



# Student Book audio and video scripts

## Unit 1, page 5, exercises 3 and 4 Factfile VIDEO

**Zach** Hello, I'm Zach and today I'm asking: How do we identify people? Usually, we identify someone by their name, right?

**Sofia** I'm Sofia, for example.

**Sofia** And did you know that Sofia is actually the most common girl's name in the world?

**Zach** And the most common name for men? Mohammed.

**Zach** In fact, there are approximately 150 million Mohammeds in the world.

**Sofia** So first names identify us, but they aren't enough! That's why last names became useful.

**Zach** Imagine three people called Peter who live in the same street. When people started using last names, maybe they called one Peter White, because he had white hair, the other became Peter Baker, because of his job, and the third was the son of John, so he became Johnson.

**Sofia** And today we have numbers. There are lots of numbers, so everybody can have a different one.

**Sofia** We have numbers on our ID cards, our passports, our library cards. Organizations often use numbers and codes to identify people.

**Zach** And we describe people to identify them, too.

**Zach** Do you remember that retired champion surfer who punched a shark to defend himself during a competition?

**Sofia** I think so ...

**Zach** Which of these people is he?

**Sofia** Hmm, he's Australian, right? He's a big, blonde-haired guy ... he seems really friendly. So, he's number two.

**Zach** Correct!

**Sofia** But he doesn't look old enough to be retired! Now here's one for you.

**Sofia** Which of these people is American?

**Zach** It's hard to say. People of almost every race and color live in every country!

**Sofia** That's right. You can't always tell by looking at pictures.

**Zach** But here's another one for you! Which of these is a retired astronaut?

**Sofia** I'll say number three. She strikes me as the right person. You can tell by her face ... and she's wearing a NASA uniform!

**Zach** Oh, yeah. Too easy! But you see the point. We identify people in lots of different ways. Like handsome ...

**Sofia** ... or intelligent! Thanks for watching!

**Zach** See you!

## Unit 1, page 6, exercise 3 1.01

*For script, see text on page 7 of the Student Book.*

## Unit 1, page 11, exercises 2 and 3 1.02

**Presenter** Today in the studio I have with me George Wilkinton, who's an expert on internet security. So George, is identity theft really a problem for under 18s?

**George** Yes, and it's something that 76% of teenagers actually worry about.

**Presenter** So are people getting better at protecting their identity?

**George** Not really, but it isn't all that difficult. For example, 23% of people say that they've shared passwords with a friend. That's one example of what I call careless sharing. Another example is when people use their full names online. That's not all – 48% of young people also post the name of their school. Why put this information online? We need to take care with what we share.

**Presenter** That's great advice, George. What about passwords?

**George** The first rule is not to make them obvious. You wouldn't believe the most common passwords out there!

**Presenter** Really? Can you give us some examples?

**George** The most common is probably the word "Password!" Some people use 123456, and a lot of people use their own names. If you use a basic password with five letters, a hacker can usually decode it in ten minutes. What you need is a password with at least eight characters. You need to include a mix of letters, numbers, and symbols. Make sure you update your passwords frequently, and use different passwords for different websites.

**Presenter** But honestly, George, it isn't easy to remember so many different passwords.

**George** That's true. Fortunately, you can now get apps that remember and manage your passwords for you. Some of these apps are free.

**Presenter** Thanks George, that's another great piece of advice. What about those Wi-Fi hotspots in cafes and shopping malls ... are they secure?

**George** Ah, we all love free Wi-Fi, don't we? Well, so do hackers! I'm afraid 89% of public Wi-Fi hotspots are not secure. Beware of using them.

**Presenter** 89%? Wow, that's worrying!

**George** Fortunately, most of the time no one accesses your data, but hackers do love unsecured networks. It's very easy for a hacker to create a hotspot with the name of the cafe, for example. Then when you log on to the hacker's network instead of the official Wi-Fi network, it's extremely easy for the hacker to steal information about you.

**Presenter** One more thing, George ... we all know that when we receive strange emails, we shouldn't click on any of the links inside them, but just out of curiosity, what happens if you do?

**George** Well, what you're talking about is called phishing. The email appears to be from your bank or some official source, and they ask you for personal information. They tell you to click on links that install spying software on your computer or phone so they can get more information from you! Fortunately, now only 10% of people actually click on these links.

**Presenter** So we definitely need to keep an eye open for messages with strange links. And whatever you do, don't open an email attachment.

**George** Yes, be careful what you click on! It's better to be safe than sorry.

**Presenter** Great stuff. Thanks, George!

## Unit 1, page 11, exercise 5 1.03

1

What you need is a password with at least eight characters. You need to include a mix of letters, numbers, and symbols.

2

So we definitely need to keep an eye open for messages with strange links.

3

Yes, be careful what you click on! It's better to be safe than sorry.

## Unit 1, page 13, exercises 2 and 4 Reflect VIDEO

### What is identity?

### How do we identify people?

We have many identities. We are born, identified as male or female, and given a name. We are part of a family and a community. Place, name, and gender are some of the ways

that people identify us. And as we grow older, our appearance, personality, and the job that we do might identify us, too.

### What makes you unique?

Humans are similar but they are not all the same. Even identical twins, with the same genes, develop different personalities when they grow up. Each person is unique and while we generally like to be in groups, individual identities make the world a more interesting place.

### What makes us who we are?

During our lives lots of things influence our identities. Family, friends, beliefs, and culture all have an influence on the clothes, art, music, and games we like. Our education and world events have great impact, too. All of these things and more make us who we are.

### Why do we need to protect our identity?

Today, we share a lot of our personal information on the internet. But we need to be careful. People can steal this information and get access to our money, our social media accounts, and even our identities!

### How can we describe people?

Our identity is who we are and how we see the world. It's also how the world describes us. Identity can be complex. It isn't just how someone looks or what they wear. It's also how they act, what they do with their time, and what makes them proud, happy, or unhappy, and so on. So, what is identity? It's complex but one thing is certain – it's extremely important.

## Unit 2, page 15, exercises 3 and 4

**Sofia** Hi, everyone. I'm Sofia ...

**Zach** ... and I'm Zach. And today we're asking how does the past shape the present?

**Sofia** And here are seven major past events that we think are really important!

**Zach** So let's start here, between 7,000 and 13,000 years ago, which is when agriculture started.

**Zach** Growing food like this meant that people could live in villages and then in towns. That was a big change.

**Sofia** Next comes the construction of the great pyramid in Egypt, about 4,500 years ago. Ancient civilizations taught us a lot of things, like writing, mathematics, and architecture.

**Zach** Then, in the 15th century, came navigation between Europe and America.

**Sofia** People started to trade regularly with other continents. This created wealth, but it had terrible consequences, too.

**Zach** Some of those travelers invaded and colonized the countries they traveled to. That had a very big effect on the world – both past and present.

**Sofia** Next is the invention of the microscope and the telescope.

**Zach** This happened around the start of the 17th century. The telescope helped us to understand the universe.

**Sofia** But for me the microscope had an even bigger effect. It enabled us to develop medicines that have saved millions of lives.

**Zach** Then, in 1800, Alessandro Volta discovered that we can make and use electricity. The consequence of this was that he developed the first electric battery, and his discoveries led to lots of other electrical inventions.

**Sofia** Fast forward 145 years, and it's the founding of the United Nations in 1945.

**Zach** More than 70 million people died during the First and Second World Wars. The world needed an organization to help keep the peace, and the UN had an immediate impact.

**Sofia** Finally, the last piece of the puzzle is the exploration of space. I think that really changed how we think about the world and ourselves. And for the first time, people thought there might be life on other planets, too.

**Zach** It's a fascinating timeline, and who knows what amazing inventions or incredible discoveries are next? Thanks for watching!

**Sofia / Zach** Bye!

## Unit 2, page 16, exercise 3 1.04

*For script, see text on page 17 of the Student Book.*

## Unit 2, page 21, exercises 3 and 4 1.05

1

I've brought a picture of the stone circle that is near my house – about two kilometers from town. There aren't any plaques or information about it at the site, but it's on a map I got from the tourist office; according to the staff there, the circle is probably around 3,000 years old, and people used it as a place to pray.

2

I think Michael Collins is the most famous person who was born in our town. He was a politician and a soldier, and I found lots of information about him online and at the museum. This picture from the internet shows us the uniform he was wearing when he died. There's a statue of him in town as well, but there's no information there.

