



# Student Book audio and video scripts

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

**Josh** Hi, I'm Josh ...

**Bella** ... and I'm Bella. Welcome to Factflix. Today we're discussing "Why do we want to fit in?"

**Josh** Nice T-shirt, Bella!

**Bella** Thanks.

**Josh** We have the same taste in T-shirts!

**Bella** And I thought this T-shirt would make me look different. But it's interesting because most people like to fit in ...

**Josh** ... through their clothes, for example. Often because they want to be popular ...

**Bella** ... but also because it's human nature. People feel safer and more confident when they're in groups. And it's easier to be in a group if you fit in.

**Josh** That's true. In terms of music, I like stuff that all my friends are listening to. If everyone likes it, it's cool, right?

**Bella** Er ... that sounds like peer pressure to me. Some people say that if everyone likes something, it's extremely uncool. Personally, I have pretty unusual taste in music – I think it's OK to stand out in a crowd.

**Josh** Right ... You're in good company then! Did you know that Albert Einstein was a rebel, too? He had a great mind but he hated school! And he was always an outsider.

**Bella** Many extraordinary artists, scientists, and inventors don't follow the crowd.

**Josh** They don't have a lot in common with other people and they look at the world in a different way.

**Bella** And that might be why they achieve amazing things.

**Josh** So we should all dare to be different!

**Bella** Yeah! It'd be pretty boring if we were all the same! See you next time!

**Josh** Bye!

## Unit 1, page 6, exercise 2 1.01

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

## Unit 1, page 10, exercise 3, and page 11 exercise 5 1.02

**Youtuber** Hey folks! What's up? It's JJ here. How are you all doing today? It's great you're watching my video because today I got something really cool to show you ...

**Reporter** In today's world, who influences young people? Who do many of us listen to when we need advice or want to buy something? Is it our parents? Our favorite movie stars or singers? In fact, the people we listen to most are YouTubers!

YouTubers often give advice about clothes, music, or friendships. They also play video games, make comedy videos, and film their day-to-day life. They influence the way we look, the hobbies we have, and what we buy.

So how do they do it, and why? Well, most of them just love making videos, but there's a money factor too. Different companies often pay YouTubers to advertise their products. If a YouTuber has more than 500,000 followers, they can earn money from ads on their YouTube channel. DanTDM is a popular gamer with over 17 million fans. People watch Dan's

site to learn about games like Minecraft, but he has ads on his site too. Dan earns a lot of money every year from these ads.

Some YouTubers are also paid to talk teenagers into buying a specific product, such as makeup or a pair of sneakers. Their followers trust them, and if the YouTubers persuade them to buy the product, they earn some money.

So how do YouTubers influence and persuade us? Is it because they have a special talent? Is it because they are unusual or different? Not really. Most YouTubers seem to be just like us. They have the same life experiences, the same interests, and the same problems. They are connected to their followers because they view the world in the same way. Teenagers trust the YouTubers they follow. A lot of vlogs are filmed in a personal space, like a bedroom, and YouTubers talk directly into a webcam. It feels like they are having a private conversation with their followers. YouTubers also listen to and reply to comments from their fans, and most of them regularly have Q&A sessions with their community. In fact their fans can ask them almost anything – and they are usually open and honest. According to a study, 40% of teens say that YouTubers understand them more than their friends! YouTubers listen, but they don't judge.

But it's not easy to become a YouTuber. It takes time and hard work to make connections with people and build up a large number of followers.

So let's meet some of today's most popular YouTubers. First of all ...

## Unit 1, page 13, exercise 4 Reflect VIDEO

### What connects us?

#### Why do we want to fit in?

Humans are social animals, and we like to be connected with others. There are advantages to fitting in. When we work with other people, we are more likely to solve problems. When we have friends, we feel supported and liked. However, some of the people who achieved great things in history were outsiders. So, although it feels good to be part of a group, if you stand out in a crowd, you can achieve great things!

#### How can we develop empathy?

Empathy is what we feel when we put ourselves in someone else's shoes. Stories are good for developing our ability to empathize, particularly when they are written in the first person. We see the world from the narrator's point of view. Sometimes it's difficult to empathize, but we can always show compassion. If we see someone in trouble, our compassion encourages us to help.

#### How do people adapt and change?

In a new environment, people often have to learn a new language, get used to a new culture, new food, and a different climate, and make new friends. It isn't easy to adapt and change, but a lot of people enjoy their new lives, even though they miss home. Many people around the world have moved to a different country or city. Sometimes they have moved to find work, perhaps they are escaping a natural disaster or a war, or they might simply want to start a new life.

### How can we influence people positively?

If you want to influence people positively, you have to understand them and what they want. You need to listen, ask questions, and be interested. You should be honest with people, but also kind. If you do all this, people will trust you, and you can help them make decisions that are right for them and other people.

### Who do we care about most?

It's human nature to care about people. We usually care about the people closest to us – our family members, friends, and classmates. But we also care about people who are suffering – such as those affected by problems like homelessness, poverty, war, and natural disasters. There are many ways to show that you care, such as donating money to charity, or giving up your time to do volunteer work.

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

**Josh** Hi! Welcome to Factflix. I'm Josh ...

**Bella** ... and I'm Bella. And today ... I'm off to Westward Ho!

**Josh** Westward ... Ho?! What is that?!

**Bella** It's a seaside resort in the southwest of England. And it's the only place name in the U.K. with an exclamation mark as part of its name!

**Josh** Ah, and today we're discussing "How do places get their names?" So ...

**Bella** Westward Ho! took its name from the title of a famous book in order to attract tourists.

**Josh** But that's an unusual way for a place to get its name. Did you know that Manhattan in New York City comes from the native word "mana-hatta", which means "island of the hills"?

**Bella** And Uluru in Australia means "big rock".

**Josh** Don't you mean Ayers Rock, named after Henry Ayers, the leader of South Australia in 1872?

**Bella** But the rock already had an Aboriginal name so today it has both.

**Josh** In fact, a lot of names tell us about the history of a place. The capital of New Zealand, Wellington, is named after the British Duke of Wellington.

**Bella** And did you know that many place names in the United States are named after places in Europe? There are 22 towns named Oxford and 32 named Manchester! But they're totally different from the famous university city of Oxford ... and the large industrial city of Manchester, in England.

**Josh** Names can also give us surprising information, such as the sound of a place. Bondi Beach, a suburb of Sydney, comes from the Aboriginal word "Boondi," which means the sound of waves on the rocks. And then there's the small town of Hot Coffee, in Mississippi in the U.S. The owner of a coffee shop there used to give travelers hot coffee and cookies for breakfast.

**Bella** That's so funny, because I was born in a town called Eggs-on-toast!

**Josh** Really?

**Bella** Er, no. That was a joke. Bye guys!

**Josh** See you next time!

## Unit 2, page 16, exercise 2 1.03

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

## Unit 2, page 20, exercises 4 and 5 1.04

**Presenter** On *Point of view* today, we're talking about maps. Did you use a map this week? Was it an app on your phone or a piece of paper in your pocket? Probably an app, and it's

not hard to see why. Map apps are easy to use. You just type in a destination and follow an arrow or a dot on the screen. You look at the dot and not at the world around you. Is this a problem? Explorer Steve Beckman thinks it is. Welcome Steve.

**Steve** Thanks.

**Presenter** So do map apps have any value for you?

**Steve** Of course. Look, real maps aren't perfect. To start with, they only show one area. They take up more space, and they can be expensive. If you're in a city, a map app on your phone is great, and can save you time. Map apps have a lot of information that you can't find in a real map.

**Presenter** Interesting. So when do you recommend real maps?

**Steve** If you are somewhere that might be dangerous, like a mountain, having a real map and knowing how to read it is essential. Imagine this: you're walking in the mountains when the weather suddenly changes. You have no phone signal or your battery runs out. In that situation, a map and compass can save your life.

**Presenter** I often find that even if you do have phone signal, map apps show you an incorrect location or give you the wrong directions.

**Steve** Exactly. There was a story in the news recently about a student who was on vacation near the Grand Canyon. She was using a map app when she got lost. It directed her to a road that didn't exist. It simply wasn't there.

**Presenter** What did she do?

**Steve** At first, she continued driving. She drove to an area in the middle of nowhere – no people, no roads. Then she lost her phone signal, so she didn't have a map and she couldn't call for help. She was lost for 5 days, and was running out of food and water.

**Presenter** I hope this story has a happy ending.

**Steve** It does – she was actually very lucky. On day 5, she took a risk and left her car. After walking 11 miles, she got a signal on her phone, and called emergency services.

**Presenter** That was lucky.

**Steve** Yeah, and it proves that we still need paper maps and a compass. And you know, technology should not replace thinking. Get interested in the world around you, remember your journeys, and don't get lost!

