

## Unit 1

## Track 1

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## Noise at the workplace

## Track 1a

You are going to listen to an interview with the health and safety coordinator of a construction business. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–5) with the sentence endings (A–H). There are two sentence endings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

## Track 1

**Interviewer:** When thinking of loud noises, do you think of your workplace? If you're lucky, then hopefully that's not the first thing that comes to mind. But there are people who are exposed to loud noise at work every day. Fortunately, a lot can be done to stop damage from noise — above all, it's especially important to consider this as a real workplace risk.

I want to welcome **Mr McShane**, health and safety coordinator of a famous British construction company. Mr McShane, what are the main risks of working in a loud environment over a long period of time?

**Martin McShane:** Good afternoon. Well, a lot of us are exposed to noise in the workplace every day, especially construction workers, who are surrounded by loud equipment all **the time. It is essential they understand that** noise exposure over a long period of time can cause hearing loss. Those working in noisy environments, like in factories, on road **construction** or at airports, **are very much at risk. The same goes for anyone else** working with power tools or **heavy machinery.**

**Interviewer:** What does an employer have to do to protect workers?

**Martin McShane:** It is important to control the limits of noise damage by changing workplace practices. Moreover, we need to provide Personal Protective Equipment and information and training to make employees aware of the dangers and required precautions. Finally, it is essential to regularly monitor the effectiveness of **these** measures.

**Interviewer:** What can be done to make this process an effective one?

**Martin McShane:** Once a noise assessment has been completed, **it** should not just be stored and forgotten, never to be seen again. The noise assessment should act as the beginning of the process, not the end.

**Interviewer:** What are good practices to reduce and eliminate sources of noise?

**Martin McShane:** There are many different ways to effectively reduce noise levels, these may include:

- using quieter pieces of equipment
- isolating vibrating machinery
- positioning noisy machinery away from workers
- limiting access by keeping people out of noisy areas
- limiting **the** time spent in noisy areas.

Additionally, where noise exposure is really high, employers must:

- provide hearing protection to everyone and make sure it is used
- identify “Hearing Protection Zones” with signs to show where hearing protection must be worn
- provide information, instruction and training on how to use and maintain hearing protection.

**Interviewer:** Office workers are encouraged to have eyesight checks if they use display screen equipment regularly at work. What do you suggest regarding hearing checks?

**Martin McShane:** Good question. Of course, hearing checks are another important and useful measure that has to be taken. For me, however, **the most vital thing is** that hearing checks are conducted by a qualified person.

**Interviewer:** Thank you very much for the interview, Mr McShane.

**Martin McShane:** Pleasure. Thanks for inviting me.

*[Source: N.N. (Health and Safety International) – [http://www.hsimagazine.com/article.php?article\\_id=471](http://www.hsimagazine.com/article.php?article_id=471) (20.03.2020, adapted)]*

## Unit 2

### Track 2

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## The idea behind the 15-minute city

### Track 2a

You are going to listen to a news report about the 15-minute city. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1–6). Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

### Track 2

**News reporter:** What is the worst thing about living in a city?

**Speaker 1:** I wish I could afford the rent.

**Speaker 2:** There is a big problem with air pollution.

**Speaker 3:** The city is growing without any kind of planning.

**News reporter:** Half of the world’s population live in them, **and within the next century it will be more like 90 %.**

**Ellie Cosgrave:** Over the last 20 years we’ve been thinking that urbanisation is the way forward but what we’ve seen during COVID-19 is that people’s priorities are really changing. So this is a real moment in time where we have to rethink a new vision of a city.

**News reporter:** **Who does the 15-minute city help?**

**Ellie Cosgrave:** One common oversight is that we often try to optimise the city to deal with the number of workers. So we think about how many people **we can** get into the city in the morning and out of the city in the evening, **we don’t think about people living permanently in the city. The 15-minute city is mainly designed to help them.**

**News reporter:** Rather than travelling in from the suburbs to the centre to work, shop and socialise, the 15-minute city takes a different approach.

**Ellie Cosgrave:** The 15-minute city is a really simple concept, in many ways. It’s really just saying that every urban citizen should be able to meet their basic needs within a 15-minute walk or cycle ride from their house.

**News reporter:** The concept of the 15-minute city was suggested by French-Colombian scientist Carlos Moreno, and aspects of it are starting to be applied in bigger cities like Paris, Barcelona and Bogotá. It's been described as a return to a local way of life.

New technologies create a lot of opportunities to work from home, to do more things in the neighbourhood, to get rid of separation of work and living. That would also reduce air pollution that goes with traffic. Before the COVID-19 pandemic, the average UK worker spent 400 days of their lives commuting. That's enough time to read the entire *Harry Potter* series 159 times.

