Listening text transcripts

Tracklist

Track 1 [AE] | How volunteerism can change your world   (Unit 1, p. 5)

I often get asked the question: why do young people volunteer? What is it that makes a teenager dedicate their time and effort to something without expecting money in return? I think we can all agree that young people don't usually do it because they get a couple of free drinks, a cool T-shirt, or a handful of stickers. What these people are doing makes them part of the culture of volunteerism. They wanna give something back to the world. Having grown up in a peaceful and wealthy country themselves, they want to help other people and have an impact on society.

So how can youth volunteerism culture change our world?

I'm working for an institution called *Nowhere*. Our philosophy is based on principles such as self-expression, self-reliance, and inclusion. We travel, for example, to very poor regions in Africa, we help build schools and improve infrastructure, we live with the inhabitants for a while, teach the people basic skills such as working in teams, structuring work schedules, harvesting ecologically and sustainably, etc.

Nowhere is completely dependent on volunteers. Without these people, there would be no housing development, there wouldn't be any activities like art, and the events would simply not take place. I know many other young people who dedicate the summer months of their holidays, every single year, to make this thing happen, and I know other people, who dedicate a few hours during one afternoon. The difference between them doesn't matter to us because of another principle that is extremely important to us: Every single individual is able to get involved – whenever they want, in whatever way they choose, regardless of their backgrounds.

Personally speaking, because of this participation, I was able to learn a lot while working with the people at *Nowhere*. For example, I learned how to build an actual housing structure, and I used to be someone who didn't

even know how to use a power drill. I learned how to give myself a break, so as not to overwork myself, and I learned how to prepare myself for a stressful situation. I was also able to teach young people like me. I was teaching kids how to deal with stressful situations at school or at home, I gave them advice on how to react to criticism and negative comments. We were drawing pictures together and also did some poetry writing, where they could express their feelings. And you know what? This summer, I'm gonna go out there again.

Now, I am not saying that we should go out to a desert all together and start building things. What I'm saying is that we should take a closer look at the people surrounding us, see if they need help or if there is something we can learn from them and implement it into our own lives to change our outlook on the world. If you come across something that sparks something in you, that sparks a passion and fills you with excitement, something you feel simply has to happen, don't wait for others to take the initiative. Step up and do it. Tell others about this thing that you wanna do, and this project that you want to start. Sooner or later, while you keep on communicating this, you're going to come across other individuals, who feel the same way, who share that excitement for your project and who are able to add something to your project and even take it to a higher level and improve it. What I learned from volunteering is that every single individual has valuable information that is worth sharing. I learned that we are all different but still one.

Thank you! [Applause]

Track 2 [BE] | Fathers and sons (Unit 1, p. 9)

Host: Good morning, everyone. Our topic this week on *BBC Radio 4* is "Fathers and sons", where we'll be discussing the differences and similarities between generations with the help of fathers and sons from around the world. I'm happy to welcome Mr Swan and his son Timothy to our studio today.

Frank Swan: Please call me Frank.

Timothy: Thanks for having us!

Host: Well, Frank, I'd like to start with you. How we grow up obviously has a significant influence on who we become. What do you remember most about your childhood?

Frank Swan: Well, my friends were the most important thing in my life back then – I remember I spent most of my teenage years on a *BMX* bike. My friends and I always tried to do all the coolest tricks we knew about or could dream up. We would meet up in the park and bike around, talking for hours. It was always a much-needed break from school and any stress we had, and we became almost a family unit. I'm still friends with most of them today.

Host: That sounds like an adrenalin-filled and wonderful time in your life! Timothy, would you say your friends are just as important to you?

Timothy: Um, yeah, I think so. I see most of my closest friends at school every day. There are a few people who I only talk to online when I play video games, but we still know enough about each other to be friends. At the weekend is when I actually get to spend time with my friends though, since we mostly just text back and forth during the week.

Host: Friendships can work both on- and offline, without a doubt. Timothy, what is your school like? Does technology affect the way you learn?

Timothy: I mean, technology is basically *what* I learn. I attend a Higher Technical College with a specific focus on IT. The days are pretty long, but I like most of my teachers – they're almost always willing to help you out and even though there are some exceptions, overall I'm really happy.

Host: Is there anything you really struggle with at school?

Timothy: Sometimes motivation … I don't always manage to do assignments on time and stuff. School isn't really my number one priority, to be honest. I really wanna be able to work from home and have a good work-life balance, with time for sports and traveling. Luckily this kind of life is pretty common in IT.

Frank Swan: Though you better make sure you don't spend all your time on vacation, Tim – that's when they'll give you trouble, haha!

Host: Frank, how did your academic career compare?

Frank Swan: Well, things were definitely different back then. I was taught that teachers were always right, both at school and from my parents, who were pretty strict folks themselves and believed that kids should learn early what it takes to be independent. I was a dedicated student and I studied pretty hard, since a good education was seen as the only ticket to success. I remember having to write a final paper on my typewriter. Every time I made a mistake, I had to start again from scratch.

Timothy: Wait, did grandpa throw you out when you were 18?

Frank Swan: Hahaha, no, Tim. But they weren't really my friends – I was glad when I moved out, got a job and started earning my own money, since we didn't have much growing up. I used to have to work during the school holidays to earn an extra bit of money.

Host: Timothy, I know this might be a tough question with him sitting right there, but is your father as strict as your grandfather?

Timothy: No, I don't think so. I'm really close to both my mum and my Dad and I can talk to them about almost everything, I like spending time with them, and they are very understanding. Especially my Dad – he's like a friend who gives really good advice.

Host: I'm sure he's glad to hear that. Back over to you, Frank; I've been wanting to ask you: How did your relationship with your parents affect how you view society as a whole?

Frank Swan: Hmm, that's an interesting question. I mean, my parents set the example early on that you need to try to be supportive and helpful as much as you can. This made a lasting impression on me, and I firmly believe that society only functions when everyone takes responsibility for their actions and the consequences.

Host: Timothy, considering the new challenges your generation faces, what's your take on today's society?

Timothy: I try to be as positive as I can. I sometimes get scared when I think about the environmental crisis, or different jobs disappearing, or other things that could happen in the future, but I'm hopeful that we can adapt and somehow manage to overcome this stuff. For me, xenophobia and intolerance are the worst parts of the modern world, that we still see that happening. It should be an absolute no go.

Frank Swan: Yep, without a doubt. It's all about respect, tolerance and understanding, no matter how old you are. That's my boy!

Host: That sounds like a great note to end on. Thank you both so much for your time today; I thoroughly enjoyed the insights you both were able to give.

Frank Swan / Timothy: Thank you! / Thanks!

Host: Next week on *BBC Radio 4 … [Fade out]*

Track 3 [AE, BE] | My favourite music genre (Unit 2, p. 18)

Statement 1

I primarily listen to rock. I've noticed that it really gives me a better appreciation for all genres of music, for example jazz, rap, hip-hop, pop, classical, punk, grunge, metal, black metal, emo, pop-punk, alternative and so on and so forth ... One thing that I really love and appreciate about rock music is that I can always find a song that describes how I feel. I've always found a song that described my emotions.

Statement 2

Now, don't get me wrong, I listen to various kinds of music. You'll find rock, pop, and hip-hop happily coexisting on my *MP3* player. But rock is like popular music's home base. Everyone, even those who aren't rock fans, know at least one rock song. Many of the great mass-appeal artists are rock-based, such as *Queen*. And a majority of the other genres, no doubt, have their origins in some form of rock. Plus, it's flexible. So many sub-genres of rock exist, as well as fusion genres to suit any mood. While, like I said before, I listen to many types of music, my early years were very much shaped by my parents' musical interests. David Bowie in particular is like home to me and he's a great example of a rock crossover artist.

Statement 3

While it may have some crazy artists, metal is often the fastest and the most intense of all the genres. This takes the most skill and creativity, and the only thing that matches metal is rock. It can go from your shredder bands to your metal / symphony bands, and if the band isn't screamo, then they tend to amaze. I don't see the appeal of pop, which tends to be focused on the singer, and I don't see the appeal in rap or hip-hop which is centered around a repetitive beat.

Statement 4

Hip-hop to me, if performed by the right person, is very creative and can express so many feelings in a cooler way. Everybody is different, and some would oppose my opinion. In all honesty hip-hop is the best for me, but I still love other kinds of music like pop, jazz and country, especially because of the collaborations some artists do and the beats they use which they sample from other genres of music.

Statement 5

I'm 16. I'm heavily into music, all kinds, but classical works of great beauty and meaning are number one with me. After listening to everything, I've come to agree with the late Maestro Andres Segovia that "the only real music is beautiful music". Rap is quite popular these days, but for me rap is not real music. It's just an art form

that came out of ghetto culture and for me the singers are not really able to actually sing. Kanye West says rap is now what rock was in the past, but I don't think rap is ever going to get that big, simply because more teens are smarter and more sensitive to real, great music these days.

Interviewer: When thinking of loud noises, do you think of your workplace? If you're lucky, then hopefully that's not the first thing that comes to mind. But there are people who are exposed to excessive noise every day at work. Worrying statistics show that more than one million employees in Great Britain are exposed to levels of noise in their workplace that put their hearing at risk. The louder the noise, the more damage it can cause and may even cause long-term damage. Fortunately, there are measures you can take that can prevent damage from noise — above all, it's especially important to consider this as a real workplace risk.

I want to welcome Mr Martin McShane, health and safety co-ordinator of a famous British construction company. Mr McShane, what are the main risks of noise exposure over a long period of time?

Martin McShane: Good afternoon. Well, a lot of us are exposed to noise in the workplace every day, especially construction workers, who are surrounded by loud equipment all day long. Noise exposure over a long period of time can cause hearing loss. Those working in noisy environments, like in factories, on road construction, or at airports; and those working with power tools or heavy machinery are very much at risk. Undoubtedly, we can say that of all workplaces, the highest risk is in the construction business. We need to recognise what makes noise in a workplace dangerous and decide what can be done to prevent long-term damage.

