

Unit 1

Developing vocabulary and listening p7

3 and 4 01

Presenter: Hi and welcome to today's Education Podcast. Not many students like doing exams, but some exams are more stressful than others. Here to tell us about one of the most difficult exams in the world is James Harding. James, what is this exam and where do students do it?

James: Well, it's called the Gaokao, or the Big Test, and it's the exam that students do in China at the end of their final year at high school.

Presenter: How does it work?

James: Well, it takes place over two or three days, and includes exams in Chinese, maths and a foreign language, usually English, but it can also be Japanese, Russian or French. Then there are also separate exams for students who want to do a science degree. They do exams in physics, chemistry and biology, while arts students do exams in history, geography and political education.

Presenter: And why is it important?

James: Well, it basically decides which university a student can go to, like in other countries, but it can determine what kind of job they get in the future, too. So getting a good mark is incredibly important, not only for the student but for their whole family. There's enormous pressure on them to do well.

Presenter: And how do they prepare for these exams?

James: Well, the year before the exam, high schools often dedicate all their time to teaching for the exam, and there are specialised schools, too. Parents pay a lot of money for their kids to go to these schools and sometimes a parent takes time off work to help them study as well.

Presenter: So what are these specialised schools like?

James: They're incredibly strict. There's no free time to go swimming or play football, or do the things that teenagers normally do. Students have just one day off a month and it's quite normal to start the day at 5.30 in the morning and study until about

10 o'clock at night. There are no mobile phones, and there are even cameras in the classrooms to make sure they work hard.

Presenter: That's amazing! I can't imagine anything like that here.

James: No, exactly. Then about nine million students start this exam on the same day and it's like the whole country stops! Traffic stops near where the exams take place, and people don't listen to loud music or make a noise in case it disturbs them.

Presenter: How do these kids cope with the pressure?

James: Well, it's difficult and sometimes they're too tired or stressed to concentrate. There's some debate about the exam itself too because the students learn a lot of information, but they don't necessarily learn to think about things in a critical way. And the other thing is that they tend to specialise very early, so if they make a decision to study sciences, they can't change to a different subject.

Presenter: Really?

James: Yes. Some teachers want education to be broader instead of focusing on the exam.

Presenter: So do you think it will change in the future?

James: It is changing. The government has agreed to include more critical thinking in the exam and they're considering including other things in university entrance too, such as hobbies, and things like volunteering. So it is changing, slowly.

Presenter: OK, well, thanks for telling us about this exam, James. It's been very interesting.

James: Thank you.

Developing speaking p9

2 and 3 02

Speaker A:

Yes, I do. I often go with friends at the weekend. I'd rather watch films at the cinema than at home. I like science-fiction films and the special effects are more spectacular on a big screen than on a small screen. The only thing is that it's quite expensive where I live so I don't go every weekend. I like watching films on TV too, but I prefer going to the cinema.

Speaker B:

Mmmm ... I think it's the evening. I'm not keen on getting up to go to school in the morning and I enjoy having free time in the

evening after I've finished my homework. And I like going out with friends in the evening at weekends. I don't mind getting up early on Saturdays – I'd rather not stay in bed. But I still prefer the evenings.

Speaker C:

No, it's actually quite difficult because I share a room with my younger brother. I've got a desk and a computer, but it's not ideal because he often comes in and disturbs me. I'd rather have my own room so that I can close the door and concentrate, but unfortunately that's not possible because we live in a small flat. I hope to have my own room when I go to university.

Speaker D:

Well, I like spending time in my room at home because I can relax there and read and listen to music. But I spend most of the day at school so I prefer not staying inside all weekend, too. I usually go out with friends. We go shopping or go to the park and stuff like that. My parents would rather I stay at home and study, but I prefer going out at the weekend.

Speaker E:

Well, next summer my parents want to go to Paris, but I'm not keen on going to museums and art galleries – I get bored easily – so I'd prefer not to go to a city. I'd prefer to go somewhere hot. I'd like to go to the beach and spend my time relaxing and swimming in the sea. Ideally, I'd like to go to Croatia. I've heard that the beaches are incredible there.

Unit 2

Developing vocabulary and listening p15

2 and 3 03

Speaker 1:

In May I started to think about how to fill in my time during the coming summer. I had three months before going back to uni and I wanted to travel but also do something worthwhile. I'd been playing cricket on both my university and school teams for many years, and I wanted to use my talent to teach others so my choice of destination was limited to where people play cricket. I'd never been to Jamaica before and I wanted to go to a country where the people are as passionate about sport as I am. As soon as I arrived I was given a lot of responsibility. It was challenging at times, but I really feel that I developed as a coach and I experienced a culture quite different from my own.

Speaker 2:

I'd been travelling in Central America for a couple of months by the time I arrived in Panama and I wanted more contact with Spanish-speaking people to practise my Spanish before starting a course in German and Spanish at uni and I was lucky enough

to find work as a reporter on a music radio station, which meant collecting lists of music to add to the radio's database and writing reports about gigs and other music events. It was pretty boring most of the time, actually, but I kept at it for a few weeks, although one day I got to replace a DJ on a live radio show at the last moment. This was really fun, especially as my friends had been listening and it gave them a big surprise. I definitely improved my Spanish, and I got some additional experience working in media, which I can add to my CV.

Speaker 3:

I travelled to Nepal by motorcycle, which was a long and difficult journey. I paid for the journey by working weekends in a restaurant. I'd been to developing countries before so I knew life there would be harsh, but the conditions in Nepal were the worst I'd ever seen. While I was there, I worked as a volunteer for a disaster relief agency, rebuilding a school that had been destroyed in an earthquake. We also managed to set up English classes for the younger kids before I left. I feel that I arrived as an inexperienced student, but left with a much better understanding of the difficulties people face in some countries. In the future I hope to find a job in a non-governmental organisation or charity.

Speaker 4:

I decided to volunteer on an international wildlife conservation project because I'd never done anything like it before. I was a bit nervous about joining a camp of people who had been together for a long time, but everyone was very friendly. We spent a lot of our time clearing large areas of land and making sure we removed anything that could be a danger to the animals. One of the most interesting experiences was watching all the different animals in the evening as they came to the water hole to drink together. It was an unforgettable sight. Nothing I did in Africa was directly related to my career now, but just the experience itself was a personal achievement for me.

Speaker 5:

I've always been interested in international history and culture, so the opportunity to go to Cambodia and work on a project on a famous archaeological site was one I couldn't turn down. I'd been studying South-East Asian history at university, but Phnom Penh is a much more modern city than I had expected. On the first day, we learnt about the dig and where to look for signs of objects. We found lots of ancient objects, which was very exciting. I took over the job of making lists of things we found and even selecting what would go to museums all over the world! I gained responsibility and learnt a lot of new archaeological techniques, and I also made some great friends. I definitely want to go back again sometime; it was an unforgettable experience.

Developing speaking p17

3 and 4 **04**

Examiner: I'd like you to imagine that you are looking into different options of how to spend time before university. Here are some ideas and a question for you to discuss. Talk to each other about how useful you think these ways of spending time are.

Boy: So what do you think about learning a language?

