they were getting bigger and bigger. So, one evening, the neighbours went out and planted flowers in the potholes! The idea was to show everyone the problem, but what they also did was turn the ugly potholes into beautiful plant pots.
A project in Madrid, Spain, took a different approach. The city wanted people to know about its museums and art galleries, so it put up some special statues. The statues were of a figure from a famous painting by Spanish painter Diego Velázquez. The figure was a *menina:* a woman who worked in the palace, helping the princess. At first, all the *menina* statues were white. The city asked different artists to paint or decorate them and then they put the finished statues in the streets of Madrid. Many people went to see them and later they went to the Prado Museum in Madrid to see the original painting.
Today, these neighbourhoods in Rome, Toronto and Madrid are more attractive than they were in the past. What could you do to improve the area where you live? Tell us your ideas on our website, or leave us a voicemail on 01 3387 918273.

Unit 2, Lesson 2.6, Track 2.09, page 28, exercise 9

1 This happened while I was helping my mum move the sofa in our flat – she wanted to clean the floor behind it. Our sofa is quite big and it's really heavy, so it takes more than one person to move it. Anyway, we lifted up the sofa and started moving it away from the wall, but I wasn't holding it properly and it fell on my foot. It really hurt! When I got to hospital, they told me I had a broken toe!
2 The other day, I was getting ready for school, but I was chatting with a friend at the same time. She sent me a message just before I went downstairs for breakfast, so I was reading the message while I was walking down the stairs. I'm sure you can imagine what happened next – I fell down the stairs. I was lucky I didn't break anything, but it really hurt!
3 I usually don't have any problems with knives, but last week I cut my finger. I was making some sandwiches for lunch and I had to cut some cheese. My little sister asked me something while I was cutting the cheese, so I looked up – and cut my finger instead of the cheese. It was just a small cut – nothing serious – so I put a plaster on and carried on making the sandwiches!
4 Our kitchen isn't very well designed because there's a cupboard on the wall above the washing machine. You have to be very careful when you go anywhere near the washing machine. So yesterday, my dad asked me to empty the washing machine. I opened the door and took out the clothes and when I stood up, I hit my head on the cupboard. It hurt a lot, so I had to go and sit down for a while.
5 Some friends came round last Friday night and we decided to make pizzas for dinner. So, I put the oven on and took the pizzas out of the freezer. Unfortunately, when I was putting one of the pizzas in the oven, my hand touched the side and I burned it. I put my hand under cold water for ten minutes, but it still hurt.

Unit 2, Lesson 2.8, Track 2.11, page 30, exercises 2 and 3

Kate Hi Mrs White.
Teacher Hello Kate. What can I do for you?
K Sam and I are organising the barbecue at the school fair on Saturday. Would you mind helping us?
T Sure, no problem. What would you like me to do?
K Do you think you could help us buy the food? We need to buy quite a lot and we can take your car.
T Yes, that's fine. We can go to the supermarket after school on Friday.
K That's great! Thank you.
Sam Do you want me to go shopping with you?
K No, it's OK.
S What do you want me to do?
K Could you make some salads, please, Sam?
S No, sorry, I can't. I'm not very good at making salads.
T I can make some salads after we go shopping.
K Thanks, Mrs White. I can make some too.
S What can I do, then?
K Well, someone has to put up the tent and lay the tables. Can you do that with some friends?
S Yes, of course.
K So, at the barbecue, Sam and I can do the cooking. Do you mind serving the drinks, Mrs White?
T Sure.
S That's sorted, then.
K Yes, it is. Thanks a lot, Mrs White.
T See you on Friday.

Unit 2, Lesson 2.11, Track 2.12, page 33, exercise 2

Lucy Good afternoon. Thank you for inviting me here today. First, I'd like to tell you something about my journey as an artist. My parents bought me my first set of paints when I was five or six years old, but I wasn't interested in painting at that time. I preferred playing outside. Then, when I was ten, I started painting in our garden. I loved painting trees and flowers, but my favourite subject was birds. I painted hundreds of pictures! They were very small and very colourful.
I went to an art school when I was eighteen and studied different forms of art, including sculpture. For my first project, I created small statues of people from wood. Then I made sculptures of animals. My best work was a group of horse sculptures and

I won a competition. The prize was a three-day trip to Paris – I had a great time and visited the famous art gallery, the Louvre.
A few months ago, people asked me to create some art to help improve their neighbourhood. They asked me to make 25 wooden sculptures of flowers, trees and wildlife. Each piece takes two or three days to create. You can see the sculptures from 31 July. I hope you like them. Thank you for listening.

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

Lily Hi guys! Today's the day – and our new healthy lifestyle starts here!
Dan But we're not on a diet – it's a challenge! You put your menu in the app and you get a point for every portion of fruit and vegetables. The winner is the person with the most points.
L Is it me or Dan? Check out our menus to find out! … OK guys, here's my menu! For breakfast, there's porridge with lots of berries and a sliced banana. It's delicious! … For lunch, there's rice, chicken and broccoli … with crisps as a side. But with fruit salad for dessert! Yum! And then for dinner, I have an amazing recipe for veggie burgers! And then it's time for a late-night snack of baby carrots … and then some more carrots … and then some more carrots. And that's my menu!
D Awesome! But that's a lot of carrots after a heavy meal.
L know. I feel a bit sick.
D And that's only nine points too. OK, now it's time for my menu! OK guys, so first it's toast for breakfast with strawberry jam and an apple on the side. Fabulous! For lunch, I swap my usual unhealthy pizza for a vegetable soup with carrots, potatoes and broccoli. Then when I get home, it's time for a smoothie with a variety of fruit and vegetables – orange, pineapple and, er, spinach. And for dinner, it's pasta with broccoli – and a yoghurt with berries for dessert! And that's my menu. You know, this diet is fantastic. I feel great, I have a lot of energy and I'm the winner!
L Wait a minute! Strawberry jam is not a fruit!
D No? Fine. Then it's a draw.
L No, it isn't. I forgot to add my mid-morning treat. I have a medium-sized apple every day. That's exactly one portion.
D Seriously?! Well done … I guess! Bye guys!
L Bye!

