

Module 1, page 14 (CD 5, Track 1)

- Claire:** Hey, Barry, wasn't that lesson great?
- Barry:** Er no, not really. I don't know why you like that history stuff, Claire – it's so boring. And I can never remember all those names and dates.
- Claire:** I can't believe you think it's boring. It was great hearing about those explorers all those years ago. They were really brave, leaving their homes and travelling to find out about the world for the first time, not knowing what they could discover.
- Barry:** Hmm. I suppose so, but I thought last week's lesson about the First World War was better.
- Claire:** Yes, well, we have to learn about wars, but it's a bit sad and depressing. Hearing about explorers discovering new places and things has been much nicer.
- Barry:** Maybe, but don't forget, the explorers wanted to rule the new lands they had discovered. They didn't care about the people that had lived there for generations, and they stole the gold and other natural resources to take back to their own country.
- Claire:** OK, maybe that happened sometimes, but not always. What about Marco Polo? He travelled all the way from Venice to China and helped create a route for communication and trade between Europe and Asia. That was positive.
- Barry:** Yeah, Claire, but that was over 800 years ago. What's the use of learning about that now? I just find the past a bit boring. I'm more interested in the present!
- Claire:** Well, I think to really understand the present, you need to know about the past. It's important to know where the things we use today came from ...
- Barry:** Yeah, yeah. I know that coffee and chocolate came from South America and tea came from China ...
- Claire:** Yes, but what about 'knowledge'? A lot of things in our daily lives, like medicine and maths, actually first came from other parts of the world.
- Barry:** Well, maybe you're right. But talking of maths, we have to go. That's our next lesson ...

Module 1, page 19 (CD 5, Track 3)

- Interviewer:** Hello and welcome to *What's Up With the World?*, where we discuss important environmental issues. Today, we meet Professor Harry Smith, who's going to talk about a new project to save water. Professor, what's it all about?
- Professor:** Well, the project is called *Every Drop Counts* and we want to make everyone understand just how valuable water is – it's really more valuable than gold.
- Interviewer:** More valuable than gold? But 75% of our planet is covered in water.
- Professor:** That's true. But 97% of all the water on Earth is in our seas and oceans and 2% is the ice in glaciers. That leaves only about 1% in rivers and lakes for us to use.
- Interviewer:** I see. So, there's not a lot of water for drinking.

- Professor:** Exactly, and it's a bigger problem in some countries than others. For example, many countries in Africa don't have enough water to grow food. However, 60% of all fresh water, the water we drink, is divided between only ten countries. And the problem is getting worse.
- Interviewer:** And why is that?
- Professor:** Well, as the world's population increases, there is of course more demand for fresh water, but also more of our lakes and rivers are becoming polluted because of an increase in industry and changes in modern agriculture.
- Interviewer:** So, what can we do about it?
- Professor:** Well, as a start *Every Drop Counts* is sending people into every school in the country to talk about the issue and to challenge everyone to try to save water in their daily activities. There's also a competition to see which school can think of the most ways of saving water.
- Interviewer:** That sounds like a great project: interesting and fun. Thank you, Professor Smith.

Module 2, page 28 (CD 5, Track 4)

- Jack:** Welcome to Hollyroad Academy Radio. I'm Jack Roberts, and today we're starting a new podcast series called *What We Collect*. Fran Simpson is our first guest. She's shaking a glass ball. It looks like there's a house and snow inside. Fran, can you tell our listeners what you're holding?
- Fran:** Hi, Jack. This is a snow globe from a famous factory in Vienna. This is a tiny one – only 45 millimetres – but I've also got 80 millimetre and 120 millimetre globes as well!
- Jack:** My grandma gave me a snow globe years ago. I dropped it, and all the water spilled out. Actually, we're lucky my dog didn't drink it. I read a warning on a website which said they can contain dangerous chemicals.
- Fran:** Yes, that's true. Snow globes are manufactured in factories all around the world, and some do contain harmful chemicals. But this particular one is from the original Vienna snow globes factory. The snow globes produced in this factory have got nothing harmful in them. The water inside comes from the Alpine mountains – it's completely pure.
- Jack:** Really? Are they expensive?
- Fran:** Yes, they are, because they're handmade. But what's interesting is the history of the snow globe. Erwin Perzy, the man who invented the snow globe, wasn't an inventor of toys at all – he was a mechanic.
- Jack:** So, how did he come up with the idea?
- Fran:** Well, a doctor who performed operations asked him to improve the brightness of his light bulb. Perzy attempted to help him by taking an idea from shoemakers, who used to fill glass globes with water and put them in front of candles to create bigger, stronger lights. However, Perzy found that this didn't work with electric light bulbs. So, he filled glass globes with water and then, he poured baby food into the water, thinking that the light would be brighter if there was a substance inside the water. That's when Perzy realised that it looked like snow.
- Jack:** So, creating a toy wasn't actually his aim.
- Fran:** Not at all, it was just a successful accident!

