

## Unit 01, exercise 02 (TCD ● 1/01)

Announcer: Anna.

Anna: I love TV. When I wasn't so busy, I used to watch it all the time. I remember, er, when I was twelve or thirteen, I used to love series, like 'Gossip Girl' or 'O.C., California', and other teen drama series, which were always on at 5 or 6 pm every day on RTL or Pro7. I used to look forward to it all day. But these days I don't have time to follow any series. In fact, I hardly ever watch TV. I like to know what's going on in the world, though, so I try and follow the news, and when I'm travelling, I watch BBC World News, which is really good, erm, very informative.

Announcer: Liam.

Liam: I'm not a big fan of TV, to be honest. I find a lot of channels really irritating because there are so many ads. I can't stand watching the ads, so I tend to record the shows I like, so I can fast forward through all the ads and then watch the shows over and over. I'm really into music and, like everywhere else in the world, we have MTV, which is really good. But I tend to listen to the radio a lot, mostly music stations. I prefer radio to TV actually, because you can do other stuff while you're listening.

Announcer: Chris.

Chris: I don't have a TV. I don't need one because I can watch everything I'm interested in on the internet. I select the programmes I want ... usually the news and sport. I'm a big fan of all sports, especially football. So, if there's something good on, I'll watch it on EUROSPORT. I don't usually watch anything else, but recently, I've watched a cookery show, with my girlfriend a couple of times. She wants me to learn how to cook.

Announcer: Vicky.

Vicky: There are too many reality shows on TV these days, programmes where people become pop stars or change their houses or something. I'm not keen on them, to be honest. I'd rather watch documentaries ... at least you find out something new. I've just watched a very interesting series about some special natural areas in Colorado. It's inspired me to go to places I've never been in my country. And when there's nothing on TV, and I'm alone, I watch QVC, the shopping channel. I've bought so many things. It's a bad habit, but I enjoy it!

## Unit 01, exercise 06 (TCD ● 1/02)

Paul: What are you doing?

Rebecca: Hm? Reading. Another Agatha Christie ... 'Murder is Easy'. Have you read it?

Paul: No, no. Is it any good?

Rebecca: Well, I've read it three times, so I know exactly what's going to happen. It's great!

Paul: I don't know how you can read books again and again.

Rebecca: At least I read. Your problem is you never read anything.

Paul: That's not true. I read magazines.

Rebecca: Yes, but do you read books?

Paul: Sometimes, yeah. Anyway, isn't there anything good on TV?

Rebecca: I don't know, I haven't looked. Why don't you read a book?

Paul: I'm not reading anything at the moment. I don't have any new books to read. Can you pass the remote?

Rebecca: Oh, please don't put the TV on, I'm trying to read.

Paul: OK, but I want to watch something at eight. There's a film on. It's called 'Sideways'.

Rebecca: Oh yeah. We've seen it before. It's about those two guys on a road trip.

Paul: Yeah, it's really good. Do you want to watch it?

Rebecca: No, I'm going out with Carole at half eight, so I'll miss most of it.

Paul: Oh, OK. Would you like me to record it?

Rebecca: No, don't worry. I don't like watching films more than once.

Paul: Really? Well, I'm going to watch it anyway.

Rebecca: OK. Can I read now?

Paul: Yeah, yeah, go ahead.

## Unit 01, exercise 18b (TCD ● 1/03)

Announcer: Vicky.

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

Announcer: Anna.

Anna: I saw 'Downton Abbey' for the first time recently.

It's a really popular series – have you seen it? [No.]

It's about an aristocratic family and their servants.

It's based on what happens in this family's life at the beginning of the twentieth century, but it's a bit more romantic and more idealistic than real life. [Oh.] I enjoyed it because it's very entertaining, but it's quite difficult to follow. It has Maggie Smith in it – she was one of the teachers in 'Harry Potter'. [Oh, yes.] There's this one episode where Violet, Maggie Smith's character, ...

Announcer: Rebecca.

Rebecca: I'm not usually into love stories, but there's a book I read recently which is just brilliant. It's called 'One Day', and it's by a man called David Nicholls. It looks at the lives of two graduates from Edinburgh University. Throughout the book you see them on the anniversary of their graduation day. It's a really interesting book because it shows how their friendship develops into love. Anyway, it looks like there's going to be a happy ending, but you never know ... erm, it's been made into a film too.

Announcer: Chris.

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

## Unit 01, exercise 23 (TCD ● 1/04)

Alice: A few years ago, my dad was offered a job in Vienna, Austria. He decided to take it, and our whole family moved there. I started at an international school, and everyone there was very friendly. I made friends not only from Austria, but from all over the world. After a few months, some of my Austrian friends and I had a Saturday night out. We went to some kind of bar in the centre – it was really exciting and great fun. We talked about music, films and all kinds of stuff, and we were all having a good time. The only thing that bothered me was that everyone was drinking, and they were smoking a lot, which was, well, different to what I was used to. One of the guys, Markus, was celebrating his birthday, so he ordered a bottle of champagne. He offered me a glass and wanted me to drink it, but I said no, I didn't feel like it. Well, until then we were all having a good time together, and people were incredibly nice and fun. But when I didn't drink that glass of champagne, something changed and, erm, well, I felt out of my comfort zone. Erm, you see, I'm not used to young people drinking and smoking, especially not that much. So when they all decided to go to a club, I told them I didn't want to go and went home. Looking back, it was probably a bit rude, but I just didn't know how to deal with the situation. On the following Monday, Markus looked worried. He came over to me and asked me why I'd gone home on Saturday and what the matter was. I said it was OK – I had just wanted to go home. He looked really fed up and just walked away. I felt awful.

## Unit 01, exercise 24 (TCD ● 1/05)

Alice: It was a really weird evening and afterwards at school things were a bit strange. But after a while I began to understand what really had happened. That evening in the bar ... erm ... I think Markus was trying to make me feel like I was a part of the group. I know now that celebrating – that is eating and, yes, drinking together – is an important part of Austrian culture. Their great hospitality is something they're really proud of. But for me, coming from Seattle, and an American school, I didn't feel comfortable.

Drinking laws are incredibly strict back home, and smoking is considered uncool. I wasn't used to teenagers smoking and drinking. Now I'm OK with it. I'm used to it now, but I found it awkward at first. Anyway, once I realised all this, things became easier, and I slowly got used to their way of having a good time. I don't think that it's changed my mind about underage drinking, but I really admire how welcome the Austrians made me feel, and I will never forget the amazing year I spent there.

## Unit 01, exercise 27 (TCD ● 1/06 + SCD ● 01)

Announcer: You are going to listen to a podcast about the online habits of two teenagers. First, you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences 1 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: Last week we sent out a survey asking teenagers between 14 and 18 how much time they spend watching TV, talking on the phone and being on the internet. What surprised us was that teenagers spend more time online than watching TV. In order to find out what teenagers actually do on the net, we invited two of them to an interview. Hello, Sarah and Max, thank you so much for coming!

Max & Sarah: Thanks very much for inviting us!

Interviewer: To start off, I would like to ask you guys how much time you spend on your computers every day?

Sarah: I guess about an hour or so. I need to do some homework on the computer, and I need to check my emails and Facebook at least once a day. Sometimes I also watch TV series on the internet.

Max: Erm, well, I spend at least two hours on my computer every day. I watch a lot of TV shows on the internet, so that takes up a lot of time.

Interviewer: How come you watch your TV shows on the internet rather than on television?

Max: A lot of the TV shows that I like, for example 'Madmen', erm, are on TV when I am out with friends or doing something else. Erm, if I want to watch them on TV I have to plan my evening around it, and that's annoying. If I watch online, I can watch whenever I want.

Sarah: I'm from Bosnia, so a lot of the TV shows I love are not shown on TV in my country. There just isn't any other way for me to see them than on the internet.

Interviewer: What shows do you watch, Sarah?

Sarah: I love dramas about teenagers, like 'Gossip Girl', which is about some rich kids living in New York City, but I also really enjoy comedies like 'How I met your Mother'!

Interviewer: Where do you find TV shows online?

Max: There are certain websites that offer secure downloads that can't be traced. A friend of mine is really good with computers, and he showed me how to do it.

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

Max: No, not really. Like I said, it's hard to trace my downloads and, apart from that, everyone is doing it nowadays. You know, all my friends watch their favourite TV shows online. I think the police have more important things to do than chase teenagers who watch stuff online. I mean, I'm more afraid that my parents will find out. They're against everything that could be illegal, and I'd be grounded for ages.

Interviewer: What about you, Sarah?

Sarah: Well, to be honest, I don't really know a lot about computers. I know how to use them and, and that's it, so, usually I just google 'Watch TV shows online for free' and click through the links that I get. I only stream them, I never download them. My parents know even less about computers than I do, so I'm not too worried that they will find out.

Interviewer: When do you usually watch TV shows?

