

Unit 1

Developing vocabulary and listening p7

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Presenter:

Hello and welcome to *Living forward*. In today's podcast, we're talking about mentorship. Now, it's not unusual for successful entrepreneurs to have had a mentor. Mark Zuckerberg, for example, was helped by Steve Jobs as he struggled in the early days of Facebook. But can young people, who are more likely to be thinking about passing exams than setting up a business, really benefit from having one? Here to talk about mentorship schemes for young people is our education correspondent, Emily Stuart. Emily, how did this all start?

Emily:

Well, the idea of mentoring goes all the way back to ancient Greece when it was the practice to teach young men social and spiritual values. Then it developed into a sort of apprenticeship relationship, in which young people learnt a trade by working with a master artisan. So it's been around for a long time in professional fields, but it's a relatively new concept in education.

Presenter:

And so how does mentoring work for students?

Emily:

Well, let's say the goal of mentoring is to help young people manage their learning and develop their skills in order to maximise their potential. So it could take the form of one-to-one tuition or giving careers advice. It's basically allowing people to learn from the experience of others who have gone before them.

Presenter:

I would imagine then that a mentor would be a teacher, or parent, or perhaps a family friend?

Emily:

Yes, it could be a more informal relationship, but there are a lot of dedicated mentoring organisations in the UK and US now which connect individuals with mentors.

Presenter:

Could you tell us about some of these? I mean, how exactly do they function?

Emily:

Well, there's one in the UK that connects students at particular schools with slightly older ex-students. Apparently, nearly 40% of students don't know anyone in the job they'd like to do, so they're paired with former students who are working in that field and have the chance to ask them about it. And they do mock interviews together, both for jobs and university

entrance, which, as I'm sure you know, is by far the best way to help them to prepare.

Presenter:

I'm sure it is. And you mentioned similar schemes in the US?

Emily:

Yes, there's one which matches university students with potential applicants. They talk by video chat or in person and the ones who are applying have the chance to ask about the application process and courses and about the university itself.

Presenter:

Would you say then that the students who take advantage of these schemes are already high achievers? I mean, it seems to me that these are people who already have some initiative.

Emily:

To some extent yes, but I think it's fair to say that altogether the biggest difference they can make is to young people who might not otherwise go to university. I mean, there are many young people who underestimate their abilities and so the biggest hurdle for them by far is to overcome a lack of confidence. And that's where a mentor can help – by believing in them and pushing them further than they think they can go.

Presenter:

So people who think it's impossible to get into university can end up going?

Emily:

That's right. They can get the help they need, as I was saying, in the form of one-to-one tuition – so, for example, a student might meet with a mentor to go over something they've done in class, or to practise exam techniques. You know, there is a surprisingly large number of students who are bright but don't perform well in exams.

Presenter:

And, of course, if a teacher is busy, they may not have the time to offer that extra bit of help to individual students.

Emily:

Exactly! And we've seen that students' grades and exam results have shot up, I mean, they're better by a *long* way, after a student has worked with a mentor.

Presenter:

So they're able to go to university or pursue a career that might have seemed out of their reach.

Emily:

That's right. There are so many ways having a mentor can help. As I said before, building confidence is crucial. There's a wonderful example of one of our students who wanted to go to a particular university to study law, but she was rejected because for some reason her choice of subjects at school disqualified her from the course she wanted to do. So she spoke to her

mentor, and he encouraged her to write to the university. And she did that. She wrote a letter explaining why she felt her qualification would be of benefit and asking them to reconsider her application – and they did.

Presenter:

That's great. So, Emily, given that this seems such a good idea, are the schemes oversubscribed? I mean, surely there are more students looking for mentors than there are mentors?

Emily:

You'd be surprised. In the UK, there are already over 100,000 ex-students mentoring current students in one scheme alone, and even though mentors are often only asked to commit to six months, most of them end up staying much longer.

Presenter:

Well, thanks Emily. I'm afraid that's all we have time for ...

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Student 1:

Umm ... that's a good question ... well, I've always been interested in flying so maybe, maybe I would learn to fly. It's crazy, I know ... but, well, I've travelled a lot ... with my parents and we ... we always go by plane, and I like flying, but ... in actual fact, I'm a bit nervous because ... you know, I'm not driving, I mean I'm not in control of the plane, and I think, I think if I learnt to fly, it would be better. And they say that it's an amazing experience, up in the sky, looking down on everything. But err ... to be honest with you, I don't think it's something I'll ever do, because it's very expensive – apparently, it costs thousands and you need to have a lot of lessons and learn about safety and things. So anyway, I don't think it's something that I will do in the future, but like I told you, if I had the chance, I think that's what I'd do.

Student 2:

To be honest with you, it isn't easy to find a job at the moment. In fact, we have a lot of ... unemployment in my country, but ... well, a lot of people want to be lawyers or doctors, they're good jobs and you can earn a high salary, but these jobs are ... oversubscribed, you know, a lot of people go to university to study law or medicine, but they can't find a job when they graduate. So anyway, ... we have a lot of tourists in my country and it's easier to find a job in a restaurant or in a hotel, especially if you speak English – English is very important. In fact, a lot of my friends work in restaurants at the weekend, and they have to speak in English with clients ... with customers. So, as I was saying, I think the most popular jobs are lawyers and doctors, but basically, it's hard to find these jobs so people do other things.

Student 3:

Umm ... I think it's a good idea, you know, you need to find the time that you work best. I like to study in the morning, but I think everyone is different. And you should always study in the same place. I usually study in my bedroom, with my books and my music and things. And you should make a plan, especially when you have to revise for exams, and stick to that plan. I'm not very organised, but I think it's a good idea. And, you should also take time to do other things. Students who take time off to do sports and see friends actually learn better. Personally, I do sports three times a week and it helps me to relax. So, I think it's important, but I'm not always very good at it.

Unit 2

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Beth:

So, do you fancy going out to eat this evening? There's a new Thai restaurant just opened up. You like Asian food, don't you, Jake?

Jake:

Sure, we've got a Thai restaurant on every corner back in New York.

Raj:

Or we could just order something in. A tap of a button and we can sit back and wait for it to be delivered ... and finish our game.

Beth:

But I don't fancy fast food ...

Raj:

It doesn't have to be fast food, we can get anything we like, from any restaurant – here, have a look.

Jake:

Back home I usually order in. There are loads of companies that deliver. They don't actually make the food, they just give the restaurant a tablet, you order and they pick it up and bring it to you, and that's it. Quick and easy.

Beth:

So how long will it take?

Raj:

With this app, guaranteed less than ten minutes. It's only for local places. And they've got those warming ovens they wear on their backs, the bikers that is, so it'll be nice and hot.

Beth:

Right, and your personal details get stored in yet one more place, as if there's not enough of your data out there already. Anyway, what's in this dish? I need to know if it's got nuts in it.

Raj:

See if it's got a chat box, you can ask.

Jake:

The service I use only has five options. It makes life easier, especially when you've got friends over, you know, no-one can decide what they want, and everyone wants something different. It's really quick – three minutes.

Beth:

But what if you want something different?

Jake:

Well, you can use the regular delivery. It's got all the dishes on any menu, but takes longer. Or I sometimes use the Popular Items tab, which just has the ten most popular dishes in any restaurant.

Raj:

The only downside for restaurants, of course, is if they get bad reviews, 'cos anyone can write on the site.

Beth:

So does anybody in the States cook anymore? I mean, I've got a friend who stayed there a few years ago, and she reckons she didn't cook once. She lived off takeaways.

Jake:

Course they do! Supermarkets deliver, and then we have meal kits.

Raj:

Meal what?

Jake:

A meal kit. It's a kit which contains ingredients and step-by-step instructions. So you choose a dish or meal from a menu and you get it delivered, but you cook it yourself. You get, like, a single stalk of celery, and a teaspoon of paprika, or a small vial of vinegar – just the right amount. That's the best thing.

Beth:

Right! So you don't have loads of food in the fridge going to waste.

Raj:

Aren't they for people who want to count calories or sugar and things?

Jake:

No, I think the first one was started by an entrepreneur, who's also a chef, and it was just that people don't have time to shop, but they don't want to live off convenience food so it's somewhere in-between.

They're all the rage, even big-name chefs are cashing in and putting their names on boxes.

Raj:

Sounds like a lot of work to me. Are they all fancy then, like gourmet recipes?

Jake:

Not really, you can get all sorts. And they last a few days, so ... but I mean, I've tried all sorts of things I'd never tried before, like catfish – I'd never normally buy that. And spices, new spices ...

Beth:

Does it mean that the food's been hanging around for a while?

Jake:

No, all the ingredients are fresh, fresher than you can get at your average chain grocery store.

Beth:

Must be fun opening a box and seeing what's inside. So ... would you say people are generally into healthy eating these days, or is there still a lot of processed food?

Jake:

I think they are, yes. I mean, people really like 'clean menus' – you know, no chemicals, no artificial flavour or colouring. Everyone's worried about chemicals in their food.

Raj:

Yeah, that's true here, too. Even the big fast-food chains are trying to clean up their act.

Beth:

That's good.

Jake:

And people eat lots of fruit and vegetables. Vegetables are in. It's not all burgers and fries. There's one place I know where they even serve vegetables as the main dish, with meat on the side.

Beth:

Wow!

Raj:

And I've heard there's a big thing about waste too, is that right? I read about a restaurant in San Francisco where they use scraps of waste from the kitchen to feed fish, which somehow create fertiliser, which then gets put on the vegetables they grow, which they then serve.

Jake:

Right, or they just make dishes straight from the food that would otherwise end up in the trash. Vegetable scraps, fish heads, things like that.

Beth:

Sounds disgusting!

Jake:

'Root to stem' dining it's called. It's the next big thing.

Beth:

So, the other thing about eating out here is that you can do it anywhere. I mean, not just food halls, but places to eat inside shops.