Interviewer: So what do employers have to do?

Martin McShane: It is the duty of the employer to ensure that all efforts have been made to protect staff from noise in the workplace according to the *General Health and Safety Legislation*, which applies to all employers and workplaces.

Interviewer: What steps does an employer have to follow to protect staff?

Martin McShane: It is important to control the duration of affected employees' exposure to noise by changing workplace practices. Moreover, we need to provide Personal Protective Equipment – short: PPE – and information and training to educate the workforce about the dangers and required precautions. Finally, it is essential to regularly monitor the effectiveness of the measures.

Interviewer: So, what can be done to make this process an effective one?

Martin McShane: Once a noise assessment has been completed this should not just be filed away, never to be seen again. The noise assessment should act as the beginning of the process, not the end. It should be used to assist the employer in carrying out their duties to prevent noise-induced hearing loss among their employees.

Interviewer: How can this be achieved? What are good practices to reduce and eliminate sources of noise?

Martin McShane: There are many different ways to effectively reduce noise levels, these may include:
–   using quieter pieces of equipment
–   isolating vibrating machinery
–   adding sound absorption material to vibrating panels
–   positioning noisy machinery away from workers
–   limiting access by keeping people out of noisy areas
–   limiting time spent in noisy areas.

Additionally, where noise exposure is really high, employers must:
–   provide hearing protection to everyone and ensure it is used
–   identify "Hearing protection zones" with signs to show where hearing protection must be worn
–   and: provide information, instruction and training on how to use and maintain hearing protection.

Interviewer: Office workers are encouraged to have eyesight checks if they use display screen equipment regularly at work. What do you suggest regarding hearing checks?

Martin McShane: Good question. Of course, hearing checks are another important and useful measure that has to be taken. For me, however, it's vital that hearing checks are conducted by a competent person. The interval between hearing checks should be dependent on a number of factors, including the level of risk and whether the previous checks showed that hearing loss is evident.

Interviewer: Thank you very much for the interview, Mr McShane.

Martin McShane: Pleasure. Thanks for inviting me.

Green tip 1

"I don't want to give you just one tip, because that could make you close your mind. But we have to live with less. Less food, less meat, less fuel, less shopping."

Green tip 2

"I would advise people to find out about their local car-sharing club – if there isn't one, then think about setting one up."

Green tip 3

"I walk to work every day, rather than take the car. It's better for the environment and I can stop and chat to people on the way."

Green tip 4

"Plant a tree. If each of the almost 8 billion inhabitants of this planet planted a tree, the green balance would be restored once again."

Green tip 5

"I never use plastic bags. Instead, I have little bags made out of jute material, like we had in the old days. Using the traditional jute bags not only helps the environment, but creates jobs for people who sew the bags."

Green tip 6

"Plant a garden today, even if in boxes! Save all that energy used to transport food over thousands of miles."

Green tip 7

"Take the stairs. You don't use any electricity and get some exercise too."

Green tip 8

"Always clean up after yourself. You are responsible for the waste you produce and you should ensure that it's disposed of in an environmentally-friendly way."

Green tip 9

"Grow your own vegetables. As long as you have clean earth and you don't live near a site that produces pollution, this is the best way to ensure you have pollution-free food."

Green tip 10

"Look for high-quality durable products that will last a long time and then take good care of them."

Host: Welcome to today's programme. Today, we'll be talking about young environmental activists who have inspired the world in the last few years. You can never be too young to change the world. With a scientific warning that we only have 12 years to save the planet, these fearless, ambitious, and inspiring young activists have captured global attention through their use of creativity and fierce calls to take climate action now. Whether it is organising school strikes, talking to politicians, or taking on the world's largest fossil fuel companies, the inspiration from these young people demonstrates that there is hope for a better tomorrow.

How are you guys? Thanks for being on the show. I'm looking forward to hearing your stories.

Litia: It's my pleasure. Thanks for having us. Well, my name is Litia Baleilevuka, and I'm from Fiji. I was a teenager when I had to deal with the destruction brought on by Cyclone Winston. This terrifying category 5 cyclone ravaged the country, leaving thousands homeless and lives lost. For me, personally, the devastation of this event made me realise that climate change is about more than just sea level rise – it also intensifies extreme weather events that can wipe homes off the map. At the *COP24* climate change conference in Poland, I shared my story about how Cyclone Winston destroyed my mother's village; and, more locally, I'm active in implementing and teaching climate-saving projects. My message is simple – we must end fossil fuel use now, because the emissions produced by the companies and countries which are the biggest sources of pollution hit countries like Fiji the hardest. My country might be small, but my ambitions are big.

Host: Thanks Litia. I think Marinel has had some very similar experiences. Right?

Marinel: Yes, definitely. My name is Marinel Ubaldo and I come from the Philippines. Can you imagine testifying against some of the world's biggest, richest, and heaviest carbon polluters? That's what I'm trying to do. As a survivor of super Typhoon Haiyan – the strongest storm to make landfall in the Philippines, I'm a witness to the world's first human rights investigation into corporate responsibility for climate change. I was a child back then. The storm washed away our house and all our belongings, and it took a great deal of resilience and determination to move on with my life. My former vulnerability has inspired acts of resistance against fossil fuel companies contributing to the climate crisis, and I want these big polluters to listen.

Host: At the *New York Climate Week*, you received a standing ovation after telling your story of survival. Do you remember your words?

Marinel: Yes, I do remember the beginning. It was something like: "I'm here in front of you, not just as a climate statistic you see in the news, but as a human being – hoping to remind you that we need to value lives again. My story is only one of many, and I'm here to speak on behalf of the vulnerable and the marginalized communities – may our voices be heard."

Sam Hallow: Wow, that's really inspiring. I totally identify with your point. My name is Sam Hallow and I'm a student from Australia. When the Prime Minister of our country told us to be "less activist" some classmates and I got a piece of cardboard, a black marker, came up with the sassiest sign, skipped school and marched on the streets. Last November, students across Australia followed in our footsteps and walked out of class to protest the government's inaction on climate change. From being a "coal supporter" to ignoring signs of a potential oil spill near the Great Australian coastline, there's a lot for Australia to do to improve its environmental profile. I'm proud to say that Australian students – the next generation of voters – are showing how it's done.

Jamie: Awesome! Well done, Sam! My name's Jamie Margolin and I'm from the US. Well, the movement I'm fronting is called *Zero Hour*. Like so many others, I was so frustrated by being ignored as a young person in the conversation around climate change in my country, and that's why I started this movement, initially just with a group of friends, in order to send a signal to politicians that if they don't take climate action, it is the young generation that will suffer. I'm proud of *Zero Hour*; it has become an active force in showing what *Gen Z* mobilisation looks like. The *Youth Climate March* we had organised took place in a national mall in Washington, DC and despite the rainy conditions, thousands of young people came out with their signs calling for protection of the climate. For me, our generation's survival is on the line and there is no holding back. Not for me.

Host: So many wonderful examples of how young people are mobilising to fight climate change! Thank you all for being with us today and sharing your inspiring stories. Keep up the good work!

Track 7 [AE] | Who is speaking? – Telephone conversation 1 (Unit 4, p. 51)

Kathrin Jackson: Good morning. *Wisconsin Drug-counseling Center*, Kathrin Jackson speaking.

Maria Foster: Hello. My name is Maria Foster. I'm calling because of my son. I'm really worried as I found marijuana in his school bag. What can I do?

Kathrin Jackson: Well, Ms Foster. Try to stay calm. I'll put you through to extension 546, where you can speak to Sarah Wilson, who is a prestigious substance abuse counselor.

Maria Foster: Thank you very much.

Kathrin Jackson: You're welcome. Just hold on a sec.

Track 8 [AE] | Telephone conversation 2 (Unit 4, p. 51)

Cindy Turner: Hello. *Oasis Treatment Center*, Cindy speaking. How can I help you?

Sam Malone: Good afternoon. I'm calling on behalf of Dr Lebeque from *Henry Ford Hospital*. I'd like to speak to Mr Briggs, please. We need to talk to him about a patient who is suffering from a serious addiction to prescription drugs.

Cindy Turner: I'm sorry. Who's speaking?

Sam Melon: Excuse me, I forgot to introduce myself. My name is Sam Malone.

Cindy Turner: Could you spell that please?

Sam Malone: Yes. M-A-L-O-N-E.

Cindy Turner: Thank you. I'm afraid Mr Briggs is not available at the moment. Would you like him to call you back?

Sam Malone: Oh, that would be great. My number is 543-2311.

Cindy Turner: I am sorry, I didn't catch that. Could you repeat that, please?

Sam Malone: Of course. It's 543-2311.

Cindy Turner: Thank you. Mr Briggs will call you back tomorrow afternoon.

Track 9 [BE] | Telephone conversation 3   (Unit 4, p. 52)

John Simmons: Hello. This is John Simmons from *Online Eating Disorder Counseling* speaking. Could you put me through to Ms McKay, please?

Leo Snyder: I'm afraid Ms McKay is in a meeting. Would you like to leave a message?

John Simmons: Yes, that's very kind. Please tell her that I have to cancel our meeting on Thursday and that I'll ring her back tomorrow morning to schedule a new appointment for the beginning of next week.

Leo Snyder: No problem, Sir. I'll pass on the message.

John Simmons: Thanks. Bye-bye.

Track 10 [BE] | Telephone conversation 4   (Unit 4, p. 52)

Louisa Green: Hello. This is the voicemail of Louisa Green. I'm not available at the moment. Please leave a message after the beep. I'll ring you back as soon as possible. Thank you.

Alex: Hi Louisa, it's me, Alex. What about going out shopping this afternoon? I know we have already been shopping six times this month but Sandra texted me. The mid-season sale has just started. I can't wait to get some bargains! Me and Sandra will be at *Westfield Shopping Centre* at 3 pm. Just text me if you can make it. It would be great if you could! See you then.

