

Recording Script Close-up C2 Workbook – without answers

Unit 1 Do You Mind?

<Track 1.1>

N: Listening, Unit 1, Page 8, B

Exam Narrator: 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.

Extract 1. You will hear a woman discussing workplace bullying.

Studies show that employees who engage in workplace bullying do so to other employees that they perceive as being bad at their jobs. This kind of vigilante justice gives the bully justification for belittling colleagues and spreading vicious rumours about them. What's worse is that this type of employee has significant power in the office, meaning that if you fail to work up the courage to stand up to them, you'll most likely be the victim of a repeat offence. The ultimate goal of these rogue employees is often to drive workers away so that they'll be the member of staff who supervisors call on when they need an experienced hand.

Especially prevalent in the US, few companies intervene in workplace bullying, which allows this dysfunctional behaviour to thrive. According to one poll, 49 per cent of respondents admitted their company has no proactive process to deal with bullying. Of those who have one, astonishingly few employees utilised it – seven per cent – and only six per cent said the bullying behaviour ceased. But it's hugely beneficial for companies to put a stop to bullying – victims lose on average around seven hours of work a week as a result of being rendered incapable of doing their jobs due to bullying.

Exam Narrator: Now listen again.

Exam Narrator: Extract 2. You will hear a sociologist being interviewed about why people give.

Man: Can you give our listeners an idea of what your study has revealed about significant factors that influence people to give?

Woman: Interestingly enough, donors seem to be more responsive when the recipient is an individual, rather than when they hear impersonal statistics that give information about the scale of a problem. They know, of course, that it's best to donate in a way that will have the greatest impact, but nevertheless, if they can connect their donation to an individual beneficiary, it tends to overrule what their minds might be telling them. Even advertising that communicates the effectiveness of a charity doesn't sway donors – in fact, the opposite is true because it gives the impression that there are enough donors as it is, and charities lose donations as a result.

Man: What direction, in your opinion, should charities take in terms of netting bigger and better donations?

Woman: Well, naturally, a charity's specific cause is going to make a difference, so there will be a limit to how much they will give depending on how supportive they are of the cause. But one detail of our study reveals that people tend to give more generously when they actually know the person who's asking for a donation. Therefore,

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charities should cultivate their existing relationships as much as possible. And perhaps they need to rethink their campaigns entirely; match-funding campaigns that feature well-known persons, for example, have much better results than when the public is asked to match the donations of a complete stranger.

Exam Narrator: Now listen again.

Exam Narrator: Extract 3. You will hear a man describing how jealousy plays a role in self-esteem.

Identifying low self-esteem in individuals isn't always so clear-cut. In some cases, it manifests as aggressive, jealous behaviour that stems from feeling vulnerable about one's relationships with others. As most studies of inadequate self-esteem centre on factors such as family life, drug addiction or genetic predisposition, researchers in a recent study chose to explore how jealousy factors into a person's self-worth.

In a study of Grade 9 students in the US, jealousy seemed to play a substantial role in the lives of students whose inclination is towards loneliness, acceptance issues and different forms of aggression, whether they be physical or emotional. Differences in genders were noted, with higher rates of jealousy apparent in girls who, while far more loyal and committed to their friends than their male counterparts, also expected more from their friendships. Particularly distressing is the fact that those, regardless of gender, whose relationships were tinged with jealousy often didn't enjoy their friendships very much because they poured all their energy into protecting them.

Exam Narrator: Now listen again.

<Track 1.2>

N: Listening, Unit 1, Page 8, C. Listen again and check your answers.

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Unit 2 Bright Ideas

<Track 2.1>

N: Listening, Unit 2, Page 14, B

Exam Narrator: You will hear five short extracts in which different people talk about their experiences with computers. **Task 1.** For questions 1 – 5, choose from the list (A – H) what belief each speaker holds about computers. **Task 2.** For questions 6 – 10, choose from the list (A – H) what experience each speaker has had with computers. You will hear the recording twice. While you listen, you must complete both tasks.

Exam Narrator: Speaker 1

Working on really outdated computer equipment can be so frustrating in my experience. It's as slow as a snail and constantly crashes, and it's inevitable that you'll end up having to replace it. But I always do my best to delay that fateful day when it all goes completely kaput. I try to keep resource-hogging programs off my system so I don't suffer from major lag, and I do simple things like keeping it clean and showing restraint when it acts up, the latter being the most challenging. I'm saving up for a new one, but if I can squeeze the last bit of life out of my current model, then I'm satisfied that I've had my money's worth.

Exam Narrator: Speaker 2

My advice to anyone looking to replace their computer is to get ready for a heavy dose of technological education. If you purchased your computer, say, three years ago, so much has advanced since then that you'll have to relearn almost everything you know about computers. What I mean is, you'll have to learn about new processors and graphics cards, and you'll have to think long and hard about what's most suitable for both your needs and your budget. This is on top of the perennially exhausting task of checking specifications such as what operating system is installed. My advice is to employ the help of a professional, otherwise you may be overwhelmed by the vast array of machines on the market, as I was.

