Student's Book audio and video scripts

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

Zaki Hi there, I'm Zaki!
Yasmin And I'm Yasmin! We're cousins and we've decided to start a vlog to talk about all kinds of things, usually from our own lives.
Z Today's vlog is on natural talents and learning new skills. Something that is very important to Yasmin right now, isn't it, Yasmin?!
Y Thanks, Zaki! OK, so, here's the story. It's always been a dream of mine to ride a motorbike down Route 66 in the USA, all the way from Chicago to LA. This morning, I took my first step towards fulfilling that dream and had my first motorbike lesson! It was really cool, I managed to start the bike no problem …
Z Well, that's always a plus!
Y Very funny, Zaki! … As I was saying, it started really well, but, well, it kind of went downhill from there. I had been getting the feel of the bike … you know, learning all the controls and how to use them, starting and stopping, going in and out of cones – I picked up the basics really quickly, actually. And soon, I was thinking, 'Hey, this comes naturally to me. Maybe I have the potential to become a professional!' But then I attempted to do a U-turn and rode straight into a hedge.
Z Ho ho ho ho, that's embarrassing!
Y I know! I don't think I'll ever be capable of riding a motorbike. I was hopeless at it!
Z But you passed your theory test first time, didn't you?
Y I did – and that was a real boost to my confidence, but maybe I was too confident. Putting the theory into practice is a lot harder than I thought it would be!
Z Ah, you just need more lessons to gain experience. Learning anything new is always a challenge!
Y Go on then, which new skill have you learned?
Z I learned sign language a few months ago, actually.
Y Really? What inspired you to do that?
Z It's a long story! Last summer, a new family moved in next door. Their son, Sam, is hard of hearing, and I wanted to be able to talk to him. So, I decided to learn sign language. I watched a few online tutorials and after learning some of the most common words, I asked Sam to teach me more. I was really motivated at first, because I thought learning to sign was going to be easy, but I could only hang out with Sam on Saturdays because of all my schoolwork. So, from one week to the next I would forget all the signs he had taught me. I wasn't getting anywhere!
Y So, what did you do?
Z I sat down one day and tried to identify the problem.
Y And did that help?
Z Yeah, I realised I needed to find a way to make a record of the signs so I could practise them at home every day on my own. So anyway, I asked Sam if I could video him. It made all the difference. Every week, I would video Sam making ten or so phrases he thought would be most useful. Then, I would watch the video every day, focusing my attention on Sam's face and hands and copying his movements. By the time I saw him the following week, I had mastered the phrases, so he could teach me more.
Y So, the secret of your success was videoing Sam?
Z That certainly helped, but I'd say the key was remaining calm and identifying what was going wrong. That's what really helped me overcome the problem. Maybe you could try that, Yasmin?
Y What, make a video?
Z Yeah!
Y Of me crashing into a hedge? How will that help me?!
Z It won't – but it might go viral!
Y Er, no. I don't think so. I think that's all we have time for today! But before we go, we want to hear from you!
Z So, message us and tell us about your skills and natural talents.
Y Or let us know which talented young people you admire.
Z See you next time!
Y Bye!

Unit 1, Lesson 1.1, Track 1.02, page 9, exercise 8

Alisha I've been playing the drums for about two years now. I decided to start learning when I saw a music video of my brother's favourite band – the drummer was incredible! There's an after-school music group at my school, so I used their drum kit to learn how to play. The first thing I had to focus my attention on was holding the drumsticks correctly. To start with, I was either holding them too tightly and my hands started to hurt, or too loosely and they would fly out of my hands! Once I'd picked up the basics, I formed a band with some other students from the music group to gain experience. The only problem we have is that nobody's parents want us to practise at home, so we have to practise at school. We're still pretty hopeless, but we have lots of fun playing together.
Ethan I learned how to surf at surf camp last summer. In our first class, we practised on the beach how to get up from a lying position and where to position our feet in order to balance. It seemed pretty easy at first, but then we went into the water. I don't know how many times I fell off the board! The second class went a bit better, and at the end of the lesson, the surf instructor told me I was doing really well, which was a boost to my confidence. By the end of the two-week camp, I'd more or less mastered surfing. By that I mean surfing close to the shore. This summer, I'm hoping to go out into deeper water with the experienced surfers and chase much bigger waves.

Unit 1, Lesson 1.2, Track 1.03, page 10, exercise 4

Sheku Kanneh-Mason is a talented British musician. He's the third of seven siblings from a very talented family. Sheku's first instrument was the violin, like his elder brother's, but he changed to the cello when he was six because he was inspired to play something bigger. Sheku was a quick learner and passed the final cello exam with the best marks in the country when he was only nine. At the age of sixteen, Sheku appeared on a TV music talent show with his siblings, and the group succeeded in reaching the semi-finals. He joined a new orchestra, the Chineke! Orchestra, for black and minority ethnic groups the same year. Sheku shot to fame at the age of seventeen when he won a national music competition: the BBC Young Musician of the Year Award. When he left school at eighteen, he started studying at the Royal Academy of Music and signed a deal with a record label to make his first album,

Inspiration. Since then, he has been studying for his music degree and performing in orchestras and on TV. When he was 20, Sheku made another album, Edgar, and is now one of the most famous classical musicians in the UK.

Unit 1, Lesson 1.3, Track 1.04, page 11, exercise 2

Have you ever managed to teach yourself a skill? If you have, you can call yourself an autodidact. In this week's podcast, we're looking at famous people who were just that. I'll tell you about two of them first, so you get the idea.

First of all, there's English writer Jane Austen. She was sent briefly to two different schools and after that was educated at home with her brothers for a short time. She spent many hours reading in her father's library, which is where she picked up the basics of how to write novels.

Then, there's Canadian film director James Cameron. He began a course in physics at university, changed to English and then left before finishing his degree. After that, he had several different jobs and learned about film technology at his local library in his free time.

Unit 1, Lesson 1.3, Track 1.05, page 11, exercises 3 and 6

Now you've got an idea of what an autodidact is, let's look at some more of them in depth.

Let's start with Hungarian interpreter Kató Lomb. Lomb's first experience of learning a foreign language was a French course she took after school, which she found far from fascinating. After studying Latin as part of her university course, she decided she ought to learn English, but this time, she chose a method that motivated her: reading. She took a novel by an English author and studied it intensively for a few months. The first time she read it, she noted the words she could figure out from the context in the margins of the book. The second time, she looked up the unknown words she came across more than once and recorded them in context in her notebook. Grammar rules she picked up as she went along. Lomb's talent was extraordinary as she mastered a total of sixteen languages during her lifetime, most of them using the same reading method. Apart from her native Hungarian, she spoke perfect English, German and French, and used languages such as Spanish, Japanese and Polish to interpret.

Another person who used books to teach himself was the Dutch painter Vincent van Gogh. He was already 27 when he decided to become an artist, so he had a lot to catch up on. As a child, van Gogh had had drawing lessons for a while and had later worked for an art dealer. Unfortunately, he had not lived up to expectations and was dismissed after a year. Van Gogh opposed the idea that art had a set of rules he should learn, so he tried to improve his technique using 'how to draw' manuals and reading textbooks about the human body. He also spent many hours painting statues and copying the works of other artists. Eventually, he registered as a mature student at an art school in Brussels, but he soon dropped out after arguing with the professors. He tried again later in Antwerp and succeeded in passing his drawing exams. In spite of the knowledge he acquired, his work was influenced far more by the books he had read and his studies of other artists than the academic training he received.

Unlike van Gogh, the French engineer Gustave Eiffel recognised the value of a formal education and graduated from one of the best engineering colleges in France at the age of 23. He went on to build hundreds of bridges and other structures, including the famous tower that was named after him. Although Eiffel is best known as a master engineer, in later life, he did valuable research into aerodynamics, the study of how an object moves through the air. This is something Eiffel didn't learn at university but taught himself. He built a laboratory at the base of the Eiffel tower and did experiments with falling objects he dropped from the tower. He also built a wind tunnel to test models of aircraft wings. Eiffel's findings were used to design some of the first planes, making his research into aerodynamics just as important as his work as an engineer.

American mathematician Katherine Johnson had an impact on a different kind of travel: space flight. Johnson had always been brilliant in her field, gaining a maths degree – and another in French – by the time she was eighteen. But it wasn't until she joined NASA, around seventeen years later, that she got the chance to use her skills. At first, she joined a team of Black American women like herself to work as a 'human computer', going through the calculations of flight tests and adding up the numbers. After only two weeks, however, she was promoted to a more challenging job in the Flight Research Division and eventually ended up on the Space Task Force, the group in charge of the first American space flights. Johnson played a key role in planning the paths of these flights, and astronauts knew they could trust her to get them home safely. Like everyone at NASA, Johnson had to learn how to use the first computers, which appeared when she was in her mid-forties.

Not surprisingly, she succeeded in teaching herself. She was one of the first NASA employees to master coding and helped make the transition to computers in the space agency go smoothly.

Unit 1, Lesson 1.4, Track 1.06, page 12, exercise 5

Let's continue looking at the best age we do things, and we're going to start with a state of mind. Surveys show that older people are generally happier than younger people. But new data has revealed an interesting pattern. Young people appear to be happiest at around the age of 20, but then, average happiness falls. Happiness reaches its lowest point in middle age, but after that, it rises again. Peak happiness occurs at around 70, when people have fewer demands on their time and money.

As for our bodies, our muscles appear to be at their strongest when we're 25. Strangely enough, the age is different for our bones: they don't get to be at their strongest until we're 30.

Back to matters of the head: it would seem that most of us should be ready to settle down by our mid-20s. According to mathematics, we have met enough people by the age of 26 to have found an adequate partner to spend the rest of our lives with.

Do you remember we said we remember names best in our early twenties? Well, ten years later, it appears we're best at recognizing their faces. A study has shown that the part of our brains responsible for facial recognition continues growing well into adulthood. When you reach 32, you'll recognize far more people than you did as a teenager.

Finally, let's look at when we make some of the most important decisions

in our lives. Research has shown that we often do something life-changing in the year before a birthday that ends in zero: 19, 29, 39, and so on. We might do a world trip or run our first marathon, for example. So, what about you? Have you got any plans for the final year of your teens? If so, what are they?

Unit 1, Lesson 1.5, Track 1.08, page 13, exercise 7

Speaker 1 When I was younger, we used to go to the same place every summer. My parents would rent the same cottage near the coast, and that was our base for a fortnight. We used to stay on the beach all day. At first, I wasn't used to swimming in the sea, but every year I used to look forward to jumping in the waves. In the evening, we'd play games together after dinner. It sounds pretty boring, but I've got very happy memories of those summers.

Speaker 2 I never had a problem going to school when I was little – in fact, I soon got used to being away from my parents for the day. From what I recall, we'd spend most of the time playing – I don't remember doing much work. My first teacher was really kind – she never used to shout at us. The best part of the day was when we'd all sit on the rug, and she'd read us a story. I really used to love that!

Speaker 3 I was really lucky when I was little as there were a lot of children in the street where I lived. At the back of our houses, there was a lane where we'd all go and play at weekends and in the holidays. There often used to be about 20 of us, so we could play lots of different games. We were all different ages, but that didn't use to matter as we all got on well and we quickly got used to adapting games for the younger kids.

Speaker 4 I'm an actor so I'm used to dressing up in different costumes, but even as a child this is what I used to do every time we visited my cousin. She had a huge box of costumes in her room. Whenever we went to visit, I'd try on all of the costumes and then we'd go and show the grown-ups the best one. I think they used to enjoy it too as they'd all laugh and tell me how good I looked. I've got some photos somewhere if you want to see.

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

Beth You used to work part-time in a shoe shop, didn't you, Keira? How did you get on with the other members of staff?

Keira That's right. Um, well, we all got on fine, most of the time. I've only ever had one problem with a colleague, and that was right at the beginning.

B Why? What happened?

K I had an argument with my colleague David. He had started working in the shop at the same time as me. David was nice, you know, very popular with the customers, and he used to sell a lot of shoes. But he was hopeless at using the cash desk, which used to hold the rest of us up. One Saturday, I was about to go on my lunch break when my boss asked me to serve a mother and daughter, who had just come into the shop. The girl tried on about 20 pairs of shoes, before she decided which ones she wanted. By this time, I was really late for my break, so when I saw David heading for the cash desk, I panicked. I grabbed the shoes my customer had chosen, told them I'd see them at the cash desk and literally ran across the shop to get there before David. I managed to get there first, but David was really angry that I had pushed in front of him. The worst thing was, when I looked for the mother and daughter to take their payment, I saw them walking out of the shop. I'm not sure why – I suppose they just changed their mind. I was furious with myself that I'd upset David AND lost a sale!

Unit 1, Lesson 1.7, Track 1.11, page 16, exercise 8

Beth So, what did you do to solve the problem?

Keira I was lucky I could go on my break straight away because it gave me time to think. While I was having lunch, I thought about why I had behaved so badly and what I was going to do about it! One of the reasons was that I was hungry – I get really moody when I'm hungry, and I hadn't had time for breakfast that morning. I made a mental note to get up earlier in future to avoid that happening again.
Then I planned what I was going to say to David, and how I was going to say it! I knew I'd hurt his feelings, and he was probably furious with me. When I went back to work, I asked David if we could talk. I explained about being late to go for my break and said that I was really sorry for behaving so badly. He accepted my apology, and then we went on to talk about how we were getting on in the shop. That was when I found out why he was so slow at the cash desk – he'd never been trained to use it properly! So, I offered to show him, and in a quiet moment that afternoon, I taught him how to use the till. It didn't take him long to pick it up. After that, he was much quicker, and everyone on the team was more relaxed.

B I'm glad you managed to sort it out.

Unit 1, Lesson 1.8, Track 1.12, page 17, exercise 2

Darius Hi. Do you mind if I sit here?

Finn No, that's fine. Go ahead.

D Thanks a lot. I'm so glad I've got a seat. I've got a long way to go!

F Really? Where are you travelling to?

D I'm going all the way to Dundee.

F Wow! You're going to be on the train all day!

D I know. It's a nine-hour journey.

F What time do you get to Dundee then?

D The train is supposed to arrive at around 9.30 tonight. Hang on – that isn't right. Let me say that again. We're supposed to arrive at 7.30 tonight, but we're already running late.

F Yes, we were half an hour late leaving Plymouth this morning.

D How far are you going?

F Just to Birmingham. It isn't so bad for me as it's only three and half hours.

D That's a bit more reasonable. Have you been to Birmingham before?

F No, it's my first time. I'm going to visit a friend who's just moved there. Do you know Birmingham?

D Yeah, I've been there a few times. It's quite nice down by the old canal area. And, of course, you can go shopping at the Bullring in the centre.

F That's the plan! We also want to go to a hockey match.

D Do you play hockey?

F Yes, we both do. We play for the same team – what I meant was, we used to play for the same team. We're in different teams now because he's moved.

D Right. I used to play hockey, too, but I was hopeless at it. I'm better at football.

F Oh? Do you play for a team?

D Yes, I play for a local team. I really enjoy it, actually.

F Yes, doing sport is a great way to switch off, isn't it?

D Yes, it is. I always feel great after a match – especially if I score a goal!

F I know what you mean!

D So … do you know where the café is? Sorry, that didn't come out right.

Do you know where the buffet car is? I need to get a bottle of water or something.
F I think it's that way.
D Thanks. Do you want anything?
F No, I'm fine, thanks.
D Would you mind keeping an eye on my bag?
F No problem.
D Thanks. I'll be back in a bit.
F Sure.

