

Recording Script Close-up C2 Student's Book without answers

Unit 1: Do You Mind?

Track 1.1

N: Listening, Unit 1, Page 14, E

ExN: You will hear three different extracts. For questions 1 – 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract. You will hear the extracts twice.

ExN: **Extract 1:** You will hear a woman describing her personality.

Woman: I suppose I've always been a bit quiet. People used to say I should come out of my shell and my friends were always trying to get me to go to parties and concerts with them, and I could never explain how I felt, I would just go along and pretend to have a good time. But inside I couldn't really see the point; I'd much rather have stayed at home with a good book. I always got on fine with friends on a one to one basis, and I still adore having real conversations but you know, social situations where you have to make small talk with complete strangers, I'm afraid they just leave me cold. I'm finally accepting that I am an introvert and there's nothing wrong with that. For a long time, introverts got a bad rap, primarily because extroverts are the ones making the most noise, the pushy ones, the fun ones ... but we have to accept our differences and work on our strengths. I've been reading about the different personality types and it explains a lot about our ways of looking at the world. My extrovert family gets bored if they are alone for too long, they need that stimulation, but for me, being the opposite, I need to be alone after being around too many people. I get overwhelmed and need to recharge my batteries, whereas extroverts need company and excitement to do the same.

ExN: Now listen again.

ExN: **Extract 2:** You will hear an interview with a sociologist about crowd behaviour.

Man: We often see people getting carried away in crowds, perhaps behaving in ways that are uncharacteristic and doing things they wouldn't if they were alone. What exactly is happening when people come together in crowds?

Woman: Yes, it's true that people behave differently in crowds. Sociologists have come up with different theories to explain this phenomenon. One of the earliest was put forward by Gustave Le Bon. He formulated what he called the Contagion theory, which dates back to 1895. He suggested that large numbers of people surrender to the hypnotic emotions of the crowd; the emotions are contagious, if you like. There is also the feeling of anonymity offered by the crowd which encourages individuals

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to deny personal responsibility for their actions. This is quite a popular theory but it hasn't been scientifically proved.

Man: So he said that the crowd can influence people to behave badly?

Woman: Yes, if the overriding emotion is a violent one. But critics don't accept this. Some argue the opposite is true. This theory is called the Convergence effect and its supporters say that, contrary to popular belief, it is not the crowd that influences the individual but that individuals with certain tendencies come together to form crowds, they are drawn to each other, if you like. The crucial difference is that the behaviour in this case originates from the individuals, although the crowd gives them the courage to behave in ways they would not do alone.

Man: But in both cases there is an unwillingness to accept personal responsibility?

Woman: Yes, but of course there are many more theories.

ExN: Now listen again.

ExN: **Extract 3:** You will hear a woman talking about the qualities employers look for.

Woman: So, you've got the qualifications and skills for the job, but what employers are looking for, apart from how great you look on paper, is particular personal qualities. Recruiters can tell a lot about a candidate at an interview but they can really get to know you if they offer you an internship. How can you turn that into a permanent position? Although jobs and organisations vary, employers look for some basic common qualities. Competence is number one on my list: the ability to get the job done. This requires organisation, prioritising tasks and great time management. Courage is also important, and this includes a willingness to take the initiative and take risks, but also to stand up for yourself, nobody wants a yes-man anymore. This can, of course, lead to failure and this brings us to another quality that's key, the ability to be honest with yourself and admit to making mistakes. This is integrity and it also means you are a loyal employee and will not criticise colleagues. Likeability is also important, because you need to be able to get along with a team of different people and work together effectively.

ExN: Now listen again.

Track 1.2

N: **Listening, Unit 1, Page 14, F**

Now listen again and check your answers.

Track 1.3

N: **Speaking, Unit 1, Page 15, D**

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Iris: Good morning, my name is Iris and this is my colleague, Alec. And your names are ...?

Anna: Anna Stavropoulou.

Yannis: Yannis Leventis.

Iris: Could I have your mark sheets, please? Thank you. First of all, we'd like to know something about you. Where are you from, Anna?

Anna: I'm from Athens.

Iris: And you, Yannis?

Yannis: I'm from Thessaloniki, but I live in Athens now.

Iris: Yannis, are you working or studying at the moment?

Yannis: I'm studying law at Athens University and I'm in my final year.

Iris: And you?

Anna: I'm a student, too. I'm doing business studies at a central Athens college.

Iris: Anna, what do you like best about the place you're living now?

Anna: Well, Athens is full of students and there is always plenty to do. I enjoy the culture and the opportunities for entertainment. I have lots of friends here and my family, too.

Iris: What for you is the most interesting aspect of learning English, Yannis?

Yannis: I think for me learning about the different culture of English speaking countries. I also find that sometimes the language reflects the way different people think, it's interesting to compare it with my native language, Greek. You know, we tend to be more direct than English speakers. I find those aspects fascinating.

Iris: Thank you.

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Unit 2: Bright Ideas

Track 2.1

N: Listening, Unit 2, Page 28, D

ExN: You will hear five short extracts in which different people talk about doing without their mobile phones.

Task 1. For questions 1 – 5, choose from the list (A – H), what reason each speaker gives for doing without their mobile phone.

Task 2. For questions 6 – 10, choose from the list (A – H), what each speaker missed most about their mobile phone. While you listen, you must complete both tasks.

ExN: **Speaker One**

GIRL: It happened because my mother changed the sheets and, as she told me later, she heard a banging sound in the washing machine. She stopped the programme because she was curious about the noise and of course, there was my phone! It had obviously got left on my bed, so it was my fault really. We tried everything to dry it out; putting it in a bowl of rice overnight, you know, as they suggest you should do, but the water had already done too much damage and the phone never worked properly again. It was an old one, so it didn't matter too much but it was annoying that I couldn't retrieve one or two things, some of the first photos I took of my friends are gone forever. It took me a few days to catch up on my social media updates when I finally got a new phone set up. Some of my friends thought I'd disappeared!