Girl: Well, I think it's useful because languages are very important in most jobs these days.

Boy: That's true. What about working? I think that's useful too because it means that you earn money and get some work experience.

Girl: I suppose so, but it depends what type of work you do. If it's unskilled work, like working as a waiter or a shop assistant, it's not so useful. But if it's something that allows you to get ahead in your career, I think that's a good idea.

Boy: Yes, I agree. What about relaxing and having fun? I don't think that's useful at all. Do you agree?

Girl: I'm not sure. After studying hard for exams, it's probably necessary! But I think you're right. It's not very useful. What do you think about travelling?

Boy: I think it's a great idea, if you can afford to do it. It's a great way to learn about different cultures and you can relax and have fun at the same time.

Girl: Yes, you're right. I think you learn to be more independent when you travel and it's a good way to make friends.

Boy: So what about volunteering? I think that's useful, especially if you travel at the same time.

Girl: I agree with you. I think it's something that you can talk about when you go for interviews and you can learn some useful skills.

Examiner: OK! Now you have about a minute to decide which of the ways of spending time you think is the *most* useful.

Girl: mm ... perhaps learning a language because it's so important for finding a job these days.

Boy: I agree up to a point, but it depends how you learn. Sitting in a classroom isn't very exciting, and you can learn a language when you travel. Maybe travelling is more useful?

Girl: Maybe, but what about volunteering abroad? I think you can learn another language, learn new skills and travel all at the same time.

Boy: Yes, I think you're right. I think it's the most useful thing to do.

Gateway to exams: Units 1-2

Listening p21

4 **05**

Speaker 1:

I had a Saturday job in a shop all through secondary school *and* during the holidays. It wasn't well paid, but I kept at it because I wanted to earn my own money. It taught me to be responsible. Now I have my own business and I regularly employ 16 to 18-year-olds, but in my experience, only about 50% are prepared to work hard. They're often late and they're always getting their mums to phone me and say that they're sick. When they do come to work, I'm always catching them using their mobiles. If you ask me, life skills are more important than academic achievement, especially when it comes to finding a job.

Speaker 2:

My son has been applying for part-time jobs for months now in everything from shop work to cleaning. Nobody will take him because he hasn't got any experience. It's ridiculous! Young people can't get a job because they don't have experience, but they can't get experience because no one will give them a job. What are they supposed to do? My son is at college and he's prepared to work at any time his timetable allows. We put his availability on his application forms, but employers want people who can work during the week, too. So it's not that he doesn't want to work. He's constantly trying to find a job but without success!

Speaker 3:

At college and university I worked part-time three days a week and I did voluntary work to improve my chances of getting a job. This didn't have a negative effect on my grades. I think working and doing voluntary work means you won't end up unemployed. Plus, I had no choice because my parents aren't wealthy. I had to pay my own rent at university and I couldn't rely on my mum and dad. Degrees are so common nowadays that you have to set yourself apart with work experience, whether paid or voluntary. I've never been out of work since leaving university and I'm currently doing a master's while working full-time.

Speaker 4:

I think people are forgetting that times have changed. The demands on students to achieve academically are greater than ever before. It's not like in previous

generations when you could fail exams and still get a job in one of the big industries. Nowadays, you need qualifications and languages. I'm in my last year of school and hope to go to university next year. I have to do a lot of coursework as well as revise for exams so I often spend my weekends studying to keep up with it all. I'd rather concentrate on my studies now than work so that I have the best possible chance of getting a good job in the future.

Speaker 5:

If you ask me, too many young people are protected by their parents and not allowed to get life experience. The biggest decision they have to face is where to go out at the weekend or what new mobile to buy. Their parents finance their social life so it's no wonder that many have debts – they've never learnt to manage their finances! They study weird subjects like drama and psychology, and they're hardly ever at school. Personally, I think the school day should be longer. If they went to school from nine to five, it would be less of a shock when they actually started work.

Unit 3

Developing vocabulary and listening p25

3 and 4 ▶ 06

Presenter: Have you thought about your next holiday yet? The chances are you'll be spending it on a beach or visiting a nearby country. But what about your holiday in 20 or 30 years' time? Where will you be going on holiday then? Here to give us her predictions is Pippa West. So, Pippa, what can you tell us about holidays of the future?

Pippa: Hello. Well, it'll come as no surprise if I tell you that a lot of us will be spending our holidays in space. At the moment, only a few rich people can afford it, but it's going to become much more common.

Presenter: So holidays on the Moon, in other words.

Pippa: Well, the first step will be to go to Earth's low orbit, in other words 2,000 kilometres up, high enough to see the curve of the Earth and experience weightlessness. There'll be sky resorts up there. Then the next step will be to go to the Moon. There are already plans to use 3D printing to build lunar hotels for people to stay in.

Presenter: But people have been talking space travel for quite some time now.

Pippa: Exactly, but the other way to go of course is down, under the sea.

Presenter: Now that's more unusual.

Pippa: Well, it's not in fact. There's already a hotel in Dubai that has rooms under the sea. There are wonderful views through the windows of fish swimming and underwater life. At the moment it's very expensive. A room costs about 5,000 euros a night, but it'll get cheaper as more hotels are built.

Presenter: Are there plans to build more hotels then?

Pippa: Yes, in Fiji for example, they're going to build a complete underwater hotel, with a restaurant and gym and everything. They planned it some time ago and they hoped to finish it in 2008, but it was delayed, I think because they underestimated the time and the cost. I'm sure they'll have finished it by about 2025 though.

Presenter: And do you think people will want to go there?

Pippa: Yes, in fact, some people have already booked rooms. They'll have been waiting for their holiday about 15 years when they eventually get there!

Presenter: Oh dear! But what about hotels on land, for those of us who don't fancy being underwater? What are your predictions for these?

Pippa: Well, the general idea seems to be to reinvent hotels to make them much more comfortable and for a stay to be more personalised.

Presenter: What do you mean exactly?

Pippa: Well, one of the problems people have when they travel long distances is changing time zones, so the idea is to design hotel rooms to help travellers get over the discomfort of jet lag. There will be pillows that give you a massage to help you sleep, and showers that have vitamin D in the water.

Presenter: That sounds unbelievable!

Pippa: And then of course you won't have to worry about going to the gym, because in ten years' time, you'll be exercising in your room with your own virtual personal trainer.

Presenter: So soon?

Pippa: Yes, I mean, technology is advancing so fast now that things that seem improbable to us will be normal in a few years' time.

Presenter: OK, so what about alternatives to hotels? I know a lot of people prefer to rent an apartment when they go on holiday.

Pippa: Yes, there will be changes there, too. People are talking about an increase in so-called social travel.

Presenter: And what's that?

Pippa: It basically involves cooperation between ordinary people. So in about ten years' time, apparently, between five and ten per cent of us will be renting out our homes or rooms in our homes to travellers. It seems that people would rather get to know the locals than stay in a hotel.

Presenter: Interesting. Well, that's all we have time for now. Thanks, Pippa.