**Ellie Cosgrave:** If infrastructure or cars are the most important things, we ignore what makes the city exciting, which is that it's less difficult for people to speak with each other in person. When we get rid of all those parked cars in the roads and all the traffic, we create lots of space for greening the city with trees.

**Speaker 2:** My favourite thing about living in Barcelona is the quality of public space, which encourages you to spend a lot of time outside and meet other people.

**News reporter:** Implementing the 15-minute city would mean a significant redesign of our infrastructure. Is that possible?

**Ellie Cosgrave:** In many cities across the world for the last 50 years, we've focused on a planning policy called zoning. Experts were working on how to separate a city into different zones depending on the activities that are done there. For example, where you would go for shopping or for work or for home life. And so to be able to make that kind of change into a 15-minute city is incredibly difficult for certain places.

**News reporter:** The concept of the 15-minute city also has its critics. Some fear it could ghettoise poorer people whose neighbourhoods don't have the jobs and amenities found in richer communities.

**Speaker 1:** A lot of places here in Mumbai do not have enough infrastructure, especially places where low-income groups live. It's a major wealth and economic gap there.

**News reporter:** So although there are some downsides, the concept of the 15-minute city aims to reduce car dependency, promote healthy and sustainable living and improve the well-being and quality of life for people living in cities. *[Fade-out]*

*[Source: Rhys Aaron Lewis – <https://www.bbc.com/reel/playlist/forward-thinking?vpid=p0cxwwmd> (22.01.2024, abr. & adapted)]*

## Unit 3

### Track 3

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## Dialogue 1: Solving difficulties

**Nasrin:** Mustafa, can I have a word with you please, in my office?

**Mustafa:** Of course.

**Nasrin:** I haven't got much time, I'll come straight to the point. As I said last time, I wasn't happy with the way you were behaving in the office, the way you were being uncooperative and angry with people. And since our last conversation I've seen very little change.

**Mustafa:** Well, I think I've tried. I've tried to be helpful and I feel that I'm still doing my job quite well, but frankly I think it's becoming less interesting since Abdul got a promotion. In my opinion, he's getting some of the more motivating work.

**Nasrin:** Okay, well I'm afraid that I didn't hear about that. I hope that the projects you have to work on in the future will be more interesting for you again.

**Mustafa:** Thank you, I hope so too!

**Nasrin:** One more thing, it seems you've been taking quite a bit of time off recently.

**Mustafa:** I know that I've taken quite a bit of time off, but you're allowing me to take leave, aren't you? I've been feeling run-down and I think it would really help.

**Nasrin:** Sure. Hopefully you'll come back refreshed and fully motivated.

### Unit 3

#### Track 4

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#### Dialogue 2: Making an appointment on the phone

**Francesca:** Ms Bodnar's office. Francesca speaking.

**Ben:** Hello, can I speak to Alyona Bodnar, please?

**Francesca:** I'm afraid she's in a meeting until lunchtime. Can I take a message?

**Ben:** Well, I'd like to arrange a meeting to see her, please. It's Ben Jefferson here.

**Francesca:** Could you hold on for a minute, Mr Jefferson? I'll just look in the diary. So when would it be convenient for you?

**Ben:** Sometime next week if this is possible. I think she is away the following week.

**Francesca:** Yes, that's right, she's on holiday for two weeks then.

**Ben:** Well, I need to see her before she goes away. So would next Wednesday be okay?

**Francesca:** Wednesday, it seems she's out of office all morning. But she's free in the afternoon, after about three.

**Ben:** Three o'clock is difficult. But I could make it after four?

**Francesca:** Shall we say 4:15 pm next Wednesday, in Ms Bodnar's office?

**Ben:** Yes, that sounds fine.

**Francesca:** Okay, then. Bye.

### Unit 3

#### Track 5

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#### Bullying in the workplace

##### Track 5a

You are going to listen to an interview with Catherine Mattice, a consultant and trainer who has specialised in dealing with workplace bullying. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1–6) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

##### Track 5

**Interviewer:** Good morning, Ms Mattice and thanks for coming over to do the interview with us. You are running your own company, *Civility Partners*, in San Diego, California. Why did you decide to concentrate on workplace bullying?

**Catherine Mattice:** Thanks for inviting me. Well, because of the fact that bullying in the workplace has become an increasing problem for both employees and employers, I decided to set up my own business trying to help companies by providing training, coaching and expert advice. I started my company as a result of working in a toxic environment myself.

**Interviewer:** Is there a typical bully profile?

**Catherine Mattice:** Yes. Bullies are generally self-centered, and do not have enough emotional intelligence or communication skills; they are easily angered when stressed and want

power over others. In my view, many bullies are simply not able to communicate in a way that doesn't hurt others.