Unit 3, Lesson 3.3, Track 3.06, page 37, exercises 2, 3 and 4

Mum I'm so hungry! Do you want to order avocado toast, like last time?
Emily No, not today. I don't eat avocados any more.
M Why not? Are you on a diet again? Avocados are good for you! They're really healthy.
E Oh, come on, Mum. I'm not on a diet. I like avocados, but … but I don't want our planet to die because I eat avocado toast.
M A piece of toast with a little avocado won't kill our planet! What are you talking about?
E Last week, I read an excellent article about avocados. It said we shouldn't eat so many of them. They're really bad for our environment.
M Is this because they have a high carbon footprint? Fruits don't produce many greenhouse gases when they grow.
E That's not what I mean. Of course fruits don't produce as many greenhouse gases as meat. Beef and other kinds of meat are the worst.
M Exactly, that's why we're trying not to eat much meat. So, I still don't understand. Why are avocados bad for the environment?
E Think about it – we live in Liverpool. Avocados don't grow here, so they come from Mexico, or Chile. That's almost 10,000 kilometres! Their transport isn't good for the environment, but that isn't the worst.
M Oh, Emily. Avocados taste great, just like all other fruits and vegetables that travel for thousands of kilometres before they get on our plates. But this doesn't mean I shouldn't eat them.
E Avocados are so popular now that farmers in Mexico cut down forests to make space for new avocado farms.
M I didn't know that, but I agree with you. It's never OK to cut down trees.
E That isn't all. It takes 2,000 litres of water to grow one kilogram of avocados. Compare it with other fruits. We only need 820 litres of water to produce a kilogram of apples. And 660 litres for one kilogram of oranges.
M How many avocados do we eat in a week? And how many apples or oranges? We don't eat that many avocados, do we?
E Maybe, but we still eat a lot, so farmers in Chile have a problem. Avocado farms need more and more water and there isn't enough water in their rivers. Whole areas are getting dry and look like deserts because of the avocado farms. Let me show you these pictures.
M This looks scary. I didn't know. Maybe we can order a tomato salad?

Unit 3, Lesson 3.4, Track 3.07, page 38, exercises 3 and 4

Welcome to episode 47 of the 'Healthy Me' podcast. Today, we're going to talk about why it's so difficult to develop healthy habits. Let's say you decide to give up unhealthy snacks. No more crisps and sweets. You're very excited because now you'll eat a variety of fruit and veggies instead.
But then … on the first day, you forget to bring lunch to school, so you buy a packet of crisps. 'I'll start tomorrow,' you say to yourself. On the next day, you bring a smoothie and a broccoli salad. You have a lot of energy. But then you come back home and watch your favourite TV show. As always, you take a little ice cream from the freezer. Oh no! You forgot about your new habit again! Why?
First of all, we haven't got much time, so we don't plan our new habits in advance. Secondly, we forget that it's OK to make mistakes. Developing new habits is a slow process. One day we succeed; another day we don't. So, if you eat a packet of crisps one day, don't give up. Just try harder next time. And finally, we want too many things at the same time. When we start a healthy lifestyle, we want to change everything: drink a green smoothie every day, eat five portions of vegetables and run five kilometres every morning. That's too much!
So, what can you do to succeed in changing your lifestyle? 1, Focus on one habit only: the one which matters to you the most. Before you start, ask yourself a question: Is changing this habit important to me? 2, Think what will help you develop your habit. Let's say you're giving up unhealthy snacks, so maybe you can make a list of quick and healthy snacks. 3, Keep track of your habits. Use an app, or write it down in a notebook. 4, Be patient! You can't change all habits in one day, or even in one week. You've probably had your unhealthy habits for a long time,

so now it'll also take time to develop new, good habits.

Unit 3, Lesson 3.8, Track 3.11, page 42, exercises 2 and 3

Dad Hi! I'm back home. Poppy, why are you wearing a tracksuit and trainers?!
Poppy I wanted to go jogging after school, but then I started to do my homework. It took me ages to finish it.
D Well, that happens. You can go tomorrow.
P I'm not so sure. The same thing happens every day. I think I have enough time to do everything, but I don't. And I can never find time for fun things! What should I do?
D Why don't you make a list of everything you have to do?
P Oh, I have a list, but there are too many things on it. Do maths homework, finish reading a book, put my clothes away, go jogging, make a fruit smoothie, phone Daisy, watch the next three episodes of a new TV show everyone is talking about … I don't know what to choose first!
D That's a long list! I see it's not working …
P Exactly! What do you suggest?
D You should control how much time you spend doing things from your list. For example, when you need to do your maths homework, think how much time it'll take.
P Good idea! That could work! But what should I do when there's no time left for fun things?
D Try to take a break every hour and do something you enjoy for fifteen minutes or so.
P This is a very good idea! Thanks, Dad.

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

Miya Hi guys. I'm Lily's friend, Miya. She's away on holiday, and asked me to do this month's vlog for her. I'm just checking the weather for my holiday in Portugal. I do this every time I go away, but I never get it right! Honestly, is there anything less reliable than the weather?! I don't think so! Don't believe me?! Here you go! These are my top three weather disasters! Last year, we were on holiday in Greece. I checked the forecast and yep, it was … warm and sunny every day. So, my suitcase was full of shorts, T-shirts – and that was it. Then one day, I went for a walk on the beach. I was wearing a T-shirt because, you know, the sun was shining and it was a beautiful day. But not for long. At first, it was just a bit cloudy … but then the sky was dark, the wind started to blow … there was thunder and lightning … and then a huge storm started. I just thought, what on earth is happening? I checked the forecast again – storms all week! In Greece! Can you believe it? Now I always take a waterproof jacket everywhere! OK, so this time I was visiting cousins in Munich. It was winter and I had a lot of warm clothes, but it wasn't as cold as it normally is. In fact, it was quite mild. We just thought – yippee, perfect weather for a hike! I mean, it was a bit foggy, but the sun started to shine and it was quite mild. Around twelve degrees Celsius. I was wearing a jacket, but I wasn't wearing my big winter jacket. And that was a mistake. Suddenly, the temperature went down and it even began to snow. It. Was. Freezing. So now I always carry my big winter coat with me! This was in the UK and I was shopping with a friend in London. Again, I checked the forecast and yes … it was wet with showers all day. Not surprising. It's the UK. And of course, I had an umbrella. But it was really windy and my umbrella was, er, cheap, so it … broke! So now I always take a big umbrella! So, this time I'm planning for every type of weather! But packing can be a bit difficult! Wish me luck!

Unit 4, Lesson 4.2, Track 4.04, page 50, exercise 6

I lived in Tokyo for over a year when my dad was working there. It was a wonderful adventure, but I'm glad to be back in Stockholm. People are often surprised to find out that I prefer Sweden because we have better weather. I mean it! Stockholm is generally much colder than Tokyo, but I really don't mind the freezing temperatures. I love when it snows for the whole day. In Tokyo it snowed twice when we were there, but the snow didn't remain on the ground. In my opinion, winter in Stockholm is more beautiful! In summer there's a rainy season in Tokyo. This doesn't mean that it rains every day, but it's often cloudy. The sun doesn't shine a lot. And when it starts to rain, these aren't showers but often heavy rains. The rain in Stockholm isn't as heavy as the rain in Tokyo. The summer months in Stockholm are sunnier. It's warm here, but not as hot as in Tokyo. The only thing I miss about the weather in Tokyo are long winter days. In Sweden the days in December and January are shorter and darker. When you're at school, you see the sun in the sky only at weekends!

