

Students' Book audioscripts and videoscripts

UNIT 1

1.02 Unit 1, 1.1, Exercise 4

- 1 This is a *remote control*. You use it to change the channels or the sound volume on a TV.
- 2 This is a *charging cable*. You use it to charge the battery in your mobile phone.
- 3 This is a *password app*. You use it to keep personal information safe online.
- 4 This is a *wi-fi router*. You use it to connect your phone or computer to an internet service.
- 5 This is a *power bank*. You use it to power up the battery on your mobile phone when you're not at home.
- 6 These are *wireless earbuds*. You use them to listen to music on your phone, tablet or computer.

1.04 Unit 1, 1.1, Exercise 7

- 1 I need to connect to the wi-fi router. Do you know the password?
- 2 Hang on, I'll send you a link to the website.
- 3 I often take a screenshot of important information on my phone.
- 4 I never share a link if I don't know it's safe to do so.
- 5 I often set a new password for my social media accounts.

2 Unit 1, 1.1, Street Talk

P = Presenter R = Roshni C = Cecile A = Adrian

- P:** In these videos we talk to people in the streets of London and ask them about their opinions on different topics. London is a huge and exciting city. Lots of people live here. And even more visit it every year from all over the world. Let's see who we're meeting today and what they tell us. Who in your family uses technology the most? What do they use it for?
- R:** I think my dad uses technology the most. He is always on his computer or his iPad, emailing people at work and he's always using his phone, much more than I do probably, just phoning other work colleagues, I guess.
My mum uses technology, but she only really uses her computer to watch programmes online. She doesn't know that much about how to use a computer. And then I guess I use my phone and my computer a lot to do uni work and write essays and that's about it.
- C:** So, my boyfriend uses technology a lot for everything. He does use his computer or tablet or smartphone for anything, starting from the weather.
- A:** My older brother, my oldest brother uses the most technology. He is an architect and all his architecture and design programs.

5 1.10 Unit 1, 1.4, Exercise 2

B = Bea A = Abe

- B:** Hello? Abe? Is now a good time to talk?
- A:** It's fine, but I need to pack while I'm talking. We need to go the airport soon.
- B:** OK, so I just wanted to check ...
- A:** Bea, I can't see you. And there's something wrong with your sound.
- B:** Hang on. Is that better?
- A:** Yes, that's better. I can see and hear you now.
- B:** Great! That beach background looks amazing!
- A:** Good! My room's a mess at the moment. Look. Do you prefer seeing the beach?
- B:** No, I don't mind seeing your room. Did you remember to ... ?
- A:** What's that noise?
- B:** It's Mum! Can you stop vacuuming? Mum? I'm trying to talk to Abe!
- Sorry about that, Abe.
- A:** No worries. I'm really looking forward to seeing you in person.

- B:** Me too. And don't forget to bring me that basketball shirt.
- A:** Of course. Look, I'm packing it now.
- B:** Fantastic! Thanks, Abe. See you in the UK soon. Safe journey!

1.12 Unit 1, 1.5, Exercise 5

P = Presenter

- P:** And hello from Gold Radio! Now, a report today says that families are spending less time together because they're always on their phones or tablets. In the studio, I've got Lara. Lara, you live with your mum, dad and older brother. Tell me, is this true in your house?

1.13 Unit 1, 1.5, Exercise 6

P = Presenter L = Lara

- L:** Well, I think we're the same as most other families. We love our screens and all enjoy using our smartphones at home. We've all got one. On a school day I use the alarm on my phone, so the minute I wake up, I see my phone and ... er, I check my messages. Then I get up. My phone goes everywhere with me because I listen to music on it.
- P:** And what about your mum and dad?
- L:** Mum prefers her tablet. She often reads the news on it. My dad's training for a race and he downloads apps on his phone to show him how fast he runs or where he runs.
- P:** Your brother's older. Does he still use his phone or tablet a lot?
- L:** Yeah, definitely. He loves looking at funny video clips. He often sits with his earphones in and laughs. Mum gets a bit angry when she asks him something and he doesn't answer.
- P:** So, do you think you talk less at home because of the technology?
- L:** No, not at all. We never message at mealtimes. But in the evening we like watching funny videos and we often share photos. It's a big part of our daily life and I think it's something that we all enjoy.

1.15 Unit 1, 1.6, Exercise 3

- 1 My phone isn't working.
- 2 I can't find the cable for my phone.
- 3 I can't get this app to work.
- 4 The instructions are in Japanese.

8 Unit 1, BBC Culture, Exercises 6 and 7

Disconnecting

Today's teenagers spend a lot of time online. During the day, how often do you look at a phone, or another device? But it's not just teenagers, of course! The average British person spends around three hours on their phone every day. Is it something that we just can't stop?

Matt thinks that he uses his phone too much. Natalie is worried about the same thing.

'I realised it was the first thing I do and the last thing I do – in the morning and before I go to bed.'

But are smartphones really a serious problem? Scientists are trying to find the answer to this question.

This is Professor Nancy Cheever from the University of California. In Professor Cheever's experiments, people have to give her their phones and then watch a video. In secret, Professor Cheever sends text messages to their phones. It isn't easy to concentrate on the video! A computer shows how far each person's stress levels go up.

'This is awful!'

Maybe we should be worried about it.

Matt and Natalie are having a break from their phones and from the Internet. They're staying in a remote valley in Wales. Everybody's phones and digital devices go in a box.

But how do they feel the next morning?

'My mind thought, Oh, I'd better just check my phone. Like, what's going on? You know. I might have a text message or something.'

The group do relaxing, healthy activities to stop them thinking about their phones. They also do some group exercises. Today, everybody can have their devices back again.

'This is so strange! Hi, darling!'

How are they feeling?

'I didn't want it back and I thought I would be looking forward to this moment, but I didn't want this moment to happen so soon. No. I guess I don't need it.'

But the next day ...

Perhaps we should take more breaks from technology to change our bad habits.

UNIT 2

2.04 Unit 2, 2.1, Exercise 7

- 1 The weather forecast for today is for heavy rain. The weather forecast for Tuesday is for heavy snow and strong winds. The weather forecast for Sunday is for some high temperatures in the middle of the day, but quite low temperatures at night.
- 2 It will be ten degrees Celsius in the daytime, but it will be minus five degrees at night. It will be wet on Monday, but it will be dry on Tuesday. It will be cool on Wednesday, but it will be warm on Thursday. It will be boiling hot this week, but it will be freezing cold next month.
- 3 It's warm and the temperature is rising in the west, but in the east the temperature is falling.
- 4 The weather was good, but it's bad now. It's going to be fine tomorrow.
- 5 Australia has a hot climate. The UK has a mild climate. Iceland has a cold climate.

2.05 Unit 2, 2.1, Exercises 9 and 10

And now let's look at the winter weather in Europe. In Krakow, Poland, it's a very cold day with a temperature of minus two degrees. There is some ice on the roads, so be careful. And it's a good day in Barcelona, which is sunny at the moment. It's quite warm. The temperature is a comfortable nineteen degrees now. There is the possibility of some light rain later. And finally, Istanbul in Turkey is very cloudy today, with some fog that is causing a few problems at the airport. The temperature is around seven degrees at the moment. This evening it could be cool, so don't forget to keep warm. And that's all from us until ...

2.07 Unit 2, 2.2, Exercise 8

R = Roberto M = Mariana

R: First up on tonight's programme, Mariana Fernandez tells us more about a very strange storm. Mariana?