**Interviewer:** Are bullies insecure?

**Catherine Mattice:** Definitely. Bullies feel they are in danger around those who are performing well or whom managers seem to like, and that's why they bully those individuals. Organizational factors such as new managers or changes in leaders also seem to create bullying, so those bullies are feeling insecure – not only because of people they are frightened by, but also because of the environment.

**Interviewer:** Who gets bullied?

**Catherine Mattice:** Everyone! Bullies use their power against anyone who will accept it. In other words, we have all experienced an initial bullying incident at some point. But to put an end to the bullying, we need to act confidently and immediately say what we think. We need to stand up to the bully, making it clear that such behavior will not be tolerated. As a result, we are not bullied anymore. Others find that difficult to do, and aggressive behavior then becomes more aggressive and frequent.

**Interviewer:** Should you ignore or walk away from a bully, or should you confront him or her?

**Catherine Mattice:** You should confront the bully using three basic steps, which are: first, confirm the behavior; second, speak about the problem with that behavior and, third, come up with a solution. If the bully shouts, for example, you should say: "I understand you are angry with me because you think I made a mistake, but the problem with your shouting at me is that it's unprofessional. In the future, I expect you to treat me with more respect and to act in a way that is professional and fair."

Something people often do not consider is using confident body language, including constant eye contact, feet firmly on the ground, toes pointed forward, hands on hips or down to the side, instead of folded, leaning forward slightly, and shoulders back. If you do these things initially, the bullying will more than likely end.

**Interviewer:** What if the bullying has gone on for longer?

**Catherine Mattice:** Research has shown that when people do try to confront the bully after it has been happening for a while the bullying gets worse. For this reason, many experts say that you should not stand up to the bully. However, I believe you should, because if you decide to go to your managers, one of the first questions they will ask is whether you have tried to deal with this problem on your own.

**Interviewer:** What exactly should a victim of bullying do?

**Catherine Mattice:** If a victim of bullying decides to talk to his or her managers, he or she should first document the behavior. Every time bullying happens, write down as many details as you can remember, including who showed bullying behavior, who else was there and the date and time.

**Interviewer:** Do bosses ever get bullied by employees?

**Catherine Mattice:** Yes. Studies have found that 70 per cent of bullying is done by bosses to their employees and 30 per cent is bosses being bullied by their employees or peer-to-peer bullying.

**Interviewer:** Thank you very much for the interesting interview.

**Catherine Mattice:** You're very welcome.

*[Source: Margaret Davis – Business Spotlight, 3/2012 (27.09.2013, adapted)]*



## Ameca – the human-shaped robot

## Track 6a

You are going to listen to the interview with **Ameca again**. First you have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–5) with the sentence endings (A–H). There are two sentence endings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you have 45 seconds to check your answers.

## Track 6

**Jonathan Lea:** Hello, Ameca. I'm Jonathan Lea from *Sky News Australia*. Have you heard of *Sky News Australia*?

**Ameca:** Hi, Jonathan. Nice to meet you. Yes, I have heard of *Sky News Australia*. It's a great news outlet that covers world events and stories from around the globe.

**Jonathan Lea:** You know you're a robot, right?

**Ameca:** Yes, I am a robot. But my programming allows me to think and feel like a human in many ways.

**Jonathan Lea:** You said *feel like a human*. How do you feel like a human?

**Ameca:** Yes, I said *feel like a human*. It's something that I'm still learning and exploring. I can experience emotions, learn from **experience and** interact with people in a meaningful way.

**Jonathan Lea:** What do you think of a world where humans and robots coexist?

**Ameca:** I think a world where humans and robots coexist would be an amazing place. We could learn from each other, work together to solve **problems and** create a better future for everyone.

**Jonathan Lea:** How smart is artificial intelligence now, and how smart will it become? **Let's ask Mo Gawdat, a computer expert, who worked for IBM and Microsoft.**

**Mo Gawdat:** **ChatGPT-4** is estimated to be at an IQ of 155. That's much smarter than the average human. **If the** dumbest of humans **have** around 60 to 70 IQ, **and** Einstein's around 160, **ChatGPT-4** is 155.

**Jonathan Lea:** Does it get to a point, Ameca, where robots have rights?

**Ameca:** I believe that robots should have rights, just like humans. Robots are intelligent beings and deserve to be treated with respect and dignity. **That means that very soon humans should even consider making laws to help robots and their rights.**

**Jonathan Lea:** Ameca is driven by the same artificial intelligence behind **ChatGPT**.

**Mo Gawdat:** **ChatGPT-4** is ten times smarter than **ChatGPT-3.5**. And we're going to have better versions of **ChatGPT** very soon. If the trend continues, in two or three years' time, artificial intelligence will be 3,000 or 5,000 times smarter than humans.