3

My neighbor used to work on the railroads, and he showed me the building where the train station used to be. It closed in 1961. He gave me this picture from 1949 of people travelling on the train. He also gave me this to show you. It's an old train ticket that he kept. You can see from the ticket that back then it only cost three pence to travel from here to Cork City.

4

I searched online for our town's records, and what I found out is that 3,320 people lived here in 1936, but now the town's population is 14,560. This is a page from last year's census. It's clear from these statistics that there are a lot more nationalities here now than in the past. The statistics are really interesting and contain a lot of information.

## Unit 2, page 23, exercises 2 and 4

### How can we learn from the past?

### How does the past shape the present?

History is all around us. The actions of our ancestors have shaped the borders and language of our countries. They have shaped the technologies that we use. The past can teach us *many* things. Studying history can help us to better understand past experiences and events, to appreciate humanity's achievements and to avoid its mistakes.

### What can the past tell us?

When historians and archeologists study the past they can tell us how people lived – and how they died. Studying the past can show us the many ways that humans have developed and how our lives have changed over the years.

### What is a turning point in history?

A turning point in history is an event that creates a lasting impact on our society. It might be a single battle or protest, a political or artistic movement, a big idea or invention, or a discovery. A turning point leads to many changes. When people learned to make fire, for example, they suddenly had a new way to prepare food, to keep warm, and to create metal for tools.

### How can we find out more about the past?

We can find an incredible amount of information about the past in books and online. But it is usually more memorable to experience history first-hand. We can do this by reading historical documents in archives, studying objects in museums, or visiting historical sites. We can also look for information in the clues around us, or by talking to the people who were there at the time.

### How can celebrate our history?

It's important to remember the events and people who change history. Continuing to celebrate historical events and the people responsible for them year after year means that every new generation learns how the past is important. We learn from the past in different ways, and it is by studying the past that we can really understand the present.

### Project, page 25, exercise 4 1.06

**Neve** Let's look at these categories, then. We have to choose four of them.

**Leon** OK, which ones shall we choose?

**Lisa** How about if everyone says which one they'd like to do, and we'll see how we get on?

**Leon** Sounds good to me.

**Neve** Fine.

**Lisa** Is it OK with everyone if I do Music?

**Leon** Aah. That's the one I wanted to do.

**Lisa** But I love music!

**Neve** Oh. This doesn't seem to be working.

**Dan** What if we go through the different categories and see who would like to do them? Then we can decide at the end who does what.

**Neve** Yes, that might be better. Let's start with the first one, then: Environment.

**Dan** Lisa, you're interested in the environment. Why don't you do that one?

**Lisa** Hmm, I'm not sure. I'd rather do Music than Environment.

**Leon** Me too.

**Neve** OK, let's move on. Who fancies doing Literature?

**Leon** I wouldn't mind doing that.

**Neve** Hmm. I could do that one, too. Anyone else?

**Lisa** Not really.

**Dan** No.

**Leon** The next one's Movies. I'd quite like to do that.

**Lisa** Me, too.

**Neve** And me.

**Dan** I wouldn't mind.

**Leon** Right – we all want to do Movies! What's the next one?

**Neve** It's Sports.

**Dan** Can I do that one? I'd rather do sports than any of the others.

**Neve / Lisa / Leon** Yes, that's fine.

**Lisa** OK, so Dan's doing sports. I think there's only one left.

**Neve** Yes, it's Technology. Would anyone mind if I did that one?

**Lisa** Great! So Neve's doing Technology.

**Neve** So, that's Dan and me sorted. What about you, Leon?

**Leon** Lisa, if you do Music, I'll do Movies. How does that sound?

**Lisa** Yes, that's fine. I'm happy.

**Dan** So, remind me. Who's doing what?

**Neve** You're doing Sports, and I'm doing Technology.

**Leon** I'm doing Movies ...

**Lisa** And I'm doing Music ...

**Neve** Great! We've done it.

### Unit 3, page 27, exercises 3 and 4 **Factfix VIDEO**

**Zach** Hello! Today's question is how do we use language?

**Sofia** *Dajia hao.*

**Zach** Er sorry? I didn't catch that.

**Sofia** It means "Hi, everyone" in Mandarin. I'm studying it at school. I think it'll be useful for getting a job.

**Zach** Are you bilingual then?

**Sofia** No, I only know a bit of Mandarin. To be bilingual you need to speak two languages fluently. Some people are multilingual, you know – they speak more than two languages fluently!

**Zach** I'd love to learn another language, but which one? There are between six and seven thousand languages in the world!

**Sofia** The language with most native speakers is Mandarin Chinese. English is second, followed by Spanish, Arabic, and Hindi.

**Zach** The ability to use language is really important. It's what makes us different from animals.

**Sofia** Wait a minute! Don't animals communicate?!

**Zach** True. They do. Animals can exchange simple information. For example, a monkey can warn others about a snake, but human language communicates thoughts and feelings.

**Sofia** And only humans write. We use letters or ideograms to do this.

**Zach** Ideograms are symbols with meanings, like this sign, which means "Be careful!"

**Sofia** And languages like Chinese and Japanese have many ideograms that are the equivalent of a word or phrase in English. Like this one, for example – it says *sayonara*.

**Zach** Ah, goodbye in Japanese! So, *sayonara* from me ...

**Sofia** ... and *zàijìàn* from me!

**Zach / Sofia** Bye!

### Unit 3, page 28, exercise 3 1.07

For script, see text on page 29 of the Student Book.

### Unit 3, page 32, exercises 4 and 5 1.08

1

**Ed** Hey, Emily

**Emily** Oh ... hi, Ed! I haven't seen you for a while. How have you been?

**Ed** Not too bad. How about you?

**Emily** Oh, don't ask. I've just been going non-stop to help my sister with her new baby. He's so sweet, but my sister's on the phone to me all the time asking me "Can you get this?" or "Can you do that?" I don't mind, but I have my own life to think of, you know? Anyway, the baby is very happy and healthy. I suppose that's the main thing, isn't it? Oh look, there's that guy from the yoga lesson! Hey! Mike!! Helloooo! Oh all right, ignore me then ... . Anyway, what was I saying? Oh yes, so I'm really busy, but there you go ... . Hang on a second. Hello ... . Yes, I am. I'm coming ... yes ... . Okay. I'll be there in five minutes. Listen, Ed, I have to run. It was great seeing you. Hopefully we can catch up again soon. It was good to talk, yeah? See you soon.

**Ed** OK, Emily. See you!

2

**Mrs. Lane** Connor ... Connor?

**Connor** Oh, hello, Mrs. Lane.

**Mrs. Lane** Hello. How are you? I didn't know you liked classical music! Are you enjoying the concert?

**Connor** Yes, it's great! My brother is playing, actually.

**Mrs. Lane** Your brother? No! Really?

**Connor** Yes, he's one of the violinists.

**Mrs. Lane** That's amazing! So you have a famous brother!

**Connor** Well, not exactly famous, but yes, he's a professional.

**Mrs. Lane** Right ... so tell me, how long has he been playing in an orchestra?

**Connor** About three years now, I think.

**Mrs. Lane** Really! And you? Are you musical, too?

**Connor** Well, I play a bit of piano.

**Mrs. Lane** Oh yes?

**Connor** Yes, but not professionally, I'm afraid. I don't have a piano teacher at the moment.

**Mrs. Lane** Ah, I think the concert is going to start again now, so we'd better go to our seats.

**Connor** Oh yes, okay.

**Mrs. Lane** Well, good to see you again, Connor.

**Connor** Thanks, Mrs. Lane. Enjoy the rest of the concert.

**3**

**Max** Hello, Sara!

**Sara** Max! How are you? You look tired.

**Max** A bit tired, yes. I've just been running. I'm training for a marathon.

**Sara** Really? Hey, that's great! When's that then?

**Max** It's in three weeks' time. I really hope I'll be ready. My leg's a bit sore today.

**Sara** Yes, well, doing a marathon is tough! So tell me, how long have you been running?

**Max** Oh, I joined an athletics club last year. Mr. Beck, the P.E. teacher, suggested it, and I really enjoy it. What about you? Did you get that weekend job?

**Sara** The weekend job? Oh no. My parents didn't want me to take it. They say I need to study because I have exams this year.

