

Transcripts Unit 1–10

Unit 1, exercise 2 (TCD 01)

Announcer: Music in Trinidad and Tobago

Interviewer: Hi, Natalie; thanks for taking the time to see me in your cool backyard music room. I have to say, it looks fantastic with all the wood panels and self-made rustic stools and the colourful cushions ...

Natalie: Well, thanks. I love this room. It's an ongoing project. Right now, I'm working on a new stool for playing my piano. And over there you can see the fabric I want to use for my new cushion that I need when I play the handpan. I just keep coming up with new ideas for in here. Somehow playing music also inspires me to improve this little kingdom of mine here ...

Interviewer: Yeah, I can see how much love for detail you're putting into this room. I could talk to you about it for another hour, but, actually, I came here to find out about your favourite music and what instruments you already play, and so on ... So, shall we get started on that then?

Natalie: Yeah, sure.

Interviewer: OK, Natalie, first of all, did you experience a lot of music when you were little?

Natalie: I think I was very lucky, in that I came from Trinidad and Tobago, so when I was younger, there was a lot of music around me all the time. Lots of different types of music. We did have music from the rest of the world but our local music is very special.

Interviewer: Was that in your home, or just generally in the streets and ... ?

Natalie: It's everywhere. You cannot get away from music in Trinidad. We, we have ... we've created our own instrument called the steel drum. What you do is take an oil drum and hammer it, and you get notes out of it. They make huge orchestras ... and I learned how to play the steel drum when I was a little girl.

Interviewer: Do you have one?

Natalie: I have one in Trinidad, but they're very difficult to travel with.

Interviewer: Oh, OK; how big is it?

Natalie: Erm, it's about – what's this? – half a metre wide, maybe, and probably a metre high.

Interviewer: Right.

Natalie: And you play it with sticks, so I couldn't really travel with it. But Trinidad definitely has a lot of variety. We have a local music called calypso, which is similar to music from Latin America, it's sort of a merengue beat. And we have a lot of reggae, which probably you would have heard of, from Jamaica.

Interviewer: Yes, I know reggae music. What's your personal favourite?

Natalie: Erm, well I play classical piano. I was brought up to play classical piano, but nowadays I play more Cuban music on the piano. Son, salsa, things like that, rumba.

Interviewer: And do you still play the steel drum?

Natalie: I've forgotten some. I'd love to be able to play it again because I think it's very original and it has a lovely sound, but unfortunately, I don't have it with me.

Interviewer: And this metal piece that looks like a UFO? What is this?

Natalie: Ah, this is my handpan. It's made out of steel; you tap the round fields with your hands and it produces many layers of sound. (*sound of a handpan*) It is difficult to play but very relaxing as well. My friends and I are organising a workshop right now. In two weeks an instructor is coming in for a day to teach us a few basic tricks on sound and rhythm. It'll be cool.

Interviewer: Wow, that sounds fantastic! I'd love to join in ...

Natalie: Sure, just pop round. I can send you the details if you like.

Interviewer: Really? That's great. I'll definitely do that! Well, thanks so much. See you again and ...

Unit 1, exercise 20 (TCD 02)

Announcer: A fitness centre survey

Interviewer: Excuse me, do you have a few minutes?

Sally: Well ...

Interviewer: We're opening a new fitness centre, and we'd like to find out what local people really need. Could I ask you some questions? We'd really value your opinion.

Sally: Er, yes, OK.

Interviewer: Thank you. It'll only take a few minutes.

Sally: No problem.

Interviewer: Right. Erm, so, are you using a fitness centre at the moment?

Sally: Er, yes, sometimes.

Interviewer: Where is that, if you don't mind me asking?

Sally: That's OK, I go to the Meanwood Fitness Centre in Kent Town.

Interviewer: Right, and what do you think of it?

Sally: Well, to be honest, it's not that good.

Interviewer: Yes? Why is that?

Sally: Well, the pool's OK, but it could be bigger. And there should be time for adults only. I'd prefer women-only classes as well.

Interviewer: OK, I'll make a note of that. Erm, what about the facilities?

Sally: Well, the facilities could definitely be better too. I don't mind the changing rooms, but I'd much rather have private showers. I regularly went to a fitness centre in Brighton – but then I moved here two months ago because my father found a new job, so our whole family had to come out here. I didn't like it at first, but then I registered at the local fitness club and got to know some nice people. Now we're meeting regularly and that's really fun ... working out together. ... Oh, you asked about the facilities ... Er, that fitness centre in town's rather old. In my last

sports club there were private showers and saunas – and steam baths for relaxing. That was really great.

Interviewer: Private showers and steam baths. Right.

Now, we're planning to have a sauna. Are you interested in using a sauna?

Sally: Er, well, sure. But I think I'd rather have a nicer pool than a sauna – if I could choose.

Interviewer: OK. Erm, how often do you go to the fitness centre?

Sally: Well, I try to go once a week, but I'd like to go more often.

Interviewer: Uh-huh. And how long do you usually spend in the gym?

Sally: Erm, about an hour and a half, I suppose. I usually swim for half an hour, and then go to the gym for a bit.

Interviewer: OK. And which machines do you prefer using in the gym?

Sally: Well, I generally use the running and rowing machines. And after running and rowing we often meet up at the café for a drink ...

Unit 2, exercise 2 (TCD Ⓞ 03)

Announcer: Job experiences

Announcer: Emma

Emma: I'm not sure what I want to do in the future, so I'm trying to gain experience in a lot of different areas. I always look for summer jobs I haven't had before. My school says we need to do internships – eight weeks in total. Last summer I worked for VIVAX, a catering service for weddings. They hired me in July – and I instantly liked the company culture. I had a lot of fun with my co-workers. The expectations were high but not unrealistic. Well, the only disadvantage was ... I guess the salary could've been better.

Announcer: Adrian

Adrian: I was born in Saint Petersburg, Florida and attended Roosevelt High School, which is a technical college. I finished school a few months ago. Ever since I was a teenager, I have loved to work with computers. In the summer I always helped out at my uncle's office, and I mastered DOS and Windows within two months. I really loved that summer job and also taught myself the basics of programming. At school, however, I had a lot of problems ... I've never been very good at math, and the teachers at school didn't motivate me either. But surprisingly, I'm looking for a job as a programmer at the moment. Originally, I wanted to study electronics, but the summer job at my uncle's office made me realise that I wanted to broaden my knowledge of programming.

Announcer: Zoe

Zoe: I've had lots of summer jobs in my life. But this year's really different. I've been job hunting all spring, and all my savings are gone. I have probably sent a hundred CVs, but it's not easy to get a job nowadays. There are too many applicants for too few jobs ... and in interviews you're expected to give interesting

answers to questions like "What are your weaknesses?" What am I supposed to answer to that? Last summer I had a job selling ice cream, and I've done that every summer for the last three years. I've also worked as a gardener, a tutor, a window cleaner and a cook. But as I can't find a job for this summer, I'm getting really desperate. You know, today, many young people are willing to work for free – just for the work experience, to have something to list on their CV. But I can't do that. My parents just don't have that much money. I'll probably get back to school without any extra money.

Announcer: Ethan

Ethan: To be honest, I've never really enjoyed my summer jobs. Too little money, too little free time, too much to do. I'd rather spend my summer days at the lake hanging out with my friends and going out at the weekends. Last summer I worked for a package service. My job was to deliver different kinds of things to lots of people. I had my own small van. A typical day for me was to drive to around 30 customers. You, you had to meet the daily quota – it was the hardest student job I've ever had. I certainly learned to work independently and under a lot of pressure. But in the end it just got too much. I was really stressed out after two weeks. And, well, I decided to give up – I quit.

Unit 2, exercise 18 a, b (TCD Ⓞ 04)

Announcer: An interview at a job agency

Interviewer: OK, right. So, it's Lauren, isn't it?

Lauren: Yes, that's right.

Interviewer: Great. Have you got your form there?

Lauren: Yes, here you go.

Interviewer: And did you bring a copy of your CV?

Lauren: Yes.

Interviewer: OK. Er, let's just have a look. So, you've done lots of different things! Sales ... administration ... and you've worked in a restaurant.

Lauren: Yes, that's right. Last summer.

Interviewer: OK. And you're looking for work in ... ?

Lauren: Well, yes, as you can see, I've got experience in sales, administration and catering, so I'm looking for work in any of those areas really.

Interviewer: Right. Er, let's start with catering. You worked for Café Concerto last summer. What qualifications do you have? Do you have any kind of food safety or hygiene certificate?

Lauren: Yes, I've got a certificate in Food Safety for Catering. It's level two.

Interviewer: Ah, that's excellent. Have you got a copy of that with you?

Lauren: Er, no, sorry.

Interviewer: Oh, that's no problem. Could you fax it over later today? Or bring it in?

Lauren: Sure.

Interviewer: Great. Now, administration ... How are you with computers?

Lauren: Well, I have experience working with Word and Excel, so quite good, I think.

Interviewer: OK, good, and more generally ... it doesn't say here, no ... do you have a driving license?

Lauren: Yes, I do.

Interviewer: Good. And what languages do you speak?

Lauren: Erm, a little French and Spanish.

Interviewer: OK. And more recently you worked in sales for CSP. Did you enjoy that?

Lauren: Yes, I've been in sales for a year now and I worked for CSP for six months. It was a nice company.

Interviewer: So why did you decide to leave?

Lauren: Well ... it's quite a small company, you know. I've always wanted to work for a big company. I think that would be a good experience for me.

Interviewer: OK. Now ... what would you say are your strengths and weaknesses?

Lauren: Hm, that's a difficult question. Well, I'm good at talking to people, I think. And I really enjoy working in a team. But maybe I'm not very good at working on my own? I prefer working with people.

Interviewer: OK, great. Well, I'm sure we'll have something for you. We'll put your details on our system and see what we have. And I'll need to contact your references.

Unit 2, exercise 27a (TCD 05) Across cultures:

Rules and obligations

Announcer: Japanese business culture

Reporter: Welcome to Money Talks, the business podcast. Japan is the world's third largest economy, and an industrial and technological powerhouse. This makes it an important destination for business travellers from all over the world, all seeking to make deals and expand their businesses. But one should always be aware that other countries have different cultures and business norms. Japan is no exception, and you really need to know the basics of Japanese business culture so you don't make mistakes that could be very costly! To help, I'm here with Carla Williams, an expert in Japanese business practice. Welcome to the show, Carla.

Carla: Thanks for having me!

Reporter: What would you say is the best advice you can give to a business person in Japan?