ExN: **Speaker Two**

MAN: I was late for work and in a bit of a rush. When I got to work, I realised I didn't have my phone, and thought I'd probably left it charging at home. But when I got home that evening, it wasn't there. Then I called the taxi firm, because I'd taken a cab to work that morning. But they said nothing had been handed in. To this day, I don't know what happened to it, whether I lost it or someone stole it. It was almost new and quite an expensive model. Luckily, I was able to erase it remotely and then I knew that my personal information was safe. There were a lot of contacts on there that I wasn't able to recover and I had to start again with a new device the next day. I'm going to be a whole lot more careful with my mobile in future!

ExN: **Speaker Three**

WOMAN: Well, it's inevitable, isn't it, that technology will let you down? For me, it couldn't have happened at a worse time. I was on a business trip and my mobile suddenly just froze. I tried everything you are supposed to do, I tried taking out the battery and putting it in again, turning it off and turning it on again and fiddling with the various cards, but nothing worked. It was really a disaster because it meant that I

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could only contact people using my laptop, so I was a bit lost for a day or two, not being able to call people. I had to wait till I was back home to get it fixed by a specialist and those two days without it made me realise how much I rely on it.

ExN: **Speaker Four**

MAN: I wanted to be offline for a few days. I hate the idea that people expect me to be available at all times. So, to relax properly on my fishing trip, I turned off my phone because I didn't want any interruptions. I don't think anything is so important that it can't wait forty-eight hours and I knew if something was really urgent, my family would alert my companion. Of course I forgot that having turned off my phone, the alarm wouldn't ring and I didn't get up at the crack of dawn as I was planning. But apart from that, yes, I can recommend turning your phone off from time to time, to really recharge your own batteries.

ExN: **Speaker Five**

WOMAN: I panicked a bit when it happened. It just fell out of my hand and onto the kitchen floor. I immediately knew it was broken, the screen was smashed to pieces. I was so cross with myself. That thing was my constant companion; my whole life was stored in there, from work to games to correspondence, videos and photos – everything. Thank goodness I had saved the important stuff to the cloud, as they call it. I had to replace it, of course, but for the short time I was without it, I felt lost and disconnected from the world. Terrible, isn't it, that we should be so reliant on these devices?

ExN: Now listen again.

Track 2.2

N: **Listening, Unit 2, Page 28, E**

Now listen again and check your answers.

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Unit 3: Right On!

Track 3.1

- N:** Listening, Unit 3, Page 44, B
M: Do you want to taste the brownies I made?
F: Is that fair trade chocolate?
M: You know I wouldn't use anything else!

Track 3.2

- N:** Listening, Unit 3, Page 44, E
ExN: You will hear eight short conversations. From the three answer choices, select the answer which means the same as what you hear, or is true based upon what you hear.

- ExN:** 1
F: Right, I'm off to work!
M: Are you taking a taxi again?
F: Yes, until the public transport strike is called off, I have no choice.

- ExN:** 2
M: So how's the volunteering coming along?
F: I'm getting trained tomorrow to lead my own team.
M: Oh, it's great that you're finally being given more responsibility.

- ExN:** 3
M: Oh, I hope that's not real fur you're wearing!
F: Of course not! You know how much I love animals!
M: Wow, a lot of people must be fooled by that fake fur ... it's so realistic.

- ExN:** 4
F: You should really sign this petition.
M: I know, but I don't want to be bombarded with more requests.
F: I'll get you to sign it; just see if I don't!

- ExN:** 5
M: Sally's really inspiring, isn't she?
F: Yes, she's certainly dedicated to the cause and she's a great public speaker.
M: I'm always amazed at how she gets everyone talking, though I'm not totally convinced by her arguments.

- ExN:** 6
F: Why is that comedian under arrest?

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M: Well, he's alleged to have avoided paying a lot of taxes.

F: That's not the first time he's been investigated for that sort of thing.

ExN: **7**

M: The schoolchildren are showing solidarity with the victims of bullying.

F: How are they doing that?

M: Well, by organising events and talks and generally raising awareness.

ExN: **8**

M: You know that company has been accused of using child labour.

F: No, really? They should have their products boycotted then.

M: Well, I personally have never bought that brand in my life.

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Unit 4: Express Yourself

Track 4.1

N: Listening, Unit 4, Page 58, D

ExN: You will hear part of a discussion between two language teachers, Jill Bradley and Gerald Downey, who are talking about English as a global language. For questions 1 – 5, choose the answer (A, B, C or D) which best fits according to what you hear.

Interviewer: Today in the studio we've got two experienced language teachers, Jill Bradley and Gerald Downey talking about the way English is developing as a global language. It's English, I believe, but not as we know it.

Gerald: Ha ha, yes, that's right. You see, in the past there was always a focus on speaking English like a native, I mean that was many learners' ultimate goal, and to be honest, that's setting the bar rather high. I mean, how many of us can speak another language really fluently? Now, with English being used as the international language of business, the internet and communication in general, more and more interaction takes place between non-native speakers and this leads to a new kind of English. Of course, it has to be good enough to communicate, but a lot of the traditional stuff of course books is no longer necessary.

Jill: Obviously, it depends on what learners are using English for. Business English, for example, has been around for a long time with courses helping people to function in international business settings.

Gerald: Actually, the kind of English spoken between non-native speakers has spread rapidly and it has led one writer to coin the term, 'Globish', to describe a language resembling English, because it is English, but allows people to understand each other easily. I mean, it's a kind of plain English with only around 1,500 words and it does away with a lot of the features of English that non-natives struggle with.

Jill: Like phrasal verbs, perhaps? How can people communicate without those?

Gerald: Well, no, some phrasal verbs are indispensable, but there are often more easily understood alternatives, which might seem a bit more formal.

Jill: Don't say the spelling has changed, too!

Gerald: No, that would be too revolutionary! The whole point is that today, the native speaker is no longer at an advantage in the communications game. For example, if an Australian businessman says to an Italian colleague, *Fancy a bite to eat?* it's likely to cause problems, even if he hasn't got a strong accent and speaks slowly and

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clearly. The Korean, who asks the Italian, *Do you want to eat lunch?* is bound to be understood.

Jill: So, you're saying that native speakers also have to learn this global English?