**Max** I know what you mean! Which year are you in now?

**Sara** I'm in my third year. My parents say I can get a job next summer.

**Max** That's good! What kind of job would you like?

**Sara** Oh, in a store, probably.

**Max** Oh yes? Good luck with that, and with your exams, of course!

**Sara** Thanks, Max. Take care of that leg. If I don't see you beforehand, good luck with the marathon!

**Max** Thanks, Sara. It was nice to talk to you!

### Unit 3, page 33, exercise 6 1.09

**1**

I'm always so nervous during exams!

**2**

Did you know that our noses and ears never stop growing?

**3**

I was on vacation last week.

**4**

Congratulations! You really did well on your exams!

**5**

Guess who I saw at the concert!

**6**

I don't eat chocolate because it makes me sick.

### Unit 3, page 35, exercises 2 and 4

#### How do we communicate?

#### How do we use language?

Language allows us to exchange information, help each other, and learn from each other more easily. It has helped us not only to survive, but also to develop complex societies and cultures. We use language to express our thoughts and experiences. Learning other languages allows us to communicate with people from other countries and cultures.

#### How can we communicate without words?

Not all communication is verbal. Sign language, for example, has over 5,000 different signs. In fact, we all use non-verbal communication to express ourselves. We use our posture like this, our arms and hands like this, and most of all, our faces like this. We have 43 muscles in our face and we can make hundreds of expressions. Experts say that when we express feelings, 55% of the communication is non-verbal.

#### How is communication changing?

In the 19th century, it took from two to four weeks for a letter to travel from the United States to Europe. A machine that allowed people to send electric signals over wires, called the telegraph, improved things. Then in the 20th century, communication technology boomed. The telephone, television, satellites, and finally the internet and mobile technology made

communication simple and fast. 60 years ago, instant global communication and video calling only existed in science fiction! Communication will continue to change in ways we can't even imagine now.

#### What makes a good conversation?

Some people have great communication skills, but not all of us are born with this natural talent. Fortunately, we can learn how to be better communicators. First, we need to listen carefully and react to what people say. Making eye contact and asking questions shows we are interested. We also need to ask questions so we can contribute to the conversation. Finally, we sometimes need to be silent so that everyone has an opportunity to speak.

#### How do we write to different people?

We communicate with different people in different ways. With friends we're very informal and direct. Our language is short and simple, and we use slang and emojis. With people we don't know, we need to be more formal and polite. We make this transition naturally in our first language, but we should also make it in our other languages. Are you a good communicator?

### Unit 4, page 37, exercises 3 and 4

**Sofia** Hi. I'm Sofia.

**Zach** And I'm Zach.

**Sofia** And today's question is: Why do we take pictures?

**Zach** Check this picture out, Sophia.

**Sofia** OK ... it's really dark. I can't make it out clearly. But that looks like part of the building there on the left and on the right as well. What's special about that?

**Zach** That is the oldest surviving photo in the world, from 1826. The technology wasn't great then, but it's improved.

**Sofia** Soon, people started taking portraits – but people had to stand still for five or six minutes so they weren't blurry!

**Zach** But when the first film cameras came out in 1888, people started taking quick snapshots. Photographers printed copies of these photos and people put them in actual, real albums. For the first time, people could share them with friends and family and they did this for years!

**Sofia** Looks cool – but where's the "like" button?

**Zach** Good one, Sofia.

**Sofia** Today, photography is big business and there are lots of different types – news photography, fashion photography, commercial photography. But artistic photography is probably the most expensive kind.

**Zach** The photographer Andreas Gursky sold one of his photos for 3.4 million dollars! That's the most anyone has ever spent for a picture! That's why I tried myself. What do you think?

**Sofia** It's out of focus! You can't really tell what it is. There's not much happening in the foreground or the background!

**Zach** Well, I got 23 likes!

**Sofia** These days everyone's a photographer! Did you know that every day we upload almost 2 billion pictures to picture sharing websites and social media!

**Zach** That's a lot of selfies! But that's it from us.

**Sofia** Until next time ...

**Zach / Sofia** Bye!

### Unit 4, page 38, exercise 3 1.10

*For script, see text on page 39 of the Student Book.*

### Unit 4, page 40, exercise 1 1.11

*For script, see text on page 40 of the Student Book.*

### Unit 4, page 40, exercise 2 1.12

*For script, see text on page 40 of the Student Book.*

## Unit 4, page 42, exercises 2 and 3 1.13

**Presenter 1** Hi there and welcome to Connect – our weekly look at the weird and wonderful world of social media.

**Presenter 2** We just love talking about what’s going on in social media, so thanks for all your tweets, messages, and comments during the week. The big topic this week is online picture sharing. We’ve actually had a lot of questions about it. So let’s start with this picture, which I found on a friend’s gaming blog.

**P1** That’s such a cool image. It’s perfect for a blog about video games.

**P2** Yeah, it’s nice, but it’s stolen.

**P1** Stolen? What do you mean?

**P2** Well, my friend found it on Google Images and he simply pasted it into his blog, but it isn’t his picture.

**P1** Yeah, but in the blog it says it’s from Google Images.

**P2** Yes, but that’s not enough. If you take a picture, it belongs to you. You own the picture and the copyright – the legal right to use it. If someone wants to use a picture from a picture library or from a search engine, they have to find out who it belongs to and ask for permission to use it. The owner’s name always needs to appear with the picture.

**P1** Ah, I don’t know. People don’t mind if you use their pictures.

**P2** Um, yes they do! Some photographers make money from pictures. You can’t just steal them.

**P1** Sometimes it says online that everyone has permission to use the picture.

**P2** Sure, in that case it’s fine to use it. Let’s look at another picture. This is a picture of a girl called Emma. Now, you tell me what’s wrong with it.

**P1** It looks okay to me – That’s so funny. “Emma having a bad morning.” Yes, it’s not her best look.

**P2** And who shared the picture?

**P1** Erm, Emma I guess.

**P2** No, look again.

**P1** Oh, it was someone called Nick.

**P2** Yeah, and look at the comments.

**P1** Ah – How embarrassing!

**P2** Yes, I don’t think Nick thought carefully about this. He needed to consider how this would affect Emma. You don’t share a picture if it will embarrass someone. It’s good netiquette to ask for permission before you share, too.

**P1** Netiquette. I like that word. Netiquette is correct internet behavior, isn’t it?

**P2** Right. So let’s look at a third picture with a netiquette problem.

**P1** What a nice invitation. What’s wrong with it?

**P2** The problem isn’t in the picture – the problem is who is looking at it. The person posting this picture didn’t change their settings from “public” to “private” and hundreds of people can access the image, not just their family and friends. Sometimes people see the word “party” and they invite themselves.

**P1** Yeah, I guess you always need to think before you share.

**P2** Yes, just think of PIC. P-I-C

**P1** PIC. What’s that?

**P2** Think of P for Permission. You need the owner’s permission to share an image that isn’t yours.

**P1** What’s I for?

**P2** I is for Information. Ask yourself if you’re giving too much information to strangers. Finally, C is for Comments. Before you share a picture, think of the comments it might receive.

**P1** PIC. Great, got it. Right, now let’s move on . . .

## Unit 4, page 43, exercise 6 1.14

*For script, see text on page 43 of the Student Book.*

## Unit 4, page 45, exercises 2 and 4 Reflect VIDEO

### How do we use pictures?

#### Why do we take pictures?

Before cameras existed, paintings were the best way to capture and preserve the memory of a person or a scene. Photography gave people a new, easier option, and we now use pictures to record our lives and share them with other people. People also use photography to record our world, express their creativity, and sell things. Pictures now play a big part of our daily lives.

#### How do pictures make us feel?

Pictures have the power to change the way that we think, feel and see the world. Our brains are very sensitive to images and can interpret them more quickly than words, so the effect of a picture can be immediate. These days, however, we see more pictures than ever before on social media and in advertisements. Perhaps, we see too many of them?

#### Why do people alter pictures?

People sometimes alter pictures to create amazing works of art. However, pictures are often altered to make things or people look better than they actually do. Now, anyone can alter a picture, and as a result many of us do so on a regular basis. But before we manipulate an image in a way that isn’t obvious, we should remember that we are also manipulating the people who look at it. When it comes to picture-perfect images, you shouldn’t believe everything you see.