Exam Narrator: Speaker 3

One of my biggest pet peeves with technology is this: you spend an exorbitant amount of money on the most souped-up system you can find, you get everything set up, download all the updates, get nice and cosy with your brand new setup, and days later you start encountering problems. It tells you there are software conflicts, or the screen will go blank for no reason, or the processor starts overheating and the laptop actually starts to burn your lap. This has happened to me on more than one occasion, so from here on out, I'm not going to make a habit of forking out a lot of dough for these things.

Exam Narrator: Speaker 4

I've had my trusty laptop for a good four years now, which apparently makes it elderly in light of the average lifespan of most laptops. I don't bother asking why computer manufacturers don't build these things to last. Granted, I realise that a laptop suffers from a bit more wear and tear than a desktop. They get toted around in a rucksack, turned upside down and dropped. I'm not an itinerant user, as I'm perfectly content to keep mine sitting on my bedroom desk. But it grieves me that

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so many laptops wind up in the bin after such a short period of time. Poor mother earth!

Exam Narrator: Speaker 5

I've become quite tech-savvy, as I live in a rather remote area and am not close to any repair centres. I've had to tinker around in the casing of my laptop a few times already, really just to fix minor things, as I'm not particularly a tech whiz. I'm largely self-taught – through YouTube videos of other guys showing how to fix this or that. It's handy to know a few things about computer hardware. Truth be told, I'm not so trusting of service professionals, as I find they don't always know what they're doing and aren't always one hundred per cent reliable.

Exam Narrator: Now listen again.

<Track 2.2>

N: Listening, Unit 2, Page 14, C. Listen again and check your answers.

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Unit 3, Right On!

<Track 3.1>

N: Listening, Unit 3, Page 24, B

Exam Narrator: 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.

Exam Narrator: 1

Male: Mark seems apathetic lately. Is everything OK with him?
Female: I talked to him the other day. I think he's going through a rough time.
Male: I know he's been worried about finding a new home.
Female: Yes, and I'm disappointed to see him not doing much about it, to be honest.

Exam Narrator: 2

Female: If you're heading to the city centre, you might want to find another route.
Male: Oh really? I heard there was a protest planned for today.
Female: The police have blocked the roads so the protesters can march.
Male: Well, I'd be there with them if I didn't absolutely have to work today.

Exam Narrator: 3

Male: I'm not sure striking for better wages is a wise move. What if you get fired?
Female: But see, that's what they want you to be afraid of, so that you don't make a fuss.
Male: I think, though, that that is a real fear. It's a tough job market these days.
Female: You'll never get a better deal with your employer if you let them manipulate you like that.

Exam Narrator: 4

Female: I hope they get the law banning mobile usage while driving passed.
Male: Really? Seems like government overreach, if you ask me.
Female: No, I think it's a matter of public safety, don't you?
Male: I suppose. It's not really my area, actually. I don't own a car.

Exam Narrator: 5

Male: I was explaining the refugee crisis to Shelley, but she just doesn't seem to understand.
Female: She upsets me sometimes with how little empathy she has for others.

Exam Narrator: 6

Female: Did you hear what happened to the neighbours? They had their house burgled.
Male: Yes, I heard. And we just had an alarm system installed because of it.

Exam Narrator: 7

Male: I'm shocked that the government hasn't started the toxic waste clean-up.
Female: If you ask me, they've got their heads buried in the sand.

Exam Narrator: 8

Female: My 12-year-old daughter advised me to refrain from buying plastic. Can you believe that?
Male: Well, at least she's environmentally conscious, right?

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Female: Believe me, I'm proud of her, but where does she get these ideas? She's 12!

Male: I know; kids are quite fascinating.

<Track 3.2>

N: Listening, Unit 3, Page 24, C. Listen again and check your answers.

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Unit 4, Express Yourself

<Track 4.1>

N: Listening, Unit 4, Page 30, B

Exam Narrator: You will hear part of a discussion between two research assistants, Mike Garner and Annabelle Huckabee, who are talking about relationships people have online and in real life. For questions 1 – 5, choose the answer (a, b, c or d) which best fits according to what you hear.

- Female 1:** Joining us today are research assistants Mike Garner and Annabelle Huckabee who have been involved with a study examining people's behaviour online versus in real life. I think most people would guess that some people's online lives are vastly different from their real lives. What do your findings show, Mike?
- Male:** There are certainly differences, perhaps not surprisingly so, but it is interesting nonetheless to see the figures compared side by side. We approached the issue from a number of slants, one of which was simply the number of friends most people have online, as opposed to in real life. As you can probably imagine, the higher numbers exist in the cyber world.
- Female 2:** On average, a person has about 50 real-life friends. At the most, we found people with over 100 real-life friends and some with as few as ten. As an interesting side note, we know from anthropologist Robin Dunbar, who gave us Dunbar's number, that the maximum number of stable relationships any given person can maintain is about 150. That's actually based on our brain size, according to his studies. Bear in mind, though, that this is a real-life number and doesn't apply to online friendships, but curiously enough, it's not terribly different from the average number of cyber friends people have ...
- Male:** ... which is 121. Actually, we're not trying to make a definite correlation here. We don't want to jump to any conclusions on that.
- Female 2:** Hard not to, though, when you think that without the restrictions of real life bearing down on the number of friendships you can maintain ... perhaps when you strip away such factors ... you can virtually – and I stress virtually – max out the number of friends your brain will allow you to have. But on studying the characteristics of virtual-versus-real-life friends, we found some telling information about how people regard their online friends. I mean, one might imagine that an online friend doesn't make for a serious friendship, but quite the opposite seems to be true.
- Male:** Most respondents confessed that they have a more open, honest and revealing friendship with their cyber buddies than they do with the ones in real life. To be honest, we didn't really answer the 'why' of that in the study, since our questionnaire was restricted. So we can only make guesses as to why this peculiarity exists. You see, we've been under the assumption that human contact brings people closer together, but the online world allows a person to share intimate details about themselves without the nervousness they might experience in a face-to-face confession.
- Female 2:** And naturally, everyone needs to be confessional every now and again, so really, the online world is filling a void for some people.
- Male:** This is especially true for people who, for whatever reason, cannot physically make a friend. I'm talking about people who are housebound as a result of a long-term illness, or a physical impairment, or perhaps they are elderly and getting around is just a daily challenge that they would rather avoid. In the past, these people would suffer from feelings of isolation and depression. Not only do they miss out on physical interaction, but gone too are emotional and mental stimuli. Online

