

# Student's Book audioscript

## Unit 1 Lives people live

### 1.1 Vocabulary

#### 1.2 Exercise 3, page 4

London is an amazing city. It's full of life and there are so many things to see and do. But if you live in London it can be difficult to meet other people. Very often, a young professional lives next door to an older neighbour, but they never meet. We are a small charity. We connect young people with older people. Young people can help older people with technology and practical jobs around the house. Older people have experience and they can listen to young people and give advice. Every week, we organise evening activities. We have films, cooking classes and story-telling. Or, if an older person prefers not to come out, we can connect them with a young person who visits them at home.

### 1.2 Grammar

#### 1.6 Exercise 2, page 6

**G = Girl P = Presenter**

**P:** Who's your role model?

**G:** My role model?

**P:** Yes, who inspires you?

**G:** Oh, Leonardo DiCaprio.

**P:** Why do you admire him?

**G:** Because he's passionate about the environment.

**P:** Does he give money to environmental charities?

**G:** Not exactly. He runs The Leonardo DiCaprio Foundation. He speaks at global conferences and makes documentaries about climate change. He wants to protect wildlife, oceans and forests.

**P:** Have you ever met him?

**G:** No, never.

**P:** What is he doing now?

**G:** He's working on a new film.

**P:** Are you following him on Twitter?

**G:** Yes, I am.

#### 1.7 Exercise 4, page 6

**B = Boy P = Presenter**

**P:** Who inspires you?

**B:** The person who inspires me is Michelle Obama.

**P:** Oh yes, she's great. This is a stupid question, but who is she?

**B:** She's the ex-first lady of the United States.

**P:** Of course ... and why do you admire her?

**B:** I admire her because she does a lot of good work with young people.

**P:** What is she trying to do?

**B:** She's trying to teach children about exercise and health.

**P:** Have you ever seen her in person?

**B:** No, I haven't seen her in person, but I've watched her online.

**P:** What is she doing now?

**B:** She's still working with young people.

### 1.3 Listening

#### 1.9 Exercises 3 and 5, page 7

**I = Interviewer K = Karen M = Martin**

**I:** Welcome to *The World of Work*. Today we have two young people in the studio. They are going to talk to us about voluntary work. Welcome to the show, Martin and Karen.

**M&K:** Thank you.

**I:** Karen, let's start with you. What kind of voluntary work do you do?

**K:** I work in a soup kitchen for homeless people. My local church runs a homeless charity, and every evening, homeless people can come to the church and have a simple meal. It's usually soup and bread.

**I:** That's great, Karen. And what about you, Martin? What does your voluntary work involve?

**M:** I work on an organic farm.

**I:** What exactly do you do on the farm?

**M:** I do lots of different jobs. I plant trees and vegetables. I feed the chickens. I collect the eggs from the chickens and I sometimes cook lunch for all the other volunteers. It's a big farm, and there are fifteen volunteers.

**I:** How many hours do you work, Karen?

**K:** I'm a student and I have a lot of work at the moment. I don't have much free time, so I do two or three hours a week.

**M:** I do quite a lot. I go every Saturday and Sunday.

We start very early in the morning and finish at about 7 o'clock in the evening. It's very hard work, and I feel tired at the end of the day. But I don't mind because I love being on the farm.

**I:** What sort of people volunteer?

**K:** Fantastic people! No. Um, volunteers are caring people. Of course a lot of people are caring, but volunteers are more likely to do something about it.

**I:** So why do you do this voluntary work?

**M:** I am passionate about the environment, and I'm interested in responsible farming. I believe that organic farming is very important for the future. I also like working in a team. I learn important life skills and I'm more confident than before. Also, I want to study farming and agriculture so this is good experience.

**I:** What about you, Karen?

**K:** Well, there are problems in my community and I want to help. There's also a selfish reason for doing it – it impresses people and I like that.

**I:** Thank you Karen, thank you Martin. Now, unemployment ...

#### 1.10 Exercises 6 and 8, page 7

**B = Becky T = Tim**

**T:** Hi Becky. How are you?

**B:** Hi Tim. Great thanks. Are you busy?

**T:** No, not really. Why?

**B:** Well, I'm thinking of doing some voluntary work in Africa and I wanted to ask you some questions.

**T:** Sure – what do you want to know?

**B:** Well, you're experienced, you did voluntary work in Africa and you know me – do you think I'm the right person to be a good volunteer?

