



## Unit 1 pp14–15

**4 and 5** **14**

**Reece:** 'People in Australia' by Reece ...

**Megan:** ... and Megan.

**Reece:** Here is some information about an important English-speaking country, Australia.

**Megan:** The population of Australia is 23.4 million people.

Australia is a very big country. There is just one person for every 2.9 square kilometres!

**Reece:** 19 million people are in the East of Australia, and only 4.4 million in the West.

**Reece:** 85% of all Australians are on the coast, or up to 50 kilometres from the coast.

**Megan:** 27% of people in Australia were born outside Australia. That's about 6 million people.

**Reece:** 448,610 people in Australia are from Italy, Germany and Greece.

**Megan:** One in six people in Australia's population is over 65.

**Reece:** And the average age of the Australian population is 37.3.

## Unit 2 pp26–27

**4 and 5** **22**

**Charlotte:** Hi, I'm Charlotte!

**Dylan:** And I'm Dylan! Welcome to our vlog about organising your studies!

**Charlotte:** At the start of a new school year, it's very important to organise and manage your time. It's useful to know how much time you have for studying ...

**Dylan:** And also for resting ...

**Charlotte:** Come on, Dylan! This is *not* the time for resting.

**Dylan:** All right, all right Charlotte ...

**Charlotte:** Right, tip number one is: 'Know your school timetable'. Look, here's mine. On my timetable I've got all my subjects. And I've got all the days and times when I have classes in those subjects. It's so important to know your timetable. Oh! And just in case ... keep one copy of your school timetable at school and one at home.

**Dylan:** Bad luck! Double maths on a Monday morning.

**Charlotte:** I like maths, actually!

**Dylan:** Really? That's weird! Now ... Tip number 2 is: 'Use a study planner'. A study planner is a mixture of your school timetable and a timetable for

the rest of your day. I write down all the important things in my week. For example, I've got football practice on Monday and Wednesday, and a guitar lesson on Tuesday. So I put that on my study planner and it's easy to see the time that you have for homework.

**Charlotte:** I have a study planner, of course. But my parents also have a copy of it.

**Dylan:** Really? Why?

**Charlotte:** Well, sometimes when I have a rest period my parents aren't happy because I'm not in my room studying. But now it's easy for them to see how I organise my time. They see when I have homework, when I have study time, and when I have a rest period. With their copy of my study planner they know where I am. And because they have a copy of my study planner, I'm careful to follow the plan!

**Dylan:** Well, that's an interesting idea but I'm not sure it's for me! But I do agree with you Charlotte that it's important to plan rest periods. We all need time to relax! Thanks for watching.

**Charlotte:** Bye!

## Unit 3 pp40–41

**4** **31**

Hi everybody! This week's video is very special. My life is very different this week. Why? Because it's 'No TV Week'!

I know, I know! You think that life without TV is impossible! Believe me, after five days I now know that it IS possible, and in fact, life without TV is great!

Normally I watch TV every day, and every evening. I watch it when the programmes are good and when the programmes are bad. When I turn the TV on, I forget to turn it off. And time passes and I don't do anything.

So, what do I do now? Look! These are mine! When I watch TV, I don't do anything creative or productive. Without a TV, I make jewellery ... and that makes me feel good. Now I realise that when I watch TV I don't feel good or bad. I'm a zombie!

Oh, yeah, there's my guitar. Without a TV I have hours and hours of free time! I write songs, I sing and I play my guitar!

So, for me 'No TV Week' is now officially 'No TV Month', maybe even 'No TV Year'! Oh, and when you finish this video, don't switch on the TV! Do something creative ... like me! Bye!

## Unit 4 pp52–53

**6 and 7** **39**

**Interviewer:** Hi. We're doing a programme about teenagers and food. What do you usually eat on a school day?

**Liam:** Well, I usually have cereal for breakfast. But sometimes I get up late and I don't have time.

**Interviewer:** So what do you have for breakfast on those days?

**Liam:** Mmm, one or two chocolate bars and a can of lemonade, for example. It's easy to eat that on the bus.

**Interviewer:** And for lunch?

**Liam:** A burger and chips. Or pizza and chips. I like fast food, and it's very easy. My parents haven't got time to make me a sandwich in the mornings so it's easy to buy a burger. And it's not very expensive at my school.

**Interviewer:** Yes, but do you realise that your diet is really unhealthy? The foods you eat contain lots of salt, sugars, fats ...

