Transcripts Units 1–12 and Preparing for final exams

Unit 1, exercise 10b, 11 (TCD ◎ 01)

Announcer: A new way of generating electricity

Presenter: Welcome to the Science Podcast. Today we're listening to a report about cutting-edge research and innovation at the Massachusetts Institute of Technology, where scientists and researchers are working on new methods of generating energy.

Reporter: The Massachusetts Institute of Technology is famous for its cutting-edge research and innovation. Engineers recently experimented with electricity generation and discovered that tiny carbon-based particles can create an electric current by interacting with an organic solvent. Electrons are drawn out of the particles by this organic solvent generating a current which could be used to drive chemical reactions or to power nano robots. This technology therefore involves doing electrochemistry without wires.

This phenomenon was described in a recent study, published in June 2021, which demonstrated that researchers could use this electric current to drive a reaction known as alcohol oxidation. This discovery resulted from research on carbon nanotubes, which are hollow tubes made of a lattice of carbon atoms. These lattices have electrical properties. After demonstrating that carbon nanotubes can generate moving pulses of heat known as 'thermopower waves' for the first time in 2010, the researchers uncovered a related feature of carbon nanotubes.

Electrical current is created when the carbon nanotube is coated with a Teflon-like polymer causing thermopower waves to travel along the tube. Electrons flow from the coated to the uncoated part of the tube. By doing so, electrical current is created. The particles are submerged in a solvent that is hungry for electrons and so the electrons are drawn out. The aspiring researchers created electricity-generating particles by grinding up carbon nanotubes and forming a sheet out of them and coating one side with the Teflon-like polymer. Subsequently, small particles of any shape were cut out. Submerging these particles in an organic solvent causes the solvent to adhere to the uncoated surface of the particles. As the system tries to keep the balance, the electrons move back and forth. There is no cutting-edge battery technology needed because the current version of the particles can generate about 0.7 volts of electricity per particle. Over time the scientists have also shown that they can form hundreds of particles in a small test tube. This is called a 'packed bed' reactor, which is compact and more flexible in terms of its applications. No electrical wires are needed to drive the electrochemical reaction. MIT researchers are already working on the next steps: they are building micro- and nanoscale robots to be used as diagnostic or environmental sensors. According to the researches the idea of generating energy from the environment to power these kinds of robots is very appealing.

Unit 01, exercise 16, 17 (TCD ◎ 02)

Announcer: A researcher's talk about Leif Eriksson

Researcher: OK, so, er, this is some basic information about Leif Eriksson from the internet. Erm, depending on who you ask, he was born around 970 or 975, and, erm, he was probably the first European to explore North America. He lived in Greenland, but in around the year 1000 he sailed to Norway. Then there are two different stories about what happened next. According to one version, while Eriksson was trying to get back to Greenland, he was blown off course by bad weather and ended up in North America. But other sources claim that he was following the route of an earlier explorer and deliberately sailed to North America, so, not by mistake. He wasn't alone of course, erm, yeah, in one article, it mentions that he sailed with thirty-five men, though interestingly, several sites make no mention of any companions. So, they first came to a land covered with flat rocks, which might have been Baffin Island. Then they arrived at a place with trees and, er, white sandy beaches, which was probably Labrador. And finally they reached a third place, which Eriksson called Vinland. They built a small settlement there and then explored the area a bit. It seems to have been a very pleasant place with a mild climate, green grass, wild grapes, rivers, salmon. They stayed there for the winter, then returned to Greenland. Erm, most sources are in agreement that Leif Eriksson died in about 1020. One of the most interesting questions is, where exactly was Vinland? Er, in the 1950s and 60s, some archaeologists discovered a Viking settlement at the northern tip of Newfoundland – in Canada – so that's one possibility. Sources vary on this question, though. Some just say that Vinland was in Newfoundland, others say it's only a possibility. So that could be an interesting angle, I think. Er, and that's it, really.

Unit 01, exercise 21 (TCD ◎ 03)

Announcer: Rights and obligations in different countries

Announcer: Gavin.

Gavin: Erm, here in England we have the so-called 'right to roam', which means that hikers have the right to walk on public or privately owned land in the open countryside. We can't walk on all privately owned land, like, er, people's gardens or special hunting and fishing areas, but landowners are obliged to let us walk on their land in the mountains, hills and forests or along the coast – even on some kinds of farmland. Walkers usually follow paths through these areas, which is good because that way, they have a minimum impact

on the land. Er, they're also expected to obey the countryside code. So, for example, if they close all gates carefully, don't drop litter, don't disturb the animals, don't damage plants and so on, then they're free to pass through people's land.

Announcer: Hikari.

Hikari: My husband's a civil servant and we live in an apartment building for civil servants. But because there's no building manager, the families who live there have to take care of the grounds and pavements around the building themselves … Oh, and also the children's play area in the back. It's our duty to organise this in turn, so once a month the person in charge – usually it's a woman – she decides what day and time we should meet to clean up the area. Then we all go out and pick up rubbish, pull out weeds, er, sweep up leaves in the autumn and so on. She also collects a small amount of money from each household for various common expenses, like stair lights. I suppose we have the option of hiring someone to do the cleaning, but it's not that much trouble … and anyway, it gives us a chance to chat together.

Announcer: Ryan.

Ryan: Friends from other countries are often surprised when I tell them it's compulsory to vote here in Australia. It's been like that since the mid-1920s, and the reason was because of poor voter turnout in the 1922 election – around 60% – so the government decided to take action. Nowadays, about 95% of registered voters go out and vote. If you don't, you have to explain why, and if your explanation's not good enough, you probably have to pay a small fine. My brother thinks we should have the freedom to vote or not, as we choose. But personally, I like our system because it means that election results reflect the wishes of almost all the people, not just a few. Anyway, Australia's not the only country that has compulsory voting. Belgium has, and Argentina, Singapore and others.

Unit 01, exercise 24 (TCD ⊙ 04)

Announcer: You are going to listen to a conversation about 'The moon hoax', a number of arguments that cast doubt on the authenticity of the first moon landing by US astronauts. 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 questions 1 to 6. Put a cross in the correct box. The first one, zero, has been done for you.

After the second listening, your will have 45 seconds to check your answers.

(45 sec pause, acoustic signal)

Shania: I've been reading about a famous conspiracy theory, 'The moon hoax'. It says that the moon landings were actually filmed in Hollywood studios and the Apollo astronauts never even came near the moon.

Jordan: Yeah, it's interesting that people talk about it so seriously. They've probably seen some of the YouTube clips that are based on a programme on Fox TV. It shows five or six arguments supporting that theory. I guess watching a guy from Star Trek presenting them as an expert – you can't help but find them convincing. Some people *really* think that theory to be the truth. I read somewhere that maybe even thirty percent of Americans now believe that the United States never went to the moon.

Shania: But what makes people believe such nonsense?

Jordan: Well, for instance, people talk about the flag, you know. They point out that the flag is waving on the surface, and they say, "Well, there's no atmosphere on the moon. The flag wouldn't be waving." But of course the reality is, if you watch the complete footage, you can see that the astronaut works some time on planting the flag on the surface, and naturally his hand is moving about and touching the pole. Of course, then the flag, which is tied to the pole, is moving. After the astronaut has stepped away from the flag, you can see it hanging limply in space.

Shania: OK, makes sense to me. But there's also talk about strange shadows in the pictures.

Jordan: I'm not completely familiar with that, but I remember it was said that some shadows didn't line up, or there was some talk about some alternate light sources, like overlooked studio equipment. People said, "Oh, there should be no other light source in that case." I think though that people don't consider the fact that the moon itself can reflect light so that it serves as an alternate light source, and that can explain the different shadows.

Shania: And could this also explain the non-visibility of the stars in the background of some pictures?

Jordan: Yes, why not? The comparatively weak light of the stars might just be blocked out.

Shania: Hm, fair enough. Then what about the one with the blast crater? People say that a big blast crater should have emerged under the lunar module?

Jordan: Well, yes, right where the jet engine of the rocket would have lifted off. From what I understand, in that atmosphere and with the make-up of the surface of the moon, the force of the engine wasn't so powerful. This probably is completely overrated.

Shania: I see … But, Jordan, what about the one where some people can't hear the sound of the rockets? They actually have audio of the rocket landing and you can't hear the rocket engine.

Jordan: Yeah, I guess perhaps the engine might be in such a location that the noise is dispersed out into open space.

Shania: So you're saying that because in space there's no pressure, there's nothing for the sounds to bounce off of, and it therefore might just be silent?

Jordan: Well, yes. I mean, people have grown up watching movies like Star Wars. They think they go "vrrrooooom" when they travel through outer space. The reality is that there is no sound in space. It makes great entertainment, but it isn't great science. … Oh, and Shania, by the way, NASA originally thought it was so ridiculous, I mean, when the programme was first broadcast, that they didn't even respond to these accusations. I guess that made the conspiracy theorists think, "That's it! NASA's afraid. They don't want to discuss any of these issues." But actually they just thought it was all a big joke. It wasn't until later that some science magazines took the time to completely disprove the hoax accusations line-by-line.
(15 sec pause, acoustic signal, track replays)

Unit 1, exercise 27 (TCD ◎ 05)

Announcer: A podcast on Avi Loeb's hypothesis

Student radio presenter: Today's podcast deals with Avi Loeb's hypothesis and its reception worldwide. Marie and Josh are talking about Professor Avi Loeb, who claims: 'It would be arrogant to think we're alone in the universe.'

Marie: Hi Josh, I'm a big fan of astronomy and outer space. Did you read that in 2017 astronomers at the University of Hawaii spotted this oddly shaped thing kind of tumbling away from our planet?

Josh: Yeah, I heard about that, and that they named it Oumuamua and classified it an interstellar asteroid, the first known to visit our solar system.

Marie: It was actually really interesting because nobody could say for sure what it was. The more data was collected, the more mysterious the object seemed. And Avi Loeb, an astrophysicist, said that 'Time after time it looked unusual.'

Josh: Well, true, I read his book *Extraterrestrial*, where he argues that 'Oumuamua was 'designed, built and launched by an extra-terrestrial intelligence.'

Marie: Oh, yeah, he and one of his students, Shmuel Bialy, developed a theory that 'Oumuamua wasn't an asteroid or any other natural object. They described it as being a 'huge, pancake-shaped sail, less than a millimetre thick, propelled by the sun's radiation and made by something or someone out there …'.

Josh: Right, he and Bialy claimed that 'Oumuamua 'may have been sent by an alien civilisation to collect data'.

Marie: But nobody can be sure about that because nobody was able to get a picture of the object while it was within range.

Josh: Well yeah, but Loeb thinks that 'Oumuamua gives us an answer to the biggest question of all: 'Is there anybody else out there?'

Marie: Yeah, that's the big question – but their answer was not widely accepted. Because when Loeb and Bialy published their theory, the story went viral, and they became known as the Harvard scientists who believe in aliens. The scientific community did not react in a positive way: colleagues turned their noses up and some even said that the theory was insulting.

Josh: Yeah, I also read that there was a public outcry on social media. But there are also other hypotheses. Some scientists think that the object was a giant hunk of frozen hydrogen, which burns transparently, and others think it was a huge cloud of loosely bound particles.

Marie: Well, those theories cannot be proved either. And Avi Loeb sums up by stating that nature is not known to produce pure-hydrogen comets or fluffy dust clouds so extra-terrestrial life is not as far-fetched a theory as it seems.

Josh: True, this shows that every community has its code of conduct and hidden rules. *[fade out]*

Marie: Yeah …

Unit 02, exercise 12 (TCD ◎ 06)

Announcer: A podcast about big data

Host: Welcome everybody, to today's TechCast episode on big data. I'm sure you've all heard the term before, but what actually is big data? I've teamed up with Mia McKenzie, a PhD student at the University of Manchester, specialising in data science. Thanks for coming, Mia.

Mia: Thanks for having me.

Host: Sure! Now, let's dive right in. What is big data and how relevant is it all for us nowadays?

Mia: Well, to be honest, you can find as many interpretations of the term big data as there are corporations, institutions, governments, and individuals who can see the potential in it, and how they might be able to take advantage of it. The most popular interpretations of big data always have something to do with the size of the data sets, which are extremely large. In some definitions, big data is an amount of data that is more than a petabyte – one million gigabytes. But other people define big data as the exponential increase and availability of data in our world.

Host: Right, but where does all this data come from?

Mia: Well, it comes from lots of places: your smartphone and social media activity, and even your smartwatches these days; real world devices such as traffic cameras and domestic electricity meters; checkouts in supermarkets; your health record … I mean, I could go on.

Host: WOW! That's impressive! So, it looks like the importance of data is also rising.

Mia: Certainly. The data offers immense opportunities for organisations that have the talent and technology to use their data stores to gain business insights, to enable better decisions to be made, and to increase their competitive advantage. For example, by harness-

ing the power of big data, police in Los Angeles have been able to predict when and where crimes will be committed and to intervene before they happen. In the UK, healthcare systems are able to identify patients who are at-risk and get them medical attention. Businesses can optimise the efficiency of their supply-chains by making better predictions. There is so much potential in big data.

Host: And how do I know if I'm dealing with big data? I mean, are there any characteristics?

Mia: Yes, there are. Mainly, we are talking about 3 Vs of big data. They are volume, velocity and variety. Volume is obvious. We are experiencing an increase in data like we've never seen before; we estimate that the world's total data will go beyond 180 zettabytes after 2025. This is 180 followed by 21 zeroes! Today, though, the big challenge with the volume of data is more how we determine which data is actually useful – among all the irrelevant bits, rather than if we can actually store it all.

Host: What's the second V stand for?

Mia: Velocity. The speed at which we generate new data is increasing all the time. For example, Google gets 3.8 million searches a minute, and Meta users upload 243,000 photos in that time. Data scientists need to find ways to deal with all this data as it comes in.

Host: And the third V was for variety, right?

Mia: Yes, variety. Data comes in different forms. Structured data, like that in a database is pretty easy to use and to analyse. But emails, social media posts, video files, web pages, and things like that, they give us unstructured data, which is more difficult to deal with.

Host: And it's this data that organisations are most interested in, right?

Mia: They sure are! Big data is big business, but it also involves all areas of data protection and internet safety. What's more – considering the vast amount of information – organisations have to find a way to legally obtain credible data. This is why data scientists have added a fourth V to big data, which is veracity. This refers to the quality of the collected data. If source data is not correct, analyses will be worthless. As artificial intelligence takes on more of our decision making, we need to check and make sure that the data these decisions are based on is trustworthy.
One thing is sure: big data is here, and it's only getting bigger. Every organisation needs to understand what big data means to them and what it can help them do. The possibilities really are endless …

Unit 02, exercise 20b, c (TCD ◎ 07)

Announcer: Ben and Ramdas discussing a possible site map

Ben: OK, erm … what else?

Ramdas: Erm …

Ben: We've got a meeting with the web designers tomorrow, right?

Ramdas: Yeah, first thing, at nine o'clock.

Ben: OK, so let's have a look at the site map.

Ramdas: Yeah, it's er right here. There were a couple of things I wasn't sure about.

Ben: Me, too. I have some ideas, though.

Ramdas: Great. What are they?

Ben: No, go ahead.

Ramdas: OK. Well, first thing, the 'Portrait advice' is in the wrong place.

Ben: Uh huh.

Ramdas: I think we should link that page to 'Portraits'.

Ben: Yep, I agree. Hang on while I make the new link. … What else?

Ramdas: I think we should cut the 'About Us' page.

Ben: Cut it? But we need it.

Ramdas: Yeah, but if we leave it where it is, no one'll see it. It's better to move all that information to the homepage.

Ben: So the homepage would have our pictures and all the info about us, right?

Ramdas: Right. Otherwise, it'll be a bit empty. I mean, there's nothing much on the homepage right now.

Ben: Except the links.

Ramdas: Exactly. So it makes sense to use that space. That way, everyone'll read the information about us … I hope!

Ben: All right. … So that's one less page.

Ramdas: Right. Now what about you?

Ben: My idea is to stick another page here and link it to the 'Contact us' page. It would tell people where the studio is.

Ramdas: Like a map?

Ben: Yeah, a map – and directions if you're coming by car, bus or on foot. We're not so easy to find.

Ramdas: OK. So we'd call the page 'How to find us' or something.

Ben: 'How to find us', yeah, that's good.

Ramdas: Anything else?

Ben: Yeah, it's a small thing but I think we should swap 'Landscapes' and 'Weddings'. Then all the people stuff will be grouped together.

Ramdas: Ah, OK. So 'Landscapes' would be the last link on the list.

Ben: Yep.

Ramdas: OK, that's it, then. So the next thing is what pictures to include …

Unit 02, exercise 26a (TCD ◎ 08)

Announcer: Technology in different cultures – introduction

Speaker: Thousands of nerds collectively staring into the screens, monitors which eventually go on to form mountains of rubbish in the streets of the developing

world. The two images are poignant and shocking but may well give a distorted impression of computer technology in the world today. Of course, the inequality continues and every technological innovation that appears in the developed world may well end up a decade later on a rubbish dump thousands of miles away. But that's only half the story. Is the digital divide as apparent as these two images suggest? Is the developing world really losing the information revolution? Sarah Vernes reports …

Unit 02, exercise 26b (TCD ⊙ 09)

Announcer: Technology in different cultures – full report

Reporter: The digital divide refers to the gap between regions that have access to modern information and communication technology and those that do not. Some people have affordable internet access that they can rely on, and the knowledge and hardware to make use of it. Others simply don't. Country people are much more likely to be excluded from digital access than urban populations. The divide also exists between countries and continents, and even between the genders: In 2019, 55% of the global male population was using the internet, compared to 48% of females. Three sub-divisions of the digital divide are also hot topics nowadays. The first is the 'access divide': this one's the most obvious, and it distinguishes between those who can afford internet-capable devices and those who can't. This can be an especially big problem in developing countries, where people might also lack the necessary IT skills. The second type of digital divide is the 'use divide': this refers to the difference in the level of internet skills you need. If you are young and well-educated, you are more likely to have these skills. Finally, there's the 'quality-of-use gap': this is about how different people use the internet, and the fact that some find it easier to access the information they need. Existing divides in wealth, gender and educational background are reflected in this 'quality-of-use gap'.