Developing speaking p27

3 and 4 ▶ 07

Teenage boy:

Both photographs show people travelling on holiday. In the first photograph the girls are probably travelling by plane, whereas in the second photograph the girl is cycling. In both pictures, the people have luggage, but one big difference between the photos is that the girls have got a lot of things with them, including toys and backpacks, while the cyclist has only one bag on her bike. Another important difference is that the girls seem relaxed and happy, perhaps because they're starting their holiday, but the cyclist is working hard to go up a hill on her bike. Perhaps she's on a cycling holiday because the countryside there is very beautiful.

I think they are both good ways of travelling on holiday. Travelling by plane is fast and comfortable. You can travel long distances and get to your destination quickly. Compared with flying, cycling is slow and it can be uncomfortable, especially if the weather is hot or it's raining. But I think it can be a good way to see the countryside. The girl in the picture is alone and there aren't a lot of other people around. She's doing exercise and getting fresh air at the same time, so it's a healthy way to travel.

Unit 4

Developing vocabulary and listening p33

3 and 4 ▶ 08

Leo: Hey Jade, if you had a hidden talent, what would you like it to be?

Jade: Hidden talent? What are you talking about?

Leo: You know, like on that programme on TV.

Jade: The one where ordinary people find out they have a special talent?

Leo: Yes, that's the one.

Jade: Hmm ... good question. Maybe lie-detecting, that would be useful. Or the ability to learn languages like the boy who learnt Arabic. What about you?

Leo: I'm really interested in the idea of being a super-recogniser.

Jade: What's that?

Leo: Well, apparently some people have the ability to remember faces. They only see a person once, and that's enough for them to remember the face years later.

Jade: Was that on the show?

Leo: Yes, it was. They gave the candidates two tests. In the first test, the candidates had to identify celebrities from childhood photographs, people like Tom Cruise.

Jade: I don't think that would be too difficult to do.

Leo: No, but in the second test, they had to memorise computer-generated faces. At the beginning they saw these faces, then the faces were obscured so that you couldn't see them properly.

Jade: Were they able to do it?

Leo: Three people could. A graphics student, someone who works in an office and who also teaches swimming ...

Jade: Well, remembering faces is probably a good skill to have if you're a teacher.

Leo: Right, and the other was a Brazilian business student who used to live in a dangerous neighbourhood. He said recognising faces there could mean the difference between life and death!

Jade: Wow! So who was the best of these three?

Leo: Hold on. So they took these three people to a busy train station in London and then later they had to identify 15 people who had been at the station. And they were all wearing identical clothes, by the way, so they really had to rely on faces.

Jade: I can't imagine anyone doing that. It's such a difficult thing to do!

Leo: I know, but these people could do it. They got one point for every face they remembered, and lost one point for every face they got wrong. The graphics student was the best. He got eight points.

Jade: Amazing! So why do you think this would be a useful skill to have?

Leo: Well, I was fascinated, so I started to read online about these super-

recognisers. There's a woman called Jennifer who can pass someone in a café once and remember them weeks later. And once she saw someone on the subway with grey hair and recognised her as a kid she saw a few times when she was young.

Jade: She'd be a good witness then, if she ever saw a crime.

Leo: Exactly. There's this other woman called Moira. She worked in a shop which was robbed and she was able to identify the thieves out of 200 photos and they were arrested. Now she works for the police, helping to identify criminals.

Jade: OK, I agree, that's a useful skill to have.

Leo: Apparently, the police are using super-recognisers to identify people on surveillance films that cause trouble, too. And another thing is that psychologists are using them to investigate the opposite problem – a thing called face blindness. It seems some people can't remember faces at all.

Jade: So for example, a mother goes to school to pick up her child and doesn't recognise him or her.

Leo: Exactly. Imagine that! Anyway, there's a test online to see if you're a super-recogniser. Do you want to try it?

Jade: Sure. Let's have a go.

Developing speaking p35

2 and 3  **09**

I'd like to begin by saying that I disagree with this statement. Let me explain why. First of all, the definition of a genius is someone who is more intelligent and skilled than other people. So it's impossible for all children to be geniuses. There are only a few *real* child geniuses in the world. Secondly, I think that a real genius is usually born with an exceptional talent. They may be very good at maths or art or science. Parents of geniuses often say that they notice their child is different when they are still very young. It isn't something you can learn.

What's more, I believe that parents sometimes put a lot of pressure on their children to be very good at something. They force them to learn, or to practise a musical instrument all the time because they want their child to be exceptional. It's important to remember that geniuses aren't always successful in life. For example, they sometimes find it difficult to make friends. The point I'm trying to make is that there are more important things than being a genius.

To sum up, I think real genius is something you are born with, and parents shouldn't try to create a genius by putting pressure on their children to be exceptional.

Gateway to exams: Units 3–4

Listening p39

5 and 6  **10**

Hannah: Now, like many teenagers, 19-year-old Ed Pratt has a dream to travel the world. That's not so unusual, you're thinking. Well, it's not, but what's unusual about this story is not only that Ed is making his dream come true, but he's doing it in a very extraordinary way. Sean Simmons is here to tell us about it.

Sean: Hi Hannah. That's right. This time tomorrow, Ed Pratt will be setting off on a trip of a lifetime. This Somerset teenager is going to travel around the world, not by car, not by train, and certainly not by plane. He's going to travel around the world ... by unicycle.

Hannah: I beg your pardon?

Sean: You heard me, Hannah. He's hoping to become the first person ever to circumnavigate the world on one wheel.

Hannah: That's unbelievable! And how long will this trip take, Sean?

Sean: Well, Ed predicts that it'll take at least two and a half years, but he says he's not going to rush. He's not trying to break any speed records, so when he gets to a place he likes, he'll stop for a few days. Or he'll stop if he gets injured or has a problem with the bike.

Hannah: Better to be safe than sorry, right? And where is he going exactly?

Sean: Well, his first stop is Weymouth, in the south of England. That's the only part of the trip that he's actually booked. He's catching a ferry from there tomorrow afternoon to France and from there he'll cycle across Europe to Turkey, China and Australia. Then he's flying to San Francisco for the American leg and from there back to Portugal and then home again. By the time he finishes this trip, he'll have cycled around 18,000 miles, that's nearly 29,000 kilometres.

Hannah: I hope he's fit!

Sean: Apparently, he's done some training, Hannah, but he reckons he'll get fitter as the trip progresses, and when he gets to China, he says he'll be stronger!

Hannah: So what are some of the challenges he faces, Sean?

Sean: Well, he'll be travelling alone, so, you know, that's always a risk,

but he hopes to meet people along the way and maybe travel with them for a bit or stay at their place. Then, of course, riding a unicycle isn't as easy as it looks. It's much harder than riding an ordinary bicycle, and it's slower, too, so he's chosen his route to avoid too many hills. Apart from that, he'll be carrying everything he needs, his luggage, if you can call it that, with him on his bike.

Hannah: Really? How is that going to work?

Sean: He's got special panniers, you know, bags attached to his bike, so he's taking a tent, a sleeping bag, a stove to cook on, a puncture repair kit and a few clothes. But if you can imagine, he'll be cycling with about 25 kilos in those panniers, so that's going to make things even more difficult.

Hannah: It sounds impossible to me! But is there any particular reason for this trip?

