Unit 01, exercise 05 (TCD ⊙ 1/01)

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

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

I'm active in the New York State Youth Leadership Council, which offers training sessions on 'coming out'. It's one of many such organizations that have sprung up across the country. They help undocumented immigrants like me fight deportation, and they educate the public about the kind of stateless limbo we feel trapped in. The movement began several years ago with a few small rallies and provocative T-shirts saying 'undocumented and unafraid'. From California to Georgia to New York, children of families who live here illegally started 'coming out'. In 'outing' our families as well as ourselves, we know we risk being deported. Still, more and more young people like me are publicly 'coming out' and asserting their right to stay. We are American in every way, except on paper.

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

I breathe American air, travel on American roads, eat American food, listen to American radio, watch American TV, dress in American clothing. I have attended private and public American schools, read American authors, was taught by American teachers, speak with an American accent, I passionately debate American politics and use American idioms and expressions. A piece of paper can't define me. I'm a Muslim, an Arab, a Palestinian, and an American. I simply despair when I hear the self-righteous rhetoric of politicians and others who tell us to come into the country "the right way" or "to get in line." I wish people would understand that there is no line for people like me.

Coming out was like a weight being lifted. I'm not sorry I did it. It was liberating. No need to lie about my life anymore. I don't regret my decision, I only wish I had done it before. Others say, "Go back to your country!" But where are we supposed to go? THIS is our country, the one we pledged allegiance to every morning before school.

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

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

The people from the coast guard were kind to us; they gave us fresh water and food and blankets to wrap around ourselves, because we were shivering from exhaustion. We were taken to a refugee camp on an island called Lampedusa; we were so glad we were in Europe. At last! Now everything would be all right! But, actually, erm, we were in for a big shock. The wardens in the camp treated us like animals: we were taken into big shower rooms, where we were told to strip naked – in front of everyone – and then we were showered down and disinfected. 'DISINFECTED'! Just imagine, like cattle in a cattle dip! The wardens were wearing rubber gloves. The first few weeks in the camp were awful, too: there was nothing to do and we weren't allowed to leave the camp. We were hanging around all day, a bit of football, a bit of table tennis, but nothing much else. If only there had been a school or something. And then there were all these rumours, that they would send us back, that we would go to prison, that the Italians were protesting against all these immigrants on their island. We were scared.

This is why, after a few weeks, two boys from my village and I decided to flee and try to make our way north, to Newcastle in England, where some of my relatives live. The second night we were picked up by a truck driver who promised us work, food and accommodation. What that meant was working an eleven-hour-day in a sweatshop in southern Italy, sleeping in barracks and having very little to eat. If our supervisors thought one of us was not working properly, they beat us and halved our food rations. But we did make a little money and, so, after three or four months, we ran away again and escaped in the back of a vegetable truck headed for Rome. I don't exactly remember how we got from Rome to the north of France; I had caught a cold, and I was feverish and disoriented, and my friends just dragged me along and told me what to do. In Calais, when we were hanging around a ferry trying to figure out how we could get on it, it finally happened, the police were conducting nightly searches for people like us – 'unaccompanied minors' as we were officially called – and they took us into custody and interrogated us. Again we were so terrified and afraid we would

be sent back – our worst nightmare! Actually, it is a good thing they caught us. A policewoman offered to contact my uncle in Newcastle to ask if he would take responsibility for us. And he did. Now we are staying at his house. We've applied for asylum and were promised we would get our papers and would be allowed to go to school soon. I phoned my parents to say I was OK. My mother couldn't stop crying, and even my father was quite emotional. "Good boy, clever boy," he kept saying. I regret causing them so much anxiety, but perhaps my dream of a better life will come true after all. I can't wait to go to school and learn things. Most of all I'd like to learn to work with computers – nobody in our village has one.

Unit 01, exercise 14 (TCD ⊙ 1/02)

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

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

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

Unit 01, exercise 24 (TCD ⊙ 1/03)

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

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

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

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

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

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

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

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

Unit 01, exercise 29 (TCD ⊙ 1/04)

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

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

Unit 01, exercise 30 (TCD ⊙ 1/05)

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

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

Unit 02, exercise 04a (TCD ⊙ 1/06)

Announcer: A

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

Announcer: B

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

Unit 02, exercise 22c (TCD ⊙ 1/07)

Announcer: One

A: Well, I think it's been quite successful, because, you know, it's done what it set out to do. It's made cafés and restaurants places where you, I can, well, we can all now go without having to breathe in everyone else's smoke …

B: But hang on a minute, hang on. What about the terrible effect it's had on small businesses. Right? I mean, some of these places have actually had to close down because of it. Now how is that, how does that help non-smokers?

C: Yeah, yeah quite. You're absolutely right. There's just no point in having all these nice clean bars if there's nobody going into them.

Announcer: Two

A: I think it hasn't worked. Quite honestly. People have started buying drinks to take home just so they can smoke, so bars and cafés have gone out of business.

B: I think you're exaggerating. I mean, how many bars have actually gone out of business?

C: I think Tina has got a point. Not many bars have, have actually had to close, but a lot of places are struggling. Especially ones that don't have any outdoor space for smokers.

Announcer: Three

A: Well, I'm on the side of smokers on this one. I, they quite rightly see it as an infringement of their personal liberty. You know, their freedom to smoke if they want to.

B: Yeah, but that's not really what it's all about. I mean, I see it as a health issue, I don't want to be forced to breathe other people's smoke, so it's not really about personal liberty.

C: I don't see that at all. No-one's forcing you to breathe their smoke, you can always go and sit in a different room, really.

B: Why should I have to?
Announcer: Four
A: The way I see it, the solution would be to provide separate rooms for smokers, right? Not just ban smoking altogether. Why couldn't we let smokers smoke if they want, and non-smokers could have their own room?
B: Yeah, but it's not as simple as that. I guess it's fine if you have a big restaurant with separate rooms, but what about just a small café?
C: Yes exactly. I think that's the problem. It's discrimination against small businesses – so the big businesses, well they're fine, and the small ones, they're the ones that are having to close.

Unit 02, exercise 26 (TCD ⊙ 1/08)

Percy: A very common way of fighting malaria is to sleep in mosquito nets. The average homes, which have a higher chance of mosquitoes being present, would have poor ventilation. Mosquito nets are quite hot to sleep in, and so they will compromise on enough air and therefore, not sleep in their nets. So that's where attitude comes in. Because there are a lot of programmes which World Health sponsors and, you know, mosquito nets are distributed in the villages, in the rural set-ups, but people don't sleep in these, or people don't set them up properly. People just leave them hanging loosely, and then the mosquitoes can just fly under, so now you have smaller enclosure with more mosquitoes to feed on you, which defeats the whole purpose. The, the new technique people are using is a total house netting. We are looking at a whole room with a net, a permanent net. So this net is a permanent net covering all the walls, all the holes, all the nooks, crannies, every point of entry, so that you don't have to set it up every night. And then with this there's more air space and so you get better ventilation and air circulation.
Interviewer: So you can open the windows? So it's like a tent inside the room in fact.
Percy: Yes, that's the best way. So there's a permanent tent, which is a mosquito net in the room.

Unit 03, exercise 08b (TCD ⊙ 1/09)

Hilary Clarke: Nowadays with the scarcity of jobs and less job security, more and more people are deciding to set up their own businesses. So we're getting universities which are offering courses in, er, entrepreneurship. But, if you ask me, I think there's no need to go to a fancy business school. It helps to have a good basic education, basic maths, some accounting, IT skills, things like that. But what you need above all is a good business idea. Once you have worked out what area of business you'd like to get into, try and get some experience. There are a number of ways you can, kind of, test the water. A good way of getting experience is to apply for internships in companies. Then, if you still think that's what you want to do, work out a detailed business plan. Looking at business plan templates on the internet can help, there are plenty of websites that offer this kind of thing. If you want to use a very simplistic method, try and do a rough outline by asking the questions "who, why, what, where, when and how?" This will help you to focus on what your business is about. By investing time and thought in your business plan, you can stop a lot of problems popping up once the business is launched, and you can save yourself a lot of time, money and headaches. If you have a very clear idea of your future business venture, I think it helps. The next step is to focus on money – funding – for actually getting your business off the ground. You don't need huge sums of private money, but it does help. It also helps to make use of the resources around you, your network, people you know. If you think you can't make it on your own, get support. Hook up with a couple of mates and see if you can make it together. You'll find that there are lots of people out there ready to help you make your business a success.

Unit 03, exercise 19 (TCD ⊙ 1/10)

Vicki: OK, well, as you know, I put together some questions to ask the people who live round here as well as the people who come in to work for local businesses. In the end I spoke to just over a hundred and fifty people.
Trevor: Wow.
Vicki: Most of them I spoke to on the street just outside the shop – so, local people – and I also visited all the shops and offices on the main street. All of them were pretty happy to talk to me, actually.
Gina: Great work.
Vicki: So, the first question was about where people buy their ordinary day-to-day bread. No surprises here, really. Eight out of ten people said they usually got their bread at the supermarket.
Gina: Hm. Did they say why?
Vicki: Cost, convenience. The supermarkets are cheaper, and most people prefer to do their shopping all at once.
Trevor: Alright. Have you got any good news?
Vicki: Actually, yes! Erm, when I spoke to people who work round here, I wanted to know how many of them bought their lunches here and what we could do to encourage more of them to buy from us.
Gina: Right.
Vicki: So I spoke to forty people from local businesses. Just under half of them buy their lunches here. From the rest, a couple of people said they just preferred to bring their own lunch from home, but ten people said we were a bit too far away from where they worked, and they couldn't be bothered to walk. The other ten – this is the interesting bit – said they think we could offer slightly healthier food.
Trevor: Healthier?
Vicki: Yes. Fruit, fruit juices, things like that, maybe salads –
Trevor: Salads? This is a bakery, not a café.
Vicki: Well, that's what they said. For example, quite a few of those people were vegetarians, whereas nearly all the sandwiches we make have meat in them. So we're not offering those people much choice, really.
Gina: That is true, Trevor.
Vicki: So, related to that, another question was whether people would be interested if we were to take orders

and deliver their lunches to them where they work. And nearly everyone said yes!
Trevor: OK, interesting. Anything else?
Vicki: Yes, about cakes for special occasions – birthdays, weddings and so on. Again, it looks like we're missing some opportunities here. Three quarters of local people said they need cakes for special occasions two or more times a year …
Gina: Right.
Vicki: … and nearly all of them said they'd be interested in buying from us …
Gina: Great!
Vicki: … but they also nearly all said they didn't know we did 'big, fancy' cakes!
Trevor: Hm. That surprises me, I must say.
Gina: Yes, me too.
Vicki: Well, that was it, basically. I've made a little summary of all the results for you to have a look at.
Gina: Ah, that's great, thanks.
Trevor: Yes, thank you. We've got a lot to think about.
Gina: Why don't we think about things over the weekend and have another talk next week?
Vicki: Good idea.
Trevor: Sounds good to me. Now, Vicki, can I give you a lift?