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friendships at least satisfy two of those concerns, which goes a long way in maintaining a person's well-being.

Female 2: Regardless of physical ability or inability, the ease with which a person can make an online friend is what really drives the practice of doing it in my opinion. People have very busy lives, and are often tired and stressed from a gruelling day at the office or a stressful day in class. Being able to just log on and chat with a trusted individual ... well, you might say it's analogous with one-stop shopping in a supermarket or getting fast food at a drive-through restaurant ... it's just far more expedient. The difference is, we're finding, that quality isn't suffering with the online route.

Male: Exactly, and that's what makes it so exciting. I suppose, to play devil's advocate, there are some concerns with online friends. Clearly, you're putting yourself at risk, but with careful consideration you can successfully form meaningful relationships online. Still, we've all read cases about a trusting individual placing that trust in the wrong person.

Female 2: And aside from personal safety, other studies I've examined scrutinise how social media affects real-life concerns, such as school work. A whopping one in five parents believe their children's marks at school are adversely affected by their time online.

Male: Yes, I know the study you're referring to ... young people on average spend about two and half hours online every day. Only about ten per cent of them use it for school work, and half of them spend an hour or two online playing games.

Female 2: Well, really, the internet is a tool and, like all tools, it can be used to build and it can be used to destroy. Clearly, the change it's causing in how we socialise and spend our free time will force us to adapt, hopefully for the better, but perhaps with some stumbles in between.

Male: I think we also need to examine the habits we form as a result of our online interaction. For most people, they wake up, check Facebook, spend too much time online and neglect their other responsibilities. I've got my share of online friends and I enjoy being online, but one must remember that real life still enriches our lives in an irreplaceable way.

Exam Narrator: Now listen again.

<Track 4.2>

N: Listening, Unit 4, Page 30, C. 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 40, B

Exam Narrator: You will hear a journalist talking about things that inspire both her and others. For questions 1 – 8, complete the sentences with a word or short phrase.

I recently sat down to interview an up-and-coming musician, Tommy Wright, and what was supposed to be an everyday, run-of-the-mill interview – not to say that the musician I interviewed was ordinary by any means. On the contrary, talented in lyric writing, possessing an enviable vocal range and, most remarkably in my opinion, shining in live performances, he's anything but average. I've done numerous interviews in my career and I usually come armed with a similar set of questions, but this musician got me thinking about one question in particular: What inspires you?

I asked him this question and he quickly replied, 'Well, what inspires you?' I thought maybe he was being coy and I was prepared to quip 'award-winning journalists' as my answer, but I paused and thought about it for a moment. I literally said 'Hmm' and held my breath. It certainly wasn't success and fame, not that I don't wish for those things. I could have said 'the truth', but my inspiration was much deeper than that and, actually, I wasn't an investigative journalist anyway. 'Personal anecdotes' was my short, well thought-out, simple answer. And it's true – I like hearing what people have to say about their lives.

After we finished the interview, I went back through all my old ones, searching for the various responses to the question 'What inspires you?' I found such varied, distinctive answers from grunge musicians, performance artists, playwrights, romantic poets, the ballet dancer I interviewed when I was straight out of journalism school, sculptors, clothing designers ... all incredibly gifted individuals. I decided to compile their inspirational sources and put them into one article. I mean, seeing the wide range of origins of inspiration all in one place is inspiring in and of itself, isn't it?

Some of them really stuck out to me and I remembered feeling that way in the interview. There was Peter, an Italian fashion designer. He had spent many a fashion week chucking his designs down catwalks in Milan. He says his inspiration varies from year to year. One year it might be something as humbling as leaf patterns or as grandiose as building facades. He's pondered the timeless beauty of oil paintings in the Louvre and slabs of meat in a butcher's shop, the curves of which gave him an idea for a line of dresses. He doesn't hold back when it comes to seeking inspiration.

