

Transcripts Units 1–10

Unit 1, exercise 2 (TCD 01)

Announcer: Talking about entertainment media

Chris: I don't even have a regular TV anymore. I don't need one because I can watch everything I'm interested in on the internet. I painted the wall white where my old TV used to be mounted. Then I installed a data projector on the ceiling, which projects my favourite Amazon Prime shows and Sky sports programmes onto the wall. My living room, which feels like a private cinema now, has become so popular with my friends that we get together every Friday evening. Together we select the programme we want to watch ... usually some science fiction thriller and sport. I'm a big fan of all sports, especially football. So if there's a major-league match, I'll contact my buddies in our WhatsApp group. The friends whose team lost last time will have to bring the drinks and crisps. I don't usually watch anything else, but recently I've watched *Eat.Race.Win*, a cooking show, with my girlfriend a couple of times. It's not my kind of topic, but the programme follows the Australian cyclists whose specialist chef, Hannah Grant, cooks for the team during the Tour de France. It shows what special food helps the cyclists, who have to give their best every day; quite interesting!

Anna: I love Netflix. When I wasn't so busy, I used to watch it all the time. I remember, when I was twelve or thirteen, I used to love series, like 'Greenhouse Academy' or 'Wolfblood', and other teen drama series, which I couldn't wait to talk about with my friends in the morning before school. Sometimes I even watched older episodes again when they were on regular TV. I used to look forward to my Netflix time all day. But these days I don't have time to follow any series. In fact, I hardly ever watch Netflix during the week. These days, Saturday afternoon is the time when I get comfortable on my sofa and enjoy a series on my tablet. I like to know what's going on in the world as well, so I try and follow the news on my BBC app when I'm travelling. Sometimes I also watch BBC World News, which I think is really good. My best friend, who I chat with every evening, prefers CNN, so we always compare what we have found out through our news apps.

Liam: I'm not a big fan of good old TV, to be honest. My parents, who like to choose programmes from their weekly TV magazine, still sit quietly through all the commercials. I find a lot of channels really irritating because there are so many ads. I can't stand watching the ads. So, I tend to choose my favourite channels on YouTube, I can at least stop the ads after a few seconds and also watch the best shows over and over.

I'm really into music and spend a lot of time on Spotify, which is really cool. For my last birthday I got what I really, really wanted, a year's subscription to Spotify premium. It comes without ads, I can skip songs as often as I want and I can use it on all my mobile devices. My friend Zac, who is totally into electric guitar, was so jealous when I showed him all the great features. Now he is trying to convince his dad to pay for Spotify Premium Family, which has individual accounts and playlists. This way he could listen to all his favourite guitar solos all day long ... That's so funny. Um ... actually, I tend to listen to music every evening before I fall asleep. I prefer music to video actually, because you can do other stuff while you're listening.

Vicky: I'm not keen on them, to be honest. I'd rather watch documentaries ... at least you find out something new. I've just found a very interesting YouTube channel about some special natural areas in Colorado. It's inspired me to go to places I've never been in my country. This way I can also get a realistic impression of the places where I am planning to go. Sometimes, when I'm alone, I also watch some live videos on Instagram. It's a great way to find out what your friends are up to. The videos which I like most are imperfect snapshots of real-life situations. I don't need perfectly edited films; I want to see what people experience, like funny moments when hiking in the country dog does. ... you know ... It makes me smile and forget about the stress in my life. What also helps me reduce stress is playing an online game like *Minecraft*, whose virtual world totally draws me in ...

Unit 1, exercise 14b (TCD 02)

Announcer: Books, film and shows

Vicky: I started reading *Numbers* recently. It's by someone called Rachel Ward. Have you read it? It's quite a well-known book. It's about this girl who has a special gift. When she looks into somebody's eyes, numbers pop into her head, telling her when that person will die. My friends say it's amazing, but actually I found it boring. It has three volumes and it just goes on and on. I won't spoil the ending because ... well ... I got half-way through and gave up.

Chris: I saw *Black Mirror: Bandersnatch* recently and this made me check out the whole *Black Mirror* series on Netflix. I'm totally into it right now – have you seen it? [No.] The series deals with unexpected consequences of new technologies. Each episode is either set in an alternative present or in the near future. It has many dark and satirical scenes in it. The film *Bandersnatch* is part of the series, but it's actually a lot more complex because it is an interactive film in which the viewer can make decisions for the main character Stefan Butler. I have watched it several times with different

people.[Oh.] Yeah, my friends also say it's very entertaining, but quite difficult to follow. Basically, Stefan is a young programmer who is adapting a fantasy gamebook into a video game in 1984 but the story extends into the present...

Rebecca: I'm not usually into science fiction films, but there's a series I discovered recently which is just brilliant. It's called *Humans* and is based on the Swedish science fiction drama *Real Humans*. It has three 8-episode seasons and deals with artificial intelligence and robotics. There are robots called "synths" that have human characteristics. Throughout the first season, you follow a human family that gets their first synth and discover that it has its own past and a family that it is trying to find. It's a really interesting story because it shows how humans interact with robots and what laws have to be followed. Anyway, it's quite complex; you've got to check it out.

Paul: Recently, I've started watching *The delicious Miss Dahl* online. It's a cookery show presented by Sophie Dahl, a former model. Basically, it shows you how to cook great meals. The food is delicious and healthy, and Sophie links food to emotions like romance, melancholy and nostalgia. At first, I wasn't sure if I'd like the programme, but my girlfriend and I have tried making one or two of the meals, and I have to say, the results were pretty good.

Unit 1, exercise 19 (TCD ☉ 03)

Announcer: Alice in Austria – 1

Alice: A few years ago my dad was offered a job in Vienna, Austria. He decided to take it and our whole family moved there. I started at an international school and everyone there was very friendly. I made friends not only from Austria but from all over the world. After a few months, some of my Austrian friends and I had a Saturday night out. We went to some kind of bar in the centre – it was really exciting and great fun. We talked about music, films and all kinds of stuff, and we were all having a good time. The only thing that bothered me was that everyone was drinking, which was, well different to what I was used to.

One of the guys, Markus, was celebrating his birthday, so he ordered a bottle of champagne. He offered me a glass and wanted me to drink it, but I said no, I didn't feel like it. Well, until then we were all having a good time together, and people were incredibly nice and fun. But when I didn't drink that glass of champagne, something changed, and erm well, I felt out of my comfort zone. Erm, you see, I'm not used to young people drinking, especially not that much.

So when they all decided to go to a club, I told them I didn't want to go and went home.

Looking back, it was probably a bit rude, but I just didn't know how to deal with the situation. On the following Monday, Markus looked worried. He came over to me and asked me why I had gone home on Saturday and what the matter was. I said it was OK – I [had] just wanted to go home. He looked really fed up and just walked away. I felt awful.

Unit 1, exercise 20 (TCD ☉ 04)

Announcer: Alice in Austria – 2

Alice: It was a really weird evening and afterwards at school things were a bit strange. But after a while, I began to understand what really had happened. That evening in the bar ... erm ... I think Markus was trying to make me feel like I was a part of the group. I know now that celebrating – that is eating and, yes, drinking together – is an important part of Austrian culture. Their great hospitality is something they're really proud of. But for me, coming from Seattle, and an American school, I didn't feel comfortable. Drinking laws are incredibly strict back home. I wasn't used to teenagers smoking and drinking. Now I'm OK with it. I'm used to it now, but I found it awkward at first. Anyway, once I realized all this, things became easier, and I slowly got used to their way of having a good time. I don't think that it's changed my mind about underage drinking, but I really admire how welcome the Austrians made me feel, and I will never forget the amazing year I spent there.

Unit 1, exercise 28, Explore listening (TCD ☉ 05)

Announcer: You are going to listen to a podcast about the online habits of two teenagers. First, you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–8) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.

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

Interviewer: Last week, we sent out a survey asking teenagers between 14 and 18 how much time they spend watching films, talking on the phone and using social media. Unsurprisingly to any parent with teenagers at home, they spend more time looking at their phones than talking on them. In order to find out what teenagers actually do online, we invited two of them to an interview. Hello, Sarah and Max, thanks so much for coming!

Max: Thanks for inviting us.

Sarah: Thank you.

Interviewer: To start with, how much time do you guys spend on your computers every day?

Sarah: I guess about three hours or so. I usually need to do some of my homework on my laptop, and then I'll

play games online with my friends for as long as I'm allowed to!

Max: Erm, Well, I suppose I also spend about three hours on my computer every day. I watch a lot of TV on the internet, so it quickly adds up.

Interviewer: Do you always watch TV shows on your computer or do you sometimes use your smartphone as well?

Max: Oh, yeah, I watch films or football on my phone when I'm on the bus to school, or if I'm someplace where I don't have my laptop. Some people say that the screen is too small on a phone, but I don't care. I like the flexibility and I don't always want to carry my computer around with me – that would be so annoying. I want to watch sports programmes whenever I have time and wherever I am.

Sarah: I'm from Bosnia, so some of the shows I love I can only watch at home, where we have a special package of satellite TV channels from my country. But whenever I'm out and about, like going to school on the tram, I watch stuff on YouTube or Netflix on my phone. Mobile reception is good everywhere these days so it's always available.

Interviewer: What shows do you watch, Sarah?

Sarah: Well, I like dramas about people my own age, like *Wolfblood* or *Riverdale*, which is about some high school students who are shocked when one of their classmates dies. I've also been enjoying *Stranger Things*, and I hope they make a new season soon! But I also love older comedies like *How I met your Mother*!

Interviewer: What's the best way to watch TV online?

Max: Well, basically everyone has access to Netflix or Amazon Prime, but sometimes you might want to watch something they don't have, and sometimes I might watch a stream of a football game that isn't on normal TV. There are certain websites where you can watch stuff, and it can't be traced. A friend of mine is really good with computers, and he showed me how to do it.

Interviewer: So you aren't scared of being caught and fined?

Max: No, not really. Like I said, it's hard to trace and, you know, I don't do it that often. Plus, I think the police have more important things to do than chase teenagers who watch stuff online. I mean, I'm more afraid that my parents will find out. They're against anything that might be illegal, and I'd be grounded for ages.

Interviewer: What about you, Sarah?

Sarah: Well, to be honest, I simply use my parents' Netflix account. You can connect more than one device at a time so it's not a problem. I spend quite a lot of time on YouTube as well. Sometimes, if I can't find what I'm looking for, I just google 'Watch online for free' and click through the links. But I only stream, I never download. Somebody told me once that in Austria it's illegal

to download but not to stream. I reckon it's a bit of a grey area legally.

Interviewer: Right. When do you prefer to watch TV shows?

Sarah: I like to watch them in bed at night. When I've had a busy day, and I can't go to sleep, watching something on the internet helps me relax and calm down.

Max: As I said, I'm flexible. On my phone I usually watch sports programmes, but when I feel like watching a longer movie, I'll wait until I'm home and comfortable with my tablet. My girlfriend and I, we have this ritual of watching the latest episodes of *American Horror Story* together at the weekend. So, she'll come over either Friday or Saturday evening, and we'll watch it then.

Interviewer: One last question. Do you think traditional television will become obsolete sometime in the future?

Sarah: I guess it will, our generation just doesn't use it the same way as our parents did. I mean I can't remember the last time I watched something on one of the traditional channels like ORF. Maybe I might watch the news if something big happens, but otherwise I just don't use it.

Max: We're just so used to doing everything on our computers and phones, and I don't think I'll go back to watching proper TV when I'm older. I do believe there will be stricter copyright and digital rights laws though, because I can't imagine how the film industry could survive otherwise ...

Interviewer: Well, what an interesting insight into the online habits of two 'digital natives'. Thanks for the interview! Next week we'll be talking to an expert on 'media literacy' ...

Unit 2, exercise 10, 11 (TCD ☉ 06)

Announcer: Methods of communication

Announcer: Paula and Megan

Paula: I think social media is a waste of time. I'm totally addicted, I have to say. But, er, there really isn't much going on. I just spend hours just, sort of, looking at Instagram, checking people's profiles, looking at the, erm, pictures and videos they've posted, and it's just, I don't know, I mean, nothing really happens. It's just that, I don't know, sometimes I think it's very voyeuristic, and other times I think it's a bit exploitative. And it really is a waste of time, I think. I mean nobody's life is as perfect as they make it look online, is it? How real is it all?

Megan: Yeah that's right. Somebody said Facebook is a place where you show off to your friends, and Twitter's a place where you shout at strangers. Neither is the real you. But I still find myself wasting a lot of time on Facebook. I'm now back in touch with people I knew in

primary school, but we don't actually say anything to each other. You just go onto their pages, look at their pictures and then that's it, but for some reason I still find myself checking it constantly.

Paula: Yeah, it's incredibly addictive. Erm, it's happened to me as well. Like, er, I was contacted by people I hadn't seen in a very long time, and then you realise that you've changed a lot, and actually have nothing to talk about, so there's no point in being friends, really. You know, all this, sort of, virtual friendship, it just leads nowhere, I think. It's not like a real friendship.

Megan: It's such a huge waste of time that I've heard that some workplaces are banning social media because so many people waste so much time looking at it. But to be fair, something like WhatsApp is quite cool. I've got lots of different groups of friends so it's nice to be able to post something to a group and not just to everyone.

Announcer: Sally and her mother

Mum: Hi Sally! How are you doing? Oh, no, you are not busy again?

Sally: I'm afraid so, but it's great to get out and see you.

Mum: But you're always messing around with your phone when we're talking.

Sally: Oh, am I? That's terrible. I ... I'm just trying to keep up with my emails.

Mum: Yeah, but they say you need to take breaks from work, in the evenings and weekends and stuff. Apparently, if you don't, it's really bad for you. I read it somewhere, and I worry about you.

Sally: No need to worry, I don't think that's true.

Mum: Do you really have to answer everything straight away?

Sally: Yeah, it saves such a lot of time.

Mum: And do you ever turn it off? I mean, what do you do at night?

Sally: I screen my calls, and if it's someone I need to talk to, it pings, which wakes me up. Then I can call them back.

Mum: Couldn't they wait till the morning?

Sally: Well, the thing is, I have to talk to people in New York and Tokyo. So I have to be in contact during their work hours.

Mum: But Sally, that must be really hard. I reckon that's why you're always exhausted.

Sally: Yeah, it's tiring being on call all the time. But you know, it's so interesting – I love my job.

Mum: I can tell. You even bring your work with you when you come to see me!

Sally: Yeah, I know some people say you shouldn't take your work on holiday, but I always take my phone.

Mum: I know.

Sally: There's no harm in checking your emails from time to time, you know.

Mum: You couldn't leave it at home?

Sally: Er, no, no, I couldn't.

Mum: But when do you ever relax? I'd say leave your phone at home at least at weekends.

Sally: No, no, I couldn't. I know it's difficult to relax sometimes, but I love what I do ... it's amazing how much I miss the buzz of work when I'm away, even for a few days.

Mum: Really? I used to be glad to get out of the office when I was young.

Unit 2, exercise 21 (TCD 07)

Announcer: A new school policy on mobile phones

Eric: They've just banned mobile phones at school. It's so unfair. I mean, what about urgent phone calls and stuff?

Eric's mum: Well, I don't know, I reckon a few hours without it isn't going to make so much difference.

Eric: I tell you, it's going to waste such a lot of time.

Mum: Really? How come?

Eric: Well, we'll have to look up new words in a book instead of on the online dictionary, and, and this will take longer. It'll take longer to do everything.

Mum: I don't know. I think it might actually help you to concentrate.

Eric: Eh? I don't get that. How?

Mum: Because you'll be able to focus on your work and what the teacher is saying instead of sending text messages back and forth during the lesson. And it might be nice to talk to your classmates during break instead of phoning your friends outside school.

Eric: Yeah, but it'll be really irritating when you need to do research, and the library is closed.

Mum: Can't you use the computer in class?

Eric: Yeah, but it never works, Mum, because the internet is always down, and if it's not down, it's so slow. And, and five people want to use it at the same time. It's a total bore. I think it'll cause problems.

Mum: Well, that's beside the point. If it's the new school policy, you'll have to live with it.

Eric: Hm. What annoys me most, you know, is their lack of trust in us.

Mum: What do you mean?

Eric: Well, they obviously think we are using our phones all the time.

Mum: And er, aren't you?

