

Unit 1

Track 2 – Exposure – Exercise D

1

Now look, the first photo is me and my best friend Laura, we're in her room and trying to be funny, you know, we always eat a lot and we stick our arms up in the air to get some exercise. Laura is one of the funniest girls in our school.

2

Then, wow, have you got this on your screen now? Joel, the good-looking guy in our class, well, he thinks he is good-looking anyway. He's quite athletic, you can see it here, well, you can see his legs anyway. He's a bit on the stocky side though. And his face, well I don't know. Too bad I cut half his head off here, so you can't really see. Maybe I have another picture.

3

Next is me and another friend, and we had this pillow fight. Laura took the picture. We just felt very playful, and in the end we were both out of breath and Laura couldn't stop laughing. I was stronger than my friend anyway. No, I'm not going to tell you what happened to my pillows.

4

Did you know I'm quite a cook? I can do a seven-course meal. No, just joking. But I help my mum sometimes. I can do spaghetti and pizza. This time I was successful with mashed potatoes. Except that the end of the whisk broke off. Never mind.

Track 3 – Task A – Exercise E

A Hey, your mom is really pretty.

B Do you think so? I wonder what she's saying. Probably something that's not really funny. Look, I have my eyes closed.

A Hm, who's the young boy standing next to you?

B You mean the one on the left?

A Yes, with his hand on the woman's shoulder.

B That's my cousin Matt.

- A So the woman is his mother?
- B Yes, she is, and she's also my godmother.
- A And now show me your favourite cousin.
- B Oh, that's Jenny, the blond girl behind me. She's like a sister to me.
- A Do you see each other very often?
- B They visit once or twice a year. She's great fun to be with.
- A What about the boys at the back?
- B They're okay. Gary taught me skateboarding and Phil is a real computer nerd.
- A Which one is Phil? The one with the hat?
- B Yeah, you know my brother, don't you?
- A Ah, that's your bro! I didn't recognise him with his glasses.
- B Well, you don't see him much, I guess.
- A Because he's always in front of his computer!
Hey, who's this ... it looks as if your mum and dad have had a new baby!
- B Oh no, that's Matt's baby brother, Kieran. My father is so proud to be his godfather.
That's why he's got him on his shoulders. I wonder why Kieran and Matt are both blond, though.
- A Okay, their mother is dark-haired, but look at their father. He hasn't got much hair, so you can't tell.

Track 4 – Task B – Exercise D

- Daniel So you want to choose a picture that shows how big and small creatures live together?
- Ankur No, not exactly. How old and young live together in peace.
- Zoë You mean like fathers and sons or daughters? Yes, that would be a good idea for a birthday card.
- Daniel Okay, so you see here, my first suggestion. This is actually a whole family, with the little one on its mother's back.
- Zoë Yeah, quite nice, but they're too small to be seen clearly, I think.
- Daniel So let me show you this picture here. They are really thick-skinned animals.
- Ankur Great, yeah. On second thoughts, hm, the baby rhino is almost hidden away.
- Zoë Oh, but I like it. It's symbolic, you know, you need a thick skin sometimes.
- Daniel Ha ha yeah. Here's another shot of some monkeys. A nice close-up. I went very near and used a telephoto. What do you think? I quite like it.
- Ankur It's a bit blurry. You know, the baby in the foreground is moving its arm.

- Daniel Oh, I see. Okay. The hairstyle is cute, but yeah the quality. Here's my personal favourite.
- Zoë No wonder. A cute little monkey she is too. How old is your daughter now?
- Daniel She's seven and a bit. I see, you don't want any human babies in your photo. How about this one then? Uaaargh.
- Ankur Eeeek! What monsters! But hey, no, it's only one creature, isn't it? The reflection had me fooled for a moment there. I thought one croc was lying on another one.
- Daniel Got you there, eh? Now my final suggestion, and then I've run out of photos. Here's this very relaxed mother, probably resting after giving birth. Isn't she a lovely sight?
- Zoë She is lovely, yeah. I wish I was as relaxed as this. But there's no baby to be seen, is there now? I think this is out of the question. I think I still prefer the ones with the big horns. This one looks a bit like my dear husband.
- Ankur Now, now, you compare me to a rhino? I won't have it. I prefer the mother and the baby who are feeding, despite the technical quality.
- Zoë Oh well, if you must. I'll give in. We did speak about living together in peace.