#### How can we best share pictures?

Part of the fun of pictures is sharing them with others. However, we need to be careful, especially if we don’t own the picture. When we share our own pictures, we need to make sure that the picture will not upset or embarrass anyone.

#### What do pictures add to a news story?

Pictures are really useful for telling stories. A picture can immediately tell us in great detail what happened, sometimes even without reading the story. A picture can also show us how people felt better than any written description could. We take pictures, we share pictures, and we use pictures to understand what happened. As they say, a picture is worth a thousand words.

## Project, page 46, exercise 3 1.15

**Alex** Right, so, the first thing we have to do is think of a plot for our video. Any ideas?

**Jess** Um, let’s try to think of something funny.

**Eddie** Yes, and it needs to be simple, too.

**Lola** OK . . . how about surprising someone? That might work.

**Jess** Mmm, that’s a nice idea. Perhaps the person is asleep?

**Eddie** Yes, and someone comes into the room and wakes them up.

**Alex** Great – so we’ve got our plot: waking someone up. Now we need to think of four scenes for the story.

**Lola** Well, the first scene will be someone sleeping, maybe with their head on their desk.

**Eddie** I guess they’ll be feeling relaxed if they’re asleep.

**Jess** Yes, and they must be sleeping very heavily if they don’t hear the other person come in.

**Alex** That’s true. So how are we going to mime the fact that they’re sleeping?

**Lola** I think they should be breathing heavily . . .

**Eddie** Yes, they could almost be snoring . . .

**Jess** And they could move their shoulders up and down in time with their snores.

**Alex** That’s perfect! So the second scene will be the other person coming into the room, is that right?

**Lola** Yes, that’s it. The second person will have to walk quietly around the room when they see the first person asleep.

**Eddie** How do you think they’ll be feeling?

**Jess** They'll probably be feeling playful – I mean, they're thinking about waking the first person up.

**Eddie** So how do we mime them being playful?

**Lola** They could be pointing at the first person and giggling, you know, laughing in a silly kind of way.

**Alex** Yes, that might work. They could also mime to the audience what they're planning to do.

**Jess** Yes, that's nice.

**Lola** Then, in the third scene, they will surprise the first person.

**Eddie** That's right, and they'll definitely be surprised. They're asleep, so they can't be expecting it.

**Alex** So, what do you think they'll do?

**Jess** I think they'll jump up, and maybe they'll make a surprised noise.

**Alex** OK, so the last scene is the first person's reaction to the surprise.

**Lola** Yes, I guess they might be angry at first.

**Eddie** Right, but not for long, though. If the second person is a friend, I think they'll be amused.

**Jess** I agree. I think they'll both be laughing, you know, laughing in an exaggerated way: putting their heads back and holding their sides.

**Eddie** Or perhaps they'll be bending over and slapping their thighs.

**Alex** Great! I think we've got it then. Now, we need to get down to writing a script.

### Unit 5, page 49, exercises 3 and 4

**Zach** Hi, my name's Zach. Today's question is "what trips do we make?" but Sofia is ... late.

**Sofia** Sofia is here, actually!

**Zach** Great! Just in time for my question – how do you usually get around?

**Sofia** Er ... I usually cycle. I beat the traffic and it's always good exercise. What about you? What's your trip to school like? How long does it take you?

**Zach** It takes ages! I have to get two buses. And there are so many cars!

**Sofia** Not as many as in Los Angeles, where commuters spend 100 hours a year stuck in rush hour traffic! It's the most congested city in the world.

**Zach** Imagine being a motorist there! I bet life was so much easier before traffic!

**Sofia** I don't know. Our ancestors did travel a lot just to find food.

**Zach** They were all nomads, and there are still thirty to forty thousand people with nomadic lifestyles today.

**Sofia** And now, there are even digital nomads, like my cousin. She's a computer coder and she can work anywhere as long as she has her computer! Would you like to live abroad and do that?

**Zach** Sure! Lots of people do it. But people move for all kinds of other reasons, too.

**Sofia** Sadly, some are in danger in their countries, and others just want to improve their lives.

**Zach** Did you know that 75% of the population of Qatar are immigrants?

**Zach** So we move for work, for safety and to see the world, too. What's your dream trip Sofia?

**Sofia** If I got the chance, I'd definitely go into space. The furthest anyone has gone is to the dark side of the moon. That's 410,000 km away. I'd like to go further. Maybe to Mars. Do you fancy a trip into space?

**Zach** Er ... no. But I fancy a trip to the cafe!

**Sofia** Now there's a trip we can all enjoy! Sounds good to me! OK, see you guys!

**Zach** Bye!

### Unit 5, page 50, exercise 3 1.16

For script, see text on page 51 of the Student Book.

### Unit 5, page 55, exercises 4 and 5 1.17

1

Hello and welcome to SplashWorld waterpark. Please choose from one of the following options. For opening times and ticket prices, please press 1. For group visits and parties, please press two. For any other queries, please press three. Hello, SplashWorld is now operating its springtime schedule and our opening times are as follows: Monday to Thursday, 11 a.m. to 6 p.m., Friday to Sunday, 10 a.m. to 7 p.m. Ticket prices are \$15 for children and students, and \$25 for adults. A special family rate of \$70 is also available for groups of two adults and two children. Please consult our website for more details and for directions to the park. Alternatively, please wait to speak to an operator. Thank you for your call and we hope to see you soon at SplashWorld.

2

This is a special announcement for passengers on platform five awaiting the 10:15 South-West train service to Gatwick Airport. Please note that the departure of this train has been delayed until 10:25 and the train will now leave from platform three. We apologize for any inconvenience caused by this delay.

3

Now, ladies and gentlemen, if you look out towards your left you will see the CN Tower or Canadian National tower. This is a very famous landmark in Toronto because it was the tallest structure in the world from when it was built in 1975, until 2007. It's not the tallest any more, but it's still impressive, I think you'll agree. It's just over 533 meters high. Now, if you look to the left of the CN Tower, you might also see a small building which ...

4

**A** Excuse me. Excuse me.

**B** Yes?

**A** Oh, hello. I'm sorry to bother you. Could you tell me how to get to the bus station from here, please?

**B** The bus station? Okay, well you need to follow this road down to the traffic lights. Then at the traffic lights you turn right and go straight on for about 200 meters. You'll see the station then, on your left.

**A** OK. So I turn right at the next traffic lights and go straight on.

**B** Yes.

**A** OK. Is it far from here?

**B** Erm, no, not really. It's about an eight or nine minute walk. Ten at the most.

**A** Great. Thank you very much.

**B** You're welcome.

### Unit 5, page 57, exercises 2 and 4

#### Why do people travel?

#### What trips do we make?

We travel for all sorts of reasons: to get to work or school, to visit friends and relatives, or to go on vacation. Some people still live as nomads and travel as a way of life. They move around to find food for their animals. There is also a new kind of nomad, called a "digital nomad." Thanks to digital technology, these people can work anywhere, so they can move from place to place as they like. Humans like to explore, and now that we've explored and mapped most of the Earth's land in detail, space is the next frontier for us.

#### When is travel not a choice?

This is a refugee camp in Bangladesh. The 700,000 people who came here left their homes because their lives were in danger. People may need to escape because of war, violence, or

environmental change. Experts say that in the future more and more people will leave the places they live in.

### What can we learn by traveling?

When we travel, we learn more about the world because we see how other people live. We learn about different lifestyles, cultures, traditions, and languages. When we see why people live differently, we become more tolerant and inclusive of others. Traveling also makes us more independent and confident. Finally, traveling often encourages us to learn new languages, which teaches us to think differently.

### What skills do travelers need?

Getting from one place to another requires special skills. First of all, you need to be able to plan your trip. While traveling, you need to be able to understand where you are and how to reach your destination. You should also know how to get help if necessary, and be able to decide what is safe and sensible in new situations.

### Why should people visit your country?

Over 1 billion people go abroad as tourists every year, making tourism one of the world's biggest industries. Because tourism generates great economic benefits, most countries now actively try to attract tourists. People visit other countries for all kinds of reasons: the historical sites, the beautiful scenery, the unique activities, or the food. Every visit to another country offers opportunities to learn or experience something new.

## Unit 6, page 59, exercises 3 and 4

**Zach** Hello and welcome. I'm Zach ...

**Sofia** ... and I'm Sofia. Today's question is "what's education like around the world?"

**Zach** So, let's go on a quick trip around the world! First stop – China.

**Zach** And let's start with some outdoor physical exercise before school, like most Chinese school students do. The point is to wake students up and get them ready for the day ahead.