Sean: Yes, there is. Apart from the personal challenge, Ed is also raising money for a charity called School in a Bag. It's a charity that distributes learning equipment like exercise books, pens and pencils in a handy rucksack to poor children, particularly orphans or children affected by disasters. He hopes that by the end of the journey, he'll have raised £7,500, that's over 10,000 euros. That will pay for about 500 bags.

Hannah: That's such a great story. We wish him the very best of luck. Thanks, Sean.

Unit 5

Developing vocabulary and listening p43

3 and 4 11

Presenter: Hello, and welcome to the History podcast. In today's society, money is a necessary part of living. We work to earn a salary, calculate how much we need to get by, set aside a certain amount for our old age and occasionally splash out on the things we really want. For most of us, money is central to our lives, and whether the currency is cows or cocoa beans, I think we can safely say that has always been the case. But today I'd like to take you back in time, back to the 1300s and to a small indigenous tribe living in the highlands of Peru.

This was the origin of the great Inca Empire, which, in the 15th and 16th centuries, became the largest empire South America had ever known. It was a civilisation rich in food, textiles, cocoa and gold. But one of the many mysterious facts about the empire is that it operated without money. In fact, it may be the only advanced civilisation in history that had no money and no commerce of any kind. William Stevens has been studying the Inca for over 30 years.

William: Of course, we don't know exactly why the empire developed the way it did. It may have been for many different reasons. But we know that the Inca Empire was very rich. It was so rich that it could afford to have hundreds of people who were specialised in agricultural techniques, and that might have been the key to their success. We know that they built farms on the side of mountains and chose crops that would grow in the temperatures at different altitudes. They had sophisticated irrigation methods to transport water where it was needed. In fact, we think that they were able to grow more food than they actually needed.

Presenter: So here we have a population of about 12 million people all living without money. There were no shops or markets, and without these, there was no buying or selling of goods. Yet this was a civilisation that built enormous pyramids and temples, and places like the great Machu Picchu. The cities were as large as any European city, and archeological remains show that they must have been cleaner, more organised and better places to live. All of this, connected by a system of roads that covered almost 40,000 kilometres, that's about three times the diameter of the Earth. So how did they do it?

William: From what we know, the government controlled everything. Instead of paying taxes in money, the Inca people worked for the state. In exchange for their work, they received all the necessities of life. That included food, tools and clothes and care for the elderly and the sick.

Presenter: But why did this rich and sophisticated culture develop without inventing money? This is one of the questions that scientists and historians who study the Incas are trying to answer. Lucy Roberts has written a book about it. She explains ...

Lucy: We believe it could have been because the Inca people dedicated all of their efforts to agriculture rather than economics. This is a region with an unpredictable climate. The Wari, a previous civilisation, had already disappeared because of a lack of rain. The Inca knew that if they had another period like that they wouldn't be able to grow food and that was a danger to their survival. So food was their money and the extra they produced allowed them to take control of other local states.

Presenter: Eventually, it wasn't the weather, but disease, brought to the continent by European invaders, that was their downfall. Still, the Inca people were able to develop one of the greatest empires in history ... without ever spending a cent!

Developing speaking p45

2 and 6 12

Let me think ... Both photographs show people at a bank, but in the first photograph the people are inside the bank whereas in the second photograph a man is using an ATM outside the bank. In both pictures people are withdrawing money, or maybe they're paying money into their account in the first picture. But one big difference is that in the first picture there are people waiting in a queue to speak to a cashier. We can see them standing on the right and they seem a bit impatient. I imagine they've been waiting for a long time because the queue's quite long. The man in the second picture doesn't have to wait because he's using a machine. I think he must have been shopping, or maybe he's going to work because he's got a bag over his shoulder. He may have spent all his money and now he needs more.

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I think that machines are useful in some situations, but not always. I mean, if you want to withdraw money at a bank, or buy a train or cinema ticket, it's much quicker to use a machine. But if you need advice or if you have a more complicated question, it's better to speak to a person because they can understand your situation. So I

think it depends on what you need to do. Also, machines don't always work. I mean, they aren't as reliable as people because they can break down, or there could be a computer problem. So, in my opinion, machines are good for some customer services, but they shouldn't replace people completely. Personally, I like using machines because they're faster and more convenient, but sometimes I prefer to speak to a real person.

Unit 6

Developing vocabulary and listening p51

3 and 4  14

Speaker 1:

I recently ran a 12-hour ultra-marathon, but I didn't use to be fit. In fact, I'd avoid sport whenever I could, mostly because I was embarrassed at how slow I was. I had a pretty unhealthy lifestyle – I just ate junk food, slept and studied. Change didn't come fast. I signed up for a football club and I learnt a lot from our coach. He showed me how to do yoga and how to eat more healthily. One summer we started running to build up stamina and I became addicted. I've run 20 races since then so I guess I owe it all to my coach. If he hadn't encouraged me to run, I wouldn't have found a sport I really love.

Speaker 2:

Both of my parents are runners, which is probably what got me started. I first watched a race when I was about three. My dad is my coach now and I run about 50 kilometres a week and I travel to races at weekends. It's a lot, I know, but it isn't about keeping in shape. It's about pushing myself to the limit. People say I'm too young, that my body can't take the stress, but I'm getting faster and stronger all the time. I wish they'd change the age limit so I can run in all the races. I don't see why you have to be 18. I came fourth in my last half marathon, which shows I'm just as good as any adult. If I hadn't started too fast, I think I'd have won the race.

Speaker 3:

You may have read the story in the newspaper. I didn't have my running shoes, but I ran anyway. I was 10th out of over a thousand runners, even though I ran in my normal school shoes. I think I'd left my running shoes on the bus when we went on a school trip, but I didn't want to let that stop me. I admit I hadn't really trained for the race. I'd done a few short runs and a couple of long-distance ones, but I'm pretty fit anyway cos I go surfing and I do some cycling, too. No doubt I'd have done better if I'd trained, but I felt on top of the world when I finished. And all those journalists wouldn't have wanted to interview me if I'd run in proper running shoes.

Speaker 4:

I'd trained a lot for the race and I was in second place. We were coming to the end of the race and we were doing laps inside a stadium. Everyone was cheering so I felt pretty great. Then the girl in front of me fell. Maybe she was dehydrated or something, I don't know, but she blacked out for a second. I didn't even think twice. I just stopped running and helped her to her feet. We walked to the finishing line together and other runners passed us on the way. Of course, I wish I'd won the race, but there'll be others. People are calling me a hero now, but I'm not really. It was just the right thing to do.

Speaker 5:

I'd started running seriously when I was about 12 and people said I was the up-and-coming runner. I pushed myself even when I felt under the weather and wanted to stay at home. When I got injured, I just carried on. I went through a stage when I hurt everywhere. I think I put too much pressure on my knees and ankles because there was a point when I just stopped winning. If I'd rested, my ankles would have got stronger, but I didn't want to get left behind. It was a hard decision, but in the end I had to stop competing. I do some climbing now and I go swimming because you don't need strong ankles for that. I wish I could run still, but I can't. I think I learnt my lesson, but it came a bit too late.