Module 2, page 33 (CD 5, Track 6)

- Anna:** David, can you help me fill in this mini-questionnaire?
- David:** Of course, Anna. What's it for?
- Anna:** It's for my psychology lesson. I have to write my strengths here and my weaknesses there.
- David:** OK. Well, I think you're extremely well-liked – that's definitely one of your strong points. Oh, and you're not a genius ...
- Anna:** Thanks, David.
- David:** But you're extremely bright.
- Anna:** Oh, thanks ... What about my weaknesses?
- David:** I think YOU should answer that!
- Anna:** Well, I wouldn't say that I'm a natural leader. Remember when Mrs Jones made me captain of the basketball team? Brenda ended up taking control.
- David:** All right, next question ... What's your biggest achievement?
- Anna:** I once won a photography prize.
- David:** Your photos are on Instagram. They're brilliant.
- Anna:** Thanks, David. My photos aren't bad, but I'd like to improve them.
- David:** So, I suppose we can write this under the question 'a skill which you want to develop'?
- Anna:** Actually, I'd really like to be able to multitask.
- David:** Like do your homework and play a video game at the same time?
- Anna:** No, silly, like bake a cake while listening to a history podcast, and then actually remembering some information. Let's write that.
- David:** And what would you like to change about yourself?
- Anna:** I'm mostly quite happy with myself, but I'm sometimes quite shy. I'd like to be a bit more outgoing.
- David:** OK, so that's it. I hope I've helped. By the way, what's your teacher going to do with this?
- Anna:** I'm not sure. I think it's just a task in self-reflection. Anyway, I'm going to hand it in now. I'll just write my name at the top.
- David:** Hmm ... your a's look like the letter 'e'.
- Anna:** I guess I should work on my handwriting as well!

Module 3, page 42 (CD 5, Track 7)

- Toby:** Hey, Lisa, you look miserable. Are you missing life in Japan?
- Lisa:** Hi, Toby. Well, I'm happy to be back. I really missed home when I was there, although I kept in touch with everyone online.
- Toby:** So what's the problem?
- Lisa:** Well, I think I have reverse culture shock. I wanted to speak to you, actually, because you lived in Spain when your dad worked there a few years ago.
- Toby:** Yes. I definitely had culture shock when we moved there. Learning Spanish was quite difficult for me, and I bet Japanese is a much harder foreign language to learn.
- Lisa:** No, Toby, I'm talking about *reverse* culture shock.
- Toby:** Reverse culture shock ... I read about that somewhere. It's when you go home after living abroad, but it's difficult to adapt back to your original culture. Is that right?

- Lisa:** Exactly! The Japanese lifestyle is totally different. My culture shock was really bad at first. But I spent four years of my life there, so I've been affected by the Japanese culture. Sometimes it feels like I have nothing in common with anyone here. For example, in class, everyone in Japan is really respectful to the teachers. Now, I look at the way some students behave here, and I don't like it. Also, I can't speak to anyone about the way of life in Japan, because people don't really understand.
- Toby:** Why don't you find a Japanese language class? You'll get to know people who are interested in Japan.
- Lisa:** Good idea, I hadn't thought of that.
- Toby:** But you need to create new experiences with your friends here as well. Hey, we're going to the shopping centre to get a burger on Friday night. It's not exactly sushi, but you're welcome to join us.
- Lisa:** It sounds great – I'll be there.