Carla: Well, the same advice I would give to a business traveller anywhere – first impressions count! So, in Japan, you need to make sure you are wearing the right clothes. It is quite a formal country, so you have to wear a smart suit – that goes for everyone.

Reporter: And how should you address your hosts? Do you use first names or family names?

Carla: Well as I said, Japan is quite a formal country, so you can use titles and family names, but not first names.

Reporter: What else should you remember for the first meeting?

Carla: Punctuality is very important to the Japanese.

There is never an excuse for being late, even in a city with as much traffic as Tokyo. This goes for social events as well as meetings. Most people arrive at least ten minutes early just to make a good impression, so I'd recommend leaving the hotel with plenty of time to spare. You shouldn't forget business cards either. You need to bring lots of business cards to a meeting in Japan, they take them very seriously.

Reporter: Anything else you should take?

Carla: Well, the giving of gifts is very important in a business context, so I recommend bringing a gift too, and make sure it's wrapped. And don't worry too much about the gift itself – it's the ritual which is important. And if you bring any promotional materials, like brochures or something, place them carefully and neatly on the table.

Reporter: That's interesting, and useful to know. What about building relationships after the first meeting, any tips?

Carla: Well you should show that you're interested in Japan and Japanese culture, so asking questions about the country and the city you're in is always a good idea. But avoid topics like religion and foreign relations. If you are asked your opinion on something, always try to be diplomatic. You can't give your opinion forcefully in Japan, people will be offended. If you're invited to go for a drink after the meeting, then it is important that you go and join in, even if you aren't really too keen.

Reporter: That's incredibly useful Carla, many thanks for your time.

Carla: No problem, thanks for having me!

Reporter: That was Carla Williams, an expert in Japanese business practice. Thanks for listening to Money Talks ...

Unit 2, exercise 27b (TCD 06) Across cultures:

Rules and obligations

Announcer: Job interviews

Consultant: Hi everyone, my name's Stuart Evans, and I'm here to talk to you about successfully navigating the job market. One of the most difficult things to do well is the job interview – some of you probably think that job interviews are incredibly scary! They can be if you're not well prepared, but I'm going to give you some simple rules to follow which will make it less daunting.

Firstly, you should always arrive early for an interview. This shows that you are punctual and reliable. It also shows that you are keen to get started! Even better, aiming to be early gives you a small cushion in case your train is late or the traffic is heavy. You really shouldn't be out of breath and late for an interview!

Secondly, be prepared with your documents. Make sure you have a copy of your CV with you, and maybe you can bring your references to the interview as well.

Have them in a plastic folder for protection; this makes you look more professional.

Thirdly, your conversation should always be appropriate for a job interview. This means you should use quite formal language – never swear in a job interview! It also means that you should appear enthusiastic about the job itself and not just about the money. So, never talk about salary first, it makes you look greedy. It's also important that you show your integrity. You don't want to seem like a person who talks negatively about other people – my mother always said that if you can't say something nice, then you shouldn't say anything at all – so you really shouldn't gossip about former employers. This will only make you look bad.

Finally, and most importantly – don't be too nervous. Relax! Try to show your true self, employers want to hire real people that they can build a relationship with, so relax and be yourself.

Thanks for your attention, and I wish you the best of luck!

Unit 2, exercise 36, (TCD 07) Explore listening:

A phone call

Announcer: You are going to listen to a phone call. 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 (0) has been done for you.

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

(45 sec pause, acoustic signal)

Clare: Hello, CSP, Clare speaking. How can I help you?

Andrej: Oh, hello, my name's Andrej Duchovsky. I'm from the job agency Findajob. Could I speak to Lisa Moore, please?

Clare: Certainly. Can I ask you the reason for your call?

Andrej: Of course. I'm calling about an ex-CSP employee, Lauren Gordon. Lisa Moore was her manager.

Clare: Thank you. Let me just see if Lisa's available. ... I'm afraid she's in a meeting. Can I take a message?

Andrej: I'm sorry, this line's not very good. Could you say that again, please?

Clare: Yes, of course, I'm sorry. Would you like me to take a message?

Andrej: Yes, please.

Clare: Er, what was your name again, please?

Andrej: It's Andrej Duchovsky.

Clare: Could you spell that for me?

Andrej: Yes, it's Duchovsky with a Y at the end, D-U-C-H-O-V-S-K-Y, and Andrej is A-N-D-R-E-J.

Clare: D-R-E-J. OK. And what's your telephone number?

Andrej: I'll give you my mobile number. It's o four one two, double five six, two o seven.

Clare: Sorry, can you speak more slowly, please?

Andrej: Yes, it's o four one two, double five six, two o seven.

Clare: Two o seven ... Right. And has Lisa got your email address?

Andrej: Er, no. It's A dot duchovsky at findajob dot com.

Clare: Sorry, A dot duchovsky at ... ?

Andrej: Findajob – that's one word – dot com.

Clare: OK. And what would you like me to tell her?

Andrej: Well, I'd like to ask her some questions about Lauren Gordon, what was she like as an employee and things. It would be great if she could phone me.

Clare: OK, I'll give her the message and ask her to contact you.

Andrej: Thank you. That's very helpful.

Clare: No problem. Goodbye.

(15 sec pause, acoustic signal, track replays)

Unit 3, exercise 3 (TCD 08)

Announcer: Changing money

Thiago: Hello. Do you have Scottish pounds?

Assistant: Er, no, we don't, but English pounds are OK in Scotland.

Thiago: Oh, OK. Can I change these euros, please?

Assistant: Of course. That's fifty, a hundred, and fifty, sixty, seventy, eighty. That's a hundred and eighty euros, yes?

Thiago: Yes, that's right.

Assistant: Right, that's ... a hundred and fifty-one pounds. Here you are.

Thiago: Sorry, do you have any smaller notes?

Assistant: Yes, sure, no problem. I could give you tens, twenties and fifties. What do you prefer?

Thiago: I'd like mostly tens and twenties, if that's OK.

Assistant: Sure. Here you are ...

Thiago: That's great, thank you.

Unit 3, exercise 8 (TCD 09)

Announcer: Thiago in Scotland – One

Assistant: Good morning.

Thiago: Hi. One student, please.

Assistant: Can I see your student card?

Thiago: Sure. Here you are.

Assistant: That's fine. That's five fifty, please.

Thiago: OK.

Assistant: Sorry, do you have anything smaller?

Thiago: I'm sorry, that's all I've got.

Assistant: That's OK. That's ten, thirty, fifty pounds. And here's your ticket and a guide to the museum exhibits.

Thiago: Thank you very much. – Oh, er, sorry, where can I find the Oldtimer exhibition?

Assistant: It's across the courtyard in the second part of the building, right behind the fountain out there ...

Thiago: Thank you very much.

Announcer: Two

Assistant: Hello, can I help you?

Thiago: Yes, I'll take these matchbox cars, please.

Assistant: Ah, did you see that we have more vintage models over there?

Thiago: Oh, no. Wow, what model is this green one?
 Assistant: Ah, yes, that's a 1930s Jaguar; we just got that last week. Would you like to have one?
 Thiago: Hmm, I sure do, but it is a bit pricy ...
 Assistant: Yeah, these models are a bit more, but I could give you a special price if you take it on top of the four others you have chosen ...
 Thiago: OK, then. And, er, do you have any models of motorbikes?
 Assistant: I'm sorry, we don't have any at the moment. But I could email you when the next delivery arrives. If you could just give me your address ...?
 Thiago: Oh, thank you, that's very kind, but I'm afraid I live abroad. It's not worth the hassle ...
 Assistant: I see ... I can only offer you vintage bicycles ...
 Thiago: Hmm, no thank you. I'm more into cars and motorbikes ...
 Assistant: All right, then. Anything else?
 Thiago: No, that's all, thank you. How much is that?
 Assistant: That comes to sixty-three pounds forty, please.
 Thiago: Can I pay by card?
 Assistant: I'm afraid not, no. But there is a cash machine just around –
 Thiago: No, it's OK, I've got enough cash, I think.
 Assistant: Oh, thank you. And that's 60 pence change.
 Thiago: Thank you.
 Assistant: Would you like a bag?
 Thiago: Er, yes, please.
 Assistant: There you are. Bye now.
 Thiago: Goodbye.
 Announcer: Three
 Waitress: How was your meal? Everything OK?
 Thiago: It was very nice, thank you.
 Waitress: Would you like to see the dessert menu?
 Thiago: No, thank you.
 Waitress: Maybe some coffee?
 Thiago: Er, no, that's OK. Could I have the bill?
 Waitress: Certainly. How would you like to pay?
 Thiago: Do you take cards?
 Waitress: Yes, of course. Just one moment. ... Can you type in your PIN and press 'ENTER', please.
 Thiago: Er, right.
 Waitress: And there's your receipt. Thanks very much.
 Thiago: Thanks.

Unit 3, exercise 22c (TCD 10)

Announcer: A radio programme about Grameen bank
 Presenter: Good afternoon everyone. This is Marty Green here on Radio 2. Welcome to our feature on successful business ideas. Today's programme is about Grameen Bank, which, in 1976, introduced the idea of microcredits and has come a long way since.
 So, who started the business? – It was Muhammed Yunus, a Bangladeshi professor of economics. His Grameen Bank gives small loans – usually no more than one hundred US dollars – to very poor people

who can't get credit from normal banks. This kind of credit is called microcredit. His system has become immensely successful and popular. Professor Yunus and Grameen Bank even won the Nobel Peace Prize in December 2006. In 2009, he received the US Presidential Medal of Freedom and in 2013 the Congressional Gold Medal, the two highest civilian awards in the United States.

Let's now have a look at the bank's clients. Most of Grameen's customers live in villages in the Bangladeshi countryside. 97 percent of them are women. They use the credit to start small businesses and make money for their families. For example, they make furniture, repair clothes, or buy animals for milk.

Customers usually have to make repayments every week for twelve months. They pay about 16 percent interest a year. Grameen says that 98 percent of its customers make all their repayments, which is a recovery rate higher than any other banking system.

People who want a loan from Grameen have to form groups of five people, called loan circles. The people in the circle meet regularly to talk about their ideas and help each other. If someone in the group doesn't make their repayments, no one in the group can get credit in the future. However, if everyone makes their repayments, they can get bigger loans.

Grameen bank methods are successfully applied in almost 60 countries. In 2017 Grameen Bank had about 2,600 branches and nine million customers in about 97 percent of the villages in Bangladesh.

There have been critical articles on the Grameen Bank's practices, claiming that microcredits can bring communities into debt from which they can hardly escape. But it remains a growing business all the same. Grameen Bank has even expanded into wealthy countries like the United States. It has served as a model for similar businesses, so now there are more than ten thousand other microcredit organisations around the world.