Track 11 [AE] | Why are teenagers more prone to addiction?   (Unit 4, p. 60)

Host: Good morning, everyone. Our topic this week on *Teens of America Radio* is the question: why drug use and addictions are more likely among teenagers. I'm happy to welcome Mr Shoemaker from *Recovery Ways*, an addiction treatment center in Utah.

Mr Shoemaker: Thank you. I'm glad to be here today.

Host: More than 60 percent of teens have tried alcohol, more than 35 percent have used marijuana, and more than 14 percent have misused prescription drugs. Isn't that alarming?

Mr Shoemaker: Well, you're right, it is ... While some experimentation among teens is inevitable, it is not inconsequential. Many teens who experiment with drugs and alcohol will not develop a substance use issue, but early use is a very significant risk factor for developing an addiction. There are lots of reasons teens may be more prone to developing addictions.

Host: Please tell us more about the reasons.

Mr Shoemaker: First off, teens learn really quickly; much more quickly than adults. This advantage teens have over adults is due to the fact that the human brain learns most quickly during early childhood. Apparently simple tasks like identifying colors, shapes, and faces are actually massively complex. As you get older, it gradually becomes more difficult for the brain to make cognitive processes efficient. The downside is that teens also learn destructive behaviors. Teens tend to internalize criticism from parents, teachers, and peers and they can form self-destructive thinking habits. As a matter of fact, they also become addicted more quickly. In a way, addiction is a kind of learning disorder, but whereas a typical learning disorder makes useful learning difficult, addiction makes harmful learning easy.

Teens learn much more quickly that drugs or alcohol produce pleasurable experiences that they want to repeat.

Host: You mentioned the teenage brain earlier, is it true that the brains of teens are not fully developed and that this also has something to do with it?

Mr Shoemaker: You're right. Teens' brains aren't yet capable of mature judgment. This may seem obvious, but there is a physiological reason why teens often show poor judgment. Car insurance, for instance, gets cheaper after age 25, as experience and judgment combine to produce a competent driver. Before then, judgment is often poor and even when teens know rationally that they shouldn't do something, they may lack the willpower to resist doing it. They may not have the skill to regulate their emotions or they may not think ahead to the consequences. This isn't always a bad thing. It can lead them to try things many adults wouldn't consider, leading to new experiences and mistakes that they can learn from. However, if the mistake includes using addictive drugs, it's not always so easy to undo the damage.

Host: Interesting. Another factor may be that teens are under a lot of pressure, right?

Mr Shoemaker: Absolutely. Teens often feel a lot of pressure from friends, parents, and teachers. A surprisingly high number of teens develop anxiety disorders and depression. More than 30 percent of teens have an anxiety disorder. It's much more common among girls than boys. Anxiety is a major risk factor for substance use and addiction. People often try to relieve their anxiety with alcohol, marijuana, pills, or opioids, which can easily lead to dependence and addiction. Teens are especially prone to social anxiety. They often feel insecure, have problems with their self-confidence, and have body image issues. Many of them try to overcome these issues with alcohol or marijuana.

Host: Is it possible for teenagers to stop an addiction themselves or do they need professional help? What would you recommend?

Mr Shoemaker: The good news is the fact that teens quickly learn addictive behavior also helps them unlearn it. Just as early use makes you more prone to addiction, early treatment makes it easier to recover. According to statistics, teens often recover from addictions much more quickly than adults and they often have to cope with less severe withdrawal symptoms. With proper treatment, most teens can make a full recovery. What's more, since substance use is often a sign of another issue, such as depression or anxiety, getting treatment is an opportunity to find out about the underlying cause and the reasons why the teen developed the addiction. This can keep them from getting addicted for the rest of their life.

Host: That's really good news indeed. Thank you very much for the interesting interview. Next on … *[Fade out]*

Track 12 [BE] | Why students need global awareness and understanding of other cultures (Unit 5, p. 73)

Good afternoon and welcome to my talk on the importance of global awareness and cultural understanding for students today.

As a professor for Applied Linguistics and Foreign Language Teaching Methodology at the *University of Cambridge*, I'm still fascinated every single day how language allows us to communicate with one another in astonishing levels of complexity. In my view, language is a defining feature of humanity.

In many western societies, we might be tempted to assume that being able to speak and understand more than one language is the exception. However, it is estimated that between half and three quarters of the world's population is bilingual to some degree. That's more than four billion people who understand that with different languages come different ways to interpret different cultures and more insight in the world.

Marcel Proust, the French novelist, said that the real voyage of discovery consists not in seeing new lands but in seeing with new eyes. He realised that by working with other people we learn about their cultures and become able to explore new ideas and adopt new viewpoints. In other words, we will encounter lots of new options if we understand how other people see and experience the world. Options that we wouldn't have known exist without the ability of communicating with people from other cultures. This is why I believe that it is so important for students these days to have a deeper global awareness and understanding of other cultures. It has become possible for them to broaden their horizons, to develop more understanding and tolerance, to discover new problem-solving strategies, and to explore different ways of how to look at the world.

In my own experience, leaving my small town in southern Spain to explore Dublin for two weeks with my school class opened up a whole new world. I stayed with a host family, and as I found myself immersed in a completely different culture, I realised how important it was to get out of my comfort zone, to somehow be forced to make my own way – alone – in a new environment.

Students nowadays are more likely to have travelled abroad by the age of 16 and have easy access to a world of information through the Internet. Nevertheless, fostering global awareness and international collaboration in the classroom is extremely beneficial to the students. Schools understand this and have traditionally encouraged the need to put learning into context. The history trip to Berlin, the English exchange programme, the cultural visit to Italy, penpal writing arrangements, and foreign language assistants who bring a little bit of abroad into the classrooms are just a few of the many examples of contextualised learning that schools provide our students with.

The moment in which 17-year-old students land in Seville and realise that the Spanish language has a life beyond the textbook, the awkward dinner conversations of foreign exchange students desperately grasping for English words when trying to talk with their English host families, the sudden realisation that Dubai is such a long way away on so many different levels, all these are character building experiences that bring out the best and worst in all of us and from which we learn so much for life.

However, in today's increasingly interconnected and globalised world, tradition is being supplemented by new and exciting ways to bring the world into the classroom. Modern means of communication such as social networks and video conferencing can ensure that students experience foreign cultures with unprecedented ease.

Class *Twitter* accounts link students in real time across the planet with school projects on various subject matters to enhance cross-cultural understanding. Programmes like *Skype* allow us to chat face-to-face with people from other countries, allowing us to knock down classroom walls and hear languages directly from the source. *Google Maps* lets our students take a walk down the street of every major town and city in the world, allowing them to sight-see and get a sense of other cultures from the comfort of their own classroom. And blogs provide geographically distant schools with the means to partner together so that their students can interact in a safe virtual environment.

In a nutshell, I believe that it is our duty to encourage young people to be open towards other cultures and to see things from different perspectives, helping them to make informed decisions based on their own experiences.

According to the *Association of Graduate Recruiters*, companies all over Europe cannot find enough applicants with the necessary skills to work and operate on an international scale. This means that in the future, schools should be held responsible for providing students with global awareness and international collaboration for life in the 21st century. Thank you! *[Applause]*

Track 13 [AE] | How learning a foreign language has changed my life   (Unit 5, p. 74)

Hey everybody, my name's Leo. I'm from the United States, and I go to *Roosevelt High School* in Seattle, the city where I'm from. I'm seventeen years old. Today I wanna tell you guys a little bit about my experience while I was in Italy, and just generally about what got me interested in Italy and Italian culture.

Last year, I started taking Italian as an elective course. I really liked Mr Rossi, who was our teacher, and I've always been interested in Italian architecture since it's so beautiful and majestic and has such a long, interesting history. I also love how Italian sounds! It's almost like music sometimes, and hearing it makes me feel like I'm drinking a fancy cappuccino by the sea under the warm sun, with some beautifully dressed people all around me who are always smiling and in a good mood. That's probably just some random dream I had, but I wanted to see if this could come true in real life. So I wanted to find out what the people who were speaking this musical language were really saying, to hear how they describe where they live, how they look at the world, how they discuss problems. I wondered if I would still find the language so beautiful to listen to if I knew what the people were saying. Of course, I also wanted to see all of the famous sites in Italy. This was my main motivation for taking the language class, and I enjoyed every minute of it.

When Mr Rossi told us we would spend two weeks in Rome as part of class, I was overwhelmed with happiness – we would attend an Italian language school, stay with Italian host families, and get to go sight-seeing! I was over-the-moon excited and looked forward to the trip every day until we left. I was especially excited to find out whether or not a lot of the stereotypes I'd heard about were true, like that all Italians eat spaghetti, they're the worst drivers in the world, they love coffee, always talk with their hands, and other stuff. Oh, also that most Italians live for soccer and go crazy while cheering for their teams.

During our class trip, we visited the Colosseum in Rome, the Roman Forum, Circus Maximus, and St. Peter's Basilica. I was so amazed; the buildings were even more enormous and impressive than I had imagined. I also got to see whether or not my list of stereotypes proved to be true – first of all I have to say that I had never eaten better pizza or spaghetti in my entire life. I also found out that Italians do, in fact, talk loudly and with their hands; many are addicted to high fashion and ride around on Vespas all the time; others seem to be constantly enjoying life and are super social and family-oriented.

I feel so lucky that I got to go on this trip and see Rome with my own eyes. Regardless of stereotypes, it was nice to realize that I still love the language just as much, and that life really is better when you focus on simple things like family, good food and friends, and are grateful and happy for what you have. *[Applause]*

Track 14 [AE] | A useful invention?   (Unit 6, p. 83)

Interviewer: Welcome to today's show on teenage inventors. One of three winners from more than 600 entrants in the *Design Squad Trash to Treasure Contest* is Daniel Kim. Hi Daniel, how are you?