Unit 2, exercise 26 (TCD ⓪ 08)

Announcer: Nick's granny goes online

Sylvia: I got a new laptop recently, and I've just had the internet installed at home for the first time. My grandson did it all for me. I told him I was too old to change now – I'm eighty-three – but he said he'd show me how to use it. He came round, and I said if he set it all up for me then I'd make him a nice lunch. But he did it all so quickly that I didn't even have time to make us a cup of tea. I thought it would take all day. And then he showed me what to do. I didn't know it was so easy to use. You just click on a couple of things, and you can write an email or make a video call. And it's so cheap! It's made such a difference to my life. You see, my daughter Holly lives in New Zealand, so phone calls used to cost a lot, and, and she's not a good letter writer. But now we're constantly in contact, and I can see her face every day. I can't believe I ever said I didn't want it. In fact, it's such an easy and cheap thing to use that I'm going to tell all my friends to get it as well!

Unit 2, exercise 30, Explore speaking (TCD ⓪ 09)

Announcer: Clarifying things

One.

Teacher: ... and then everyone will be able to get on with their work and not lose concentration every time they get a text message.

Eric: Do you mean students aren't working hard enough?

Teacher: No, what I'm trying to say is most students want to work, and they want to work hard, but they can't because they're always getting text messages or see their phones flashing ...

Two.

Ticket inspector: Well, the thing is, a train's broken down on the line, so there are no trains leaving from here.

Eric: Are you saying I can't use my ticket?

Ticket inspector: No, I'm saying there are no trains going there from this station. You can use your ticket to get there by a different route.

Three.

Eric: I don't know how to describe it really. We started exchanging emails, and I just knew she was the one. I think I fell in love after the fourth or fifth email. And then when we met, we knew for sure it was love ...

Dominik: Yeah, OK. I can understand how you can get to know someone's personality a bit online, and by writing emails. What I don't get is, how can you fall in love with someone you've never met in person? I mean ...

Eric: ... how can I put it ... I, I just did. I have no idea how. I suppose it's ...

Unit 2, exercise 38, Explore listening (TCD ⓪ 10)

You are going to listen to a conversation between Matt and Selma about satellite navigation systems. 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.

Matt: So, Selma, did you and your family enjoy your cousin's wedding? Wasn't it in some smart hotel?

Selma: Yeah, it was great, actually, Matt, really lovely, though we were quite late because we had to pick up the cake on the way. Actually, it was funny because when we arrived, everyone was talking about how they'd got lost. And it turned out, they were all using satellite navigation systems, which, er, gave them the wrong directions! My parents and I didn't have any problems finding the wedding venue, but then we're local and knew roughly how to get there. – Modern technology, huh!

Matt: Well, yeah, OK, but for me, satnav has really changed my life – well, my work life, anyway.

Selma: Really?

Matt: Yes, definitely. I often used to be late for appointments, but I'm not now. You know, I can get to clients so much quicker now, and I can spend more time with them. It saves such a lot of time.

Selma: Yes, I mean, I think they're great for people like me because I have no sense of direction. But I sometimes still get lost even with them. Mind you, it was even worse in the old days. Do you remember using paper maps? They were so awkward!

Matt: Well, to be honest, I hated using them, so before satnav came along, I did tend to get lost! The idea of folding out an enormous piece of paper when you're on your own in your car! Imagine doing that now!

Selma: Yeah, it was very difficult. But I do think people are going to lose the skills of, say, map-reading or you know, with the internet, we'll forget how to look things up in a dictionary or an encyclopedia. My father is very much against online encyclopedias, and he thinks it's terrible to just get your phone out when you could be using your brain to work something out. I reckon it almost makes things too easy. That we're all becoming a bit lazy.

Matt: Yeah, maybe. I can see your point. I mean I think that when I go to a new city I never really get to know the layout as I always depend on the satnav, whether I'm driving or walking. You never really have to think about where you are going so you don't build a mental picture. I suppose if you are just on holiday, it doesn't really matter, but I know people who don't even know their local area really because they just use the satnav all the time. But then if you're at work, and you've got

to get to the next client in one hour, there's no better way.

Selma: Yes, you're right about that, I think for work, all this technology is all very good. But I think it also ... somehow, makes us more pressured by time, because everything's faster, so everyone gets even more impatient and, erm, we don't allow for, sort of, things to take longer sometimes. You know, someone sends you an email, and they want a response straight away, and if you've got satnav, you should just be there on time and everything. So, somehow, I think it makes time go too fast for us.

Well, that's how I feel.

Matt: Mm-hm. Yeah.

Selma: But it's horrible being lost!

Matt: Yeah, yeah. Anyway, tell me about the wedding. Was Tim there?

Unit 3, exercise 7 (TCD ☉ 11)

Announcer: Hopes, dreams and ambitions

Amina

One day, I'd like to learn how to snowboard because it's just so cool. I'm thinking of taking some lessons because I end up looking like a clown that's about to fall over. At some point, I'd absolutely love to be comfortable on the snowboard.

Edward

My dream is to be a guitar player in a rock band because I love playing guitar, and I love rock music. I play in a band with some friends, and we performed at an event in my village last year, and it was the best night of my life. I'm considering doing a degree in music when I'm eighteen, and that'll really help, I think.

Elisa

My ambition is to live in Tokyo for a year and learn karate there. I've always wanted to train at the JKA dojo in Tokyo – erm, the JKA is the Japan Karate Association. In my opinion, it's the best place to learn karate in the world. The training is very very hard, but it would really help my karate. My aim is to go there next year – I'm hoping to go in the spring.

Unit 3, exercise 11 (TCD ☉ 12)

Announcer: An interview with a business woman

Interviewer: Welcome to our programme. Today we are asking Aileen Westfield to complete our 10 statements to find out more about her. Welcome Aileen.

Aileen: Hi, thanks for having me. It's good to be here. Do I have to be nervous about your statements? (*chuckles*)

Interviewer: No, not at all. But let me first give our listeners some background information about you. Those of you who haven't heard about Aileen Westfield need to know that she is an extremely successful British entrepreneur. She has set up many e-commerce companies about up-to date styles and trends includ-

ing inspiredhomes.com and nightout.com, which she launched when still a student at Cambridge University. In recent years, she has been engaged in charity work all over the world as board member of many NGOs. She has won numerous international prizes for excellence in business and is considered one of the most influential women in the UK. – So, now, let's get started with our 10 statements. As always, we ask our guests to spontaneously complete a number of sentences. Are you ready Aileen?

Aileen: Sure, let's get started...

Interviewer: OK, number one: A phrase I use too often is ...

Aileen: erm ... 'You see?' or 'Surely you've got to see ...' Do you see?

Interviewer: I wish people would take more notice of ...

Aileen: ... the importance of digital inclusion in society. We need to have stronger support from the government to make more people computer literate. Not just in the UK – everywhere.

Interviewer: The most surprising thing that happened to me was ...

Aileen: Hmm ... let me think ... oh, yes ... When my first business venture took off, survived the financial crisis and fetched several million pounds when I sold it. That was just amazing.

Interviewer: I'm good at ...

Aileen: ... understanding things quickly, especially business concepts and solutions. And I've got a good memory for facts and figures. I guess, I'm the logical-mathematical type, but very often I think deep thoughts. Maybe this is the existential intelligence people say I have inherited from my great-grandfather, who was a philosopher ...

Interviewer: Wow. That was unexpected. Okay, next one. Uh ... I'm ...

Aileen: (*laughs*) Music. I don't play any instrument, and I can't even sing. I just don't have an ear for music although I absolutely love listening to all kinds of music ...

Interviewer: The ideal night out is ...

Aileen: ... time spent with my friends, just having a good time, laughing and talking; preferably in a comfy restaurant or bar with soft, uplifting background music ...

Interviewer: You know me as an entrepreneur, but in another life I'd have been ...

Aileen: Ah, that's easy; an architect or a designer. But I remember when I was really young, I even wanted to be a prison warden ... – weird, right?

Interviewer: The best age to be is ...

Aileen: Now, in my mid-30s. When I was younger, I always tried to please everybody. I don't need that anymore.

Interviewer: In weak moments I ...

Aileen: just tell myself it'll all look brighter in the morning.

Interviewer: In a nutshell, my philosophy is this:

Aileen: Do whatever makes you happy, and try to share your happiness and good fortune with people less lucky than you.

Interviewer: Thanks, Aileen. That was it; I hope it was not too bad?

Aileen: Oh, no, that was fun! Can I ask you these [*fade-out*] questions as well?

Unit 3, exercise 15 (TCD Ⓞ 13)

Announcer: Entrepreneurship

Interviewer: So, Adam, what do you need to succeed in the world of business? What kind of person do you need to be?

Adam: You need to really, really want to be successful and to do business. You need to be the sort of person who never gives up. It's surprising how many people grow up with parents who really push them to do business studies and to be successful. But often with people like that, they grow up, and one day they suddenly say: "Actually, I really don't want to be a business man." So you have to really want to do it yourself. Erm, you have to have discipline to keep going, mentally as well as physically. A lot of people sort of give up and leave the profession when the work pressure just gets too much, but you really have to be the kind of person who keeps going; you have to just work, work, work.

Interviewer: Yeah, I'm sure it's the sort of thing that needs a lot of discipline. I mean, it must be really difficult taking risks and working long hours and everything.

Adam: Actually, that's something that people don't really understand. People think that setting up a business is not hard, that you just have to have a good business idea, persuade a bank to provide you with start-up capital, but it's not as easy as that. I mean, when I started producing electric sheep shears, I thought that success was just around the corner, and that I'd be able to work less with time. As you get older and your company becomes more established, you realise that work never stops. I haven't had a holiday for years. Although I have already booked several times, I haven't been able to get away yet. On top of the hard work it's the kind of job that requires a lot of confidence. So you need to have confidence in yourself and be able to overcome obstacles.

Interviewer: Er, what are some of the obstacles that entrepreneurs come up against?

Adam: It's not just about hard work. You need to be lucky, too. There's always some company that can ... that undercuts your prices out there. You often just have to be in the right place at the right time.

Interviewer: Erm, do you have to be good at dealing with disappointment then?

Adam: Yes, definitely. You have to be someone who can take setbacks. For example, some orders have just been cancelled recently, and I've just lost my biggest customer. – It's really hard. But then something I didn't expect has often come up. You really have to have an open mind about where your business will go. For me, that's what makes it exciting. Since I set up my own company, I've always enjoyed what I'm doing, and I've never looked back.

Unit 3, exercise 23b (TCD Ⓞ 14)

Announcer: Negotiating with an investor – part 1

Investor: So, Olga, can you tell me a little bit about your idea?

Olga: Yes, of course. My ambition is to make shopping easier for parents with young children. My bag – called the easybag – can be used with any pram or buggy. It sits behind the buggy like this. The two straps clip easily over the handles without getting in the way of your hands, and it has its own set of wheels. [Right.] There's plenty of space in the bag for all your shopping, and as you can see, it's attractive, easy-to-use and environmentally friendly, of course.

Investor: Er, can you explain what the different parts of the bag are for?

Olga: Yes, of course. The top pocket is for your purse, your mobile phone and any other valuables, so you can find them easily. Then there's a side pocket for all the things your baby might need while you're out, and then the main compartment is for all your shopping. [Oh, I see.] There's no need for a supermarket trolley and there's no need to try and carry plastic bags with you while you're trying to get your shopping home.

Investor: Oh, OK. Erm, in what way is it different from other products on the market?

Olga: Well, the really unique thing about this bag is that it works with or without the buggy because of the wheels. [Aha.] So once your child is walking, you can still use the bag. It really is a bag for life ...

Unit 3, exercise 23c (TCD Ⓞ 15)

Announcer: Negotiating with an investor – part 2

Investor: So, er, what are you hoping for from us?

Olga: What I'm looking for is a £100,000 investment for marketing and materials in return for a 33% stake in my company. My aim is to sell the product in supermarkets in Europe, and I'm thinking about the USA and parts of Asia, too. I'm really excited about the product, and I feel very optimistic about its chances of success in the market.

Investor: Well, thank you, Olga. Erm, I have some doubts about selling the product outside Europe, to be honest. Can you give us a bit more information about your background?

Olga: Well, I've spent ten years working in product development and have helped to develop a number of children's accessories for the international market in that time. That's where this idea came from, really. During the research for my work, I spoke to lots of parents in shops, and I've seen how difficult it is coping with prams, young children and shopping, so I feel very sure about the need for something like this. [Yes, I see.] What I'm more concerned about is the marketing, as I don't have much experience of that, so this is where I'd need your support and help. I'm very keen to hear your thoughts about the business plan.

Investor: Thank you, Olga. That sounds very interesting.

Erm, are you a mother yourself?

Olga: Well not, not yet, erm, but I hope to be one day ...

Investor: Well, er, you should be well prepared. OK, thank you, Olga, er, we'll get back to you later this week with our decision.

Olga: Thank you.

Unit 3, exercise 23e (TCD © 16)

Announcer: Negotiating with an investor – part 3

Olga: Hello?

Investor: Hello, is that Olga?

Olga: Yes?

Investor: It's John Simmons here. We had a meeting recently through Connections.

Olga: Oh, yes, of course ...

Investor: Well, I was very impressed by your interview. It's good to see someone so passionate about their product. So I'm phoning to say we would like to invest in your business ...

Olga: Oh, that's great news. I'm very happy about that.

Investor: Yes, but we have some doubts about a few things in the business plan and a couple of things about the design. We'd like to set up a meeting and ask you some questions about international sales, and we'd like you to meet our design expert ...

Unit 3, exercise 27 (TCD © 17)

Announcer: Attitudes to success

Interviewer: Marian, are you comfortable talking about your achievements and things you're proud of?

Marian: Absolutely not. I don't, I think ..., I think it's because, erm, it's hard to sound comfortable, erm, because you don't want to sound as if you're blowing your own trumpet, and you don't want to sound pompous. So I'm not at all comfortable.

Interviewer: Do you think that's personal or cultural? Do you think it's ...

Marian: I think it's quite cultural. I think, erm, a lot of my American friends are much more confident about saying what they've achieved, for example if they're writing their CV, erm, they tend to put everything on there, and they're much more confident about coming

forward. [Right.] But I think being, erm, being British, it's a lot harder because you don't want to seem arrogant and, er, and you don't actually want to seem as if you've done everything you could possibly have done in your life. [Yeah.] So I'm not at all comfortable talking about my achievements. [Right.]

Interviewer: So, Remo, would you say you're a competitive person?

Remo: Yes, I am very much. Er, I've always played sports and I've always tried to play sports at a very high level and it's all about winning I'm afraid, er, which means that other people have to lose ... for me to win. Erm, I mean you'll find that most good sports, er, most good athletes are not very nice people at all. And, erm, not that I was very good, I don't think I was, but, er, I wasn't very nice. I want to win, and I want to win at all costs.

Interviewer: Wow!

Remo: I know.

Interviewer: What about outside sports?

Remo: Erm, I tend to be a bit more relaxed outside sports, but sometimes the, er, my competitive edge gets the better of me. Erm, I don't try and bend the rules as erm, well, as much as I do in sports, erm, because there ... you know, in a game you have a referee to set you straight, whereas on the work floor you don't, so that's not necessarily fair to, you know, push colleagues ...

Interviewer: So you play by the rules at work?

Remo: Erm, most of the time, most of the times, because it means a lot more. I mean, a game is still just a game, whereas work is ... erm, it means, yeah just means far more to people.

Unit 3, exercise 30b, c, d (TCD © 18)

Announcer: A tech podcast on electricity

Debbie: Hi everyone, thanks for tuning in to our tech podcast on electricity. I'm really excited to welcome Gordon Winfrey. He is an electrical engineer and professor at the University of Vermont. Today he's going to tell us more about electricity and how it's generated.

Gordon: Yeah, hello everyone, it's great to be here.

Debbie: Let's get started straight away. What actually is electricity and who invented it?

Gordon: The answer is no one invented electricity, it – it's just always there. Electricity results from electrons moving from one atom to another in a conductor. Electrons are one of the three basic building blocks of the universe, and they have a negative charge. The other two basic particles are neutrons, which have no charge, and protons, which have a positive charge. Whenever those electrons start moving, that's electricity.

Debbie: Oh, thanks a lot and how is electricity measured?

Gordon: It's measured in units of power called 'watts'. A kilowatt represents a thousand watts. A kilowatt-hour is equal to the energy of a thousand watts working for one hour.

Debbie: OK, but how come we can use electricity in so many ways?

