

LESSON 1.1 RECORDING 1.2

C = Christina, H = Helen, G = George

C: Oh, Helen, come on! You can tell a lot from a person's appearance. I mean, when people meet me for the first time, they can see I'm quite a sociable person – I love parties, going out, enjoying myself, that sort of thing. I always try to have a good time and not take life too seriously.

H: I don't know, Christina. It's certainly not the same for me. Look, I've got quite a lot of friends, but most of them say they thought I was really quiet and serious when they first met me. Maybe it's the way I dress. But you know me, I think I'm quite energetic. And I'm interested in everything.

G: Mmm.

H: Maybe people think I'm strange because of my sense of humour, I don't know, or because I don't care what people think. I like to do things my way. Anyway, you always laugh at my jokes, George.

G: Yes, I think you're really funny.

H: What about you, George? You're very different from how you look.

G: How do you mean?

H: Well ... you've got a really good job, running your internet company. You're hard-working, very focused on your career. You seem to know exactly what your aims are. People would never guess, just looking at you – they'd probably think you're an out-of-work actor or something.

G: Yeah, you're right, Helen. I suppose I do look a bit strange. The way I dress, I mean. I'm really a serious person, as you know, and people don't always realise that when they first meet me. I like to be in control, I plan everything very carefully, and I don't like too much change in my life. That's the way I am.

C: I suppose you are very different from your appearance, George, and you are a bit strange ...

H: Christina!

C: ... but you're a good friend, that's the important thing.

H: She's right. You're very reliable and you have high standards, I like that. I think you're a person with real principles, and there aren't too many people like that these days.

G: Thanks, Helen, I think that's a good description of me. You know me well, don't you?

LESSON 1.2 RECORDING 1.3

A = Anchor, P = Presenter, F = Frank Partridge

A: And now at 11 o'clock it's over to Jenny Mason and today's edition of *Changing World*.

P: Good evening everyone. Our guest tonight is Dr Frank Partridge, an expert in psychometrics and on personality. Dr Partridge – our listeners are very interested in personality tests, so can I ask a few questions about those before we talk about your current research?

F: Yes, certainly, and good evening everyone. P: OK, my first question. What exactly does psychometrics mean?

F: Well, psychometrics is really related to the measurement of intelligence and personal qualities. It measures four things: the measurement of knowledge, the measurement of abilities, the measurement of attitudes and personality traits. It's really

about the differences between individuals.

P: I see. How did psychometric testing start?

I mean, who designed the early tests?

F: Well, the first psychometric tests were designed to measure intelligence. I think the first usable intelligence test was the Stanford-Binet test. The test was developed originally by a French psychologist called Alfred Binet.

P: Mmm, interesting. So, how useful are the tests? Are they reliable? That's what most people want to know.

F: Well, that's a good question. All tests must have reliability and validity. Let me explain what I mean. When you use a reliable test, you get the same results each time. If the test is valid, it measures what it's supposed to measure ... and not something else.

P: Mmm. I wonder if you could give us an example of what exactly you mean by validity?

F: An example? Well ... if you test a teacher on how many books they can carry, that's not a valid measure of their ability as a teacher.

P: Right, I see. Well, what can personality tests tell you about a person?

F: Well, there's one test, called the Myers-Briggs test, which is widely used all over the world. It's based on a study of more than 20,000 people. Organisations think it's useful when you want to work out people's roles in a team. Some people say it's useful to decide your personality type. You can, for example, find out how organised, reliable and sociable you are.

I think the questions are quite interesting and people seem to enjoy doing them. There are questions like: 'Can you stay calm under pressure?' 'Are you a good team player?' 'How motivated are you?' And so on.

P: Have you taken any of these tests yourself?

F: Yes, I have. The results were very interesting.

P: OK, thanks for that. Now, let's get on to your research. What are you working on at the moment, Dr Partridge?

F: I'm currently carrying out research into the validity and reliability of lie detector tests and how far people can beat those tests. I am particularly interested in whether actors, such as method actors who thoroughly immerse themselves in a role ... well, whether they could beat the tests.

LESSON 1.4 RECORDING 1.4

C = Chris, J = Jodie

C: Honestly Jodie, I don't understand it. Two assistants leaving us in the last three months. It's not about us surely, it's not our fault, is it?