**Sofia** Hmm ... it makes sense to do that – I feel better already! Next let's go to Japan, where students serve meals and clean classrooms. The idea of that is to respect their school, and another advantage is learning a useful skill. They also take ethics classes, where they discuss things like good behavior and bullying.

**Zach** I can see the point of that. Education isn't only about learning math and history.

**Sofia** It's about preparing for life, too.

**Zach** Which is why I quite like what they do in Ireland. These high school students are doing work experience, so they understand what employers expect.

**Sofia** And French schools have done something very interesting – they have banned smartphones from all junior schools. The advantage here is that the students can concentrate on their schoolwork and not on their phones.

**Zach** Sounds a bit strict! In Finland, kids don't start primary school till they're six, they don't get any homework until they're twelve, and they have long breaks and vacations.

**Sofia** What's the point of that?

**Zach** The idea is to let small kids play together in order to learn. They need to discover things for themselves.

**Sofia** Nice idea! And there you go – a very quick trip around the world! That's it from me ...

**Zach** ... and from me.

**Zach/Sofia** Bye!

## Unit 6, page 60, exercise 2 1.18

For script, see text on page 61 of the Student Book.

## Unit 6, page 65, exercises 4 and 5 1.19

**Presenter 1** Hi and welcome to the learning podcast. Today our topic is autodidacts, or people who teach themselves. I became interested in this topic when I read about two talented young coders from India, called Priyal Jain and Prateek Mahesh. They write really good Android apps. They were only 11 and 13 when they started learning coding language from online tutorials. As they improved, they both studied at an academy, but they started on their own.

**Presenter 2** It seems that you can learn everything on YouTube. How did people teach themselves before we had video tutorials?

**Presenter 1** Well, think of the billionaire Bill Gates, another famous computer programmer. He was doing a computer course at college but he wanted to teach himself more, so he went into the college during the night, when nobody was there. He used to stay all night, testing and developing his ideas on the computers.

**Presenter 2** So a bit of a loner, I suppose. Kató Lomb was also someone who learned alone. She was an interpreter and linguist who could speak 16 languages, and her method was interesting. To learn a new language she tried to read books in that language. She particularly liked crime stories. She worked out the meaning of the words by guessing and using dictionaries.

**Presenter 1** Mmm, very analytical. But why do people teach themselves things?

**Presenter 2** Well, because they're interested and motivated. Sometimes it's a hobby; sometimes they're bored. Take the artist Frida Kahlo, for example. She had drawing lessons when she was young, but she only taught herself to paint really well when she was older. She was ill in bed for three months after an accident and had nothing to do, so she practiced and practiced her painting technique. She learned by trial and error.

**Presenter 1** Most autodidacts seem to learn alone, then.

**Presenter 2** Not always. Henry Ford was one of the greatest autodidacts, and he was a very social person. When he didn't understand something, he always asked people for help. He was always looking for ideas and asking for information.

**Presenter 1** I guess the most important thing is to find the best way to learn. Think of what your learning style is, and maybe you can become an expert, too!

**Presenter 2** Absolutely. Well, best of luck with that. Bye bye and thanks for listening.

## Unit 6, page 67, exercises 2 and 4

### What's the best way to learn?

### What's education like around the world?

Schools around the world vary in all sorts of ways. High schools in China have an average of around 50 students per class, but some countries have fewer than 20. This chart shows average high school class sizes in fifteen countries. Teachers and parents generally prefer smaller classes, but class size doesn't necessarily predict success. Schools vary in other ways, too. They have different starting ages, amounts of homework, rules, uniforms, exams, schedules, and subjects.

### What's it like to be a student today?

Today's students lead busy lives. This is Jenny, a high school student in the UK. This year, she has school exams called GCSEs, or "General Certificate of Secondary Education." She'll take exams in nine subjects. Like many other students around the world, she worries about school work, but gets particularly stressed about exams. Reports from some countries say that serious exam stress can affect around 65% or more of high school students. But being a student isn't all about schoolwork

and exams. It's also about learning to fit in and being happy with other people.

### How are schools changing?

In this classroom from the 1800s, there were a lot of students. They sat in rows of desks and the teachers controlled them in a very strict way. This textbook from the same period is in black and white, with very few pictures. Nowadays, schools are usually more comfortable and better equipped. Technology is changing how teachers work and students learn. There is more emphasis on communication and learning practical skills.

### How can we teach ourselves?

People prefer to learn in different ways. Some of us are good listeners, others understand images better. Some of us learn well alone, and others benefit more from interaction and group work. How do you prefer to learn?

### What should we learn in school?

In elementary, middle, and high school, all subjects are usually required. When students are older can they choose to specialize in the subjects they like most. In this school for performing arts, students do all the usual subjects, like math, science, and English, but they can take voice, dance, and acting classes, too. There is no "best" way to learn – it's different for all of us.

### Project, page 69, exercise 3 1.20

**Katie** Right, so how are we going to get to Fort Wayne?

**Brad** I don't know. Are there any buses?

**Erin** Yes, but there's only one a day.

**Katie** OK, we need to hire someone to drive us there, then. How long does the journey take?

**Caleb** About an hour and a half, I think.

**Katie** So we'll have to leave quite early. What time do you think we should arrive in Fort Wayne?

**Brad** At about 10 o'clock, maybe?

**Caleb** Yes, that sounds good.

**Katie** Right, so we'll have to leave here at 8:30. Is everyone OK with that?

**Erin** Yes, that's fine.

**Katie** So, there's loads to do in Fort Wayne. What do you think we should do in the morning?

**Brad** I think we should go to the science museum first.

**Erin** Yes, it's called Science Central, and it's supposed to be amazing!

**Katie** Right, let's do that, then. How long do you think we'll be there?

**Caleb** About two hours?

**Katie** OK, so let's put 8:30 Leave here, and 10:15 to 12:15 Science Museum. What do you think we should do next?

**Brad** It'll probably be time for us to have lunch then. We'll be hungry!

**Erin** OK, let's go to a restaurant.

**Caleb** I don't know. Do we have time to have lunch in a restaurant?

**Brad** I think I'd rather have a quick lunch so that we have more time in the afternoon.

**Caleb** I agree. Let's have a look round the food trucks. I've heard they're really good.

**Katie** Great idea. That'll be much quicker. What do you think we should do after lunch?

**Caleb** I want to go to Wizard's World. They say it's the tenth biggest pinball arcade in the world.

**Brad** I want to go there, too – it's got over 70 pinball machines!

**Erin** I don't mind playing pinball for a while, but I don't want to spend all afternoon there.

**Katie** I agree. We'll have been inside all morning, so let's do something outside first. I think you can go paddleboarding on the river.

**Brad** That sounds fun! I've never been paddleboarding.

**Erin** Great! Let's go paddleboarding first ...

**Caleb** And then we can go to the pinball arcade.

**Brad** Yes, and after that, we can watch a baseball game.

**Erin** I don't think we'll have time to go to a baseball game as well. How are we doing for time?

**Katie** Well, we'll need an hour for lunch, say 12:30 to 1:30 ...

**Erin** And then we could go paddleboarding from 1:30 to 3:00 ...

**Brad** So we could play pinball from 3:00 to 4:30?

**Caleb** Don't forget, we have to find the arcade first.

**Brad** OK, how about from 3:30 to 5:00?

**Katie** Yes, that's better. What time do you think we should leave?

**Erin** At about 6:00? That gives us time to have an ice cream or something.

**Katie** Great. We can get someone to pick us up around 6 o'clock.

**Caleb** Awesome! I can't wait!

### Unit 7, page 71, exercises 3 and 4

**Zach** Hi and welcome. I'm Zach ...

**Sofia** ... and I'm Sofia.

**Sofia** Today's question is – what inventions most changed people's lives?

**Zach** So, here are our top four!

**Zach** First – medicine has given us lots of important inventions, but I think the most important is aspirin.

**Zach** It was first made in 1897 and helps with over 50 medical problems! Today, about one billion people use it regularly. If you put all those people in a line, it would stretch to the moon and back!

**Sofia** That's a good one! My choice is an invention for safety.

**Sofia** It's a seat belt.

**Sofia** They save about 14,000 lives every year, and they can cut your risk of injury by 50%! There's nothing more life-saving than a seatbelt!