Gordon: Well, let's say – humans have known about electricity for a while because we've known about lightning and static electricity. But since we've figured out how to produce electricity by using generators, we can generate all the electricity we need to power and control machines and robots that produce highly sophisticated products.

Debbie: Wow. But what kind of energy source are we using there? I mean, it's not like water or wind power, is it?

Gordon: Electricity is, it's known as a secondary energy source. This means that we produce electricity by converting other sources of energy such as thermal energy from burning coal, oil, or natural gas, or kinetic energy from moving air molecules. Wind, sunlight, and fossil fuels are called primary energy sources. We convert primary energy sources into electricity using generators.

Debbie: And now, what is a generator?

Gordon: It is a device that converts mechanical energy into electrical energy. In 1831, Michael Faraday discovered that when a magnet is moved inside a coil of wire, electrical current flows in the wire. So, there is a relationship between electricity and magnetism. Fundamentally, a generator uses magnets and coils of wire, forming the rotor or the stator, which is the fixed part of a generator. The rotor is a rotating shaft with coils or magnets attached. The driveshaft spins inside the generator. It doesn't matter what driving force is used; the basic principle of a generator remains the same. For example, steam is used in thermal power plants, combustion gases in gas-fired power plants, or water in hydro power plants. By using a generator, we're able to convert mechanical energy into electrical energy. For electricity to flow there must be a closed circuit. Electrons have to start out at a high-energy state and end up at a low-energy state.

Debbie: Great, thanks for your detailed description. What can you tell us about the materials used to make electricity flow?

Gordon: Well, to make electricity flow, we need good conductors, like metals such as gold, silver or copper. Also many liquids, like sea water for example, function as conductors. Large-capacity batteries contain electrolytes that allow electricity to travel from the battery's electrode to the battery's terminals; There are also conductive gases such as neon. They conduct electricity, which means they easily allow electrons to move through them. Poor conductors are called insulators. Insulators are materials whose atoms have

tightly bound electrons. These electrons are not free to roam around and be shared by neighbouring atoms. So, they don't allow an easy flow of electricity. Some examples would be rubber, glass, dry wood, plastic or oil. Even the best conductors offer some resistance to the flow of electricity. Such resistance is measured in units called ohms.

Debbie: Interesting, and what can you tell us about semiconductors?

Gordon: Well, in addition to conductors and insulators, there are also semiconductors. They only conduct electricity under certain conditions, making them a good medium for the control of electrical current. Often, semiconductors contain a mixture of silicon and metals. Other semiconductors include arsenic, carbon or selenium. Wafers of these semiconductors are at the heart of the 'chips' in a computer; they're also the basis for LED lights and photovoltaic cells.

Debbie: Wow, thanks, Gordon. That was really enlightening, but now (fade-out) let's pause and recap ...

Unit 3, exercise 35, Explore listening (TCD © 19)

Announcer: You are going to listen to a podcast about renewable energy. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1–8) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.

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

Sandra: Welcome to another episode of our Future of Energy podcast. I'm Sandra and today I'm happy to welcome Mark Walker from GreenEnergy.com. Thanks for this opportunity to talk to you about renewable energy production. Can you tell me about your company?

Marc: Hello, well, my company specialises in the project management of renewable energy generation. Most of our projects deal with wind energy but we've just recently finished a solar panel project and a really exciting one using wave power. In 2000 we started with three people and now have a staff of 15 in our office in Manchester. Most of them are engineers but a few are financial specialists for our bigger projects.

Sandra: And is wind our best option for renewable energy generation, are there other options — and what are the advantages and disadvantages of each option?

Marc: Well, that's a lot of questions. Let's go through them starting off with wind. Wind energy is great. The machinery doesn't take up a lot of space. You can have a wind turbine in a very small area. With the latest technology, you can have quite a good output of power. Many family homes that use a wind turbine even sell excess energy to the grid and earn some

extra money this way. However, some people do complain about the noise the wind turbines make.

Then there is solar energy. Solar energy is great too, but you also need a very good location. There are normally just a couple of hours of sun exposure a day in the UK, so you need a large field of solar panels, which take up a lot of space. More sun equals more power. So, places with greater sun exposure are better.

Then we have the option of geothermal energy which is fine but only a few areas have the right conditions for an efficient geothermal system. Also, installing a geothermal system is very expensive: There's a lot of drilling involved. You need pipes to pump hot water from deep underground through a well under high pressure. When the water comes up, the pressure is dropped, so it turns into steam. The steam is used to drive a generator that produces electricity

Another option is biomass energy where you actually take household, plant and animal waste and use it for producing energy. It can either be burned to generate electricity or converted to biogas, which can be burned as a fuel. I think it's one of the better strategies, but once again the set-up is rather expensive.

An excellent option is hydro-energy; that is energy generated by water. Hydro-energy works best in very large set-ups with government-run or big electricity companies. But when you think of the many old mills on the banks of even small rivers and creeks, then you can also imagine the potential for small hydro-electric power stations. They are rather expensive to build, and that is true for small and big power stations. But once they are built, it's a very, very productive and long-lasting way of making energy.

Sandra: You also mentioned wave power before. What's that all about?

Marc: Ah, thanks for asking. We only started working in this field a year ago. It is fascinating. You can produce wave energy when placing electricity generators on the surface of the ocean. Wave height, speed and wavelength are some factors that influence the energy output. This field has a lot of potential. We are also thinking of combining wave power with offshore wind parks...

Sandra: Wow, all that really does sound interesting! Thanks a lot for all that information. Just one more question. We've had a lot of posts from students who would like to gain experience in your field. Do you also offer internships at your company?

Marc: Yes, currently, we are offering two internships for technical college students, 3rd and 4th year students, for 1 month each, one for July, the other for August. I'll let you have all the details including contact people. It'd be great to get interns through your podcast ...

Unit 3, exercise 39, 41 (TCD © 20)

Announcer: A job interview

Marc: Right, it's Marlene, isn't it?

Marlene: Yes, that's right. I've applied for the internship.

Marc: Right, may I ask how you learnt about our job offer?

Marlene: Of course; I regularly listen to the Future of Energy podcast, and I researched more information right after you were on.

Marc: Ah, that's cool. Now as you know, we're looking for someone to help out in our project management office during the summer months. I see you have some experience in the field.

Marlene: Yes, that's right. I've been studying operations management for three years at the university for applied sciences at Campus Steyr in Upper Austria, and I've also done an internship at a solar panel factory.

Marc: OK, and what do you think you can bring to the job, Marlene, from your experience?

Marlene: Well, you know, the Campus Steyr offers some of the best courses in the technical field in Austria, so I feel my education and training there can be of great benefit to your company. Another thing is that I actually worked at a solar panel factory. I assisted in production, worked in the shipping department and in the operations management office. I learned a lot. I would love to develop my skills further.

Marc: OK. That's very impressive. What would you say your strengths are?

Marlene: Well, I'm hard-working, an analytical thinker and a good team player.

Marc: Right. Erm, can you tell me a bit about the achievements you're most proud of?

Marlene: Yes, well, I once helped sort out a consignment that had been shipped to the wrong address, but the thing I'm actually most proud of is planning a small solar panel project for a private home last July.

Marc: Really? And you did it all by yourself?

Marlene: Mostly; I worked with my supervisor, who gave me the technical details and guided me throughout the project. I was responsible for calculating the dimensions and making the drawings for the panels. Once it was all approved, I wrote the project plan with my supervisor.

Marc: Wow, that sounds quite impressive ... and did everything go well?

Marlene: Well, it's been installed, and it's working perfectly so far.

Marc: Right. Erm, when would you be available?

Marlene: Well, school ends on the 29th of May, so I could start working on the first of June and work for three months.

Marc: Sounds perfect. Right, so now I'll hand over to Meena, who will tell you all about salary, insurance, and etc.
 Marlene: Thank you so much, I'm really looking forward to working at your company.

Unit 4, exercise 2 (TCD ☉ 21)

Announcer: A nightmare journey

A (12 pm)

Kate: The train must go from here. This is platform 1, isn't it?

Jessie: Yes, platform 1.

Kate: Yeah, come on. It'll be great to see Stephanie.

Does she know what time we get in?

Jessie: Yeah. I told her we'll arrive at 8 a.m. her time.

Kate: Is she coming to pick us up?

Jessie: I don't think so. After all, it's her birthday and there is going to be a party later on. She'll be busy getting ready for it. But she said her parents would be there to pick us up.

Kate: Why are we leaving? The train isn't supposed to leave for another fifteen minutes. What's going on?

Jessie: Are you sure we're on the right train?

Kate: Oh, no. This can't be our train! Excuse me, excuse me. Sorry. Is this the train to the airport?

Steward: No, miss. This train is going to Montauk. It doesn't go anywhere near the airport.

Kate: But it said platform 1 on the board.

Steward: Yes, but there are three sections to platform 1: 1A, 1B and 1C.

Jessie: Oh no! What are we going to do?

B

Kate: Can we get off at the next stop? Maybe change trains and get one to the airport from there?

Passenger: No, this train goes direct to Montauk. It takes an hour and a half to get there. Then you can catch the train to the airport from there.

Kate: Oh no! What a nightmare! We're going to be late.

C (1.30 pm)

Jessie: Here we are. Quick! Let's ask when the next train to the airport is. Excuse me! Can you tell me when the next train to the airport is, please?

Official: Er, there are no more trains to the airport today, I'm afraid. They've all been cancelled. There's been an accident down the line. There's a replacement bus service, though.

Kate: Oh, that's just great! How long does that take?

Official: It'll take a couple of hours to get there.

Jessie: That can't be the only way, surely!

Official: I'm afraid so. Next bus goes in five minutes though. You'll find it round the back of the station. Just show your train ticket.

D (4.30 pm)

Kate: Let's run for it, we might just make it.

Jessie: Look at the board. It says our flight has been

delayed because of heavy snowstorms.

Kate: Lucky us. Let's relax and have a hot chocolate. We might still be able to make it to Stephanie's party.

Jessie: I don't think we stand a chance. Maybe she'll have another one while we're there.

E (10.30 a.m.)

Steward: I'm so glad to see you. What happened?

Kate: Sorry, it's a long story. We had a nightmare journey to the airport and then our plane was delayed because of the weather.

Steward: Never mind. I'm glad you are here.

Jessie: So are we. Where are your parents? Weren't they supposed to pick us up?

Steward: Yes, yes, another long story. They got stuck in a traffic jam. So it's the airport bus I'm afraid.

F (10.45 am)

Kate: What's that noise?

Jessie: No idea, but it doesn't sound very good.

Steward: There must be a problem with the engine. Listen to it!

Jessie: Why are we stopping?

Kate: This is unbelievable.

Bus driver: I'm afraid we have a problem. Would you all please get off? I've been informed that there will be another Bus along shortly.

Steward: Do you know how long the next bus will be, please?

Bus driver: Well, it could be an hour before it gets here. Maybe sooner, but ...

Unit 4, exercise 19 (TCD ☉ 22)

Announcer: Lost property

One

Lost property: Hello, Lost property.

Pete: Oh, hello. I lost my wallet, last week.

Lost property: OK. What does it look like?

Pete: Well, it's a small, brownish leather wallet, quite plain. It's got some cash inside, about 20 dollars, and some cards.

Lost property: OK, we've got quite a lot of those. One of them might be yours.

Pete: And, also, one of the credit cards is a Visa, gold and black. It's got my name on it.

Lost property: OK, I'll just make a note of this. Would you hold the line, please?

Pete: Of course ...

Lost property: Erm, no, nothing like that has been handed in.

Pete: Oh, OK.

Two

Lost property: Hello, Lost property.

Sally: Hi there. I've lost my cell phone.

Lost property: Er, OK. Can you describe it for me?

Sally: Erm, it's a Motorola. And the most obvious thing about it is that it has pink stripes on the outside. It

also has a little silver stripe on the bottom and there's a heart design on the front.

Lost property: OK. It's a Motorola, you say?

Sally: Yes, that's right. It's quite small.

Lost property: Would you hold the line, please?

Sally: Sure. ...

Lost property: Yes, hello?

Sally: Hello?

Lost property: Yes, this one must be yours. A silver stripe on the bottom, you say?

Sally: Yes, that's it. Fantastic!

Three

Lost property: Hello, Lost property.

Jack: Oh, hello. I've lost my bag. I left it on the number 48 bus this morning. It's a black and grey sports bag, mostly black, with a shoulder strap.

Lost property: OK. I've got one right here. It hasn't got much in it.

Jack: That can't be mine. It's full of clothes and other stuff. It's got pockets on the side, and there's a blue water bottle in one of them.

Lost property: OK. Would you hold the line, please? I'll see if we've got anything like that.

Jack: Right, thanks. ...

Lost property: Erm, no, nothing like that has been handed in. But you could try again tomorrow. Sometimes it takes a little time for people to hand things in.

Jack: Oh, OK. Thanks. I'll try again tomorrow then.

Unit 4, exercise 25 (TCD ☉ 23)

Announcer: What has Mandy lost?

Beth: I still haven't found my phone.

Mandy: Oh, what a nightmare! Maybe you left it at work. That reminds me, I can't find my coat.

Beth: Didn't you take it to have it cleaned or something?

Mandy: Yeah, I had it dry cleaned, but I picked it up at lunchtime yesterday. I've left it somewhere probably.

Beth: When did you have it last?

Mandy: Yesterday afternoon. I had to go into town.

Beth: And did you take it off at any point?

Mandy: Maybe, yeah. Oh, what did I do? I'd just been to the dry cleaners, and then I had some food at the café, and then I caught the bus to go to school ...

Beth: Ah, maybe you took it off on the bus. Were you talking to someone?

Mandy: Well, I had a chat with this old lady at the bus stop. Maybe I left it there. But it's not there now though. I'll give lost property a call.

Beth: Yeah, good idea.

Unit 5, exercise 1b (TCD ☉ 24)

Announcer: Dorothy's story

Dorothy: Imagine not knowing where to sleep at night, not having any clothes that fit ... that was my life for many years when I was a child. My friends find this

hard to believe, but not long ago I couldn't afford to go to the hairdresser; my hair was dirty and frizzy and, what was worse, I could not see properly because I certainly did not have any money for glasses. My life is very different from that of a privileged celebrity, even though now I enjoy studying at one of America's best universities.

Well, how did I get here? I gave my best at school and became a straight-A senior at my high school in South Carolina. But I was not only a student; when I finished studying in the afternoons, I worked as a cleaner in my school. Er, I did not like this, but my parents had left me; they were abusing drugs, so all of a sudden I found myself homeless at the start of the school year. That was quite a shock! I dreaded having to ask for a job at school, but I didn't know what else to do. The administration was nice and got me the job through a school workforce assistance programme.

Cleaning at school was at least better than the ramshackle home I grew up in. We did not even have electricity or running water. Imagine that! There were cockroaches everywhere and the trash was piled up two feet high. My brother and I would go for days or even weeks without showering, and we always wore the same clothes to school. I hated facing the other children who always teased us in middle school. Moving from town to town we ended up attending four different high schools. Of course, we missed lessons and were not as good as the others. But then my teachers realised my potential, they helped with candles so that I could study in the evening; they allowed me to use the shower in the school locker rooms and enrolled me in online classes. I could not believe my luck! They also sent me to a six-week summer programme normally reserved for top students. I felt like crying with joy for days! I used that chance to catch up with the others. When I returned from the summer program, I found out that my parents had moved to California. I had been abandoned. I thought about running away from everything then; it was terrible. But I did not give up.

For some time I lived at friends' homes. Then our local community and the school staff became my family. They gave me clothes and paid for medical and dental care. They were so incredibly sweet to me; I still can't believe my luck! After some time I moved in with the family of the school bus driver. The high school staff contributed to my new family's income so that they could pay for the stuff I needed. For the first time in my life I had what people call stable living conditions. I then started to focus on my big dream: college! I was not top of my class, but I kept studying and did lots of extracurricular activities like photography club, community service, the National Honor Society and cross-country running.

I applied to four colleges in South Carolina, and in

December I sent one final application to my dream choice: Harvard. I was so nervous and checked my letter for typing mistakes countless times! Months passed. I was accepted to all four colleges in South Carolina, but I was still waiting ... and, finally, a letter arrived from Harvard. I would be admitted to Harvard in fall! I was in heaven! I was also offered free tuition, room and board as well as help finding a job on campus. My hometown rallied around me and raised the money to get ... me to Boston ... there. One of the teachers travelled with me because I'd never taken a plane or a subway and I'd never really been outside South Carolina. Arriving at Harvard felt like coming home. I was determined to make the most out of this amazing opportunity and during my studies I worked incredibly hard. In the end, I excelled in business administration and graduated summa cum laude. Now I want to start my own non-profit organisation to help other teenagers who have difficult lives. You know, there are more than 200 students listed as homeless in the area I come from. I recall feeling so helpless when I was in that situation; no child should experience this ...