Raj:

Yeah, that's right. There's a clothes shop on Oxford Street, where I work, that sells cupcakes and drinks on every floor, so if you're feeling a bit peckish, you can just pick something up without having to go outside. Cool, right?

Jake:

Yeah, that's the same. There are restaurants inside the big department stores on Fifth Avenue. So, of course, you end up staying in the stores longer and spending more. Pretty smart!

Raj:

Right. So anyway, are you ready to order yet? I'm starving!

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1, 2 and 3a 04

Examiner:

Some people say people are too obsessed with health and fitness nowadays. Do you agree?

Derek:

Well, people are concerned with health and fitness. I mean, you only have to look at a newspaper and you'll see an article about a new superfood, or a diet that's all the rage. And I also think it's true that many more people go to the gym nowadays or take some form of exercise. But I can't accept that people are too obsessed. I think that being concerned about health and fitness is a natural consequence of changes to our lifestyles. I mean, new technologies are making our lives easier. In the past, people would walk much more than they do now because they didn't have a car, or they'd do some kind of manual job. But nowadays, people drive everywhere, and they're more likely to have a job sitting down ... in an office or working with a computer. So generally we lead more sedentary lives and we need to take care of our health. Plus, we have more free time now ... I believe that studies have already proved this to be true ... so people use it to go to the gym or do sports. So, I agree partially, in the sense that people are interested in health and fitness, but I wouldn't say that they're too obsessed. In fact, I think it's a good thing.

Examiner:

Some people think it's become fashionable to be concerned about 'green issues'. What's your opinion?

Emma:

That's an interesting question. Well, I would go along with the idea that it's fashionable to be interested in the environment. I mean, we hear a lot at school and on TV about how we need to recycle things, and that we should buy products that are better for the planet. And it's a reasonable assumption that some companies are cashing in on it, you know, like restaurants that use waste in their cooking and even in the fashion industry, using recycled materials to make clothes. So yes, I think it's true that it's fashionable to be concerned about green issues and some people do things because they want to look good, or it's what their friends do, so they do the same – that's what I've heard other people talking about anyway – it's cool to be green. But, you know, I don't think that's a bad thing. I think it's OK because, I mean, it's important to look after the planet, and we hear a lot about how everybody can make a difference – just by turning off lights, or recycling bottles, or donating food to food banks and there's evidence to show that these things help. So ... yeah, maybe it's a fashion, but it's not a passing fashion because I think we need to do these things.

Gateway to exams: Units 1-2

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3 05

Hi. So I think I have the coolest job in the world. I'm a trend forecaster. In case you've never heard of that, it's my job to look into the future and predict what's going to happen, what you want to wear, long before you even know it. I interpret global trends and then work with fashion designers to create styles that will appeal to you months, if not years, in the future.

So how does that work? Well, contrary to the general perception, trend forecasting is not something we do by gazing into a crystal ball. It's not that simple. It actually takes a lot of in-depth research and observation to work out where society is heading. Information is everywhere. We read magazines and blogs and newspapers, and we travel all over the world looking for inspiration. One day I might be sitting at home researching on my tablet, and the next day I'm in the middle of a bustling fabric market. It can be hard work, but very exciting.

As a trend forecaster, it's important not to look just at fashion. I have to truly immerse myself in culture in order to find common threads that I can piece together to see the bigger picture. Music, art and film all go hand in hand when it comes to key areas to analyse for the latest trends. I take my camera along to music festivals and concerts, watch music videos, and even reality TV – I hate to say it, but reality stars can be key fashion influencers! Or it could be a lyric from a song that's trending or a video concept that I can interpret into a fashion trend. For example, 'dance', especially ballet, is having a huge influence on music videos and the fashion world at the moment.

Of course, trends can be born instantly online and so I focus my research on the 'instafamous', the people who have gained a huge following on Instagram, too. They almost have more influence than anyone these days because their style is more accessible and achievable. And on the other end of the scale, we have slow-burning trends, classic items of clothing that maybe came onto the market years ago, but continue to be popular with fashionistas on social media.

So, all of this information goes into a big pot, and the challenge for me is to work out where things go from here. It's tricky, because I have to distinguish between actual trends and mere fads. A trend is something more substantial and long-lasting, whereas a fad is just a passing fashion. It's my job to filter which trends I feel are the right ones to react to. It's like a puzzle, and one of the things trend forecasters do to help solve this puzzle is to create what we call a trend atlas. This is a

kind of visual display of all the factors that are shaping society at any given moment. We mount photos of these on a poster, and use it to get an overall picture of society, and to make connections between things.

For example, erm, in the fashion industry at the moment, we have the issue of global warming and the environment. Then we are also seeing a backlash against ideals of perfection in magazines and on TV. Another trend is an emphasis on individual style and creativity. We put photos representing these on our poster and then we can think about what comes next.

In fact, what this means for us is that customisation is a growing trend. People don't want to buy disposable items, they want good quality clothes that are going to last. At the same time, they want to celebrate their individuality and creativity, so that could be by adding a badge on denim jeans or a jacket, for example, or initials on a new scarf. So far I've talked about the fashion industry, but, of course, trends aren't limited to fashion, they affect all sectors of society. There are trend forecasters working in all kinds of industries, from car manufacturing to furniture design. Many companies have their own in-house forecasters, but there are more and more specialist agencies whose job is to predict future trends.

This is definitely an area of expertise that is taking off in all sectors, but it's still relatively new. At the moment, there are no particular university courses to prepare you for this career, although I'm confident that there will be in the future. For the moment, if you were to ask me what qualities you need to become a trend forecaster, I'd say you need to have a curious nature and an enquiring mind, because you have to be constantly on the lookout for new ideas. You also need to be analytical and organised in order to synthesise all the information that is available. And on top of that, you need good communication and people skills, too. It's a challenging career but also very rewarding, because it allows you to learn so much. I hope it's one that will appeal to some of you. Um, if you have any questions ...

Unit 3

Developing vocabulary and listening p25

4 and 5 06

Speaker 1:

The object I've chosen to speak about is, let's see, it's about two and a half thousand years old. I think it's incredibly beautiful because it's got this rich, dark background and then painted on top are these beautiful red Greek figures and it's like a snapshot of life at that time because you can imagine what they're doing and what they're saying and make up stories about the situation

... maybe he's going off to war because he's wearing armour and a helmet and he's shaking hands with this man on his right. And then a woman is carrying a plate and something to drink so maybe she's his wife. There are small handles on either side so maybe that's what this was for, too. It's difficult to say because things back then maybe looked like the ones we have now, but they had a different function. Anyway, I look at this woman, maybe she's the same age as me now, and OK, she lived in another time and place, but I see myself in her shoes.

Speaker 2:

If you look at this, it's really difficult to know what it was used for. It looks like two ordinary round stones, one bigger than the other. You might just think they're stones to build a wall or something but, if you look closely, you can see that the bottom part of this one is smooth and the top of the bigger one is smooth too, so someone must have rubbed them together, and that's in fact what it was, to grind grain and make flour. If you look at Egyptian paintings, they show people doing the same, that's how we know. It's about 6,000 years old, and that's what really fascinates me, to think that something like this has survived so long. I'm interested in how it came about, too. Before this time, people used to forage for food. Farming was carried out in Asia before it was here, but it eventually spread to Europe and so people needed to make something like this.

Speaker 3:

So, I'm really fascinated with this period of history, we're talking about around 870 AD, and that's why this appealed to me. It was when the Vikings invaded Britain and made off with treasures and gold, but King Alfred came to the throne and he was successful in dealing with the Vikings, he called for peace, and he passed a lot of fair laws that helped ordinary people. He was the first king to put his head on coins and you can still find these little silver coins today. So this dates from that time. As you can see, it's a lovely oval-shaped gold object, with beautiful coloured glass inside. This glass shows a picture of a man. Another thing you need to know about King Alfred was that he was interested in education, and if you look closely, you can see the man has got really big round eyes. And that's probably to show he read a lot, and this jewel was something people used to put between the pages of whatever they were reading to keep their place.

Speaker 4:

At first glance, this looks like a normal old jewellery box. But if you open it up, you'll see that there are lots of compartments and these were, in fact, for putting pens in. I have to say that I don't think it's a very pretty box. It's made of leather and it's a horrible dark colour, and the painting on the top isn't very nice – it's of fruit, and if you look closely, you can see there's an ugly pink fish head in the middle. But what's interesting about this box is who

it belonged to. It was Florence Nightingale's, the nurse who looked after wounded and sick soldiers. So she would spend her days looking after her patients, and in the evening, perhaps to get away from things, she would go to her room and compose letters to people back home, to her family but also to newspapers, to inform them about what was going on. It's something that I didn't know and really admire.

Speaker 5:

Right so, again, this isn't a very spectacular thing to look at – just a simple, flat, grey stone with some lines drawn on it. But then you've got these other little round black and white stones, too. Was it some early way to tell the time or read the stars? Well, first let me say that these things date from the Roman times, and this one was found here in England. There were no gladiators here and the Romans didn't go around fighting all the time. So what *did* they do? And that's where this comes in. They probably spent a lot of time using things like this to keep themselves amused. I guess I find it interesting that today we have so many gadgets and so much technology and we don't know what to do if the computer isn't working. But back then, they only had something like this to occupy themselves.

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So, I think the people are thinking about very different things in relation to the past. For example, the girl is probably writing about something that happened during the day, maybe at school or with her friends, whereas the boy is looking at his coins and maybe he's thinking about a different time in history. You know, he could be wondering about the people who used the coins and how they lived, and what they used the coins to buy. So while she's probably writing about things that happened to *her* recently, he's thinking about what *other* people did a long time ago. And ... well, I think people write diaries because they forget what they were doing on a particular day, so they can look back at their diary and remember. It's similar to taking photos when you're on holiday – it's fun to look at them and see where you were and what you were doing and who you were with. But collecting coins is quite different to writing a diary. It's nowhere near as personal. It's more of a hobby, like collecting stamps or badges. I mean, a lot of people do that ... like my brother, he used to collect stamps when he was younger and he would spend hours looking at them and sorting them into categories. And he was fascinated by all the pictures of famous people and historical events. He would look up all the information about them and he learnt a lot about history that way. I think that's why he was always so good at history at school! And ... well, the other thing about collecting is that it's something you can do with other people.

