

Module 1

Listening 1. Page 12. Exercise 2.

OK, well this is the last few weeks as students for most of you. Although your thoughts will doubtless be turning to final exams, or maybe the celebrations which will follow, there's also the issue of what you are going to do next with your life, which is why I've been invited here today. After all, you've got to earn a living and pay back your student loans. My name's David Thomas and, having been on many an interview panel in my time, I'd like to talk not only about making a good impression at the interview itself, but also about preparing for the interview beforehand.

Listening 1. Page 12. Exercise 3.

Right, well, the key to success is really all in the preparation. Firstly, make sure you dress comfortably and in an appropriate style for the job you're applying for – so nothing too trendy if you're going for a banking job, and a conservative suit probably won't help your cause if you're after a job as a cutting-edge fashion designer.

And obviously remember to prepare everything you'll need to take the night before. Apart from your personal possessions, you'll probably need a map, your CV, photocopies of certificates, that sort of thing. Go out and buy yourself a folder to put them in. It's not too impressive when interviewees are fumbling around dropping paper all over the floor.

Another important point is to go online and work out how you're going to get to the interview so that you arrive in good time with no last-minute panics. Allow a safety margin for hold-ups and, if at all feasible, do a practice run first. Being late is a definite no-no.

Related to that of course, doing research about the company will definitely pay off. If you do this, you'll be able to ask one or two intelligent questions of your own.

Finally, prepare yourself psychologically. Visualising success in advance helps. Everyone is nervous; it's about controlling the butterflies in the stomach and the dry mouth. Take deep breaths and remain calm.

Listening 1. Page 12. Exercise 4b.

[Listening 1, Page 12. Exercise 3 will be repeated.]

Listening 1. Page 12. Exercise 5b.

When you meet the interviewers, remember that first impressions are crucial. Research has linked the kind of handshake you give to the type of character you are. I'm not entirely convinced by

this, but the same research also links eye contact to personality and this – along with a smile – is what most interviewers will notice straightaway and will help to create a favourable impact before you even sit down.

When you DO sit down, sit to the back of the chair and try not to slouch. Your body language speaks volumes, and shows you are confident. So relax your shoulders, hold your head high and don't fidget. And keep your hands as still as possible, using moderate gestures to show emotion and interest rather than waving your arms around.

Another thing I'd urge you to do is to listen carefully, don't interrupt and be prepared to give some thought to how you answer questions. Unless specifically asked to, avoid long-winded answers. I've had to stop people rambling on for two minutes or even longer – when actually fifty seconds at most is usually enough. The same applies to asking questions –keep them short and to the point.

When you DO speak, it is obviously important to express yourself clearly. Your tone of voice is just as important, if not more so – if you mumble or sound monotonous, the interviewers will just switch off and think you're not keen. So put some energy into what you're saying by varying the volume and pace. If necessary, practise beforehand with a friend and get their opinion on how you sound.

Listening 2, Page 15, Exercise 3.

Hi! My name's Louise. I'm a primary school teacher in a village and I'd like to talk to you about how we try and assimilate migrant children – children from other cultures and other language groups – into my school.

When I first started teaching there before we had our impressive hi-tech buildings with their wonderfully light and airy classrooms and interactive whiteboards, all our premises looked run-down. But the lessons were fun, partly because nearly all the children were born in the village and grew up there.

But when families came to live here with little or no grasp of the language, none of us teachers really knew how to best integrate their children into a class full of local children. I had a go at putting up a world map and asking the newcomers to point to where they were born. Then I told the class something that might appeal to them about whatever country it was. Another teacher told me she got them to write the word 'hello' in their language on a sticky label and put it on the wall.

Later, the school took certain initiatives, like we would have a day where the whole school focused on a particular country – things like national festivities and typical food. On one occasion, a local TV crew interviewed the teachers about it for a news item. On another, the pupils were encouraged to put together a radio programme in which they told us about their homelands. It was all to try and create an atmosphere of mutual respect.

Admittedly though, academically, we had mixed success. Subjects like numeracy and science were OK – we had lessons every day – but the migrant children made slow progress in more literacy-based classes like history, which was only taught two hours a week. And I can't pretend that some of the non-migrant students were stretched enough generally and made the progress they could have.

Five years ago, the government finally recognised that disadvantaged schools needed extra resources to help migrant children. And, in what I think was a really courageous move, it was left to teachers at school level to allocate funding. Normally, you'd expect the government, local authorities or at least senior managers to make these decisions.

Now we take children out of mainstream teaching and teach them in small groups – four maximum – until they've mastered the language well enough to cope alongside the others. The exception is art lessons, where all the children work together, and there's some debate about doing the same for music lessons.

Some of our permanent teachers are from the students' own countries and they come into class and help the rest of us get over difficult concepts. We also sometimes take on social workers on short-term contracts to liaise with parents if their children act badly towards teachers and other students.

Happily, these days, when the migrant children go on to secondary school, they achieve as much as the other children, and even in poorer areas they usually achieve as much as those in more affluent areas. At the moment the government is running a pilot project that puts fifteen to sixteen-year-olds in touch with trained instructors – this helps them fit into society and get the careers advice they need.

[This track will be repeated.]

Speaking, Page 16, Exercise 1d.

apprehensive, directionless, disillusioned, distracted, engaged, inspired, intimidated, motivated, muddled, overwhelmed, passive, pressurised, relieved, self-conscious, well-supported

Speaking, Page 17, Exercise 3b.

In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

Simon, it's your turn first. Here are your pictures. They show three different styles of learning. I'd like you to compare two of the pictures, and say what the advantages of these styles of learning might be, and how the learners might be feeling. All right?

Speaking, Page 17, Exercise 3c.

B: Well, the photos are similar in one way – they both show learning situations. One is a lecture, could be at a university, and the tutor looks as if he is giving his audience a whole mass of information. The other is a one-to-one situation. A ski instructor is showing a person – she must be a novice – how to position her legs.

I suppose that the main advantage of the lecture format might be that it is a very useful way of communicating knowledge, or ideas, to a large group of people – assuming they're awake and listening. Whereas, having an individual tutor is probably much more helpful when you are learning a skill because you get all that personal attention.

In the first picture, you can't really tell whether the students are really involved or not. They seem very passive and I suspect that some of them are feeling a bit overwhelmed by the amount of data that's being thrown at them. The person learning to ski on the other hand looks thoroughly engaged in the lesson. I guess, though, that she must be feeling a little apprehensive – it would be only natural if it's her first time on skis.

A: Tania, which style of learning do you think is the most effective?

Speaking, Page 17, Exercise 4a.

[Speaking, Page 17, Exercise 3c will be repeated.]

Module 2

Listening 1, Page 28, Exercise 2.

A: When Laura Walters met Dan Garbutt, an obsessive technophile who works for a social networking site, little did she know the implications this would have for their relationship. They are in the studio today. Welcome to you both. Laura, is it true that Dan actually proposed to you online? How did you react to that?

B: Well, it took me quite a bit to cotton on to what was actually happening, because I'd gone out for a walk with Julie – a friend who it turned out was in on the secret. Julie and I were having lunch at

a restaurant which is quite a romantic place for Dan and me, as we went there on our first date. In the middle of the meal I got a text message from Dan, telling me to go outside. I wondered what on earth he was doing there, I was caught totally unawares, but anyway I went outside and there was Dan on one knee waiting for me.

C: What she didn't realise at first was that my friend Alan was lurking behind a tree and recording the proposal on the video camera on his phone. The whole thing was being streamed to a website I'd set up, so that our families could watch it in real time.

A: It would have been a bit embarrassing if you'd turned him down, Laura.

B: True, but we'd been going out for over seven years, so that wasn't really going to happen. Everyone who meets me asks if I was thrilled about the romantic proposal, but to be honest, when I realised people were re-tweeting the link and thousands of people were watching it live, I felt a bit awkward. Afterwards, though, once the initial shock had worn off, I was fine about it and took it as a huge compliment.

A: I suppose you're used to Dan's technology addiction by now?

B: Some people would find it really annoying, I know, but I just go along with it and take it in my stride.

Listening 1, Page 28, Exercise 3a.

[Listening 1, Page 28, Exercise 2 will be repeated.]

Listening 1, Page 28, Exercise 4a.

A: But you both agreed that there would be no mobile phones at the actual wedding. Was this you putting your foot down, Laura?

B: It was. Most of the time I'm chilled with it but sometimes I feel technology takes over far too much and I wanted the day just to be about us. So we agreed that he wouldn't video our actual marriage. But of course, he couldn't quite help himself.

C: I'm afraid I couldn't resist sneaking two clips during the wedding. I didn't send them though – I waited until we were back at the hotel.

B: And I wouldn't be honest if I didn't admit I was really pleased to be able to see the video straightaway. So he got away with it in the end, even though he broke his promise.

Listening 1, Page 28, Exercise 5a.

A: With us today on Radio Three Live is psychologist Carolyn Adams. Carolyn, you've spent the last year investigating the impact of

social networking on our lives. Is there anything there which you think is a cause for concern?