## Unit 2, page 23, exercise 4

### What do places mean to us?

### How do places get their names?

Place names can describe where a place is, what you can find there, or they tell you about its history. There is often a clue in the name, such as "bridge" or "mouth", meaning mouth of a river. In the U.S.A., many place names are taken from famous cities in Europe, such as Birmingham and Florence. Some place names are created on purpose to be interesting to attract visitors. If a place has an unusual name, it stands out.

### Why do places disappear?

Some towns and cities, like London, are centuries old. But other places have disappeared because of reasons like disease and natural disasters. Everyone knows Pompeii, but have you heard of Craco in Italy? People abandoned it in the twentieth century because of the frequent earthquakes. Sometimes towns and villages get swallowed up as a bigger town or city expands, and becomes part of a megacity.

### What do we notice about places?

When you arrive in a new place, what do you notice first? Is it the buildings? Is it the language people are speaking or their accent? Is it the people themselves – how they look, and what they're wearing? Is it the sounds – the noise and bustle of a city, or the tranquility of the countryside? Or is it the smells and tastes of the food and drink? Maybe it is all of these things. First impressions are important, but we often change our minds about a place if we spend time there and get to know it.

### How do we read maps?

Maps aren't just useful for finding our way. They tell us about the world around us: they show us the location of borders, cities, mountain ranges, and rivers. By looking at maps throughout history, we can learn how the world is constantly changing. But perhaps most importantly, maps help you notice things in the real world. When you look at a map, you relate the world around you to the symbols, lines, and scales of the screen or paper that you're reading. There's more to reading a map than following your live location on a screen!

### What makes a place special?

Many things can make a place special to you. Perhaps you took part in a memorable event there. Maybe it is a place you associate with a special person. Perhaps it is somewhere you went on vacation as a child. Memories from a young age can be very powerful and they can reinforce our connections with a place.

### Project, page 25, exercise 3 1.05

**Julie** I think we should make our travel guide about Chester. It's got a fascinating history. What do you think?

**Sam** Yes, that's a good idea. Maybe we could find out about the origins of the name Chester. Was it to do with the Romans or the Celts? Maybe the Vikings! I don't know.

**Ben** And Chester is full of historic buildings like the cathedral and the Rows. There would be a lot to write about.

**Emma** But you'd have to make it interesting.

**Julie** Sure. So are we all agreed then? One page is going to be about the history of Chester.

**Everyone** Yes.

**Sam** Would you be happy to research and write that, Julie? Can you find out about some of the historic buildings and the origin of the name?

**Julie** Sure, I'll do that.

**Ben** Good. Now, what about accommodation and places to stay?

**Emma** That sounds a bit boring.

**Ben** Yes, but it's useful. If you're going to visit somewhere, you need to know where you can sleep.

**Julie** Good point. We have to talk about accommodation. But maybe we could make it interesting like 'Unusual places to stay' or 'Cool rooms' or 'accommodation on a budget' ... Something like that so it isn't all about expensive hotels.

**Ben** I see what you mean. That sounds good. I'm happy to do the accommodation page.

**Emma** Can I write about shopping? I could write about 'the Rows', which is very famous, and the market, and the Chester designer outlet.

**Sam** That's fine with me. Is everyone else happy if Emma does the shopping page?

**Everyone** Yes. / Fine. / OK.

**Julie** So that just leaves you Sam. Maybe you could write about food and drink in Chester?

**Sam** Hmm. Food and drink is useful but I don't think young people are very interested in it.

**Ben** Why don't you write about Chester Zoo? That's a famous attraction and there are lots of things you could include, like the bat cave, or the butterfly house.

**Sam** That's a great idea. I hadn't thought of that. OK. I'll write about the zoo.

**Julie** So, we've chosen four categories and we all know what we're doing.

**Emma** Wait a minute. What about photos?

**Julie** I think we should choose our own photos once we've written the first draft.

**Emma** OK. When do we need to have our first drafts ready?

**Sam** Can everyone have their first draft ready for Wednesday? Then we can share some feedback and do a second draft for Thursday, in time for our presentation on Friday. OK?

**Everyone** Great! / Yes. / OK.

### Unit 3, page 27, exercises 3 and 4

**Bella** Hi, Welcome to Factflix! I'm Bella and this is Josh with ...

**Josh** ... my shopping! I've got some burgers, some vegetables, fruit juice, bananas and grapes, and ... two pizzas for the price of one!

**Bella** OK. And today's question is "What is the environmental impact of our food?"

**Josh** To be honest, I don't think about the environment *much* when I buy food. But I think my choice of food is quite healthy.

**Bella** Healthy food isn't necessarily good for the environment though! Think about your carbon footprint! Look at these grapes for example – how far have they traveled?

**Josh** Hmmm ... they were grown in Italy.

**Bella** So, they have been transported here from a long distance – that means they have a large carbon footprint. And look at the plastic packaging. Producing plastic creates loads of carbon. And not all of it can be recycled.

**Josh** What about this pizza? This box is made of cardboard – it's biodegradable.

**Bella** True. But this bit isn't. If it can't be recycled, it will be around forever!

**Josh** OK. Look! These bananas have no packaging! But they come from Costa Rica.

**Bella** So, they have a large carbon footprint, too!

**Josh** Not all of this food comes from a long way away. Look, these burgers are locally sourced!

**Bella** But burgers are terrible for the environment! They come from cows and think about how much food and water a cow consumes in its life. And how much land it needs! Meat farming is really inefficient, and beef is the worst.

**Josh** So, my shopping trip wasn't very successful?

**Bella** I'm sure it all tastes good, but we should all try to buy locally-sourced food with less packaging ...

**Josh** ... and we could cut down on meat, too. See you next time guys!

**Bella** See you!

### Unit 3, page 28, exercise 2 1.06

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

### Unit 3, page 32, exercise 4, and page 33, exercise 5 1.07

**Presenter** Have you ever chosen a granola bar over an apple because the label said it was healthy? But what if you knew that it contained 11 grams of sugar? Today on *Food Watch*, we have scientist Dr. Preeti Gupta to help us understand food labels. Welcome, Dr. Gupta.

**Preeti** Thank you. I think the first thing we need to understand is that the food industry uses these labels on healthy and unhealthy products. Advertising campaigns for global brands tell you their product is “low-fat,” “sugar free,” or “natural” all the time. For example, a carton of a drink may be marketed as a “refreshing fruit juice” with “no added sugar,” but could still contain all your recommended daily sugar in one serving. So you really have to look beyond the marketing and at the actual ingredients.

**Presenter** OK, so what’s the first step?

**Preeti** Check the portion or serving size. If you buy a sandwich for lunch, you usually get two sandwiches, right?

**Presenter** That’s right. I always buy a tuna sandwich at lunchtime.

**Preeti** Well the label may say “contains two servings.” So if you eat both of them, you need to multiply the information by two.

**Presenter** I see! I’d never thought of that.

**Preeti** Then check the calories. They usually have the letters KJ or Kcal next to them. An adult should have around 2,000–2,500 calories a day. It’s possible your tuna sandwich contains over 1,000 calories.

**Presenter** So that’s over half my daily allowance! Tell us about fats. I’ve heard that there is good fat and bad fat, is that right?

**Preeti** Sort of. Fast food and sugary snacks contain something called trans fats, which we should avoid. But saturated fats from meat and cheese are OK in small amounts, as are unsaturated fats from olive oil and nuts. We need 60–80 grams of fat a day, which give us 400–700 calories. Be careful with “fat-free” labels. Fat gives food flavor, but if there is no fat, there is usually a lot of added sugar!

**Presenter** And everyone knows we should cut down on sugar.

**Preeti** Yes, because it’s added to so many processed foods, things which we may not think are sweet, such as bread or tomato ketchup. One spoonful of ketchup, for example, has more sugar in it than a chocolate chip cookie! You shouldn’t have more than 25 grams, or 6 teaspoons of sugar a day. And remember, there are a lot of different types of sugar, such as sucrose, fructose, and glucose.

**Presenter** And salt?

**Preeti** Salt is tricky. It’s sometimes listed as sodium, which is more concentrated. We need 6 grams of salt a day, or one teaspoon, and 2.3 grams of sodium. So avoid eating too many salty foods such as potato chips, and try not to add salt to your meals.

**Presenter** Thank you for your advice – that’s food for thought!

### Unit 3, page 35, exercise 4

#### How do we choose our food?

#### What is the environmental impact of our food?

There are 8 billion people on our planet, and our food habits have a huge impact on the environment. But we can help to reduce this. Choose locally-produced food rather than imported food from other countries. Locally-produced food uses less energy and fuel in transportation and distribution.

Look for food with little or no packaging, for example fresh fruit and vegetables. Less packaging means less waste to recycle or throw away. Lastly, reduce the amount of meat you eat. Nearly 80% of global farm land is used for animals, but meat provides only 20% of the world’s calories. Plant-based food is better for the environment.