And I couldn't agree with him more. It's when we challenge our preconceived ideas of what we can and cannot derive inspiration from that it broadens our horizons in ways we could never imagine. Going back to the ballet dancer I interviewed, I was quite surprised to find out what inspired her. Jessica, now lead dancer with the Royal Ballet, was even perplexed herself. She told me as a young girl she imagined it would be a white swan, something typical, something every young ballerina envisions. But it was her first trip to the zoo and seeing graceful giraffes, with their long legs and dreamlike movements, that inspired her to don the slippers. She wanted to move like they did – as if they didn't even touch the ground.

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In an interview I did for an architecture magazine, I met with famous French museum builder Jean Laurent. He told me he was often inspired by the doodles he would absent-mindedly draw while commuting to his studio. But he revealed that he borrowed a technique from famous creative minds such as the painter Salvador Dali and the inventor Benjamin Franklin. They would take an afternoon nap while holding a key in their hand. The key would drop just as they fell asleep and began to dream. They would write down the images that they saw in their subconscious. That's exactly how Jean had designed his last building.

Eventually, Tommy answered my question about what inspired him, after seeing me struggle to answer the question myself. He says that even though he's a grunge artist, he listens to every kind of music, from jazz, to hip-hop, to heavy metal and classical. He finds that the sad but soothing melodies of bluegrass help him to write his lyrics, and the high-octane energy of heavy metal and even techno, dance and pop help set the pace of his music. And after that, he applies his brand of grunge. Peculiar but distinctive and he makes it work.

Exam Narrator: Now listen again.

<Track 5.2>

N: Listening, Unit 5, Page 40, C. Listen again and check your answers.

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Unit 6, Made of Money

<Track 6.1>

N: Listening, Unit 6, Page 46, B

Exam Narrator: You will hear five short extracts in which different people talk about how they handle debt. **Task 1.** For questions 1 – 5, choose from the list (A – H) how each speaker got into debt. **Task 2.** For questions 6 – 10, choose from the list (A – H) how each speaker feels about debt. While you listen, you must complete both tasks.

Exam Narrator: Speaker 1

You could attribute my debt to a stroke of bad luck. I was travelling through Europe with some friends during our gap year before university, where I was sure to rack up a lot of debt anyway. Debt – it's just one of those unavoidable things in life and you can't let it get you down. But anyway, I only have debts because someone on the train swiped my bag and used my card to go on a shopping spree. My bank reimbursed me for some of the money, but I wound up being about 400 pounds in debt. Next time I'll watch my bag more carefully.

Exam Narrator: Speaker 2

Before I went to uni, I was excellent with my finances. Terrified of debt, too. My parents had quite a lot and I saw the problems it caused. My dad was so stressed sometimes that he could barely function. But a lot of my new uni friends were quite well-off and debt seemed quite normal to me. I was putting meals and nights out on my card, and in just under a month, I had quite an ugly little debt to pay off. It was only for a year or so, but because of that experience, I've been scared of debt ever since.

Exam Narrator: Speaker 3

I've had credit cards since I was 16. My parents encouraged it so I could get used to cards early on. I had a bit of debt now and again, but nothing to ever worry about. Really, I thought of my balance then, as I do now, as just a little warning to stop using my card so much. I think that's the purpose of debt – to scare you. But when I got older, I stopped paying attention to the bills. I mean, I opened them, of course, but I just thought that whatever the amount was, I'd pay it off. But little by little, I wound up with a pretty high debt. Maybe I should just put scissors to plastic.

Exam Narrator: Speaker 4

I think most people view debtors as irresponsible folk. I mean, I used to have that idea myself, until I got into a serious car accident. My insurance company paid most of the hospital bills, but there was a hefty amount left over and I had no choice but to put it on cards. It was about 6,000 pounds, actually. I was quite disappointed that my insurance didn't cover everything and honestly, I don't feel like it's my responsibility to take care of it, but rather, the guy who slammed into me. I'll be going after him in court, once I meet with my solicitor, who luckily takes cards.

Exam Narrator: Speaker 5

I'll be honest with you, I'm not the most financially responsible person on the planet. I like to splurge on my friends, throw lavish parties and foot the bill, and my wardrobe's got to be filled with whatever makes me look fabulous. Sure, I've amassed a fair amount of debt over it, but I'll pay it off eventually. I make money,

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my job's secure and I'll be fine. I've got friends who make more money than me who complain about even the smallest debts. Personally, I think they're concerned over nothing. We're not defined by how much debt we have, but how we treat others and ourselves.

Exam Narrator: Now listen again.

<Track 6.2>

N: Listening, Unit 6, Page 46, C. Listen again and check your answers.

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Unit 7, Distant Shores

<Track 7.1>

N: Listening, Unit 7, Page 56, B

Exam Narrator: You will hear eight questions. From three answer choices given, choose the one that best answers the question. You will hear the questions only once.

Exam Narrator: 1 Is it any wonder that the area is so polluted?

Exam Narrator: 2 The Johnsons got trapped in a storm, but you narrowly escaped, didn't you?

Exam Narrator: 3 The construction site will drive out the indigenous wildlife – will you join us at the protest?

Exam Narrator: 4 Will the people responsible for the damage be held accountable?

Exam Narrator: 5 I spoke to Anne. She said she was only moderately pleased with the service.

Exam Narrator: 6 What a shocking plane crash! Scarcely anyone sustained injuries, though.

Exam Narrator: 7 What could we possibly do to halt deforestation?

