Unit 01, exercise 17 (TCD ⊙ 1/01)

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

Unit 01, exercise 21 (TCD ⊙ 1/02)

Announcer: Gavin.

Gavin: Erm, here in England we have the so-called 'right to roam', which means that hikers have the right to walk on public or privately owned land in the open countryside. We can't walk on all privately owned land, like, er, people's gardens or special hunting and fishing areas, but landowners are obliged to let us walk on their land in the mountains, hills and forests or along the coast – even on some kinds of farmland. Walkers usually follow paths through these areas, which is good because that way, they have a minimum impact on the land. Er, they're also expected to obey the countryside code. So, for example, if they close all gates carefully, don't drop litter, don't disturb the animals, don't damage plants and so on, then they're free to pass through people's land.

Announcer: Hikari.

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

Announcer: Ryan.

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

Unit 01, exercise 25 (TCD ⊙ 1/03 + SCD ⬤ 01)

Announcer: You are going to listen to a conversation about 'The moon hoax', a number of arguments that cast doubt on the authenticity of the first moon landing by US astronauts. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer – A, B, C or D – for questions 1 to 6. Put a cross in the correct box. The first one, zero, has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

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

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

Shania: But what makes people believe such nonsense?

Jordan: Well, for instance, people talk about the flag, you know. They point out that the flag is waving on the surface, and they say, "Well, there's no atmosphere on the moon. The flag wouldn't be waving." But of course

the reality is, if you watch the complete footage, you can see that the astronaut works some time on planting the flag on the surface, and naturally his hand is moving about and touching the pole. Of course, then the flag, which is tied to the pole, is moving. After the astronaut has stepped away from the flag, you can see it hanging limply in space.

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

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

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

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

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

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

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

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

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

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

Unit 02, exercise 12 (TCD ⊙ 1/04)

Sarah: Hey, John, what are you reading?

John: This is an interesting excerpt from an article about big data. The title is 'The rise of big data – how it's changing the way we think about the world'. Listen … "Everyone knows that the internet has changed how businesses operate, how governments function, and how people live. But a new, less visible technological trend is just as world-changing: big data. Big data stems from the fact that there is a lot more information floating around these days than ever before, and it is being put to extraordinary new uses. Big data is distinct from the internet, although the web makes it much easier to collect and share data. Big data is about more than just communication: the idea is that we can learn things from a large body of information that we could not understand if we used only smaller amounts" – you know, like in traditional statistics. … Now, listen to this: "In the third century BC, the Library of Alexandria was believed to house the sum of human knowledge. Today, there is enough information in the world to give every living person 320 times as much as historians think was stored in Alexandria's entire collection. If all this information were placed on CDs and they were stacked up, the CDs would form five separate piles that would all reach to the moon."

Sarah: Unbelievable and really impressive. Wow, five separate stacks …

John: "This explosion of data is relatively new. As recently as the year 2000, only one quarter of the world's stored information was digital. The rest was preserved on paper, film, and other analogue media. But because the amount of digital data expands so quickly – doubling around every three years – that situation was swiftly turned upside down. Today, less than two percent of all stored information is non-digital."

Sarah: True, handwritten notes are a rarity for me these days, too …

John: Yeah, tell me about it. If you want to keep your notes, you should store them digitally. I mean, unless your handwriting's really neat, you'll have problems reading it after a while. … Now, listen again … This is a good definition of 'big data': "Big data is also characterised by the ability to render into data many aspects of the world that have never been quantified before. Call it 'datafication'. For example, location has been datafied, first with the invention of longitude and latitude, and more recently with GPS satellite systems. Words are treated as data when computers analyse centuries' worth of books. Even friendships and 'likes' are datafied, via Facebook."

Sarah: Yes, you're right. I've just recently read about the 'Internet of Things', you know, about how everyday physical objects are connected to the internet and can identify themselves to other devices?

John: Yeah, exactly!

Sarah: Take, for example, so-called 'smart' or 'connected' homes. It's amazing, at the click of a button on your smartphone, you can turn lights on and off, adjust your thermostat and disarm your home security system – even your fridge can send you a list of things you need to shop on your way home – all remotely controlled, and a bit spooky actually.

John: Yeah, it all sounds a bit crazy, right? Now get this, this seems to be a very fundamental idea with regard to big data: "'From causation to correlation'. These two shifts in how we think about data – from some to all and from clean to messy," this means, I think, from clearly structured and defined data like name, address, telephone number to, say, search queries on Google, "give rise to a third change: from causation to correlation. This represents a move away from always trying to understand the deeper reasons behind how the world works to simply learning how things happen along each other and using that to get things done." … There's an example about UPS, the delivery company. It places sensors on vehicle parts to identify certain heat or vibrational patterns that in the past have been associated with failures in those parts. This way, the company can predict a breakdown before it happens and replace the part when it is convenient, instead of on the side of the road. … Ah, and I think this paragraph is important too: "Big data enables us to experiment faster and explore more trends. These advantages should produce more innovation. But sometimes the spark of invention becomes what the data does *not* say. Even if Henry Ford had used big-data algorithms at the beginning of the 20th century to find out what his customers wanted, these algorithms wouldn't have come back with the car, but with a 'faster horse', as he once said himself. In a world of big data, it is the greatest human traits that will need to be fostered – creativity, intuition, and intellectual ambition – since human ingenuity is the source of progress."

Sarah: Wow, after all, there may be no privacy, but loads to do in the future …

John: Yep, but isn't it kind of fascinating too?

Sarah: Uhu, sure … Er, could I borrow that article?

John: Sure, as long as you return it soon.

Sarah: Haha. And, of course, I promise I won't copy and share it digitally. (*laughing*).

John: (*laughing*)

Unit 02, exercise 20 (TCD ⊙ 1/05)

Ben: OK, erm … what else?

Ramdas: Erm …

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

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

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

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

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

Ramdas: Great. What are they?

Ben: No, go ahead.

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

Ben: Uh huh.

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

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

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

Ben: Cut it? But we need it.

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

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

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

Ben: Except the links.

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

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

Ramdas: Right. Now what about you?

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

Ramdas: Like a map?

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

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

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

Ramdas: Anything else?

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

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

Ben: Yep.

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

Unit 02, exercise 25a (TCD ⊙ 1/06)

Presenter: Thousands of nerds collectively staring into the screens, monitors which eventually go on to form mountains of rubbish in the streets of the developing world. The two images are poignant and shocking but may well give a distorted impression of computer technology in the world today. Of course, the inequality continues and every technological innovation that appears in the developed world may well end up a decade later on a rubbish dump thousands of miles away. But that's only half the story. Is the digital divide as apparent as these two images suggest? Is the developing world really losing the information revolution? Sarah Vernes reports on the subject of mobile phones …

Unit 02, exercise 25b (TCD ⊙ 1/07)

Reporter: From Spain to Brazil, Poland to Australia, people are working via text message, viewing their bank accounts on their mobiles, using their phones as video or music players. In India, handsets sell for under $25, with one-cent-a-minute phone calls across India and one-cent text messages and no monthly charge. In the US, on the other hand, consumers pay a relative fortune just to own the latest gadget. The USA and other parts of the world seem to be moving in different directions. American companies are concentrating on fancier, more

expensive devices which give their customers status. In developing countries, the focus is on creating more and more uses for cheap, basic mobiles.

Americans don't seem to have fallen completely in love with the mobile. Text messaging, so vital to Indians, for example, has yet to become mainstream, where most chatting seems to be done via the internet. Compare this with India or Kenya. Here, mobiles are truly universal technology. It is always with you, cheap and easily repaired, opening a new frontier of innovation. One Indian company offers a text message service for job hunters. Even without the internet, job seekers can register by texting information about themselves. They will get a list of potential jobs, along with employers' phone numbers. In Africa, the mobile phone is opening up new ways of managing money. In the West, where most people have bank accounts, plastic cards have become the norm. But projects like PesaPal in Kenya have made the mobile a tool of personal finance, allowing you to convert cash into 'cell-phone money' at your local grocer, which can instantly be wired to anyone with a phone. In many places, the phone has moved to the centre of community life. In Africa, churches record sermons with mobile phones, sending them out to remote villages. In places like Moldova, phones helped to organise protests against the government. In India, the mobile allows voters, via text message, to check on election candidates' incomes and criminal backgrounds. All this suggests an innovation gap between the richest societies and the poorest – not in how fancy or expensive your phone is, but in how you use it. And will the United States, which gained so much from the internet revolution, be able to profit from the billions of mobile users in developing countries – a massive worldwide middle class with a simple mobile and a less-is-more sensibility? Will domestic demand for sleeker, faster, more elegant devices make it harder for the US to innovate for the huge developing world outside, still dominated by everyday needs?

Unit 03, exercise 04 (TCD ⊙ 1/08)

Announcer: A.

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

Announcer: B.