M: Well, last year I met a scientist who studied storms. His name was Professor Mendes. He was very interested in Catatumbo Lightning, which happens over Lake Maracaibo in Venezuela. Two weeks ago I visited Professor Mendes to see the lightning for myself. I arrived on a dark night and we watched the clouds, but sadly, we didn't see a storm. Luckily, I stayed there for five days and I saw storms on three different nights. In fact, storm clouds gather there most nights and there are about one million lightning strikes a year! Also, until recently, people thought that Catatumbo storms were different from other storms because they didn't hear thunder. I didn't hear any thunder myself. However, the storms happen over the middle of the lake, so they're far away. Professor Mendes explained that you can only hear thunder if you are near a storm. This is also the reason why the lightning looks pinkish-orange: because it is so far away. I took some awesome photos. Of course, you can't see them on the radio, but yesterday I put some photos up on our website for viewers to enjoy.

R: Well, Mariana, that is all ...

10 2.10 Unit 2, 2.4, Exercise 1

W = Will A = Abe

W: What's that noise? Abe, is that you?

A: It's blowing a gale out there. We had a bit of an adventure.

W: Really? Here. Have a towel.

Now go upstairs and put on some dry clothes.

A: But Dad, not now! I've taken a super cool photo for my blog. I just need to download and check it. And then post it.

W: OK, fine, but put this hoodie on then.

I'll make you a nice warm drink. So, tell me about it ...

A: I was walking in the park with Bea when we met Eren and Carla. They were playing with a frisbee, so I decided to take some photos. The sun was shining, and we were having a great time, so we weren't thinking about the weather. Then I noticed some dark storm clouds were getting closer. Eren was throwing the frisbee when suddenly lightning hit a tree near us, and I took a photo at the same time!

W: Here's your hot chocolate. Great photo!

A: Thanks, Dad. It started raining hard then and the wind got stronger too. We realized we weren't safe, so we all ran home.

W: Phew! Thank goodness you're home. Are your friends OK?

A: They're all fine. Yeah. That was completely crazy! ... Right, time to upload my work!

12 Unit 2, 2.4, Street Talk

P = Presenter N = Neal C = Cecile A = Affie J = James

P: Tell me about something funny that happened to you on holiday.

N: On a family holiday in Belgium, when I was maybe twelve or thirteen, my dad, who has always had a moustache, thought it would be sensible to shave it off, and he came into the room where we were all sitting and it turns out he basically has no top lip, and he was terrifying and we all ran into the room, shut the door, and he was just left on his own. And for the rest of the holiday, no one could really look at him or take him seriously 'cause he looked ludicrous, and then it took him at least two months to grow it back.

C: A few years ago I went on holiday to Mauritius to get some sun, but the weather was awful and it rained every day, so I just stayed most of my time in the hotel, which was a bit of a shame.

A: When I was about to take my first flight on my own, they changed my gate. I had no idea where I was. It was a huge airport in Munich. I was paralysed. I was running everywhere, asking everyone, 'Where is my gate?' And it turned out it was just in front of me, and I was just running around the airport with no idea where should I go, when I was actually in the right place.

J: I remember when I was four or five on a ferry to France on a summer holiday with my parents and I, apparently, got lost. They had to speak over the speaker phone to try and find me, the whole ship was looking for me and they found me in a cupboard with a bowl of sugar cubes, just sat there eating sugar cubes.

2.11 Unit 2, 2.5, Exercise 2

Would you like to wake up to the sound of wildlife all around you? Then join us at the Wild Adventure Activity Camp for thirteen- to seventeen-year-olds. Our summer camps are all about being outdoors. That's why our camps are all in different beautiful places. You can stay in the forest, near the beach or at the top of a mountain – we let you decide. Come and learn how to make a fire and cook a meal outside. Have fun sleeping under the stars and discover plants and animals that live around us. So what are you waiting for? It's time to find your wild side!

2.13 Unit 2, 2.5, Exercises 4 and 5

M = Milo P = Poppy

- M:** Are these your photos from Wild Adventure?
- P:** Yes, it was amazing. That's the sunset on the second day, so Tuesday. We made a fire and told stories when it was dark!
- M:** Cool. Did you really sleep outside?
- P:** No. We learnt how to make a shelter when we got there on Monday, but it was cold at night, so we slept in tents in the end. A girl in my tent liked listening to the wildlife in the forest, but I didn't hear a thing. I slept so well.
- M:** Ugh, it looks freezing!
- P:** Yes, but at least it wasn't raining. On Thursday night there weren't any clouds and we watched the stars. It was awesome.
- M:** And were there lots of spiders?
- P:** No, I think it was too cold for them. Honestly, Milo, it was so good to do something different every day. On Wednesday we walked up a path into the mountains to look for wild animals. Then we ate near a waterfall.
- M:** Did you see any bears?
- P:** No, don't be silly! But we found a cave where hundreds of bats were living.
- M:** Ah, now that sounds fun. I like bats.
- P:** It was. But the best day was the last day. We discovered unusual plants in the forest that you can use for medicine.
- M:** Great ... Er, have you got something for a headache?

2.19 Unit 2, Learning Experience 1, Exercises 4 and 5

S = Sam J = Jess

- S:** I don't believe it, Jess! Look at my bike!
- J:** Oh no, Sammy! Bad luck!
- S:** I always have such bad luck. It isn't fair. Nothing ever goes right for me!
- J:** I'm sorry.
- S:** What am I going to do? I can't get to school in the mornings without my bike!
- J:** Why don't you go on the bus with your sister?
- S:** No way! It's so slow. My sister leaves home forty minutes before me in the morning.
- J:** Well, why don't you buy some new wheels? How much do they cost?
- S:** I don't want to pay for new wheels. They'll probably disappear too, like the old ones. As I said, nothing *ever* goes right for me!
- J:** Come on, Sam! You need to keep calm. Breathe slowly and think again about what to do.
- S:** Sorry, Jess. You're right. Losing the bike wheels isn't the end of the world. Actually, it's lucky that I've still got the main part of the bike. At least new wheels aren't very expensive.
- J:** So, what are you going to do?
- S:** I guess I can carry it home. It's only a kilometre and the bike's lighter now than it was before!
- J:** How are you going to get to school in the morning?
- S:** On the bus. It's a slow, boring journey, so I want to be back on my bike soon. Maybe I can do jobs for my mum to get the money for new wheels. And I need to lock the wheels to the rest of the bike in the future. That way, it'll be difficult for someone to steal them again.

UNIT 3

3.06 Unit 3, 3.1, Exercise 8

B = Boy G = Girl

- B:** Mmm, I love ice cream!
- G:** Mm, me too. My favourite flavour's strawberry and vanilla. What's yours?
- B:** Honey and mango.
- G:** Really? That's an unusual flavour.
- B:** That's nothing. One time I tried pear and blue cheese!
- G:** No! What was it like?
- B:** It wasn't very good.
- G:** One time my dad ordered pepper flavoured ice cream.
- B:** Pepper?!
- G:** Yes, honestly. It was interesting – you know, hot and cold at the same time. And in the same shop they sold lots of unusual flavours like chocolate and chilli.
- B:** Ooh! That sounds good!
- G:** My mum had salt and vinegar flavour!
- B:** Really?
- G:** No, that one's not true, but the other ones are!

14 3.07 Unit 3, 3.2, Exercise 2

B = Bea A = Abe

- B:** Come in! Hi!
- A:** Good morning. Oh! Am I early?
- B:** No. Sorry, I've just got up. I haven't finished eating yet. Are you hungry?
- A:** No, I've already eaten. What's that?
- B:** Baked beans on toast.
- A:** I've never heard of anyone eating beans for breakfast. It looks kind of strange.
- B:** Have you ever tried it?
- A:** No, I haven't.
- B:** It's really good. Try some.
- A:** I've just eaten. Have you finished yet?
- B:** No. I haven't eaten my fried egg yet.
- A:** You've already eaten a plate of beans!
- B:** So? I love big breakfasts on Saturdays.
- A:** What's that?
- B:** It's brown sauce. It's great with chips.
- A:** With potato chips?
- B:** They're not chips, they're crisps. Chips are hot. I've never tried brown sauce with crisps ... Hmm, it's good. Try some.
- A:** Ah! That's the worst thing I've ever tasted!
- Ah! What's that?**
- B:** Have you never tasted tea before?
- A:** I've never had tea like that. It's so strong!
- B:** I'll be ready in five minutes.