Gerald: Well, yes, because those people who want to be understood by non-native speakers need to have a certain awareness of how idiomatic and complex their use of the language is, and they could, you know, help a little by speaking in simpler terms. In other words, figurative language, including a lot of idioms, can be replaced with more easily understood terms.

Jill: You mean, they have to dumb down the language, in order to make themselves clear? A bit like talking to a small child?

Gerald: No, that's not what I mean, exactly. It's not patronising in that sense, and a child is not a good example, because, going back to our earlier point, native speaker children are quick to pick up phrasal verbs, something which global English learners try to avoid, as you might have noticed. No, it means using simple language and vocabulary whenever you can, and paraphrasing, instead of naming something.

Jill: Well, there's no doubt that saves on memorising vocabulary, but it makes everything a bit long-winded in my experience. I mean, saying, 'The son of my brother,' if you don't know 'nephew' works pretty well, but what if you want to explain something more complex? Knowing the word 'key' must surely be better than talking about 'the thing which you use to open a door when someone has locked it'.

Gerald: Obviously, basic vocabulary like that is generally understood, but you know, when non-native speakers talk together, a lot of paraphrasing has to go on, for example, if I know the word, 'mosquito', but my listener doesn't, then I would explain it as a 'small insect that bites', and I might even do a sound effect or action to emphasise my meaning. Obviously that only works with spoken English!

Jill: So, this kind of English is now free from any cultural associations with English speaking countries, too, I suppose?

Gerald: Exactly. And that's probably another reason native speakers might feel a bit put out, or should I say upset? You know, there's sometimes a feeling that we own the English language, and actually, we don't! Mind you, all this doesn't mean non-native speakers are giving up their mother tongue in favour of English.

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Interviewer: And I suppose it goes without saying that a language keeps evolving as it's put to new uses. It's just another fascinating route that English is taking.

ExN: Now listen again.

Track 4.2

N: **Listening, Unit 4, Page 58, E**
Now listen again and check your answers.

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Unit 5: If At First You Don't Succeed

Track 5.1

N: Listening, Unit 5, Page 74, C

Hi everybody! I'm feeling a sense of achievement because, guess what? This week I finally got round to writing my bucket list. I had to get over my fear of trying new things. So, I thought I'd go for it and write that list... I know a lot of people think it's a real cliché, but don't knock it unless you've tried it! It's really focused my thoughts and I've realised that you don't have to follow the crowd, though there's a reason that some things are on everyone's list ... more about that later. Anyway, your list probably won't look like anyone else's and that's because everyone's unique. I thought I'd try something easy to start off with so I had a go at making pottery. That is nowhere near as easy as it looks, I'll tell you, I got in a right mess ...

Track 5.2

N: Listening, Unit 5, Page 74, E

ExN: You will hear a blogger talking about her bucket list. For questions 1 – 6, complete the sentences with a word or short phrase.

Woman: Hi everybody! I'm Emma and today, I'm really excited because, you'll never guess what! I did it! I ticked off the scariest thing on my bucket list. I decided to go for it and get over my fear of heights and so did something that I'd otherwise have put off till last. I jumped out of an aeroplane! It was amazing, and I'd recommend it, even to those of you who are a bit cautious. Hey, if I can do it, anyone can! But just to warn you, the last ten seconds before you hit the ground are ... well, I don't think I've ever been so terrified in my life!

So, what's next? Well, once you've done the thing you're most afraid of, everything else looks a whole lot easier! Next up is training to run a marathon. Oh by the way, I'm doing that for charity, too. The sky dive was really successful, I raised over a thousand pounds! Running a marathon is a common goal, and it's a tough one, especially for someone like me who's not that athletic. But I'm following a programme and it's a long-term goal. These activities, I suppose are kind of self-improvement and I think that's something a lot of people aim for on their bucket list. But at the same time as improving yourself, it's nice to see if you can help others; that's why raising money for charity while doing it gives you double the boost!

What about if you're really not into all those sporty outdoorsy activities, I hear you ask. Well, there are loads of things you can do without leaving the house. I finally got round to reading a classic novel. Wow! I'd been putting that one off for years. When I took the time to sit and focus, I found that *Anna Karenina* is a fascinating read. That's the thing about a list like this, it pushes you to try stuff that you didn't really think was your sort of thing, and there are always surprises in store!

Of course the typical thing people put on their list is to travel to exotic places, and that's great, but you don't have to follow the crowd, unless there are places that you really want to visit. I don't go in for those lists of 'A hundred books you must read', 'Twenty places everyone should visit', all those are other people's ideas, although you can get some suggestions from there, this isn't about them, it's about you. And

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anyway, it's not a competition, is it? Then again, well, I can really recommend skydiving!

ExN: Now listen again.

Track 5.3

N: **Listening, Unit 5, Page 74, F**
Now listen again and check your answers.

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Unit 6: Made of Money

Track 6.1

N: Listening, Unit 6, Page 88, C

ExN: You will hear five short extracts in which different people talk about different kinds of currencies.

Task 1. For questions 1 – 5, choose from the list (A – H), the person who is speaking.

Task 2. For questions 6 – 10, choose from the list (A – H), the main disadvantage of the currency mentioned by each speaker. While you listen, you must complete both tasks.

ExN: **Speaker One**

MAN: We used to have Zimbabwean dollars, but they abolished them back in 2009 because of the hyperinflation. Back then a trillion-dollar note wasn't even enough for a bus fare! Now they are bringing in something called bond notes, and everyone thinks these will go the same way. I have a market stall, and if my customers pay me in bond notes, how can I pay my suppliers? They want dollars, not this money, so it's no use to me. People here would rather use real money than this kind of note which we call 'ghost money'.

ExN: **Speaker Two**

MAN: I'm in IT and when I'm not writing software for banks and other financial institutions, I love gaming. I use bitcoin quite a lot. It's the most famous digital currency and it's accepted by a surprising number of companies for payment. You can also pay people really easily, I mean transactions are fast and safe when you know their bitcoin address. Unlike conventional currencies, bitcoin isn't issued by central banks or controlled by governments and all transactions are completely anonymous; a factor that appeals to a lot of users. The software needed to use it is pretty complicated, though, which probably puts a lot of people off using it.