Unit 1, Lesson 1.8, Track 1.13, page 17, exercise 4

Examiner First, we'd like to know something about you. Layla, what do you like doing in your free time?
Layla Oh, I love horse riding, and I go three times a week: on Tuesdays and Thursdays after school, and on Saturday mornings.
E Thank you. Ali, are you going to do anything special this weekend?
Ali Yes, I'm going out with my friends.
E Where are you going?
A To the park.
E What are you going to do there?
A Play football.
E Thank you. Kate, tell us about a film you like.
Kate Yes, I love watching TV series. My favourite is *Grey's Anatomy*. It's about a group of doctors and nurses who work in a hospital. My favourite character is Dr Meredith Grey.
E Thank you, Kate. Layla, do you watch a lot of television?

Unit 1, Lesson 1.8, Track 1.14, page 17, exercises 5 and 6

Examiner First, we'd like to know something about you. Jack, [beep].
Jack Um, I don't really like being on my own. Sorry, that didn't come out right. Let me say that again. I don't really like studying on my own because there's no one around to help me. I prefer to learn with other people. For example, I'm hopeless at recalling the important dates in history, so when I'm with my friends, they can help me by testing me on the dates.
E Thank you. Geeta, [beep].
Geeta Well, it was a long time ago, but I remember being eager to go on the first day because my brother and sister were at the same school. They had been telling me for ages how great it was, so I wasn't nervous at all. I seem to remember that I spent most of the day playing with buildings – sorry, that didn't come out right – playing with building blocks.
E Thanks, Geeta. Jack, [beep].
J Yes, I did, and most of them are still my friends today. When we were younger, our parents used to take us to the park, and we'd stay there all night – ah, no, what I meant was all afternoon. Now, we don't spend so much time together, but we often meet up at weekends.
E Thank you. Geeta, [beep].
G Let me see if I can remember … Oh yes – I went to the theme park with my friends. We had an amazing time and stayed until it closed. We didn't use to go because it's quite cheap – let me say that again: because it's quite expensive. We got a group ticket, though, which made it much cheaper.
E Thank you. Now, in the next part of the exam, I'm going to give each of you two photographs.

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

Natural history museums and zoos became popular in the 19th century for different reasons. Scientists collected dead animals and insects to study them, but they also showed them to the public in museums to finance their work. Many of the mammals in the collections died naturally. Other exhibits are much older and include skeletons of extinct animals and dinosaurs that archaeologists have found. Today, these museums provide scientists with research material and they educate the public.
The original intention of zoos was very different; it was to entertain people and animals were taken from their natural habitats to do this. However, today zoos focus on conservation and returning endangered species to the wild. Even so, animals rights activists say that although the intentions are good, zoos only exist to entertain people at the expense of animals.

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

Host On today's hot topic, we're discussing zoos and their role in education. I'm joined by Lucy Rawlins, from the Zoos of the Future foundation, and also Nasser Iqbal, who is a member of Freedom for Animals campaign. Lucy, I'll start with you. What role can zoos play in education today?
Lucy Zoos are great places for children and young people to learn about animals, their habitats and the threats that animals face in their natural environments.
H Would you agree with that, Nasser?
Nasser No, I wouldn't. I think it's very difficult to learn about animals and their habitats when you are viewing them in captivity. We all know that zoos are there for our entertainment and not for our education.
H How would you respond to that, Lucy?
L I don't think that's fair. Zoos today provide a huge amount of education. Just come to one of our zoos and see for yourself. And research has shown that visits to zoos increases people's knowledge and awareness of the natural world and their actions to protect it.
N I'm sure that zoos do provide a lot of education, but I would argue that nature documentaries by people like Sir David Attenborough are responsible for much greater awareness, understanding and action to protect the natural world than visiting a zoo. And those documentaries are not cruel or harmful to animals.
H That's an interesting point, isn't it Lucy?
L Yes, of course. David Attenborough's work has been hugely important in getting the message across to millions of people, but I still believe that seeing an animal for real and having the chance to interact with it is one of the most powerful things we can do. And by protecting animals and keeping them safe, we can help to ensure their survival.
N That may be the case but if man didn't destroy their natural habitats, we wouldn't need to do this. And I still believe that keeping animals in prison for our entertainment has no place in the 2020s.
H Thank you both very much.

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

Yasmin Hi, guys! Welcome to the latest edition of our vlog with me, Yasmin and …
Zaki … sorry, Yasmin …, me, Zaki! I'm really tired. I went out last night and this morning my dad was furious with me.
Y Today's topic is 'things that drive you crazy', so I think we need to hear this story!
Z OK, so, I was out with friends and I came home quite late. I thought I'd done really well to be quiet and not wake anyone. But when Dad came downstairs this morning, he found that I'd left all the lights on. He completely blew his top! I thought at one point he

was going to have a heart attack! After a while, he calmed down and we talked it over. The thing is, my parents are really into the environment and they get really frustrated when they think we're wasting electricity, or just being wasteful in general. It's a big deal for them.
Y So, in a way, your dad was right to be angry.
Z Yeah, but maybe not quite SO angry!
Y I guess we all like to complain about the people we're close to, especially the things they do that annoy us! I asked a few people, 'What do your family and friends do that drive you crazy?' Here's my friend, Daisy!
Daisy Hey Yasmin! Hey Zaki! So, my friend is always listening to music through headphones when we're studying together. The thing that drives me crazy is that she kind of sings along to the music. You know, like …. It really gets on my nerves. Last week, I'd just had enough and said 'you really need to give it a rest! I'm so irritated with that humming, I can't even concentrate!' She was astonished. She had no idea she was even doing it! We actually argued about it, but I made up with her in the end. In fact, she agreed it was annoying and she's agreed to stop doing it!
Z Thanks, Daisy. So, next up is my friend, Joe.
J Hey guys! So, sometimes I have days when I feel a bit miserable. My parents are constantly saying things like, you should go outside, or you need to see your friends. I know they're trying to help, but they also keep asking me questions about what I'm doing, or who I'm with. To be honest, it does my head in and I feel quite resentful about it. It feels as if they want to run my life for me and I really need to talk to them about it.
Y Tell me about it, Joe – I know that feeling! I've stopped going shopping with my mum because she keeps trying to choose my clothes for me! My family also likes to stereotype our whole generation, which I find extremely annoying. Take the other day, for example, my uncle called me a snowflake – because I don't eat meat! He claimed young people today are too sensitive. I was completely lost for words, but I didn't want to fall out with him and, to be honest, I was a bit puzzled by his reaction too. I explained that I'm not a vegetarian because I'm sensitive, it's because I care about the environment – something that his generation should think about too! I think he realised I was offended because he apologised later.
Z So, there we are. It seems as if it's the people we're closest to that drive us crazy the most. But there's usually nothing that can't be fixed if we just stay calm and communicate with each other.
Y So … what about you? Tell us what your friends or family do that drives you crazy. Leave a comment below. See you next time!
Z Bye for now!

Unit 2, Lesson 2.1, Track 2.02, page 23, exercise 7

Anita Recently, my brother has been hanging out with some new friends. He's started dressing and acting differently. He's always coming home late and he seems angry all the time. The problem is, it's affecting the whole family. He refuses to discuss it. In fact, he hardly ever speaks to us anymore and when he does, he's quite rude. Everyone's really tired of it. I don't understand why he's changed, but it's doing my head in.
Kris My sister borrowed my laptop to do some coursework – I was really surprised when I caught her reading my private messages on social media. I'm not sure what the reason was – she's never done it before. When I asked her about it, she refused to explain and accused me of bullying her. We had a big argument and now she won't speak to me. I'm a bit upset, to be honest.
Stacy I love playing football, but my cousin Eric is constantly criticising me for it. He says football is a sport for boys, not girls. Unbelievable! Did he not watch the Women's World Cup? Last Saturday, he came to see my team play. He laughed and made jokes all through the game and afterwards he said we were rubbish, even though we won the match. I mean, how rude is that? I'm so angry about this – I never want to speak to him again!

Unit 2, Lesson 2.2, Track 2.03, page 24, exercise 7

At some time in their lives, many young people will share a home with people other than their family, for example, when they go to university, start work or travel abroad.
Living with other people is possibly one of the most challenging situations for anyone to deal with. The best way to get on is to identify the things that are really important to each person. What is the one thing that you are not willing to accept? It could be noise, people not cleaning up after themselves or always having friends round to visit.
Find out as much as you can about your housemates, because if you don't, then sooner or later there are going to be arguments. And I'm absolutely certain there are easier ways to solve problems than by having a big argument.
My advice is not to try to guess what it is that frustrates or irritates other people. Sit down and have a proper conversation about your personality, needs, habits and routines. One idea is to draft a simple questionnaire, and ask everyone to fill it in. Then get together and discuss everyone's answers.
It isn't necessary to discuss all your personal feelings. But if you all know what upsets each other, you can avoid the things that may cause people to feel angry or resentful. Do this as soon as you move in together – don't wait until problems occur.
Finally, it's important that you don't expect everyone to behave perfectly all the time. If you do, you'll be disappointed. But do be willing to communicate when things go wrong, and to give each other a second chance.

Unit 2, Lesson 2.3, Track 2.04, page 25, exercises 2 and 3

Speaker 1
Ryan Hi, my name's Ryan. I love my phone, but sometimes it drives me crazy. Like, when I forget to charge it and the battery runs out. That can be very annoying, especially if I'm playing a game or face-timing someone. I also get really frustrated when I run out of data before the end of the month and then have to pay extra if I want more. I can't be the only person who finds this irritating.
Speaker 2
Anita I'm Anita. Why do some adults assume they know what's best for you, just because they're older? My ambition is to be an astronaut – it's all I've ever wanted to do. But some people in my family think I'm being unrealistic. It's as if they think people from round here aren't supposed to have serious career ambitions. Fortunately, my teachers understand. They really want me to succeed, and they give me lots of encouragement and advice. It's great – they've made me realise nobody has the right to stop you achieving what you really want to do.

Speaker 3
Joe Hi, I'm Joe. So, the broadband speed isn't great where I live. During the recent pandemic, my parents had to work from home, and my sisters and I all needed to go online to get our lessons. Five people trying to use the Wi-Fi on different devices at the same time is too many. It's hard to study when you know you could lose the connection at any time. Anyway, it's still a problem: my parents have lots of video meetings, and we all stream movies and play games online.
Speaker 4
Hannah My name's Hannah. I have a pretty busy life. I have to do schoolwork every evening. I love going out with my friends. I play a lot of sport, I sing in the school choir and I volunteer at a care home for old people on Saturdays. I feel like there isn't enough time to do everything. I realised recently that I don't have to be this stressed. But nobody helps you with this stuff – you're just supposed to be able to manage your time naturally.
Speaker 5
Nina Hello, my name is Nina. So, like a lot of my friends, I'm concerned about some of the issues that will affect my life in the future, especially climate change. My generation will have to deal with these problems. We might not be able to solve them, and what happens then? I talked about this to an old family friend, and he said, 'It's useless to worry about the things you can't control. You should think about how you can make a difference and do that.' And of course, he's right.

Unit 2, Lesson 2.3, Track 2.05, page 25, exercises 4 and 5

Presenter It was interesting to hear you talking about the problems you've had to deal with – all quite different. Can we talk about the solutions? Hannah, you start.
Hannah I've decided to take control of the situation. I really need to manage my time better. I've made a schedule of the things I have to do every day, and how much time to spend on each one – like a timetable for the whole week. It might work – let's see. I'm going to try it anyway.
Nina That's a really good idea. I decided to take action and do something positive as well. Now I feel like I'll be able to make a difference, even if it's just a small one. So, I've joined a group helping to plant trees to improve the local environment.
Joe I think sometimes you have to adapt to the circumstances. You might have to give something up to help address the issue. Our solution is a family rule that says only two people are allowed to be online at any one time. So, personally I spend less time playing games online.
P That's interesting, Joe. Anyone else? Yes, Ryan.
Ryan Yeah. I think you need to accept the truth and take responsibility for your actions. I realised the issues were basically my own fault. So, now I'm more careful to keep track of the battery life and how much data I'm using. And I use free Wi-Fi whenever I can, so I always have enough data.
Anita That's a good point. I think the answer is to trust yourself. Ignore people who are negative about your ambitions. Be clear what is important to you and maintain your focus. For me, that means working even harder at my studies. I'm doing lots more research – finding out everything I can about being an astronaut.

Unit 2, Lesson 2.5, Track 2.08, page 27, exercise 7

1
A Did you hear about Harvey? He's had a complete burnout.
B Yeah, he's been stressed for a long time. I think he just let everything get on top of him.
2
A Hey Zoe. I thought your cousins were meeting you at the café.
B So did I. I suppose it's possible they forgot.
3
A Have you received your exam results yet?
B No, I haven't – we were supposed to get them this morning.
4
A Here you go, Abby. You looked a bit miserable, so I bought you some chocolate.
B Thanks, Emma. That really wasn't necessary – but I appreciate it.
5
A I feel terrible. I lent my skateboard to Sam – then he fell off it and broke his arm.
B It isn't your fault. It wasn't possible for you to have known that would happen.
6
A Have you heard? The school visit to London has been cancelled!
B No! I wish they'd told us sooner! I've already booked my train tickets.

Unit 2, Lesson 2.7, Track 2.10, page 30, exercise 4

Presenter You might have heard the expression 'When the going gets tough, the tough get going'. That's a pretty good definition of resilience. It isn't actually about being tough; it's about not giving up when things get difficult or go wrong. With me today is psychologist Dr Helen Cooper. Helen, why is resilience so important?
Helen Cooper Resilience is important because it helps us stay on track and keep moving towards our goals. It helps us deal with setbacks and difficult situations. And it also helps us develop and grow because we can learn from difficult situations by seeing the positive side.
P I see. And is resilience something you can learn?
HC Yes, absolutely. Some people find it easier than others, but you can certainly learn to be more resilient. You can practise thinking about setbacks in a way that will help you recover from them and move forward.
P So, how can you build resilience?
HC There are a number of ways. Firstly, when life gets difficult or you make a mistake, don't automatically focus on the negatives. One mistake doesn't mean you're a failure. Think about all the things you're good at. Try to focus on the positives! Then, secondly, think back to times when you've experienced problems in the past.
P How does that help?
HC It helps to remember that you found a way to cope with the problem, even if it was difficult at the time. It's important to remind yourself that things got better before, and they will this time too. Because, look, there's no getting around it – challenges are a part of a full and exciting life. You need to try and look at every challenge as an opportunity, not a problem. Think of it as a chance to learn, grow and be successful!
P That sounds easy to say. How easy is it to do?
HC It depends. I think it's important not to hang around with people who criticise or upset you. They can cause you a lot of unnecessary stress. You should spend time with positive people who like you for who you are. Also, you shouldn't ignore your feelings.
P What do you mean, exactly?
HC Well, we need to recognise that it's OK to sometimes feel upset or miserable about things that happen.

It's completely normal to feel bad for a while if bad things happen to you.
P OK, that makes sense.
HC Right. And last, you don't have to deal with problems on your own. Don't be afraid to talk about them with people you're close to. Ask someone you trust for help, advice and support if you need it.