3.16 Unit 3, 3.5, Exercise 4

My dad often takes me to car shows. We've been to places like Boston and Washington, and a few years ago there was an amazing show in New York. When we went in, there was this massive cake in the shape of a big yellow car. The top of the cake was like a Transformer robot from the movie. The baker from the cake shop was there and he told people about his baking. He and his team worked for four days to make the cake! It was really big, about three metres high, so there wasn't enough space in the shop and they made it outside! I was there when they cut the cake. There was plenty for everyone because it weighed about seven hundred kilos! I tried a piece. It was really tasty and sweet, but it wasn't very fresh. It had been there for a few days, so it was a little bit dry.

3.17 Unit 3, 3.5, Exercise 6

Today's competition is very special: you can win a cake from Zany Cake Bakery for your birthday. In fact, you can design the cake yourself, then they choose a winner ... and make your ideal cake! Anyone can enter the competition. You need to draw a picture of your perfect cake. Then send an email of your drawing to this address: orders@zanycake.com; that's 'zanycake' – all one word, no spaces.

The team at Zany Cake Bakery are very clever. They can make any cake you dream of! And remember, their birthday cakes usually sell for fifty euros, so this is an amazing prize. So what next? You've designed your cake and you've attached your picture to an email. There are two more things you need to do. First, choose a flavour. You can choose chocolate, coffee or vanilla. The chocolate one has fresh cream in the middle; the coffee one has tasty butter icing; and the vanilla one has a delicious strawberry jam filling. After that, there's one more important piece of information: tell them your birthday! Don't forget!

Finally, the closing date of the competition for all you cake-lovers. Send your entry by the end of this month – that's Friday the thirty-first of January.

One more thing: there's a special runners-up prize for five people: twelve fantastic cupcakes in your favourite flavour. So start drawing now!

17 Unit 3, 3.5, Street Talk

P = Presenter N = Nympha M = Miguel J = Jamie L = Liam

P: What's the best cake you've ever had?

N: I had a terrific cake, it was with a crumble crust, a little bit of whipped cream and then some very sweet strawberries on top of it. Delicious. It tasted very sweet. It was a little bit of heaven in my mouth.

M: The best cake I ever had would be something with chocolate and whipped cream and lots of calories.

J: There was like chocolate icing on the top and then it was very moist chocolate cake underneath it, and then there was a layer of raspberry jam in between another layer of chocolate icing. So, you had chocolate icing, chocolate cake, raspberry jam and chocolate icing, then more chocolate cake, and then more chocolate icing. I haven't been able to count all those different layers, but it was bellissima. Tasted like heaven. And raspberry and chocolate.

L: The best cake I have ever had was the same chocolate cake I would have every year growing up made by my mother. It was a moist chocolate, dark chocolate cake, really delicious, really soft, delicious chocolate.

19 Unit 3, BBC Culture, Exercise 5

Indian food Liverpool style, Part 1

This is Anjum Anand. She's a food writer and a chef born in London, but of Indian origin. In this series she travels to different cities in the UK to find a wide range of Indian food and flavours. She also teaches inexperienced cooks how to make great Indian food.

In this programme she's in Liverpool, where there's a large community from the Southern Indian state of Kerala. She meets Lynn Mitchell, who works for a hospital in the city. The plan is to take part in a local farmers' market to raise money for charity. Lynn wants to sell Indian food at the market. The problem is that Lynn has never cooked Indian food, so it's going to be a real challenge.

Kerala is in the south-west of India and is a popular holiday destination for British people. A lot of Kerala people have come to Liverpool in the last ten years to look for work. There are now over one thousand families there. Anjum is going to teach Lynn three traditional Kerala dishes – coconut chicken with ginger, which has a lovely, sweet flavour, delicious salmon wraps

with curry leaves and finally, rice noodles. Kerala specialties include a lot of fruit and fish. The cuisine is very light and healthy compared to other Indian food.

In Liverpool it's easy to find the ingredients for these dishes – Anjum can find all the fruit, vegetables and spices that she needs in special Kerala shops.

20 Unit 3, BBC Culture, Exercises 7 and 8

Indian food Liverpool style, Part 2

First, Lynn chops and fries up all the ingredients. When the dishes are ready, Anjum tries them. They are really tasty! Lynn hasn't made any mistakes yet.

'Mmm, that's amazing!'

'That's perfect!'

'Oh fantastic!'

Now they're both ready to take the food to the market with Lynn's daughter. More than 5,000 people visit Liverpool's monthly farmers' market. Indian food is very popular, but the question is, will the local people like these Kerala specialties? At first, things are not easy – people are not sure. It's the first time Lynn has ever cooked outside and she's very nervous. But then things change – people seem to love the food and soon all of it has gone!

'Beautiful!'

'Mmm, tastes lovely!'

'That is excellent – but very hot!'

Since she began this project, Lynn has learnt a lot about cooking Indian food and they have raised lots of money for charity. Lynn's really, really happy! So, what do the British really eat? Kerala food – at least in Liverpool they do!

PROGRESS CHECK UNITS 1–3

3.22 Progress Check Units 1–3, Exercise 7

1

Ali:

At school, I try to eat food that is good for me and full of fresh ingredients. The school uploads the menu early in the morning and sends a link, so you can read it on your phone. For each dish, it tells you what the ingredients are and how the food is cooked: for example, if it's fried, boiled or roasted. So, I can choose something healthy before I even get to lunch. Then, I've got time to think about what sauces and flavours I can add to the dish to make it really delicious!

2

Sonya:

We usually eat in the school canteen, but yesterday it was sunny, so we decided to have lunch outside for a change. We bought sandwiches and sat on the grass to eat them. I had a chicken and salad sandwich and a mango juice. It's strange, but I think eating outside makes the food taste better! We chatted and took some pictures to post on social media. It was fun.

3

Tim:

People talk a lot about healthy eating, but I think it's also important to enjoy your food. The chips are delicious at school. They also have a lot of energy, which is important for me because I play a lot of sports. I usually choose to have meat with my chips. So far this week, I've had sausages and beef. I need to eat more vegetables, but I haven't had any yet this week because I didn't like what was on the menu: fried mushrooms on Monday and roasted sweet potato on Tuesday.

4

Ian: On a school day, I get up at 6 a.m. to make sandwiches. I like making fun and interesting ones. For example, yesterday I made a tuna sandwich, but I also added fresh pineapple and some raw onion, chilli and garlic. While I was preparing it, my brother came into the kitchen. When I told him what I was making, he made a funny face and said that a sweet and spicy sandwich was very strange. But at lunchtime, all my friends wanted to try it and they said it tasted delicious.

5

Barbara: Most days I go home for my lunch because I live near the school, but the walk makes me hungry. Usually, Mum or Dad are at home and they prepare me something. But yesterday they were both out. I've never really cooked before, so I just ate something quick and easy instead: a piece of fruit and a packet of nuts! They're so good for you and full of energy that just a few can fill you up.

UNIT 4

4.02 Unit 4, 4.1, Exercise 4

1

M = Man W = Woman

M: There's only one thing to do.

W: What's that?

M: Dance!

2

The helicopter is on fire! We have to jump!

3

G = Girl C = Cartoon

G: What are you?

C: Half duck, half cat. I'm a dat – half duck and half cat. Quiaow!

4

Is she a person or a robot? It's so hard to tell in the twenty-second century.