B: Well, inevitably, some of the research was going over old ground – the usual stories about people splitting up with their partners because they were glued to the screen all the time, and how some character types are more liable than others to become obsessed. But we knew that already. What began to dawn on me though was that by using a smiley face or thumbs down icon when texting or social networking, people are choosing to communicate in a very simplistic way. And what really worries me is how people are ever going to work out the subtleties of communication – expressions or tones of voice – if they don't actually get to meet up that often.

A: And was there anything you hadn't really realised before about the impact of social networking?

B: Yes – it was while I was interviewing a young woman called Florence, when she was telling me about meeting her boyfriend online. Apparently, after they'd been going out for a month or so, he became really anxious they should make their relationship official on Facebook. I was really astounded at how much this obviously mattered to the two of them – almost as though if it isn't in the public domain, it isn't real – you need to prove it to everyone.

And I know that there's a tendency to use social networking sites as a kind of a scrapbook or a diary at the start of a new romance but I suppose I hadn't quite realised how many people want every detail of their lives out there, shared with hundreds if not thousands of others, and expecting continuous feedback.

A: And in general, after your experience, what do you feel about the future of social networking?

B: Well, there are certainly all sorts of positive aspects. It's an amazing plus to be able to connect to loved-ones who are far away. And it's certainly good that governments and corporations have more pressure put on them to be more accountable. As yet though, few questions have been asked about the kinds of sensitive issues that come up in therapy – and importantly whether the quality of our friendships has been sacrificed to quantity. Let's remember, though, that people have always created technology before figuring out how to handle it socially. That isn't done overnight, but I'm sure it'll sort itself out. Anyway, who knows what will be the next big thing in the field of technology?

[This track will be repeated.]

Listening 2, Page 31, Exercise 3.

A: In the studio today we have Lucy Chapman, a dance teacher who works on a radical

programme for young offenders, and Dylan Baker, a former young offender who was once one of her students on the programme. Turning to you first, Lucy, perhaps you could tell us a bit about the project.

B: Yes, good morning. Basically it's a rigorous three-month dance course leading to a recognised qualification. It's not intended for all criminals but for young offenders who have been arrested several times but are not considered a serious risk to the public. In our view, giving these kids a term in a juvenile jail where they'd learn tricks of the criminal trade from their peers is pointless. If we can steer them in another direction, then so much the better. Some people believe the course is a soft option but, believe me, it's demanding and disciplined. Not only do they learn to dance, but they learn about the history of dance, with literacy skills woven into the timetable.

A: Interesting. Why did you decide to teach on the course?

B: I heard about a project in Ethiopia, where poor children felt a sense of achievement for the first time in their lives when they learnt to dance. They were fired with so much enthusiasm that they put on a major dance production in three weeks, and two of the former street children have had rave notices everywhere. A lot of kids around here get into crime because they have no faith in themselves and don't even try to live a normal life. Their cry of can't, shan't, won't is a kind of defence. I wanted to help them come to terms with their negative feelings – break through the limitations they impose on themselves.

A: Dylan, at seventeen you are now a dance teacher on the programme. How did that happen?

C: Well, my dad was always in and out of prison and I was getting into street crime and it'd have gone on like that if they'd locked me up at fifteen. But instead they sentenced me to dance! I didn't want to do it, but it was better than the alternative. The programme came as a shock. I didn't like the dance stuff at first – my body ached and I was exhausted. But my tutor was patient and kept saying I could do it. A few of the others dropped out and went to prison instead. They couldn't cope with the commitment. Amazingly, I passed all my exams. One thing led to another and the programme director gave me the opportunity to work on the course. For the first time in my life my family's proud of me.

A: Lucy, is Dylan typical of the kind of young offender who goes through the programme?

B: Yes, although he's done exceptionally well. When they arrive they are always reluctant.

They're used to living on junk food, and getting up at four in the afternoon. So, we start by teaching nutrition and cooking – no fast food allowed. At the same time, they exercise hard. Then, as they improve physically and their confidence grows, they realise they might be able to perform dance routines that they thought were beyond them. That's when we see things really take off. The reason we insist they put on a performance early on is to focus their minds. They don't want to make fools of themselves. During the second half of the programme the participants teach dance to children. This helps develop a valuable sense of responsibility.

A: You must find the project a real challenge.

B: Sure, at the beginning, the courts had to be persuaded that the dance training was constructive and tough, but when officials came to watch the graduation performances they were impressed. What thrills me most is that just under thirty-three percent of trainees have reoffended, many fewer than those on conventional prison sentences. We know the skills learnt are transferable to other kinds of work, so we spend a lot of time helping the young people look at directions they might take afterwards. But I have to admit the hardest part is persuading them there are opportunities for them out there.

A: But it must be rewarding.

B: Yes, obviously not in the financial sense! It's not something I ever intended to do – it came up by chance really. We do turn out some skilled performers but that's not really the point either. What I love is seeing people who thought they had no value to society realise they might be worth something after all. I'm convinced they go out better citizens than if they'd been locked up in a cell. We've had a fair bit of publicity recently, which is nice, but journalists always focus on people like me, which is ridiculous. It's not about me; it's about people like Dylan here.

[This track will be repeated.]

Speaking, Page 32, Exercise 1b.

Exchange one, Candidate A.

A: What do you do here?

B: I work in an office.

A: How long have you been studying English?

B: I've been studying English for six years.

Exchange two, Candidate B.

A: What has been your most interesting travel experience and why?

C: Well, actually it was quite recently. When I left college, I was lucky enough to be invited to stay on a ranch in the USA, and it really opened my eyes to a very different way of life. The people were so relaxed and hospitable – it was wonderful.

A: What do you hope to be doing in five years' time?

C: Oh, lots of things, I hope. I've met this fantastic person at work and we're seeing a lot of each other. I'm hoping we might be married by then, although I don't feel quite ready for it yet. I'm also looking for a nicer flat. In five years' time, I'd like to be living somewhere a bit bigger.

Speaking, Page 33, Exercise 3a.

A: First of all, we'd like to know a little about you. Frédéric, where do you come from?

B: I was born in France nineteen years ago.

A: And you, Paola?

C: Well, you know, originally from a little village in the north-west of Italy, though I've been living in Portugal for the last ten years.

A: Thank you. And could you tell me how long you've both been studying English? Paola?

C: Well, I started learning English at school when I was about eight, but I've been coming to this language school for ... eh ... let me think ... nearly four years now.

A: And you, Frédéric?

B: I have studied English since 2009.

A: Thank you both very much.

Speaking, Page 33, Exercise 3b.

A: Frédéric, what are your earliest memories of school?

B: Mmm, I was six when I started. It was a very small school and I cried on the first day because I had no friends.

A: And you, Paola?

C: I remember taking a doll with me, and refusing to let it go. I used to keep it on my desk, and I'd scream if anyone tried to move it.

A: And what is the most exciting experience you've ever had?

C: Er ... that's difficult to say ... there have been so many ... it might be the first time I went skiing as a child. I'd only ever skied indoors before and it was the first time I'd seen real snow.

A: And what about you, Frédéric?

B: I don't really know ...

A: OK. What do you hope to achieve in the future?

B: To pass this exam of course!

Module 3

Listening 1, Page 44, Exercise 2a.

I've always been arty but both my sisters are fantastic at painting, which put me off doing it because I knew I'd never be as good. Then I hit on the idea of making jewellery, and got a real buzz out of coming up with innovative ideas and using them in my designs. I get inspiration from all over the place – photos, films, even architecture. Initially, I thought I might try and make some money out of my hobby, but this isn't going to happen until I get myself better organised. To my disappointment, the actual making of the jewellery didn't get off to a brilliant start – mainly because I tried to be too clever with my designs. Now they're not so fussy but they still look effective, and it's been great fun experimenting.

Listening 1, Page 44, Exercise 4.

A: I've always been arty but both my sisters are fantastic at painting, which put me off doing it because I knew I'd never be as good. Then I hit on the idea of making jewellery, and got a real buzz out of coming up with innovative ideas and using them in my designs. I get inspiration from all over the place – photos, films, even architecture. Initially, I thought I might try and make some money out of my hobby, but this isn't going to happen until I get myself better organised. To my disappointment, the actual making of the jewellery didn't get off to a brilliant start – mainly because I tried to be too clever with my designs. Now they're not so fussy but they still look effective, and it's been great fun experimenting.

B: I've been going to a creative writing course once a week for the past year – it's quite expensive, but I've been given a small grant towards it, which helps. None of us have ever written anything before so we're pretty much in the same boat. A few of us get on really well and have lots of things in common, so we sometimes meet up socially, which has been an unexpected plus. Every week, we have to read out what we've written in class and get feedback from the teacher and everyone else, which is a bit intimidating! I'd underestimated how hard it would be – not so much the actual writing as coming up with something interesting to say that hasn't been said thousands of times already. I hope it gets easier!

C: The main issue is that by the time I've got back from work and made everyone dinner, I've still got a thousand and one other little jobs I should

be doing instead. I'm also often tempted to just curl up in front of the TV with my family instead of going off to my little studio in the garden. Once I'm there though, it's worth it. I make myself a coffee and listen to music while I'm making my pots and bowls, and it's restful because this is something that can't be done in a hurry. So even if pottery takes up a lot of my evenings, it really helps me to stop stressing about what's gone on at work and I feel so much better afterwards.