You know, you can show people your collection and exchange items. In contrast, writing a diary is something you tend to do on your own. So I think collecting things is far more interesting, and writing a diary seems rather dull by comparison. But I mean, both of the people in these pictures look as if they're enjoying what they're doing.

Unit 4

Developing vocabulary and listening p33

3 and 4 ▶ 08

Presenter:

You can already do some crazy things these days to computerise and control your home, but so-called smart homes are just getting started. So we've invited our two tech reporters, Jeremy and Alice, to tell us *their* vision of the houses that we'll be living in a few years from now. So, Jeremy, let's get started. ...

Jeremy:

Hi, right, well, before we even get into the house, let's just stand outside for a moment and look around. First off, traditional clay bricks are out, because we'll be using eco-friendly construction materials in the future. Natural cement produced from mushroom-based materials is the latest thing.

Alice:

Yes, there's quite a buzz about this stuff at the moment, not only for buildings, but furniture, too. It's actually stronger than concrete and it's biodegradable, so I'm pretty sure we'll be using it a lot.

Jeremy:

Right. Then we'll have roofs that provide habitats for insects, and maybe even for vegetables ...

Alice:

Well, I reckon we'll have special food farms for that, you know, high-rise buildings, so I don't know. The house I see people living in will be much cleaner, and instead of flowers in the garden, we'll have virtual spaces, so you'll press a button, and create any kind of landscape you want ... a jungle, or a beach ...

Jeremy:

Well, I know the technology exists, but the house of the future should improve our quality of life, so I don't really see the advantage of that. Why not use technology to create attractive outdoor spaces instead – with robot gardeners, perhaps?

Presenter:

Hey, can we go inside, guys?

Alice:

Alright ... So, into the kitchen. Of course, everything here is designed to simplify life so we'll have fridges that tell us what we need to buy, and ovens with automatic temperature controls. And we'll be cooking with a recipe projected onto a screen ...

Jeremy:

We'll have been doing that for some time so that's not really news. But we probably won't have to cook at all. Have you seen the new kitchen robot arms? They look like something you see in factories.

Alice:

Yeah, two disembodied arms hovering over the cooker and sink – they look a bit weird if you ask me.

Jeremy:

I know, I tend to agree, but you just have to program a recipe and it does the job and cleans up afterwards.

Alice:

I'll wait until I can have a full robot, I think.

Jeremy:

Right! What else? Oh yes, 3D printers. They'll be as common as microwaves are now. You'll be able to print exactly what you want and adjust the flavours according to your taste ...

Alice:

I think they'll take a while to reach homes, though.

Jeremy:

A few years, maybe, but then they'll be all the rage. There are a few things to sort out still, but they'll have solved those problems before long.

Alice:

We'll see. Shall we move on? Let's go into the living room ... This place is all about relaxation, maybe you'll have your robot here, to bring you a drink and have a chat when you want one.

Jeremy:

You'll get a running commentary of news headlines, and if you have any questions, you'll just ask your computer using your voice. If you want to know what the weather is like, for example.

Alice:

Though I'm pretty sure we'll still have windows for that.

Jeremy:

You'll be able to sit on your sofa with your VR glasses and go on a wildlife trip instead of watching a documentary on TV.

Alice:

Yes, for sure, VR is much more accessible now, so there's no doubt about that. And probably we'll have a virtual-reality gym at home too, a kind of combination of a bike and glasses, so we won't have to walk to the gym.

Jeremy:

It seems a bit contradictory, but you're right. OK, a couple more rooms left then ... So the bathroom, this is all about your health so your bathroom scales will analyse your heart rate and advise you about your diet.

Alice:

Yes, I'm not looking forward to that part, but the mirror will also scan your face and tell you how you look, maybe recommendations about what you should wear.

Jeremy:

Do you think so? I mean, I can understand that you might want to have a program to look after your well-being, but I'm not sure you need wardrobe advice. I wouldn't want that, anyway.

Alice:

Well, you don't have to install one, if you don't want to.

Jeremy:

OK, last room then. So we've known for ages that having technology in the bedroom disturbs sleep, so there'll be no blue lights of connected devices. We'll have everything set up to make our sleep as comfortable as possible. Noise generators will provide the sound of birds or the patter of rain ...

Alice:

Ah, but why stop at that? It'll be possible to do the same here as in the garden – create whole landscapes, so you'll be able to sleep under the stars, with the wind rustling in the trees.

Jeremy:

Better here than in the garden! We'll be sleeping on a mattress that tracks our movements and sleep patterns, to make sure that we achieve the best night's sleep. Then it'll calculate exactly the right moment when we should wake up.

Alice:

Yes, that sounds wonderful ...

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Examiner:

Now, I'd like you to talk about something together for about two minutes.

Here are some aspects of news reporting, and a question for you to discuss. First, you have some time to look at the task. Now, talk to each other about how technology might change these aspects of news reporting in the future.

Luca:

So what do you think?

Alisha:

Well, I think that people probably won't sit down to watch the news on television at a particular time, like at 9 o'clock because we'll have access to news all the time. Would you agree?

Luca:

Yes, I mean, we'll just look at our phones when we want to know what's happening. In fact, I think that a lot of people already do that.

Alisha:

Right. So eventually, news programmes on TV will disappear. What about newspapers?

Luca:

Well, I think it's likely that they'll disappear too, paper newspapers I mean ... because most people already read the news online.

Alisha:

Yes, but I think we probably won't read the news at all in the future. We'll watch videos instead. In fact, I heard somewhere that people will eventually stop reading and writing. We'll go back to the old days where everything was communicated by word of mouth.

Luca:

Really? I suppose that might be true, but that's not going to happen any time soon. What do you think about the future of news reporters?

Alisha:

Well, that's already changing because ordinary people are reporting the news much more, people who just happen to be there, in a situation. They can record what's happening and upload it. I think we'll be seeing much more of that in the future.

Luca:

Yes, that's OK up to a point, but journalists are trained to report news, to give a balanced view, so there's a danger if that goes too far. I mean, it's an advantage to get the news quickly, and to get first-hand accounts, but ...

Alisha:

Yeah, good point. But there must be some kind of control, otherwise anybody could report whatever they wanted. People could actually invent news, we'd never know. What about devices to access the news? I've heard that we'll see the news in virtual reality in the future. What's your perspective on this?

Luca:

Well, I know it's becoming more popular in the cinema and games, but it's a bit scary to have virtual news reporting. We don't want to actually experience an earthquake!

Alisha:

Maybe, but don't you think we'll get used to it? I mean, it's just like seeing pictures on television. When TV news replaced radio news, people said the same.

Luca:

It's possible, but I think it's quite controversial. I don't think it'll happen, personally, but who knows? Anyway, what about magazines and journals? Do you think they'll disappear, like newspapers?

Alisha:

I think so, in print form anyway. But maybe we'll still read them on tablets, and perhaps we'll listen to podcasts, too. People with specialist interests will probably still subscribe to magazines.

Luca:

I guess that's right, yes. Personally, I think it's a pity because I love flicking through magazines, especially when I'm going somewhere.

Examiner:

Thank you. Now you have about a minute to decide which aspect of reporting will see the most dramatic change.

Gateway to exams: Units 3–4

Gateway to exams p39

3 ▶ 10

Presenter:

There's something intriguing about a message in a bottle. The idea that something written and thrown into the sea could turn up years later or thousands of miles away and be read by a complete stranger never fails to fascinate us. Messages in bottles have been known to bring people together from all over the world – in fact, you could say it's the oldest form of social networking. But it's also a form of scientific discovery, and Jeremy Brayer is here to give us some details. Jeremy, welcome.

Jeremy:

Hi there.

Presenter:

So, first of all, messages in bottles are nothing new, right?

Jeremy:

No, that's right, they've been around for thousands of years. The earliest sender that we know about was a Greek philosopher called Theophrastus, who threw bottles into the Mediterranean in around 310 BC. He did it to test his theory that the sea is actually formed by the inflow of water from the Atlantic.

Presenter:

So in other words, it was an early science experiment.

Jeremy:

Exactly! The story goes that Benjamin Franklin, the president of the US, did the same in the 1700s to find out about currents off the east coast of the States. Amazingly, his findings are still used by the US Navy today.

Presenter:

So how did it work, exactly?

Jeremy:

Well, typically, bottles would contain a pre-addressed postcard and either a cheque or the promise of a small reward if the finder noted the location where the bottle washed up and mailed the card. It's the way that scientists have charted ocean currents for hundreds of years.

Presenter:

They weren't just for that though, were they?

Jeremy:

No, in fact, back in the 16th century they were used by agents of Queen Elizabeth I of England as a way of sending intelligence reports. Ships spying on other fleets would throw bottles containing military secrets into the ocean, and because they knew about the currents, the bottles would wash up on the shore in England. Apparently, the Queen was so worried about the information falling into the wrong hands that she actually appointed an official 'Uncorker of Bottles', and made it a capital offence for anyone else to open them.

Presenter:

Really? Fancy having that as your job title! But anyway, what can you tell us about more recent finds?

Jeremy:

Well, the oldest message in a bottle to date washed up not so long ago on the North Sea island of Amrum, in Germany. It turns out it was one of 390 bottles placed in the ocean by a scientist called George Bidder back in 1906. It had only travelled a few hundred miles but took 110 years to get there! Bidder was a marine biologist who mainly focussed on sponges, and he was interested in the movements of these sea creatures so he perfected a bottle that sat just above the sea bed where they feed. The bottles helped him to discover that they prefer to move against the current.

Presenter:

And did the finder get a reward?