So, this was a short introduction to the system of microcredits ... (*fade out*)

Unit 3, exercise 31 (TCD 11) Across cultures: Money

Announcer: Universal basic income
 Presenter: Don't we all dream of getting out of the rat race sometimes? Being able to work or not without having to worry about money? Could a universal basic income become the solution to all our problems? Our reporter, Christy, has researched the latest developments in Finland.
 Reporter: Universal basic income or UBI – the idea that everyone in society gets money from the government, which they can then use however they want – seemed impossible for a long time. But in recent years the idea of UBI has been discussed widely.
 Now, research from the largest complete UBI study is finally giving us more information. Kela, which is

the Finnish government unit responsible for unemployment benefits, carried out a two-year-long study on basic income. What the researchers found was that the income people got had almost no effect on the amount of people who kept working, but it did make a difference to people's wellbeing and happiness.

The study involved 2,000 people all over Finland. Participants had to be unemployed, and were paid an income of 560 euros. The study consisted of two parts – the first was an analysis of whether basic income made people stop looking for work, and the second was a phone survey, where the researchers called the participants to ask them about their health during the study.

The results of the Finnish study showed that 55 percent of the people who received a basic income said their health was good or very good, while only 46 percent of the group with no basic income said the same. In general, people who had a basic income said that their stress levels went down too. The researchers believe that this positive effect is linked to financial security, which makes us feel more relaxed.

Other interesting findings are that people who had basic income trusted both other people and the government more. They also felt better about their chances of finding a new job.

The Finnish study got a lot of attention around the world, but it is not clear how it could be adapted to other countries. Some people criticised that the UBI of 560 euros was much too low. Also, it's not sure if people's trust in the government would go up everywhere. After all, in countries as different as Brazil and Great Britain people tend to think completely differently about public institutions.

There are also some basic issues that should be considered. Can UBI be used instead of a social welfare system? How would people in different life situations use their basic income? Would they quit their jobs or try something different just for fun or would they go back to school and start a new career? Would UBI completely change society?

What seems clear, however, is that UBI would give people the opportunity to do more things they're interested in because they wouldn't have to worry so much about paying rent and buying food.

All in all, it's clear that more studies are required and that there is no simple answer to this complex issue.

Unit 4, exercise 14 (TCD ☉ 12)

Announcer: Finding your way around New York

Tourist officer: Can I help you?

Lizzy: Oh, yes, please. How can I get to Central Park Zoo? You know, when I was younger, I was a big fan of the 'Madagascar' movies. It would be really cool to see some of the locations now while I'm here in the Big Apple.

Tourist officer: Sure, that's a nice idea for a theme tour. You can start from here. Most of it can be done on foot, but it's about 20 blocks in total. This will mean about one and a half hours of walking, maybe a bit more.

Lizzy: Oh, that's fine with me. That way I get to see most of the city.

Tourist officer: Finding your way around New York is quite easy actually. You realise that in New York the streets run west and east while the avenues run north and south?

Lizzy: Ah, yeah, I think I read that somewhere.

Tourist officer: All right. Erm, let's see what I can do for you. Let me show you on the map. We're right next to Times Square ... here.

Lizzy: Yeah.

Tourist officer: Go out of here, turn left and follow Seventh Avenue until you reach 42nd Street. Then turn right and go along 42nd for about two blocks – all the way to Fifth Avenue. You'll go past Bryant Park, which is famous for its summer film festival. And the New York Public Library is there too. Now, if you continue straight ahead, you'll come to Grand Central Station. It looks exactly like in 'Madagascar'. You might want to look out for the four-sided clock in there. As far as I remember, Melman, the giraffe, gets stuck in it at some point in the movie.

Lizzy: Great!

Tourist officer: Right behind Grand Central you'll see the top of the Chrysler Building – do you remember that it features in 'Ghostbusters'?

Lizzy: Of course, cool!

Tourist officer: Then you need to head back to Fifth Avenue. Here you take a right and simply follow the avenue. You have to walk north. This means the numbers of the streets get higher.

Lizzy: Oh, you mean in the direction of 50th?

Tourist officer: Yeah, exactly. Around 48th Street you'll see the Rockefeller Center on your left. You've probably seen pictures of the ice-skating rink there around Christmas.

Lizzy: Ah yeah, now that you mention it ...

Tourist officer: Well, then go past St Patrick's Cathedral, which is on your right. It's the seat of the Roman-Catholic Archbishop of New York.

Lizzy: Really? I didn't know that.

Tourist officer: You're now around eight blocks away from Central Park. Keep walking straight ahead. You know, Fifth Avenue is the most expensive shopping mile in New York. All the luxury labels of the world have flagship stores here.

Lizzy: Yeah, so I've heard.

Tourist officer: Approaching Central Park, the last sight on your left is the famous New York Plaza Hotel. And just opposite it you can find an Apple Store – quite impressive, even if you don't want to buy anything.

Lizzy: Uh-huh. Maybe I'll pop in to browse. But the stuff's definitely too expensive for me.

Tourist officer: Now you're nearly at the zoo. When you get to Central Park, enter it right ... here ... and follow East Drive. The zoo's near the southeast corner of the park. You really can't miss it.

Lizzy: Oh, OK – great. Thanks so much for your help!

Tourist officer: You're welcome. Is there anything else I can help you with?

Lizzy: No, thanks, that's fine.

Tourist officer: Good, then enjoy your walk.

Lizzy: Thank you! Bye.

Unit 4, exercise 19b (TCD 13)

Announcer: An internship in a tourist office

Sarah: Sorry to interrupt you, Meredith.

Meredith: No problem. What's up?

Sarah: You asked me to put together three walking tours of Manhattan.

Meredith: Yeah?

Sarah: Well, I'm looking for some background information about the most important sights. Do you know where I can find some brochures that would be of use?

Meredith: Sure. There must be some in that filing cabinet over there, the one next to the photocopier.

Sarah: Ah, OK, thanks. And do you have some maps too?

Meredith: Just a moment, let me check my drawer ... oh no, we're almost out ...

Sarah: If you tell me where to order them, I'll be happy to do that.

Meredith: That'd be great actually. Get in touch with the New York Tourist Board – their number and email address are on the noticeboard above the shredder. Just follow the noise. We'll need around 500.

Sarah: OK. But, Meredith, something else ... does the office also organise all-inclusive package tours? I mean, including the tickets for the attractions and meals?

Meredith: That's a good question. But, no, we actually haven't had that in our program for years. It's about time to reintroduce it. You could collect information and compare offers for an economy package and a more exclusive one – you know, for each tour. You'll have to request quotes from restaurants too. Tyler will give you a list of former cooperation partners.

Sarah: OK, great. But I'll need something to check the numbers with ... could I maybe have a calculator?

Meredith: Oh no, it's your second week here and we haven't got you one yet? What a shame! Please, go to Connie, she'll equip you with all the stationery you need. Paper clips, sticky notes, hole puncher, stapler ... I'm really sorry that I haven't thought of that earlier.

Sarah: That's not a problem ... erm, concerning the walks again ... can you recommend any starting points?

Meredith: Yeah, always start at subway stations – it's easier for the customer to find the meeting point.

Sarah: Makes sense.

Meredith: And actually, I was thinking, one tour could cover the Museum of Natural History, the Metropolitan and/or the Guggenheim.

Sarah: All right, that's a good idea, thanks. Erm, do you have any information about the museums?

Meredith: Just google them. There should be enough on the net.

Sarah: Yeah, you're right. I'd better get started. How long do you think it will take me to come up with some good tours?

Meredith: Yeah, well, I think it's doable in a week. Could you have them ready by next Tuesday?

Sarah: OK, erm, I'll do my best!

Meredith: Oh, and Sarah?

Sarah: Yes?

Meredith: Before you get started, take care of today's mail, please.

Sarah: Sure.

Meredith: Just sort the mail, distribute the letters to your colleagues, etc. ... erm, and there are also some invoices to file alphabetically – by company name – in the tray here.

Sarah: OK! Well, I think I have everything. Is there anything else I can do?

Meredith: Nope, I think that's it for the moment.

Sarah: Perfect. Well, I should probably get going now.

Meredith: Hey, don't forget your notepad – it has a lot of relevant information on it.

Sarah: Oops, thank you!

Unit 4, exercise 26a, (TCD 14) Across cultures: Tourism

Announcer: Should you try to speak the local language?

Natalie: When I go travelling, which I really like to do a lot, I think it's very important to speak the language of the people of the country you're visiting. I think it's a good way of getting to know people and understanding a bit more.

Paula: Yeah, but sometimes don't you think that makes conversation a bit slow, like if you're using your phone to translate things, or sort of look up words every time you want to say something, and if the other person speaks your language, then maybe it's just easier to, you know, speak the language that you both share.

Natalie: Yeah, I think you're right in that way. I know when I go to France, even if I speak French, the people reply to me in English because I don't speak French well enough, but I think it's wrong to go to a country and expect people to speak to you in your language. I think if they are willing, then it's OK.

Paula: Yeah, probably. You're probably right, yeah.

Unit 5, exercise 12a (TCD 15)

Announcer: How we show our feelings – part one.

Professor Albright: Good afternoon, everybody. Well, the topic I'll be talking about today is feelings – and how we show them. So, erm, what are the basic human

emotions? Most experts agree that they include anger, sadness, surprise, joy or happiness, and fear or anxiety. Some experts also say that interest, love or affection are basic human emotions.

If we look closely, emotions may be detected from non-verbal signs. You should always remember that these are indicators, not certain signs. You can also use the context – you know, what people are saying or what is happening around the person.

We should learn to recognise emotions. If you can see the emotion, then you can respond to it appropriately. If we didn't respond to other people's feelings appropriately, living together would be more difficult.

Unit 5, exercise 12b (TCD Ⓞ 16)

Announcer: How we show our feelings – part two.

Prof Albright: The first emotion we'll be taking a close look at is anger. We become angry when we can't do what we want. Signs of anger are, for example, that our neck and/or face is red and we show our teeth or close our hands into fists. Often, our body leans forward and invades other people's space. And, what's more: We use aggressive body language, like sudden or loud movements.

Student 1: You talked about the feeling of surprise in your introduction. Can you tell us more about that?

Prof Albright: Of course, surprise is an important emotion. We're surprised when things happen which we didn't expect. When we're surprised, our eyebrows go up, our eyes open wide, our mouth opens – and: our body moves backwards.

Student 2: And what about the feeling of happiness?