Track 5 – Focus on skills – Exercise C

A cow is standing in a meadow and laughing.

A shark is walking on a stage in the spotlight with a glass of champagne.

A cat and a bird are sitting on a bench and smiling.

Three lions are drinking water from a natural pool.

Two frogs are swimming in a small puddle.

Unit 2

Track 6 – Exposure – Exercise E

(music)

Track 7 – Task A – Exercise A

(music)

Track 8 – Task A – Exercise F

Hi, I'm Pete. To me, rhythm is the most important thing in music, and in the band everybody follows my rhythm. That's a nice feeling! I can make them play faster, slower, but also louder or softer. I keep the band together – they say that a good drummer is the jazz band's glue. But what I like best about playing the drums is that it's a bit like doing sport and playing music at the same time. It can also be hard work!

My name's Candy, hello. I want to tell you what I like about my instrument. Well, I chose it when I was a kid, I was just eight when I started. I remember one of my dad's records with a picture of a saxophone player on the sleeve, so the beautifully shimmering instrument may have had some influence too, but I suppose it's mostly the sound that caught me. And I still love that sound, that it can be smooth and sharp. And of course I like leading the tune, playing the melody.

Hi, Jaco's my name and I play the bass, both the double bass and the electric bass guitar. I love closing my eyes and feeling the deep sounds in my whole body. The bass is very important for every kind of music, it's the basis of the band. Have you ever heard a band playing without the bass? It sounds ridiculous! That's also something I like about my instrument: You often don't hear it when it's there, but you notice when it's missing.

Hi there, I'm Diana ... and you know, talking about melody, harmony, rhythm – well, I can play everything at the same time. Very often, my left hand does the rhythm and harmony part, and my right hand plays the melody – or I can even sing the tune. That's what I like most about my instrument: I can play the whole music by myself, but I can also play with friends.

Track 9 – Focus on language – Exercise B

leave – left

read – read

steal – stole

teach – taught

grow up – grew up

split up – split up

become – became

produce – produced

want – wanted

win – won

take – took

write – wrote

see – saw

hear – heard

be – was – were

Track 10 – Focus on language – Exercise D

(music)

Track 11 – Focus on language – Exercise F

Did you know that you can make music with rubbish?

There is a band called Neptune. They are a noise music band from Boston, USA. What's unique about them is that all their instruments are made out of old scrap metal. The bass, for example, was built using a video cassette recorder, you know ... the outside of it. They began playing together in 1994 for a school art project. All their instruments were made from things found in the household trash! Neptune haven't really succeeded in the music business up to now, but they have some loyal fans.

Track 12 – Task B – Exercise A

Ruben

My favourite song starts with a roll of drums. Then the band comes in and continues with a relaxed reggae rhythm. You can hear two guitars and some percussion instruments, bongos

and drums. Three voices sing the refrain. And then the solo singer starts singing in a scat-like way. I especially like the guitars.

Boris

Now listen to my song. There's a piano, which plays this lovely string of tones, almost like a waterfall. Then you hear a lonely violin, which sounds as if it's from far, far away. All quite romantic, it makes your spine shiver. The music becomes very quiet, and then the whole orchestra suddenly starts to roar and thunder, and you hear some wind instruments, I bet there's also a saxophone. But the best passage is that quiet violin.

Linda

In my favourite song, there's only a male voice for a long time. I think you call this a cappella. Then the bass guitar sets in, a kind of elastic jumpy rhythm. The singer continues with a lower voice, and the electric piano sort of bumps along in the background. There are no drums here, I think the bass keeps the beats alone. That's why I like it so much, that bass.

Track 13/14 – Task B – Exercise D/E

(Wade in the water)

Track 15 – Focus on skills – Exercise C

(Sister Rosa)

Track 16 – Checkpoint B

Jazz is America's classical music. It is America's classical music because it takes all of the elements that are part of our culture, puts those elements into a perspective which is unique to the United States of America.

