

Student's Book audioscript

Unit 1 A new look

1.3 Listening

1.8 Exercises 2 and 4, page 7

P = Presenter J = Jenny F = Fraser

- P:** Welcome to *That's Life*. Our topic for today is friendship, and we're gonna talk to two young people, and ask them what their friendships mean to them. So hello Jenny and Fraser.
- J:** Hello.
- F:** Hi.
- P:** Jenny, let's talk to you first. You're sixteen.
- J:** Seventeen.
- P:** Oh sorry, seventeen. Jenny, how many friends do you have?
- J:** Well, if you mean close friends, about five or six. But I've got 313 online friends.
- P:** Let's talk about the online friends first, shall we? 313! That's a lot of friends. How well do you know them?
- J:** Some of them I know pretty well, but I look at some of the names and think 'Who are these people?'
- P:** Hahaha. It's so easy to make new online friends, isn't it? They ask to be your friend, and you accept. It's not as easy to make real life friends, is it?
- J:** That's right. Making friends online takes a few minutes. But a real friend is somebody you get to know over a long period of time. You meet, you spend time together, you get to know one another – it takes a long time to become close friends.
- P:** That's right. But some friendships don't last forever. Fortunately, in the online world, when you don't want to continue a friendship, you can simply de-friend people, can't you?
- J:** I'm not sure I agree with that actually. I find it really hard to de-friend online friends. It seems really mean. I suppose that's why I've got over 300 online friends. In real life, if you fall out with a friend, you don't see them anymore. Or sometimes you decide that you no longer have much in common. You no longer like the same things or you've changed. Then you lose touch. You don't have to make the decision – it just happens naturally.
- P:** Yes, I see what you mean. Fraser, what do you think? What's the difference between close friends and online friends?
- F:** Well, all my close friends are also online friends. When we don't see one another, we chat online. But I'd say my closest friends are the ones I socialise with. We all have a lot in common – we support the same football team, we listen to the same music, and we go hiking and camping at the weekend. We get along really well together.
- P:** Do you think there's any difference between friendship between girls, and friendship between boys?
- F:** I don't know really. I don't go shopping with my friends and we don't paint one another's nails! But I think the important things are the same. I know I can rely on my friends in a crisis. A good friend is always there for you.
- P:** Yes, I suppose that's right. What about friendship between girls and boys? Are any of your close friends female, Fraser?

- F:** Um, yeah of course. There are three or four girls as well as boys in the group of friends I hang out with.
- P:** What about you, Jenny?
- J:** Yes, I get on well with boys. But I think it's different – girls understand one another better. And you're never sure if boys really want to be friends, or if they just fancy you.

1.10 Exercise 6, page 7

J = Janet R = Rachel

1

- J:** Hi Rachel.
- R:** Oh, hello Janet.
- J:** Um, I haven't seen you since that party.
- R:** Yeah, that's right. You were really rude.
- J:** I know, I'm really sorry. I was just ...
- R:** Listen, I'm not going to forgive you, so forget it.
- J:** Oh, right. Okay, well I suppose ...
- R:** Goodbye Janet.

2

A = Amy S = Sarah

- A:** Anyway I was just watching this thing on TV and the phone rang and ...
- S:** It was him!
- A:** Yes. It was him!
- S:** Nooooo! What did you say?
- A:** Well, you know me.
- S:** Oh no, you didn't ...
- A:** I did, I was so nervous!
- S:** Oh you always do that. I've told you, take a deep breath and ...
- A:** I know. But I was so excited ... Anyway ...

3

M = Max S = Suzy

- M:** Hi Suzanna!
- S:** Hi Max. You can call me Suzy if you want – that's what all my friends called me at my last school.
- M:** Oh right. Yeah, Suzy suits you better. Is that your bike?
- S:** Yes – it's getting a bit old now, but I've won a few races on it.
- M:** Really? I didn't know you were into cycling. I'm a member of the school cycling club. You should join.
- S:** I'd love that. What other clubs do you belong to?
- M:** That's the only club, but I play guitar in a band.
- S:** Wow, I play drums. When are you rehearsing next – I'd love to come and listen.
- M:** That would be great. It's a grunge metal band.
- S:** Oh. I'm not even sure what that is. I'm more of an indie rock fan myself.

4

A = Annie S = Sal

- A:** Hi Sal, coming to the party tonight?
- S:** Um, no, I don't think so.
- A:** What's up? You don't look very happy.
- S:** Sorry, I just ... well, I um. Things aren't very good at the moment.
- A:** Has something happened?
- S:** No. Well, yes. Not exactly.
- A:** Come on, let's go and get a cola and have a chat.
- S:** Oh thanks. I'd really like that. I'm afraid I'm not very good company at the moment.
- A:** Listen, it doesn't matter. I'm too tired to go to the party tonight anyway. Let's stay in and watch something online.