Prof Albright: Lasting happiness is a basic human need.

We feel happy when we have what we want. When we're happy, our muscles are relaxed, we smile – and: we use open body language.

Next, we'll be talking about sadness. How would you define sadness?

Student 3: Hmm ... I would say sadness is the opposite of happiness, and may sometimes even indicate a depressive state?

Prof Albright: Yes, that sounds about right. And when we're sad, our body 'drops' downwards, we use a flat tone of voice when we speak – or we sometimes even cry. And – it has to be said: If you're in a depressive state and your condition gets worse, you will need treatment. You shouldn't say, "Oh, that's nothing, I'm just in a bad mood." Real depression should be treated by a doctor.

Student 1: What about fear? Because, if you consider the history of mankind, fear has been an important factor for our survival ...

Prof Albright: Being frightened is a very important emotion, you're right. There are many levels of fear, ranging from worry or anxiety to real terror. And if we didn't feel fear, we would take too many risks. BUT, it's also clear that if you were frightened of every little

thing, you would be a nervous wreck! So sometimes it's better to try to stay calm.

The changes in our bodies when we're frightened make it easy to see. We all know what happens when we're afraid of something: Our face is white or pale, our mouth is dry – we may lick our lips or drink water, we don't look at the other person, our voice shakes, and we make errors when we speak. Our pulse rate is fast, we sweat – this can be a 'cold sweat' –, our muscles are tense, our breathing is irregular, we change body position a lot. And: We use defensive body language, like crossing our arms.

Over the next weeks we'll be taking a closer look at these emotions – one by one. Anger will be the topic for next Wednesday and then ...

Unit 5, exercise 19 (TCD Ⓞ 17) Across cultures: Gestures

Announcer: Gestures in Egypt.

Pete: Well, I lived in Cairo, in Egypt, for a year and they used a lot of gestures there that I didn't know. Erm, I remember when I first got a taxi, I asked to go to the centre – in my terrible Arabic – and the driver pointed at his eyes with his finger. And I really didn't understand this. I thought he meant, er, "Be careful" or something like that. Anyway, the rest of the journey was, you know, fine and then a few days later, I asked an Egyptian friend about the gesture. He explained that it means "of course, no problem". Taxi drivers often do it when you've told them where you want to go. So that was interesting, yeah.

Unit 5, exercise 26 (TCD Ⓞ 18) Explore listening:

Just friends

Announcer: You are going to listen to two students talking to each other in four situations. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–6) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.

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

(45 sec pause, acoustic signal)

Announcer: One

Rachel: Hi, Paul.

Paul: Morning, Rachel. Happy birthday!

Rachel: Oh, cheers. How did you know?

Paul: Oh, you know. Somebody told me. Er ... I've bought you a present.

Rachel: Is it for me? Ah, that's very kind of you.

Paul: You're welcome. Oh, be careful!

Rachel: Ouch!

Paul: I said be careful!

Rachel: What is it?

Paul: It's a cactus. You said your room needed some plants, so ...

Rachel: Well, yes, it does. Yes. Thanks very much, Paul.

Paul: That's OK. Are you doing anything exciting tonight?

Rachel: Oh, you know, just going out with some friends.

Why don't you come along?

Paul: I'd love to, thanks.

Announcer: Two

Paul: Hi, Rachel. What are you reading?

Rachel: Oh, hi. I got an email from NBS this morning.

Paul: Who?

Rachel: NBS? I applied for a summer internship there.

Paul: Yeah?

Rachel: Well, they've given it to someone else.

Paul: Oh, that's not good.

Rachel: They said my marks aren't good enough.

Paul: Well ... I'm really sorry, Rach.

Rachel: Me too.

Announcer: Three

Rachel: Hi, Paul. How are you?

Paul: I'm OK.

Rachel: Look, Paul, about last night ... I'm really sorry.

My sister called, the one who lives in New Zealand, she's just had a baby, her first. She called me and we ended up talking on the phone all evening!

Paul: That's OK.

Rachel: So, did you go to the cinema?

Paul: Well, we said we'd meet outside the cinema at seven-thirty, so, yes, I did.

Rachel: So, who did you go with?

Paul: What? I didn't go with anyone.

Rachel: Oh, sorry!

Paul: Don't worry about it. It was a good film, anyway.

Announcer: Four

Rachel: Good morning, Paul!

Paul: Oh, hello. You look happy this morning.

Rachel: Yes, I've done it!

Paul: Done what?

Rachel: I've found the perfect summer job!

Paul: Oh, right, congratulations! Well done!

Rachel: Thanks!

Paul: So, where are you going?

Rachel: Cool Net.

Paul: What?

Rachel: Cool Net.

Paul: But that's miles away!

Rachel: Yeah, about two hundred miles. Actually, I should start looking for a place to stay there ...

Paul: That's a long way to go for a summer job.

(15 sec pause, acoustic signal, track replays)

Semester check Unit 1–5, exercise 1 (TCD © 19)

A new business in Chicago

Announcer: You are going to listen to a conversation between two young entrepreneurs and an advisor from the Chicago government about their plan to open a new business in the city. 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 (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

Mr Tucker: Welcome to the Chicago Small Business Center. Please, take a seat.

Candice: Thank you for taking the time to see us. Brian and I are in the process of opening a new business here in Chicago. It should be a communication hub between the local government and tourist agencies on the one hand, and tourists interested in ecotourism on the other hand. We want to provide up-to-date information on sustainable trends for travellers, new accommodation, and sports and entertainment facilities in the city ...

Brian: Er ... yes, so much information about eco-friendly concepts doesn't reach the tourists. And there are countless new accommodation and sports platforms out there that we would like to get together on one platform. This way, tourists who want to explore our city can benefit from all the latest developments.

Candice: Yeah, and maybe this way the government can get more in touch with the tourist agencies.

Mr Tucker: Wow, this is a lot of information to start with. Your ideas sound interesting. But where do you stand with your business plan?

Brian: Well, we have done online research and have collected a list of eco-friendly accommodation platforms in and around Chicago. But we have found it difficult to get an overview of eco-friendly hotels here.

Candice: ... here's the list ... three weeks ago we also contacted the City Development Department to get information on current projects regarding green hotels and innovative entertainment facilities, but we haven't heard anything yet. Maybe you can help us with this? I, I'm really not ...

Mr Tucker: OK, I, yeah, ... I can give you information on ecotourism in Chicago and some listed hotels right away, if you want ... *(sound of typing)*

Mr Tucker: There you are; I'll send you the link if you like.

Brian: Thanks! Oh, interesting, I had no idea that the urban environmental initiatives started with the green roof that was installed on the City Hall ...

Mr Tucker: Oh yeah, that was a big statement back then; we also have a Chief Environmental Officer; she cooperates with architects and building companies to make sure work is done according to environmentally responsible principles. We believe the city administration has to lead by example. And look, here, the McCormick Place Convention Center was the largest new building in the USA to receive the 'Leadership in Energy and Environmental Design' certification from the U.S. Green Building Council.

Candice: Interesting. We'd like to focus on eco-certification anyway.

Brian: Yeah; we've found out about the Green Seal; this is a new nonprofit organization that certifies local hotels for minimizing waste or conserving water. It encourages hotels to become more energy-efficient and minimize their impact on the environment. ...

Candice: And we've contacted the managers of hotels with the highest marks for more information –

Mr Tucker (interrupting her): That's certainly useful. But, never start with the details – you really need to develop a business strategy first. You have to decide on the type and size of business you want, location, and a pricing system for your services; and don't forget your financing scheme. I hope you've looked at similar businesses and created a spreadsheet to compare your business to what's on the market? This is absolutely essential. You need to offer something the others don't.

Brian: Hmm, true... that's where we have most of our unanswered questions. We've got an appointment at the bank next Friday. We do have some money to invest, but we'll need a little extra support ...

Mr Tucker: I see. Look, here's a link to our online brochure for start-ups. It gives you a great overview of what to consider when starting a business.

Brian: Oh, wow – that's a lot!

Mr Tucker: No need to worry; let me explain some details ... The major aspects to consider are your business structure and how you want to connect with the community. You can see this up here on the left; it also gives you links to services.

Candice: Ah, OK, oh that's useful ...

Mr Tucker: Yeah. And if you look here, you can see all the legal aspects you need to think about, like permits, how to find legal assistance and help with technology.

Candice: Great; so, if we need legal advice, we can contact one of the offices listed here or get back with you?

Mr Tucker: Sure. We recommend local services that we have found useful ourselves ... OK, and here, here further down you can find some financing options, like microloans or crowdfunding.

Brian: Ah, cool, crowdfunding ... haven't thought of that yet ...

Mr Tucker: Yes, it's worth investigating as an alternative to expensive loans ...

Candice: And what is meant by Resource Hubs here on the left?

Mr Tucker: That's about how to attract customers and connect with other businesses. It also lists services that help you get access to good employees ...

Brian: Awesome! Still, I'm a bit overwhelmed! It seems we've got lost in too many details already ...

Mr Tucker: That's one of the problems most new entrepreneurs have. That's why we created this online brochure, which helps you to remember the essential things at the beginning.

Candice: Thanks so much. We'll go through all of this. May we get in touch with you again if we have any further questions?

Mr Tucker: Of course. I'll be happy to help.

Brian: Well, thank you very much.

Candice: Yeah.

Unit 6, exercise 2 (TCD ☉ 20)

Announcer: At Portobello market

Stallholder 1: Hi, can I help you?

Caroline: Yes, can I see the big rug at the top please?

Stallholder 1: The orange one?

Caroline: Erm, no, the white one, next to the orange one.

Stallholder 1: Sure, I'll get it for you.

Caroline: Thanks a lot.

Stallholder 1: There you are.

Caroline: Oh, that's really pretty. Do you know where it was made?

Stallholder 1: Well, this one was made in Morocco, I think.
– It's a great pattern isn't it?

Caroline: Yeah, it's lovely. ... Do you know how old it is?

Stallholder 1: Well I can't say exactly, but a lot of rugs like this were produced in the 1950s.

Caroline: And how much is it?

Stallholder 1: It's a hundred.

Caroline: Hm. That's a bit too much for me. How about seventy-five?

Stallholder 1: I can't take less than ninety.

Caroline: Really? I could give you eighty.

Stallholder 1: I'll do it for eighty-five.

Caroline: Well ... OK, then I'll take it.

Stallholder 2: Do you need any help?

Caroline: No, thanks, I'm just looking.

Stallholder 2: They're nice candlesticks, aren't they?

Caroline: They're nice, but do you have any silver ones?