No music that has been created in this country so eloquently gives the ideals – or gives voice to the ideals of individualism and gives one an opportunity to express oneself in such a special way as jazz does.

The music is a very special aspect of the American culture. And I think that in just looking at the history, how it came into being, how it evolved, the styles it went through, the sociological and other elements that helped create the music and make it such an accurate reflection of who we are and what we're about as Americans, is something that everyone should know something about whether you care about those kinds of things in general or not. It helps you understand I think why we do what we do and how we do what we do in terms of the music.

Jazz was created by African-Americans and the system of making changes in the music is still based on things which are out of an African-American context. Now that has been so thoroughly assimilated into our general thought that most people don't realize that it started back in slavery times.

Jazz is one of the ways – as a cultural statement, jazz is one of the ways that we can trace how things happened. I alluded to that when I was talking about the jazz of the sixties, and how so many of us were caught up in the struggle for individual human rights that we found ways to say that musically that were different from what we had said in the blues and we had said in gospel and what we had said in other ways. We said it in jazz in one way, we said it in gospel in another way and sometimes those statements overlapped, sometimes they didn't. So, the music itself says an awful lot about who we are, what we're about, where we're coming from and perhaps where we're going.

Track 17-19 – Checkpoint E

(music)

Unit 3

Track 20 – Task A – Exercise D

First, we discussed how we should start and then we sketched out some ideas on paper. We had some problems agreeing with one another so we changed our plans many times. We found the idea of the trusses very good so this is how we constructed our bridge. Our bridge held a total weight of twenty pounds before it collapsed!

Track 21 – Task B – Exercise C

- 1 Let's see what options we have.
- 2 No, I don't want that.
- 3 We could also travel by train.
- 4 What does 'quite high' mean exactly
- 5 I guess it could be.
- 6 It is quite high, I'm afraid.

Track 22 – Focus on skills – Exercise C

First, we flew to America and we spent three weeks there. Then we flew back for the First of August. After that, we had a few weeks just hanging out and going to the pool. Finally, we had a big garden party and then school started again.

Track 23 – Focus on skills – Exercise E

Zoe showed Alex on the map where to find Aarhus. She explained to him that there were different ways of crossing the sea. First, Alex asked if there was a ferry – but he didn't like ferries because of the waves. After that, Zoe suggested the train, but Alex didn't want to travel through an underwater tunnel.

Next, they discussed going over the suspension bridge, but Alex was afraid of its height. Finally, Alex found out that to even *get* to Denmark he would have to cross the sea, so in the end he decided to stay at home, and Zoe went on the trip by herself.

She first travelled from England to Denmark by ferry, and then she decided to take the train to travel in Denmark. Everything went well, but finally, when she got home, Alex wasn't there. He was in hospital because he had broken his ankle while working in the garden.

Unit 4

Track 24 – Exposure – Exercise B

1

My name is Moina. My family are Ndebele, that's [*a people*] in South Africa, and we're famous for our wall paintings.

2

In my language we have all sorts of strange and funny sounds. They go like this (*makes a clicking sound with her tongue*). My English-speaking friends, I mean those who only speak English, can't [*produce*] these sounds easily.

3

At school, we use English half the time. It's an important language [*to get ahead*] in life. We have a teacher who speaks English well because she lived in Johannesburg before. We get television in Ndebele and English.

4

My friends call me Trick, but my real name is Damian Forster. I live in a small [*town near*] Winterthur.

5

I'm a member of a gaming club, and we do all kinds of online games. The guys I play with are from all around Europe and the world. I use English [*all the time*] for games, instant messaging and Skype.

6

The text messages I send to my local friends are in Swiss German, [*those to*] my parents are in High German. I also learn French at school, and I exchange emails with a girl I met when I was in a snowboard camp in Les Diablerets.

Track 25 – Exposure – Exercise E

1

The inner circle refers to the traditional home bases of English, where it is the main language: it includes the USA, the UK, Ireland, Canada and Australia.

2

[...] the biggest circle, called the expanding circle, refers to nations which do not recognize English as an official language.

3

The image of the expanding circle suggests that English continues to spread. In some countries, however, the use of the mother tongue is making a comeback.

4

At a time when powerful states such as Britain (and partly also the USA) ruled large areas of the globe as colonising nations, they left behind schools and administrations which worked in English.