Developing speaking p53

2 and 3  15

Examiner: I'd like you to imagine you have a friend who wants to take up a new sport. Here are some sports for you to discuss. Talk to each other about the advantages and disadvantages of each sport for someone who doesn't have much time.

Boy: OK. What do you think about basketball?

Girl: Well, I think it's a good team sport, so if you want to make friends, it's a good way to meet people.

Boy: I agree, but the problem with basketball is that you need a lot of time for it. I mean, you usually have to go to practice sessions during the week and then you play a match at the weekend so it's not really a good sport for someone who doesn't have much time.

Girl: That's true. So what about swimming?

Boy: I think it's a good way to keep in shape, and it's a sport you can do at any time.

Girl: Maybe, but it takes a lot of time – you know, you have to go to

the swimming pool, get changed, swim and have a shower afterwards. It's not very convenient.

Boy: Yes, I see what you mean. Running is more convenient because you can do that at any time and you don't have to belong to a gym. You can go running in a park or on the beach if you live near a beach, and it's something you can do with a friend. What do you think?

Girl: I'm not sure. A lot of people get injured when they go running. It's easy to sprain your ankle or pull a muscle.

Boy: I suppose so, but as long as you wear good running shoes and do proper stretching exercises, it's OK.

Girl: Mmm ... what about tennis?

Boy: I think it's a good sport and you can play with a friend, but you usually have to belong to a club and that's quite expensive, at least where I live.

Girl: Yes, you're right. I think skiing is exciting, but it's expensive, too. And you can't do it all year. It's only for winter, so I think you need to do another sport at the same time.

Boy: I think you're right, and you have to travel to different places to do it and that takes time.

5  16

Examiner: Now you have a minute to decide which sport you think is best for your friend.

Boy: What do you think?

Girl: Well, I think that the best option is tennis. It might be expensive, but you can play when you want and it doesn't take much time.

Boy: I see what you mean, but I think swimming might be a better choice because you can go to the swimming pool for a short time or for a long time. It's quite flexible.

Girl: Maybe, but running is flexible, too. In my opinion, running is a better option because you don't need to go to the pool.

Boy: Yes, I think you're right. I think running is a good choice.

Girl: Let's choose running then.

Examiner: Thank you.

Gateway to exams: Units 5–6

Listening p57

5 ▶ 17

Presenter: We hear a lot these days about the things we should do to be healthy. We should eat a balanced diet, cut back on fatty and processed food and work out at the gym. But today, Laura Byatt has another tip for us, and this one is much more fun. She's here to tell us about the health benefits of laughter. Laura, why is laughing good for us?

Laura: Well, believe it or not, there are lots of reasons. Some people say that laughing is a form of exercise. It's actually as good for you as working out. So if you don't have time to go to the gym or do any other physical activity, it gets your heart pumping and burns a similar number of calories as walking slowly. In fact, laughing for just 10 or 15 minutes a day burns up to 40 calories. I'm not saying that's an excuse to eat fast food, but every bit helps!

Presenter: Laughing helps you to keep fit then.

Laura: Exactly. It even helps to tone your muscles. When you're laughing, you use the muscles in your stomach. They expand and contract, so if you want to have a flat stomach, you should try laughing.

Presenter: I didn't know that! And are there other ways that laughing is good for us?

Laura: Yes, there are. As I say, laughing gets your heart pumping, and it reduces the build up of fat and cholesterol in your arteries, so that means it's good for your heart. It reduces the risk of heart disease.

Presenter: So the saying that laughter is the best medicine is certainly true when it comes to protecting your heart.

Laura: That's right. And it reduces blood pressure, too. It helps to reduce stress, which is one of the causes of high blood pressure.

Presenter: So if you're feeling angry or stressed, it's a good idea to read a funny book or watch a comedy on TV. It'll make you laugh and so feel less stressed.

Laura: Yes, but there's actually another benefit which comes from

being less stressed. When you're stressed, your body doesn't fight diseases well. So laughing makes your immune system function better, and helps to fight against diseases.

Presenter: Incredible! So the next time you feel under the weather, or you feel a cold coming on, try laughing. It might be better than taking pills or medicines!

Laura: I must tell you the story of Norman Cousins. Have you heard of him?

Presenter: I don't think so. How do you spell his name?

Laura: Cousins, that's C-O-U-S-I-N-S. He used to be an editor for a news magazine. Anyway, he had a very serious and very painful disease that affected his bones. His doctors said that he would probably never recover. He tried all sorts of traditional medicines – injections and pills to relieve his symptoms, but nothing worked. So he left the hospital and went to a hotel, took some vitamin C and watched funny films and programmes on TV. He found that laughing allowed him to sleep, and he eventually recovered from his disease. If he hadn't laughed, he wouldn't have got better. He wrote a book about his experience and started laughter therapy, which some health centres now use to treat patients.

Presenter: That's an amazing story. I'm sure it doesn't happen for everyone though.

Laura: No, of course not, but even if a patient doesn't recover, laughing can help to relieve pain. It causes the body to release endorphins – you know, the chemicals that give us a good feeling, the same chemicals that are produced when you work out, or eat chocolate.

Presenter: I think we should also mention that laughing, apart from being good for our health, is also good for our relationships, isn't it? I mean, it's something we do with friends and family.

Laura: That's right. You know how infectious laughing is. When one person laughs, then another person starts laughing, and it creates a good feeling, it brings us together and makes us feel happy.

Presenter: So just to finish then, I think the message is clear. If we

all laughed more, we would feel better, and we would be healthier, too.

Laura: Exactly.

Presenter: Thanks, Laura.

Unit 7

Developing vocabulary and listening p61

3 and 4 ▶ 18

Presenter: Since it first opened in 1977, the *Star Wars* film series has become a worldwide pop culture phenomenon. There are *Star Wars* theme parks, museums and, of course, video games. The series has produced millions of casual fans, and perhaps the biggest and most dedicated group of superfans ever known. With me today is one of these superfans, Dave Barnes. Dave, what is it about *Star Wars* that people love so much?

Dave: Well, it's just a great story, great heroes, great soundtrack. Everything about it is great.

Presenter: When did you first get interested in it?

Dave: I was just a kid when I saw the first film. I remember queuing outside the cinema, waiting to get in. It just had a tremendous impact on me. I was quite introverted at the time, I didn't have many friends, and it was my escape, my way of dealing with things.

Presenter: And then you started collecting?

Dave: That's right. I collected anything that was to do with *Star Wars* – figures, I've got four or five hundred figures now, and autographs, probably hundreds of autographs.

Presenter: And are these things valuable now?

Dave: Some things are, but a lot of them I used to play with, so they were toys for me, and I've never had them valued. But the most important pieces aren't the ones that cost the most. If you spend two years trying to find someone who appeared in the film and then you talk to them, for maybe just two seconds, and get their autograph, that makes it more valuable, to me anyway.

Presenter: I'm not sure if everyone feels the same as you do.

Dave: No, I know some people hire private detectives to find people and then they try to get things cheap and sell them for lots of money. That's not really what it's about though.

Presenter: What do you mean exactly?