Unit 5, exercise 5 (TCD ☉ 25)

Announcer: Calling a bank helpline

Helpline: If you're not an existing customer, please press one. If you're phoning about a technical problem, please press two. Due to the high number of calls today, you have been placed in a queue. We will answer your call as soon as one of our operators becomes available. You are currently number three in the queue. Thank you for waiting. You are still in a queue.

Customer service person: Hello. Customer services, Michael Keyes speaking. How can I help you?

Will: Oh erm, hello. I'm having problems with internet banking. I haven't been able to sign in today.

CSP: Right. Have you checked your internet connection? Are you sure your computer is working properly? Have you tried switching everything off and on again?

W: Yes, I have. I've already tried that. I, I still can't sign in. Erm, this is the first time I've used e-banking.

CSP: OK. Can you open the bank's website? I'll tell you what to do.

W: OK – right. Hang on. OK, I've done that.

CSP: Now you click on 'personal sign up' – that's the button in the bottom left corner of your screen.

W: OK, right. What do I do next?

CSP: Complete the e-banking enrolment form and click 'continue'. You'll be given a temporary password ... Hello, are you still there?

W: Oh, erm, yes, yes, I'm still here.

CSP: Now click the 'login to internet banking' link.

W: Sorry, hold on a minute, erm, I don't know where that is.

CSP: OK, can you see the icon?

W: Well, there are a lot of icons. Which one should I open?

CSP: The yellow icon in the right-hand corner. Can you see it? Try clicking on it.

W: Oh right, I can see it now. OK, I've opened it.

CSP: Now type in your account number and the temporary password and click 'submit'. You should consider changing your password later on.

W: OK, er, but it's not working. It, it keeps denying me access.

CSP: OK, have you checked your account number?

W: Oh my goodness, I've made a mistake. Here we go again ... erm ...

CSP: So, what does it say now?

W: It shows my account details – oh no, my laptop's just shut down. I forgot to plug it in.

CSP: Oh, do you want to start again?

W: Oh no, I can't face starting all over again. Maybe some other time.

CSP: (*laughs*)... well just bear in mind: when you start again, make sure your laptop is not unplugged, open the official website of the bank and shut down all other programs. Once you've signed in, avoid leaving the site open for too long otherwise it will shut down.

W: Oh, OK, erm, thanks for the warning.

CSP: Erm ... and one more thing. Have you thought about backing up your financial data on an external hard disc? I'm sure your bank advisor will be very pleased to help you.

W: OK, erm, I'll do that. Alright. Well, thanks again for your help and bye.

CSP: Good bye.

Unit 5, exercise 7 (TCD ☉ 26)

Announcer: Instructions for a piece of equipment

Speaker: First, you need to turn it on and plug it in to the computer. Then load it with all the sound files you want. Some of them, you can put photos on too. Then, when everything's finished loading, unplug it and check that it's worked. Then plug in the headphones, press 'play', sit back and enjoy.

Unit 5, exercise 9 (TCD ☉ 27)

Announcer: An appointment at the bank

Pedro: Good morning; thank you for taking the time to see me. I have filled in the online application form and printed it.

Bank clerk: Thanks, Mr Ramirez. Did you complete all the details, sign it and bring some ID? Let's have a look ... Oh, look here, you ticked the wrong box where it says 'current account'.

Pedro: Sorry, I'm lost. I thought I was applying for one? It's different from a 'savings account', right?

Bank clerk: Well, yes, it is. It means you use it for receiving and making payments, and it entitles you to a cash card and reduced tickets for music events, but it's not

interest bearing like a savings account.

Pedro: That's what I thought ...

Bank clerk: Yes, but, you need a special current account for young people, a so-called youth account. It's like an ordinary current account but without an overdraft facility. And you cannot get a credit card either. The idea is to see if you can manage your finances in a responsible way. As soon as you have a regular income, you can have the additional benefits like overdraft facilities, credit cards etc. But of course, you'll have access to our online banking with secure fingerprinting.

Pedro: Secure fingerprinting? I don't get it.

Bank clerk: Oh, sorry. I meant to say that you'll be able to enjoy extra secure login with our special fingerprint technology. In other words, your online access will be protected twice: by your ID and password and by your fingerprint.

Pedro: That sounds good. How does this work?

Bank clerk: OK, first, I'll enter your details, open the account and then I'll talk you through the process. Do you have a few minutes?

Pedro: OK. Sure. *(noise of typing and printing)*

Bank clerk: So, here you go; this is the confirmation of your account number. Your ID and Password will be sent to you by post in the next few days. Now, let's look at the fingerprint technology. Do you have an Android device or an iPhone?

Pedro: I've got an Android phone.

Bank clerk: OK, first open the Mobile Banking App and enter your User ID. I'll show you on our training phone here. See?

Pedro: Yeah, I get that bit. But how do I use the fingerprint then?

Bank clerk: Look, you need to slide the Fingerprint button from left to right. Then the message "Fingerprint will be enabled after you log in to mobile banking" appears. Then, tap 'Continue', enter your password and tap 'Log in'. Is that clear so far?

Pedro: OK, yes, I think I've got that.

Bank clerk: Good. During this process do not click 'Cancel' and when it's possible, press your index finger on the icon here. Now you're logged in. It's really easy ... And now that you're here already you could give me your fingerprint so that I can enter it into the system for you ...

Unit 5, exercise 12 (TCD ☉ 28)

Announcer: How teenagers should manage their money

John: Well, we know that many young people have problems because of financial issues, so it's important to manage your money in the right way because the consequences can be very serious if you don't. There are a few simple rules that can make a big difference.

Since it's such an important issue, you need to make sure you always keep track of your finances, of how

much you have or get from your parents each month, and how much you spend. We all know that money can be a source of trouble. So, we should all keep an eye on our finances.

Log on to your bank account regularly to get an overview of what you have spent. As soon as you have paid for something with your debit card or got some cash at the cash machine, this will be displayed online, so it is really easy to keep track of your money. However, many people forget to log on at home, so it is a good idea to use the online banking app that banks offer these days. Due to the fact that it's there on your mobile, you can check your finances whenever you want to. All the same, for regular payments, like your phone bill and a fitness centre that you pay on a monthly basis, it's good to have a standing order.

Keeping track on your finances also means that you need to know how to budget. Many teenagers run up debts because of unpaid phone bills. You must put money aside from your pocket money, holiday pay or any money you receive so that you can cover your standing orders and keep a bit extra for emergencies and holidays. Also, remember that the standing orders are usually deducted on a particular day. So, if you go shopping before the amounts have been deducted, you might think you have more money left than you actually do! What's left after your standing orders have been paid, can be spent on cosmetics, clothes and going out, in other words – something nice from time to time. It's easy to find out how to budget as there's a lot of advice online; for instance, one good site is 'yourbudget.com'. Once you have worked out a budget, you have to work out how to keep to it. As this is not always possible, you'll also need to agree with your parents on what to do when you go over your budget.

Finally, if you never seem to be able to stay within your budget, it might be a good idea to look for a part-time job one or two evenings a week or at the weekend.

Unit 5, exercise 18, 19 (TCD ☉ 29)

Announcer: Kiarra's podcast

Kiarra

Hi, welcome everybody to my podcast about living cheaply. Those of you who have listened to my podcast before already know that I am a huge fan of Jack Monroe, who has not only helped me to learn how to cook but also to save loads of money when it comes to food. Also, the stuff she makes is really, really healthy. So, today, I'd like to give you a summary of Jack's most important tips on healthy, frugal cooking that make you keep to your budget.

Do an audit of everything you have in your fridge, freezer, and store cupboard. Every last scrap of anything counts towards reducing next week's food expenses. You can

categorise your food so you know exactly what is at home. Jack recommends folding a piece of paper into four, and mark each quarter as “proteins”, like beans, lentils, meat, fish, or nuts, “carbs”, such as potatoes, rice, flour or pasta, “fruit and veggies” - tinned, frozen and fresh all count – and flavours (salt, pepper, mustard, ketchup, any spices or herbs).

Now search online or in cookery books for simple recipes or ideas to use the ingredients that you already have. A bag of flour can be turned into a loaf of bread or simple biscuits. A bit of ketchup can be mixed with the beans and some spice and you have a basic chilli. You can survive on simple food like this for days. Once you have a rough idea of what you have, and what you might do with it, you can draw up the list of what you need. Give up sticking to expensive recipes! Don't be afraid to substitute ingredients. Use tinned potatoes instead of fresh ones as they're a fifth of the price. Swap any green vegetables in a recipe for whatever green vegetables you have or can afford. It's also a good idea to look out for cheap, frozen veggies in the shops; they are as good as fresh ones. Swap chicken for white beans or beef for kidney beans. Recipes are not prescriptive, they are rough ideas.

Another tip that Jack keeps repeating is: Give up on eating meat two or three days a week. Lots of great dishes are vegetarian or vegan – and meat is expensive – so find good recipes for chilli or curries. This is all great comfort food that you won't even notice that that something is missing. Why not save up for the occasional high-quality roast chicken and have cheap, tasty vegetarian meals in between?

When you go food shopping, check the small print; buying large amounts doesn't always mean foods are cheaper. Always look at the price per 100g, rather than the overall large price printed on the packet, to see which is better value for money. Finally, know which bit of the supermarket is best for each item. For example, frozen berries are around a third of the price of fresh ones and just as fine.

Believe me, I have followed Jack's advice for a year now and have always reviewed my stock at home before hitting the supermarket, and I have never ever gone over budget again. What a great feeling! Wouldn't you like to try it as well?

Unit 5, exercise 21b (TCD © 30)

Announcer: Five key points to a healthy diet

Good morning, everybody. Today I'd like to outline the five key points to a healthy diet as identified by the WHO. So, let's get started right away.

It [has] been agreed among many doctors and researchers that breastfeeding babies and young children has many positive effects. Often, people think they should add nutritious foods to complement breastfeeding as soon as possible or add salt or sugars to food for babies, but this is actually not recommended. The reason for this is that breast milk provides all the nutrients that babies

need for their first 6 months. There is no need for anything extra; today we even know that breastfed babies have better resistance against common childhood illnesses like respiratory infections or diarrhoea. It [has] even been shown that those people who were breastfed are less likely to become overweight or suffer from heart disease or diabetes later in life.

Another crucial issue is the variety of foods we consume. Eating a variety of unprocessed and fresh foods every day helps us to get the right amounts of essential nutrients. This includes cereals, legumes like lentils or beans, vegetables, fruit, and foods we obtain from animals such as meat, fish, eggs and milk. Eating a healthy, balanced diet is not only important for young children's development, it also helps older people to have healthier lives. High on the list is, of course, making sure you have plenty of vegetables and fruit. Many people tend to snack on so-called convenience foods like processed foods, chocolate bars or sweetened milk shakes. They might taste good, but they tend to contain too much salt and sugar. So, experts generally recommend consuming raw vegetables and fruit or, if they are dried or tinned, then with no added sugar or salt. Why are they so important? Well, they are important sources of vitamins, minerals, dietary fibre, plant protein and antioxidants. People whose diets are rich in vegetables and fruit have a significantly lower risk of obesity, heart disease, diabetes and certain types of cancer.

Consuming limited amounts of fats and oils provides energy; they also provide the body with important nutrients like Omega-3 fatty acids that are very good for the heart. What's important is that we use unsaturated vegetable oils like olive, sunflower or corn oil rather than saturated animal fats like butter. Saturated fats can be harmful to health and increase the risk of heart disease and stroke. Another dangerous type of fats are the trans-fats, which are usually produced industrially and can be found in processed foods. So, as you can see, fat itself is not the enemy; whether we should avoid it or not depends on what kind of fat it is. Also, we should prefer white meat, like chicken, and fish as they are lower in fat than red meat. Try to avoid processed, baked and fried foods that contain industrially produced trans-fats. Finally, we should not forget to cut down on salt and sugar. This also includes hidden sources of salt like soy and fish sauce. More obvious is the high salt and sugar content in snacks and soft drinks or flavoured yogurt drinks. Choose fresh fruits instead of sweet snacks such as cookies or chocolate. Why? It has been proved that people whose diets are high in salt have a greater risk of high blood pressure, which can increase their risk of heart disease and stroke. And if we eat too much sugar, we are more likely to become overweight and suffer from heart disease and stroke.

Well, these are the main points I wanted to make today. Thank you very much for listening. If you have any questions, don't hesitate to ask.

Semester check 1: Units 1–5, exercise 2 (TCD 31)

Announcer: You are going to listen to Ben, a career advisor in the young entrepreneur section at an International Career Fair in Vancouver, Canada. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–8) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.

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

Ben: Hi there, I'm Ben; welcome to the Young Entrepreneur Section of the International Career Trends Fair.

Carole: Hi Ben, I'm Carole; thanks for taking the time to talk to me.

Ben: My pleasure, Carole. What is your main motivation for visiting us at this year's fair?

Carole: Well, I'll be graduating from high school in a few months, and before I choose what I would like to study, I'd like to find out about innovative job opportunities. On the fair's website I saw that one sector focuses on 21st century jobs. I'm excited about being self-employed one day and would love to get some cool ideas.

Ben: Ah, I see. We can offer you a variety of services here. If you have a question in a specific field or concerning a particular industry, I can put you in touch with one of our experts. Alternatively, we could chat about your interests and ambitions, so that I can give you a better idea of what career suits you best. It might actually help you to fill in our online questionnaire first; you'll get the results straight away.

Carole: Hmm, this quiz sounds interesting. Well, I'm thinking of doing something sustainable, something that might help improve the environment. I've always wanted to be actively involved in projects like Ocean clean-up or so, but right now I have no idea how competitive this field is and what exactly I could do.

Ben: OK, then, let's do the questionnaire first, and I'll book you a time slot with our environmental engineering specialist in about 30 minutes.

Carole: Thanks a lot.

Brian: Excuse me, can you help me, please?

Ben: Sure; have a seat.

Brian: Thanks. My name's Brian; I've just completed this online questionnaire and was wondering if I could talk about my results and how they match my business idea.

Ben: Hi Brian. I'm Ben. Let's see – what exactly would you like to do?

Brian: Well, I absolutely love baking and I've done some internships at local bakeries already. I'm from the States, but my aim is to open up a small shop selling American scones with various toppings, like home-made jam or ice cream in Vienna, Austria ...

Ben: Ah, interesting ... I lived there for five years and still have some contacts in the expat network. If you like, I can put you in touch with them. May I ask, why you're thinking about Austria?

Brian: Sure, my girlfriend is from there, and I'd love to relocate. However, I have doubts about being able to run a business there. I've heard the regulations are really strict ...

Ben: That's true, but if you seek professional advice there and play by the rules, you'll be fine. Shall we have a look at your personality results first?

Brian: OK, why not ...

Ben: It seems that you're capable of dealing with stress and that you enjoy working with people. These are two crucial character traits if you want to run a shop. Apart from getting the proper licence for a bakery, you will also have to deal with the financial aspects and marketing. You need to be the sort of person who pays attention to detail. How do you feel about that?

Brian: Umm, to be honest with you, I have doubts about my math skills. You know, I'm more the creative kind of person, so all the little numbers tend to confuse me.

Ben: (laughs) In this case, it might be a good idea to look for an experienced tax consultant right at the beginning. I know that there are many in Vienna whose English is brilliant, so they can assist you. How about marketing?

Brian: Ah, I can sell! I'm very good at creating a crowd of online followers. My food blog has been running successfully for years.

Ben: Great! So, let me give you some basic information on the financial side of starting a small shop in Austria ... (fade out)

Laurence: Hello, sorry, all the places for doing the questionnaire are occupied. Is there a waiting list?

Ben: Hello, I'm afraid not, but you can do the questionnaire with me as well, 'offline' so to speak. My name's Ben, I'm one of the career advisers.

Laurence: Great, I'm Laurence; I'll do the offline version then. (chuckles). This is such an interesting fair! You know, I've travelled here all the way from France.

Ben: Wow! That's cool. Do you already run a business or are you thinking of opening one?