Track 26 – Task A – Exercise A

1 30,459

2 9,984,670

3 71,740

4 33,365,000

Track 27 – Task A – Exercise E

1

30,459 – 13,459 – 13,954 – 30,954 – 30,459

2

9,670,984 – 9,948,670 – 9,984,670 – 9,984,670 – 9,986,470

3

71,000,740 – 71,470 – 71,740 – 17,740 – 71,740

4

33,365,000 – nearly 34 billion – 33,365,000 – 33 trillion 365,000 – 33 billion 365,000

Track 28 – Focus on language – Exercise E

1

The great thing about texting is that you can do it from anywhere and no one can hear what you are saying.

2

Well, there are too many limitations. I mean, you mustn't write more than 160 characters in one message, and so on.

3

I don't have a mobile phone, I don't believe in it because I don't want to be available all the time. But the short message service, well, I think it could be quite practical. I might think about getting a phone for that reason in the future.

4

Short messages? Paah, they ruin my children's language skills and spelling. I don't allow them to text each other. They can use the phone, the landline's free and easy. Plus I can control them better, you know.

5

I love having long dialogues through texting. That's one of the greatest inventions. But I think short texts should be free. I mean, the phone company might ruin me one day!

Track 29 – Task B – Exercise E

Did you know that German was almost the official language in the United States of America? Now there's actually no official language in the US. I'm here in Manatee County, in Florida, and although I don't have to use my German here, it's fun to do so. There are 1,383,440 German speakers in the US and about 74,000 of them live here in Florida. Many of them are second-generation Americans and most of the German speakers in the US today live in Pennsylvania or Texas. Tomorrow I return to Switzerland for a few weeks, but I'll be off back to the US again soon. On my next trip, I'll have to brush up on my Italian for a trip to New York. And some people there speak Polish, but that's way too much for me. Did you know that you can use so many languages in the US? So I'll see you soon and I'll tell you even more about my trip if you're interested.

Track 30 – Focus on skills – Exercise A

Conversation 1

Librarian Hi, what can I do for you?

Brian Hi, my name's Brian. I lost my library card. I think I left it here somewhere.

Librarian Brian, let's see ... what's your family name?

Brian Fullerton, Brian Fullerton.
Librarian Yes, I think you're lucky. It got stuck in one of your books.

Conversation 2

Karen Jenny, do you know my sister?
Jenny No, I've never really met her.
Karen Okay, Jenny, this is Zoe. Zoe, this is my friend Jenny from Lancaster.
Zoe Oh hi, nice to meet you.
Jenny Nice to meet you too. I like your name. Does it mean anything?
Zoe Oh, I don't know ...
Karen It means 'life'.
Zoe Oh Karen, be quiet.
Jenny That's a very nice name.

Conversation 3

Alison Hi.
Excuse me!! Are you using this chair? I just ...
Samir Err sorry, no, I can take my jacket away. Yeah, why don't you sit here. My name's Samir. Do you like ska too?
Alison And I'm Alison. I just picked up this new release to check it out. Do you know The Spectres?
Samir Don't think I do. Can I listen in?
Alison Well, yeah, I don't mind. What are you listening to?
Samir Here, have an ear full.

Conversation 4

A Excuse me, where can I find Mr Pearson?
B Mr Pearson, the head teacher? He'll be in his office.
A Do you think you could ... My name's Bill Regan, I've come to exchange a part of his computer.
B I can take you there, I have a break right now.
A That would be very kind. What's your name?
B I'm Aaron, but everyone calls me Ron around here.
A Do you mind that?
B Naw, it's okay.

Conversation 5

- A Oh hi, there you are. Where have you been?
- B Well, hello. Why are you the only one here?
- A You're late, the others have left already.
- B Weren't we supposed to meet at 1.15?
- A No, stupid, 1.15 is when the bus left. They've gone now.
- B Oh. Look, I'm really sorry, Tim.
And you waited here for me?
- A I did, yes. Well, we can take the next bus, can't we!
- B Thank you, I'm really glad you waited.