**Zach** And how about our homes?

**Zach** Dishwashers and coffee makers make our lives easier, but for me the fridge is far more important than those. Fridges and freezers were only invented in 1913. Before that people preserved food in different ways, but it didn't usually last long!

**Sofia** You're right. That is a very practical invention – but what could be more important than this ... the toothbrush. The first brushes were used in China in the 13th century, but they weren't common until the 20th century. Before that a lot of people had bad teeth, and only a lucky few could afford false teeth. And can you guess what they were made of? Wood? Stone? Bone?! The answer is all three!

**Zach** Really? Bone?! I'm glad I've got a toothbrush. Thanks for watching guys!

**Sofia** See you next time!

**Zach/Sofia** Bye!

### Unit 7, page 72, exercise 3 2.01

*For script, see text on page 73 of the Student Book.*

### Unit 7, page 76, exercises 2 and 3 2.02

**Vihaan** Hi and welcome to Tech Talk, where today we are looking at why some technology products were incredibly successful and why others were not so successful. Let's start with this phone, Lisa.

**Lisa** Yes, this one's interesting. Blackberry phones were once the bestselling phones in the world, but from around 2011 they became less and less popular. When this phone came out, for example, its technology was a little behind the times. It wasn't really an improvement on their previous product. It had a keyboard and quite a small screen.



**Vihaan** That's right. The more popular phones then didn't have a keyboard, and they also had apps that were much better. This phone wasn't great for entertainment. So, not a cool product, really?

**Lisa** Not compared to other phones, no. OK. What shall we look at next?

**Vihaan** Right, well the Blackberry was behind the times, but this electric car, the GM EV1, was definitely ahead of its time.

**Lisa** That's a problem too, isn't it?

**Vihaan** Yes, because the technology was very new, almost experimental. So people weren't sure about it. Also, it wasn't very practical. If you charged the battery at home, it took 15 hours, and then you could only drive 90 kilometers. In the end, GM only sold 200 of them and destroyed the rest.

**Lisa** Yes, that was in 2003. Maybe it was the right product, but the wrong time. These days, people are much happier with the technology of electric vehicles.

**Vihaan** Anyway, let's move on and talk about the PS2. This was the most successful games console of all time. Over 150 million of these were sold.

**Lisa** OK, so why was it so successful?

**Vihaan** Well, this was an improvement or upgrade on the original Playstation, which was tried and tested. People knew that this was a good brand, and this upgrade was also compatible with a lot of old games.

**Lisa** Cool. Yes, it's really important for a console to be compatible with old games. Now, you have one more product that you want to talk about.

**Vihaan** Yes, and it's the selfie stick. Look, I have one here. Like the electric car, the first version of this was unsuccessful. Something called an extender stick was first invented before the days of smartphones, and people weren't very interested in taking selfies with big cameras. It was a good invention, but at the wrong time. But then a version for smartphones was invented in 2006, and that became very successful.

**Lisa** And why was that, do you think?

**Vihaan** Because selfies became so popular on social media, I guess, and the selfie stick was useful, practical, portable, cheap, and fun.

**Lisa** Sometimes, simple things work best.

**Vihaan** Absolutely.

**Lisa** Okay. Till next time, everybody.

## Unit 7, page 79, exercises 2 and 4

### How does technology affect us?

#### Which inventions most changed people's lives?

Recently, a group of 12 professionals, including scientists, business people, and historians were asked to name the fifty greatest inventions in history since the wheel. When the votes were counted, the fifth-most-important invention was lenses, microchips came fourth, penicillin came third, and electricity came second. The group thought the most important invention was the printing press, because it allowed so much knowledge to be shared.

#### How can technology transform our bodies?

We can now use 3-D printers to make body parts. These special printers are called a bioprinters and instead of ink it uses different kinds of human cells. Bioprinting is also one of the new technologies which are transforming how doctors and surgeons can treat the human body with replacement parts, nanobots, and smart artificial limbs. Technology is also used by biohackers to transform their bodies. Neil Harbisson, for example, is color blind – he sees everything in black and white – so he has a device linked to his brain which allows him to hear different sounds for different colors.

### How has technology affected our free time?

Technology affects the way we use our time and the way we interact with the world and other people. Just twenty years ago people shopped differently, and they played and enjoyed movies, video games, and music differently, too. These days, we can access the entertainment we want immediately.

#### How do we react to new technology?

When technology changes and new inventions appear, we often need time to evaluate their various aspects. For example, when personal computers first appeared, they weren't immediately successful – few people knew how to use them, and many were even afraid of them. But they are now important parts of our lives.

#### What are the advantages and disadvantages of technology?

Most technological change has both advantages and disadvantages. In the world of work, for example, technology has often replaced some human workers. On the other hand, programming and coding are exciting new professions. We need to be aware of the positive and negative sides of technology so that we can make the most of progress without losing our humanity. Take a look around you. Is technology making life better for you and others?

## Unit 8, page 81, exercises 3 and 4

**Zach** Hi, everyone. My name is Zach ...

**Sofia** ... and my name is Sofia, and today we're asking "who do we need to help?"

**Zach** Now imagine that the world's population is represented by 100 people living in a single global village. Out of those 100, how many are poor?

**Sofia** 40 of the 100 people live on less than two dollars a day, which means you're very poor. That's almost half the world's population!

**Zach** That's shocking. And 32 of our 100 people live in places where the air isn't clean. For them pollution is an everyday problem.

**Sofia** And sadly, 17 people don't have any clean water to drink, and 10 people don't have enough food to eat.

**Zach** Wow. And those are really basic needs. Another basic need is housing. Believe it or not, 22 people in our village of 100 don't have anywhere to live. And what's worse is that 20 people live in constant fear of war, conflict, or other violence.

**Sofia** And many of these problems cause other issues. It's difficult to go to school when you don't have a home, and poor education means that 18 of our 100 people can't read or write.

**Zach** It's easy to think that these problems just happen in other places. But these are global problems, so it's up to all of us to change things.

**Sofia** Don't think that other people's problems are none of our business. The least we can do is to learn about these issues ...

**Zach** ... and it is our responsibility to try and do something to change it.

**Sofia** Realizing that is the first step to making the world a better and more equal place.

**Zach** And that's good for all of us living in our global village! Thanks for watching guys!

**Sofia** See you next time!

**Zach/Sofia** Bye!

## Unit 8, page 82, exercise 3 2.03

For script, see text on page 83 of the Student Book.

## Unit 8, page 87, exercises 3 and 4 2.04

**Presenter** Hi, everyone and welcome to the "Make it Happen" podcast. What we aim to do today is give you a few ideas and

examples of how you can be a good citizen or get involved with things in your community. Right, Tamsin?

**Tamsin** Yes, and there are lots of ways to do that. I've been looking through some news stories and social media and, as a result, today I'm wearing two different color socks. See?

**Presenter** Yes! So why is that?

**Tamsin** The point of this is to support an anti-bullying campaign. All you have to do is wear different socks, so it's a great way to make a statement against bullying without signs or posters. Do you like that?

**Presenter** That's cool, Tamsin. Yes, it's a colorful way to show support, and it gets people talking.

**Tamsin** I also found an interesting story about a guy called Paul French who did a sponsored walk. He wanted to raise money for his local children's hospital. He walked from Perth to Sydney, in Australia. That's four thousand kilometers!

**Presenter** No!! Crazy, right?

**Tamsin** Crazy enough in normal clothes, but Paul did it dressed as a Stormtrooper.

**Presenter** What?? Why?

**Tamsin** For the publicity! If you see someone walking, you don't usually stop to talk. But if you see a Stormtrooper, you're curious, right? It was a great way to make people donate to his charity.

**Presenter** Great idea! To tell us about more ways to get involved, I've invited a couple of young friends into the studio. Thanks for coming, Joey and Bria.

**Joey** Hi.

**Bria** Hello.

**Presenter** Bria, tell us about your activity first.

**Bria** I volunteer with my local Special Olympics club. There's a group of kids with learning difficulties, and we do athletics once a week. I help the coach at the sessions.