Laurence: Not yet; I have a degree in IT and business administration, but I really don't feel like entering the world of big corporations. My dream is to offer IT advice to elderly people, like a kind of mobile service that shows individual clients how to use modern communication tools. My friends have often told me that I'm a sensitive listener and have a lot of patience. Also, I greatly enjoy explaining things and teaching.

Ben: What a great idea! I think we can leave out the general questions in our quiz. Let me just ask you about some essential skills you will need for your business idea. Obviously, you are passionate about helping others. For your business, you will need to get

used to travelling around a lot. Have you considered this?

Laurence: Yes, I have; I'm someone who loves getting around. I don't like the idea of sitting in an office all day long.

Ben: Good. You will also need to have an open mind about older people's particular problems when handling technology. Have you thought about cooperating with a nurse specialising in caring for the elderly?

Laurence: No! Thanks for mentioning that! I hadn't considered this at all! I really need to get input on specific medical conditions so that I don't end up trying to make my clients do something that's impossible for them ...

Unit 6, exercise 8, 9 (TCD ☉ 32)

Announcer: Three colleagues discussing a problem

Simon: Hi everyone. Isn't it great that it's going so well? We've had more students and parents coming in than I ever expected so soon after opening.

Yelena: Yes, it's fantastic. What do you think, Lydia?

Lydia: Yes, it's crazy, but it's great.

Simon: Yeah, but of course this means we're much busier than we expected. In fact, we could do even more business if we had a bigger place.

Yelena: Well, what about renting an additional room?

Simon: Yes, that's just what I was thinking, Yelena. If we get an additional room, we'll be able to tutor a lot more students.

Lydia: But it's too expensive. And if we did that, we'd need additional tutors.

Simon: Well, maybe. I'm afraid we're all going to have to work more hours anyway, because we're so busy.

Lydia: Hm, that might be a problem for me. I mean, if I didn't have to study at the same time, I'd do it, no problem. But I know I won't be able to do a good job if I'm exhausted.

Yelena: Well, I'm sure we can cover it with people who want more work. I'm more than happy to take on extra hours.

Simon: Well, er have a look at this timetable here, and you can see what I have in mind. The names I've put in are just suggestions, so don't panic, Lydia.

Yelena: OK, this is very useful, Simon. But it does mean everyone would have to do more hours. So, I wonder if there's another way round it?

Simon: Yes?

Yelena: Well, I suppose this might be difficult, but if we employed another person, we wouldn't have to do so many hours.

Lydia: That's not a bad idea. But if we employ another person, we'll take home less money.

Simon: Yes, but it would solve the problem, and when we get the additional room, we'll need someone else

anyway. I think it's a good idea. If we can manage this week, then we can advertise in Friday's local newspaper.

Yelena: OK, but maybe we could just think of people we know.

Simon: Good idea, let's make a list of possibles. Lydia, any thoughts?

Unit 6, exercise 12b (TCD ☉ 33)

Announcer: Mariah makes a complaint.

Recorded message: Hello and welcome to Anybooks.com customer service helpline. Your call is important to us and we will be with you as soon as we can. ... Hello and welcome to Anybooks.com customer service helpline. Your call is important to us and we will be -

Gerry: Hello, Anybooks.com customer service helpline, Gerry speaking, how may I help you?

Mariah: Hello. You know, I've been waiting to speak to someone for ten minutes.

Gerry: I apologise for the delay in answering your call today, madam. Monday mornings are often an extremely busy period for us.

Mariah: Yes, I understand that, but I've been trying to contact you for two weeks now, and no one has got in touch with me. It's extremely frustrating!

Gerry: I apologise about that. How can I help you today?

Mariah: Well, I bought a book from your website, and when I got it in the post, some of the pages were missing and some were torn. It was in terrible condition.

Gerry: OK. We should be able to help you with that. What you need to do is write an email to our ...

Mariah: But I've already done that and nothing happened.

Gerry: You've already ...

Mariah: I've written two emails, but I haven't received a reply.

Gerry: Well, I'm very sorry about that. That shouldn't happen. What's your order number, please?

Mariah: Yes. Erm, it's 18635PK.

Gerry: Is that 35PK?

Mariah: Yes, that's right.

Gerry: Can you hold the line while I speak to my supervisor?

Mariah: OK.

Gerry: I'll have to put you on hold. Is that OK?

Mariah: How long will that be for?

Gerry: It'll only take a couple of minutes.

Mariah: OK, thank you.

Gerry: Hello?

Mariah: Hello.

Gerry: Sorry to keep you. Yes, that's fine. I've just ordered you a replacement copy.

Mariah: So ... I'm getting another copy of the book?

Gerry: Yes, I'll send that out to you today.

Mariah: And when will I get the new book?
 Gerry: You should receive it within five working days.
 Mariah: OK. Great, thanks.
 Gerry: No problem, bye now.
 Mariah: Bye.

Unit 6, exercise 18 (TCD 34)

Announcer: The Smiths reach compromises
 Mum: OK, guys, I can't stand this mess in the kitchen any more. It's really disgusting, and I can't even find a plate to eat off. Nobody loads the dishwasher apart from me!
 Elisa: That's not true. OK, OK. Mum, Daniel, how about if we take turns to do it?
 Daniel: Yeah, but erm ... Elisa, that would mean making a rota.
 Elisa: So? Why not? We could do that, I suppose. Otherwise, we could just clear away our own stuff. That would make more sense.
 Daniel: Sure. But Dad, that means you would have to do your own dishes, too!
 Dad: Well of course I will. But if I agree to that, could you please do something for me?
 Daniel: What do you mean?
 Dad: Well, the bathroom. Erm, I can never get in there. Actually, I was late for work the other day.
 Daniel: Yeah, that's true. Elisa, you do take an awfully long time in the bathroom.
 Elisa: Me?
 Daniel: Yeah, sorry to say.
 Elisa: That's not fair. Maybe there's just not enough time for everyone to have a shower in the morning. Daniel, what if you had your shower in the evening?
 Daniel: I need to have a shower before I go to school, thanks. In fact, Elisa, you don't have to be at university first thing in the morning, do you? Maybe you could use the bathroom later when we've gone. That way you can take as long as you like.
 Elisa: Yeah, erm, mmh, I suppose I could do that. But while we're talking about these things, Daniel, if I am prepared to use the bathroom later, would you mind not having the radio on all the time? It drives me crazy.
 Daniel: Does it? But it's fantastic!
 Elisa: For you, maybe, but that techno music on all the time, it makes me feel stressed.
 Mum: Well, maybe you could listen to it in your room.
 Daniel: But I like listening to it while I'm eating.
 Dad: OK, let's say you can listen to it in the kitchen if the door's shut and you turn it down a bit.
 Daniel: Yeah, yeah. OK, OK.

Unit 6, exercise 23 (TCD 35)

Announcer: Colin's teacher complains to his father
 Mr Tate (teacher): Hello. How are you?
 Mr Jones (father): I'm OK, thanks. And you?
 Tate: Er, yes, fine, thanks. Er, yeah, that reminds me, I've been meaning to talk to you, actually. About your son.
 Jones: Oh, yes?
 Tate: Well, he keeps missing his deadlines.
 Jones: Yes, he's under a lot of pressure at the moment. Exams and stuff.
 Tate: It's just that, erm, he never does any homework at all. It's really annoying.
 Jones: Oh, I'm sorry. But, you know, I don't think he does it to annoy you.
 Tate: I'm sorry, but you're missing the point.
 Jones: What do you mean? My wife and I, we're just happy he's doing so many things. Football, his band, cinema club, you know. He's such an active person.
 Tate: Well, to be honest, he needs to be a bit more organised if he wants to get a pass grade. It's, it's, it's hard to make any progress at all if he keeps missing his classes.
 Jones: Oh, don't you think he'll catch up?
 Tate: Well, to be fair, he has not done any work recently. I'd be grateful if you could have a word with him about it.
 Jones: OK, I'll speak to him.
 Tate: Thanks for that. If you could ask him to try not to miss his classes, I'd really appreciate it.
 Jones: Certainly, I'll see what I can do.
 Tate: Have a good day now.
 Jones: Yes, and you.

Unit 6, exercise 28 (TCD 36)

Announcer: Dealing with conflicts – Aisha
 One.
 If I have a customer who's unhappy with the service, I would probably be quite direct and ask them what the problem is. If someone seems dissatisfied, I would probably leave it for a while, but if it carries on, I would ask them very directly what they are unhappy about. And often that resolves it. If there's still an issue, I'll discuss it with them, and usually we'll reach a compromise.
 Two.
 I find that in particular in England, families are very hush-hush. If someone's done something which causes tension, nobody says anything. They often don't try to resolve the conflict. They tend to leave it. With my husband, when there is tension with his siblings, I'll say "Can't you just phone them and talk about it and ask them what's wrong? I would to my brother." And he says, "No, no, it'll all be OK if we just leave it." That's not the Turkish way.
 Three.
 I have disagreements with my father, but I would still

always show him respect. I mean, I wouldn't shout or swear at him, but I would argue my case. Even now, my mother will still tell me what to do and tell my brother what to do, and she still interferes in our lives. And actually, I listen to her now. We still have quite angry rows though, and my daughter and I will have fiery arguments as well because we are much more Turkish like that.

Four.

I think in England people do a lot of talking behind the scenes, talking about each other. There's that typical thing that when you ask someone directly about a problem, they're almost embarrassed. I think we're less inhibited in Turkey because everything is out in the open. People will deal more openly with each other. People have a lot more arguments and disagreements in Turkey. It's much more fiery. Not just in families either. There's a lot of arguments in shops, at work and in meetings. Meetings can be very fiery.

Unit 6, exercise 32 (TCD ☉ 37)

Announcer: Dealing with conflicts – Tariq

Tariq:

I lived in France for a few years, and they have a very different attitude to complaining than we do in the UK. In the UK if someone goes to the front of a queue without waiting in line, people generally won't complain because they're too embarrassed. They might moan about it to someone they're with, but they won't actually say anything directly. I remember when I was first in Paris. Someone walked right up to the front of a queue, and three or four people started talking to him. "Hey, you, what are you doing? Get to the back of the queue," they were all saying. Another time, I was on the Metro, and a man lit a cigarette, and again, a couple of people immediately said "Put the cigarette out." I'm not sure what would have happened in the UK. I think that maybe nobody would have said anything.

I think that in the UK, though, people do complain. Especially if there's a problem with a business or a service that isn't good. People phone up and complain or write emails. And maybe people are slowly becoming more outspoken in public situations too.

Unit 6, exercise 49 (TCD ☉ 38)

Announcer: You are going to listen to Matt talking about his experience of a hurricane. 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.

Matt: I just want to tell, er, about my experience of, erm, well, it was the worst holiday that I've ever experi-

enced in my life and that was when I was in Cuba, and it was about 2005, 2006. And, er, it was just an absolute nightmare, erm, I've never seen ... experienced anything like it. We, er, got into Cuba, and after a couple of days we got this warning about ... that there was going to be a hurricane coming. And, er, we were in this city called Trinidad at the time staying in this, er, apartment, very, very small apartment, and, er, anyway, this hurricane came in, and we had to stay in the apartment, so we were like holed up. Er, so we're in there for ... I think it was two nights, two days and couldn't go out. And I just started to get cabin fever. I was getting really, really irritated, starving, and I really needed some cigarettes! So I decided to go out, er, into the end of this hurricane and, er, what I saw was just absolute chaos. It was like pylons, like, falling, falling down, it was just people, like, taking shelter and, and everywhere was just like totally locked up. So I was like walking around in this hurricane for about, er, about two hours trying to find a supermarket. Eventually, after, erm, fighting ... climbing over collapsed trees and, trying to fight against the wind, erm, I managed to find a supermarket that was still open. So I went in there, and I got, I managed to get my cigarettes and my biscuits and then go all the way back to the apartment. That was another ... half an hour walk back, and I was quite chuffed, but everyone just thought I was crazy when I came back, and they were really, really worried ... and that's it.

Unit 7, exercise 2b, 7 – part 1 (TCD ☉ 39)

Announcer: Extreme weather and climate change – part 1

Chris: Hi everybody and welcome to today's podcast on extreme weather and climate change. I'm Chris, your host, and I'm glad to welcome Naomi Leahy from the National Climate Assessment Center in Pennsylvania. She is going to tell us about current facts and forecasts on climate change and weather conditions. Then, we'll hear a personal account of Fran, who experienced a pretty scary event; but more on that later...

Welcome, Naomi.

Naomi: Hi, it's great to be here.

Chris: Naomi, there has been so much talk about climate change and what horrors we will have to face. What do experts like you say? Will it soon be much too hot to go out all year round here in the US? I know, it's too complex to sum up in a few minutes, but maybe we can try?

Naomi: You're right, explaining all the details would take a little longer than a few minutes. (chuckles) Well, one of the most visible consequences of a warming world is an increase in the frequency and intensity of extreme weather. It is a recorded fact that we have had far more severe heat waves, downpours and hurricanes in recent years than in the 20th century. For example, sea level rise increases the impacts of

coastal storms, and now we also know that global warming can endanger water supplies during droughts.

Chris: So, it IS a fact that climate change and extreme weather are linked ...

Naomi: Yes, it is. Let me give you an example here. Heat waves are getting more frequent globally. This makes the summer months much less bearable in cities even in the northern parts of the US. Winters are not nearly as cold as 50 years ago, and that causes a threat to the local vegetation, to say the least. By 2050, if greenhouse gas emissions are not significantly reduced, temperatures are expected to increase by at least 2.8 degrees Celsius. We used to be far more careful with our calculations, but the recent years have proven that it will become warmer much quicker than expected.

Chris: That sounds really scary. Are there immediate threats of extreme heat or will summers simply not be as nice?

Naomi: It is scary! The more dry periods we experience, the more wildfires we will see. Also, the slow release of heat from buildings and roads overnight can keep cities much hotter than surrounding areas. The heat threatens people, ecosystems and the economy as well. We suffer from heat stress, when the body is unable to cool itself effectively through sweating. But when humidity is high, sweat will not evaporate as quickly, leading to heat stroke. If it is almost as hot at night as during the day, people don't only feel uncomfortable; this can also lead to heat-related illnesses like heart problems, breathing problems, kidney disease and many more.

Chris: And heat is only one of the consequences of climate change ...

Naomi: That's true. I haven't even mentioned droughts or the opposite, heavy rain, hurricanes and tornadoes or extreme snowfall during the winter ...

Unit 7, exercise 3 – part 2 (TCD 40)

Announcer: Extreme weather and climate change – part 2

Chris: OK, let's stop here for a moment; we'll focus on more extreme weather in the next episode. Now, I'd like to welcome Fran, who has already experienced a life-threatening situation in extreme weather. Fran, why don't you tell us what happened?

Fran: Erm, I was living in Sri Lanka when the tsunami hit. Erm, actually I was living within two hundred metres of the sea, [Oh wow!] erm, but the water amazingly didn't come to the street that I lived in. Erm, just, I was actually at home when it happened, and of course I didn't ... I didn't hear it, I didn't know anything about it, and suddenly my landlady, she came upstairs and she was shouting "Seawater, seawater!" and, erm, then we ran onto, up to the roof and we could see into the next street and there were, like, what looked like

canals of water between the houses. But ... and nobody knew what had happened, of course, because nobody was expecting a tsunami to happen.

Chris: You were very lucky.

Fran: It was really scary.

Chris: Did you have to move to a different town?

Fran: No, we stayed because, erm, the water then subsided very quickly, erm, and then, it was quite soon that we found out what had happened, that there had been an earthquake and that it had caused a tsunami. Erm, there was a very small danger of another one happening, but it was so small that there was no real need to move elsewhere.

Chris: Your family must have been very worried about you.

Fran: Well, my parents were actually visiting me at the time, so ...

Chris: Oh, so they had the full experience.

Fran: But luckily we were able to contact our family back at home very quickly [OK.] and tell them that we were all OK.

Chris: That's good. That's very good. Thanks a lot, Fran, for sharing your story. – Have any of you out there had any experiences of extreme weather? I'd be happy to read your stories in our blog. As usual, there will be a chance for one of you to join us in our next episode ...

Unit 7, exercise 10b (TCD 41)

Announcer: A phone-in programme

Presenter: Good afternoon, ladies and gentlemen, welcome to Hot Debate, the most popular phone-in programme on FM13. Hot Debate is a very appropriate name for today's topic, which is climate change and global warming. As you all know, in recent years we have been witnessing extreme weather conditions around the globe: floods, droughts, landslides, hurricanes, the lot! Some experts say that it's CO2 and other greenhouse gases resulting from human activities that are causing a rise in the earth's temperature and leading to climate change. Others are fiercely denying that and maintain that there is no scientific proof whatsoever for this theory. What do you think?