ExN: **Speaker Three**

WOMAN: After retiring from teaching I was keen to do some kind of volunteering. I was going to volunteer in a local school, helping children to read but then I discovered the time bank. It's not really volunteering as we know it, because you get rewarded for your time. It's a very fair system, because everyone's time is worth the same. I can help a child with their homework for an hour say, and get an hour's worth of gardening work or hairdressing in return. Of course, it's the labour that is shared and it works for services, but not goods. You have to buy any materials that are needed, but the service is free, provided you have given your time, too.

ExN: **Speaker Four**

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MAN: I accept the Bristol Pound, yes, of course I do. In my café, lots of customers use it to pay. It's a great idea, I think, because it keeps the money flowing inside our local economy and helps our town, Bristol, to grow. A lot of money stays inside the town and goes back to support our local community in this way. It stops money literally leaking out of the area. For people who don't live here that could be a disadvantage, as it's not legal tender, obviously they'd have to spend all their local currency before leaving the area, the same way as tourists do when they leave a holiday resort abroad.

ExN: **Speaker Five**

MAN: It's a great thing now with the Internet; there are loads of good sites where you can swap your unwanted stuff. Antiques traders are all over these sites of course, looking for bargains that they can then sell on in their shops. For me, well I'm an amateur and I've been collecting stamps since I was a lad. I've got a pretty large collection, but I'm always on the lookout for the odd ones that are missing. On the swap site I can swap my unwanted stamps for some that I do want. Sometimes I swap other collectables like medals and coins, too. In this way it's a hobby that doesn't cost me money. The main problem is that you have to spend hours online searching for what you want and it's often hard to find the exact swap you need.

ExN: **Now listen again.**

Track 6.2

N: **Listening, Unit 6, Page 88, D**

Now listen again and check your answers.

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Unit 7: Distant Shores

Track 7.1

N: Listening, Unit 7, Page 104, D

ExN: You will hear 8 questions. From three answer choices given, choose the one that best answers the question.

ExN: 1

F: Weren't you supposed to take out the recycling?

ExN: 2

M: Isn't that the famous naturalist from the television?

ExN: 3

F: When will the cycle lane be constructed?

ExN: 4

M: Is there any reason to hunt this species?

ExN: 5

F: Are many people against fracking?

ExN: 6

M: Who is to blame for the oil spill?

ExN: 7

F: When will the city switch to renewable energy?

ExN: 8

M: What's your opinion of organic food?

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Unit 8: Knowledge is Power

Track 8.1

N: **Listening, Unit 8, Page 118, C**

Woman: Have you ever tried teaching someone something? If you have, you might have realised that, unless you really know the subject well, it's a difficult task. Teaching can be a way to learn something and research done by educational experts has proved this. The phenomenon, known as the Protégé Effect has been tested and it has been shown that teaching others leads to an improvement in children's performance. So perhaps this effect could improve all pupils' results? A new teaching tool to exploit this effect has been developed by a team at Vanderbilt University. Called 'Betty's Brain', it is a program which requires students to teach a virtual student, Betty, scientific reasoning. By testing and teaching Betty they help themselves recall information as accurately as possible and to develop their reasoning skills. They also get involved with the character, feeling upset when their student doesn't manage to understand the concept that they are teaching, and proud when they do!

Track 8.2

N: **Listening, Unit 8, Page 118, F**

ExN: **You will hear an educational psychologist talking about ways to improve learning. For questions 1 – 8, complete the sentences with a word or short phrase.**

Woman: Today I want to talk a bit about the social side of learning and thinking. Although traditionally a thinker is seen as a solitary person, lost in contemplation, scientists are starting to realise the importance of interaction with others when learning. Bouncing ideas off each other can be very useful when trying to problem-solve of course, but that's not what I'm concentrating on today. No, today, I'm going to look at the relationship between the teacher and the student, but focus on the benefits *for the teacher*.

Most of us have probably been asked by someone to explain something at some point, and that's when we take the role of the teacher, and in doing so, we often find out that our understanding of a concept isn't perfect! However, when we *do* manage to communicate an idea in such a way that others can grasp it, it invariably means that we, too, as teachers, have a very good knowledge of the subject. Learning through teaching is nothing new. As long ago as ancient Rome, the philosopher Seneca described this phenomenon, stating that, 'While we teach, we learn.'

In modern psychology, this is known as the Protégé Effect, which basically means that explaining something to others reinforces your own understanding of it and so you become an expert in it. This process has been proven to accelerate learning in the classroom. Experiments have been done where college students teach computer sciences to high school students, who in turn transfer their knowledge to middle school students, thus motivating the older students to learn and engage more conscientiously with the material. It is also believed by some experts that this happens naturally in many families, as older siblings help their younger brothers and sisters to learn. Some even go as far as to suggest that this may be one reason for a tendency for first-born children in a family to have a higher IQ!

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Let's say that we want to make the most of this effect, well obviously one way is to find someone to teach, but there is now also a virtual model that helps students benefit from the Protégé Effect. It's a computer program called 'Betty's Brain' and it was written to help middle school students master science subjects. The students have to teach Betty, who is a 'teachable agent'; a virtual character. Of course, as they teach her, they too master the material. They have to check her progress and as they do, they identify gaps in her knowledge, encouraging them to go over the material and learn it more thoroughly. It forces them to organise their knowledge in a structured way.

It's hardly surprising then, that student performance improves when compared with students without access to Betty's Brain. Finally, the student tutors connect emotionally with the Betty character, feeling disappointment when she fails to do well and satisfaction when her efforts succeed; something which has a powerful effect on their learning.

ExN: Now listen again.

Track 8.3

N: Listening, Unit 8, Page 118, G

Now listen again and check your answers.