Unit 2, Lesson 2.8, Track 2.11, page 31, exercises 2 and 3

In the first photo, you can see a group of students in a science lab. I can't be sure, but they look about eighteen years old. They're all standing round a table with test tubes in the middle, and they're wearing goggles so there might be dangerous chemicals. It looks to me like a science experiment of some kind. The students all look completely absorbed.
The second photo shows a boy in his teens, maybe fourteen or fifteen, and he's studying alone at his computer. I'm not sure why he's studying alone – maybe it's the weekend and he's doing homework. There are books open on the desk in front of him, and to the left of the picture there's something … It looks like some kind of clock, I think. Actually, he's looking at his phone, so he might not be working; he could be texting his friends, or something like that.
So, both photos show young people studying, but in different situations. Obviously, the common theme in the photos is education, or learning. The main difference between the photos is the number of students, and the age of the students. In the first photo, the students clearly find the lesson totally fascinating. They look like they're enjoying learning together, whereas in the second photo the boy looks quite serious. He doesn't look as if he's enjoying studying on his own – in fact, he looks pretty miserable.
In my opinion, studying on your own is absolutely awful. It's much more enjoyable to study with other people. Of course, there are times when you have to study alone, like when you do homework. But I would say that it isn't the best way to learn, because you can't discuss things – you have to think of everything yourself. For me, the main consideration is being in the same room with your classmates. It can help you to learn better, because you can share ideas, and work together to solve problems. Sometimes people ask questions you haven't thought of, which is extremely useful. I think studying on your own, even when you can talk to other people online, is less effective, and not as interesting.

1–2, Exam skills, Track 2.14, page 34, exercise 2

1
Woman So how was your first driving lesson?
Man Did you enjoy it?
W Not at first. I was too nervous, but then we went to a car park and for about half an hour, I just drove around and learned the basic skills such as stopping and starting. My instructor told me I was a fast learner, which boosted my confidence. Then we went out onto the road.
M How was that?
W To be honest, I thought I was going to be hopeless, but I really enjoyed myself. How about you? Are you planning to learn?
M Yeah. I've got my theory test next week. If I pass, I'll start lessons straightaway.
W Well, I can recommend my instructor. She was great.
2
Man Hello and thank you for asking me here. It's wonderful to see you. So, I've always loved art. My parents gave me a set of paints when I was a child and I used to sit in the garden and paint insects, birds and flowers. Those are some of my happiest memories. At school, I won several art competitions and my teachers thought I had a lot of potential. When I was eighteen, I applied to art college in London and spent some wonderful years there. But I had always wanted to study abroad so when I was 21, I fulfilled my dream and did a year of further study in Paris. I then stayed there for a few more years and had my first exhibition. After that, I came back to London and set up a studio.
3
Woman Six months ago, I decided to take on a new challenge. I had been thinking about learning Italian for a while, so I booked some online lessons. The problem was I found it really hard to stay motivated. I kept forgetting words and I wasn't getting anywhere. So, I gave up the online lessons and joined a class. This made all the difference. I think it was because I was meeting people and using the language I learned by communicating with them. We also met up outside the class and went to Italian restaurants and art exhibitions. It was a lot of fun. Online learning is great if you have the discipline, but personally I prefer something more sociable.
4
Man I'm thinking of learning a new skill.
Woman What do you want to do? I've just started karate lessons for beginners. It's great fun. You should come.
M Hmm I don't know about that. I'd actually like to try water skiing.
W Really? I thought you were afraid of water.
M Yes, that's true, but I've decided I need to change.
W Well why don't you take a swimming course first? It might give you confidence.
M That's a good idea actually, but I think all the lessons at the pool are for children, aren't they?
W That's not true. There are some adult courses too.
M Oh, right. I think I'll do that then.
W Great. And when you do decide to learn water skiing, let me know. I'll come with you!
5
Man Thanks for coming today. It's great to see so many of you here and I hope that through this talk, I'll be able to give you some idea of what the centre is like. I'd like to start by relating some of own experience. As you know I'm a tutor here. I joined three years ago and I teach the piano to students at all levels. I also play the trumpet in a band and I enjoy playing drums for fun. I'm a big fan of combining formal lessons which you can have here, with experimenting with different ideas. Having music lessons and learning to read music is a great foundation that you can build on. As well as music lessons, if you decide to come here, you will have some amazing opportunities for performance. We hold concerts twice a year at the local theatre as well as smaller concerts at the centre. Students in the past have also formed their own bands and they have plenty of chances to play too. You are welcome to ask me any questions about that at the end of the talk.

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

Yasmin Hey, everyone! I'm Yasmin and this is Zaki. Today, we're thinking about exercise and I want to talk about my usual morning workout – rajio taiso. It's a series of simple morning exercises

that are beneficial in lots of different ways. It's really popular in Japan, where people do it at home, at school and even at work. The idea is that it stretches your muscles so it makes you more flexible and gets you set up for the day ahead. You can do it standing up or sitting down, so it's good for people of all ages. And as you can see, Zaki is doing it with me. Kind of. So, what do you think, Zaki?

Zaki Yeah, it's OK. But I'll probably stick to going to the gym three or four times a week, to be honest. I'm more into exercise that really increases my heart rate. I like to work up a sweat, you know? Sometimes, I get so sweaty that …

Y Too much information, Zaki! But doesn't that take up a lot of time? I do rajio taiso because it's nowhere near as time-consuming as going to the gym, and it fits in with my daily routine. Ten minutes every morning – job done!

Z Ten minutes? That's it? Hmmm, maybe I should look into a new routine. I spend a lot of time in the gym and my muscles still aren't completely perfect.

Y OK, Zaki. But for most of us exercise isn't about building big muscles. We do it to maintain our physical health.

Z That's true. So, we asked a few friends to talk about their exercise routines. First, let's hear from Joe.

Joe Hi, guys! As you know. I'm really competitive and I love team sports like football and rugby. But recently I've started doing yoga – it's really challenging, but in a good way! At first, my back was quite stiff, and I found it difficult but I told myself to keep at it and since then it's had a positive impact on my physical and mental wellbeing. It's made me feel a lot more relaxed. It makes you aware of your body, and my teacher says I've made great progress. I'm getting more and more flexible, and it's even helped my rugby! My coach is thrilled!

Z That sounds great, Joe.

Y Now let's hear from Daisy.

Daisy Hi, everyone. It's Daisy here. As you know, Yasmin, I'm not exactly enthusiastic about exercise. In fact, I'm normally a bit of a couch potato! But then my dad got this computerised exercise bike. At first, I thought it would be really complicated – definitely not as simple as just going for a bike ride! But, in fact, it's really easy to use and it's got all these exercise games that you can select, and they are totally addictive! Now I'm on it all the time and the longer I spend on it, the more enjoyable it becomes! It's the perfect way to let off steam after a day at school!

Z That's fantastic, Daisy. It's great to hear you being so enthusiastic about exercise.

Y But unfortunately that's all we've got time for today! If you have an exercise routine that you find beneficial, why not tell us about it? Why does it work for you? See you next time!

Z Bye!

Y Now come on, Zaki, let's try it again.

Z OK.

Unit 3, Lesson 3.2, Track 3.02, page 38, exercise 6

Cara I've been watching fitness videos on YouTube by a guy called Jake. He has lots of brilliant exercise routines to help you get fit – things anyone can do at home. Basically, he says any sport or activity that increases your heart rate and makes you breathe hard will have a positive impact on your physical and mental well-being. So, things like running, swimming, cycling, walking … They're all beneficial because, basically, if you work harder, you'll gradually get fitter.

Josh Which is best, do you think?

C They have similar benefits, so I think they're all really good for building general fitness.

J Does Jake have any advice on getting more flexible?

C Yes, he has videos that show you how to stretch your muscles gently and safely. And of course, as you become more flexible, it gets easier to do most kinds of sport.

J What about if you want to build strength?

C He has some great strength exercises that mean you don't have to spend time in the gym. I think the idea is that if you do them regularly, you'll find that your strength increases over time.

Unit 3, Lesson 3.3, Track 3.03, page 39, exercises 2 and 5

Today, we think of sport as an activity for recreation or entertainment. But in the distant past, when people hunted animals for food, the ability to run fast and throw things accurately was necessary for survival. This took up a lot of energy, and the further and faster they could run, the more likely they were to succeed. Most young men needed to develop their skills, so it is not surprising that they'd often compete to see who was the most skilful, or the most prepared for the hunt. Archaeologists have found cave paintings from 15,000 years ago which show activities like running, swimming and archery. Events in modern athletics – like sprinting, jumping and throwing the javelin – are all based on skills that hunters would need and they were part of the original Olympic Games which took place in ancient Greece almost 3,000 years ago.

Another example of a survival technique that has become a sport is skiing. This probably originated in northern Europe, in what is now Scandinavia. In the long, cold winters when there was deep snow on the ground, it was challenging to move around. People developed skis so that they could travel easily across the surface of the snow and continue to hunt, look after their animals and trade with each other – so skis were basically a means of transport. As with athletics, modern societies saw the possibility of competition and during the 19th century the sport of skiing became more and more popular.

Just as important as survival was the need to be prepared for war. Obviously, before modern technology, archery was a far bigger part of warfare. Again, evidence of bows and arrows being used in war has been found in many different parts of the world, and some of it dates back thousands of years. In Europe, these had mostly been replaced by more modern weapons by the mid-17th century. Soon afterwards, the first organised clubs began to appear as archery became popular, especially for wealthy people. In Britain, archery quickly developed into a competitive sport – it was particularly popular with young women, and in 1900 it was included in the modern Olympic Games for the first time.

One sport that originated in North America, in indigenous American culture, is lacrosse. It's not a complicated game – two teams compete to get a ball into their opponents' goal, using a stick with a net, and they aren't allowed to touch the ball with their hands. The goals were often hundreds of metres apart and there could be hundreds of players on each team. Like archery, it was a way of preparing young men for war. But lacrosse may also have been a beneficial way for energetic young men to let off steam, as well as a form of recreation and entertainment for

the whole tribe. It's also thought that lacrosse was sometimes used by tribes to resolve a dispute – for example, over land or resources – because it was nowhere near as dangerous as going to war.
One final example – surfing. It's not known exactly where and when surfing originated, but researchers have found evidence that it dates back to early Polynesian cultures – so in places like Hawaii, Tahiti and Samoa. In ancient Hawaiian culture, the ocean was a place of spiritual importance. Surfing and making surfboards seems to have been an almost religious process or an art form, and it was treated very seriously. According to some sources, the most skilful surfers had a high social status and gained a lot of respect, and the best surfer was sometimes chosen as the chief of the tribe.
Imagine choosing the best sprinter or tennis player as your president!

Unit 3, Lesson 3.3, Track 3.05, page 39, exercise 6

1 Archaeologists have found cave paintings from 15,000 years ago which show activities like running, swimming and archery.
2 Another example of a survival technique that has become a sport is skiing. This probably originated in northern Europe, in what is now Scandinavia.
3 In Europe, these had mostly been replaced by more modern weapons by the mid-17th century.
4 But lacrosse may also have been a beneficial way for energetic young men to let off steam, as well as a form of recreation and entertainment for the whole tribe.
5 It's also thought that lacrosse was sometimes used by tribes to resolve a dispute – for example, over territory or resources – because it was nowhere near as dangerous as going to war.
6 It's not known exactly where and when surfing originated, but researchers have found evidence that it dates back to early Polynesian cultures – so in places like Hawaii, Tahiti and Samoa.
7 Surfing and making surfboards seems to have been an almost religious process or an art form, and it was treated very seriously.

Unit 3, Lesson 3.5, Track 3.06, page 41, exercise 6

I've been in a wheelchair since I was very young. I have a condition that means I can't use my legs. To me, it's completely normal, as I've never been able to walk. The wheelchair is a part of me …
When I first went to school, I had a few problems as accessible schools didn't exist everywhere. But now all of the schools and public buildings in our town are accessible for wheelchairs and that makes …
I have several close friends who give me support when I need it, but most of the things they do, I can do as well – go to college, play sport, go out dancing. Yes, you can dance in a wheelchair – it's brilliant. You should see me on the dancefloor …
I really love sport – I play wheelchair basketball with a local club. Some of the guys I play with are pretty tough! It can be quite physical but that doesn't put me off …
I don't get many negative comments, to be honest. Most people treat me normally. Sometimes, people talk to my friends and ignore me. When that happens, I say, 'Hey, I can't walk, but I can hear'. They usually get the message.

Unit 3, Lesson 3.7, Track 3.08, page 44, exercises 6 and 7

So, today we're talking about how to manage your reactions, especially when you're arguing – or having a difference of opinion – and how you can do it without getting angry or upset. We've all been there. It's easy to lose our cool in an argument and say something we regret later. But even if you hate arguing, and often avoid it by changing the subject or leaving the room, there are times when something needs to be discussed, and the people involved don't agree. The thing is, a difference of opinion doesn't need to lead to conflict. So here are five simple tips to help keep those discussions calm and reasonable.
Number 1: Stay calm. This can be difficult as we all get emotionally involved with things that are personal, or important to us. It's OK to feel strongly about something, but it's also easy to overreact when you're angry or upset. It doesn't help to lose your temper, so the first rule is: always try to stay calm.
Number 2: Argue with the idea, not with the person. Don't make it personal if they say or do something you don't like. Being rude and using insults has no place in a reasonable discussion. Always remember what you're talking about and stay on topic.
Number 3: Don't hesitate to use sentences beginning with 'I' to say what you think, or how something makes you feel. Avoid talking about what the other person does or says – or has done or said in the past. Using sentences that start with, 'You always …' isn't useful. For example, don't say, 'You're always telling me to do things that don't matter!' Try saying, 'I feel stressed at the moment, and I need to focus on this. I will make an effort to do the things you've talked about.'
Number 4: Show the other person you respect their point of view. Nobody wants to hear that their opinion or belief is stupid. Even if you think so, find another way to convince them. If you show respect for someone else's ideas, they are more likely to do the same for yours. And be careful that your body language is saying the same thing. Rolling your eyes, making faces or turning away doesn't show that you're listening respectfully. Which brings us to …
Number 5: Listen respectfully! Don't interrupt, and don't just wait until it's your turn to speak again. Try to listen to what the other person is proposing and show that you're thinking about it. A discussion – even an argument – should be an exchange of ideas. Remember you might be right, but you might even change your mind!
It isn't easy to disagree, but sometimes it's necessary and if we can disagree respectfully, without hurting people's feelings, then we're a big step closer to finding a solution. Anyway, that's all for this week. Thanks for listening.

Unit 3, Lesson 3.8, Track 3.09, page 45, exercises 3 and 4

Alex What do you think about this idea of an activity afternoon, Bella?
Bella Personally, I'd prefer not to do it. To be honest, Alex, I'd rather spend the time studying.
A I understand what you're saying, but I think it could be fun. We already spend too much time studying – it means we could take a break from our schoolwork.
B Sorry if I'm not being clear. The main thing is, we have exams at the end of next year. This is just a waste of time.
A OK. I see your point, but I don't agree. It seems to me it's an opportunity to learn a new skill. And maybe make some new friends. What do you think, George?
G For me, the most interesting thing is the chance to do things with other people. Social inclusion is really

important – we all spend too much time studying alone. And I really like the idea of doing something for the community. I don't think that's a waste of time, Bella.
B OK, let me clarify what I mean. Of course, I'm not saying that community activities aren't useful, but …
G But you'd rather do your homework!
A Just a minute, George, let her finish.
B … Basically, my point is, the exams are really important to me. I don't want anything to take away my study time.
A I know you think that, but maybe it's good to do something different sometimes. You know, to be part of a team and work up a sweat. Doing physical exercise is just as important as keeping fit mentally. What about joining the athletics group, or … ?
G Can I say something? I feel quite strongly that schoolwork already takes up enough of our time. I think Alex is right – you need to do something that has a positive impact on how you feel …
B By stressing me out.
G No, no, look … What I'm trying to say is, these activities can help. You'll actually feel a lot less stressed. And the more relaxed you feel, the better you'll study.
A It's a good point. Bella, do you have any thoughts about that?
B I'm sorry, but I don't think it's a very good idea. Maybe for you, but not for me.