And here is our first caller, Mrs Piech? Er, can you hear me?

Terry: Yes, Terry Piech from Boston, good afternoon.

Presenter: Good afternoon, Terry. Where do you stand on the climate change debate?

Terry: Well, I'm a mother of four, and I'm really concerned about my children's future and about our environment. I mean, think of the freak weather conditions we've been experiencing lately, a drought, floods, or just remember that devastating hurricane back in 2012.

Presenter: You mean Hurricane Sandy ...

Terry: Yes, Hurricane Sandy, and all these severe thunderstorms that have claimed so many people's lives and

caused such terrible destruction. I read an article recently, with data from the National Oceanic Atmospheric Administration, in which it said that since the 1950s, CO₂ concentration in the atmosphere has reached higher levels than ever in human history. Apparently, they are 30% higher than in the last 800,000 years. And according to NASA, 2010 to 2019 was the hottest decade on record.

Presenter: Really? That sounds quite worrying, doesn't it?

Terry: Oh, yes, I'm terrified and worried. Heat waves, floods, droughts, wildfires, what is this world coming to? For the sake of our future and our children, we must start fighting climate change now.

Presenter: What would you suggest we should do?

Terry: Well, every child knows that by now: drive less, waste less energy and water, eat less meat, avoid waste and recycle, buy fewer consumer goods ...

Presenter: That's quite a long list, isn't it?

Terry: Yes, it is, but we don't have an alternative. If each of us does our bit, it might not be too late.

Presenter: Well said, Terry. I'm sure you could convince some of our listeners out there to change their ways and start a greener way of life. Thank you! And next in line we have Pete, Pete Fraser?

Pete: That's right, good afternoon everybody.

Presenter: Good afternoon to you, Pete. What did you think of Terry's contribution, just now?

Pete: If you want my honest opinion, not much! She is one of these hysterical doom mongers, who just wants to scare people and hasn't got her facts right either. The latest studies prove that there has been no significant increase in the earth's temperature during the last ten years or so.

Presenter: So, if I understand you correctly, you're saying that scientific theories behind climate change are questionable and just used by some environmentalists to scare the rest of the population?

Pete: That's right. Fluctuations in temperature and severe weather conditions are cyclical, they are completely natural phenomena. Have you never heard of the Ice Age?

Presenter: I have, of course, but I'm not sure I share your optimism. Anyway, that was Pete, a climate change sceptic, who believes that climate change is nothing but a hoax. Thank you, Pete, now, on the line we have ...

Unit 7, exercise 22 (TCD 42)

Announcer: Sandstown airport

One

Leona: Excuse me, I'm Leona Cook from UPC news. Can you tell us, what do you think about Sandstown airport?

James: Well, I haven't thought about it a lot, but I suppose it should be moved. It's very old. I remember when it was built ... thirty-five, forty years ago?

Leona: Forty-two years. What do you think about the idea of simply extending the airport by building another terminal? Wouldn't that be better?

James: Well, I'm not sure about that. There isn't room, unless they build over the North Park, and I wouldn't want that. I don't think there are enough green spaces in the town as it is.

Two

Leona: Excuse me. Can I ask you, what's your opinion about the airport? Where do you think it should be?

Carole: I know some people think we should move it, but I don't really agree. I use the airport quite a lot and it's good to have the airport near the town. It's true we need a bigger airport, but the location isn't a problem.

Leona: But if they made the airport bigger, they'd have to build over the North Park, wouldn't they? Surely that wouldn't be a good thing?

Carole: Actually, I'm not so sure. I grew up near that park and I don't think it's anything special, and it's already very noisy because of all the planes. But there's lots of lovely countryside outside the town, and we don't want to lose that.

Three

Leona: Excuse me, Leona Cook, UPC news. There's a lot of discussion at the moment about the airport here and where it should be. Do you have any thoughts on that?

Abbas: Well, I might be wrong, but I think they should build the airport near Sibley. But not in the Nature Reserve.

Leona: But Sandstown already has an airport. Wouldn't it be cheaper just to make that airport bigger?

Abbas: That's a good point, but I think they could sell the land in Sandstown. I guess it's worth a lot of money. Then they could use that money to pay for the new airport.

Unit 8, exercise 6, 7 (TCD 43)

Announcer: Complaining – gossiping – screaming

A

A: Look, the president is a joke! He's weak and indecisive. We need strong leadership in times like these.

B But he just needs time ...

B

A Did you hear that Alicia and Malcolm have split up?

B No!

A It's true. Jan told me. She said they've had problems and that they're splitting up.

B I can't believe it

C

A Aargh!

B What's happened?

A Er, Sorry, nothing. I thought I saw a mouse under this cushion, but it's not.

B What is it?

A It's a toy mouse.

D

A Are you free this afternoon?

B Yeah. Shall we go for a coffee?

A Good idea.

E

A I cannot believe it's raining again. It's been raining for days now.

B I know. It's always the same.

F

A Can someone come and help me? Quick! I'm about to drop everything!

B Coming. What are you doing with all that stuff?

G

A I have to travel a lot, you know.

B Right.

A Oh, yeah. I've been to three continents this year alone. And the money's pretty good. Do you know how much I earned last year?

Unit 8, exercise 9 (TCD 44)

Announcer: Family gossip – Steve and Melinda

Steve: Melinda, are you still there?

Melinda: Sorry, you took me by surprise, Steve. I really had no idea!

Steve: Well, what do you think? Do you think I'm doing the right thing?

Melinda: Well, er, it's difficult to say right now. To tell you the truth, I'm a bit stunned. Have you told your parents?

Steve: Er, no, not yet. You won't tell them, will you?

Melinda: No, no, I won't say anything. Don't worry. But when are you going to tell them?

Steve: I'm not. Well, not yet anyway. I'll call them when I get to Australia.

Melinda: What! You can't do that!

Steve: Think about it. How do you think they'll react when I tell them?

Melinda: Er, it's hard to say. You know they'll both be upset. Especially your dad.

Steve: Yeah, so you see the problem if I tell them now.

Unit 8, exercise 10 (TCD 45)

Announcer: Family gossip – Melinda and Ina

Ina: Hi Melinda, how are you?

Melinda: Yeah, good, thanks. Listen, have you spoken to Steve?

Ina: No, not for a while. Is he OK?

Melinda: Yes, he's fine, and we were just chatting, you know, when suddenly he says, "Look, I want to tell you something, can you keep it quiet?"

Ina: Oh, go on, this sounds good ...

Melinda: So then he said, "You know I've been offered a place at university to study medicine?" So, of course I

say yeah, and then he says to me, "Well, I turned it down!"

Ina: What? He's crazy!

Melinda: Yeah, I told him that. I said, "You're mad!" Then I said to him, "Have you found something better?" And he goes, "No, I've got a more interesting plan." So, I'm starting to worry about what's going on, and I'm like, "Whoa! You're not going to do anything wild, are you?" So he goes, "No, of course not, but Mum and Dad will go crazy." So I'm like, "Yeah! So what are you going to do?" And he says, "No, no, don't worry. I'm going to take a gap year and go travelling around the world."

Ina: Wow!

Melinda: I told him to slow down a bit. I'm like, "Don't rush into anything here." I was just stunned. Can you imagine what Julian and Rachel will say? I mean, he's actually got an offer, from a top university to do exactly what he wanted, and he's saying no to go travelling!

Ina: I know! I mean, I'm pleased for him, jealous actually, but how is he going to tell them?

Melinda: Well, I asked him that. I was like, "When are you going to tell them?" And this is the really shocking bit. "I'm not," he says. "I'm going to go, and then I'll call and tell them where I am." ... Exactly! So I told him what I thought. I went, "You can't do that! You've got to tell them! They'll be really upset if you don't." And he's like, "I know, but they'll be upset whenever I tell them, and it'll be so awful, I'll give up on the idea of travelling, and I really want to do this." – And I do sort of know what he means.

Ina: Yes, but ... He has to say something to his parents. Don't you think? We should talk to him together.

Unit 8, exercise 13 (TCD 46)

Announcer: Steve and his father

Steve: Dad.

Julian: Yes?

Steve: Erm, there's something I need to tell you.

Julian: Yes?

Steve: I'm not going to take the place at university –

Julian: What? I don't believe it! So what do you think you're going to do with your life then?

Steve: It's not that I don't want to study. It's just that I'm not ready to start university yet. I want to go travelling, Dad.

Julian: Travelling?

Steve: Yeah. I didn't tell you because I thought you and Mum would try to stop me going. But I'm definitely going. I've bought the tickets and everything.

Julian: Hm, travelling? ... Well, it's good to see the world.

Steve: Really, Dad? You don't mind?

Julian: Well, it could be worse. Where are you planning to go?

Steve: I'm going to start in Sydney, Australia. I'll try and get some work there.

Julian: Hm, I know some people there you could stay with.
 Steve: Really? Thanks, Dad. That would be great.
 Julian: And what are you going to do about university?
 Steve: I suppose I'll have to say no to the offer.
 Julian: Well, maybe not. You might be able to postpone it for a year.
 Steve: Really? Can you do that?
 Julian: You can try, at least. University offers like that don't come along every day.

Unit 8, exercise 16 (TCD 47)

Announcer: White lies and black
 Jamie: Do you think it's ever OK to lie to people?
 Emma: Erm, I don't just think it's OK sometimes. I think it's vital on certain occasions.
 Jamie: I totally agree.
 Emma: Erm, there's a ... I think there's a big difference between black lies and white lies.
 Jamie: Yeah, definitely.
 Emma: A white lie is when you're lying for the benefit of the person you're talking to, and I think that sometimes those are necessary. Things like, "Yes, Mum, I was in bed by midnight."
 Jamie: Yeah.
 Emma: You know.
 Jamie: I mean, yeah, I think white lies, most people would agree that they're fine. Personally, I think I use grey lies and maybe charcoal lies. Er, it's a, it's a big grey area. And I think, it sort of, it depends on the situation. Sometimes you can lie to protect someone. So being honest I don't think is fundamentally good in every situation, but if you can, it's ideal.

Unit 8, exercise 21 (TCD 48)

Announcer: Two lies
 Naomi: How was work?
 Keith: Difficult. I had two people off. That reminds me. You know Simon? My production assistant?
 Naomi: Yeah, I think so. The new guy?
 Keith: Yeah, well, basically he lied about being sick yesterday.
 Naomi: How do you know?
 Keith: Well, this morning Anna said that she'd seen him in town with someone the day before.
 Naomi: How do you know he wasn't sick?
 Keith: Well, today when he came in, I told him what Anna had said. He said that he hadn't been sick really, but that he'd just needed to see his brother. He was really embarrassed and he promised not to do it again.
 Naomi: Hm, but is that good enough? I mean ...
 Keith: Well, he explained why he'd done it.
 Naomi: Yeah? Why?
 Keith: Oh, his brother was having some personal problems, something came up suddenly.
 Naomi: Hm, OK.

Keith: So, I asked him to work an extra day to make up for it and said that if he ever needs time off for anything in the future, he should ask me. Anyway, I've agreed to let it go this time.

Naomi: Sounds reasonable.

Keith: Yes, well, I just hope it doesn't happen again. How's your boy?

Naomi: Oh, he's wonderful. He was really funny the other day.

Keith: What happened?

Naomi: We were at home and he came into the front room, and he had chocolate all over his face. But when I asked him about it, he wouldn't say anything. I mean, I said, "Have you been eating chocolate?" and he just looked at me and shook his head!

Keith: Really?

Naomi: Yeah. He clearly didn't realise he had chocolate all around his mouth. I asked him to tell me the truth but he kept saying that he hadn't eaten anything.

Keith: Oh, that's really funny. Poor little guy.

Unit 8, exercise 25 (TCD 49)

Announcer: A chat about friends

Mel: Did you hear about Robert?

Rick: No.

Mel: Well, you know he was going on this language course? Someone said he missed his flight.

Rick: Oh, that is not what I heard.

Mel: Really?

Rick: Yeah. I heard his plane was cancelled, and he was put on another plane. He had to stop over in Amsterdam on his way to Los Angeles.

Mel: Who told you that?

Rick: Chris. He said he was really upset, because he was meeting his host family over there, and he was going to be late.

Mel: Oh, really? That's horrible.

Chris: Hi everyone, sorry I'm late.

Mel: Chris. Hi, how are you?

Chris: I'm OK, thanks.

Mel: Have you spoken to Robert lately?

Chris: I talked to him yesterday actually. He was only a day late in the end. He sounded really happy and relaxed.

Mel: Oh, that's good. Has anybody heard from Martin?

Rick: Someone said he's got a new girlfriend.

Mel: Who said that?

Rick: Erm, I can't remember.

Unit 8, exercise 29, 30 (TCD 50)

Announcer: Company culture

Celia: Hi everyone, my name's Celia, thanks for coming, and welcome to this roundtable discussion on international management. As you know, as an international company, we at Medifabric try to adapt our practices

to suit our local employees, and today we've got three of our managers from around the world to share their experiences. Lars, what can you tell us about Sweden?

Lars: Well, in general, in Sweden our office is much less competitive than you would find here in the UK, so we are less focused on individual sales targets and care much more about the overall success of the team.

We're expected to work together.

Celia: Right, so does that also mean you're less likely to be in the office late, making calls to potential clients?

Lars: Yes, it does. In fact, this is very important to us because I think we're more concerned with a healthy work-life balance than you are. Our work culture is based around 'lagom', which means something like not too much, not too little. So it also means that when we're recruiting, it is more important to offer things like flexible hours and free time than bonuses. Certainly, when I first started working for Medifabric after my first child was born, I was looking for a job where it was OK to have time off.

Celia: That's very interesting, Lars. How does that compare to culture in Japan, Akiko?

Akiko: Well, like in Sweden, there is less competition within offices than in the UK – we care more about the collective. However, there is incredibly fierce competition between companies. As children, we are brought up to fight for our team, and even in kindergarten we have sports days where groups compete against each other, and we take it very seriously! In some companies, you're forced to sing the company song every morning!

Celia: Competitive groups even at kindergarten! Amazing! Are there any other big differences?

Akiko: So, the other unique feature of Japanese business culture is that we don't like to take risks. I remember a British manager getting quite frustrated once at how slowly we were taking a decision on whether to open a new office in Osaka, but for us we needed to be one hundred percent sure that it was the right decision before going ahead. I think this need for certainty makes it quite difficult for foreign firms to adapt in Japan.

Celia: That's fascinating. What about you Jose, what can you tell us about Brazil?

Jose: Well, the big thing about business in Brazil is that is very hierarchical. The boss is the boss, and the employees are the employees. Everybody has their place, and we all know where we fit. This can be quite strange for Europeans as it's unacceptable to disagree with the boss. They're used to having discussions with their managers, but we are happy just to follow orders.

Celia: Wow, I'm not sure if I'd fit in there!

Jose: Well, there are of course positive sides to Brazilian business culture. For instance, everybody – including the bosses – knows that life also has to be fun. We're encouraged to spend time with each other after work

to build relationships. Here in the UK, you live in order to work. In Brazil we work so that we can live. Once we finish work, we're positive and know how to have fun!

Celia: Well, that's a great introduction to your countries, now I'd like to invite some questions from the audience (*fade*) ... or maybe some more people can share their experiences ...

Unit 8, exercise 37b, Explore listening (TCD © 51)

Announcer: You are going to listen to three people talking about family customs. 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.

Imelda: In Indonesia there is a lot of respect towards the elders, and instead of doing a normal handshake, erm, the children tend to take the hand of the elder and put it on the forehead as just a gesture of respect, whereas some small children normally kiss the hand, erm, the hand of the elder. And then in recent years, due to the Western influences, things have changed, erm, it is normal to just do a normal handshake.

Nishadi: Usually children in Sri Lanka live with their parents until they get married and sometimes even after they get married, and they know what's happening in their parents' lives, and parents know what's happening in their children's lives ... throughout their lives. So, er, I actually like, I actually love that culture because it's so integrated, and you never feel alone, there's always somebody to go and talk to, there's always somebody who has, who has known you since your birth. When I went to the US, er, the, the cultural differences I saw in-between the Western, er, Western side and the Sri Lanka ... the main differences I saw was, children here leave their families usually by the time they enter the teenhood, they find their own work and er, in Sri Lanka usually ... my, my parents are even still insistent on me not working part-time and, er, trying to find money to support myself. They are insistent on sending me money, in whichever way they can. But, in that way I guess there are good things and bad things about that. Er, I'm, I'm still very dependent on my parents, and, but still they know exactly what's going on in my life.