#### What influences our diet?

Why do we eat what we eat? There are many factors: the cultural traditions of the country where we live, the food that is available in our local food stores and markets, the price of the food, and of course, our own personal taste. However, commercials often encourage us to buy ultra-processed fast foods or foods that are high in sugar and fat. This has a negative effect on people’s health, and in many countries now processed food is often cheaper than fresh food.

#### How do we feed our cities?

In the biggest cities on Earth people can consume over 30 million meals a day. These days, food production is industrialized, transported globally, and preserved to last months and even years. However, our cities waste a huge amount of food. Did you know that the average supermarket has 40,000 items to choose from? And a lot of these, like fresh fruits and vegetables, are often replaced every day? Sixty-six tonnes of food is wasted globally every second. Some people take advantage of this wasted food. There are even cafes like this one where they serve everything from unwanted supermarket or restaurant food.

#### What’s in your food?

With some foods, it’s clear exactly what you’re eating – for example, a piece of fruit or a vegetable. However, with processed foods, the important nutritional information is on the label. You can check it for the amount of sugar, fat, and salt in the food you buy. Remember that you probably only need 2,000 to 2,500 calories a day, so if that big bag of potato chips contains 700 calories, try not to eat them all! Food packaging often tells you that it’s “fresh” and “healthy.” Read the label carefully to see if it’s true!

#### What’s the connection between food and culture?

Food is more than what’s on our plates – it connects people with their cultural heritage. Food often teaches us about our history. In the U.S.A., the Thanksgiving meal celebrates the first harvest of the pilgrims in 1621. The U.K. is famous for fish and chips. It has been a popular takeaway meal since the 19th century. Every region of the world has its own food traditions. The flavors, ingredients, meal times, and ways of eating change as you go around the world.

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

**Josh** Hello and welcome to Factflix!

**Bella** I’m Bella ...

**Josh** ... and I’m Josh. Today we’re asking “What qualities do heroes have?”

**Bella** Everybody knows Superman, but did you know that he was one of the first superheroes? He first appeared in Action Comics in 1938. Pretty amazing!

**Josh** And what’s really amazing about him is that he’s faster than a train, has X-ray vision, and he can fly! But what about real heroes?

**Bella** My idea of a hero is someone who is courageous, determined, and selfless ... someone who thinks of others rather than themselves.

**Josh** Like Wesley Autrey? He’s a real person and I’d say he’s a great example of a hero. One morning, he was in a New York

subway station when a young man fell on to the train tracks, and a train was coming! He jumped onto the tracks and pulled the man to safety ... just in time!

**Bella** He could have been killed!

**Josh** It was reckless but he saved someone's life.

**Bella** I don't think I could have reacted so quickly.

**Josh** No, most people couldn't. When there is great danger, our stress hormones react, making it difficult for our brains to process information and make decisions. People literally freeze – they move and think more slowly.

**Bella** But how are some people able to react quickly and help?

**Josh** Heroes are usually more confident – they don't get stressed so easily. And in some jobs, people are trained to react quickly; for example firefighters, doctors, soldiers, and police officers.

**Bella** That's interesting. But I think heroes aren't just people who find themselves in dangerous situations. Look at Nadia Lopez. She's a school principal in New York and a great leader. She took over a school in an area of the city with a lot of social problems. She helped thousands of students overcome challenges and succeed academically.

**Josh** She sounds like the kind of person who really inspires you! So, we can all be heroes?

**Bella** I think we can! Thanks for watching guys!

**Josh** Bye!

#### Unit 4, page 38, exercise 2 1.08

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

#### Unit 4, page 43, exercises 3 and 4 1.09

**Presenter** We may not always have a choice about when we have to face a crisis, but we can choose how we react. Today on *What would you do?* we have disaster expert Annie Gregson with some advice on how to deal with unexpected situations. So Annie, what do you recommend we do in a crisis?

**Annie** Well, the first and most important thing to do is to remain calm. The body's first reaction will be to create the stress hormone cortisol. The cortisol goes to the brain and slows down our ability to react and plan. But we need to be able to think clearly, so stop and take a deep breath.

**Presenter** In other words, slow down and control your feelings.

**Annie** That's right. How we react in the first few minutes can make a big difference in the outcome. You need to think: What is the nature of the crisis? Is it an emergency?

**Presenter** I guess there are many different types of crisis.

**Annie** There are, and some are less urgent than others. If someone is hurt or sick, you may also have to seek additional help. Call an ambulance, for example.

**Presenter** So determine the nature of the crisis, then seek help.

**Annie** Yes, then remove yourself from danger. For example, if it's a cycling accident, get yourself and the bike off the road. You need to make quick, rational decisions and not put anyone at risk. And if other people are panicking, it's important to calm them down, too.

**Presenter** Can you give us a real-life example of handling a crisis in this way?

**Annie** Yes, I remember an incident in Alaska a few years ago. A group of 16- and 17-year-olds were on a survival course there, and the actions of one very brave teen saved the day.

The teenagers were on a 30-day trek. It was day 24 and, at that point, they were traveling without adults. As they were hiking through a forest, they unexpectedly came across a mother grizzly bear and her cub. Wanting to protect her cub, the mother attacked the group.

**Presenter** That must have been terrifying!

**Annie** I'm sure it was. Unfortunately, two teens suffered serious injuries and the group alerted emergency services, but they took nine hours to arrive.

**Presenter** So what did they do in the meantime?

**Annie** Well, a 16-year-old boy, called Samuel Boas, took the lead. He gave first aid to his injured friends. He kept everyone calm while they waited for help to arrive. Thanks to Samuel, everyone survived.

**Presenter** That's impressive for someone so young.

**Annie** Yes, it is. He was calm, he had a plan and he put it into action with the help of others. And that's the perfect way to act in a crisis.

#### Unit 4, page 45, exercise 4 Reflect VIDEO

##### What makes a hero?

##### What qualities do heroes have?

When we think of a hero, we usually think of someone strong and courageous. Someone who rescues people in danger or has achieved something extraordinary. Many amazing people have been called heroes throughout history, such as Martin Luther King, who helped to win civil rights in the U.S.A. But many ordinary people can be heroes, too, by doing ordinary things to help others. They can be a teacher who gives everything to help you achieve your best. Or the friend who looks out for you when you're having problems. Anyone can be a hero.

##### How can someone be both hero and villain?

Sometimes people who are called heroes by one group are thought of as villains by another. Why do we disagree over these people? Perhaps their achievements had a positive impact on one group of people, but a negative effect on another group of people. There are many examples in history of people who are heroes in one country, but villains in another. But time can also change our perception of who is a hero, as historians collect more evidence about what actually happened, or what type of person the hero was.

##### What is a hero's journey?

Books and movies often tell the story of a hero's journey. This could be a real journey, such as *Alice in Wonderland*, or it could be a metaphorical journey, such as *Harry Potter*. Ordinary people can also go on a hero's journey, where there's a "call to action" and they have to overcome obstacles to achieve a goal.

##### How can you deal with an emergency?

You don't need to be a hero in an emergency situation, but you can help by being prepared, and following some simple rules. Always stay calm and remove yourself and other people from danger. If you are with a group, agree a plan, and give clear instructions.

##### Who is your role model?

Role models can come from many different backgrounds. Perhaps you admire a teacher for the help and guidance they have given you at school. Or maybe your role model is a parent or grandparent who has given you good advice and shown you how to deal with a difficult situation. Or maybe you admire a famous person like Angelina Jolie, who

has done a lot of work for charity. Our role models may be different, but what they all have in common is the example they provide and the way they inspire us.

### Project, page 47, exercise 2 1.10

**Jed** So, let's look at what we've found out about Malala Yousafzai.

**Tanya** Rani and I researched her life as far as 2012. This is what we've found out so far. She was born on 12 July, 1997 in Mingora, in Pakistan. When she was 11 years old, she started writing a blog for the BBC. She was campaigning for education for girls and children's rights. This made her unpopular with the Taliban who had taken control of that region of Pakistan.

**Rani** However, Malala was determined to go to school. I need to find out which school she went to. One day in 2012, she was travelling home from school on the bus when she was shot by a member of the Taliban. She was seriously injured, and she was flown to a hospital in England. I need to do a bit more research about that.

**Jed** Well done, Rani. You and Tanya have found out a lot.

**Alex** This is where Jed and I take over. We looked at her life from 2012 onwards. After she recovered, her family moved to England. When she was well enough, she continued to campaign for children's rights and education for girls.

**Jed** She wrote her autobiography *I am Malala* in 2013, and in 2014 she won the Nobel Peace Prize. In 2017, she started studying at Oxford University. I need to find out what subject she chose to study.