J: I don't know. I suppose we are difficult at times.

C: Difficult? How do you mean?

J: Well ... you expect quite a lot from staff, I'd say. You're ambitious and hard-working, and if the staff don't do things right, you often lose your temper. You speak your mind instead of being diplomatic. Maybe that's why Barbara's left us. I think you upset her quite often. Perhaps you didn't realise it.

C: Mmm, it's true, I do have a bad temper at times. But that wasn't the reason she was unhappy with me. She wanted to go shopping during office hours, to buy a birthday present for her mother. But we

were really busy at that time so I said 'no'. She didn't say anything, but I could tell she wasn't happy with my decision.

J: Yes, but that wasn't the only reason. I don't think she really liked you. She just couldn't get on with you.

C: Yeah, but she didn't like me mainly because I'm a smoker. She always gave me funny looks when I went out of the office to have a cigarette. I tell you, Jodie, I'm really pleased she's left. I like open-minded people, you know, people who live and let others live. That's the kind of person I want to employ here.

J: Sorry, I can't agree with you about Barbara. In my opinion, she was a really hard worker, she did a good job for us. I've missed her a lot.

C: Well, she's gone and that's that. It's not my fault. What about the other one who left, Louise? Now, I got on really well with her, but you couldn't stand her.

J: That's not true at all, you're exaggerating as usual. OK, she wasn't my kind of person. She was too quiet and it really got on my nerves. I'm sociable, noisy at times, maybe too noisy. And it's true, I do have a very loud voice and a loud laugh, but I like to have a bit of fun with people. That's why I get on so well with Georgia, we're always joking with each other. Louise was jealous of my relationship with Georgia.

C: I accept that. But don't forget Georgia used to make fun of her a lot and she didn't like it. She was a sensitive person, Louise ...

J: Yeah, without any sense of humour at all. I'm so glad she's gone. I haven't missed her at all.

C: Well, I liked her. And I have missed her ... a lot. She was a great worker, she always did exactly what I asked her to do. You know, she was afraid of you, Jodie, you have such a strong personality.

J: Nonsense. Anyway, let's look ahead. The problem is we need to find someone who'll be a good match for both of us. Why don't we go for a man this time, instead of a woman?

C: No, that's out of the question. We're not allowed to say we prefer a man – it's against the law to do that. We want someone, male or female, who'll fit in here. I suggest we contact the agency again. Let's see who they can offer us. I think we should tell them exactly the kind of person we're looking for.

J: OK, how about you phoning them this time? I'm really busy, I've got a big order to deal with.

C: All right, leave it to me.

LESSON 2.1 RECORDING 2.1

N = Nadia, L = Lisa, A = Armando,

J = Jacques, T = Tom

L: Hi, Nadia, my name's Lisa.

N: Hi, Lisa.

L: Nadia, what's the furthest you've travelled from home?

N: Mmm, let me think ... well, I suppose the answer is Indonesia.

L: Indonesia? Did you enjoy it?

N: Yeah, it was fascinating. I went with a friend and we got on really well. And she's still a good friend, I'm pleased to tell you. The country's got thousands of islands and we visited quite a few of them. I must say, I'll

never forget Komodo – they have the largest lizards in the world there, Komodo Dragons, and one of them chased us across the beach. It was absolutely terrifying, I can tell you!

L: Wow! What an experience!

N: Mmm, not to be forgotten. Who's next?

A: Hi, I'm Armando.

N: Hi, Armando.

A: What's the longest journey you've been on?

N: You mean, in time?

A: Yeah, in time.

N: Well, I've travelled for four months, three times. During those trips, I visited, erm ... Mexico, Indonesia, India and many other south-eastern Asian countries, like Thailand and Vietnam. I loved Vietnam – the people were so friendly, and the food was wonderful. But it was a bit noisy in the streets – you know, a lot of people travel on motorbikes, and you hear them everywhere.

J: Hi, I'm Jacques. Erm ... what are the most popular destinations for people from your country?

N: Depends a lot on the group, Jacques, but I'd say older people, say the over-fifties, they like to go to the Canary Islands, and young people prefer Thailand, to really get away from it all. Next question?