Until recently, all these gaps were seen as the natural result of global economic disparities. It was thought economic development would lead countries to invest in digital infrastructure, then their citizens would buy internet-capable devices, and the digital divide would inevitably close. Yet, while global incomes have risen, access to digital services has remained low in the developing world. In many cases, this can be blamed on a lack of infrastructural investment – people increasingly have internet-enabled devices but cannot connect to the web. There's still a wide divide between continents: In 2020, 94.6% of North Americans had internet access, compared to 39.3% of Africans. But these statistics don't show the wide variations within countries and regions. Oddly, larger countries with ocean borders enjoy better internet access, even if they are otherwise underdeveloped. Similarly, there are major differences even within highly developed countries. Many Americans in rural areas still have poor internet access; access which many of them then lack the skills to make use of. Interestingly, education level and the urban-rural divide provide the most accurate predictors of the digital divide – when intuitively you might think it would be age or nationality.

It is now generally accepted that technological discrimination is a form of social exclusion because it takes away resources from certain people that are essential for improving their income. This is most visible when one looks at the increase in the number of jobs that require digital access and digital skills. However, not only job seekers are badly affected by poor internet access. The Covid-19 pandemic conclusively demonstrated how isolated people without internet access or skills can become. This can have serious knock-on effects, from limiting job prospects, affecting mental health, and posing barriers to education.

These consequences are only likely to be compounded the more we rely on digital technologies. Societies will have to come to grips with the digital divide by recognizing its many aspects and negative outcomes.

Unit 03, exercise 4 (TCD ⊙ 10)

Announcer: A conversation about a map showing wealth in the year 1500

Announcer: A.

Speaker A: Well, one thing that is apparent from these maps is how little has actually changed. I mean the balance between rich and poor countries has pretty much stayed the same. You can see even in 1500, Europe, that is Europe and the Mediterranean, were right up there among the richest countries. And then Europe stayed wealthy, in fact it got wealthier technically at the expense of other countries. Maybe that's just beginning to change now. And you can see if you look at Africa, those countries weren't wealthy in 1500, and that's stayed the same. In fact, as the maps show, the difference between rich and poor has got bigger, not smaller.

Announcer: B.

Speaker B: I'm actually not really sure what the significance of the maps is. What do they really indicate about wealth? I suppose they're based on the GDP of countries, so it tells us how much countries produced, but it doesn't reveal much about say, lifestyle, or quality of life. So, if you, if you look at the map of 1500, North America is shown very small. So, I suppose this means that it wasn't producing much wealth. Obviously, that's because it didn't have developed technology. But that doesn't necessarily mean that

they were poor. They probably had a good, sustainable way of life. In a sense, they were probably very well off, though not affluent in a material sense.

Unit 03, exercise 12b (TCD ⊙ 11)

Announcer: Adrian talking about how Sheffield has changed

Adrian: Well, I think one very significant change that took place in the industrial cities in the Midlands was the collapse of the British steel industry in the 1980s. International competition in iron and steel caused a decline in traditional local industries during the 1970s and 1980s, coinciding with the collapse of coal mining in the area. And, erm, I think this had all kinds of consequences for the whole area, some of them very far-reaching. For example, thousands of workers became unemployed from one day to the next. I remember before the collapse, Sheffield used to be called 'The City of Steel'. Engineers from Sheffield invented some of the most important processes that revolutionised the production of metals. Between 1750 and 1850, the population grew from 14,000 to 135,000. Can you imagine? The sky was permanently black with smoke from the factories. In 1937, George Orwell wrote in his book 'The Road to Wigan Pier' that Sheffield was "the ugliest town in the Old World". Most notable were its slums, thrown up in haste to house a growing population coming to the town. … Then finally World War Two brought changes to the city's fortunes. Its experience in steel production led it to having a vital role in munitions and weapons manufacture. This also made Sheffield a prime target for bombing raids, and the Sheffield Blitz of 1940 left over 40,000 people homeless. In terms of its industry, the post-war period worked in Sheffield's favour. Particularly surgical blades made of steel were in big demand – and so the city was producing half of all those made worldwide at that time. Renewed wealth and an opportunity to rebuild the city after the bombings finally brought an end to Sheffield's notorious slums.
However, as I said earlier, the city once again fell on hard times. This was because of the steel crisis in the 1970s and 1980s. But then, after the massive steel crisis, city planners decided to start from scratch. And I think this had an impact on people's attitude to culture and modernity. And this gave rise to a whole new range of high-tech industries which replaced the old industries. So, Sheffield became really cosmopolitan, and this led to a new wave of young urbanites pouring into the city. So, it was like a renaissance of Sheffield, very different from the stereotype of a run-down former steel centre. So, I see this as a really positive development – people living in a clean and trendy city. Sheffield was recently even voted one of the top five places to live in Britain. Today it has one of the best public transport systems in the country, and 61 percent of the city is green space. And this is a direct consequence of modern and progressive city planning.

Unit 03, exercise 15b, c (TCD ⊙ 12)

Announcer: Caitlin negotiating for compensation

Ethan: So, you see, Caitlin, we've looked into it, and I can't express how sorry we are about the confusion. Er, apparently one of our staff made a mistake when he took your booking and recorded the number of dinner guests as seventy-five …
Caitlin: … rather than a hundred and seventy-five.
Ethan: Yes. So, when you all arrived, I'm afraid we weren't prepared for such a large group. We did set up a buffet in another room, but of course …
Caitlin: Yes, the buffet was set up quite quickly and we appreciated that, but unfortunately almost forty of our guests did choose not to wait and went home … and because of that, we certainly lost some important donations.
Ethan: I'm so sorry. I know how important your work is and how much you depend on donations. Erm, I gather you'd like to work out some compensation.
Caitlin: Yes. We believe we should be compensated for our losses and the inconvenience to our guests.
Ethan: Could you, erm … what exactly did you have in mind?
Caitlin: Well, we'd like you to cancel the cost of food, drink and room rental for the emergency buffet meal. It was $2,843 in total.
Ethan: I see.
Caitlin: In addition, we feel we're entitled to a 50% refund of the cost of the sit-down dinner for seventy-five people in the dining room. It was $5,856 – here's a copy of the bill. A 50% refund would be $2,928.
Ethan: Well, to begin with, I'm afraid we can't agree to cancel the entire cost of the buffet meal. We have our own expenses to cover. However, we can offer a refund on the buffet room rental, which was $750, and we're prepared to add an extra $250 to round it up to $1,000. As for the meal in the dining room, those seventy-five guests had their meal as planned and I don't honestly see why we should give you a 50% refund for that. However, we can offer another $1,500 as compensation for the inconvenience.
Caitlin: I don't think we can accept that, Ethan. You see, we estimate our charity has lost five to six thousand dollars as a result of your employee's error. Now, as you know, this is the third time we've held our fund-raising dinner at your hotel and until last weekend, we had nothing to complain of …
Ethan: Obviously, we hope we can host your dinner again.
Caitlin: Well, that depends on what we agree. Of course, we'd be willing to come here again provided we can sort out this problem.
Ethan: I see. Well, let's compromise. If you agree to accept

the $2,500 I mentioned, then we propose a 20% discount on your next booking with us.

Caitlin: Do you mean 20% off the cost of the food, drink and room rental?

Ethan: Yes, 20% off the entire cost of your event. What do you say?

Caitlin: Well … yes. I think we can agree to that.

Ethan: Excellent. As I said, I am really sorry. Now, let's sort out the payment …

Unit 03, exercise 20b (TCD ⊙ 13)

Announcer: Agencies and sub-organisations of the United Nations

Ana: Welcome everyone to the United Nations Office in Vienna. Before our workshop, I'm going to give you a brief overview of some of the UN sub-organisations. Feel free to interrupt me if you have any questions. One of the UN organisations that has its headquarters here in Vienna is the International Atomic Energy Agency, or IAEA. It promotes international co-operation for the peaceful use of nuclear energy and nuclear safety, like radiation protection. Another major task is trying to prevent the production of nuclear weapons. Who knows another organization that is headquartered in Vienna? – Yes? – May I have your name?

David: Yes, sure, I'm David. I think the UNIDO, or United Nations Industrial Development Organisation has its seat here.

Ana: Correct! This organization co-ordinates all UN activities concerning industrial development; it enables developing countries to finance industrial projects. One of its major aims is to accelerate economic growth in order to bring prosperity to all. But at the same time, they focus on safeguarding the environment. So, UNIDO's mandate is fully aligned with the global development agenda, which underlines the central role of industrialisation. Several smaller agencies are also based in Vienna, such as the International Narcotics Control Board or the United Nations Office for Outer Space Affairs. But let's focus on the major agencies now. By the way, does anybody know the abbreviation for the UN office in Vienna?

Liam: Yes! UNOV.

Ana: Great, yes. So, erm, let's look at some other relevant UN sub-organisations now. The ILO for instance. The ILO, or International Labour Organization, is based in Geneva, Switzerland. It deals with international labour standards and seeks to protect workers' rights; it fights against inhuman working conditions and aims to achieve social protection for all. Another huge agency is the UNESCO. UNESCO stands for United Nations Educational, Scientific and Cultural Organization. I know, quite a mouthful! Dating back to 1946 and headquartered in Paris, the UNESCO promotes international peace and security through cooperation in education, science and culture. It sponsors literacy, technical and teacher-training programmes and also translations of world literature. Further, cultural diversity and bridging the worldwide digital divide are areas of responsibility as well as the World Heritage Sites. Now, I'd like to move on to the UNHCR. Any idea what this abbreviation stands for? Yes, David again, please.

David: I think it stands for United Nations High Commissioner for Refugees. I saw a video about it the other day.

Ana: Exactly, thank you! And it is also referred to as the UN Refugee Agency. It's an organisation that supports and protects refugees, and helps with their resettlement in another country, their integration or their voluntary repatriation. Now, what's next? Erm, yes, an institution that is based in Nairobi, Kenya. The United Nations Environmental Programme, UNEP, which co-ordinates the UN's environmental agenda; its activities range from the protection of the atmosphere, ecosystems and biodiversity to the prevention of air pollution and the contamination of international waterways. And the environment, is, of course, closely related to food, so the FAO, the Food and Agricultural Organization is also a part of the United Nations. Its goal is to defeat hunger by improving agriculture, forestry and fishery in developing countries. Well, and as you can imagine, all the UN programs and projects cost money. Does anyone know what UN institution acts as the World Bank? Yes, the young lady over there … Your name is …?

Alina: Oh, er, Alina. Isn't that the IMF? But what do the letters stand for again?

Ana: The stand for International Monetary Fund. The IMF was created during the famous Bretton Woods conference in 1944. Basically, it grants loans to finance investments in cases where private capital is not available. Loans are only given to governments or to private companies with government guarantee. – Right, erm, now, let me look at my list; I'm afraid we haven't covered two other crucial UN sub-organisations yet: the United Nations International Children's Fund and the WHO. We're going to focus on these two agencies in our workshop, so if you'd like to follow me to the seminar room … *[fade out]*

Unit 04, exercise 2 (TCD ⊙ 14)

Announcer: Changes in the world of work

Lecturer: Good afternoon, everyone. Today's topic is 'Changes in the world of work'. I'm going to give you a brief overview from the Industrial Revolution to global economic restructuring. So, let's get started:
In the pre-industrial age, work mainly meant physical work; people worked with their hands and most of them worked in the primary sector, for example in agriculture. With the advent of the Industrial Revolu-

tion in the late 18th century, the nature of work began to change. Jobs shifted from the primary to the secondary sector – mainly to manufacturing – as raw materials were turned into goods. People from the countryside flocked to the rapidly growing towns, looking for employment in factories, mills, mines and workshops.
Then, the second industrial revolution, also called the 'technological revolution', was built on new technologies, such as electricity, steel making and hitherto unknown chemicals. New communication technologies, like the telephone, and improved transport through railways facilitated mass production and mass distribution. In the late 19th and early 20th centuries, the industrial age was in full swing: industrial workers performed menial, often physically debilitating and repetitive tasks along assembly lines or in steel factories, while the 'captains of industry' – people like Rockefeller and Carnegie – were amassing enormous personal fortunes. In most industries, workdays averaged ten hours and the working week more than sixty. Industrial workers had to tolerate this situation because there were plenty of unemployed ready to take their place. Reforms and improvements only occurred thanks to the work of trade unions, which organised workers and staged protests. Manufacturing, mining and engineering provided employment for millions of people well into the 20th century.
In the second half of the 20th century, however, the rise of automation led to a decline in the number of jobs in the manufacturing sector and to growing unemployment. And this job crisis in advanced economies was aggravated by another new development: the outsourcing of jobs to countries with lower production costs. Following this development, there was another shift in employment: from the secondary to the tertiary, or service sector. People now worked in offices, at computers managing e-business tasks made possible by the internet, or they worked at fast food chains, beauty parlours and fitness centres inside shopping malls.
This post-industrial society is described as the 'knowledge society' by Austrian management expert Peter Drucker. Over 80% of new jobs created between 1998 and 2006 involved knowledge work like problem-solving and developing corporate strategy. The knowledge economy relies on know-how and expertise as much as on other economic resources, and it heavily depends on digitised media. Whereas manual workers worked with their hands and produced tangible goods, knowledge workers work with their brain and produce knowledge, ideas and information. Bound neither to the field nor to the factory, knowledge work can be done irrespective of time and place. This fact – together with new ways of working from home during the Covid-19 pandemic – has revolutionised the workplace, but it's also increasingly blurring the line between work life and personal life.

Unit 04, exercise 5b (TCD ◎ 15)

Announcer: The future of work

Interviewer: Ms Lessing, you are an expert or 'futurologist' when it comes to jobs; if you had to describe the future of jobs in three words, what would they be?
Lessing: More flexible, more collaborative, less secure.
Interviewer: You used six words, actually, but I suppose modifiers don't count. Would you like to elaborate on the flexibility aspect?
Lessing: Well, if we look at present developments, it's becoming apparent that people will have several shorter careers during their working life; gone are the days of a job for life. Moreover, a large proportion of employees will be knowledge-based workers, which means that they can work anytime and anywhere – from home, from a coffee shop, from a low-cost country; all they need is a phone, a computer and a secure broadband connection.
Interviewer: I see, but this does not apply to geriatric nurses or shop assistants. And hasn't the Covid pandemic shown how important they are?
Lessing: Oh, that's right. However, even this type of worker won't be able to rely on the kind of secure employment we had in the past. They might have to change employers, work for more than one as freelancers or move towards self-employment.
Interviewer: You used the expression 'knowledge worker' – it means, roughly speaking, people who work with their brain rather than their muscles, doesn't it?
Lessing: Absolutely. And if we are to believe trends, more and more jobs will be created in the knowledge economy – which brings me to my second point: more collaborative. Due to the pressure of developing ever more innovative products and processes in an increasingly competitive globalised economy, knowledge workers will be forced to work together. They will form clusters and networks that span universities, labs and the research and development departments of private companies.
Interviewer: Sounds fascinating, if a bit alarming, especially if you think of your third prediction: less secure jobs.
Lessing: Well, yes, but I am afraid we've already arrived at the future of the world of work, as predicted by Charles Handy some 40 years ago.
Interviewer: Charles Handy?
Lessing: Yes, the management expert foresaw dramatic changes in the working world. Being Irish, he chose the shamrock to demonstrate the future distribution of work. The shamrock has four leaves, but one of them – the customers – won't concern us here. Of the other three, one is made up of employees working in 'core jobs' or 'jobs for life'. Another's supposed to be

made up of highly educated 'portfolio workers', for example computer specialists, project workers etc., who are hired for limited periods of time to carry out certain projects. The worst-off group, working in the so-called 'contractual fringe', are temporary or part-time, low-skilled or unskilled workers doing badly paid jobs, which Handy calls 'McJobs'. More often than not they need more than one job to make ends meet – a day job, an evening job, weekend work. And even then, they might not be able to afford a lifestyle that most people consider normal – a car, a computer, holidays, all those things. These 'working poor' or 'socially excluded' are a completely new phenomenon in the developed world.

Interviewer: Add them to the number of unemployed – and the future does look a bit bleak!

Lessing: Oh, not at all. It is true that millions of manufacturing jobs were lost when assembly line workers were replaced by robots or bank tellers by ATMs. But: if we are to believe experts, there are plenty of jobs around. There's just a skills mismatch. Digitisation has led to a new race between humans and technology, which requires workers with new skills.

Interviewer: Yes, you hear a lot about these new skills, but what are they?

Lessing: Rather than memorising facts and following detailed instructions – at which robots and computers do excel – the workers of the future will have to be creative, innovative and show entrepreneurial spirit. Education systems are called upon to write these demands into their curricula and to provide lifelong learning opportunities so that companies will be able to find the employees they need. … Another growing sector concerns what is now called 'interaction' work. These are jobs that must be done face-to-face and require what is known as 'people skills': anything from day-care jobs to managerial and professional work. Despite the increasing sophistication of machines, when it comes to looking after the frail and elderly, curing sick people or comforting children, humans will always win hands down.

Interviewer: So, if I may sum up, the answer to a changing and increasingly precarious job market seems to be greater flexibility, more teamwork and new skills to be acquired in a life-long education process.

Lessing: I couldn't have said it any better.

Unit 04, exercise 14 (TCD ◎ 16)

Announcer: Three young adults talking about their difficulties finding a job

Announcer: Sandra, 19

Sandra: I've never had a proper job. No matter where I go, I can't get a job. I've been looking for employment since August last year. … I have a City and Guilds qualification in ICT – you know Information and Communication Technology – and in Maths and English and also spray-painting diplomas. I believe that being a girl has counted against me finding garage work. This annoys me no end because I could probably spray cars better than any lad. It simply isn't fair.