Jeremy:

Ah, yes, she did. She claimed the promised shilling! The marine association where Bidder worked actually went on eBay, found an old shilling and sent it to her with a thank you message!

Presenter:

Good for them! So you mentioned earlier that scientists still use messages in bottles?

Jeremy:

They do, to trace pollutants, for example, but nowadays, there are more sophisticated methods. There's a network of about 3,800 so-called 'Argo floats' – they're kind of bottles, but obviously much bigger. They can be programmed to travel at any depth of the ocean, and collect data on the temperature, levels of salt, oxygen and so on. They pop up to the surface every five to ten days to report their position and transmit data, then go back down again and carry on. They give us all sorts of information about the oceans, and the changing climate.

Presenter:

What about accidental spills? I've heard a story about some plastic ducks that broke free a few years ago and are still bobbing around in the ocean.

Jeremy:

Oh, yes, that was back in 1992. A shipping crate fell overboard just off the coast of Japan and thousands of these ducks, well, not just ducks, but turtles, beavers and frogs too, ended up in the Atlantic. These 'Friendly Floatees' as they're called, have been found as far away as Hawaii, Alaska, South America and Australia. Some even turned up frozen in Arctic ice! But they've actually revolutionised our understanding of currents, and taught us about plastic pollution in the process.

Presenter:

How did that come about?

Jeremy:

Well, we knew about some currents that stretch between Japan and Alaska, but we

didn't know how long it took to complete a circuit. We now know that it takes exactly three years. And a lot have appeared in an area of rubbish, mostly floating plastic, and so they've helped to raise awareness about this problem. And there are a couple of thousand still out there, in case anyone finds one.

Presenter:

Well, Jeremy, I'm sure you've got lots more stories to tell us, but I'm afraid we have to leave it there now. Thanks so much for telling us all about this.

Jeremy:

Thank you.

Unit 5

Developing vocabulary and listening p43

3 and 4 ▶ 11

Alice:

OK, so now we come to the part of the show when we find out what's happening in music and the arts. We've got Jensen McCarthy with us to tell us about some interesting projects. Jensen.

Jensen:

Hi Alice, well, as you say, there are lots of opportunities for young people to get involved, starting right here in London. So I've been checking out some courses at the Roundhouse. There's a media course, for any budding DJs out there. You get to learn how to produce a radio show, create apps or even make films, the kind you'd like to watch. Then there are performing arts projects, with everything from street circus to the spoken word. And, of course, music, for anyone wanting to join a band, or just develop their skills.

Alice:

And I hear you dropped in on a couple of music sessions – is that right?

Jensen:

I did, I did some face-to-face interviews and got to see some work in progress. So these are all musicians, not professional ... not yet ..., with different musical backgrounds and tastes, so you've got hip hop, rock, you name it. Some play an instrument, others sing. And they come together and work on projects, so they kind of feed off each other and help each other to develop.

Alice:

How exactly does that work?

Jensen:

Well, in one session, everybody had to pick a musical genre out of a hat, and then in groups, they had to come up with a song, in that genre. One group picked out dubstep electro, and ... it was quite funny, the guy in the group ... he wasn't afraid to speak his mind ... he said he hated that kind of music. But he did it anyway, and so he got to

experiment with a new style, and that, like, brings a new dimension to his music.

Alice:

So I'm assuming there's someone running these sessions?

Jensen:

Yeah, they get coaching and feedback on their music ... some of the tutors have been in the music industry for a long time and have worked with big names. And then there are talks from labels and industry professionals. You know, supposing they make it big one day, they need to know how to manage their careers. And this leads up to putting on a show at the end, which is really throwing them in at the deep end because some of them have never performed in front of a live audience before.

Alice:

And there's a festival, is that right?

Jensen:

Yes, that's right, this is a big music festival with major artists, but anybody can perform there provided they've done one of these courses. So, that's great exposure, you know, it's difficult for new artists to get noticed unless there's some kind of platform like this. And the show is streamed live, in case people who can't make it want to watch it online. And by the way, the live stream film crews are trained at the Roundhouse, so they get hands-on experience, too.

Alice:

Sounds great. So, for anyone interested, how do they get involved?

Jensen:

Just check out the website, and you'll see all the courses, which, by the way, aren't expensive. You just pay a small annual fee and that's it.

Alice:

Great, so, what else have you got for us?

Jensen:

OK, so, the other thing I've been looking at is art courses and there are some interesting things happening at the MoMa, the Museum of Modern Art in New York. They've got some great courses which show that you don't need to be an expert to appreciate or produce art. It's all about meeting other creative people, getting together to discuss ideas, and experimenting with new materials and techniques.

Alice:

So are these like the music courses then?

Jensen:

Yeah, in the sense that there's coaching, and an opportunity to put on an exhibition of work at the end, actually at the MoMa itself. Imagine, you're just starting out and you can say, oh, I've exhibited work there. That's pretty cool. Plus, the actual courses are really very contemporary and innovative – there's a sculpture course, making things out of paper, like a bicycle sculpture from a real bike mould, a multimedia course, and, I think

this is my favourite, a performance art event based on alien abductions! Not the kind of artwork you normally get to do at school.

Alice:

Right, that sounds wild, a chance to be really creative.

Jensen:

Yes, but I think the real attraction is that you get to use the equipment at the MoMa, and have all the space you need to work in the museum itself. Oh, and the other thing I forgot to mention is the community vibe, which you don't get from working on your own, say, at home.

Alice:

Exactly. So who can take part?

Jensen:

Well, the courses are open to all young people ... as long as they live in the city and can demonstrate an interest in art. They're free, together with materials and access to exhibitions, on condition that participants can show that they'll really benefit from being there.

But there are other courses like this in museums here, so for anybody interested, just check out what's on offer where you live.

Alice:

OK, well, thanks for telling us all about what's on this summer, Jensen. Hopefully, we've been able to inspire some people out there. And now ...

Developing speaking p45

2 and 3  12

Examiner:

Here are some different activities that encourage people to express themselves, and a question for you to discuss. First, you have time to look at the task.

Now, talk to each other about the advantages and disadvantages of these activities as ways of encouraging self-expression.

Tomasz:

OK, shall we start with playing a musical instrument?

Elena:

Sure, I'd say it's a good way. You know, playing an instrument is about technique, but also about expressing yourself ... through the music.

Tomasz:

Maybe, but not everyone is musical, so I don't know if it works for everyone. And it takes a lot of practice so I'd say listening to music is just as good. Or singing.

Elena:

OK, what about public speaking?

Tomasz:

I think it's a good way to overcome fears, if you're afraid of expressing your opinions.

Elena:

I guess it has advantages because you learn to convey your ideas clearly and if you practise in a class, it may make it

easier for you to speak in other situations. Disadvantages ...?

Tomasz:

Umm ... I don't know. Maybe you need to practise a lot too, to get better. What about doing an online course?

Elena:

I'm not sure about this one. I mean, the fact that you're using a computer, it's not like face-to-face communication.

Tomasz:

Well, it depends on the kind of course, but don't you think that some people find it easier to express themselves online, when they don't have a person in front of them?

Elena:

Maybe, but I don't think it's the same. Anyway, what about drama classes? ...

Examiner:

Now you have about a minute to decide which way is the best to improve self-expression.

Elena:

OK, well, I'd go for drama classes. I mean, you have to express yourself a lot to be good at acting. You have to learn how to show different emotions, and put yourself in the shoes of the character.

Tomasz:

Isn't it true though that a lot of actors hide behind the characters they play? I mean, they're not the same in real life.

Elena:

So what would you say is the best way?

Tomasz:

Well, I wouldn't say doing an online course because they're too theoretical. It's not the same to know something in theory and do it in real life. My choice would be public speaking ... doing a public speaking course, because you get practice in conveying ideas, in using language that isn't ambiguous, that gets straight to the point.

Elena:

But don't you think that some people are shy about speaking in public? That doesn't mean they can't express themselves in smaller groups, or with people they know. I think the ability to speak in public is very useful, but it's just one way of expressing yourself, whereas doing drama, you practise speaking, but also conveying emotions.

Tomasz:

I take your point, but good public speakers are convincing because they're not just presenting facts, they have to persuade an audience, too. But anyway, let's agree to disagree on that. We'd better pick one of these options.

Elena:

I'm going to stick with drama classes. I think you have to overcome fears about speaking in public, but it's more than that.

Tomasz:

OK, I see what you're saying.

Examiner:

So what did you decide?

Elena:

Well, as you heard, we have different views, but I think we eventually came to the decision that drama classes are the best.

Tomasz:

Yes, I think so.

Examiner:

OK, thank you.

Unit 6

Developing vocabulary and listening p51

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Extract One

Presenter:

Jessica, how did you get into travelling?

Jessica:

Well, I grew up in one place and we didn't use to travel much, but I think I've always had the heart of a wanderer. I *did* manage to organise a family holiday once, to Turkey, and that left a big impression on me. Then a couple of years later, I went on a school exchange trip to France. After that, I just started craving foreign adventures. So when I left school, I set off on a solo trip to Thailand, and that was it, game over. I've been living out of a backpack ever since. I can't really tell you why I travel except that I don't want to look back when I'm older and say ... I wish I'd done that. There are so many amazing places to see, it seems a waste not to do it.

Presenter:

So how do you fund these adventures?

Jessica:

Well, I started by saving up. I did a paid internship in a graphic design studio, and I did loads of other work too – weekends in a clothes shop, nannying, selling handmade cards online. Since I've hit the road, I've done pretty much everything, but now I'm getting more media work online, and that's growing, so even though I don't make much, I keep my expenses super low, and it's enough to get by.

Presenter:

What are the best and worst things about travelling?

Jessica:

The worst is being away from my family, for sure. The best is probably the people I run into along the way. Travel is such a big part of my life now, I love talking to others like me and swapping stories. Conversations are always dotted with statements like ... 'this one time in Indonesia ...'.