Unit 3, Lesson 3.8, Track 3.11, page 45, exercise 6

Extract 1
Alex What do you think, George?
George For me, the most interesting thing is the chance to do things with other people.
Extract 2
Bella Of course I'm not saying that community activities aren't useful, but …
George But you'd rather do your homework!
Alex Just a minute, George, let her finish.
Extract 3
Alex Doing physical exercise is just as important as keeping fit mentally. What about joining the athletics group, or … ?
George Can I say something? I feel quite strongly that schoolwork already takes up enough of our time.
Extract 4
George What I'm trying to say is, these activities can help. You'll actually feel a lot less stressed. And the more relaxed you feel the better you'll study.
Alex It's a good point. Bella, do you have any thoughts about that?
Bella I'm sorry, but I don't think it's a very good idea.

Unit 3, Vision 360°, page 48, exercise 6

Studies show that for a lot of people their favourite sports team is more important to them than their school, work or social groups. Their team forms part of their identity. Feeling part of a big community of fans who share the same opinions is also important. And these groups can help people avoid loneliness.

Unit 3, Vision 360°, page 48, exercise 8

Gina As you can hear, the 90,000 spectators in the stadium are creating an incredible atmosphere, and there are almost 100 million more watching on TV around the world. Alan, why do we love watching sport so much?
Alan It's the emotion, Gina. Sport gives us good guys and bad guys and so many incredible moments. A game can change so quickly, and the players and fans can go from extreme happiness one minute to extreme depression the next … or the other way round! Sport at its best, Gina, is incredible drama.

Unit 3, Vision 360°, page 49, exercise 9

A Connor
For me, it's about having people around me pushing me on and telling me I can do it. It makes me want to keep at it and achieve more. That's an amazing feeling.
B Marcia Volleyball's my sport, and since I started, I've learned so much about co-operation, communication, and collaboration. It's just great to work together like that.
C Simran I find doing sport and keeping active has improved my memory, my ability to solve problems quickly and helps me sleep better.
D Flavia Since I started playing football, I'm much better at coping when things go wrong. When you lose a match, you learn from it, and you prepare better next time. We can do that in life too.
E Leyla I feel so much better about myself when I exercise. I'm in a better mood afterwards because I feel I've achieved something, and I feel proud of myself. That's really positive.

Unit 4, Lesson 4.1, Track 4.01, page 51, exercises 2 and 3

Zaki Hi, everyone. It's Zaki here and I'm with my cousin Yasmin …
Yasmin Hello!
Z … and today we're talking about unusual homes. So, homes with modern and exciting designs, like this… not typical traditional houses, like this!
Y Hey, that's my house! But yeah, it is a typical urban home here in the UK. It's actually our 'moving in day' anniversary this weekend. We'll have been living in that house for fifteen years!
Z That's cool! And you know, you're lucky. It might be typical, but houses like yours aren't that affordable these days. For most people, it's a trade-off between price and space. But on the plus side, this has led to some ingenious ideas that make good use of space – which links to our topic today.
Y Yes, we decided to choose our three favourite home ideas to see what you think! And the first one is this 'tiny house'. Check it out!
Z This is a really cool and clever design. You can see from this photo that it's got a small floor area, but quite a high vertical space. These proportions meant the architects chose an open-plan design with different areas for living, bathing and sleeping. I particularly like the way the staircase leads up to the sleeping area, but also provides storage spaces built into the walls! OK, let's see number two – the shipping container home!
Y In cities all over the world, there are lots of examples of flats made from old shipping containers. This design is really cool – using sustainable materials and lots of glass so that there's plenty of natural light. They're usually well equipped with all mod cons, and in this example, there's lots of storage – under the work surfaces in the kitchen, and beside the bed in the bedroom, which is really cool. So, what do you think, Zaki?
Z Hmmmm, don't get me wrong. I'm sure they're nicely designed, but I don't think I could spend a lot of time in one. I think it would feel quite restricted, space-wise. Don't you?
Y That's the thing. A lot of people make their container homes bigger by adding extra containers. You can't do it everywhere, but it looks awesome.
Z Now you're talking! So, you could have a cinema container, or a home gym container?

Y You could, but that might be a bit over the top! OK, now it's time for the third one, and it's over to you Zaki to talk about the houseboat home!
Z I love houseboats. They're more environmentally friendly than houses. They use fewer resources and they're energy-efficient so things like central heating is cheap. They're often on canals too, so they're close to the city centre and all the facilities they need. But not all houseboats look like this, some look like this. These spacious house boats are often really modern, with smart appliances operated by remote control or voice prompts. They're just like living in a modern house. And these house boats are really popular! A lot of people in cities like London and Paris are desperate to get a houseboat in a central location at a reasonable price. But there are limited numbers and they sell really fast. You could say they don't want to 'miss the boat'!
Y Was that meant to be a joke?
Z Yeah. Sorry! So, what about you? Where will you be living in 20 years' time? What do you think will have changed about your home town?
Y Send us a comment and let us know what you think. Bye, guys!
Z See you!

Unit 4, Lesson 4.2, Track 4.02, page 52, exercise 5

Ella So, Sean – graduation soon! The end of our schooldays.
Sean Yeah, I can't believe that on Friday we'll have been studying here for five years. It doesn't seem possible.
E And this time next week, we'll have finished our exams and left school altogether … It's kind of sad.
S I know what you mean. Like, after this week we won't be getting the school bus together anymore. I'm going to miss that.
E Oh, me too. And you're off to university in September. Do you know where you will be living yet?
S No, not yet … I applied for university accommodation, but I'm still waiting to hear from them.
E You should call them. You don't want to miss the boat.
S I know. I thought I could stay with my brother – he shares a flat with some friends. But he will have moved out by then. Anyway, what about you?
E Well, you know I've got this internship with a bank …
S Yeah – pretty cool.
E It starts in October, though, so I'll be staying at home for the next few months.
S That sounds great actually. You can relax for a bit before you start.
E Yeah – pretty cool.

Unit 4, Lesson 4.3, Track 4.03, page 53, exercises 2 and 4

Presenter Welcome, both of you. Thanks for joining me. Living in the city is a different experience for different people. What is it you like about it?
Milo My family lives in a big flat right in the city centre. My dad is self-employed and has his home office there too. It's close to the shops and most things my parents need. You can walk everywhere, or cycle – I cycle to school. But like you said before, that isn't necessarily everyone's experience.
Laura The city I live in is very big, very crowded, with a lot of tourists, but I love that. It's lively, there's a real buzz, you know? However, there's a lot of traffic so the air is quite polluted. Incidentally, some of my friends are concerned about safety because of the traffic – but actually, I always feel quite safe here.
P How do you think cities have changed in your lifetimes?
M If you take the case of the recent pandemic … the city was definitely less busy. A lot of workplaces closed, so people weren't coming into the city centre. Since then, quite a few shops and companies have gone out of business – my mum lost her part-time job too. But now it's just as busy as it was before.
P Laura, what about you?
L I think cities are changing all the time. There are way more cars than when I was small, and more pollution. There are more empty buildings too. As Milo mentioned earlier, businesses close and there are many reasons for this – like, more people working remotely and shopping online. I don't think that's a problem; I think it's an opportunity.
P OK, let's move on to talk about the future. Given that cities everywhere are increasing in size, how would you like to see them change in the future?
M We need more facilities for teenagers, not just adults.
P What do you mean?
M There aren't that many places where I can meet my friends and hang out, apart from the streets or each other's houses. Like a café that's just for teenagers, or a drop-in centre. We need more sports facilities too. A skatepark would be good …
P What about sustainability? I know you're passionate about that, Laura.
L Well, I think it's important to make people the priority, not cars. It's obvious more people will be living in urban areas. I want to see more cycle paths, more parks, more places we can walk safely, with cleaner air. Let's get rid of the cars! But more broadly, we need lots more well-designed green spaces that people actually feel at home in.
M I totally agree. And some of those open spaces could be used to grow food for local people too, instead of transporting it from miles away. But the bigger picture is, if we create all these new, green, people-friendly spaces, we'll have made our city centres places young people really want to live in.
L Another area is the use of new technology to make cities more energy-efficient. One example of this is kinetic flooring which turns footsteps into energy to produce electricity. My city gets millions of tourists a year – imagine if you had smart pavements that would turn all those people's footsteps into energy to help power the city.
M That's brilliant – talk about reducing your carbon footprint! By the way, people like us are going to need somewhere to live in future. What about those office buildings that will have been standing empty for years because more people are working from home? They could be turned into affordable flats.
L Exactly, and if they used solar panels or other renewable energy sources, they'd be sustainable as well.

Unit 4, Lesson 4.5, Track 4.05, page 55, exercise 6

Hi, Sara. It's Anya here. Thanks for your message about travelling together – it's a great idea. If we don't speak to each other before tomorrow, I'll meet you at the airport. I'll wait for you by the baggage drop if you let me know what time you'll be arriving. Just a thought … If we arrive early, say, a couple of hours before the flight leaves, we'll have time to get something to eat before we get on the plane. It will be really nice to have someone to talk to on the flight. By the way, I just got a weather report from Raj, our Raleigh contact in Nepal – he says we're going to need our raincoats as it's the rainy season. It's a good thing we're being met – at least we won't get too wet if it's pouring with rain when we arrive in Kathmandu.

However, Raj also says, if no one is waiting to meet us, we can take a taxi to the accommodation. Anyway, if you get this message, just send me a quick text to confirm. OK, see you tomorrow. Bye.

Unit 4, Lesson 4.7, Track 4.07, page 58, exercises 2, 3 and 5

Speaker 1
OK, this graph is based on data from the UN and the World Bank. As you can see, there has been a dramatic increase in migration over the last 50 years. The number of people living outside their home country today is approximately three and a half times what it was in 1970. In the same period, there has been a six per cent fall in the amount that each person's income has grown. This suggests a correlation between falling incomes and rising migration.

Speaker 2
This table shows us that over six decades, there has been a steady increase in the world's rural population. This is mirrored by a similar upward trend in the urban population. However, from about 2018, the rural population started to go down. This corresponds to a sharp rise in the urban population and the rise of so-called megacities. In the future, these trends are likely to continue.

Speaker 3
So, in this diagram, we can see the changing distribution of the world's urban population by region between 1950 and 2050. Since 1950, there has been a significant increase in the percentage of the world's urban population living in Africa and Asia. In the same period, there has been a corresponding decrease in the percentage living in Europe and North America, and this will continue to fall. I think this reflects a global trend – rising populations and increasing urbanisation in emerging economies, the opposite in many developed countries.

Unit 4, Lesson 4.7, Track 4.08, page 58, exercise 6

When two sets of data follow a similar pattern, we call this correlation. A common mistake that people make when they compare two sets of data is to make a false connection between them. For example, if we're studying two trends that seem to mirror each other, or show a correlation, we may make the mistake of thinking that one of them causes the other. In other words, we confuse correlation with causation. But correlation and causation are not the same.
The example that's often used to illustrate this mistake is about ice cream sales. Imagine you're going to make a graph that shows the amount of ice cream sales across the year. When do people buy most ice cream? That's right – in summer.
So, as the red line on this graph shows, there is an increase in ice cream sales in summer, when it's hot.
Now, what happens if you compare this with another set of data that looks similar? Let's add to the graph showing ice cream sales across a year – this time a graph showing the number of people who are bitten by sharks over the same period of time – that's the blue line. So, looking at these two lines, we can see that they follow a very similar pattern. In other words, there is a correlation.
But … does eating ice cream mean you are more likely to be bitten by a shark? Of course not! So, we need to look for a common factor. More people eat ice cream in hot weather. They also go to the beach more: they swim, they do water sports. So … this increase in ice cream consumption matches an increase in shark bites.
Why? Because there are more people in the water, where there are also more sharks. So, there's the real connection – hot weather in summer! Perhaps this reflects a wider trend in society – more people going to the beach and doing water sports. But eating ice cream does not cause shark bites. We can see a correlation between these two trends. But correlation is not causation.
Obviously, this isn't a serious example, but you get the idea. When you analyse data, you may want to see a connection between two similar trends. But it's important not to make this common mistake of assuming that one of them causes the other. Remember! Correlation is *not* causation!

Unit 4, Lesson 4.8, Track 4.09, page 59, exercises 2 and 4

Student A So, where do you think you'll be living in ten years' time? Will you have left home by then?
Student B I think there's a strong possibility that I'll still be living at home with my family. I mean, I want to study at university and maybe do a further qualification, so I can't see myself earning much money before my mid-twenties.
A It's interesting you say that. I think it's quite likely that a lot of us will be living at home for longer. The good thing about that is we'll be able to save more money. Renting a flat is so expensive.
B That's what I meant. You need to have a lot of money saved up before you can even think about moving to a place of your own. There's definitely an advantage to living at home. My cousin's almost 30 and he still lives at home with his mum.
A The only problem with that is, it isn't very fair on your parents. You know, they've worked hard, they've brought you up … maybe they'll want to have their home to themselves again. I don't think it's realistic to expect that you can just go on living with them forever.
B I hear what you're saying, but is there an alternative to living with your parents? How else are you supposed to have a chance to get some money together? I mean, do you think you'll be able to afford to get your own place in the future?
A It's a good point. Yes, I can see a situation where I'll be able to move into a flat of my own – on condition that I get a well-paid job, and rents don't increase dramatically in the next few years.
B I think you're right to be optimistic. There's always a demand for well-qualified workers and rents can't keep going up. If they do, no one will be able to afford them. It's perfectly possible that we'll be living in our own homes by the time we're 30.
A That sounds good. I can see myself living in a nice flat in ten years' time, with all mod cons. Yeah …

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

Interviewer Good morning and welcome to the Lifestyle programme. Today, we're talking to Ben Lodge, the lifestyle coach. Welcome, Ben. You've recently written a book about getting fit. The book is going to be published next month and I'm certain you're going to sell a lot of copies all around the world, but you're here today to share some of your secrets.
Ben That's right. Thanks so much for having me.
I Shall we start with talking about your own journey, because I think I'm right in thinking that you were a couch potato yourself.
B That's right. My idea of exercise was walking fast to get the bus.
I So what made you change?

B Well, five years ago, I had a health scare. I was very short of breath, even just walking up the stairs, and my heart rate was unusually high. So, I went to the doctor and she did some tests and it turned out my heart rate was down to stress and nothing was seriously wrong.
I Why do you think you had so much stress?
B Well, I had a very stressful job in business, which I still have actually. No one told me to give it up and anyway that wasn't an option, but the doctor did suggest I change my lifestyle. I realised I had to take responsibility for my own health.
I What steps did you take?
B I started with my diet. I cut down on meat and ate more plant-based foods. Then, because I'm the kind of person who needs to be motivated, I downloaded a walking app, which tracked my steps and gave me weekly goals. Honestly, there's nothing like it when you achieve them. Once I was confident with walking, I started running. I was getting fitter and I wanted to learn more, so I began to read articles on health and fitness.
I Is that when you started putting your own fitness tutorials online?
B I didn't do that for a while. I wasn't an expert and I didn't want to mislead people, so I did a course and then I got a qualification which made me feel confident enough to give advice to other people.
I Your tutorials are becoming more and more popular, aren't they? Why do you think people love them so much?
B I think it's because I'm just an ordinary person trying to sort my life out and people identify with that.
I And what are your top tips for getting fit?
B First, decide what you want to achieve. Do you want to reduce stress, lose weight or increase your energy for example? Then start slowly. You can't do everything at once, so pick something you know you can change and stick to that. For example, walking combined with jogging a couple of times a week. The more you do, the easier it becomes.
I Some people start well and then stop. What do you say to them?
B Don't worry. You're not a failure. We all have issues in life which get in our way. If that happens to you and you have to stop, just start again when you feel ready, or change your aims if it's too hard to fit them into your lifestyle. In my case, it was the weather. When I was starting out, it rained for two weeks which meant I couldn't run. Also, exercise doesn't have to take up too much time. Even fifteen minutes of fast walking is good for you.
I Great advice. Thank you, Ben.