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

Max: My girlfriend and I, we have a ritual of watching the newest episodes of 'Game of Thrones' together. So, every weekend, she'll come over either Friday or Saturday evening, and we'll watch it.

Interviewer: Do you think television will become obsolete some time in the future?

Sarah: I guess it will as soon as our generation is grown up.

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

Interviewer: Well, that was an interesting insight into the online habits of two 'digital natives'. Thank you so much for talking to me! Next week we shall be talking to an expert on 'media literacy', so ...

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

## Unit 02, exercise 02 (TCD ● 1/07)

Paula: I think Facebook is a waste of time. I'm totally addicted, I have to say. But, er, there really isn't much going on. You just spend hours just, sort of, making friends, checking other people's profiles, looking at the, erm, pictures they've, er, posted, and it's just, I don't know, I mean, nothing happens. It's just that, I don't know, it's very voyeuristic and really is a waste of time, I think.

Megan: I find myself wasting a lot of time on Facebook. I'm now back in touch with people I knew in primary school, but we don't actually say anything to each other. You just go onto their page, look at their

pictures, and then that's it, but, for some reason, I still find myself checking it constantly.

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

Megan: It's such a huge waste of time that I've heard that some workplaces are banning its use because so many people waste so much time looking at it.

## Unit 02, exercise 02 (TCD ● 1/08)

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

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

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

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

Mum: Yeah, but they say you need to take breaks from work, in the evenings and weekends and stuff.

Apparently, if you don't, it is really bad for you. I read it somewhere, and I worry about you.

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

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

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

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

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

Mum: Couldn't they wait till the morning?

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

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

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

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

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

Mum: I know.

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

Mum: You couldn't leave it at home?

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

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

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

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

## Unit 02, exercise 21 (TCD ● 1/09)

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

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

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

Eric's mum: Really? How come?

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

Eric's mum: I don't know. I think it might actually help you to concentrate.

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

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

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

Eric's mum: Can't you use the computer in class?

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

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

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

Eric's mum: What do you mean?

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

Eric's mum: And er, aren't you?

## Unit 02, exercise 26 (TCD ● 1/10)

Announcer: Sylvia.

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

## Unit 02, exercise 30 (TCD ● 1/11)

Announcer: One.

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

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

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

Announcer: Two.

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

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

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

Announcer: Three.

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

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

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

## Unit 02, exercise 36 (TCD ● 1/12 + SCD ● 02)

Announcer: You are going to listen to a conversation between Matt and Selma about satellite navigation systems. First, you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions 1 to 6. Put a cross in the correct box. The first one – zero – has been done for you. After the second listening, you will have 45 seconds to check your answers.

*(45 sec pause, acoustic signal)*

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

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

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

Selma: Really?

Matt: Yes, definitely. I often used to be late for appointments, but I'm not now. You know, I can get

to clients so much quicker now, and I can spend more time with them. It saves such a lot of time.

Selma: Yes, I mean, I think they're great for people like me because I have no sense of direction. But I fear I would still get lost even with them. But anyway, what's wrong with using a map?

Matt: Well, to be honest, I'm not very good with maps, so when I'm not working, and I don't have the satnav, I tend to get lost! And it's difficult folding out an enormous piece of paper when you're on your own in your car!

Selma: Yeah, it's difficult if you're on your own. But I do think people are going to lose the skills of map reading or, you know, with the internet, we'll forget how to look things up in a dictionary or an encyclopedia. But my father is very against satnav because he loves reading maps, and he thinks he's using his brain and working something out. I reckon it almost makes things too easy. That we're all becoming a bit lazy.

Matt: Yeah, maybe. I think it depends if you use it just for work or for everything. I mean, if you're on holiday or going out with your mates, you've got time, but if you've got to get to the next client in one hour, you have to do it quickly. So that's why it saves a lot of time. And er ...

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

Matt: Mm-hm. Yeah.

Selma: But it's horrible being lost!

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

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

## Unit 03, exercise 09 (TCD ● 1/13)

Announcer: Amina.

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

Announcer: Edward.

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

Announcer: Elisa.

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

## Unit 03, exercise 21 (TCD ● 1/14)

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

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

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

Adam: Actually, that's something that people don't really understand. People think that setting up a business is not hard, that you just have to have a good business idea and persuade a bank to provide you with start-up capital, but it's not as easy as that. I mean, when I started producing electric sheep shears in 2005, I thought that success was just around the corner and that I'd be able to work less with time. But as you get older and your company becomes more established, you realise that work never stops. I haven't had a holiday for years. Although I have already booked several times, I haven't been able to get away yet. On top of the hard work it's the kind of job that requires a lot of confidence. So you need to have confidence in yourself and be able to overcome obstacles.

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

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

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

Adam: Yes, definitely. You have to be someone who can take setbacks. For example, some orders have just been cancelled recently, and I've just lost my biggest customer. It's really hard. But then, something I didn't expect has often come up. You really have to have an open mind about where your business will go.

For me, that's what makes it exciting. Since I set up my own company, I've always enjoyed what I'm doing, and I've never looked back.

## Unit 03, exercise 36a (TCD ● 1/15)

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

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

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

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

Investor: (*laughing*) OK. Erm, in what way is it different from other products on the market?

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

## Unit 03, exercise 36b (TCD ● 1/16)

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

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

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

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

help. I'm very keen to hear your thoughts about the business plan.

Investor: Thank you, Olga. That sounds very interesting. Erm, are you a mother yourself?

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

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

Olga: Thank you.

## Unit 03, exercise 37b (TCD ● 1/17)

(*Phone rings.*)

Olga: Hello?

Investor: Hello, is that Olga?

Olga: Yes?

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

Olga: Oh, yes, of course ...

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

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

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

## Unit 03, exercise 43 (TCD ● 1/18)

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

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

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

Marianne: I think it's quite cultural. I think, erm, a lot of my American friends are much more confident about saying what they've achieved, for example if they're writing their CV, erm, they tend to put everything on there, and they're much more confident about coming forward. [Right.] But I think being British, erm, it's a lot harder because you don't want to seem arrogant and, er, and you don't actually want to seem as if you've done everything you could possibly have done in your life. [Yeah.] So I'm not at all comfortable talking about my achievements. [Right.]

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

Remo: Yes, I am very much. Er, I've always played sports, and I've always tried to play sports at a very high level and it's, it's all about winning I'm afraid, er, which means that other people have to lose ... for me to win. Erm, I mean, you'll find that most good sports,

er, most good athletes are not very nice people at all. And, erm, not that I was very good, I don't think I was, but, er, I wasn't very nice. I want to win, and I want to win at all costs.

Interviewer: Wow!

Remo: I know.

Interviewer: What about outside sports?

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

Interviewer: So you play by the rules at work?

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

## Unit 03, exercise 51 (TCD ● 1/19)

Sandra: Hello Marc, I'm Sandra from the Technical Student Magazine. Thanks for this opportunity to talk to you about renewable energy production. I know you are an expert as you work at a renewable energy company. Can you tell me about your company?

Marc: Hello, well, my company specialises in the project management of renewable energy generation. Most of our projects deal with wind energy but we've just recently finished a solar panel project. We have a staff of fifteen. Most of them are engineers, but a few are financial specialists for our bigger projects.

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

Marc: Well, that's a lot of questions. Let's go through them starting off with wind. Wind energy is great. The machinery doesn't take up a lot of space. You can have a wind turbine in a very small area, but then you really need some strong wind to have a good output of power.

Then there is solar energy. Solar energy is great too, but you also need a very good location. There are normally just a couple of hours of sun exposure a day in the UK, so you need a large field of solar panels which take up a lot of space. More sun equals more power. So places with greater sun exposure are better. Then we have the option of geothermal energy which is fine but once again depends on the location. It's energy that is made and stored in the earth. Only a few areas have the right conditions for an efficient geothermal system. Also, installing a geothermal system is very expensive: There's a lot of drilling involved.

Another option is bio-energy where you actually take animal waste and use that for producing energy.

I think it's one of the better strategies but once again the set-up is rather expensive.

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

Sandra: Thanks for the interview. Just one more question that will be especially interesting for the students reading this interview in the next issue of our magazine: Do you also offer internships at your company?

Marc: Yes, as an exclusive offer to the readers of your magazine, we are offering two internships for technical college students, 3rd and 4th year students, for one month each, one for July, the other for August. This is an exclusive offer to the readers of your magazine. When students apply they need to refer to this interview in their cover letters. The deadline for application will be May 15th ...

## Unit 03, exercise 53 (TCD ● 1/20+ SCD ● 03)

Announcer: You are going to listen to an interview with Lilly, a musician who runs choirs. 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 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)*

Interviewer: Were you into music as a kid?

Lilly: Yeah. I started playing the piano when I was about two. Erm, I used to pick out tunes on the piano by ear. And I started having lessons when I was four. At school, we had a really good music and drama teacher, so we put on musicals once a year, which was fantastic, but it wasn't a big thing for me at the time.