T: Hello Nadia, I'm Tom. People say that people travel to broaden their minds. Is that right? Do you think that travel broadens the mind? What are the reasons why people travel, in your opinion?

N: Hmm, interesting question, Tom. I suppose there are lots of reasons. Some want to see new sights and explore new places, erm ... meet new people and experience different cultures. I certainly wanted to do all those things. But I also wanted to learn new skills, especially social skills, and to do some voluntary work. I wanted to become more self-confident. Oh, yes, and I was also interested in learning a new language, or at least getting some knowledge of an Asian language. Now my friend, Joanne, she just wanted to earn some money while she was abroad, to finance her studies. But there are lots of other reasons why people travel.

T: How do you mean, exactly?

N: Well, how can I put it, erm ... some people travel to, erm ... find themselves, I mean, to learn more about themselves, perhaps become more independent, or maybe just generally broaden their horizons. Other people may choose to do that by travelling abroad to study for a qualification. Sadly, some people may be forced to travel to look for work, to escape poverty which is not a good reason for travel, but perhaps becoming common. One thing's for sure, Tom, if you travel a long way from home, for a long time, you're a different person when you return. It makes you into a ...

LESSON 2.2 RECORDING 2.2

- Ibn Battuta travelled through most of the Islamic world.
- He visited all the Arab lands.
- He stopped off in Spain, Russia and Turkey.
- In 1943, Cousteau and an engineer invented the aqualung.
- Cousteau produced many films and books.
- As a teenager she worked in a textile plant.
- Tereshkova's spacecraft lifted off on 16 June 1963.

LESSON 2.3 RECORDING 2.3

I = Interviewer, M = Martin Wells

I: Martin, thanks for coming in today.

M: It's a pleasure to be here and to be able to tell people about the Universities Explorers programme.

I: So, Martin, could you tell us a bit about your last year?

M: Well, I've just returned from the forests of the Amazon River Basin in Brazil and I've had the most amazing year. Last year in January, I won a scholarship on the Universities Explorers Programme. Then I raised a large sum of money, with the help of some very generous friends. And then I started travelling. This year I've explored the ice-cut fjords of the South Island in New Zealand, I've climbed the Himalayas in Nepal and I've met Inuit people in Nunavut in Canada. I've also helped with environmental projects near Hoi Anh in Vietnam, and I have to say it must be one of the most beautiful ancient cities in the world. I've never done so much in one year before.

LESSON 2.3 RECORDING 2.4

I: That's incredible Martin. What has been your greatest travel experience?

M: Well, in September ... we travelled to the start of the Salween River. We wanted to do the same trip that Wong How Man, China's greatest living explorer, did. The river runs for almost 3,000 kilometres and it starts in Tibet. When we got near it I had to use a walking stick so as not to fall over. We climbed the last hill and saw the ice caves. At that moment it was the most beautiful sight in the world. On our return journey the weather was very bad. We survived because we found a hut to shelter in. I've learnt a lot about exploring since September.

I: This programme sounds amazing. Would you recommend it to other young adults?

M: Absolutely. I'm quite young and I've already done six expeditions. The programme has given me and others a chance to experience nature and discover its beauty. We've learnt about the cultures and traditions of all the places we've visited. I've had the best time of my life. But the most difficult bit is having to raise a lot of money at the start ... and I haven't covered all my costs yet.

I: Thanks, Martin. I'm sure our readers will be fascinated by your experience.

LESSON 2.3 RECORDING 2.5

1 I've just returned from the forests.

2 I've had the most amazing year.

3 Last year in January, I won a scholarship.

4 Then I raised a large sum of money.

5 And then I started travelling.

6 I've climbed the Himalayas in Nepal.

LESSON 2.4 RECORDING 2.6

D = Douglas, K = Karen

D: Let's talk about the problems we had on the last trip. What went wrong, Karen?

K: Well, to start with, there was no team spirit in the group, was there? They didn't get on well with each other, and some of them ended up hating each other, there's no other word for it.

D: Mmm, that was a big problem, I agree. It took up a lot of our time to sort things out. The students were continually asking to change rooms and when I said 'No', they got really upset. You know, we're going to have to review rooming arrangements for this trip.

K: Well, how about this? I suggest we ask students if they want to share a room or not. And if they don't, they'll simply have to pay more.