Exam Narrator: 8 John says you're not joining us on the hike. Don't you have a sense of adventure?

<Track 7.2>

N: Listening, Unit 7, Page 56, C. Listen again and check your answers.

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Unit 8, Knowledge is Power

<Track 8.1>

N: Listening, Unit 8, Page 62, B

Exam Narrator: You will an instructor talking about a new teaching methodology called a flipped classroom. For questions 1 – 8, complete the sentences with a word or short phrase.

I've been using the 'flipped classroom' teaching methodology in my civil engineering class for two terms now, and I think I'm finally getting the hang of it. In fact, I'm beginning to wonder why I didn't do it sooner. The education board, which was quite sceptical, finally approved my 'experiment', if you will, after I pestered them for almost two years to do so. My fellow teachers were very much behind me, as they wanted to see how it would work in practice.

When they approved it, I felt both gratified and a bit panicked. 'What if it doesn't work?', I thought to myself. 'What if my students hate it?' But I was confident that as long as I put together the video content, which was extensive, and followed the methodology as closely as other professors who had employed it and published articles about it, then I ought to see positive results.

In case you might be wondering what a flipped classroom actually is, a brief description of it is you deliver the instructional content online for students to watch at home and the homework is done in class. It's been in practice for a couple of decades, although it took a while to catch on. I suppose it took statistical data to convince the powers that be of its usefulness, as I'm not sure if instructor testimony would have swayed many board members.

But, that said, evidence was astounding – some classes in which failure rates were at 40 per cent really got turned around – um, flipped, if you will – to pass rates of 80 per cent. I'm talking about secondary schools with troubling student performance, of course. These were the ones in which teachers had become fed up with traditional teaching methods. Desperate to try something, they adopted a flipped classroom.

The birth of this methodology in practice is, interestingly enough, accidental. At the secondary school level, it more or less started when chemistry teachers Jonathan Bergmann and Aaron Sams began recording their lectures and posting them for students who had missed class. They weren't the first to explore the concept. University physics professor Eric Mazur published theoretical materials on flipping classrooms and mathematics instructor Salman Khan, founder of Khan Academy and a major contributor to the method, utilised it to create thousands of video lectures for his academy. But, as Bergmann and Sams argue, because no one set out to pioneer the concept, there technically is no inventor.

But what these instructors stumbled upon is that when students receive the information transmission – as one would call the traditional classroom lesson – at home, a more meaningful discussion ensues in class. Any number of assignments can be carried out on a variety of subject matters: lab experiments, document analysis, discussions of current events – all mostly centred around interactive activities and relatively few individual tasks.

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Granted, I had to pour a great deal of energy into actually making all this happen. Before I flipped my classroom, I spent countless hours on video editing lectures I had recorded in class that I gave during my traditional lesson delivery. I myself had to learn how to use editing software – all this on top of my regular schedule. Of course, now that I've got over that hump, the videos are ready for viewing and need little maintenance other than the occasional updating of information.

I realise the limitations of this teaching methodology. What if students, even in this day and age, don't have internet access or even own a computer? That's certainly the case in many parts of the world. Furthermore, it takes self-discipline to keep from falling behind in watching lectures. While I do my best to ensure there is entertainment value, inevitably there are some students that have trouble forcing themselves to watch them daily. And while that can be addressed, there is also this passing thought that we all spend too much time in front of a computer. I would argue, though, that watching informative videos is far better than many of the common practices students engage in electronically.

Exam Narrator: Now listen again.

<Track 8.2>

N: Listening, Unit 8, Page 62, C. Listen again and check your answers.

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Unit 9, Flying the Nest

<Track 9.1>

N: Listening, Unit 9, Page 72, B

Exam Narrator: You will hear three short segments from a radio programme. 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.

Exam Narrator: Segment One

Male: Lots of companies have come under criticism lately for their use – and perhaps misuse – of unpaid interns. As an occupational therapist, what's your view on the subject?

Female: Well, I sigh when I hear these reports. I'm firmly against any organisation abusing any employee of a company, whether they're paid or not. However, it's a shame that this valuable opportunity for young people to gain work experience they may not otherwise get is coming under fire because companies are taking their demands on interns too far.

Male: They're asking interns to work too many hours or take on duties that do nothing to expand their skill set, or they treat them differently from other employees, correct?

Female: Ooh, that's just the tip of the iceberg. You've really got to be careful out there when you take on an unpaid intern. Companies might make seemingly firm offers of a permanent contract at the beginning, only to go back on that in six months' time. In terms of respect, interns sometimes receive very little of it, and sometimes treatment of them borders on the inhumane. Of course, not all internships are the same, so I urge anyone in a situation like this to abandon ship and take their chance elsewhere.

Exam Narrator: 1 What's the woman's attitude concerning internships?

- a** They are demanding but worthwhile for individuals.
- b** Their benefits have been very much ruined by companies.
- c** They should be avoided and done away with entirely.

2 Regarding the type of abuse the man suggests interns receive, the woman elaborates on

- a** having to work long hours.
- b** doing useless, demeaning tasks.
- c** being misled by potential employees.