Presenter:

What are your plans for the next three years?

Jessica:

Well, I'm heading off to South America soon, which is pretty exciting. Some friends

are going to put me up in Buenos Aires, and then I'll see where I go from there. Being on the road is pretty exhausting, so maybe I'll put down roots at some point. But I'm not ready to slow the pace yet.

Extract Two

Presenter:

Tell us about yourself, Alex.

Alex:

Well, travelling by water is my passion so I live and work on board a 40-metre private yacht, which sounds more glamorous than perhaps it is, but it's a cool way to see the world.

Presenter:

And why did you decide to work on a boat, exactly?

Alex:

Well, I studied engineering at university, and when I finished I was looking around for something to do. I didn't see myself fitting into some big corporate machine and I had a friend who'd been yachting for years, and looking at his posts online always made me really envious. And I thought, ten years from now, I'm going to think, 'If only I'd been like him ...'. So I decided to follow in his footsteps. The other thing was that it was a way to earn and save money while travelling. My parents have always instilled in me a sense of financial responsibility, so I didn't want to spend all my savings and then have nothing left at the end of it.

Presenter:

How did you get your job?

Alex:

Well, my friend was an incredible help. He told me to go down to the yacht clubs and get myself known, so I did that, and it all started from there really. I didn't apply for jobs online, which most people do, I just got to know people and they offered me a job.

Presenter:

So, what's working on a yacht like?

Alex:

Well, maintaining a yacht is a lot of work, and ours is a small crew, so we all kind of pitch in. I deal with the mechanical side, engine rebuilds, things like that. The only thing I didn't bargain for was the close quarters. Living and working with the same group of people 24/7 is tough. If someone does something that annoys you, you can't have an argument and walk away. You just have to say 'I'd sooner you hadn't done that,' and that's it. Luckily, we all get on pretty well, and anyway, it's worth it. I haven't got any expenses, I get free accommodation wherever I go, and I get to see places.

Extract Three

Presenter:

Ben, how did you start travelling?

Ben:

My parents moved around a lot when I was younger so I guess it's in my blood. After school, I travelled across the States by bus and then at college, I signed up to spend

my summer vacations writing for a series of guidebooks. I covered 80 towns in 90 days, sleeping in hostels and eating things I'd rather not have eaten. At the time, it seemed like real hardship. But looking back, I'd say it changed my life for the better.

Presenter:

How did you get into full-time writing?

Ben:

Well, I used to have all these incredible experiences and impressions, and then afterwards, half of them just got lost ... so I remember thinking, I should have written them down. So then I started keeping a diary, and after that, all I wanted to do was scribble. And at some point, I thought, well, if I'm writing anyway, I might as well try to make a living out of it.

Presenter:

What are the rewards of doing what you do?

Ben:

I'd say the memories, the freedom and the new friends. Travel writing has taught me to look closely at places and listen to what's going on around me. Writing is all about catching those details, and passing them on.

Presenter:

Any tips for writers out there?

Ben:

I guess most people, when they're travelling, have amazing experiences, and they record them in some way, on blogs, with cameras. But I think the challenge is to try to find some new angle on things. So not to write about everything you see and do, millions of people do that, but to narrow it down to one specific thing, something that interests you, and make that the focus of your writing. And that's the hard part, when you've taken the trouble of recording every single detail, what can you possibly leave out? But if you don't, it's like showing your friends the thousands of photos you've taken, and you really don't want to do that!

Developing speaking p53

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Student 1:

So, I have a very vivid memory of a journey I made from a place called Lecce in the South of Italy to Naples. It was a train journey, and I was staying in Italy at the time on a school exchange programme to improve my Italian and um ... we went to Naples because it was a long weekend and my friends and I wanted to take advantage of the extra day to go somewhere, and none of us had ever been to Naples before. But, as I recall, we almost didn't go at all, because it was winter at the time, and it was actually snowing, which almost never happens in the south of Italy. But anyway, we decided to go and ... I forgot to mention, this was an overnight train, so one of the things that stands out most clearly for me was that we were hoping to sleep on the train, but we couldn't because the

other people in our carriage kept chatting all night long! But on the question of why it was memorable, I remember arriving in Naples in the morning ... it was cold, and we saw the most amazing sunrise, and I remember walking through the streets of Naples, early in the morning before anyone else was up ... it was just magical. And we'd have missed that if we hadn't gone.

Student 2:

So, this may sound like I'm trying to say the right thing, but the most important decision I made was actually to work harder at school. And it happened when I was in Year 7, so I was about 11 at the time. It was the first term, and we had a history test. It was the first time we'd had a history test, and it was very simple. The teacher asked ten questions and we had to write our answers on a piece of paper and she collected them in and gave us a mark. So, I didn't study very much for the test the night before. If I remember rightly, I just read through the chapter and that was it. So anyway, I got two out of ten on this test, and I was horrified! I shouldn't leave out the fact that my best friend got nine out of ten, which made it even worse. So I made the decision that I was never going to get a low mark again and the next time we had a test, I got ten out of ten. And that was it, I never failed a test again. In fact, I actually came top of the class at the end of the year. And so in terms of what I learnt, it really showed me that if I worked hard, I could achieve things and thinking back, it was a good thing I failed that test, because if I hadn't, I wouldn't be the person I am now.

Gateway to exams: Units 5-6

Gateway to exams p57

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Extract One

Man: I've just downloaded an app for my trip. It may not be perfect, but it's better than me trying to pronounce some incomprehensible nonsense. At least I can just type in a phrase and show it to someone.

Woman: Erm ... I've had some pretty bizarre conversations using translating tools before. Once at a hotel, the receptionist typed in a message and it just came back as a string of unconnected words.

Man: I know, but they're getting better all the time. It's just a matter of more data, more power and better software. I reckon in about ten years' time we'll be able to converse in dozens of foreign languages. No more language barriers.

Woman: So will people stop speaking then, and show each other screens all the time?

Man: No, there'll be an earpiece and it'll whisper what's being said to you. Can you imagine at a party where everyone's

speaking different languages? Or business meetings ... just think of the opportunities.

Woman: Sure, it'll eliminate the need for a shared language, but think of how many languages there are in the world. I can imagine if you speak Spanish or Chinese or German you'll be alright, but what about if you speak some obscure language?

Man: Eventually, I think you'll just have a drop-down menu for any language so it will open up business and tourism to even the most remote corners of the world. Machines will even be able to interpret sign language, so you're talking about bringing people in who may be isolated at the moment. That's the main benefit.

Extract Two

Girl: So, I've been thinking about our project on disappearing languages.

Boy: Oh, yeah?

Girl: Have you heard of Manx?

Boy: No. What's that?

Girl: It's spoken on an island, north of Wales, called the Isle of Man. And yes, I thought we could use this. It's a perfect example of how a language became extinct and then was revived again.

Boy: Does it say how it died out?

Girl: Yes, economics of course. People thought it was worthless and associated with poverty, so they started using English, and little by little it disappeared.

Boy: Right, so we could start by talking about that. But how did they bring it back? Presumably someone still spoke it.

Girl: Yeah, a couple of guys travelled round the island making recordings, before it disappeared that is, so there was something to refer to. And now one of the main schools teaches in Manx, and the kids just learn English once a week. For me, it just goes to show that you only need one or two people to make a difference.

Boy: So the children speak Manx at school, and their parents learn it too, because they want to speak to their kids. But still there's not much tourism on the Isle of Man, and you can't speak it anywhere else ...

Girl: No, but the children have pen pals in Scotland, because Manx and Scottish Gaelic are related. But it's part of their culture and identity, and it says here that people are choosing to listen to music in Manx. They have a tradition of storytelling, but not in literature, in music, so that's how they're communicating their culture and language.

Boy: OK, so back to the project, we could talk about language in education and in music ...

Girl: Right, but I think the most important thing is technology. If you think about it, recordings kept the language alive, there are videos online and podcasts, an app for smartphones has been downloaded by thousands of learners. And tweets – the newest word in the language is 'tweetal'.

Boy: OK, well, let's start with that.

Extract Three

Man: Hey, do you fancy doing a quiz? Look at this. What does this mean?

Woman: Hotel ...

Man: And this?

Woman: Turn left.

Man: Right. See, here's a system that beats language. It says here that thanks to digital communication, things like emoji and emoticons, signs are replacing the written word.

Woman: Well, it's true that if you go to an airport or train station, you can navigate your way without any language. Everybody understands the signs for a bank machine or a cafeteria.

Man: Right, and lifts in public buildings. And if you go to a fast-food restaurant, you can point to a picture or click on it. When you think about it, there are new icons all the time, like wi-fi, so as people travel more, and tourism increases, maybe there'll be more icons, not just in transport hubs but in cities, too. Perhaps this is the new global lingua franca, not English or Spanish or Mandarin.

Woman: It certainly makes travel easier, and I can imagine it would help people moving to a new country, they can find their way around, find the local amenities. It would take away the urgency for learning a new language, and perhaps reduce communication breakdowns. But that's not the only reason for learning a language.

Man: You mean for work and things?

Woman: Not just for that. I mean, one of the most fun parts of travel is interacting with people, even if you say just a few words like, 'hello' or 'thank you'. You can't replace that with signs. There's no substitute for the skill of knowing a foreign language.

Unit 7

Developing vocabulary and listening p61

3 and 4 ▶ 16

Speaker 1:

I guess I was about 13 at the time, and our German teacher had organised an exchange trip. We'd all been matched up with pen friends, and I was quite surprised when my parents actually agreed to let me go. I remember the moment the train pulled into the station and our host families were waiting to meet us. I think that was the moment it hit me that I was actually going to be there for three weeks. I was terrified! To be honest, the rest was a blur, but I do remember the food, which I thought was completely inedible. Of course, I just wasn't used to it, and I think I was homesick too, which is odd because I love travelling now. But what stands out in my mind was listening to the older kids from my school, who were there, too. I could only speak

a few words back then, but they were having conversations in German. It was so impressive, I wanted to be able to do it, too.