D: Mmm, yes, that's worth considering. What about hotels? I think we chose the right ones, don't you?

K: Yes, definitely, no one complained about them. But you know, the hotel manager wasn't happy with the students, the way they behaved. Seems there were too many late-night, noisy parties in their rooms. Some of the other guests were upset about it.

D: Yeah, it's true. That was a problem for us. But you know, what upset me the most was when we talked to them after the trip?

K: Oh?

D: Well, they said we tried to do too much during the trip. They complained they didn't have enough free time. What do you think?

K: I think we talked about this before the trip. There are arguments for and arguments against, aren't there? On the one hand, it's good to give them free time, they get a chance to explore places. On the other hand, if you give them too much free time, they say we haven't organised enough trips for them. You just can't win.

D: True, and don't forget, Karen, another drawback of giving them a lot of free time is that they get into trouble. Remember what happened with the fire escape.

K: How could I forget that! Actually, I've got a few suggestions for this next trip.

D: Me too.

K: Good. Well, I think we should have more meetings with students before they leave. The good thing about this is that they'd get to know each other better.

D: Yeah. That's true. Also, it'd be a good idea to give students maps of the cities we visit. I suggest contacting the tourist boards and asking them to send us some.

K: And how about showing the students some restaurant menus before they leave? That'd be a big bonus for them. They won't get any surprises about the food then, will they?

LESSON 3.1 RECORDING 3.1

1 Well, the hours are very long and I have to work shifts, but I like my colleagues and I enjoy the variety of the work. You know, every day's different. I suppose the main reason I like the job is the contact with patients. I like to feel that I'm helping people, and my colleagues are great, so that makes the job very rewarding. It's certainly not the pay – that's terrible!

2 I really enjoy my job, although there can be a lot of routine paperwork and I have to attend a lot of meetings. Preparing cases takes up a lot of my time, and can be very challenging. The best parts of the job are meeting clients and going to court. I work for a big prestigious international firm, so there are good opportunities for promotion and I get to travel quite a lot, which is nice.

- 3 Some people would say it's a glamorous job, and I suppose it is sometimes, but actually it's very hard work as well. There's also not much job security. The pay's good, but sometimes I don't work for a few weeks, so that can be a worry. I suppose I enjoy the travel – there's a lot of that – but sometimes there's a lot of waiting around for photographers and stylists, which can be really tedious.
- 4 Some parts of the job are not very interesting, like filling shelves, you know, very monotonous. Also, changing the window displays gets a bit repetitive. Really, it's dealing with people I like, on the phone and face to face. My boss is a lovely person, but he's so badly organised. He usually gets me to deal with problem customers who want refunds, that kind of thing. Some people think I'm a workaholic, and it's true I do a lot of overtime, but I like to do a job well and I'm proud of my work. It's a big chain so I hope I'll become assistant manager next year if I move to another branch.
- 5 What I particularly like is that it's a very flexible job. I can work from home some of the time. I find it stimulating, meeting and interviewing different people. It's also satisfying when you finish a long article and it's published. I've got a book coming out next year as well. One thing about working on a monthly magazine is that I have a lot of tight deadlines. That makes the job very stressful.

LESSON 3.2 RECORDING 3.2

- 1 I'm a language graduate and I've been translating from Italian to English for most of my career. We've been living in Milan for nearly five years and I've been working from home for two years, since our first child was born. I've found that my work-life balance has been easier to manage since I started working from home – and it needs to be easy to manage when you've got children!
- 2 I: How long have you been working from home for?
S: I'm a writer and I've been working from home for the last 18 months, since I lost my job. It's been pretty tough. For one thing, I've been paying a lot more for heating. To be honest, it's quite lonely ... and I've missed things like the office gossip. I wish I could go back to my old job. The only good thing is I can get up late. I've never been a morning person.
- 3 It's not for everybody, but I like working from home. I do contract work in design. The best thing is that I don't have to commute to work on crowded trains. I've had lots more time and I've been learning a new language since I started working at home in January. I've always wanted to learn Spanish. I've also bought myself a new guitar and I've been taking lessons for the last six months.
- 4 I: So, you've been working from home for eight years?
P: No, actually I've been working from home for six years. I've been running a small business from home for a lock manufacturer. It's a Basque company based near Bilbao.
I: And I see your husband is at home. Does he work from home as well?