Track 31 – Focus on skills – Exercise D

- 1 I like your name.
- 2 What's your family name?
- 3 Jenny, this is Zoe. Zoe, this is my friend Jenny from Lancaster.
- 4 What are you listening to?
- 5 Hi, what can I do for you?

Track 32 – Focus on skills – Exercise E

- Tim Hi! Is Mike there?
- Father No, sorry, he's out.
- Tim Can you leave him a message from me?
- Father Yes, of course, go ahead.
- Tim Can you tell him to check out our Facebook group tonight?
- Father Okay, I'll let him know.
- Tim Thanks a lot.
- Father You're welcome.
- Tim See you!
- Father Talk to you later.

Track 33 – Checkpoint D

Step a

- A** 9,984,670
- B** 2,651,000
- C** almost 2 million
- D** close to 30 million

Track 34 – Checkpoint D

Step b

- 1** The population of the Canton of Zurich is 1,283,300.
- 2** The area of the Canton of Zurich is 1,729 square kilometres.
- 3** The area of Switzerland is 41,285 square kilometres.
- 4** The population of Switzerland is 7,591,400.
- 5** The population of Europe is 731 million.

Unit 5

Track 35 – Exposure – Exercise B

1

The beauty of America's Yellowstone National Park hides one of the rarest and most destructive forces on Earth – a supervolcano. A two-part BBC factual drama asks: "What if Yellowstone erupted?" The last super-eruption occurred about 70,000 years ago and caused a freezing volcanic winter that lasted ten years. The human population nearly died out. Based on the knowledge of top volcano experts, this explosive film examines what would happen if such a catastrophe struck again.

2

A tornado, crossing Prowers County, destroyed or severely damaged several buildings on two farms. The tornado lifted the roof off a house. Another farmhouse had windows blown out and shingles torn off. Destroyed buildings included a barn, a garage, outbuildings and other small structures. Vehicles inside the destroyed garage were damaged. The tornado also caused damage to trees, power lines and fields of crops.

3

Think of places where you could find cover (under a table, a desk or a door frame). Find out how you can shut off the gas, electricity and water. Keep shoes, a flashlight and important information (medical information, photo ID, keys and contact telephone numbers) under your bed in a plastic bag. Have an emergency kit ready. Know the best escape route from each room, from your home and from the neighborhood. Be aware of any special hazards near your home such as power lines, trees or hills.

Track 36 – Exposure – Exercise E

Avalanches kill more than 150 people worldwide each year. Most of the people killed are skiers, snowboarders and snowmobilers. Disastrous avalanches occur when huge blocks of snow break loose from a mountainside.

When these masses slide downhill, they shatter and split up like breaking glass. These moving masses of snow can reach up to 130 kilometres per hour within about five seconds.

Most people caught or buried by an avalanche don't survive.

Avalanches are most common during snow storms and in the 24 hours right after a storm that has dumped 30 centimetres or more of fresh snow.

Track 37 – Focus on language – Exercise B

What will happen if a supervolcano really explodes?

Some things are very likely to happen, we can only speculate about others.

Lava might cover a region as large as Switzerland.

The eruption will certainly produce a huge cloud of ash.

The cloud will go up into the atmosphere. It will have a cooling effect.

Some plants might stop growing. Animals might die because of the cold.

There might not be enough food for all the people in the world.

Human beings will have to work very hard to save their civilisation.

In any case, the consequences will certainly be serious.

Track 38 – Focus on language – Exercise E

1

Efforts to evacuate people from the slopes surrounding two rumbling volcanoes are proving difficult because many don't want to leave. The volcanoes Ubinas in Peru, South America, and Mount Merapi in Java, Indonesia, have been on the brink of blowing their tops for several weeks. Many of the people who live near them are poor farmers, and they don't want to leave their homes and animals. Some people who have been moved out are returning by day to feed their animals.

2

Peru has been sending tons of aid including tents, water, powder milk and bottles for babies to people who have been moved from the area surrounding Ubinas. Two hundred families have been evacuated, but a further 7,000 are thought to be in danger. In Java, 600 people have been evacuated, but an estimated 14,000 are on the slopes surrounding Mount Merapi. To mobilise people is difficult, because they are going on with their daily lives, said an official. Some farmers are even milking their cows.