Unit 4, Lesson 4.7, Track 4.08, page 55, exercises 2 and 4

… Another thing that's worth seeing this week is Pollution Pods, an art exhibition by Michael Pinsky. With Pollution Pods, you go on a journey through five cities in different parts of the world. Pinsky presents each city in a separate dome, which looks like a big tent with a round roof. When you walk into the dome, you can feel the temperature and also smell the air of this city. Some are hot and wet; others are cold and dry. Of course, it was impossible to bring the real air from these places, so Pinsky worked with a group of chemists and perfume makers and together they created the smell of the cities.
The first dome has the cleanest air. It's Tautra, an island in the north of Norway. It's the only place where it's safe to breathe. All other domes let you smell the air in big cities. First, there's London. When you walk inside, you notice it's foggy and grey. It also smells horrible, like … car pollution. Then you move to New Delhi, India, which is one of the most polluted cities in the world. The air smells like burnt plastic. It's difficult to stay there and breathe for a long time. The next dome takes you to Beijing, China, in November. The air has the smell of wood and coal, which people burn to heat their homes. There's also a smell of smoke from factories. The last dome is São Paulo, Brazil. There's the smell of car pollution too. Inside the dome, my eyes immediately get red and I almost start to cry. It's because there's a lot of ozone in the air, which hurts your eyes and your throat.
We all hear how bad the air pollution is, but this exhibition lets you see it or smell it for yourself. You can feel what it's like to live in the places where the air is so polluted that it can make you sick. New Delhi or Beijing are just examples. In fact, more than 92% of people live in places where air isn't safe for them.
At the end of the exhibition, you can see a list of six simple things you can do for the environment. Don't buy so many clothes, eat less meat, use electric cars, buy local food, recycle, and care for the planet. When we do some of them, the air can get better.

Unit 4, Lesson 4.7, Track 4.09, page 55, exercise 5

At the end of the exhibition, you can see a list of six simple things you can do for the environment. Don't buy so many clothes, eat less meat, use electric cars, buy local food, recycle, and care for the planet. When we do some of them, the air can get better.

Unit 4, Lesson 4.8, Track 4.10, page 56, exercises 2 and 4

Nicole Hi, Grandpa! You won't believe what happened! On Monday, our school eco club talked to the town authorities about the seed bombing project we wanted to do. They loved our idea!
Grandpa That's wonderful! But what's seed bombing?
N It's a project which helps to plant new trees and flowers in the places where not many of them grow.
G What a great idea! But how exactly does it work?
N First, you have to make seed bombs. These are little balls made of different plant seeds and some earth. Then you throw these balls and hope to see new plants soon. Our school club wanted to use seed bombs to plant flowers near the old factories on Market Street. This place looks quite ugly, so we met with the town authorities and they said we could do it.
G Great news!
N Well, yeah. We were very excited to make these seeds bombs. On Wednesday, we were ready. We had 100 seed bombs. We went on Market Street, but when we were throwing them, the police came. They thought we were throwing rocks at the windows.
G Oh no! That's terrible! Were you in big trouble?
N Kind of … We were really scared! They took us to the police station.
G I'm so sorry to hear that. Did you tell them about the meeting with the town authorities?
N Yes! We were trying to explain, but they didn't believe us.
G What a disaster!
N Then we called our teacher and he brought the document that we got from the town authorities. The police apologised and said we could go home. The next day, a local newspaper came to school and asked us about the seed bombs. They wrote an article about us! We also got a prize for helping the environment.
G How fantastic! Have you got this article somewhere here? I have to read it. I'm so proud of you!

Unit 4, Lesson 4.11, Track 4.12, page 59, exercise 2

Presenter On today's programme, we're talking about unusual weather. Our guest is Professor Alice Barnes, who writes about natural disasters including earthquakes, hurricanes, heatwaves and more. Today, Alice is talking about hurricanes. Good morning, Alice. Welcome to the programme.
Alice Good morning. Thank you for having me.
P Professor, what is the worst experience of a hurricane that you can remember?
A Well, my worst hurricane experience was also my first experience. It was more than 30 years ago when I was a child. It was 1989 and I was in the Caribbean with my parents. We were visiting my aunt.
P How did you prepare?
A My aunt knew exactly what to do. We bought enough food and water for a few days. Then we put wood over the windows and brought outdoor objects inside.
P What was it like before the storm?
A Well … It was very strange. I remember it was a beautiful day until around five o'clock in the afternoon. Then everything changed. The wind blew strongly all night and all day and we were very, very frightened.
P What did you do while you were waiting for the storm to end?
A We stayed inside, listened to the radio, played games and ate food. That was the best bit – all the food. My aunt is a brilliant cook. On the first night, I was very tired, but I couldn't sleep. The wind was so noisy!
P When did you leave the house?
A We stayed inside for two days. On the third day, we went out to check that my aunt's friends were OK. It was a terrible sight. Buildings had no roofs. Trees and plants lay everywhere. My aunt's friends were frightened like us, but luckily, they weren't hurt. After that, we stayed with my aunt for another week and helped her clear up before we went home.

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

Miya Hi guys. It's me again, and I'm waiting to hear from my cousin, Raiko, who was on a school exchange in Finland. He's calling in with a very special report. I think we have him right now. Hello, Raiko. Are you there?
Raiko Hello from Helsinki!
M Hi Raiko! How are you? And how's Finland?!
R I'm great and Finland is fantastic, but very different!
M In what way?
R Where do you want me to start? For one thing, students here don't usually do homework assignments, like we do.
M Seriously?!
R Yeah! In primary schools, they don't get any homework at all. I'm attending a secondary school and we get an hour at the most.
M An hour at the most?! I have an English essay and two pages of maths exercises to do tonight. And I have to revise for a science exam tomorrow!
R Oh, by the way, in Finland students hardly have any exams!
M What? But how do they pass their subjects?
R They don't really pass or fail exactly. The teachers follow their progress during the lessons and give them a grade. There is one exam in the final year, but nearly everyone leaves school with the necessary qualifications to get a job, or do a degree at university.
M Lucky them! And what are the classes like?
R They're small; there's only about twenty of us in each class. And students here use a lot of technology. We've all got laptops and we spend most lessons working in groups, which I think works really well. It's so much easier to concentrate when you're working with other people.
M That sounds amazing. What else?
R Um, let me think – oh, in Finland, students can wear what they like to school and all students get free meals too.
M Oh yeah! That reminds me! Can I ask my most important question?
R Go ahead!
M What's the canteen like?
R It's awesome! They have a lot of traditional Finnish food like *hernekeitto* … I think I'm saying that right! It's a kind of pea soup. You'll love it. You can try it when you come over here.
M That's right! I'm going to Finland next year too, and after hearing this, I can't wait for September to come!
R September? Miya, the holidays here are June and July. Term starts on 6 August.
M So, I won't have a proper summer holiday?!

R No, but you'll have a brilliant time! It's awesome here!
M Sounds like it! But that's it from me in the studio. Thanks to Raiko in Helsinki – and see you next time!