Stallholder 2: Er, yeah, we do, over here ... Here they are.

Caroline: Oh, yes. Can I have a look at those ones over there?

Stallholder 2: These big ones?

Caroline: No, the smaller ones, just there ... Yes, that's right.

Stallholder 2: These are great – see, the base is decorated with silver flowers. They're really beautiful. This one's in perfect condition, and this one was damaged by the previous owner. It's only slightly damaged though, it's nothing to worry about.

Caroline: Hmmm ... and what are those things there, they look like a bell on a stick?

Stallholder 2: Ah, I'm not sure what they are called, but they are used to put candles out.

Caroline: Oh right. I really don't need those, but I am interested in the candlesticks. How much do you want for them?

Stallholder 2: Ah, thirty-five for the pair.

Caroline: Would you take twenty?

Stallholder 2: I can take thirty.

Caroline: Erm ... thanks, but I'll leave them.

Caroline: Excuse me?

Stallholder 3: Yeah, do you need some help?

Caroline: Yes, how much is that leather jacket?

Stallholder 3: The red one?

Caroline: Yeah.
 Stallholder 3: Ah, it's seventy-five.
 Caroline: Is it second-hand or ... ?
 Stallholder 3: No, we don't have any second-hand clothes.
 All our stuff's new.
 Caroline: OK.
 Stallholder 3: But there are some second-hand stalls just over there, if that's what you're looking for.
 Caroline: No, no, that's OK. Erm, so what size is this one?
 Stallholder 3: I'll have a look for you. Erm, it's a medium, but I might have some other sizes. A new box was delivered this morning, I'll just have to get it from out the back.
 Caroline: No, that's OK, medium's my size anyway. Can I try it on?
 Stallholder 3: Yes, of course. There's a mirror just there.
 Caroline: Ah, right.
 Stallholder 3: What do you think?
 Caroline: It's nice, but do you have any other colours?
 Stallholder 3: That jacket, I'm afraid not, no. Just the red.
 Caroline: Mm, OK ... I think I'll take it. Can I pay by credit card?
 Stallholder 3: No problem.
 Caroline: It was seventy-five, right?

Unit 6, exercise 17 (TCD ☉ 21)

Announcer: My favourite possession
 Announcer: Anna
 Anna: I think my favourite thing is my TV because I watch TV every day for one hour or two hours. I like to watch my favourite programmes. And it helps me relax after a long day at work.
 Announcer: Alba
 Alba: My most treasured possessions are my books. I've had some of them since I was five. They were given to me by my mother and they've travelled with me from Venezuela to Scotland, then to Italy, then to Austria, then to the UK. Wherever I go, the longer I live, the more books I buy and they just pile up. I have boxes upon boxes and they will go with me everywhere I go. I love my books.
 Announcer: Claudia
 Claudia: Erm, one of my favourite things I own is my passport. It, erm, I use it a lot and it has a lot of stamps from different countries in it because I travel a lot. I need it for work but I also need it every time I go on holidays and I just like it because it means I can do a lot of different things in lots of different countries.
 Announcer: Eren
 Eren: One of my most treasured possessions is a perfectly round pebble. It's a pebble that I found when I was little. I think I was about ten years old and I was playing on the beach, and it just reminds me of those days, the, erm, sunny summer days and long evenings and, erm, it's so round that people just can't believe

that it's completely natural. And I absolutely love it because it is, erm, like a mosaic. It has some white bits and grey bits, different colours.

Unit 7, exercise 8a (TCD ☉ 22)

Announcer: Accidents and injuries – One
 Fatima: Oh, I've dropped your camera. I think I've broken it. I'm sorry.
 Michael: Oh, dear. Let me see ... Hmm, I can only see a little scratch here. I'll use a cool sticker to cover it ... What happened?
 Fatima: I was trying to take a photo, and it just slipped out of my hands. Sorry.
 Michael: Don't worry. I'm sure it's OK.
 Announcer: Two
 Ben: Ow!
 Anne: What's the matter?
 Ben: I banged my head on the cupboard door. Ouch, that hurts!
 Anne: Oh, no! Are you OK? Where does it hurt?
 Ben: Aaargh! It's really painful up here ...
 Anne: Hmm, let's have a look. Oh dear, I can feel a little bump already; I'll get you an ice pack, you need something cold to reduce the swelling ...
 Announcer: Three
 Michael: What happened to you?
 Sarah: I hurt my wrist.
 Michael: Really? How did you do that?
 Sarah: Well, you know, it happened so quickly; I was on my way to work, and I slipped on the ice and fell over!
 Michael: Oh, that's awful! Did you get a plaster cast or is this only a bandage?
 Sarah: It's only a bandage; the doctor said a plaster cast wasn't necessary because it's only a sprain.
 Announcer: Four
 (sound of something breaking)
 Anne: What have you done? ... Are you OK?
 Dennis: Yeah, I've broken a glass. It was a nice one too.
 Anne: Oh no. What happened?
 Dennis: I was in the middle of washing up, and I dropped it. I'm really sorry.
 Anne: Oh, don't worry about that; it wasn't expensive anyway. But you are bleeding!
 Dennis: Yeah, I've cut my finger on the glass.
 Anne: Let me have a look. Hm, it's rather a deep cut. I'll disinfect it and put a plaster on. Just a second ...
 Announcer: Five
 Sophie: Aargh! Ow!
 Lorenzo: What happened? Are you all right?
 Sophie: No. I've hurt my leg.
 Lorenzo: How did you do that?
 Sophie: I tripped over that stool.
 Lorenzo: Oh, sorry. That's my fault. I should have put it back under the table. So sorry!
 Sophie: It's OK; it doesn't matter.

Lorenzo: Sorry again. Come, sit down, I'll put this gel on; it prevents bruises.

Sophie: OK, thanks. But it's not serious, really.

Unit 7, exercise 19 (TCD Ⓞ 23)

Announcer: Eating habits

Giles: Good morning, Charlotte. You're from Leicester, is that right?

Charlotte: Yes.

Giles: And how old are you?

Charlotte: I'm sixteen.

Giles: OK, so that means you're in ... upper secondary school? And what year's that again?

Charlotte: Eleven, I'm in year eleven.

Giles: Oh, year eleven, OK. Well, Charlotte, I'd like to ask you a few questions about the food at your school – during breaks and lunch, and talk a bit about the school cafeteria. Is that OK with you?

Charlotte: Yes, sure, go ahead.

Giles: All right. At what time do you go to school every day?

Charlotte: I usually leave at about a quarter to nine, and it starts at five past.

Giles: And when do you have your first break?

Charlotte: We get a break at half past ten, and then there's lunch at twelve.

Giles: For how long?

Charlotte: For an hour.

Giles: An hour? That's nice! And then, what do you do for lunch in Leicester? Do they have a cafeteria where they cook for you?

Charlotte: Yeah, they do, or you can bring sandwiches.

Giles: I see. And what do you do?

Charlotte: I normally bring sandwiches.

Giles: Is that because the dinners are no good, or ...

Charlotte: They're OK, but I don't really like them as much as sandwiches.

Giles: And what kind of food do they generally serve in the cafeteria?

Charlotte: Well, they have roast dinners and ...

Giles: Roast dinners? What's a roast dinner?

Charlotte: It's like meat and vegetables.

Giles: OK, sounds very simple.

Charlotte: Yeah, and pizza, chilli, sausage and chips, and all sorts of stuff.

Giles: Oh, OK, I see. Do they also offer something like salads and dishes without meat or sausages?

Charlotte: Yeah, they started doing that four years ago, I think. We have a lot of vegetarians at our school and they complained that there was nothing much offered for them. So the menu changed. That was cool.

Giles: Ah, that's great to hear. Well, do you prefer the vegetarian dishes?

Charlotte: Hm, sometimes, but I really don't like the food that much anyway. I'd rather have my sandwiches. In my family we have a cooked dinner in the evening. So I tend to stick to sarnies for lunch.

Giles: I see.

Charlotte: Yeah, it's kind of a daily routine. I pick them up

on my way to school every morning. You know, the cafeteria's sandwiches are more expensive and less tasty than the ones I buy at the shop in our neighbourhood. I know the owner, and sometimes he gives me a packet of crisps for free.

Giles: Oh, nice. Specialised service certainly beats queuing in the canteen ... Well, thanks for this interview, it was very nice talking to you, Charlotte.

Charlotte: You're welcome.

Giles: And good luck for your upcoming exams.

Charlotte: Thanks!

Unit 7, exercise 21b (TCD Ⓞ 24)

Announcer: Megan's accident

Harry: My sister's a little bit accident-prone. She sometimes acts stupidly. Luckily, she's never been seriously hurt, but her silliest accident was a couple of weeks ago. She had a friend round to play. It was raining outside, and so they were playing some kind of game upstairs. Mum had told me to keep an eye on them as I was working in the study anyway. I really didn't know what they were doing. I could hear that they were playing well together, laughing a lot, but then suddenly it all went very quiet and I got this horrible sense that something was wrong. So I went to find out what was going on and, er, sure enough Megan was lying flat on her back at the bottom of the stairs, next to a surfboard. I immediately realised what had happened. Megan had tried to surf down the stairs on her surfboard! Her friend was just sitting on the stairs looking really terrified. Megan couldn't breathe properly because of the fall, and she could hardly speak or move, but I didn't know why at the time. Obviously, I was worried she'd done something terrible to her back or neck. So I called the emergency services and they said, "OK, we'll send an ambulance immediately. Don't move her, but make sure she's breathing." So, we got Megan to the hospital fast. Erm, I can't really remember what happened next, but fortunately, in the end, she was fine. She'd hurt herself a little bit, but her back was OK. She'd just scared herself so much that she couldn't move, and she frightened the life out of me, but luckily, nothing much was wrong with her. She simply had an extremely lucky day.

Unit 7, exercise 31 (TCD Ⓞ 25) Explore listening: Teenagers and stress

Announcer: You are going to listen to a discussion about teenagers and stress. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–6) with the sentence endings (A–I). There are two extra sentence endings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

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

(45 sec pause, acoustic signal)

Headmaster: May I have your attention, please! We all know why we're here today. Last week was the first time that one of our students here at South Hampstead Grammar suffered a mental breakdown and had to be taken to hospital. The good news is that he has received psychological support and is already getting better. What caused the breakdown was an awful lot of stress, which this student had been going through for months. So, today, I'd like to address the issue that more and more teenagers are suffering from extreme stress.

Now, I know that a lot of young people don't want to admit that they are under a lot of pressure and that they might not know how to deal with it ... which is why we have decided to invite an experienced psychologist to help you to start talking about stress-related problems.