Track 39 – Task B – Exercise B

It was about 5 p.m. and I was driving home from my job in Oakland. I was going north on the highway approaching the bridge across the bay, travelling at approximately 30 mph, when suddenly I thought I had a flat tyre. I slowed down to a stop and realised that all the street lighting poles were moving about furiously. One was even bending towards a building. It was an earthquake!

Track 40 – Task B – Exercise D

- 1 The storm broke off the roof of my house.
- 2 The trees were lifted away.
- 3 Some people went to look for help.
- 4 I was watching TV when all of a sudden the power went out.
- 5 I was doing the dishes when all of a sudden I heard a noise like a train.

Track 41 – Task B – Exercise F

1

The first one was while I was at the university in 1985. I had just finished classes for the day and was looking for my car in the parking lot. There are different kinds of quakes. This one presented itself in a wave motion. At first I thought I was dizzy, but I noticed the telephone poles were tilting back and forth. The ground took on a liquid-like motion too. The whole episode lasted less than ten seconds, but it seemed longer. That was an experience I don't want to repeat.

2

I was working in the library when the earthquake hit. It was awful. I was putting books away when suddenly I heard a noise like a train. And all of a sudden the bookshelves started to collapse. The earthquake hit so fast we didn't know what had hit us. It was an awful experience.

3

The second experience was while I was sleeping. Well, I was until the earthquake. This one felt like some large vehicle struck the front of the house. It was a very strong jolt, followed by a shaking, bouncing-like motion. This type of quake I feel is more scary than the wavy kind. You're woken up from your sleep and everything around you is making loud rattling noises.

4

It was about 5 p.m. and I was driving home from my job in Oakland. I was going north on the highway approaching the bridge across the bay, travelling at approximately 30 mph, when suddenly I thought I had a flat tyre. I slowed down to a stop and realised that all the street lighting poles were moving about furiously. One was even bending towards a building. It was an earthquake!

Track 42 – Focus on skills – Exercise F

There is the Richter scale for earthquakes and the Beaufort scale for winds. For tornadoes, a meteorologist named Ted Fujita of the University of Chicago developed a scale with six categories, starting from zero.

Light damage is caused by an F0 tornado, which will only blow at a wind speed of up to 73 miles per hour. Such a tornado could damage parts of buildings such as chimneys, or break off tree branches.

The next category is F1, here wind speeds of between 74 and 112 miles per hour are responsible for moderate damage. But it would be strong enough to smash in a window.

The third category goes up to 157 miles per hour. That's F2, which will damage mobile homes or even lift a small car off the ground.

And at F3, the tornado breaks the 200 mile per hour speed limit. Wind speeds of between 158 and 206 miles per hour are measured. Imagine a train carriage being pushed off the rails.

This is not the worst, however. Devastating damage results when a tornado hits the land at between 207 and 260 miles per hour. This is so strong that it will ruin or level whole houses.

And finally F5, and I don't know if this has ever been measured, can blow at up to 318 miles an hour. Just imagine. Incredible and terrible things would happen then.

Unit 6

Track 43 – Exposure – Exercise D

1

A double hamburger is made out of two beef patties, a special sauce, some lettuce, a slice of cheese, onions, some pickled slices of vegetable such as cucumber and a bun.

2

Basic components of our food are carbohydrate (including indigestible fibre), protein, and fat. These are complemented by a range of vitamins and minerals (including salt). In our modern world, we also have numerous additives (including food colouring, sweeteners, flavouring, and preservatives).

3

Carbohydrate is, for instance, sugar or flour, protein is meat, fish, or eggs – and fat is in any kinds of fat, like butter, and in oils, of course.

4

Carbohydrate is found mainly in the bun, but there is also a little bit in the sauce, the cheese, the lettuce and the onions.

A small amount of fibre is in the bun.

Protein is, as usual, mostly in the meat, but also in the bun and in the cheese.

Fat is a component of the meat, the sauce, the cheese and the bun.

There is some vitamin A in the cheese as well as in the sauce and lettuce.

5

Various minerals can be found in all the ingredients, including lots of salt. The scientific name for salt is sodium chloride, this is why you sometimes find “sodium” instead of “salt” on food labels.