You wouldn't believe the number of jobs I've applied for over the last nine or ten months. It's been unreal. In the last week alone I've applied for eight jobs. I really think that I couldn't do more. I'm looking and I'm applying, via the internet, the job centre and in person. I've walked five miles from home in North Kenton, Newcastle, to the city centre to hand out CVs, all for nothing. And I'm not fussy about the kind of work I do. I've applied for waitressing jobs, office work, retail and cleaning. Anything that takes my interest; but no luck! And you know what I'm most sick of – not even getting any feedback. Employers can't even be bothered to acknowledge applications. I got one reply about five months ago, from Asda. I had a placement for 10 weeks, through A4E, you know the training provider, with Poundland, but it didn't lead to a permanent job. What do I live off? I receive housing benefit and council tax support, but money is extremely tight, 'cause I've got to pay back a crisis loan, which I took out to help furnish my rented flat. This comes out of my fortnightly unemployment benefit. I'm living on £85–£90 a fortnight, but out of this I am paying £15 electricity and £15 water and still have to find money for food. Nobody can tell me that's enough to live on.

Announcer: Alan, 20

Alan: I am going to be 21 next week – thank God for that! I'll get some money as presents then. If it wasn't for that, I'd be in real trouble. I'm in my second year at Northumbria University, where I'm doing a degree course in interactive media design. I live in rented student accommodation in the Heaton area of Newcastle. I've been job hunting since August; I've used the reed.co.uk website to try to supplement my student loan, but without success. I've sent about 40–50 applications mostly to call centres and retail shops. When I made it onto a shortlist of three for a job in a clothing shop in Newcastle city centre, I was thrilled, but I wasn't selected; I haven't a clue why.

I originally came from Northern Ireland, but will probably remain in north-east England after graduating. I'm hoping for a future career in the website or games sector. But, I haven't really thought about it. You can't see into the future.

Announcer: Neil, 20

Neil: I'm unemployed at the moment and haven't worked for 13 months. I used to work in a warehouse on the outskirts of Newcastle, but they let me go. They weren't busy enough. Then I had various odd jobs, in a garage, delivering leaflets, car washing and working at my uncle's food takeaway, which went bust. At the moment I live with my mother and receive £105 a

fortnight in unemployment benefit. – It's really bad. I need the money. I'm sending out four to eight CVs a week. I have national vocational qualification levels 1, 2 and 3 in motor vehicle related skills, but actually I've stopped looking for motor vehicles work. They want 15 years' experience! And I'm getting too old for apprenticeships. I don't think very much of the job centre. They just put you on courses to give you experience. But I might be going on an energy-saving course – something about solar panels. Can't do any harm and I have nothing else to do anyway. They say alternative energy is the future; hopefully mine, too.

Unit 04, exercise 17b, c (TCD ⊙ 17)

Announcer: Three people talking about things they're good at

Announcer: Darya

Darya: I've always been good with numbers. Erm, for example, when I was a child, I realised I could add up numbers very quickly, just by looking at them really. At the time it just seemed like a good trick, but looking back I have to say it's been useful in lots of different ways. For instance, when I'm shopping, you know, putting things in my basket, I always know exactly how much I should pay at check-out. So you could say my talent has saved me a lot of money! Numbers are also essential to my work. I've recently passed my final IT exams, and I'm starting a new job next month. The mathematics can be quite complex, and you need to be able to think logically. Of course, there's much more to being an IT engineer than maths – it takes imagination too, and the ability to compromise – but, yes, it's definitely a great help.

Announcer: Ian

Ian: I suppose one of the big, er, passions of my life is water sports, in particular sailing. I started sailing when I was nine in my local sailing club that's in my home village in Ireland. I've been sailing pretty consistently ever since. I sailed all the way through my teens. I managed to be lucky enough to sail in countries all over Europe. I've done it, er, for my university, I did it for, erm, my country a few times. The main skills you need for sailing, I suppose, are two part. It's a, there has to be a mixture of, er, the physicality and the mental approach. I mean you have to be physically fit and strong and, erm, have plenty of stamina because the races can be very long, a couple of hours at some stages, in some places, but at the same time you have to be mentally very aware. You have to be very much focused not only on yourself but on everyone else and all the conditions around you.

Announcer: Holly

Holly: Well, when I was young, my family moved around a lot – my father was a diplomat – so I went to lots of different schools and met people from lots of different places and backgrounds. I think that experience gave me a lot of my people skills … by which I mean, erm, I like meeting new people, I'm a good listener, I'm good at helping people get on with each other, that kind of thing. It comes in really useful at work, of course. For the last eight years, I've been running a social club in the area. Erm, it's a club for elderly people, paid for by the local government. Obviously, I use my people skills there ... being an effective communicator is an important part of management, maybe the most important. I've done a couple of internships and voluntary work, and more recently I've been studying in the evenings so I'm quite tired. But qualifications aren't everything. I think the most important thing is that you should be genuinely interested in other people, open to them. You can't fake that. People will sense that you're faking it sooner or later.

Unit 04, exercise 21 (TCD ⊙ 18)

Announcer: Job interviews

Interviewer: Welcome to IT direct. In today's round of interviews, we're aiming to find a new team member for our creative programming team. Let's get down to business right away. Can you tell me a bit about yourself? Let's start with you, Patti, then Dan, and then Ella, please.

Patti: I've just graduated from the Newark College of Engineering where I specialised in web design and programming. During the summer holidays, I once worked as a systems administrator for a small company to gain practical experience. Last August I assisted in running a computer gaming workshop for 12- to 15-year-olds, where I not only applied my professional knowledge but had a great time instructing and coordinating creative tasks with the kids. I love communicating with people and achieving goals together.

Dan: I was born and raised in Dundalk, Ireland. I attended primary school and highschool in Dublin, and studied data science and cyber security at the The Dundalk Institute of Technology. I received my bachelor's degree last June. During the summer holidays, I worked as a database manager for the local administration to help pay for my education. Also, my hobby – drone construction and flying – required a little extra money.

Ella: Well, I have seen many parts of the world already, as my parents are diplomats. So, ah, where to start? – I attended primary school in New Delhi, India, and did the first four years of highschool in Morocco. When I was 15, we moved to Lille, where I graduated from the Lycée International Montebello. I specialised in web design for my final paper there. Then we moved to London, and I'd like to find a job in the IT sector here before I make a decision as to whether I'd like to study.

Interviewer: Thank you. I'd now like to move on to something more specific. What are your greatest strengths and where are they demonstrated in your life?
Patti: Hmm, I'm not sure; I've done well at school and at work so far. I guess, I'm pretty good with children as I am patient and have a good sense of humour. Also, I am the eldest of four siblings, so I have always had to look after kids.
Dan: I am a trouble shooter. Whenever there was a problem with the database, I was the first to come up with a quick and practical solution. Last summer, there was a power cut while we were backing up our data. The manager was desperate and called me in to figure out if any data had been lost. After looking into the log files, I could determine at what stage the internet connection was interrupted, and found a way to swiftly secure the data offline within an hour.
Ella: I am an excellent communicator. I notice that colleagues love to hang out with me because I always have a story to tell. Once, when we were working on a group project at school, two classmates got into an argument about what to include in the paper. I immediately suggested we should stop working and have a drink together. Getting our minds off work brought us all together again. Well, we did have problems meeting the deadline, but got on fabulously again.
Interviewer: Thank you for all the information. Finally, I'd like to know why you want to work at our company.
Patti: I'm excited about this job opportunity as it would allow me to apply my technical knowledge and contribute to further developing your exciting new software EasyStore.
Dan: Well, actually, I have been following your firm's progress for the last three years. You have been hugely successful with your new software, and I'd like to be part of your winning team.
Ella: Honestly, I've just moved here and need a job. This one looked interesting, and I've heard your company offers good pay and benefits.

Unit 04, exercise 31a (TCD ◎ 19)

Announcer: Two telephone conversations

Announcer: One.
Receptionist: Flint and Company, good afternoon, Carrie speaking. What can I do for you?
Axel: Hello, my name is Axel Kurz, I'm calling from Austria.
Receptionist: Sorry, I can hardly hear you, it's a bad line. Could you repeat that, please?
Axel: Yes, of course. I'm Axel Kurz from Graz in Austria and I would like to ask about an internship.
Receptionist: Oh, hello, Mr Kurz! I'll put you through to John. He's in charge of internships. It's ringing for you now. Hold the line, please.
Receptionist: I'm sorry, there's no reply. John might be in a meeting. Would you like to try again in an hour or so?
Axel: No problem. I'll do that. Bye.
Receptionist: Bye.

Announcer: Two.
Martin: Good morning. Atlantic Metals, this is Martin speaking. How can I help you?
Sabine: Good morning. This is Sabine Gasselich speaking. Could I speak to Mr Mahon in the export department?
Martin: Certainly, madam. His extension is 274. I'm trying to connect you … I'm afraid the number's engaged. Would you like to hold?
Sabine: Erm, I don't think so; this is a long-distance call. I'm ringing from Innsbruck, Austria.
Martin: Oh, I see. Would you like to leave a message?
Sabine: Yes, please. Could you ask Mr Mahon to call me back?
Martin: Of course, no problem. Do you think you could spell your name for me?
Sabine: Yes, it's G-A-S-S-E-L-I-C-H, from Kowalski Metals, and the number is 0512 2630104.
Martin: And the country code for Austria is 0043, isn't it?
Sabine: Exactly, and you know, you leave off the zero for Innsbruck, don't you?
Martin: Oh yes, I do. Mr Mahon will call you back as soon as possible.
Sabine: Thank you. Goodbye.
Martin: You're welcome. Bye now, Ms Gasselich.

Semester check: Units 1–4, exercise 1 (TCD ◎ 20)

Announcer: You are going to listen to an interview with Bruce McLeahy, a social scientist, and Aisha Bittan, the chairwoman of the online conference on Creating Inclusive Future Cities. 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 to 8) with the sentence endings (A to K). There are two extra sentence endings that you should not use. Write your answers in the spaces provided. The first one – zero – has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

Aisha: Welcome to today's interview with Bruce McLeahy on Sustainable Cities. Bruce is a social scientist specialising in sustainable life in cities. – Before we start, please give me a 'thumbs up' if the sound quality is good. … OK, that's fine. Any questions you put in the chat, Bruce will answer at the end. – Welcome, Bruce, thank you for joining us.
[Bruce: Hey.] You must have been thrilled by the recent interest in sustainable city development. But what are sustainable cities?
Bruce: Thanks, Aisha; Yes, I am delighted to see people's attitudes shift towards preserving our planet. Sustainable cities then … The United Nations Sustainable Development Goal 11 defines them as cities that

achieve ecological, social and economic sustainability. How can they do this? Well, city planners need to focus on inclusive designs that minimise energy and water consumption, and that drastically reduce air and water pollution, and waste.

Aisha: That definition includes most of the key words you'd expect to hear. But, well, all this sounds very abstract. Could you give us some practical examples?

Bruce: Certainly, several cities already deal with rising numbers of people and manage to protect the environment. Take Copenhagen … Copenhagen is close to becoming the first carbon-neutral city. They've managed to include crucial areas in their concept. The … One is transportation. Within the last 10 years, the city has invested over 300 million dollars into bike infrastructure, and the cycle routes cut right across the capital city. The Danish government has also placed high taxes on owning motorised vehicles to discourage people from buying more cars. The public transportation system is excellent. Buses have been changed from diesel to electric; even the boats that traverse the harbour have electric or solar-powered engines.

Aisha: That's impressive. So, would you say that transport is the key element for creating an ecocity?

Bruce: Well, it's one of the core issues. Another one is how well buildings perform. If we stick with our example of Copenhagen, take a residential building like the 'Eight House' in the Orestad district. This innovative structure can be cycled up right to the top. Then, the shape of the building allows for passive solar heating in all of the apartments while the green roof provides excellent insulation. City developers need to use space on walls and roofs to create green spaces and generate electricity. An interesting example is the International School in Copenhagen. It's wrapped in 12,000 solar panels that provide the school with over half of its energy need.

Aisha: So, would you say that improving a city's buildings, installing solar panels and providing alternatives to private car ownership are what it takes?

Bruce: I'd strongly recommend such initiatives. However, any efforts need to go hand in hand with raising public awareness. The Copenhagen city government also educates the public with exhibitions of environmentally-friendly architecture. One exhibition shows a model of the local waste-to-energy plant, which has a ski slope installed on its roof. I firmly believe that people need to really feel the benefits of sustainable city life.

Aisha: That's a good point. So, what should sustainable cities do to ensure the well-being of their citizens? Apart from outdoors recreation on the ski slope …

Bruce: *(laughs)* Yeah, we mustn't forget that growing cities require land to build on. So, in many metropolitan areas, green belts are already on the brink of being destroyed. City designs absolutely must include a fair share of parks and green spaces; no compromises allowed there. If space is a problem, create grass roofs and rooftop gardens.

Aisha: OK, and considering business: Would you say that businesses could make a contribution to sustainability in cities?

Bruce: Certainly! We all know about building in filters in industrial plants etc., but I'd like to point out the major impact the tourism industry has on a city's ecological footprint. Once more, Copenhagen serves as an example. More than two-thirds of the city's hotels hold an eco-certificate, which ensures high standards of sustainable design, energy and food. Think pizzas, burgers, hotdogs and craft beers all made from organic ingredients. One restaurant even has a rooftop kitchen garden.

Aisha: Wow! Thank you so much, Bruce, for this input. [Bruce: Sure.] Now, let's look at the questions in the chat …

(15 sec pause, acoustic signal, track replays)

Unit 05, exercise 3b (TCD ◎ 21)

Announcer: Nadine and Akram talking about their lives as immigrants

Speaker: Nadine, a 21-year-old New Yorker, was born in Kuwait. Her Palestinian parents brought her to the USA at the age of 6. Nadine talks to us about her life as an illegal immigrant.

Nadine: While I was growing up in Queens, my mother told me to trust no one, to stay away from people in authority, never to mention my immigration status. But it wasn't until I started looking for jobs and applying to college that I understood how different I was. I couldn't work without a Social Security Number, and, as a non-citizen, I wasn't eligible for financial aid, despite getting top grades. I would look at my three younger siblings – all American citizens because they were born here – and weep. Unlike me, they didn't have to worry about college, jobs, driving, travelling, planning a future.

I'm active in the New York State Youth Leadership Council, which offers training sessions on 'coming out'. It is one of many such organisations that have sprung up across the country. They help undocumented immigrants like me fight deportation, and they educate the public about the kind of stateless limbo we feel trapped in.

The movement began several years ago with a few small rallies and provocative T-shirts saying 'undocumented and unafraid'. From California to Georgia to New York, children of families who live here illegally started 'coming out'.

In 'outing' our families as well as ourselves, we know we risk being deported. Still, more and more young people like me are publicly 'coming out' and asserting

their right to stay. We are American in every way, except on paper.

"Oh my God, what are you doing? Are you trying to get us deported?" my mother cried after I had marched outside the Immigration and Customs Enforcement offices in downtown New York. I felt sorry that I had scared her; I was scared, too. But, like others, I've found comfort in community and safety in numbers. As states pass ever more stringent laws against illegal immigration – and critics denounce our parents as criminals – we have no choice. Critics say it's too costly to provide schooling, hospital care and other public services to non-citizens.

I breathe American air, travel on American roads, eat American food, listen to American radio, watch American TV, dress in American clothing. I have attended private and public American schools, read American authors, was taught by American teachers, speak with an American accent, I passionately debate American politics and use American idioms and expressions. A piece of paper can't define me. I'm a Muslim, an Arab, a Palestinian, and an American.

I simply despair when I hear the self-righteous rhetoric of politicians and others who tell us to come into the country 'the right way' or 'to get in line.' I wish people would understand that there is no line for people like me.

Coming out was like a weight being lifted. I'm not sorry I did it. It was liberating. No need to lie about my life anymore. I don't regret my decision; I only wish I had done it before.

Others say, "Go back to your country!" But where are we supposed to go? THIS is our country, the one we pledged allegiance to every morning before school.

Speaker: Akram is a refugee. He is 16 and comes from Libya.

Akram: We came to Europe from North Africa because of the civil war. We came in a boat that was much too small for all the people in it – mothers with children, old people, whole families, young men, and teenagers like us. There was no protection against the scorching sun and we were thirsty – I've never been so thirsty in my life, but we were told there was no drinking water; by the time we were picked up by the Italian coast guard, our lips were cracked and the skin was hanging off our faces in shreds.

The people from the coast guard were kind to us; they gave us fresh water and food and blankets to wrap around ourselves, because we were shivering from exhaustion. We were taken to a refugee camp on an island called Lampedusa; we were so glad we were in Europe. At last! Now everything would be all right! But, actually, we were in for a big shock. The wardens in the camp treated us like animals: we were taken into big shower rooms where we were told to strip naked – in front of everyone – and then we were showered down and disinfected. 'DISINFECTED'! Just imagine, like cattle in a cattle dip! The wardens were wearing rubber gloves.

The first few weeks in the camp were awful too: there was nothing to do and we weren't allowed to leave the camp. We were hanging around all day, a bit of football, a bit of table tennis, but nothing much else. If only there had been a school or something. And then there were all these rumours, that they would send us back, that we would go to prison, that the Italians were protesting against all these immigrants on their island. We were scared. This is why, after a few weeks, two boys from my village and I decided to flee and try to make our way north, to Newcastle in England, where some of my relatives live.

The second night we were picked up by a truck driver who promised us work, food and accommodation. What that meant was working an eleven-hour-day in a sweatshop in southern Italy, sleeping in barracks and having very little to eat. If our supervisors thought one of us was not working properly, they beat us and halved our food rations. But we did make a little money and, so, after three or four months, we ran away again and escaped in the back of a vegetable truck headed for Rome.