Unit 5, Lesson 5.2, Track 5.04, page 62, exercise 5

Careers Advisor Hello! Come in and sit down.
Rosie & Maya Hello/Hi.
CA So, we're here to talk about your plans for the future. Rosie, what are you thinking of doing when you leave school?
R I want to be a doctor, so I'm going to study medicine at university.
CA Do you think you'll get the grades to study medicine?
R Yes, I think so. I'll have to work hard at biology, but I think I'll pass.
CA Great! What kind of doctor would you like to be?
R Oh! I haven't really thought about that.
CA Well, maybe you'd like to work with older people, or perhaps there's a certain part of the body you're interested in.
R Hmm. I'm not really sure at the moment. Um, it's something I need to think about.
CA That's fine – you don't need to decide now. What about you, Maya? What are you thinking of doing when you leave school?
M I'd love to be a vet, but I'll never get the grades to go to university. I'll probably try to get a job when I leave school.
CA It's true you need to do a degree to become a vet, but what about a veterinary nurse – you know, the person who helps a vet?
M That sounds interesting! What do I have to do to become a veterinary nurse?
CA If you don't want to go to university, you could get a job with a vet and study at the same time. For example, you could work for four days a week and study on the fifth.
M That sounds like a great idea! How long do you think it will take to become a veterinary nurse?
CA It'll take longer to get the qualification, but when you finish, you'll already have a lot of experience. It'll be really easy for you to get a better job.
M Hmm, that sounds like a plan to me – thank you so much!
CA No problem – that's what I'm here for!

Unit 5, Lesson 5.3, Track 5.05, page 63, exercise 5

Mike Hello there! My name's Mike Henderson. Today, I'm going to talk about schools in 50 years' time. Let's start with school buildings. These probably won't exist in 50 years' time because more students will study from home. This will be better for students because they'll spend more time with their families, or outside in their neighbourhood and in nature. It will also be better for students in villages far away because they won't have to worry about getting to and from school every day.
My next point is about teachers. In 50 years' time, teachers will do a completely different job. They'll be more of a guide for their students than a teacher. They'll help students discover what they're good at and recommend how to improve in areas where they have problems. Later, they'll help students find the right career for them and show them what they need to learn to achieve that career.
Moving on to lessons themselves, most of them will be online. Students will have different online platforms to choose from, each with thousands of videos, podcasts, apps and games. Robots will give them instructions and virtual reality will teach them about different worlds. In general, students will be more active while they're learning so they won't get so bored.
Let's look at timetables now. If students are learning from home, they will be free to learn when they want and for how long they want. They won't have to study the same as everyone else at the same time. Students who don't understand a lesson will be able to repeat it until they get it right and everyone will have the chance to make progress.
My final point is something I'm sure will make everyone happy: in the future, there will be no exams! Students won't get grades during the course and they won't have to worry about passing or failing at the end of term. Instead, they will move up to the next level when they are ready. This will make learning much less stressful for students than it is today.

Unit 5, Lesson 5.3, Track 5.06, page 63, exercises 7 and 8

Tour guide Is everyone here? So, let's start our tour of the school. First of all, I'm going to show you our top class, the As. Let's stop by this window and you can see them at work. That's their teacher at the front of the class. As you can see, it's a robot. All of our teachers are robots and they treat each child in the same way – there's no time for laughing and joking in the classroom! Each child has their own computer and each does the same lesson. The school designs the lessons so each child receives the same information. We don't let them use the internet, so they don't get distracted. The most important lessons are maths and IT – we don't bother with art and music any more. As I said, this is our top class. The As have a white uniform as they will all become scientists and computer programmers when they finish school. You see those two children at the front of the class? They're A101 and A102. Children these days have numbers, not names – I don't know if you knew that. Anyway, A101 and A102 are our best students and we hope they'll go far in the future. Enough of the As. Let's move onto the next classroom. This is the Bs and, as you can see, their uniform is blue …

Unit 5, Lesson 5.6, Track 5.09, page 66, exercise 4

Mia Have you heard the good news?
Josh No, what's that?
M Our school has some extra money this year, so the head teacher wants to get some technology for the language classroom.
J That's a great idea! What's he thinking of buying?
M He'd like to get either tablets or laptops for us to use in our English lessons.
J Fantastic! I hope he gets laptops. They're better than tablets because they have real keyboards. If we have laptops, it'll be easier to type.
M That's true, but tablets are much faster. We'll waste time if we use laptops in class because it takes ages to turn them on.
J It doesn't take that long! And don't forget: you can open more than one window on a laptop, so you can do several things at once. I think laptops are more useful.
M Maybe, but they're also more expensive. If the head teacher gets laptops, there won't be enough for everyone in the class.
J That won't be a problem if we share.
M It'll be better if we don't share – everyone needs to work on something

different. If the school gets tablets, we'll have one each.
J Hmm. I see what you mean. Maybe tablets are a better idea for the language classroom.
M Yes, I think so. Let's write an email to the head teacher about it. Do you want to help me?

Unit 5, Lesson 5.8, Track 5.11, page 68, exercises 2 and 3

Ava Hey Holly. How are you getting on with your science assignment?
Holly Not very well, actually. I don't really know where to start.
A I don't either. I'm finding it really hard.
H I know! Why don't we do the assignment together?
A Yes, why not? We could always meet up tonight after school.
H I'm not sure about that. I've got my pottery lessons and I wanted to finish my plate. Do you fancy getting together tomorrow?
A I don't think that's a great idea. I'm going to visit my grandmother after school. I don't think we'll have enough time.
H Never mind. We could always meet on Friday.
A I'd rather not. We're celebrating my sister's birthday in the evening and I need to be there. How about getting together at the weekend?
H I like that idea. Let's meet at my house on Sunday. I'm playing football on Saturday.
A OK. Let's do that. Shall we do the assignment in the morning?
H That sounds like a great idea! We need to get it finished by the end of the day.
A That's right. We have to hand it in on Monday!

Unit 6, Lesson 6.1, Track 6.01, pages 74 and 75, exercises 3 and 4

Raiko Hi guys, it's me again. I'm back from Finland and Dan gave me a special spot on his vlog as a birthday present. As some of you know, I turn eighteen next week! I know for some people this is no big deal, but I can hardly wait! There are so many things I want to do – I even made a list! It's my eighteen things to do at eighteen. Want to check it out? Let's get started! Number one is take up a new hobby. I'm taking up jogging, which helps with number two … get fit. You know what they say, no pain, no gain! Then, after a few months, I'm going to … take part in a race. That's number three. And then I want to go abroad … and take part in a race in a different country! To be honest, I haven't decided which one yet, but while I'm there, I'd like to try number five … do a bungee jump! I've never done that before, but I've wanted to ever since I was about ten years old! Of course, not everything I want to do this year is so much fun, but here are some other things that will be really useful! Like, number six – get a driving licence. But to do that, I need to do number seven … get a job. And to do that, I need to do number eight … apply for a job. Hmm, maybe they're the wrong way round! I've already stopped by my local café, so here's hoping! Then, as soon as I get a job, I'm going to … open a bank account, that's number nine, and save money … which is number ten. Hopefully, then I can achieve number eleven … and pay my own bills. But that isn't easy, especially when driving lessons are so expensive! That's why I might need to do number twelve … get a credit card! But there's one big reason I want to do all of these things. I want to be more independent. Why? Because I'm hoping to … pass my final exams and … apply to university. And this is really important to me because once I pass my exams … I'll leave home, which is sad … but I'll move to a new place and that's exciting. Then I'll rent a flat and do something that has been my biggest dream for many years … and start a new business. So, there's my eighteen at eighteen. What about you guys? What do you want to do? Have you got a list?!