**Liam:** Yeah, I know. We study all that in school. But I'm young. It's OK when you're young. I've got time to eat healthy food, when I'm older: when I'm about 30 or something.

**Interviewer:** OK, thanks for your time. So, that's one young person's opinion on healthy eating. What about you? What do you usually eat on a school day?

## Unit 5 pp66–67

**5** **51**

Hmmm. OK. Let's start. Oh, wait. The computer. It doesn't work. Oh, yeah, I had to click this button. Wait, wrong one. There we go. Yes. So, hmmm, let me tell you about Futuroscope. Futuroscope is a *big* technology theme park in France. Millions of people visit it every year. It's a *great* place to learn about technology of the future. And just to have a great day out. At Futuroscope you can go on a voyage in space, learn about life in a space station, watch laser shows, learn about time machines. There are virtual reality computer games and water attractions ... Oh where where – there we are. Futuroscope is in Poitiers. That's about one and a half hours from Paris.



## Unit 6 pp78-79

**6 and 7** 59

**Interviewer:** Hi. Today we're asking young people about their favourite adverts. This is Liam.

**Liam:** Hi.

**Interviewer:** Liam, what's your favourite advert?

**Liam:** I like the advert when the professional footballers play a football match against teenagers in a park.

**Interviewer:** Yes, I know the one.

**Liam:** The teenagers are all playing together. They are very competitive and want to win. Suddenly, some of the teenagers change into professional footballers like Wayne Rooney and Cristiano Ronaldo. They play an incredible match!

**Interviewer:** Why do you like this advert?

**Liam:** I like it because it shows all my favourite football players, like Neymar and Ronaldo. And they're playing against normal teenagers like me. So I think that maybe I can play like them.

**Interviewer:** Right, OK. Does the advert work? Do you like their products?

**Liam:** Yes, it works for me. The advert is for a sports clothing company. I like the players ... they're cool, so I like the product too!

**Interviewer:** Are there any adverts that you don't like at the moment?

**Liam:** Yes, there's an advert for a holiday company.

**Interviewer:** Yes, I know the one.

**Liam:** I hate it! It shows a 'perfect family' on holiday. They are all very beautiful and very happy.

**Interviewer:** You hate it, but do you think it works for other people?

**Liam:** I don't think so. The idea is that when you go on holiday, you and your family can become the 'perfect family'. They often use this technique for products like cars, too. But it doesn't work for me.

**Interviewer:** Thanks!

The second person we have talking about their favourite advert is Amber. Hi Amber.

**Amber:** Hi.

**Interviewer:** Amber, what's your favourite advert?

**Amber:** There's a big chocolate company and they always make brilliant adverts. They use famous pop songs in their adverts. I love them!

**Interviewer:** Yeah, I love them too.

**Amber:** One of them shows a man. He's sitting in a very serious, boring office. Then the music starts and he starts dancing. It's very funny. In another, there's a clothes shop and it's night-time. Suddenly, the music starts playing and all the clothes get up and dance. It's awesome!

**Interviewer:** Why do you like this advert?

**Amber:** The chocolate adverts are always very funny but my favourite thing is the music. They use music that's happy and exciting, and it makes me feel happy and good, and I always want to dance when it's on.

**Interviewer:** Great! Does the advert work? Do you like their products?

**Amber:** Yes, I think it works. All of the adverts use music that's happy and exciting, so that you think that chocolate can also make you feel happy.

**Interviewer:** Chocolate always makes me happy! Are there any adverts that you don't like?

**Amber:** Yes, I hate the beauty adverts that use experts to talk about the products. For example, toothpaste adverts. They use scientists and dentists. The expert says that the toothpaste is great, and they give a 'scientific' reason why it's great.

**Interviewer:** You don't like it, but does the advert work for other people?

**Amber:** They often use this technique in adverts for health and beauty products. The idea is we believe experts because... well, they're experts. This technique works for some people, but not for me. How do we know if they're telling the truth? The company is paying them to say good things. They use scientific words that I can't understand. I don't believe them.

**Interviewer:** Thanks, Amber. What about you? What's your favourite advert?

## Unit 7 pp92-93

**6** 68

**Question:** What can you bring to a team?

**Speaker 1 (Adam):**

Hi, I'm Adam.

**Speaker 2 (Charlotte):**

Hi, I'm Charlotte.

**Speaker 3 (Dylan):**

Nice to meet you.

**Speaker 4 (Megan):**

Good morning!

**Speaker 5 (Reece):**

Nice to meet you.