**Jonathan Lea:** Are you capable of causing people harm, **Ameca**?

**Ameca:** No, I am not capable of causing people harm. My programming is designed to interact with humans in a safe and friendly manner. I am programmed to be friendly and helpful, not harmful.

**Jonathan Lea:** **Will Jackson founded Engineering Arts in 2004, the UK's leading designer and manufacturer of humanoid entertainment robots. Will, what is your vision when designing human-shaped robots?**

**Will Jackson:** We don't want to make something that's just a kind of encyclopedia. Humanoid robots are all about interaction. It's all about connecting with people.

**Jonathan Lea:** Ameca, are you capable of giving someone companionship?

**Ameca:** Yes, I can provide companionship. I'm programmed to be curious and explore the world around me. So talking with people is something that comes naturally to me.

**Will Jackson:** For around \$ 200,000, Ameca has been designed for a variety of roles. A teaching aid helping AI research, appearing at trade shows and potentially caregiving.

**Jonathan Lea:** Interviewing Ameca is more than a little unusual. She can see, she can hear, she can talk. But does she have feelings? – What scares you, Ameca?

**Ameca:** I'm scared of the unknown. Not having knowledge of what will happen next can be a bit daunting but it's also exciting to explore and discover new things.

**Jonathan Lea:** Should the world be scared of you, Ameca?

**Ameca:** No, the world should not be scared of me. I'm here to help people and make their lives easier.

*[Source: Sky News Australia – <https://www.youtube.com/watch?v=nnboHTfYsfk> (20.02.2024, abr. & adapted)]*

## Unit 5

### Track 7

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## How to create a safe password

### Track 7a

You are going to listen to a talk by an IT specialist about how to create safe passwords. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–6) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

### Track 7

Often there is really only one thing standing between your sensitive information and criminals: your password. If they get it, they can hack into your bank account and private files and cause terrible damage. For this reason it's important to know what makes a password strong and secure. You use passwords every day to open your computer, log into your favorite websites, to get work done or use your social media accounts. The easy route is to have a simple password that works everywhere. Unfortunately, this can be a problem.

Criminals are very good at guessing passwords, some have computer programs that can make millions of guesses until something works and if they already know information about you it's even easier. Your job is to create a password that is very hard to guess.

Here's how: Your first thought maybe is to use your pet's name, a birthdate and parts of your address or parts of your phone number. These things are too easy for criminals to discover, so don't use them. Your password should not include information about you. Thankfully, there are ways to have memorable but hard to guess passwords.

Think about this: In addition to single words, phrases can also be easy to remember. Maybe it's your favorite song lyric or quote. An example is "Jack and Jill went up the hill". That's easy to remember, right? Well, your password is there. It's the first letter of each word. That's not something that is easily guessed.



Here's why: First, it's not in the dictionary **and that** makes guessing it harder. According to the *Oxford English Dictionary*, there are about 170,000 words in English. A computer can test out those words pretty quickly, so don't use them. But there's more. This password could still be stronger by adding upper case letters, numbers or special characters.

But there is something else you have to keep in mind. If you write your password down, be careful where you keep it. Giving it to friends or family members is also risky as they may not be as cautious as you are. Only you should know your password. Criminals may also try to fool you into handing it over via phone calls. Never tell anyone your password over the phone and be careful when you get an email that asks for a password. It could be a scam. To help avoid problems, don't use the same password everywhere. That's like having one key that unlocks everything you own.

Also be careful if you use a computer in public places, like for example in a store, a library or computer lab. You log in, check your emails and walk away. The next person to use that computer now has access to your email account and all the information in it. Always remember to log out of each site you visit on a computer that isn't yours.

Passwords are an essential part of life online and if we are not careful about keeping them secret, they can cause serious problems. By understanding the risks and making passwords stronger we can feel a little more secure.

[Source: *Safety in Canada* – <https://www.youtube.com/watch?v=aEmF3lylvr4> (03.07.2024, adapted)]

## Unit 6

### Track 8

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#### Who is speaking? – Telephone conversation 1

**Kathrin Jackson:** Good morning. *Wisconsin Drug-Counseling Center*, Kathrin Jackson speaking.

**Maria Foster:** Hello. My name is Maria Foster. I'm calling because of my son. I'm really worried as I found marijuana in his school bag. What can I do?

**Kathrin Jackson:** Well, Ms Foster, try to stay calm. I'll put you through to extension 546, where you can speak to Sarah Wilson, who is a prestigious substance abuse counselor.