Interviewer: So, when did it become a big thing?

Lilly: Well, I went to music school when I was sixteen, but I really didn't like the stuff we had to sing. In fact, I found a letter to my grandmother the other day which said, "I hate singing!". And then I went to university to study music and, er, got into pop music. I had a friend who drummed in a band, and that's when I really started singing. We set up a band and played at different events, and I discovered that I really liked it.

Interviewer: So, can you tell me more about what you do now?

Lilly: Yeah, I run three different choirs for adults. And I've started arranging music as well. That's been a huge

thing for me. It feels like I'm finally using the musical training I had at university. And I didn't realise how much I'd enjoy that, but I've really got into it.

Interviewer: And how did you start running choirs?

Lilly: Well, when I had children, I started doing singing groups for babies and children, then the parents asked me to set up a group for the grown-ups, and that's how it all started. It's great because eight of the parents I started out with five years ago are still in that group, which is the biggest one I run. There are 45 people in that particular choir now!

Interviewer: So, what does music mean to you, in your life now?

Lilly: It's really, really important to me. I couldn't live without it. I love going to gigs ... listening to live music is still one of my favourite things to do. And I love the fact that music is my job! I can't think of a better way to earn a living. I love running choirs; I really like the whole process of bringing people together to sing and hearing the end result. That's my passion, actually. It's not about whether people have talent, it's about getting people to enjoy singing, whether they're brilliant or not.

Interviewer: So, do you still sing outside the choir?

Lilly: I do still sing, but not enough. I've got somebody I write music with, and recently, we've started performing together. I love doing it, the concerts are great fun, and I'd like to do more. That's my next mission. I'm terribly lacking in confidence about singing, really, but I'm sure I can improve.  
*(15 sec pause, acoustic signal, track replays)*

### **Unit 03, exercise 55 (TCD ● 1/21)**

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

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

Interviewer: Right, now as you know, we're looking for someone to help out in our hotel during the summer months. I see you've some experience in the field.

Marlene: Yes, that's right. I've been at a college for tourism for three years, and for much of that time I worked at a hotel once a week.

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

Marlene: Well, you know, the TC Vienna is one of the best tourism colleges in Austria, so I feel my education and training there can be of great benefit to your company. Another thing is that I actually worked at a hotel, on reception, in housekeeping, in the kitchen and waiting tables. I learned a lot. I would love to develop my skills further.

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

Marlene: Well, I am friendly, hard-working and a good team player.

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

Marlene: Yes, well, I once helped sort out a guest whose wallet had been stolen, but the thing I'm actually

most proud of is planning a private event for eighty people all on my own.

Interviewer: Really? And what kind of event was it?

Marlene: Actually, it was my cousin's wedding, and I was responsible for finding a good venue, planning the food and drink, organising the flowers and the band. And I sent out all the invitations and monitored the replies.

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

Marlene: Well, it turned out to be a great success.

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

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

Interviewer: Sounds perfect. I'll take you to the office where we can talk more about salary, insurance, etc.

Marlene: Thank you so much, I'm really looking forward to working at your hotel.

### **Unit 04, exercise 07 (TCD ● 1/22)**

Simon: Hi everyone. Isn't it great that it's going so well?

We've had more students and parents coming in than I ever expected so soon after opening.

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

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

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

Yelena: Well, what about renting an additional room?

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

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

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

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

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

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

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

Simon: Yes?

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

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

Simon: Yes, but it would solve the problem, and when we get the additional room, we'll need someone else anyway. I think it's a good idea. If we can manage this week, then we can advertise in Friday's local newspaper.



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

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

## Unit 04, exercise 14b (TCD ● 1/23)

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

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

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

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

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

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

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

Gerry: OK. We should be able to help you with that.

What you need to do is write an email to our ...

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

Gerry: You've already ...

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

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

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

Gerry: Is that 35PK?

Mariah: Yes, that's right.

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

Mariah: OK.

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

Mariah: How long will that be for?

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

Mariah: OK, thank you.

Gerry: Hello?

Mariah: Hello.

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

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

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

Mariah: And when will I get the new book?

Gerry: You should receive it within five working days.

Mariah: OK. Great, thanks.

Gerry: No problem, bye now.

Mariah: Bye.

## Unit 04, exercise 22a (TCD ● 1/24)

Mum: OK, guys, I can't stand this mess in the kitchen anymore. It's really disgusting, and I can't even find a plate to eat off. Nobody loads the dishwasher apart from me!

Elisa: That's not true. OK, OK. Mum, Daniel, how about if we take turns to do it?

Daniel: Yeah, but, erm ... Elisa, that would mean making a rota.

Elisa: So? Why not? We could do that, I suppose.

Otherwise, we could just clear away our own stuff.

That would make more sense.

Daniel: Sure. But Dad, that means you would have to do your own dishes, too!

Dad: Really, erm, OK then, but if I agree to do my own dishes, could you please do something for me?

Daniel: What do you mean?

Dad: Well, the bathroom. Erm, I can never get in there.

Actually, I was late for work the other day.

Daniel: Yes, that's true. Elisa, you do take an awful long time in the bathroom.

Elisa: Me?

Daniel: Yes, sorry to say.

Elisa: That's not fair. Maybe there's just not enough time for everyone to have a shower in the morning. Daniel, what if you had your shower in the evening?

Daniel: I need to have a shower before I go to school, thanks. In fact, Elisa, you don't have to be at university first thing in the morning, do you? Maybe you could use the bathroom later, when we've gone. That way you can take as long as you like.

Elisa: Yeah, erm, mmh, I suppose I could do that. But while we're talking about these things, Daniel, if I am prepared to use the bathroom later, would you mind not having the radio on all the time? It drives me crazy.

Daniel: Does it? But it's fantastic!

Elisa: For you, maybe, but that techno music on all the time, it makes me feel stressed.

Mum: Well, maybe you could listen to it in your room.

Daniel: But I like listening to it while I'm eating.

Dad: OK, let's say you can listen to it in the kitchen if the door's shut.

Daniel: Yeah, yeah. OK, OK.

## Unit 04, exercise 27 (TCD ● 1/25)

Mr Tate (teacher): Hello. How are you?

Mr Jones (father): I'm OK, thanks. And you?

Mr Tate (teacher): Er, yes, fine, thanks. Er, yeah, that reminds me, I've been meaning to talk to you, actually. About your son.

Mr Jones (father): Oh, yes?

Mr Tate (teacher): Well, he keeps missing his deadlines.

Mr Jones (father): Yes, he's under a lot of pressure at the moment. Exams and stuff.

Mr Tate (teacher): It's just that, erm, he never does any homework at all. It's really annoying.

Mr Jones (father): Oh, I'm sorry. But, you know, I don't

think he does it to annoy you.

Mr Tate (teacher): I'm sorry, but you're missing the point.

Mr Jones (father): What do you mean? My wife and I, we're just happy he's doing so many things. Football, his band and the cinema club, you know. He's such an active person.

Mr Tate (teacher): Well, to be honest, he needs to be a bit more organised if he wants to get a pass grade. It's, it's, it's hard to make any progress at all if he keeps missing his classes.

Mr Jones (father): Oh, don't you think he'll catch up?

Mr Tate (teacher): Well, to be fair, he has not done any work recently. I'd be grateful if you could have a word with him about it.

Mr Jones (father): OK, I'll speak to him.

Mr Tate (teacher): Thanks for that. If you could ask him to try not to miss his classes, I'd really appreciate it.

Mr Jones (father): Certainly, I'll see what I can do.

Mr Tate (teacher): Have a good day now.

Mr Jones (father): Yes, and you.

#### **Unit 04, exercise 32a (TCD ● 1/26)**

Announcer: One.

If I have a customer who's unhappy with the service, I would probably be quite direct and ask them what the problem is. If someone seems dissatisfied, I would probably leave it for a while, but if it carries on, I would ask them very directly what they are unhappy about. And often that resolves it. If there's still an issue, I'll discuss it with them, and usually we'll reach a compromise.

Announcer: Two.

I find that, in particular in England, families are very hush-hush. If someone's done something which causes tension, nobody says anything. They often don't try to resolve the conflict. They tend to leave it. With my husband, when there is tension with his siblings, I'll say, "Can't you just phone them and talk about it and ask them what's wrong?" I would to my brother. And he says, "No, no, it'll all be OK if we just leave it." That's not the Turkish way.

Announcer: Three.

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

Announcer: Four.

I think, in England, people do a lot of talking behind the scenes, talking about each other. There's that typical thing that, when you ask someone directly about a problem, they're almost embarrassed. I think we're less inhibited in Turkey because everything is out in the open. People will deal more openly with

each other. People have a lot more arguments and disagreements in Turkey. It's much more fiery. Not just in families either. There's a lot of arguments in shops, at work and in meetings. Meetings can be very fiery.