- P: Yeah, about three days a week. He hasn't been working at home much recently as he's often needed in head office.
- I: Do you like working from home?
P: Well, there are some disadvantages. I miss all my office friends and working in a team, and there's not enough space in the house. You also need to be good at time management. But basically, I love it. You have flexibility and you get to spend more time with the family. Also you save loads of money not commuting to the office. And the internet and social networking makes homeworking a more rewarding experience. And with my iPad and Skype I can now have meetings from the comfort of my home.

LESSON 3.3 RECORDING 3.4

- A = Anna, J = Jan, Z = Zhang Li, S = Sylvie
- A: Welcome back. This is Anna from 103.8 Oxford Lite FM and we've asked three students who are at Oxford Brookes University to join us. Welcome guys. Can you introduce yourselves?
J: Hi. I'm Jan and I'm Polish.
Z: Hello, I'm Zhang Li from Beijing, China.
S: And I'm Sylvie from Lille ... erm ... which is in France.
A: So what are you all studying?
Z: International Hospitality Management.
S: Yes. International Hospitality Management.
A: And what've you been doing recently?
Z: Well, we've all been doing our work placements.
J: Yeah, I've been working as a trainee concierge at the Marriott Beach Resort in Marbella in Spain.
Z: I've been doing that as well, but I've been at the Savoy in London.
J: Being a trainee concierge is great because you have to know about all the parts of the hotel.
Z: And it's really great training if you wanna be a hotel manager.
J: I agree and I've done so much. I've been on three trips. I've been to Seville, to Tangiers and Gibraltar.
Z: I haven't done any tours yet, but I've worked in four different parts of the hotel. I've booked trips, I've arranged transport and I've answered lots of questions about the local restaurants.
A: Sounds great. And Sylvie, let's bring you in here. What have you been doing?
S: Well, for the last three months, I've been working as a trainee chef at the Ritz hotel in London. I haven't been on any trips yet, but I've been working really hard learning all the skills I need to be an assistant chef. I've been in the kitchen or the restaurant every day. Also my tutor at university has given me lots of advice and encouragement and support. I can phone her when I want.
J: My concierge at the Marriott is fantastic. She speaks lots of languages and is Polish like me. She has treated me like a colleague from the start. She really makes me feel my input is valuable and has given me lots of confidence. She talks to me and doesn't talk down to me. I see her as my mentor.
A: Would you recommend your work placement to others?
J: Absolutely. The Marriott is famous for its work placements and its training. And I get paid, which is really good.

- S: Yeah, we all get paid. All the placements organised through the university are paid placements. And the Ritz and the Savoy both have good training programmes.
- A: And finally ... who's the one who speaks all the languages?
J: That's me ... I speak Spanish, English, German, and of course Polish. And I've been learning Italian since January. I was motivated by our concierge.

LESSON 3.4 RECORDING 3.5

- H = Harry, M = Marta
- H: I think you're right, Marta, educational qualifications and experience are not really so important as these are work placements – we've got to find young people with the right skills and personal qualities.
- M: Exactly. The people we choose will get some initial training in New York, so that'll prepare them well for the placements. As you say, it's the personal qualities which are so important. It'll be pretty stressful, building up the club here. They'll have to work long hours and be very flexible. OK, we're not offering a competitive salary, but there are other benefits, and a nice working environment – that should attract some good candidates. There are great opportunities, but there will be some less glamorous parts of the work. We'll need someone who's very motivated, erm ... enthusiastic, and has lots of energy.
- H: Absolutely. And I think the best candidates will be very determined, people who have a real desire to succeed, because it won't be easy. We need outgoing people, I'd say, who can work with people from different cultures. Don't forget – a lot of our customers won't be English. All the candidates must also have an interest in health and fitness, don't you think?
- M: Oh, definitely. And I agree – we need a fairly extroverted person, with really good communication skills. People skills are also very important to the company – so we want people who can adapt to different situations. If possible, they'll be fluent in another language – French, German, Japanese, whatever. Also, pretty good computer skills are important.
- H: Yeah, I like the sound of those ideas. But most of all, we want people who are looking for a long-term career with us, and who'll stay with us afterwards.
- M: OK, I've made a note of the points we mentioned. Now let's write the advert.