5

I loved you then. I love you now. I'll always love you.

6

It's spring and the birds have returned to the garden.

21 Unit 4, 4.1, Street Talk

P = Presenter J = Jaycee Jay = Jay

P: What's your favourite TV series?

J: Yeah, I've got a few British TV series that I like. I like the one called *Not Going Out*. It's like a short sitcom. So, there's two people sharing the house together, they're housemates, and they got friends. It's just general life things really. They go to work; they share a house. It's quite funny, so it's nice and relaxing to watch that.

Jay: I've recently been watching *Wolf Hall*. *Wolf Hall* is a TV series that depicts the Tudor era about Henry VIII, starting from Henry VIII and the numerous wives that he had in search for a son. Because, I suppose, because I have studied British history of that period, the Tudor, Tudor time especially.

23 4.10 Unit 4, 4.4, Exercise 1

A = Abe B = Bea

A: Hi, Bea, I've signed us up for the Take 3 Video Challenge.

B: You mean just us or Carla and Eren too?

A: All of us. I think we'll have lots of fun making a short video. I had come up with a great idea before I read the information properly, but now I realise it wasn't really good enough.

B: Why not?

A: First it can't be more than three minutes long. We also need to include: a song, a postcard and an interview.

B: A song? How about ... I know! I saw a film about this girl who wanted to be a star ... She hadn't had any acting classes, so ... when she auditioned for a part she couldn't act or ...

A: Good idea! What about singing? Had she had singing lessons?

B: No – she hadn't!

A: That part would be perfect for Carla. She loves singing ... badly!

B: Very funny. You know she didn't get a part in the school play last month, so she'll love this!

A: Great, let's give her a call ...

4.11 Unit 4, 4.5, Exercise 2

P = Presenter B = Bruno

P: Hello. In this series we're hearing about festivals that are special to you and your friends. In the studio today we've got Bruno. Bruno is sixteen and his parents come from Brazil. He was born in the United States and goes to school here. He speaks English at school and Portuguese at home, and he's here to tell us about his favourite festival. Hi, Bruno, and welcome to the show.

B: Hi.

4.12 Unit 4, 4.5, Exercise 3

P = Presenter B = Bruno

P: So, the Junina Festival takes place every year – in June, of course.

B: Yes, it's a huge family party for me. The festival is at the end of winter in Brazil, but it's summer vacation for me, so I visit the family. It's the perfect chance for a huge family party. We enjoy doing things together, especially my little sister Maria, who loves dress-up. We all do!

P: What fancy-dress costumes do you wear?

B: Well, they're country clothes – the sort of thing people wore when they worked on the land. The boys wear jeans and checked shirts with straw hats that protect your head from the sun. In the past the girls wore party dresses, but now they're also beginning to wear jeans with a shirt; and they paint freckles on their faces.

P: Mhm ... Now, I've heard that there are a lot of games.

B: Yes, last year there were some funny races and games. I ran in an egg race – I had to carry an egg in a spoon while I was running! It was very difficult! In one of the traditional games you go fishing with small toy fish. In another game, you send a message to somebody, but you don't say who you are. It's fun.

P: What about the music? Is it like a carnival with dancing in the streets?

B: Not at all. It's traditional music that celebrates life in the country. We do a traditional square dance with partners. Old and young people do it and it's lots of fun.

P: And the food?

B: The food is brilliant. Corn was the food people had at the beginning of winter, so there are a lot of corn dishes. There's popcorn, of course, a corn cake which is nice and sweet, and a type of corn pudding – I think that's the dish I like most.

P: That all sounds delicious! Well, thanks for sharing, Bruno. Now it's ...

4.17 Unit 4, Learning Experience 2, Exercises 4 and 6

L = Layla C = Connor E = Ed T = Tessie

- L:** Hi, guys. Thanks for coming to the meeting. I've got some good news. Three people have volunteered to help.
- C:** That's great!
- L:** Yes. So now we need to decide the type of event. Let's see if the volunteers have got some skills that can help.
- T:** Good thinking.
- C:** There's a guy who's in a band. How about having a music concert?
- E:** I really like that idea! A music concert on the school field!
- T:** Cool!
- L:** OK, let's vote. Who votes for a music concert? Everyone! OK, perfect. Now we need to make a list of all the jobs that we need to do. Let's start with tasks to do before the event ... OK, now we've got a list of jobs, let's decide who's going to do what. Tessie, you're good at maths and you're organised, can you print and sell tickets for the concert? The money will be safe with you!
- T:** Sure.
- L:** Thanks, Tessie.
- E:** And that volunteer, David, can invite some bands to the concert. He plays in a band, so he probably knows lots of musicians.
- L:** Good idea, Ed. And we need someone creative to design the tickets and prepare the field before the concert. Connor, can you do that?
- C:** OK, that'll be a fun job. And the volunteer who's good at art, Stanley, can help me. The sports field will look amazing, I'm sure!
- L:** Then, we need a couple of strong people to move tables and equipment. How about you, Ed?
- E:** Yes, I'm happy to do that.
- L:** Thanks. And why don't we ask the other volunteer, Lucy, to help you set up the field? She's a rugby player, and people who play rugby are usually very strong. We can ...

UNIT 5

5.02 Unit 5, 5.1, Exercise 6

K = Ken S = Sandi

- K:** OK, so the Olympic Games are taking place soon and here to talk about it is our sports journalist Sandi Awobi. Sandi, which are the most surprising Olympic sports, in your opinion?
- S:** The one that surprises me the most is skateboarding. I mean, I knew snowboarding was in the winter Olympics, but I didn't know skateboarding was in the summer games.
- K:** Which sports are not in the Olympics?
- S:** It changes. For example, baseball was in the Olympics in Beijing in 2008, it wasn't in 2012 or 2016, but now it's back for the next Olympics. Surfing has never been an Olympic sport before, but it's also in the next Olympics. It's the same thing with climbing: it was never an Olympic sport, but now it is. Skating is in the Olympics, but only ice-skating in the winter games; so roller skating is not an Olympic sport – for now, anyway.
- K:** In Rio in 2016 there was a lot of talk about yoga becoming an Olympic sport, wasn't there?
- S:** Yes, but it never happened and I'm not surprised. I mean, is yoga really a sport?
- K:** Maybe not. Which sports have been in every Olympic Games?
- S:** That's a difficult question. Um ... I think athletics, cycling, swimming and gymnastics have been in every summer games, but I'm not one hundred percent sure of that.

26 Unit 5, 5.1, Street Talk

H=Holly Ch=Chee R=Reema

Ak=Akshay M=Mary A=Annette

- H:** I like all sorts of things, really. I'm, like, on my way actually to a yoga class right now, and I recently joined a health club near my home, so I'm doing classes like spinning, the circuits, step classes and stuff like that.
- Ch:** I quite like jogging, and, or strolling. It depends what mood I'm in. But I like exploring the green and that kind of calms me down and relaxes me quite a lot. I quite like badminton. I haven't played it in a long time, though. It does get my heart rate going. I'm not perfect at it, but it makes me happy and I also enjoy bouldering, which is like rock climbing but it's like man-made rocks, does that make sense? And yeah, that's quite fun.
- R:** I love baking. So that's what I try and do over weekends or whenever I have the free time and I love to sing. I try and do that once a week where I, where I have a group of guys who love doing the same and we get together once a week and spend, like, a couple of hours singing. Yeah.
- Ak:** And as she loves baking, I love eating the stuff that she bakes.
- M:** I'd love to learn self-defence, some kind of self-defence sport. But I've never really pursued that dream, so maybe I'll do that in the future.
- A:** I really would like to learn volleyball.
- Ch:** So I'd really like to try skydiving. That's, oh, I'm really scared of heights, actually, but I'd really be proud of myself if I tried skydiving.
- H:** I'd like to try water skiing. I've never done it but it looks very difficult, so I'm not sure how good I'd be.