[This track will be repeated.]

Listening 2, Page 47, Exercise 2b.

A: Some people regard me as an eccentric because I've spent my whole life obsessed with one person. All the items of his I have on display – shirts, trousers, and so on – are neatly framed and captioned, and I've got a collection of rare vinyl discs in the loft – all stored alphabetically. It's true that my need to put everything in order drives my partner to distraction. She asks why it all matters, but as I've told her many times my interest goes back to when I first heard him at sixteen. His lyrics were so full of sadness. I felt I knew what he was going through and just had to collect everything he recorded.

B: I was relaxing in a hot bath when I first heard him sing. Wow! It was as though an electrical charge had gone through me. Immediately I jumped out and started Googling his name. Within a fortnight I'd joined his fan club and was attending gigs across the world. Even now, hearing him live, the hairs stand up on the back of my neck. The fan club thing is fine, but I've been using all my savings and I've had to cut back on luxuries. Luckily, I've got a very accommodating boyfriend. He knows that my whole life has been a string of passions, whether it was a boy band or a football club.

C: I'm a hoarder more than a collector. You could do an inventory of all the clutter and never be quite certain whether I have a method. I've got the usual – videos, DVDs, magazine interviews – but also rarer things like autographs and weird items like locks of his hair and a soap bar he used. Priceless! I must admit, though, my daughter's become so exasperated with the way that I leave everything lying around that she says she's going to throw it all out one day. There are so many things I've come to like about him but what first got me interested in him was a light-hearted radio interview and I couldn't stop giggling at his turn of phrase.

D: My boyfriend and I had cuddled up on the sofa to watch some old music videos when suddenly I saw those clear blue eyes, and, oh, I was done for. And really it went from there. At first I started downloading photos, which was harmless, but when my boyfriend and I split up I covered

myself with tattoos of him. It felt like a symbol of my new-found freedom! But now I'm a bit older and not quite as crazy about him as I was. The tattoos have started to fade but it can still be a bit awkward when you're on the beach and you feel people might be staring at you.

E: He was the first to inspire me to give up my office job, get a voice coach and develop my talent. And while I've never had that much success as a professional singer, I've always looked up to him as the person I might be. I went to his every European gig, and collected everything I could from the merchandise stands. I think even now I've tracked every item of importance there is to own and can recite, in date order, every single he's released anywhere in the world. Maybe it's a bit bizarre but it really gets to me when I'm told by people who don't know me that it's only a craze and I should have grown out of such a silly obsession.

[This track will be repeated.]

Speaking, Page 49, Exercise 3b.

Now I'd like you to talk about something together for about two minutes. Here are some different forms of entertainment popular with young people in many parts of the world and a question for you to discuss. First you have some time to look at the task.

Now talk to each other about why these forms of entertainment might be popular with young people in many parts of the world.

Speaking, Page 49, Exercise 3c.

A: OK, shall I start? Well, personally I think young people are excited by forms of entertainment with lots of energy in.

B: You mean things like clubbing, with all that electronic dance music. That's very much a young people thing. It's a kind of sub-culture.

A: Yes, but not only activities where they have to take part but things like stage musicals where someone else does the hard work and they just sit down and let it all wash over them.

B: I guess on the whole I agree with you. Most young people I know like things which are not so serious. Mind you it does depend on their character. I know quite a few who find all that kind of stuff a bit shallow, not very fulfilling. They'd much rather go to a good art exhibition or stay at home, chill and read a book. Wouldn't you agree?

A: Yes, and you can't say that karaoke is spiritually uplifting, can you? It may be great fun but that's about it. Anyhow, they're not on our list. Let's move on, shall we? What about contemporary circus? That doesn't have much appeal, does it?

B: Mmm ... perhaps not ... Certainly not the old-fashioned traditional circuses, but maybe some of the more cutting-edge stuff which mixes circus with street entertainment.

A: I know what you mean but I'm not so sure many of my friends are that interested. I know quite a few who would prefer to disappear off to watch some stand-up comic in a dingy club.

B: Well, actually is that true internationally? Stand-up seems to be more of a European thing.

A: Tell me, what do you think about musicals on stage?

B: A lot of my friends like them, particularly when there are so few new ones on the screen these days. When you think about it, don't they combine the traditional theatre of opera and musical theatre with ...

A: Dance, of course!

B: Yes, high-energy stuff. So, it's not just a matter of fashion. People always come out of them smiling.

Speaking, Page 49, Exercise 3d.

A: Thank you. Now you have a minute to decide which two of the forms of entertainment will remain most popular in the future.

C: Oh, that's a difficult one. Let's think. Erm ... well, we're both very positive about stage musicals, aren't we? They're fun, energetic and usually light.

B: Yes, and they've been around a long time, so there's no reason to think they're going to disappear.

C: Yes, clubbing and stand-up might be more a matter of fashion, and karaoke too come to that.

B: Do you think so? There'll always be clubs, surely?

C: Yes, but not in the sense that we understand clubbing.

B: Couldn't you say the same about circuses?

C: No, I don't think so. The style might change – in lots of countries you don't see animals these days, but circuses in some form or another have been around for centuries. I can't see that changing.

B: I'm not sure, but I'm happy to go along with you that some form of circus will be around long after karaoke has disappeared.

C: So we're agreed, then.

B: Yes, let's go for stage musicals and contemporary circus, contemporary because it will have to keep reinventing itself to remain relevant to new generations.

C: Yes, I think I know what you're saying! So, agreed!

A: Thank you.

Speaking, Page 49, Exercise 4a.

[Speaking, Page 49, Exercise 3c and Speaking, Page 49, Exercise 3d will be repeated.]

Module 4

Listening 1, Page 60, Exercise 2a.

A: Even though I've lived here in Britain for ages now, some things still baffle me, like yesterday, I congratulated my neighbour on her first-class university degree. And she just laughed and said, 'Well, exams are obviously getting easier these days' and changed the subject quickly as if she felt apologetic about it.

B: But I bet she'd have been put out if you'd agreed with her about exams getting easier.

A: I'm sure she would! It's not that the British are more modest – I suppose it's just that they hate to come across as showing off or making a fuss. Whereas, rather than play down something we've done well, we Americans would've have shouted it from the rooftops, probably! I find the whole thing quite funny, really.

B: Mmm ... do you? It gets on my nerves, actually, because it's really hard at times to work out what they really mean. In fact, I feel like giving up sometimes. It would be so much easier if they'd just come out and say it, like we do. We're much more straightforward and though I know we can be a bit in-your-face, at least people know where they are with us.

A: Good point.

Listening 1, Page 60, Exercise 3b.

[Listening 1, Page 60, Exercise 2a will be repeated twice]

Listening 1, Page 60, Exercise 3c.

A: Well, I was brought up in the middle of nowhere, where there's so much pressure to toe the line and fit in with everyone else.

B: Oh come on! I've always thought ...

A: No, honestly. That's why I left. It's not just in rural areas, either. You find that people in towns and cities can be conventional too – some people have pretty much judged you before you even open your mouth just because you dye your hair

pink or – as in my case – you're covered in tattoos. Or you have a nose-ring. Or whatever. Whereas here, they at least get to know you first before making up their minds about you.

B: For me, much of the vitality and buzz of London comes from the mix of cultures. You just didn't get that in the small town where I grew up. I spend hours just watching people go by – the West Indian men looking immaculate on their way to church and the African women in these fantastic multi-coloured outfits. I just love this aspect of being here.

A: It's certainly a wonderful melting pot, which is probably why you don't have to worry about social norms or how you're supposed to live. You can just do your own thing.

[This track will be repeated.]

Listening 2, Page 63, Exercise 3b.

Extract One

A: So, Hector, what turned you into a cycle activist?

B: Well, like some others in our great capital I felt that cyclists weren't being taken seriously. Our infrastructure wasn't at all cycle-friendly and car drivers treated us as second-class citizens. And this is at a time when we need to reduce the number of cars on the road, and improve mobility.

A: So how did you make a difference?

B: Our first step was to design and build cycle racks ourselves. A few of us – industrial designers mainly who biked to work – came up with an odd-looking rack which has each bike at a different height, so we could get six bikes in a single car parking space. Since we didn't have political support, and we still haven't, we had to sell our 'bike ports', as we call them, at a very low cost to cafés and the like. What I'm really proud of is that now we have 230 ports dotted around, in each of which you'll find a map showing where they all are and a cycle route.

A: It's only a matter of time then before local politicians jump on the bandwagon.

B: Sure. Maybe that'll be a good thing, maybe not.

[This part will be repeated.]

Extract Two

C: Haven't you heard of guerrilla gardening? It's a brilliant example of neighbourhood activism. 'Let's Fight Filth with Forks and Flowers'. What a slogan!

D: Yes, but I can't see much sense in it. Turning a roadside, or another public space, into a garden. What's the point of that?

C: Why not if it looks nice! And it's at the activists' own expense. They buy discounted plants, or make 'seed bombs' – a mix of earth and seeds – and chuck them around. I can't understand the problem for government – all right, the law has to be enforced, but the public likes the results and supports their work.

D: How very secretive, creeping around under the cover of darkness to avoid getting arrested! And all that military terminology, like guerrilla and bomb. They sound to me like a bunch of ordinary people wanting to liven up their lives.