Unit 6, Lesson 6.4, Track 6.07, page 78, exercises 2 and 3

1
Girl I'm so excited to go on holiday, Dad!
Dad Me too! Are you reading a guidebook?
G Yes, I'm reading about local customs. Did you know that it's rude to blow your nose in public places in Japan?
D Oh really? What should I do when I have a cold?
G The book says it's best to go to the bathroom and blow your nose there.
2
Girl You know the new girl in our class?
Boy Aysha? Yes, why?
G Does she always stand very close to you when she's talking to you?
B Um … now you mention it, yes, she does.
G Well, I asked her why she did it.
B You did?! Was she angry?
G No. I was polite and we had a friendly conversation. She's from Egypt and apparently people stand much closer to each other over there.
B Was she surprised that it's rude here?
G A bit, but she's going to try and stand further away in future.
3
Woman 1 Did you see that?
Woman 2 What?
W1 Those people just pushed into the queue!
W2 Really?
W1 Yes, they went straight to the front and stood behind the person at the desk.
W2 Well, maybe they don't realise that we have a custom of always queuing in England. Maybe they didn't even see the queue!
W1 Hmm. Well, I'm going to tell them. Excuse me? Excuse me?
W2 Shh!
W1 What's the matter?
W2 Don't shout at people! It's rude!
W1 Oh yes, you're right. I'll go and speak to them instead.

Unit 6, Lesson 6.6, Track 6.10, page 80, exercise 6

Harry Have you told your parents about the concert tonight?
Dylan No, not yet. But I don't think I can come. It's a Tuesday night.
H What's wrong with Tuesday nights?
D My parents, my sister, my brother and I always spend these evenings together. It's our little family tradition.
H Really? This is something new! How long have you done it for?
D It isn't new. We started when my sister broke her leg last year. She couldn't leave home and was really bored, but everyone else was very busy with homework, after-school activities and so on. One day, Mum had an idea. She said we needed to be together for one evening in a week to keep Maggie company. Since then, everyone has tried to be at home around 5 p.m. on a Tuesday evening.
H Wow! What do you do then?
D Lots of things – each time, someone else makes a plan. Two weeks ago, we made popcorn and watched a film. Last week, we ordered pizza and played video games.
H That sounds like fun!
D It is! Dad says he has prepared a surprise for this week. I can hardly wait to see what it is.

Unit 6, Lesson 6.7, Track 6.11, page 81, exercises 2 and 4

Scarlett Hi Lars! Have you already applied for a room in a student dorm for next year?
Lars No, I haven't done it yet. I don't even know if I want to. I've lived there for two years and I'd like to try something new.
S Can you afford to pay rent for a flat?
L No, I can't. That's why I'm thinking about Humanitas, the care home for elderly people in Deventer. Have you heard about it?
S I don't think so. A care home for elderly people? But you're a university student. You can't live there!
L Actually, it's the only place in the Netherlands where university students live together with elderly people in the same care home.
S Really? How does that work?
Lars Humanitas offers rooms to six students. They don't need to pay rent. Instead, they have to spend 30 hours every month doing some work for the elderly residents.
S What kind of work?
L Eh, nothing difficult. You have to be their good neighbour, for example spend time with them, talk to them, maybe eat meals together.
S Won't you miss living with your friends? Studying together and talking till late at night?
L I'm worried about that too. I've heard that friends can visit you at Humanitas, but for sure it isn't the same.
S Exactly! Everyone probably goes to bed at 10 p.m. and it's awfully quiet and lonely there!
L Not according to my friend Zoe. She stayed at Humanitas last year and she says it often gets loud there, especially in the evenings. Some people turn up the volume when they watch TV. Besides, she could bring her own friends and the elderly residents loved that!
S What else did she tell you about living there?
L That it was a wonderful experience for her and that the elderly residents taught her to enjoy small things in life. She liked talking to them, telling them what happened at university, or what problems she had with her friends.
S That sounds OK! Maybe you should apply. Do you think I could apply too?

Unit 6, Lesson 6.8, Track 6.12, page 82, exercises 2 and 5

Caleb My favourite childhood memories? It's really difficult to choose one day or one event which I remember best. When I look through our family album, I can see photos of so many amazing things my sisters and I did when we were younger. Like this picture here. My mum took it during our holiday at Loch Lomond in Scotland. It was probably seven or eight years ago, but I still remember this day very clearly. In the picture my sisters Danielle and Carol and I are sitting in a kayak. You can see me at the back, holding a paddle and smiling. I seem to be very excited about going kayaking. My youngest sister, Carol, is sitting in the front. She's smiling at the camera. She looks happy. My other sister, Danielle, is sitting in the middle and she's trying to reach for the back of Carol's seat. She probably wants to tell Carol something. She doesn't seem to be interested in our kayaking trip. I remember that right after my mum took this picture, Carol started crying because Danielle pulled her hair. If I remember it correctly, Mum got angry with Danielle so Danielle started crying too. Then, I wanted to get out of the kayak because they were both shouting and crying. I got up too fast, lost balance and fell into the water. We didn't go kayaking later that day, but I don't quite remember why. Maybe because my clothes were wet or perhaps because Carol and Danielle were in a bad mood. Instead, we made a fire and cooked sausages. My sisters forgot about their fight and they were telling funny stories.
I really like this picture because it reminds me that with our family you never know what's going to happen. You can plan and you can prepare and then the day ends in a completely different way … sometimes better, sometimes worse, but it's never boring!

Unit 6, Lesson 6.11, Track 6.14, page 85, exercise 1

Boy Did you enjoy being an exchange student last year?
Girl Yes, it was brilliant. I stayed with a great family. They cooked me delicious food and I liked the language school too. How about you?
Boy Yeah. I wasn't keen on the school because the students weren't very friendly … but the family took me sightseeing, which was great.
Girl Lucky you! I didn't explore many sights because I was in the countryside.