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

Yasmin And then you drag that over here, and tap there.
Zaki Ah, OK! It's not rocket science, is it?
Y Technology is only easy when you know how! And that's today's topic – technology.
Z There have been so many advances in technology in our lifetimes – social media, smartphones, vlogging. Pretty much everything we do is based on technology. I guess that's why we're called the digital generation.
Y So, we were thinking, what are the game-changing innovations that have become part of our everyday lives without us really noticing – in fact, that we now just take for granted? For me, it's a no-brainer. It's the smartphone.
Z Boring!
Y Ha ha. Sure, it's an easy choice but we all forget just how high-tech the smartphone is! And it's completely changed how we live our lives! It's easily the most significant innovation. I'd be lost without my phone.
Z Me too, actually. Now, let's see what Joe thinks, but you're not allowed to say your phone, OK?
Joe OK, I won't, but luckily I'm really into all the latest advances in technology. In fact, I'm a total geek so I can think of loads of answers to this question! But I'm going to say that generally, I think AI – artificial intelligence – is the most interesting development. And the most innovative. AI is all around us – we're just not always aware of it. It's in any piece of equipment that can act and react to input from users.
Y So, input – is that information like instructions, personal data, internet searches – that sort of thing?
J Exactly, and examples are robot waiters, cars that drive themselves, and the satellite navigation on your phone. Actually, just about everything on your phone uses AI, including those automatic updates that keep them working and improve security. And that's the negative side – AI can also mean your data isn't private any more, which is kind of scary.
Y It's difficult to get your head around, isn't it?
Z It really is. OK, now let's hear from Daisy.
Daisy I'm a bit of a technophobe. I don't really like technology, like social media and stuff. I have a phone, obviously. But if I had to live without it, I wouldn't mind. But I do love this … my fitness tracker. Recently, I decided to start working out properly and a friend said I had to get one. She uses hers all the time. It shows how far you've run, it checks your heart rate, it's waterproof – and the battery lasts for days. What I like is that it's user-friendly – the controls are simple and it's really easy to read when I'm running. I don't think I need a more sophisticated one. I wish I'd bought it sooner, really. So, yeah, my fitness tracker. Does that count?
Z Absolutely! It sounds like a really useful piece of kit.
Y A perfect example of wearable technology! So, anyway, Zaki, we haven't heard from you yet.
Z OK, I'm going to say streaming. It's completely changed how we listen to music, hasn't it? I mean, this app …
Y … that you couldn't download …
Z … that I couldn't download, lets me browse all sorts of music, podcasts and films. I can watch or listen to as much as I want. And it recommends stuff from bands I've never heard of.
Y Another example of AI.
Z Exactly. It's awesome. If streaming had been around when my dad was young, he wouldn't have bought all those CDs and DVDs that take up space in our living room.
Y So, that's our favourite tech. But what about you? Get in touch and tell us about your favourite gadget or piece of technology. See you next time!
Z Bye!

Unit 5, Lesson 5.2, page 66, exercises 6 and 7

Jake Do you think generally space exploration in the 20th century was worth it? Spending all that money and energy going into space? Just so that a few men could walk on the moon?
Bella I think it was really important, actually. Look at the advances in technology that came out of it – satellites, for instance. If we didn't have satellites, there wouldn't be any global communication, and weather forecasting would be much less accurate.
J And we might not have had smartphones!

B I read somewhere that the computers which put the first men on the moon had less power than a typical smartphone. Do you think that's true?
J I don't know. It's interesting, though. Supposing they had used more powerful computers like the ones we have today – it might have been a lot safer and easier for everyone.
B What do you think about the idea of sending a mission to Mars?
J I'm not sure. What would they do there? And how long would they stay? Besides, even if we managed to send people to Mars, it wouldn't solve the problems we have here on Earth. I mean, it would cost billions of pounds. If we used that money to deal with some of the environmental challenges like climate change, that might make more sense.
B Yes. If we had taken better care of this planet, we wouldn't have created so many environmental problems in the first place.

Unit 5, Lesson 5.3, Track 5.03, page 67, exercises 2 and 3

Host … And you, Ben, you subscribe to a streaming service. Do you think you'd watch as many films if you didn't have it?
Ben Good question. I've seen a lot of films in the past couple of years. That's partly because it's so easy to do with streaming. There's so much fantastic content out there – I could literally watch films 24 hours a day if I wanted to. So, no, if I hadn't subscribed to Netflix, I definitely wouldn't have seen so many great films. Having said that, if there was a film I really wanted to watch, and I couldn't see it online, I'd still go to the cinema. It would take more effort, but it's a different experience.
H Zoe, do you subscribe?
Zoe Actually, no. Even if I had paid for a subscription service, I wouldn't spend more time watching films.
H Why do you say that?
Z There's too much else to do. And, I think one of the problems of on-demand content is that it's so easy to browse and find something to watch – I'm not sure that's a good thing for any of us, and especially for young kids. In addition, there's evidence that too much screen time isn't healthy for our brains and our general well-being. There's plenty of interesting and educational content out there too – I accept that. I just think we all need to be careful about how much time we spend watching stuff online – especially parents of young kids and teenagers.
H What about music streaming?
B I think streaming has really changed how we listen to music. Traditional methods like CDs had twelve or fifteen tracks. Supposing there was one song that you really liked, but it was only available together with fourteen other songs. You might not have bought the CD unless you really loved the band. With streaming, you can listen to lots more different kinds of music for the same price. And needless to say, that's good for musicians too, because more people hear their music.
Z I agree up to a point. OK, it's great that you and I can get unlimited access to our favourite music via an app. However, this digital revolution means the way a lot of musicians make money has also changed. In the past, every time someone bought a CD, the musician received a percentage of the sale price. With streaming, that percentage is much smaller, so as a musician it's harder to make money. On top of that, you need far more people to download your music. If I was a musician, I think I'd be concerned about the future.
H And of course, streaming isn't exclusively for entertainment purposes. There is also a wide range of high-quality online courses available. In fact, it was interesting during the recent pandemic, how fast schools and universities moved to deliver their content online, so that students could carry on learning. Was that a game-changer?
B Definitely. You also have online platforms offering really high-quality courses from universities around the world, in a huge range of subjects. I think it could transform the way people choose to study in future. Furthermore, I think distance learning could make a university education more accessible for some people. Why would you pay large amounts of money to study at university if you could get the same input online more cheaply?
Z I agree that going to university is expensive, and not everyone can afford it. On the other hand, it's about the whole experience, not just learning about a subject. You're learning to socialise, to develop as a person. Plus, the learning process itself is different – there's less social interaction with online courses, so it's harder to collaborate and share ideas.
B I'm not so sure. If online courses had been available when I was eighteen, I might not have gone to university – provided that I got good-quality teaching. It would have been easier and cheaper, and I could have worked at the same time.

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

1 If I hadn't subscribed to Netflix, I definitely wouldn't have seen so many films. Having said that, if there was a film I wanted to watch, and I couldn't see it online, I'd still go to the cinema.
2 I think one of the problems of on-demand content is that it's so easy to browse and find something to watch – I'm not sure that's a good thing for any of us, and especially for young kids. In addition, there's evidence that too much screen time isn't healthy for our brains and our general wellbeing.
3 With streaming, you can listen to lots more different kinds of music for the same price. And needless to say, that's good for musicians too, because more people hear their music.
4 OK, it's great that you and I can get unlimited access to our favourite music via an app. However, this digital revolution means the way a lot of musicians make money has also changed.
5 With streaming, that percentage is much smaller, so as a musician it's harder to make money. On top of that, you need far more people to download your music.
6 I think it could transform the way people choose to study in future. Furthermore, I think distance learning could make a university education more accessible for some people.
7 I agree that going to university is expensive, and not everyone can afford it. On the other hand, it's about the whole experience, not just learning about a subject.

Unit 5, Lesson 5.5, Track 5.05, page 69, exercises 6 and 7

Josh So, reading that text about lithium got me thinking … What do you think are the most important inventions, say, of the last 100 years? And what would life be like if we didn't have them?
Nina I think it has to be the internet. If the internet hadn't been developed, we wouldn't have so many of the things that we take for granted … instant news, online shopping, social media.

Sarah But we wouldn't spend so much time on screens either – we might get out and be more active. What about rechargeable batteries for phones and laptops? They're pretty significant, aren't they? I mean, if no one had invented them, we'd still be using landlines and desktop computers. We wouldn't be able to communicate with each other in the way we can now.
J But also, there's a huge environmental cost to new technology. Look how many natural resources it uses. If there weren't so many rechargeable devices, we wouldn't have used up so many of the planet's natural resources.
N What about medicine? I would say the most important recent invention is antibiotics. If Alexander Fleming hadn't developed penicillin, we wouldn't be able to fight infections in the way we can now. A lot of operations wouldn't be possible. And people might still die from infectious diseases.
J On the other hand, it's possible that if we hadn't used antibiotics so widely, they might be more effective. And we might not have a problem with bacteria that can resist some antibiotics.
S That's a good example of where we need to be more careful. If we were sensible, we'd have only used antibiotics to treat serious infections. We wouldn't have let doctors prescribe them so easily.
N The reality is, we want everything right now. I mean, if humans were more concerned about the environment, we wouldn't have created all these problems like climate change, deforestation, plastics in the ocean. The Earth wouldn't be in such a bad state if we had taken better care of it.

Unit 5, Lesson 5.7, Track 5.07, page 72, exercises 2 and 3

How many websites have you visited today? How did you interact with them? Whenever we go online, we're interacting with the internet – and adding to our digital footprint.
Your digital footprint is created in two different ways. First, there's your active footprint – the things you actively 'do' online, for example, creating a social media profile, posting updates, photos or comments, playing games or writing a blog.
But there's also a passive transfer of information, which is more difficult to see. Your passive footprint is made up of the traces that you leave every time you visit a website, browse the internet for products, or read a news story. Websites use a number of strategies, including cookies, to collect data from your online activity.
Many websites make money from information about the people visiting the site. Why? Because your data is valuable to advertisers and others looking for information about you. It's how they know what you might want to buy. Remember, each time you visit a website, it already knows a lot about you. Just by browsing the internet you leave clues, like your taste in music or clothes, and what you're searching for at the moment. Online games, apps and social media sites are collecting information about you all the time too. And when we actively give information, like creating a profile, filling in our personal data, choosing the answers to a quiz or responding to a survey, this data can also be used or sold.
This is why security is also a major concern. Information you give away in a quiz or social media post may not seem important, but it can be useful to anyone who wants to know more about you. Facts like your date of birth, your mother's name before she got married, your grandparents' names and the place you grew up – even the name of your first pet – can be valuable for criminals who hope to steal your identity or your bank details.
The more information about you there is online, the easier it is for someone to contact you. Typically, they pretend to be your gym or your bank, with a query to help them access your accounts. This is called 'phishing' and it's a growing problem. Thousands of people every year are victims of phishing activities and lose large amounts of money.
Finally, there's your public image. What we put onto the internet stays there. It doesn't disappear. If you're tagged in a photo, or you share a joke, or comment on a story, that interaction is available for anyone to see, potentially forever. This may have unexpected consequences. Online searches are now a standard part of the recruitment process. Those photos, that comment, they're all there for any potential employer to find. Do they reflect the image you want to portray? The bottom line is that our actions on the internet have consequences in the real world. We need to take our digital footprint seriously!

Unit 5, Lesson 5.8, Track 5.08, page 73, exercise 2

In the 21st century, we're facing a number of serious environmental problems. Some people blame technology. However, technology itself is not the problem – it's how we use technology that is important. In this presentation, I'm going to talk about how technology can help us live in a more environmentally friendly way, and build a safer, cleaner future for our planet.
My talk will be in three parts. Firstly, I'll look at how we generate energy, now and in the future. Then in the second part, I'll discuss how technology can help us protect wildlife and their habitats, which are currently endangered. In the final section, I'll say how technology helps us to make our everyday lives more sustainable.

Unit 5, Lesson 5.8, Track 5.09, page 73, exercise 3

I'd like to start by talking about energy. At the moment, most of our energy is generated by fossil fuels and as everyone knows, these are major causes of pollution and global warming. But we now have high-tech equipment which allows us to generate more electricity from cleaner, renewable sources like the sun, the wind and the ocean. This is significant, because changing to renewable energy is one of the most important ways technology can help the environment.
Let's move on to the next point – technology is vital in helping to protect the world's animal species and their habitats. We can track the movements of endangered animals like elephants and rhinos using smart technology – this can reduce the risk of contact with humans who might harm them. Drones are also increasingly used to search for forest fires or other dangers. They can also detect illegal activity causing deforestation. And artificial intelligence is used by scientists to gather information about different species, which helps the work to protect them. It's somewhat unrealistic to imagine we will save all species through the use of technology – but it can help.
Finally, let's look at how ordinary people can change to a more sustainable lifestyle. Technology now allows people to heat their homes using alternative fuels, and to buy appliances and devices that use less energy. Improvements in battery design mean it's also easier to store electricity for longer – this is obviously important for computers, phones and electric vehicles. Our phones and computers allow us to communicate without using

large amounts of paper, which helps to reduce deforestation. And of course, technology has enabled us to break down many products into materials that can be recycled and reused.
So, in conclusion, it isn't particularly helpful to see technology as part of the problem. In the end, it will provide the innovative solutions which ensure that we and the planet survive.

Unit 5, Lesson 5.8, Track 5.10, page 73, exercise 4

See Tracks 5.08 and 5.09.

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

As embarrassing as it may be, finding yourself in an unexpected location after blindly following GPS instructions is a situation many of us have experienced. When we rely on technology to decide which way to go and where to turn, our brains 'switch off' and we pay much less attention to our surroundings.
The brain areas that are linked to memory, navigation, planning and decision-making are much more active in people who work out their route in the traditional ways, without the help of GPS.
If we compare the brain to a muscle, using turn-by-turn directions to find your way around is more like sitting on the sofa eating pizza than going to the gym.

Unit 5, Vision 360°, page 77, exercise 8

Host Today we're discussing the effects of technology on our health and wellbeing. And I'm joined by Professor Joanna Madison, a neuroscientist.
Joanna Good evening.
H We talked previously about tech addiction, but I believe there's something else that you're even more concerned about.
J Yes, that's right. It's how technology and in particular our smartphones are increasingly distracting our attention.
H Why is this such a worry?
J We all know that from time to time our attention can wander or move away from what we are trying to focus on.
H Yes, it happens very often to some of us!
J Well, we humans are also very good at actively re-focusing our attention when this happens.
H You mean bringing our attention back to what we want to focus on.
J Exactly. And this ability is very important. However, over the last ten to fifteen years, we have begun to slowly lose this ability as technology, and in particular social media catch our attention and won't let it go.
H Yes, my phone is always distracting me when it bleeps or pings.
J We all do it. And now we're in a situation where we are checking our phones every few minutes and having our attention pulled in different directions. I hate to say it, but I think we are becoming more like animals who get distracted by whatever catches their eye rather than humans with the ability to re-focus on what we need to. It's very worrying.