Dave: Well, it's about meeting people who were there, when the film was made. Like, there's one collector who was reading a book a few years ago, and this book claimed that George Lucas, the director, wanted to thank the president of 20th Century Fox for taking a risk on the film. So he invited the president to take a prop from the film, you know, as a thank-you present. Well, 30 years later, this collector called the president of 20th Century Fox and asked him if he still had the prop, and he did. So the guy explained that he was a big fan and the president agreed to sell it to him. And he flew all the way to the States to get it.

Presenter: That's amazing! That really is a superfan! And I know that there are lots of copies of the original props from the film, so you have to be careful, right?

Dave: Right. Some people spend years and thousands of pounds building costumes and equipment. The funny thing is that the guy who made the original props admits picking up old things for hardly any money at all because they didn't have a big budget to make the film.

Presenter: But Dave, I know that it's not only about collecting things, is it? There are lots of other ways that people celebrate the film. Can you tell us a bit about those?

Dave: Well, let me see. There was a couple who got married recently, and they're both *Star Wars* fans. So they had a *Star Wars* wedding. It was the bride, in fact, who insisted on having her father dress up as Darth Vader and walk her down the aisle. And they had Storm Troopers at the ceremony, and everything. You can go on special *Star Wars* holidays, where you visit all the locations where the film was made. Lots of fans make their own *Star Wars* films, too.

Presenter: Oh, yes. I've heard about those. People make their own sets and costumes and make films to post online.

Dave: That's right. And of course, we have our own special day. People have parties everywhere. They dress up in the costumes of their favourite character from the film. It's a lot of fun.

Presenter: What day is that?

Dave: It's May the 4th, you know, 'May the fourth be with you!'

Presenter: Of course, what else!

Developing speaking p63

2 and 3  **19**

Boy: So, which do you think is usually better, the book or the film?

Girl: There's no doubt in my mind that the book is nearly always better. Take *The Hunger Games*, for example. I enjoyed the films, but the books were much better. They were real page-turners.

Boy: I agree. I usually like books more than films. But you can't deny that some film adaptations are good. For instance, *The Lord of the Rings* films were fantastic. I loved all the special effects.

Girl: Yes, the special effects were good, but there were a lot of changes to the plot. The books were much more detailed and the film left a lot of things out.

Boy: Yes, but don't forget that the books were very long. Whoever wrote the screenplay had to tell the story in a much shorter time.

Girl: Yes, that's true, but I like to imagine the characters and the places, not see them on the screen.

Boy: Maybe, but I really do think that the film is sometimes better than the book. You only have to think of *The Social Network*. The book was quite complicated, but the film was gripping.

Girl: I agree there are exceptions, and the acting and the soundtrack make a difference. A good example of that is *Slumdog Millionaire*. Even though some of the actors weren't professionals, they all made the film seem very real, and I loved the music.

Boy: Exactly. And sometimes books are written after the film. Look at the *Transformers* books, for example.

Girl: That's true, but still, they're exceptions. Personally, I'm totally convinced that the book is nearly always better than the film.

Unit 8

Developing vocabulary and listening p69

3 and 4  **20**

Presenter: Last week, we heard the story of Petra Němcová, and how she turned her experience of

the 2004 tsunami in Thailand to good. Today, we have another story to tell you. This time, it involves two brothers, Rob and Paul Forkan. Here to tell us about them is our Asian correspondent, Mike Shepherd. Mike, where were the boys when the tsunami hit?

Mike: Hi. They were in Sri Lanka at the time. You see, up until about four years before the tsunami hit, the Forkans were a normal family living in London. But the boys' parents had always dreamt of a different life so they sold their house and business and took Rob, Paul, and their younger brother and sister to live in India. There were two older sisters, but they stayed behind in London.

Presenter: So why were they in Sri Lanka then?

Mike: Well, after four years living and volunteering in Goa, the family went back to London with the idea of staying there, but they needed to go back to India to organise things. So the holiday in Sri Lanka was just a last family holiday before they went back to live in London for good.

Presenter: And what happened on that day, in 2004?

Mike: Well, it was about 8 o'clock in the morning. Rob and Paul were still in bed in their bungalow – the others were in another bungalow nearby – when Rob woke to see some water coming under the door. Then they heard a loud noise, a loud bang, and water poured into their room. They just had time to escape and climb onto the roof before the room was completely flooded.

Presenter: They must have been terrified!

Mike: I think they were, but they said the fact that they'd travelled a lot before meant they were able to stay calm while everyone else was panicking. Still, there was incredible destruction everywhere, trees torn up and buildings swept away.

Presenter: So what happened next?

Mike: Well, by chance, they saw a child in a tree, and luckily, it turned out to be their younger brother. So they were able to rescue him, and then a little later they found their sister. But they couldn't find their parents

anywhere. Their sister was injured, so they had a difficult decision to make. They could wait to see if their parents turned up, or take her to a hospital. They both knew that their parents would want them to take their sister to a hospital, so they decided to leave. They didn't have any money or passports, but they managed to get a lift to the nearest city, and from there, they were eventually flown back home, back to London.

Presenter: That shows a lot of courage. How old were the boys at this time?

Mike: They were only teenagers. Rob was 17 and Paul just 15. When they got back home, they all went to live with one of their older sisters. And this is where the story gets even more incredible. During that time, someone mysteriously paid for an extension on the house, and also paid for books, beds, and so on. The boys later found out that a businessman in London had heard their story and had been so moved by it that he secretly decided to pay all their expenses.

Presenter: That's amazing! So what are the boys doing now?

Mike: Well, after travelling again for a while, Rob and Paul decided to set up a business together, selling flip flops. They'd worn flip flops all the time while they were in India, they said.

Presenter: That's a cool idea.

Mike: Yes. They wanted to do something they believed in, and they've been very successful, too. The business is thought to have a turnover of over a million pounds. They've also set up a charity called Orphans for Orphans which helps other children who've lost their parents. They give 10% of all the profits from their business to this charity. So far they've built a school in Sri Lanka and they're hoping to build schools in India and other places, too.

Presenter: That's really great!

Mike: But the boys still wear their flip flops. They even wore them to Buckingham Palace when they met Prince Harry. He had a good laugh about it apparently. They've written a book about their experience. It's called

Tsunami Kids: Our Journey from Survival to Success. I recommend it.

Presenter: Well, that really is an incredible story, Mike. Thanks for telling us about it.

Mike: Thank you.

Developing speaking p71

4 and 5 21

Girl: Well, the graph shows that there has been a dramatic increase in the number of weather-related disasters in recent years.

Boy: Yes, in fact, the number tripled between 1980 and 2010. There were fewer than 150 weather-related disasters in 1980, but in 2005, there were nearly 450.

Girl: That's right. The biggest increase was in the number of storms.

Boy: Yes, and if we look at the pie charts, we can see a rise in the number of windstorms between 2012 and 2013, too.

Girl: There was a steady increase in the number of floods between 1980 and 2010, and the number rose between 2012 and 2013.

Boy: But the number of droughts fell.

Girl: At the same time, the number of geophysical disasters fluctuated between 1980 and 2010.

Boy: Yes, the pie charts show that there was little change in the number of earthquakes and volcanic eruptions between 2012 and 2013.