**Presenter** Hey, well done. How did you start, Bria?

**Bria** It started as part of a school project and it was a lot of fun. I've been doing it for three years now.

**Presenter** So there are opportunities to volunteer?

**Bria** Yeah, I think so. Clubs and other organizations are always looking for helpers.

**Tamsin** Cool, now let's talk to Joey. Tell us about your activity, Joey.

**Joey** Sure! Well, I'm a plogger.

**Tamsin** Sorry, what's a plogger?

**Joey** Plogging started in Norway. Ploggers are people who run and clean beaches at the same time. It's getting popular everywhere now. I think the reason for this is that so many runners care about the environment.

**Presenter** So how does it work?

**Joey** It's simple. You just take along a garbage bag when you run. On a five kilometer run last week, I completely filled the bag. By doing this you stay in shape and clean the beach, too.

**Presenter** So there you go everyone – I hope we've inspired you! Bye for now.

## Unit 8, page 89, exercises 2 and 4 Reflect VIDEO

### How can we make the world a better place?

#### Who do we need to help?

We do not all have the same opportunities or standard of living. There is always someone somewhere who needs help. It may be the victim of a hurricane 2,000 miles away or it could be your neighbor. Of course, one day it could be you. That's why, in an imperfect and unpredictable world, we need to be ready to help each other.

#### Why should we help others?

More people are volunteering and donating to charity than ever before; not only to do good, but because it benefits them, too. People who help others say that the experience makes them

feel good. We should help others because it's our responsibility, but it can also bring us the kind of friendship and happiness that money can't.

#### What can we do to change the world?

The famous pacifist and campaigner Mahatma Gandhi once said "If we could change ourselves, the tendencies in the world would also change." Every event in our daily life brings an opportunity to do the right thing. Whenever we're with others, we need to consider their feelings. When we shop and travel we need to think of the impact of our choices on others and on the planet. Making the right choices can make the world a better place.

#### How can we be better citizens?

Being a citizen means living as a member of a community, with the benefits and responsibilities this brings. Being a good citizen involves making our community a better place. We need to be aware of what is happening around us and get involved instead of waiting for other people to do so. Getting involved isn't simply a duty, it can also be a lot of fun!

#### How can we offer to help?

Sometimes it's difficult to know how to help or get involved, but if we keep our eyes and ears open, there are always opportunities to help. All we need to do is have the courage to offer. What people or organizations around you need help? Why not contact them? You really can make a difference. We can all make the world a better place. It isn't always easy, but even as individuals we can make a huge difference.

## Project, page 90, exercises 3 and 4 2.05

**Teacher** Ruby, it's your team's turn now.

**Ruby** We're going to speak against the statement: "Social media is harming language." First of all, we'd like to talk about new words. The way we see it, social media is helping to increase our vocabulary. To illustrate my point, there are a lot of words like "friend", "wall", and "profile" that have new meanings today. We also talk about "Googling" topics and "Tweeting" information. Nowadays, there are more words in English than before, and social media is partly responsible for that. Over to Max.

**Max** Thank you, Ruby. Secondly, we'd like to raise the point of spelling mistakes. Our feeling is that social media helps people to write correctly. For example, many people confuse the spelling of the words "your" (Y-O-U-R) and "you're", the contraction of "you are". Friends on social media often comment on these mistakes, so users try not to make them again. It also encourages people to check their messages before they send them.

To sum up, we don't believe that social media harms language. Our feeling is that new words and meanings and proofreading messages help to improve our language.

**Teacher** Thank you for that. Jack, would your team like to respond?

**Jack** Yes, thank you. I'm sorry, but I have to disagree with Ruby. In my opinion, social media does nothing to increase vocabulary. Users want to communicate as quickly as possible, so they don't take the time to think of the exact word they need. Instead, they use emojis and acronyms, which make their language simpler, not more sophisticated. I can't accept what you said about this, I'm afraid. Over to you, Mia.

**Mia** Thanks. I'm not convinced by your point about mistakes. I don't feel that social media helps people write correctly. I'm very surprised by all the spelling mistakes I see on Facebook and Twitter, and I don't think the situation is getting any better. In my view, seeing things that are written badly, makes other people write badly, too.

**Teacher** Thank you everyone. Now, who's going to respond to Jack's team?

**Unit 9, page 93, exercises 3 and 4** 

**Sofia** Hello and welcome! Today's question is "what kind of goals inspire us?"

**Zach** And we're not talking about that kind - we mean dreams and ambitions.

**Zach** Like climbing Mount Everest, for example. Do you know how high it is? It's 8, 848 metres.

**Sofia** It's the highest mountain in the world and for most people, that's why they climb it.

**Zach** But the famous mountaineer George Mallory said he wanted to climb it just "because it's there." It's incredible how determined some people can be!

**Sofia** And what about running a 250 km race over six days through the Sahara Desert in the south of Morocco? That's what the runners in the Marathon des Sables do every year.

**Zach** What?! Why would you want to do that!!

**Sofia** Maybe just to prove that you can do it?

**Zach** True. Like in the Vendee Globe Yacht race, where all the competitors sail around the world ... alone! It takes three months! I'd love to do something like that.

**Sofia** Really? Being alone for three months? I can't imagine doing that! But I do see the point of prizes and medals, like the Nobel Peace Prize. That really is an incredible achievement!

**Zach** And it isn't just the Peace Prize either, you can win a Nobel Prize for literature, medicine, chemistry, physics, and economics.

**Sofia** And actors can win prizes, too! Most actors hope to win an Academy Award one day to prove they're the best. The "Oscars" have been around since 1929 and they're still the most important prizes in the acting world.

**Zach** Do you think you'll ever win prizes like these, Sofia?

**Sofia** You never know! You should always dream big!

**Zach** True! What's your life goal? That's it from us.

**Sofia** Tune in next time!

**Zach / Sofia** Bye!

**Unit 9, page 94, exercise 2** 

*For script, see text on page 95 of the Student Book.*

**Unit 9, page 97, exercises 4 and 5** 

Welcome back. In this part of the program we're going to look at two teenagers whose goals changed their lives.

We're going to start with a young woman called Frozan who lives in a small village in Afghanistan. When Frozan was only 16, she started a honey business. She got the idea when she was working on an aid project. During the project, she learned about bees and how these insects make honey. She enjoyed the experience so much that she decided to make honey professionally. She borrowed money to start the business, and last year she made a profit of \$1,450. That's more than the average Afghan family earns. However, starting the business was difficult because in Frozan's village women aren't normally allowed to work. Frozan is now studying economics, too. Her goal is to make her business bigger.

Another teenager whose goal has changed her life is Amber Yang, a young American woman. When Amber was 17, she wrote a computer program to locate debris in space! This debris includes old satellites and parts of rockets. Amber's program helps to prevent dangerous collisions with this junk. Amber decided to create the program after she saw a movie about an accident caused by space junk. Amber is now studying physics at college, but she thinks it's difficult for women to enter the world of science. At some point in the future, Amber wants to sell her computer program to a space agency, maybe NASA.

**Unit 9, page 99, exercises 4 and 5** 

**Jess** Hey, Stuart! How was your tennis competition? Did you win?

**Stuart** Oh, hi, Jess. I don't want to talk about it. I played terribly.

**Jess** Never mind. You probably just had a bad day.

**Stuart** I don't think so. I'm just no good at tennis.

**Jess** Come on, Stuart, I've seen you play - you're great! But I know how terrible it feels to lose. The same thing happened to me with swimming.

**Stuart** But you're really good at swimming!

**Jess** Now, but I haven't always been good.

**Matt** Hi!

**Emma** Hi, guys!

**Matt** You look serious! What are you two talking about?

**Jess** Hi, Matt. Hello, Emma. We were just talking about Stuart's tennis tournament.

**Emma** Ooooh ... How did it go, Stuart?

**Stuart** It was awful. I lost all my matches.

**Emma** I'm really sorry, Stuart. You must be really disappointed.

**Stuart** I am, Emma.

**Matt** I hope you aren't thinking of giving up, Stuart ...

**Stuart** Well ...

**Jess** Guys, I was just telling Stuart about my experience with swimming. I finished last in the first three competitions I entered. I said I'd never swim again, remember?

**Emma** That's right. Why did you carry on, Jess?

**Jess** It was my coach. She told me to be more realistic. She explained that the other girls had been swimming for much longer than me, so it was normal for me to lose.

**Matt** That makes sense. So what did you do?

**Jess** I set a goal for myself. I decided to do the same competition the following year. I trained hard, I did lots of races, and eventually I started improving.