Daniel: Hello everybody! Thanks for having me on your show.

Interviewer: Why do you think you are amongst the winners?

Daniel: I believe the key to my success has been my curiosity.

Interviewer: How did you learn about the show?

Daniel: I went online and typed in design contest on *Google*. The *Trash to Treasure Contest* was my first result. It seemed fun to enter and I could do it right there, so I did.

Interviewer: Where did you get the idea for your invention, the *MiBike*, a bike with a clear plastic encasement that protects the bike rider from rain, snow and other elements and helps transport books and belongings?

Daniel: Whenever I walked from the middle school to my library and it was raining, I really wished I had a bike with a cover on it so I could ride it back and forth and not get wet! And that it could carry all my books because my backpack was really heavy back then. I thought the email notification of winning the contest was spam at first and almost threw it away! Fortunately, I opened it up and saw it before I was about to trash it.

Interviewer: What was your favorite part about being on the show?

Daniel: My favorite part was pretty much going to Boston and actually making my invention come to life. It is really cool to see that happen: to see a simple sketch become a real life item!

Interviewer: What was the most challenging part of the experience? Would you make any changes to your invention or the experience?

Daniel: The most challenging part would probably be getting all the parts to fit together, getting the dimensions correct, trying to see how the design would be, working around reality and looking at what restrictions we had. If I could have unlimited access to all the materials, I would make some improvements on it. Right now, it's just a prototype. I would make it more stable because it is kind of wobbly! I would make the doors easier to get in and out of.

Interviewer: What do you want to be when you grow up?

Daniel: When I grow up I want to be a diplomat or an ambassador, but I am certainly open to engineering, technology or a career as a designer. I am attracted to these careers because you get to design your own things. I like designing things like arts and crafts. Engineering is even more than that; it's like helping people to live their lives better.

Interviewer: Thanks Daniel and good luck for your future career. I'm sure you'll make it!

Daniel: Thank you very much. Good-bye.

Track 15 [BE, AE] | Innovation at school: More autonomy and flexibility?   (Unit 6, p. 92)

Host: Welcome to today's programme. Today, we'll be talking about necessary innovation in education. I'm happy to welcome five students who have made their minds up about how schools could become even more efficient and up-to-date. How're you guys? Thanks for being on the show. I'm looking forward to hearing your innovative ideas.

Olivia: It's great to be here; thanks so much for having us. I think the best way to get students to really learn is to use class time to actually work on assignments … basically doing group work or working individually on tasks, with teachers providing supervision. A lot of people talk about "learning by doing" as a cliché, but I think it is the only possible way that students can REALLY learn. I also think when students are allowed to work on their own terms, they become more motivated because they can focus on skills that they specifically need to practice.

Host: Okay, that's a really interesting perspective ... Paul, let's turn to you. How about your ideas for a more innovative future of education?

Paul: Well, in my opinion, e-learning is a pretty exciting and underrated strategy for both teaching and learning academic material. I think once teens reach a certain age – 15 years old or so – e-learning becomes a really great option. Students and teachers can connect with each other on an individual basis much more quickly, and there are so many ways to adapt to individual learning styles online, like using video conferences, online input sessions, or online homework tasks. I think this approach could save a lot of resources and allow students to develop more self-responsibility while staying flexible in when and how fast they learn.

Host: That's a great point. It's inspiring to see teens taking responsibility for their own education.

Chris: I think that schools should generally rely more on digital technology, since it can make the work so much more efficient. Every student should be provided with a tablet or a digital notebook, and every teacher should have the digital skills to design and manage technology-enhanced learning. What's also essential is Wi-Fi access for every student. A structure like this would allow students to quickly do research on specific topics, look up words online during language classes, and be closely linked with their teachers and fellow classmates. It would also save a lot of paper and prepare students well for the international job market, where digital literacy is a must.

Host: Sounds like great preparation for the way the world is obviously moving. Sheila, what else is important for the future of education?

Sheila: Well, I think we need some more diverse types of classes and subjects that go beyond academics to meet students' needs. I think classes that teach problem solving and people skills, as well as more alternative subjects like meditation and happiness classes, could be very important for today's students who often lack these skills. Of course, I think that the more traditional fields like Geography, History, Physics, Math, Languages and the other more commonly-taught subjects are very important, but for me it's more helpful to focus on students' personal, social, and self-management skills. It's all about building up teens' social competences, since most other skills can be self-taught or learned on the job.

Host: Ok, I see, a series of alternative subjects for an evolving academic landscape. A new and interesting take! Glen, let's go to you for the final word.

Glen: I think that subjects like Languages, Math, and Science should still be compulsory in school, but I also think students should be able to choose from a wide variety of elective classes according to individual interests. I've noticed that the more interested or passionate someone is, the more they can achieve in that subject. Every student should have the opportunity to discover their talents and pursue them as far as they can, perhaps getting professional training or at least reaching an advanced level. Even young students should be able to explore advanced training in a field that they are truly interested in, and shouldn't have to wait until they are older to get professional experience in studio art or theatre production, as well as sports, debating, or other highly skilled domains.

Host: So many inspiring examples of how young people are mobilising to make school a positive and meaningful experience! Thank you all for being with us today and sharing your ideas. Keep up the good work!

Track 7 [AE] | What it's like to be a woman in tech (Unit 7, p. 101)

Host: Welcome to today's program. Being a woman in the field of technology is a challenge. I, as well as many women in similar positions, have known this for years, whether it's made clear through feeling like an outsider in the "boy's club" or being viewed as less qualified simply because of your gender. My name is Jenn Hopkins, and today I'm lucky enough to be interviewing my friend and fellow woman in technology, Sarah Hawkinson, who works as a software development engineer. I hope to inspire and motivate more women and girls to jump into this field, so stay tuned!

Thanks so much for being here, Sarah. To begin, can you share a little bit about what it is that you do and what a typical day for you is like?

Sarah: Hi Jenn, thanks for having me! It's great to be on your show. I am a software development engineer at a mid-sized startup company. My typical day involves writing code to work on features or fix bugs, code reviewing other engineers' work, and attending status and design meetings.

Host: A technology-filled day, for sure. Did you always know that working in technology was what you wanted to do? How did you decide to go into computer science?

Sarah: Well, it wasn't that I knew from the very beginning. When I was little I wanted to be a doctor. I went to college for Chemical Engineering, but eventually switched my major to Computer Science. I realized that although it might not be in the same direct way as working with patients, I could change the world in the same way through technology.

Host: That's an awesome perspective to have. I don't think it's any secret that many women in the tech industry have felt their gender has affected the way that they are perceived or treated. Have you ever been in a situation like that? How did you handle it?

Sarah: Hm ... I personally have been fortunate enough to never have dealt with any sort of discrimination during my career. The most I have experienced is a few awkward moments when a group of guys forgets that they have a girl in their midst or feels like they have to act differently because I am around.

Host: Hm, what do you think is the best part of being a woman in the tech industry?

Sarah: Right now there is a lot of awareness around the gender gap in the tech industry, which makes a lot of people hyperaware of helping woman move forward in their career.

Host: Hm, that sounds like a positive development. Do you still notice a lack of women in technology? If so, why do you think that's the case?

Sarah: I think there is definitely a lack of women in technology. I have seen teams that are pretty even gender-wise, but overall there are definitely more men than women in the field as a whole. I think a lot of the gap comes from misinformation and education about what can be done in the technology field. A lot of times I see computer science being marketed towards kids with robots and video games, which are typically things boys are more interested in, but the truth is you can do anything with technology. Every day we interact with

technology in hundreds of different ways and all of those and so many more are opportunities to make a difference in the world.

Host: Yeah, it's good to know just how many options are out there. What advice would you give to a woman considering a career in the tech industry? What do you wish you had known?

Sarah: I would just say to go for it. I find more often than not people don't think that they can get into the tech industry, but there are a lot of different roles and skills needed and so many different things you can do within the industry, so I would tell someone to just go for it and try.

Host: Thanks so much to Sarah, for a great interview and a look into her life as a software engineer. Are you a woman in the technology field too? How has your experience been similar or different? Do you have any questions for women in the technology industry? *[Fade out]*

Track 7 | Internship experiences (Unit 7, p. 106)

Speaker 1: Hannah

My name's Hannah, and I'm currently an intern at an aerospace company. I applied for this internship because I wanted to cultivate my interests in engineering and gain a broader perspective on what the professional work environment has to offer. I'd say my favourite thing about being here is meeting new people in my department and hearing their stories of how they got into this industry. In the beginning, I was super nervous about making a good first impression and presenting myself well to my supervisor and the rest of the team, but I realised very quickly how amicable everyone is. My nervousness disappeared completely as I started talking to my co-workers during the first week and found out we had similar tastes in music. For my very first task, I was assigned to work with a colleague who plays the saxophone. As a fellow musician, I was so excited! We started talking about classical composers like Paganini and Stravinsky. I enjoyed working with him and everyone else I had a chance to collaborate with. Throughout my time at the company, I kept asking myself "What could I possibly do here that would contribute to something as complex, advanced, and important as the *F-35 Lightning II*? Interns can't really make much of a difference, let alone high school students who are interns!" Luckily, I was paired with a co-worker who could oversee my work and give me excellent feedback. My experience was one of growth and constant learning.

Speaker 2: Leonie

Hi, I'm Leonie. I am currently interning at a civil engineering company. My aunt actually works for the company already, which definitely helped me get the internship in the first place, but also puts a lot of pressure on me and makes me feel like I carry all of the responsibility on my shoulders not to disappoint anyone. I really like being here though and being able to interact with engineers on a daily basis. It really presents a one-of-a-kind learning opportunity, since they know so much about the very field I'm interested in. I ask a lot of questions about how to start projects and how to problem-solve when something isn't working. I've learned that driving a project forward requires a basis of personal responsibility and logical thinking; when a problem comes up, no one wastes time worrying about it, since there will always be unexpected issues. An excellent characteristic that most engineers have is a lack of expectations about outcomes, making them more flexible and ready to deal with an issue. I'm really thankful for the opportunity to be in a professional workplace and for the lessons and skills I've learned from my co-workers. I'm way more aware of my attitude at school and how easily it can influence others, whether negatively or positively. I've learned the importance of putting the maximum amount of effort into your work so that you can take full responsibility for what you've created. With college on the horizon, where my work habits will need to be sharp, this internship couldn't have better prepared me.