Girl: So it seems that disasters related to weather are the biggest problem we face at the moment. In particular, problems related to storms and floods.

Boy: That's right, because the number of geophysical disasters has stayed more or less the same.

Gateway to exams: Units 7-8

Listening p75

4 22

Boy: Hey, have you seen this website?

Girl: No, what is it?

Boy: It's a site where you can write music reviews and earn money doing it.

Girl: That sounds interesting. Where did you hear about it?

Boy: I was chatting to some friends at school, and complaining about not having much money ...

Girl: Well, if you didn't spend all your money on clothes and music!

Boy: Yes, I know, I know, they accused me of doing the same thing. But anyway,

Greg told me about this site and suggested that I look at it. He said his cousin had written some reviews and got paid for it.

Girl: So how does it work?

Boy: Basically, all you need is an Internet connection. You register to become a member, and then you're sent a password. You log in at the site, listen to the music, and then you write your review.

Girl: So what kind of music do you write about?

Boy: It can be any kind of music. You don't get to choose. You just hit the play button and listen to whatever comes out.

Girl: And what's the point of it? I mean, apart from earning money for you. Do famous musicians really read these reviews?

Boy: It's not really intended for big stars, it's more for artists that are just starting out. They get the chance to get people listening to their music, and they get feedback on it.

Girl: Well, I guess that's useful.

Boy: Exactly, and the music with the best reviews is referred to as scouts – you know, people who work for music companies. That means that they could be signed by a music company and get financing, and the site also has an influence on whether the music is played on radio stations.

Girl: OK, that sounds good, but do you really think you can write a review? Don't you need special training for that?

Boy: Not really. According to Greg, they just want to know what ordinary people think about the music, so you don't have to be an expert. And I've found this site here that tells you how to write a review.

Girl: Let me see ... right, so it says that you can comment on the tune, the voice, the lyrics, instruments ...

Boy: And it even gives you adjectives you can use. So the tune can be original, or memorable if it's good, or tuneless if it's bad.

Girl: And the lyrics can be thought-provoking, or confusing and repetitive. That's cool. So how much are you paid for writing these reviews?

Boy: About one dollar fifty per review.

Girl: Is it an American company then?

Boy: No, it's British. It was started in 2007 according to Greg, but I don't know who by.

Girl: But wait a minute, one dollar fifty, that's not very much money, is it? You'd have to write a lot of reviews to earn anything.

Boy: Well ... true, Greg warned me about that. It's not very much, but how much you get depends on how many reviews you write. If you write maybe ten an hour, you earn 15 dollars.

Girl: It seems like a lot of work to me.

Boy: Yes, but it's not just about the money. You're helping new bands to get started, and earning money for listening to music. It sounds like a good deal to me.

Girl: Well, good luck. Let me know how you get on.

Unit 9

Developing vocabulary and listening p79

3 and 4 23

Presenter:

OK, now you may remember last week we told you a story about a man who lost his mobile on the beach. And then his girlfriend got a call a week later from a fisherman who said he'd found it – inside a fish! Well, we started to wonder if any of you listeners had your own stories to tell about losing a mobile. And sure enough, it seems lots of you have.

Speaker 1:

Hi, this happened to me a few months ago. I was walking to college with a friend when I stopped to send a message and realised I didn't have my mobile. I couldn't find it anywhere. I searched everywhere and I thought, well somebody's stolen it. But anyway we decided to go back to the coffee shop where we'd been earlier to see if somebody had handed it in. Some girls were sitting on the sofa where we'd been sitting, but they said they hadn't seen it. So we were about to leave, when my friend decided to call my number and suddenly one of the girls jumped up and started screaming. It turns out she'd been sitting on my mobile and I had it set to vibrate, not to ring. She thought she was sitting on a mouse or something. I had to buy her another coffee, but at least I got my mobile back.

Speaker 2:

OK, so I've lost a few mobiles in fact. I dropped one in a river when I was taking a selfie, another disappeared from my hotel room when I was on holiday. I'd left it behind to charge and I didn't have my photos backed up so I lost all my holiday pics. But the worst time was a couple of years ago. I went out for a run one day with my tracksuit on and my new phone in the pocket. Anyway, I got back about an hour later, threw my clothes into the washing machine and went to have a shower. Then I realised that I'd forgotten to take my phone out of my pocket, so I rushed downstairs, just as the washing machine was finishing

the cycle. I took my tracksuit out and my phone was there, but it was too late. I tried to dry it out, but it didn't work. It was a very expensive run that day!

Speaker 3:

So, I'm the sort of person that loses things all the time, and last month it was my phone. It was a Saturday, and I'd taken the bus into town and when I got off, I realised I didn't have it. I must have dropped it or something. So I went to the bus station and reported it missing and then went home and started to panic because I thought about all the information I had on it. Then I remembered downloading a finder app, so I went online and the location of the phone immediately popped up on the screen. The app lets you send a message so I sent one with my contact details and waited. Nothing happened, but I could see the phone was moving around town. Eventually, I got a call later that evening and went to pick up my phone, which was great, but I still don't know why the people who found it travelled around with it all day.

Speaker 4:

This isn't really a lost story, more of a found one, but anyway ... this happened to my grandad. He'd never had a mobile before and he didn't want to buy a new one so he went to a market where they had second-hand phones and picked one up there. So anyway, when he got home, he charged the battery and turned on the phone. It wasn't password protected, and he looked in the contact information and saw the name of a famous footballer. I won't tell you who it was, but at first he thought it was just another person with the same name. Then he scrolled down and saw the names of other footballers in the same team. He could have called them, but he didn't. Instead he just called the manager of the team and returned the phone to him. It turns out that he'd forgotten to delete the contacts when he'd bought a new phone.

Developing speaking p81

2 and 3 24

Woman: Personally, I think it's true that technology has caused a generation gap, but not in a negative way.

Man: What do you mean by that?

Woman: I mean when we talk about a generation gap, we usually mean a conflict or problems between generations – you know, fighting about music or clothes or how to behave. I think technology has created differences, but not really problems.

Man: Sorry, I'm not sure I'm with you.

Woman: What I mean is that I think technology is developing so rapidly that there are differences between the devices and the

media that kids use even if they're only a few years apart. What's popular today is no longer popular tomorrow. So it's inevitable that there are differences between this generation and the previous one. I just don't believe that it causes problems.

Man: I see, but I think it's not only the devices that kids use nowadays, or which social network site is fashionable and which isn't. I think there is a difference between how generations view technology.

Woman: Are you saying that technology is more important for young people, that they can't imagine life without it?

Man: Yes, that's exactly what I mean. I think people of all generations use technology, but for older people it's something that's useful, convenient, but it's not essential. But for younger people, it's a priority.

Woman: That's true, but I think there have always been generation gaps. This is nothing new. And young people aren't using technology to rebel against their parents. It's just that it's something that they've always known. Do you get what I'm saying?

Man: Yes, I do, though I think that there are sometimes disagreements between kids and their parents about how much time they spend playing computer games, or when kids want to use their phone all the time, even when they're having dinner.

Woman: In other words, some parents don't understand how important technology is, and feel their kids rely on it too much.