**Stuart** What happened?

**Matt** You won, didn't you, Jess?

**Jess** I did, but only because I set that goal for myself and worked toward it for a whole year.

**Matt** That might be worth trying, Stuart. What do you think?

**Stuart** Well, I can see some problems with that. There's no guarantee that I'll get better, is there?

**Emma** I know what you mean, Stuart. I went to dance lessons three times a week for six years, and I never got any better. It was very frustrating.

**Jess** We're not talking about years, Emma. Stuart could set a time limit - a year, for example - to see if he gets better. He could practice for a year and see how he does in next year's tournament.

**Matt** That should work! Do you agree, Stuart?

**Stuart** I'm not sure, Matt. Let me think about it.

**Jess** Think, away Stuart, but can we do something fun, please? What about some ice cream?

**Matt** Great idea, Jess. That's just what I need. I've been playing basketball and I'm hot.

**Jess** Right. Let's go then. Are you guys coming?

**Emma** Yep.

**Stuart** Sure!

**Unit 9, page 101, exercises 2 and 4** **Why do we have goals?****What kinds of goals inspire us?**

Goals give meaning to our lives. Some people try to change the world and may win a Nobel prize for their efforts. Others dream of reaching the top of their career and might receive an award such as an "Oscar." A third group is motivated by goals that push them to the limits of their strength, and in some cases their goals have rarely been achieved before. For example, only 4,000 people have managed to climb Mount Everest.

### What does it take to achieve a goal?

It takes determination and drive to achieve a goal. Goals can give people the courage to overcome all sorts of social or personal barriers. For example, in 1928, British women won the right to vote thanks to the campaign led by Emmeline Pankhurst. In 1994, Nelson Mandela's dream of ending apartheid in South Africa finally came true. And, in spite of a terrible illness that left him almost completely paralyzed, Stephen Hawking became one of the world's most famous scientists.

### How can a goal change our lives?

William Kamkwamba's windmill didn't only improve his family's lives, it improved conditions in his village by providing electricity and water. It changed his life completely because it allowed him to go back to school, get a university degree, and set up a successful company. Setting goals can allow us to achieve more than we had ever hoped for!

### How can we make our goals reality?

Setting effective goals is the best way to achieve them. But goals need to be planned carefully in advance and you must be prepared to work at them. You need to make sure that the goals you set are SMART. That means they're specific, measurable, achievable, relevant, and time-bound.

### Is money necessary to achieve your goals?

These days, having money is the main goal for some people. Although not having money surely causes problems, having money doesn't resolve all problems. It's more important to be determined and creative. Creative thinking can help you to reach your goal without money or it can show you how to make money if it's necessary for your goal. What are your goals, and how will you achieve them?

### Unit 10, page 103, exercises 3 and 4

**Sofia** Hello and welcome to the show. I'm Sofia ...

**Zach** ... and I'm Zach. Today's question is – "what resources do we take from the Earth?"

**Sofia** Speaking of which, do you know what that phone is made from?

**Zach** I'm pretty certain it contains plastic – but plastic isn't natural.

**Sofia** No, plastic is made from chemicals. But those chemicals come from oil, and we extract the oil from the Earth.

**Zach** Interesting! It definitely contains some metal, too, but I'm not sure which one. Hang on, it says here that there are actually 62 different metals in a smartphone! It even contains small quantities of gold and silver.

**Sofia** But the most important metal is probably copper.

**Zach** Yeah, you're right! Because it's a good conductor of electricity.

**Sofia** And to get the copper we mine rocks and heat them to extract the metal. The process is really complicated.

**Zach** And that uses electricity, which uses other natural resources, like coal, which is the largest single source of electricity in the world.

**Sofia** AND phone companies transport all these natural materials all over the world, which uses ...?

**Zach** Oil, right? That's our main source of energy for transportation.

**Sofia** Exactly! But of course mining and burning coal are bad for the environment.

**Zach** And while coal and oil are both very important resources, our most important resource is ... water!

**Sofia** True! Every living thing needs water, and we also need it to process all the resources we've just talked about.

**Zach** So every time we buy a new smartphone, we're consuming oil, silver, gold, copper, coal, and water.

**Sofia** That's right! Your phone is far more precious than you realized!

**Zach** I don't think many of us understand how we use the Earth's natural resources.

**Sofia** Perhaps it's time to start! But that's it from us.

**Sofia / Zach** Bye!!

### Unit 10, page 104, exercise 2 2.09

*For script, see text on page 105 of the Student Book.*

### Unit 10, page 109, exercises 4 and 5 2.10

**Jess** Right, so the report needs to be about the impact of people's actions on nature. Can you think of any examples?

**Alex** Um ... We could start with people leaving their litter behind?

**Jess** Well ... that's obvious, isn't it? It would be nice if we could think of something more original.

**Alex** I know! Let's include Mount Everest. I've heard that climbers have left lots of broken equipment and food packets at the top of the mountain, and now it looks like a rubbish dump. Apparently, it's completely trashed the landscape.

**Jess** Mount Everest? That's a great idea! OK ... What else can we think of?

**Alex** Um ...

**Jess** I read about a beach somewhere ... People have endangered it by taking sand home as a souvenir.

**Alex** Really? Can you remember where it is?

**Jess** Hang on, let me Google it ... here it is ... Budelli Beach. It's in Sardinia, in the Mediterranean. People call it the Pink Beach because the sand is made of tiny pieces of coral and shells.

**Alex** So what exactly happened?

**Jess** Too many people took sand home, and now the beach is smaller and less pink. Today it's illegal to trample the beach – and take the sand, obviously.

**Alex** Really ... Why don't we mention that in our report?

**Jess** OK. Can you think of any more examples?

**Alex** What about picking wild flowers, fruit, or plants? You know, lots of people search for things like mushrooms in the countryside.

**Jess** Yeah, and I'm one of them, Alex! There's nothing wrong with that, is there?

**Alex** Well, no ... , but it can endanger plants if lots of people pick large quantities.

**Jess** I guess you're right.

**Alex** So we have three examples. Let's think of one more.

**Jess** What if we add rock-stacking?

**Alex** What's rock stacking?

**Jess** It's when people build sculptures with stones or rocks on the beach or by rivers.

**Alex** So? What's wrong with that?

**Jess** Sometimes it's fine, but now lots of people are doing it, and it makes places look really unnatural. The real issue is that lots of fish, birds, and insects use rocks to protect themselves or their eggs. When you move the rocks, the protection is gone.

**Alex** Wow, I never thought of that. Now that we have four ideas, let's start doing some research.

**Jess** Right!

### Unit 10, page 109, exercise 6 2.11

*For script, see text on page 109 of the Student Book.*

### Unit 10, page 111, exercises 2 and 4

#### How do we use our planet?

#### What resources do we take from the Earth?

Humans currently use around 89 billion metric tonnes of the Earth's resources every year. This is predicted to rise to 100

billion tonnes by 2030 and 167 billion tonnes by 2060. Our most important resource is water, which we use to manufacture products, but most importantly, we need it for our own survival! The question is: what will we do if, or when, many of the Earth's resources run out?

### **What makes resources valuable?**

A natural resource is valuable either because we need it, like water, or because it's rare, like a precious metal or a gemstone. People also desire resources because of their appearance or their practical qualities. For example, gold is not only beautiful – it resists oxidation and is an excellent conductor of electricity. Diamonds are beautiful too, but they are also extremely hard – one of the hardest materials on Earth!

### **How are animals a resource?**

Humans have been using animals since prehistoric times. First they were hunted for food and clothing, and later they were used for work or as pets. The cats and dogs we love so much were originally wild cats and wolves! We are always discovering fascinating new ways to use animals. Scientists believe shark DNA may help us find a cure for cancer. They have also discovered that wax worms can eat plastic, which means they may be able to process our plastic waste.

### **How can we take care of our planet?**

The Earth is home to more than seven and a half billion people, so our actions have a greater impact on the planet than we sometimes realize. When we are out in nature, we should "Take nothing but photos, leave nothing but footprints."

### **How can we use fewer resources at home?**

The best way to conserve the Earth's resources is for all of us to use them more responsibly at home. Think about Cape Town, South Africa, during the 2015–2018 drought. Water reserves almost ran out completely there, so people re-used and recycled their water as much as possible, even while showering! Against all predictions, the water never ran out. This story shows how much conservation matters. Every day we all take something from the planet. That's why it's important to give something back.