Speaker 3: Jakob

A few months ago, I finished my internship at a pretty well-known automobile company. I was really proud of the fact that a young guy like me, Jakob, could work at a company that basically everyone knows. It's on TV, on the news, there are advertisements online for it, and I figured this would be really helpful to put on my CV. I worked as a series production intern in the QEC, which is the quality and engineering centre where we ensure the quality of all parts that are produced there. I really enjoyed that the internship was so hands-on; I didn't always have to sit at my desk since there were always things do to outside of the office. It was definitely new for me to have to concentrate for a whole working day, which is way different than being at school, but it was ok. The most exciting part was getting to drive cars on the track, which is not an opportunity I would have expected as an intern. The company also had a really friendly and relaxed atmosphere. People were really open and fun to be with, and it seemed like they encouraged a good work-life balance. I really liked that the company gave me responsibility straight from day one, and that I just got thrown into the role and was integrated so quickly into the engineering team. I'm definitely going to miss some of my co-workers; they were really friendly and went out of their way to make me feel welcome, eating lunch with me and even inviting me to a BBQ on the weekend.

Speaker 4: Mario

My name's Mario. I worked at a building company that also has different sites in Dubai and the United States, which might be helpful for career choices after I finish school. I've known for a while that I want to work abroad, and that this internship could make that possible. I've met quite a few people who started out as interns and are now working for the company full time after having graduated. There's definitely a huge difference between working in a classroom environment and working on a building site – the work is super hands-on. But working at the site actually gave me a better understanding of what I learned in school. The work there is much more physically exhausting than working in a classroom. The day started at 6:30 in the morning, and the first days I was so tired when I came home that I would immediately fall asleep. Our duties at the site were building walls, working on top of scaffolding, and cleaning up the building site at the end of every day, which was frustrating, but I had to do it. I really liked being able to see the result of all the hard work right in front of me, though. Other parts of the internship were wearing safety clothes on site, which was uncomfortable but necessary, and taking part in meetings with the architect and the foreman, which was really interesting. Lastly, I had to write reports and document all of the work I did at the building site.

Track 18 [AE] | Teen job interview tips　　　　　　　　　　　(Unit 7, p. 110)

Interviewer: Hello and welcome to our show on useful tips and advice for teens who are going for a job interview in the near future. Good morning Mr Crane, what is the key to a successful job interview?

Mr Crane: Hello and thanks for having me on your show. Well, for a teen, the one and only key to succeeding at an interview is to do exactly what a professional candidate for employment would do. That's the best way to make a positive impression on a prospective employer and to enhance your chances of getting the job. I worked with a teen going on her first interview for a volunteer position and she got a job offer on the spot!

Interviewer: Why was it so easy?

Mr Crane: Hahaha, good question. It was so easy because she dressed appropriately, answered questions in an informed manner, had questions to ask the interviewer, and in general, made a very good impression.

Interviewer: Okay, I see. So can you probably provide our young listeners with some – how to put it? – teen interview guidelines which will help them to make a perfect impression?

Mr Crane: Of course. No problem. As I've already mentioned, the most important rule for a teen being interviewed is to dress appropriately. Unfortunately, the clothes teens might wear every day to the mall, or out with friends, usually aren't suitable for an interview. Girls should take care that their clothes aren't too revealing and that they're not wearing too much make-up. Boys should make sure they have clean fingernails and look neat and tidy, so baseball caps and used jeans are a no-go.

Interviewer: How can teenagers prepare for the interview in advance?

Mr Crane: It's important that they don't just show up for the interview. The more information they have prepared in advance, the better impression they will make on the interviewer. It's advisable to get working papers if necessary and references before starting to look for a job and to bring a completed job application and a résumé. And take a pen to the interview! Moreover, it's useful to prepare some questions which show your interest in the company and the position offered.

Interviewer: What can you advise teenagers about important behavioral rules during the job interview?

Mr Crane: It's essential to have good manners when being interviewed. Teens are supposed to shake their interviewer's hand and not sit until they are invited to. They should neither use slang nor swear words. And they shouldn't slouch in the chair. They should be polite, positive, and professional throughout the interview. It's important to impress the interviewer from the beginning until the very end.

Interviewer: What else is essential to consider?

Mr Crane: You have to know on what days and at what times you are available to work. The employer is bound to want to know. Flexibility is definitely an asset, because the more you are available, the easier it is for the employer to set a work schedule. It's essential for teenagers to know how they are going to get to and from work. If their parents take them to the interview, they should wait outside. It's important that the teenager speaks for him- or herself and connects with the interviewer without someone else's assistance.

Interviewer: Okay. I also assume that being on time is also a must, right?

Mr Crane: Exactly. I'd recommend being at the interview site a few minutes earlier. Punctuality is one of the most important factors.

Interviewer: Which faux pas is made most often in teen job interviews?

Mr Crane: Many teenagers often forget to remove facial piercings and to cover tattoos. This is highly unprofessional unless piercings and tattoos are fitting, or even desirable, for the place of potential employment.

Interviewer: I can imagine, so finally, Mr Crane, what do you advise teens to do after the interview?

Mr Crane: It's definitely advisable to thank the person for the interview. If you have an email address, send an email thanking the interviewer for their time.

Interviewer: Thank you very much Mr Crane for this very interesting and informative interview. I think that you've helped a lot of teenagers who are about to apply for their first job.

Mr Crane: You're welcome. It was a pleasure. Good luck to all the teenagers out there. Go for it!

Track 19 [AE] | What are the benefits of physical activity? (Unit 8, p. 125)

The first main benefit is for your body. When we move our bodies, when we're physically active, when we exercise, when we play sports … that stimulates our bodies to get better. And what I mean by that is your bones get tougher, your muscles get stronger, and you get more red blood cells to carry oxygen around your body, your lungs become more efficient and your heart pumps more powerfully. So your bodily fitness improves dramatically.

The second benefit I would like to mention is that your brain becomes more capable as well. Your mind gets sharper. When we exercise, we produce something called *BDNF* – brain-derived neurotrophic factor – which is a small type of protein. It stimulates the growth of new neurons inside your brain, it literally sparks learning. We've also learned that exercise improves creativity and problem-solving. So it's extremely exciting that we're seeing that exercise can improve the brain.

Number three would probably be how exercise relates to our emotions and moods. Maintaining mental health is a major challenge for us. We know that so many children are affected by conditions like depression and anxiety, and exercise seems to shorten the length of time that children have to be on antidepressant medications and it also seems to have a promisingly positive effect upon anxiety as well.

To sum it all up, exercise is great for your body, it's great for your brain, and it's great for your emotions as well.

Track 20 [AE] | Why parents should let their kids play video games (Unit 8, p. 128)

Who here is a fan of video games? Well, we are in a high school, so I presume many of us would be. I am too and have been since I was a very little kid in elementary school. I fell in love with *Pokémon Platinum* and *Mario Kart*; in middle school my best friend was *Minecraft*. In those years I considered my biggest accomplishments to be finally catching my first shiny *Pokémon* or crafting my first enchanted diamond sword.

The summer before I entered high school I had just moved here to California. Before then I grew up on an American army base located in Seoul, South Korea, so moving here I had a lot of adjusting to do. Primarily to make new friends and keep up with minor schoolwork. Whenever my parents would give me advice there was one thing that they never failed to mention: Stop playing video games. I would ask why, and they always said the exact same three things: Playing video games won't help you make friends, it won't help with schoolwork and it definitely won't help you get into college.

Today I stand here to talk about the rise in competitive e-sports in the gaming community and why both we and our parents should have more respect for them. My name is Avery Eun, I'm an International Baccalaureate and a Computer Science student here at *Vilanch High School* and more importantly, I'm a varsity player and a founding member of our school's competitive *Overwatch* team as part of our larger e-sports club.

The first of many arguments I'm going to contest is the claim that video games aren't social, that they inhibit friendships or social interactions. I want to talk a little bit about how video games have influenced my social life in a positive way. Growing up on an army base, I was always surrounded by a lot of military brats, meaning I'd meet friends and they'd always leave me a year or two later. No matter how strong our friendships were, they'd eventually wither away as we were in new places with new people. The only friendships I was ever able to maintain were actually the ones I'd maintained through games because no matter where we were in the world, Belgium, Japan, Germany, Virginia, California we'd all be able to get our computers, *Skype* each other, and play video games together like *Minecraft* for hours on end because even if we were in new places and maybe didn't particularly have that much to talk about, we could at least play some *Minecraft* together.

In a collection of surveys conducted by *Pew Research Center* recently it was found that 83 % of American teen gamers play with their friends in the same room and 76 % play with friends whom they are connected to over the Internet. Personally, I find it much more enjoyable when I play video games with my friends, so it's no surprise

to me that 89 % of said teen gamers play video games with friends. 36 % make new friends while playing video games, and 23 % play games with their friends on a daily basis. So despite what many of us may believe, video games can actually promote stronger relationships. In fact it's the social aspects of video games and the way in which new technology allows us to communicate with people over the Internet that have been huge factors that have led to the astonishing increase in the gaming community in recent years.