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Unit 9: Flying the Nest

Track 9.1

N: **Listening, Unit 9, Page 134, B**

Well, of course, my daughter, Elena, she wasn't a natural when it came to driving, unlike her brother, who passed his test soon after his 18th birthday. He was desperate to learn to drive and as soon as he got his licence, he was driving down the motorway from university every month. He was a bit unlucky though, finding work as a musician was hard and after university he came back home to live with us for a while. It was while Elena was teaching abroad; she was in Greece for a few years. So, Matt was back, but it isn't right is it, for grown up children to live at home? When he eventually got a steady job, Matt didn't earn enough to get onto the property ladder. He's living in an unused building at the moment. It used to be a daycare centre, it's all perfectly legal, he's not squatting or anything. I think he is what they call a guardian, yes, a property guardian, that's it.

Track 9.2

N: **Listening, Unit 9, Page 134, C**

ExN: **You will hear three short segments from a radio programme. The programme is called "Striking Out". You will hear what three different radio guests have to say about three different topics. After each talk, you will be asked some questions. From the three answer choices given, you should choose the one that best answers the question according to the information you heard.**

ExN: **Segment One**

Interviewer: Hello and welcome to this edition of *Striking Out*, in which we hear about people's firsts. This week we're starting with Elena, talking about her driving test. Perhaps you have some tips for passing it?

Elena: Well, I took my test in Greece, so I think my experience might be different from people who took the test in another country. I tried to put off driving as long as possible, but when I moved out of the city, I found I really couldn't get by without a car. I had to rely on other people to drive me places because the bus service was non-existent, so I plucked up the courage to take lessons.

Interviewer: Are lessons mandatory if you want to take a test, or can you just get a friend to teach you?

Elena: As far as I know they are mandatory. I had to take at least 21 hours of theory lessons and 20 hours of practical lessons, and I ended up taking a lot more, so it was quite expensive. I was not exactly confident, and I wouldn't have wanted anyone but a qualified instructor teaching me. Also, of course, you're that much safer with the driving school car which has dual controls, so if you make a serious mistake, the instructor can put his foot on the brake!

Interviewer: So tell me about the test, how was that conducted, exactly?

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Elena: First you have to pass the theory test, in which there are 30 questions, and you're only allowed to make one mistake. I found that bad enough, but the practical test was even more nerve-wracking. My instructor drove me to the test centre, along with another student from the same driving school. I remember it was July, in the middle of a heatwave and the air conditioning in the car wasn't working. There were others from other schools, too, and two examiners. The examiners sit in the back of the test taker's car and the student's instructor sits in the front passenger seat.

Interviewer: The ultimate back seat drivers!

Elena: Yes, but that's not all. While each candidate is taking their turn, the other cars follow in a kind of convoy, watching them take their test! If the student makes a mistake, they just have to stop the car there and then, and the test is over! Then it's the next person's turn. Some people were so nervous, they couldn't even start the car, and they were not given a second chance!

Interviewer: (*shocked*) Oh, that *does* seem rather harsh!

Elena: I failed this test three times because I didn't reverse around a corner correctly! Eventually I passed and now I have been driving for many years and I'm happy to say I never needed this manoeuvre!

ExN: **Number 1**
What was Elena's attitude towards learning to drive?

- a She lacked motivation to start.
- b She was reluctant to try it.
- c She was put off by the high cost.

Number 2
What do both speakers agree about?

- a Manoeuvres are emphasised too much in the test.
- b Not being allowed to complete the test is unfair.
- c Having two examiners makes test takers nervous.

ExN: **Segment Two**

Interviewer: With house prices at a record high, it's hard for young people to get a foot on the property ladder, but our next guest thinks he will soon solve this problem.

Matt: Yes, that's true. I was fed up with being tied to my mum's apron strings but I couldn't afford the deposit to buy a house. Rents in my area are also very high, so instead of being a tenant, I decided to try out life as a property guardian. It's a bit different from being a tenant, because you don't have quite as many rights and there are a lot of rules, but it's working for me. I went through an agency and found a really good deal sharing a large house in the suburbs with a few other people, some of whom are musicians, like me. The idea is that you occupy a vacant property and therefore are able to keep an eye on it and protect it from squatters, for example, until the owners need it. It's great for young people because you can move out almost on a whim, you only have to give 14 days' notice, although on the flip side, they can give you 28 days' notice if they need you to move out. So it suits

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people who adapt easily and are not about to put down roots anywhere really fast. Also they don't allow pets or dependants, so it mostly suits young, single people.

Interviewer: So the contract is really short term?

Matt: Well the agency says that most properties are available for two to three months, but I've been lucky so far and I've been in the same place for six months. You have to be ready to move out if necessary, but they will help you find another place when yours is no longer available. It suits me fine, I pay about a third of what I would pay for something similar as a tenant and I have masses more space than I could otherwise afford. I am used to living with very little stuff and whenever the time comes to move on, I can just pack up a small van and go. Being a guardian is only for people with a steady income and you also have to stay at the property, you're not supposed to leave for more than a few days. I've met lots of likeminded people during my time here and with the money I'm saving on rent, I'll be able to afford a deposit on a small flat in future and finally get a mortgage.

ExN: **Number 3**
What kind of person must a property guardian be?

- a flexible and responsible
- b professional and reliable
- c spontaneous and creative

Number 4
Why does being a property guardian appeal to Matt?

- a He needs a lot of space to store his things.
- b He does not want a permanent home.
- c It is a lot cheaper than the alternatives.

ExN: **Segment Three**

Interviewer: People have been talking to us about their first job. Rebecca is now in charge of a major art gallery, but her first job was rather less glamorous.

Rebecca: Yes, that's right. I came out of university with masses of confidence, especially after landing a job in an art gallery. This really was my dream job, or so I thought. Well, I was PA to the director, which sounded rather important, but it turned out I was just a glorified secretary really! I really got the wind knocked out of my sails, you know. I mean looking back, I thought I knew everything and in fact, well, like a lot of fresh-faced young graduates straight out of university, I knew nothing about the world of work. I had this idea that a degree meant that I would be treated with respect everywhere, whereas in fact I was often asked to do menial tasks like fetching the sandwiches and coffee!

Interviewer: Which, of course, you did with great success!