Unit 03, exercise 28 (TCD ⊙ 1/11)

Sunny: … so having looked at various activities, I think the four listed on this document are the best. The first is the Acting Workshop, where everyone works together to put on a play of their own choice.
Brian: Sounds quite entertaining.
Sunny: Yes, creative too. The only thing is that not everyone feels comfortable on stage, and I'm afraid it could be dominated by a few strong personalities. So I'd rule it out since it might not involve everyone equally.
Brian: Hm.
Sunny: The next possibility is the Weekend Camp. Now this one's interesting because its success depends on each person's ability to use and share their skills. They decide together how to spend their budget – on food, cooking equipment and so on – so it requires lots of group planning and co-operation. They share skills like cooking, putting up tents, building fires … and they have to supply their own entertainment – music, games, whatever they want. I was quite keen on this option but –
Brian: But? Is there a downside?
Sunny: Yes, the temperature at this time of year. It can be quite chilly outside, and at night, well, some people might not appreciate sleeping in a cold tent.
Brian: All right. What about the third option, ballroom dancing?
Sunny: Well, ballroom dancing's very popular these days and several people would be keen to do it. It would be fun and, and very good for fitness, but it's basically a pair activity, not a team activity. So, unfortunately, I'd advise against it because it's not really what we're looking for.
Brian: Right. And there was one other option.
Sunny: Yes, the last option, the Treasure Hunt, sounds childish, but it's a tried and tested team-building activity for adults. The aim is to find the key to a treasure chest by working in small teams and using maps to search for clues in a forest.
Brian: Right.
Sunny: Then the teams find out the only way to get the treasure is by working together, so eventually they combine their clues to find the key.
Brian: And who gets the treasure?
Sunny: Everyone shares it. Anyway, it takes a full day and we could have a feedback meeting and lunch at the Forest Centre the next day.
Brian: So that's the one you're recommending?
Sunny: I'd strongly recommend it, yes. Basically, I think the choice is between the Weekend Camp and the Treasure Hunt. I'd reject the first on the grounds that it could be too cold, so if I were you, I'd go for the second, the Treasure Hunt, as it offers value for money and is ideal for our purpose.
Brian: Well, that makes sense. Let me think about it for a while and we'll talk again tomorrow.

Unit 03, exercise 29 (TCD ⊙ 1/12)

Brian: Right, well, first of all, thanks very much for all your work finding out about the activities.
Sunny: That's OK. It was interesting.
Brian: Now, I've had a look at the promotional material and considered the four options, especially the Camp and Treasure Hunt …
Sunny: Right.
Brian: … and I've decided to go for the Weekend Camp.
Sunny: OK.
Brian: Sorry to go against your recommendation, but I'd like us to spend a full weekend working together, not just a day. I also think, erm, the camping weekend will involve a greater variety of team-building activities.
Sunny: Yeah, that makes sense. I think we'll have a good time.
Brian: However, I think we should keep the Treasure Hunt in mind for another occasion as it has many good points.

Unit 03, exercise 35 (TCD ⊙ 1/13 + SCD ● 01)

Announcer: You are going to listen to an interview about BEST, an EU institution that was set up to create and support enterprise culture in Europe. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences, 1 to 8, with the sentence endings, A to K. There are two extra sentence endings that you should not use. Write your answers in the spaces provided. The first one, zero, has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)
Presenter: With us today on FM3, Radio Austria International, is Jessica Morgan. Good morning, Jessica.

Jessica: Good morning, thanks for inviting me.
Presenter: Jessica, you've come to talk about BEST, which stands for, erm, Business Environment Simplification Task Force – it's quite a mouthful *(laughing)* – an EU institution that was set up to create and support enterprise culture in Europe, correct?
Jessica: Yes, that's correct. At community level, it is agreed that over the next few decades we will experience remarkable changes in every aspect of domestic, social, business and environmental life – not only in Europe but in almost every country in the world. There will be new services, new products, new attitudes and opportunities for everyone. In Europe we'd like to see a new era of entrepreneurship and new enterprises, not just for wealth creation and to improve the quality of life for European citizens – entrepreneurship is tantamount to job creation, a great concern in the EU at the moment.
Presenter: Of course. Although Austria is still doing relatively well in this respect, everyone knows how important it is to encourage start-ups, in particular the growth of SMEs – small and medium-sized enterprises, I believe.
Jessica: Yes, SMEs, which make up over 99% of the 20 million or so enterprises in Europe, are both motors of change and innovation and indispensable for creating sustainable jobs. Generating an ideal business environment for them should be top of the political agenda in every EU member state.
Presenter: So, how would you define an ideal business environment?
Jessica: There are many different factors that need to be considered – public administration, for example. It should be made as easy and straightforward as possible to set up a business. Authorities should see themselves as delivering a service; they should assist and encourage would-be entrepreneurs rather than discouraging them with red tape.
Presenter: I hope some Austrian authorities are listening in …
Jessica: I'd rather not comment on this *(laughing)*. Back to the different factors. Well, as I said, facilitating the start-up process, then there's access to finance, crucial for both young entrepreneurs and businesses wishing to expand. For example, the government can offer loan guarantee schemes to mobilise bank loans for newcomers or introduce changes in the taxation system that can either hinder or stimulate the development of SMEs.
Presenter: This is also true of non-wage costs, isn't it? In the case of Austria, where they are comparatively high, they are often quoted as barriers to business.
Jessica: Right – non-wage costs, social security and the like, are extremely important. Then, the problem of late payment needs to be addressed, as cash-flow problems can have serious consequences for a firm, especially in its early stages. In short, governments can remove these objective barriers.
Presenter: Am I right in saying that there are also less tangible, less concrete factors that influence the entrepreneurial culture in a country?
Jessica: Absolutely. It's no secret that Americans, for example, have a much more relaxed attitude to entrepreneurship than Europeans. In the US, there is no stigma attached to failing with one's business nor does it prevent anyone from trying again. In Europe, insolvency is taken much more seriously.
Presenter: What about businesses themselves? Can they contribute anything to a favourable business environment?
Jessica: Of course, they can. There still is too little co-operation between SMEs themselves – you know, working together in clusters, for example, to reduce overheads. There is also too little interaction between academic or research institutions and business. Co-operation and exchange definitely need to be promoted. Another idea is the concept of 'incubators' which nurture company start-ups. Similarly, mentoring and the introduction of so-called business angels should be encouraged. With regard to funding, conferences and meetings to secure venture capital, for example, take place much too infrequently in my opinion.
Presenter: Thank you very much for sharing your ideas with us, Jessica.
Jessica: Thanks for having me.
(15 sec pause, acoustic signal, track replays)

Unit 04, exercise 11 (TCD ⊙ 1/14)

Mark: Hi Steph, haven't seen you around for a while.
Stephanie: Yes, I know; I've just come back from Amsterdam.
Mark: Amsterdam? During term-time?
Stephanie: Yes, I was there for a few days to take part in the MUN for Secondary schools.
Mark: MUN? Oh, is that the student UN thing?
Stephanie: Yes, the Model United Nations. Students from schools around the world form teams and represent a country in a simulated UN General Assembly. They also sit on various specialist committees, like climate change, human rights, drug trafficking etc.
Mark: And what exactly do you have to do?
Stephanie: In the General Assembly, which is also student-run – you know the general secretary and his or her assistants are also students – you have to make an opening statement – and submit a resolution for debate. The resolution needs to have the same format as a real resolution at the UN.
Mark: Wow, sounds tricky.
Stephanie: It is. I found it difficult to imitate the formal language and the UN jargon. My way of solving this problem was to Google real UN resolutions and model ours after them.
Mark: Like at school.
Stephanie: Exactly. Anyway, resolutions which are selected for debate are presented by the country proposing them and then are debated in the General Assembly, again according to the rules of parliamentary procedure adopted by the real General Assembly.

Mark: So what was your resolution about?
Stephanie: Human trafficking. We came up with the idea that the UN should set up a special international task-force to stop it – you know, zero tolerance for smuggling people across borders. We all know how many people die in transit, and if they ever reach their destination, they live in terrible poverty or fear or are forced to work as prostitutes, domestic slaves and so on.
Mark: Well, your resolution should have been accepted, no problem.
Stephanie: Well, it was eventually, but it was more difficult than we thought to find countries to support us. What we decided to do was to amend our text to make it appeal to more people. The biggest problem was that the representatives of poor countries did not share our views; they accused us of defending 'Fortress Europe' and explained that, for many, being smuggled into a wealthier country is more or less the last resort. What I learned was to put myself into other people's shoes, see things from another point of view, you know, that sort of thing.
Mark: Your debating and negotiating skills must be quite good now.
Stephanie: You can bet on that. I also know more about issues in current affairs than ever before. And I met an awful lot of nice people from all over Europe.
Mark: Pity my parents can't afford to put me in an expensive international school.
Stephanie: What do you mean?
Mark: I mean that I wouldn't mind jetting off to Amsterdam to take part in an MUN session.
Stephanie: There's nothing to stop you; there are more and more secondary schools from all over the world sending delegations – including state schools in Austria.
Mark: Really? Well then you might have to try out your negotiating skills on me next year.
Stephanie: Any time!