Exam Narrator: Segment Two

Fighting for your rights as a renter can be a difficult task, but most renters are largely unaware of what rights they have, let alone wage battles in defence of them. I've been unfortunate enough to have been schooled the hard way in knowing what rights renters have. My partner and I had stumbled upon what we thought at the time was a great find – a spacious, one-bedroom flat in the heart of the city – for an enviable amount of rent. Everything in the flat was in working order, as we were assured when we signed the lease.

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Then came winter. Heavy rains resulted in leaks from holes in the ceiling, which revealed how hastily the roof had been repaired before. The radiators made spooky noises when first turned on and didn't work at all. I eventually complained to the landlord, who promptly denied there was a problem and did nothing to remedy the situation. After some careful consideration, we decided to take legal action and once the landlord learnt of our intentions, he wasted no time in serving us with an eviction notice. Luckily, through perseverance, we won our case in court and got our deposit returned, but I know many renters end up out of pocket in these situations. It's a shame more of them don't stand up for themselves, however difficult it may be.

Exam Narrator: 3 How does the man describe his experience of learning his rights?

- a** He describes it as being very thorough.
- b** He believes everyone should go through it.
- c** He wishes it had happened in some other way.

4 Which actions occurred swiftly?

- a** refusing to respond to renters' requests and posting the eviction notice
- b** posting the eviction notice and getting the deposit back
- c** noticing leaks and noises and seeking legal counsel

Exam Narrator: Segment Three

The idea of self-employment is a dream only when you've never done it before. The freedom found in escaping the office and doing what you want, when you want and how you want, is mostly illusory. It's true that you create your own schedule and set up your own workspace, but there are many disadvantages to consider. For starters, you have to be your own boss, which is far more difficult than it sounds. You have to be self-motivated and you can never let procrastination take hold of you. Secondly, you're responsible for your own equipment. There will be no calling up the IT department to swoop down and save your computer. You'll also be your own bookkeeper and pay for your holidays and pension plan out of your own pocket, and these costs can pile up. To top it off, any concerns all of this might cause pale in comparison to the stress of lining up projects. There's no guarantee of work, and you'll be forced to cultivate new contacts and keep in touch with established ones on a regular basis. You might just find, in a surprising twist of irony, that the desk job was the dream job after all.

Exam Narrator: 5 What does the woman imply about office work?

- a** There is a lack of freedom in this environment.
- b** Anyone who's done it knows how restrictive it is.
- c** The constraints of the office are only in our minds.

6 The woman characterises being your own boss and paying for your own services as

- a** impossible feats for most individuals.
- b** the very least of one's worries.
- c** the reason for keeping many contacts.

<Track 9.2>

N: Listening, Unit 9, Page 72, C. Listen again and check your answers.

Recording Script Close-up C2 Workbook – without answers

Unit 10, Because You're Worth it!

<Track 10.1>

N: Listening, Unit 10, Page 78, B

Exam Narrator: You will hear five short extracts in which different people talk about buying new products. Task 1. For questions 1 – 5, choose from the list (A – H) the reason each person gives for buying new things. Task 2. For questions 6 – 10, choose from the list (A – H) what opinion each person expresses about advertising. You will hear the recording twice. While you listen, you must complete both tasks.

Exam Narrator: Speaker 1

I think for many people, shopping is a chore. Getting out to the shops, trying things out, trying things on, waiting in queues – it can be a bit much. A lot of my friends loathe shopping, but I find it quite an enjoyable experience. I also like looking at what's on offer in the windows and on the racks. Of course, before I buy something, I want to know all about it and that's where effective advertising comes into play. A really good advert, in my opinion, gives you all the important details about a product. That way, you can form an accurate picture of what you're buying.

Exam Narrator: Speaker 2

I really enjoy my creature comforts: my old leather boots from 2002, my well-worn sofa, my mismatched plates. In fact, I usually only buy something new when something else goes completely kaput, as I'm not big on shopping. What I do like about shopping is less about doing it and more about looking at it. As such, I prefer watching adverts over the actual shopping experience. There's an almost Hollywood-style expertise that goes into their making. Sometimes they're like mini-films – very creative, very fun!

Exam Narrator: Speaker 3

I spend my days as a supervisor telling people what to do. So when it comes to personal matters, like shopping, I let someone else take the reins. My partner's always on at me to upgrade my smartphone or go clothes shopping, and I'm a good sport about it and go along. I'd probably wear shoes with holes in them and have an old-style mobile phone with the numbers worn off if it weren't for her. What really gets to me, though, is seeing in an underground station or the bus stop or on the side of a bus some poster urging me to buy this latest gadget or subscribe to some new service. I know it has a purpose, but in my opinion less is more.

Exam Narrator: Speaker 4

Nothing gets me out to the shops faster than knowing I'll be getting quality for good value, especially when it comes to fashion. So, I usually make a beeline for the shops when I know I'm going to get a good deal on something. Sure, it's always a chaotic mess when I get there, but there's some entertainment value in that, isn't there? I will say I'm a bit choosy about what sales I'll go to. Not every print ad catches my eye; I'm more influenced by word-of-mouth, as I find some adverts to be misleading. When they say the best stock is on offer, you might wonder what they mean by 'best' when you get there.

Exam Narrator: Speaker 5

Remember the days when you had absolutely no choice whatsoever but to physically go down to the shops to buy things? I certainly won't miss those times!