Module 3, page 47 (CD 5, Track 9)

- Nadia:** Have you finished your family tree project?
- George:** Not yet. I know about my grandmother and her brothers and sisters, but I need to find out about her parents. It'll probably be finished by next weekend.
- Nadia:** Your grandmother is from Jamaica, isn't she?
- George:** Yes, my grandmother was a nurse and she came to England in 1963. At the time, Britain needed workers, because there was a lot of damage to the country after the Second World War.
- Nadia:** But the Second World War ended in 1945.
- George:** You're right, but there was still a lot of work to be done. Many people from the West Indies, including countries like Jamaica, Trinidad and Barbados, took advantage of the opportunity for a better life. Nurses were also invited to come here by the government – there weren't enough nurses in Britain. You see, many British women had become nurses during the war, but after the war, they went back to their families.
- Nadia:** Did your grandmother come on her own?
- George:** Yes, and she was only 19!
- Nadia:** Wow, she probably felt really lonely.
- George:** For a while, she did. Her life wasn't easy. What's more, she came to London, which was huge compared to her small village in Jamaica.
- Nadia:** How did she deal with it?
- George:** She saw life as a great adventure. She made friends with people at the hospital and she joined a local church too – actually, that's where she met my grandad! In my opinion, she worked really hard and made a great life for herself in the UK.

Module 4, page 56 (CD 5, Track 10)

- Reece:** Hey, Jasmine, what are you doing?
- Jasmine:** I've been trying to learn my Spanish vocabulary, but I'm really struggling. I've got a list of 30 words that I have to learn by heart. According to the rules of our tests, I must be able to write and say the words in Spanish. I really don't think I'll be able to do it.
- Reece:** Have you tried different techniques?
- Jasmine:** Like writing the words hundreds of times and putting them on my fridge, or drawing pictures of the meanings? Yes, I even thought about writing songs or poems with them.
- Reece:** Well, don't give up just yet. I've got one more idea, and I think it'll work. Have you heard of the Crazy English method?
- Jasmine:** No. Reece, I'm not learning *English* vocabulary ...
- Reece:** I know that! Just listen! Crazy English is a very common method used in China to learn English. It was started by someone called Li Yang. Li must have been really shy because whenever he wanted to speak in English, the words just wouldn't come out. So he started yelling words and phrases from his balcony – just repeating them loudly over and over again. It must have worked, because after four months of doing this, his exam results really improved. He graduated as an electrical engineer, but he left his job to open his own English school.
- Jasmine:** Was he successful?
- Reece:** Li Yang teaches thousands of people. He was even asked by the Chinese government to teach English to the army! Now, he's a very rich man.
- Jasmine:** But how will shouting the words help me?
- Reece:** It's something to do with muscles in your mouth and how they connect to the brain. I suppose that learning a language is like riding a bike. We have to repeat the movements of the muscles to remember them ... some people call it muscle memory.
- Jasmine:** Is there any scientific proof that this method helps?
- Reece:** Well, a study was done recently which showed that reading aloud helps you recall information. So, I guess that making even more noise could be even better!
- Jasmine:** Thanks, Reece. It sounds a little weird, but it could be a fun way to learn, although I'm not sure my neighbours will agree! I suppose I can try whispering if it disturbs them.
- Reece:** I suppose you could, although I don't think it has quite the same effect.

Module 4, page 61 (CD 5, Track 12)

Conversation 1

- Shelly:** You look really tired, Grace.
- Grace:** I haven't been sleeping well recently, Shelly. I'm anxious about the exams. I've had the same dream every night for the past week. I wake up on the morning of the exam, and it's already 9.30. I make an effort to get to school as fast as possible, but I can only move my arms and legs really slowly. Finally, I arrive, but I can't recognise anybody there. I realise that I'm actually at the wrong school.
- Shelly:** I've had those kind of dreams before. Where you feel trapped and helpless – you can't move your body, but you have to get somewhere important.