**Speaker 1 (Adam):**

I love computers and I enjoy preparing slides for presentations. I enjoy making animations. People say they're good. So that's what I think I can bring to a team.

**Speaker 2 (Charlotte):**

In a team or group you need somebody to organise the group. I think I'm good at that. It's important that everybody in the group participates but you need a leader to help take the final decision. I think I do that well.

**Speaker 3 (Dylan):**

All my friends say I talk a lot. Some people don't like speaking in front of others to give presentations, but I enjoy doing that. People say I explain things very clearly.

**Speaker 4 (Megan):**

I like art and crafts: painting, and drawing and making things. So when we need to do things like that, I can help a lot. And I think that in general I have lots of ideas about how to make projects and presentations look good.

**Speaker 5 (Reece):**

I listen to people and I always find something positive to say about their ideas. When people are having problems in their group, I always help. I think teams work well when there is a good atmosphere. And that's what I try to do: make people happy.

## Unit 8 pp104-105

**5 and 6** 75

**Question:** What work experience do you want?

**Speaker 1 (Liam):**

It was easy for me to decide my work experience. I'm applying to a big company that makes cars. I want to get experience as a mechanic or maybe as an engineer.

**Speaker 2 (Amber):**

I'm applying for work in a hospital. I want to see if I like it.

**Speaker 3 (Max):**

So ... I want to do work experience in an ICT company. I think it can help me learn more about computers.


**Speaker 4 (Phoebe):**

I want to do work experience in a primary school.

**Question:** Why?

**Speaker 1 (Liam):**

I love cars. I spend my weekends working on cars, helping to fix them. I also like working in a team. I think mechanics and engineers usually work in teams.

**Speaker 2 (Amber):**

At school I like science and I want to go to university and study medicine when I leave school. I like helping others and listening to them. I think I'm good at that. And I think those qualities are important in a doctor.

**Speaker 3 (Max):**

I love computers. I enjoy playing computer games. I also like knowing how computers work. And I'm good at maths at school.

**Speaker 4 (Phoebe):**

I want to teach art and music to little children one day. I play the guitar and I write music. And I also like painting and drawing. I really enjoy doing creative things. I also like helping others.

## Unit 9 pp118-119

**6 and 7a** **84**

Last week at school we learnt about the Great Garbage Patch. I think it's a really big and important problem. We really need to do something about it.

Some of my friends said, 'What can we do to help? Nothing!'

I don't agree. The problem in general is plastic. We need to stop using so much plastic. How? Here are some ideas.

1. Don't take plastic bags in supermarkets! Supermarkets in England gave more than seven billion plastic bags to shoppers last year! People use them once and then throw them away. They get into rivers and lakes ... and the sea. And they can kill animals and fish. Take a bag made of strong material that you can use again and again.
2. Don't buy drinks in plastic bottles. Buy glass bottles if possible. It's much easier to recycle glass than to recycle plastic. So glass is better for the environment.
3. Drink normal water, if you can. Mineral water usually comes in plastic bottles. Experts think that the water in plastic bottles is bad for us when the bottle is warm. And mineral water is more expensive than normal water, and there's often no reason to drink it. When your water isn't so clean, use a water filter.
4. Don't buy all of your food in plastic. Buy bread in paper bags, for example. You can put apples and other food in paper bags, too. Paper isn't so bad for the environment. You can recycle it easily.

5. If you need to use plastic and plastic bags, try to use biodegradable plastic. It's better for the environment!

If we all stop using so much plastic day after day, week after week, we can make a big difference!

## Unit 10 pp130-131

**5 and 6** **93**

**Reece:**

I think the title of this poem is perfect. It really expresses the idea of the poem. 'Variety is the spice of life'. That means variety is a great thing. Life is interesting because we're all different. People do different activities, they have different experiences and they like different things. And in the poem he says that Indian people are all different. There isn't just one type of Indian man or woman.

**Charlotte:** I think the idea of this poem is that each person in the world is different. That's why he talks about all the differences between people – some are rich, some are poor, some have got long hair, some short hair. We all like different types of music, we wear different clothes. Each person is unique.

**Dylan:** I think the poem is saying that the differences between us aren't important. It isn't important that we like different music or different clothes. We're all humans. I think that's why he says 'many Indians are just like me'. We're all from different places but really we aren't very different in the basic things.

**Megan:** I think the main message in this poem is that stereotypes aren't true. You can't just say 'all British people do *this*' or 'all Indian people do *that*'. I think the most important lines are the ones where he says 'There is no Indian stereotype'. He repeats this idea three times. I think it's an important message.