Unit 04, exercise 19 (TCD ⊙ 1/15)

Teacher: And today it's Carla's turn to present her choice in our series of talks about 'People who make a difference.'
Carla: OK, so this is some basic information about Malala Yousafzai, the Pakistani schoolgirl, who has dedicated herself to fighting for girls' right to education. In 2014, she became the youngest person ever to win the Nobel Peace Prize. However, she has already faced some hard challenges in her young life.
Malala was born in 1997, and she spent her childhood in the Swat Valley. That's the northwest of Pakistan. At that time the Taliban were trying to take control of the region. They banned women from going to the market, and they banned shopping and, and girls were banned from attending school. Malala first came to public attention in 2008 when she was about 11 years old. Her first public speech in September 2008 was entitled 'How dare the Taliban take away my basic right to education?' After that she started to write an anonymous blog for the BBC describing her life under the rule of the Taliban, who had become increasingly violent and had blown up several girls' schools. In her blog Malala said that she still planned to go to school although she was afraid. Her father encouraged her to write her blog, and both parents supported her views on promoting girls' education. Malala became famous. She gave interviews, appeared on TV, and a documentary was made about her life. At the age of 13 she was nominated for the International Children's Peace Prize and was awarded Pakistan's National Youth Peace Prize.
In 2012, when she was about to get on her school bus, she was shot in the head by a Taliban gunman, who also injured two of her classmates. Malala survived the attack and was flown to Britain for treatment. She made a full recovery and on her sixteenth birthday she gave her first public speech since the shooting. She spoke at the UN, saying "our books and our pens are our most powerful weapons." Since she left hospital, she has continued her campaign and has made fighting for female education her life's work. She published her autobiography and a fund was set up in her name that helps children around the world get an education. She has changed people's minds and actions because she's shown people that things can change if you're prepared to fight for them.
She won international acclaim and awards, and she was even awarded the National Peace Award – subsequently renamed the National Malala Peace Prize – for those under 18 years old. Despite all her fame and popularity, Malala remains a schoolgirl determined to complete her education in England, where she has moved with her family. Still, Malala's experiences will certainly have an impact upon her future aspirations. She wants to use her knowledge and popularity to benefit others. This is why she is planning to form her own political party one day that is focused on education.

Unit 04, exercise 33 (TCD ⊙ 1/16 + SCD ● 02)

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

Presenter: In our series of talks about the British economy, we welcome Emmy Foskett, an expert on new economic trends, who is going to talk about the 'Flat White Economy'. The title of her talk, 'Welcome to Hipster Land'.
Emmy: Fixed-gear bicycles, beards, plaid, tattoos, thick glasses, Apple products, artisanal breads, cold-pressed juices, coffee … 21st century hipsterism may be hard to define, but you know it when you see it. However, those who mistakenly believed that the hipsters' main contribution to the economy was creating demand for beard wax, were recently put right by economist

Douglas McWilliams. In his book, *The Flat White Economy*, he suggests that hipsters, and the ecosystem around them, hold the key to Britain's future prosperity. They are not only greener and more ethical than the rest of the population, but the industries in which they work are driving the economy.

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

This new source of growth is based on online retail and marketing, media, and the creative industries. However, it comprises many different businesses, and I would argue that the flat white economy is mainly defined by the types of people it employs. The new trendsetters don't have as much money as their 'loadsamoney' forebears from the financial services in the 80s and 90s, and, as a consequence, their spending patterns are driven by novelty rather than cost. Neither do they have much space. They share flats and often bedrooms. They don't have space for cups and saucers and dining rooms, so it makes more sense to head out to a café for breakfast. Instead of suits they wear skinny jeans. They buy bicycles rather than Porsches. They may have expensive electronic products, but on the whole they are less materialistic than their parents' generation. And they work out of makeshift offices in the East End rather than in financial services in the City.

Let me quote some facts and figures: from 2012 to 2014, 32,000 businesses were created in the flat white economy, an extraordinary number, even if some of them are just lone wolves with a MacBook. At the last census 150,000 people in London were reported to be working in this sector, although some experts think this may be closer to 200,000 now. In 2012 the flat white economy contributed 7.6% of the UK's GDP. By 2025, it is estimated, it will be 15.8% and it will be the largest single business sector in the UK.

The workforce in the flat white economy is completely diverse. The capital's talent pool, continually refreshed by immigration, is unique and the lure of working in this part of East London helps draw talent from far and wide. There are people from all over Europe and from every different walk of life. This mix of races, genders and backgrounds seems to generate a constant flow of ideas. Critics argue that what has happened in East London is unsustainable and brings plenty of problems. For one thing, long-time East Enders are not amused by the steady influx of hipsters. They consider them serious and self-important and blame them for soaring property prices. While the rent for new offices used to be £3 per square foot not so long ago, it is now £60.

Another problem is rolling out the model beyond London. The flat white economy is driving fast growth in one small area, but is it replicable elsewhere? In some respects, America has been there already. Brooklyn, New York's version of East London, Portland and Boston are cities that experienced a version of the flat white economy before London did.

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

(15 sec pause, acoustic signal, track replays)

Unit 05, exercise 06 (TCD ⊙ 2/01)

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

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

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

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

Jane: That's so true.

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

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

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

Jane: That's true. One good thing is things like transport. If you, erm, if you commute to work or, erm, whatever,

then you can always look up on, say your phone or your computer before you leave for work, and find out if there's any, like rail closures or any traffic problems, and that's actually invaluable because then you won't be late or you can tell someone in advance if you are going to be late –

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

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

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

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

Olga: That's a very fair point.

Unit 05, exercise 11 (TCD ⊙ 2/02)

Presenter: The children are falling over themselves to look at something new. It's a computer. There are some children in India who have never seen one before, let alone used one. This nine-year-old girl comes every day to use it, playing with the educational games. This, the Hole in the Wall project – which would go on to inspire the hit movie, *Slumdog Millionaire* – began when a Delhi scientist decided to install a computer in a wall in a poor part of the city and see what happened. Children would be able to use it unsupervised. Before long, the children started to learn things they wouldn't normally learn in a classroom. In short, the children were teaching themselves. This 12-year-old has no computer at home. He's been coming here from the start, learning by watching others. Before long, he had learned how to operate a computer. The Hole in the Wall project has spread like wildfire. There are now 48 computers installed throughout the Indian capital. The idea has caught on and is spreading internationally. And just like *Slumdog Millionaire*, some of these disadvantaged kids are learning more than the adults – their parents or their parents' friends – giving a tremendous boost to their confidence. Each computer has educational software, word-processing software and so on, installed. The project aims to connect the computers to the internet at some point, giving the children access to a whole new world and valuable life skills. For these slum kids, it's not just fate that is shaping their lives – it's also the hard work of a handful of good people who know what children are capable of.

Unit 05, exercise 20a (TCD ⊙ 2/03)

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

Unit 05, exercise 20b (TCD ⊙ 2/04)

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

Americans don't seem to have fallen completely in love with the mobile. Text messaging, so vital to Indians, for example, has yet to become mainstream, where most chatting seems to be done via the internet. Compare this with India or Kenya. Here, mobiles are truly universal technology. It is always with you, cheap and easily repaired, opening a new frontier of innovation. One Indian company offers a text message service for job hunters. Even without the internet, job seekers can register by texting information about themselves. They will get a list of potential jobs, along with employers' phone numbers. In Africa, the mobile phone is opening up new ways of managing money. In the West, where most people have bank accounts, plastic cards have become the norm. But projects like PesaPal in Kenya have made the mobile a tool of personal finance, allowing you to convert cash into 'cell-phone money' at your local grocer, which can instantly be wired to anyone with a phone. In many places, the phone has moved to the centre of community life. In Africa, churches record sermons with mobile phones,

sending them out to remote villages. In places like Moldova, phones helped to organise protests against the government. In India, the mobile allows voters, via text message, to check on election candidates' incomes and criminal backgrounds. All this suggests an innovation gap between the richest societies and the poorest – not in how fancy or expensive your phone is, but in how you use it. And will the United States, which gained so much from the internet revolution, be able to profit from the billions of mobile users in developing countries – a massive worldwide middle class with a simple mobile and a less-is-more sensibility? Will domestic demand for sleeker, faster, more elegant devices make it harder for the US to innovate for the huge developing world outside, still dominated by everyday needs?

Unit 06, exercise 07 (TCD ⊙ 2/05)

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

Lessing: More flexible, more collaborative, less secure.

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

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

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

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

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

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

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

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

Interviewer: Charles Handy?

Lessing: Yes, the management expert foresaw dramatic changes in the working world. Being Irish, he chose the shamrock to demonstrate the future distribution of work with only one third of employees working in 'core jobs' or 'jobs for life'. The second third is supposed to be made up of highly educated 'portfolio workers', for example computer specialists, project workers etc., who are hired for limited periods of time to carry out certain projects. The worst-off group, working in the so-called 'contractual fringe', are temporary or part-time, low-skilled or unskilled workers doing badly paid jobs, which Handy calls 'McJobs'. More often than not they need more than one job to make ends meet – a day job, an evening job, weekend job. Even then they might not be able to afford a lifestyle that most people consider normal – a car, a computer, holidays and so on. These 'working poor' or 'socially excluded' are a completely new phenomenon in the developed world.

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

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

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

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

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

Lessing: I couldn't have said it better.

Unit 06, exercise 14 (TCD ⊙ 2/06)

Announcer: Sandra, 19

Sandra: I've never had a proper job. No matter where I go, I can't get a job. I've been looking for employment since August last year. … I have a City and Guilds qualification in ICT – you know Information and

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

Announcer: Alan, 20

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

Announcer: Neil, 20

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

Unit 06, exercise 19 (TCD ⊙ 2/07)

Announcer: Darya

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

Announcer: Ian

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

Announcer: Holly

Holly: Well, when I was young, my family moved around a lot – my father was a diplomat – so I went to lots of different schools and met people from lots of different places and backgrounds. I think that experience gave me a lot of my people skills … by which I mean, erm, I like meeting new people, I'm a good listener, I'm good at helping people get on with each other, that kind of thing. It comes in really useful at work, of course. For the last eight years, I've been running a social club in the area. Erm, it's a club for elderly people, paid for by the local government. Obviously I use my people skills there … being an effective communicator is an important

part of management, maybe the most important. I've done a couple of internships and voluntary work, and more recently I've been studying in the evenings so I'm quite tired. But qualifications aren't everything. I think the most important thing is that you should be genuinely interested in other people, open to them. You can't fake that. People will sense that you're faking it sooner or later.

Unit 07, exercise 02b (TCD ⊙ 2/08)

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

Justin Casey: Certainly, it's my pleasure.

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

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

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

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

Interviewer: Which is?

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

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

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

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

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

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

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

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

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

Interviewer: But, am I right in saying that, although they do no marketing whatsoever, and despite growing competition from other consultancy companies, they are still extremely successful?

Justin Casey: Correct. At the moment they have over 100 offices in 60 different countries. Their prestige is unparalleled. In some countries, like China, for example, bringing in McKinsey is a status symbol, the corporate equivalent of buying a Louis Vuitton bag: prohibitively expensive, exclusive and, presumably, the best!

Interviewer: Well, we'll take your word for it. Thank you so much for granting us this interview.

Justin Casey: You're welcome.

Unit 07, exercise 12 (TCD ⊙ 2/09)

Yousef: Er, Leo, do you have a minute?

Leo: Ah, Yousef, how are you?

Yousef: Fine, thanks. Erm, I've got Mr McKenzie coming in for a meeting in a while …

Leo: Right.

Yousef: … and we really need somewhere where we can sit down and talk.