Speaker B: I'm actually not really sure what the significance of the maps is. What do they really indicate about wealth? I suppose they're based on the GDP of countries, so it tells us how much countries produced, but it

doesn't reveal much about say, lifestyle, or quality of life. So if you, if you look at the map of 1500, North America is shown very small. So I suppose this means that it wasn't producing much wealth. Obviously that's because it didn't have developed technology. But that doesn't necessarily mean that they were poor. They probably had a good, sustainable way of life. In a sense, they were probably very well off, though not affluent in a material sense.

Unit 03, exercise 25b (TCD ⊙ 1/09)

Adrian: Well, I think one very significant change that took place in the industrial cities in the Midlands was the collapse of the British steel industry in the 1980s. International competition in iron and steel caused a decline in traditional local industries during the 1970s and 1980s, coinciding with the collapse of coal mining in the area. And, erm, I think this had all kinds of consequences for the whole area, some of them very far-reaching. For example, thousands of workers became unemployed from one day to the next. I remember before the collapse, Sheffield used to be called 'The City of Steel'. Engineers from Sheffield invented some of the most important processes that revolutionised the production of metals. Between 1750 and 1850, the population grew from 14,000 to 135,000. Can you imagine? The sky was permanently black with smoke from the factories. In 1937, George Orwell wrote in his book 'The Road to Wigan Pier' that Sheffield was "the ugliest town in the Old World". Most notable were its slums, thrown up in haste to house a growing population coming to the town. … Then finally World War Two brought changes to the city's fortunes. Its experience in steel production led it to having a vital role in munitions and weapons manufacture. This also made Sheffield a prime target for bombing raids, and the Sheffield Blitz of 1940 left over 40,000 people homeless. In terms of its industry, the post-war period worked in Sheffield's favour. Particularly surgical blades made of steel were in big demand – and so the city was producing half of all those made worldwide at that time. Renewed wealth and an opportunity to rebuild the city after the bombings finally brought an end to Sheffield's notorious slums.

However, as I said earlier, the city once again fell on hard times. This was because of the steel crisis in the 1970s and 1980s. But then, after the massive steel crisis, city planners decided to start from scratch. And I think this had an impact on people's attitude to culture and modernity. And this gave rise to a whole new range of high-tech industries which replaced the old industries. So Sheffield became really cosmopolitan, and this led to a new wave of young urbanites pouring into the city. So it was like a renaissance of Sheffield, very different from the stereotype of a run-down former steel centre. So I see this as a really positive development – people living in a clean and trendy city. Sheffield was recently even voted one of the top five places to live in Britain. Today it has one of the best public transport systems in the

country, and 61 percent of the city is green space. And this is a direct consequence of modern and progressive city planning, I think.

Unit 04, exercise 07 (TCD ⊙ 1/10)

Interviewer: Ms Lessing, you are an expert or 'futurologist' when it comes to jobs. If you had to describe the future of jobs in three words, what would they be?

Lessing: More flexible, more collaborative, less secure.

Interviewer: You used six words actually, but I suppose modifiers don't count *(laughing)*. Now, would you like to elaborate on the flexibility aspect?

Lessing: Well, if we look at present developments, it's becoming apparent that people will have several shorter careers during their working life; gone are the days of a job for life. Moreover, a large proportion of employees will be knowledge-based workers, which means that they can work anytime and anywhere – from home, from a coffee shop, from a low-cost country. All they need is a phone, a computer and a secure broadband connection.

Interviewer: I see, but this does not apply to geriatric nurses or shop assistants.

Lessing: Correct. However, even this type of worker won't be able to rely on the kind of secure employment we had in the past. They might have to change employers, work for more than one as freelancers or move towards self-employment.

Interviewer: You used the expression 'knowledge worker' – it means, roughly speaking, people who work with their brain rather than their muscles, doesn't it?

Lessing: Absolutely. And if we are to believe trends, more and more jobs will be created in the knowledge economy – which brings me to my second point: more collaborative. Due to the pressure of developing ever more innovative products and processes in an increasingly competitive globalised economy, knowledge workers will be forced to work together. They will form clusters and networks that span universities, labs and the research and development departments of private companies.

Interviewer: Sounds fascinating, if a bit alarming, especially if I think of your third prediction: less secure jobs.

Lessing: Well, yes, but I'm afraid that we've already arrived at the future of the world of work, as predicted by Charles Handy some 30 years ago.

Interviewer: Charles Handy?

Lessing: Yes, the management expert foresaw dramatic changes in the working world. Being Irish, he chose the shamrock to demonstrate the future distribution of work with only one third of employees working in 'core jobs' or 'jobs for life'. The second third is supposed to be made up of highly educated 'portfolio workers', for example computer specialists, project workers, etc., those who are hired for limited periods of time to carry out certain projects. The worst-off group, working in the so-called 'contractual fringe', are temporary or part-time, low-skilled or unskilled workers doing badly

paid jobs, which Handy calls 'McJobs'. More often than not they need more than one job to make ends meet – a day job, an evening job, weekend work. Even then they might not be able to afford a lifestyle that most people consider normal – a car, a computer, holidays, etc. These 'working poor' or 'socially excluded' are a completely new phenomenon in the developed world.

Interviewer: Add them to the number of unemployed – 40 million or so at the moment, I believe – across advanced economies, and the future does look a bit bleak!

Lessing: Not at all. It's true that millions of manufacturing jobs were lost when assembly line workers were replaced by robots or bank tellers by ATMs. The economic crisis in 2008 took its toll, too. But: if we are to believe experts, there are plenty of jobs around. There is just a skills mismatch. Digitisation has led to a new race between humans and technology, which requires workers with new skills.

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

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

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

Lessing: I couldn't have said it better.

Unit 04, exercise 14 (TCD ⊙ 1/11)

Announcer: Sandra, 19.

Sandra: I have never had a proper job. No matter where I go, I can't get a job. I've been looking for employment since August last year. … I have a City and Guilds qualification in ICT – you know, Information and Communication Technology – and in maths and English, and also spray-painting diplomas. I believe that being a girl has counted against me finding garage work. This annoys me no end because I could probably spray cars better than any lad. It simply isn't fair. … You wouldn't believe the number of jobs I have applied for over the last nine or ten months. It's been unreal. In the last week alone I've applied for eight jobs. I really think that I couldn't do more. I'm looking and applying via the internet, the job centre and in person. I've walked five miles from my home in North Kenton,

Newcastle, to the city centre to hand out CVs, all for nothing. And I'm not fussy about the kind of work I do. I've applied for waitressing jobs, office work, retail and cleaning. Anything that takes my interest; but no luck! And you know what I'm most sick of – not even getting any feedback. Employers can't even be bothered to acknowledge applications. I got one reply about five months ago, from Asda. I had a placement for 10 weeks, through A4E, you know the training provider, with Poundland, but it didn't lead to a permanent job. … What do I live off? I receive housing benefit and council tax, but money's extremely tight, 'cause I've got to pay back a crisis loan, which I took out to help furnish my rented flat. This comes out of my fortnightly unemployment benefit. I'm living on £85 to £90 a fortnight, but out of this I'm paying £15 electricity and £15 water and still have to find money for food. Nobody can tell me that's enough to live on.

Announcer: Alan, 20.

Alan: I'm going to be 21 next week – thank God for that! I'll get some money as presents then. If it wasn't for that, I'd be in real trouble. … I'm in my second year at Northumbria University, where I'm doing a degree course in interactive media design. I live in rented student accommodation in the Heaton area of Newcastle. I've been job hunting since August; I've used the reed.co.uk website to try to supplement my student loan, but without success. I've sent about 40 to 50 applications, mostly to call centres and retail shops. When I made it onto a shortlist of three for a job in a clothing shop in Newcastle city centre, I was thrilled, but I wasn't selected. I haven't a clue why. … I originally come from Northern Ireland but will probably remain in north-east England after graduating. I'm hoping for a future career in the website or games sector. But I haven't really thought about it. You can't see into the future.

Announcer: Neil, 20.

Neil: I'm unemployed at the moment and haven't worked for 13 months. I used to work in a warehouse on the outskirts of Newcastle, but they let me go. They weren't busy enough. And then I had various odd jobs, in a garage, delivering leaflets, car washing and working at my uncle's food takeaway, which went bust. At the moment I live with my mother and receive £105 a fortnight in unemployment benefit. It's really bad. I need the money. I'm sending out 4 to 8 CVs a week. I have National Vocational Qualification levels 1, 2 and 3 in motor-vehicle-related skills, but actually I've stopped looking for motor vehicles work. They want 15 years' experience! And I'm getting too old for apprenticeships. … I don't think very much of the job centre. They just put you on courses to give you experience. But I might be going on an energy-saving course – something about solar panels. Can't do any harm and I have nothing else to do anyway. They say alternative energy is the future; hopefully mine, too.

Unit 04, exercise 19 (TCD ⊙ 1/12)

Announcer: Darya.

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

Announcer: Ian.

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

Announcer: Holly.