C: Maybe, but it's peaceful and brings joy. Lots of passers-by help out and pot up a plant, which is great because it becomes a community thing.

D: OK, and then the big stores start cashing in. I saw an advert the other day for pillows stuffed with lavender grown by – guess who? – guerrilla gardeners.

[This part will be repeated.]

Extract Three

E: I always hated the image of the aggressive activist, but I wanted to do something to help improve the world. I loved knitting and sewing, so I started putting up small cross-stitched banners on public monuments with quotes to get people thinking, and documented it on my blog.

F: Mmmm ... more satisfying than just knitting a pair of socks, I suppose. I saw one of the handkerchiefs you sent to the bosses of the large banks. It had a funny message on and made a good point. But I can't imagine it making any difference.

E: Yes, it does. People follow my videos online and make their own recordings. There are now over 900 members worldwide and we promote discussion of global poverty, homelessness and human rights injustices, all through craft. We're attracting people who've never bothered with these issues before. We've even had a meeting with a United Nations commissioner.

F: Mmmm, I suppose I'm a bit suspicious when people like that get interested. But I like the idea of people coming together to empower each other.

E: We've got to stop doing things just for our own personal well-being. I believe that activism of this sort will make us think more before we act in future.

[This part will be repeated.]

Speaking, Page 65, Exercise 3a.

In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

Thérèse, it's your turn first. Here are your pictures. They show three different forms of protest. I'd like you to compare two of the pictures, and say why people might be protesting and how effective their protest might be.

Speaking, Page 65, Exercise 3b.

A: Well, both photos show people protesting. One is a group of people in – it looks like a playing field. Perhaps they're protesting against it being sold, or something being built on the field. They've formed the shape of the word 'No'. I'm not sure how effective that would be. The other one I can understand. It's really annoying in a small village when there is no post office, and you have to go to the nearest town instead. A petition's quite a good way. That third one is about – I don't know, perhaps freedom of information. I don't want to talk about that one. Going back to the picture of the playing field, it seems as though a lot of people feel the same way, and they are organised. That's not necessarily the case in the other one.

Is the protest effective? I don't think demonstrations or banners ever have much effect. In some situations, the one thing that gets people listening is when you go on strike, but that's not possible here.

B: Thank you. Pierre, which protest do you think will be the most effective, and why?

Speaking, Page 65, Exercise 3c.

A: These are the two I've chosen. In this one the people are holding a demonstration, possibly against building something on the field, whereas in the other, people are signing a petition against a plan to close a post office. The people are obviously protesting because they are unhappy. If you live in a small village where there is no public transport, it could be very difficult for some older people to travel to the next town to go to the post office. And if something is built on the playing field, young people will probably have nowhere to go to play sports, and many countries already have a problem with obesity.

It's difficult to say how effective the protests might be – it depends on how well organised they are and how many people get involved. The advantage, though, of a demo is that if it gets reported in the newspapers and on TV, people are bound to sit up and take notice. But you have to be careful it doesn't get violent or the publicity works against you. The petition might well have a

big effect too, particularly if residents can register their protest online.

B: Thank you. Now, Thomas, which protest do you think will be the most effective, and why?

Speaking, Page 65, Exercise 4.

[Speaking, Page 65, Exercise 3c will be repeated.]

Module 5

Listening 1, Page 76, Exercise 3.

Hi. I'm Simon Dickson, and I'm going to talk about the disturbing recent decline in the population of bees. Having said that, bees being threatened with extinction is not a new phenomenon. As long ago as 1965, in the UK and other parts of Europe, scientists were well aware of the problem, but it had to get much worse – I think around 1998 – before the rest of the world began to get alarmed. From around 2004, the decline has spread further afield to places like North America and Asia, and in 2010 we were hearing reports of Chinese farmers having to pollinate fruit trees by hand. Bees are in big trouble.

Which means we are too because, as you know, bees pollinate many important plants we need for food, including most fruit and vegetables. These crops also provide us with a crucial source of vitamins, so a lack of bees is inevitably going to have a knock-on effect on the availability and quality of food everywhere.

It is extremely important that human beings change the way they manage the planet. I'm anxious about many things – energy conservation, the dangers of genetic engineering and population growth – but, for me, the loss of our bees is right up there with climate change in the nightmare scenarios that keep me awake at night.

So why are we losing our bees? Perhaps it's nature's way of telling us that environmental conditions are deteriorating and we need to act. As modern methods of agriculture are introduced more widely, there is a corresponding loss in the amount of food available to bees. For example, more and more of the same crops are grown in ever larger fields, and the hedges that are the bees' nesting sites are being destroyed. More crucially, these radical changes have resulted in less variety of food because, although bees may avoid starvation if they settle for a repetitive diet, the lack of diversity means that they are also prone to diseases. Research has shown that bees obtaining pollen from different plants have a much better chance of developing a strong immune system. As a result, they are more likely to thrive in urban parks than they are in rural fields and hedgerows because they can still find the range of plant life now sadly missing from the countryside.

Pests also play a part. Not only do they infect crops, but it has been discovered that the pesticides used to kill these pests may also be wiping out our bees. Recent research suggested that they may even affect a bee's memory, making them disoriented and unable to find their way back to their habitats.

So infected crops and the chemicals to prevent this are to blame. And if all that wasn't enough, we now know that bees have problems finding flowers unless the plants are less than 200 metres away. Once, bees would have been capable of smelling food from a distance of 800 metres – this change, I am sure, has been the result of air pollution. I know most of you don't need any persuading, but ...

[This track will be repeated.]

Listening 2, Page 79, Exercise 3.

A: Today we're talking about online crime and my guests are Jack Warne, a consultant in the field of information technology, and Grace Martin, a journalist, who had an unusual experience with an email hacker. Jack, there's so much information about us stored electronically nowadays with a whole new breed of criminal wanting to get hold of it. But you seem relaxed about the threat.

B: No, I'm not. I'm the first to acknowledge that we need to have better control over our personal data. The technology has been developing so fast that there are bound to be increased risks. No sooner do the experts come up with new protection systems than the criminals find a way round them. But let's get things in perspective – people have always tried to invade our privacy and get hold of something they shouldn't. Journalists hacking into the telephones of celebrities and politicians to listen out for something scandalous they can use is no worse than ferreting through their garbage cans, trying to find old letters and discarded bank statements.

A: Grace, you are more worried about the impact technology has had on crime.

C: Yeah. It's scary that people can hack into a big company's computer system or a government department and access information and I'm not surprised at attempts to hush it up. It can ruin a company, and if our enemies get our country's secrets, it puts our lives at risk. The thing that really unsettles me, though, is that it's not just hardened criminals doing it, or someone desperate for cash. Clever technology-obsessed school kids are at it in secret from their bedroom.

A: So, Grace, tell us about your email hacker.

C: Yeah. Someone hacked into my email account, and sent my contacts an email from it saying that I'd been held up at gunpoint, my credit cards had

been stolen and I was desperate for ready cash. I suppose some people must fall for these scams. What really freaked me out, though, was that I felt like my identity was being held hostage. Someone was stalking my inbox, replying to messages using my username and refusing to let me in.

B: Oh, identity theft is awful. Unforgivable. It's a serious crime because basically someone is either trying to steal your money or using your name to steal someone else's. And sharp-witted thieves always seem to be one step ahead, looking at clever ways to outsmart innocent people and catch them unawares. You can stop it, but you have to be on your guard at all times. Some over-trusting, otherwise intelligent people open attachments without thinking about what it is they're opening. For instance, I had an email supposedly from a friend recently claiming she was in dire trouble abroad, and I'd only seen her five minutes before I got this!

A: And you've said Grace, that you feel hackers are worse than street muggers. Why's that?

C: Well, when you get tricked like that, or even if they hold you up and take your possessions, the robbers disappear and you don't see them again. But my experience with the hacker was weird. I fired off an email to my own address out of sheer frustration and asked for my contacts back. I got an almost instantaneous reply. The hacker said they would give me my address book for £500. I was so shocked. It was unreal. I was receiving an email from someone claiming to be me. I said I didn't have that kind of money and asked if they didn't feel bad about what they were doing. To my amazement, the hacker replied and said that as crimes go it wasn't so bad. But if someone takes away your main way of communicating with the world, you never know what they might do next.

A: So, you both agree there can be no excuse for hacking.

B: Not for that sort of hacking. And the police or service providers should have better procedures in place for dealing with it, including helping its victims. But let's not forget, some hackers do a good job of exposing weak security systems. We need them! And for the ones who do it for political reasons, like breaking into government departments and revealing secrets to the public, it's about freedom of speech and freedom of information.

C: No, no I can't agree with that. I think they should all be locked up.

[This track will be repeated.]

Speaking, Page 80, Exercise 1b.

alarm system

biometric

body scans

CCTV cameras

code number

high fencing

phone tap

pilotless planes

security guards

spy satellites

swipe card

Speaking, Page 80, Exercise 2b.

Now, I'd like you to talk about something together for about two minutes. Here are some ways in which security is protected and a question for you to discuss.

Now talk to each other about what the advantages and disadvantages of these security measures might be.

Speaking, Page 81, Exercise 2c.