Track 44/45 – Exposure – Exercise E/F

1

I've checked some information on the Internet, // and here's what I've found.

2

First I had to find out which ingredients are used to make a hamburger.

3

A double hamburger is made out of two beef patties, //
a special sauce, //
some lettuce, a slice of cheese, //
onions and a bun.

4

That's obvious, I know what's in there, //
I've eaten lots of them!

5

Me too, but I had to make a list of these ingredients first.

6

Of course it's safe. //
It has no additives and no artificial colouring.

7

I've written down the basic information for you.

Track 46 – Focus on language – Exercise E

- 1** They used to eat out often, but now they only do so from time to time.
- 2** They used to eat a lot of takeaways, but now they eat a lot of fresh food.
- 3** They hardly ever used to eat any vegetables, but now they eat a lot of them!
- 4** They never used to eat fresh fruit, but now they do all the time!

Track 47 – Task B – Exercise A

I like green and red peppers very much.
I just love lots of tomatoes on my pizza.
I couldn't do without any ham on it.
I could always eat mozzarella cheese.
I'd rather have pineapple than sausage on my pizza.
I can do without extra olive oil.
I don't like garlic very much.
I can't stand onions on my pizza.

Track 48 – Task B – Exercise C

Jill Well, I've learnt about food culture around the world today, and I wondered what kind of lunch you might have had ... geographically.

Jonathan What do you mean, geographically?

Jill Indian, Chinese, Mexican, African, American, English, Scottish, ...

Jonathan Yeah, Scottish, it was delicious!

Jill Well, we had a closer look at Asian, Latin American and Mediterranean food today.

Jonathan What's Mediterranean food supposed to mean?

Jill Food from Italy, for instance, but also from other countries in the south of Europe and in the north of Africa, such as pasta or olives.

Track 49 – Task B – Exercise D

Jonathan Pasta! Yum!

Jill See? You like exotic cuisine!

Jonathan And how about you? Do you really like all these things?

Jill You know I like spicy food, as long as it isn't too hot. So I think Indian cuisine is great with its variety of spices. Mexican is nice as well, they even have chocolate in savoury dishes!

Jonathan Do they?

Jill Yes! And Chinese is also one of my favourites, and Vietnamese. I just like food when it's tasty, not as tasteless as our dishes.

Jonathan It's true, we just don't have all these appealing dishes, like cats and dogs and ...

Jill Yuck! You can't be serious!

Jonathan No, I'm not. But I thought that you liked all the disgusting things that other people would never eat.

Track 50/51 – Task B – Exercise E/F

Now all of the food group bands run from the top of the pyramid to the base. The different sizes of the bands show the proportion of food we should eat from each food group. The bands are much wider at the base to remind us to eat mostly food without solid fats and added sugar.

Orange is for grains. Remember to make half of them whole grains.

Green is for vegetables. Don't forget to eat dark green vegetables and orange ones.

Red is for fruit: fresh, canned, frozen or dried.

Blue is for milk products. Go for low-fat or fat-free.

Purple is for meat and similar food. Choose lean meats and poultry and eat more fish.

Yellow is for oils. In addition to the five food groups, choose your oils carefully.

Now, apart from clever food choices, we shouldn't forget about physical activity or exercise, no matter what you call it. The steps up the pyramid remind us to be active every day.

Unit 7

Track 52/53 – Exposure – Exercise A/E

My father gets quite mad at me,
my mother gets upset –
when they catch me watching
our new television set.

My father yells “Turn that thing off!”
Mom says, “It’s time to study.”
I’d rather watch my favourite TV show
with my best buddy.

I sneak down after homework
and turn the set on low.
But when she sees me watching it,
my mother yells out, “No!”

Dad says “If you don’t turn it off,
I’ll hang it from a tree!”
I rather doubt he’ll do it,
'cause he watches more than me.

He watches sports all weekend,
and weekday evenings too,
while munching chips and pretzels –
the room looks like a zoo.

So if he ever got the nerve
to hang it from a tree,
he’d spend a lot of time up there –
watching it with me.