Recording Script Close-up C2 Workbook – without answers

The advent of one-click buying has completely changed my purchasing patterns. Occasionally I get something in the post I'm not crazy about, so there is a disadvantage there, but it beats going out to the shops. I would imagine online advertising is probably a lot cheaper than regular spots too. I wouldn't mind benefitting from that myself – the money companies spend on an ad for a product gets carried over to the price of it, so imagine how much cheaper things would be if the ad campaigns were less expensive.

Exam Narrator: Now listen again.

<Track 10.2>

N: Listening, Unit 10, Page 78, C. Listen again and check your answers.

Recording Script Close-up C2 Workbook – without answers

Unit 11, Say Cheese!

<Track 11.1>

N: Listening, Unit 11, Page 88, B

Exam Narrator: You will part of a discussion between Marty, a fashion photographer, and Lauren, a talent agent, about the paparazzi's role in society. For questions 1 – 5, choose the answer (a, b, c or d) which fits best according to what you hear.

Male 1: Thank you both for joining the discussion today about paparazzi and their impact on society, as well as celebrities and celebrity culture, and if it's really as negative as we make it out to be. Lauren, you've been in the industry for twenty years – do the paparazzi do anything to enrich our culture?

Female: Well, I wouldn't want to risk sounding too sympathetic towards them, so I'll have to give a measured answer despite my true feelings. Of course, there are many pernicious effects of the paparazzi – the death of Princess Diana being one of the most infamous examples of the paparazzi getting out of control. But it would be naïve to say that they have gone unappreciated. After all, how many magazines have been sold as a result of their work?

Male 2: And furthermore, I believe the public has a bizarre relationship with the whole phenomenon. We like seeing those 'stolen moments', as some might call them, in which the paparazzi snap a photo of some celebrity running out of their home with a sort of 'human' look to them. It's a look that's bare, unfiltered. It gives the public a glimpse of someone they love and admire, and it's a rare peek into the life of fame that hardly any of us get to experience first-hand.

Female: The paparazzi take photos of famous people when they are at their most vulnerable and it is very much a guilty pleasure. But, saying that, the paparazzi sometimes take absolutely gorgeous photos. Mind you, these are still hurried images of someone either running away or just running an errand, right? The circumstances vary. Sometimes you see a celebrity waving and smiling at the camera while they're jumping into a heavily guarded armoured vehicle full of their entourage ...

Male 2: But more often than not, they're displeased at receiving that particular type of attention and, as a photographer, I'm often appalled at the garish photos I see splashed across the pages of so many tabloid magazines. The delicate, extraordinary moments you're referring to, Lauren, are incredibly elusive and not often captured. Instead, we see lots of dishevelled hair, wretched lighting and the face of someone clearly perturbed.

Female: Well, as I alluded to earlier, there is certainly a dark side to the paparazzi and it certainly tempers any benefit we get from them. But if you consider how many bad 'posed' photos there are of celebrities – photos taken during a shoot or that are otherwise intentional – and if you consider that many photographers are trying to manufacture a vulnerable moment in a star's life, what the paparazzi do is more or less the real thing. So, in the rare cases in which the paparazzi produce a stunning image, it's worth so much more than the entire output of mediocre photo shoots, wouldn't you agree?

Male 2: Yes, I see your point. And I don't mean to say that the paparazzi only produce subpar work. It's just happenstance, really. They get lucky when they get a good shot, in my

Recording Script Close-up C2 Workbook – without answers

opinion. I think organised shoots have much more potential for creating great work. But I'm a fashion photographer and I'm in the business of photography, so maybe I'm biased.

Female: I believe there is talent in what they do. With the lengths they go to to get their images, there's no denying their technical skill, even if it's forged out of trickery and subterfuge.

Male 2: Yes, you see, I went to photography school. They did not offer classes on how to survive hiding in the bushes for several hours while waiting for the Duchess of Cambridge to appear by a pool while on holiday. Some countries – France being the first that comes to mind – have enacted laws against their practices. There's something to be said for that.

Female: I can see I'm not going to get anywhere with you on this issue!

Male 2: I will say that on certain occasions the paparazzi have exposed the bad behaviour of stars that seem too perfect for their own good. In such instances, the paparazzi have triggered the downfall of a celebrity that was cracking under pressure. But perhaps the pressure was caused by the paparazzi themselves, so who can say what benefit that is?

Female: I think in order to appreciate what the paparazzi do, you have to separate morality from the issue. And in that case, they're simply providing a supply of what the public demands. I would guess that the public hasn't come to terms with that and never will. But that's not the problem of the paparazzi.

Male 2: Well, whether it's due to legal action or in some instances, physical altercations, I'm glad there's a force out there giving them some sort of boundaries. And despite my beliefs, I have on one or two occasions styled my shoot to mirror a paparazzo shot, so I guess even I'm not immune.

Female: Well, it seems no-one can escape their influence after all!

Exam Narrator: Now listen again.

<Track 11.2>

N: Listening, Unit 11, Page 88, C. Listen again and check your answers.

Recording Script Close-up C2 Workbook – without answers

Unit 12, Culture Shock

<Track 12.1>

N: Listening, Unit 12, Page 94, B

Exam Narrator: You will hear three short segments from a radio programme. The programme is called *Life and Times*. 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.