In 2018 the *League of Legends World Championships* in Shanghai, which is essentially the *Super Bowl* for *League of Legends* nerds, had a peak viewership of over 200 million viewers, to compare, the *Super Bowl* of 2018 only had a little over 100 million, and furthermore, in 2019 the *League of Legends Pro League* competition in China signed a four-year sponsorship deal with none other than *Nike*, proving once more how much the industry is booming and how fast it is growing. Collegiate e-sports only began in 2014 and now there are over a hundred and twenty universities that have their own collegiate e-sports programs. Unlike traditional sports communities which are often divided by things like gender or nationality, the video game community is incredibly inclusive and diverse. For example, Geguri is the name of a South Korean *Overwatch* player who plays for a competitive team called the *Shanghai Gragons Giger II*. Geguri is one of the greatest *Overwatch* players of all time and is a household name for anybody who watches this competitive *Overwatch* ball. Geguri also happens to be female – unlike women in traditional sports, Geguri plays alongside men – she is judged solely based on her skill and she's great. Even in our own high school e-sports club, our membership is incredibly diverse. We have freshmen and we have seniors, we have boys, we have girls, we have Koreans, we have Hispanics ... To us the only prerequisite to belonging to our community is a love for games. So the video game community can be as inclusive, as large, and as influential to each member as any professional sports league. Why is it that many of us fail to recognize it as such? Well that's simply because a lot of us don't really understand video games like we do traditional sports. *[Applause]*

Track 21 [AE] | Healthy vs. toxic friendships   (Unit 9, p. 137)

It can be really difficult to know if your friends are good for you or not. So today, I'm going to be sharing with you the difference between toxic and healthy friendships.

Did you know that the actual definition of *toxic* is *poisonous*? And when you apply the term toxic to friendships, it means that they're very bad, unpleasant, or harmful.

Healthy is defined as *promoting good health*. When we talk about healthy friendships, we mean that it's beneficial to everyone in the friendship. That means that the relationship is good for both of you. And when you're promoting good health, it means that you're both encouraging each other to be the best person you can be.

Toxic friendships can actually leave you feeling responsible for things that you know are not your fault. When you're in a toxic friendship, it means that one or both of you may have a difficult time communicating with each other, which makes it really difficult to talk about the things that bother you.

In a healthy friendship, each of you are able to appropriately accept your responsibility in the situation when there's a problem or if someone has hurt the other one's feelings.

Now, of course, there will be times in any friendship, whether it is toxic or healthy, where you may intentionally or unintentionally hurt the other one's feelings. Being able to talk about it is a really big indicator that you're in a healthy friendship.

In a toxic friendship, when it comes to your attention that you have hurt someone, it becomes really difficult to accept responsibility for what happened.

In a healthy friendship, you're able to apologize, whether you meant to inflict the harm or not, and go a step further and repair that friendship. That means that you're willing to make up for the hurt that you caused.

In toxic friendships, one or both people just don't listen to the other.

In a healthy friendship, you're each very considerate and attentive to what the other person values and has to say.

Toxic friendships are often one-sided, meaning that only one person in the friendship is getting their needs met. They may often be the one who complains or comes to you in a crisis. Or perhaps they're just never available when you need them.

In a healthy friendship, both of you are supporters and helpers for each other and you find that that same level of attentiveness and care is reciprocated.

Toxic friendships can be really abusive and confusing. If anyone is inflicting any intentional harm, whether that is physical, emotional, sexual, financial, or in any other area, it's time to reconsider whether or not you want to continue that friendship.

Intentional harm to one or both people has no place in a healthy friendship.

In fact, you'd probably go out of your way to make sure that the other person is well taken care of.

If you find yourself being excluded or left out of things involving your friendship, that's an indicator that it's toxic. If you never get invited to events or if it's a last minute invitation, it's probably a toxic friendship. A healthy friendship means that you don't always spend 24/7 together, but you are considered, especially when big groups plan a get-together or several friends are invited out somewhere. You're not somebody that's often left out or forgotten.

You may find yourself feeling really uncomfortable or like you're just not yourself when it comes to hanging out in a toxic friendship. So for example, a toxic friend may encourage you to do, consider, or even just be present for situations that don't align with your values. So if you're somebody who really is not into vaping or smoking and a friend is constantly doing this around you or encouraging you to do it, it may be time to reconsider that friendship.

A healthy friend may offer you something that may feel uncomfortable, but they'll never keep pushing it, especially if you say no or you let them know that you're just not okay with that.

A healthy friendship is one where you both accept each other, even if you have different values or priorities. I know a lot of teenagers are figuring out how to comfortably communicate to others, how they truly think and feel about themselves in different situations.

But if you find yourself constantly afraid of sharing your true thoughts, your true feelings, your true opinions in a friendship, it's likely that it's toxic.

Again, a healthy friendship is one where you feel comfortable being who you are and you're accepted just the way you are. A healthy friendship is not one where they want you to change. A healthy friendship may encourage you to grow and develop who you are and the interests that you have, or open you up to new possibilities, but they would never force you.

Track 22 [BE] | An interview with *World of Children* award winner Gregory Smith
(Unit 9, p. 145)

Interviewer: Before we begin today's interview, a quick bit of information for our listeners who haven't heard of *World of Children*. – *World of Children* is an organisation founded in 1998 that seeks to help vulnerable children by funding, elevating, and educating the most effective changemakers for children worldwide. According to their website, the organisation has been recognised by the media as the *Nobel Prize for Child Advocates* and is the only global recognition and funding program that exclusively focuses on a broad range of children's issues including health, education, safety, and human rights. Today we have the pleasure to talk to Gregory Smith, *World of Children Award* winner.
Hello, and good morning, Gregory, thanks for being willing to talk with us today about your experiences in Brazil, specifically on the streets of São Paulo. To begin, how did your experience on the streets particularly help you to better serve children in need and recruit these children from the streets?

Gregory: During my first months on the streets, accompanying a group of no less than 26 street children, I was disturbed by their reasoning for being on the streets in the first place and the fact that they always expressed that it was fine to be on the streets when, in reality, I was constantly witness to many tragic events and the sad consequences the streets had on their lives. I needed to understand the children better; I needed to discover why they would seemingly run away from what we had to offer them, and to discover the right pathways for them to make the right choices.

Interviewer: What do you mean exactly?

Gregory: I had seen that running away from social projects that we were trying to establish was commonplace for these street kids. We had planned to engage them in different sport activities like dancing, football, running, or athletics, but realised that really none of the 32 street workers working with the street children at the time could hold on to their children for more than a few days. They would say it was the drugs, but in reality the drugs were merely a symptom because the true addiction was street life itself and their interpersonal relationships. Most of the organisations working with the children were limited to serving them on the streets, but to remove them from that dark and painful reality was a different story.

In fact, it was this street addiction I needed to unravel, so the only way for me to do so and at the same time gain the children's confidence, was to live together with them during longer periods of the day and night when they were most active on the streets.

Interviewer: What do you think is the number one challenge you face serving children in Brazil?

Gregory: To offer our children a better quality of education is by far the number one challenge in our project, in a country where education completely lacks priority, especially among the poorer classes, which directly

affects the reproductive cycle of poverty. Without better education our children will be unable to discover solutions to the social problems facing them and their communities and will continue to live in poverty, causing more children to lose their lives to the streets, drugs and crime. Sport is also a vital issue, as it helps to develop the kids' social skills and some kind of team spirit and *togetherness*.

Interviewer: What does it mean to you to win a *World of Children Award*?

Gregory: In undertaking my mission for the street children in Brazil, I did not look for fame nor fortune, nor gratitude or acknowledgement. My aim was merely to save the life of one child lost to the streets and, if I could manage to do so, I would be a very happy man indeed and my entire investment would have been worthwhile, because life is the most precious thing we have on this planet and it must be respected at all costs. Twenty-one years later I can safely say that my organisation has saved many lives and our task in doing so has been burdened with many tough moments, but also rewarded with many glorious ones.

My undertaking is long-term, because the lives we touch are also long-term, many of them having to carry past burdens in their baggage for the rest of their lives, and because of those burdens we cannot expect too much gratitude from the children we help, although I do expect their respect, as I too must respect them. So, receiving an award such as this one for our efforts with the children, which in turn raises our own self-esteem by acknowledging the fact that we are doing something good for them, makes me feel great humility, mainly for having been allowed to get involved in their lives in the first place. Therefore I share this award with all the children who have been touched by us, because they are the true winners.

Interviewer: Thank you very much.

Track 23 [AE] | The menu of 2030 (Unit 10, p. 158)

The world's population has been increasing faster than food production even with modern agricultural technology. There will be nine billion people to feed by 2050. Researchers have been looking at new food sources changing existing ones and even creating entirely new foods. We want to find out what could be on our dinner table 20 to 30 years from now.

Edible insects

Who could say no to perfectly crunchy insects? A recent *UN Food and Agricultural Organization* report reminds us that there are over 1,900 edible insect species out there. That some 2 billion of earth's inhabitants already regularly consume beetles, butterflies, moths, bees and locusts. Insects are available in large quantities and rich in low-fat protein, fibre and minerals.

Lab meat

Soon, we may find artificial meat on our dinner plates. Scientists have come up with synthetic meat grown in the lab – as early as 2013, scientists cultured ground beef from cows' stem cells. Although that lab patty cost three hundred and thirty thousand dollars to make and tasted quite bland, experts predict it will only take a decade or two for an affordable product that looks, cooks, smells and tastes like ground beef.

Algae

It seems the future is truly green – While it is already used as a biofuel, algae is seen as a solution for many food shortages as it can feed humans and animals alike. Algae is the fastest growing plant on earth and has long been cultivated in Asia. Food experts predict algae farming could become the world's biggest crop industry as it can be grown in both the oceans and in freshwater. It is a good source of vitamins and minerals.

Farmed fish

A more familiar menu item, farmed fish, will soon become even more popular. 3.5 billion humans today depend on the oceans for their primary food source. That figure will double in 20 years. Fortunately, humans are aware of this and have implemented sustainable commercial fishing practices and turned to cultivating fish. Aquaculture is going big with 35 countries producing more farmed fish than fish caught in the wild.