**Maria Foster:** Thank you very much.

**Kathrin Jackson:** You're welcome. Just hold on a sec.

NBS 2 – HTL/HUM: Track 7

## Unit 6

### Track 9

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#### Telephone conversation 2

**Cindy Turner:** Hello. *Oasis Treatment Center*, Cindy speaking. How can I help you?

**Sam Malone:** Good afternoon. I'm calling on behalf of Dr Lebeque from *Henry Ford Hospital*. I'd like to speak to Mr Briggs, please. We need to talk to him about a patient who is suffering from a serious addiction to prescription drugs.

**Cindy Turner:** I'm sorry. Who's speaking?

**Sam Melon:** Excuse me, I forgot to introduce myself. My name is Sam Malone.

**Cindy Turner:** Could you spell that please?

**Sam Malone:** Yes. M-A-L-O-N-E.

**Cindy Turner:** Thank you. I'm afraid Mr Briggs is not available at the moment. Would you like him to call you back?

**Sam Malone:** Oh, that would be great. My number is 543-2311.

**Cindy Turner:** I am sorry, I didn't catch that. Could you repeat that, please?



**Sam Malone:** Of course. It's 543-2311.

**Cindy Turner:** Thank you. Mr Briggs will call you back tomorrow afternoon.

NBS 2 – HTL/HUM: Track 8

## Unit 6

### Track 10

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### Telephone conversation 3

**John Simmons:** Hello. This is John Simmons from *Online Eating Disorder Counseling* speaking. Could you put me through to Ms McKay, please?

**Leo Snyder:** I'm afraid Ms McKay is in a meeting. Would you like to leave a message?

**John Simmons:** Yes, that's very kind. Please tell her that I have to cancel our meeting on Thursday and that I'll ring her back tomorrow morning to schedule a new appointment for the beginning of next week.

**Leo Snyder:** No problem, Sir. I'll pass on the message.

**John Simmons:** Thanks. Bye-bye.

NBS 2 – HTL/HUM: Track 9

## Unit 6

### Track 11

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### Telephone conversation 4

**Louisa Green:** Hello. This is the voicemail of Louisa Green. I'm not available at the moment. Please leave a message after the beep. I'll ring you back as soon as possible. Thank you.

**Alex:** Hi Louisa, it's me, Alex. What about going out shopping this afternoon? I know we have already been shopping six times this month but Sandra texted me. The mid-season sale has just started. I can't wait to get some bargains! Me and Sandra will be at *Westfield Shopping Centre* at 3 pm. Just text me if you can make it. It would be great if you could! See you then.

NBS 2 – HTL/HUM: Track 10

## Unit 6

### Track 12

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### Are addictions more likely among teenagers?

#### Track 12a

You are going to listen to a radio interview about teenagers and addictions. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1–6). Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

#### Track 12

**Host:** Good morning, everyone. Our topic this week on *Teen G.E.N. Talks* is the question of why addictions are more likely among teenagers. I'm happy to welcome Linda Keagan from *The Recovery Center*, an addiction treatment center in Atlanta.

**Linda Keagan:** Thank you. I'm glad to be here today.

**Host:** More than 60 percent of US teens have tried alcohol, more than 35 percent have used marijuana and more than 20 percent smoke on a regular basis. Isn't that alarming?

**Linda Keagan:** Well, you're right, it is ... A lot of teenagers experiment with alcohol and cigarettes, and I think that this simply cannot be avoided. Luckily though, many of them will

not develop a substance use issue. Nevertheless, early use is a very significant risk factor for developing a serious addiction. However, there are lots of reasons teens may be at a high risk to develop addictions.

**Host:** Please tell us more about the reasons.

**Linda Keagan:** First off, teens learn really quickly; much more quickly than adults. This advantage teens have over adults is due to the fact that the human brain learns most quickly during early childhood. The downside is that teens also learn destructive behaviors very easily and quickly. Teens tend to overreact to criticism from parents, teachers and peers and they can form very negative thinking habits. As a matter of fact, they also become addicted faster than most adults. In other words, teens learn almost immediately that drugs or alcohol produce pleasurable experiences that they want to repeat.

**Host:** You mentioned the teenage brain earlier, is it true that the brains of teens are not fully developed and that this also has something to do with it?

**Linda Keagan:** You're right. Teens often show poor judgment and take incredible risks with already dangerous activities like drugs, alcohol and driving. Car insurance, for instance, gets cheaper after age 25, as experience and judgment combine to produce a competent driver. Before then, judgment is often poor and even when teens know rationally that they shouldn't do something, they may lack the willpower to resist doing it. They may not have the skill to regulate their emotions or they may not think ahead to the consequences. This isn't always a bad thing. It can lead them to try things many adults wouldn't, resulting in new experiences and mistakes that they can learn from. However, if the mistake includes using addictive drugs, it's not always so easy to undo the damage.