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

Unit 04, exercise 37 (TCD ⊙ 1/13)

Announcer: One.

Receptionist: Flint and Company, good afternoon, Carrie speaking. What can I do for you?

Axel: Hello, my name is Axel Kurz, I'm calling from Austria.

Receptionist: Sorry, I can hardly hear you, it's a bad line. Could you repeat that, please?

Axel: Yes, of course. I'm Axel Kurz from Graz in Austria and I would like to ask about an internship.

Receptionist: Oh, hello, Mr Kurz! I'll put you through to John. He's in charge of internships. It's ringing for you now. Hold the line, please.

Receptionist: I'm sorry, there's no reply. John might be in a meeting. Would you like to try again in an hour or so?

Axel: No problem. I'll do that. Bye.

Receptionist: Bye.

Announcer: Two.

Martin: Good morning. Atlantic Metals, this is Martin speaking. How can I help you?

Sabine: Good morning. This is Sabine Gasselich speaking. Could I speak to Mr Mahon in the export department?

Martin: Certainly, madam. His extension is 274. I'm trying to connect you … I'm afraid the number's engaged. Would you like to hold?

Sabine: Erm, I don't think so; this is a long-distance call. I'm ringing from Innsbruck, Austria.

Martin: Oh, I see. Would you like to leave a message?

Sabine: Yes, please. Could you ask Mr Mahon to call me back?

Martin: Of course, no problem. Do you think you could spell your name for me?

Sabine: Yes, it's G-A-S-S-E-L-I-C-H, from Kowalski Metals, and the number is 0512 2630104.

Martin: And the country code for Austria is 0043, isn't it?

Sabine: Exactly, and you know, you leave off the zero for Innsbruck, don't you?

Martin: Oh yes, I do. Mr Mahon will call you back as soon as possible.

Sabine: Thank you. Good bye.

Martin: You're welcome. Bye now, Ms Gasselich.

Unit 05, exercise 05 (TCD ⊙ 2/01)

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

Nadine: While I was growing up in Queens, my mother told me to trust no one, to stay away from people in authority, never to mention my immigration status. But it wasn't until I started looking for jobs and applying to college that I understood how different I was. I couldn't work without a Social Security number, and, as a non-citizen, I wasn't eligible for financial aid, despite getting top grades. I would look at my three younger siblings – all American citizens because they were born here – and weep. Unlike me, they didn't have to worry about college, jobs, driving, travelling, planning a future. I'm active in the New York State Youth Leadership Council, which offers training sessions on 'coming out'. It's one of many such organizations that have sprung up across the country. They help undocumented immigrants like me fight deportation, and they educate the public about the kind of stateless limbo we feel trapped in.

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

In 'outing' our families as well as ourselves, we know we risk being deported. Still, more and more young people like me are publicly 'coming out' and asserting their right to stay. We are American in every way, except on paper.

"Oh my God, what are you doing? Are you trying to get us deported?" my mother cried after I'd marched outside the Immigration and Customs Enforcement offices in downtown New York. I felt sorry that I had scared her; I was scared, too. But, like others, I've found comfort in community and safety in numbers.

As states pass ever more stringent laws against illegal immigration – and critics denounce our parents as criminals – we have no choice. Critics say it's too costly to provide schooling, hospital care and other public services to non-citizens.

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

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

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

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

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

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

The people from the coast guard were kind to us; they gave us fresh water and food and blankets to wrap around ourselves, because we were shivering from exhaustion.

We were taken to a refugee camp on an island called Lampedusa. We were so glad we were in Europe. At last! Now everything would be all right!

But, actually we were in for a big shock. The wardens in the camp treated us like animals: we were taken into big shower rooms where we were told to strip naked – in front of everyone – and then we were showered down and disinfected. 'Disinfected'! Just imagine, like cattle in a cattle dip! The wardens were wearing rubber gloves. The first few weeks in the camp were awful too: there was nothing to do and we weren't allowed to leave the camp. We were hanging around all day, a bit of football, a bit of table tennis, but nothing much else. If only there had been a school or something. And then there were all these rumours, that they would send us back, that we would go to prison, that the Italians were protesting against all these immigrants on their island. We were scared.

This is why, after a few weeks, two boys from my village and I decided to flee and try to make our way north, to Newcastle in England, where some of my relatives live. The second night we were picked up by a truck driver who promised us work, food and accommodation. What that meant was working an eleven-hour-day in a sweatshop in southern Italy, sleeping in barracks and having very little to eat. If our supervisors thought one of us was not working properly, they beat us and halved our food rations. But we did make a little money and so, after three or four months, we ran away again and escaped in the back of a vegetable truck headed for Rome.

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

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

Unit 05, exercise 15 (TCD ⊙ 2/02)

Vic: My wife and I were in Toronto last summer and our Canadian friend, Neil, took us here and there sightseeing. He was a wonderful host, so on our last evening, we took him to dinner at a Moroccan restaurant. The food was so good that we kept ordering different dishes, trying out this and that. It was a perfect end to our trip. But for some reason, the mood changed when I paid the bill. Neil suddenly looked embarrassed and I don't know why. It can't have been because I paid. He knew I was going to. Oh, and the waiter – he might have been a bit angry. It's hard to say. Anyway, Neil was fine when he took us to the airport the next morning. But I still don't know what happened in the restaurant.

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

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

Unit 05, exercise 26 (TCD ⊙ 2/03)

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

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

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

Mr Allen: In international business dealings there's always the risk of misunderstandings, and quite often these

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

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

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

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

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

Unit 05, exercise 31b (TCD ⊙ 2/04)

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

Liesbeth: Erm, we have three official languages, sort of

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

Unit 05, exercise 32 (TCD ⊙ 2/05)

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

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

Unit 06, exercise 02 (TCD ⊙ 2/06)

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

Person 1: 32 pages.

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

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

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

Person 3: How fast does it go?

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

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

Person 4: Folding the large sheets, you mean?

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

Person 1: So that's … four folds.

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

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

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

Person 3: That's clever.

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

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

Person 4: And that puts all the sections together?

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

Person 1: A book block?

Brian: Right. The set's called a book block, and it's basically just a very crude book, erm, it isn't glued, there's no cover, it's not trimmed round the edges.

Person 1: Right.

Brian: Now, you remember I told you, er, during the folding stage, about the notches cut into the spine of each section?

Person 1: Yes.

Person 2: Yep.

Brian: Well, what happens next is, the machine grabs the book block and runs it over very hot glue. Er, the glue goes into the notches, and then the machine attaches the cover to the book block.

Person 2: Right, so the glue holds everything together.

Brian: Exactly. All the sections – ten in this case – and the cover.

Person 3: How hot is the glue?

Brian: Er, it's about 250 degrees.

Person 4: Celsius?

Brian: Celsius, yes, though it cools down pretty quickly. Erm, the book moves along a conveyor belt slowly while the glue cools down and hardens, then it drops into

what's called the three-knife trimmer – and the trimmer cuts off the edges of the book block.

Person 1: So, the top and the bottom?

Brian: And the right-hand side, yes. So the trimmer gives the book its final size and then it's ready to be packed up and shipped to, er, whoever wants it. And that's the whole process. Any questions?

Unit 06, exercise 19a (TCD ⊙ 2/07)

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

Mary: Sounds perfect.

Unit 06, exercise 19b (TCD ⊙ 2/08)

Aiden: So, let's begin with how the media was organised just a few decades ago. Er, when our grandparents and parents were growing up, they would have found it unbelievable, you know, the amount of information we can now access at the click of a button. The sources may be endless, but the time and energy we have to absorb and evaluate the information is not. Only a few decades ago our concept of news was based on the very limited offerings of a couple of magazines and newspapers and three or four TV networks where trusted broadcasters and newsreaders delivered the day's news at the same reliable time every evening. Just imagine that your only TV news programme is the ZIB 2! This was the reality in Austria in the last century. But the problems with these systems became apparent as the mass media spread. Whilst it was known that authoritarian countries controlled and censored information, a series of scandals, mainly corruption scandals, showed that democratic governments also tried to mislead the public, sometimes with media cooperation. Revelations of covert wars, secret assassinations, and political corruption undermined public faith in official news bulletins presented by mainstream sources. … Any questions so far? Yes?

Mary: How was this deteriorating trust in the truthfulness of information overcome?

Aiden: Good question. Erm, yes … Well, this breakdown in trust in the traditional media led to alternative newspapers, magazines, radio shows and cable news channels competing with the traditional major media outlets, and to reporting events from different perspectives. … Well, that's all I wanted to say about history for now. … OK, erm, with the development of the internet, the amount of information and the number of viewpoints have multiplied. Social media, blogs, and online video could potentially turn every citizen into a reporter or source of information. But if everyone were a reporter, the truth could be hidden under a multitude of

voices, some louder or more alarmist than others, trying to attract attention. And different sources may disagree, not only on opinions, but on the facts themselves. … Yes?

Student 1: So how do we get the truth, or something close?