GM food

Genetically modified food is nothing new. We first re-engineered the DNA of plants in the 1980s to make them disease resistant, and by the 1990s GM foods were commercially available. Many food items we consume – fruits, vegetable and grain crops, different breeds of livestock, and even fish – have undergone some sort of genetic modification. These are generally safe and are subject to strict standards.

3D printed dishes

As if modifying the DNA of food wasn't enough, in the future, snacks might go straight from the printer onto the plate – you will be able to fully customize food shapes, textures, tastes and forms. You can order online your

favourite chocolate bar or snack and 3D print it with a machine at home. The food you would like to eat will just be a few clicks away.

The foods available in the future will undoubtedly look a lot different than those of today –we can only hope that they'll be just as tasty.

Track 24 [AE] | What can we do to reduce food waste? (Unit 10, p. 160)

What does the phrase "food waste" mean to you? Do you think of leftovers after a yummy Thanksgiving meal or food scraps after cooking? I know that when I first heard the phrase, I thought of the carton of strawberries at the back of my fridge that I had to throw out because they were old and nobody had eaten them. And food waste is all of these things, but also so much more.

Approximately 2.9 trillion pounds of food is wasted every single year and when I first heard this number, I was like, sure it's a big number, but in the grand scheme of things how big of a number is it? Well, it turns out, it's about a third of the food produced for human consumption, so a third of the food we make, we throw out and that's about the weight of four thousand Empire State buildings or 7 million blue whales.

There are a number of environmental issues that go along with food waste. One of the most surprising issues is related to our own atmosphere. Food waste accounts for the largest portion of US methane emissions. And to put the destructive power of methane into context, methane is 23 times more damaging to the atmosphere than CO_2. So if we reduce food waste, we reduce methane emissions.

I wondered, how exactly is food wasted? The three most common ways food is wasted are overly stocked displays, the expectation of cosmetic perfection, and misunderstandings about sell-by dates. Overly stocked displays are a problem because stores believe that customers are more likely to buy food if it's from a fully stocked display. They want to create this illusion of infinite abundance of perfect food. So, every time they get a new shipment, they throw away the oldest and ugliest food and replace it with the pretty, new food, which brings me to the second most common way food is wasted, the expectation of cosmetic perfection, which affects something called *B stock*. B stock is food that's not the right size, shape, or color and even though B stock is perfectly fine for consumption, most commonly it's just thrown away or not even harvested in the first place. The need for cosmetic perfection is so ingrained in American society that even our automatic harvest machines filter out B stock. Finally, the third most common way food is wasted is due to misunderstandings of sell-by dates.

The general public just doesn't understand these dates serve to mark the date of peak freshness, not the day that these foods spoil, and this causes issues because grocery stores fear that customers will think that they're selling old products and so they pull items out of stock several days before the sell-by dates.

I want to talk about some solutions now. While it's easy to feel like this problem is impossible to solve, other countries are taking steps to help reduce food waste. For example, France banned grocery stores from throwing away food and now require them to donate it, which shows that it is possible on a corporate and national level to effect change. Also there are a couple of steps that we can take as individuals to help reduce food waste in our own lives. For example, we can switch to smaller plates to help with portion control, we can freeze our food, eat leftovers, make a list before going to the grocery store so you don't end up buying something you're just gonna throw away. Organize your fridge so you don't forget about the food you have. And another thing, and I cannot stress this enough: do not go grocery shopping hungry, because I know when I do this I literally want to buy everything I see.

A big part of reducing food waste is being aware and making small changes that add up to a big change. In wealthy countries like our own, around 40 percent of wasted food is wasted by consumers like us, so it is our responsibility as conscious consumers to take action and make a difference.

Thank you! [Applause]

Track 25 | Tips for marketing to teens (Unit 11, p. 166)

Speaker 1

You should have someone on the team that is a teenager. It might even be helpful to consider hiring a teenager either as an intern or on a part-time basis. Members of the younger generation have the inside scoop on what is considered "hot" or "trendy" for their age group, either on social media or in the real world. They have a first-hand look at what teenagers like and dislike, since they're part of that group themselves.

Speaker 2

When you are ready to start sending out your marketing campaigns, you should consider using a teenager as the face behind your marketing campaign. Many big businesses will use teenage celebrities to endorse their products

or services. These are the individuals that teenagers can relate to, identify with, and look up to as well. So, finding a willing teenager to be the face of your marketing campaigns will help relay the right message to your audience.

Speaker 3

You will not be able to engage with a particular audience if you aren't informed about the trends that interest them the most. For instance, there was a huge boom in the popularity of fidget spinners some years ago. To capitalise, businesses began creating their own fidget spinners and customising them to fit the interests of teenagers – spinners with multiple colors or with images of their favourite rock bands became available as a result. It is essential to give teenagers reasons to engage with your product or service.

Speaker 4

You should also be employing specific marketing strategies online via social media platforms. *Facebook* campaigns are going to look significantly different than those on *SnapChat.* More and more teens are using *SnapChat* over any other social media platform, which means that you can strategically create marketing campaigns through this app that will be easy for them to access, like creating "stories" on the app. This will also help them be more exposed to your business.

Speaker 5

Because teenagers often have limited financial resources, it is important to price your product or service accordingly. Granted, you may target teens for more pricey items because you know that they may enlist their parents' help. But, for the most part, they will be spending money on their own, and will be more appreciative of businesses that take their limited budgets into account. They see that businesses care about their income restrictions, which is good for your branding component.

Speaker 6

Logos are essential to any business trying to make a name for themselves. Consumers pay more attention to a logo than to any other type of representation for a company. So, it is important you design a logo that captures the interest of your teenage audience. The colour scheme, fonts, and images are all important components that come together to create a memorable logo, for example *Beats* headphones or *Nike* shoes. For teenagers, logos define the brands that they can connect with.

Track 26 [AE] | A clothing brand with a message ....(Unit 11, p. 171)

Interviewer: At the age of 17, Eli Zied would be expected to be focusing on his grades and his plans for college. But the senior high school student from New York City is also the CEO of up and coming fashion brand *Habits365,* and he is remarkably confident in his ability to handle both. Let's give Eli a warm welcome to our show. Eli, what sparked your entrepreneurial spirit?

Eli: Thanks for inviting me. I think it all started when I was around the age of 12, when we started buying and reselling sneakers. From there I started following several streetwear fashion brands on social media and spent more and more time thinking about starting my own brand.

Interviewer: Did you have other sources of inspiration for the business other than social media?

Eli: Yeah, actually. I took part in a business and marketing program during the summer after my freshman year in high school, and I definitely was inspired there to think creatively about how to go about developing my business.

Interviewer: Let's talk a little bit about the concept behind your brand. How did you come up with the name *Habits365*?

Eli: Sure. I thought a lot about this during the summer program – my idea was to create a lifestyle brand that would be relatable to people, but would also motivate and challenge them. As for the name, everybody has habits, but not all of them are necessarily positive. Habits dictate your life, and the better they are, the more successful you will be in the long run, so with "*Habits365*," I wanted to emphasize a positive daily routine all year round.

Interviewer: That sounds like an admirable goal. What were some of the first things you did to gain popularity or exposure in the very beginning?

Eli: I started out creating designs and making logos, and then my older brother Spencer, who runs a clothing company in Brooklyn, came on board as Chief Operating Officer of the business. We pooled our funds from reselling limited edition *Jordan* sneakers to help finance *Habits365*, and got the ball rolling by telling our friends and family about the brand. Basically, we were able to grow organically by selling to people we knew personally.

Interviewer: Did you encounter any big challenges along the way or has this organic growth continued without obstacles?

Eli: Hmm ... there've definitely been challenges. I'd say the biggest issue was the risk of buying large quantities of materials to benefit from economies of scale. We had to be confident that people would like and buy our products, so we ran online polls among our early followers to get a better sense of what they wanted. It was inexpensive market research but it gave us the confidence to place large initial orders of product and be more cost-efficient.

Interviewer: You've gained lots of publicity through celebrities and influencers, ranging from *NFL* and *NBA* athletes to rappers. Walk us through this process; how did you go about creating such a wide base?

Eli: I basically contacted as many athletes, musicians, *YouTubers*, and others with strong online presences as I could, who might be interested in free merch in exchange for a photo shoutout or, if possible, a post. The response was much bigger than I had expected; people really seemed to like that I was a young entrepreneur with a positive brand message. Having influencers wearing our products has been one of the biggest drivers of growth. We started out with a few hundred friends and family as followers. Now, we have over 80,000 followers!

Interviewer: I can imagine with so many followers comes a lot more responsibility to keep *Habits365* thriving. How do you balance your academic life with your business goals?

Eli: For a student entrepreneur, time is limited and you have to budget it carefully, for sure. I do homework and study for exams when I first get home from school and work on the business at the end of the day. Getting good grades is still my main priority. My brother also helps me a lot with the business and my classmates and teachers are really supportive, some have even bought apparel or acted as brand ambassadors, so it feels as though the people around me are also invested in the success of the brand and are excited and proud as we continue to reach new milestones.

Interviewer: A supportive community is essential; it's wonderful that so many are invested in your success. A final question – What does the future hold for you and for *Habits365*?

Eli: I'm planning to study entrepreneurship or business in college, and continue building momentum to expand the business further. I believe that one day *Habits365* will be one of the biggest streetwear brands in the world. We have a strong, relatable message to everybody who wants to improve and get better in whatever they do, 365 days a year.

Interviewer: Haha. We'll leave it at that. Eli, thank you for your time today; all the best for the future, and here's to another 365 days of success for your brand and business.

Eli: Thank you very much.

Track 27 | Teenagers' favourite film genres   (Unit 12, p. 179)

Speaker 1

My favourite movie genre is romance. Since I'm a dramatic type of person, I love watching emotional movies that make me cry. I also love watching horror movies but not alone *[laughing]*. I tried once, but I ended up not finishing it and being awake all night. The best romance movies don't necessarily have a happy ending, but you have to feel connected to the characters and care a lot about what happens to them. I dislike watching documentaries about nature and different countries or cultures. It is true, they help broaden your horizons and improve your general knowledge of different parts of the world – but they are just so boring!