**Tanya** OK. We've all found out a lot of information. That's great. What do we do now?

**Alex** We need to choose which key dates we're going to include.

**Rani** How many dates do we need?

**Tanya** Let's start with 10 dates. We don't want our timeline to look too crowded.

### Project, page 47, exercise 3 1.11

**Tanya** So, how does the digital timeline work?

**Alex** Well, first we write a date and an event, for example, July 12, 1997, Malala was born. That's what you'll see on the timeline. And we add a photo. When you click on the date, a new window will appear, where we can write some more information, for example "Malala was born in Mingora, which is a city in the northwest of Pakistan."

**Tanya** OK, I see.

**Rani** I've just had an idea. What about including some videos, like YouTube clips? We could include one of her TV interviews, or maybe the speech she gave when she won the Nobel Peace Prize?

**Jed** Great idea, Rani! That will make it really interesting. Are you happy to research some video clips?

**Rani** Yes, I'd like that. Tanya, why don't we work together on this?

**Tanya** Sure.

**Jed** OK. So, let's choose some of the key dates today so that we can start the timeline. Then we can do a bit more research and look for photos after school.

**Alex** Good idea. Then we can share our information tomorrow and finish it. I think it will look really nice.

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

**Josh** Hello, I'm Josh ...

**Bella** ... and I'm Bella. Welcome to Factflix!

**Josh** What do getting to school on time, a computer password, winning the lottery, and playing soccer all have in common? Numbers!

**Bella** And today's question is "Which numbers are in our everyday lives?" Numbers tell us how things work, and help us solve problems and make decisions.

**Josh** For example, the probability of winning the national U.K. lottery is 13 million to 1. So personally I think buying a lottery ticket is a waste of money!

**Bella** Numbers also tell us how much money we need. What's the average price of a coffee in New York, Josh?

**Josh** Er ... \$3?

**Bella** Not bad ... It's \$3 and 12 cents. Numbers may seem difficult ...

**Josh** ... but they help us in so many ways! Did you know we need nine hours sleep a night?

**Bella** And we should spend no more than four hours a day on screens?

**Josh** But I only play FIFA for two hours!

**Bella** How many points do you get for a win in soccer?

**Josh** Three of course!

**Bella** And how many points do you need to win the league?

**Josh** Ah, that depends on how many points the other teams have, and goal difference.

**Bella** So sports is very mathematical, too!

**Josh** True! Computers are also incredible at numbers. Did you know a computer can figure out a 7-digit password in 0.9 milliseconds? That's why the best passwords are long and complex.

**Bella** And numbers can help us stay safe, too. For example, what percentage of your body weight do you think your backpack is?

**Josh** No idea.

**Bella** You should check, because if it's more than 10% of your body weight, you could hurt yourself!

**Josh** Now I have an excuse to leave my math book at home!

**Bella** Not a good idea, Josh. We all need numbers.

**Josh** That's not quite true. The Pirahã tribe in the Amazon don't have numbers in their language.

**Bella** That's amazing! How do they do it?

**Josh** You'll have to check online, Bella! It's time to finish for today.

**Bella** What?! Come on!

**Josh** Bye!

**Bella** Bye!

### Unit 5, page 50, exercise 2 1.12

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

### Unit 5, page 54, exercises 2 and 3 1.13

1

**Yoren** Would you like a cup of tea, Dad?

**Dad** Oh, thanks Yoren.

**Yoren** Here, have a cookie too.

**Dad** Great. Is it Father's day?

**Yoren** Uh ... no, but there is something I want to ask you.

**Dad** Sure. What is it?

**Yoren** It's about my weekly allowance. Can I have an increase, please?

**Dad** Hmm, you had an increase three months ago.

**Yoren** I know, but my friends all get more than me, and I never have enough money to go out.

**Dad** Maybe you should make a weekly budget. That might help you.

**Yoren** I don't know how to do that.

**Dad** It's easy. Go and get your laptop, and we'll make a chart. We'll look at the money you receive each week, and what you spend each week. Then we can figure out if you can reduce your spending.

**2**

**Ellen** Come on Cate.

**Cate** Wait a minute. Look at those sneakers. They're really cool!

**Ellen** Yeah, they're nice.

**Cate** And look – they're on sale – there's a 25% discount.

**Ellen** They still cost 150 dollars though. That's expensive.

**Cate** I think that's a bargain. Really good sneakers are expensive, Ellen. It's worth spending money on decent shoes.

**Ellen** So can you afford them?

**Cate** No.

**Ellen** Well if you really want them, maybe your parents could lend you the money?

**Cate** I don't think so. They think I should get a job on Saturdays if I want to buy things like that.

**Ellen** Well, is that such a bad idea?

**Cate** Maybe, but I don't have time right now, with my swimming lessons, and our exams next year.

**3**

**Bank Manager** Hello Mrs. Lindell, Hello Luca. So you want to open a bank account?

**Luca** Yes, that's right. What exactly do I need to do?

**BM** It's quite simple really. You just sign these forms and, because you are 14, your mother needs to sign them too. Then you can start saving money.

**Luca** Will I be able to get a debit card?

**BM** Yes, you will. But you have to have money in your account, before you can withdraw it.

**Mom** I have a question, can I set up a monthly transfer to Luca's account? His weekly allowance is 15 pounds, so we need to transfer sixty pounds a month.

**Luca** Thanks, Mom.

**BM** Of course, I can do that for you. Now if you could both just sign here. Thanks. Do you have any more questions, either of you?

**Luca** Will I have online banking?

**BM** Yes, we'll send you a welcome pack containing your debit card. All the information will be in there.

### Unit 5, page 57, exercise 4

#### How do we use numbers?

#### Which numbers are in our everyday lives?

If you look around you, which numbers can you see? The numbers on your phone, the numbers on a bus or bus timetable, the numbers at a sports match. The numbers in our lives help us to organize our time; they keep us safe, they enable us to buy the things we need, and they create the technology we use. It's difficult to imagine everyday life without numbers. And yet, some remote tribes are able to live without using numbers. What does this tell us? Do we really need so many numbers?

#### Which numbers can we find in nature?

Numbers enable us to see patterns and ratios in the natural world. The Fibonacci sequence is a simple sequence which occurs naturally, such as the number of petals in a flower. Many more natural objects like sea shells or pine cones grow in a spiral based on Fibonacci numbers. Nature is also full of perfect geometrical shapes; some simple, like a spider's web, and some incredibly intricate, like a snowflake.

#### Who thinks in numbers?

Numbers are everywhere in our lives. Some people seem more able to think in numbers than others. But even when you have an ability in numbers, you still have to work at it. A lot of our knowledge of the universe is thanks to the work of brilliant mathematicians. But it isn't always easy having a brilliant mind, particularly at a young age. Geniuses often find everyday things in life difficult.

#### How can math help with money?

In most societies of the world, it's impossible to operate without using money. Money is pure math. We use math every time we buy something. It helps us manage our money too because it shows us what we can and cannot afford.

#### How can we learn about each other through numbers?

When we ask people questions to collect information, numbers help us to sort different answers into groups and understand the significance of the information that we have collected. We can present the information visually in pie charts, bar charts, or line graphs. A bigger section, a higher bar, or a higher point on the line means a higher number of people who gave the same answer. We can use this information to make conclusions, and know a bit more about each other.

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

**Bella** Hello everyone and welcome to Factflix. I'm Bella ...

**Josh** ... and I'm Josh. Today we're talking about ... the movies!

**Bella** So, "What makes a movie enjoyable?" How often do you watch movies?

**Josh** Once or twice a week. I usually stream them on TV or on my computer.

**Bella** Me too. Although I enjoy movies usually most when I see them at the theater. But did you know that in the U.S., fewer than 10% of people go to the movies every week? Compare that with the past. In the 1930s for example, over 60% of the population went to the movies every week!

**Josh** That's probably because they didn't have streaming back then! Anyway, back to the Factflix question. How do we decide what makes a movie enjoyable?

**Bella** My idea of a good movie is one that wins a lot of awards! Take *Titanic*, for example, one of my favorite movies. It won 11 Oscars!

**Josh** *Titanic*?! That's ancient!

**Bella** But it's a classic! You just don't like romance.

**Josh** I don't. *Titanic* does have good special effects. I respect that, but I'm really not a fan.

**Bella** I think nothing is more enjoyable than an entertaining story. *Titanic* has an excellent screenplay, and a memorable soundtrack, too.

**Josh** I still prefer fantasy movies like *Lord of the Rings*. The action scenes are amazing.

**Bella** Action scenes aren't everything, Josh. I think the secret to a great movie is an interesting plot and strong

performances from the actors. Do the *Lord of the Rings* movies have that?

**Josh** Yep. *The Return of the King* won 11 Oscars too, you know.

**Bella** Really?! Perhaps the most enjoyable movies are the ones most people go and watch. Did you know that *Gone with the Wind* had the biggest box-office success in history? It was made in 1939 and cost over 3 billion dollars in today's money! Do you want to watch it?