Speaker 2:

I used to play in all the school teams, which meant my Saturdays were always taken up with matches or training. Anyway, this particular time it was a training day we were on. Our coach had organised it and I think it was a big deal for him because it wasn't just for our school, it was a regional thing. So we'd spent the morning on the pitch, and it was cold and wet and so in the afternoon, a group of us decided we were going to stay in the locker room. I would have gone back out, but I guess I didn't want to be disloyal. When our coach found us, he was furious ... I think he thought we'd let him down in front of the other schools and he kept saying we'd thrown away a great opportunity. I felt terrible! I realised we'd been inconsiderate, but more than that, I was annoyed with myself for having just gone along with someone else's idea.

Speaker 3:

I'd never really excelled at anything before. I've got an older brother and sister, and a younger brother, so being the one in the middle, I think I always went unnoticed. We moved around a lot too, which was very stressful. Anyway, I was at primary school, and because I'd had so many teachers, I can't even recall this one's name. But what happened was that we were asked one day to write a poem, about a train. I have no idea why, it seemed a lot to ask, but I did it and handed it in along with everyone else. I don't think I gave it a second thought, but the next day the teacher read out my poem to the whole class. I remember feeling embarrassed, but at the same time it was nice to be singled out in that way. I don't think I've got any great talent, but it did make me realise that you shouldn't underestimate yourself and it was that teacher, whoever she was, who taught me that.

Speaker 4:

So, it was just after I'd finished my exams and I went off to spend the summer with my aunt and uncle. They've got a small shop in a little tourist town, and I was going to have my first taste of independence working for them. I can still recall the excitement of opening my first payslip! But what was special was that my sister came to stay at the end of the summer and she brought me my exam results. I hadn't had the courage to look before, so what we did was we took a boat out on the sea and sat there with the envelope in front of us and eventually I plucked up the courage to open it, and the relief was incredible! I'd passed them all. I wanted to jump up and down, but I couldn't without tipping the boat over. Anyway, I'm not sure you could call it a defining moment, but I do remember it as one of my happiest moments ever.

Speaker 5:

It was the year we won the World Cup. We hadn't had a good start, but we'd passed through the early rounds, and then came the final. Unfortunately, I couldn't go to the match, but everyone watched it on a big screen and the atmosphere was electric. I can still remember the moment that the final whistle blew and we'd won. We all celebrated, waving flags and people were driving through the streets, blowing their horns and cheering. It was like the whole town was in it together. Everyone was so ecstatic, like one big happy family. And I think that that's what makes it memorable – it was like being part of something big. I mean, we all spend our time worrying about insignificant things in our own lives, and for me it was that moment when I forgot about myself and got caught up in the big picture ... like there are these important things going on in the world that put all the little details into perspective.

Developing speaking p63

2 and 3 17

OK, so I'm going to compare these two photos. Both show an important day in someone's life.

Here, you can see a mother hugging her son. It looks as though he's leaving home for the first time because he's putting a box of his belongings in the back of the car. I presume he's going away to college or university, although I suppose he could be moving into a flat with friends. But I'm guessing from the way they're saying goodbye, they aren't going to see each other for a long time, so he might have chosen a course a long way from home. And well, I've never been in that kind of situation myself, but I can imagine that the mother is telling her son to look after himself and perhaps to phone her when he gets there and let her know he's alright. And then, in this second photo, we have a very different situation. From the way they're sitting, I'd say this must be some kind of interview, probably a job interview. Most of us know from experience the kind of things they're probably talking about, you know, qualifications, experience, that kind of thing. But perhaps it's the woman's first interview because, going by the look on her face, she's feeling quite nervous, maybe even a bit defensive. Maybe she's being asked some really difficult questions, or she might have written something on her CV that was a bit of an exaggeration and now she's having to justify it. I think most of us have found ourselves in those kinds of circumstances at one time or another. So unlike the first photo, she doesn't seem happy about the situation, whereas the boy looks sad but fine.

Unit 8

Developing vocabulary and listening p69

3 and 4 18

OK, so we were asked to do some research into inspiring stories, stories of young people who were making a difference in the world. So I'm going to tell you about a young woman who set up a business making warm coats for homeless people in Detroit.

Just to give you a bit of background information, Detroit is a city in the north-east of the US, on the border with Canada. It used to be a thriving city, with a lot of car-manufacturing, but now most of these industries have closed and areas of the city have fallen into decay. Not only is there high unemployment, but there's also a lot of homelessness, too. About one in every 45 people in the city doesn't have a place to live.

The other thing you need to know about Detroit is that it's one of the coldest cities in the United States. In winter, temperatures rarely rise above zero and sometimes it gets nearly as cold as the North Pole.

So, that's a bit of background ... now ... onto the story. This is Veronika Scott and a few years ago, she was a normal student at the School of Creative Studies in Detroit. She was doing a course in product design during the day, and in the evenings, she volunteered at some shelters, cooking and serving food. As part of her course, she ... and the others ... had to identify a need – a social need or problem – and then they had to create a product to address it.

She'd been working with homeless people, so of course, that was the first thing she thought of. She saw these people every day, and naturally had a lot of empathy for them. So she came up with the idea of creating a coat that would keep them warm in winter, and double as a sleeping bag at night.

She started to experiment, making different coats. She knew they had to be economical and waterproof, and she wanted to use sustainable materials, so she started off with plastic bags. That didn't work, so then she used old woollen coats ... and so on. Not until she'd made five prototypes did she come up with this ... a kind of insulating material used in construction, and with this, and other fabrics, she eventually came up with this ... a jacket that rolls out at night to make a sleeping bag, and then turns into a coat for during the day.

So Veronika had finished her school project, but that wasn't the end of the story. She took it round some shelters and most people were fine, they liked the coat, but at one point she ended up being screamed at. This woman probably thought she was just some self-serving college student and yelled at her. She

said, 'This isn't going to solve the problem. People don't need coats, they need jobs! What are you going to do about that?'

And Veronika knew that she was right. She realised that just making coats wasn't enough and she didn't want to just give people hand-outs. Plus, she couldn't make all the coats herself ... she needed someone to make them.

So what did she do? She decided to hire homeless people to make them. She started off with just two part-time jobs for women from the shelter, with money she'd got from donations, and she trained them to sew. These were people who didn't have good CVs so couldn't get jobs and seemed hopeless. But it turned out that no sooner had they got started, than they were already talking about getting a raise, and moving up the ladder.

So anyway, Veronika took her coats out into some really tough neighbourhoods. These were places where the only thing that mattered was self-preservation, so she teamed up with other volunteers to go there. And a few months later, she managed to get more donations, and moved into a bigger space and ... now she's CEO of this company ... employing nearly 20 people and making these jackets, which, by the way, can also be carried like a bag.

So what inspires me about this story? Well, it's not just that she's a self-made woman in the sense that she's set up a profitable business. I mean, she had to overcome obstacles like most entrepreneurs – some predicted she would fail, that it would never work, so she did have moments of self-doubt, but that didn't stop her. And it's not just that she's giving people things they need ... though of course she does that, too. It's that she's making a major contribution to her community ... by providing jobs, which people need ... to get back on their feet ... to earn money and find somewhere to live. Some of the women in the factory have gone back to education, which means they'll be able to get better jobs in the future. It's like giving people back their pride, and independence and self-respect. I think, we often hear about people doing good things, but rarely do we see something like this.

So, a few years ago, Veronika was just 20 years old, a normal student doing a course, who had a neat idea. Little did she know that that was going to change the course of her own life, and the lives of many others, too. And that's it. If anyone has any questions ...

Developing speaking p71

1 and 2b ► 19

OK, so I'm going to talk about these two photos here. In this one, there's a young woman and she's obviously helping an elderly lady with her shopping. Maybe she's someone she met in the street, or a neighbour, or maybe they're related in some way ... she could be her grandmother, for

example. So she's helping someone just err... on a ... on a one-to-one basis, so she's not part of an organisation whereas this is a group of volunteers, they're part of a team and they're involved in a community project ... they're clearing up waste in a park, or ... by the side of a river, so they're doing something to help the whole community ... and wildlife, too. So as for what they're saying ... well, this woman might have stopped the younger woman in the street and asked for help, or maybe the younger woman offered to help ... she saw the older woman struggling a bit and insisted on carrying her bag for her. In the other photo, I'd say the man on the left is showing the girl how to put something in her bag. He looks older than the others so he could be the person in charge of the project. Maybe he's suggesting that the girl hold the bag in a particular way. The girl might have just asked him a question. Perhaps this is the first time the girl has agreed to do this.

Developing speaking p71

3b ► 20

Well, as David has already stated, the people in the second photo are clearing up litter in a park, which means that they're benefiting the local community and having an impact on the environment. I think this kind of work is very valuable, not only for local people and wildlife, but for the volunteers who are participating in the project, too. Having said that, I do believe that it's important for young people to help the elderly at every opportunity. As David suggested, this might be someone who stopped the woman in the street to ask for assistance. Still, I think the people in the second photo are contributing the most.

Developing speaking p71

4a ► 21

OK, so I'm going to compare these two photos here. In the first photo, the girl is helping an elderly woman do a jigsaw puzzle. She could be the woman's granddaughter, or perhaps she's a volunteer who visits elderly people in her free time. It looks as though they're in the woman's home, although it could be in a residence, it's difficult to say. Perhaps the woman has suggested that they do the puzzle during the visit, and the girl has agreed. In the second photo, on the other hand, the people appear to be strangers, in the street. The man is pointing and explaining something to the woman so I think she might have just asked for directions, and the man is pointing out where she should go. In the first situation, I think it's fair to say that the girl is not only helping with the puzzle, but keeping the woman company, too. Perhaps the woman is lonely and doesn't have many visitors so she's glad to have someone to talk to ... you know, that's often a problem for elderly people. The second photo just shows a simple request for information. Normally, you'd expect someone

on a bike to know where they are going, or to just look up where they want to go on their phone, but perhaps this woman is a visitor and prefers to ask a local person for help.