Please welcome Dr Judith Mayer, a psychologist, who's been working with young people for over a decade now. ... Judith Mayer, thank you for coming!

Ms Mayer: Thank you for the invitation. I am really happy to be here today. Let me begin by giving you some basic information about stress. First of all, you need to understand that stress and anxiety are as common in young people as in adults. And there are various reasons for feeling stressed: busy parents who are unavailable emotionally, high expectations at school or in sports as well as tension or conflicts at home – these are just some examples. What you have to be clear about is that being young doesn't necessarily mean that you have no worries ... Yes, please!

Student 1: Isn't stress normal? I mean, it comes and goes away again anyway ...

Ms Mayer: Yes, stress is normal to some extent. When I speak about normal stress, I mean occasional stress. This type of stress makes us more alert and focused and so it often also gives us great opportunities for learning new things. Constant stress, however, makes us sick.

Student 2: How do I know that I'm stressed? Are there any symptoms that can be noticed?

Ms Mayer: Em, well, it's very important to observe your own behaviour when you're communicating with your family or friends, both personally and online. Nowadays we use texting services very often to talk to various people at the same time. This may seem like fun for a while, but it causes high stress levels. So, think twice before being online nonstop. Regarding symptoms, stressed people often isolate themselves from others or switch between being agitated and lazy, or they may even behave aggressively because they can't cope anymore. It's basically about suddenly changing behaviour. Be alert and watch out for drastically altered behaviour that lasts over longer periods of time; in that case parents, teachers and friends should be alarmed. – Ah, yes?

Student 3: What can happen if you are stressed for too long?

Ms Mayer: Well, if you don't get any help, you may develop digestive problems or sometimes even stop eating. Some people become constantly tired and sleep a lot; others don't get the sleep they need at all. Either way the body will experience anxiety, which can lead to physical, social and emotional damage. Teenage depression is one very real and dangerous consequence.

Student 4: And what can we actually do to deal with stress?

Ms Mayer: That's a good question! I would say the most important thing is to talk to the people around you. We all need to be more open about the issue of stress. If you're not big on talking, writing your problems down may also help. – What's also important is that you are not overloaded with too many activities and responsibilities outside school. Make sure you concentrate on one activity at a time and switch your smartphones to quiet mode or put them somewhere out of sight when you study or do homework. A constant stream of messages causes a lot of stress! Remember, it is much more important to spend quality time with friends than to keep texting and posting videos all the time.

A very good stress-relief strategy is practising mindfulness and meditation. Your headmaster and I have discussed introducing mindfulness classes at your school. You will soon get more detailed information about this. In the meantime, feel free to contact me if you have any questions. My details have been posted on the school website.

Headmaster: Ms Mayer, thank you so much for your time and the information. And thank you all for coming! (15 sec pause, acoustic signal, track replays)

Unit 8, exercise 3a (TCD 26)

Announcer: Arranging to meet

Mia: Hey, are you doing anything this week?

Jason: Not much. Why?

Mia: Well, it's the festival and there's a group I'd really like to see. My friend can get me free tickets.

Jason: Yeah? Which group?

Mia: Kreisky. You know, from Vienna. Do you fancy going too?

Jason: Yeah, I'd love to. They're fantastic. When is it?

Mia: Well, it's most of the week. I can do Thursday or Friday evening. What about you?

Jason: Oh, sorry. I can't make it on those days. A friend from out of town's coming to visit. His train arrives at 7.15 p.m. on Thursday.

Mia: Can you make Saturday?

Jason: Yeah, yeah. I'm free on Saturday.

Mia: Me too. OK, they're performing twice on Saturday, at 3.30 and 8.00 o'clock.

Jason: Ah, can you do 3.30? Afternoon's best for me.

Mia: Yeah, and we could have lunch first at Hana's Café at 12.30? It's close to the festival hall.

Jason: Hana's Café? Mm, nice place. OK, I'll see you there.

Unit 8, exercise 3b (TCD 27)

Announcer: Cancelling and rearranging

Jason: Mia, listen. I'm sorry, but I can't make it on Saturday. Evelyn's just asked me to work from 2.00 till 10.00.

Mia: Oh no, that's too bad.

Jason: Yeah, I'm really sorry. Can we postpone?

Mia: Well, the thing is, Sunday's the last day.

Jason: Well, can you do Sunday afternoon?

Mia: No, I can't, actually. I'm visiting my grandma. I'm free in the evening, though. Hold on, I'll just check the programme ... Where is it? ... Ah, here it is. Oh, no! Sunday afternoon's their last performance!

Jason: Really? Well, I'll have to go then. Can I still have one of your free tickets?

Mia: Well ... yeah, I suppose so. I'm going to go tomorrow then ... by myself.

Unit 8, exercise 11a (TCD 28)

Announcer: Booking a room

Receptionist: The Sun Hotel. How may I help you?

Leonardo: Hello, is that reception?

Receptionist: Yes, it is. Can I help you?

Leonardo: Yes. I've seen your website and I'd like to just check a couple of things.

Receptionist: Yes. Go ahead.

Leonardo: Erm, your website says you have internet access in each room. Is there an extra charge for that?

Receptionist: No. It's included in the room rate.

Leonardo: OK, and, erm, I'll probably arrive quite late, around 10 p.m. Is that all right?

Receptionist: Yes. We have twenty-four-hour reception.

Leonardo: That's good. And another thing, er, does the hotel have a swimming pool?

Receptionist: Yes, and we also have a fitness room.

Leonardo: OK, well, that sounds fine. Erm, could I book a room then, please?

Receptionist: Yes, just a moment ... For what dates, please?

Leonardo: I'd like to book a single room for three nights, from the tenth of November.

Receptionist: Certainly. And what's your name, please?

Leonardo: It's Leonardo Barreiros, B-A-double R-E-I-R-O-S.

Receptionist: Thank you, Mr Barreiros, and can I take your credit card number?

Leonardo: Er, yes, it's a Visa card, number four one three nine, one one ...

Unit 8, exercise 13 (TCD 29)

Announcer: Checking in

Receptionist: Good evening.

Leonardo: Hello. I have a reservation. My name's Leonardo Barreiros.

Receptionist: Sorry, could you spell your surname, please?

Leonardo: B-A-double R-E-I-R-O-S.

Receptionist: Thank you. Yes, that's fine, Mr Barreiros.

Three nights, yes?

Leonardo: That's right. I'm leaving on the 13th, Saturday.

Receptionist: Can I see your passport, please?

Leonardo: Here you go.

Receptionist: And could you fill in this registration card?

Leonardo: Right ... Here you are.

Receptionist: Thank you. Here's your passport and the key to your room. It's room number fourteen o six, on the fourteenth floor.

Leonardo: Thanks, and, uh, do you have a map of the city?

Receptionist: Yes, here you are. There's also an information folder in your room.

Leonardo: Thanks. Oh, ah, what time is breakfast?

Receptionist: It's from 6.30 to 10 a.m., in the dining room.

Leonardo: And what's the check-out time?

Receptionist: It's 11 a.m.

Leonardo: Right.

Receptionist: Would you like some help with your suitcase?

Leonardo: No, thanks. That's fine.

Receptionist: All right, Mr Barreiros. The lift is over there. Enjoy your stay.

Unit 8, exercise 29 (TCD 30) Independent learning:

Listening

Announcer: Improving your listening skills

Announcer: Martin

Martin: Erm, I'm a student at Université Bordeaux, but every summer I go to England and get a job in, uh, a café or a pub, or something ... and I need English for these jobs. My speaking's OK but, uh, I find listening kind of difficult, so I try to listen to other people's conversations ... and, yeah, I chat with the people I work with, usually after work, and when they say something I can't understand, I say, "Wait! What did you say? Say it again. What does it mean?" – and I try to use the expression myself. And then the next time I hear that expression, I know it.

Announcer: Alexei

Alexei: I travel to the States a few times a year, so it's important for me to understand English well ... especially, like, restaurant conversations or hotel conversations – checking in, room service and, erm, what else ... oh, buying tickets. You know, things like that. So, before I go to a restaurant or a station, I think about what I want to say, what they'll probably say and ... sometimes I check phrases online. You know, I plan everything and then when I get there, I can understand things better and answer better. It usually works quite well.

Announcer: Ae-young

Ae-young: Well, I use the internet for listening practice. I like to know what's happening in other countries, so I listen to the news in English on my computer – the

BBC World Service or CNN or something – and write down useful and important words just for one news story ... one's enough. Then I listen again and I write more words, then I listen again. Each time it gets easier to hear.

Unit 8, exercise 33 (TCD 31) Explore speaking:

Invitations and requests

Announcer: Invitations and requests

Announcer: One

Anna: Did I tell you? I'm going to the cinema next week with some friends.

Rose: Oh, yeah? What are you going to see?

Anna: 'Metropolis'. It's on at the Roxy.

Rose: Oh, right. That's a good film.

Anna: Are you free on Thursday evening?

Rose: Erm, yes, I am, actually.

Anna: Well, would you like to come with us?

Rose: That would be really nice, Anna. What time?

Announcer: Two

Leo: Hello.

Jo: Hi, Leo. It's Jo. How are you?

Leo: Not bad. Is everything OK with you?

Jo: Yeah, fine. Erm, what are you doing tomorrow?

Leo: I'm working all day ... from twelve to eleven. Why, Jo?

Jo: Do you want to meet up for a coffee in the morning?

Leo: Sorry, I'll be too tired. I never get up in the morning.

Jo: Oh, OK. Well, maybe next time ...

Announcer: Three

Anna: Sorry to bother you, Rose. Have you got a moment?

Rose: Yes. Go ahead.

Anna: Sorry, but could you help me with my computer?

Rose: I can try. What's the problem?

Anna: I need to print something but it's not working.

Rose: Again? OK. Let's have a look.

Unit 8, exercise 42 (TCD 32) Explore listening:

Teenagers and the media

Announcer: You are going to listen to an interview with two experts about teenage use of media. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–6) with the sentence endings (A–I). There are two extra sentence endings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

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

(45 sec pause, acoustic signal)

Presenter: Good afternoon and welcome to 'Controversy'. Today, we'll be taking a look at the use of media by teenagers, which – some say – is quite excessive these days. We've got two experts here in the studio: Karen

Kenneth, who's a producer for ABC net, and Peter McCourt, who teaches communication at Chicago University. Karen, Peter – thanks for coming to the studio today.

Karen: Thanks for inviting us.

Peter: Good to be here.