Leo: OK. When's the meeting?

Yousef: About three.

Leo: Right, well, I'm going out in five minutes, so you can use this office. I'll tell Janet.

Yousef: Ah, that's great, thanks. Actually, I've been thinking, erm, would it be possible for me to have my own office at some point?

Leo: We just don't have the room, Yousef. And besides, it's not just you. Agustin and Rachel should really have their own offices too.

Yousef: Yes, I've thought about that. Apparently, the company upstairs wants to rent out some of its rooms. Couldn't we take those?

Leo: Well, of course we could, but we won't get them for nothing.

Yousef: Couldn't we at least ask about the price?
Leo: Come on, Yousef, you know how things are with money at the moment. Even if I thought it was a good idea, I'm afraid there's no way Karin would agree.
Yousef: Hm. Well, in that case, I've got another idea.
Leo: OK …
Yousef: I could move into the little photocopying room.
Leo: But what about the photocopier? We'd have to move it somewhere.
Yousef: That's no problem. It could go in the corridor, next to the drinks machine.
Leo: Are you sure it would fit? In any case, that room's too small. There'd only be enough space for you. What about Agustin and Rachel?
Yousef: Well, if I moved out of the main office, we'd all have more space –
Leo: I'm not sure they'd see it that way.
Yousef: No, maybe not.
Leo: Look, how would it be if I take over the photocopying room?
Yousef: Oh. OK. Hm.
Leo: This office is far bigger than I need. Then the three of you could move in here.
Yousef: Ah, that could work, yeah.
Leo: Now, obviously, you wouldn't each have your own office, but you would have a lot more space, and it'd be a lot quieter. And if the photocopier won't fit in the corridor, it can go where your desks are at the moment.
Yousef: Mm, that sounds great, if it's OK with you.
Leo: OK, well, er, I'll discuss it with the others later.
Yousef: Right. Thanks, Leo.

Unit 07, exercise 23 (TCD ⊙ 2/10)

Ethan: So you see, Caitlin, we've looked into it, and I can't express how sorry we are about the confusion. Er, apparently one of our staff made a mistake when he took your booking and recorded the number of dinner guests as seventy-five …
Caitlin: … rather than a hundred and seventy-five.
Ethan: Yes. So when you all arrived, I'm afraid we weren't prepared for such a large group. We did set up a buffet in another room, but of course …
Caitlin: Yes, the buffet was set up quite quickly, and we appreciated that, but unfortunately almost forty of our guests did choose not to wait and went home … and because of that, we certainly lost some important donations.
Ethan: I'm so sorry. I know how important your work is and how much you depend on donations. Erm, I gather you'd like to work out some compensation.
Caitlin: Yes. We believe we should be compensated for our losses and the inconvenience to our guests.
Ethan: Could you, erm … what exactly did you have in mind?
Caitlin: Well, we'd like you to cancel the cost of food, drink and room rental for the emergency buffet meal. It was $2,843 in total.
Ethan: I see.
Caitlin: In addition, we feel we're entitled to a 50% refund of the cost of the sit-down dinner for seventy-five people in the dining room. It was $5,856 – here's a copy of the bill. A 50% refund would be $2,928.
Ethan: Well, to begin with, I'm afraid we can't agree to cancel the entire cost of the buffet meal. We have our own expenses to cover. However, we can offer a refund on the buffet room rental, which was $750, and we're prepared to add an extra $250 to round it up to $1,000. As for the meal in the dining room, those seventy-five guests had their meal as planned, and I don't honestly see why we should give you a 50% refund for that. However, we can offer another $1,500 as compensation for the inconvenience.
Caitlin: I don't think we can accept that, Ethan. You see, we estimate our charity has lost five to six thousand dollars as a result of your employee's error. Now, as you know, this is the third time we've held our fundraising dinner at your hotel and until last weekend, we had nothing to complain of …
Ethan: Obviously, we hope we can host your dinner again.
Caitlin: Well, that depends on what we agree. Of course, we'd be willing to come here again provided we can sort out this problem.
Ethan: I see. Well, let's compromise. If you agree to accept the $2,500 I mentioned, then we propose a 20% discount on your next booking with us.
Caitlin: Do you mean 20% off the cost of the food, drink and room rental?
Ethan: Yes, 20% off the entire cost of your event. What do you say?
Caitlin: Well … yes. I think we can agree to that.
Ethan: Excellent. As I said, I am really sorry. Now, let's sort out the payment …

Unit 07, exercise 27a (TCD ⊙ 2/11)

Announcer: One
Speaker 1: Oh, it was terrible. We had to put half the guests in a little side room which we don't usually use. We did manage to organise a pretty decent buffet at very short notice – but we were still putting things on the tables when most of the guests arrived. A lot of the guests took one look at it and went home. They'd been promised a proper dinner, so I can't say I blame them.
Announcer: Two
Speaker 2: I'm quite angry about the way they're trying to put the blame on us. I know the guy who took the booking, and he's absolutely certain they said 75 guests, not 175. So I think it was their mistake. Of course, now they're putting pressure on the management for compensation. I don't think they should get anything, but they're old clients so, well, I guess they will.
Announcer: Three
Speaker 3: I didn't go to the dinner, but I share an office with Caitlin, and I can tell you, it put her in a terrible mood for the rest of the week, and I'm not surprised. The hotel put her in a really difficult situation with some very big donors of ours. It was so embarrassing, but what could she do? We'll be asking for compensation, of course. I made the booking for the dinner myself, and I'm sure I said 175 guests.

Announcer: Four

Speaker 4: Obviously, I'm very concerned. We've put a lot of time, money and effort into our catering services recently, building good relationships with local businesses, local charities and so on, and obviously something like this involving so many people, well, it puts our reputation at risk. They'll ask for massive compensation, of course, which we can't give them, but I've instructed the hotel manager to be as generous as possible – and, in future, to ask our clients to confirm their bookings in writing.

Unit 07, exercise 30 (TCD ⊙ 2/12 + SCD ● 03)

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

Announcer: Andrew.

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

Announcer: Fan Di.

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

Announcer: Marianne.

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

Announcer: Patricia.

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

Unit 08, exercise 01b (TCD ⊙ 2/13)

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

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

Unit 08, exercise 23b (TCD ⊙ 2/14)

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

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

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

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

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

Moira: Exactly.

Interviewer: So is it reversible?

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

Interviewer: Can we slow it down?

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

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

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

Unit 08, exercise 25 (TCD ⊙ 2/15)

Pilar: What he's really saying is that global warming is already happening. We can't stop it, so there's no point in doing anything. I don't really agree with him, I think things aren't nearly as bad as he says they are. I think he's exaggerating a bit.

Uri: I partly agree when he says that there's no point in using low-energy light bulbs, I think he may be, maybe he's right about that, it, it's not going to make any difference. But I don't really see that, though. I think, I think it's worth trying anything – but it would probably have to be something quite radical, like taking CO_2 out of the atmosphere again.

Patrick: His point really is that politicians are never going to say how bad things really are, right? I think he's got a point. Politicians, yeah, OK, they're talking a lot, but what are they actually doing? That's exactly what he's saying. Lovelock makes the point that people don't react to things until it's too late. I think that's a valid point.

Jane: When he says it's too late, I think what he really means is that we'd have to do something quite drastic, like – oh, I don't know – invent new technology to deal with it. Something like that. I think what he says is spot on, he's absolutely right.

Unit 08, exercise 31 (TCD ⊙ 2/16 + SCD ● 04)

Announcer: You are going to listen to an interview about the effect of meat consumption on the environment. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer – A, B, C or D – for questions 1 to 5. Put a cross in the correct box. The first one, zero, has been done for you.
After the second listening, you will have 45 seconds to check your answers.
(45 sec pause, acoustic signal)

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

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

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

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

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

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

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

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

a kind of double contribution, if you like, to global warming.

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

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

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

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

John: What, in hospitals?

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

John: And have they?

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

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

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

John: Celebrity endorsement! Beth Willis, thank you very much. Food for thought for us all there. The time's coming up to 6 minutes to 9 …

(15 sec pause, acoustic signal, track replays)

Unit 09, exercise 01c (TCD ⊙ 3/01)

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

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

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

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

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

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

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

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

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

Unit 09, exercise 04b (TCD ⊙ 3/02)

Announcer: A

Jane: Erm, they make me think of erm definitely sport, erm, of keeping fit and also erm, of being fashionable, because they're quite trendy, erm, makes me think of ambition, getting to the top of your game, erm, being excellent in your game, erm, definitely comfort because they're comfortable to wear. I think they make you look good because they're quite attractive, erm, I think they

make me think of ambition and striving for something, erm, yeah.

Announcer: B

Klara: I think the first thing they make me think of is top quality definitely, reliability, it's a technology that's reliable and innovative springs to mind as well. They sort of suggest perfection, that they have perfect sound quality, perfect technology, sort of great to listen to. I think they also suggest a kind of executive lifestyle, something that's not quite average, a little bit premier. Success, I think that's what they suggest.

Announcer: C

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

Unit 09, exercise 16b (TCD ⊙ 3/03)

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

Unit 10, exercise 15a (TCD ⊙ 3/04)

Speaker: There are various factors that contribute to what is commonly referred to as the causes of globalisation.

To begin with, there were developments in transport, which increasingly became easier, faster and safer. As people and goods moved from horse-drawn carriages to trains, cars and lorries and, finally, planes and ships, the world seemed to be shrinking. A further milestone in the transport of goods was the invention of containerisation.

Another important factor was political developments like the fall of the Iron Curtain and the opening of borders in countries like China, which also led to an increase in the movement of goods and people all over the world.

Thirdly, economies changed as labour and financial markets became deregulated and trade was liberalised. This meant that, thanks to the World Trade Organization, trade barriers were removed, and countries formed so-called RTAs, Regional Trade Agreements like the EU, NAFTA, MERCOSUR or ASEAN.

Last but not least, the 'global village' phenomenon is due to innovations in communication – above all the advent of the internet in 1991 and, more recently, social media – as well as increasing multilingualism and the emergence of English as a lingua franca.

All this has led to a greater integration of people, economies and cultures.

Unit 10, exercise 21b (TCD ⊙ 3/05)

Speaker: Corporate social responsibility is defined as "the responsibility of enterprises for their impact on society." The European Commission encourages enterprises to have in place a process to integrate social, environmental, ethical human rights and consumer concerns into their business operations. This should be done in close collaboration with their stakeholders.

As evidence suggests, CSR is increasingly important to the competitiveness of enterprises. It can bring benefits in terms of risk management, cost savings, access to capital, customer relationships, human resource management and innovation capacity.