27 5.06 Unit 5, 5.2, Exercise 2

A = Abe B = Bea C = Carla

- B:** You're wet.
- A:** It's raining. I'm doing the 5K Fun Run next month so I need to train or I won't be able to finish. But they say it's going to rain all week.
- B:** Are you really going to run 5 kilometres? It's hard. Carla's coming round to do our fitness class. It starts in ten minutes. Do you want to do it with us?
- A:** Er, fitness class? Will that help me run 5K?
- B:** Yes, it will. Come on, you'll enjoy it!
- A:** OK, I'll do it.
- B:** Right, this is going to be fun. First, skipping.
- A:** I can't do it!
- B:** I'll show you.
- C:** Maybe you'll do better with this.
- A:** I'll fall off.
- C:** No, you won't. Oh!
- B:** OK, I'm sure you'll manage this.
- A:** This is tough. This is going to kill me!
- B:** Abe! What are you doing?
- A:** I'm going home. And you know what? I'm never going to complain about running in the rain again!

5.11 Unit 5, 5.5, Exercise 4

P = Presenter C = Callum M = Megan

- P:** Don't forget, the BBC TV Sports Personality of the Year Award is next Sunday at seven o'clock. You've still got time to vote! What are you waiting for?
- C:** Who are you going to vote for?
- M:** Marcus Rashford.
- C:** Who?
- M:** Marcus Rashford.
- C:** Is he an athlete? No, a tennis player.
- M:** No, he isn't. You know who he is. He's a footballer. He plays for Manchester United and England.
- C:** Oh, yeah, that's right. Why are you going to vote for him?

He's not the best sportsperson in the UK. I mean, he's not even the best footballer in the England team. He's good, but Harry Kane's better.

M: What do you know about Marcus Rashford?

C: Let's see ... He was born in 1997, he joined Manchester United when he was only seven years old, he's an attacker, he wears the number ten shirt for his club and number eleven for England. He played his first match for Manchester United when he was eighteen years old and he scored two goals. The English manager, Gareth Southgate, compared him to Cristiano Ronaldo.

M: OK, Callum, very good. Now put your phone down and listen. The award isn't just about who's the best athlete or who's won the most tournaments or who scores the most goals. It's about who has the best personality, who has done the most.

C: OK, so why vote for Marcus Rashford?

M: Because apart from being a great player, he's a great person.

C: Why? What's he done?

M: Well, he started up a charity and people gave that charity over twenty million pounds, and with that money they bought three million meals for four hundred thousand hungry school children. Then he wrote a letter to the government and got them to provide free school meals for children during the summer holidays.

C: That's amazing! I didn't know that.

M: That's not all. He also helps people who have nowhere to live.

C: Wow!

M: He's really kind and he's intelligent, too. He learned sign language so he could judge a poetry competition in a school for deaf children.

C: Awesome!

M: The University of Manchester gave him a special award and his photo was on the cover of Vogue magazine!

C: You're right, Marcus Rashford is great. There's only one problem.

M: Oh yeah? What's that?

C: He's not on the list of candidates.

M: Oh no! Why not?

C: Because they're giving him a special prize for everything he's done.

M: Really? Are they? That's fantastic!

▶ 30 Unit 5, BBC Culture, Exercises 5 and 6

The Highland Games, Part 1

The Highland Games are a very old tradition. They were set up as a way of bringing together Scotland's historical families. They capture the cultural life and sports of this magical nation. They include the colours and symbols of a culture that almost disappeared but is now stronger than ever. The Highland Games are a meeting place of strength, speed and celebration. Today on sports grounds, farmers' fields and city parks across this country, they are Scotland's very own Olympics!

This is the village of Ceres. It is home to Scotland's oldest Highland Games. For centuries the whole village has gathered for this annual summer celebration. For the people of Ceres, it's a day as important as Hogmanay – New Year's Eve in Scotland – or Christmas.

▶ 31 Unit 5, BBC Culture, Exercises 7 and 8

The Highland Games, Part 2

The Highland Games are a mixture of fact and fantasy. They are a unique blend of sport and culture. There is highland dancing, bagpipes and drums, and there is a series of sports too. There is usually athletics, sometimes cycling and wrestling but always the 'heavy events'. These include the stone shot, the hammer throw and tossing the caber.

At most games the caber is people's favourite sport. It's the final event and a symbol of the Highland Games. The caber is about six metres long and weighs around fifty-five kilograms. Competitors have to throw it, then flip it over and the caber has to land flat. If it lands absolutely straight, it's a perfect throw.

The Highland Games are now also celebrated outside Scotland, in the USA, Canada, Australia and the Far East. These games are organised by families who emigrated from Scotland. The biggest Highland Games in the world take place here, in the Blue Ridge Mountains in North Carolina. They last over four days and 22,000 people come every year to enjoy this traditional Scottish event of their ancestors.

The Highland Games are the most visible display of Scottish identity that you can imagine. They are about competing, of course, but they are also about community, keeping tradition alive and making time for old friends. If you come, you won't regret it.

UNIT 6

▶ 6.04 Unit 6, 6.1, Exercise 5

There isn't much crime where I live. It's not like in the movies, where there's a bank robbery or a burglary every five minutes. I once saw someone shoplifting in our local supermarket, and there is some vandalism – you know, silly vandals painting graffiti on walls or kicking the bins in the park, but that's about all. There's more crime in big cities. Once, when my sister was in London, a pickpocket stole her purse from her backpack and a friend of mine saw a thief on a motorbike who took a woman's handbag as she was walking along the pavement.

▶ 6.12 Unit 6, 6.4, Exercise 3

S = Speaker SH = Sherlock Holmes

S: Name one thing which you would rescue in a flood.

SH: One thing that I would rescue is my violin.

S: Name one person who you always have fun with.

SH: My colleague, Dr Watson, is the funniest person I know.

S: Name a place where you like to relax.

SH: One place where I like to relax is Regent's Park.

S: Name one food that you often eat as a snack.

SH: I like to eat egg sandwiches at any time of the day.

S: Name the teacher who helped you the most.

SH: Mr Kettering, who was my Science teacher, was the most helpful.

S: Name a place where you want to go in the future.

SH: New York, where there are lots of crimes to solve, is a place I'd love to visit.

S: Name a person who always listens to you.

SH: My landlady, Mrs Hudson, is a person who always listens to me.

S: Name an object that you loved when you were small.

SH: A magnifying glass, which my grandfather gave me, was my favourite object.

S: Name a song which you can't stop singing.

SH: *In Dublin's Fair City*, which is popular in the streets at the moment, is in my head.

S: Name the time of day when you work best.

SH: The evening is the best time for me.

▶ 6.14 Unit 6, 6.5, Exercise 3

P = Presenter K = Katrina

P: Good morning! In today's podcast we meet teenagers who are helping their communities to fight crime with the help of the internet. First up is Katrina.

K: Well, this happened a couple of months ago. My mum and I went to the shops, but we were only there for about an hour. When we got home and opened the front door, we immediately knew that something was wrong.

6.15 Unit 6, 6.5, Exercises 4 and 5

K = Katrina

K: The house was really cold. We went through to the kitchen. The window was open. 'Burglars!' said Mum and she sat down. Her face was white. I ran to my room. My laptop was missing. I was really upset because it was a birthday present. I called the police and they came almost immediately. We told them that my laptop, my new smartwatch and Dad's digital camera were all missing. They started looking for clues. They took fingerprints and photos. Then they searched the area behind the house, but they didn't find anything.

Anyway, later that day I told my friend Mia about the burglary. 'I heard some people in the park talking about a watch,' she said. 'They wanted to sell it "quickly" on the internet.'