#### **Unit 04, exercise 36 (TCD ● 1/27)**

Announcer: Tariq.

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

#### **Unit 04, exercise 43 (TCD ● 1/28 + SCD ● 04)**

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

*(45 sec pause, acoustic signal)*

Announcer: Matt.

Matt: I just want to tell, er, about my experience of, erm, well, it was the worst holiday that I've ever experienced in my life, and that was when I was in Cuba, and it was about 2005, 2006. And, er, it was just an absolute nightmare, erm, I've never seen ... experienced anything like it. We, er, got into Cuba, and after a couple of days we got this warning about ... that there was going to be a hurricane coming. And, er, we were in this city called Trinidad at the time staying in this, er, apartment, very, very small apartment, and, er, anyway, this hurricane came in, and we had to stay in the apartment, so we were like holed up. Er, so we're in there for ... I think it was two nights, two days and couldn't go out. And I just started to get cabin fever. I was getting really, really irritated, starving, and I really needed some cigarettes, so I decided to go out, er, into this

hurricane and, er, what I saw was just absolute chaos. It was like pylons, like, falling, falling down, it was just people, like, taking shelter and, and everywhere was just like totally locked up. So I was like walking around in this hurricane for about, er, about two hours trying to find a supermarket. Eventually, after, erm, fighting ... climbing over collapsed trees and, trying to fight against the wind, erm, I managed to find a supermarket that was still open. So I went in there, and I got, I managed to get my cigarettes and my biscuits and then go all the way back to the apartment. That was another ... half an hour walk back, and I was quite chuffed, but everyone just thought I was crazy when I came back, and they were really, really worried ... and that's it.  
(15 sec pause, acoustic signal, track replays)

## Unit 05, exercise 25 (TCD Ⓢ 2/01)

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

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

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

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

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

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

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

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

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

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

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

Customer service person: Now, click the 'login to internet banking' link.

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

Customer service person: OK, can you see the icon?

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

Customer service person: The yellow icon in the right hand corner. Can you see it? Try clicking on it.

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

Customer service person: Now type in your account number and the temporary password and click

'submit'. You should consider changing your password later on.

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

Customer service person: Ok, have you checked your account number?

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

Customer service person: So, what does it say now?

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

Customer service person: Oh, do you want to start again?

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

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

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

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

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

Customer service person: Good bye.

## Unit 05, exercise 27 (TCD Ⓢ 2/02)

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

## Unit 05, exercise 33a (TCD Ⓢ 2/03)

Announcer: John.

John: Well, we know that many young people have problems because of financial issues, so it's important to manage your money in the right way because the consequences can be very serious if you don't. There are a few simple rules that can make a big difference. Since it's such an important issue, you need to make sure you always keep track of your finances, of how much you have or get from your parents each month, and how much you spend. We all know that money can be a source of trouble. So, we should all keep an eye on our finances.

Secondly, it's a very good idea to have a bank account. Due to the fact that you get a statement once a month, you can keep better track of your money. You'll probably be paying for your mobile phone and a fitness centre on a monthly basis. It's extremely time-consuming to make a bank transfer for these payments every month, so it's a good idea to have a standing order for them.

Then, thirdly, you need to know how to budget. Many teenagers run up debts because of unpaid phone bills. You must put money aside from your pocket money, holiday pay or any money you receive, so that you can cover your standing orders and keep a bit extra for emergencies and holidays. What is left can be spent on cosmetics, books, clothes and going out, in other words – something nice from time to time. It's easy to find out how to budget, as there's a lot of advice online; for instance, one good site is 'yourbudget.com'. Once you've decided on a budget, you have to work out how to keep to it. As this is not always possible, you'll also need to agree with your parents on what to do when you go over your budget. Finally, if you never seem to be able to stay within your budget, it might be a good idea to look for a part-time job one or two evenings a week or at the weekend.

**Unit 05, exercise 39 (TCD ● 2/04)**

Announcer: Alex.

Alex: Hello, my name is Alex and I'm from Austria. My presentation topic is "Do I use public transport?". My answer to this is: Yes, I do. I'm currently attending the fifth and final year at a technical college. I live quite far from where I go to school, so I have to take a bus, a train and then an underground train. It takes me about an hour and fifteen minutes to get to school, but on the way home, erm, it takes a little bit longer because there are fewer buses in the afternoon. I don't mind, though. Many people are surprised when I tell them how long it takes me to get to school. Erm, they say that it must be pretty tough and, erm, kind of tiring. But I tell them that I often listen to podcasts, read books and stuff like that. Also, the main reason I use public transport is not because I'm a big environmentalist or that worried about fossil fuels, but because I don't want to spend much money on a car. As it probably helps the environment, too, I'm rather happy about my attitude. And anyway, I've been using public transport since I was ten years old, so why change a system that works. Two years ago I passed my driving test, but I still take the bus and train although I have to leave home at 6 o'clock in the morning. It's a much more relaxed way to start the day. I can sleep, or I can prepare for class by studying a bit. It doesn't matter either way – someone else is bringing me to school.

**Unit 05, exercise 42a (TCD ● 2/05)**

Bank clerk: ... So, Mr Ramirez, you fill in this form, sign it and bring it back together with some ID.

Pedro: Er, sorry, I'm lost. What does 'current account' mean? Is it different from 'savings account'?

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

Pedro: Sorry, er, what is 'interest bearing'?

Bank clerk: It means that the bank gives you a small amount of money on top of your savings every year.

Pedro: Oh, OK, OK!

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

Pedro: Statements? I don't get it.

Bank clerk: Oh, sorry. I meant to say that you'll get a piece of paper informing you about the balance in your account, in other words, you can see how much money you have left and the transactions that took place during the last month. OK?

Pedro: OK. So, I get that bit. But how can I withdraw money?

**Unit 06, exercise 12 (TCD ● 2/06)**

Announcer: A (12 pm).

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

Jessie: Yes, platform 1.

Kate: Yeah, come on. It'll be great to see Stephanie. Does she know what time we get in?

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

Kate: Is she coming to pick us up?

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

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

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

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

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

Kate: But it said 'Platform 1' on the board.

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

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

Announcer: B.

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

Passenger: This train goes direct to Montauk. It takes an hour and a half to get there. Then, you can catch the train to the airport from there.

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

Announcer: C (1.30 pm).

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

Official: Er, there are no more trains to the airport today, I'm afraid. They, er, they've all been cancelled. There's

been an accident down the line. There's a replacement bus service, though.

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

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

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

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

Announcer: D (4.30 pm).

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

Jessie: Look at the board. It says our flight has been delayed because of heavy snowstorms.

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

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

Announcer: E (10.30 am).

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

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

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

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

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

Announcer: F (10.45 am).

Kate: Er, what's that noise?

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

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

Jessie: Why are we stopping?

Kate: This is unbelievable.

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

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

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

## Unit 06, exercise 19 (TCD Ⓢ 2/07)

Announcer: One.

Lost property: Hello, lost property.

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

Lost property: OK. What does it look like?

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

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

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

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

Pete: Of course ...

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

Pete: Oh, OK.

Announcer: Two.

Lost property: Hello, lost property.

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

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

Sally: Erm, it's a Motorola. And the most obvious thing about it is that it has pink stripes on the outside. It also has a little silver stripe on the bottom, and there's a heart design on the front.

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

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

Lost property: Would you hold the line, please?

Sally: Sure. ...

Lost property: Yes, hello?

Sally: Hello?

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

Sally: Yes, er, that's it. Oh fantastic!

Announcer: Three.

Lost property: Hello, lost property.

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

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

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

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

Jack: Right, thanks. ...

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

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

## Unit 06, exercise 25a (TCD Ⓢ 2/08)

Beth: I still haven't found my phone.

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

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

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

Beth: When did you have it last?

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

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

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

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

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

Beth: Yeah, good idea.

## Unit 06, exercise 33 (TCD ● 2/09)

Announcer: One.

Sara: What furniture are we going to put in the reception area?

Ralph: Well, I'd like to go back to that office furniture shop and buy the funny thing we saw yesterday.

Sara: What funny thing?

Ralph: You know, it looks like an orange peel, kind of roundish, and it's covered in leather.

Sara: The sofa?

Ralph: No, not the sofa, it's got a special name, but I can't remember the word. It's a sort of chair.

Sara: Oh. Is it a 'something club chair'?

Ralph: 'Peel Club'. That's it!

Announcer: Two.

Tim: Hi Grace, did you find what you were looking for?

Grace: Yeah, it was a great shop. Thanks for the tip, Tim, I think it's just what we need.

Tim: Yeah, they've got a load of stuff there, so, describe it to me. What is it?

Grace: Well, it's a motion caddie ...

Tim: What's a ... motion caddie?

Grace: Well, it's difficult to describe ... it's sort of like a cupboard on wheels.

Tim: A cupboard?