Track 54 – Task A – Exercise E

I’d like to tell you about the results of my survey. //
On average, people in my class spend a lot of time using electronic devices. //
What’s interesting is that it’s the same amount for boys and girls. //

For instance: //

- All pupils spend approximately two hours a day on the computer. //
- Ninety per cent of the pupils own their own computer. //
The others use the family computer. //
- Most pupils also listen to music on their way to school //
and while they're doing their homework – //
this amounts to at least another hour a day. //
- Many pupils play computer games at the weekend – //
for some this is six hours a week, //
for others, this is about two hours a week. //
- A surprising three quarters of the class, //
or seventy-five per cent, //
use social-networking tools //
and have, on average, //
five friends that they've never ever met! //

Were you surprised? //

Me, too! //

Now, I wonder what these statistics will look like in ten years!

Track 55 – Task A – Exercise F

I'd like to tell you about the results of my survey.

On average, people in my class spend a lot of time using electronic devices.

What's interesting is that it's the same amount for boys and girls.

For instance:

- All pupils spend approximately two hours a day on the computer.
- Ninety per cent of the pupils own their own computer. The others use the family computer.
- Most pupils also listen to music on their way to school – and while they're doing their homework – this amounts to at least another hour a day.
- Many pupils play computer games at the weekend – for some this is six hours a week, for others, this is about two hours a week.
- A surprising three quarters of the class, or seventy-five per cent, use social-networking tools and have, on average, five friends that they've never ever met!

Were you surprised? Me, too!

Now, I wonder what these statistics will look like in ten years!

Track 56 – Focus on language – Exercise D

In 1860, the English physicist Sir Joseph Wilson Swan found out that he could produce light with a carbon paper thread, called a filament.

At the same time, an American called Thomas Alva Edison experimented in the USA with thousands of different filaments. He wanted to find the materials that glowed best and that lasted a long time before they burned up.

In 1879, Edison was the first scientist who produced an oxygen-free light bulb with a carbon filament that glowed but didn't burn up for 40 hours. He later made a bulb that could glow for over 1,500 hours.

Track 57 – Task B – Exercise D

- 1 This is such a great opportunity to do something wonderful.
- 2 It's never boring and you never get sick of it.
- 3 It's a pity some people think it's boring!
- 4 We absolutely disapprove of the way in which this is done.
- 5 While it may be painful to watch, it's really quite interesting and life-like.

Track 58 – Focus on skills – Exercise E

Speaker: One of the first assignments students are given when school resumes each fall is often an essay about "What I Did On My Summer Vacation". While other kids may describe camp or travel or jobs, 15 year old Austin Granger and four of his friends have something more unusual to write about. The boys spent their summer vacation using plastic building materials to construct the world's tallest toy roller coaster.

Since he was a little boy, Austin Granger has enjoyed constructing different shapes using toy building pieces called K'Nex.

Austin: "I think K'Nex is probably the most versatile construction system that's out there. You can pretty much build anything that you can imagine. It doesn't matter what it is. You can pretty much build anything."

Speaker: The thing that Austin wanted to build with his K'Nex set was a roller coaster.

Austin: "When a kid named Brandon Davis in New Jersey had built the world's tallest K'Nex roller coaster at 28 feet 8 inches tall, I thought that that was an interesting idea that I never tried before. So, I thought I should try to compete with that."

Speaker: Austin says his goal was to set a new record... and he did.

Austin: “Well, it *is* a world record. On the K’Nex roller coaster web site, it has been recognized as a world record.”

Speaker: To make his roller coaster, Austin started with 3-D computer software created for designing real roller coasters, then modified it to fit his plastic modeling pieces. Finishing the project required collecting 15,000 K’Nex pieces ...

Austin’s father, Adam Granger, had to put his own summer projects on hold to free up the backyard for Austin’s project. He says he wasn’t always patient and couldn’t wait for his son’s project to be completed, but admits the whole process was a positive learning experience for him and the boys.

Adam Granger: “They’re really nice guys with good brains. It was real fun to sort of get to know them. At the same time as we were watching this, we were seeing how they worked out their conflicts, problems and disagreements and all that. It was a real growth thing... I guess parents look for that in their children. I really saw it as a growth thing for all of them.”

Speaker: All the parents say it was nice to see their teenagers using their free time constructively instead of just watching TV or going to the mall.