Mia and I got our phones out and started looking online. We checked the posts of some people we know from the park and we found a comment and a photo about a watch for sale. It was my watch! I pretended I wanted to buy it and got the seller's name and address. Ten minutes later, the police were at the guy's house. They arrested him for burglary.

I'm pleased that social media helped to solve a crime and that I got my smartwatch back. But it's a pity they didn't find my laptop or Dad's camera!

6.16 Unit 6, 6.5, Exercise 6

P = Presenter

P: Thanks, Katrina. Now, on Sky Radio we'd like to help you find your dad's camera and your laptop. If you're listening this morning, perhaps you could call us if you hear anything about it. The items were stolen on the second of October, sometime between three and five o'clock in the afternoon. The make of the digital camera is Nikon D610 – that's D610. The laptop is an HP Omen. If you hear about it, the number to call is 07836 198 477 – that's 07836 198 477. There's a reward of twenty pounds for anybody who finds either of those things. Thanks a lot, and now it's time for the weather ...

35 Unit 6, 6.5, Street Talk

P = Presenter F = Faye M = Melissa Sh = Shaun Sa = Sarah K = Kenneth

P: What would you do if your phone was stolen?

F: If my phone was stolen, which it has been in the past, I would be upset about it. I would look for it and try to see if I have it on me. But if not, because I'm not attached to technology, I'd probably go another two months without a mobile phone.

M: If my phone were stolen, I'd go straight to the police station.

Sh: If my phone was stolen, I would go to the police station and I would also buy a new phone.

Sa: If I had my cell phone stolen, I would probably go to the nearest police station.

K: I also might see if anyone had returned it anywhere, but accept that I'm probably not getting it back so buy a new one.

P: What would you do if you saw someone shoplifting?

F: If I saw someone shoplifting at a store that I worked at, I would, after like, watching them and understanding what they're doing, I would approach them and ask them to put what they'd taken back and if not, I would call someone of authority.

Sa: If I saw someone shoplifting, I'd probably go tell the nearest cashier or worker for the store.

M: If I saw someone shoplifting, I'd probably go to an employee to inform them.

Sh: If I saw someone shoplifting, I would not do anything at all. I would mind my own business. Most likely.

P: What would you do if you saw someone vandalising something?

Sa: If I saw someone vandalising something, I would call the police.

K: Yeah, I'd call the police as well.

PROGRESS CHECK UNITS 4–6

6.21 Progress Check Units 4–6, Exercise 6

My name's Melanie and I'm crazy about tennis. One day, I'm going to be a professional tennis player and win a gold medal. I need lots and lots of practice. I have training three days a week and every weekend. I want to be the best young tennis player in the country, so I have to work as hard as I can.

My coach often comes to my training. She's coming tomorrow to help me build my strength and skill. First, I'll stretch and warm up, then we'll play a game. She'll tell me the things I need to do better and we'll practise them together. At the moment, the biggest problem is keeping my balance. Sometimes I fall over when I try to hit a difficult ball from my opponent because I'm not quite fast enough.

People often ask why I took up playing tennis. I'd played tennis at school a few times, but I didn't really take it up until a friend invited me to his house. He livestreamed an international tennis tournament for us to watch. That was the first time I saw the most famous female tennis player in the world: Serena Williams. I just loved how she played and I started taking tennis lessons the following week. Serena is the person who inspires me to work on my strengths and look for ways to be better every day.

I'm lucky because my coach is one of the best. If all goes well and I keep working hard, in a few years' time, I'll be playing in international tennis tournaments and winning matches.

UNIT 7

7.11 Unit 7, 7.5, Exercise 4

I've got a half-brother, Finn, who is disabled. He was born with cerebral palsy and he finds it difficult to move around and do things for himself. This means he spends most of his life in a wheelchair. Simple everyday activities like getting dressed and getting ready for school can take a long time. When Finn was young, he hated this and often got very stressed. If he didn't want to go to school, he would shout and cry.

Then, three years ago, when he was nine, Finn got an assistance dog and he named her Nala. Since then, his life has changed a lot. Nala is a very intelligent dog who understands Finn and knows how to help with many different activities. For example, Finn hates putting his shoes on, but Nala can get his shoes or slippers and put them near his feet, which makes him smile. Then he will put his shoes on quite happily. If Finn didn't have Nala, he would never be ready for school on time! She's his best friend too.

7.12 Unit 7, 7.5, Exercise 6

A couple of years ago my stepmum started working as a puppy trainer for assistance dogs. Her job was to teach young dogs a range of skills they would need in order to help people with disabilities. When I was little, she explained that when assistance dogs get older, they will help people, usually those who are disabled in some way. Mum told us that it was not like having a pet because the dogs only stay for about a year. It's very difficult to say goodbye when they go to their new owners. I found that really hard and sometimes cried. The good thing is that we often get letters telling us how much the dogs are helping their new owners.

Prince is different. He's my dog and I trained him – with a bit of help from my stepmum. I have a condition called Asperger's, which is not exactly a disability; for me, it means that I find it hard to deal with meeting people. Prince, who is really calm, helps me to be more confident so I can make new friends. I've got a lot better since I had Prince. He doesn't come to school, but he's always waiting when I get home. He's definitely part of our family now!

40 Unit 7, 7.5, Street Talk

P = Presenter C = Corrine

P: Tell me about a time you got a pet.

C: I really wanted a pet dog when I was a little child and I would always ask my parents for one, and finally, when I was ten years old, they got me a pet dog named Jet and he was just a tiny little puppy, he was a little black Fell Terrier. And then when he was about two years old he ran into the road and he got hit by a car and I came home from school that day and I was crying, I was so upset. He had to go to the vet's and finally he came home with a cast on his leg which he had to wear for a long time, and he cost my parents something like 2,000 pounds in vet bills.

42 Unit 7, BBC Culture, Exercises 5 and 6

Arctic life, Part 1

This is the Arctic. For half of the year, the sea here freezes into ice, and temperatures can be minus 20 degrees. What is life like for the families who live in this extreme landscape?

This is a village in the Canadian Arctic. Seven hundred people live here.

'People say it is a hard life here but it seems normal for me. It's not a hard life. It's a beautiful life.'

Minnie is 63. She has lived in this village all her life. People here still have to get most of their food from the land – and from the sea, under the ice. If they didn't do this, they wouldn't survive. Minnie is teaching her granddaughter Eva how to fish. But tomorrow they are going on a dangerous journey to find another type of food.

Minnie, Eva and Minnie's sister Siassie get up early and travel far across the sea ice. It looks like there is nothing here, but Minnie knows where to find food. The women in her family have collected food like this for generations. Today is Eva's first time.

43 Unit 7, BBC Culture, Exercise 8

Arctic life, Part 2

The women are now sixteen kilometres from the land, out on the frozen sea. This is the place where they'll look for food. They make a hole. There is no seawater under the ice at this time of the day. It's safe to go into the ice cave – for now.

'Siassie, it's a good cave. Eva, come down.'

But the women have to work very quickly. The ice above them can move at any time. It might fall on them. More importantly, the seawater will return in only half an hour. But Minnie has found the thing that she came for. Shellfish – thousands of them. The family can cook them to make a good winter meal. But they've been down in the cave for twenty minutes now. They can hear the seawater coming back.

'It's coming in fast now.'

'Should we get out?'

It's time to go. But this is the most dangerous moment on the trip. The ice above them is moving again. Will it close the hole that they made in the ice? Will they get out?

'Eva, quickly now, the water's coming.'

They're safe. The cave is now full of water. The women can take the food back to their community.

The family enjoy the meal together, and Eva has learned some important skills from her grandmother. The tradition continues.

'I learn by following you. I like to learn from you. Yes.'