According to a study published at the University of California, Berkeley, sound CSR activities can insure a firm against loss of reputation in the case of adverse events.

Unit 10, exercise 23 (TCD ⊙ 3/06 + SCD ● 05)

Announcer: You are going to listen to the opening statements at a panel discussion about global companies and consumer behaviour. 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)

Interviewer: Welcome everyone to our panel discussion today. Let me introduce our participants. Michael Field, from 'Fairer World', an NGO based in London. Susan Adams, a wife and mother from Edinburgh and Simon Moss, who lives and works in Sunderland. Thank you for coming and sharing your views with us. Mr Field, would you like to start?

Michael Field: Yes, thank you very much. Today I would like to focus on the food industry and the role played by multinational companies. Our latest research shows that none of the Big 10, which include Nestlé, Unilever and

Coca-Cola score well on their CSR.
Let me give you a few facts: up to 80% of the global population considered 'chronically hungry' are farmers, yet huge areas of fertile land are used for the production of unhealthy snacks and sugary drinks. Although the relationship between the food and beverage industry and endemic poverty and hunger is now well understood, the sourcing of commodities – cocoa, sugar, potatoes, tomatoes, soy, coffee, tea and corn – is still as unfair as it was 100 years ago.
Multis like to point to their corporate sustainability programmes; however, typically, they are tightly focused around specific projects such as water use or training women farmers, while failing to address the root causes of hunger and poverty; It is not enough to cherry-pick particular initiatives. Of course, philanthropic projects are welcome, but they don't address the root of the problem. Companies like Unilever and Nestlé fail to use their enormous power to help create a more just food system. In fact, in some cases these companies undermine food security and economic opportunity for the poorest people in the world, making hungry people even hungrier.
One of their worst offences is, certainly, land rights violations; instead of committing themselves to zero tolerance against so-called land grabs, millions of acres of land have been seized from poor farmers and rural communities over the last decade.
What food and drink companies could further do is promote more fairness along the supply chain: give a fair price to small farmers, pay workers adequate wages, manage water and land use better and reduce the impacts of climate change. Eliminating the unfair exploitation of land, water and labour clearly lie within the means of these hugely powerful companies.
The civil society is called upon to bear in mind this scandalous inequity in the food industry, and consumers should think twice before they buy their next fizzy drink or tasty chocolate bar.

Interviewer: Well, thank you for your opening statement, and now let me hand over to Ms Adams.

Susan Adams: Well, I am really concerned about the current food production. In recent years there have been lots of scandals, like mad cow disease or beef flavoured fries that were sold by fast food chains. Horse meat was found in burgers instead of beef. Bottles were filled with tap water instead of mineral water. Nowadays you really don't know what the bread, the juice, the milk, – all the food you buy – contains. Although the EU has introduced a whole bunch of regulations and laws, this hasn't helped at all. Consumers are getting more and more insecure, and we all worry and wonder where our food comes from, whether it's been treated with chemicals, pesticides, herbicides and all that stuff.
So it's not surprising that quite a lot of people turn their backs on processed food, tins and cans and cheap vegetables and fruit sealed in plastics offered at supermarkets and rather buy locally, even though it's more expensive. Local food is fresher, and it tastes better than food that has been shipped or flown in from thousands of miles away. And what is more, it doesn't only taste better – it's also much better for the environment. Everybody is talking about the carbon footprint – well, just look at the big carbon footprint of a few cloves of garlic from China or potatoes from North Africa. It's insane, when we can grow it all at home. And how can you be sure organic and sustainable farming methods are used there?
The shorter the supply chain, the shorter the distance between your food's source and your table, the less chance there is of contamination. Also, when you know where your food comes from and who grows it, you know a lot more about that food, and there is less need to worry. And last but not least buying at home, from local famers helps build your local economy instead of supporting big global companies in another state or country.

Interviewer: Thank you Ms Adams, and now last but not least, it's your turn Mr Moss.

Simon Moss: Well, what I want to say is that I am very glad about shops like H&M and Primark. I love my weekly burger at McDonald's. I don't understand what people are on about. I mean, I, like everybody else I know, seem to have less money on my pay-check every month, and we can't afford to go shopping in fancy boutiques, which may 'ethically source' their clothes or sell so-called 'green clothes', isn't that what it's called? Isn't there talk about that now? Ridiculous! I have a wife and two children, a wife whose hobby is shopping, by the way, and if I do my weekly grocery shopping at an organic food store, I may help the environment, but I certainly will be more out of pocket than going to the usual supermarket chain. I think all tree-huggers and do-gooders are simply unrealistic – and it's unfair to give ordinary people a bad conscience. I couldn't care less where my food and clothes come from as long as the price is right.
(15 sec pause, acoustic signal, track replays)

Unit 11, exercise 01b (TCD ⊙ 3/07)

Presenter: The history of tourism
There are various definitions of tourism. The most common one is 'travelling for business or pleasure.'
The history of tourism goes back to the time of Ancient Greece. After rather modest beginnings, tourism started to take off at the time of the Industrial Revolution. After that it saw centuries of uninterrupted exponential growth apart from the years of the world wars and the two setbacks due to the terrorist attacks in 9/11 and the economic recession in 2008/9.
From a minority pursuit for pilgrims, rich industrialists, sons from wealthy families on the Grand Tour, artists and sick people in search of warmer climates, tourism gradually turned into a mass phenomenon. After the First World War it developed from a domestic to an international industry and then, after the Second World War, mass tourism set in. This development was due to improvements in transport as travelling became faster,

safer and more comfortable, and charter flights and budget airlines slashed airfares. Increasing wealth and higher disposable incomes made travelling affordable, and as work laws improved, people in the 20th century not only had paid but also longer holidays.
Finally, political changes like the fall of the Iron Curtain and the liberalisation of travelling in countries like China turned tourism into the world's largest industry.

Unit 11, exercise 05b (TCD ⊙ 3/08)

Announcer: Speaker 1

Speaker 1: My experience is that people prefer several shorter holidays per year – say a week's skiing, a few days on some beach and one or two city breaks – rather than the traditional three-week summer holiday. If they stick to the old pattern of the three-week beach holiday, they tend to choose exotic destinations like Thailand or the Dominican Republic rather than Italy, Spain or Greece.

Announcer: Speaker 2

Speaker 2: It's undeniable that the internet has changed the whole travel industry – a development that has affected us greatly, to the extent that many travel agents have been driven out of business. E-tourism is all the craze now with people not only using the internet as a source of information – you know everyone involved in the business needs their own website nowadays, and then you have these discussion forums and the ratings and what not; of course people also do their own bookings via the internet, cutting out the middleman as it were.

Announcer: Speaker 3

Speaker 3: There is a lot of evidence that many people – and not just young travellers – opt for cheaper accommodation nowadays; it certainly is one way to save money when on holiday, and so people no longer necessarily stay at hotels or bed and breakfast places, but do house swapping, for instance, or sofa surfing; websites like Airbnb offer private accommodation to suit all tastes and budgets, everything from flat shares to luxurious villas and chalets.

Announcer: Speaker 4

Speaker 4: Research suggests that many new target groups are evolving in tourism, for example the 50+ generation, affectionately called 'golden oldies' or 'silver surfers' – retired people with a lot of time on their hands, who are fit and enterprising and can afford cruises or educational trips; then there are the 'new' tourists from emerging countries like the BRICS states, Brazil, India, China, South Africa, whose growing middle-classes are keen on exploring the world. Another new niche is, for instance, special interest groups like GLB-Tourism – gay, lesbian and transgender travellers, or school graduates or single parents, to name but a few.

Announcer: Speaker 5

Speaker 5: As far as I'm concerned, the two most important trends in the tourism industry at the moment are space travel on the one hand, and eco-tourism, on the other. There have been first trips to outer space by individuals already, as I'm sure you know, and companies like Virgin Galactic are planning to offer them to a broader public in the not so distant future. The second trend, eco-tourism is, of course, a reaction to the excesses of mass tourism and the environmental and human damage it causes. Walking holidays, cycling tours, farmhouse holidays etc. are an encouraging development as they're all forms of sustainable tourism, which don't harm people or the environment.

Unit 11, exercise 10b (TCD ⊙ 3/09)

Peter Forster: I'm British, but I live in the USA with my family. As the CEO of a multinational company, I generally travel. The areas I visit the most are Asia, Eastern Europe and South America. I would say that I make at least 12 to 15 international business trips a year. Within the States? Oh, I don't know, I guess I'm out of the office almost every other week. You can imagine that this doesn't leave me much time for travelling on family vacations. But I try to have at least one week's skiing, usually in Aspen, and 10 days to two weeks in Costa Rica. I'd be in big trouble with my wife and the kids if I didn't find time for that.
As I spend so much time on planes, a good airline is extremely important. I need to use different ones, of course, as they all serve different areas. The criteria according to which I choose them? Well, let's see. Their schedules need to be compatible with my timetable, safety and comfort play a big role, I suppose, and some kind of frequent flyer programme doesn't hurt – you see, if you clock up as many air miles as I do, you might as well get some benefit from it. Food and beverages are of minor importance, I usually don't eat anything and only drink lots of mineral water.
When it comes to hotels, I always book through my travel agent, as she knows exactly what I like. The most important criteria are whether it's close to where my meetings take place, the kind of things on offer like a spa, gym, golf and that sort of thing and the quality of service – although I try to make my stay as short as possible, 5 to 7 days max, I definitely don't want to deal with snooty waiters or unhelpful receptionists after a hard day. I think my all-time favourite hotel is the Peninsula in Hong Kong. I could happily live in their executive suite forever.

Unit 11, exercise 13b (TCD ⊙ 3/10)

Adam: Good morning, ladies and gentlemen, and thanks, everyone, for coming. Erm, I think for the first ten or fifteen minutes I'd like to talk about four main things: first, what it's like to work in Customer Service, er, the kind of work I do; then money, very important; how to get into customer service, of course; and, finally, how I think the profession is changing at the moment. After that, we can throw it open and talk about anything you want to. Is that all right?

Unit 11, exercise 13c (TCD ⊙ 3/11)

Adam: So, let's begin with the kind of work. Er, of course people always say, "Wow! Head of customer service at

a luxury hotel, that must be one of the most interesting jobs in the world!" Well, er, I think it is interesting, but it's important to understand that it's not as glamorous as most people seem to think. I do meet celebrities and even superstars, but working in customer service, your job is basically to ensure the satisfaction of each and every hotel guest. And they are not all glamorous. My work starts before the guests arrive, it carries on during their stay and continues after their departure. On a typical day, I'll be on my feet maybe twelve hours, and I might write our newsletter for regular guests, deal with complaints and troubleshoot when problems arise. Then, in the evening, while most hotel guests are relaxing and having a good time, I'll be in the office, putting together special packages for particular target groups and monitoring our feedback site. Of course, all the information needs to be passed on to the relevant staff, who need to be briefed about necessary changes and improvements. So, it is a great job, but it's not like chatting with Lady Gaga all day. *(laughing)* Any questions so far? Yes?