Grace: Well, not exactly. It's a bit like a trolley, perhaps, but much more compact than a trolley. I suppose it's a bit cabinet-like, er, I mean like a filing cabinet. And it has all these different extras, like a coat hanger, a letter slot, a drawer with a CD-holder ...

Tim: Sounds good. What's it made of?

Grace: I think it's made of metal.

Tim: OK, well, if you like it, you should buy it ...

Announcer: Three.

Emily: Do you think we should look into wall art for the back wall of Paul's office?

Mike: Wall what? What is it?

Emily: Oh, it's a kind of new trend in interior decoration, a bit like wallpaper, but not for the whole room, of course. Sometimes it's mounted on metal or wood. But you can also have it painted or sprayed on. In fact, I think you can also call it a wall tattoo.

Mike: Oh really? What does it look like?

Emily: There are lots of different kinds, with words or mottos, abstract ones or with nature motives, but we'd have to get a discreet one in sort of greyish, blackish colours to fit the modern space.

Mike: Yeah, I think Paul would like that.

## Unit 07, exercise 03 (TCD ● 2/10)

Announcer: Malik.

Malik: The summer months in India can actually be quite dangerous; it's so hot before the rains come. The most important thing is to drink a lot, to cover up when you go outside, to cover your head. You'll see Indian men and women wearing long clothes which cover everything, including their arms and legs. It makes the heat a little bit more bearable. Only

tourists wear shorts and T-shirts in the hot sun. On summer afternoons in Kolkata, where I live, the streets are empty because it's far too hot to go out, so most people are either at work or at home, asleep. A lot of people use air conditioning, but it's expensive. Not everyone can afford it. Cold drinks like mango panna are really popular. This is a drink made from unripe mangoes; it really helps to cool your body much better than sweet drinks.

Announcer: Vasily.

Vasily: I live in Moscow, in Russia. Our winters last from, er, about November to March, and we get quite a lot of snow. In January and February, it's usually minus five to minus ten degrees Celsius but it can get a lot colder, even down to minus thirty. OK, maybe it isn't nearly as cold as Siberia, but it's cold enough! You have to wear lots of big, heavy clothes and boots and, er, everything takes much longer ... putting clothes on to go out, taking them off when you get inside. And you have to be far more careful on the roads than in summer, because they can be icy. Everyone has to carry an emergency kit in their car, so if the car stops, you'll be OK. These days, many young people prefer to escape the winter and go to much hotter countries like Egypt and Turkey; but most people I know spend half the winter at home watching TV, which is not quite as nice. Me? I like to get out of the city and go skiing. But I think we all look forward to the New Year celebrations, which are really fun and help us to get through our long winters.

## Unit 07, exercise 11a (TCD ● 2/11)

Announcer: Fran.

Fran: Erm, I was living in Sri Lanka when the tsunami hit. Erm, actually, I was living within two hundred metres of the sea, [Oh wow!] erm, but the water amazingly didn't come to the street that I lived in. Er, just, I was actually at home when it happened, and of course I didn't ... I didn't hear it, I didn't know anything about it, and suddenly my landlady, she came upstairs, and she was shouting, "Seawater, seawater!" and, er, then we ran onto, up to the roof, and we could see into the next street, and there were, like, what looked like canals of water between the houses. But ... er, and nobody knew what had happened, of course, because nobody was expecting a tsunami to happen.

Matt: You were very lucky.

Fran: It was really scary.

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

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

Matt: Your family probably was very worried about you.

Fran: Well, my parents were actually visiting me at the time, so ...  
 Matt: Oh, they had the full experience.  
 Fran: But luckily we were able to contact our family back at home very quickly [OK.] and tell them that we were all OK.  
 Matt: That's good. That's very good.

## Unit 07, exercise 11b (TCD © 2/12)

Announcer: Anthony.  
 Anthony: The day of the eclipse was interesting, erm, because everybody seemed to be on the beach. It was absolutely packed with people in the middle of a working day. Erm, everyone just left school and, and we immediately headed down to the sea. It wasn't actually a total eclipse, but we all sat around on the beach waiting for something to happen. The sky just changed colour very slowly, and there was a very strange quality to the light. And as soon as the light started changing, the birds went silent. It was, er, very eerie.  
 There were lots of people on the street who were selling special sunglasses and, erm, other things to watch the eclipse through, and people were walking around with little bits of card, trying to look at the sun without damaging their eyes. The atmosphere was amazing. I remember thinking that it was really odd that the whole town had gone down to the beach in the middle of a working day to see this strange event. I was really glad that I went though. Obviously, I'd have liked my parents to see it too, but, unfortunately, they were at work, so they missed it. It was definitely an interesting experience.

## Unit 07, exercise 14b (TCD © 2/13)

Presenter: Good afternoon, ladies and gentlemen, welcome to 'Hot Debate', the most popular phone-in programme on FM13. 'Hot Debate' is a very appropriate name for today's topic, which is climate change and global warming. As you all know, in recent years, we have been witnessing extreme weather conditions around the globe: floods, droughts, landslides, hurricanes, the lot! Some experts say that so-called greenhouse gases, resulting from human activities, are causing a rise in the earth's temperature and leading to climate change. Others are fiercely denying that and maintain that there is no scientific proof whatsoever for this theory. What do you think? And here is our first caller, Mrs Piech? Er, can you hear me?  
 Terry Piech: Yes, Terry Piech from Boston, good afternoon.  
 Presenter: Good afternoon, Terry. Where do you stand on the climate change debate?  
 Terry Piech: Well, I am a mother of four, and I am really concerned about my children's future and about our environment. I mean, think of the freak weather conditions we have been experiencing lately, a drought, floods, that devastating hurricane.

Presenter: You mean Hurricane Sandy ...  
 Terry Piech: Yes, Hurricane Sandy, and all these severe thunderstorms that have claimed so many people's lives and caused such terrible destruction lately. I read an article recently, with data from the National Oceanic Atmospheric Administration, in which it said that since the 1950s, CO2 concentration in the atmosphere has reached higher levels than ever before. Apparently, they are 30% higher than in the last 800,000 years. And according to NASA, 2005 and 2010 were the hottest years on record. In fact, the 12 hottest years on record all were in the last 15 years.  
 Presenter: Really? That sounds quite worrying, doesn't it?  
 Terry Piech: Worrying? I'm terrified, heat waves, floods, droughts, wildfires, what is this world coming to? For the sake of our future and our children, we must start fighting climate change now.  
 Presenter: What would you suggest we should do?  
 Terry Piech: Well, every child knows that by now: drive less, waste less energy and water, eat less meat, avoid waste and recycle, buy fewer consumer goods ...  
 Presenter: That's quite a long list, isn't it?  
 Terry Piech: Yes, it is, but we don't have an alternative and if each of us does our bit, it might not be too late.  
 Presenter: Well said, Terry. I'm sure you could convince some of our listeners out there to change their ways and start a greener way of life. Thank you! And next on the line we have Pete, Pete Fraser?  
 Pete: That's right, good afternoon everybody.  
 Presenter: Good afternoon to you, Pete. What did you think of Terry's contribution, just now?  
 Pete: If you want my honest opinion, not much! She is one of these hysterical doom mongers who just wants to scare people and hasn't got her facts right either. The latest studies prove that there has been no significant increase in the earth's temperature during the last ten years or so.  
 Presenter: So, if I understand you correctly, you are saying that scientific theories behind climate change are questionable and just used by some environmentalists to scare the rest of the population?  
 Pete: That's right. Fluctuations in temperature and severe weather conditions are cyclical, they are completely natural phenomena. Have you never heard of the Ice Age?  
 Presenter: I have, of course, but I am not sure I share your optimism. Anyway, that was Pete, a climate change sceptic who believes that climate change is nothing but a hoax. Thank you, Pete, now, on the line we've ...

## Unit 07, exercise 27a (TCD © 2/14)

Sabrina: It's great to see you, Bernhard. It's been too long.  
 Bernhard: Yes, I know. Seven years! I meant to call you last week to say I was coming, but I've been so busy.  
 Sabrina: Don't worry. It's lucky I'm not away.  
 Bernhard: I wish I was a student here again. I mean, it's too bad I had to move back to Austria.

Sabrina: Yes, but you are free until Monday. You can enjoy your weekend in Torquay first. Where are you staying?

Bernhard: I'm at the Torquay Palace, no, sorry, I mean the Torquay Hotel.

Sabrina: Right. What's it like?

Bernhard: It's OK. It's a bit quiet. I mean, there's nobody else staying there!

Sabrina: That's strange. So, what's happening on Monday?

Bernhard: Well, my Business English course starts at 9.00, so that means no going out on Sunday night.

Sabrina: Oh, we haven't got long then. What do you want to do with your weekend? I can show you around ...

Bernhard: Er, well, we've got the whole afternoon ... I mean ... we could just walk around. It's so great to be back.

Sabrina: Yeah. That sounds nice.