UNIT 8

8.04 Unit 8, 8.1, Exercise 5

1

G = Girl B = Boy

G: Come on, the train station's not far away! You can make it!

B: Yeah, yeah. I'm coming. Why is my backpack so heavy? Why's it so hot in this country? Can't we take a taxi?

2

W = Woman M = Man

W: I've got the map and the guidebook, so we're ready to explore Paris. Let's go!

M: Oh, wait! I haven't got my passport with me. It's in my suitcase!

W: Don't worry. I've got it.

M: Oh, no, I've forgotten my sunglasses!

3

M = Mother S = Son

M: Right, darling. Here we are! Now put on some sun cream and ...

S: I've already done it.

M: Have you got your swimsuit on?

S: Yes.

M: Now here's your towel. Oh!

S: What is it?

M: I've forgotten to bring my swimsuit.

4

B1 = Boy 1 B2 = Boy 2

B1: OK, that's the tent up and the sleeping bags are inside.

B2: It's brilliant here. Much better than a campsite. It's so quiet and peaceful.

B1: Yes, it'll be really dark later on. Did you bring a torch?

B2: Yes, it's in my rucksack. I've got spare batteries, too.

44 Unit 8, 8.1, Street Talk

H = Harry C = Cecile J = Jan T = Tasha

H: On a backpack, on a backpacking holiday with friends I should take a backpack. I should also take strong walking boots or shoes, obviously, if I'm gonna be walking a lot, and I should be taking a tent for staying around wherever I'm staying.

C: When you go backpacking with friends, you, I always remember to bring sunglasses and an umbrella, and suntan lotion, and anti-mosquito products or any other insects. And that's about it.

J: When you are backpacking you have to take medicine and sleeping bag.

C: On a city break to Dublin I would take my camera and good shoes to walk around the city and an umbrella, 'cause it's Ireland.

H: My advice for packing for a cruise around the Mediterranean would be to take sun cream and a large, brimmed hat so you can keep yourself safe from the sun and not get sunstroke.

J: When you go on a cruise you have to take your bikini, your... a book, a good book, something to write, and maybe sun cream, very important. And maybe your camera, if you want to take some pictures, and I think it's the most important thing.

C: For a cruise on the Mediterranean you must take, obviously, your sunglasses, and then bikinis and that's all you need.

T: So if you're going, like, abroad on a cruise ship or whatever, you must take your passport, get visas, valid cheques, and all your essentials.

45 8.07 Unit 8, 8.2, Exercise 2

B = Bea A = Abe

- B:** I'm so excited about this boat trip.
A: Hmm ... Do we have to sleep on the boat?
B: Yes. Oh! That reminds me – we have to get something from upstairs.
A: What's in this box?
B: Wait and see. We should take sleeping bags. It can get cold at night. And you ought to take these to help you swim. Seriously, you shouldn't forget your swimsuit, but you must have a shower after swimming in the canal. The water can be dirty.
A: Do we have to wear life jackets?
B: No, if you're fourteen or older, you don't have to wear a life jacket, but you must be careful, and you mustn't do anything silly.
A: Is there anything else I ought to know?
B: You should bring a torch and mosquito spray.
A: Seriously? Mosquitoes?
B: We have to clean the boat three times a day. And there must always be one person awake at night, so we'll have to take turns. Two hours each.
A: Please tell me we don't have to do that. Oh, you're joking!

8.13 Unit 8, 8.5, Exercise 2

P = Presenter M = Mike

- P:** Thanks for coming to talk to us, Mike. Now, can you explain what you do?
M: Yes. I organise holidays for teenagers who need help when they're travelling because they can't see.

8.14 Unit 8, 8.5, Exercises 3 and 4

P = Presenter M = Mike

- P:** Why did you decide to help in this organisation?
M: Well, I've always loved travelling, and once I was on holiday in South America and I met an amazing girl who couldn't see. She was on holiday with her parents and cousins, and they helped her to climb this really high mountain. It made her very happy because she couldn't do it on her own. I decided I wanted to help people to have a good holiday.
P: And what holidays do you offer?
M: Oh, we've got something for everybody – from city breaks and beach holidays to activity camps. On our activity camps we offer sailing, hiking and cycling. We've got special bikes with two seats. They're popular with kids who can't go cycling at home because they don't have the right bikes.
P: It must be difficult to travel to a place when you have problems with your sight.
M: It can be. We plan the journey carefully so that people feel safe. But we also want it to be exciting – the journey is as important as the holiday.
P: Is it easy to find accommodation?
M: Not always. Some hotels don't understand the difficulties our travellers have.
P: What do you mean?
M: Well, it depends, but ... for example, a blind person can't read a menu. Eating can be very frustrating too. Also, he or she can't read the number on their key or the door to the room. Hotels have to understand that.
P: What are the most popular holidays?
M: Both winter and summer holidays are popular, but I think our summer activity camps are the most popular because we offer sailing. Everybody loves the sun on their face and the fresh air. It's a very exciting experience.

8.21 Unit 8, Learning Experience 4, Exercise 3

C = Charlie H = Hannah

- C:** I'm going on holiday with my family next week.
H: Lucky you! Where are you going, Charlie?
C: Scotland. We're catching a train from London to Edinburgh on Monday.
H: Why are you going by train and not by car?
C: We're trying to be eco-friendly. We haven't got an electric car and petrol cars produce a lot of air pollution.
H: But your car is very small and light. It doesn't use much petrol.
C: It isn't as bad for the environment as a big heavy car, but it still produces a lot of greenhouse gases.
H: Maybe you could rent an electric car. They're better for the environment.
C: You're right, electric cars produce a lot less air pollution than petrol cars, but I think it would be too expensive to rent one for a week. And anyway, the train is quicker: it only takes five hours. By car, it takes seven.
H: Well, if you want to use public transport, why don't you go by plane? You can fly to Edinburgh in only 90 minutes.
C: Yes, but planes are terrible for the environment! Flying from London to Edinburgh and back could produce more greenhouse gases than someone in Uganda produces in a whole year!
H: Really? So, are planes the least eco-friendly choice?
C: Not always. If there's only one passenger in a car, a car can be even worse than a plane. But there are four people in my family and four passengers in a car is better for the environment than flying.
H: What are you going to do when you're in Scotland? Are you going to stay in the city of Edinburgh the whole time?
C: No, we're going to take our bikes on the train and cycle from town to town.
H: I guess all types of transport without an engine are eco-friendly?
C: That's right. Bikes, skateboards, sailing boats – they don't produce any greenhouse gases. Walking doesn't either.
H: Your holiday sounds fun. It'll make you fitter and it won't be bad for the environment.

UNIT 9

9.06 Unit 9, 9.2, Exercise 2

D = Daisy M = Mum

- D:** Hey, Mum. Guess what.
M: What?
D: Jack told Mrs Walker that we were starting a debating club.
M: Oh, good. What did she say?
D: She said that was a great idea.
M: Excellent!
D: I told everyone I was looking for some good topics to discuss.
M: Perfect!
D: And Tom said we needed to make a poster to advertise it.
M: Of course!

50 9.11 Unit 9, 9.4, Exercise 1

B = Bea C = Carla

- B:** Thanks for letting me interview you.
C: No problem. I know you need articles for the school news blog.
B: So, I've got a list of questions about your Portuguese course. Is it OK to record the interview?
C: Of course. Go ahead.
B: OK, then. Have you done any online courses?
C: Yes, I've just finished an eight-week course in Portuguese.
B: That's so cool! Why did you choose to learn Portuguese?
C: Well, I know some Portuguese, but I wanted to practise speaking. We're going to Brazil in the summer, so I'd like to chat with my cousins.
B: Lucky you! Er, who was your tutor?
C: She was my dad's friend. She helped me a lot.
B: Was it easy to learn a language online?
C: Yes, and the lessons were interesting. I learnt some salsa moves and I made things. Just a minute ... How cool is this?
B: Wow! That headdress is amazing!
C: Can I ask you a question now? Why do you ask so many questions?
B: Because I'd like to be a journalist one day. Do you want to listen to the interview?
C: Sure.
B: Oh no! I don't believe it! I forgot to press 'Record'!
C: Really?