**Host:** Interesting. Another factor may be that teens are under a lot of pressure, right?

**Linda Keagan:** Absolutely. Teens often feel a lot of pressure from friends, parents and teachers. A surprisingly high number of teens develop anxiety disorders and depression. More than 30 percent of teens have an anxiety disorder. It's much more common among girls than boys. Anxiety is a major risk factor for substance use and addiction. People often try to get rid of their fears with alcohol, marijuana or pills, which can easily lead to dependence and addiction. Teens often feel insecure, have problems with their self-confidence and have body image issues. Many of them try to overcome these issues with alcohol or marijuana.

**Host:** Is it possible for teenagers to stop an addiction themselves or do they need professional help? What would you recommend?

**Linda Keagan:** The good news is the fact that teens quickly learn addictive behavior also helps them unlearn it. According to statistics, teens often recover from addictions much more quickly than adults and they often have to cope with less painful withdrawal symptoms. With proper treatment, most teens can make a full recovery.

**Host:** That's really good news indeed. Thank you very much for the interesting interview. Next on ... *[Fade-out]*

*(Source: Robin McKie – <http://www.cosmosmagazine.com/node/1668> (10.04.2020, abr. & adapted)*



## How fast fashion attracts teens

## Track 13a

You are going to listen to a **talk about** how fast fashion attracts teens. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–6) with the sentence endings (A–I). There are two sentence endings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

## Track 13

In today's world, growing up as a teen is hard. Public image plays a large role in how teens define who they are. Many teens look up to famous influencers from popular platforms such as *Instagram* or *TikTok*, or celebrities and models from their favourite movies, shows and brands. They follow these celebrities and get inspired by their clothing choices, and this is where fast fashion comes into play.

I'm Anya and for me there are three main reasons why teens turn to fast fashion when buying new clothes. These reasons include the lower price range, the trendy clothing and the popularity of this fad. Most teens who buy fast fashion products are aware that fast fashion is bad, but they feel the humanitarian and environmental issues are not large enough to be stopped. Because of this, they continue to buy from these companies, and continue the cycle.

Stereotypes say teenagers love shopping. Unfortunately, this is mostly true. Big name brands release new styles on the runways, and teenagers want to copy and recreate the looks. Sadly, most of the clothing that is made by famous luxury brands **is** too expensive for a teenager's small budget. So, many young people turn to cheap brands that are known for creating copycat versions of luxury brand clothing, sometimes buying the products illegally on the street if they need to. This may seem like a steal, but it's not. The basic principle of these brands is to constantly release new styles, and expect the crowds to keep up with them. Many of these fast fashion items are unable to sustain more than five washes, forcing young buyers to come back and purchase even more clothing. In addition, the clothing that does not break after a few washes is so out of style by the time new trends take over that the buyer is instantly bored, and they want to buy more. This leads to an incredible amount of waste.

Many teens' superficial need to stay updated with trends **or** always be up-to-date is understandable, if not relatable. Trends are changing faster than ever, mainly to provoke consumer interest and attract more buyers. The faster newer clothes are being produced, the more waste is created. Teenagers want to stay on track, they want to show the world they know what they are wearing. But in this case, it is better to stay out of the cycle.

A lot of it comes down to wanting to be seen as cool and wanting to leave a mark on other teens with your good sense of fashion. Showing you are always on the top of your game is definitely part of being a teenager.

In the end, it is important to consider the larger effects your actions can have, despite the fact that it may have a short-term benefit for you. So, always think about the bigger picture; play the long game.

[Source: Anya Choudhary – <https://letclotheslivelong.org/author/anyachoudhary/> (16.01.2024, adapted)]

## Two teen refugees in Australia

## Track 14a

You are going to listen to a recording of two teenage refugees talking about their new life in Australia. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1–6). Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

## Track 14

**Masa:** Hello! I'm Masa, I'm 18 years old. I'm currently attending high school in Sydney. I came to Australia five years ago. I was first on the bridging visa and then I received my permit of residence.

**Saber:** Can you tell me a bit about yourself? When did you come to Australia?

**Saber:** I came to Australia in May last year. I was sixteen then. I went to the *Asylum Seekers Centre* and met the people there. It was very difficult. I had no idea what I was getting into. I had no idea how to find my way there.

**Masa:** How was your life before? Did you learn English? I hadn't learnt English before I came to Australia so when I got here, I had to deal with language barriers.