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

Yasmin Hey there, it's me Yasmin and my cousin …
Zaki … me Zaki! And we've got a special vlog today.
Y Because we're doing a 'No-spend Challenge'! You see, we've just seen this documentary about minimalism. It said people are happier when they only spend money on the things they need.
Z It's really inspired us. So, for one month, we're not going to spend ANY money.
Y Er, no. That's impossible! But we are only going to spend money on IMPORTANT things.
Z Fair enough. So, that's no more gaming for you then!
Y Again – no! Video games are really important to me. Besides I only spend a few pounds a week on them, so it won't break the bank!
Z It all adds up, Yasmin.
Y OK, so, what are you giving up, Mr Perfect?
Z I've been thinking about it a lot, actually. The first thing I'm going to save on is food. I won't be getting any more takeaways. I'll be eating all my meals at home. And as a family, we're going to make sure we use up the things we already have and cut down on waste. Also, I'm not going to buy any new clothes. If I need anything, I'll buy second-hand stuff. Same with accessories. Then there are my everyday expenses. The biggest one is travel, but I won't be paying bus fares anymore because I'm going to start walking everywhere instead. Unless it's raining. Or cold.
Y OK, Zaki, I admit, that's impressive!
Z Hey, I know how to spend my money wisely!
Y Well, let's see if you stick to it! My plan isn't quite so ambitious. My problem is that I spend money like water and I always seem to be strapped for cash. I usually have to borrow money to get to the end of the month. Then I start the next month owing a friend money! So, my plan is to budget and get my spending under control. So, I'm going to write everything down to keep track of my finances. Each day, I'll put myself on a limited budget. And if I go over that limit, I can't spend any more! Hopefully, this will help me to cut out non-essentials and start to build up my savings account.
Z Sounds good, Yasmin. But, you know, maybe gaming is a non-essential? Shouldn't you cut that out too if you really want to save money for a rainy day?
Y Hey! What about your gym membership? Are you going to give that up?!
Z Er, no. My gym membership is paid by my mum. She also pays for the streaming services I use and the tuition fee for my guitar lessons so I can keep them too.
Y Really, Zaki?!
Z Hey, like you say, it's important to spend money on the things that are important to you!
Y That's true… I have my eye on a new games console. But no, I have to be disciplined! Tell you what, let's have a competition, that always helps me to focus!
Z I'm in! Let's see who can save the most money in a month! And how about whoever wins makes a donation to a charity of their choice?
Y Great idea! But what about you guys? Have you ever tried to save money?
Z Got any tips for us? Let us know in the comments if you do! See you next time!
Y Bye!

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

Interviewer Oscar, you use a personal finance app. Can you tell us something about it?
Oscar Sure. I use an app that's aimed at families, so my parents have the app on their phones too. When we signed up for the app, I was sent a card that I can use almost anywhere. My parents use the app to put money on my card every month instead of giving me pocket money.

I What about buying things with the card – how does that work?
O Well, the card isn't a credit card, so I can only spend the money that has been put on it. The great thing is that I can go shopping on my own. Another advantage is money can be transferred onto the card immediately if there's an emergency. For example, if I miss the last train home, my parents can put some extra cash on the card so that I can get a taxi.
I Yes, I can see the advantage of that. What else does the app do?
O It's also really good for saving money. The idea is that you try to save some money every month, and at the end of the month, you're paid interest on your savings. It's your parents who pay the interest, not a bank, so they decide how much they want to give you. In my case, it's two per cent which doesn't sound like a lot, but it all adds up!
I It certainly does, Oscar!

Unit 6, Lesson 6.3, Track 6.04, page 81, exercises 2 and 3

How many material possessions do you own? Are they all important to you, or do you have things you don't really need? These are the kind of questions asked by people who practise minimalism. Minimalists believe that we all have too much stuff and they often blame consumerism for this: the idea that we should all buy and use a large quantity of things. Minimalists think that all this extra stuff distracts us from the important things in life, for example, being happy. To prevent this from happening in their own lives, they remove everything that isn't necessary and keep only the things that are important to them. The basic principle is that less is more: the simpler, the better.
To understand better the idea of minimalism, let's go back to its origins. Can you imagine choosing to live alone in a cabin in the middle of nowhere for a few years? That's exactly what nineteenth-century American philosopher, Henry David Thoreau, did. In the mid-1840s, he built his own cabin in the woods in Massachusetts and lived there by himself for two years, two months and two days. Thoreau believed that by living in a simple way, he would gain satisfaction and lead a more meaningful life. At the time, this was a completely new approach to simplicity, but over the years, it has evolved into what we know as minimalism.
A minimalist's understanding of simplicity is obviously not as extreme as Thoreau's, although the idea of living with less is similar. It isn't necessarily a question of spending less money, however, it's about having fewer, but quality, possessions.
Two of the most famous followers of minimalism these days are Joshua Fields Millburn and Ryan Nicodemus A.K.A. The Minimalists. The two friends discovered minimalism in their thirties and made the decision to get rid of most of their stuff. Millburn did this slowly, by taking eight months to evaluate each of his possessions and deciding whether it added value to his life, or not. Nicodemus, on the other hand, held a 'packing party' and determined in only three weeks what he could do without. Both men immediately felt happier, so they decided to go even further by changing career. They left their executive jobs behind them to set up a website and write a blog where they could share their experiences with others. Today, each of them continues to pursue their passion: for Millburn, that's writing; for Nicodemus, it's helping people. As well as their highly successful website, the two men have made not one, but two interesting documentaries for Netflix: *Minimalism* and *Less is Now*.
Another well-known celebrity in the world of minimalism is Japanese organising consultant Marie Kondo. Kondo has made her name with her own method of organising possessions: the KonMari method. The idea is to gather all our belongings together, one category at a time, and keep only those things that make us happy – Kondo uses the term: 'spark joy'. After that, each item should have its own place in the home. The KonMari method has become so successful that Kondo has had a whole series of her own on Netflix: *Tidying Up with Marie Kondo*. There has also been a follow-up show called *Sparking Joy with Marie Kondo*.
As you can see, there are plenty of programmes on TV and streaming platforms about minimalism, and numerous books have been written about it. If you're one of those people who isn't happy about where consumerism is taking us, it may be worth finding out more about minimalism.

Unit 6, Lesson 6.4, Track 6.05, page 82, exercise 5

Speaker 1 I once saw an advert for second-hand skis on the social media site I use. The skis were much cheaper than the retail price, so I decided to get them. The great thing was, I picked them up the day after I bought them as the seller lived in the same town as me.
Speaker 2 I had a bad experience with social media when I sold a lamp I had been given as a present. I sent the lamp as soon as the customer had paid, but later, she cancelled the payment. I ended up poorer than when I started because I had paid the shipping costs!
Speaker 3 I needed a new backpack to take my books to school, so when I came across a special offer on social media, I bought one straight away. When the package was eventually delivered, the backpack was tiny – I hadn't noticed that it was for a doll to wear, not a person!
Speaker 4 I once sold some vinyl records on social media that belonged to an uncle of mine – he said I could keep the money if I sold them. The records got a lot of interest as soon as I put them up and they all sold by the end of the day. In the end, I made around £200!

Unit 6, Lesson 6.5, Track 6.06, page 83, exercise 5

Interviewer Hello, and welcome to this week's *Money matters* podcast. Today we're looking at digital currencies like bitcoin. Teen financial expert, Tina Price, is here to answer our questions. Tina, a lot of young people are attracted to the idea of bitcoin. Why is that?
Tina Price Well, young people are used to things being digitalised: we write emails rather than letters, we read books on our devices and we get the news from websites rather than picking up a paper. So, it would make sense to us, that at some point, money will be digitalised too. Then, there's the more practical issue of removing unnecessary steps in the payment process. With bitcoin, for example, payments don't need to be processed by a bank, which makes the transaction easier, quicker and cheaper.
I Mmm, that makes sense. And is this interest in digital currencies generally supported by parents?
TP It depends on the parent, really. But there's a convincing argument in favour of buying bitcoin at a young age, and that is we're taught important lessons about the world of money. These are

lessons which will help us make better financial decisions in the future.
I Tina, cryptocurrencies like bitcoin are known to be unstable – a lot of money can be lost if the value suddenly drops. Isn't that a big risk?
TP There's no denying that holding bitcoin, or any other cryptocurrency, is risky, but in the same way that money can be lost, it can also be gained – and considerable amounts of it too. Look at Erik Finman, who is thought to be the world's youngest bitcoin millionaire. He invested $1,000 in bitcoin at the age of twelve, and ten years later, he had 431 bitcoin, worth around $4.8 million. As for avoiding big losses, I would say the following to people who want to buy bitcoin: you should keep up to date with the industry, and your decisions should always be informed.
I That sounds like good advice, Tina. Thanks so much for joining us.

Unit 6, Lesson 6.7, Track 6.08, page 86, exercise 2

Good morning. Well, we all know that old saying, 'If something seems too good to be true, it probably is!' I believe it's even more relevant today, as we live in a world of constant advertising and promotions. We all need to think about what we're really buying or signing up for.
So, today we're talking about terms and conditions … Did I hear you yawn? Well, it's true they aren't written with entertainment in mind … but here's an example that might make you think.
In the USA not so long ago, a new social network was being advertised to college students. It sounded fun – and hundreds of students signed up to join it. As part of the sign-up process there was the usual box that had to be ticked – 'I have read and agree to the terms and conditions blah blah blah' – whatever, right? It's all the same. Only 25% of the students clicked to look at the terms and conditions, and ultimately everyone signed up to join the network and accept whatever was in the small print …
As a consequence, 543 students committed to handing over their future first-born child to the company behind the social network. In paragraph 2.3.1 – it was all there in the small print but the students who looked at the contract, didn't actually bother to read it! Luckily for them, the social network, and the contract behind it were not genuine – they were part of an experiment that was being run by two professors, to study our online behaviour. But the message is clear. We don't read the small print, do we? And in some cases, there may be consequences!

Unit 6, Lesson 6.7, Track 6.09, page 86, exercises 4 and 5

Host So, let's have a look at the answers to that quiz we gave you on being a careful consumer. Amira Persad is here to help us out. Are you ready for the first question, Amira?
Amira Yes, fire away!
H So, what should you do if you notice that something you have just bought is damaged – an item of clothing like a jumper, for example?
A Well, the obvious thing to do is to return it – otherwise, you will have wasted your money! If you've got the receipt, you should be able to take the garment back to the shop and exchange it or ask for a refund. I wouldn't wait too long to do this though because there's usually a time limit on returns – and you might lose the receipt. Of course, you should never purchase a product without knowing the company's returns policy just in case something goes wrong.
H Thanks, Amira. Here's the next one. What's the first thing you should do when you buy an electronic gadget?
A Before you start using the gadget, you should deal with all the paperwork. Electronic items are often expensive, so it's important to read the warranty information and put this and the proof of purchase in a safe place. If you lose the documentation, you won't be able to return the device or ask for it to be repaired later on. I would also recommend reading the instructions before using the gadget to avoid breaking it by accident.
H It's so hard to be patient though, isn't it? OK, Amira, here's the next question. If you saw a post on social media about a round-the-world-trip, would you give your personal details online to enter the competition?
A Don't be deceived by posts advertising big prizes – it's very unlikely that you will win. You should be very careful about sharing your personal details with a company you don't know because you have no idea what they will do with them. The competition might even be a trick to steal your identity. If you really want to enter, read the terms and conditions to see what exactly it is you're signing up for.
H Thanks for the warning there, Amira. Now for the last question. Would you recommend getting the credit cards or using the loan companies that we see in adverts?
A You're probably safer using a bank than a loan company – some of them charge incredibly high interest rates. As for credit cards, having one can be really useful in emergencies, for example if you need something now, but you can't pay for it until the following month. However, it's very easy to get into debt with a credit card, and once that happens, it's hard to pay it off. I'd recommend only getting a credit card if you can resist the temptation of using it all the time.
H Thanks for that, Amira. It all sounds like great advice.

Unit 6, Lesson 6.8, Track 6.10, page 87, exercises 3 and 4

Conversation 1
Ryan Hello. I'd like to return this jumper.
Assistant OK, sure. Can I ask why you're returning it?
R Yes, the sleeves are too long.
A I see. Would you prefer a smaller size, perhaps?
R Not really. It was a birthday present, and I don't think I'll ever wear it.
A Right. Well, if you can just give me the receipt, we can sort that out for you.
R Um, I'm afraid I don't have the receipt.
A Well … OK. That's no problem. I can see that it's still in its original packaging. In that case, I can offer you a store voucher.
R Thanks, but I don't really want a store voucher. I'd rather have a refund.
A Right. Um. I'm sorry. I can't do that. We need to have the receipt to issue a refund.
R Um. I was really hoping for a refund. I'm afraid I'm not satisfied with the solution I've been offered.
A Well, I'm sorry, but I don't have the authority to issue a refund. Perhaps you'd like to speak to the manager?
R Yes, please. I'd like that very much.
Conversation 2
Kate Hi. I'd like to return this tablet.
Assistant Oh! What seems to be the problem with it?
K The screen is cracked. I didn't notice until I got home, but there's a small crack in the top right-hand corner.
A I see. Would you mind showing me?
K Not at all. Look, there's the crack.
A Yes, the screen is definitely cracked. Is there any chance the tablet was damaged on your way home?

K No, the screen must have been cracked when I bought it.
A Didn't you check the tablet before you paid?
K Yes, but I didn't notice the crack. I was hoping you would exchange it for another tablet.
A Do you have the receipt?
K Yes, here it is.
A I'm afraid I can't exchange the tablet, but I can arrange for the screen to be replaced if you like.
K Sorry, but I think I have the right to a new tablet. It was damaged when I bought it, so I should be entitled to exchange it for a new one.
A I'm afraid I'm not authorised to exchange items that may have been damaged after they were purchased. I can only offer to repair the screen, free of charge.
K That isn't an acceptable solution. Can I speak to the manager, please?
A Yes, of course. I'll call her now.

5–6, Exam skills, Track 6.11, page 90, exercise 2

1
Male My brother is addicted to new technology. In fact, he's a real geek. He can't wait to get the latest phone or gadget and he's always on social media, but I have a different view. I'm not a technophobe because I know that technology can have great benefits to society and it can also be great for me personally and for many other young people my age. I enjoy streaming music for example and staying in touch with my friends online because it's so easy. However, it's important not to let technology dominate. There are other things you can be interested in such as art and books and actually meeting people face to face. I don't think my brother appreciates that!
2
Female My generation have grown up with the internet and social media, but I don't really understand why people think it is so important. I mean, supposing it didn't exist, what would be the worst that could happen? I mean, it's not rocket science! We would just get on with our lives. We'd visit our friends instead of sending them messages, which would be a lot more sociable, and even if they lived faraway, we would still see them because we would make the effort to visit them, or call them for an actual conversation. In general, we would probably be more creative and productive and we'd certainly travel more and get more exercise! I definitely think the world would be a better place if social media had never existed!
3
Male The problem with social media is that it can affect our mental well-being. We look at people's messages and see their amazing photos taken at parties and on holiday and we think they're having a much better time than we are. To be honest, I used to feel exactly like that until I realised that using social media is a bit like playing a game, with people trying to get likes and more followers and wanting to be popular. I know there is some nasty stuff online, but as long as we can look at it sensibly, I think it's possible to manage. At the same time, I know people find it harder than I do to achieve this, so I think there should be more advice available for them from social media platforms themselves as well as schools.
4
Female I'm fascinated by technology because I think if it weren't for artificial intelligence and other important inventions and discoveries, we wouldn't have many of the health benefits that we take for granted today. I understand that some technology is bad for the planet, but instead of blaming technology itself, we should be blaming the humans who use technology in bad ways. I'm not certain what the solution is, but perhaps if more information was available, and more companies published the steps they were taking to avoid damage to the environment, it would help.
5
Male My friend recently had their identity stolen when hackers took his information from his social media accounts. It's an extreme example of social media going wrong. Some might say that if he hadn't put so much personal information online, he would have been safe, but to be fair, he hadn't said anything that most people on social media don't say as well. However, since I found out about my friend, I've been extra careful about what information I give away online. I never give any indication of where I live, or go to school, or any details about my family. Yes, I still get targeted with advertising, but I'm doing my best to keep myself safe online and I think everybody needs to do this.