**T:** Oh yes, I'm sure you can do it – but it's a good idea

to think about it very carefully. It's good fun, but it's also really hard work.

- B:** Yes, I can imagine.  
**T:** You need to be really healthy. How fit are you?  
**B:** Oh, very fit – I'm never ill.  
**T:** That's great because volunteers often work in difficult conditions. And they sometimes work long hours.  
**B:** What do you mean?  
**T:** Well, life is very different there and you have to adapt to new situations. For example, the weather can be extreme. The food and the accommodation are very different. You need to adapt to a new culture.  
**B:** It sounds very exciting. Did you meet a lot of people?  
**T:** Yes, I worked with a big group of people. I think you'll enjoy that because you're a good team player. You have good communication skills. You get on well with people – you're outgoing ... and you're responsible. That's really important.  
**B:** Thanks Tim! What about the local people? Were they friendly?  
**T:** I met some lovely people but you need to be sensitive to their culture. I was open to people. You need to remember that their way of life is not the same as our way of life.  
**B:** Right. What did you learn from your experience?  
**T:** I changed a lot! I think I helped a lot of people, but I also learnt new skills. I made friends who I hope I'll know for the rest of my life.  
**B:** It sounds amazing. Thanks Tim!  
**T:** No problem. Call me if you have any more questions.

## 1.6 Use of English

### 1.17 Exercises 2 and 3, page 11

**F = Father N = Narrator**

**N: The father**

**F:** We live in London and we have three generations in this house: it's so crowded! We have grandparents, parents and children.

My wife and I have two children and my wife's parents live with us.

There are some advantages. My wife's parents were in New Zealand before. New Zealand is such a long way away from the UK that the children didn't see their grandparents very often. Now they see them every day. Also, childcare is so expensive in London that we didn't have any money for luxuries when the children were little. In fact, we were so poor that we couldn't go on holiday. So it was very helpful to have the grandparents here to look after the children.

But there are also negatives. The house is very small for such a big family.

When I want to be alone, I have to go into the garden.

### 1.18 Exercise 4, page 11

**D = Daughter N = Narrator**

**N: The daughter**

**D:** I don't mind living with my grandparents, they're so lovely. I like talking to them – they're very experienced and give such good advice. Mum and Dad are so busy. They don't have time to listen to our problems. My parents are so lucky because grandma and granddad are very helpful in the house. Grandma is such a good cook that she does most of the cooking, while granddad looks after the garden.

### 1.19 Exercise 5, page 11

**G = Grandmother N = Narrator**

**N: The grandmother**

**G:** We thought about it for a long time because we're such independent people. Some elderly people are lonely, but not us – we've got so many friends that we never feel lonely. But we wanted to help with the children. We try to be useful and it's such fun to spend time with my grandchildren. People say that teenagers are selfish and rude, but I must say my granddaughter's such a polite young lady and she's very kind. I worry about her little brother though. He's so lazy!

## 1.8 Speaking

### 1.20 Exercises 2 and 3, page 14

**E = Ed K = Kate N = Nick R = Rachel**

**1**

- E:** Hello, you must be Nick. I'm Ed.  
**N:** Hi Ed. Nice to meet you. Thanks for coming to get me.  
**E:** No problem. How was your flight?  
**N:** It was okay – I watched a couple of movies and listened to my music. I'm really excited to be here in London. I love travelling and meeting new people.  
**E:** Me too. I've got loads of friends and they want to meet you.  
**N:** Really? That's cool! What do you and your friends usually do in your free time?  
**E:** We spend a lot of time watching films and listening to music. I'm into reggae, hip-hop and rap – I don't really like rock or heavy metal.  
**N:** Me neither. Do you have any brothers or sisters?  
**E:** I've just got one sister. She's a model.  
**N:** Is she?  
**E:** Yes, but she doesn't live at home.  
**N:** Oh. I've got a sister too – she's training to be a pilot.  
**E:** Wow, that's interesting. Okay, here's our train – let's go.