Aiden: One of the best ways to do that is to get hold of the original news unfiltered by the middlemen. Instead of articles interpreting an event or a politician's speech, we can often find the actual source material and judge for ourselves. For current events, follow reporters on social media. During major events, such as the Arab Spring or the Ukrainian-Russian conflict, reporters often blog updates and recordings from the midst of the chaos. Though many of these later appear in articles or broadcasts, keep in mind that the polished versions often combine the voice of the person who was there with the input of editors who weren't. While good journalism aims for objectivity, media bias is often unavoidable. If we can't get hold of the actual story, we should read coverage in multiple outlets which employ different reporters and interview different experts. Tuning in to various sources and noting the differences between them lets you put the pieces together to get a more complete picture. … Yes?

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

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

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

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

Unit 07, exercise 2b (TCD ⊙ 2/09)

Liesbeth: A few years ago, erm, there was a problem on our road. I live on a cul-de-sac and at the end of the cul-de-sac is a green. And all the children of all different ages, spent, used to spend a lot of time playing on this green. Erm, some of the people at the end of the road who lived in little bungalows wanted to, they sort of went to the council and wanted this whole green to be paved over into a car park, but unfortunately they didn't talk to anybody else on the road about this, so next thing … the first thing we heard about – those of us who didn't live at the end of the road – was the plans to pave over this whole green. So those of us with children didn't obviously, erm, weren't too impressed by this idea. So, I tried to think how we could kind of solve this problem, not having it all turned into a car park but also keep the peace on the road and keep everybody happy. So I printed a load of leaflets explaining the different plans and the different ideas people had, and I got everyone's opinion, and I called a meeting of everybody on the road who wanted to come to it, including the ones that wanted a car park, and we sat round the table, we sort of thrashed it out and came up with a compromise plan which we proposed to the council – a little bit of car park and still a lot of green for the children to play. And that's what they implemented. Well, at the end of the day, I didn't want any car park but I was, I also thought it was important to keep everybody in the road happy with the result and make sure everybody had something of what they wanted, so, er, yeah, I was, I was happy and I was quite pleased to sort of have done that. Yeah, everybody felt they had got something out of the, er … and it actually brought people in the road closer together, talking to each other more, so I thought it was a good deal all round.

Unit 07, exercise 25 (TCD ⊙ 2/10)

Ethan: So you see, Caitlin, we've looked into it and I can't express how sorry we are about the confusion. Er, apparently one of our staff made a mistake when he took your booking and recorded the number of dinner guests as seventy-five …

Caitlin: … rather than a hundred and seventy-five.

Ethan: Yes. So when you all arrived, I'm afraid we weren't prepared for such a large group. We did set up a buffet in another room, but of course …

Caitlin: Yes, the buffet was set up quite quickly and we appreciated that, but unfortunately almost forty of our guests did choose not to wait and went home … and because of that, we certainly lost some important donations.

Ethan: I'm so sorry. I know how important your work is and how much you depend on donations. Erm, I gather you'd like to work out some compensation.

Caitlin: Yes. We believe we should be compensated for our losses and the inconvenience to our guests.

Ethan: Could you, erm … what exactly did you have in mind?

Caitlin: Well, we'd like you to cancel the cost of food, drink and room rental for the emergency buffet meal. It was $2,843 in total.

Ethan: I see.

Caitlin: In addition, we feel we're entitled to a 50% refund of the cost of the sit-down dinner for seventy-five people in the dining room. It was $5,856 – here's a copy of the bill. A 50% refund would be $2,928.

Ethan: Well, to begin with, I'm afraid we can't agree to cancel the entire cost of the buffet meal. We have our own expenses to cover. However, we can offer a refund on the buffet room rental, which was $750, and we're prepared to add an extra $250 to round it up to $1,000. As for the meal in the dining room, those seventy-five guests had their meal as planned and I don't honestly see why we should give you a 50% refund for that. However, we can offer another $1,500 as compensation for the inconvenience.

Caitlin: I don't think we can accept that, Ethan. You see, we estimate our charity has lost five to six thousand dollars as a result of your employee's error. Now, as you know, this is the third time we've held our fundraising dinner at your hotel and until last weekend, we had nothing to complain of …

Ethan: Obviously, we hope we can host your dinner again.

Caitlin: Well, that depends on what we agree. Of course, we'd be willing to come here again provided we can sort out this problem.

Ethan: I see. Well, let's compromise. If you agree to accept the $2,500 I mentioned, then we propose a 20% discount on your next booking with us.

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

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

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

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

Unit 07, exercise 29 (TCD ⊙ 2/11 + SCD ◉ 02)

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

Announcer: Andrew.

Andrew: When I started my job at the cable television channel in Guatemala, I encouraged this, this situation of planning ahead: production planning, pre-production, resources, vehicles, cameras …
People were used to doing things differently, just waking up in the morning and going where they pleased, shooting what they wanted. So there was a lot of resistance to filling out those questionnaires and

forms. I said, "OK, let's do it this way: erm, instead of planning ahead, let's just try a couple of weeks with planning for resources, vehicles and cameras." After a couple of weeks of filling out forms, just letting me know where they were going, what they were shooting, how many cameras, how many batteries or tripods they needed, people started to be happier and did their work faster, and the flow of production worked more smoothly trying to allocate resources. Everyone came on board. After a couple of weeks, they wanted to do the pre-production, not only the resources, but trying to plan ahead for direction and content, and everyone was happier.

Announcer: Fan Di.

Fan Di: The way of negotiating and, er, compromising in the Eastern culture is very different to the Western culture. For example, in the Eastern culture, while you're having a meeting, it's pretty hard to get things to be decided during the meeting. You're more likely to … you make decisions and, er, find a solution *after* the meeting, with your close friends or your close allies. But in the Western culture things are more direct. Er, people are more interested in finding a solution or making a decision *during* the meeting. For example, in a meeting, you have Western businesspeople and Chinese or Eastern businesspeople. During the meeting, things can be great, but, erm, the result can be quite different, 'cause the Western people will think the meeting's going really well. But as for the Chinese businesspeople, they will think that it is not going very well. They might even say, "We agree with what you said, but it was not what we meant."

Announcer: Marianne.

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

Announcer: Patricia.

Patricia: Although Americans generally seem quite personable and are quickly on first-name terms, they do not usually start their negotiations by building up a personal relationship. You see, American business life is rather competitive and so is the American approach to negotiations. They focus on results and expect their

business partners to do the same. That may be the reason why Americans are often said to be arrogant and impatient. They like to cut to the chase, which means they get straight to the point, and, er, they have no time to waste for niceties, which doesn't go down very well with Japanese people, who place more emphasis on getting to know their business partners. Americans go for their goals. They focus on the contract and the issues to be discussed and are trained to achieve results as quickly as possible.

(15 sec pause, acoustic signal, track replays)

Unit 08, exercise 08 (TCD ⊙ 2/12)

Announcer: Jane.

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

Announcer: Uri.

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

Announcer: Patrick.

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

Announcer: Tina.

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

Unit 08, exercise 12 (TCD ⊙ 2/13)

David: I think to me it's about having time to myself, or time with my girlfriend. I mean we have quite a lot of friends and we have quite a busy social life I suppose, and so there's quite a lot going on, we go out and see people quite a lot. And after a weekend I really enjoy and also need two or three days where I don't see other people. And that's OK if I'm on my own, watching TV or something or if Emma, my girlfriend's in the room it's not – so privacy isn't necessarily being on my own, there's no real difference for me between the two really. And I think, I suppose people are either extroverted or introverted, I suppose I am quite introverted – I definitely need time and space to kind of process what's happened to me. And I've known extroverts in the past who just don't need that, they can spend time with people, lots of things happen, and then they can see people all the time and process all that whilst they're still socialising, and I mean I'm quite sociable I think, but I sort of need that time to sort of process what's going on in my life I think.

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

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

Unit 08, exercise 22 (TCD ⊙ 2/14)

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

Unit 08, exercise 27 (TCD ⦿ 2/15)

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

Unit 08, exercise 29c (TCD ⦿ 2/16)

Town planner: Well, in our design for the square, first of all we looked at this island concept, and we thought, "Well, this island needs to be linked to the shore." We imagined it as a tongue of land rather than an island, so we connected the island to the shore and made it into a peninsula, which gives a 'platform' for all the activities. This platform includes the main underground access, and we closed some side accesses to the underground. That gave us a lot of space in front of the houses, for cafés and pedestrian areas and meeting points. We also placed a fountain in the middle of the square under the trees, where there are seats, where people can meet, and the fountain is also a place, a focus, where people can say, "Meet you at the fountain at 7.00." We re-arranged the traffic, we had some special planners for the traffic who calculated the amount of traffic and the flow of traffic, which now flows around this peninsula. We also put in some additional pedestrian crossings that would put pedestrians into a position where they can easily go from shop to shop, from side to side. And we left these wonderful old plane trees, and added some other kinds of trees which would have a different aspect, like a different colour of the leaves in the autumn, so that they would make the square look very nice in every season. We used white paving stones for the square to stand out in comparison with the surrounding pavings and roads, and also to attract people because we thought white is a very friendly colour and it's also full of light, so we thought that would attract people and make it into a very special space. We also created some circular seats around the trees where people could sit and look in all directions in the square, so it's very communicative. The space is basically open, so installations can be made, like you can put in some market stands, or just leave it open and use it to walk in all directions.