Bernhard: Oh, by the way, I found an old photo of us at school. Here, do you remember that day?

Sabrina: Wow! We look so young.

Bernhard: I know, this photo means a lot to me.

## Unit 07, exercise 29a (TCD © 2/15)

Sabrina: Hey, can I look at your passport photo? Look at that hairstyle!

Bernhard: Hey! It's an old photo, you know?

Sabrina: Oh, I didn't mean to upset you. It was just funny seeing that hairstyle again. You look so young! Actually, it brings back great memories. Erm, Bernhard, I don't mean to worry you, but your passport's falling apart. Oh no! I'm really sorry ... look what I've done!

Bernhard: Oh! Could you grab that page quickly before it flies away? [Got it.] ... Thanks. [Sorry.] Er, don't worry. I keep meaning to fix it. It's been like that for ages. Well, not quite like that, but ...

Sabrina: Sorry. [It's OK.] Er, do you want to go out for a meal tonight? I, I mean, it's your last night, isn't it?

Bernhard: Good idea. Where shall we go?

Sabrina: I was thinking about Burger King ... no, I mean Burger World.

Bernhard: Er, I don't mean to sound rude, but I'd rather go somewhere more ... I mean ... er, it would be nice to go somewhere more English. Well, what was that place we used to go to? I mean, the small pub in the main square.

Sabrina: Oh I know. The Old Buccaneer. I haven't been there for years. It may not even be there any more.

Bernhard: Shall we go and see? Oh, by the way, I've been meaning to ask you, could you give me Mark's phone number? I'd like to get in touch with him.

## Unit 07, exercise 32a (TCD © 2/16)

Announcer: One.

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

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

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

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

Announcer: Two.

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

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

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

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

Announcer: Three.

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

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

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

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

## Unit 08, exercise 01b (TCD © 2/17)

Announcer: A.

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

B: But he just needs time ...

Announcer: B.

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

B: No!

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

B: I can't believe it.

Announcer: C.

A: Aah!

B: What's happened?

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

B: What is it?

A: (*laughing*) It's a toy mouse.



Announcer: D.  
 A: Are you free this afternoon?  
 B: Yeah. Shall we go for a coffee?  
 A: Good idea.  
 Announcer: E.  
 A: I cannot believe it's raining again. It's been raining for days now.  
 B: I know. It's always the same.  
 Announcer: F.  
 A: Can someone come and help me? Quick! I'm about to drop everything!  
 B: Coming. What are you doing with all that stuff?  
 Announcer: G.  
 A: I have to travel a lot, you know.  
 B: Right.  
 A: Oh, yeah. I've been to three continents this year alone. And the money's pretty good. Do you know how much I earned last year? Well ...

### Unit 08, exercise 05 (TCD ● 2/18)

Steve: Melinda, are you still there?  
 Melinda: Sorry, you took me by surprise, Steve. I really had no idea!  
 Steve: Well, what do you think? Do you think I'm doing the right thing?  
 Melinda: Well, er, it's difficult to say right now. To tell you the truth, I'm a bit stunned. Have you told your parents?  
 Steve: Er, no, not yet. You won't tell them, will you.  
 Melinda: No, no, I won't say anything. Don't worry. But when are you going to tell them?  
 Steve: I'm not. Well, not yet anyway. I'll call them when I get to Australia.  
 Melinda: What! You can't do that!  
 Steve: Think about it. How do you think they'll react when I tell them?  
 Melinda: What, it's hard to say. You know they'll both be upset. Especially your dad.  
 Steve: Yeah, so you see the problem if I tell them now.

### Unit 08, exercise 06 (TCD ● 2/19)

Ina: Hi Melinda, how are you?  
 Melinda: Yeah, good, thanks. Listen, have you spoken to Steve?  
 Ina: No, not for a while. Is he OK?  
 Melinda: Yes, he's fine, and we were just chatting, you know, when suddenly he says, "Look, I want to tell you something, can you keep it quiet?"  
 Ina: Oh, go on, this sounds good ...  
 Melinda: So then he said, "You know I've been offered a place at university to study medicine?" So, of course, I say yeah, and then he says to me, "Well, I turned it down!"  
 Ina: What? He's crazy!  
 Melinda: Yeah, I told him that. I said, "You're mad!" Then I said to him, "Have you found something better?" And he goes, "No, I've got a more interesting

plan." So, I'm starting to worry about what's going on, and I'm like, "Whoa! You're not going to do anything wild, are you?" So he goes, "No, of course not, but Mum and Dad will go crazy." So I'm like, "Yeah! So, what are you going to do?" And he says, "No, no, don't worry. I'm going to take a gap year and go travelling around the world."

Ina: Wow!  
 Melinda: I told him to slow down a bit. I'm like, "Don't rush into anything here." I was just stunned. Can you imagine what Julian and Rachel will say? I mean, he's actually got an offer, from a top university to do exactly what he wanted, and he's saying no to go travelling!  
 Ina: I know! I mean, I'm pleased for him, jealous actually, but how is he going to tell them?  
 Melinda: Well, I asked him that. I was like, "When are you going to tell them?" And this is the really shocking bit. "I'm not," he says. "I'm going to go, and then I'll call them and tell them where I am." ... Exactly! So I told him what I thought. I went, "You can't do that! You've got to tell them! They'll be really upset if you don't." And he's like, "I know, but they'll be upset whenever I tell them, and it'll be so awful, I'll give up on the idea of travelling, and I really want to do this." – And I do sort of know what he means.  
 Ina: Yes, but ... He has to say something to his parents. Don't you think? We should talk to him together.

### Unit 08, exercise 11 (TCD ● 2/20)

Steve: Dad.  
 Julian: Yes?  
 Steve: Erm, there's something I need to tell you.  
 Julian: Yes?  
 Steve: I'm not going to take the place at university –  
 Julian: What? I don't believe it! So, what do you think you're going to do with your life then?  
 Steve: It's not that I don't want to study. It's, it's just that I'm not ready to start university yet. I want to go travelling, Dad.  
 Julian: Travelling?  
 Steve: Yeah. I didn't tell you because I thought you and Mum would try to stop me going. But I'm definitely going. I've bought the tickets and everything.  
 Julian: Hm, travelling? ... Well, it's good to see the world.  
 Steve: Really, Dad? You don't mind?  
 Julian: Well, it could be worse. Where are you planning to go?  
 Steve: I'm going to start in Sydney, Australia. I'll try and get some work down there.  
 Julian: Hm, I know some people there you could stay with.  
 Steve: Really? Thanks, Dad. That would be great.  
 Julian: And what are you going to do about university?  
 Steve: I suppose I'll have to say no to the offer.  
 Julian: Well, maybe not. You might be able to postpone it for a year.  
 Steve: Really? Can you do that?  
 Julian: You can try, at least. University offers like that don't come along every day.

### Unit 08, exercise 20a (TCD ● 2/21)

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

### Unit 08, exercise 26 (TCD ● 2/22)

Naomi: How was work?  
Keith: Er, difficult. I had two people off. That reminds me. You know Simon? My production assistant?  
Naomi: Yeah, I think so. The new guy?  
Keith: Yeah, well, basically he lied about being sick yesterday.  
Naomi: How do you know?  
Keith: Well, this morning Anna said that she'd seen him in town with someone the day before.  
Naomi: How do you know he wasn't sick?  
Keith: Well, today when he came in, I told him what Anna had said. He said that he hadn't been sick really, but that he'd just needed to see his brother. He was really embarrassed, and he promised not to do it again.  
Naomi: Hm, but is that good enough? I mean ...  
Keith: Well, he explained why he'd done it.  
Naomi: Yeah? Why?  
Keith: Oh, his brother was having some personal problems, something came up suddenly.  
Naomi: Hm, OK.  
Keith: So, I asked him to work an extra day to make up for it, and said that if he ever needs time off for anything in the future, he should ask me. Anyway, I've agreed to let it go this time.  
Naomi: Sounds reasonable.  
Keith: Yes, well, I just hope it doesn't happen again. How's your boy?  
Naomi: Oh, he's wonderful. He was really funny the other day.  
Keith: (*laughing*) What happened?  
Naomi: We were at home, and he came into the front room, and he had chocolate all over his face. But when I asked him about it, he wouldn't say anything. I mean, I said, "Have you been eating chocolate?", and he just looked at me and shook his head!

Keith: Really?

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

Keith: (*laughing*) Oh, that's really funny. Poor little guy.