I don't remember exactly how we got from Rome to the north of France; I had caught a cold, and I was feverish and disoriented, and my friends just dragged me along and told me what to do. In Calais, when we were hanging around a ferry trying to figure out how we could get on it, it finally happened, the police were conducting nightly searches for people like us – 'unaccompanied minors' as we are officially called – and they took us into custody and interrogated us. Again we were so terrified and afraid we would be sent back – our worst nightmare! Actually, it's a good thing they caught us. A policewoman offered to contact my uncle in Newcastle to ask if he would take responsibility for us. And he did.

Now we are staying at his house. We've applied for asylum and were promised we would get our papers and would be allowed to go to school soon. I phoned my parents to say I was OK. My mother couldn't stop crying, and even my father was quite emotional. "Good boy, clever boy," he kept saying. I regret causing them so much anxiety, but perhaps my dream of a better life will come true after all. I can't wait to go to school and learn things. Most of all I'd like to learn to work with computers – nobody in our village has one.

Unit 05, exercise 9 (TCD ⊙ 22)

Announcer: Three cross-cultural experiences

Vic: My wife and I were in Toronto last summer and our Canadian friend, Neil, took us here and there sightseeing. He was a wonderful host, so on our last evening, we took him to dinner at a Moroccan restaurant. The

food was so good that we kept ordering different dishes, trying out this and that. It was a perfect end to our trip. But for some reason, the mood changed when I paid the bill. Neil suddenly looked embarrassed and I don't know why. It can't have been because I paid. He knew I was going to. Oh, and the waiter – he might have been a bit angry. It's hard to say. Anyway, Neil was fine when he took us to the airport the next morning. But I still don't know what happened in the restaurant.

Madison: There was a really nice girl from Colombia in my first-year design class at college. Her name was Daniela. We got along quite well and often had lunch together, so when a friend decided to have a party one Saturday and asked me to bring some friends with me, one of the people I invited was Daniela. There was a barbecue of course and people were wandering in and out, talking and eating. Then suddenly I caught sight of Daniela. She was in a group but looking really bored … anyway, not involved. I went over and talked to her, but after a while she looked at her watch and said she had to go. Poor Daniela! I think she must have felt homesick.

Virginia: A strange thing happened the first time I went to Korea to see my friend, Haneul. I was paying her a return visit because she'd come to Italy two years before. When I saw her at the airport, I rushed over and greeted her, but she looked – how can I put it? – a bit uncomfortable. She tried to smile, but I had the feeling I'd done something wrong. Then after a moment, she said, "I'm very happy to see you, Virginia. Let's go back to my apartment now." Once we got home, everything was fine. Thinking back on it, we hadn't seen each other for two years, so she may well have forgotten what I looked like. But still, it was a strange reaction.

Unit 05, exercise 17c (TCD ⊙ 23)

Announcer: An interview about cultural awareness in business

Interviewer: Mr Allen, cultural awareness is considered one of the key skills and competences of successful international managers nowadays. How would you define this term?

Mr Allen: Well, as I see it, cultural awareness refers to the ability to be open minded and tolerant towards other cultures and ways of living. It also means that I'm aware of my own cultural beliefs and preconceptions. Cultural awareness has a big impact on communication, and if the issue is not properly addressed, it may lead to a breakdown in communication. The concept is very important in business, although the need to be culturally sensitive arises during any intercultural activity.

Interviewer: Yes, but most of your clients are business-people. Why is cultural awareness so important for them?

Mr Allen: In international business dealings there is always the risk of misunderstandings and quite often these are not due to language problems but to cultural differences. There are hidden rules for doing business with people of other cultures, and a wrong word or gesture can do a lot of harm. In order to work effectively in a foreign business context, you need to do more than know the respective language, history and institutions. You need to be aware of people's values and behaviour, and you must know how to respond to them.

Interviewer: So how do you prepare people for international business?

Mr Allen: Well, we offer a variety of training programmes and courses. First of all, people have to be open-minded and respectful towards foreign cultures. Secondly, they should develop a certain flexibility and adaptability and should think carefully before acting or speaking. Yes, and last but not least, we provide them with tools for communicating with people in different countries and teach them the unwritten rules of the cultures they intend to operate in. … We start with simple things like greeting people, handing out business cards and making small talk, as well as attitudes to time and smoking, but we also cover more complex cultural aspects like attitudes towards hierarchy and the situation of businesswomen.

Interviewer: I can see from your website that there are also courses dealing with cultural diversity in the workplace?

Mr Allen: Yes, despite the government's national diversity programmes, racial discrimination in the workplace continues to be an issue. International as well as national companies employ people with different ethnical backgrounds and various skills and abilities. Our training helps employees understand their cultural differences and teaches them to work together in a way that respects and honours each person's background. Basic diversity training illustrates the differences between cultures and identifies behaviour, such as using racial slurs or insensitive jokes that could offend someone or even become a legal issue. Cultural diversity training can help prevent harassment and discrimination by alerting employees to the ways they might offend someone from another culture. It also contributes to stronger, more effective teams by fostering communication and respect across cultures.

Unit 05, exercise 21b (TCD ⊙ 24)

Announcer: Languages in India and the Netherlands – part 1

Sahana: There are many different, er, languages in, in India but even more, er, dialects and even the, even

the one same language will be spoken very differently in different parts of the country. Erm, yes, there's a huge linguistic variety in India. And in fact, it's quite common to find in India now that, erm, especially with urban people of my generation, young people, in urban India, the, the only language they have in common is actually English, because the, their mother tongues, regional languages, are absolutely different and they don't understand or speak the regional languages. But also a lot of people will in school learn Hindi, which is which is the language spoken by the majority, erm, of the population in India.

Liesbeth: Erm, we have three official languages, sort of general, Dutch and then there's one, there's Frisian, spoken in Friesland, which is actually older than Dutch. It's clo – it's more closely related to English than it is to Dutch. And one in the south, erm, and then lots of dialects as well. Everybody speaks at least two, they speak Dutch and English, and if they're in Friesland, they may speak Dutch, Frisian and English, and lots of people speak, learn other languages in school as well. It's just part of our tradition. We've always learned, you know, sort of sea-faring, trading nation and a very small nation, so we've always gone and learned other people's languages to trade with them, so, a very linguistic country.

Unit 05, exercise 21c, d (TCD ⊙ 25)

Announcer: Languages in India and the Netherlands – part 2

Sahana: I think it's become a lot less rigid, I mean, just as English, for instance, the English we speak now is quite different from, say, Victorian English. Similarly, erm, say Hindi or Bengali that we speak colloquially now is, erm, has definitely changed. Er, both Hindi and Bengali, I think, have absorbed a lot of words. For instance, there is no, there's no word in Bengali or Hindi for 'computer'. So if you're speaking a whole sentence in Bengali and you have to refer to a computer, you would say 'computer'. Older people are actually not very happy about the fact that, er, younger people who are equally proficient, erm, in say two languages tend to use words from both, in, in one single conversation or in one sentence, so, older people in general, I think, are a little more conservative, and puritanical about, erm, speaking one language.

Liesbeth: Erm, it's, it's a very direct language and that's just a reflection of the character of the people, really. Dutch are very direct people. People say what they mean. There's no sort of mincing of words, and it's not with any idea of being rude, but it's sometimes perceived as rude by English people or people from other countries because it's very direct and, er, that's sort of reflected in, in the language.

Unit 06, exercise 2b, 3 (TCD ⊙ 26)

Announcer: Brian, a printer, giving a tour of a printing press

Brian: Right, can you all see? Now, the book we're printing here has 320 pages. The number of pages is important because when you're making a book, you print it in sections. So with a book like this, we'd print it in ten sections. So each section is … anyone?

Person 1: 32 pages.

Brian: That's right. Ten sections, 32 pages, gives you a 320-page book. So, here we're using a B1 printing press. Er, first of all the operator pours ink and water into the machine so it covers the plates and rollers and then the paper – very large sheets of paper, as you can see – goes into the printing press, which, er, prints the pages onto the paper.

Person 2: So it does all 32 pages at once, right?

Brian: That's right. The machine prints 16 pages on one side, turns the paper over, and prints 16 pages on the other side – so, yeah, 32 pages.

Person 3: How fast does it go?

Brian: Well, in an hour, this machine'll do about 10,000 sheets.

Brian: So, when the paper emerges from the press, it's ready for the next stage, which is folding.

Person 4: Folding the large sheets, you mean?

Brian: That's it. So we put the sheets into this machine, which folds them in half and then folds them again, and then again, and again.

Person 1: So that's … four folds.

Brian: Yes, and if you fold a sheet of paper four times, you'll end up with a 32-page section.

Person 2: So how do you get the pages in the right order?

Brian: Good question. Er, yes, obviously page 1 needs to come before page 2, then page 3 and so on. Now, when you see a large unfolded sheet, it looks like random pages all over the place. But in fact, we arrange the pages so that, when they're folded four times, they end up in the right order.

Person 3: That's clever.

Brian: Well, it's just er, a formula that you follow. Another thing is, as the paper passes through the folding machine, it cuts a little notch into the spine – the back – of the section. That's actually quite important but, er, I'll come back to that later.

Brian: So, we print and fold the ten sections of the book one after the other, and each of your ten sections is given a letter, so the first section is A, the second section is B, third is C and so on. So, the next step is, all the folded sections go to the gathering machine.

Person 4: And that puts all the sections together?

Brian: That's right. You have the ten sections, A to J, in front of the gathering machine. Then the machine picks up an A section, then a B section and so on, and puts together a complete set. Now, does anyone know

what we call … ?
Person 1: A book block?
Brian: Right. The set's called a book block, and it's basically just a very crude book, erm, it isn't glued, there's no cover, it's not trimmed round the edges.
Person 1: Right.
Brian: Now, you remember I told you, er, during the folding stage, about the notches cut into the spine of each section?
Person 1: Yes.
Person 2: Yep.
Brian: Well, what happens next is, the machine grabs the book block and runs it over very hot glue. Er, the glue goes into the notches, and then the machine attaches the cover to the book block.
Person 2: Right, so the glue holds everything together.
Brian: Exactly. All the sections – ten in this case – and the cover.
Person 3: How hot is the glue?
Brian: Er, it's about 250 degrees.
Person 4: Celsius?
Brian: Celsius, yes, though it cools down pretty quickly. Erm, the book moves along a conveyor belt slowly while the glue cools down and hardens, then it drops into what's called the three-knife trimmer – and the trimmer cuts off the edges of the book block.
Person 1: So, the top and the bottom?
Brian: And the right-hand side, yes. So the trimmer gives the book its final size and then it's ready to be packed up and shipped to, er, whoever wants it. And that's the whole process. Any questions?

Unit 06, exercise 20a (TCD ◎ 27)

Announcer: Aidan talking about changes in the news industry – part 1

Aiden: Thanks for your introduction, Mary, and thanks, everyone, for coming. Erm, I think for the first few minutes I'd like to talk about four aspects of modern media. First, what news sources there were a few decades ago, then how we become informed about world events today, thirdly how we find truth in information, and finally, what is essential when you disseminate news yourself. After that, we can throw it open and talk about anything you want to. Is that all right, Mary?
Mary: Sounds perfect.

Unit 06, exercise 20b (TCD ◎ 28)

Announcer: Aidan talking about changes in the news industry – part 2

Aiden: So, let's begin with how the media was organised just a few decades ago. Er, when our grandparents and parents were growing up, they would have found it unbelievable, you know, the amount of information we can now access at the click of a button. The sources may be endless, but the time and energy we have to absorb and evaluate the information is not. Only a few decades ago our concept of news was based on the very limited offerings of a couple of magazines and newspapers and three or four TV networks where trusted broadcasters and newsreaders delivered the day's news at the same reliable time every evening. Just imagine that your only TV news programme is the ZIB 2! This was the reality in Austria in the last century. But the problems with these systems became apparent as the mass media spread. Whilst it was known that authoritarian countries controlled and censored information, a series of scandals, mainly corruption scandals, showed that democratic governments also tried to mislead the public, sometimes with media cooperation. Revelations of covert wars, secret assassinations, and political corruption undermined public faith in official news bulletins presented by mainstream sources. … Any questions so far? Yes?
Mary: How was this deteriorating trust in the truthfulness of information overcome?
Aiden: Good question. Erm, yes … Well, this breakdown in trust in the traditional media led to alternative newspapers, magazines, radio shows and cable news channels competing with the traditional major media outlets, and to reporting events from different perspectives. … Well, that's all I wanted to say about history for now. … OK, erm, with the development of the internet, the amount of information and the number of viewpoints have multiplied. Social media, blogs, and online video could potentially turn every citizen into a reporter or source of information. But if everyone were a reporter, the truth could be hidden under a multitude of voices, some louder or more alarmist than others, trying to attract attention. And different sources may disagree, not only on opinions, but on the facts themselves. … Yes?
Student 1: So how do we get the truth, or something close?
Aiden: One of the best ways to do that is to get hold of the original news unfiltered by the middlemen. Instead of articles interpreting an event or a politician's speech, we can often find the actual source material and judge for ourselves. For current events, follow reporters on social media. During major events, such as the Arab Spring or the Ukrainian-Russian conflict, reporters often blog updates and recordings from the midst of the chaos. Though many of these later appear in articles or broadcasts, keep in mind that the polished versions often combine the voice of the person who was there with the input of editors who weren't. While good journalism aims for objectivity, media bias is often unavoidable. If we can't get hold of the actual story, we should read coverage in multiple outlets which employ different reporters and interview different experts. Tuning in to various sources and noting the differences between them lets

you put the pieces together to get a more complete picture. … Yes?

Student 2: How can we separate fact from fiction, opinion from what's really happening?

Aiden: Er, well, words like *think*, *likely*, or *probably* can mean that the media is being careful, although it can also mean that they're simply guessing about the ongoing events. … OK, that's the language aspect. The next thing is the quality or reliability of a source. Watch out for reports that rely on anonymous sources. Such sources could be people who have little connection to the story, or have a vested interest in influencing the readers, listeners or viewers, their anonymity making them unaccountable for the information they provide.

Student 3: You said everyone could share news, … via the internet, I guess? What are the dangers in this?

Aiden: OK, erm, yes. Let's move on to how you can act ethically as a blogger or journalist. What you must do is verify what you want to share. Social media has enabled the truth to reach us faster, it has also allowed rumours to spread before they can be verified and falsehoods to survive long after they've been disproved. So, before you share that unbelievable or outrageous news item, do a web search to find any additional information or context you might have missed and what others are saying about it. It's the old ethos of journalists: Check and recheck before passing on the news. … Erm, today, we are freer than ever before from the traditional media and their politics as they no longer exclusively control the flow of information. But with freedom comes responsibility, the responsibility to make sure that the flow of information does not become a flood so that we are left less informed than before we took the initiative and started researching the news on our own.

Unit 07, exercise 2b, c (TCD ◎ 29)

Announcer: Corporate identity: McKinsey

Interviewer: Professor Casey, thank you for agreeing to take part in our online series called Campus Voices.

Justin Casey: Certainly, it's my pleasure.

Interviewer: Your special field is branding and corporate identity and today you have kindly offered to talk about McKinsey.

Justin Casey: Yes, as I am sure you all know, McKinsey is one of the best known – if not the best known – management consultancies in the world, but they are careful to keep a very low public profile. A household name, on the one hand, and almost a secret sect on the other.

Interviewer: What do you think is responsible for this strange dichotomy?

Justin Casey: I would say, a carefully constructed corporate identity, and reputation management that includes the smallest details like what kind of socks McKinsey men are expected to wear.

Interviewer: Which is?

Justin Casey: Nothing showy! Once you are a McKinsey associate, a certain appearance and conduct is expected of you: professional and discreet. The present CEO and founder of the company wanted to create no less than a 'new profession' and took professions like doctors or lawyers as his model. Although McKinsey is eager to stress diversity and inclusion, it is usually not difficult to spot a McKinsey man.

Interviewer: What would you say are the most important features?

Justin Casey: He is the tall, good-looking guy – wearing the right kind of socks *(laughs)* – and a suit. He was at an elite university – it used to be exclusively Harvard – but now not necessarily; and he wasn't just an ordinary student, but captain of a sports team or leader of the debating society, or chief fundraiser – whatever! Something to single him out from the rest, in short: WASPY and elitist!

Interviewer: So the 'White Anglo-Saxon Protestant' background still counts, despite all the talk about diversity … I see; is there something like the McKinsey woman?

Justin Casey: Sure – the same, just female! The firm does not encourage individualism; instead, image-consciousness and standardisation are the norm. Take their particular terminology, the way they speak. For example: rather than customers, McKinsey has 'clients,' employees are 'associates,' ex-employees 'alumni,' and instead of 'negotiating' McKinsey men and women 'make arrangements.'

Interviewer: Is it true that this image-consciousness also extends to how they behave in their free time, weekends, holidays etc?

Justin Casey: I would say yes: they are encouraged to spend time together, spouses and children included. They are expected to be active in their respective communities – get involved in sports, clubs, charities etc. – make contacts, network; they are never off duty, as it were. In contrast to this strong presence, they rarely talk about their work. They might agree to comment on business-related topics, but interviews about the firm, itself, are taboo.

Interviewer: Would you say that this conformity and secrecy also impacts on the way they do business?

Justin Casey: Yes. It's part of their corporate identity that they never divulge their customers' names; they neither take credit for successes nor do they take blame for failures; this is part of the confidentiality agreement with their customers. In every respect, they like to operate below the public radar – unusual in our world of social media!

Interviewer: But, am I right in saying that, although they do no marketing whatsoever, and despite growing

competition from other consultancy companies, they are still extremely successful?
Justin Casey: Correct. At the moment they have over 100 offices in 60 different countries. Their prestige is unparalleled. In some countries, like China, for example, bringing in McKinsey is a status symbol, the corporate equivalent of buying a Louis Vuitton bag: prohibitively expensive, exclusive and, presumably, the best!
Interviewer: Well, we'll take your word for it. Thank you so much for granting us this interview.
Justin Casey: You're welcome.