Unit 08, exercise 36 (TCD ⦿ 2/17 + SCD ◉ 03)

Announcer: You are going to listen to Dr Verdirame, a lecturer in international law. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences, 1 to 8, with the sentence endings, A to K. There are two extra sentence endings that you should not use. Write your answers in the spaces provided. The first one, zero, has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

Guglielmo Verdirame: My name is Guglielmo. I'm Italian. I'm a lecturer in Public International Law at the University of Cambridge and I'm a barrister practising in London. My field of interest is Public International Law, which is the law that governs relations between states. I became interested in Public International Law after taking a course taught by a very inspirational professor who later became the first woman judge of the International Court of Justice, and indeed the president of the International Court of Justice. So, when people think International Law, they think United Nations. And quite rightly so because the United Nations is the principal institution that, er, deals with issues of International Law. The United Nations was established after the Second World War. Membership of the United Nations is universal by now; every state in the world is a member of the United Nations. So, the United Nations created other organisations that deal with more specific problems. The General Assembly, for example, has established a programme that deals with children, UNICEF; er, a programme that deals with refugees, the United Nations High Commission for Refugees; a

programme that focuses on development, the UNDP. So, these organisations are part of the UN family and, legally, they are subsidiary programmes created by the United Nations. … So, after deciding that I was interested in Public International Law intellectually, I took the decision to explore the field in a more practical sense. I wanted to see International Law in action, so I decided to undertake research in Africa on the condition of refugees. The issues that I investigated in particular were the extent to which refugees enjoyed their fundamental human rights in countries of asylum. And that's where I encountered the United Nations during a real operation, because the United Nations refugee agency, UNHCR, had a significant presence in Kenya. There were two very large refugee camps which were administered by the United Nations. Its main function there was to provide humanitarian assistance to the refugee population, but the issues in which I became particularly interested were questions of accountability, because, inevitably, when you exercise significant powers you also, er, have to be accountable for the manner in which, er, you exercise them. … The first decade of the 21st century was a very difficult time in international relations. At one point it seemed that the United Nations was going to be one of the victims of the terrorist attacks of 9/11 because states, er, were less, erm, willing to act through international institutions, including the United Nations. Inevitably when national security is at stake, states will, er, be more disinclined to use international institutions, but it is also true that over the years, er, states recognised – by states I mean really the entire international community – that there was no alternative to action through international institutions. If one looks at the practice of the Security Council after 9/11, one will find, er, various examples of interventions by the Security Council in international crises and in many cases with a surprisingly large degree of international consensus. It is true there were a number of conflicts that were particularly controversial after the terrorist attacks of 9/11, but there were also many other situations in which states actually decided, in agreement, to deal with a particular situation by adopting certain measures that range from the imposition of sanctions on certain actors to, er, the use of force. One area in which I would very much like to see an improvement in the record of the United Nations is accountability, which is where my interest in the United Nations as an institution began. Inevitably, when an organisation exercises more powers, the issue of accountability will become more and more central, and on any view the United Nations today is an important but also a very powerful organisation, and one that I think we ought to expect should exercise its powers in a way that is accountable to its beneficiaries and that is transparent.

(15 sec pause, acoustic signal, track replays)

Unit 09, exercise 06 (TCD ⊙ 3/01)

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

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

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

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

Jane: That's so true.

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

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

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

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

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

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

Olga: I quite agree with that, but I think it's new time, new technology. People don't need all this, kind of, dead knowledge. Erm, they have this easily available information, and they can extend their knowledge *when* they need it, and *where* they need it, erm, opposed to

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what was before, that somebody would be an expert in one field but not in the others.

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

Olga: That's a very fair point.

Unit 09, exercise 12 (TCD ⊙ 3/02)

Presenter: The children are falling over themselves to look at something new. It's a computer. There are some children in India who have never seen one before, let alone used one. This nine-year-old girl comes every day to use it, playing with the educational games. This, the Hole in the Wall project – which would go on to inspire the hit movie, Slumdog Millionaire – began when a Delhi scientist decided to install a computer in a wall in a poor part of the city and see what happened. Children would be able to use it unsupervised. Before long, the children started to learn things they wouldn't normally learn in a classroom. In short, the children were teaching themselves.

This 12-year-old has no computer at home. He's been coming here from the start, learning by watching others. Before long, he had learned how to operate a computer. The Hole in the Wall project has spread like wildfire. There are now 48 computers installed throughout the Indian capital. The idea has caught on and is spreading internationally. And just like Slumdog Millionaire, some of these disadvantaged kids are learning more than the adults – their parents or their parents' friends – giving a tremendous boost to their confidence.

Each computer has educational software, word-processing software and so on, installed. The project aims to connect the computers to the internet at some point, giving the children access to a whole new world and valuable life skills. For these slum kids, it's not just fate that is shaping their lives – it's also the hard work of a handful of good people who know what children are capable of.

Unit 09, exercise 20 (TCD ⊙ 3/03)

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

Richard: Thank you for that. We actually didn't set out to turn it on its head. We set out to create a whole new form of content, it may or may not turn traditional media on its head, we definitely think that it's causing people in traditional media to rethink their business models. What we did was we added a science to the art of creating content. So the idea forever was let's make a piece of content and we'll see if it works. What we're doing instead is we're using, you know, search, social

media and direct navigation – people typing directly in what they want – to figure out what type of people … what type of content people want, match it with advertisements and then only make the content that people want that's profitable. So, imagine going from big, huge budgets of content, which no one knows if it's going to work, to small, micro pieces of content, which we with surety can tell through all the science and algorithms, is going to be successful.

Unit 09, exercise 26 (TCD ⊙ 3/04)

Interviewer: Hello, and welcome to another interview in our series 'The World at Large'. … It is a well-known fact that the Chinese economy is currently one of the fastest growing in the world. Today we have an expert with us who will help shed some light on the economic and political implications of a successful economy. Ms Graham, welcome to the show.

Ms Graham: Thank you. Good to be here.

Interviewer: So, first of all, how does a thriving economy influence the general politics of a nation?

Ms Graham: Well, the economic growth of a nation, under certain conditions, can lead to an expansionist foreign policy designed to ensure the establishment of its commercial *and* military influence in strategic regions of the globe. The astonishing economic growth that has characterised the Chinese economy over the last two decades will likely continue to have political implications for the economic and geostrategic ambitions of the West, a region carrying huge loads of debt with no long-term resolution of this problem yet in sight. … In the last two decades China has signed a series of trade agreements with several African states – the majority of which belong to the group of French-speaking African states – with the aim of gaining access to the raw materials found in abundance in these countries on the most favourable terms.

Interviewer: What road map do you see in the Chinese-African policy?

Ms Graham: The Chinese strategy, called by the Chinese themselves as a 'win-win' approach, has in many instances proved quite efficient. In exchange for building infrastructure, such as roads, dams, and hospitals, Chinese companies, often supported by the Chinese state, have gained important trade concessions from the African governments, such as the right to exploit local resources and even, in some cases, the right to send Chinese settlers to their country, which reduces the pressure on China's population and serves geopolitical objectives. … In its relations with African authoritarian governments, China turns a blind eye to human rights issues and lack of democratic progress. This reassures Africa's national governments, like those in Sudan or Zambia, which are often put under pressure by the West for these very reasons.

Interviewer: And what's the pay-off for the Chinese?

Ms Graham: In return, African regimes turn a blind eye to the grim and unsafe working conditions that workers hired by Chinese companies often endure. The latter

do not hesitate to use contemporary forms of labour exploitation, imported directly from the motherland.

Interviewer: What knock-on effects could this have on European nations?

Ms Graham: These ongoing developments are frightening the former colonial powers, particularly France, as they can only look on powerlessly as their supremacy over African regions dwindles. These are regions which they have always considered their own 'backyard', even after decolonisation.

Interviewer: The Chinese trade politics not only cause concern for European and American strategists. How do China's direct neighbours evaluate China's intentions?