Man: Yes, so in that sense there is a generation gap because of technology.

Unit 10

Developing vocabulary and listening p87

4 and 5 25

Presenter: Hi and welcome back. This is CNB News keeping you informed with the latest news and headlines from around the world.

Now we have a story that has turned one young man into something of a hero. The news of his simple act of kindness has been reported in both national and international news. Here to tell us about it is Chloe Lorrett.

Chloe: Chloe, you've been following the story, haven't you?

Chloe: Yes, Cole. It was a typical day here at an ice cream parlour in downtown Minneapolis where 19-year-old Joey Prusak works. Joey was serving behind the counter like he does every day when he happened to see a woman steal 20 dollars from a blind customer. So Joey didn't think twice. He confronted the thief and asked her to return the money to its owner. And when she refused, he gave the customer 20 dollars out of his own pocket.

Presenter: And do you know how we got to hear the story, Chloe? Was it from the customer?

Chloe: No, and not from Joey either. There was another customer in the store that day who witnessed what happened, and she wrote an email to the store, praising Joey's actions. They put a copy of the letter on their noticeboard, photographed it and then posted it online. And as we now know, Cole, the letter went viral.

Presenter: It sure did. So, I wonder if you could tell us what it said, Chloe. You've seen the letter, haven't you?

Chloe: I have, Cole. It explains that the customer saw a blind man, or partially sighted man, we're not sure, drop the 20 dollar bill on the ground while he was struggling to find his pocket and put away his change. An older woman, waiting in line to be served, picked it up. At first, the customer thought the woman was going to give it back to him. Instead, she put the money in her purse.

Presenter: And Joey asked her to give it back, didn't he?

Chloe: That's right. He politely asked her to return the money, but she insisted that *she'd* dropped it, even though everyone could see that wasn't the case. So Joey said he wasn't going to serve her and asked her to leave the store.

Presenter: Do you know if she went quietly?

Chloe: Apparently not. She was very angry in fact, but Joey stayed calm and the woman eventually left. Then Joey went over to the blind man, opened his wallet and gave the man another 20 dollar bill. He said it wasn't the same note, but it had the same value.

Presenter: And the act has caused quite a reaction, hasn't it?

Chloe: Yes, it has. Since it happened, Joey's been invited to appear on all sorts of news channels and TV shows. He even got a call from Warren Buffet, one of the richest men in the world and a shareholder in the company that owns the ice cream parlour. He phoned to thank Joey and to congratulate him on what he'd done. He said Joey was a role model for all the other employees, and for people in general, and he's invited him to attend the next shareholders' meeting. He's going to fly him down to Texas for that.

Presenter: Well, I bet he got a surprise when he got *that* call. But that wasn't the only reward he got, was it, Chloe?

Chloe: No, that's right. Apparently, Joey is a big fan of car racing. In fact, it's his favourite hobby, and he's been invited, with three guests, to go to the next big race. He'll be the personal guest of one of the top racing drivers there.

Presenter: That's great! And Chloe, have you got any idea how he's taking his sudden fame?

Chloe: He's quite surprised by it all, and very modest about what he did. When I asked why he gave the man the money, he said it just felt like it was the right thing to do.

Presenter: Well, Chloe, I think it was Martin Luther King Jr who said, 'It's always the right time to do the right thing.' Thanks for that. It's good to hear a positive story for a change. Now ...

Developing speaking p89

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I'd like to begin by saying that I agree with the statement. Let me explain why. Firstly, the circulation of print newspapers is already decreasing. Most people nowadays prefer to read a newspaper on a mobile device because it's much more convenient. You can read the news wherever you are, and although you have to pay a subscription to some papers, others are free.

There's no denying that reading an online newspaper can be annoying. Advertisements pop up on the screen, and sometimes you have to wait for articles to load. However, as Internet connections improve, it will become faster to load articles, and let's not forget that there are

advertisements in print newspapers, too.

I accept that older people, who are more used to reading print newspapers, will continue to do so for a while. Having said that, I believe that it will become too expensive to produce print copies and they will eventually disappear. And let's not forget that print newspapers are bad for the environment. Trees must be cut down to make paper, and too many people throw away old newspapers instead of recycling them.

To sum up, in my opinion print newspapers will be extinct by 2025 because more and more people read the news online and newspapers won't be able to afford to produce print copies.

Gateway to exams: Units 9-10

Listening p93

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Sister: Hey, what are you doing?

Brother: I'm just checking my page, why?

Sister: Do you think you're addicted to your phone?

Brother: No, why?

Sister: We watched this video in class today about some students who gave up using their phones for a week.

Brother: Why would anybody want to do that?

Sister: Well, they'd been talking about how much time they used their phones and their teacher suggested it.

Brother: OK.

Sister: Listen, this is interesting. Apparently, kids spend about six and a half hours a day in front of a screen. That's more than twice as much as they did 20 years ago.

Brother: Well, they didn't have smartphones then, so what else were they going to do?

Sister: I'd like to know how many hours you spend on your phone every day?

Brother: Maybe one or two ...

Sister: You're kidding, aren't you? I know I spend more time than that. Apparently, girls spend more time on social media and boys use their phones more to play games.

Brother: That sounds right. You don't play games, do you?

Sister: Not much. Anyway, half the class volunteered to give up their smartphones for a week. They were given phones they could use for texting and phone calls, and £10 credit.

Brother: What about tablets?

- Sister:** I think they had to stop using computers too, for social media and games, I mean.
- Brother:** It must have been difficult.
- Sister:** It was. They made videos of themselves, so you kind of watch them going through it. It was really funny when they got their phones. One guy said he'd never read instructions before, and he had no clue even how to turn it on.
- Brother:** I don't think I'd know either.
- Sister:** Another said he always used his phone as an alarm, and the one he had was useless. He didn't know how to set it and it didn't go off.
- Brother:** Right.
- Sister:** And another girl said she couldn't stand being without music.
- Brother:** Yeah, that would be the worst thing for me. I don't think I could live without my music. I like to listen when I walk to school and back.
- Sister:** I know. But what was interesting was that at first they were completely lost. They didn't know what to do with themselves. But after a while, they actually liked it.
- Brother:** Why?
- Sister:** Well, they said they started to do other things instead. One girl visited a friend and usually they'd both be on their phones, but they watched TV and chatted. Another boy said that he'd started to read books and he'd never had time to do that before.
- Brother:** You read books, don't you?
- Sister:** Yes, but maybe I could read more. Then another girl said she'd got her homework done on time and hung out with her family more.
- Brother:** We're hanging out now, aren't we?
- Sister:** Yes, OK. And the other thing was that they'd all gone to bed earlier than usual, and got more sleep.
- Brother:** But I bet they were happy to get their phones back though, weren't they?
- Sister:** Yes, but they all said that they were going to stop using their phones so much. And the funny thing was, they said they felt happier without their phones.
- Brother:** So why are you telling me this?
- Sister:** I'm thinking of doing the same. I'm going to stop using my phone for a week.
- Brother:** Well, I hope you're not going to ask me to do the same because I'm not giving up my phone, all right?
- Sister:** OK, it was just a thought.
- Brother:** No way!