### Unit 08, exercise 32 (TCD ● 2/23)

Mel: Did you hear about Robert?  
Rick: No.  
Mel: Well, you know he was going on this language course? Someone said he missed his flight.  
Rick: Oh, that is not what I heard.  
Mel: Really?  
Rick: Yeah. I heard his plane was cancelled, and he was put on another plane. He had to stop over in Amsterdam on his way to Los Angeles.  
Mel: Who told you that?  
Rick: Chris. He said he was really upset, because he was meeting his host family over there, and he was going to be late.  
Mel: Oh, really? That's horrible.  
Chris: Hi everyone, sorry I'm late.  
Mel: Chris. Hi, how are you?  
Chris: I'm OK, thanks.  
Mel: Have you spoken to Robert lately?  
Chris: I talked to him yesterday actually. He was only a day late in the end. He sounded really happy and relaxed.  
Mel: Oh, that's good. Has anybody heard from Martin?  
Rick: Someone said he's got a new girlfriend.  
Mel: Who said that?  
Rick: Erm, I can't remember.

### Unit 08, exercise 36 (TCD ● 2/24)

Patty: My mum's Scottish and my dad's Italian, but we lived in southern Italy, so I was brought up to do things in his way, that is, the southern Italian way. Family units are very close, and children, it doesn't matter how old they are, are expected to take part in most family activities, whereas from my mum's British point of view, children are encouraged to be more independent, and it's OK for them to go off and do what they want more. I think there isn't as much sense of belonging to a community in Britain as in Italy, although, I guess, the friendship group is often stronger in the UK, almost like a family, in fact.  
Quang: In Vietnam, many people continue to live with their elderly parents, and if they're not living with them, they're certainly living very close to them. Er, I had a good friend, Xuân, who couldn't get married to his girlfriend because he was forced to spend his time and income supporting his elderly parents. So, he wasn't able to pay for a flat where he could live with a wife, so he was very frustrated by that duty to his family, which was so strong.  
Çiğdem: In modern Turkey, some people live with their partner before getting married, but in some circles,

it would be unacceptable to live with your partner before you get married.

Typically, people leave their family home when they get married. So, I have a friend in her mid-forties who has never married. She has a boyfriend. She's quite modern, she often goes with him on holiday and stays with him in his flat, but she's not moved in with him. She still lives with her parents because she's not married.

Lots of Turkish friends of mine who have their own families, they live near their parents, they're happy to follow in their parents' footsteps. They go out with their mum's friends, they're basically told by their mothers what to do and how to conduct themselves in society.

## Unit 08, exercise 43b (TCD ● 2/25 + SCD ● 05)

Announcer: You are going to listen to three people talking about family customs. First, you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences, 1 to 7, with the sentence endings, A to J. There are two 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)*

Announcer: Imelda.

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

Announcer: Nishadi.

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

guess, there are good things and bad things about that. Er, I'm, I'm still very dependent on my parents, and, but still they know exactly what's going on in my life.

Announcer: Darren.

Darren: Both my parents were born in Malta and were partly raised in Malta, but their families moved to England in the late 1950s. It was felt that there were better opportunities in England at that time, better opportunities for their future and their future families. Whilst we were raised in England, we, we still very much lived a Maltese life. Life was, and still is, focused very much around the family, you know, we talked every day as a family, we ate together as a family and even now, you know, my sister is nearly 30 years old, erm, my brother is not much younger than that, but we all ring my Mum and Dad every day, even if it's just for thirty seconds. Life is very much about the parents and respect for your parents and the family.

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

## Unit 09, exercise 01b (TCD ● 3/01)

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

Talking to strangers in a business context, like introducing yourself to a new co-worker or starting a conversation with somebody who takes part in the same networking event, can be quite daunting. The fact that most participants are busy talking on their phones or texting and, generally, avoid eye contact doesn't help. But try and overcome your fears and start chatting. You wouldn't believe how grateful most people will be that you make the first move. And it isn't all that difficult either. There are some easy conversation openers like, for example, paying people compliments: Think of something nice to say about the other person; everybody likes to hear a compliment, this is why they are good "icebreakers", as we like to call them. You could also start with a remark about the event you are attending, like, "This is a beautiful venue/fantastic conference/really interesting key speech/a really interesting keynote speech, don't you think?" Another good conversation opener is to find something you have in common with the other person – the same hotel, erm, language or nationality or ... first name, I don't know – and start talking about it.

Finally, always remember that a good conversationalist, both in a business context and in private life, concentrates on the other person, tries to

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

## Unit 09, exercise 02a (TCD ● 3/02)

Announcer: A.  
A: Excuse me, could I ask you something?  
B: Sure.  
A: I just heard you speaking English, and I was wondering where you come from.  
B: Oh, I am from New Zealand.  
A: Really, it must be a fascinating country.  
B: Well, yes, actually, it's not a bad place to live.  
A: Could you tell me a little about it?  
Announcer: B.  
Lucie: Would you mind if I opened the window? It's really hot in here.  
Dave: No, of course not.  
Lucie: Actually, could I ask you a favour?  
Dave: Yes, of course.  
Lucie: Could I ask you to look after my case while I go to the toilet?  
Dave: No problem.  
Announcer: C.  
Peter Jones: Excuse me, hello, Peter Jones from Green Architects Ltd. Would you mind if I asked you something? It won't take a minute.  
A: No, OK. That's fine.  
Peter Jones: Could you tell me where you bought this original tablet case, it looks really practical and fun.  
A: Er, that one, well, actually it was a present from my boyfriend. It's made of a 100% recycled material, and I think he bought it on the internet.  
Peter Jones: I see. I'll just google it then, I suppose.  
Announcer: D.  
A: Hello, I think we are staying at the same hotel, the Plaza?  
B: Oh, yeah!  
A: I just heard that you are going back to the hotel before the afternoon session. Could I ask you to do something for me?  
B: Certainly. What can I do for you?  
A: I think I left my MP3 player in the breakfast room.  
B: Oh dear! Could you tell me where you were sitting?  
A: Yes, right next to the buffet, but I suppose somebody will have handed it in to the receptionist by now.  
Would you mind asking him?  
B: No, not at all. No problem.  
A: Great. Thank you so much. It's very kind of you!  
Announcer: E.  
Speaker: And so we come to the end of the presentation.

Thanks very much for listening. I appreciate you all coming. If you have any questions, then please, ask away.

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

Speaker: Well, ...

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

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

## Unit 09, exercise 19 (TCD ● 3/03)

Oliver: Do you remember David – the guy who used to work here?  
Becky: Yes, of course, he used to be extremely helpful. Didn't he leave or something?  
Oliver: Yes, yes, he left for another job. And now there's a story about him in the paper. He's received an award for bravery.  
Becky: Really? What for?  
Oliver: It says he saved someone's life or something. Apparently, he lost his new job because of it. He was badly injured in the incident and, and, and couldn't go back to work because he had to go to hospital to be stitched up.  
Becky: Well, he shouldn't have lost his job over that.  
Oliver: Hm, I think he was only three days into his new job, and his boss said he wasn't allowed to miss work after three days. Well, it's a bit harsh to lose your job for saving somebody's life.  
Becky: Well, maybe, but business is tough. Anyway, he could have brought in a lawyer.  
Oliver: Still, I like the fact that he dived in after this drowning man. Not many people are that brave.  
Becky: Well, there's a reason for that. Look what happens when you're brave.  
Oliver: Yes, but it's unfair, isn't it? Maybe his boss should have just warned him and explained that he mustn't miss work again.  
Becky: Hm, once you've fired somebody, there's nothing you can do about it.  
Oliver: Yeah, I know, but you make one mistake like that, and it wrecks your career.  
Becky: Well, as I said, he should have got some legal advice.

## Unit 09, exercise 23a (TCD ● 3/04)

Announcer: One.  
Kevin: A couple of years ago I caused an accident by cycling into a young woman crossing the pavement, and the young woman had to go to hospital. I visited her a couple of times, and we got on surprisingly well. A month later we started going out together.  
Announcer: Two.  
Alisha: When I went to high school, I had a great time, but I didn't take school seriously, and I didn't get a very good high school diploma. A few years ago, I

decided to study law but my diploma wasn't good enough. I did carry on but it's taken much longer and been much harder than it needed to be.

Announcer: Three.

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

Announcer: Four.

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

Announcer: Five.

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

Announcer: Six.

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

## Unit 09, exercise 25a (TCD ● 3/05)

Steve: OK, this is serious. What happened?

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

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

Debbie: I should have told you earlier. Anyway. He came late to a meeting twice, and I got very annoyed. Instead of apologising, he started chatting about the weather and stuff and made small talk instead of concentrating on our marketing plan.

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

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

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

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

## Unit 09, exercise 25b (TCD ● 3/06)

Steve: Ahmed, can I ask you a favour?

Ahmed: Yes, certainly.

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

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

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

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

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

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

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

Ahmed: Thank you, sir.

## Unit 09, exercise 27 (TCD ● 3/07)

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

Debbie: Oh no, not him again!

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

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

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

Debbie: Oh I see ... You could have told me that.

## Unit 09, exercise 32 (TCD ● 3/08)

Carla: Yeah, when I'm asked about life in southern Italy, I immediately think of *l'arte d'improvvisare* – the art of improvisation. What this means is that there are rules for what you're supposed to do, but often people don't follow them exactly. So things happen in certain situations which are unexpected, and you have to make decisions, in each case, about what to do.