Ms Graham: Beijing continues to develop closer links along the trade routes that connect Africa, Europe, and Asia. China is also building 'bridgeheads' in the form of commercial ports, in what is called the 'String of Pearls' strategy by Indian analysts, which will surround India with friendly Indian Ocean ports such as Hambantota in Sri Lanka, Gwadar in Pakistan, and other locations in Bangladesh, Myanmar, and the Maldives. Like India, most of China's others neighbours are worried about China's growing influence on their affairs. The number of diplomatic confrontations between China and its neighbours has steadily increased over the last five years – especially in South China and the Yellow Sea region – over the exploitation of precious natural resources and a few archipelagos deemed strategic to regional states. An example of this modern-day tug of war is the continued dispute between Japan and China over the Senkaku Islands. In response to the rapid shift of the balance of power in East and South-East Asia in favour of China, Washington has signed a series of agreements with Pacific countries, namely South Korea, Japan, the Philippines, Taiwan, Singapore, Malaysia, Cambodia, and Australia. China has even managed to alarm little Vietnam, a situation which has created an almost unimaginable economic cooperation between Washington and Hanoi and the participation of the two countries in joint naval manoeuvres.

Interviewer: This has been most enlightening. Many thanks for your informative contributions!

Ms Graham: My pleasure.

Unit 09, exercise 31 (TCD ⊙ 3/05 + SCD ◉ 04)

Announcer: You are going to listen to an interview about the role of new technology in teaching and language learning. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer – A, B, C or D – for questions 1 to 6. Put a cross in the correct box. The first one, zero, has been done for you.

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

(45 sec pause, acoustic signal)

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

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

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

Tim: What I mean is, if you imagine a school, an educational organisation, in which everything is computerised and the classrooms are all wired-up, delivering the contents, as it were, to the students directly and in a very attractive way, what is the teacher's role? Is the teacher's role reduced simply to that of a technician? I actually think this is happening in some contexts, and I don't think it's necessarily for the better, for the teachers or for the learners. There is an element of education, and I think there always will be, which involves face-to-face contact, and I don't think that's going to go away, but I think we need to question any technology that comes along, try it out first, and find out to what extent it fits in with the basic principles of good education.

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

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

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

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

going to really engage the learner and stay embedded in their memories. Simply sitting in front of a computer and just reading texts or using online dictionaries, or whatever, doing grammar exercises, I don't really think that's a way forward.

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

Tim: It's my pleasure.

(15 sec pause, acoustic signal, track replays)

Unit 10, exercise 12 (TCD ⊙ 3/06)

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

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

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

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

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

is, is more positive, so you have a much more positive effect on people, and it gives you something that you, you gain from.

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

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

Interviewer: So you mean they also have their own image?

Lydia: I think that people who negate brands, they also form their own category of brands.

Unit 10, exercise 15 (TCD ⊙ 3/07)

Announcer: A – Jane.

Jane: Erm, they make me think of, erm, definitely sport, erm, of keeping fit and also of being fashionable, because they're quite trendy, makes me think of ambition, getting to the top of your game, erm, being excellent in your game, definitely comfort because they're comfortable to wear. … I think they make you look good because they're quite attractive, erm, I think they make me think of ambition and striving for something … yeah. And they have always endorsed some of the most interesting athletes. Well, actually they also once sponsored Lance Armstrong … But nevertheless … Well, they usually only support the absolute top athletes of sports like golf, tennis or football. I mean, just think of Cristiano Ronaldo …

Announcer: B – Claire.

Claire: I think the first thing they make me think of is top quality definitely … reliability, it's a technology that's reliable and … innovative springs to mind as well. They sort of suggest perfection, that they have perfect sound quality, perfect technology, sort of great to listen to. I think they also suggest a kind of executive lifestyle, something that's not quite average, a little bit superior. … Success, I think that's what they suggest, that's something that I especially associate with their top line of notebooks. Photography is another one of their core competences, as are their high-resolution TV sets. Actually ever since their 'Walkman' defined the image of Japanese consumer electronics, they've been quality producers of gadgets like these …

Announcer: C – Robert.

Robert: I think the first words that would come to mind are things like fast, erm, dynamic, er, small, erm, they're easy to park, erm, they come in these primary colours, these very bright colours … and I think that gives an image to them which is all about fun and enjoying yourself. They're for people who, you know, appreciate good design, erm, they're a little bit retro because they used to be fashionable in the sixties, and then there was a new version of them, came in a few years ago. … And they're pretty speedy and powerful cars as well,

great on the motorway. I vividly remember the scenes in the film 'The Italian Job' with Charlize Theron and Mark Wahlberg racing in the sewer lines of Los Angeles. Simply thrilling … And by the way, they're really nice, handy cars!

Unit 10, exercise 24b (TCD ⊙ 3/08)

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

Unit 10, exercise 36 (TCD ⊙ 3/09 + SCD ⦿ 05)

Announcer: You are going to listen to an interview with Katie Jenkins, a young entrepreneur, about her success as a businesswoman. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer – A, B, C or D – for questions 1 to 7. Put a cross in the correct box. The first one, zero, has been done for you. After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

Interviewer: Have you ever thought of launching your own business? Well, if you have, all you need is to come up with a good business idea and a bit of capital to get started. But is it really as easy as that? Katie Jenkins, 25, one of the country's youngest and most successful entrepreneurs is in our studio today. Good morning, Katie. It's a pleasure to have you here.

Katie: Thank you for inviting me. Good morning!

Interviewer: Well, Katie, you're one of the youngest entrepreneurs in our country, aren't you? When you were 21, you took part in a programme called 'Start-up!', and this changed your life.

Katie: Actually, I already had my own business when I was sixteen, while I was still at school and working part-time. I've always been a high achiever, you know, studying hard to be top of the class, trying out new things, making my own money by selling clothes and accessories, but, erm, I'd always been interested in the concept of buying and selling property. So I had

always known that owning a real estate agency was my ambition in life.

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

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

Interviewer: Yes, money is certainly an issue.

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

Interviewer: A business angel!

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

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

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

Interviewer: But things went well for you … ?

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

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

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

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

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

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

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

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

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

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

Katie: You're welcome.

(15 sec pause, acoustic signal, track replays)

Unit 11, exercise 4a (TCD ⊙ 3/10)

Newsreader: The billionaire entrepreneur Richard Branson is offering $25 million to anyone who can identify a way to reduce greenhouse gases. John Holm reports.

Reporter: With former vice president Al Gore lending his support, Richard Branson says he will award $25 million to anyone who can develop the technology to remove CO_2 and other greenhouse gases from the atmosphere at a rate of a billion tonnes per year. His statement comes just a week after the United Nations panel on climate change said, "Global warming is more than 90% likely to have been caused by humans, and predicted temperatures are likely to rise one to six degrees by the end of the century."

Unit 11, exercise 23b (TCD ⊙ 3/11)

Interviewer: Scientist and writer James Lovelock has just brought out a new book, *The Vanishing Face of Gaia*, in which he makes very gloomy predictions about the future of our planet. He predicts that by the end of the century, climate change will make the Earth almost uninhabitable for humans, and that it's already too late to do anything about it. We talk to Moira McCann, who read the book. Moira, is this book a very depressing read?

Moira: Well, in some ways yes, it's certainly a very disturbing book. If he's right, then global warming is already out of control, and not only that, but it's us that caused it.

Interviewer: So it's humans that are causing climate change, according to this book?

Moira: That's right. The way the book describes it, it's like somebody walking in a forest somewhere and they pick up a gun, and they accidentally pull the trigger and it goes off. They didn't intend to do that, they kind of pulled the trigger by accident. And that's what we've done: we've pulled a trigger on climate change, and now we can't stop the process.

Interviewer: So this could have happened anyway, but we've just kick-started the process?

Moira: Exactly.

Interviewer: So is it reversible?

Moira: No, it isn't, not according to James Lovelock. That's the main point of the book. That a lot of people round the world, particularly politicians, the people who organise the climate conferences, they think that if we're good and we stop burning fuels and everything, it'll all go back to where it was. It won't. Once it's started moving, you can't stop it.

Interviewer: Can we slow it down?

Moira: Well, he doesn't say we can't, but he doesn't think we can, no.

Interviewer: So does that mean we should just enjoy ourselves?

Moira: Well, you could take it like that, yes. Fly off on lots of holidays while you've still got a chance.

Unit 11, exercise 30 (TCD ⊙ 3/12 + SCD ◉ 06)

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

(45 sec pause, acoustic signal)

Interviewer: Good morning and welcome to this week's 'Have your say'. I'm delighted to welcome Gavin Smallwood, one of our local councillors, to the programme. Hello, Gavin, great you could make it!

Gavin: Thank you, it's good to be here.

Interviewer: So Gavin, lots of complaints about traffic in our area …

Gavin: Absolutely, and I fully understand. After all, congestion at peak times is the most serious issue we face in the town centre. We're looking into introducing a charge so that motorists will have to pay to drive into the city centre. According to our research, most journeys undertaken here are less than three miles long, so I would say that in fact the majority would be better off taking public transport instead of hopping into their cars. And of course, those who walk or cycle should be encouraged to continue. A number of cycle paths have recently been opened, which means that it is easy to cycle because you don't have to negotiate the heavy

traffic. We've had good feedback, and though it's early days yet, we are confident that more people will start using pedal power.