**Josh** No. It's a romance.

**Bella** Why don't we watch a movie by the most successful director in history – he won 26 Oscars.

**Josh** Now you're talking! Who was it?

**Bella** Walt Disney, of course!

**Josh** Disney? You've got to be joking!

**Bella** Bye guys!

**Josh** See you next time!

### Unit 6, page 60, exercise 2 1.14

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

### Unit 6, page 64, exercises 3 and 4 1.15

**Presenter** Welcome back to *Focus on Movies*. Today we have movie critic Mark Johnson in the studio to talk about a documentary called *Human*, by the director Yann Arthus-Bertrand. It's a documentary based on interviews with 2,000 people in 60 different countries. Hi Mark.

**Mark** Hello.

**Presenter** Tell us a bit about *Human*. Why did Yann Arthus-Bertrand make this documentary?

**Mark** He got the idea a few years ago, when he was working in Mali in Africa. He was talking with a local farmer and the farmer told him about his life – his hopes, his fears, and his dreams. It was a fascinating conversation, and he realized that it would make a great movie. So he decided to film more people talking about the same thing.

**Presenter** So do people talk about their lives in general in the documentary? Or do they answer specific questions?

**Mark** They do both. Each person was given a list of 40 questions to answer, questions like, "What makes you happy? What are you afraid of? What do you love?"

**Presenter** Those are big questions!

**Mark** Yes, they are, and surprisingly, the answers were often similar.

**Presenter** I've watched some of the interviews on YouTube. I found the way they were filmed was really interesting. They're all filmed the same way. The people being interviewed are close up to the camera, and they look directly at it. There's always the same, dark gray background. And there's no name or country. You don't know where anyone is from.

**Mark** Yes, that's right. The director filmed every interview the same way. He felt that putting in information like a name and a country or a background, would make us focus too much on the differences between people. He wanted to emphasize our sameness and what we have in common.

**Presenter** That's interesting, and so important these days. A lot of people seem to forget that despite our differences, we are all people, wherever we come from.

**Mark** Exactly. So people talk about those very things that are the same for all of us. Their families and their work, their everyday problems and how they deal with them. They all love their families, they all worry about work or money. They all want to love and be loved.

**Presenter** So the director really is exploring what it means to be human.

**Mark** Yes. He wants to show us how we are all similar. He wants us to talk about our responsibilities to each other too.

**Presenter** Thank you Mark. If you want to watch *Human* by Yann Arthus-Bertrand, you can find it on YouTube.

### Unit 6, page 67, exercise 4 Reflect VIDEO

**Why are we fascinated by movies?**

**What makes a movie enjoyable?**

We all enjoy a good movie, but what really makes a movie good? Is it an actor's performance? Or is it the screenplay or the soundtrack? Does it amaze us with stunning special effects or remind us of our own lives? Or does it depend on who we watch it with and where? Going to the movies is a social event and sharing our reactions with other people can make it more enjoyable.

**How have movies changed with the times?**

Cinema has come a long way since 1896. In the silent era, cinema was a place for socializing and chatting while you watched. When sound came on, people suddenly had to listen. When people started buying TVs for their homes, movie theatres were no longer the only place to watch visual entertainment on-screen. Today cinemas face their biggest challenge, as we can access movies anywhere on our personal devices and home cinemas are almost as good as the real thing.

**Why do we like happy endings?**

During the early 1940s, Americans went to the cinema to escape from the problems of the real world for a few hours. Many movies often have happy endings because people like to believe that good can triumph over evil. If it happens on screen, then it can happen in real life, too. But happy endings don't necessarily make us happy. Psychologists have shown that tragic movies can make us feel happier about our own lives. So sad endings may actually be better for us!

**How do you engage an audience?**

We've all seen good ... and bad presentations – at school, or at work. What makes a good presentation? Well, if the speaker has thought about their audience, what will interest them, and how they will respond to the content, they have a good chance of making their presentation a success. Using visual prompts, color, and graphics will grab people's attention and keep them engaged.

**What movies do you recommend?**

When you recommend a movie for other people, consider things like special effects, the soundtrack, the screenplay, and the performances from the actors. Be objective about the movie's strong points and weak points, not just the things you liked.

### Project, page 69, exercise 2 1.16

**Noah** OK. So, we're all agreed that our scene is going to be a comedy with a crazy high-speed chase, involving a bike, a skateboard and a scooter. There are four of us in our group so we need four parts to act.

**All** Yeah. / That's right.

**Noah** So now we need to work out how long it will take to film the scene. I've written a planner and divided it into four stages. Here you are everyone. Have a look.

**Emilia** Thanks Noah. So first is Stage 1 ... Jake and Mia, you're writing the script. How long do you think you'll need?



**Mia** We thought we'd work on this after school, because we might need quite a long time. I think we'll need maybe two hours.

**Noah** That sounds about right. OK. That's Stage 1. Now, Stage 2. We need to choose the parts and decide who's playing them.

**Emilia** That shouldn't take too long. There are only four of us. We can all do that.

**Mia** And then we need to agree on costumes and props. That might take longer. But we aren't going to make any costumes, are we?

**Jake** No, we aren't. But we need to choose a location. That's really important because of the chase.

**Mia** Yes, you're right. We might need half an hour for all that. Then we'll read through the scripts, and if it needs editing, we could do that together. That could be another half an hour.

**Emilia** So that's about an hour in total for Stage 2.

**Jake** Let's say an hour and a half. Just to make sure we have enough time.

**Noah** Good, that's agreed. Now Stage 3 is the exciting bit. This is when it all happens, so that's going to take the most time. Is everyone happy for me to be the director?

**All** Yes.

**Noah** OK. We'll need a few rehearsals of course, and time to practice the chase. I think that will take about two or three hours.

**Emilia** Really? That seems a long time.

**Jake** Yes, but we'll want some breaks.

**Mia** Yes, you're right. OK. Let's allow three hours to make sure we have plenty of time.

**Noah** Good idea. And finally Stage 4 – the edit.

**Mia** I don't think we'll need that much time. How much time do you need to add a soundtrack, Emilia?

**Emilia** Not long. I've got an app I can use, so I can do that in class. Maybe half an hour?

**Jake** Well I think we need a bit longer – the editing stage is where we really make it look and sound good.

**Noah** OK, let's allow an hour and half for that. Agreed?

**All** OK. / Yeah.

### Unit 7, page 71, exercises 4 and 5

**Josh** Hi everyone and welcome to Factflix. I'm Josh and ...

**Bella** Oh... and I'm Bella!

**Josh** Today we're talking about careers. "What is the right job for you?"

**Bella** You know Josh, I would love to be a singer!

**Josh** Do you think you're cut out for a career in the pop music industry? It's competitive, you've got to be mega-confident, and, er, you need to be able to sing in tune.

**Bella** I do sing in tune, Josh!

**Josh** So it's the right career for you then! When I was younger, I wanted to be an astronaut, but I'm afraid of heights.

**Bella** You know, most young kids want to be an astronaut, a teacher, or a doctor. I think they want to do those jobs because they know them.

**Josh** You might be right, but which jobs are most in demand?

**Bella** Good question! It says here that the jobs most in demand are ... nurses, engineers ... and software developers. You could do that – you have a talent for computers.

**Josh** Thanks, but being a software developer sounds a bit boring.

**Bella** It is also the most "future-proofed" job. And they earn good salaries!

**Josh** Hmm, I'm still not convinced. What are the most common jobs?

**Bella** That depends on the country. In the U.S., for example, retail sales assistant is the most common job. Did you know that more than 4 million Americans work in retail?

**Josh** But we'll all be shopping online in the future. I think I'd prefer a job outside. I know, maybe I could be a fisherman!

**Bella** What?! That's one of the most dangerous jobs in the world!

**Josh** Really? OK ... maybe something a bit less adventurous?

**Bella** Aha! Here's a job you're suited for.

**Josh** Private Island caretaker?!

**Bella** Yep! You look after a desert island. So, not too much to do and plenty of time to sit around and work on your suntan!

**Josh** Sounds perfect! Where can I apply?

**Bella** Bye guys!

**Josh** Bye!

### Unit 7, page 72, exercise 2 2.01

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

### Unit 7, page 76, exercise 3 2.02

When we meet someone for the first time, it takes seven seconds for us to decide what type of person they are, and four minutes to make a lasting impression. That's pretty quick, but people tend to judge a book by its cover. That's why it's important to bear in mind how we present ourselves.

The first thing to consider if you want to make a good impression is your appearance. Fifty-five per cent of first impressions are based in the way we dress, and only 7% on what we actually say. So for example, if you turn up to an interview for a job looking scruffy, wearing older or tattered, dirty clothes, you're unlikely to get hired, no matter what your qualifications.

Body language is also important. It can show whether you are confident, shy, bored, or frustrated. In most cultures – although not all – making eye contact is important, as it signals that you are open and confident. If you're in a different country, make sure you find out what people typically do when they meet. Do they shake hands, hug, or kiss? Wherever you are, make sure you walk tall and sit up straight. Don't fold your arms as that shows you are shy and defensive. Also, smile! It puts people at ease.