Rebecca: Well, it was a kind of test in a way, you know, they wanted to see whether you would complain or do it with a smile on your face. These kinds of things just gave me the chance to get to know some of the senior staff better and they appreciated the fact that I just got on with it. Now of course, I do the same to my juniors! Another

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thing I confess I had to learn was telephone etiquette. Really, I had no idea, but listening to the way the others dealt with phone calls helped a lot. I now have a 'telephone voice', my family say. It's a very clear, authoritative voice I put on when I'm on the phone with clients. It goes with my suit. When I first turned up for work I wore the wrong clothes, I dressed a bit too old, if you know what I mean. After being in the job for a while I picked up on the dress code, a friendly colleague took me shopping even, before they let me meet clients face to face. Really the world of work is so different from student life and there's a lot more pressure, but I learnt a lot on the job and now I'm in the position where people bring me sandwiches!

ExN:

Number 5

How does Rebecca describe her first job?

- a** It was what she had always dreamt of.
- b** It was harder than expected.
- c** It was rather a shock.

Number 6

What did Rebecca have to learn?

- a** how to fit in at the company
- b** how to deal with difficult clients
- c** how to place telephone orders

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Unit 10: Because You're Worth it!

Track 10.1

N: Listening, Unit 10, Page 148, A

N: 1

No! That advert is totally irresponsible! Surely they can't broadcast it while children are watching!

N: 2

It's definitely the best work we've ever done and the creative team richly deserves the award it received for best TV commercial.

N: 3

How can they allow this kind of thing to go on ... claiming that cereal loaded with sugar is a good thing to feed your kids! It just makes me so cross.

N: 4

I'm afraid we can't refund your money. According to the small print, the product is only unbreakable in normal use.

N: 5

Oh! I really wanted that particular brand. What am I going to tell my daughter? She's set her heart on that toy for her fifth birthday!

N: 6

A mistake like this could be quite serious; we must make sure it doesn't damage our brand name.

Track 10.2

N: Listening, Unit 10, Page 148, C

ExN: You will hear five short extracts in which different people talk about their activities connected with advertising.

Task 1. For questions 1 – 5, choose from the list (A – H), the role of the person who is speaking.

Task 2. For questions 6 – 10, choose from the list (A – H), what each person is expressing. While you listen, you must complete both tasks.

ExN: Speaker One

MAN: A lot of us do this kind of work of course. If you're a big name, there are plenty of companies that want you to appear in their advertisements or endorse their products. You have to be a bit careful that it doesn't affect your image negatively, because like it or not, you get associated with the product! I didn't mind playing the suave sophisticated person who drinks the big brand coffee, for example, because it doesn't do any harm to my brand, so it's a win-win situation. I have turned down other campaigns that were equally as lucrative but less in line with my image, for example, I would never appear in an ad for chewing gum. But whatever the product, even if I got a really good offer, I think I'd rather focus on my movie career.

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ExN: **Speaker Two**

WOMAN: In this country, all advertising has to be legal, decent, honest and truthful. Working for the Advertising Standards Authority means I have to make sure certain standards are met. This is particularly important when dealing with advertisements aimed at children, which is the bulk of my work. Among other things, the advertising code states that children should be protected from the kind of message that exploits their lack of experience or could lead to physical, mental or moral harm. We get plenty of complaints concerning advertisement campaigns that target under-16s, especially television commercials. Worried parents can make complaints by phone or submit them online. We look into every complaint and if the advertisement does not abide by the regulations, it can lead to it being withdrawn.

ExN: **Speaker Three**

MAN: I work for a London advertising agency as a conceptual copywriter. It means I'm part of the creative team which works with high profile brands. Our clients include the retail and automotive industries and I'm proud to have been part of some really successful and memorable campaigns. You need a natural flair with words to do this job and now, with so much advertising going online, the field is changing constantly, so you also need to learn new skills all the time. I hope to go far in this career and win awards for my work. I love it because there's never a dull moment!

ExN: **Speaker Four**

WOMAN: Although a lot of market research is online, they still employ people like me to do surveys with the public. Sometimes I go door to door and sometimes I have to stop people in the street to do opinion polls, for example, about elections. If a company has brought out a new product, they may commission a survey to see what impact it is making on the public. A while ago a confectionery company launched a new chocolate bar and they ran a big television advertising campaign. I had to find people who were chocolate lovers, (that wasn't difficult!) and complete a survey about their preferences and also ask them if they remembered the advertisements. I was actually astonished how little impact the commercials had made; more often than not, people remembered the commercial, but couldn't remember what brand it was advertising!

ExN: **Speaker Five**

WOMAN: Well, I'm part of a group that is fed up with advertisements invading public space more and more. Everywhere you turn there are posters, on billboards, at bus stops. I mean has anyone asked the public if they want all of these adverts in their face all the time? Not only are they destroying the beauty of our urban environment, but the messages that they spread are harmful, putting pressure on us to consume, to look a certain way and by doing so to get into debt. So when we replace these ads

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with artworks, our aim is to make the public think in a different way, to reject advertisements that increase our fears and insecurities, encouraging meaningless consumerism, and take back our public spaces. Although we are breaking the law, we will continue with this until all outdoor advertising is banned.

ExN: Now listen again.

Track 10.3

N: **Listening, Unit 10, Page 148, D**
Now listen again and check your answers.

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Unit 11: Say Cheese!

Track 11.1

N: Listening, Unit 11, Page 164, E

ExN: You will hear part of a discussion between Simon, a TV critic, and Eve, a former reality TV contestant, about reality TV. For questions 1 – 5, choose the answer (A, B, C or D) which fits best according to what you hear.

Interviewer: To discuss the thorny topic of reality TV today, it's great to welcome Simon, a TV critic, and Eve, who you may remember as a contestant in *Survival*; the fifth series, was it?

Eve: That's right, I was runner-up, but just glad I survived!

Interviewer: That series has since been dropped, I wonder, Simon, do you think the end has finally come for reality TV?

Simon: Well, I for one wouldn't be sad to see it go. You know, when it first really took off – I suppose we could say *Big Brother* kicked it off back in 2000 in this country – back then there was a huge debate about it in the media. I remember journalists predicting reality TV as the future of television and not quite being able to get my head round that. Oh, but sure enough, they were proved right as the format just continued to develop and pretty soon most of TV was reality TV. With hindsight, I'm afraid it really marked the start of the dumbing down of television programmes, a process which has continued to this day. Every reality show seems bent on outdoing the one before with even more humiliation and exploitation of sad losers who just want their fifteen minutes of fame. The genre really plays to the lowest common denominator when it comes to viewers, and it has turned into a kind of reality/soap opera mix in recent years.