Exam Narrator: Segment One

Interviewer: Today on *Life and Times* we'll be discussing rituals – the mysterious, the dangerous and the ones that actually heal. First we talk to Ravi Sadana about the ritual of fire-walking. Ravi, tell us a little bit about this. Is it really as dangerous as it looks?

Ravi: Fire-walking ceremonies have existed for thousands of years, with the earliest known such ritual taking place in 1,200 BC. Physicists have taken an in-depth look at the practice to understand how a person can walk on top of burning coals without scorching their feet. They have concluded that, contrary to how it looks, both the duration of contact and the heat conductivity of the coals aren't substantial enough to cause serious injury. Still, it is viewed as a feat of strength, and serves as a rite of passage for members of a community and a display of faith in the community's religion.

Interviewer: Who does this practice and what is its purpose?

Ravi: The ritual has been practised in various forms by dozens of cultures spanning the globe, from India and Japan to Greece and Spain. The social function of the practice is to build cohesion amongst community members. In studying the physiological changes that occur to the body during the ritual, it was found that the heart and breathing rate of those performing the ritual were synchronised. Emotional bonds are formed as well and the 'mind over matter' mentality of the ritual helps participants believe they can accomplish great feats in life.

Exam Narrator: 1 What does Ravi do when he discusses the physics of the ritual?

- a dispels a myth about the danger
- b negates the value of the practice
- c emphasises the risks of the ritual

2 What happens to people's heart rates during the ritual?

- a It accelerates rapidly.
- b They all have the same rate.
- c It is the same as their breathing.

Exam Narrator: Segment Two

Interviewer: Continuing our discussion is Scott Bryson, who is here to discuss the phenomenon of hazing rituals. Scott, can you tell us briefly how this practice originated?

Recording Script Close-up C2 Workbook – without answers

Scott: Essentially, it was a way for highly exclusive clubs to ensure that new members were dedicated beyond a shadow of a doubt to becoming loyal members. Now you may be wondering – where did these clubs come from in the first place? As the elite of society became further isolated from the middle and lower classes, they needed some form of social outlet, hence the formation of these sorts of mysterious underground societies. Prime ministers and other high-ranking officials in government once pledged allegiance to such clubs, and the rites they performed – which in some cases have become public – are often traumatising, humiliating and downright dangerous. But all those who accomplish the tasks successfully have the unwavering trust of the senior members.

Interviewer: But it isn't just elite clubs that force new members through hazing rituals, is it?

Scott: Oh, gosh, no. In the US, it's such a widely practised phenomenon. University fraternities and sororities, military academies and school sports teams often feature some type of hazing and, in addition to being daring and challenging, they are sometimes illegal and can result in a prison sentence. Institutes of higher education and police forces have penalised and suspended groups for conducting hazing rituals, and with good cause too, because, in some cases, the ritual can result in death, either directly or by causing a member to later take their own life due to the humiliating nature of the act.

Exam Narrator: 3 **Members of the upper classes formed clubs**

- a in order to haze people.
- b in order to belong to something.
- c because of the mystery of the idea.

4 **Which group is not mentioned as fighting hazing?**

- a policing authorities
- b university personnel
- c the military

Exam Narrator: Segment Three

Interviewer: To conclude on a positive note, we have Jonathan Sawyer here to discuss a ritual that heals our soul – meditation. It's not just for spiritual purposes any more, is it, Jonathan?

Jonathan: The ritual of meditation has spiritual roots, but it has long since crossed over to secular practitioners who use it to relieve stress, rather than connect with deities. Its application has entered the educational realm as well and studies have shown that the marks of university students increase for those who practise meditation on a regular basis. Researchers believe that the meditation contributed to stress reduction and, as other studies have shown, students perform better in exams when they feel less pressure in their lives. While behavioural studies seem to bolster the argument that meditation is beneficial, neurologically speaking, more research into what happens in the brain must be conducted, as many of the past studies have been flawed.

Interviewer: I believe there are different types of meditation. Is there one that's practised more often than others?

Recording Script Close-up C2 Workbook – without answers

Jonathan: The most widely practised form of meditation, including the kind present in the aforementioned educational environments, is Transcendental Meditation, or TM for short. It is a relatively new form of meditation, having been developed in the 1950s, as opposed to other forms that have been around for millennia. Its popularity, which gained traction in the 1960s and 1970s, is attributed to the founder, Maharishi Mahesh Yogi, and his development of a training programme and subsequent world tour, which brought the method to the masses. Its core technique involves focusing on a mantra, which is a word, phrase or even a syllable – think the ‘om’ sound – that is repeated for 15–20 minutes. It can be used in conjunction with yoga and is the most widely researched form of meditation, albeit insubstantially so.

- Exam Narrator: 5 What is lacking from studies about meditation?**
- a** available participants
 - b** behavioural evidence
 - c** physiological studies
- 6 What about TM is not dissimilar to other forms of meditation?**
- a** the need for it to be better researched
 - b** its popularity with the masses
 - c** the amount of time it has existed

<Track 12.2>

N: **Listening, Unit 12, Page 94, C. Listen again and check your answers.**