Small talk is another great way to create a good first impression. Ask people general questions about their day and the workplace. Listen to what they are saying and engage with them. Show people you are interested in them and they will want to find out more about you. Make sure you speak clearly and confidently. The quality of our voices can also make a positive first impression.

Remember, first impressions count, so don't blow it. You won't get a second chance to make a good first impression!

## Unit 7, page 77, exercises 4 and 5 2.03

1

**Jake** Hi, I'm here for an interview at 2:30. My name's Jake Townsend.

**Receptionist** Hello Jake. We were expecting you at 2:00.

**Jake** Oh really? I was sure it was at 2:30. Oh yes, you're right. I'm so sorry.

**Receptionist** Well you're here now. This is Paul, who will be interviewing you.

**Paul** Nice to meet you, Jake. Would you like to come with me? OK. Let's go into this office. Take a seat. So, you're interested in the position of sales assistant?

**Jake** Yep.

**Paul** What do you think makes you suitable for the job?

**Jake** Well, I'm really into computers and I want to earn some money. I'm pretty good at gaming, too.

**Paul** I see. Do you have any experience in sales?

**Jake** Yes, I've worked in a shoe store for two years. I'm good with people.

**Paul** OK, that's good to know . . . .

**Jake** Sorry, that's my phone. Sorry, what were you saying?

**Paul** Do you have any questions about the job, Jake?

**Jake** I don't think so.

**Paul** Nothing you want to ask?

**Jake** Um . . . hang on . . . yes. Do I get vacation pay?

**Paul** Well, yes, eventually, but I think you need to be here for a while first.

2

**Katie** Hi there, my name's Katie Day. I'm here for an interview with Paul Rowling.

**Paul** That's me. Nice to meet you, Katie.

**Katie** Nice to meet you, too.

**Paul** Take a seat. So, you're interested in the position of sales assistant?

**Katie** Yes, I'm very interested in working in retail. It looks like an interesting job.

**Paul** Could you tell me a bit about the skills you could bring to the job?

**Katie** Well, I'm quite knowledgeable about computers. I took a computer class at a local community college. I also have experience introducing older people to technology. I did some volunteer work at a community center.

**Paul** That's impressive.

**Katie** Thank you.

**Paul** And why do you think you're right for this position?

**Katie** Well, I'm very outgoing, and I'm good with people. My volunteer work taught me how to deal with people from many different backgrounds.

**Paul** That's great. Do you have any questions about the job?

**Katie** Yes, I'd like to know if there is any training, and what type of products I'd be selling.

**Paul** There is training, you'd be able to . . . .

## Unit 7, page 79, exercise 4 Reflect VIDEO

### What is the world of work like?

### What is the right job for you?

Thinking about what you will do in the future is exciting, but it can make you anxious, too. Start by listing the skills you have now and which jobs they might be useful for. If you have good analytical skills, you may be suited to work in science. If you have good people skills, maybe a job in retail is for you. If your dream job doesn't match your current skills, don't panic! We can always learn new skills as we get older.

## Should we follow our dreams?

What's your dream? Do you want to become a professional sports player, musician, or artist? Achieving your dream won't be easy. Working hard, making sacrifices, taking risks, and trying again and again are all things people do when they have a dream. For a few lucky people, their dream will come true. The rest of us need to think of more realistic goals in life. If you work hard, take other people's advice, and learn from your mistakes, you are more likely to reach your goals, whether big or small.

## Is there a right age to start work?

Children and teenagers have been part of the workforce for hundreds of years. During the Industrial Revolution in Europe, laws were introduced to stop the exploitation of children. However, in some parts of the world, children as young as ten still work, in order to contribute towards their family's income. In most western countries, teenagers are allowed to work part-time, as long as it doesn't affect their schoolwork.

## How can you make a good first impression?

First impressions are very important. It's thought that we form first impressions of people within seven seconds of meeting them. If you know you are going to meet a new person, for example in a job interview, make sure you are on time. Being punctual shows that you respect the person's time. Try to have a neat, clean appearance. When you meet the person, make eye contact and smile. This shows that you are friendly and confident.

## What are employers looking for?

When employers advertise for a job, they are usually looking for someone who has the right skills and experience to do the work. They also want someone with the right attitude. If you are hard-working, get on with other people, and are willing to learn, then you have a better chance of getting the job. When you apply for a job always match the skills and experience required with your own. More important, remember to sell yourself – make the most of your positive points.

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

**Bella** Hello! I'm Bella.

**Josh** And I'm Josh!

**Bella** On today's Factflix, we're asking, "What are the benefits of sports?"

**Josh** Uh, that's obvious. Sports are good for your health!

That's why I'm training for a mini-marathon! And sports develop qualities like discipline. Did you know that teenagers should do 60 minutes of physical activity every day?

**Bella** Yes, that's why I play hockey. Mind you, if we were serious athletes, we'd do a lot more. The average amount of time that professionals train is 30–40 hours a week.

**Josh** Lucky I'm competing in a mini-marathon then, and not the Olympics!

**Bella** But if you competed in the Olympic Games, you'd be famous around the world! Over 3.6 billion people watched the last Olympics – that's nearly half the world's population!

**Josh** But the most popular sport in the world is soccer. It has 4 billion fans worldwide. Cricket is second with 2 billion. Another positive thing about sports is that you can make friends and feel part of a community.

**Bella** That's right – I love being part of my hockey team. Did you know hockey is one of the oldest sports in the world?

**Josh** But not the oldest – the oldest sport is thought to be wrestling. There are cave paintings of wrestlers from 15,300 years ago! It was also one of the first Olympic sports.

**Bella** But not for women! In fact, in ancient Greece women weren't allowed to even take part in the games. They couldn't even watch them! Women athletes first competed in the Olympics in 1900, but only in tennis, golf, sailing, and croquet!

**Josh** Maybe it's because they thought that men were more athletic. On average, world records for men are around 10% higher than for women.

**Bella** I think they're wrong – being more athletic doesn't just mean you can run faster. Anyway, it doesn't matter how fast, or strong, or talented you are. The best thing about sports is that anyone can do them.

**Josh** So why don't you do the mini-marathon with me this weekend?

**Bella** Er ... I think I have homework to do.

**Josh** Come on Bella! An active body means an active mind!

**Bella** Maybe next year. I'll come and watch you, though! If you come and watch my next hockey game?

**Josh** Deal! See you guys!

**Bella** Until next time – goodbye!

### Unit 8, page 82, exercise 3 2.04

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

### Unit 8, page 84, exercise 4 2.05

**Coach** Aksale, why weren't you at practice yesterday?

**Aksale** I was at my uncle's farm. He needed my help.

**Coach** Practice is more important, Aksale. You're competing in the world championships next month.

**Aksale** I'll work hard this week, coach, I promise.

**Coach** If you miss practice again, you won't be ready to compete.

**Aksale** Sorry, coach. It was only one day.

**Coach** Every day counts, Aksale. I know you've trained a lot this year, but you have to work hard every day. I know you can win gold one day.

**Aksale** OK, coach.

### Unit 8, page 87, exercises 5 and 6 2.06

**Interviewer** With us today on *Psychology Now* we have Doctor Lin Chan. Doctor Chan has recently written a book about failure and how we can deal with it.

**Dr. Chan** Actually it's a book about success, because failure is part of success.

**Interviewer** Right.

**Dr. Chan** Think of it this way: we are only human, so we all make mistakes. We make mistakes at school, at home, at work, in our relationships. The difference is in how we deal with our mistakes, or how we react to "failure."

**Interviewer** So it's more about our attitude toward failure?

**Dr. Chan** Yes, it is. Are you someone who thinks, "I'm just not good enough, I always have bad luck, so I'm giving up?" Or are you someone who takes responsibility and says, "Hey, maybe I can do this in a different way" or "I'm going to try a new approach"?

**Interviewer** I see, so we should try to stay positive. That's difficult. I know I've made some silly mistakes in life – it's hard not to feel negative afterwards.

**Dr. Chan** We've all done that.

**Interviewer** Here's a question. Do more "intelligent" people make fewer mistakes? Or maybe it's just luck, if we don't make many mistakes in life?

**Dr. Chan** No, I don't think either of those are true. If you want to be successful, effort is more important than intelligence and luck. If you think about famous success stories, often people only achieve success after they have experienced quite a few failures. The important factor is they keep on trying, they never give up. It's effort and determination that count in the end.

**Interviewer** For example?

**Dr. Chan** The writer J.K. Rowling. She's one of the most famous authors in the world, but her first Harry Potter book was rejected by 12 publishers. She actually posted the rejection letters on Twitter – she's wasn't angry, she just wanted to teach her fans an important lesson about "success." Then there's the basketball player Michael Jordan. At the beginning of his career, he was dropped from his school team for being too short. But he kept on trying and eventually became the incredibly successful player that we've all heard of.