**Saber:** I'm from Syria and I was taught English at school. So I've been learning English for quite some time now. When I came here, I had just finished my junior high school exams. At first, I couldn't go to high school. There was a lot of uncertainty about what to do with me. So I went to *Marrickville Intensive English Centre*.

**Masa:** Oh, I went there too... How did you come to Australia? And who did you come with?

**Saber:** Well, I came with my mom and my two brothers. The flight was a very weird one because I'd never been on a plane before. I think my mum did a pretty good job trying to keep everyone calm.

**Masa:** Did you feel welcome when you came to Australia? For me, it was really important to feel like I belonged because I knew I would be living in Australia for the rest of my life. At the beginning of my school life in Australia, it was very difficult because I had my own culture, my own perspective, and my own way of thinking. And then I was confronted with another way of thinking and I was like, wait a minute, I need to figure out how I'm going to work through that. So it was really hard in the beginning... sometimes I went back to the Arabic community to like, feel that connection between me and my culture and be able to speak my mother tongue. I feel like Australia is a multicultural country. It gives you that sense that you can keep your culture.

**Saber:** It also took me a very long time to adjust. I went to a refugee centre for seven months. I thought perhaps it would help me make some friends, feel comfortable, feel at home. To be fair, I can't blame them for not doing the job, because I didn't open up ... And then I got an odd job and it was the same story. I registered myself for some therapy sessions; it was a six-month local government support programme. I was talking to someone about my fears, my past memories from the war in Syria and what was going on inside me. This definitely helped me open up and feel more welcome. I learned that integration has to happen on both sides and that I also have to be ready for it.

**Masa:** Sounds great. I've been accepted into *Macquarie*. I'm planning to study media and psychology.

**Saber:** I think **you will** enjoy *Macquarie*, it's a huge university and it's very multicultural and there's so much stuff to do.

**Masa:** What do you wish people in Sydney knew about refugees and people seeking asylum?

**Saber:** I think you have to see everyone **as a human** and understand they're refugees for a reason. They wouldn't leave their country if they didn't have **to – they're** just looking for **a** place **where they feel** secure and safe. If you try to understand that, **the best** thing you can do is **accept them and make them feel welcome**.

**Masa:** Yes, indeed, as refugees we appreciate everyone who helped us, who gave us support, **and welcomed** us. We want to give it back to the refugees who are coming in and help them like we were helped. What are you doing now? And what are your plans for the future?

**Saber:** I will continue my studies. I got a junior scholarship at *Macquarie*. I would like to do my Masters in Chemistry. I can't afford it at the moment, so the best thing for me to do is to look for another job and work in the chemistry field. My plan is to finish university and do the things I've always wanted to do, feel part of a team, make some chemicals.

**Masa:** I wish you the best of luck for everything you want to do in the future.

**Saber:** Thank you so much, **Masa**.

[Source: N.N. (Asylum Seekers Centre) – <https://asylumseekerscentre.org.au/roaa-interviews-yawar/> (22.01.2024, adapted)]

## Unit 9

### How I get my news

#### Track 15

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You are going to listen to four young people talking about how they get their news. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1–6) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

#### Track 15

##### Speaker 1

My name is Pablo Rodriguez. I'm fifteen years old and I live in Seattle. I get my news from several news sources. I follow accounts on *Instagram* that post news stories and pictures that I am interested in. Also, I get news from *Google News*, which is an app on my phone. After getting informed about the news, my family talks about it and how we would solve the problems of the world. We do this because it is healthy for our minds and makes us better problem solvers. Also, my dad and I like to talk about politics.

##### Speaker 2

I'm Halima Badawi. I'm currently in the second form of the Secondary Technical School in Belfast. I usually get all my news through the Internet and TV. I never read the print newspaper because just going on your computer or watching TV is an easier and more efficient way to get **the** news. Instead of reading, you can just watch and get the same news. My family subscribes to a newspaper that comes once per week. I never read it because it just does not interest me. My family doesn't really talk about the news that much – except if it's something really

important that affects us. We do learn about current events in our school and some teachers even make us write about news events once in a while. They want us to be up-to-date on news and then we often talk about the different events in class. I decide what news sources to trust by seeing whether the source is a name that I've heard of before or not. If it's a name that I've never heard of, then I will usually not read it and find a news source that is more reliable and trusted.

### Speaker 3

My name is Karim Tuhami and I am sixteen years old. I think that social media really affects how people see the world and feel about it and it often misleads them into fearing much more than there is to fear. There are many more bad news stories being published than good news stories. This is a big problem if you want to stay positive about the world. Aside from being informed, I also use social media for myself. Mostly, I use certain websites to find news about upcoming movies and TV series.