Gateway to exams: Units 7–8

Gateway to exams p75

4 ► 22

Speaker 1:

A few years ago, I had to have an operation. There was no guarantee everything would turn out alright, but I had my tablet to keep my mind off things. Everything was fine, but I couldn't do sports for a while after that so I searched high and low for an app I could use to mix some music. I couldn't find one so I went online, joined some communities and got advice and learnt how to make one myself. And I sold it, too. Anyway, I was still going back for treatment at that time and when I saw kids, I remembered how I felt so I decided to use the money I earned to buy them gadgets to keep their minds occupied. I still go back now, to help staff and patients and show them how to use the equipment.

Speaker 2:

I used to play this quiz game in my free time and every time you got an answer right, the sponsors donated food to people who needed it. I thought it was cool, and I was volunteering at an animal shelter at the time so I wondered if I could do the same with pets. So I went door to door to see if I could get sponsors, and set up a site with trivia questions. There wasn't much traffic at first, but little by little it caught on and now the site is really busy, which means there are more donations. In fact, it's got some publicity, so now I can help not only here, but all across the country. The only thing is, I have to spend my free time coming up with new questions.

Speaker 3:

We'd finished our end-of-year exams, but we still had a few weeks left. Our teacher happened to mention they were going to cut down a tree in the park so we decided to spend the rest of the term trying to do something about it. We'd all hung out there when we were younger and it was a part of the community. So we organised a meeting and set up a page to spread the word. It was packed and we managed to raise quite a lot of money and got signatures and then we went to the council and did a presentation. By this point some conservation groups had contacted us to lend their support. In the end, our efforts paid off and it's still there, which just goes to show what a bunch of students can do.

Speaker 4:

I was looking for somewhere to volunteer in my area so I asked everyone I knew and searched online, but I couldn't find anything for people my age. In the end, I started helping out at a children's centre, playing

with the kids and doing some fundraising, but there was still no information, which was frustrating. My brother is pretty tech savvy so we put the site together one summer and then I went to local places and told them about it. The food banks and shelters were fine, but I wanted more options so I called everywhere and was amazed at the possibilities. It's just that a lot of them hadn't thought about it before. Kids come up to me now and tell me they're amazed at the number of ways there are for them to pitch in and help.

Speaker 5:

I guess the idea of being a global citizen has always been important to me. My parents used to take me on volunteering holidays when I was a kid. I was doing some research for my Scout's Award when I came across some information about some schools in Tanzania, in pretty impoverished rural areas. They lacked basic resources so I set up an after-school reading club and we collected donations of books and supplies and then I went there with my parents to donate them. A guide helped us choose a school and the teachers were really enthusiastic – even offering to stay late and give extra tuition. Since then I've set up a website and asked for donations so we're able to send materials to other schools, too.

Unit 9

Developing vocabulary and listening p79

3 and 4 ▶ 23

Conversation One

Speaker 1:

Ah, this is interesting. Look at this.

Speaker 2:

Oh, yes ... that's what I was trying to tell you. You can't generalise when you talk about screens. It just doesn't make sense.

Speaker 1:

Exactly, but you can understand why people do. It's easier to put a number on it. And all we ever hear about is how much damage it does.

Speaker 2:

But as it says here, it depends what you're using that time for. Sitting in front of the TV isn't the same as learning on a touch screen and that's not the same as fighting monsters. It all depends what's on the screen.

Speaker 1:

Right, try getting that across to my parents. But I think in our case, it's more to do with the fact that they'd rather we were running up and down a basketball court.

Speaker 2:

Well, I get that, but people always assume that it means you're sitting down all the time, but my game bike is the best workout ever.

Speaker 1:

And when we were on our geography field trip, we were using our tablets to look up wildlife while hiking up 40-degree slopes. You can hardly put that in the same category as being stretched out on the sofa watching TV.

Speaker 2:

Right ... And that's the other thing, people think of sitting in front of a screen as an antisocial activity, as something you do on your own, but a lot of the time we're collaborating on projects.

Speaker 1:

I can see you feel strongly about this. Is this what you're going to do your social science project on?

Speaker 2:

I think so.

Conversation Two

Speaker 1:

Oh, I didn't expect that to be the last scene. It just faded out to the credits. So, what's your verdict?

Speaker 2:

Well, it was OK, I guess. I didn't like it as much as the first one in the series. It was a novel idea, but I don't think he quite pulled it off. Too serious somehow ... there needed to be a few more funny moments, you know, the one-liners, those are the things you remember.

Speaker 1:

Umm, I quite liked it, it wasn't the typical thing ... the second part was better, more action. When they actually turned into superheroes, I mean. And the effects were awesome – you hardly noticed them.

Speaker 2:

Are you sure you didn't just miss them? You had one eye on the film and the other on your phone the whole time. What were you doing, anyway?

Speaker 1:

I was just checking out the cast, and then Aiden sent a message, so I was chatting to him. He wants to know if we'd like to meet up later. He's going to go round to Zoe's so we can meet him there.

Speaker 2:

How's he doing?

Speaker 1:

He seems fine, but I think he's just putting on a brave face. You know Aiden. He never talks about what's bothering him.

Speaker 2:

Well, I know he was disappointed, but he can always apply again next year.

Speaker 1:

Yeah, well, you can tell him that yourself later.

Speaker 2:

Actually, I'd like to go, but I can't. I've got practice at seven. You go, though.

Conversation Three

Speaker 1:

Hey ... Sophie ... it's late.

Speaker 2:

I know, sorry, did I wake you?

Speaker 1:

Well, sort of ... what's up?

Speaker 2:

I couldn't sleep, so I thought I might as well give you a call. What's new?

Speaker 1:

Nothing much ... listen, this is the third night in a row you've called me at this time. And today in class you were half asleep. It's a good thing Mr Evans didn't notice, but I did. What's going on?

Speaker 2:

I don't know. I've been trying to get to sleep, and believe me, I need to. It's been non-stop all day. First classes, then drama club. Then I came home and did my homework. Then I had to run through my lines for the school play, and because I couldn't focus, it took me twice as long as it should have. So then I watched TV, thinking that would help me to nod off.

Speaker 1:

Listen, that's probably the problem. You've been in front of a screen the whole time. Your brain's picking up signals, telling you it's daytime. You need to turn off your TV and computer at least a couple of hours before you go to bed. You should know that.

Speaker 2:

I know ... I know ... it's just well, there's nothing on worth watching until about ten. And then ... well, you have to unwind. But honestly, this is turning into a bit of a nightmare. Only five more hours and we have to be up again.

Speaker 1:

Tell me about it. Look, turn off your phone for now, put it somewhere else, and let's talk tomorrow, OK?

Developing speaking p81

2 and 3 ▶ 24

Examiner:

OK, so why do you think some people prefer watching films at the cinema to watching at home?

Student 1:

Ah, that's a good question. Personally, I think nothing beats watching a film on the big screen, especially when it's a big production ... you want to appreciate all the special effects.

Student 2:

But for a lot of people, it's just more convenient to watch at home – you don't have to go out, or be in a particular place at a particular time. You can pause the film when you need to ... and you can invite your friends over ... watch it together. It's just more social, I think.

Student 1:

But the whole point of watching a film is to immerse yourself in it, and I think that's the

attraction of the cinema, sitting in the dark, without interruptions and losing yourself in what's going on. It's a completely different experience.

Examiner:

Alright. Now, how can you account for people seeking fame?

Student 2:

Erm. To be honest, that's not something I've ever given a lot of thought to. I suppose there's just so much media coverage of famous people ... it somehow sends the message that fame is important, like it's something we should aspire to.

Student 1:

That's true, but I think it's a bit of a sweeping statement to say a lot of people seek fame. I mean, most people would prefer to remain anonymous. We see famous people hounded by the press all the time, and that puts people off.

Student 2:

Still, some people do want attention – whether it's putting videos of themselves online, or ... you know ... appearing in a reality show. I do think it's that ... just wanting to be noticed ... perhaps it's insecurity.

Student 1:

Yeah, maybe ... I think it depends a bit on your definition of 'fame'. I mean, I think it's quite common for people to want recognition ... but usually it's for something they've done, or something they're good at. The problem is just wanting to be famous for the sake of it.

Examiner:

OK, so just one more question. Some people say that actors determine the success of a film. Do you agree?

Student 2:

Mmm ... to answer that, first you have to say what you mean by 'success'.

Student 1:

Yes, I mean, there's commercial success and then there's critical success ...

Student 2:

Right ... my understanding of 'success' is when you have both, when a film is well-received by critics and makes money at the box office.

Student 1:

Maybe, but going back to the question ... do actors determine success? I think that's a controversial question. I mean, sometimes what makes a film successful is the director ... or the plot, or even the special effects. The actors have to be good, but they're not the most important factor.

Student 2:

True, but in general terms, I think the majority of people would say that actors determine success because people often go to see a film because of the stars ... I mean, if you have a famous name in a film, you might think ... Oh, I'll go and see that because so and so is in it. That's why directors hire big names ...

Unit 10

Developing vocabulary and listening p87

4 and 5 ▶ 25

What do Frodo Baggins, Katniss Everdeen and Harry Potter all have in common with the heroes of ancient myths? On the surface of it, not much, but when you start to look more closely, you'll see that they're all variants of the same hero. You'll see a recurring pattern in the way their fate unfolds, and the same can be said of many heroes in fiction and film today. So while I'm talking to you, I'd like you to think of a favourite hero of yours and consider to what extent their journey follows the one I'm about to describe. And we'll discuss those similarities at the end of the lecture.