**Interviewer** That's interesting to hear about J.K. Rowling's letters on Twitter!

**Dr. Chan** Yes, I think her message is this: failure is just a stage on the road to success. It's part of the journey. If you think of your mistakes in this way, you're more likely to be successful. If something doesn't work out, just pick yourself up and continue. As Thomas Edison said, "Every wrong attempt is another step forward."

**Interviewer** Wise words indeed from the inventor of the light bulb.

**Dr. Chan** Exactly. His determination and refusal to give up led to inventions which revolutionized the 20th century.

**Interviewer** Thank you, Doctor Chan. And if you want to find out more, Doctor Chan's book is available in all good book stores.

### Unit 8, page 89, exercise 4 Reflect VIDEO

#### What impact do sports have on our world?

#### What are the benefits of sports?

Doing sports has many benefits. That's why it's the world's most popular free time activity. The most obvious benefit of sports is that they keep us active, fit, and healthy. But exercise also helps our brain create endorphins or chemicals that make us feel happier and more relaxed. Sports make us more disciplined and gives us more self-confidence. Team sports in particular develop leadership skills. Finally, sports can have a positive effect on academic performance because they improve our concentration, critical thinking, and good judgement.

#### What is the real cost of sports?

Sports are full of positive role models – people who work hard and are talented performers. However, the money in the world's most popular sports can have negative consequences. Tickets to top sports matches can be extremely expensive for fans, as is replica sportswear. This sportswear is often made by people in developing countries who struggle to survive on poor wages. Top athletes are popular choices for companies to help sell their products through advertising, because they have a huge influence over their fans. Sports stars should remember that if they advertise products like unhealthy food and drink, they can have a negative influence on people's lives.

### How can sports change people's lives?

The everyday benefits of sports for everyone are clear. But for some very talented young people, sports can be a way out of poverty. In many poorer countries around the world, sport is one possible route to a better life. Although, of course, only a lucky few will become professional athletes. For some people who have had life-changing accidents or illnesses, taking up sport can give new purpose and motivation, and change their life for the better.

### How can we deal with failure?

Everyone makes mistakes, but they can be an opportunity to learn. Many successful people didn't succeed at first, such as the famous movie maker Walt Disney. But they didn't give up – they tried even harder to succeed. When you lose a game or fail an exam, it won't be the last time you fail. Try to have a positive attitude. Use your mistakes to grow, develop, and get stronger.

### Why is winning so important?

We are born with an instinct to compete and win, and that desire drives us to achieve our goals. However, for some people, winning becomes an obsession. Sports can take over their lives and make them miserable. It's best to find a balance – enjoy the feeling of winning when it happens, but realize that there is more to life than winning.

### Project, page 90, exercise 2 2.07

**Teacher** Matt, your team can start.

**Matt** Good morning everyone. Welcome to today's debate. We are going to speak for the proposal "Plastic is the most useful invention of the modern world." We will present the argument that plastic has helped create a fairer and more equal society. That is why it is the most useful invention of the 20th century.

**Amy** You may ask, how has plastic helped create a fairer and more equal society? Well in the past, manufactured goods were expensive because materials were expensive. The invention of plastic provided a cheap alternative that made many household products cheaper for ordinary people to buy. We firmly believe this has made society fairer because it made more products cheaper for everyone. For example, many products that used to be made of glass, wood, or metal were often heavy to carry and expensive to produce. Now they're more affordable.

**Matt** Another argument is that plastic can be used in different ways. For example, plastic can be used to produce anything from pens and telephones, to furniture, trains and planes. To illustrate my point, can you imagine travelling on a train made of just metal and wood? Can you imagine hospitals, factories, and schools where everything was made of glass, wood, or metal? It is clear that not only has plastic made more products available to more people, it has made the modern world possible.

**Amy** To sum up, we firmly believe that plastic has changed every aspect of our lives. Plastic has changed the way we travel, how we live and what we can buy. That is why we strongly believe it is the most useful invention of the modern world.

### Project, page 90, exercise 3 2.08

**Teacher** And now Anna's team.

**Anna** Hello everyone. We are going to speak against the proposal "Plastic is the most useful invention of the modern world." We will present the argument that plastic has helped

create a greedy consumer society and that it has caused more pollution on the planet than anything else.

**John** How has plastic created a greedy society? As you have said, plastic can be produced easily and cheaply. As a result, people buy many plastic products which they use for a short time, throw away, and then buy another. Toys are a good example of this. Toys aren't valued or kept or given to younger brothers and sisters as they once were. They are cheap to buy and easy to replace.

**Anna** While we would agree that plastic is a useful invention, we strongly believe that you must consider the disadvantages. How useful is a product that does not biodegrade and is not easily recycled? How useful is a product that pollutes the seas and oceans and pollutes the air with toxic chemicals when it is burned?

**John** To sum up, we believe that plastic has its uses but until scientists invent a biodegradable plastic and find ways to recycle all plastic, it is a danger to our health and our environment. In our opinion, this is why plastic is not the most useful invention of the modern world.

**Teacher** Thank you, everyone. Who would like to respond? Jill?

**Jill** I found Matt's team's speech very interesting. You say that plastic has made life cheaper for people because we can buy lots of things cheaply. But I don't think that's true, because many plastic products aren't made to last. They are cheap, and they break, so we have to replace them, and the result is we buy more products. We probably spend more money doing this than if we bought one good quality product that was made to last.

**Teacher** Thank you, Jill. Matt and Amy, would you like to respond to Jill?

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

**Bella** Hi there! I'm Bella.

**Josh** And I'm Josh.

**Bella** In today's Factflix, we're discussing "What threats do our seas and oceans face?"

**Josh** Did you know that a rubber duck like this helped us understand much more about our seas and oceans? Twenty-five years ago, a ship accidentally dropped 28,000 rubber ducks into the Pacific Ocean. The ducks turned up on beaches all over the world and helped scientists map the tides and currents.

**Bella** From this, they learned that tides and currents carry warmer water and oxygen from the surface of the ocean to the colder deep ocean. Then, they bring colder water with nutrients and food to the surface. These tides and currents move around our planet, constantly exchanging oxygen and nutrients.

**Josh** However, global warming is causing a change in temperature of seas and oceans. That's bad news for marine ecosystems.

**Bella** But we can all help to reduce global warming by reducing our carbon footprint. Buy less stuff, waste less, and walk or cycle instead of using a car.

**Josh** Another challenge for our seas and oceans are "dead zones" – areas that have no oxygen or life.

**Bella** They are caused by overfishing, which destroys the food chain. They're also caused by chemicals used in agriculture that run off into rivers and eventually the ocean.

**Josh** But if governments control the use of chemicals in agriculture, it is possible to bring life back to a dead zone.

I think they should pass laws that protect marine species, once they return.

**Bella** Another problem is plastic pollution, which can be found in every part of the ocean environment, from the surface to the sea bed.

**Josh** Have you heard of microbeads? They're tiny pieces of plastic in things like liquid soap and toothpaste. They get into the sea, and they damage coral reefs, and they kill tiny organisms like plankton. And plankton produces over half the oxygen in our atmosphere!

**Bella** So, let's do everything we can to keep our seas and oceans healthy.

**Josh** And we can start by using less plastic! Until next time ...

**Bella** ... goodbye!

### Unit 9, page 94, exercise 2 2.09

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

### Unit 9, page 98, exercise 3 2.10

**Presenter** Today on *Green Planet* I'm talking to student Anya Larsson, who has just completed a 30-day challenge to live without plastic. Welcome Anya, and tell us about the challenge. What motivated you to do it?

**Anya** Well, like most people, I know that plastic pollution is doing terrible things to our planet, particularly marine life. I've always tried to reduce the amount of plastic I use, but it's difficult to live without it. But then I saw a documentary called *Bag it!* It grabbed my attention and reminded me how serious the issue is. Did you know that only 9% of recyclable plastic gets to the recycling plant? That's really shocking! Then I found a YouTube blog by a family who had a plastic-free life. The blog had a lot of practical advice and that really inspired me to go plastic-free.

### Unit 9, page 98, exercises 4 and 5 2.11

**Presenter** So how did you get started?

**Anya** I always took cotton shopping bags with me wherever I went. Then I stopped buying water in plastic bottles and only drank tap water. I also carried around my own cup for when I ordered a coffee to go at the cafe.

**Presenter** That sounds simple enough.

**Anya** Yes, it was. But other things were difficult.

**Presenter** For example?

**Anya** I usually shop at a supermarket because it's easy and convenient and it saves time. But the problem with supermarkets is that all the food is packaged in plastic, even fresh food, like fruit and vegetables.