Presenter: So, teenagers say that they're in full control of the amount of time they spend using all sorts of media and that this kind of media consumption is simply part of their lives. Do you think that's true?

Karen: Well, I think that more and more young people get too much media-related input. They're confronted with huge amounts of information every day. Teens frequently don't even realise anymore how many hours they spend playing computer games, keeping up with their friends on various apps, checking their social networking sites or just streaming videos.

Peter: That's absolutely true. Some parents get the impression that their children are 'addicted' to social media, and they worry about it. In the past few years, it has been the case that consuming media was the most important activity in young people's lives. Physical activity and homework seem to be less important than just being online.

Presenter: What can parents do?

Peter: It's not easy, but with simple and clear rules, parents can help their children to change their behaviour. I recommend a defined limit to screen-time per day.

Presenter: What about the increase in obesity over the years? Do teens just eat too much and do too little sports? Or is media a problem here too?

Karen: Well, there are lots of apps that help you keep fit. Cyclists and runners are really well-catered for, and apps that track your steps are really popular too. But a lot of the media young people consume require them to sit. They might be sitting on the couch staring at a screen, or they might be lying in bed texting their friends or playing games on their phone. It would be better if young people were involved in more energetic activities.

Peter: What's even worse than just sitting is the fact that most young people eat a lot of unhealthy food while sitting. Consuming junk food frequently goes hand in hand with consuming media. Again, there are apps that help people count calories and that recommend healthy foods. But in the main, it seems that more kids are gaining weight and also developing other physical problems.

Presenter: Can an addiction to social media also lead to bad grades at school?

Karen: Many young people are so absorbed in whatever kind of media they're using that they don't feel time passing. It's the entertainment and excitement they experience when playing games or communicating with peers via the phone or the internet that makes them forget everything else, their homework included.

So yeah, surfing the net too much may have a negative effect on their grades.

Presenter: Critics say that social networking sites isolate people from reality because there's no face-to-face contact any more. Would you agree?

Peter: Well, on the one hand, social media can lead to isolation. Young people might turn away from family and friends because there's no time for personal interaction due to them being online too much. On the other hand, there might be 'over-communication'. Today, people can play video games online together with other people. They're communicating with each other all the time, but unfortunately not in person. While this certainly is some sort of interaction, it's not one that's good for the development of social skills.

Presenter: Who can help if a teenager becomes more and more isolated?

Karen: If parents have children who spend too much time on the internet, they need to take the situation seriously and do something about it. As a first step, parents and their children need to sit down together and discuss possible changes. Setting up strict rules, like forbidding the use of social media altogether ... that doesn't make much sense. Instead, parents and teenagers should work out good rules together.

Presenter: Certainly a good piece of advice! Thanks for talking to us ...

(15 sec pause, acoustic signal, track replays)

Unit 9, exercise 11 (TCD Ⓞ 33)

Announcer: Experiences with new homes

Announcer: Stephen

Stephen: A few years ago my uncle and I decided to refurbish my grandfather's house, which is in the erm, in a small village, in the countryside, in the Cotswolds, and er then we moved there with my uncle, and this house really needed a lot of work to be done. So as soon as we arrived there, er we realised that er the windows and the doors needed to be changed, and the roof needed to be mended too. And we had to sleep there erm obviously during the night, and this was during winter. And, erm so we did, and we started from the inside and er we finished off with the, with the roof. It was such great satisfaction at the end when all the work was done. We took some pictures also during the work, er, work in progress, and then er erm at the end, the house was beautiful and refurbished, and erm we felt very proud and pleased with ourselves.

Announcer: Vesna

Vesna: I moved, er to Finland, it was wintertime, and it was cold and lots of snow around, no people, very lonely. It was just this Finnish frost and the darkness there. It was just awful. And er, later on I studied Finnish and er, met very nice people at the university, and we gradually became friends, and er learnt to love

Finnish food and everything that I hated at the beginning I started to enjoy. And I changed as well. I became sort of a Serbian-Finnish person and even nowadays, I like to say I'm not really Serbian but something in between Serbian and Finnish. Er, then by the end of my stay, I was asked to give a presentation on er how I felt during my stay in Finland, and I told people about the cold and the darkness and the loneliness at the beginning, and er about the time when nobody wanted to talk to us and have us as friends. Er, and then these people, who were at the presentation, they stood up and er came and gave me a hug and said they were sorry for my first weeks in Finland. And that was really great.

Unit 9, exercise 13b (TCD Ⓞ 34)

Announcer: A lecture on Aretha Franklin

Lecturer: Good morning, everyone, Good morning. Now.

Thank you for attending the third lecture of our course on Great American Singers and Songwriters. Today I want to present Aretha Franklin to you. I'll be concentrating on her life and major achievements. If you have any questions, I'll be glad to answer them in our discussion session after the lecture. So, let's get started:

Aretha, or The Queen of Soul, was an American singer, songwriter, civil rights activist and pianist. She was famous for her fantastic voice and unique performances of soul and gospel songs. Before her death in 2018, she enjoyed a career that spanned six decades. She received many, many honours, for example a star on the Hollywood Walk of Fame in 1979, a Grammy Award and even the Presidential Medal of Freedom in 2005. Her full name was Aretha Louise Franklin. She was born on the 25th of March 1942 in Memphis, Tennessee. Her father was a pastor, who preached in several churches, while her mother was a well-known piano player and singer. The family moved to Detroit in 1947. Aretha's mother died when she was only nine years old. Around that time, she learned how to play piano by ear and began singing solos at her father's church. He preached very emotionally and became known as the man with the "million-dollar voice"; as a result, many gospel musicians visited them. Her father began managing her at the age of 12 and her first single was published as early as 1956. When she was only 16, she went on tour with Dr. Martin Luther King, Jr. and got involved in the civil rights movement. Later, in 1968, she also sang at his funeral.

At the age of 18, she decided to record pop music and got her first contract with a record company. Aretha performed in different music genres such as jazz, rhythm and blues, and pop music. Her version of Otis Redding's "Respect" became number one on R&B and pop charts and THE theme song for the women's rights movement. Afterwards she released many top-selling albums. By 1968 she had started touring

Europe, where audiences loved her. She even appeared on the cover of *TIME Magazine* that year.

Aretha kept producing albums throughout the 1970s and 80s. She came back to gospel music repeatedly and recorded an album called *Amazing Grace*, which sold more than two million copies. Once she even gave a performance in front of Queen Elizabeth II.

In 1998 she received global praise after her Grammy Awards performance. This is an incredibly nice story. That evening Luciano Pavarotti, the famous opera singer, called the producers and cancelled because he was ill. The producers were desperate and asked Franklin for help. She listened to Pavarotti's rehearsal recording of the famous aria "Nessun dorma" and agreed to sing it in the tenor range that the orchestra was prepared to play in. More than one billion people worldwide saw the performance, and she received standing ovations.

In her later years she still made international headlines, particularly for her performance at President Barack Obama's inauguration ceremony. In 2014 she covered Adele's "Rolling in the Deep", which made her the first woman to have 100 songs on Billboard's Hot R&B/Hip-Hop Songs chart. Aretha remained active right up to her death and released her last album in 2017.

Apart from her great success in the music business, she was a civil rights and women's rights activist all her life and performed at benefit concerts. In her private life, Aretha Franklin was the mother of four sons; she was married twice. Her first marriage was not happy and even included domestic violence. She stayed close to her family, and her sisters performed background vocals on her recordings for many years. In 1979, while she was performing in Las Vegas, Aretha's father was shot in his Detroit home. He was in hospital for six months; when he was moved back to his home, Aretha went to Detroit as well, to help take care of him.

Franklin herself also had health issues; she repeatedly gained a lot of weight and went on many diets. When she was young, she smoked and drank too much alcohol. When she realized that smoking was not good for her voice, she quit in 1994. In 2010 she had to cancel several concerts. There were rumours of cancer, which Aretha never confirmed. Finally, in 2017, during one of her shows in Detroit, she asked the audience to "keep me in your prayers". This could be seen as an indication of her bad health.

Unit 9, exercise 19 (TCD ☉ 35)

Announcer: Nelson Mandela

Nadine: I think one of the most important people in South African history, I mean recent history, is Nelson Mandela ...

Interviewer: Right.

Nadine: ... who was the first president of South Africa after apartheid. As far as I know, he was a lawyer originally, he wanted to fight racism, and he wanted to change the country. He became the leader of a kind of freedom movement. It was called 'Umkhonto we Sizwe'.

Interviewer: That was the military wing of the African National Congress? The ANC, right?

Nadine: The ANC, yes. It fought for the rights of black people. So he was a real leader and people followed him.

Interviewer: Do you know anything else about his life?

Nadine: Well, yes, a little bit. I think he was imprisoned for 27 years for wanting to overthrow the white government, and I know that one prison was on Robben Island near Cape Town, but I don't know what the names of the other prisons were.

Interviewer: OK. And then he became president?

Nadine: Yes. Apartheid ended in the early 1990ies, and in 1994, Mandela won the election for president.

Interviewer: How long was he president?

Nadine: Erm, five years? Yes, five years. And then he refused to run for a second term. He wanted to concentrate on charity work. All his life he believed in democracy, equality and learning. Even after his death in 2013, he remained a great inspiration for oppressed and disadvantaged people. He never answered racism with racism, which is extraordinary considering what he went through, and how much he suffered innocently.

Interviewer: I totally agree. I wish there were more people like him ...

Unit 9, exercise 20 (TCD ☉ 36)

Announcer: Cape town

Nadine: When it comes to places, I think that Cape Town is very important.

Interviewer: Yes, of course.

Nadine: And you probably know it's one of the three capital cities of South Africa – the other two being Pretoria and Bloemfontein.

Interviewer: I see.

Nadine: It's a very nice place – a multicultural city with lots of exciting things going on. It attracts a lot of tourists, but it's also a place where artists and designers live, and that creates a special atmosphere.

Interviewer: Right. So would you recommend going there because of the art scene?

Nadine: Well, yes, I mean, there's a lot of natural beauty too, like Table Mountain and Cape Point, the most south-westerly tip of Africa, but the city's also got a great creative potential, you know, bands, galleries and all those things. If you're around at the weekend and you're interested in arts, crafts and design, you should check out one of the many markets. Cape Town is the place to go to find out about design innovations.

Interviewer: So Cape Town's well known for design then?

Nadine: Yes, absolutely. For example, you can find fantastic workshops, studios and design firms in an area called 'Woodstock'. If you enjoy looking at modern furniture and stuff, you have to go there.

Interviewer: Sounds great. And the city must have a very interesting and rich history, I presume?