Student 1: Do you holiday in hotels?

Adam: Good question. Erm, yes, yes, I do because it's always interesting to see how other hotels do it. If I want to be a tourist, I book a hotel, just like anyone else. In fact, I've just had a holiday, and I had to fight the urge to pick up customer feedback sheets everywhere I went. … OK, er, that's the work. The next thing is money. Again, er, hm, unless you're very successful, you'll never be as rich as most of the guests you meet, and in fact most people do find our job is underpaid. You really need to work for one of the leading hotel chains in the world to make good money. Yes?

Student 2: When you're travelling on behalf of the hotel, does the hotel generally pay your expenses?

Adam: Well, of course. But, as a rule, they just pay for very modest accommodation and economy class flights. So obviously, if you want to stay in five-star hotels, you pay the difference out of your own pocket. And by the way, most hotel managers don't get free hotel rooms or meals in restaurants. They have to pay for them. Yes?

Student 3: Roughly how much would a head of customer service make in a year?

Adam: Er, there's so much variety, that's really difficult to answer. But to give you some idea, erm, I just read that, in the USA, the average salary for this kind of job is anything between $30,000 and $80,000 – before tax that is; not bad but not exactly a fortune either. That's all I wanted to say about money for now. Erm, I'm really not trying to put you off, but luxury hotels really do attract many people who are often very hazy about what the various hotel jobs require. So, assuming you're still interested, let's move on to how you can get into the business. Now, most people, they start off by doing a bachelor degree …

Unit 11, exercise 18 (TCD ⊙ 3/12)

Conor: OK, so, there's lots to see. Er, where should we start?

Mei: Well, you should see the Forbidden City, of course.

Conor: Yeah, definitely. Er, the Forbidden City's basically a palace, isn't it?

Mei: It was, yes. It was built by the Emperor Yongle, who was one of our most famous emperors.

Conor: Right. When was that?

Mei: Erm, as far as I can remember, it was in the, erm, fifteenth century. Actually I'm not really sure.

Conor: Right. So would that take all day or … ?

Mei: Oh, yes. There's, like, a thousand buildings! They say that it took a million workers fourteen years to complete.

Conor: Oh, right. I'll need a guidebook, then.

Mei: Yes, though I think I'm right in saying that you can rent an audio tour. There's an office just inside the main entrance.

Conor: Sounds good.

Mei: Hmm … Let's see. Hmm … Another big landmark is the Temple of Heaven. That was also put up by the Emperor Yongle, by the way.

Conor: Busy man.

Mei: Yeah. I read somewhere that it's made completely of wood. There are no nails at all.

Conor: Oh, wow!

Mei: Anyway, it's in excellent condition now because they did a lot of restoration work before the 2008 Olympics.

Conor: Ah, of course, the Olympics. Now, is that place still open, you know, the Bird's Nest?

Mei: Oh, you mean the National Stadium? Yeah, it's quite a big tourist attraction these days.

Conor: Ah, good. I'd love to see it. It's an amazing building!

Mei: OK, well, I've heard that they have English-speaking guides there so they'll be able to give you lots of details – facts and figures – about the stadium.

Conor: Ah, great. And what about the Great Wall? That's pretty close to here, isn't it?

Mei: It's quite close, yes. Erm, the Badaling section, that's the most popular part, it's been restored with a lot of watchtowers and so on …

Conor: Uh-huh.

Mei: … erm, if I remember rightly, it's a two- or three-hour trip by bus.

Conor: Oh, OK.

Mei: Maybe we can go tomorrow? It's my day off.

Conor: Fine by me.

Mei: Great and then maybe the day after tomorrow you might consider …

Unit 11, exercise 25 (TCD ⊙ 3/13 + SCD ● 06)

Announcer: You are going to listen to five tour operators and travel agents talking about trends in tourism. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences, 1 to 8, with the sentence endings, A to K. There are two extra sentence endings that you should not use. Write your answers in the spaces provided. The first one, zero, has been done for you.

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

(45 sec pause, acoustic signal)

Announcer: Speaker 1
Speaker 1: My experience is that people prefer several shorter holidays per year – say a week's skiing, a few days on some beach and one or two city breaks – rather than the traditional three-week summer holiday. If they stick to the old pattern of the three-week beach holiday, they tend to choose exotic destinations like Thailand or the Dominican Republic rather than Italy, Spain or Greece.
Announcer: Speaker 2
Speaker 2: It is undeniable that the internet has changed the whole travel industry – a development that has affected us greatly, to the extent that many travel agents have been driven out of business. E-tourism is all the craze now with people not only using the internet as a source of information – you know everyone involved in the business needs their own website nowadays, and then you have these discussion forums and the ratings and what not; of course people also do their own bookings via the internet, cutting out the middleman as it were.
Announcer: Speaker 3
Speaker 3: There is a lot of evidence that many people – and not just young travellers – opt for cheaper accommodation nowadays; it certainly is one way to save money when on holiday, and so people no longer necessarily stay at hotels or bed and breakfast places, but do house swapping, for instance, or sofa surfing; websites like Airbnb offer private accommodation to suit all tastes and budgets, everything from flat shares to luxurious villas and chalets.
Announcer: Speaker 4
Speaker 4: Research suggests that many new target groups are evolving in tourism, for example the 50+ generation, affectionately called 'golden oldies' or 'silver surfers' – retired people with a lot of time on their hands, who are fit and enterprising and can afford cruises or educational trips; then there are the 'new' tourists from emerging countries like the BRICS states, Brazil, India, China, South Africa, whose growing middle-classes are keen on exploring the world. Another new niche is, for instance, special interest groups like GLB-Tourism – gay, lesbian and transgender travellers, or school graduates or single parents, to name but a few.
Announcer: Speaker 5
Speaker 5: As far as I'm concerned, the two most important trends in the tourism industry at the moment are space travel on the one hand, and eco-tourism, on the other. There have been first trips to outer space by individuals already, as I'm sure you know, and companies like Virgin Galactic are planning to offer them to a broader public in the not so distant future. The second trend, eco-tourism is, of course, a reaction to the excesses of mass tourism and the environmental and human damage it causes. Walking holidays, cycling tours, farmhouse holidays etc. are an encouraging development as they're all forms of sustainable tourism, which don't harm people or the environment.
(15 sec pause, acoustic signal, track replays)

Unit 12, exercise 08 (TCD ⊙ 3/14)
Norman: Probably what defines me most is the background where I grew up. I grew up in the south-west corner of Germany and I spent most of my childhood there, and the language and people around there have defined most of what I consider is important to me at the moment. What has also had a great influence on me was my stay in other countries, for example, to the United States or the UK, and what has happened is that I have adopted some of the values and the experiences that I had interacting with other people in these countries.
Olga: I would say my family defines me a lot, because I'm looking after two small children now and erm, life is centred a lot on them rather than on myself, which is something quite different from when you're young and when you're just thinking about your own prospects in life. I think that says a lot about my identity at the moment.
Liam: I think of my identity partly in terms of my friends and people around me. I like to be around people who I find fun and entertaining and interesting, people who like books and music, and ideas, debate, that kind of thing. And so I suppose I like to think that I'm reflected in the people that I like and the people that I get on with. Erm, I see myself, I like to see myself as, erm, as a traveller I suppose, as someone who can adapt to different cultures. I've lived in France, and I've lived in Vietnam, I spend a lot of time around Italian people. So I think I'm probably largely a product of where I come from, but I like to think that I can adapt to other cultural situations as well.
Jane: When I was, erm, younger I really didn't know who I was or what really defined me, but I think now what defines me is probably my job and my friends. Erm, I need to feel part of a close circuit of friends and a close set of friends. I see myself as a happy person, a fun-loving person, somebody who loves their job and also loves the social aspect of life as well.

Unit 12, exercise 11a (TCD ⊙ 3/15)
Announcer: A
Amanda: So, Uri, would you like to say a little a bit about yourself first, just to get the ball rolling, you know?
Uri: Well, yes, I've been interested in this field for, for many years now. So, when I saw this job advertised, you can imagine I was very interested in, very interested by it. The thing is, I've been out of work for a while now, and I saw this as an opportunity, and so, here I am!
Amanda: Right. So, why is it that you're interested in working with us?
Announcer: B
Michael: So, Ms Faber, it's nice to meet you at last!
Sandy: Yeah, yeah, well, after all these months of emailing each other, it's kind of nice to see someone face to face, see what they look like. I couldn't imagine what you …
Michael: Yes, that's right, it's always good to put a face to a name.
Sandy: Yes, yeah, you're … younger than I imagined you would be.

Michael: Really? Well, it's time for you to meet the others now. Come this way, please. The seminar begins in a few minutes.
Announcer: C
Amanda: Mrs Santos, it's really nice to have you back here with us.
Carmelo: Thanks a lot. It's great to be back. And you are?
Amanda: Amanda Woods.
Carmelo: Oh yes, I remember. So I suppose the other … candidates are here. Should I go through?
Amanda: Erm yes, we're keen to get started as you can imagine. Erm, is there anything else you need?
Carmelo: You know, I forgot my pen. The nerves …
Amanda: Of course, no problem. Follow me.

Unit 12, exercise 11b (TCD ⊙ 3/16)
Announcer: A
Amanda: So, Uri, would you like to say a little bit about yourself first, just to get the ball rolling, you know?
Uri: Of course, well, my name is Uri Salemi. I have worked in the marketing … area for many years, as you might have seen from my CV, and I studied economics, so that's why working with Deutsche Bank really was appealing … Why it really appealed to me, I should say. I believe I have a number of characteristics that would be suitable for the job.
Amanda: Such as?
Uri: My experience of working in a team, the need to plan strategically, and decisiveness when having to take difficult, tough decisions. I think these facets are crucial.
Announcer: B
Michael: So, Ms Faber, it's nice to meet you at last!
Sandy: Hi, Sandy Faber. Likewise, Michael! It's always nice to meet somebody face to face after emailing such a long time. It's wonderful to be here!
Michael: Yes, that's right, it's always good to put a face to a name.
Sandy: Absolutely, the thing is … sometimes you never get to meet that person and that can be even more frustrating, can't it?
Michael: Well, I'm glad that's not the case this time. Well, it's time for you to meet the others now … come this way, please. The seminar begins in a few minutes.
Announcer: C
Amanda: Mrs Santos, it's really nice to have you back here with us.
Carmelo: Thanks a lot. Pleased to meet you, I don't think we've been introduced. Carmelo Santos.
Amanda: Amanda Woods.
Carmelo: It's a pleasure, Amanda. And, well, it's great to be back. So, I suppose the other candidates are here? Should I go through?
Amanda: Oh yes, we're keen to get started, as you can imagine. Is there anything else you need?
Carmelo: I was wondering if I could borrow a pen, I seem to have left mine behind for some reason.
Amanda: Of course, no problem. Follow me.