**Presenter** So what did you do?

**Anya** I had to find other shops where I could take my own containers and buy things loose. That was tricky. I managed to find fresh fruit and vegetables, and dry goods like rice and nuts, but things like cookies and potato chips were impossible. And fish, meat, and milk were difficult. The packages were always plastic or had a plastic lining.

**Presenter** How did you deal with that?

**Anya** Well, I stopped buying cookies and potato chips and I reduced the amount of meat and fish I ate. But I found a company that uses glass bottles for milk and recycles them, so I still drink the same amount of milk.

**Presenter** So that's food and drink, but what about long-life products that come in plastic, like soap and shampoo?

**Anya** Ah, actually, well shampoo and soap were easy because I bought bars of soap wrapped in paper, and used it for shampoo too. They were just as good as brands packaged in plastic.

**Presenter** It sounds like you were pretty successful. Would you agree?

**Anya** Well, I wasn't able to completely cut out plastic, but I think I managed to reduce my plastic waste by about 90%. I also started my own blog to raise awareness of the damage plastic does and promote a plastic-free life.

**Presenter** That is great work, Anya. So do you have any tips for anyone who wants to try the 30-day challenge?

**Anya** Replace things gradually. It takes time to change your habits, but it is worth it. In fact, the 30-day challenge has become a lifelong challenge for me – my new goal is to have no plastic in my life at all. It's healthy for me and healthy for our planet, too.

### Unit 9, page 101, exercise 4 Reflect VIDEO

**Why are the seas and oceans so important?**

**What threats do our seas and oceans face?**

There are many threats to our seas and oceans, including overfishing, destruction of habitats, and global warming. Some governments have passed laws to protect marine environments and to stop contamination from pesticides, but more needs to be done. Plastic rubbish is a growing threat. Did you know that plastics only came into widespread use after 1945? Today, plastic can be found in every part of the ocean and can take hundreds of years to decompose. There are a lot of threats to our marine environments but, by working together, we can save our seas and oceans before it's too late.

**How much do we know about the deep sea?**

Our seas and oceans cover most of our planet and the deep sea represents 95% of inhabitable space on Earth. But the truth is, we don't know much about it. Exploring the deep sea can be dangerous, but it is a fascinating and mysterious environment. Today, scientists think there may be as many as 100 million species living in the deep sea – more than in any other habitat on Earth.

**How will coastlines change in the future?**

Coastlines will change dramatically in the future because of rising sea levels. Did you know that rising sea levels were first predicted in the 1960s? Scientists said that the Earth's temperature would rise by 2°C within 100 years because of the CO<sub>2</sub> in the atmosphere. Back then, there was no real proof of climate change. Today, however, it is clear that the polar ice sheets and glaciers are melting. And as a result, many coastlines, along with the towns and cities built there, will disappear.

**How can we deal with plastic?**

The world is overflowing with plastic. We use plastic in every aspect of our lives. For example, clothes, technology, food, transport, hygiene, and many more. We can all recycle our waste, but a lot of plastic is non-recyclable. The best way to deal with plastic is to use as little as possible. How about using alternative materials for everyday objects? Did you know, for example, that you can get a toothbrush with a handle made of bamboo? It might seem small, but we all need to take action. We can reduce our use of plastic.

**How can we help protect our seas and oceans?**

We can help our seas and oceans in different ways. Overfishing is a big problem for the food chains in our

oceans. When you buy fish, make sure that it is sustainable. If you live near the sea, why not get involved in a beach clean-up? Removing rubbish will stop it entering the sea.

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

**Bella** Hi everyone! It's Bella. And this is Josh.

**Josh** Hi!

**Bella** Josh is learning the guitar. How's it going?

**Josh** It's hard. I only just started learning.

**Bella** You'd find it easier if you were younger, and that's what we're discussing today: "Is there an ideal age for everything?" The ideal age to start learning a musical instrument is six.

**Josh** In fact, childhood is the best age for lots of things. When did you start learning French, Bella?

**Bella** When I was 12, I think.

**Josh** You should have started when you were seven or eight! Childhood is the best time to learn languages.

**Bella** But here's something surprising: you peak at math when you're 50.

**Josh** Really? Yeah, that seems quite old to me. Well, I hope I'm not still studying math when I'm 50! Here's one for you. What age are people happiest?

**Bella** I'd say ... when you're about 20? You've got your whole life ahead of you when you're that age.

**Josh** Wrong! I read about a survey where they asked people of different ages how happy they were with their life. And the happiest age was 82!

**Bella** That's a surprise! Maybe it's because you get wiser as you get older. Your vocabulary peaks when you're in your 70s, after all. But what about physical strength and fitness?

**Josh** That's different. You're fittest when you're 25. Think about it – most professional sportspeople are in their 20s, and 30s. And the average marathon runner is 28.

**Bella** That's true, but you can run a marathon at any age. The oldest runner was 92! Never say never!

**Josh** So, some things are best to start during childhood, others peak when you're elderly.

**Josh** What about adolescence? Is being a teenager the best age for anything?

**Bella** Teenagers have the best brain processing power, and the best memory – when we're 18, to be precise.

**Josh** That's good news – just in time for our final exams. Well, I'd like to use my brain power to learn this song ... before I get too old!

**Bella** Good luck. And goodbye!

**Josh** Bye!

### Unit 10, page 104, exercise 2 2.12

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

### Unit 10, page 109, exercises 4 and 5 2.13

Hi there, Lara here! Like everyone else, I often have arguments and disagreements.

They can be with my friends, my parents, but usually they're with my brother. He's two and a half years younger than me and we argue a lot – we always have.

But lately, I've decided that I'm tired of all these arguments, and I've learned how to manage them better.

OK, let's look at a typical disagreement. One day my brother "borrows" my tablet and he doesn't tell me. I need to use it for some schoolwork, so I go into his bedroom, I find a tablet on the bed, and the screen is cracked. What do I do? Do I start yelling? No, first I take a deep breath, and I try to

stay calm. That's a good thing to do if you can feel yourself getting angry. So, I manage my emotions, then I try to be objective. Perhaps my brother needed my tablet for his homework? Maybe he's planning to repair the screen? I need to talk to him and find out.

I go and talk to my brother. He's sitting on the couch and watching TV, so I switch off the TV, and show him the tablet. I look him in the eye, because I need him to see that I'm serious, but he's avoiding my eyes. He starts to say something, but I interrupt him. I know I should have listened to what he had to say, but I want to explain how I feel. I'd saved up a long time for that tablet, and it's a really big deal if it's broken. But while I am talking, he just gets up from the couch and walks off. I follow him into the kitchen, and now I am starting to get mad. Then I notice something. It's another tablet on the kitchen counter ... and it looks like mine. My brother tells me that the cracked tablet belongs to his friend – he left it at our house by mistake. So of course, I apologize.

So what did I learn from this? Clearly I can still improve how I manage the situation when there's an argument or disagreement. I need to listen when someone is trying to explain. I also need to remember where I put my tablet!

### Unit 10, page 111, exercise 4

#### How does age change us?

#### Is there an ideal age for everything?

Should age influence what we do? Yuichiro Miura climbed Mount Everest when he was 80 years old, while Jordan Romero did it when he was just 13. But neither were the "ideal age" – people reach their peak of physical fitness in their mid-20s. What about brain power? Our memory is strongest in our late teens, so it's the ideal age for advanced studies. However, many people make successful students when they are much older, or much younger. So yes, there is an ideal age for most things, but your age should never stop you from trying something new and following your dreams.

#### What are the challenges of adolescence?

Adolescence is a time of great change. Our bodies and minds are growing and we take on more responsibility. However, we are still learning about life, about ourselves, and about other people. Literature about young adults is hugely popular, not just with teenagers, but with all age groups. It often deals with topics like identity, friendship, and family relationships. J.D. Salinger's *Catcher in the Rye* is a classic Young Adult novel. Its main character, Holden Caulfield, has to grow up quickly and bridge the gap between childhood and adulthood.

#### What can we learn from different generations?

Each generation has skills and knowledge that they can share. The older generations can use their life experience to help and advise younger people and they can also tell them fascinating stories about their lives. The younger generation can encourage older people to develop new skills and learn about the latest technology. Building bridges between different generations is good for everyone and broadens our view of the world.

#### How can we manage disagreements?

Disagreements are part of life. People won't always see things from your point of view, and this can be upsetting. When you disagree with someone, try to keep calm and to see the situation from their point of view. Make sure you listen to them and try not to interrupt as they explain their point of view. It's important to treat people with respect, so

maintain eye contact and don't get angry. If you can't find a solution that you can both agree on, then you can always agree to disagree!

**At what age do you become an adult?**

In order to do things like vote, work full-time, and drive a car, most people would say you have to be an adult. But how old is an adult? Did you know that in some U.S. states, 14-year-olds can drive? Voting also varies a lot from country to country. In Brazil you can vote when you are 16, but in Kuwait you have to wait until you are 21! Are we really ready to drive a car or vote before we are 18? Or is it too much, too young?