Darren: Both my parents were born in Malta and were partly raised in Malta, but their families moved to England in the late 1950s. It was felt that there were better opportunities in England at that time, better opportunities for their future and their future family. Whilst we were raised in England, we, we still very much lived a Maltese life. Life was, and still is, focused

very much around the family, you know, we talked every day as a family, we ate together as a family and even now, you know, my sister is nearly 30 years old, er, my brother is not much younger than that, but we all ring my Mum and Dad every day, even if it's just for thirty seconds. Life is very much about the parents and respect for your parents and the family.

Unit 9, exercise 1b (TCD 52)

Announcer: Talking to strangers

Ben: I think it's never easy to talk to strangers, apart from, for example, asking the time or asking for directions in a place you don't know, which is not seen as anything particularly strange. British and American people often strike up a conversation when waiting somewhere, say for a taxi or standing in a queue. What I find strange in Austria, is that many people who you see almost daily, I don't know, in the supermarket or at the bus stop, don't say hello and pretend they've never seen you before.

Talking to strangers in a business context, like introducing yourself to a new co-worker or starting a conversation with somebody who takes part in the same networking event, can be quite daunting. The fact that most participants are busy talking on their phones or texting and, generally, avoid eye contact doesn't help. But [I] try and overcome my fears and start chatting. You wouldn't believe how grateful most people will be that you make the first move. And it isn't all that difficult either. There are some easy conversation openers like, for example, paying people compliments: Think of something nice to say about the other person; everybody likes to hear a compliment, this is why they are good "icebreakers", as we like to call them.

You could also start with a remark about the event you are attending, like "This is a beautiful venue/fantastic conference/really interesting key speech/a really interesting keynote speech, don't you think"? Another good conversation opener is to find something you have in common with the other person – the same hotel, erm language or nationality or ... first name, I don't know – and start talking about it.

Finally, always remember that a good conversation-
alist – both in a business context and in private life, concentrates on the other person, tries to put them at ease and is helpful and polite. What you should avoid at all costs is bragging and showing off or – worst of all – name dropping. It just signals how weak and insecure you are. On the other hand, there is no need to be too humble and subservient either. Just try to be your normal self – you'll never find yourself standing alone in a corner, wracking your brain for someone to ring, to make it less obvious that you've got nobody to talk to.

Unit 9, exercise 2a (TCD 53)

Announcer: Five short conversations

A

A Excuse me, could I ask you something?

B Sure.

A I just heard you speaking English and I was wondering where you come from.

B Oh, I am from New Zealand.

A Really, it must be a fascinating country.

B Well, yes, actually, it's not a bad place to live.

A Could you tell me a little bit about it?

B

Lucie: Would you mind if I opened the window? It's really hot in here.

Dave: No, of course not.

Lucie: Actually, could I ask you a favour?

Dave: Yes, of course.

Lucie: Could I ask you to look after my case while I go to the toilet?

Dave: Sure, no problem.

C

P Excuse me, hello, Peter Jones from Green Architects Ltd. Would you mind if I asked you something? It won't take a minute..

A No, OK. That's fine.

P Could you tell me where you bought this original tablet cover; it really looks practical and fun.

A Er, that one; well actually it was a present from my boyfriend. It's made of 100% recycled material and I think he bought it on the internet. Let me see if the brand name is still on ...

P Thanks ...

A Ah, here it is: funkycover.com Why don't you google it?

P Will do. Thanks a lot.

D

A Hello, I think we are staying at the same hotel, the Plaza?

B Oh, yes!

A I just heard that you are going back to the hotel before the afternoon session. Could I ask you to do something for me?

B Certainly. What can I do for you?

A I think I left my tablet in the breakfast room.

B Oh dear! Could you tell me where you were sitting?

A Yes, right next to the buffet, but I suppose someone will have handed it in to the receptionist by now. Would you mind asking him?

B No, not at all. No problem.

A Great. Thank you so much. That's very kind of you!

E

Speaker: ... and so we come to the end of the presentation. Thanks very much for listening. I appreciate you all coming. If you have any questions, then please, ask away.

Marco: That was very interesting. Could you tell me what you think about people who say global warming isn't really happening?

Speaker: Well, ...

Marco: Could you tell me your views on that, please?

Speaker: Yes, of course. I think I can best explain it by ...

Unit 9, exercise 10 (TCD ☉ 54)

Announcer: Talking about a news item.

Ryan: Do you remember David – the guy who did the internship at the hotel reception with us?

Sophie: Yeah, he used to be extremely helpful. Didn't he get this cool holiday job as a tourist guide in Thailand?

Ryan: Yes, he did, but, look, there's a story about him on the internet.

Sophie: Really? What about?

Ryan: Let's see ... It says he was with a group of tourists visiting a "wat", one of the Thai temples. Apparently, he lost his job after some sort of incident that happened there.

Sophie: What happened, can you read quickly?

Ryan: Hang on ... the group was at the wat, and two of the tourists didn't go into the public prayer hall but entered the bot, where only monks are allowed. The bot was marked by the traditional decorations, but those two tourists ignored that and went in, which upset the monks. They told the tourists to leave their bot and took them back to their group. Then they saw that David had allowed his group to wear shoes in the prayer hall, to turn their backs to the sacred objects for selfies and to walk around the sacred objects any way they wanted. Apparently, you're only allowed to circle them clockwise.

Sophie: Oh, I see; strange that David wouldn't know all this. He really shouldn't have let his group behave like that.

Ryan: Hm, I think he was only a few days into his new job then. Here it says that he apologised to the monks, but they complained to his manager, who fired him. Well, I guess, it's a bit harsh to lose your job for one mistake ...

Sophie: I absolutely agree. Anyway, the monks could have listened to him and let him explain.

Ryan: Still, I do believe we need to respect other cultures' rules, and a tour guide in particular surely has to know about local customs.

Sophie: Sure; that's the way I see it. But David was new and probably a bit overwhelmed, and he did apologise.

Ryan: Yes, it's a bit unfair, isn't it? Maybe his boss could have just warned him and explained that he must follow any rules strictly and make sure the group members follow the guidelines too.

Sophie: I think so too. Couldn't they have given him another chance? His boss could have helped him to learn from this.

Ryan: Yeah! I wish some people were more open-minded. Sophie: True! But as I said, he should definitely have been more in control of his group.

Unit 9, exercise 13 (TCD ☉ 55)

Announcer: Listen to six situations

One

Kevin: A couple of years ago I caused an accident by cycling into a young woman crossing the pavement, and the young woman had to go to hospital. I visited her a couple of times and we got on surprisingly well. A month later we started going out together.

Two

Alisha: When I went to high school, I had a great time, but I didn't take school seriously and I didn't get a very good high school diploma. A few years ago, I decided to study law but my diploma wasn't good enough. I did carry on, but it's taken much longer and been much harder than it needed to be.

Three

Jürgen: About three years ago I went to see a Mexican film which I really loved. I became really interested in Mexico. I started to learn Spanish and went to Mexico on holiday. Now I am doing an exchange year in Mexico and I absolutely love it here.

Four

Helen: I didn't enjoy school and my teachers didn't like me. But my English teacher was different. She thought I was intelligent and she encouraged me to work hard. Anyway, later I did an English degree at university and then I went on to become a journalist. I'm very grateful to her.

Five

Julia: I just got back from the worst holiday of my life. The resort was horrible, the hotel was terrible and the food was awful. Anyway, I was complaining about it to a friend, and she told me she went there last year and had a terrible time too. If only I'd known!

Six

Neil: I bought a second-hand moped a month ago after looking online. I didn't know anything about mopeds, but I really liked the way it looked. Since then it has broken down four times and cost me a lot of money. I really don't know what to do about it.

Unit 9, exercise 14b, c, 15a (TCD ☉ 56)

Announcer: Steve and Debbie

Steve: OK, this is serious. What happened?

Debbie: Well, you know the trainee from the United Emirates, Ahmed in Marketing. I find it difficult to work with him.

Steve: Ah, do you? What's the problem?

Debbie: I should have told you earlier. Anyway. He came late to a meeting twice, and I got very annoyed.

Instead of apologising he started chatting about the weather and stuff or something and made small talk instead of concentrating on our marketing plan.

Steve: Really? You could have told me sooner. It would have been better to tell me the first time it happened.

Debbie: I know, but I couldn't find you, and then I forgot. I should have known better.

Steve: Well, if you had asked me, I could have told you that you have to consider cultural differences that might lead to misunderstandings, like different attitudes to time and polite conversations.

Debbie: Oh ... I think I am aware of that, but we still have to keep our deadlines.

Steve and Ahmed

Steve: Ahmed, can I ask you a favour?

Ahmed: Yes, certainly.

Steve: Well, would you mind telling me what happened in the last marketing meeting?

Ahmed: Well, it was extremely embarrassing. When I arrived, I found that the meeting had already started. I wanted to apologise, but Debbie got very excited and started shouting at me.

Steve: What? Really? And why were you late?

Ahmed: Well, I am not really used to taking public transport, you know. In my country everybody uses private cars. If I had known that Debbie would get so rude and bossy, I'd have rung to tell her that I would be late.

Steve: Well, perhaps you should have done that. Debbie is responsible for sticking to deadlines after all.

Ahmed: Yeah, it would've been more sensible to take a taxi.

Steve: Well, that's up to you. But if I were you, I'd try to sort things out with Debbie.

Ahmed: Thank you, sir.

Unit 9, exercise 15c (TCD Ⓞ 57)

Announcer: Steve talks to Debbie about Ahmed

S Debbie, can I ask you a favour? Would you mind stepping into my office? Could I have a word with you about Ahmed?

D Oh no, not him again!

S I'm afraid so. Do you think you could try and work things out with him?

D Me? What have I done wrong? Could you tell me why he gets special treatment?

S I should have told you before, but he is the son of one of our most important business partners from the United Arab Emirates.

D Oh I see ... You could have told me that.

Unit 9, exercise 18b, c (TCD Ⓞ 58)

Announcer: Attitudes to rules and risks

Carla: When I'm asked about life in southern Italy I immediately think of *l'arte d'improvvisare* – the art of

improvisation. What this means is that there are rules for what you're supposed to do, but often people don't follow them exactly. So things happen in certain situations which are unexpected and you have to make decisions, in each case, about what to do.

Jon: So if someone was smoking in a place where they're not allowed to smoke, would people care?

Carla: Yeah, they would care, but say, if a policeman or passer-by approached and said something, they'd start talking, and they'd end up having a friendly discussion about it.

Jon: Hm. It seems to me people in the UK make a big fuss if you're doing something you're not supposed to do. I mean, if you were smoking in a non-smoking café or something, they'd make you leave. They don't let you just cycle the wrong way down a street, for example. They feel they have to say something. People are very aware of what they're allowed to do – or not allowed to do – in England. People are really conscious of rules. It sounds like in Italy people let you do what you want more.

Carla: Er, well, in Italy, a law is a law, but laws can be interpreted differently. Traffic is a perfect example of how people improvise and, er, embrace risk taking.

Jon: What do you mean?

Carla: Well, it looks chaotic, but actually it's quite controlled. A driver might break the speed limit or think of ways to get from point A to B by bending the rules, but there is another code.

Jon: Which is?

Carla: It's very much about how you can protect yourself and take a risk without hurting yourself or other people.

And everyone is doing the same thing, so it's a kind of controlled anarchy.

Unit 9, exercise 23b, Info point (TCD Ⓞ 59)

Announcer: An interview about Henry Ford

Interviewer: In the studio today we welcome Prof Simon Peterson from the University of Detroit, who's an expert on the history of the automobile. What we'd like to know is how the mass production of cars started.

Prof. Peterson: Good afternoon. Well, we clearly have to point out that there would not be any mass production of cars without the invention of the assembly line. The origins of the assembly line go back to miners during the Middle Ages, but also the shipbuilders of the fourteenth century created moving lines of different parts. At the beginning of the 20th century the assembly line was used by many industries like shipbuilding, canning, milling, meat-packing, and so on, but was most successful in the automobile industry.

Interviewer: What about Henry Ford? Why was he such an important figure?

Prof. Peterson: Henry Ford used the concept of the assembly line and perfected it. Before Ford, cars were made individually, which was a slow and expensive procedure. Ford created the Model T automobile in 1908. The car was simple so owners could fix it themselves. It was simple, sturdy and cheap.

Interviewer: And then ...

Prof. Peterson: To speed up production, Ford changed the way the Model T was built. Instead of several groups of workers each building a complete car from the ground up, workers stayed in one spot and added parts to the cars as they moved past them.

Interviewer: Like today ...

Prof. Peterson: Like today. With the introduction and perfection of the process, Ford was able to reduce the assembly time of a Model T from twelve and a half hours to less than six hours. Parts were delivered to the workers by conveyor belts. Ford even managed to time the delivery of each part so that it would get to a worker only when it was needed.

Interviewer: When was that?

Prof. Peterson: By 1913, Ford had a complete assembly line functioning. This method of production was rapidly taken over by many industries when they discovered that mass production on assembly lines sped up manufacturing time and lowered costs.

Interviewer: How much were his first cars?

Prof. Peterson: His first cars cost 825 dollars. Soon, the Ford Motor Company started receiving so many orders for Model Ts that they couldn't build them quickly enough. Over ten thousand were sold in the first year, which was a new record. Four years later the price was 575 dollars and sales increased massively. By 1914, 48 percent of all American cars were Fords.

Interviewer: Prof. Peterson, thank you very much.

Prof. Peterson: Thank you.

Unit 9, exercise 24, Explore speaking 1 (TCD © 60)

Announcer: A talk about a new project – Part 1

Mike

Hello, everyone. My name is Mike Caxton and I work for the City Council. Today, I'm going to talk about a new initiative by the council to make living in our council flats more enjoyable. I am also going to tell you what you will have to do if you want to take part in any of the activities related to this project. To start off with, there are three things you need to know. First of all, it's important to remember that when you live together with people of different age groups, nationalities and cultures, you need to show tolerance and respect. This is sometimes extremely difficult. But you need to remember another thing: there must be certain rules and everyone must accept them. Secondly, not everything can be solved by rules. People are individuals. Wherever they live together, conflicts may well arise. To solve them in a satisfactory way some, some mechanisms have to be in place.

And, finally, you need to know that this project, which is called 'Hello Neighbours', is the city council's most challenging project to date. Having said that, it's certainly one of our most exciting ones too, and I sincerely hope that many of you will join in. I'm going to move on now to talk about the different activities you can enrol for, but first, let me just say that copies of our brochure will be available for you to take home at the end of this talk.

Announcer: Part 2

Mike: Right, the first round of talks will cover everything you need to know for an enjoyable conflict-free life together. We shall talk about everyday things, such as greetings, noise, waste disposal, pets and clubs and societies. You will be informed about the range of activities the council funds: from chess clubs to fitness classes and ballroom dancing. The second round of talks will cover possible improvements to the buildings. You will hear how to apply for subsidies for insulation, draught-proof windows and central heating. And you will find out where and when to apply and how much money you can expect. Finally, the third round of talks will encourage tenants to make suggestions for improving the appearance of the blocks and communal gardens. We shall discuss things like window-boxes and planting vegetable allotments. There will be a gardener on site for this meeting. All buildings, corridors and gardens will be filmed and photographed, so that we will be able to view and discuss their appearance. Before I move on, are there any questions?

Tenant 1: Yes, erm, how long are the rounds of talks going to take?

Mike: Ah, good question. The initial round is a month long and, as I said, it's a very challenging month! It will be five days a week, one and a half hours an evening. Any further questions?

Tenant 2: Yes, can I ask what qualifications the lecturers have?

Unit 9, exercise 31b, c, Explore speaking 2 (TCD © 61)

Announcer: Dealing with questions in a talk

Martin: OK. I'd be happy to answer any questions you may have about conflicts. Anyone? Yes, what would you like to know?

Questioner 1: Er, yeah. Could you tell us how you first became interested in counseling?

Martin: That's a good question – for most people there's a story behind the job. I used to be class representative and was once involved in sorting out a serious conflict between a teacher and a group of students. It was difficult but very rewarding. My experience made me wonder in which jobs I could use my skills ... Yes?