**2**

- R:** Kate? Hi, I'm Rachel.  
**K:** Oh hi.  
**R:** Did you have a good trip?  
**K:** Yes, it was fine, thanks.  
**R:** Great, let's wait over here. My dad is meeting us. Would you like a drink of something while we wait? Tea?  
**K:** Oh no thanks, I'm not very keen on tea.  
**R:** Really? I love it. I drink it all day. So, is this your first visit to England?  
**K:** Yes, it is. I don't like travelling.  
**R:** Don't you? Oh, I do – I want to go round the world. What do you like doing in your free time?  
**K:** I'm really into sport – I do boxing and I play soccer for my school.  
**R:** Wow, that's interesting. I'm terrible at sport. I'm more interested in music. I play drums in a band. What sort of music do you like?  
**K:** I'm into classical music. I play the violin.  
**R:** Do you? Right ... Do you like shopping for clothes? There are some great shops near my house.  
**K:** I can't afford to spend money on clothes. I'm saving to buy a new pair of boxing gloves.  
**R:** Boxing gloves? Oh ... Um. Oh look, there's dad. Dad!

## 1.21 Exercise 4, page 14

**B = Boy G = Girl**

1

**B:** I've got thousands of songs on my phone.

**G:** Have you?

**G:** Cool!

2

**G:** I love Spanish and Italian food.

**B:** Really?

**B:** Do you?

3

**G:** My parents have got an apartment in Paris.

**B:** Wow, that's interesting!

**B:** Have they?

4

**G:** There are forty students in my class.

**B:** Are there?

**B:** Really?

5

**G:** I can play the guitar.

**B:** Cool!

**B:** Can you?

6

**B:** I'm passionate about politics.

**G:** Really?

**G:** Are you?

## 1.22 Exercise 5, page 14

**B = Boy G = Girl**

1

**B:** I'm worried about the world.

**G:** Are you? I'm not.

2

**G:** I'm not worried about the world.

**B:** Me neither.

3

**G:** I love reading poetry.

**B:** Me too.

4

**G:** I don't like reading poetry.

**B:** Don't you? I do.

5

**B:** I've got lots of cousins.

**G:** Me too.

6

**G:** I haven't got any cousins.

**B:** Haven't you? I have.

## Focus Review 1

### 1.23 Exercise 7, page 17

**R = Reporter T = Tony**

**R:** Welcome to our weekly programme in which we meet young people who have been actively involved in some unique experiments. Today I've invited Tony Miller, a psychology student from Zurich. Good morning, Tony.

**T:** Good morning.

**R:** What kind of experiment did you take part in?

**T:** Well, I joined a team of university researchers as a volunteer. We wanted to find out why some rich people are happy about their lives and some are not. We focused on those parts of the brain which deal with making decisions and feelings. We discovered that ...

**R:** ... Let me interrupt you here... How many people did you invite to take part in your experiment and what were their tasks?

**T:** So, at the beginning, fifty participants received a sum of money. One group could spend the money only on their own needs or luxuries and the other on someone they knew – it could be a relative, a neighbour, it was their own decision. We observed how the parts of their brains communicated when they were making their decisions. We also asked the participants how happy they were before, during and after the experiment ...

**R:** ... and I guess their answers depended on how they'd spent their money.

**T:** Exactly. Those who'd spent the money on their own pleasures, were not happy at all. But the people in the generous group felt happy at every stage of the experiment, from getting money to giving someone a gift.

**R:** So, what does the experiment suggest?

**T:** Well, it shows that people who are doing something for others are happier than those who are selfish and think only about their own needs. That's it.

**R:** It would explain why most people prefer giving presents to receiving them. I hope your experiment will inspire young people to be more active in charities and do voluntary work, because, as you say, ...

**R&T:** ... generous people live happier lives!

## Unit 2 Science and technology

### 2.1 Vocabulary

#### 1.24 Exercise 3, page 19

**N = Narrator P = Presenter**

**N:** Here are the answers to the *Science and Technology Quiz*.

#### Part one

**P:** The first web browser – called Mosaic – appeared in 1993, soon after the invention of the Internet. The first search engine was created in 1990. It was called Archie.

The first laser printers were put on sale in 1977 – a long time before personal computers and smartphones.

The first desktop computer with keyboard and mouse was in 1984.

The first smartphone was in 1994. It was made by IBM and it cost \$899.

And for the final bonus question – Apple Macintosh was the company that made the first computer with a mouse.

#### Part two

**P:** Nicolaus Copernicus was an astronomer and mathematician. He developed the theory that the Earth moves around the Sun.

Isaac Newton was a physicist and mathematician. He did research into gravity, light and many areas of physics, maths and astronomy.

Charles Darwin was a biologist. He observed nature. He took notes and measurements and collected specimens from around the world.

Marie Skłodowska-Curie was a physicist and chemist. She did experiments with radioactive materials and discovered polonium and radium.