Conversation 2

- Presenter One:** And here we have our final entry for the baking competition – a Disney Chocolate Cake by Rosie McCarthy.
- Presenter Two:** The appearance is definitely impressive. It's so colourful and bright, and you've made the characters really well – I can see Olaf from *Frozen*, Mickey Mouse ...
- Presenter One:** But what's more important is the flavour and texture – how the cake feels in the mouth.
- Presenter Two:** It's very chocolatey, but slightly bitter. Rosie, you shouldn't have used so much cocoa powder. Mmm, I'm positive I can taste some orange as well. It's a little weird, but quite delicious.
- Presenter One:** I think this cake might come in second or even first place.

Conversation 3

- Tom:** The school play is next week, Alan, and I keep forgetting my lines. What should I do?
- Alan:** Keep saying them aloud until you know them, Tom. It'll be all right!
- Tom:** Alan, you must have forgotten that we have the final football practice before the match on Sunday.
- Alan:** I've got an idea. Why don't you try putting your lines under your pillow when you go to sleep? In the morning, you'll remember every word!
- Tom:** Very funny, Alan. Somehow, I don't think that's going to work. Not yet, anyway. Maybe I'll try it in 20 years' time. When we have computer chips in our brains, we won't need to remember anything.

Module 5, page 70 (CD 5, Track 13)

- Sara:** Good morning, listeners. This morning, we'll be speaking with Dr Bradley Hinds, manager at the National Aquarium. He's going to tell us about something happening in the ocean which we're just starting to understand – singing fish. Dr Hinds, please explain.
- Dr Hinds:** Of course, Sara. Well, I should start by naming the man whom we should thank for this discovery. For 30 years, marine biologist Rob McCauley has studied the sounds which fish make from recordings which were made at Port Hedland, Western Australia. He's discovered that fish communicate using song.
- Sara:** Just like birds! Do they also sing at sunrise and sunset?
- Dr Hinds:** Actually, they're different to birds in that way. Most fish start calling just after sunset and continue until the middle of the night.
- Sara:** And do they sing for a specific reason?
- Dr Hinds:** Yes, the main one is to find a mate. For example, the Terapontidae, a small fish with a pattern of stripes, has a special mating call. These fish are only about 15 centimetres long, so they don't look like they're capable of making a loud noise. But when all the fish sing together, they can attract fish over 1 kilometre away!
- Sara:** I listened to the recording this morning. If I hadn't known I was listening to fish, I would've thought they were cellos or trumpets getting ready for a performance.
- Dr Hinds:** Yes, it does sound like an orchestra.
- Sara:** So, why else do they sing?
- Dr Hinds:** Some fish sing when they're hunting prey. If the water isn't clear, using sound makes it easier to stay together while hunting. Also, they make noises if they feel threatened by other fish.
- Sara:** Let's move on to talk about the equipment researchers use. How were they able to record the fish?
- Dr Hinds:** In the 1980s, McCauley used a microphone which he put in the water. He was able to lower it down to 20 metres deep and could only use it for a short time. Now, however, scientists have got equipment which can stay in the water all year round. It also allows them to go down to 4,000 metres – all the way to the bottom of the ocean ...

Module 5, page 75 (CD 5, Track 15)

Good evening, listeners, and welcome to the weather hour podcast. Today, we're going to talk about a phenomenon called "freak waves" or, as they're sometimes called, "monster waves". For centuries, sailors have come back from their travels with terrifying stories of giant waves. These waves, they said, were not only completely unexpected, but they could be over 20 metres high. One captain said that seeing a freak wave was like watching "a cliff of water" coming towards him. Despite the frequency of such stories, they weren't often believed. What's more, in the 20th century, scientists created a mathematical system which figured out the probability of a 15-metre-high wave. The result, according to their calculations, was that a wave of that height could happen once in 10,000 years. This meant that the sailors were either exaggerating or lying. As the years went by and global shipping increased, stories of "freak waves" became more common. Despite this, they were still considered a myth. Then, in 1978, a ship called the *MS München* disappeared mysteriously. The only piece of the ship that was found was the lifeboat. After an investigation, it was concluded that the *MS München* had been the victim of a huge wave. Seventeen years later, on New Year's Eve, 1995, a huge wave was recorded in the North Sea. Experts discovered that the wave had been 25 metres high. Scientists began to realise that freak waves weren't rare events at all. So what causes these monsters? Well, we know that waves happen when wind hits the water. And in some areas of the world, freak waves might happen if the wind hits the ocean against the current. Another possibility is that if a series of small waves comes together at the right moment, it focuses energy and eventually creates one huge wave. But so far, there is no way to accurately predict when a freak wave will happen ... the seas, to us humans, are still a mystery.