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

Zaki Hi there! And welcome back to our vlog. I'm Zaki.
Yasmin And I'm, er, Yasmin. Sorry! My exchange student, Julia, is arriving next Monday from Spain and I really need to think of something to do with her.
Z So, we've been brainstorming ideas all morning, but unfortunately, we haven't got very far!
Y I don't know much about her, except that she's going to study art at university, and all I've come up with is the local art gallery. There's an exhibition of abstract art there at the moment. Could that work?
Z Hmmm, abstract art does nothing for me. I don't really get it to be honest. It's not as if the local gallery has any masterpieces or anything!
Y Anyway, I put out the call to Joe and Daisy to see if they have any ideas. Let's hear what they have to say.
Joe OK, you know art doesn't just mean the pictures on display in a gallery, right? What about street art? There are some stunning artworks out there on city streets that are well worth seeing. Why don't you go on a day trip to Liverpool? A lot of art critics say it's the best city in the world to see street art. There are some spectacular pieces of work all over the city, often combining gorgeous colours with political statements or jokes. You and Julia could catch the train and do a street art walking tour – I was blown away when I did it recently.
Y That's a great idea. Thanks, Joe.
Z Yeah! I'll book the tickets!
Y Hang on, let's see what Daisy has to say first.
Daisy Hey guys, have you looked at the Manchester International Festival? It's on next week so it could be perfect. It celebrates both the visual arts and the performing arts and it takes over the whole place! You can view exhibits and watch live performances all over the city. I went last year with my brother and we went to some amazing musical productions. The festival is famous for its live gigs and we saw loads of different bands, we even saw a contemporary dance group who gave an outstanding performance! You'd really enjoy it, Yasmin, and I think Julia would too.
Y Brilliant, live music is exactly my kind of thing!
Z Yeah, that sounds cool, but I've just seen an advert for something else

I think you'd love. An immersive theatre experience in London!
Y An immersive what?
Z It's a kind of play, but some of the characters are played by the audience. You have to wear a VR headset which means you're right in the middle of the action. One reviewer said it was 'an unforgettable experience'.
Y Oh, that could be good. Which play is it?
Z It's a new stage adaptation of *The War of the Worlds* – you know, the novel by H.G. Wells.
Y OK, sounds cool. Looks like I've got plenty of options. Thanks Joe and Daisy … and Zaki, of course, for those brilliant ideas! And, hey, if you guys have any other ideas, post them in the comments below. Bye!
Z See you next time!

Unit 7, Lesson 7.2, Track 7.02, page 94, exercises 6 and 7

Darius You've read *Call of the Wild*, haven't you?
Josy Yes, I remember reading it at school a few years ago.
D Did you enjoy it?
J Yes, I did. It was a lot better than some other books I've read.
D What did you like about it?
J I'm into animals and nature, and that's what the novel is about. Also, it has a really exciting plot.
D Have you seen any of the film adaptations of the book?
J Yes, I saw the most recent one last year. Harrison Ford played the main character.
D Where did you see it?
J It was on TV. I saw it one evening with some friends.
D Would you recommend it?
J No, I wouldn't, actually. Harrison Ford gave an outstanding performance, but the animals looked really weird. I didn't like the special effects at all.

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

Oliver Hello, and welcome to this week's film podcast. I wonder how many of you have seen the classic film *Jaws*. Even if you haven't seen it, I'm sure you know the music: those two notes repeated and gradually getting faster to signal the giant shark's approach – you can almost feel the victims' terror. Anyway, watching it last night, the music got me thinking about film scores in general, so I've asked film expert Ava Williams to join me to tell us a bit more about them. Ava, when did film scores first appear in cinemas?
Ava Thanks, Oliver. Well, as you know, the first films were silent – this is because early film cameras weren't advanced enough to record sound as well as images. However, film-makers soon realised that their productions needed music, not only to help audiences feel the emotions of the actors on the screen, but also to hide the noise of the projector. To fill the silence, cinemas usually hired a pianist – or sometimes a whole orchestra – to play while the film was showing. At first, the live musicians had no written music to play from, so they invented it as they went along. They must have been remarkably talented as they frequently had to accompany films they had never seen before. As silent films developed into 'talkies', film-makers began adding classical music by famous composers to their films, so live musicians were no longer needed. And film scores developed from that.
O So, what was the first film with a score, Ava?
A It was the very first version of *King Kong*, which was released in 1933. The composer was Max Steiner. Steiner is known today as 'The Father of Film Music', and he went on to win three Oscars for Best Original Score for film scores he wrote later.
O Three Oscars? That must be a record! OK, now let's look at how film scores are made. Can you tell us something about that, Ava?
A Of course! So, the process of writing the score begins when the film has already been shot. First, the composer watches the film with the director so that they can make decisions together about the music and identify exactly where different pieces should start and finish. This stage is called 'spotting'. Then, the composer goes away and does some research to get a feel for the film. If it is set on the African continent, for example, he or she might take a trip to learn more about the music in a certain region and find some exciting new sounds. Next, the composer goes into the recording studio to experiment with the findings and create a sound unique to the film. After that, they get down to writing the complete score.
O How long does that take?
A On average, about six weeks. After that, the new score is recorded and mixed in the studio before being sent to the director for their approval. And that's it – you have a film score!
O Great! I'm sure that developments in digital technology must have made a difference to writing film scores, Ava.
A Absolutely. Digital technology has made the process much easier. Some film score composers still write music for traditional instruments, such as violins and trumpets, but many rely on electronic machines, like synthesisers, to produce the notes and sounds they want.
O What about soundtracks, Ava?
A Yes, many of today's films contain collections of songs performed by famous artists. These songs are made into soundtracks which are released separately from the film. Songs like *See you again* from the action film *Furious 7* have become incredibly popular: this particular track has been streamed more than four billion times! These days, film scores contain a much wider variety of music genres, everything from country to hard rock and from blues to rap.
O Thanks for that, Ava. It was really interesting!

Unit 7, Lesson 7.5, Track 7.06, page 97, exercise 9

This happened a couple of years ago. In our kitchen there was a plate that used to belong to my great-grandmother. My mother insisted that we look after it because she was very fond of it.
One day I was in the kitchen with my younger brother when he threw a ball to me. I threw the ball back to him and reminded him to be careful of our great-grandmother's plate. We carried on playing, until my younger brother threw the ball too hard and knocked the plate onto the floor, where it broke in half. My mother, who had been in the garden, rushed into the kitchen when she heard the noise. We immediately apologised for breaking the plate, but it was no use. She was absolutely furious and blamed me for breaking it because I'm the oldest. She said I should have taken my younger brother into the garden to play with the ball. After that, she refused to talk about it anymore and went back into the garden. A few minutes later, my brother suggested trying to mend the plate, so we went to buy some glue. We managed to stick the two halves of the plate together, and then we put it back on the shelf to surprise my mum. When we went into the kitchen to have dinner, she was looking at the plate. She thanked us for mending it and then asked us never to play ball games in the kitchen again. And we haven't!

Unit 7, Lesson 7.7, Track 7.08, page 100, exercise 4

OK, well – how did you do on the quiz? Let's see …
Question 1. This is a simple answer. It's B. Definitely illegal. Lots of people might tell you it's C, but the fact is, by streaming from unauthorised websites, you are effectively stealing from the film production company. This is theft. Many people around the world see video piracy as a crime without a victim, because they see how much money is in Hollywood. But the reality is, most of the people who work on films are just ordinary people – they're sound technicians and make-up artists. If we steal from the industry, we make it harder for them to make a living.
Right. Question 2. What should you do? Copyright protects artistic works, like songs or books. You need to pay to use the things that people have created. So, here you have a choice: it's either A or C. If you really want that song that everyone is singing right now, chances are it won't be available to use for free, so make sure you get a licence, which is a permit from an authority to own or use something, and include the attribution – that means including information about who wrote the song or has the copyright. However, if you're prepared to be flexible, there are collections of music extracts and images that are available to download and use for free. This means you can still create something cool, without breaking any copyright!
Question 3. A trademark protects things associated with a brand, like its name and logo, which is the symbol that represents that brand. Musicians who want to make money from their music usually register the name and logo of their band as a trademark to protect themselves. It means that nobody else can use their name or their logo to sell something. A new band has to come up with a name that nobody else is using and design a completely original logo which gives the band its own identity. So, the answer is B.
So … question 4. Any of these answers could be possible, but the most likely scenario is C. Illegal copies look right, but they are usually bad copies of the real thing. Look carefully – slogans (those short memorable phrases) are often spelled incorrectly or the logo might not be quite right.
Question 5. OK – who owns ideas? They can't be protected as easily as a brand or a logo, but that doesn't mean we can steal them, either. In academic studies, correctly referencing someone's ideas is really important – especially as your studies get more serious. Universities take plagiarism really seriously. Plagiarism is copying another person's words, ideas or work and pretending it's your own. If you want to paraphrase or make a direct quotation, or just discuss someone's ideas, you need to learn how to give a citation – that's saying where the ideas come from. So, the answer is B.

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

A Hey, what's this?
B Oh, yeah! It's a new well-being programme for students.
A A well-being programme? What do we need that for?
B It's a chance for us to switch off and forget about our studies for a while. I think it's a great idea!
A Right, I get it now. Yeah, that could be really useful. It's on a Friday afternoon too, which is when all we want to do is relax.
B Exactly.
A So which activities are they suggesting, then?
B Well, there's writing poetry. What do you think about that?
A Well, the good thing about composing a poem is that it's relaxing. You're completely focused on finding the right words, so it takes your mind off anything that might be worrying you.
B Yes, that's true. But one major drawback is that you need to be in a quiet place to be able to concentrate. In my opinion, it would be impossible to produce a piece of work like this if we were all together in the same place.
A Absolutely. Not only that, but I'm not sure I'd want to have to concentrate on a Friday afternoon. I'd rather do something more relaxing.
B Me too. I don't think that writing poetry is the right activity for a well-being programme.
A Yes, I agree. What about painting, then?
B Hmm, it's a bit like writing poetry, really. The main disadvantage is that you need to be on your own to do it properly.
A Do you think so? I don't agree with you there. I don't see any problem with creating a picture if you're in a group. I wouldn't mind being in a painting class with other people.
B I guess it depends whether you're trying to portray a scene in front of you, or one that's in your mind. For me, it's a minus to be with other people when I'm trying to capture an image in my head.
A I see what you mean, but I still think painting classes could be fun.
B OK. How about this one? It's theatre. What are the pros and cons of that?
A To be honest, I can't think of anything bad about it. In my opinion, doing drama on a Friday afternoon is perfect because it would have a positive effect on students. We'd have to concentrate, but not too much, and it would be great fun.
B Good point. And I also believe that acting is a very sociable activity. It's something we can all do together.
A Yes, and another thing is, rehearsing a play would distract us. It would take our minds off our studies and give us the chance to relax.
B I completely agree with you.
A OK. Now, what's next? …

Unit 7, Lesson 7.8, Track 7.11, page 101, exercises 8 and 9

B We need to come to a decision.
A Yes, what do you think?
B Well, we've already rejected some of them, haven't we?
A Yes, neither of us thought writing poetry would be suitable.
B And we didn't agree on painting or playing the guitar.
A I just don't think I'd be in the mood to learn an instrument on a Friday afternoon.
B Personally, I think it could be fun to play music together, but I get your point. We'd have to concentrate to work out the notes, and we might not feel like it.
A Exactly. So that leaves theatre and street dance. Which one are we going for?
B I would definitely opt for street dance. The main reason is because we would be standing up and moving our bodies instead of spending even more time sitting down.
A Are you sure it wouldn't get boring performing a routine again and again?
B Not at all. For one thing, we'd have to learn new steps all the time. We'd have to concentrate, and that would take our minds off our studies. Another thing is that everyone would be involved at the same time. There wouldn't be anyone waiting for their turn to perform.
A OK, you've convinced me. Let's go with street dance, shall we?

B Yes, I think we should.
A So, that's settled then.

Unit 7, Track 7.12, page 126, exercise 1

Clay is a type of heavy, sticky earth that becomes hard when it is baked. It is used to make things such as pots and bricks.
Drawings are pictures made using a pencil or pen rather than paint.
A frame is a strong border or structure of wood, metal, etc. that holds a picture in position
A metaphor is a word or phrase used to describe somebody or something else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful.
Oil paintings are pictures painted in oil paint.
A portrait is a painting, drawing or photograph of a person, especially of the head and shoulders. You can also have portraits of animals like pets.
Pottery describes pots, dishes, etc. made with clay that are baked in an oven, especially when they are made by hand
A sculpture is a work of art that is a solid figure or object made by carving or shaping wood, stone, clay, metal, etc.
You can't touch a metaphor.

Unit 7, Vision 360º, page 104, exercise 4

There is no doubt that one of Ireland's greatest exports is its music. Traditional Irish folk music, whose rhythms and melodies date back over 2,000 years, has become popular all over the world. The music travelled with the Irish themselves as they migrated, in particular, to North America in the 19th century.
Considering Ireland is such a small country, it has produced a surprising number of famous musicians, singers and pop stars.
In the 1960s and 70s, musicians such as Van Morrison became huge stars by playing rock music with a distinctly Irish sound.
In the 1980s, the Dublin rock band U2 became one of the world's best-selling acts, and in the late 1990s Westlife emerged as one of the world's most successful boy bands, and achieved fourteen number one hits in the UK singles chart.More recently, Irish bands like The Corrs and The Script have all enjoyed worldwide commercial success, and singers like Roisin Murphy and Hozier have had big hits around the world.
So, why is Ireland so good at producing world famous musicians? Well, music is a huge part of Irish culture, and many children learn to play an instrument or sing from a young age. Musicians are celebrated and encouraged to perform. And because the Irish have travelled to the four corners of the world, so has their music. And we can all be grateful to that.

Unit 7, Vision 360º, page 104, exercise 5

On this week's edition of our podcast about the world's most popular songs, we begin with an Irish classic:

Song:
In Dublin's fair city
Where the girls are so pretty
I first set my eyes on sweet Molly Malone
As she wheeled her wheelbarrow
Through the streets broad and narrow
Crying 'cockles and mussels, alive, alive, oh'
Alive, alive, oh
Alive, alive, oh

Ireland is famous for its music, and the country has a rich tradition of folk music. It began as an oral tradition: families and friends would pass on stories to the next generation through songs. Though the tradition goes back 2,000 years, folk music is still popular today. You can often hear people singing one of the most famous songs, Molly Malone, in pubs and at sporting events. It tells the story of a pretty girl who sold fish on the streets of Dublin. The song repeats the words that Molly shouted while she was trying to sell her fish. Unfortunately, she became too ill to continue working and died very young, but the song says her ghost still walks the streets selling fish.

Unit 7, Vision 360º, page 105, exercise 7

Museum audio guide *The Liffey Swim* is a painting by the Irish artist Jack Butler Yeats. Yeats became known for his paintings of early 20th century Ireland, including rural and urban landscapes depicting real Irish life.
In this painting from 1923, he captured the excitement and energy of one of Dublin's most popular annual sporting events, the Liffey Swim, which involved swimmers racing against each other for 2.2 km along the River Liffey. Yeats painted the scene from the point of view of the spectators, which gives the viewer today a sense of what it was like to be there back in the 1920s.
The painting won Yeats a Silver Medal at the Art Competition at the 1924 Summer Olympics. Yes, you heard that correctly! Between 1912 and 1948, art competitions were held at the Olympic Games!