Unit 07, exercise 11b, c (TCD ◎ 30)

Announcer: Yousef talking to his manager

Yousef: Er, Leo, do you have a minute?
Leo: Ah, Yousef, how are you?
Yousef: Fine, thanks. Erm, I've got Mr McKenzie coming in for a meeting in a while …
Leo: Right.
Yousef: … and we really need somewhere where we can sit down and talk.
Leo: OK. When's the meeting?
Yousef: About three.
Leo: Right, well, I'm going out in five minutes, so you can use this office. I'll tell Janet.
Yousef: Ah, that's great, thanks. Actually, I've been thinking, erm, would it be possible for me to have my own office at some point?
Leo: We just don't have the room, Yousef. And besides, it's not just you. Agustin and Rachel should really have their own offices too.
Yousef: Yes, I've thought about that. Apparently, the company upstairs wants to rent out some of its rooms. Couldn't we take those?
Leo: Well, of course we could, but we won't get them for nothing.
Yousef: Couldn't we at least ask about the price?
Leo: Come on, Yousef, you know how things are with money at the moment. Even if I thought it was a good idea, I'm afraid there's no way Karin would agree.
Yousef: Hm. Well, in that case, I've got another idea.
Leo: OK …
Yousef: I could move into the little photocopying room.
Leo: But what about the photocopier? We'd have to move it somewhere.
Yousef: That's no problem. It could go in the corridor, next to the drinks machine.
Leo: Are you sure it would fit? In any case, that room's too small. There'd only be enough space for you. What about Agustin and Rachel?
Yousef: Well, if I moved out of the main office, we'd all have more space –
Leo: I'm not sure they'd see it that way.
Yousef: No, maybe not.
Leo: Look, how would it be if I take over the photocopying room?
Yousef: Oh. OK. Hm.
Leo: This office is far bigger than I need. Then the three of you could move in here.
Yousef: Ah, that could work, yeah.
Leo: Now, obviously, you wouldn't each have your own office, but you would have a lot more space and it'd be a lot quieter. And if the photocopier won't fit in the corridor, it can go where your desks are at the moment.
Yousef: Mm, that sounds great, if it's OK with you.
Leo: OK, well, er, I'll discuss it with the others later.
Yousef: Right. Thanks, Leo.

Unit 07, exercise 25 (TCD ◎ 31)

Announcer: You are going to listen to four different people talking about negotiation styles. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1 to 8) using a maximum of four words. Write your answers in the spaces provided. The first one – zero – has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

Announcer: Andrew.
Andrew: When I started my job at the cable television channel in Guatemala, I encouraged this, this situation of planning ahead: production planning, pre-production, resources, vehicles, cameras …
People were used to doing things differently, just waking up in the morning and going where they pleased, shooting what they wanted. So, there was a lot of resistance to filling out those questionnaires and forms. I said, "OK, let's do it this way: erm, instead of planning ahead, let's just try a couple of weeks with planning for resources, vehicles and cameras." After a couple of weeks of filling out forms, just letting me know where they were going, what they were shooting, how many cameras, how many batteries or tripods they needed, people started to be happier and did their work faster. The flow of production worked more smoothly trying to allocate resources. Everyone came on board. After a couple of weeks, they wanted to do the pre-production, not only the resources, but trying to plan ahead for direction and content, and everyone was happier.

Announcer: Fan Di.
Fan Di: The way of negotiating and, er, compromising in the Eastern culture is very different to the Western culture. For example, in the Eastern culture, while you're having a meeting, it's pretty hard to get things to be decided during the meeting. You're more likely to … you make decisions and, er, find a solution *after* the meeting with your close friends or your close allies. But in the Western culture things are more direct. Er,

people are more interested in finding a solution or making a decision *during* the meeting. For example, in a meeting, you have Western business people and Chinese or Eastern business people. During the meeting, things can be great, but, erm, the result can be quite different, 'cause the Western people will think the meeting's going really well. But as for the Chinese businesspeople, they will think that it is not going very well. They might even say, "We agree with what you said, but it was not what we meant."

Announcer: Marianne.

Marianne: I must admit that dealing with us Germans is not always easy. Germans are said to be very formal and erm … correct. Good manners are important, punctuality and formal dress and yes, erm, you should shake hands at the beginning and the end of the meeting, and erm never forget to use titles when addressing members of the negotiating team, otherwise they might be offended … and that certainly doesn't help negotiations. … Germans usually, nearly always keep their distance, so never use first names, unless explicitly invited, and avoid small talk and chatting, and get to the point as quickly as possible. … As far as organisation is concerned, their meetings are usually quite efficient, well-structured and well planned. … German business people tend to be straightforward and, and … direct. English people in particular find them too direct or even brusque … and they expect you to be equally efficient and organised and … as quality-conscious as they are.

Announcer: Patricia.

Patricia: Although Americans generally seem quite personable and are quickly on first name terms, they do not usually start their negotiations by building up a personal relationship. You see, American business life is rather competitive and so is the American approach to negotiations. They focus on results and expect their business partners to do the same. That may be the reason why Americans are often said to be arrogant and impatient. They like to cut to the chase, which means they get straight to the point, and they have no time to waste for niceties, which doesn't go down very well with Japanese people, who place more emphasis on getting to know their business partners. Americans go for their goals. They focus on the contract and the issues to be discussed and are trained to achieve results as quickly as possible.
(15 sec pause, acoustic signal, track replays)

Unit 08, exercise 8, 9a (TCD ⊙ 32)

Announcer: Security measures

Jane: It was really late at night, it was about two in the morning, and the light was changing to red, and so I drove straight through, and there was a flash, so obviously, like, I'd had my photograph taken. And so they made me pay a £200 fine and they made me go to a special education, sort of session at the police station over a weekend. And I suppose, they were really strict because it is a crossing by a primary school, and I understand that road safety's really important, but I did think it was a bit over the top, as you know, I wasn't really doing anything that dangerous. And it's not as if any schoolchildren were actually crossing the road at two in the morning. So yeah, I do think it's a bit unfair.

Announcer: Uri.

Uri: I think they serve no purpose whatsoever. Drivers know exactly where they are, so they just slow down when they come to them. There's one on the bypass I go on every morning to work, everyone goes batting along at 80, 100, then they all slow down to 60, and then they speed up again, it's quite ludicrous. What they're really there for is so the police can earn some money.

Announcer: Patrick.

Patrick: Yeah, I think they're probably necessary, but sometimes I think it's just a bit out of proportion. I mean last time I went through, I had to take off my belt and my shoes and they looked through everything. There was even a small tube of shaving cream I had. You either go back and buy a special bag to put it in or you couldn't take it through. But at no point did they actually ask to see my passport, it was ridiculous. Talk about getting priorities wrong.

Announcer: Tina.

Tina: I do think they're a very sensible idea, I mean if you think about it, it does make it safer to buy things, as long as you remember your PIN that is. I remember when they first came out. I'd be at the supermarket buying loads of things and then you'd get to the till ready to pay and all you have is your card. And I couldn't remember the number, there was a huge queue of people standing behind me. It was really embarrassing.

Unit 08, exercise 12 (TCD ⊙ 33)

Announcer: David talking about privacy

David: I think to me it's about having time to myself, or time with my girlfriend. I mean we have quite a lot of friends and we have quite a busy social life I suppose, and so there's quite a lot going on, we go out and see people quite a lot. And after a weekend I really enjoy and also need two or three days where I don't see other people. And that's OK if I'm on my own, watching TV or something or if Emma, my girlfriend's in the room it's not – so privacy isn't necessarily being on my own, there's no real difference for me between the two really. And I think, I suppose people are either extroverted or introverted, I suppose I am quite introverted – I definitely need time and space to kind

of process what's happened to me. And I've known extroverts in the past who just don't need that, they can spend time with people, lots of things happen, and then they can see people all the time and process all that whilst they're still socialising, and I mean I'm quite sociable I think, but I sort of need that time to sort of process what's going on in my life I think.

Interviewer: And what do you do in this time where you have privacy, how would you typically spend your time?

David: Reading, writing, I write fiction, and go online, listen to music, play my guitar, talk to my girlfriend, cook. It's very nice to do, you know, something practical with your hands I think, it's very therapeutic. It's quite funny because it's completely different when I lived in Egypt for a while and, I mean, people move around in groups all the time, you rarely see an individual walking on their own down a street. All I know is, when I came back, you know, stayed with my parents, they lived on an estate in Britain, and you know, you walk home in the evening and there's literally no one around. And you look in all these little separate houses and everybody's got their curtains drawn. You can see light behind the curtains, but you can't see anybody. And yet, you know, the place is obviously full of people, and it's such a, sort of, culture shock in reverse, really.

Unit 08, exercise 22 (TCD ⊙ 34)

Announcer: A lecture about Post-it® city

Speaker: The social character of public spaces is influenced by architects, building owners, the police, and many others. But although urban activities are becoming more and more homogenous, there still exist spaces in the city that are unpredictable, and go against what architects designed. Looking at the city as organic and alive, the Post-it City project examines how public spaces are used, and challenges us to think about more flexible, more informal models of urban planning. The very term Post-it comes from the idea that city dwellers make improvised, alternative use of their city, depending on their needs. These 'no-man's lands', or leftover spaces can often have a new and surprising purpose. Pavements may be transformed into makeshift street markets; underpasses may become refuges for the homeless. And like Post-its, these informal, do-it-yourself spaces are spontaneous, short-term, and likely to disappear without trace.

Unit 08, exercise 27 (TCD ⊙ 35)

Announcer: A town planner outlining a problem

Town planner: Harras as the central square of Sendling has a lot of problems at the moment. The main problems are really caused by traffic, which is completely cutting off the functions of the square from each other. Like, people cannot get from shop to shop, or people can't go to the post office, or there is a problem getting on the bus and the underground, so there is a lack of communication between the bits of the square. And this is mainly caused by traffic which flows all around the square, leaving the actual square in the middle completely cut off from the sides. So the access to the middle is, ridiculously at the moment, only through underground tunnels. And there are these wonderful old plane trees in the middle, which would provide shade and a nice place to stay, but they are in the middle of a, an island which is surrounded by traffic, so nobody really wants to stay here. The square itself is a very unusual shape. It is a triangular shape, and it is surrounded by some very, very fine buildings. Some of them, in the north part and also in the east, come from the turn of the century, and they are, they are art nouveau, and Bavarian renaissance, whereas the post office in the south is a fantastic building, a fantastic Bauhaus building, and they create a very nice ensemble together. In order to turn this square into an urban space with high quality it needs reorganising and it needs a new concept for the whole layout of the square. First of all, the road, the spaces taken up by the road need to be reduced, but enabling the flow of traffic for the same amount of vehicles and without causing traffic jams. Also, short-term parking needs to be enabled for quick shoppers, because people obviously want to stop, get their things quickly and go on, on their way home. Then the bus routes need also be reorganised, and the access to the bus stations must also become easier, and also accessible from all parts of the square. And priority to pedestrians and cyclists is important, because they need to occupy the space now. … The main aim is really to create an urban space for the inhabitants, which would have high quality, which would be done in very nice materials, where people would want to come, spend time, meet with each other, use it as the centre of their communication and also have enough space to probably create some Christmas market or have some festivities here, which would actually be the heart of this part of Munich, the heart of Sendling.

Unit 08, exercise 29c (TCD ⊙ 36)

Announcer: A town planner's solution

Town planner: Well, in our design for the square, first of all we looked at this island concept, and we thought, "Well, this island needs to be linked to the shore." We imagined it as a tongue of land rather than an island, so we connected the island to the shore and made it into a peninsula, which gives a 'platform' for all the activities. This platform includes the main underground access, and we closed some side accesses to the underground. That gave us a lot of space in front of the houses, for cafés and pedestrian areas and meeting points. We also placed a fountain in the

middle of the square under the trees, where there are seats, where people can meet, and the fountain is also a place, a focus, where people can say, "Meet you at the fountain at 7.00." We re-arranged the traffic, we had some special planners for the traffic who calculated the amount of traffic and the flow of traffic, which now flows around this peninsula. We also put in some additional pedestrian crossings that would put pedestrians into a position where they can easily go from shop to shop, from side to side. And we left these wonderful old plane trees, and added some other kinds of trees which would have a different aspect, like a different colour of the leaves in the autumn, so that they would make the square look very nice in every season. We used white paving stones for the square to stand out in comparison with the surrounding pavings and roads, and also to attract people because we thought white is a very friendly colour and it's also full of light, so we thought that would attract people and make it into a very special space. We also created some circular seats around the trees where people could sit and look in all directions in the square, so it's very communicative. The space is basically open, so installations can be made, like you can put in some market stands, or just leave it open and use it to walk in all directions.

Unit 08, exercise 36 (TCD ◎ 37)

Announcer: You are going to listen to a talk about a trend in the British economy. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1 to 8) using a maximum of four words. Write your answers in the spaces provided. The first one – zero – has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

Presenter: In our series of talks about the British economy, we welcome Emmy Foskett, an expert on new economic trends, who is going to talk about the 'Flat White Economy'. The title of her talk, "Welcome to Hipster Land".

Emmy: Fixed-gear bicycles, beards, plaid, tattoos, thick glasses, Apple products, artisanal breads, cold-pressed juices, coffee … 21st century hipsterism may be hard to define, but you know it when you see it. However, those who mistakenly believed that the hipsters' main contribution to the economy was creating demand for beard wax, were recently put right by economist Douglas McWilliams. In his book, *The Flat White Economy*, he suggests that hipsters, and the ecosystem around them, hold the key to Britain's future prosperity. They're not only greener and more ethical than the rest of the population, but the industries in which they work are driving the economy.

So what is the 'flat white economy'? Well, it's named after the hipsters' favourite drink 'flat white', a coffee drink, and refers to a phenomenon that has changed the whole nature of London's economy. Walk the area around Shoreditch, in East London, and you'll see an extraordinary mix of open-plan offices and galleries, niche shops and restaurants with outlandish names like 'Cerial Killer,' as well as cafés that will also mend your bicycle, in short, you'll be right in the centre of a creative, internet-driven new wing of the economy.

This new source of growth is based on online retail and marketing, media, and the creative industries. However, it comprises many different businesses, and I would argue that the flat white economy is mainly defined by the types of people it employs. The new trendsetters don't have as much money as their "loadsamoney" forebears from the financial services of the 80s and 90s, and, as a consequence, their spending patterns are driven by novelty rather than cost.

Neither do they have much space. They share flats and often bedrooms. They don't have space for cups and saucers and dining rooms, so it makes more sense to head out to a café for breakfast. Instead of suits they wear skinny jeans. They buy bicycles rather than Porsches. They may have expensive electronic products, but on the whole they are less materialistic than their parents' generation. And they work out of makeshift offices in the East End rather than the financial services in the City.

Let me give you some facts: in 2018, the flat white economy contributed 14.4 percent of gross value added to the UK, making it more important than traditional sectors such as manufacturing or the utilities. Many of these new businesses operate out of coffee shops, and are owned by just a lone wolf with a laptop. In the last census 150,000 people in London were reported to be working in this sector although some experts think that this may be closer to 200,000 now. This number is projected to grow even more in the foreseeable future. And the workforce in the flat white economy is extremely diverse. The capital's talent pool is unique, and the lure of working in this part of east London helps draw talent from far and wide. There are people from all over Europe and from all walks of life. This mix of races, genders and backgrounds seems to generate a constant flow of ideas.

But critics argue that what has happened in east London is unsustainable and brings plenty of problems. For one thing, long-time East Enders are not amused by the steady influx of hipsters. They consider them serious and self-important and blame them for soaring property prices. While the rent for new offices used to be 3 pounds per square foot not so long ago, it's now 60 pounds. Another problem is rolling out the model beyond London. The flat white economy is driving fast growth in one small area, but is it replica-

ble elsewhere? In some respects, America has been there already. Brooklyn, New York's version of east London, Portland and Boston are cities that experienced a version of the flat white economy before London did.

Still, it is tempting to see the world that has been created in this part of east London over the past years as a model for modern cities: a highly skilled, creative international workforce, commuting by bicycle, thinking about where their meat comes from, buying second-hand clothes and selling complicated things to buyers around the world. If you try to put aside prejudices about men with waxed moustaches riding penny-farthings, Shoreditch can appear like a kind of idealised cross between Stockholm and Silicon Valley. Plenty of people hate hipsters, but if more of us lived like them, the world would be greener, more left-wing and less preoccupied with greed. Moreover, with the reputation of the financial services in shreds and more traditional industries continuing their decline, the flat white economy is an increasingly important economic factor.

(15 sec pause, acoustic signal, track replays)

Semester check 2: Units 5–8, exercise 2 (TCD ◎ 38)

Announcer: You are going to listen to part of a podcast called "The Business Podcats". The host, Bob Stanley, is talking to Sarah Cracknell, an expert in the psychology of negotiations. 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 to 8) with the sentence endings (A to K). There are two extra sentence endings that you should not use. Write your answers in the spaces provided. The first one – zero – has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

Bob: Welcome back to part two of this week's Business Podcats, and I'm delighted to welcome Sarah Cracknell to the pod, a consultant specialising in negotiations. Thanks for coming, Sarah!

Sarah: No worries, Bob, thanks for having me.

Bob: You've been following the British Museum and LaCollection negotiations closely; as an expert in the psychology of negotiations, what can we learn from them about preparing for a session?

Sarah: Well, one of the big mistakes that people often make is to think of negotiations as some kind of battle, that you have to beat your opponent in order to win. But most negotiations aren't like that, they are not a zero-sum game. And you shouldn't look at your counterparty as if they are some kind of enemy. For instance, the British Museum and LaCollection were looking to create some kind of partnership.

Bob: Right.