Nadine: Well ... I don't know much about its history. It was the largest city in South Africa, but then it was outgrown by Johannesburg ... But Cape Town's definitely the tourist capital of the country.

Interviewer: Is it near Johannesburg?

Nadine: No. No, Johannesburg and Pretoria are more or less in the northeast of the country, but Cape Town is in the southwest.

Interviewer: Ah. And how big is it?

Nadine: It's quite big. I don't really know for sure, but I think the population's around five million.

Interviewer: Right.

Unit 10, exercise 8a (TCD 37)

Announcer: Electronic gadgets – One

Natalie: It's really strange about mobile phones these days. I know I have a funny relationship with mine because sometimes I use it every day, and then I go for three weeks when I just leave it at home and don't bother with it. What about you?

Paula: How, how do you communicate with people when you, er, leave your mobile behind?

Natalie: The funny thing is, I don't. I quite like to just leave it in the house and have nobody call me.

Paula: I think, I don't know, I think I would die without my smartphone.

Natalie: Really?

Paula: If I, the, the few times that I, I, forgot it – I just feel naked without it. I, I become desperate. I need to have it with me ... erm ...

Natalie: Is that for someone to contact you or for you to send messages?

Paula: I don't know. It's just the fact that I need it with me all the time. ... I can take photos and make videos, I play games and I listen to music. I would get lost without my navigation app and I simply need WhatsApp ...

Natalie: What are 'apps'? I wouldn't even know how to use them ...

Announcer: Two

Gabriel: I have an iPod, you know, one of those really thin and light ones. I always keep it in my jacket. So when I go out, I know I have it. I use it all the time ... on my way to school, on the bus, when I go shopping ... The other day it was hot, so I left my jacket at home and forgot it. I was so bored ... and also kind of nervous. I really need my music to relax.

Andrew: Wow, interesting! I have an iPod, too, but I hardly ever use it. It was just a waste of money.

Gabriel: Really? I couldn't live without my music.

Andrew: Well, to be honest, I'm just not that much interested in electronic gadgets, machines and stuff. I don't even have a computer at home.

Gabriel: You're joking!

Andrew: No. It makes life easier, not having that stuff.

Gabriel: No way! It would make life much more difficult for me. I mean, do you never use the internet?

Andrew: Well, my father has a laptop at home, and my brother has an iPad, and I can borrow them. I use them for school projects and ... erm to check the football scores. But that's it!

Gabriel: Hm.

Unit 10, exercise 18a, 19 (TCD 38)

Announcer: Modern office technology

Sally: I hate it!

Thomas: What?

Sally: All this office technology. Can't we go back to how things used to be, when I first started work?

Thomas: No, I actually quite like the office equipment we have. I don't know how we'd do without it, to be honest.

Sally: But you don't actually like those time management apps, do you?

Thomas: I do. I've always liked them.

Sally: But why? I think they're just more work for us. I've thought that since they were first introduced!

Thomas: Really? I find them OK.

Sally: But all those systems are so time-consuming. I mean it takes me half an hour every day to go through my mails and prioritise them before I even get to answer the important ones.

Thomas: I know, but think of the time you used to spend chatting to your secretary and trying to arrange meetings on the phone. Remember when you *had* a secretary! Ha! Those days are gone.

Sally: Yes, they are, but I also think that interacting in an office was a good thing – and in the past we seemed to have longer to answer people, didn't we? Now, if people don't get an answer within an hour, they start sending more mails.

Thomas: We all know that business processes have speeded up. It's silly to want to change that.

Sally: Well, not really. I think it depends on the company culture.

Thomas: Think of the all the filing we had to do before we became a paperless office. And anyway, nobody has to use all the new gadgets. People have a choice. But generally, I feel that if somebody isn't comfortable using the newest technology, they shouldn't work in an office.

Sally: And what about video conferencing? It can't completely replace face-to-face meetings, can it? I quite liked my trips to the head office every few weeks. It was always pleasant and relaxing on the train, and I got to have a nice lunch afterwards and then –

Thomas: Of course, it's not quite the same, but a video conference is just a meeting like any other, and it does actually save time and money.

Sally: But what if your internet connection dies halfway through?

Thomas: I know, but in a proper meeting, there can be interruptions as well.

Sally: Right, but –

Thomas: The thing is, companies have to try to save money wherever they can nowadays. If you spend a lot of money on travelling to and fro, there will be less money for training or research and development, for example, and that'll be a lot worse.

Sally: OK, that's a good point.

Thomas: And think of the environment! All those journeys saved!

Sally: I suppose so.

Thomas: Another thing is, there will always be technological developments and changes in the workplace, you know.

Sally: But you said people have a choice, right?

Thomas: Yes, exactly. Up to a certain point.

Sally: Well, then I want Peter back.

Thomas: Sorry, but I don't think you can have your secretary back.

Unit 10, exercise 24, 25a (TCD 39) Across cultures: Time

Announcer: Attitudes to time in Costa Rica

Announcer: Leonardo

Leonardo: In Costa Rica, if you have a meeting, er, people always ask you, OK, is it going to be Costa Rican time or regular time, 'cos if it is Costa Rican time, you're supposed to get there like maybe thirty or forty minutes later. I think that Costa Rican time exists because people are never in a hurry, people take their time having their breakfast, erm, and you take your time having your lunch and maybe you go to work and you start talking with friends and colleagues and there's never a hurry for anything.

Announcer: Megan

Megan: I also find that because I'm in a hurry to get where I'm going, I'm usually right on time, and I have to get used to the fact that, erm, everybody else is going to be getting to the meeting a little bit more slowly and that things will probably start after we've had a coffee and a chat as opposed to right on time.

Unit 10, exercise 31 (TCD 40) Explore listening:

Transport

Announcer: You are going to listen to a street interview about increasing traffic in an English town. 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 (0) has been done for you.

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

(45 sec pause, acoustic signal)

Interviewer: Excuse me sir, would you mind answering a few questions, please? We're doing a survey for a magazine. We're trying to find out how people feel about living here in Calston.

Grant: OK, that sounds interesting.

Interviewer: Thank you. Well first of all, how long have you lived here? Are you from Calston originally?

Grant: Yes. I am. I was born here. I've lived in different parts of the town of course, and I lived in France for a couple of years, but apart from that I've always lived here.

Interviewer: That's fine. Now, one of the things we're most interested in is the local environment. For example, have you noticed any changes in the levels of traffic in the last couple of years?

Grant: Oh, definitely. The traffic is much worse now than it was when I came back from France just over three years ago. Driving through the town centre seems to take much longer now because of the new business park. And it's noisier too, of course. I live on the main road into town, so the traffic passes right in front of my house, and I've definitely noticed the difference.

Interviewer: What about pollution? Have you noticed any change there?

Grant: Er, not really. People say the air's more polluted now, but because I live here, I'm not really aware of it. It might be more of a problem in the future, if the traffic gets even heavier, I mean.

Interviewer: And what about the roads? Some people have written to the council recently suggesting that cars should be banned from the town centre. Do you have any views about that?

Grant: Banned completely? Well, it's not a bad idea, but I can't imagine that it'll ever happen. Perhaps if there were some restrictions, though ... you know, if cars could only go into the town centre during some parts of the day. That might help a bit.

Interviewer: Right, I see. And what about the idea of drivers having to pay to enter the town centre? I mean a kind of toll or charge?

Grant: Well, it wouldn't be too popular. People will always prefer driving to walking, I'm afraid, whatever it costs. If people don't go into the centre, there will just be more traffic problems outside the town instead. The roads aren't as bad as in some towns, and if the council wants to spend its money, I'd rather have cleaner streets and better schools.

Interviewer: OK, well, thanks, that's all very helpful. Thank you for taking the time to talk to me. Have a good afternoon.

(15 sec pause, acoustic signal, track replays)

Semester check Units 6–10, exercise 3 (TCD 41)

The earliest home computers

Announcer: You are going to listen to a guide in London's Science Museum talking about some of the earliest home computers. 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 (0) has been done for you.

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

Museum guide: OK everyone, gather round. This next exhibit is the Sinclair ZX Spectrum, a British computer released in 1982. Actually, I used to have one of these, it's one of the best things I've ever owned, absolutely one of my favourites. It only had 16K of memory –

Female student: Only 16K?!

Museum guide: Yeah – and even at the time that wasn't so much. There were lots of other, more powerful, products being released around the time that it came out, by companies like Apple and Commodore, but there was, and still is, just something about this little machine – maybe it's just nostalgia on my part!

I can still remember when I was eight years old, I got one for Christmas, it was the best thing ever. I mean, look at it, it's only made of plastic, but it's a beautiful black colour with this rainbow stripe here on the side. It's tiny, look, it's only about 20 centimetres wide, and it's as light as a feather. This one's in great condition considering it's about 40 years old.

Students: Forty years old? / What? / It's as old as my dad! / Crazy!

Museum guide: They were made in a factory in Scotland, which sadly no longer exists. It had rubber keys, which, unbelievably, was pretty hi spec for its day. It didn't have a hard drive – nothing did in the early 80s! To

load and save programs you had to use a tape recorder. That's right, the storage was on cassette tapes. I will always remember the crazy noises it made when it was loading a game. – And the games! They wouldn't look very good to you kids today, but they looked amazing in 1982 and they played brilliantly. So addictive! For instance, I wouldn't like to guess how many hours I lost to a game called Manic Miner. And even though they stopped making the Speccy (as we called it) in 1992, more than 40 games were released for it last year! You can't play the latest FIFA on it – and you couldn't even play FIFA '93 on it – but despite this, the games have a certain charm. ... My best friend and I both got one for Christmas in the same year. We used to go 'round to each other's houses every day after school to play games. We would play until our hands were sore. But only after we'd finished our homework, of course! I remember one afternoon in winter; it was snowing outside, so my mum couldn't make us play in the garden. We played an athletics game so much that I got a huge high score. My friend thought it must be some kind of record, so we checked the games magazines. Lots of publishers were producing games magazines at the time, and they all had high score lists. I wasn't expecting it, but I had indeed got a high score. We took a screenshot, which in those days really was just pointing a camera at the TV screen. We sent it to the magazine and four weeks later the score was printed with my name! I had never been in a magazine before! To this day, I've never been prouder! It might just look like a box of plastic and old chips to you, but for those of us who had one, it's a goldmine of memories.

OK, so this next machine is a Commodore 64. You'll be pleased to hear that I didn't have one of these as a kid, so I can't bore you with any stories! It had 64K of memory, four times more than the Spectrum, and technically was a much better machine ... *(fade out)*