Unit 12, exercise 21 (TCD ⊙ 3/17)
Announcer: Iain and Barbara
Iain: So on your CV do you have a, a special section that sells yourself or promotes yourself?
Barbara: Usually we write a main objective, what we are looking for, and after that we talk about our experience and also our academic references.
Iain: How, er, long is your CV? How, how com- … How many pages?
Barbara: Well, it's recommended to have, er, one or two pages. Yeah.
Iain: That's, er, certainly the same with, er, with my experience. It's two pages maximum. Erm, do you have a covering letter with it as well?
Barbara: Yeah, it is recommended.
Iain: How about when you get to, er, interviews then? Do you still have to be very, er, persuasive and very forward?
Barbara: Yes, yes. It's very important to be, and you have to be very dynamic.
Iain: I would find that quite tiring. I know when I've been in interviews, it's quite tough to be dynamic for an hour or so.
Barbara: Sure, sure. It is. And also the other thing is that there is no real, real conversation, it is quite strange. I have found, I, I found out that here in England it's more like a conversation, like, in order to really, er, demonstrate that you can really deal with the clients and talk with people, you know.
Iain: Do you ever ask about salary or money or that kind of thing?
Barbara: Well, usually people don't ask about salary and, er, it's not really in, in the advert. So … but it's discussed later when they offer you something.
Iain: Oh, right, so it's not in the advertisement.
Barbara: No, no, usually we don't have it in the advertisement.
Announcer: Lixing and Cian
Lixing: Well, in China, you can imagine the, er, competition for the job is fierce, so actually the interviews are quite different for those who directly graduate from the universities or for those who have experience of working and he or she just wants to, to change job. And for the graduate students, the interview is more or less focused on their psychology or their personality instead of their knowledge because they, erm, most of them have more or less the same grades.
Cian: So for, erm, the graduate students, is a CV not as important? Because I find, erm, in Ireland the, er, the CV is crucial and the cover letter, if you don't put a lot of work into it and really sell yourself through that, you, you won't get to the interview stage, but it's different in China, is it? It's more of a case of …
Lixing: … the students are now probably required to have some, er, internship experience prior to this interview but, er, mostly the employers just look at the … the personality of the student. Actually, according to Chinese culture, we do not like people who appear to be so bossy, like, who appear so aggressive, so the people are really careful about that too.

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

Unit 12, exercise 24b (TCD ⊙ 3/18)

Carlos: I'm, er, at this moment involved with, erm, er, some football coaching in, er, my local community. Erm, it's for, actually, a team called the Victoria Colts. I teach under six years old and, erm, it's quite an impressive, er, er … for me, for myself, I find it, er, er, developing, you know, 'cause, it, it's hard work to teach a six-year-old how to control the ball, pass, er, er, dribble and, er, er, you know, erm, develop their skills towards that, er, that, sport itself. But at the same time it's, erm, what I say, it, it, it's, erm, overwhelming to, to, to do that with children because it's quite a challenge.

Liu: When I was, erm, four years old, I started to draw pictures on, on, on the wall. And my parents found that and they … instead of telling me off, they sent me to art school. And, erm, I learnt … I started learning art since, and when I came to England I did Art and Design at Nottingham New College, and I went to Liverpool University and did an architecture degree. And, erm, when I was in Manchester I found a voluntary job at, er, Manchester University to teach, erm, kids, Chinese kids who are born in England, to teach them Chinese and, erm, art and handicraft.

So, on Sunday, I teach them, like, traditional brush ink drawings and they're quite … they really enjoy it. And some of them couldn't even write their names at the beginning, their Chinese names, and now they can write it with a brush pen and things like that.

Unit 12, exercise 33 (TCD ⊙ 3/19 + SCD ● 07)

Announcer: You are going to listen to an interview with Brigitte, who talks about a charity she works for as a volunteer. 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)

Interviewer: Brigitte is one of the many volunteers working for the 'Wiener Tafel', a non-profit NGO that was founded in 1999 and is mainly financed by donations with the rest coming from sponsors, collections, subsidies and membership fees. – Brigitte, you are one of the volunteers working for the 'Wiener Tafel,' which roughly translates into English as 'Viennese Table' or 'Feast' or something like that.

Brigitte: That's right.

Interviewer: So what exactly IS the Wiener Tafel?

Brigitte: Well, as the name implies, it's all about food; to be exact, surplus food that would otherwise be thrown away, but thanks to the Wiener Tafel is saved and distributed to people in need.

Interviewer: What do you mean by 'surplus food'?

Brigitte: Surplus production, samples, stock close to expiry date or products past their sell-by date, slightly damaged goods – in short, tons of perfectly good food that is destroyed in Austria every day. This is the one side. The other side: almost 6% or half a million Austrians are living in poverty, with another million in danger of falling below the poverty line. And this is where the Wiener Tafel comes in; it delivers up to three tons of food a day to people in need and this way provides a bridge between the haves and the have-nots.

Interviewer: Sounds logical and a simple solution for a complex problem; and one wonders why nobody thought of it before. But the logistics behind it must be quite daunting.

Brigitte: Not at all. – The social transfer – and that is what the founder sees it as – is based on co-operation with the economy, trade, agriculture and science, as well as with charities. Food donations from companies, industries and agriculture etc. are passed on to 100 charitable organisations, you know, homes for battered wives, shelters for homeless people and refugee camps. As for the selection of charities, the Wiener Tafel insists that the donations go hand in hand with social counselling and guidance programmes to improve the situation of the recipients. It shouldn't just be about alms-giving; just handing out food – or money for that matter – is never sustainable; I am sure you know the saying about giving someone a fish as opposed to teaching them to fish.

Interviewer: I do indeed.

Brigitte: OK, so the people we help with food, ultimately should be encouraged to find a way out of their precarious circumstances. As for our food deliveries, up to 19,000 people in need are fed with the help of around 450 volunteers and five lorries.

Interviewer: What a tremendous service you are rendering.

Brigitte: Yes, but it's not just feeding hungry people and enabling charitable institutions to offer a more varied and healthier diet to the people relying on them – it's a win-win situation all round.

Interviewer: Can you perhaps elaborate on that?

Brigitte: What I want to say is that all stakeholders involved benefit from it: for the donors – supermarkets, food factories, farms etc., it means they save money on waste disposal, reduce their unwanted stock and polish up their image concerning CSR. Environmentally speaking, valuable resources are saved instead of being destroyed and the waste mountain is kept smaller. I have pointed out the advantages for the charitable organisations involved and/or the people depending on them …

Interviewer: … which leaves the army of volunteers – 450 in total, as we heard, of all ages and from all walks of life. Still, am I right in saying that charity and community work don't have such a great tradition in Austria as, say, in the UK and the USA?

Brigitte: Absolutely, but we are catching up a bit, I think. Think of nation-wide fundraisers like 'Licht ins Dunkel' or 'Team Österreich', a pool of helpers and experts from many different fields, who are co-ordinated by an Austrian radio station and the Red Cross to help in natural catastrophes …
Interviewer: OK. OK, I get the message. Now, back to the Wiener Tafel and my next question. What makes you dedicate two evenings a week to carting around food from one end of town to the other? What do you personally get out of it?
Brigitte: All I can say is, a lot! Let me try and explain: Austria is one of the richest countries in the world. Notwithstanding this fact – this might surprise listeners out there, about 1.5 million Austrians have to make do with €800–900 a month.
Interviewer: Can anyone manage that?
Brigitte: You'd be surprised: single mothers, the long-term unemployed, families with many children and immigrants are the most endangered groups. And the wealth gap between the haves and the have-nots is growing daily. There's rampant consumerism and a throwaway society on the one hand, and on the other the so-called socially excluded – a neat little euphemism invented by EU bureaucrats to avoid saying 'the poor'. As we all know, poverty makes people sick and lonely; it leads to social exclusion and loss of self-esteem with related problems like family break-ups, alcoholism and drugs, to name just a few.
Anyway, I've always felt that I was lucky and relatively privileged in life. Working for the Wiener Tafel is my way of sharing, giving back to those less fortunate, and all I know is that it's tremendously satisfying.
Interviewer: In other words, your contribution to making the world a better place.
Brigitte: Well, let's say a less bleak and unjust one.
Interviewer: Thank you for taking the time to talk to us.
Brigitte: My pleasure.

Business communication, exercise 06 (TCD ⊙ 4/01)

Sabine Böhm: LKW Müller, Sabine Böhm spricht.
Joszi Masarik: Hello, this is Joszi Masarik from Bratislava.
Sabine: Oh, hello Mr Masarik, how can I help you?
Joszi: I'm calling about our delivery from Ancuna Ltd, you know, from Costa Rica.
Sabine: Yes, yes, Mr Masarik, what about it?
Joszi: Well, it should have arrived two days ago but didn't, so I was wondering if you knew anything about it.
Sabine: Hold on , I'll check. … Yes, I've got the supplier's email here, let me just run this by you.
Joszi: OK.
Sabine: It's coffee isn't it?
Joszi: Right.
Sabine: Order number 135M/14 for 30 bags.
Joszi: Correct.
Sabine: Oh, I just see that the delivery got held up in customs. Apparently there was a problem with the certificate of origin.
Joszi: Oh, really?
Sabine: Yes, sorry, we should have contacted you about that – anyway it's on its way and should actually reach you by tonight.
Joszi: Oh, that's good news, then, thank you very much.
Sabine: Thank you, bye.