LESSON 3.4 RECORDING 3.6

- I = Interviewer, C = Candidate
- 1 I: Now, looking at your CV. I'd like to know what you feel you learnt in your last placement?
C: I'm glad you asked me that because I feel I developed some important skills while I was there.
- 2 I: I'm also interested in knowing your reasons for applying to our company.
C: That's a very good question. Basically, because it is such a respected and famous organisation.
- 3 I: Now, a question we like to ask all our candidates. What are your strong points?
C: Well, without going into too much detail, I have very good people skills.



- 4 I: OK. Thank you. A question now about your computer skills. What software are you familiar with?
C: I thought you might ask me something about that. Well, what I can say is, I have a good knowledge of Excel and Word, and can prepare excellent Powerpoint presentations.
- 5 I: Right, thank you. Moving on. Could you tell me what you think the growth areas in the leisure industry are?
C: Well, I'm not an expert, but I think the boom in fitness centres will continue in the next few years.
- 6 I: OK. Just one final question. Where do you think you'll be in five years' time?
C: Let me just think about that for a moment. Well, I hope to be working for your company in a senior position.

LESSON 3.5 RECORDING 3.7

S = Student, C = Counsellor

- S: I know you usually send a covering letter with a CV. But ... what is it exactly?
C: Well, really it's a letter telling an employer why you're interested in their company or organisation. You can tell them about your special skills and qualities and why you want to work with them. It gives you an opportunity to sell yourself to the employer.
S: I see. Erm ... how long should it be?
C: It depends. But generally I'd say a covering letter should be short, say four to five paragraphs. And the tone should be enthusiastic and professional.
S: Right. Could you give me a little more detail about what to put in each paragraph?
C: OK, I'll suggest a structure, a way to organise the paragraphs, if you like.
S: Thank you.
C: Right. The first paragraph is your introduction. You say who you are, why you're writing and where you saw the position advertised.
S: OK, I've got that.
C: In paragraph two, tell the employer why you want the job – in other words, say what attracted you to the organisation. Show that you're enthusiastic and motivated.
S: Right.
C: The third paragraph is really important. This is where you sell yourself. Here you mention your qualities, erm ... skills and experience that match what they are probably looking for. You tell them what you can contribute to their organisation. OK? Now we come to the final paragraph. Say when you're available for interview. And end on a positive note. For example, say you look forward to hearing from them soon, or something like that. OK, that's about it.
S: Thanks, that's really helpful.

LESSON 3.5 RECORDING 3.8

- 1 I think you should put as much as possible in a CV so the employer gets a complete picture of your qualities and skills and qualifications. If you don't do that, they may not call you for an interview.
- 2 It's essential to write a personal profile at the beginning of your CV. Everyone's doing it these days. It helps to focus your reader's attention on what you really have to offer their organisation. It's where you can sell yourself as a candidate.

- 3 If you're sending out CVs to lots of companies at one time, I mean if you're just seeing if there's any interest, not replying to an ad for a job, then I think your CV should be really short, just one side of an A4 sheet.
- 4 I try to write as much as possible in the work experience section. I start with my first job then put my most recent job last – that's the order I prefer. I had a period of six months when I was unemployed, but I never show that on my CV.
- 5 I only apply for jobs online. I use the Job Boards for my industry and if I see an interesting position, I fill in an online application. Sometimes I have to send a covering letter by email as well. Online adverts are the best way to find a new job. You get a quick reply from employers when you apply online. I always keep my CV up to date and I use a spellcheck to make sure there are no spelling mistakes.
- 6 To be honest, I think the covering letter's much more important than your CV. If they like what they read in your letter, they'll look at your CV. But if your letter's no good, they'll throw your CV in the bin right away.