Interviewer: But wouldn't a congestion charge be another nail in the coffin of local businesses? Many of our listeners have written in about the soullessness of the town centre because people drive to out-of-town shopping centres, and I must say last time I was in the city centre, I couldn't help but notice how many 'For Rent' signs were up.

Gavin: True. And it is one of our main priorities to regenerate the town centre so that it is as vibrant as it used to be, and to do that, we have to encourage visitors to return. Unfortunately, a lot of shoppers choose to go to the retail park on the outskirts of town where parking is cheaper and everything is more easily accessible. We are, naturally, aware of the impact this has on local shops, and we're in the process of putting together a package which will provide financial incentives. And this will be launched at a public meeting next Friday, and everyone is welcome to attend.

Interviewer: So, for all our listeners who are interested – where is this meeting going to be?

Gavin: Erm, yes, it's on Friday at 6 pm, and it's in the community centre, and we hope lots of responsible citizens will come.

Interviewer: Now, let's move on to another hot topic these days: crime. Although there are increasing numbers of CCTV cameras in public places and on public transport, judging from the number of complaints we've received, few people feel that they're really making any difference.

Gavin: According to the recent crime figures issued by the police, the situation *has* improved, with graffiti and vandalism on the decline, but yes, we agree, there is still a long way to go.

Interviewer: In particular our elderly citizens feel uncomfortable going out after dark with all these youth gangs around, and I would think that this is an intolerable situation.

Gavin: I couldn't agree more, and I can assure you and our listeners that we are aware of the problem and are working on it.

Interviewer: Another burning issue is that of housing, or rather, the shortage of it. Rising property prices make it impossible for young families to find affordable housing as they would have to spend more than half of their income on mortgages.

Gavin: I know, I know, we are well aware of the situation, and as a matter of urgency, we will be building 300 homes this year – the affordable kind – with another 300 to follow. These have been earmarked for first-time buyers and those on low incomes.

Interviewer: Yes, and I'm sure you've noticed the rise in the number of homeless people who are sleeping rough. What about them?

Gavin: We've just opened a new hostel with 30 beds.

Interviewer: I see.

Gavin: And in addition, we're working with the local education and skills office to help the jobless get back into employment. We're determined to create new jobs in the local economy so that our town returns to being a centre for commerce and industry.

Interviewer: I'm sorry to interrupt you but I'm afraid we've run out of time. Thank you very much for coming in to talk to us.

Gavin: Thank you.

(15 sec pause, acoustic signal, track replays)

Unit 12, exercise 14 (TCD ⊙ 3/13)

Announcer: Eamonn.

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

Announcer: Lindie.

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

Unit 12, exercise 23 (TCD ⊙ 3/14)

Announcer: Iain and Barbara.

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

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

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

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

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

Barbara: Yeah, it is recommended.

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

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

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

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

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

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

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

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

Announcer: Lixing and Cian.

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

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

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

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

Unit 12, exercise 30 (TCD ⊙ 4/01 + SCD ◉ 07)

Announcer: You are going to listen to a science show about 3D printing. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences, 1 to 7, using a maximum of four words. Write your answers in the spaces provided. The first one, zero, has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

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

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

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

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

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

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

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

Dr Tulley: 3D printing could produce virtually any food. For years, the question has been: "Can the technology of 3D printing be harnessed to tackle world hunger?" Anjan Contractor, a mechanical engineer at the Systems and Materials Research Corporation, is working on a

prototype for a 'universal food synthesizer'. It sounds like a crazy science fiction story: a 3D printer in each household with the ability to print healthy meals from powders, with a shelf life of at least 15 years. But it's becoming a distinct possibility.

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

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

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

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

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

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

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

Unit 12, exercise 31 (TCD ⊙ 4/02 + SCD ⦾ 08)

Announcer: You are going to listen to some advice on how to find a summer job in the United States. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences, 1 to 6, with the sentence endings, A to I. There are two extra sentence endings that you should not use. Write your answers in the spaces provided. The first one, zero, has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

Reporter: It's that time of the year again. The sun's shining, school's coming to a close and students are scrambling to find a summer job. Only this time they may be more desperate than ever. With last summer ingrained in the minds of many high school and college students, it appears that this summer will be just as bleak. According to the Bureau of Labor Statistics, only 48.9 percent of young people aged 16 to 24 were employed last summer, the lowest number since 1948. A year later, the economy doesn't appear to show any signs of improvement as budget cuts to government agencies across the country are expected to negatively impact the teen job market. Challenger, Gray & Christmas, Inc., a Chicago consulting firm, predicts the number of summer jobs offered by the city of Chicago will decrease by 22 percent this year.
Obviously we can't use the city of Chicago as representative of every city in the United States, but students should not assume that there will be plenty of jobs available in Asheville. There is hope, but only for those who work the hardest to find a job.
Mr Perry works for the US Career Development Center. Let's pay him a visit. …
Mr Perry, as an expert, what advice do you have for young job seekers?

Mr Perry: The first step is to start early. Employers realize that and are beginning the process to prepare for summer employment now instead of putting it off until later. Students need to keep up with employers and start seeking a job now and not when the summer begins. While Challenger, Gray & Christmas reported that teens are likely to conduct 90 percent of their job search online, potential applicants should bear in mind that not all companies advertise jobs online using classified job ad lists such as Craigslist. I've just talked to Everett Shuford, a computer science student who came to me last year. He said, "As tough as the economy may be, students shouldn't use that as an excuse not to try harder to seek a job." Last summer, Shuford got a job at Walmart, where he is still employed. He said he believes the best way to get a job this summer is to build a personal relationship with the employer.

Reporter: So this is the second piece of advice you would give?

Mr Perry: Yes, exactly. Dropping an application off with the cashier is the equivalent of sending it by email. If you ask to speak with the manager and physically hand them an application, they will have a face and a better understanding of you than from a cyberapplication. Employers will read tons of names on applications, but they will be a lot more likely to hire a face that goes along with it. While students are equally aware of how tough the teen job market is, it's necessary for them not to rely on the internet. Whilst websites like Craigslist are

very convenient, they do not guarantee their millions of users a successful job. To succeed you need to stand out from the crowd.

Reporter: Now, what if you really try hard, send 30 applications and you still don't get a job?

Mr Perry: Yeah, well, the third step, which is the most crucial, is not to be discouraged. You could land a job on your first attempt, or your 30th attempt. With a job market this unpredictable, anything is possible. After initial failure, you can't just turn your back on the economy and spend the rest of the summer in your parents' basement, even if you really want to. Rejection is hard, but persistence will be rewarded. The more assertive and determined students are, the more likely they are to get hired.

Reporter: So, with all the factors pointing to a financially tough summer for high school and college students, it's going to take a concerted effort to find a job, just like trying to get good grades at school. Just remember how competitive the market will be. The most determined candidates – who are willing to do whatever it takes to stand out the most – will triumph in the end.

(15 sec pause, acoustic signal, track replays)

Preparing for final exams, Listening, Task 1 (TCD ⊙ 4/03 + SCD ◉ 09)

Announcer: You are going to listen to an interview about BEST, an EU institution that was set up to create and support enterprise culture in Europe. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences, 1 to 8, with the sentence endings, A to K. There are two extra sentence endings that you should not use. Write your answers in the spaces provided. The first one, zero, has been done for you.
After the second listening, you will have 45 seconds to check your answers.

(45 sec pause, acoustic signal)

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

Jessica: Good morning, thanks for inviting me.

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

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

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

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

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

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

Presenter: I hope some Austrian authorities are listening in …

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

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

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

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

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

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

Jessica: Of course, they can. There still is too little cooperation between SMEs themselves – you know, working together in clusters, for example, to reduce overheads. There is also too little interaction between academic or research institutions and business. Cooperation and exchange definitely need to be promoted. Another idea is the concept of 'incubators',

which nurture company start-ups. Similarly, mentoring and the introduction of so-called business angels should be encouraged. With regard to funding, conferences and meetings to secure venture capital, for example, take place much too infrequently in my opinion.

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

Jessica: Thanks for having me.

(15 sec pause, acoustic signal, track replays, 45 sec pause)

**Preparing for final exams, Listening, Task 2
(TCD ⊙ 4/04 + SCD ⊙ 10)**

Announcer: You are going to listen to an interview about male and female internet use. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer – A, B, C or D – for questions 1 to 7. Put a cross in the correct box. The first one, zero, has been done for you.
After the second listening, you will have 45 seconds to check your answers.

(45 sec pause, acoustic signal)

Interviewer: Our guest this morning on 'Today's World' is journalist Anna Nielsen, who has recently been looking into how the internet is used by different groups of people. I think I'm right in saying you identified definite trends, Anna.

Anna: Yes, that's true. I mean, it depends on the focus. It's quite a complicated subject because there are so many different ways of using the internet. For example, you might just visit a website to get some information you need. But you might equally well write a blog or whatever. And, of course, over and beyond all those kinds of activities, the web has become a huge industry in its own right, with a wide variety of career and money-making opportunities.