A: OK, where shall we begin? Shall I start? Let's talk about body scans. I've been through them at airports. Body-imaging generally seems to be good at making sure someone is not carrying a weapon, and it's quicker and not nearly as invasive as a physical body search.

B: I've heard it isn't that effective, not at detecting weapons, and I must say I feel it's an invasion of privacy. I don't think there's anywhere near enough protection of our basic human rights and ...

A: Oh, OK, OK, I suppose so, and I suppose that radiation might have a long-term effect on our health.

B: What about swipe cards or security codes? Which of these techniques do you think might be useful in protecting our safety?

A: I think they're both really helpful as security measures, particularly at the entrance of a really vulnerable building, like a school in an inner-city area.

B: Mmm, yes, I do agree with you on that but I know from personal experience that there's always a problem when you lose the card or forget the ...

A: Well, there's a downside to everything. What do you think of security cameras? They're popping up all over the place in our cities. They're useful. In fact, I think they might be by far the best way of preventing crime, because you can see the criminals, which means they often get caught in the end.

B: Yes, but you get the feeling that the more of these things we have, the more we seem to need. I also don't like it that we are being snooped on more and more each year. What's wrong with old-fashioned alarms, like a car alarm? Wouldn't you agree they can still be effective in deterring thieves?

A: Up to a point, but they're not nearly as effective in catching criminals. Nor do they really deter as much and they're no good for most street crimes. It's interesting that in our town, crime figures stayed pretty much the same as they were years ago until security cameras were introduced. Now the number of thefts is getting lower and lower each year. Of course, you can't beat face-to-face contact, so having a security guard is probably the best deterrent of all.

B: But it's not realistic to have guards everywhere – it would be far too expensive. Also, guards are very vulnerable.

Speaking, Page 81, Exercise 2d.

A: Thank you. Now you have a minute to decide which of these security measures might have the most disadvantages.

B: The most disadvantages ... Mmm, we've covered some of the disadvantages. Or you have. I think I saw more advantages than you. It's true they all have disadvantages, but everything does, doesn't it? And these days security is so important.

C: But we have to say which might have the most disadvantages.

B: I think probably alarms because they're not that effective. Also they often go off by mistake and people take no notice of them.

C: I don't agree with you. I think they still act as a deterrent and if you're a burglar and an alarm goes off I'm sure you'll try and get out as quickly as possible.

B: But maybe that's too late. Really you want to stop someone getting in in the first place.

C: But that's no different from CCTV cameras. Both act as a deterrent and both might help catch a criminal.

B: OK, well, perhaps on reflection there might be more disadvantages in whole body searches.

They're not that effective, and they invade our privacy as you say, and we can never really know what happens to the images, can we?

C: Yes, and they could damage our health. I agree. I think that this technology has too many disadvantages.

B: We agree then.

A: Thank you.

Speaking, Page 81, Exercise 3a.

[Speaking, Page 81, Exercise 2c will be repeated.]

Module 6

Listening 1, Page 92, Exercise 2b.

A: My French evening class was a means to an end really – my son was having problems at school and I wanted to be able to help. Actually he gave it up in the end, whereas I got more and more interested in the French way of life. I then met someone who owns a flat in France and we often get cheap flights out there for weekends. It really opened my eyes to the fact that I'd got stuck in a rut – same friends, job and so on – but now I'm meeting new people and really enjoying myself. In fact, I'm seriously thinking of moving out there. I'm a designer, so I can work wherever I want.

B: Everyone assumes I'm studying Arabic because I go to Oman a lot on business, but actually you can get by perfectly well there without it. Having said that, people appreciate that you've made the effort to learn the language, and that can be good for business. But the real incentive was my passion for the history and way of life in the country, which meant I wanted to read books in the original language. It was tough going, but one unexpected payoff is that I no longer feel so inadequate compared with my wife, who's a linguist. I always knew I had it in me to learn a language!

C: I've had a thing about Brazil ever since I was a kid – the wildlife, the people, the beaches. It seemed so exotic and I had vague notions of taking a year off after university to go out there and see something of the country. So when Portuguese was offered as an extra-curricular subject while I was doing journalism at university, I leapt at the opportunity. I never did get to Brazil, but I enjoyed learning a language from scratch so much that I decided to switch and study languages instead. I'm not sure what I'll do with my degree yet. I'll never be a brilliant linguist and I may well still end up as a journalist, but I'm glad I changed track.

D: It doesn't impress people as much as I'd expected because it's becoming more common now to learn Mandarin in this country. I just felt I

had time on my hands and wanted to do something useful. I'd narrowed it down to either learning a language or an instrument. To tell you the truth, it's far harder than I realised and the alphabet is impossible! I've been to China a couple of times, although I can't say that I've used the language much. But learning it has pushed me out of my comfort zone and means I've been using my brain for a change – and in a far more interesting way than doing crosswords or Sudoku.

E: When I used to go on holiday with my parents, I picked up a few words of Spanish here and there. I loved the sound of it and I wondered if it might be useful to learn it one day. Then later on I realised the implications for business 'cos we have a lot of clients in South America. So I took a couple of months' unpaid leave and went out there to do a course, and hopefully get promotion as a result! While I was there, I met my future husband. We're back in the UK again and I'm back doing my old job, but my career no longer seems so important.

[This track will be repeated.]

Listening 2, Page 95, Exercise 2.

Good morning, I'm Derek and I'm going to tell you about some research that we conducted at the psychology department of my university on the subject of intuition.

First, what is meant by intuition? Well, most people think of it as a sort of inner voice. Let me give you an example. When I was young, I was a real guitar freak and forever dreaming up songs, so naturally I took it for granted I'd be following the music route – ideally as a composer. It would have been easy for me to go along with that but, talking to a friend who was doing psychology at university, it suddenly dawned on me that I could get interested in that too. The idea made me feel rather unsettled at first but my inner voice told me that I'd really enjoy it, and here I am. Of course, my parents were hugely relieved that I had finally decided to do something 'eminently sensible', as they called it, with my life.

Anyway, about our research. Our team were interested in finding out whether the unconscious mind can remember things separately from the conscious mind and what the difference is between intuitive decisions and those that rely on conscious memory. The first thing we had to do was to recruit volunteers. We weren't interested in using people who believed that they were intuitive when they made important decisions as much as those who thought of themselves as logical. To find them, we asked local businesses if any of their staff would be interested and advertised in the local press, but without much success. Luckily, we'd also put a leaflet on the noticeboard at the university and got a good response. What we asked the successful

applicants to do was to complete a couple of questionnaires and participate in a memory test. We also asked them to keep a diary regularly, detailing the decisions they took and saying whether they'd made snap judgments or whether they'd mulled things over.

At the beginning of the memory test we placed a set of electrodes on each person's head to record their brain waves on the computer. We then flashed a series of colourful kaleidoscopic images onto a screen and asked participants to remember what they could. The participants appeared to be giving their full attention to half the images but, while they were looking at the other half, they were distracted by numbers, which we read aloud and asked them to keep in mind. A few minutes later, our participants viewed pairs of images in a recognition test. We found that when they saw the image that they'd seen when distracted, a change of rhythm showed on the recording, suggesting they'd recognised it. Remarkably, and this was the extraordinary thing to us, they were more accurate in selecting images they'd seen when they were distracted than the ones they saw when they'd paid full attention and felt confident of their answers! This suggests to us that people have an unconscious memory and, for reasons we don't yet understand, their visual system is storing information more efficiently when they aren't paying attention.

[This track will be repeated.]

Speaking, Page 96, Exercise 1b.

A: I was absolutely livid because I was stuck.

B: I immediately burst into tears.

C: I was in two minds and had to weigh up what to do next.

D: It's thoroughly depressing when you're stranded and can't move.

A: I welled up – I was so moved.

B: When people do things like that, it winds me up.

C: My patience soon wore thin – the situation was driving me mad.

D: I was really down and a bit grouchy beforehand – but I cheered up straight away.

Speaking, Page 97, Exercise 3a.

In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

Axel, it's your turn first. Here are your pictures. They show people in difficult situations. I'd like you to compare two of the pictures, and say how the

person might first react and how difficult it might be for the person to deal with the situation.

Speaking, Page 97, Exercise 3b.

B: In this one, when the man first realises there's a problem with the car he's probably furious. It's not just the hassle of getting it fixed that's making him upset but he's probably got an appointment and is going to be late, in which case it must be extremely frustrating and depressing for him. In the end he can't do anything, except try to fix it himself or phone for roadside assistance. He seems to be mulling over what to do. Why he doesn't just fix it himself I don't know. Perhaps he doesn't know how to. Actually, I do think a lot of people don't these days. I've never done it myself.

Whereas, in this photo, the situation is quite different. The woman is obviously surprised because she wasn't expecting a cake or a party. Her first reaction is probably 'Oh, no!', perhaps she's even shocked, but my guess is it won't be long before she's entered into the spirit of the occasion and is having a lovely time. Of course, if she has other plans it might be a bit difficult but that'll soon be forgotten.

A: Thank you, Axel. Now Elena, can you tell us if you think most people react in the same way in unexpected situations?

Speaking, Page 97, Exercise 3c.