1.4 Reading

1.15 Exercise 11, page 8

History of Streetwear: the Hoodie

The first hoodie was produced in the 1930s in New York. The garment was developed by Champion as protective wear. Champion wanted to come up with a garment that would keep athletes warm before and after training. At first people called it the side-line sweatshirt because athletes wore it when they were sitting on the side line of an American Football field. At first the garment was just a sweatshirt, but in 1934 the hood was added to the sweatshirt to give better protection from the elements. In the mid-seventies, hoodies were part of hip-hop culture, which was developing on the streets of New York City. They were still serving a practical function – break-dancers wore them on the street to keep their bodies warm before they performed. But a new function was emerging. Graffiti artists were wearing them and not just to keep warm at night but they were keeping the hood up to hide their identity from the police.

In the 1980s the hoodie gained cult status thanks to skateboarders. At that time, there were few skate parks, and so skaters were forced to practise wherever they could, whether it was legal or not. Once again, the hoodie was used for hiding the skaters' faces from the authorities. The hoodie was beginning to become a symbol of rebellion, worn by outsiders on the limits of society, and it has never lost that criminal edge. But at the same time, it moved into mainstream fashion with the streetwear movement, when sportswear became a fashion trend. The streetwear trend has lasted into the present. Dress codes have relaxed and people prefer to be comfortable. No one goes out on a Friday night wearing a suit any more. In fact, wearing a hoodie can be a kind of anti-fashion statement. When a high-profile social media boss wears a hoodie, it means that he's too busy with changing the world to worry about what he looks like.

1.6 Use of English

1.16 Exercises 2 and 4, page 11

**P = Presenter C1 = Caller 1 C2 = Caller 2
C3 = Caller 3 C4 = Caller 4 C5 = Caller 5
C6 = Caller 6**

P: Welcome to Friday morning phone-in. We're talking about Martha Jones this morning. Martha's school has put her in isolation because she's shaved her head and according to school rules, her hairstyle is unacceptable. But by shaving her head, Martha has raised an impressive £850 for a cancer charity. So what is more extreme – Martha's haircut or the school's reaction? We want to hear what you think – call us on 01632 960231.

C1: This makes me furious! The priority of the school is to educate. But how can this school educate when it's so uneducated itself? It's not clever to isolate a girl when she's studying for exams – how is this helpful? The school should support the girl for finding a creative way to raise money for charity.

C2: This is an outstanding school, and the reason it's so successful is that it has rules and regulations. It's very easy – this girl broke the rules and it's perfectly normal that she faced appropriate punishment.

C3: The school's behaviour is outrageous. Shame on you Barlow College. Your rules are pathetic. The girl

raised a large sum of money for charity and you treat her like a criminal! It's unacceptable.

C4: I'd like to ask the school to clarify something for me – how does a girl's haircut affect her ability to study? Surely the school should focus on her academic achievements, and not her hairstyle.

C5: I understand the school's point of view. School children must realise that their school has rules. The head of the school has shown leadership qualities and the girl should be more respectful.

C6: It's just a haircut! I honestly think that it's absolutely ridiculous to make such a fuss about a shaved head.

Unit 2 It's just a game

2.3 Listening

1.23 Exercises 2 and 3, page 21

1

The sports person I look up to most is Cristiano Ronaldo. He's always been a brilliant player, but he's also a caring and generous human being. He's given a lot of money to charities, and is especially passionate about children's charities. He's a real inspiration. He's made generous donations to Save the Children who provide food, clothing and medicine for children in Syria. Once he paid for a baby's brain operation and his most recent project is to build a children's hospital in Santiago Chile.

2

Serena Williams inspires me. She's been a champion for almost 20 years now and is still at the top of her profession. She's an excellent role model for girls and women. She's strong and powerful and has a good body image. She's spoken out about body image, and also about what it means to be a black woman in tennis. She's the most successful tennis player in history, but she's also supportive of one of her biggest opponents, her older sister Venus.

3

I think Robert Kubica's story is inspiring. He was the first Polish racing driver to win a Formula One Grand Prix, but then he had a terrible accident and he nearly lost his arm. In spite of his serious injuries, he has stayed positive and returned to racing. He inspires young people because he's so courageous and determined.

1.24 Exercises 5 and 6, page 21

P = Presenter J = Jackie

P: Welcome back to the *Sports Programme*. The topic of today's programme is role models. We have sixteen-year-old Jackie Smith in the studio, and she's going to talk to us about the people who encouraged her to take up competitive sport. First of all, congratulations Jackie. Last month you became the world under eighteen windsurfing champion!