Interviewer: But overall, what stands out most for you?

Anna: Without a doubt, the dramatic rise in female presence on the web. The idea of the internet as an almost exclusively male area of activity is totally outdated. So you can throw away the old stereotype of the, you know, the little nerdy guy staring at the computer screen through his thick glasses. Now the typical internet user is more likely to be a teenage girl or a young woman.

Interviewer: What would you say has brought about this change?

Anna: Well, without wanting to get into stereotypes again, it's commonly accepted that girls have a need for social communication. And that's what they're doing on the web, with instant messaging and so on. Statistics show that it's mainly girls who have fuelled the huge growth in blogging. I've seen lots of surveys by both British and American internet research companies. And according to one American survey – it was about teens in social media – 35 percent of girls there have blogs, compared to only 20 percent of boys. It really is a complete turnaround because blogging used to be a – well, you would expect the writer to be a male with an obsessive interest in just one particular subject like, oh, cars or sport, or politics maybe. But with women it's totally different. I was interested in the question of motivation, and time and again during conversations I had with teenage girls and young women, I was told that writing a blog gives them the chance to express themselves freely and communicate their views on a whole range of topics. What that topic is, well, it's dictated by whatever happens to be relevant on the day.

Interviewer: Presumably, for the same kind of reason, girls also use social networking sites more than boys.

Anna: Absolutely. The popularity of social networking is very much down to girls. The survey I mentioned before shows that 70 percent of American girls have a profile page on sites like Facebook or Bebo, as opposed to 57 percent of boys. And of course we Brits tend to follow America in these things, and we're going the same way. A survey earlier this year by a company called 'Hitwise' found that 55 percent of all British users of social networking sites were girls and women.

Interviewer: So do you think women will soon outnumber men in every area of the internet?

Anna: Not in every area, no. Not soon anyway. There's one area where women still have a long way to go to achieve equality, and that's in making money from the internet. Women may be extremely active on the web, often more so than men, but they're not yet turning this into financial gains. The thing is, if you want to control the internet and make money from other people doing, oh, online banking or whatever, well, you need to be the one creating new technologies and programming websites. And most of the people with those skills are men. There are exceptions, but generally speaking, women are still far behind.

Interviewer: Why is that?

Anna: Well, female students on IT courses at university form a very small minority. I don't have the statistics for America, but here in the UK there are three times as many male IT students as female ones. There are signs that the message is getting across to girls – and also, importantly, to careers advisers in schools – that the industry has a lot to offer them. I mean, going back 20 or 30 years there wouldn't have been any female computing students at all. So it may be that the situation will gradually change and the numbers will become more equal.

Interviewer: Is that your expectation?

Anna: Well, I certainly think that if they want to, girls are capable of entering that field. Apparently, from as early as the age of seven, girls are ahead of boys in being able to perform various technological tasks. On the other hand, I have to say that I got the impression that while many of the girls I talked to clearly understand a lot about computers and spend a lot of time using them, their ambitions and career plans don't necessarily lie in that direction. As one of them said to me, girls are more creative in fields like English and art, while it's the boys who are more into the techie things.

Interviewer: As always, time will tell. Thank you for talking to us today, Anna.
(15 sec pause, acoustic signal, track replays, 45 sec pause)

Preparing for final exams, Listening, Task 3
(TCD ⦿ 4/05 + SCD ⦿ 11)

Announcer: You are going to listen to an interview about the effects of meat consumption on the environment. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions, 1 to 6, using a maximum of four words. Write your answers in the spaces provided. The first one, zero, has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

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

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

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

Beth: Well, John, it's not just a question of individual health. Let me give you some figures. In 2003, the average global consumption of meat and animal products was 152 kilos a person for the year. Maybe that doesn't sound so much, but listen to this. The figure for Uganda was 45 kilos, while average consumption in Europe and the United States was over 400 kilos a year. 400 kilos – that's way over a kilo a day of animal products, and nearly ten times as much as places like Uganda.

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

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

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

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

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

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

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

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

John: What, in hospitals?

Beth: Yes, that's right, but also in its other care facilities and the food it provides for its staff. Then in 2009 in Germany, the federal environmental agency asked people to try to reduce their consumption of meat.

John: And have they?

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

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

Beth: Perhaps, yes. Which is why I like the more practical suggestion that's been made by several people in the last couple of years. The idea first came from Dr Rajendra Pachauri, who's chair of the United Nations Panel on Climate Change – and incidentally a vegetarian himself. He suggested that if we all have just one day a week without meat, this would make a significant difference. Since then, this idea has been taken up by the town of Ghent, in Belgium, where restaurants and schools were asked to make every Thursday a meat-free day. And of course, that well-known vegetarian Paul McCartney has also added his voice to the campaign.

John: Celebrity endorsement! Beth Willis, thank you very much. Food for thought for us all there. The time's coming up to 6 minutes to 9 …
(15 sec pause, acoustic signal, track replays, 45 sec pause)

Preparing for final exams, Listening, Task 4
(TCD ⦿ 4/06 + SCD ⦿ 12)

Announcer: You are going to listen to a radio programme about inventions that came to people in their dreams. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences, 1 to 7, with the sentence endings, A to J. There are two extra sentence endings that you should not use. Write your answers in the spaces provided. The first one, zero, has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

Presenter: In the next part of today's programme, we investigate the power of dreams. We all know the benefits of a good night's rest, but our sleeping minds are by no means inactive. Kathryn Harrison explains.

Kathryn: Well, published in 1818, Mary Shelley's novel 'Frankenstein' incorporates elements of science and technology that were unheard-of in those days. It's fiction based on imagined future scientific or technological advances – a genre which is very popular nowadays. But did you know that the image of the famous monster came to the author in her sleep? In the summer of 1816, at the age of just nineteen, Shelley visited the home of the poet Byron in Switzerland. Forced to stay indoors by stormy weather, Shelley and Byron's other guests amused themselves by reading from a book of German ghost stories, and Byron suggested that they each write their own supernatural tale. A short time later, Shelley got the idea for 'Frankenstein' from a dream:

Shelley: When I placed my head upon my pillow, I saw a pale student kneeling beside the monster he had put together and then, on the working of some powerful engine, it came to life. I opened my eyes in terror, but then the idea broke upon me: "I have found my story! What terrified me will terrify others, I need only describe the monster which haunted my sleep."

Kathryn: The next day, Shelley began writing. But it's not only in the arts that dreams have been important. At the beginning of the 20th century, Srinivasa Ramanujan was one of India's greatest mathematical geniuses. His formulae were developed through a combination of argument, intuition and induction. However, he was entirely unable to give a coherent account of how these had been achieved. Thus his methods had no clear explanations, and they were so novel that the ordinary mathematical reader, unaccustomed to such intellectual gymnastics, could hardly follow him. He felt inspired by dreams in which a Hindu goddess called Namagiri would appear and present him with mathematical formulae. As Ramanujan describes it:

Ramanujan: There was a red screen formed by flowing blood. I was observing it. Suddenly, a hand began to write on the screen. I was fascinated. The hand wrote a number of mathematical equations. They stuck in my mind. As soon as I woke up, I copied them down.

Kathryn: Many of our most important scientists and engineers have also been inspired by dreams. Perhaps the most famous scientific dream story of all involves the German chemist August Kekulé, who was trying to work out the chemical structure of benzene. One day in 1865, Kekulé had a strange experience:

Kekulé: I was sitting and writing, but the work didn't progress. My thoughts were elsewhere. I turned my chair to the fire and slept. I saw atoms dancing before my eyes. I had had visions of this kind before, but could now see larger structures, long rows of atoms connected together and twisting like a snake. But look! What was that? One of the snakes was eating its own tail, and the form, like a circle, spun before my eyes.

Kathryn: Kekulé realised that benzene molecules, like the snake made of atoms in his dream, have the shape of a circle or ring. Thus he made one of the most important discoveries of nineteenth-century chemistry.

Presenter: Hmm, these examples are rather antiquated. Are there any more recent inventions based on dreams?

Kathryn: People in the olden days seem to have been more willing to believe such, well, irrational stories, but yes, there's one quite recent example I could present.

Presenter: OK, fine, go ahead so we can continue to believe in the power of dreams!

Kathryn: Well, the story goes that the idea for Google was conceived in a dream. A few years ago *Fortune* magazine shared the story of how Larry Page and Sergey Brin got the idea for "downloading the entire web onto computers". Larry Page dreamed about it one night when he was 23 years old.

Page: I sat up in the middle of the night scribbling out the details and convincing myself that it would work.

Presenter: That was Kathryn Harrison on the power of dreams. So, the next time you have an unusual dream, why not think about what your mind is trying to tell you? It could give you the answer to a puzzle that's been bothering you, or the inspiration for a great work of art. Now, as you may remember, in last week's competition we asked you to think of … *(fade)*

(15 sec pause, acoustic signal, track replays, 45 sec pause)