[Speaking, Page 97, Exercise 3b will be repeated.]

Module 7

Listening 1, Page 108, Exercise 2.

Extract One

A: I hear you grew up in Manchester like me.

B: Near there, yeah. I moved down south for my job. It was tough at first – it was the unexpected things I missed, like those familiar flat vowels – you know – bath not bath, and people saying 'Hiya love' even if they don't know you.

A: Yeah – I knew I'd miss the countryside and towns and stuff like that, but you're right – it's the warmth of the people in the shops and on the buses that you take for granted until you don't have it anymore. Do you think you'll ever go back there?

B: It's not really an option because of my job. And to be honest, it'd be hard to get my husband and kids to uproot after all this time down south. Twenty years is a long time to be away. Also, although we enjoy going back to my hometown and we always get such a warm welcome from everyone, I sometimes feel I'm arriving from another planet. My family and most of the old

schoolmates I was friendly with have never left the north. The place where my sister lives, for example, is only a stone's throw away from my parents' house. Whereas, I suppose I've just kind of led a different life and grown apart from them a bit. Having said that, if I hadn't moved to London for my work, I'm sure I'd still be perfectly happy up there.

[This part will be repeated.]

Extract Two

C: What our listeners want to know is why anyone would be mad enough to live in a tent in the middle of winter. With a baby too!

D: Well, it's a means to an end, actually. I just felt I was working all hours just for everything I earned to go on the rent of our flat. Because of my long commute, I didn't even have much time to spend with Lily and the baby. So it was all pointless. Then I read an article about a couple who'd built their own eco-home. Being a supporter of green issues, this was something I'd investigated and always fancied doing, but we weren't in a position to buy the materials we needed. Our breakthrough came when we borrowed a tent from my parents and got permission to pitch it on a friend's land. Now we're living rent-free, we can finally start putting my earnings aside to achieve our dream.

C: So what's the experience been like?

D: On the downside, it's very cramped and cooking and washing take forever, although you do develop strategies. All we wanted to do was to live a more sustainable life in the future, and take the first steps towards having our own house. The thing that's given us most pleasure though is hearing the owls hooting and learning more about trees and plants. All of us sleep much better these days.

[This part will be repeated.]

Extract Three

E: I suppose, like most first years, I chose to live in university accommodation because everything is set up for you – you know – electricity, heating, internet connections ...

F: Yeah, it's much less hassle, but it's a bit basic and ... er ... not exactly spacious. And you can't choose who you share with. Whereas, you can rent a room with friends in a lovely big house privately for much less.

E: Yes, there's more room usually, but then there are bills and deposits and so on, on top of the rent. So, in the end, there's probably not much in it in terms of what you have to shell out. Haven't you enjoyed being in halls of residence then?

F: I have but it hasn't been quite as good as I'd expected. I was hoping with eight people sharing it'd be more sociable. It's fair enough if people don't want to eat together, but at least it would be nice to meet up from time to time. But people just do their own thing – drift in and out, come back at different times. I mean, we get on OK, but maybe eight is too many. I think next year two or three of us will rent a house or flat. We'd be more of a community then.

[This part will be repeated.]

Listening 2, Page 111, Exercise 2.

A: Looking back, my best travel experiences were not so much the ones I'd paid for as those I came across by chance, like a village festival in Sicily, or when, on the spur of the moment, I decided to accept the invitation of another traveller and tag along, sometimes setting off in such a rush I even left things behind in my room like my phone charger, which was annoying. Travel has taught me not to be so obsessed with earning money, to focus on things that matter more and respond to situations rather than follow plans. Nowadays, for example, if something comes up with my kids, like they're taking part in a school show, I try and organise my time around them and turn up and watch.

B: Since I've retired, I do things much less actively and intensely. When I was young I used to be a crazy tourist, sticking to an itinerary, ticking attractions off a list, snapping endless digital photos, as though speed were everything. Madness. I soon realised what an unsatisfactory experience it was. Since then, my travelling has become more laid-back, even though I'm always thinking about where I'm going next. I like to rent a room in countries like Bali, explore markets, fix something to eat from natural ingredients and live as simply as possible. Travelling like this has taught me to savour the simple life back home. Now I'd much prefer to spend time washing the dishes by hand than throwing them in the dishwasher!

C: Travel has had a backwash effect on my whole life. It's made me face up to my fears and take risks in business. I've also overcome my social reserve, so that in the evenings I go to local societies, and enjoy the company of individuals I've never got to know before, and I realise that I can do things that I find difficult. All this stems from when friends would warn me not to travel to the world's danger zones, but I went anyway and was blown away by the friendliness and beauty I found. The way we humans are – passionate and friendly or cold and courteous – it differs everywhere. Travel teaches you a lot about others and also about yourself.

D: For me, travel is about the people you meet. Sometimes the friendships are for the moment, whereas others will be for a lifetime. And it's about simplicity. I realised early on in my travelling days that you need to cut down to a few select items. Do you really need that laptop when there are internet cafés everywhere? And on the road, I don't buy souvenirs because I just can't carry them. I don't travel quite as much as I used to, but I still try and live simply, and experiences satisfy me in a way my belongings don't. Having someone I care about round for a special meal gives me more lasting happiness than buying a new dress.

E: Do I check my bank statement while exploring the Andes in Peru? No. The virtual world can be fun – but I spend less time in it now. There's no substitute for getting ideas and entertainment from the people and places around you. The great thing about proper travel is that it teaches you not to worry too much about the past or the future. You notice things – lovely things – we usually take for granted, like a wheat field blowing in the wind or shadows moving over a roof. It's harder at home but I do try and enjoy each day as it comes in the presence of people and in places I know and like.

[This track will be repeated.]

Speaking, Page 112, Exercise 3a.

Now I'd like you to talk about something together for about two minutes. Here are some travel experiences which travellers might learn from. First you have time to look at the task. Now, talk to each other about what travellers might learn from each of these experiences.

Speaking, Page 112, Exercise 3b.

B: All right, I'll start if you like. All the experiences will be memorable in different ways, but in terms of learning experiences, staying with a local family would surely be very valuable. You learn more about a culture when you go into somebody's home than you'll learn as a tourist. What do you think?

C: Yes, I sort of agree but I think this one here, when you deliberately take part in a risky adventure with others, is more interesting, even if it is a bit mad. I think that's when you're more likely to learn things about yourself and others than you would otherwise. It's about learning to get on with each other and collaborating. Don't you agree?

B: Yes, a bit like one of those reality TV shows! But don't you think that it's more of a test of your character if you find yourself alone and in danger when you're not expecting it and there's no-one to help you?

C: It depends on the situation. It's true that helping out other travellers is very important when travelling. Things will always go wrong, no matter how well you plan. The times I've ended up sleeping rough at a bus station in the middle of nowhere with no-one to help me! How you react when things go wrong will tell you a lot about yourself.

B: Planning is critical. You only have to get it wrong once to realise that. That includes being careful what you eat and drink. What you need to do in some places is to make sure you avoid the tap water! Otherwise you can have the very unpleasant experience of lying in bed for several days being as sick as a dog. The same goes if you want to avoid having an accident or getting mugged.

C: What about festivals? You can learn a lot from those – about the different cultures and the traditions. Not that you'd catch me doing something like running with bulls. I think it's crazy. What can you learn from that, except whether you are a coward or not?

B: It could be exciting, though. But I know what you mean. There are so many different ways of thinking. You realise that most of the time you only live in your small corner of the world and there are many other things happening out there.

C: Yes, but with festivals I sometimes feel I'm intruding, being a bit of a tourist and just poking my nose in, particularly religious festivals. Whilst with some of these other things I feel I'm more of a participant.

B: You mean like being invited to stay in someone's home?

C: Yes, exactly.

Speaking, Page 113, Exercise 3c.

[Speaking, Page 112, Exercise 3b will be repeated.]

Speaking, Page 113, Exercise 3e.

A: Thank you. Now you have a minute to decide which of these experiences travellers might learn most from.

C: Well, it seems to be between staying in someone's home or putting yourself deliberately in an unsafe situation. Which one shall we go for?

B: I suppose you'll go for the latter.

C: Not necessarily. Everything depends on everything. If the family you're staying with is in a culture which is very different from one's own then I think it can be a real eye-opener but if it's very similar you probably don't learn very much.

B: Yes, you've got a good point there, and the same goes for the adventure – it really depends how risky and how the other travellers react.

C: True again. But we've got to go for one.

B: OK, well let's imagine the contexts. Let's say the place where you're staying is in a tribal culture far away from modern civilisation and the adventure is a group of young students crossing the rapids in a very remote part of a rainforest and there are dangerous animals lurking on the other side!

C: You've got a vivid imagination! Well, I still don't know! You might learn a lot about yourself and your colleagues when you cross a dangerous river but let's say staying with a family because it's probably a deeper experience in the long run and it's more to do with gaining insights into a culture. You get to meet people who are very different from yourself with different customs.

B: I'll go along with that! So we agree, then.

A: Thank you.

Speaking, Page 113, Exercise 4c.

[Speaking, Page 112, Exercise 3b will be repeated.]

[Speaking, Page 113, Exercise 3e will be repeated.]

Module 8

Listening 1, Page 124, Exercise 3.