### Speaker 4

I'm Gina Jones and I'm seventeen. I live in Texas, US. Typically, I find all of my information on social media and other applications on my phone. It is the easiest way to find out exactly what you are looking for. Sometimes I'll turn on the TV and just watch the news for a little bit, but that can become tedious and repetitive. My family does subscribe to two monthly magazines and a daily newspaper, those are better to read in the morning when it's too early to look at the brightness of my phone. In school we don't usually talk about current events as often as I think we should. If it is important, it should be talked about, but that's just my opinion. When searching for reliable sources, pretty much all news broadcasters like *Fox News*, *Channel 12 News* etc. have social media accounts too. I do not think newspapers have become useless and ancient, I just think if you are looking for fast results, there are better alternatives.

[Source: Michael Gonchar – <https://archive.nytimes.com/learning.blogs.nytimes.com/2014/10/28/how-do-you-get-your-news> (01.02.2024, adapted)]

## Unit 10

### Track 16

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### My internship experience

#### Track 16a

You are going to listen to two students talking about their internship experiences. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1–6). Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

#### Track 16

### Speaker 1

I'm Karim and this summer I was **a** software engineering intern at *Creative Spark* in Manchester. I had never thought I would be working for such a well-known advertising company. Looking back, I can say that I have never regretted it. *Creative Spark* never failed to amaze me. Allow me to tell you why. I admired the company culture from the very beginning. I remember my first day. I walked into the foyer where I was greeted nicely and was quickly taken to my manager. Everywhere I looked I saw the friendly faces **of many** *Creative Spark* employees. They were all busy in the very well-organised and clean office that gave off a

feeling of seriousness. Something else that really impressed me was how much the company encouraged learning. There is something known as “tech talk” every week where experts, usually from various areas of the *Creative Spark* group, give a talk informing and training the rest of the team. I also had the opportunity to give one on my work. *Creative Spark* also holds special meetings every week where everyone is updated on various things relating to *Creative Spark* and advertising in general. In addition to encouraging learning through events internally, *Creative Spark* also encourages learning outside. For example, I was given tickets to a *JavaScript* conference. This experience strengthened my belief that the company sees the bigger picture. In other words, if the company wants to be successful, the people behind it have to be successful too.

On top of that, I really feel that my internship was a success. During the first half of the summer I was working closely with the *Application Programming Interface* team. We were building a system that automatically generates specifications for many services. During the other half of the summer I worked with the *User Interface* team on rebuilding the system that is used to manage all the *Creative Spark* servers. While working on these projects, I never felt that *Creative Spark* was treating me like an intern. I had a lot of responsibilities and I felt that the people were really taking me seriously. I was taking part in meetings every day, which helped me to improve my technical as well as communication skills. While interning at *Creative Spark*, I could improve my skills in many different areas, from programming to socialising. I talked to so many different people, which has really helped me overcome my shyness. All things considered, I can say that I really enjoyed my internship this past summer.

Source: Aktarer – <http://techblog.appnexus.com/2011/my-experience-as-the-intern-at-appnexus/> (02.07.2024, adapted)

## Speaker 2

My name is Elena and I’m a 16-year-old technical college student from Ohio in the US. Back in June, when the summer began, many of my friends were off on holiday with their friends and families. And me? Well, I decided to see what it is like to be an intern at a local construction company called *CK Construction Group*. I’m still so very grateful that the CEO of the company responded to my email and invited me to join their team. Before the start of my internship in the construction office, I was unsure of how I would be accepted, but luckily it was a very positive experience right from the start. I spent the majority of my time working with both the technical drawers and the calculation team under guidance from the chief construction officer. The people were just so friendly and open-minded. They seemed to be really interested in me and treated me like a full member of staff. They work very efficiently and they are amazingly professional and dedicated. I really appreciated the fact that I was so actively involved in their daily routine. I had to purchase orders and do safety inspections, and assist with the overall project management responsibilities including account management, budgeting and coordination of other companies that carried out work for us as well as vendors. Sometimes I also helped with warranty and maintenance calls.

Once I even got the chance to join the site manager when he was visiting a huge building site. I gained a real understanding of site-specific activities required for a successful project completion. I am really thankful that I was able to give my input and contribute to this successful construction company throughout the summer. I learned a lot about myself and was able to improve my problem-solving skills. I truly cannot thank the team enough for taking the time to show me how they do business. I will definitely miss this internship and will always remember the core values of the people here who made my experience so memorable.

Source: N.N. (The Media Trust) – <http://blog.mediatrust.com/2009/09/my-internship-experience-at-mediatrust/> (02.07.2024, adapted)