But first, I'd like to give a little bit of background. Back in 1949, a mythology researcher by the name of Joseph Campbell wrote a famous book entitled *The Hero with a Thousand Faces*. The book was the culmination of many years of research, during which Campbell examined hero myths and stories from around the world. What he discovered was that no matter which culture they came from, heroes went through the same stages on the so-called hero-quest. He called this narrative structure 'the monomyth'. Now, it's quite likely that Campbell's work would have faded into history if it weren't for the fact that George Lucas used it as a source of inspiration for the *Star Wars* films. In fact, Lucas famously credits Campbell for guiding him in the development of the *Star Wars* story. So what is the hero's journey? Well, it starts in the hero's ordinary world. Luke Skywalker is on Tatooine for example, and Baggins is in The Shire. In order to begin their journey, the hero must be called away from that world. They receive a message – an invitation or a challenge. In the case of Baggins, Gandalf the wizard arrives; in *Star Wars*, it's R2D2's cryptic message. Sometimes the hero is reluctant to leave their home, but they can't resist. They're presented with a quest or task that only they can carry out.

Having accepted the quest, the hero enters another world. It could be a fantasy world, like Middle Earth, or outer space, but whatever it is, it has its own set of rules and it's full of dangers. The hero needs assistance in the form of an object with magical powers, such as a ring, or a lightsaber. Or it could simply be wisdom from an older person who shares their knowledge of the new world.

The hero also needs a sidekick, a friend who helps them along the way. Frodo Baggins has Sam Gamgee to accompany him; Katniss Everdeen, her ally Peeta. And so they travel through the new world, and are confronted with a series of challenges. Maybe they have to fight a monster, or escape a trap or solve some kind of puzzle. Overcoming these obstacles, the hero becomes stronger

and able to face the final test. This is the supreme ordeal, the deciding moment, and it represents the hero's darkest hour.

But the hero wins out in the end and, as a result, claims some special treasure, power or recognition. It's a reward for their courage and strength. Once this moment has passed, the tension is relieved and the quest, while not officially over, has been successful.

Wanting to return to their old life, the hero makes their way back to the old world, but they're not the same person as before. The quest has changed them in some way, making them stronger or wiser. Sometimes the quest has been life-changing for others, too; Frodo Baggins has been able to save The Shire. And so, the story ends, in the old world, but life is not as it was before. It's been upgraded to a whole new level.

So ... as I mentioned before, this formula appears time and time again in films and fiction, and has done for hundreds of years. It isn't always set in a fantasy land, it can equally take place in the real world, but the journey remains the same.

So let's just take a moment to consider the enduring success of the monomyth. What's appealing for the person reading or watching these stories? Well, these heroes are human, just like us, and their journeys allow us to reflect on our own lives. We leave our worlds, our comfort zones, and have experiences which transform us. We don't literally fight dragons, of course, but we face problems that are just as scary. As Campbell says, 'The cave you fear to enter holds the treasure you seek.' The trials of the hero are symbolic of the fears we have to overcome, whether it's auditioning for a play, attending a job interview, or taking part in trials for a sports team. They are stages we go through on our quests, whatever they may be. It's worth watching out for this formula in books, films and TV shows from now on, because you'll spot it everywhere you look. And it's also worth being sensitive to it in your own lives. You'll hear the call for adventure. Do you accept the challenge, conquer your fears and claim your treasure? And once you've done so, do you do it all over again? That's all for now. As I mentioned at the beginning ...

Developing speaking p89

2 and 3 ▶ 26

Speaker 1:

Ladies and gentlemen, we on the affirmative team believe that the best heroes are ordinary people. Before we proceed, I will define what we mean by a hero. A hero is generally considered to be a brave person who deserves admiration. If we are to evaluate what type of hero is best, we also need to say what makes a hero good. We suggest that a hero is a person that others not only admire, but also aspire to be like. A good hero, therefore, acts as a role model for others

to follow. There are many instances of people who act as heroes on a daily basis. A pertinent example would be firefighters, who put themselves in danger to rescue others. There are other cases of people who simply happen to be in a situation where they see someone in need of help, and respond to save them as a spontaneous act. These are heroes that the majority of us can relate to, as they are ordinary people without any special gifts or abilities. In comparison, the typical heroes of comic books or action films are entertaining, but we cannot aspire to be like them because we don't, and cannot ever aspire to have, extraordinary powers. For this reason, we believe that the best heroes, the ones who can truly inspire, are ordinary people who act bravely in an everyday situation.

Speaker 2:

Ladies and gentlemen, we on the opposition side take issue with the proposition that ordinary people are the best heroes. The speaker on the affirmative team argues that the heroes that appear in fiction do not have the same ability to inspire, or are less worthy of our admiration, because they often have special abilities. However, the heroes in films and books portray the same noble behaviour as any hero. The situations may not be the same, but the values that they represent are. Throughout history, there have been stories of heroes in extraordinary circumstances. A case in point is the story of a brave knight fighting a dragon, which exists in many cultures. To suggest that any of us will ever be faced with a dragon is, of course, absurd, but the purpose of these stories is to demonstrate how we should act in our own situations. They are a type of lesson, told in a fantasy story. The same can be said of heroes that we see in comic books or films of superheroes. They represent an ideal of behaviour that is communicated in a way that is accessible and enjoyable for a large number of people. Therefore, the speaker's point is unfounded.

Developing speaking p89

6a and 7

Speaker 1:

Ladies and gentlemen, we on the affirmative team believe that entrepreneurs are modern-day heroes. Before we proceed, I will define what we mean by an entrepreneur. An entrepreneur is a person who starts a business, usually with considerable risk and initiative. Their ability to take a new idea and make it a reality is the reason why we have so many amazing technologies today. They have been responsible for improving lives around the world, and making luxuries available and affordable for ordinary people. Steve Jobs, whose mission was to allow everyone to own a computer, is a case in point. Without his vision, we can safely say that the world would be a different place. Entrepreneurs are also the primary creators of new jobs. They are the real force behind

a thriving economy. What's more, there are many entrepreneurs who use their personal wealth to benefit others. Bill Gates, the co-founder of Microsoft, would be a pertinent example. The Gates Foundation, the charity which he founded with his wife, has provided healthcare and helped to reduce poverty in both industrialised and developing countries. There is sometimes a tendency to think of entrepreneurs as privileged individuals, but the reality is that it takes a great deal of hard work and perseverance to be successful. They often have to overcome hurdles and continue in the face of challenges. For all these reasons, we believe that entrepreneurs are excellent role models and deserve to be called modern-day heroes.

Gateway to exams: Units 9-10

Gateway to exams p93

4

Good morning. We generally think of watching a film as a visual experience. I'm here to tell you it's not. Although we certainly receive a film through our eyes, we just as surely experience it through our ears. A soundtrack can be as important as the images we see or the dialogue spoken. And here's why.

Let's start by going back to the very beginning. In the 1920s, before talking pictures, music made up for the absence of speech. A live piano, later full orchestras, was the way to interpret and explain the action on the screen and establish the mood. When a villain appeared, for example, the pianist played a minor chord progression that conveyed an eerie feeling. When a hero was presented, an uplifting anthem would be played. A fast-paced scene was accompanied by a rapid tempo piece to give the sensation of running, and so on. Music literally provided the sound effects. It also masked the sound of a noisy projector, and prevented the audience from speaking, by the way. In many ways, music in films still has the same function today. The first full-length sound film, *The Jazz Singer*, was released in 1927, and like most of the films in the next decade, it was a musical. Little by little, dialogue took over, even leading to a rebellious movement in the 1950s which led some directors to exclude music scores from their films altogether. There was, they argued, no music to provide the background to our day-to-day conversations in real life, so why have it in films? Not surprisingly, the movement didn't last long. With a few exceptions, directors soon realised that without music, a film's impact and the audience's enjoyment and engagement were diminished. So why is music so important? Well, apart from what it tells us about the characters and plot, music works on our unconscious minds. It's like a non-verbal form of

communication. Often we don't understand what a piece of music means, but we know how it makes us feel. Funnily enough, film-goers often take music for granted, so much so that five minutes after a film ends, they can't tell you if they've heard music or not. But they have subconsciously.

So let's look at the different ways music is used in films today. The first is to set the scene. It can help to establish the geographical setting – Irish music for Ireland, French music for France, and also the time period. Even the technosynthesised music that we hear in science fiction films like *The Matrix* and *Tron* locate the films in the future, or outer space.

Another use is to help with the narrative. Especially when there are disconnected scenes or a series of flashbacks, the music has a unifying influence that holds the story together and tells us what's going on. Dramatic music just before something significant is about to happen gives us a warning of the event. This is a technique that Alfred Hitchcock used to create tension in his thrillers, or if any of you are familiar with the Spielberg film *Jaws*, we hear the 'duh-duh, duh-duh, duh-duh duh-duh duh-duh ...' just before the shark attacks. In the Bond films, loud and stirring music tells us that James Bond is going to do something exciting.

The third thing to look out for is the use of music as a way of telling us about the emotions of the characters. You may see a face with a fixed expression – but the music evokes in the audience what their feelings are or how they're reacting to a situation.

Which brings us to perhaps the strongest impact of music in a film, and that is the way it influences the audience's responses. Think of a horror film you've seen, and the way the music stimulates your fear. It could also be excitement, sadness, humour or happiness, but in horror films it's most evident. We have almost a physical reaction to the high volume or increasing rapid drum beat – a racing heart, for example. Imagine watching the same scene with no music at all and you'll understand what I mean. Your response would probably be neutral, or you might even find it comical. As an aside, some filmmakers are now using infrasound to induce fear in audiences. These vibrations have a frequency below the range of the human ear, so you don't even realise it's happening. After one producer used the technique, the audience admitted to feeling disorientated and even slightly unwell after seeing the film. I haven't mentioned so far the commercial attractions of soundtracks to films, which is obviously a consideration, too. Music released as an album increases revenues, and a well-chosen single can promote a film before it appears in the cinemas. Think of Adele, or any of the singles that accompany the credits of a *James Bond* film. Or the success of 'My Heart Will Go On' from *Titanic*, for example.