A: My guest today, Jason Clarke, gave up his high-powered career as a City investment banker at the age of only thirty-five to become a yoga instructor. Jason, what first got you interested? I can't really imagine bankers doing yoga somehow.

B: Nobody can because people still associate it with hippies in the sixties. To tell you the truth, I used to be sceptical myself. Friends swore how yoga had cured their back problems, colleagues recommended it to deal with pressure at work but, quite frankly, I was unconvinced. If I had time, I'd rather have been playing football, although at my age that was getting a bit much for me! Anyway, in the end I thought I'd give yoga a go – just to see what all the fuss was about really. And I suppose I just got hooked.

A: OK, but it's one thing to practise yoga and another to give up a well-paid job like yours to teach it!

B: Well actually, quite a few ex-colleagues are doing very well out of it. The yoga industry is currently valued at 42 billion dollars and the inventor of 'hot yoga' for example is worth 7 million dollars. Top teachers are making a small fortune out of their DVDs, books and so on as

well as being flown halfway round the world to teach their celebrity clients. But personally this was never my objective. I just felt a bit burnt-out and wanted to do something low-key. Something that would have a positive impact on individuals, rather than just pushing money around.

A: Is that why you decided to start selling the idea of yoga to business managers? To try and change people's mindset?

B: Yes, I suppose it was the next logical step really. As you know, many impressive people have been influenced by the power of meditation and have written about their experiences. Steve Jobs, the founder of Apple, was one of them. But not until I saw what was happening in the United States did I seriously consider trying to do the same in the UK. It was so exciting to see employees and executives in multinational businesses and health care companies meditating on mats and doing yoga together.

A: But why would a boss want to pay for workers to do this?

B: People first joining a company are always amazed that they are allowed to do it in work time! But it's not totally philanthropic from a manager's perspective. Information overload in the digital age is a major concern and impacts on our well-being. Some of our clients work fourteen to fifteen hours a day, and through yoga and meditation, people can feel more focused, work better with others, be more creative and make better decisions for the company's benefit. When levels of the stress hormone cortisol are reduced, the mind becomes calmer. Health professionals have known this for some time – now it's being rolled out to businesses.

A: And can everyone benefit from this?

B: When I was teaching businessmen, I'd get someone who'd say, 'I've got 45 minutes to relax – the thinking being, I've paid for it, so do it. Some clients used to turn up at class with three mobile phones, all on different time zones, shoulders hunched, oblivious to anyone else. And you just think 'This isn't going to work.' Yoga isn't a magic wand. You have to want to help yourself – you have to let go. You're dealing with your problems on a subconscious, intuitive level – it's not like having a psychoanalyst, where you talk about things openly.

A: What would you hope is the main influence that yoga will have on the corporate culture of this country?

B: On the surface, they seem mutually exclusive, don't they? While giving everything up is an option, it isn't a central part of yoga teachings. It's not all or nothing. Making money is fine, and

yoga may well help the process. For me, though, it's what you do with your wealth and how you acquire it that matters. The sense of 'mindfulness' and compassion which we can learn from Buddhist and Hindu cultures can be incorporated into ever more professional ways of running our companies. We don't want to throw out efficient ways of running our companies but if we can get away from the cut-throat atmosphere which has prevailed until now, and take on some of these eastern ideals, we have the best of both worlds.

A: Well, you obviously believe passionately in this, Jason, and thank you ...

[This track will be repeated.]

Listening 2, Page 127, Exercise 3.

Extract One

A: You were worth over three million euros and then you took an extraordinary decision.

B: Yes. I come from a poor family where success was measured by how much you earned. All I cared about was getting rich but eventually I realised that money was actually preventing me from being happy. I'd go on luxury holidays and felt I didn't belong, and began to despise the affluence and the people I surrounded myself with. So one day, I sold my company and got rid of everything. I now live in a small wooden chalet with just the basics and I teach part-time to make ends meet.

A: So what did you do with the money?

B: At first, I tried giving it away but that left me uneasy. I don't know why. Then I remembered that once in Latin America I'd given a poor man two hundred euros to buy some farming equipment, and years later he contacted me to say his life had been transformed and gave the euros back. I realised then how little some people need to make a difference. Remembering that gave me the idea of setting up a charity organisation offering small loans to people who wanted a start in life. Now I have a real sense of achievement.

[This part will be repeated.]

Extract Two

C: I came into a fortune when I was 18 and my step-brother inherited nothing. I remember thinking this isn't right.

D: My experience is different. I inherited when I was very young but until I went to university and was given a car paid for by my trust fund, I didn't realise what that meant. But I felt like an outsider

and tried to give the impression I was on a grant like the others.

C: Yes, I tended to avoid contact with people, at least until I started giving to charity. I had no real direction. I felt that anything I might succeed in would not be because of me and what I'd done.

D: Absolutely! I understand that. I only really felt there was a point to my existence when I met some others who'd also inherited large sums and we agreed to give money to causes like the anti-nuclear protestors.

C: Will you leave anything to your children?

D: I don't want to spoil them, so just enough to get them started. Hopefully not enough to destroy their work ethic. I'd hate the idea of them lazing around, doing nothing.

C: It's tricky. If you give them more than others get you could be taking away their motivation. But some rich kids do accomplish things on their own. The key is having the desire to succeed. On balance though, I'm sure that, in the long run, they'll be far happier without any unfair advantage.

[This part will be repeated.]

Extract Three

E: You'd never think so now, but a few years ago I won a fortune. But how I wish I'd torn up the ticket! Winning was a great thrill at first. We did the usual thing of selling our house, buying somewhere posh and having holidays which cost the earth. We got used to getting what we wanted when we wanted it. We didn't really think about it.

F: So what was the problem? Were you inundated with begging letters?

E: Yes, and so-called friends we'd never met would stop us in the street and ask us to help them out of their difficulties. We soon realised how hard it was to live like that. We couldn't really handle it.

F: I suppose after a while the money ran out.

E: Yes, we didn't look after it or invest it properly. We started to struggle financially and that was a shock. And then we got burgled, which was horrible, but it was after that I realised how straightforward things had been before we won. Now I've got a job as a shop assistant. It's not much fun but it's reassuring to have some sort of structure back to our daily life.

[This part will be repeated.]

Speaking, Page 129, Exercise 3b.

A: Well, in the first picture here at the top we can see someone trying to barter with a trader in a market about the price of some fruit. It looks good-natured but clearly the stall holder is not agreeing to the price the man is offering. It's clearly a difficult situation because the seller wants to sell at the highest possible price and the buyer wants to beat him down. They obviously can't agree so it is a difficult situation. In the third picture, the man and woman buying the car look quite relaxed about the situation. It's obviously a luxury but money is no object to them. In the second picture ...

B: Well, the two situations I'm looking at are quite different from each other. This is clearly a cheap market while the other is a very luxurious car showroom. Both might have their challenges however, and some will be the same. It doesn't matter whether you are rich or poor, nobody wants to be ripped off. You want to pay the right price, or get a bargain if possible. So in the market situation it's important that the buyer is patient and is not pressured into paying the first price he is offered. In the second situation, the buyers will want to check whether there is any discount for paying the full amount in cash and whether there are any hidden extras. They both demand a certain level of skill. I think that's all I've got to say.

Module 9

Listening 1, Page 140, Exercise 2.

A: The focus today in *Ideas that never took off* is inventor Frances Gabe. Born in 1915, at a time when a woman's place was in the home, Frances broke the mould!

Experience of house design came at an early age from working with her adored architect father, who used to tell her 'The world belongs to you, reach out and grab life.' At 17, Frances married an electrical engineer, and together they set up a small company specialising in construction. She was very much in control.

Frances had always believed that life was too short to clean houses, but when she got divorced she realised that for single people with a job and a child, time was even more precious. Her Eureka moment however was getting a bad back and realising that if you were disabled, cleaning was out of the question. That became her focus – to help this sector of society, she would invent a house which cleaned itself. It would also be very useful for the elderly.

The house took forty years to complete and had nozzles on every ceiling. This makes the room sound a bit like a shower room, but actually it

worked more like a car wash in practice. The whole process took around forty-five minutes.

It's not just the house itself either. The sink, bath and shower were all designed to clean themselves. The bookshelves were self-dusting and the fireplace removed its own ashes. But Frances also addressed labour-saving devices. By hanging dirty clothes up in the wardrobe and pressing a button, washing machines would become redundant. An hour later, they would be clean, dry and ready to wear.

The house was both admired and laughed at in equal measure. Soft furnishings encased in plastic and waterproof walls don't really provide the quality of life and the comfort that most people value in a home, however big it is on practicality. As a result, the house did not take off in the way that was expected, although Frances Gabe was nominated one of America's top female inventors.

Frances lived in the house prototype until her nineties, although things didn't always go smoothly. First a bad flood damaged the ceilings and then the house was hit by an earthquake that was sufficiently serious to put the self-cleaning mechanisms out of action for a long time.

Frances became the focus of interest for inventors' organisations in later life, and occupied herself with a variety of activities, including showing people round her house and giving talks. But it was sculpture, something she'd done all her life, which she particularly valued as a way of expressing herself.