Speaker 2

The movies I like tend to be action movies or thrillers like *Die Hard* or *James Bond*. For me, the storyline has to be fast-paced and thrilling, and fight scenes are also basically a must. I don't like movies with slow or boring plots. The type of movies where the hero saves the world are the best. What I will say is that movies that combine action with other genres are often even better than pure action movies; I really like *Jackie Chan* films for this reason – they're sometimes more like comedies with action, and the fight scenes are almost like a choreographed dance that's really fun to watch. One genre I absolutely can't stand is horror movies. They are way too unrealistic and often just gory and gross with no plot.

Speaker 3

My movie tastes are way on the side of Sci-Fi and fantasy. I've watched *Lord of the Rings* more times than I can count, often as a huge movie marathon with friends where we literally watch the whole series in one day. I love science fiction mainly because they have aspects that are based in real science, while also speculating about the future and being really creative with that. Sci-Fi also addresses current issues like climate change or natural disasters and gives us a new way to think about the world around us. The main reason I'm so into fantasy is that

it lets me escape a bit from everyday life and imagine having my own adventures. What I absolutely can't stand are western movies. I don't like the music and the plot is always the same – a group of people stealing land or money from others ending in revenge and many people being killed in a shoot-out.

Speaker 4

I really like animated films, actually. It's always been a bit annoying to me when people dismiss them as only for young kids, since adults and teenagers can also get a lot out of watching animated films. The characters are often really well written and the plots tend to deal with complicated real-life situations that everyone can relate to and engage in. Animated films are also really colourful and can have very intricate details, since animation techniques have improved a lot in the past few years. In addition to animated films, I really enjoy biographies, since I like gaining historical knowledge and learning about the lives of important historical or modern figures. The only thing you have to be careful about is separating fact from fiction, since there can be a lot of misinformation out there. What I am not a fan of are love stories because they are often too far-fetched for my taste.

[Source: Robin Vincent]

Track 28 [AE] | Violent media and aggressive behaviour in children   (Unit 12, p. 187)

Interviewer: With recent worry about mass shootings and gun violence in the US, one of the questions that always comes up is: Does watching violence on TV, in movies or in video games promote aggression? Let's welcome Vanessa LoBue, assistant professor of psychology at *Rutgers*. She will share her views on this issue with us.

Vanessa LoBue: Thank you for having me. Although the issue is often presented as controversial in the media, we have pretty good evidence that exposure to violent media does make children more aggressive. And we've known it for decades.

Interviewer: Really?

Vanessa LoBue: In one of the most well-known studies on this topic, published back in the 1960s, researchers showed pre-schoolers a video of an adult playing with an inflatable doll. In the video, the adult sat on the doll, punched it in the nose, hit the doll on the head with a mallet, and kicked it repeatedly. After watching the video, the children were brought into a playroom with the same doll and lots of other toys.

Interviewer: What happened?

Vanessa LoBue: As predicted, the kids who watched the aggressive video imitated what they saw – they beat the doll with a mallet, punched, and kicked it. What was most surprising was that the children found new and creative ways to beat up the doll, and they played more aggressively with the other toys in the room as well. Children didn't just imitate the aggressive behaviors they saw; seeing aggressive behaviors caused these kids to play more aggressively in general.

Interviewer: That's really interesting. Are there any recent studies supporting this?

Vanessa LoBue: Oh yes! Very recent research suggests that these effects can become particularly problematic when guns are involved. Researchers from *Ohio State University* brought pairs of 8- to 12-year-old children into a lab and showed them a 20-minute version of a popular PG-rated movie, which means parents strongly cautioned. In the edited movie, the children either saw that actual movie footage, which contained characters using guns, or they watched a version where the guns were edited out. They were then presented with a large room that contained various toys including *Legos*, nerf guns, and games.

Interviewer: Let me guess, the results were not surprising.

Vanessa LoBue: No, not at all. The children who watched the movie with the guns played more aggressively than children who watched the movie with the guns edited out, consistent with previous research. But that wasn't all; the study had a bit of a twist. The playroom also contained a closed cabinet. In one of the drawers was a real 0.38-caliber handgun. The gun was not loaded, and couldn't fire bullets, but was modified to keep track of the number of times the trigger was pulled hard enough that the gun would have gone off.

Interviewer: Did the children know that there was a gun in the room?

Vanessa LoBue: No, they did not. The researchers were simply interested in whether the children would find the gun on their own, and if they did, what they'd do with it.

Interviewer: And what was the result?

Vanessa LoBue: About 83 percent of the kids in the study found the gun, and most of them played with it. Of the kids who found it, 27 percent immediately gave it to the experimenter and the experimenter took it out of the room. Of the remaining 58 percent of kids who found the gun, 42 percent played with it in various ways. Importantly, almost none of the kids who watched the movie clip without guns ever pulled the trigger.

The kids who watched the movie that contained gun footage were more likely to pull the trigger of the real gun; on average, they pulled it about two to three times and spent four to five times longer holding it when compared to kids who watched the movie with no gun footage.

Interviewer: Wow, that's scary.

Vanessa LoBue: What's even scarier is that some of these kids pulled the trigger more than a few times; in fact, they pulled it quite a lot. Some pulled the trigger over 20 times; one child pointed the gun out the window at people walking down the street; and another child pressed the gun to another child's temple and pulled the trigger.

Interviewer: To be honest, I am speechless. I would not have expected that to happen.

Vanessa LoBue: This research suggests that violent media *can* cause aggressive behavior in children and that this behavior can be incredibly problematic if violent media includes guns. Indeed, children are incredibly curious about guns, and they can have difficulty understanding the difference between real and toy guns.

Interviewer: Vanessa, you shared a lot of research with us. Coming back to my earlier question, does viewing violent media cause more aggression in children? What is your opinion on that now?

Vanessa LoBue: The answer based on this research is a very clear yes. And it's worth pointing out that the videos children saw in the studies I described were pretty mild; they either saw a homemade video of someone playing roughly with a doll, or 20-minute clips of movies that were rated PG. The violence in these videos pales in comparison to the violence in other full-length movies and in video games.

Interviewer: What is your advice for parents?

Vanessa LoBue: If you don't want your children to be aggressive or violent, keep them away from violent media, and even away from toy weapons that might encourage aggressive behavior all on their own. That doesn't mean your child won't act aggressively – some children are just naturally more aggressive than others – but it's certainly a start.

Interviewer: Thank you Vanessa for this interview.

Credits

Track 1: Joyce Bertram – https://www.youtube.com/watch?v=wXb6bDX9FDo – (20.3.2020, adapted)

Track 3: siehe Texts, p. 18/1c • Track 4: N.N. (Health and Safety International) – http://www.hsimagazine.com/article.php?article_id=471 (20.03.2020, adapted)

Track 5: siehe Texts, p. 34 f./1b)

Track 6: Shuk-Wah Chung – https://www.greenpeace.org/international/story/20165/5-young-activists-who-inspired-us-this-year/ (30.03.2020, adapted)

Track 11: N.N. (Recovery Ways) – (https://www.recoveryways.com/rehab-blog/are-teens-more-prone-to-addiction/ (04.04.2020, adapted)

Track 12: José Picardo – https://www.theguardian.com/teacher-network/2012/sep/25/students-global-awareness-other-cultures (12.04.2020, adapted)

Track 14: N.N. (Patch Media) – http://franklinlakes.patch.com/articles/teens-invention-keeps-cyclists-dry (08.02.2016, adapted)

Track 16: Jenn Haskins – https://lifegoalsmag.com/woman-tech-industry-interview/ (25.04.2020, adapted)

Track 17: 1, 2: N.N. (Lockheed Martin Corporation) – https://www.lockheedmartin.com/en-us/news/features/2018/hs-intern-spotlight.html (26.04.2020, adapted); 3: N.N. (BMW Group) – https://www.bmwgroup.jobs/gb/en/opportunities/student.html#jobType=INTERNSHIP&&location=GB,GB/Farnborough,GB/Goodwood,GB/Oxfordshire,GB/HamsHall,GB/Swindon,GB/OTHER (26.04.2020, slightly adapted)

Track 18: Alison Doyle – http://jobsearch.about.com/od/interviewsnetworking/a/teeninterview.htm (26.04.2020, slightly adapted)

Track 19: Greg Wells – (https://www.aboutkidshealth.ca/article?contentid=641&language=english (05.05.2020, adapted)

Track 20: Avery Eun – https://www.youtube.com/watch?v=OHX26iN85kM (05.05.2020, adapted)

Track 21: Mellory Grimste – https://www.youtube.com/watch?v=FPXnYM7--RY (14.05.2020, adapted)

Track 22: N.N. (World of Children, Inc.) – http://www.worldofchildren.org/blog/ interview-gregory-john-smith (08.02.2016, adapted)

Track 23: Astrolabe – https://www.youtube.com/watch?v=mnoCy0j7DNs (18.05.2020, slightly adapted)

Track 24: Ali Jackson – https://www.ted.com/talks/ali_jackson_what_can_we_do_to_reduce_food_waste (18.05.2020, adapted)

Track 25: N.N. (The Logo Company) – https://thelogocompany.net/blog/branding-guides/5-easy-ways-target-teens-marketing (26.05.2020, adapted)

Track 26: Alison Coleman –https://www.forbes.com/sites/alisoncoleman/2019/09/26/the-teenage-ceo-whose-growing-fashion-brand-is-built-on-good-habits/#2d7301262c1a (26.05.2020, adapted)

Track 28: Vanessa LoBue – https://www.psychologytoday.com/us/blog/the-baby-scientist/201801/violent-m%C3%A9dia-and-aggressive-behavior-in-children (01.06.2020, adapted)