Module 6, page 84 (CD 5, Track 16)

- Shannon:** Who are all these people in your holiday photos, Tom?
- Tom:** Those are my cousins. They came to Spain with my aunt and uncle. They live in Switzerland, so we hardly see them. They arrived a day late because their plane was delayed, but we made the most of our time together. My grandparents came too – it was a chance for all the family to celebrate their anniversary.
- Shannon:** Did you *all* stay together in a hotel?
- Tom:** Well, Shannon, my grandparents suggested booking into a hotel, but when we called the hotel they explained that it was high season and all the rooms were full. In the end, everyone said that although we would have to cook, renting a house was a better idea. My mum found a fabulous villa through the website Airbnb. And the owner, who lived next door, told us that we could use his swimming pool.
- Shannon:** We stayed in an apartment in Rome last year which we found on Airbnb. It wasn't exactly luxurious, but the surrounding area was great – full of cafés and restaurants. Also, the owner of the apartment was very kind. He offered to take us on a tour of Rome. I think he was looking for a chance to practise his English!
- Tom:** Well, I managed to use my Spanish on holiday. I promised my teacher that I'd come back fluent.
- Shannon:** It looks like you managed it, Tom. You tagged me in a post you'd written in Spanish ... I had to use Google Translate to understand it!
- Tom:** Oh, right, *that* photo! It said that I was in the mountains and finally speaking some Spanish! I'd gone hiking for a couple of days with my parents.
- Shannon:** What about your little brother Petey?
- Tom:** That's one of the advantages of a big family holiday. My grandparents looked after Petey while we went hiking. My grandparents said that he'd been a bit upset for the first hour! But he ended up really enjoying himself – it helps that they love spoiling him. When we boarded the plane home, I think he had twice as many toys as on our flight there!

Module 6, page 89 (CD 5, Track 18)

- Presenter:** Today on Fashion FM, we're in the heart of London, interviewing teenagers about the clothes they're wearing and what has influenced their style. James has stopped three very differently dressed young people, Danny, Chantelle and Katrin, who've agreed to answer a few questions.
- James:** So, Danny, tell us a bit about what you're wearing.
- Danny:** No problem. I'm wearing an old pair of jeans which I bought from a second-hand shop on Burton Road and a black sleeveless T-shirt with a picture of my favourite band – Iron Maiden. If it gets chilly later, I'll put on my hoodie, which I've got in my backpack.
- James:** Before the interview, Danny, you said that you were on your way home from skateboarding. Does this sport have an influence on what you wear?
- Danny:** When I'm skateboarding, I have to wear practical clothes that I can easily move in. I go skateboarding a few times a week, but I suppose that I wear the skateboarding style every day.
- James:** Thanks, Danny. What about you, Chantelle?
- Chantelle:** I'm wearing jeans and a plain white T-shirt, as well as a big black jacket with a zip. But my trainers are the most important part of my outfit. I've got a range at home, but these bright pink ones are the only pair which I've worn recently.
- James:** You told us that you liked a type of music called "grime". How does that influence you?
- Chantelle:** Well, people who like "grime" music wear casual sports clothes. To get the style right, it's not important where your jeans or T-shirt are from, but people just won't take you seriously if your trainers aren't the right brand!
- James:** OK. Let's move on to Katrin. Katrin, if someone asked you to describe your style, what would you say?
- Katrin:** I'd say I am fashionable ... For me, it's important to be up-to-date with the latest designs. I really look up to the Italian fashion influencer Chiara Ferragni, whose videos I follow. I like to get ideas from her posts. But I don't wear clothes just because they suit an Instagram model or another social media influencer. I have to be realistic about how they will look on me before I spend my money.