Sarah: So, the first thing to do is try to separate the people you are talking to from the issue you are trying to work through. Human beings are complicated, and we have all sorts of emotional reactions that might not be very useful in a negotiation. If you have some personal problems with the other side, it's best to try and deal with them aside from the main issues, or to put them in a box and just focus on what's important.

Bob: That sounds easier said than done!

Sarah: Well of course, it is more difficult in practice, but experienced negotiators know to keep their eyes on the prize.

Bob: Understood. So, what else should we think about?

Sarah: The next thing is to think about your interests and your counterparty's interests. The famous example of this was made by Fisher and Ury, and it's known as the 'orange situation'. Two people are arguing over an orange, and they finally agree to split it down the middle and have half each. This seems fair, right? Then one of them goes home, eats the fruit and throws away the peel. But the other one uses the peel to make a cake and throws away the fruit. If they had talked about their interests instead of arguing about who gets the most orange, they both could have got more of what they needed.

Bob: Oh, that's a nice demonstration of the point.

Sarah: Yeah, I love that. Finally, you should try to come up with a range of options. Brainstorming is a useful idea here. Both sides should just come up with as many options as possible in a free and unpressured environment. This should lead to a mutually beneficial, and perhaps even innovative way to solve the issue or finalise the negotiation. With the recent talks between the British Museum and LaCollection, the sessions led to the creation of a brand-new portal.

Bob: Great, but how do you decide if the solution is a good one? Are there any tips you can give?

Sarah: Well, every negotiation is different so it's hard to give any concrete, practical tips. But, in general, it is a good idea to come up with some objective criteria against which to measure your solutions, and agree on them before the negotiation begins.

Bob: That's excellent Sarah, thanks for taking the time to talk to us at Business Podcats.

Sarah: Thanks for having me, it was fun to be here.

(15 sec pause, acoustic signal, track replays)

Unit 09, exercise 2 (TCD ◎ 39)

Announcer: Three people discussing modern technology

Liam: So, Olga, do you think that modern technology has a downside to it?

Olga: Erm, well it's hard to say, I would say there is no yes and no. For example, you go abroad and you need to eat somewhere. Before, you would just wander round the town and find a place yourself, but now – click click click, you've found a restaurant, you've found a

review, so here you go. What do you think, Jane?

Jane: Yeah, I agree with you. It's helpful, but it also takes away, as you say, it takes away the romanticism of just wandering around the city and thinking 'Ooh, shall we go here?'

Liam: And you're thinking about saving time, this is going to save time, this is going to mean that I can get what I want more quickly, I have more time to kind of spend enjoying myself, that kind of thing. I think there's an instinct where, because it's written down, you trust it as well, so with restaurants, you know, you look at them and think 'Right, that's what it's going to be like'. Like kind of five-day weather forecasting – it's a myth, you can't do that. But you still look at it and think 'oh yeah, great, it's going to be sunny on Tuesday.'

Jane: That's so true.

Olga: So you think technology sometimes replaces your own knowledge or your own initiative to investigate and find out things?

Jane: It brings out the lazy side, I think, probably.

Olga: At the same time, it's a new thing that people have less time and want things quicker, they want to live their lives quicker, and they get more and more value, in a way, in a certain time, in the very limited time they have now.

Jane: That's true. One good thing is things like transport. If you, er, commute to work or, erm, whatever, then you can always look up on, say your phone or your computer before you leave for work, and find out if there's any, like rail closures or any traffic problems, and that's actually invaluable because then you won't be late or you can tell someone in advance if you are going to be late –

Liam: Oh yeah, there are clear practical benefits to that kind of thing, definitely, yeah. The article suggests that people these days don't value general knowledge as much as people used to, erm, because of, you know because it's so easy to access, to acquire …

Jane: I think, certainly that it's so easy to find the answer that they're looking for, that they don't actually have to, in inverted commas sort of, go on this sort of 'learning journey' to get their answer. They don't have to go through a process, thereby also getting more information about something to find their answer. They just find it, and that's that.

Olga: I quite agree with that, but I think it's new time, new technology. People don't need all this, kind of, dead knowledge. Erm, they have this easily available information, and they can extend their knowledge when they need it, and where they need it, erm, opposed to what was before, that somebody would be an expert in one field but not in the others.

Liam: Right. I don't think it's a problem necessarily, but I think that the information that people get when they just look up, say for example, an event in history in a search engine, you'll get a very concise view of the key points of that event in history, but you won't necessarily find out about the context of it or any kind of broader detail, so what you're getting is quite shallow in terms of knowledge and information.

Olga: That's a very fair point.

Unit 09, exercise 10 (TCD ⊙ 40)

Announcer: An interview with Richard Rosenblatt

Interviewer: You set out to turn traditional media on its head back in 2006 when you started Demand Studios. Three and a half years later, how have you redefined media?

Richard: Thank you for that. We actually didn't set out to turn it on its head. We set out to create a whole new form of content, it may or may not turn traditional media on its head, we definitely think that it's causing people in traditional media to rethink their business models. What we did was we added a science to the art of creating content. So the idea forever was let's make a piece of content and we'll see if it works. What we're doing instead is we're using, you know, search, social media and direct navigation – people typing directly in what they want – to figure out what type of people … what type of content people want, match it with advertisements and then only make the content that people want that's profitable. So, imagine going from big, huge budgets of content, which no one knows if it's going to work, to small, micro pieces of content, which we with surety can tell through all the science and algorithms, is going to be successful.

Unit 09, exercise 17a, b (TCD ⊙ 41)

Announcer: Describing a bar chart

Professor: Welcome to our interactive online lecture where students prepare presentations and give short talks. Today we are listening to one of our students, Chloe, who is presenting new media technology.

Chloe: Hello. Today I'm talking about new media technology and the use of social media networks and messengers. I'm going to share my screen now so you can have a look at the graph. The x-axis represents the user numbers in millions for one month, that is for January 2022, and the y-axis lists the different social media networks and the messengers which are depicted as 17 different categories on the bar chart. Overall, there is widespread use of Facebook and YouTube, which can also be attributed to its marketing use by companies, institutions and authorities. There were about 2.9 billion active Facebook users and 2.5 billion people who used YouTube. Social Media networks like Facebook, Instagram and TikTok are on top of the list and were the most used, while WhatsApp is the favourite messenger, followed by WeChat and Facebook Messenger. Quora and Reddit are not so commonly used. The most interesting fact is that Twitter is in third-to-last place. To sum it up, social

media networks and messengers are widely used, and there are classics which suggest a steady use and user base. It'll be interesting to see when individual users' interests shift and other networks and messengers become popular. I hope I could give you a short overview of the use of social media and messenger. Thank you for your attention. Please feel free to ask any questions.

Unit 09, exercise 20a (TCD ◎ 42)

Announcer: Project management tips

Lecturer: Welcome to today's lecture on how to manage a research project. We're participating in the project 'digital classroom for all', which is aimed at students who are unable to participate in class. Well, let's start with the basics: managing a research project is an important skill which can be an essential part of your job. Good project management ensures quality and helps you to plan ahead, manage changes and anticipate incoming challenges. Remember – the quality of your research can suffer if you lose track and end up being in a rush to complete multiple tasks at once. Having a clear plan will allow you to achieve your research objectives and still meet your deadline. Apart from following the guidelines of academic writing for your diploma thesis, project management skills will be essential.

Student 1: I have a question: I have to make a start on the project for my presentation at the end of term. What should I keep in mind?

Lecturer: Well, set your goals early. From early on, plan your research project based on your goals. These are your required classes, your research project, and writing your thesis. For each of these tasks, identify smaller, reasonable tasks.

Student 1: What does this mean?

Lecturer: Well, as an example, completing each research objective in the project can be your smaller goal. Then, add a link between tasks, for example, a particular task that you can only start after finishing other tasks. To set a timeline, try to estimate the time you need to complete each task and map out the start date and the end date. Setting small, reasonable goals allows you to plan a specific strategy to finish each goal. Furthermore, it helps you to be motivated after finishing each goal.

Student 1: Thanks a lot, that's good advice.

Lecturer: I am happy that I could help. So, let's continue …

Student 2: What else should we consider when working on a project?

Lecturer: Well, the second tip is: weigh the risk.

Student 2: How can I do that?

Lecturer: Erm, the nature of conducting research experiments is that they sometimes fail. To prevent losing time, estimate a longer timeline for experiments with a higher risk. If possible, add this type of experiment to your timeline as early as possible. You can do the experiments with lower risk closer to the end of your timeline. Also, try to have a plan for when an experiment fails.

Student 2: That sounds like a really good tip.

Lecturer: Thanks – and my third tip is: consider the value.

Student 3: What does value mean in this context?

Lecturer: Well, it means, when adding experiments to your research project, consider their value. Sometimes adding more experiments will strengthen your findings while too many experiments mean that you need more time and take more effort to finish them. Therefore, only choose experiments that are necessary to support your research and bring you closer to your main goal.

Unit 09, exercise 25 (TCD ◎ 43)

Announcer: You are going to listen to an interview about the role of technology in teaching and language learning. 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 questions 1 to 6. Put a cross in the correct box. The first one, zero, has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

Interviewer: Hi Tim. I'd like to talk about teaching and language learning in relation to new technology. Perhaps we could start by talking about the influence of new technology on the teaching profession. Would you say that the teacher's role has been undermined by new technology, or would you say that it facilitates the profession?

Tim: Clearly, technology facilitates education in many ways, in the sense of being able to deliver information much more conveniently, making it attractive and allowing learners to communicate with each other outside the classroom. It certainly has its advantages. I think, however, it raises questions about the teacher's role and, as a teacher myself, I have to think carefully about embracing all technologies with open arms, especially those that, in a sense, disempower the teacher.

Interviewer: If you say 'disempower', what exactly do you mean?

Tim: What I mean is, if you imagine a school, an educational organisation, in which everything is computerised and the classrooms are all wired-up, delivering the contents, as it were, to the students directly and in a very attractive way, what is the teacher's role? Is the teacher's role reduced simply to that of a technician? I actually think this is happening in some contexts, and I don't think it's necessarily for the better, for the teachers or for the learners. There is an element of

education, and I think there always will be, which involves face-to-face contact, and I don't think that's going to go away, but I think we need to question any technology that comes along, try it out first, and find out to what extent it fits in with the basic principles of good education.

Interviewer: I don't know if you agree, but some people would say that in terms of language learning specifically, the development of new technology has made it possible that there are now an awful lot of people out there who learn languages without a teacher at all. Do you think good learning can be achieved that way?

Tim: Well, as far as I'm concerned, there've always been students who've learnt languages without teachers, because they've been motivated, because they're in the right place, because they have the kind of skills and abilities which allow them to make the most of the environment that they're in. But there are also just as many learners who need teachers, guidance and well-chosen materials –

Interviewer: Yes, I'm definitely one of those. I'm hopeless without a teacher.

Tim: Are you? I am sure it's not as bad as that. Anyway, many learners will sometimes gravitate to online learning simply because they are not near a place where they can learn in a classroom setting, or they find it's actually more convenient to study online. After all, you get a one-to-one teacher, and using Skype, for example, you can have daily conversations, so in many respects it can work for language learning. But at the end of the day, I don't believe this can replace true personal contact. It may work well for subjects such as mathematics or history, but language is different. It was created in order to communicate … often about things which are quite meaningful and personal … and you need to keep that element in language learning if it's going to really engage the learner and stay embedded in their memories. Simply sitting in front of a computer and just reading texts or using online dictionaries, or whatever, doing grammar exercises, I don't really think that's a way forward.

Interviewer: Right, thank you for sharing your thoughts with us.

Tim: It's my pleasure.

(15 sec pause, acoustic signal, track replays)

Unit 10, exercise 8c (TCD ◎ 44)

Announcer: Lydia talking about brands

Lydia: Brands are really important because I think, brands are for me – they carry information, they say something about the person who's wearing them, and also, they are a symbol of style. If I say, for example 'Nike', I know that that is something really sporty, that people are fast who wear them, and they will give me a feeling 'Yes, I'm fit' if I wear Nike. Or if I wear something like a top designer label, then I belong to a small club of people who can say, yes, I can afford it, you know, so it is really, really important. And people also recognise what you wear, so they will put you into this kind of category as well. It defines you as belonging to a group.

Interviewer: But it's not real, is it? I mean, if I wear a Boss suit, it doesn't make any difference to my personality. It doesn't change me.

Lydia: Yes, but it will make people see you in a different way. First of all, the cut is important, they enhance your appearance, because brands of course are also very carefully made, and they are made to a certain style. So, if you wear a Boss suit, first of all, it will be very well cut, but they will also make people see you in a different way, so your appearance will be enhanced by the cut of the garment, and also people will recognise you as a person who can afford it as well, because these things are not very cheap as well. So, you definitely have more attention, or that people will definitely see you in a very positive way if you do that. But brands define also your attitude towards life, and your attitudes towards certain things.

Interviewer: But you see it as a positive influence on people, do you? You think it's absolutely fine?

Lydia: I think, I think it is fine, because I like wearing brands, yeah. I think clothes and identifying with the label gives you this, kind of, wonderful feeling of being part of a group. You are individual because they have so very different things, like, you know, they have different colours and different cuts and so on and so forth, so you can have your individual style within the brand, and by wearing the brand you belong to a large family, a large group of people who all wear the same brand. So, you are part of it, but you are also allowed to be individual. And I think that is a good feeling just to be … And, and you feel accepted as well, I think. And you see yourself, like, it is very important – you put something on, and you feel 'Aha, I feel good with this.' And so, you have much more self-assurance if you wear something where you feel positive in as well. You know, if you have something that has a positive effect on you, then your whole personality is, is more positive, so you have a much more positive effect on people, and it gives you something that you, you gain from.

Interviewer: So, what would you say to somebody who says 'Well I'm not influenced by brands at all, I don't care about them.'?

Lydia: Ah, I would admire him, I would look at him and I would definitely see how individual his style is or her style is, this person as well. Because not wearing brands is also a brand. I mean, it is also defined by something, isn't it? I mean, the things they put on, they are also a brand, which are probably not a well-known brand, but there isn't anything in the world that's not a brand.

Interviewer: So, you mean they also have their own image?
Lydia: I think that people who negate brands, they also form their own category of brands.

Unit 10, exercise 10b, c (TCD ◎ 45)

Announcer: Words associated with three international brands

Announcer: A – Jane
Jane: Erm, they make me think of, erm, definitely sport, erm, of keeping fit and also, erm, being fashionable because they're quite trendy, erm, makes me think of ambition, getting to the top of your game, erm, being excellent in your game, erm, definitely comfort because they're comfortable to wear. I think they make you look good because they're quite attractive, erm, I think they make me think of ambition and striving for something, erm, yeah.
Announcer: B – Clara
Clara: The first thing they make me think of is top quality definitely, reliability; reliable and innovative technology spring to mind as well. They have class-leading software and cameras, which sort of suggests perfection. The displays have a seamless design. Also, the cameras have perfect technology with automatically improving scene quality. I think their higher-end models also suggest a kind of executive lifestyle, something that's not quite average, a little bit premier. Success, I think, that's what they suggest. And apart from smartphones, semiconductors are another of their core competencies. They also heavily invest in AI and 5G. Actually, they're banking on aggressive marketing while their major competitor plays all its cards on the design of its products. …
Announcer: C – Keith
Keith: I think the first words that would come to my mind are things like fast, erm, dynamic, small, er, they're easy to park, erm they come in these primary colours, these very bright colours, so, and I think that gives an image to them which is all about fun and enjoying yourself. They're for people who, you know, appreciate good design, erm, they're a little bit retro because they used to be fashionable in the sixties, and then there was a new version of them, came in a few years ago. And they're pretty speedy, powerful cars as well, so good on motorways.

Unit 10, exercise 19b (TCD ◎ 46)

Announcer: A viral ad campaign

Speaker: This is a really strange viral ad campaign. It was never actually planned, either by the Coca-Cola Company nor by Mentos, you know those peppermint sweets. It started out as an experiment on a website called Eepybird. It's a video showing two men adding Mentos to a bottle of Diet Coke. It all fizzes up and shoots out like a geyser. And then they made more videos, with more bottles of Coke, so it was like a firework display, with Coke shooting out of the bottles. It's hard to know how many people viewed it, but it was probably more than 50 million globally in total, including both the original and all those user-generated videos. So, this was a very unofficial campaign, but it generated loads of PR. Thousands of people contributed their own eruption videos, with groups of bottles together, or people running about, or on bikes or whatever … A lot of the hype around it was caused by discussions of whether it would be dangerous, or even lethal, to actually drink a Diet Coke and eat Mentos at the same time. So, both Coca-Cola and Mentos got plenty of publicity from it, it was very, very successful.

Unit 10, exercise 26a (TCD ◎ 47)

Announcer: Writing an abstract

Lecturer: We've already had two online lectures. This is our last lecture, which will be about writing a professional abstract. The main aim of this lecture is to talk about the purpose of an abstract, its contents and structure, and end with some practical tips on how to write an abstract.
Student 1: What is an abstract?
Lecturer: Well, it's a short summary of your research paper. The purpose of an abstract is to give the reader an overview of your paper or article so that the reader can decide whether to read the full paper or not. Furthermore, an abstract helps readers to follow the detailed information and arguments in your full paper, and to remember key points from your paper.
Student 2: Actually, I have to write an abstract for my presentation at the end of the term. What should I consider?
Lecturer: Well, your professor may give you specific guidelines for what to include and how to organise your abstract. But, generally, you should include the following information in your abstract: the background information for your research, the general topic and the central questions of the problem your research addresses.
Student 2: Well, thanks. Is there anything else I should think about?
Lecturer: Erm, when you're writing longer research papers, you should also refer to the existing research which has been done in your field as well as the main reasons and goals for your research. It can be helpful to ask yourself the following questions: Are you, for example, examining a new topic? Why is that topic worth examining? Are you filling a gap in previous research? Are you applying new methods to take a fresh look at existing ideas or data? Additionally, you should include your research and analytical methods, your main findings, results, or arguments as well as

the significance or implications of your findings or arguments.