Interviewer: Yes, a lot of critics say that 'reality' is a misnomer, because although these shows are unscripted, the reality they show is directed and edited in such a way as to make it more compelling. What is your experience of that, Eve?

Eve: Well, of course, when the cameras are filming 24/7, you're not going to see everything, and a lot of footage is cut. And you can't say that a bunch of people being stuck on a desert island for a TV show is very realistic. Of course they choose to show the dramatic scenes, and every film student knows that the story depends on shrewd editing, but we were *not* acting in any sense of the word and we were *not* told what to say!

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- Interviewer:** Didn't you feel a bit humiliated though, by some of the challenges? The bug-eating one comes to mind, I mean, is it right to film people making fools of themselves?
- Eve:** No, I didn't find that humiliating, it was just part of the format and showed contestants' ability to survive. I think it's good for viewers to see a warts-and-all portrayal of this kind of environment, you know some of us looked quite rough towards the end. That was real, you know, whereas, before people might have thought that living on a desert island was, well, something idyllic. Surviving on an island without any luxuries is really tough. I felt I had achieved something.
- Simon:** Yes, but it's not just you and your team and a couple of tents, is it? There's a whole camera crew and production team, you name it.
- Eve:** Well, obviously, otherwise how are they going to film? But really, it's tough. It's dangerous. Don't you remember a couple of contestants had to be airlifted to hospital because they got very sick?
- Simon:** Exactly what I'm talking about, putting people in danger for the entertainment of the masses, it's not that different from the gladiators in ancient Rome, except today health and safety measures mean no-one should actually risk their lives.
- Eve:** But people in those situations, they're not acting, you know, and I think that's what appeals to audiences.
- Simon:** Oh come on, they *are* acting. Not from a script maybe, but playing to the cameras. It's clear that a lot of the contestants are playing a kind of role, often encouraged to do so by the producers.
- Eve:** Well, the situations are deliberately dramatic; I mean no-one wants to watch a bunch of people sitting around and all getting along!
- Interviewer:** Why do you think these shows are finally falling out of favour? Is it just that the novelty has worn off?
- Simon:** Well, I suppose that's partly the reason. I mean, it seems that the endless variations of the formula have now been exhausted. Also, I think the instant celebrity that some of these shows' contestants crave is now better served by the Internet. A lot of reality shows paved the way for the kind of vlogs you see today, and then there is even an app, I believe, that lets you stream your life live from your mobile, so really anyone can be famous today.

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Eve: Yes, but what if that's what the public wants? The ratings used to be phenomenal for these shows, they were often the most watched shows and their franchises were global. There's something that appeals to a whole lot of people.

Simon: The problem is though, Eve, is that the viewers often had no choice. When there wasn't much else on the television, they either watched or turned off. Now let's hope we can get back to some proper programming. I'd like to see more of the quality dramas and documentaries that have been squeezed out of primetime television for over a decade.

Interviewer: Eve, are there any aspects of reality television that you don't like?

Eve: Well, I'm not keen on the shows that involve children, you know the dancing or singing competitions. I think there is always a pushy parent behind these kids, hoping their child will be famous. I mean, it's one thing to fail in front of a small audience, but to get something wrong in front of an audience of millions, that's a huge blow for a small child to take. Also I don't like watching ten-year-olds doing pop star impressions, however good their voices may be, I think it's just cringeworthy.

Simon: Well the whole question of children and fame is a tricky one, even before reality TV, there was a problem with that. I have to say that my main objection to the whole reality TV thing is that it is just lazy. It really doesn't require much talent or imagination to put together, and requires even less thought from its viewers. It feeds the belief that, because viewers see people, just like them on the shows, they too could be famous without achieving anything! Whatever the future of reality shows, I'm afraid they have hastened the demise of television as we know it. Writers have moved into creating series for streaming companies, so now if you want quality television, all you have to do is subscribe to on-demand packages. All the talent has disappeared from television, which, like a lot of old media, is on its last legs!

ExN: Now listen again.

Track 11.2

N: **Listening, Unit 11, Page 164, F**
Now listen again and check your answers.

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Unit 12: Culture Shock

Track 12.1

- N:** Listening, Unit 12, Page 178, C
- N:** 1
I can't read what this says.
- N:** 2
I can understand why they did it.
- N:** 3
I can't express what I have seen!
- N:** 4
They should have respected the tribe's rights.
- N:** 5
They couldn't possibly believe in that superstition!
- N:** 6
They could possibly believe that the river is sacred.

Track 12.2

- N:** Listening, Unit 12, Page 178, D
- ExN:** You will hear three short segments from a radio programme. The programme is called "Unworldly Wealth". You will hear what three different radio guests have to say about three different topics. After each talk, you will be asked some questions. From the three answer choices given, you should choose the one that best answers the question according to the information you heard.
- ExN:** Segment One
- Interviewer:** Hello and welcome to *Unworldly Wealth*, the programme in which we look at human values and behaviour. First let's turn to an indigenous Amerindian tribe, known as the Kayapo. Here's our resident anthropologist, Julian Lee, to tell us more.
- Julian:** Hello, yes, these people, who we know as the Kayapo, are an example of an indigenous tribe that has a really important part to play in their native land. They are stewards of the rainforest; you can't imagine anyone better placed to look after the rainforest and protect it from deforestation. It seems ironic, though, because for years the white people have been trying to introduce their culture and values, while all the time trying to exploit the Kayapo's homeland. Now, it appears that the very fact that they have managed to preserve their own culture and remain in their territory, may help preserve the environment and protect it from the effects of illegal activities like logging and mining.
- Interviewer:** These people are known for their courage, aren't they?