Unit 8, Lesson 8.1, Track 8.01, page 106, exercises 2 and 3

Zaki Hi, everyone! It's me, Zaki.
Yasmin And me, Yasmin!
Z Today, we're going to be talking about volunteering. And to start we want to say a big thank you to all those volunteers out there!
Y Yeah, like my grandma, who works in a charity shop to raise funds for her local hospital. The shop sells second-hand books, furniture and clothes … stuff like that. She doesn't get paid, but it's kind of her social life, and it's for a good cause. She says it's a great way to give something back.
Z Yeah, my mum volunteers at the local primary school. She helps kids with learning disabilities with their reading. She really enjoys it. She loves the children and feels as if she's making a valuable contribution.
Y So, we've all decided to engage with the issues that are important to us and do some volunteering ourselves.
Z First up, here are Joe and Daisy with some local initiatives they're interested in.
Daisy Hey there! I've been thinking about joining a group called 'On The Street', a local initiative that supports homeless people. They hand out food, hot drinks and essentials like soap and toothpaste, and they also give advice on places to sleep, like homeless refuges and shelters. Their website is a real eye-opener. It says that people become homeless for many different reasons, but that they all suffer hardship by living and sleeping on the streets. Charities like this help to provide a safety net for them and that's why I'm thinking of joining.
Joe To be honest, I only really thought about volunteering because it's useful for college applications, that kind of thing. But then I went to an open evening for a local community service that provides assistance to elderly people who live on their own and want to retain their independence but are experiencing social isolation, and I met this guy called George Taylor. He wants

to keep in touch with his family who all live far away, but he lacks confidence in his computer skills. My main role is to spend time giving him one-to-one tuition on how to use email and social media, do Zoom calls and shop online. It's just me and him so we can go at whatever speed suits him. He picked it up really quickly though and jokes that now he can keep an eye on his family no matter where they are! Technology can really help people to feel less lonely. I'm hoping I can do the same with other people soon.

Y Thanks guys! They both sound like great initiatives. So, Zaki, we can't let the side down now, can we?

Z No way! And there's an initiative right here called 'The big clean'. They say they need people to help pick up rubbish in our local park.

Y OK, what do you think? Shall we lend a hand?

Z Let's do it! It's about time we became more responsible citizens.

Y Hey! Speak for yourself. I've always been a responsible citizen!

Z Of course you have, Yasmin. But what about you? If you've got any experience of volunteering, we'd love to hear about it.

Y So drop us a line or post a comment below. But that's it for now. See you soon!

Z Bye!

Unit 8, Lesson 8.2, Track 8.02, page 108, exercise 3

1

A I can't make up my mind. There are so many things to choose from.

B Let's stop thinking about the different options for a bit. Why don't we go for a walk and then come back and make a decision?

2

A So you're studying six subjects this year, is that right?

B Yes, and my teacher says I can go on to study economics next year.

3

A Hi, Tom. You're a bit late.

B Sorry about that. You'll be glad to know I remembered to book the tickets. They were £25 each.

4

A I won't forget meeting your brother for the first time.

B Yes, he's a real character, isn't he?

Unit 8, Lesson 8.2, Track 8.03, page 108, exercises 7 and 8

Hi, I'm Sam and I'm a virtual volunteer with a national charity for young people with serious learning disabilities. They have a number of homes around the country.

I have a slight disability myself and I wanted to do something useful and make a contribution to society. A friend suggested applying to this charity after I left school. So, I did, and they invited me to come for an interview.

At first, I was a face-to-face carer with a young guy called Marcus. My role was to help him to live as independently as possible, and to be his friend, basically. I'll never forget meeting him for the first time – I remember wondering what I'd be able to do for him. It turned out there was a lot, but now he isn't the only person I work with.

During the pandemic, I used Zoom to maintain my connection with Marcus because the charity's homes are well equipped with technology. Then I started thinking, why not try to reach people in the other homes as well? I really enjoy learning new skills, so I decided to watch online tutorials to learn how to use a few different programs that I wasn't familiar with. Zoom has been really beneficial, actually. It has enabled me to run quizzes with people in different homes and allowed me to share photos and play music. I also managed to get a virtual DJ program so I can hold karaoke evenings and wheelchair discos. The residents love it and it's great to watch them enjoying themselves.

If you want to make a contribution, you should definitely consider virtual volunteering. It's good for the residents – you can see them developing connections with people outside the home and their immediate family. It benefits the volunteers too. I have noticed my confidence improving because I know I'm making a difference, even if I'm not there in person.

Anyway, I hope it might inspire you to try volunteering too. Thanks for listening.

Unit 8, Lesson 8.3, Track 8.04, page 109, exercises 2 and 6

Speaker 1 Last summer my cousin Ben spent a week sailing on a traditional sailing ship. He went with The Jubilee Sailing Trust who take crews of able-bodied people and people with disabilities on voyages on their ships. It's great, you know, because the idea is that, on board, everyone can make a contribution and be useful members of the crew. Ben has been in a wheelchair all his life, and he said that the voyage really boosted his confidence – he felt included and valued, and the permanent crew encouraged him to use his personal skills and strengths. So, because I love sailing, I've decided to sign up as crew on Ben's next voyage. It'll be great. We'll work together as a team and have a real laugh!

Speaker 2 I volunteer at a day centre for homeless people. It's only one day a week, but it all adds up. I'm helping some of the people who attend the centre with their literacy skills. I didn't realise there were so many adults in this country who couldn't read or write. I refused to believe it at first, to be honest. There are many reasons why people find reading difficult – they may have a learning disability, or they were excluded from school, or no one encouraged them. I also teach basic computer skills. I mean, there are people who never had the opportunity to learn this stuff, so naturally they lack confidence. So, it's my job to show them that it isn't actually that hard. It's very rewarding work – I'd like to go on helping people like this after I leave school.

Speaker 3 I watched this film online about charities that provide microfinance to women in developing countries. It enables them to start their own business – so they can retain their financial independence, basically. And I said to myself, that's so important. In my family, on our birthdays, we often buy each other stuff we don't really need. Do you know what I mean? So, this year, I told my family, don't get me any presents for my birthday; give me some money that I can give as microfinance loans instead. It's really cool, because anyone can donate money to charity, but sometimes you've got to give people the opportunity to help themselves. I've just invested in a young woman in Ecuador called Nathaly. She needed money to expand her small farming business, so she can support her family and provide work for local people.

Speaker 4 I'm a skateboarder, and I support an amazing charity called Skateistan. Skateistan was started in Afghanistan by an Australian guy called Oliver. He just started skating in the streets and then teaching local kids how to skate. It was something boys and girls could do together, whatever background they came from. And it just kind of grew into this organisation that now helps disadvantaged kids in

countries like Cambodia and South Africa get into school and makes sure they're getting an education. They do activities that develop creativity and critical thinking, as well as the usual school subjects. And skating, of course! Check out the website – you can read more about what they do and their plans to expand their work around the world. Skateistan is brilliant 'cause it, like, breaks down barriers and brings people together.

Speaker 5 Well, I and some other volunteers have set up a community garden for inner-city kids. It's a local initiative working with primary schools in our area. Obviously, the aim is to give them an idea of where their food actually comes from and the work that goes into producing it. It sort of opens their eyes to how everything in nature is connected. It's part of educating them to care for the natural world. We encourage the kids to have a go at planting and growing their own fruit and vegetables. For many of them, it's the first time they've got their hands dirty like this. The first time they come along, some of them are like, you won't catch me doing that … but actually, once they start planting things, they really enjoy it.

Unit 8, Lesson 8.5, Track 8.06, page 111, exercises 5 and 6

My name's Kiara. I spent this weekend being a citizen scientist. That's someone who volunteers their time to help actual scientists with their research by collecting data. It was great, actually. I live in Cornwall so I've always loved the ocean. I was helping to carry out a survey of sea mammals off the coast near my home – so that's basically dolphins and, if you're really lucky, whales. I decided to take part because I went to a talk about wildlife around our coast. I learned that so many of these animals are threatened by human activity – pollution, underwater noise, the fishing industry – their numbers are decreasing. I wanted to do something, so I volunteered to take part in the survey.

So, what you have to do is basically sit on the cliffs and watch the ocean. You're looking for any signs of dolphins – or whales – passing by up the coast. For example, fins or tails coming up out of the water. Obviously, it helps to have some good binoculars. If you see anything, the first thing to do is try to identify it. You get an identification chart so it's about matching what you see to the photos on the chart. Then you have to record the sighting – so, what you saw, how many, the location, which direction they were travelling, the weather conditions, the time of day – all useful information which gets sent off to the scientists at the charity. If they're supplied with enough data, they can then build a detailed picture of the numbers of each species and their distribution. It all helps with the conservation effort.

Anyone can be a citizen scientist – working with lots of different organisations. It's really useful, because most institutions don't have the resources to carry out this kind of detailed research all the time. When you've done something like this, you feel like you've made a contribution to preserving at least some of the threatened species. I've decided I'll definitely volunteer for more projects in future.

Unit 8, Lesson 8.7, Track 8.08, page 114, exercise 5

Conversation 1

Hugo Hey, Nasser! Did you see that message I tagged you into this afternoon?

Nasser Er, yes … I saw it.

H So, can you pass it on to as many people as possible? We need to show that we all agree about this.

N You know what, Hugo? It isn't really my thing, a campaign on social media. So, I don't really think …

H Oh, come on! We can't keep losing games like this – we need a coach who knows what they're doing. We need to send a strong message to the school to say, 'We've had enough. We won't put up with this anymore!'

N OK, listen, I hear what you're saying … I understand that you and some of the other guys feel really strongly about this. It must be difficult to go on losing week after week. I get that. But I really can't support what you're doing …

H Listen – don't worry about not being part of the team anymore. That doesn't matter. The more people in the school that join the campaign, the more likely we are to win. Just pass the message on. It's important – we need to get rid of this guy!

N Well, the thing is, I don't see it like that. It isn't the right way to go about changing things. So maybe we'll just have to accept that we see things differently … I'm sure you can manage without me. Hey, you know the Man United versus PNG game is on TV tonight, do you fancy …

Conversation 2

Priti Cassie! Wait! What are you doing? You can't eat that!

Cassie What do you mean, Priti? It's just a chicken sandwich. My mum made it for me.

P Exactly. It's meat! And is that mayonnaise too? Don't you care about how the farming industry exploits animals?

C Right … OK. I hear what you're saying, but if I don't eat it, what should I do with it?

P Well, I don't know how you could think about eating it, when it's part of the problem. *You're* part of the problem.

C OK, listen, I understand that you feel strongly about eating meat and … other stuff … and I totally respect that. But my mum gets all our meat from a local farm. It's all organic and, like, ethically produced. Anyway, if I didn't eat it, I'd have to throw it away. Isn't that worse, wasting food?

P What? Why are you arguing with me about this? You know this is something I really care about.

C I'm not arguing with you. I'm just saying, if it was supermarket meat or a fast-food burger, I wouldn't eat it. I don't like factory farming or cruelty to animals any more than you do. But right now, I think we need to take a step back and reassess. This is my lunch. I'm not asking you to eat it – but I am going to eat it.

P You just don't care, do you? You're just a mindless consumer!

Unit 8, Lesson 8.8, Track 8.09, page 115, exercises 3 and 4

Jack I'm definitely in favour of reducing the foreign aid budget. The first point I would like to make is that this country spends millions of pounds a year to help people in developing countries. But there are lots of people here in this country who need help, for many different reasons – because of homelessness, or illness, or food poverty, or because they are elderly and need social care. I would argue that the money could be better spent in providing assistance to those people. This is something I feel strongly about.

Alba I hear what you're saying, but I believe we have a responsibility to help people in developing countries who are less fortunate than us. Foreign aid saves lives – it pays for food and

healthcare and clean water. And it also helps people to improve their own standard of living.
J Right, I see. I respect your point of view, but I would argue that it also makes other countries dependent on aid instead of developing their economies. There are other ways to help.
A What if we look at it from another angle? Surely aid money encourages development.
J OK, right. What makes you say that?
A Well, it helps countries to access their natural resources and improve their economies. I think that's a good use of our taxes.
J I disagree … I think it'd be better if that money was spent at home. I'm quite clear about that. Also, there's no guarantee that the aid money will get to the people who really need it.
A Yes, I see what you're saying. OK, let's accept that we don't agree about whether aid is a good thing. But you must accept that we have promised this money to some countries, and they will be depending on it. There could be a risk to their economic stability if we suddenly cut it off.
J That's an interesting perspective, but I'm not sure I agree.
A Really? Why is that?
J Because there's also the issue that a lot of countries we give aid to don't actually need it. Their economies are doing well, and we should stop giving them handouts.
A Wow! You've just made my argument for me, Josh. If they're becoming economically successful having received aid from us, then that means aid really does work. There's no question about that for me. Having said that, I do think we have to look again at giving aid to countries who are economically successful.
J OK, I think we share the view that we shouldn't give money to countries that don't need it. Trade is better than aid, if you like.
A OK, fine. Let's see what else we can agree on …

7–8, Exam skills, Track 8.10, page 118, exercise 2

Interviewer Hello, and welcome to the arts programme. Today, I'm delighted to welcome Marco Sancho, artist and author, who is going to talk to us about his latest book, which is the third in a series focusing on Indigenous Australian art. Now I know that you've lived in Australia for ten years now, Marco, and your parents are Australian, but I believe you were born in Italy and moved around a lot as a child. Does that mean you speak several languages?
Marco I speak a little Italian, French and Spanish, but I'm only actually fluent in English. My parents worked in the hospitality industry which was why we lived in different places.
I Is that why you moved to Australia? Because of your family?
M Well, not exactly. I had just completed my art degree in Paris and had had a few exhibitions and positive reviews from art critics, but I was feeling bored with what I was doing. I knew a little about Indigenous Australian art and I felt I wanted to explore it further. A friend of mine lives in Alice Springs. He said he thought I'd love it there, so even though I knew nothing about the place, that was my final motivation.
I And that's when you really fell in love with Indigenous Australian art.
M Exactly. I had been there for a few weeks when my friend suggested that we should go along to an exhibition of local artists. I was blown away. There were some stunning artworks on show. I just loved the style, the dream like quality of the paintings, the gorgeous colours – everything. It was nothing like the art I'd seen before. After that I spent time doing some research to understand the meaning of the paintings because it's not immediately obvious. So much of the art tells stories about the culture and history of the Indigenous Australian people.
I So I know the art is very old can you give us a brief history?
M Well, Indigenous Australian culture dates back as far as between 60,000 to 80,000 years which was when people first settled in Australia. For a long time, artists only painted on natural materials such as rock and leaves. That's why it remained largely unnoticed. It wasn't until artists started painting on conventional materials such as canvas in the 1970s when the world really sat up and took notice of this incredible art.
I Tell us a little more about your book. Do you include the history?
M I wrote the introduction, which gives the history. Then among the stunning examples of art from local artists, there are interviews with the artists themselves in which they explain the importance of the symbols and patterns in their work. They also talk about the use of key subjects such as the natural landscape, animals, and folklore. I would like to stress that my purpose is to support local artists and that all profits will go towards funding young, local artists.
I That's really interesting. Thank you, Marco, for sharing that with us.

Unit 8, Track 8.11, page 127, exercise 1

Collapse means a sudden failure of something, such as an institution, a business or a course of action.
Disaster relief is food, money, medicine, etc. that is given to help people in places where there has been a natural disaster.
Famine is a lack of food during a long period of time in a region.
Good causes are organizations or ideas that people support or fight for because they are helping other people.
Loss is the state of no longer having something or as much of something that was available before.
Obstacles are situations or events that make it difficult for something to be done or achieved.
Poverty is the state of being poor.
A struggle is a hard fight in which people try to obtain or achieve something, especially something that somebody else does not want them to have.