9.12 Unit 9, 9.5, Exercises 2 and 3

1

T = Teacher E = Eva

- T:** Right. The test will start in two minutes. Your mobile phones should be switched off. Please put them in the box on my table. Then I'd like you all to sit quietly. You can use the dictionaries on your tables. Eva, can you come here, please? I need some help.
E: Yes, Sir.
T: Here are the papers.
E: OK.
T: Eva is going to hand out the papers for you. Oh, be careful, Eva, don't drop them ...
E: Oops! Sorry.

2

M = Max T = Teacher

- M:** Sorry I'm late, Miss. I had a dentist's appointment.
T: Well, Max, the rest of the class have gone on the trip to the Natural History Museum. Did you sign up on the list?
M: Yes, I did, Miss. But then, erm, I forgot all about it ...
T: Well, sorry you've missed out on the trip. Your classmates are on the way to the museum. They left five minutes ago on the school bus. I know: you could do a bit of research about the things in the museum that interest you. You need to look up the website online – I'll put the address on the board.

3

T = Teacher I = Ivan

- T:** So, before you can go on summer camp, we need to have all the correct information for you. I hope your parents filled in the forms and signed them. Can you make sure you hand them to me after the lesson?
I: Sir?
T: Yes, Ivan? What's the problem? Did the dog eat your form like it ate your homework?
I: No, Sir. It ... erm ... it got wet.

- T:** Oh. Well, who did that? Did you spill your drink on it? Or drop it in the sink?
I: Nothing like that. Er, I left it in my trouser pocket when I put them in the washing machine.
T: OK, Ivan. I'll get you another form. But don't give it to the dog!

4

T = Teacher M = Magda

- T:** Class, please can you pay attention, while I'm writing on the board?
M: Sorry, Miss.
T: What were you doing anyway? Were you writing secret messages?
M: No, Miss. Anya and I were just making notes about the homework, the one where we had to work in pairs. It was the last question and we had a good idea.
T: Show me your book then. Oh, OK.

9.14 Unit 9, 9.5, Exercise 5

1

T = Teacher B = Boy

- T:** Who's ready to hand in their essay?
B: I've just finished it.
T: Great ... but you've only written one paragraph! It's too short.

2

G = Girl T = Teacher

- G:** Are we going to look over the test results now?
T: Yes, we are. Did you revise for it, Hannah? You got five out of twenty answers!

3

T1 = Teacher 1 T2 = Teacher 2

- T1:** Did the students get on quietly with their projects?
T2: No, they didn't. There was a fire alarm in the middle of the lesson!

4

B = Boy T = Teacher

- B:** Here, come here!
T: Can everybody calm down, please?
B: Yes, Miss.
T: Now, what's going on?
B: There's a cat in the classroom, Miss. It came in through the window.

51 Unit 9, 9.5, Street Talk

P = Presenter Ja = Jacqui AJ = AJ S = Sophie

Jo = Jonathan C = Celia

- P:** Tell me about your first school and your first teacher.
Ja: My first school was All Saints School, it was a little Church of England school and it was my favourite little primary school ever. And I had lots of wonder, you know, wonderful teachers and I was just very, very happy there. My first teacher was called Mrs Webster and she took us for everything but she, most importantly, she taught me how to sew.
AJ: My first school was a grade school in a small town, so there was really small classes. One of the first teachers I really remember was really great at sitting me down and explaining things in the way that I learned it.
S: My first school was a tiny school. It had about sixty pupils, and it was a very – a very sweet and humble school and everybody knew everybody cos it was a tiny town and you got to really know the teachers as well. And the learning as well was kind of more one on one than bigger schools, which was really good. My first teacher was a lady called Mrs Buchanan. She was really lovely and she worked in the reception class for many, many years, and everybody that went to that school really knew her very well.

Jo: My first school was in Rome, Italy. It was an international school where I learned both English and Italian. My first teacher was called Miss Carlson. She cared a lot about her Liverpool FC football club, and I'm an AC Milan supporter, so whenever the finals were on, we would always argue who was the better team.

C: My first school was in Auckland, which is a city in New Zealand, and it was a small primary school with only a few hundred children and was right by the beach and that's why I liked it. We got to go to the beach sometimes after school. My first teacher was called Mr Norwell and he was a lovely guy in his fifties, and he used to teach us Maths using pebbles that we found outside.

53 Unit 9, BBC Culture, Exercises 4 and 5

Learning goals

The school week is the same for most teenagers across the world.

They get up ... They go to school ... They have lessons ... They come home ... They have dinner ... They go to bed ... And they do it day after day after day! But it's different for those teenagers who want to develop their unique talents.

This is Ian. His school routine is a bit different from most other students. It's 6 o'clock on a winter's morning and Ian's getting up. But he isn't going to school today. Ian spends one day a week at the Stoke City Football Academy. It's a school for young players who might play with the football club professionally one day.

'Let's get going.'

It's time to go.

Like other students, he has lessons in the morning – but they're lessons in football and teamwork! Ian's a hard-working student and a talented footballer. After lessons, it's time for some serious football training. Ian's position in the team is centre back. His job is to stop the other team scoring goals.

Around half past three, most students are leaving school – but not Ian. He's still training!

Other teenagers are at home having dinner or doing homework, but Ian has just left the football academy. He's confident enough to take the train home alone. He finally has some time to relax. Ian arrives home at about half past eight in the evening.

'When I get home, I usually have a small meal, not too big and then straight after that I just go to bed.'

Ian doesn't mind his long day at the academy. He knows that you have to work hard if you want to be the best. But when you have a passion and a talent like Ian, you don't mind doing a little bit extra.

PROGRESS CHECK UNITS 7–9

9.20 Progress Check Units 7–9, Exercise 6

M = Maggi J = Jack

M: Hey Jack, do you like backpacking holidays? And travelling by train?

J: Yes. Why?

M: Take a look at this article. It says that the European Union are offering 60,000 young people the chance to travel around Europe by train next year. The programme is called 'DiscoverEU'. The idea is that, during your journey, you'll meet young people from other countries and improve your general knowledge of the European Union.

J: It sounds interesting. How much does it cost?

M: You don't have to pay anything. The rail travel card is free and it lasts for one month.

J: That's great. So, what do you have to do to take part?

M: First, you have to fill in an online application form and complete a quiz. There are six questions about European history and culture. If you answer correctly, you'll receive an email with your DiscoverEU code. You mustn't share this with anyone. Then, all you have to do is download the trip app, create your route and pack your rucksack! Oh, and because you'll go abroad, you must take your passport.

J: And can you go anywhere you want in Europe?

M: Yes, but the programme organisers say you shouldn't miss out cities which aren't very famous. For example, you could stay in a hostel with a sea view in Piran in Slovenia or go on a cruise along the Sava and Danube rivers in Belgrade, Serbia.

J: If I could go sightseeing anywhere in Europe, I'd go to Gdańsk in Poland. Do you know it? A friend of my dad's went there last year and he told us it was a great city. Where would you go, Maggi?

M: Probably all the famous places: Rome, Paris, Venice ... Look there are some reviews from last year's programme here. One girl says that if she hadn't travelled around Europe on her own, she wouldn't have made lots of new friends or become so confident.

J: So, do you want to look over the questions and see if we can answer them?

M: Sure. With a bit of teamwork, we might get them all right! OK, so the first question is ...