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

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

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

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

Jon: What do you mean?

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

Jon: Which is?

Carla: It's very much about how you can protect yourself and take a risk without hurting yourself or other people. And everyone is doing the same thing, so it's a kind of controlled anarchy. [Hm.]

## Unit 09, exercise 39b (TCD ● 3/09)

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

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

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

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

Interviewer: And then ...

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

Interviewer: Like today ...

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

Interviewer: When was that?

Prof. Peterson: By 1913, Ford had a complete assembly line functioning. This method of production was rapidly taken over by many industries when they

discovered that mass production on assembly lines sped up manufacturing time and lowered costs.

Interviewer: How much were his first cars?

Prof. Peterson: Well, his first cars cost \$825.00. Soon, the Ford Motor Company started receiving so many orders for Model T's that they couldn't build them quickly enough. Over ten thousand were sold in the first year, which was a new record. Four years later the price was \$575.00 and sales increased massively. By 1914, 48 percent of all American cars were Fords.

Interviewer: Prof. Peterson, thank you very much.

Prof. Peterson: Thank you.

## Unit 09, exercise 41 (TCD ● 3/10)

Mike: Hello, everyone. My name is Mike Caxton, and I work for the City Council. Today, I'm going to talk about a new initiative by the council to make living in our council flats more enjoyable. I am also going to tell you what you will have to do if you want to take part in any of the activities related to this project. To start off with, there are three things you need to know. First of all, it's important to remember that, when you live together with people of different age groups, nationalities and cultures, you need to show tolerance and respect. This is sometimes extremely difficult. But you need to remember another thing: there must be certain rules and everyone must accept them. Secondly, not everything can be solved by rules. People are individuals. Wherever they live together, conflicts may well arise. To solve them in a satisfactory way, some mechanisms have to be in place. And, finally, you need to know that this project, which is called 'Hello Neighbours', is the city council's most challenging project to date. Having said that, it's certainly one of our most exciting ones too, and I sincerely hope that many of you will join in. I'm going to move on now to talk about the different activities you can enrol for, but first, let me just say that copies of our brochure will be available for you to take home at the end of this talk.

## Unit 09, exercise 42 (TCD ● 3/11)

Mike: Right, the first round of talks will cover everything you need to know for an enjoyable conflict-free life together. We shall talk about everyday things, such as greetings, noise, waste disposal, pets and clubs and societies. You will be informed about the range of activities the council funds: from chess clubs to fitness classes and ballroom dancing. The second round of talks will cover possible improvements to the buildings. You will hear how to apply for subsidies for insulation, draught-proof windows and central heating. And you will find out where and when to apply and how much money you can expect. Finally, the third round of talks will encourage tenants to make suggestions for improving the

appearance of the blocks and communal gardens. We shall discuss things like window-boxes and planting vegetable allotments. There will be a gardener on site for this meeting. All buildings, corridors and gardens will be filmed and photographed, so that we will be able to view and discuss their appearance.

Before I move on, are there any questions?

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

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

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

## Unit 09, exercise 47 (TCD ● 3/12)

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

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

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

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

Martin: Er, I'm afraid, I can't answer that in general, but if you send me an email about the kind of conflict and how many people are involved, I'll get back to you as soon as I can.

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

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

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

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

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

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

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

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

## Unit 10, exercise 02a (TCD ● 3/13)

Newsreader: Here are the news headlines at 10.30:

A large grass fire is sweeping through far North Queensland towards the town of Tolga.

Two officers have been hurt in an incident involving a family of three.

New laws have been introduced into Queensland State Parliament about the clearing of trees.

By 2050, many more of us will be living to see our 100th birthday.

An injured crocodile has been sharing the bathroom of the wildlife carer who rescued it.

Join us for full news and weather at 11.00.

## Unit 10, exercise 02b (TCD ● 3/14)

Announcer: One.

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

Announcer: Two.

Two police officers were involved in an incident in Townsville yesterday morning.

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

Announcer: Three.

A new law has been introduced into Queensland State Parliament to ban the clearing of trees.

Premier Anna Bligh says that this will not be a complete ban, however. Landowners with a special permit will still be allowed to clear trees. The LNP's Jeff Seeney says that his party will not support the new laws. He says landowners were promised four years ago there would be no more changes to tree clearing laws. Green groups say Queensland's new tree clearing laws will not work. Nick Heath from the World Wildlife Fund says the government has missed an opportunity to protect the environment. Queensland emits more greenhouse gas per head than any other state in Australia.

Announcer: Four.

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

Announcer: Five.

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

## Unit 10, exercise 08 (TCD ● 3/15)

Abby: How was Tim's birthday party?

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

Abby: That's awful.

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

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

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

Abby: Really? Why?

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

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

Joe: Absolutely.

Abby: Was anyone hurt?

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

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

Joe: The one near Tolga?

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

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

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

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

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

## Unit 10, exercise 20 (TCD ● 3/16)

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

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

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

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

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

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

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

Tom: No!

Melek: Yes, but apparently, the parents didn't know about it. Anyway, can you imagine meeting someone who is exactly like you, that you never knew existed?

## Unit 10, exercise 25 (TCD ● 3/17)

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

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

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

Ruth: Yeah, but did they get caught?

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

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

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

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

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

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

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

Ruth: Oh, it's about a drummer from some band I've never heard of, who's helping researchers investigate the benefits of interactive computer games, you know,



things like 'Guitar Hero', where you play a virtual guitar and actually hear what you're playing. It's good fun, actually.

Melek: Yes, but what are the benefits?

Ruth: Well, I don't really get it. Apparently, it can help people with brain injuries.

Melek: Yeah, that makes sense.

Ruth: Yes, but it also talks about childhood and adult obesity. What I want to know is: how can 'Guitar Hero' reduce obesity?

Nathan: No idea. Erm, I think you have to stand up when you play 'Guitar Hero', so maybe that helps you to lose weight. You have to move around quite a bit, don't you? I think it could make a good programme. Personally, I'd go for this one.

Melek: Yes, maybe.

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

## Unit 10, exercise 31b (TCD ● 3/18)

Melanie: Can you put the news on?

Richard: You've just missed it. I'll just see if it's on another channel.

Melanie: Ah well, don't worry. I'm not really bothered. Do you want to watch that film tonight?

Richard: Yeah, OK. I'll see when it's on. Erm, oh, it's in a few minutes, on Channel 7.

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

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

Melanie: What?

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

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

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

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

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

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

Richard: Well, you were talking too much.

Melanie: There's a new channel with shorter ad breaks, but I can't remember the number.

Richard: If you give me the remote, I'll see if I can find it.

Melanie: No, not now. We'll miss the beginning of the film. Oh look, there's that actress – Adele something, who lives up the road.

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

Melanie: Yeah, this is dreadful.

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

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

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

Melanie: Oh dear. Can we change channels now?

Richard: Yeah, yeah. Oh! We missed the beginning.

Melanie: You see? All because of that stupid advert!

## Unit 10, exercise 35a (TCD ● 3/19)

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

Nadia: Yes. Maybe we could book the 'Strada' for dinner. Shall I give them a ring?

Jim: Yeah, good idea.

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

Anya: Yeah, go on.

Nadia: Well, dinner's OK, but Celia loves a good party.

I think we should tell her it's a dinner but organise a surprise party.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Unit 10, exercise 45 (TCD ● 3/20 + SCD ● 06)

You are going to listen to three news items from around the world. First, you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer – A, B, C or D – for questions 1 to 8. Put a cross in the correct box. The first one – zero – has been done for you.

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

(45 sec pause, acoustic signal)

Newsreader: This is the World News with Robert Khan.

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

Reporter: I'm standing outside Westminster where people are protesting under grey skies and umbrellas. A very long line of men and women is making its way up one side of the Houses of Parliament and then into the city. The strikers' issue is the package of cuts the government is bringing in. Workers in the public sector are facing salary cuts and pension changes. Many of the protesters here speak of the unfairness of cuts that affect the poorly paid, like teachers and nurses, while private-sector workers' pay will continue to increase.

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

through. This area is often affected by heavy snow and has been hit by avalanches in the past.

Newsreader: Love across the cultural divide is the theme of a Bollywood-inspired film produced by a group of Australian university students. 'Priya' tells the story of an Australian student, Sam, who falls in love with a new girl at school, who is Indian. The short movie, which began as a university project in Adelaide, Australia, has become an advert for cultural harmony. The screening rights for 'Priya' have already been picked up by Zee TV, a satellite television company based in Mumbai in India. The movie was produced on a very low budget of 2,500 dollars but is expected to be shown in 167 countries. Writer and director Chris Kellett is now working on an idea for a full-length Bollywood film co-production between India and Australia, and hopes 'Priya' will introduce the Bollywood genre to a whole new Australian audience. *(15 sec pause, acoustic signal, track replays)*