Unit 6, Lesson 6.11, Track 6.15, page 85, exercise 2

1
Boy Did you enjoy being an exchange student last year?
Girl Yes, it was brilliant. I stayed with a great family. They cooked me delicious food and I liked the language school too. How about you?
B Yeah. I wasn't keen on the school because the students weren't very friendly … but the family took me sightseeing, which was great.
G Lucky you! I didn't explore many sights because I was in the countryside.
2
Girl Are you looking forward to renting a flat?
Boy Yeah! I can't wait to decorate my room and make my own meals. It's going to be great.
G Are you going to cook for the people you share with?
B No, we've already talked about that. We all want to be independent.
3
Girl Have you passed your driving test, Dylan?
Boy Yes, I have, but I don't like driving. I'm nervous and I hate driving with other people because I think they're watching me.
G Why don't you practise more? You could go on shorter journeys but go out every day.
B That's a good idea.
4
Boy So, how do you feel about moving to Spain? Are you nervous about leaving home?
Girl Not right now, but that might change in the future! I'm excited about meeting new people and making friends.
B Have you got a job?
G Yeah. It's only part time in a café, but I'm also doing a course at a language school.
B Sounds great!
5
Girl Did you enjoy the wedding?
Boy Well … it was OK. I mean … I don't like weddings much because they can be a bit boring, but I did enjoy seeing my cousins. That part was good.
G What about the food?
B Well, it was fish … and I don't like fish. And we had to wait a long time before it came, and I was hungry!
6
Boy Are you having a party for your grandad's eightieth birthday?

Girl That's what my parents wanted to do, but Grandad wants to go to a restaurant. We've booked that new place in town.
B We had a picnic for my grandma's birthday. She loved that.
G Hmm. I don't think Grandad would enjoy that.

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

Lily Hi guys, most of you know that I'm really into space and all that … and it's my dream to be an astronaut some day … and travel to the moon! But that's just a dream. But some astronauts really have travelled to the moon!
The first were … Neil Armstrong, Buzz Aldrin and Michael Collins. They were the three members of crew who went on a mission to the moon known as Apollo 11 – the first attempt to put people on the surface of the moon! The three astronauts travelled on board a spaceship called Columbia, but when they were about 100 kilometres from the moon, Aldrin and Armstrong got into this … the Eagle, a small machine designed to land on the rocky surface. It wasn't easy, but they landed it. Then Neil Armstrong opened the door and the world watched as he climbed down the ladder and became the first man to step onto the moon. We all know what he said: 'It's one small step for man, one giant leap for mankind'. Soon Aldrin joined him to explore and they bounced along the moon's surface. I say 'bounced' because there's so little gravity up there! Obviously, they weren't there for long. The moon has no atmosphere so there's no air and it's impossible to breathe. That's why astronauts wear spacesuits. These suits have an oxygen supply, but not a lot, and they didn't want to end up floating in space forever! So, they gathered some rocks, got back in the Eagle and started their long journey home. There were huge celebrations when they arrived back on Earth and they're still heroes today! I think it's the most amazing story and it's why I want to be an astronaut. And you know what?! I can't stop thinking about it! I even dream about living there! You'll never believe it, but some people think it's possible! I know that conditions are difficult and all that – I mean, there's no air or water supply – but maybe, just maybe … Oops! I need to stop thinking about space! But what about you? What do you think it would be like to live on the moon? Send me your ideas and I'll read the best ones out in my next vlog!

Unit 7, Lesson 7.2, Track 7.05, page 88, exercise 5

Humans first landed on the moon more than 50 years ago, so why don't some of us already live there? The answer is that it would be extremely challenging to do so. Apart from having no air, water or food supply, there are several other problems that you may not know about.
First, there's the question of day and night. If a day on Earth is 24 hours, on the moon it's 672 hours. That's four weeks! There's two weeks of daylight, followed by two weeks of darkness. It would be impossible to sleep in these conditions unless we controlled the light in our living space.
This leads on to another problem: the temperature. In most parts of the moon, it gets as hot as 120°C during the day. At night, the temperature goes down to -130°C. It would be very hard for us to live in these conditions. There are only a few places where the temperature difference isn't as great, for example the South Pole of the moon.
Another problem is the number of flying objects that hit the surface of the moon every day. The moon has no atmosphere to slow down these objects, so they travel at very high speeds. Some go as fast as 100,000 kilometres per hour! If a flying object hit you at that speed, it would kill you.
On top of that, there's the question of moon dust. The moon is covered with a layer of dust and it gets everywhere. The dust is like very small pieces of glass and it smells terrible. If you breathed in the dust over a long period of time, it would make you very ill.
So, there you have four reasons why we aren't already living on the moon. The truth is that it isn't as easy as you might think!

Unit 7, Lesson 7.3, Track 7.06, page 89, exercises 2 and 3

Presenter Some space missions succeed and others fail. Today, we're going to talk about Mars One, one of the most recent projects to fail. Space expert Clare Johnson and journalist Emily Ball are here to tell us about it. Emily?
Emily Ball Mars One was the idea of a Dutch businessman called Bas Lansdorp. In 2012, he started a company to send humans to live on the planet Mars – forever. If they wanted to come home, they couldn't. The plan was for the first group of people to leave the Earth for Mars in 2022.
Clare Johnson That's right, Emily. First, the company planned to choose 'astronauts' for the project and train them. Then the idea was to send robots to Mars to find the best place for them to live. Next, Lansdorp planned to send more robots to build homes. He wanted everything to be ready for when the first group arrived.
P How far did the project get, Clare?
CJ In 2013, the company began advertising and thousands of people applied to take part. You could watch their presentation videos on the *Mars One* website, couldn't you, Emily?
EB Yes, you could. By December that year, they had just over a thousand people they were interested in. Lansdorp spent the next year doing interviews and in 2015, Mars One announced the names of the final 100. These people appeared in newspapers and on TV, so they became quite famous for a while.
P So, what went wrong?
CJ One of the problems was that Lansdorp wasn't a scientist and he had no experience of space exploration. Not only that, but he refused to ask for advice. Scientists all over the world attacked the mission and the Massachusetts Institute of Technology published a report about it. The message was that if anyone went to Mars with Mars One, they would die. Lansdorp changed the departure date of the mission to 2031 to give him time to solve the problems, but that wasn't enough, was it, Emily?
EB No, it wasn't. To get the money for Mars One, Lansdorp planned to film the 'astronauts' and make a reality show about them for TV. If people all over the world watched the show, the company would earn enough money to send the 'astronauts' into space. Unfortunately, none of the TV networks were interested in the show. In 2019, Lansdorp had no money left and that was the end of the Mars One project.
P Clare Johnson and Emily Ball, thank you so much for joining us.

Unit 7, Lesson 7.4, Track 7.07, page 90, exercise 2

Tess Jason! I need to talk to you about our biology project.
Jason Oh, that. Have I done something wrong again?

T Yes, you have. Did you water the lettuces last week?
J Yes, I did.
T When did you water them?
J I watered them on … I think it was Wednesday.
T But I told you to water them every day!
J No, you didn't. You told me to water them once during the week.
T No, I definitely said once a day. You probably weren't listening, as usual.
J Oh well, it doesn't matter. The lettuces are still alive.
T Of course it matters! The lettuces stopped growing. That's going to affect the results of our experiment!
J Who cares? I've got more to worry about than a biology project!
T But you should care! We're doing it as a team!
J I didn't choose to be in your team, Tess.
T But Jason …
J Just leave me alone, will you?