## Unit 1 Lives people live

### 1 BBC: Student accommodation, page 116

**J = Jurrien N = Narrator P = Presenter**

**J:** My name is Jurrien Mentink, I'm a student and I'm living here in this nursing home.

**N:** This nursing home is in the Netherlands. Most of the residents are over eighty but Jurrien is involved in a project to connect young and older people and help the elderly with feelings of loneliness and isolation.

The accommodation is free for Jurrien and five other students. There is one condition – he has to spend thirty hours each month with the older residents.

**P:** Can we see your room?

**J:** Yeah, sure.

**N:** Compared with other student accommodation, the nursing home is quiet and peaceful. You don't hear loud music in the corridor, only the television turned up very loud because some of the residents are a little deaf.

This is where Jurrien lives. He has everything a student needs in his room, and he doesn't pay rent. This means he can save 30,000 euros while he's studying. But that's not why he came here. He wanted to have the experience of connecting with elderly people.

One of the students' jobs is to prepare the evening meal. But are these students missing out on the fun of student life?

**J:** When I was eighteen I lived in a student house so I knew what it is all about. But I'm twenty-five now and it's the next phase in my life. What I've learnt here is to respect the older residents, the older people in our society.

**N:** At Humanitas, the young students help their older housemates with technology. In return, the elderly bring a new perspective on life to the students. Both generations have a lot to learn from each other. Jurrien likes having 160 grandparents waving him goodbye when he goes to college every day. This style of living is based on respect for one another, and the friendships that develop are important for both young and old.

**J:** That's how we're doing it in Holland.

### 3 Focus Vlog, page 117

**J = Jessica Ja = Jake La = Laura Lo = Lola**

**J:** Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.

Today, let's talk about happiness. What makes you happy?

**Ja:** What makes me happy? Ahmm ... I love sport. But I ... So I do quite a lot of cycling. I like to cycle and racing as well. Racing, cycling, I enjoy.

**La:** The things that make me happy are shopping, my money, spending money, getting money. Sometimes work.

**Lo:** I don't know, seeing other people happy.

**J:** Why does it make you happy?

**Ja:** I think growing up in the city, being able to cycle, especially when you don't have access to a car means that you can get out into the countryside and fresh air. And it's just really nice to enjoy like a sunny day in the fresh air on a bike.

**La:** The money makes me happy because I've earned it, it's well-earned and then I get to spend it on whatever I want to spend it on.

**Lo:** Life without friends is just boring and sad, so yeah! They bring colour to my life.

**J:** And what makes you happy?

## Unit 2 Science and technology

### 6 BBC: Urban legends, page 118

**G = Greg N = Narrator P = Paul**

**N:** Urban legend: a modern myth, imaginary information that many people believe to be true.

It's true that an earthquake can change the length of a day. But could people do this if everybody in the world jumped at the same time? Greg Foot is going to test this urban legend.

**G:** Imagine in five minutes' time, everyone on the entire planet was gonna jump at exactly the same time. From London to Sydney, Delhi to New York, 6.9 billion people leap in the air. Could they make the Earth move?

**N:** Greg decided to start his experiment at a music festival.

**G:** So I wanna get the crowd over there at the main stage to all jump at the same time, and I'm hoping it's gonna make a small earthquake. And then with a bit of maths, I can scale that up and see what'd happen if everyone around the Earth jumped at the same time, and whether that would change the speed of the spin of the Earth.

**N:** Paul Denton is 1.5 km away from the festival. He's going to measure the strength of the jump.

**G:** How're you doing? Good.  
Can we test it?

**P:** Yes.

**G:** Ah, look at that! Nice one. That is brilliant. OK, so we are gonna try to make an earthquake. What we need all you guys to do is jump and land and hit the ground at exactly the same time. Don't do it yet, get ready to do it, we're gonna count you down. All right. Let's go! Five, four, three, two, one... jump!

Have we managed to make an earthquake, Reading? Apparently at 0.6 on the Richter scale you successfully made an earthquake, Reading! Good work. Thanks guys!

**G:** That was amazing! How did it look?

**P:** Well, the jump shows up really clearly.

**G:** So, Paul, we've managed to detect that 1.5 km away with 50,000 people. If we had everyone in the whole world jump at the same time, could it change the length of the day?

**P:** It's a bit more complicated than that.

**N:** The crowd at Reading Festival scored 0.6 on the