Student 2: Thanks, I will keep that in mind. When should I write the abstract?

Lecturer: Well, write your abstract at the end. Go through your paper and sum up each paragraph with one or two sentences. Keep in mind, that an abstract is a professional summary and that you do not add any new information in it. Last, but not least, the present tense is used to state general facts that have been and are currently true. The methods, findings, arguments and implications of the findings are described in the present tense as well. Previous research is presented in the past tense.

Students 1 and 2: Oh, OK. / That's good to know.

Unit 10, exercise 28 (TCD ◎ 48)

Announcer: You are going to listen to an interview about BEST, an EU institution that was set up to create and support enterprise culture in Europe. 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 to 8) with the sentence endings (A to K). There are two extra sentence endings that you should not use. Write your answers in the spaces provided. The first one – zero – has been done for you.

After the second listening, you will have 45 seconds to check your answers.

(45 sec pause, acoustic signal)

Presenter: With us today on FM3, Radio Austria International, is Jessica Morgan. Good morning, Jessica.

Jessica: Good morning, thanks for inviting me.

Presenter: Jessica, you've come to talk about BEST, which stands for, erm, Business Environment Simplification Task Force – quite a mouthful *(laughs)* – an EU institution that was set up to create and support enterprise culture in Europe, correct?

Jessica: Yes, that's correct. At community level, it is agreed that over the next few decades we will experience remarkable changes in every aspect of domestic, social, business and environmental life – not only in Europe but in almost every country in the world. There will be new services, new products, new attitudes and opportunities for everyone. In Europe we'd like to see a new era of entrepreneurship and new enterprises, not just for wealth creation and to improve the quality of life for European citizens; entrepreneurship is tantamount to job creation – a great concern in the EU at the moment.

Presenter: Of course. Although Austria is still doing relatively well in this respect, everyone knows how important it is to encourage start-ups, in particular the growth of SMEs – small and medium-sized enterprises, I believe.

Jessica: Yes, SMEs, which make up over 99 percent of the 20 million or so enterprises in Europe, are both motors of change and innovation and indispensable for creating sustainable jobs. Generating an ideal business environment for them should be top of the political agenda in every EU member state.

Presenter: So, how would you define an ideal business environment?

Jessica: There are many different factors that need to be considered – public administration, for example. It should be made as easy and straightforward as possible to set up a business. Authorities should see themselves as delivering a service; they should assist and encourage would-be entrepreneurs rather than discouraging them with red tape.

Presenter: I hope some Austrian authorities are listening in …

Jessica: I'd rather not comment on this *(laughs)*. Back to the different factors. Well, as I said, facilitating the start-up process, then there is access to finance, crucial for …, both for young entrepreneurs and businesses wishing to expand. For example, the government can offer loan guarantee schemes to mobilise bank loans for newcomers or introduce changes in the taxation system that can either hinder or stimulate the development of SMEs.

Presenter: This is also true of non-wage costs, isn't it? In the case of Austria, where they are comparatively high, they are often quoted as barriers to business.

Jessica: Right – non-wage costs, social security and the like, are extremely important. Then, the problem of late payment needs to be addressed, as cash-flow problems can have serious consequences for a firm, especially in its early stages. In short, governments can remove these objective barriers.

Presenter: Am I right in saying that there are also less tangible, less concrete factors that influence the entrepreneurial culture in a country?

Jessica: Absolutely. It's no secret that Americans, for example, have a much more relaxed attitude to entrepreneurship than Europeans. In the US, there is no stigma attached to failing with one's business nor does it prevent anyone from trying again. In Europe, insolvency is taken much more seriously.

Presenter: What about businesses themselves? Can they contribute anything to a favourable business environment?

Jessica: Of course, they can. There still is too little cooperation between SMEs themselves – you know, working together in clusters, for example, to reduce overheads. There is also too little interaction between academic or research institutions and business. Cooperation and exchange definitely need to be promoted. Another idea is the concept of 'incubators' which nurture company start-ups. Similarly, mentoring and the introduction of so-called business angels should be encouraged. With regard to funding,

conferences and meetings to secure venture capital, for example, take place much too infrequently in my opinion.

Presenter: Thank you very much for sharing your ideas with us, Jessica.

Jessica: Thanks for having me.

(15 sec pause, acoustic signal, track replays)

Unit 11, exercise 1b, 2b (TCD ⊙ 49)

Announcer: Proposals to deal with the climate crisis

Akari: Welcome to the Green Science podcast, I'm Akari Hirano. We all know that greenhouse gases being pumped into the atmosphere are well on the way to causing a climate catastrophe. We're even closer to hitting tipping points such as the Greenland ice sheets disappearing. Unless we quickly come up with some crazy geoengineering schemes, we need urgent global political action to turn the tide. So, hopes were high for the latest United Nations Climate Change conference. But it didn't live up to its claim of keeping global temperatures from rising more than 1,5 degrees. Once again, it seems this was nothing more than a talking shop full of promises but no real action. So, I thought we should instead look at some actual proposals that have been made elsewhere.

Let's start with the Green New Deal, proposed by some of the more progressive Democrats in the US. This ambitious set of proposals wants to decarbonise the entire US economy in ten years, while guaranteeing government-funded green jobs for all who want them. It sounds great, but in my opinion something like this would cost powerful people in the fossil fuel industries billions of dollars, and we all know that in the US, money talks. So, I don't believe it has any chance of success.

In the European Union, meanwhile, an alternative vision of a green deal has been outlined by the commission president Ursula von der Leyen, so it has more political weight behind it than the US version. It aims to combat global warming by making the EU's economy carbon neutral by 2050. This might be too slow for some of you, it is, however, much more realistic than the US version. They also propose to use the EU's increasing soft power, for example by only engaging in trade deals that contain sections about climate protection.

Unit 11, exercise 22b (TCD ⊙ 50)

Announcer: A discussion about the book *Novacene: The Coming Age of Hyperintelligence*

Interviewer: In 2019 scientist and writer James Lovelock brought out a book, *Novacene: The Coming Age of Hyperintelligence,* in which he makes startling predictions about the future of our planet. In contrast to some of his earlier books, he tells a somewhat positive story. He predicts that at some point, the computers will take over and solve climate change for us. We talk to Moira McCann, who read the book. Moira, is this book a cheerful read?

Moira: Well, in some ways yes, and it's certainly a very interesting book. If he's right, then the power of artificial intelligence will geometrically increase to the point where its intelligence far exceeds that of humans, and it seizes control of our governance systems. Normally people find this an incredibly disturbing thought, but he suggests that this artificial intelligence will be benign and put into place new technologies and procedures that will slow and then reverse climate change. We wouldn't be able to do it on our own with the technologies we have, so this is a decent result. He also thinks that this AI will itself be powered by green energy, probably solar power.

Interviewer: So, the robots will stop us causing climate change, according to this book?

Moira: That's right. The way the book describes it, the robots, if the intelligence is indeed housed in bodies, will have the intelligence to figure out the danger of climate change for themselves, in the same way that the DeepMind computer taught itself how to play chess. In order to save themselves and the rest of life on the planet, they will design ways of averting catastrophic global warming.

Interviewer: How does he think that the robots or computers will become so powerful? Won't we stop them before they take over?

Moira: Lovelock believes that at a certain point the robots will be able to design newer and more powerful versions of themselves, and at that point they will be beyond our control. There will be a kind of technological Darwinian evolution.

Interviewer: Why would they be nice to us?

Moira: Well, that's an interesting question, and lots of people disagree with him there. But in his mind, they will want to keep organic life around to keep the temperature of the planet down. And we might be useful to them as custodians of nature. In any case, they might see us somehow as their original creators and take pity on us.

Interviewer: So they'll keep us alive out of pity?

Moira: Not just. In fact, he says that they might look upon as some kind of advanced animal companion!

Interviewer: Oh my god! We'll just be pets?

Moira: *(laughs)* Well, not just, but in any case, is there a happier creature on Earth than a well-cared for pet? All your needs taken care of, no stress at all, just a life of ease?

Interviewer: I mean, I don't think it's for me! Anyway, that was James Lovelock's *Novacene: The Coming Age of Hyperintelligence*, many thanks Moira!

Unit 11, exercise 24 (TCD ◎ 51)

Announcer: Four people reacting to James Lovelock's ideas

Pilar: What he's really saying is that while global warming is already happening, and we can't stop it, we have to hope that AI will step in at some point. I don't really agree, I think things aren't nearly as bad as he says they are. I think he's exaggerating a bit, and we'll fix it ourselves.

Uri: I partly agree when he says that there's no point in fighting against the rise of AI, I think he may be, maybe he's right about that, we're not going to be able to stop it. But I don't really see that this is a good thing, though. I think, I think it's worth trying to stay on top of it and make sure it serves us rather than the other way around.

Patrick: His point really is that we aren't going to do that though, right? I think he's got a point. Once it gets to a certain stage, we won't have any choice, will we? That's exactly what he's saying. Lovelock makes the point that we won't notice until it's too late, and in any case, it might be better for us if artificial intelligence was making the big decisions. I think that's a valid point – we certainly haven't got a great track record lately!

Jane: When he says it's not a bad thing, I think he's completely wrong! I don't want to be a pet. Although I do agree with him that climate change is currently very dangerous, and that we'll need some kind of new technology to beat it. I think he's …, what he says there is spot on, he's absolutely right.

Unit 11, exercise 31 (TCD ◎ 52)

Announcer: You are going to listen to an interview about the effect of meat consumption on the environment. 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 questions 1 to 5. Put a cross in the correct box. The first one – zero – has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

John: And now, to tell us her views on meat consumption, is the nutritionist and writer, Beth Willis. Beth, I take it you're a die-hard vegetarian?

Beth: Good morning, John. Well, I'm not a strict vegetarian, no. I do eat fish, and I also eat animal products like eggs and cheese – although I am trying to cut down on those too.

John: That's necessary, is it? Since when has eating meat done us any harm?

Beth: Well, John, it's not just a question of individual health. Let me give you some figures: In 2021, the average consumption of meat and animal products in OECD countries was 72 kilos a person for the year. Maybe that doesn't sound so much, but listen to this. The figure for Nigeria was 4.6 kilos while average consumption in the United States was over 100 kilos a year. 100 kilos – that's over two kilos a week of animal products, and twenty times as much as places like Nigeria.

John: We all know that there are inequalities in the world.

Beth: Of course, but there are other issues at stake here, too, and they're to do with the way that animals are raised.

John: So you're of the belief that farming is cruel and inhumane?

Beth: Well, leaving that aside for the moment, I'm talking about wider environmental issues. Take water. Now, water is in short supply in many parts of the world, but rearing livestock can use up to 200 times more water than growing, say, wheat, kilo per kilo. Then, of course, there's the question of where these animals are raised. I think most people are aware of the immense damage to the atmosphere that's caused by the destruction of the rainforests. And yet every year, thousands more square kilometres of the Amazon rainforest – areas equal to whole European countries – are cut down, mainly to provide land for cattle or other livestock-rearing, or for the production of soy as animal feed – much of which is exported to European markets. And that's without mentioning the immense amount of greenhouse gases actually produced by the animals themselves. So, there's a kind of double contribution, if you like, to global warming.

John: So, what solutions have you got for us?

Beth: Governments aren't doing enough. But practically all countries agree that there needs to be global action on climate change, and that will have to include issues such as livestock production. But I think we need to think about making our own individual contribution, too.

John: In other words, we should all stop eating meat.

Beth: That's my view. Obviously, that's not going to happen though, or not overnight. But there have been some interesting moves in the last couple of years. The National Health Service in Britain, for example, is aiming to reduce its use of meat and other animal products.

John: What, in hospitals?

Beth: Yes, that's right, but also in other care facilities and the food it provides for its staff. Then in Germany, the federal environmental agency asked people to try to reduce their consumption of meat.

John: And have they?

Beth: To be honest, I don't know. But I think it's interesting to see the idea aired at a national level, coming into the mainstream.

John: This is all a bit theoretical, isn't it?

Beth: Perhaps, yes. Which is why I like the some of the

more practical suggestions that have been made in the last couple of years. One is the Planetary Health Diet devised by EAT forum and the Lancet. Here, you begin by covering half of your plate with vegetables and fruits, and then you add proteins such as grains and beans, and perhaps some starchy vegetables or dairy products to the other half. You can add a bit of meat, but not much over the course of a week. By following this diet, we can not only make ourselves healthier, but also do our bit for the planet too, because by cutting down on meat consumption we can help reduce atmospheric CO2. What is also nice is that the basic diet can be adapted to different cuisines around the world.

John: Beth Willis, thank you very much. Food for thought for us all there. The time's coming up to 6 minutes to 9 … (fade out)

(15 sec pause, acoustic signal, track replays)

Semester check 3: Units 9–11, exercise 2 (TCD ◎ 53)

Announcer: You are going to listen to a podcast about marketing. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1 to 8) using a maximum of four words. Write your answers in the spaces provided. The first one – zero – has been done for you.

After the second listening, you will have 45 seconds to check your answers.

(45 sec pause, acoustic signal)

Jackie: For this week's podcastsinenglish.com business podcast we're talking about marketing. With me is Helen, hi Helen.

Helen: Hello, Jackie.

Jackie: Marketing, it's a broad subject, isn't it?

Helen: It's a really big subject, marketing. I touch on absolutely everything so from advertising, radio advertising, promotions, distribution er… writing briefs, strategy, the whole lot.

Jackie: My goodness *(both laugh)*. So, you cover a wide area, Helen, but for you what's the most important part?

Helen: Well, for me … I work for an organisation called Jersey Heritage, um … and that organisation is … it's a heritage organisation based on the island of Jersey in the Channel Islands, and we have two very distinct target markets so for me understanding your target market is one of the key, fundamental pieces of marketing. My two distinct target markets are local people and tourists.

Jackie: So, making the local people aware of what the island has to offer as well as attracting outsiders.

Helen: Yeah, and attracting is a really good word because we look after all of the, erm, island's castles and museums. [For] someone on the island that castle has a whole history and heritage, it's a landmark of the island so it's … you're pushing a different button, you're trying to, erm … make the local people engage more with their heritage whereas for the tourist, you're just trying to attract them and spend ten pound to get in and to give them a good day out so that they'll tell their friends about it. In recent years, so the past ten, fifteen years, we've seen a change in Jersey from 'buckets and spades' so that's families coming with buckets and spades to be on the beach, erm … to a slightly older …

Jackie: Right.

Helen: … target market. So this is really, really important stuff because what Jersey have done, is, they've pitched their product to a different market. So instead of being … their advertising being about …

Jackie: The beaches.

Helen: … buckets and spades and beaches they're looking at heritage, walks, um …

Jackie: The castles, as you mentioned.

Helen: … castles, … eating good food, good price, you know, a whole general mix … and what it's doing, it's attracting a slightly older market.

Helen: And maybe people with more money, actually.

Helen: Absolutely. Now what those people do is they won't stay for a week, now.

Jackie: They'll come for the weekend?

Helen: So they'll come for a weekend or a long weekend so the whole market is changing because that target market, the slightly older generation, are interested in walking, castles, heritage et cetera, and Jersey Tourism is very good at attracting that market. And if you went to er … jersey.com, the website, you can see how they're attracting that audience. So, what I do is I … once people are on the island, tourists are on the island, I try and attract them to our museums and castles, and then the other side of what I do is I try and get the local people to engage more with our product, and the way I do that is we have a huge amount of events and exhibitions going on, and the events and exhibitions bring in the local market.

Jackie: Right.

Helen: So, it keeps it fresh all the time, so there's always something new to see.

Jackie: Helen, that sounds fascinating and a very exciting job.

Helen: *(laughs)* Yes, it's pretty difficult sometimes, especially on a small budget.

Jackie: *(laughs)* Thank you very much.

Helen: Pleasure!

(15 sec pause, acoustic signal, track replays)

Unit 12, exercise 14 (TCD ◎ 54)

Announcer: Eamonn and Lindie talking about their future

Announcer: Eamonn.

Eamonn: I tend to be quite spontaneous in terms of the decisions I make because I'm of a really emotional

nature, and so I usually react to circumstances, react to the way things are going. And I don't think it's very useful to plan everything because when the plans don't work out, you get really upset. However, I do have a few ideas about how my future might go. For one thing, I'm attending a technical college, so hopefully I'll have finished school by the end of next year – ideally finding a job as an engineer abroad soon after. And, erm, yeah, let me see … erm, I think in about thirty years' time, I will probably own my own company specialising in measurement engineering. And by that time, I'll have saved up enough money to have a good life. You know, I'd like to have a nice family and a house with a garden maybe. It's something I've always wanted. And, erm, yeah, I guess that's all. I'm fairly sure about those things, but as I said, I usually act on the spur of the moment.

Announcer: Lindie.

Lindie: I like to plan ahead because then I have a long time to look forward to things and also I can make sure everything's in place so things will go smoothly. They don't always turn out as I plan … but that doesn't stop me from planning! For instance, I'm a student of electrical engineering, and I look for a summer internship every year. It normally takes about six months of planning from when I first contact the companies and then the whole process starts … having job interviews and so on. But sometimes I like to respond to things spontaneously on a day-to-day basis. Anyway, looking into the future … by the end of next year, I should have earned my Master's degree. Oh, I'm really excited about that. And in ten years or so, I'll hopefully be running my own department at work. As for my life in general, I hope to have children and bring them up well, so they're happy and healthy and, you know, treat other people well.

Unit 12, exercise 23 (TCD ⊙ 55)

Announcer: Recruitment and interviews in different countries

Announcer: Iain and Barbara.

Iain: So on your CV do you have a, a special section that sells yourself or promotes yourself?

Barbara: Usually we write a main objective, what we are looking for, and after that we talk about our experience and also our academic references.

Iain: How, er, long is your CV? How many pages?