On the outside wall of the house the door frames were deliberately not made high enough for the average visitor. This ensured that Frances would be treated with respect, because people would have to bow to her when they came to visit. Despite her unconventional behaviour, Frances was a colourful character who became a local celebrity in her area. It is unclear what will eventually happen to the house, although there is talk of

[This track will be repeated.]

Listening 2, Page 143, Exercise 2.

A: My guests today are Tom Willis, a parenting advisor, who's been studying some recent research on the teenage brain, and Jane Thompson, a sociologist. So, Tom, why do many teenagers in the UK seem to irritate their parents so much?

B: That's an interesting question. Many adults see teenagers as surly and self-centred but that's because of the developmental stage the teenage

brain is at. The accepted wisdom used to be that growth was complete by the age of ten, but we now know that the frontal lobes – they're responsible for impulse control and judgement – do not communicate efficiently with the rest of the brain until the connecting nerve cells are fully coated with a fatty substance called myelin. This happens around the age of twenty-five. Scientists now think that this accounts for a lot of unacceptable teenage behaviour, which I find convincing.

A: Jane?

C: I feel sorry for them. But I think it's less about biology and more about how we bring them up. In traditional communities, children had more opportunity to learn how to do things from their parents – it was a kind of apprenticeship for adulthood and increased their maturity. But nowadays there are too few occasions in which they can develop their ability to do the things they will need as adults, like cooking and caring for others. Most contemporary adolescents I know only go to school and hang out with their peers, which means they spend too little time learning valuable life skills from their parents.

B: I agree with Jane there, but we still need to understand the biological changes. Parents wonder why their teenager can be so erratic – responsible in some areas and reckless in others. Hormones may be part of the reason, but at that age there is an innate desire to act and the brain isn't always able to hold out against it. Kids can often see what their friends are doing wrong without realising their own behaviour is dangerous. They don't necessarily underestimate the risks – say of driving a car too fast – but the idea is too appealing to hold out against.

C: Yes, the appeal of fun now is too strong. As with teenagers who know they ought to study or get an early night but mess around on the internet instead.

A: So, if a teenage boy says he can't keep awake at school in the mornings, is he lazy or just tired?

B: Sleep plays a crucial role in a teenager's ability to learn. Basically, about nine hours a night is about right. Teenagers are physically programmed to stay up and get up late, and the ideal time for learning is two hours after a person's biological clock tells them it's time to wake up.

C: So does that mean that schools should start later in the day? Would teenagers really learn better? That's going too far.

B: No, it isn't. Teens are struggling to function on a sleep cycle that's out of synch with their internal clocks and are living with acute sleep deficit.

That's why they try to catch up on sleep at weekends. I'm all for a radical change in when school starts.

A: Are teenagers more susceptible to negative influences than we are?

C: Why do you think tobacco companies target teens? The teenage brain is like a sponge and, as Tom says, hasn't the ability to make proper judgements. That's really what separates us from them. They easily become addicted to all sorts of harmful influences – more than we do. It doesn't help that in the modern world everything is fast-paced, everyone multi-tasks and there is constant sensory stimulation from technology. Most modern teenagers have twenty-five things coming at them at the same time, and learning to handle this overload is altering the way their brains are wired and makes judgements harder.

A: So with all this knowledge we now have about the teenage brain, what advice do you offer parents?

B: First, to be more understanding. Human children depend on their parents for much longer than those of any other mammal similar to ourselves, which means they can learn more before they are on their own. I tell parents to guide their teenagers with a light but steady hand, stay connected but gradually increase the freedom you give them. Tell them you're sending them to bed early not to annoy them but so that they can cope at school the next day. And show them yourself how to do things. Don't just leave it to their schoolteachers to do the teaching. They learn from you about the little things – how you treat strangers, how you deal with the stresses of daily life.

C: Yes, Tom's right. They can learn from their friends but not entirely. A loving relationship is so important, which means parents spending time with them.

[This track will be repeated.]

Module 10

Listening 1, Page 156, Exercise 2.

Extract One

A: Do you remember those thirty-three miners who got trapped two thousand feet down for – what – seventy days or thereabouts, and managed to survive?

B: Yes, mainly due to the leadership skills of the shift leader, I gather.

A: To an extent, but they would never have survived if they hadn't worked together as they did. For a start, they would never have shared out what

little food they had if they hadn't trusted each other. In which case, they would have died. People say it was hope that kept them alive but, if that was the case, it could only have come from an incredible team spirit.

B: Absolutely. But I still maintain this is only because they had someone to inspire them to do this, make decisions and bond them together. I heard that the leader gave each of them a specific responsibility, to emphasise that everyone's contribution was valuable and that they were all in it together. And to motivate them, presumably. After all, there's no point digging a well for fresh water if you don't think you're going to survive.

A: He did a good job. Apparently, by the time they were rescued they were so bonded that they wouldn't go home until all of them were out.

[This part will be repeated.]

Extract Two

C: In a world where every dancer must want to be a famous ballerina, does being one of fifty or so identical dancers feel like a letdown?

D: Well it's a very competitive field and I'm lucky enough to be in one of the top companies, so I've come to terms by now with the idea I may just be in the back row for my entire career. It's actually really good fun – there's a great sense of unity and discipline. You get to dance with different partners as well, whereas if you're a principal you often get typecast or stuck with a particular partner a lot.

C: And it must be so much less stressful when you're not the sole focus of attention.

D: Yes, you can enjoy yourself more and there's less stress on your body, which means fewer injuries. Of course there are downsides. If I'm honest, it's hard to let go of the fact that you'll never be the poster girl, the one in the spotlight getting all the applause, curtain calls and flowers. It'd be very exciting. And it'd make a change to be given a more glamorous part than just a peasant or a snowflake or whatever. You do sometimes feel like just part of the scenery.

[This part will be repeated.]

Extract Three

E: I heard your hospital got advice from a Formula One racing team? How come?

F: Well, the hospital needed to make efficiency savings in the work of operating theatres, but was concerned that this shouldn't be at the expense of patient safety. Our concern wasn't the operation itself, but the handover of the

patient to the intensive-care unit afterwards. In streamlining the process and increasing the throughput of patients, we were worried that fatal mistakes might be made, like vital equipment not being switched on or whatever. Then a colleague mentioned a Formula One race he'd watched and how a twenty-member crew could change the tyres, fill the car with fuel and clean the air-intake in seven seconds flat. He came up with the idea of asking their technical adviser how they all worked so quickly and efficiently together – and what we could learn from that.

E: And was it useful?

F: Definitely. The adviser watched videos of our team at work and was really taken aback to see there was no briefing, no checklists or rehearsals and basically said it was no wonder that things sometimes went wrong. But what really bothered him was the fact that no one individual seemed to be in charge. This meant that if mistakes were made – almost inevitable under such pressure – there was no-one who could be relied upon to put them right and prevent them happening again.

[This part will be repeated.]

Listening 2, Page 159, Exercise 2.

A: Having to attend rehearsals can be a drag when you're busy but it's very important for a choir and once you're there the music soon lifts your spirits. There was only one occasion when our sessions were a bit unpleasant – when a gifted singer with a huge ego tried to take over. Luckily, at the conductor's suggestion, he decided to leave and look for a choir more suited to his talents! Mostly, what I gain from the experience is the pleasure of being with like-minded people preparing for a performance – although time constraints mean we don't really get to know each other – and then on the big night the euphoria when we realise that we've done something rather wonderful.

B: Most dog-walkers in our group are retired, so it's a good way for them to get some physical exercise. Working from home, I get sick of computer screens and, as well as a change of scenery, those walks give me a chance to unwind. On the social side, fellow owners have a chance to swap stories, or useful tips, particularly about a problem dog. Sometimes it can be a bit tedious having to commit to a certain time, and people who don't know the ropes, particularly first-time owners with badly trained dogs, can be a nuisance, but that's rare. What do I love most? Seeing my dog wagging his tail, knowing he's getting a good social life too!

C: I go from match to match, and meet up with other loyal supporters of our football team but rarely

come across the same person twice. Nevertheless, I love the bond between us, even when we're arguing over the merits of a player. We all get caught up in the same emotions – whether it's the excitement before the match – never quite sure how the team will do – or the pain or joy when it's all over. The event unites such disparate kinds of people. When we win, we get incredible highs for a while, but when we don't, it's just the opposite – until the next game comes around, of course!

D: I love our family get-togethers. There may be personal strains between us, but I grew up with so many siblings that it feels weird when we are apart for long. Unfortunately, our busy schedules keep us away from each other but it's important we meet up from time to time and try and get along. Any excuse will do – grandfather's birthday, a niece's wedding – we get round this big table at home – lots of food, no expense spared, and afterwards we let our hair down and have a sing-song. Most times these events leave us with a great sense of unity, although sometimes a row does break out, usually because of some old resentment.

E: Before I went to the book club, I thought everyone would be much cleverer than me, so I was really relieved when I realised that wasn't the case. Besides, I didn't have to say anything if I didn't want to. What happens is we all take turns to choose a book and people suggest things I've never heard of so you read things you would normally never think of, which I find very enlightening, and makes me feel I'm improving my mind. However, some people who've been coming for ages go off at a tangent and talk about their own lives, which is not really the purpose.

[This track will be repeated.]