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Julian: Yes, that's right, they are warriors and proud of it. They have fought for their rights and have managed to resist efforts by illegal loggers and goldminers to take advantage of their land. The chiefs have, time and again, struggled for autonomy and finally managed to get their territory legally recognised. They are fiercely protective of their rich culture, too. They make their own canoes, which they use to navigate the Amazon on hunting and fishing trips. The men wear colourful headdresses made from parrot feathers and men, women and children use body and face paint, which is linked to particular rituals throughout the year. They are understandably worried about the effect of modern culture on their own traditions. Some are not too keen on sending their children to school, for instance, for fear that they will forget their traditional skills and lose their unique identity. However, they need to know about the outside world in order to deal with it. They need support to protect their borders. They, and their environment have been under siege since the 1960s. But they play an essential part in the preservation of the rainforest; invaluable for all of us. Their understanding of the delicate balance of the Amazon ecosystem is unparalleled. This knowledge could help preserve it not only for them, but for the benefit of all mankind.

ExN: **Number 1**
What does Julian say about the Kayapo?
a They need to adopt white culture.
b They are key to protecting the rainforest.
c They have always had government protection.

Number 2
What is the main threat to the Kayapo?
a lack of a formal education
b illegal use of their land
c inability to survive in the modern world

ExN: **Segment Two**

Interviewer: Now it's time to welcome our second guest, Ron Holmes, who's a sports psychologist, here to talk about rituals. Ron, how important would you say rituals are to athletes?

Ron: Oh, very important, especially before a big event. I've talked to lots of top sportsmen and women and they generally have their own private ritual that they follow before a big match or competition.

Interviewer: Do you mean they always do the same thing? Is it just a routine or is it like some kind of superstition?

Ron: Well, a ritual carries some kind of emotional meaning, and it can have elements of superstition. Obviously it varies from person to person. One tennis player eats exactly the same meal five hours before a tournament and listens to a particular playlist on her headphones before going out onto the court. A champion golf player I knew always wore the same socks; his lucky socks, he called them. And if people don't have these rituals, we suggest they get some!

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Interviewer: So you're saying they are actually useful? They are not pure superstition?

Ron: You can't blame people for being superstitious, it's in our nature. Research suggests that rituals actually work, because they improve people's confidence in their abilities, which, in turn, improves performance. Also, they act as a distraction from the stress of what is about to happen. I mean if you are about to face a lot of pressure, you don't want to be turning that situation over and over in your mind, because that just leads to more anxiety. Focusing on an automatic kind of ritual has a calming effect, as well as boosting your confidence.

Interviewer: It's mainly useful before important events, then?

Ron: Yes, it has been shown that people tend to use them in the face of extraordinary events. They are more often performed when human beings experience anxiety about a dangerous situation they face. If we look further afield, away from Western civilisation, it is quite common to see rituals of a religious nature, particularly before hunting expeditions where there might be danger, for example. They can alleviate anxiety, and no one performs well, whether a hunter or an athlete, if they are anxious.

Interviewer: Can we spot athletes performing their rituals?

Ron: Well, that depends. Some, as I say, are very private and not obvious to the public. There are athletes who wouldn't reveal their rituals, if they have any, because part of the power, they feel, is that they should remain secret. But next time you watch runners for example, at the start of the race, you might spot a few. Perhaps they have a lucky ring, or a chain with a pendant that they kiss before the race, perhaps they lace their shoes in a certain way, there are always signs of rituals if you know where to look ...

ExN: **Number 3**
What is the difference between a routine and a ritual?
a a routine is less meaningful
b a ritual involves unusual behaviour
c a ritual includes religious elements

Number 4
Rituals are most useful
a to relieve everyday anxiety.
b before particularly stressful events.
c when they are kept secret.

ExN: **Segment Three**

Interviewer: As we look at human societies, we see various groups, so today we're learning about the kind characterised by age. There's a lot of talk these days about the different generations, you've probably heard of Millennials and Generation X, Y and Z, but what do these terms actually mean and why are they important? Here to explain is a trend spotter, Greg Flynn. Now Greg, you must be, er, Generation X, am I right?

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Greg: That's right, the label 'Generation X' refers to the generation born between the early 1960s and the early 1980s. They are preceded by a generation known as the 'Baby Boomers', who were born between the end of the Second World War and up to the early 1960s. The different generations grew up in very different worlds and the idea is that the history and culture of the times, shaped them to share certain values and beliefs.

Interviewer: Well, could you just go through them in a bit more detail?

Greg: Yes, sure. The 'Baby Boomers' grew up in the sixties, a time when Western society was changing, a time of protest and rejection of many traditional values. They are generally considered as optimistic and idealistic and perhaps rather privileged compared with later generations! After the 'Baby Boomers' came 'Generation X'. Now this generation, who are now between their 30s and their 50s, are supposedly characterised by anxiety and cynicism. They had fewer opportunities than their parents, and started to get married later to take advantage of career opportunities when they did get them. Next we have 'Generation Y', also known as 'Millennials', who were born between 1980 and 1994. You should be aware that their parents were from the generation of Baby Boomers, who, it's generally thought, brought them up to believe in themselves and to have high expectations, so they are sometimes accused of narcissism and feelings of entitlement. These people were the first to grow up not knowing an age without computers and the Internet, although the next generation are often seen as the true digital natives.

Interviewer: So what generation are we on now?

Greg: You've guessed it, 'Generation Z', sometimes known as 'screenagers', because they were first introduced to digital technology as babies, when parents stuck them in front of a screen to keep them quiet! Born just after the start of the Millennium, they are considered smarter than the earlier generation. These are the people coming of age around now. It will come as no surprise that they are always connected, and more technologically savvy than the previous generation. They also have dreams of changing the world, so look out!

Interviewer: But what is the point of all these labels? Surely a whole generation never really acts and thinks the same?

Greg: Well, it's useful as a kind of shorthand for describing people, especially for those who want to target a certain group, or demographic, with advertisements or other messages, for example. And broadly speaking, yes, you can describe these generations in a certain way, because you can't deny that the culture of their time has an irresistible influence on them.

ExN: **Number 5**
The oldest generation that Greg describes is
a Generation X.
b Generation Y.
c Baby Boomers.

Number 6

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According to Greg, a person's generation

a affects their outlook on life.

b determines their character.

c is their defining feature.