Unit 7, Lesson 7.4, Track 7.08, page 90, exercise 3

Tess Shayla, Rob, can I talk to you for a minute?
Rob Course!
Shayla Yes, sure. What's up?
T I've just had an argument with Jason. I mean, he was responsible for watering the plants last week and he did it wrong. I don't think he was paying attention when I told him what to do.
S Oh dear.
T I wanted him to admit his mistake.
R And did he?
T No. He just got angry and said he didn't care about the project. What are we going to do now? We need Jason on our team.
S I think we need to talk to him.
T Why? He doesn't show any interest in the project.
S If we knew why he doesn't feel part of the team, we could do something about it.
R Maybe he's never done any gardening before.
T Hmm … I know he lives in a flat … You're right, he probably doesn't know anything about gardening.
S I don't mind helping him.
R Yes, we can give him a hand with that.
T Or maybe he has a problem. When we were arguing, he said he had more things to worry about.
R If Jason has a problem, he needs to know we support him.
S So, what are we waiting for? Let's call him. We need to talk to him as soon as possible.
R Yes! We need to find out why he doesn't feel part of the team …
S And then we can make changes so that the team works better. We want Jason to feel he's a valuable member of the team.
T That a great idea – thanks, guys!

Unit 7, Lesson 7.6, Track 7.11, page 92, exercises 2 and 3

Today, we're looking at the kind of things you can buy at a space auction. As you know, you can only buy an item at an auction if you're the person who offers the most money for it. And some people spend a lot of money at space auctions!
Let me tell you about a space auction that was held in New York. One of the items for sale looked like an old bag. In fact, it was the bag that was used by Neil Armstrong and Buzz Aldrin to collect rocks on the moon. Of course, the moon rocks weren't inside the bag any more, but a lot of people still wanted to buy it. The bag was sold for $1.5 million!
Another item for sale was a metal box. It didn't look very interesting, but the box contained a computer. It was one of the first computers created for space programmes in the 1970s. The computer still works, but it isn't very useful. People wanted it because of its connection with space and it was sold for $40,000.
A third item was a pair of old books. The books were published in 1963 and 1977 and they were both in Russian. The important thing about them was that they were signed by the first woman in space, Valentina Tereshkova. She spent almost three days in space in 1963. The books were sold for $1,400.
The last item I'm going to tell you about is a Snoopy toy in a spacesuit. Hundreds of these toys were made in China in the 1960s, but this Snoopy toy was special. The crew of Apollo 10 took it into space with them and it was signed by one of the astronauts, Eugene Cernan – he went on the Apollo 17 mission too. A lot of people were interested in the Snoopy toy and it was sold for an incredible $22,000.

Unit 7, Lesson 7.8, Track 7.13, page 94, exercises 2 and 3

Beth Do you like your present, then, Grandad?
Grandad Yes, I love it! It looks great, doesn't it?
B Well, it certainly looks better than the old one.
G Um, Beth … how does it work?
B Don't worry, Grandad. I'll show you. Now … where's your phone?
G Here it is.
B Right. Put on some music.
G OK.
B Great! Now, go to Settings.
G Settings … Where's that?
B Open your apps … That's right … Then swipe right to find Settings.
G Got it.
B Tap on Settings and you'll see a list of connections.
G Right.
B If you tap on Bluetooth, you go to the Bluetooth screen.
G Done it.
B Now turn on Bluetooth.
G Oh. How do I do that?
B Can you see that switch at the top of the screen?
G Yes …
B If you move it to the right, you turn on Bluetooth.
G Oh, OK … There!
B Great! Now you can see all the devices you can pair your phone to.
G Pair?
B It means 'connect'.
G Right. Now, what am I looking for?
B You need the device with NVR in it. NVR-820B, I think it is.
G Found it.
B Good. Now, just select the device and you should be connected. …
G Why isn't anything happening?
B I'm not sure. Maybe we did something wrong.
G Have we turned it on?
B Sorry?
G Have we turned the speaker on? I saw you plug it in, but I didn't see you turn it on.
B Well done, Grandad! You're right, I didn't turn the speaker on! I'll do it now.
G Look! A light has come on.
B Yes … and now it's changing colour …
G I think I can hear something. Can you turn it up?
B Great! It's working!
G We make a good team, you and me, don't we?

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

Miya Hi guys, it's us again! And as you can see, Raiko is looking very smart today, which is … a bit unusual!

Raiko It's because I got a part-time job. I'm now a waiter in a café, which is fun – but it isn't easy! It's tiring because I have to be on my feet all day to take orders and bring food to tables. It can be very stressful when it's busy, but it's actually really exciting too. And it's always nice chatting to the customers. All in all, I really enjoy it!
M Yeah, I think part-time jobs are really important. I've had one since I was fifteen! Last summer, I worked as a lifeguard at an outdoor swimming pool. It was fun, but challenging. It's a lot of responsibility! I had done a special lifeguard course before I got the job because you really need to know what you're doing! The summer before that, I did jobs in my neighbours' gardens for a bit of pocket money, but I wasn't very good! And now I'm a shop assistant at a supermarket. I usually work on the checkout, where I serve customers. It's such a pain because you have to do it fast and you can't make a mistake. I think I preferred gardening.
R But enough about us! How about our friends? We asked two of our favourite vloggers, Yasmin and Lewis, about their part-time jobs. Here's what they had to say!
Lewis Hi guys, I work as a game tester. It sounds like the best job in the world, but at the end of the day, it isn't. You have to check everything and you don't earn much money. And although I love video games, working from home isn't really my thing. I prefer to work in a team. It's way more fun.
Yasmin I don't have a part-time job exactly, but I look after my neighbours' kids when their parents work or go out. I also have my own business where I sell handmade goods online. I've always liked making my own jewellery, so I thought I should give it a go. I usually manage to sell one or two pieces a month, which is pretty cool!
R A games tester and a business owner? Mlya, I reckon their jobs are cooler than ours!
M True! But hey, at least we're all earning money! Speaking of which, we better go to work!
R Oh yeah! Bye guys!
M See you next time!

Unit 8, Lesson 8.2, Track 8.05, page 102, exercise 5

Isabella Last Friday evening, I was looking after my neighbours' son, Theo. Theo is the nicest kid I know. I had looked after him twice before. We had played board games and watched TV. Just a day before I came over, I had found a box of my old toys. I decided to take them with me and show them to Theo. When I arrived at 6 p.m., Theo was sleeping. His mum told me what had happened. Theo was tired because he had played in the garden earlier. He had even eaten some sandwiches before he fell asleep. When Theo's parents left, I sat down and waited for Theo to wake up. Soon I got worried. It was late and he was still sleeping. When he finally woke up, he started crying because he hadn't said goodbye to his parents. I called them twice, but they didn't answer. Then I noticed he had a fever. I called his parents again, but luckily, they answered their phone this time. They were back 20 minutes later. I came to visit Theo the next day. He was feeling much better.