Business communication, exercise 22b (TCD ⊙ 4/02)

Christine: Wine and More, Christine speaking. How can I help you?
Steven Chin: Hi, this is Steven Chin from Fine Wine Ltd., New York. How are you?
Christine: Very well, thank you. And you?
Steven: I'm good, good … Er, listen, I've got a small problem here. I am not very happy about your last consignment.
Christine: I'm sorry to hear that. What happened?
Steven: I'm afraid, quite a lot of things seem to have gone wrong. You might need a notepad.
Christine: Oh, that bad? I see. Got my notepad, tell me.
Steven: Right, here we go. It started with the consignment being late. I had ordered the wine in time for Thanksgiving, but it actually arrived a week later.
Christine: Really? I have no idea what could have happened there. As far as I remember, we definitely sent it immediately after the order came in.
Steven: Did you? I thought so. Still, there must have been some hiccup somewhere. Anyway, the next thing: you got the order wrong, too. Instead of sending 250 bottles of Chardonnay and 250 of Sauvignon Blanc, you sent Grüner Veltliner instead of the Sauvignon. I tasted it and, I must admit, it's pretty special, but the problem is, nobody here's ever heard of 'Grüner Veltliner' and, I reckon, it won't be easy to sell.
Christine: I fully understand – I'll talk to my boss about it. I'm sure we can work something out. It wouldn't make sense to send it all back, would it.
Steven: Not really. And it wouldn't be too good for the quality of the wine either to be sent back and forth between America and Europe *(laughing)*.
Christine: Oh dear, I'm so sorry. I am going to send the Sauvignon first thing tomorrow morning, OK?
Steven: OK.
Christine: I hope that the rest of the consignment was in order?
Steven: Afraid not. I don't know whether you have a new labelling machine or something, but half of the labels came off when I took the bottles out of the crates. They can be stuck back on, of course, but – as you can image, it's not my favourite job and quite time-consuming too.
Christine: I can imagine. Yes, we did try out one of those high-tech labelling machines some months ago.
Steven: Better get rid of it at once!
Christine: Sounds like you have a point there. Oh Steven, I can't tell you how sorry I am about all these mishaps. I would like to apologise on behalf of the company. I'll discuss the matter with Susan first thing in the morning and get back to you as soon as possible.
Steven: I'd appreciate that! Bye!
Christine: Bye!

Preparing for final exams, Listening, Task 1
(TCD ⊙ 4/03 + SCD ● 08)

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

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

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

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

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

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

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

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

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

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

Tim: It's my pleasure.
(15 sec pause, acoustic signal, track replays, 45 sec pause)

Preparing for final exams, Listening, Task 2
(TCD ⊙ 4/04 + SCD ● 09)

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

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

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

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

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

days yet, we are confident that more people will start using pedal power.

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

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

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

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

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

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

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

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

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

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

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

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

Interviewer: I see.

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

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

Gavin: Thank you.

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

Preparing for final exams, Listening, Task 3 (TCD ⊙ 4/05 + SCD ● 10)

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

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

(45 sec pause, acoustic signal)

Dr Guglielmo Verdirame: My name is Guglielmo. I'm Italian. I'm a lecturer in Public International Law at the University of Cambridge and I'm a barrister practising in London. My field of interest is Public International Law, which is the law that governs relations between states. I became interested in Public International Law after taking a course taught by a very inspirational professor who later became the first woman judge of the International Court of Justice, and indeed the president of the International Court of Justice.

So, when people think International Law, they think United Nations. And quite rightly so because the United Nations is the principal institution that, er, deals with issues of International Law. The United Nations was established after the Second World War. Membership of the United Nations is universal by now; every state in the world is a member of the United Nations. So, the United Nations created other organisations that deal with more specific problems. The General Assembly, for example, has established a programme that deals with children, UNICEF; er, a programme that deals with refugees, the United Nations High Commissioner for Refugees; a programme that focuses on development, the UNDP. So, these organisations are part of the UN family and, legally, they are subsidiary programmes created by the United Nations.

So, after deciding that I was interested in Public International Law intellectually, I took the decision to explore the field in a more practical sense. I wanted to see International Law in action, so I decided to undertake research in Africa on the condition of refugees. The issues that I investigated in particular were the extent to which refugees enjoyed their fundamental human rights in countries of asylum. And that's where I encountered the United Nations during a real operation, because the United Nations refugee agency, UNHCR, had a significant presence in Kenya. There were two very large refugee camps which were administered by the United Nations. Its main function there was to provide

humanitarian assistance to the refugee population, but the issues in which I became particularly interested were questions of accountability, because, inevitably, when you exercise significant powers you also, er, have to be accountable for the manner in which, er, you exercise them.

The first decade of the 21st century was a very difficult time in international relations. At one point it seemed that the United Nations was going to be one of the victims of the terrorist attacks of 9/11 because states, er, were less, erm, willing to act through international institutions, including the United Nations. Inevitably when national security is at stake, states will, er, be more disinclined to use international institutions, but it is also true that over the years, er, states recognised – by states I mean really the entire international community – that there was no alternative to action through international institutions. If one looks at the practice of the Security Council after 9/11, one will find, er, various examples of interventions by the Security Council in international crises and in many cases with a surprisingly large degree of international consensus. It is true there were a number of conflicts that were particularly controversial after the terrorist attacks of 9/11, but there were also many other situations in which states actually decided, in agreement, to deal with a particular situation by adopting certain measures that range from the imposition of sanctions on certain actors to, er, the use of force.

One area in which I would very much like to see an improvement in the record of the United Nations is accountability, which is where my interest in the United Nations as an institution began. Inevitably, when an organisation exercises more powers, the issue of accountability will become more and more central, and on any view the United Nations today is an important but also a very powerful organisation, and one that I think we ought to expect should exercise its powers in a way that is accountable to its beneficiaries and that is transparent.

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

Preparing for final exams, Listening, Task 4 – HAK (TCD ⦿ 4/06 + SCD ● 11)

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

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

(45 sec pause, acoustic signal)

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

Katie: Thank you for inviting me. Good morning!

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

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

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

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

Interviewer: Yes, money is certainly an issue.

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

Interviewer: A business angel!

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

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

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

And later on I was very fortunate to learn from my business partner, Laura …

Interviewer: But things went well for you … ?

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

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

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

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

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

Interviewer: So what advice would you give to young entrepreneurs?

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

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

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

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

Katie: You're welcome.

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

Preparing for final exams, Listening, Task 4 – HUM (TCD ⊙ 4/07 + SCD ● 12)

Announcer: You are going to listen to an interview with Frankie, a high school girl born and bred in New York. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer – A, B, C or D – for questions 1 to 7. Put a cross in the correct box. The first one, zero, has been done for you.

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

(45 sec pause, acoustic signal)

Presenter: In our 'Favourite City' series we are going to hear an interview with Frankie, a high school girl born and bred in New York, who just adores her hometown.

Interviewer: Good morning Frankie, can you describe New York in three words for us?

Frankie: Certainly. Cosmopolitan, busy, fun.

Interviewer: Sounds good and what's your favourite spot in New York, and why?

Frankie: My rooftop – because I can see the world-famous 'Coca-Cola' sign from there, which is usually only visible from a specific spot on the East River.

Interviewer: And what about food in New York?

Frankie: In New York you can basically get any and every type of food due to the vast mix of cultures. New York is good for 'cheap eats', you know, cheap but good quality street vendors. For example, 'dirty water hot dogs', which got their name because the seller stands there the whole day without ever changing the water, unfortunately. They're good though! Then there's 'Halal' – kosher meat, 'kebab', and 'gyro', lamb in bread. There are also gourmet street vendors in the financial district, where businesspeople want to grab food quickly in their lunch break. Oh, and finally, the traditional New York Diners are amazing. There you can get reasonably priced, quintessentially American foods such as Burgers, French Fries, Corned Beef sandwiches – not exactly for vegetarians.

Interviewer: I'm getting hungry just listening to you … Tell us, where is best for shopping?

Frankie: For mainstream stores and chains, visit SoHo. For more unusual and cheaper shopping, Brooklyn is perfect. In Williamsburg there's a wide range of thrift stores, second-hand shops and pop-up markets. – New York is famous for its markets, both food and flea markets. Some are regular and can be found in guide books, others are more secret and spontaneous, and just pop up randomly in neighbourhoods, streets, garages or industrial warehouses. 5th Avenue has the luxury brands shopping mile, 10 blocks of Prada, Gucci, Chanel, Tiffany's, all the big names. The big department stores – Bloomingdales, Macy's – are worth a visit, too, because of the great range of things they sell, and their fabulous window displays, though prices tend to be astronomical.

Interviewer: What can you do if you're not keen on shopping?

Frankie: Well, you can relax in one of the many parks and green spaces or get some exercise. You generally get a lot of exercise in New York simply from walking everywhere at high speed! Playground basketball courts are very popular. Here, so called 'pick up games' happen, where people just come together and have a game. It's an iconic part of New York urban culture.

Interviewer: How interesting! I didn't know that, although you're right, you often see these scenes in films set in New York. – Now, I'm sure our listeners would like to get a few tips about going out in New York.

Frankie: Well, you can go out 24/7 in New York. Clubs are generally overpriced. Sports bars are great fun, especially for students, who can't really get into proper bars or clubs anyway before they're 21. The drinks are

cheaper than in normal bars, especially draught beers are very popular.

Interviewer: Right! Let's move on to music in the 'Big Apple', as it used to be called by jazz musicians.

Frankie: New York is fantastic for music. You can go and see concerts at 15–20 dollars. New York's a hot spot for young up-and-coming DJ's and bands. And many concerts also take place in museums and parks, like, like Central Park. Sometimes they have some big names and are free too. Then there are the plays and musicals on Broadway. These can sometimes be very expensive or difficult to get into, but you can wait in line for last-minute tickets, or get special deals online.

Interviewer: Frankie, you want to study art history after school. So I'm sure you have a favourite museum?

Frankie: Oh yeah, I spend a lot of time in museums. My favourite is the PS1, a branch of the MOMA in Queens. It shows all kinds of art, not just visual. Other must-see museums are the New Museum, the MOMA, the Guggenheim, the Whitney, the Met. However, I find the Met overwhelming, it's just enormous.

Oh, the latest addition to the museum scene is, of course, the National September 11 Memorial and Museum at Ground Zero.

Interviewer: Well of course, I've read about it. Anyway, it sounds like you should reserve a day or two just for the museums. But what if you had just one day in New York?

Frankie: That's a really tough question, but let me see: breakfast at a traditional diner downtown maybe – with eggs sunny side up and bacon, waffles, American blueberry pancakes with maple syrup, a milkshake, French toast … I would say then visit one of the museums – or as many as you can – on 5th Avenue, say the Guggenheim. Then grab some street food and eat it on a bench in Central Park. Go and see a Broadway matinee, then head towards the hip 'Meatpacking District', – because all the cool restaurants, bars and clubs are there. You could have dinner there. Finally, if it's a warm evening, take a walk along the High Line, a former overground railtrack, which has now been converted into an urban green space, with flowers, music, and a lovely view of the Hudson River. I think then you'll have a good idea of Manhattan.

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