Questioner 2: I was wondering if you could tell me, how much you charge for one of your sessions?

Martin: Er, I'm afraid I can't answer that in general, but if

you send me an email about the kind of conflict and how many people are involved, I'll get back to you as soon as I can.

Questioner 3: Could you tell us about the law on solving conflicts. Is it legal to take things into one's own hands?

Martin: That's an important point. Violations of the law are violations of the law anywhere and should be referred to the police. But many minor conflicts can be resolved by ordinary citizens in a responsible way.

Questioner 4: Where's the best place to learn about conflict solving?

Martin: Well, it depends what you need it for. If you're looking for conflict solving in general, there are courses offered in community colleges for free. As for other places, if you're interested, I could find out for you.

Questioner 5: Do you think that anyone can be good at conflict solving?

Martin: All I can say is that you may not be a born peacemaker, but you will definitely benefit from trying.

Questioner 6: So where's the best place to start trying?

Martin: To be honest, I don't know the answer to that. If I were you, I'd just keep my eyes open and try to be a responsible citizen whenever I see a critical situation.

Unit 10, exercise 2a (TCD ☉ 62)

Announcer: News headlines

Newsreader: Here are the news headlines at 10:30:

- A large grass fire is sweeping through far North Queensland towards the town of Tolga.
- Two officers have been hurt in an incident involving a family of three.
- New laws have been introduced into Queensland State Parliament about the clearing of trees.
- By 2050, many more of us will be living to see our 100th birthday.
- An injured crocodile has been sharing the bathroom of the wildlife carer who rescued it.
- Join us for full news and weather at 11.00.

Unit 10, exercise 2b (TCD ☉ 63)

Announcer: Five news stories

One

Residents of the town of Tolga are being evacuated from their homes as a large grass fire sweeping through far North Queensland is spreading rapidly. The fire is moving quickly towards the town of Tolga on the Atherton Tableland on the Tolga-Kairi Road. Twenty-eight firefighters in six fire engines are at the scene and more are on their way from Cairns. Police are asking motorists to stay away from the area. It is not known how the fire started.

Two

Two police officers were involved in an incident in Townsville yesterday morning. The two officers suffered cuts and bruises in a shocking attack by a 14-year-old boy and his parents shortly after 8 a.m. yesterday. The family reportedly hit the officers and threw a heavy coffee cup at one of them. Senior Sergeant Tony Melrose said the officers had moved forward to arrest a 14-year-old boy for assault when the child's parents, a 41-year-old man and 37-year-old woman, attacked them. Both officers were taken to the Townsville Hospital for treatment. The family was charged with 10 offences, including three charges of serious assault. Anyone who saw the incident is asked to call Townsville CIB or Crime Stoppers.

Three

A new law has been introduced into Queensland State Parliament to ban the clearing of trees. The state's natural resources minister says that this will not be a complete ban, however. Landowners with a special permit will still be allowed to clear trees. The LNP leader says that her party will not support the new laws. She says landowners were promised there would be no more changes to tree clearing laws. Green groups say Queensland's new tree clearing laws are an important milestone but will still need to go further. Queensland emits more greenhouse gas per capita than any other state in Australia.

Four

About 4,000 Australians currently live to see their 100th birthday but by 2050 it is estimated that number will rise to around 25,000. British medical journal The Lancet has published a new study suggesting it will become quite common for babies born in 2000 to live to see 100. Paul Murray talks to demographer Bernard Salt about what life might be like for our future centenarians.

Five

A wildlife carer in north Queensland is sharing her bathroom with a 1.6 metre crocodile run over by a car in Townsville early this morning. She saw the crocodile lying on the road and took it home. Lana Allcroft from North Queensland Wildlife Care says the crocodile has a sore eye and is missing a couple of teeth. She says the injured croc has not been as cross as you might expect, but that he did get a little upset when he was moved out of the bathroom, so she could have a shower. The trick, she says, is to keep a towel over his head to keep his stress levels down. The croc will be collected from Lana Allcroft's home by rangers later today.

Unit 10, exercise 7 (TCD ☉ 64)

Announcer: Talking about the news

Abby: How was Tim's birthday party?

Joe: It was a disaster. All these kids he didn't know turned up and trashed the house. We had to call the police.

Abby: That's awful.

Joe: Yeah, the thing that makes me angry is that normal kids can't have parties any more. I don't understand kids these days.

Abby: Oh, I don't know. I think kids have always been the same – most of them are fine.

Joe: Maybe, but there was a story on the news this morning of a 14-year-old who was arrested for assault.

Abby: Really? Why?

Joe: Well, I can't remember the full story but what's interesting is the officers were going to arrest the boy, so his parents attacked them!

Abby: No! The thing that bothers me is the parents' attitude, not the boy!

Joe: Absolutely.

Abby: Was anyone hurt?

Joe: Well, the officers had to go to hospital, but I don't think it was serious.

Abby: Oh, right. Did you hear about that fire?

Joe: The one near Tolga?

Abby: Yeah. Scary, isn't it? They've evacuated loads of homes.

Joe: Yes, it's too close for comfort. The thing that worries me is how it started. I mean, it could be deliberate.

Abby: Yeah, we'll probably never know. What's funny is it's a grass fire, not a forest fire. You don't hear about those so often.

Joe: That sounds like it should be easier to put out, but it probably doesn't make any difference. I guess what's important is no one gets hurt.

Abby: Yeah, I know, but it must be awful to lose your home like that ...

Unit 10, exercise 18 (TCD ☉ 65)

Announcer: Did you hear? A news story.

Melek: Did you hear that thing in the news about the twins?

Tom: Er, was it the one about the identical twins?

Melek: Yeah, two sisters, who were adopted as babies by different families.

Tom: Oh yeah, I heard something about that. Weren't they from New York?

Melek: I can't remember, but they didn't find out about each other until they were in their thirties. And when they met, they discovered that they had led practically identical lives!

Tom: Hm. Oh, I read a similar article a while ago. There was a study into identical twins who were separated at birth and they discovered that in lots of cases, they were amazingly similar. It was talking about whether it's nature that makes us the way we are or nurture – you know, er, how we're brought up.

Melek: Yeah, that's what this was about too. It actually said these twins were part of an experiment on twins raised in different homes.

Tom: No!

Melek: Yes, but apparently, the parents didn't know about

it. Anyway, can you imagine meeting someone who is exactly like you, that you never knew existed?

Unit 10, exercise 22 (TCD ☉ 66)

Announcer: Choosing a news story for a programme

Nathan: Oh, this one looks good. Erm, it's about some kidnappers who copied their idea from a television show.

Melek: That sounds interesting. So what exactly did they do?

Nathan: Er, well, apparently, four Chinese men kidnapped a Shanghai business executive outside his home. But they used toy guns, so no one was hurt.

Ruth: Yeah, but did they get caught?

Nathan: Yeah, they've been arrested. They asked for a huge ransom.

Melek: Yeah, but what's interesting is they copied the idea from a TV show. What does it say about that?

Nathan: Well, it says the ringleader had watched a programme about a man who kidnapped someone – for the ransom obviously – because he couldn't find a job. It seems to be saying that they got the idea from the plot of this show.

Ruth: Yeah, but it's just a crime story, isn't it?

Nathan: Well, remember it's just a starting point. It could lead on to a report into the influence of TV on real life.

Melek: Yes, yes, and there are other stories about people who've copied plots from TV shows. I think it's good.

Nathan: Yeah, yeah. OK, so it's got potential. Erm, what's yours about?

Ruth: Oh, it's about a start-up that are using commercial VR headsets to make company training programmes ... hang on ... oh yeah, look, that's the Oculus Rift, a mate of mine has one and uses it for gaming. It's really good fun actually.

Melek: Yes, but what are the benefits for training programmes? I mean I can see how it can be used to train pilots but not how it can be used in normal situations.

Ruth: Well, I don't really get it. Apparently, it can even help people who work in supermarkets. They train you to use the till while under pressure from impatient and angry customers.

Melek: Yeah, that makes sense.

Ruth: Yes, but it also talks about classroom training sessions. What I want to know is how can something like that help you in a classroom?

Nathan: No idea. Maybe, you can sit in your room at home and if you wear the headset it's like you are watching a real presentation, you see the trainer and also all the other trainees around you. You can ask questions and all interact together.

Melek: Yeah, and I read about surgical training on VR systems once. Surgeons can practice their skills using virtual instruments and there is no danger of them harming a patient. I mean it sounds a bit science fiction, but certainly is interesting.

Nathan: Personally, I'd go for this one.

Melek: Yes, maybe.

Ruth: Hm, I'm not convinced. What's yours about?

Unit 10, exercise 28b (TCD Ⓞ 67)

Announcer: TV adverts

Melanie: What are you watching?

Richard: I was watching the 6 o'clock news. You've just missed it. Do you want me to put on one of the news channels?

Melanie: Ah no, don't worry. I'm not really bothered. Shall we see if we can watch that film tonight?

Richard: Yeah, OK. I think it might be on online already, I got a message this morning. Hang on, I'll just look and see when it arrives ... Yeah, it arrives today, so we can watch it if you like.

Melanie: That's good timing. Can you turn over then?

Richard: No, hang on, I love this advert.

Melanie: What?

Richard: It's brilliant, have you seen it?

Melanie: Of course I have. It's, erm ... what's it for?

Richard: Oh, I don't know, but it's funny.

Melanie: That's ridiculous. I don't see the point.

Richard: I like ads. They're fun. You can see what new stuff to buy, like stuff for the home.

Melanie: Yeah, yeah, too much stuff. And I still don't know what that was for.

Richard: Well, you were talking too much.

Melanie: We don't really see adverts that much anymore, do we? We don't often have the normal TV channels on. I mean I can't remember the last time I watched MTV, can you?

Richard: No I can't. If you give me the remote, I'll see if I can find it.

Melanie: No, not now. I'd much rather watch that film. Oh look, there's that actress – Adele something, who lives up the road.

Richard: Oh yeah. Look, she's advertising Tilman's supermarkets.

Melanie: Yeah, this is dreadful.

Richard: Hm. I see what you mean, but supermarket ads are always dreadful. We haven't seen her much lately, have we?

Melanie: Actually, I saw her drive past here the other day. Oh, and I saw her come out of the supermarket yesterday. And it wasn't Tilman's!

Richard: Hm. She'll be all over the news for being in the wrong supermarket.

Melanie: Oh dear. Can we change over to the film now?

Richard: Yeah, yeah. Brilliant, it's available now.

Melanie: Great! And no silly adverts!

Unit 10, exercise 32, Explore speaking (TCD Ⓞ 68)

Announcer: Anya, Nadia and Jim are colleagues in a New York office.

Anya: Hey, everyone. We need to talk about Celia's

leaving party.

Nadia: Yes. Maybe we could book the Strada for dinner.

Shall I give them a ring?

Jim: Yeah, good idea.

Nadia: Er, sorry, er, but can I just say something?

Anya: Yeah, go on.

Nadia: Well, dinner's OK, but Celia loves a good party. I think we should tell her it's a dinner but organise a surprise party.

Jim: Yes, that's a great idea. Oh, by the way, I'm having a party this weekend, and you're all welcome to come.

Nadia: Oh no, I can't. You should have told us earlier!

Anya: While we're on the subject of parties, did you hear what happened ... ?

Nadia: Look guys, I'm sorry to interrupt, but I've got to go in a minute.

Anya: Yeah, sorry. So, shall we organise a party then?

Nadia: I think it's a good idea, yes. Who could we get to do the music?

Jim: I know a good DJ, Carlos. Lovely guy. He's Mercé's boyfriend.

Nadia: Really? I didn't know she was seeing someone.

Jim: Yeah, they've been together a while now. But that's beside the point. He's a good DJ.

Nadia: OK, then. Let's see if he's free.

Jim: Oh, sorry, this is nothing to do with Celia, but did you know Felony is going to play at the Drill Room on the 19th?

Anya: Really? I'd love to go. Do you think there are any tickets left?

Nadia: Excuse me, guys, but please can we keep to the point?

Anya: Oh, yeah, sorry, I just want to know if there are any tickets. Jim?

Jim: Yeah, I think so. Let's talk about it later. Anyway, what about a venue?

Anya: There's a nice place upstairs at The Meeting Point.

Unit 10, exercise 42, Explore listening (TCD Ⓞ 69)

Announcer: You are going to listen to three news items from around the world. 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 8. 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.

Newsreader: This is the World News with Robert Khan.

Tens of thousands of workers in the UK are on strike in protest about pay cuts announced by the government trying to solve its economic crisis. Julia Diamond joined protesters marching through the centre of London.

Reporter: I'm standing outside Westminster where people are protesting under grey skies and umbrellas. A very long line of men and women is making its way

up one side of the Houses of Parliament and then into the city. The strikers' issue is the package of cuts the government is bringing in. Workers in the public sector are facing salary cuts and pension changes. Many of the protesters here speak of the unfairness of cuts that affect the poorly paid, like teachers and nurses, while private-sector workers' pay will continue to increase.

Newsreader: A series of avalanches starting on Monday has hit the Salang Pass in Afghanistan. The snow has blocked a busy mountain road that connects the Afghan capital to the north of the country. While dozens remain stranded in their vehicles, the authorities say that over 2,000 people have been rescued. Efforts are continuing to clear the pass, so ambulances and road-clearing equipment can get through. This area is often affected by heavy snow and has been hit by avalanches in the past.

Newsreader: Love across the cultural divide is the theme of a Bollywood-inspired film produced by a group of Australian university students. *Priya* tells the story of an Australian student, Sam, who falls in love with a new girl at school, who is Indian. The short movie, which began as a university project in Adelaide, Australia, has become an advert for cultural harmony. The screening rights for *Priya* have already been picked up by Zee TV, a satellite television company based in Mumbai in India. The movie was produced on a very low budget of two and a half thousand dollars but is expected to be shown in 167 countries. Writer and director Chris Kellett is now working on an idea for a full-length Bollywood film co-production between India and Australia, and hopes *Priya* will introduce the Bollywood genre to a whole new Australian audience.

Semester check 2: Units 6–10, exercise 3 (TCD ☉ 70)

Announcer: You are going to listen to the environment news of a radio broadcast. 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 (1–8) with the sentence endings (A–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.

Presenter: Environment news now, and the construction of two giant offshore windfarms is likely to go ahead off the Norfolk coast in what the renewable energy industry claims could provide a huge boost to the UK economy. The business minister, Alok Sharma, gave the green light on Wednesday evening to the Norfolk Vanguard project and said he would probably approve the Hornsea 3 proposal too. The Norfolk Vanguard windfarm will be more than 40 miles from the coast

and built by the Swedish energy group Vattenfall. The Hornsea 3 windfarm, which is being proposed by the Danish company Orsted, would extend the Hornsea windfarms further into the North Sea. Together the two new projects would generate enough clean electricity to power almost 4 million UK homes.

Europe is losing more and more of its forest, according to a report, making it harder to reduce greenhouse gases. It shows some of the problems the EU has in the fight against climate change. Many of the EU's forests – which cover about 38% of its land – are used to provide wood, so the trees are often cut down. But the amount of forest that was lost increased by 69% in the period from 2016 to 2018, compared with the period from 2011 to 2015, according to the new data. The area of forest cut down increased by 49% said the same report, published in the journal *Nature Research*. Here is Denise Coleman, our environment correspondent.

Denise Coleman: The report says that much more forest has been lost in a shorter period, even accounting for natural cycles and events such as forest fires and heavy snows. This area normally changes by less than about 10% due to cycles of growing and planting, and similar effects, so other factors are probably at work. These could include increased demand for wood as a fuel and a building material. The satellite data could therefore be an early indicator of unsustainable demands being placed on the EU's forests.

Presenter: The loss of forest biomass is highest in Sweden, which accounted for 29% of the increase, and in Finland, at about 22%. Much less affected were Poland, Spain, Latvia, Portugal and Estonia, which together accounted for about 30% of the increase in the 26 countries studied.

And finally, conservationists are celebrating two environmental achievements as the last coal-fired power plants in Austria and Sweden closed their doors. Sweden's original commitment to stop using coal was a target the country wanted to achieve by 2022, but the recent closure of Stockholm Exergi AB's Värtaverket power plant means the nation will meet its goal two years early. Just one day later, Austria saw the last coal-fired plant in its country shut down, as the Mellach district heating plant closed. The two countries became the second and third in Europe to have zero coal-powered electric plants, joining Belgium, which amazingly achieved its coal-free goal in 2016.