Unit 8, Lesson 8.3, Track 8.06, page 103, exercises 2 and 4

Liam Welcome to 'Explain the Past', a series of history podcasts. My name is Liam Anderson and this is Amy Knight. We're both historians and each week, we're discussing a topic which caught our attention in the news.
Amy I've just read that this year, supermarkets didn't need as many shop assistants to work on the checkout as last year. Self-checkout is becoming more popular and cheaper so some shop assistants are afraid they'll lose their jobs. Is this possible that a job will stop existing? Of course, similar things happened in the past! There were plenty of jobs which were popular, but don't exist any longer because of the development of modern technologies. Before we had electric lights in the streets, there had been gas lamps. Each evening, a lamplighter had to light every lamp in the street and then put it out in the morning.
L It's important to realise that jobs change with time. When the Industrial Revolution began and the first factories were opened at the end of 18th century, people had to start their work at a specific time, often very early in the morning. At that time, alarm clocks were expensive and didn't work well. People needed someone who could wake them up. This is how the job of a knocker-upper was created. A knocker-upper walked along the street carrying a long, light stick, which he or she used to reach the windows on higher floors. Then he or she knocked at the windows of the people who had paid for the service of waking them up. The knocker-upper waited until he or she saw their client getting up. Knocker-uppers continued to work until the 1920s and in some places, even until the 1970s.
A First, factories changed the job market. In the UK, there was a knocker-upper and in America, there was a lector. In the 19th and 20th century, factory workers were fed up with their boring and repetitive work. They sat in one place for hours, doing exactly the same thing. To make the time pass more quickly, factory workers decided to pay someone to read books or newspaper articles to them while they were working. It wasn't easy to get a job as a lector. Before someone got this job, they had taken part in auditions, just like actors do. Lectors had to speak clearly and know how to talk like different people.
L The harder people worked, the more they needed to relax. In the early 20th century, bowling alleys were very popular in the USA, but at that time, there weren't any automatic machines which could collect the fallen pins and put them back in place. This problem was solved by young boys who worked as pinsetters in their free time, mainly in the evenings or at weekends. They not only arranged the pins, but also pushed the ball back to the players. It was a tiring job which involved a lot of jumping, pushing, lifting and bending.
A They also had to be very careful as it was easy to get injured by a heavy ball. Not everyone could afford to go to the doctor or to the dentist. When someone lost their teeth and couldn't pay for a visit at the dentist, they could go to a used-teeth seller, who offered different sizes of false teeth so people could pick the ones which fitted them best. However, all of these false teeth had been someone else's false teeth before.
L If you're interested in other jobs that disappeared with time, you should read …

Unit 8, Lesson 8.4, Track 8.07, page 104, exercise 3

Bella Hi. Welcome to the 'Better Me' podcast. My name is Bella Williams. In today's podcast, I'd like to tell you how to find your strengths and then work to them. Let me start by saying that everyone – absolutely everyone – has their strengths. When you study, work, do sports, or other free-time activities,

you notice that some things are easier for you. You're good at them. These are your strengths. It's important to work to your strengths and not to worry about the things you can't do well. No one is good at everything so it's better to focus on and develop what you're best at.
How can you discover your strengths? To answer this question, think about the last thing you did that made you proud. Let's say you made a great presentation in your history class. Why was your presentation successful? Did you find a lot of information and prepare it well? You might be hard-working. Or maybe you looked after your cousins for the whole afternoon and had lots of ideas for games. This means you're creative. You also know that something is your strength when you enjoy doing it, even if it's difficult or stressful.

Unit 8, Lesson 8.8, Track 8.12, page 108, exercises 2 and 3

Lottie How is it going in your new job?
Jan Great, although I'm still trying to remember everyone's names, or where everything is. But Reward Gateway has the … how shall I put it? … coolest office I've ever worked at.
L What do you mean?
J Well, … how can I explain this? Ehm … There's a huge open space where our desks are, but it doesn't look like regular offices. You see, it's very modern. There are big windows and lots of natural light. Unlike in my old office, where we had hardly any daylight. It was very dark there unless we turned on the light. Now when I enter my new office, I feel great. Eh … The point I want to make is … that it's a very positive place, for example every lamp on the ceiling has a different colour. When I look up, it makes me think of … the colourful thing you can see in the sky when there's rain and sun … I've got it on the tip of my tongue …
L A rainbow?
J Yes, a rainbow! One colleague told me that Reward Gateway had designed their offices to make people happy and excited about the place where they worked.
L Very clever! Now I'm sure everyone wants to stay in the office instead of going home … Just kidding …
J It actually might be quite likely because there's this one room which they call a secret garden. It has the most amazing design and such comfortable armchairs! I could sit there all day. They even have this swing armchair which I've wanted to buy for ages! In my old office the chairs were OK, but there was no special space to relax. If I needed a quiet place to think, I had to put on my headphones and not pay attention to what is happening around.
L I do the same thing in my office!
J Luckily, now we have this secret garden room and I see a lot of people going there to think, relax, or talk to their colleagues. As I was saying, it looks great! It's full of plants and there's a … you know … it's a thing you use for decorating the floor. You know what I mean?
L A carpet?
J Yes, a carpet which is made of special green material which looks like grass. It makes you feel connected to nature and … ehm … not tired or worried, kind of calm …
L Relaxed?
J Yes, you feel relaxed. I've heard that a lot of the employees had applied just because Reward Gateway had such a fun office.
L No way! You're so lucky to work there!

Unit 8, Lesson 8.11, Track 8.14, page 111, exercise 1

1 When I left school, I failed my exams and got a job as a shop assistant in a clothes shop. People were friendly and we had a lot of fun, but it was very tiring. I decided to do something different. I did my exams again and passed them. Then I did a degree in Spanish. Now I think I want to be a language teacher.

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

1 When I left school, I failed my exams and got a job as a shop assistant in a clothes shop. People were friendly and we had a lot of fun, but it was very tiring. I decided to do something different. I did my exams again and passed them. Then I did a degree in Spanish. Now I think I want to be a language teacher.
2 Last summer, I had a part-time job as a lifeguard in my local swimming pool. My friend had had a job there the summer before and he had loved it. He told me that it was easy work and I was looking forward to it. Well, it was easy because I didn't do anything. I sat there for hours staring at the pool. I hated it.
3 Right now, I work part-time in a computer games shop. I like it because I love computer games and I know a lot about them. I like serving customers and helping them make choices. But one day, I want to do something more. Imagine working for a games company! I could test games all day. What could be better?
4 When I left school, I worked for six months and then I went travelling for a year. I stayed in a country and found work and when I was bored, I moved to a different country. At the moment, I'm working in a hotel in Paris. I might stay here for a few months, but I don't know. The world is a very big place.
5 Last year, I decided I needed to earn some money. I'm always studying on my computer, so I didn't want to work on my computer too. I like being outside, so I thought about becoming a gardener. I put up some notices in my local area and got some work. I think this is the best kind of job because you can do it when you want to and no one tells you what to do!
6 I started making jewellery and selling it online. It was great and lots of people wanted it, but then it grew too popular! I had too many customers. I had a lot of cash, but no time for my university work. I had to decide what was better for me: to make money, or to do well in my degree. Now I still make jewellery, but I only sell it to my friends. I'm a lot happier.