Barbara: Well, it's recommended to have, er, one or two pages. Yeah.

Iain: That's, er, certainly the same with, er, with my experience. It's two pages maximum. Erm, do you have a covering letter with it as well?

Barbara: Yeah, it is recommended.

Iain: How about when you get to, er, interviews then? Do you still have to be very, er, persuasive and very forward?

Barbara: Yes, yes. It's very important to be, and you have to be very dynamic.

Iain: I would find that quite tiring. I know when I've been in interviews, it's quite tough to be dynamic for an hour or so.

Barbara: Sure, sure. It is. And also the other thing is that there is no real, real conversation, it is quite strange. I have found, I found out that here in England it's more like a conversation, like, in order to really, er, demonstrate that you can really deal with the clients and talk with people, you know.

Iain: Do you ever ask about salary or money or that kind of thing?

Barbara: Well, usually people don't ask about salary and, er, it's not really in, in the advert. So … but it's discussed later when they offer you something.

Iain: Oh, right, so it's not in the advertisement.

Barbara: No, no, usually we don't have it in the advertisement.

Announcer: Lixing and Cian.

Lixing: Well, in China, you can imagine the, er, competition for the job is fierce, so actually the interviews are quite different for those who directly graduate from the universities or for those who have experience of working and he or she just wants to, to change job. And for the graduate students, the interview is more or less focused on their psychology or their personality instead of their knowledge because they, erm, most of them have more or less the same grades.

Cian: So for, erm, the graduate students, is a CV not as important? Because I find, erm, in Ireland the, er, the CV is crucial and the cover letter, if you don't put a lot of work into it and really sell yourself through that, you, you won't get to the interview stage but it's different in China, is it? It's more of a case of …

Lixing: … the students are now probably required to have some, er, internship experience prior to this interview but, er, mostly the employers just look at the … the personality of the student. Actually, according to Chinese culture, we do not like people who appear to be so bossy, like, who appear so aggressive, so the people are really careful about that too.

Cian: Yeah, we'd be the same. We have group discussions and usually the loudest person or the, the person who answers the most isn't the most desirable for the employer. They want a mix. They want somebody who can interact and step back and know when to talk and when to make a good point, so I think we're both very similar there.

Unit 12, exercise 29 (TCD ⊙ 56)

Announcer: You are going to listen to a science show about 3D printing. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences, 1 to 7, using a maximum of four words. Write your answers in

the spaces provided. The first one, zero, has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

Talk show host 1: Welcome to today's science show 'TECH-Talk', presenting new ideas for the future. It's the dawn of a new era in printing. From artificial prosthetics to very real human kidneys to filigree skull sculptures – the number and variety of applications for 3D printing are growing, layer by printed layer. Combine this with the decreasing costs of owning a printer, as well as the cheaper cost of manufacturing in general, and it appears that 3D printers are here to stay. So, why stop at a kidney?

Talk show host 2: Absolutely! Today we have invited two specialists who will talk about more revolutionary visions of our 3D printed future, Dr Marc Tulley and Professor Christine Anderson. Thanks for talking to us today.

Talk show host 1: Dr Tulley, please tell us, which innovations do you foresee?

Dr Tulley: The first vision I'd like to talk about is rocket parts. NASA is working on the largest rocket ever constructed that is intended to take humans to Mars by 2030. Bypassing the traditional processes for building rocket parts, which require the welding of seams, by creating a single seamless 3D-printed piece means less chance of leakage. It also cuts down the cost of manufacturing by almost half. Recently, NASA tested 3D-printed rocket engine injectors in hot-fire tests, exposing them to extreme temperatures and pressures.

Talk show host 1: Sounds incredible! Professor Anderson, you've written several articles about 3D guns. Can you explain this a bit more?

Prof Anderson: Yes, constructing guns using 3D printing is definitely an innovation which has raised concerns about the far-reaching implications of this technology. Marc Goodman, for example, pondered the effect that new technologies like 3D printing would have on crime. He pictured a disturbing scenario: cheap guns and bullets that can be printed in one's own home. A year later, in May 2013, 'Defense Distributed' founder Cody Wilson created and fired the first 3D-printed handgun. And up until a few months ago, the blueprints were available to the public on his website.

Talk show host 2: Oh my … What about food? It sounds absolutely unbelievable, but can we produce 3D food?

Dr Tulley: 3D printing could produce virtually any food. For years, the question has been: "Can the technology of 3D printing be harnessed to tackle world hunger?" Anjan Contractor, a mechanical engineer at the Systems and Materials Research Corporation, is working on a prototype for a 'universal food synthesizer'. It sounds like a crazy science fiction story: a 3D printer in each household with the ability to print healthy meals from powders, with a shelf life of at least 15 years. But it's becoming a distinct possibility.

Talk show host 2: From food to the building industry: What about printing your own house? Isn't that too far-fetched? Could that become a reality?

Prof Anderson: Absolutely! Designer Alastair Parvain has come up with some innovative ideas: He explores the idea of regular people being able to print and construct their own homes. In his talks, he has often presented WikiHouse, an open-source construction kit that's a library of 3D models and cutting files that will allow anyone using a CNC machine and plywood, to 'print' out the parts for their own house. Meanwhile in Amsterdam, construction of a six-metre-tall printer called the 'KamerMaker' – Dutch for 'room maker' – has already begun for printing the components of a house.

Talk show host 1: Fascinating! And, Dr Tulley, I recently read about liquid metal parts that would completely revolutionise the electronics manufacturing process. Can you tell our audience more about that?

Dr Tulley: That's correct, liquid metal parts would transform the electronics industry. At North Carolina State University, researchers developed a metal alloy that remains in a liquid state at room temperature. They then used a syringe to arrange the droplets into a vertical chain-like structure. The next step will be to create a 3D printer for the purpose of printing this liquid metal. If the technology is harnessed, it would allow for the creation of bendy electronics, and revolutionize the electronics manufacturing process.

Talk show host 2: And finally, what about space? The moon, Mars? Which new developments can we expect here?

Prof Anderson: Well, the architecture firm Foster and Partners has presented some ground-breaking ideas. They have paired with The European Space Agency to investigate the possibility of a 3D-printed moon base. The material used in the printing process would be moon dust and soil layered to form a building block, not unlike concrete. This method would save us from the challenge of transporting heavy raw building materials.

Talk show host 1: So, as you can see, revolutionary developments are on the way – and we are just at the beginning of the journey in the exploration of the potential uses of 3D printers. I can promise you, we'll keep you informed.
(15 sec pause, acoustic signal, track replays)

Preparing for final exams, Listening task 1 (TCD ⊙ 57)

Announcer: You are going to listen to the manager of a travel agency talking to an apprentice about ecotourism. 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 to 7) with the sentence endings (A to J). There are two extra sentence endings that you should not use. Write your answers in the spaces provided. The first one – zero – has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

Manager: Hi Hannah. Since you're a new apprentice at our travel agency, I thought we ought to discuss ecotourism since more and more clients want to go on ethical tours.

Hannah: OK, Mr Thompson. I'm glad ecotourism's becoming more popular. It's taken a while, though – it's been around since the 1970s.

Manager: That's right, but it wasn't until the eighties that it became more prevalent. Back then, American environmentalist Jay Westervelt first thought of the word 'greenwash', which, of course, our tour operators don't do. By that, I mean using marketing to give a false impression their company's environmentally friendly.

Hannah: I remember studying Westervelt at school, actually. He drew attention to hotels that were encouraging guests to reuse their towels to help save the environment. But, in actual fact, the hotels weren't doing anything to promote recycling but had found a dishonest way to try and cut their laundry expense.

Manager: That's right. These days, something you'll find is that many holidaymakers mistake sustainable ideas with ecotourism. For instance, they often believe that travelling to destinations in vehicles that use fewer fossil fuels is ecotourism. Though coach travel uses six times less energy than an aeroplane – ecotourism is much more than reducing the emissions to get to a particular destination.

Hannah: I see. I'd like to know more about the ethical travel companies we work with. Could you tell me about a few?

Manager: Sure. I'll start with Intrepid Travel. They've invested more than 2.5 million pounds in grassroots projects globally and donated one hundred percent of their profits from a whole season of trips to Nepal to help rebuild after its 2015 earthquake. And they've taken the lead along with a few other companies to make carbon-neutral expeditions available. And they only use local guides with the target of doubling the number of female tour leaders.

Hannah: That's interesting. How about G Adventures? I think they're a Canadian company.

Manager: Yes, and they work with social enterprises and NGOs across the globe. It uses small, locally owned companies and backs these communities so residents can set up rural tourism projects. And the company evaluates what percentage of expenditure stays in the local economy. So, for example, it supports Women on Wheels – a company in India where all the chauffeurs are female.

Hannah: What they're doing sounds great. I've also heard about Much Better Adventures, but not in any detail.

Manager: Well, they focus on short trips in Europe and have a strong, responsible travel ethic. That's to say, this company makes sure that at least 80 percent of the cost of a trip goes to the conservation projects where they offer tours. It also works with charities that are addressing climate change. For example, a popular tour is their three-day rafting, kayaking, and hiking tour in Albania with local activists to help save the Vjosa, one of Europe's last wild, free-flowing rivers.

Hannah: And I've already been on an Adventure Alternative tour.

Manager: So, you have first-hand experience of what this trekking and climbing company is trying to do.

Hannah: Yes. They're based in Northern Ireland, and they've been building a worldwide network of responsible trekking and climbing companies with trips to some of the world's most iconic mountains. Their business model is against outsourcing. Instead, they help support local operators and run initiatives that improve the economic well-being of people who live in very isolated villages in different parts of the world.

Manager: Good. And what do you know about Global Himalayan Expedition?

Hannah: Just what's on their website. I think the purpose behind this company's expeditions is to send groups of travellers to remote off-grid mountain villages. And, they also take with them the technology and expertise to build working solar microgrids. Without this kind of support, these villages would probably never have electricity.

Manager: That's right. So far, they've visited more than 50 villages, where people can now study after dark, run homestays, and get rid of kerosene lamps.

Hannah: How impressive. Anyway, thanks for your help.

Manager: Any time.

(15 sec pause, acoustic signal, track replays)

Preparing for final exams, Listening task 2 (TCD ◎ 58)

Announcer: You are going to listen to an interview with a local councillor talking about the most pressing issues in his town. First you will have 45 seconds to study the task below, then you will hear the recording twice.
While listening, complete the sentences, 1 to 8, using a maximum of four words. Write your answers in the spaces provided. The first one, zero, has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

Interviewer: Good morning and welcome to this week's 'Have your say'. I'm delighted to welcome Gavin Smallwood, one of our local councillors, to the pro-

gramme. Hello, Gavin, great you could make it!
Gavin: Thank you, it's good to be here.
Interviewer: So Gavin, lots of complaints about traffic in our area …
Gavin: Absolutely, and I fully understand. After all, congestion at peak times is the most serious issue we face in the town centre. We're looking into introducing a charge so that motorists will have to pay to drive into the city centre. According to our research, most journeys undertaken here are less than three miles long, so I would say that in fact the majority would be better off taking public transport instead of hopping into their cars. And of course, those who walk or cycle should be encouraged to continue. A number of cycle paths have recently been opened, which means that it is easy to cycle because you don't have to negotiate the heavy traffic. We've had good feedback, and though it's early days yet, we are confident that more people will start using pedal power.
Interviewer: But wouldn't a congestion charge be another nail in the coffin of local businesses? Many of our listeners have written in about the soullessness of the town centre because people drive to out-of-town shopping centres, and I must say last time I was in the city centre, I couldn't help but notice how many 'For Rent' signs were up.
Gavin: True. And it is one of our main priorities to regenerate the town centre so that it is as vibrant as it used to be, and to do that, we have to encourage visitors to return. Unfortunately, a lot of shoppers choose to go to the retail park on the outskirts of town where parking is cheaper and everything is more easily accessible. We are, naturally, aware of the impact this has on local shops, and we're in the process of putting together a package which will provide financial incentives. And this will be launched at a public meeting next Friday, and everyone is welcome to attend.
Interviewer: So, for all our listeners who are interested – where is this meeting going to be?
Gavin: Erm, yes, it's on Friday at 6 pm, and it's in the community centre, and we hope lots of responsible citizens will come.
Interviewer: Now, let's move on to another hot topic these days: crime. Although there are increasing numbers of CCTV cameras in public places and on public transport, judging from the number of complaints we've received, few people feel that they're really making any difference.
Gavin: According to the recent crime figures issued by the police, the situation *has* improved, with graffiti and vandalism on the decline, but yes, we agree, there is still a long way to go.
Interviewer: In particular our elderly citizens feel uncomfortable going out after dark with all these youth gangs around, and I would think that this is an intolerable situation.
Gavin: I couldn't agree more, and I can assure you and our listeners that we are aware of the problem and are working on it.
Interviewer: Another burning issue is that of housing, or rather, the shortage of it. Rising property prices make it impossible for young families to find affordable housing as they would have to spend more than half of their income on mortgages.
Gavin: I know, I know, we are well aware of the situation, and as a matter of urgency, we will be building 300 homes this year – the affordable kind – with another 300 to follow. These have been earmarked for first-time buyers and those on low incomes.
Interviewer: Yes, and I'm sure you've noticed the rise in the number of homeless people who are sleeping rough. What about them?
Gavin: We've just opened a new hostel with 30 beds.
Interviewer: I see.
Gavin: And in addition, we're working with the local education and skills office to help the jobless get back into employment. We're determined to create new jobs in the local economy so that our town returns to being a centre for commerce and industry.
Interviewer: I'm sorry to interrupt you but I'm afraid we've run out of time. Thank you very much for coming in to talk to us.
Gavin: Thank you.
(15 sec pause, acoustic signal, track replays)

Preparing for final exams, Listening, Task 3 (TCD ⊙ 59)

Announcer: You are going to listen to an interview with Katie Jenkins, a young entrepreneur, about her success as a businesswoman. 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 questions 1 to 7. Put a cross in the correct box. The first one – zero – has been done for you. After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

Interviewer: Have you ever thought of launching your own business? Well, if you have, all you need is to come up with a good business idea and a bit of capital to get started. But, is it really as easy as that? – Katie Jenkins, 25, one of the country's youngest and most successful entrepreneurs is in our studio today. Good morning, Katie. It's a pleasure to have you here.
Katie: Thank you for inviting me. Good morning!
Interviewer: Well, Katie, you're one of the youngest entrepreneurs in the country, aren't you? When you were 21 you took part in a programme called 'Start up!' and this changed your life.
Katie: Actually, I already had my own business when I was 16, while I was still at school and working part-time. I have always been a high achiever, you know,

studying hard to be top of the class, trying out new things, making my own money by selling clothes and accessories, but, erm, I had always been interested in the concept of buying and selling property. So I had always known that owning a real estate agency was my ambition in life.

Interviewer: So, you decided to set up your own real estate company.

Katie: Exactly. I was 21 and had just obtained my real estate manager's licence when a friend told me about this programme helping young people to found their own businesses. 'Start up!' is a one-year programme that aims to help you through the first stages of setting up a business. When you apply for it, you have to submit a detailed business plan describing what product or service you are going to offer, the target group and the market you have in mind and an analysis of your competitors. So, in fact, you have to do a lot of market and customer research. Then you have to be able to explain how you can turn your idea into a viable business, so as to avoid wasting lots of time and money.

Interviewer: Yes, money is certainly an issue.

Katie: You are right there. There are various ways of financing a start-up business, like government support schemes, finding venture capital or using 'crowd funding', which is a more recent development. A rather traditional and boring funding option is securing a bank loan. That's what I did in the end. And I was lucky enough to have a wealthy uncle who believed in me and was willing to support me.

Interviewer: A business angel!

Katie: Exactly. However, money is not everything. In order to be accepted on the programme you also have to go in for an interview and convince the members of the panel of your personal qualities. You have to demonstrate perseverance and a desire to be successful. Er, and, yeah, and eventually I got accepted and that's how it all started.

Interviewer: So, you were a sole trader first and all on your own?

Katie: A sole trader yes, but not really all on my own. You know every participant in the programme gets a lot of support like legal and financial advice and of course, you have your own mentor, and Greg Jones supported me tremendously and taught me all I needed to know about customer service. Being young I was certainly naive and wide-eyed and thought I could rely on useful tips from friends and find all the necessary information in books and on the net, which, of course, is not true. And later on, I was fortunate to learn from my business partner, Laura …

Interviewer: But things went well for you …?

Katie: Yeah absolutely. In my first year my company secured the sale of 25 apartments and I was able to sell them all within a month, which was quite a record. Business went smoothly in spite of the worldwide financial crisis. People probably didn't want to put their money into banks and opted for real estate as a safe investment. After a couple of months, I was able to pay back all the money I had borrowed to get the company off the ground.

Interviewer: So, Katie, what have been the significant changes in your business since your participation in the programme?

Katie: So, you see, at the age of 21, I was incredibly proud of starting my real estate agency Jenkins Real Estate, but after one year I found it increasingly difficult to manage everything on my own, and I found a partner, Laura. Over a period of three years our team has grown to 20 people operating in three different locations.

Interviewer: Wow, what a success! So, what are your plans for the next five years? Do you still want to expand your business?

Katie: No, we're not thinking of expanding at the moment. Being the biggest and best at everything can be exhausting. Now, our main focus is on high-end properties in special locations. That's the real estate brand I have always had in mind.

Interviewer: So, what would your advice be to young entrepreneurs?

Katie: Don't give up. Get as much help as you can.

Interviewer: So, would you recommend taking part in the programme 'Start up!'?

Katie: Definitely. It was the best thing I could have done. Of course, being self-employed is not always easy, but you do learn from your mistakes, and then you must be willing to adapt quickly. And, as with everything else, you need a bit of luck.

Interviewer: Well, everybody does. Thank you, Katie, for joining us today.

Katie: You're welcome.

(15 sec pause, acoustic signal, track replays)