J: Yes, that's right. Thank you.

P: So, why did you take up windsurfing? Who inspired you?

J: Two people really: my mum and my cousin, Rachel. I first went windsurfing with my mum. We lived near the sea, and we spent every summer on the beach. My mum had entered windsurfing competitions when she was a teenager. She didn't win anything, but she really enjoyed it. She started to teach me how to windsurf as soon as I could swim and I picked it up really quickly. I was only about seven years old.

Unit 1 A new look

1 BBC: Distressing jeans, page 116

N = Narrator **P** = Presenter **M1** = Man 1

M2 = Man 2

N: The worldwide market for denim jeans is enormous, and one of the most popular styles is distressed jeans. Distressed jeans are made in countries like Turkey, China, The Philippines, Mexico and India.

P: It's incredible. We're in India, we're just heading towards a denim factory that distresses denim and makes it look second-hand. Busy, isn't it?

N: Factory employees were very welcoming and happy to answer questions about the process of distressing jeans.

P: How many jeans are you producing in this factory?

M1: On a monthly basis we produce probably 100 to 150 thousand pairs of jeans.

N: But Alex isn't here to see jeans being made. He's here to see jeans being destroyed.

P: Do you find it slightly strange that you take something that is immaculate and pristine and you totally destroy it?

M2: See, it's my hobby. It's my ... What do we call? Interest. We are doing some work which we like, so, and we find ourselves in doing that work.

If you take any garment like this, you put it in your showroom, no-one will buy it like this.

P: But they will pay extra for something that looks older.

M2: Yes.

P: And more second-hand.

M2: Yes, mostly young people they like garments with more distressed look, more vintage look and once you go a little bit advanced in the age people will reduce ...

P: Younger people want jeans to look older, older people want jeans to look younger?

M2: Yes.

N: Alex bravely donates his jeans to the factory worker for distressing. First, he uses sandpaper to produce white lines that normally appear after years of wearing and washing them. Next it's the grinding machine.

M2: So, what they are doing here, they are grinding all the edges of the garment. So after wear the garment for one or two years, putting your hand, taking your hand, putting your hand – five minutes will give you the same.

N: Then more sanding to produce holes. Next, it's over to the wet processing area ...

P: No, not pink! I don't want pink trousers! ... for more washing with stones and bleach.

M2: So, the operation what he's doing now, he is adjusting the crinkle by hand. The crinkles are created themselves.

P: Every time you get into that position.

M2: Yeah.

P: I haven't got the time to sit in that position for year after year after year to get a crinkle - that's why this process is so important.

M2: It's finished.

N: It seems that destroying denim is all about pretending: pretending that you've been through something that you haven't.

4 Focus Vlog, page 117

J = Jason **H** = Holly **N** = Noah **LA** = Laura

K = Kristina **P** = Peter **LN** = Lauren

J: Hello Internet! I'm going to talk to you about clothes. I'm not usually good with putting outfits together, so I have one pair of jeans that I wear with everything, they're black, they're skinny and they're perfect for me. But they're so old and tatty now, I need to find some new ones. I tried to go shopping the other day, but just couldn't find any that I liked. So I need to go again tomorrow to try and find some more. What about you? Have you been shopping recently? What did you get? Have you bought any new clothes recently?

H: I've bought lots of new clothes recently because I'm going on holiday next week. I've bought lots of T-shirts and shorts for my holiday, sunglasses, swimwear.

N: I haven't bought any clothes for myself, but I have bought clothing for my children.

LA: I have, I have bought a new trench coat online and it was second-hand and I really, really like it although it was a really good bargain as well.

J: Nice!

K: I actually don't even remember if I've bought anything recently. I don't think so, no.

P: I have bought some new clothes. I bought a new shirt, some pants, a pair of jeans. I really like socks so I tried to get some fun socks as well.

LN: Ah yes, I have bought several pairs of summer shorts.

J: Is there anything you've been planning to buy but haven't yet?

H: I've been looking for a new bag, but I can't decide what size to get so I'm not sure.

N: I think I need a good rain jacket, something that is waterproof and will protect me when it's really pouring outside.

L: I've been planning to buy a new pair of boots.

K: And I've been planning to buy sunglasses because I lost mine.

P: Yes, I've been trying to buy new shoes recently so I'm looking to buy a pair of sandals, cause it's summertime. Also looking to buy some new running shoes, just some that are more supportive for my feet.

LN: I have been trying to find the perfect-fitting blazer for the last 2 years.

J: And what about you guys? Have you bought anything recently? Or have you just been planning to buy something? Let me know.