LESSON 4.2 RECORDING 4.1

H = Henri, F = Fabio

- H: Hello.
F: Oh hi, Henri. It's Fabio here.
H: Fabio, hi. Have you finished the essay on the differences between British and American English yet?
F: No, not yet. I'm going to finish it tonight. What about you?
H: I'm finding it quite tough especially when it comes to idioms. In Bill Bryson's book ... it's quite funny actually ... he says it can take years for an American to master British idioms and the other way round ... but I'm definitely going to finish it by tomorrow's class. I want it out of the way!
F: Henri, I'm just phoning to ask – James and I are going to the cinema on Thursday evening. Do you want to come?
H: No, I can't. I'm giving my presentation to the language seminar group on Friday.
F: Oh, of course.
H: So I have to prepare that. I'm doing it on the growth of Arabic. I read something recently that said that Arabic is the fastest growing of the world languages.
F: Yeah, I saw something that said international agencies like Al Jazeera will provide a standard model ... almost like the BBC. I saw an article about it in the paper the other day. I'll find it for you.
H: Thanks, that'd be great. When's your presentation?
F: It isn't till the end of next week.
H: Do you know what you're doing?
F: Yeah, I'm probably doing mine on spelling and how important it is.
H: That's interesting. I saw a film a while ago on spelling competitions in America. They're really popular there. Anyway, I'd better get on with the essay. I'll see you at the lecture tomorrow.
F: Great, and I'll text you when I find that paper.
H: Thanks. Bye.
F: Bye.

LESSON 4.3 RECORDING 4.3

I = Interviewer, R = Richard Falvey

- I: What kind of work do you do, and is using correct and appropriate language important in your work?
R: I work for The British Council, an international charity that develops cultural relations between Britain and the rest of the world through our work in the Arts, Education and Society and English. My focus is developing partnerships with other charities and NGOs, or 'non-governmental organisations', educational institutions, businesses and governments in order to help students, young people and professionals and develop relationships with people from other countries and backgrounds. So we're building trusting relations at all levels across different societies and key to building trust are effective communication and appropriate language – especially as most of our work is carried out in English. Having said that, few of the people we collaborate with have English as their first language. If you get your language wrong, you create confusion, and you can lose the trust you have been working to build up.

LESSON 4.3 RECORDING 4.4

I = Interviewer, R = Richard Falvey

- I: What advice would you have for young people using social media?
R: Most of the principles are the same as face-to-face conversation – your language has to be appropriate to the context. We need to look at four things. Firstly, who's your audience? Secondly, how well do you know them? Thirdly, how much do they know about the topic? And finally, what is the effect you want? What do you want them to do as a result of your message? With social media you also need to remember that you can't see how people are reacting as you're speaking, so if you're not being understood or you're beginning to offend people, you can't see their face or body language. Also, think about the medium – text, email, Facebook, Twitter, YouTube, etc., and what effect this has. For example, who will see the message or picture, and will it be a permanent record?

LESSON 4.3 RECORDING 4.5

I = Interviewer, R = Richard Falvey

- I: Can you be a bit more specific? Can you give some tips?
R: OK, so thinking about those points I just mentioned, and the ones specific to social media, it's a question of finding the right balance. For example, between being formal and informal and giving enough, but not too much detail. So, let's look at three areas: how to avoid confusion, how to avoid losing trust and how to get the register right. To avoid confusion, keep your language simple, use short sentences. Show the message to a 'non-knower', that is somebody who does not already know what the message is about. If they can understand it, then the person you're sending the message to, who already has some context, will also understand it. To avoid losing trust, think about your

audience and make sure that you are 'reading' the message through their eyes. And don't post late at night, when you are in a rush or feeling emotional and might use inappropriate language.

To get the register right ... and let me begin by defining register. By register, I mean a way of speaking or writing which you use when you're in a particular situation. That way of speaking or writing could, for example, be formal or informal or humorous or polite or familiar. So, to get the register right, use the right medium for the message. For example, you might text or use instant messaging to a tutor or business partner that you are friendly with, using abbreviations and textspeak to say thanks for a meeting. But in a business situation with someone you're not close to, or when submitting an assignment or asking for feedback, use email or a forum and use more formal language. So for students, what I'm basically saying is don't transfer the language you use with your close friends on Facebook and other social media sites to the language you use when you email your lecturers.

LESSON 4.4 RECORDING 4.6

C = Claire, F = Frank, S = Sophia

C: OK, let's talk about the directors and senior staff first. After that, we've got to discuss whether we want the training to focus on British English or American English. And if we have time, we'll consider the needs of our biggest group, the admin staff. OK?

F/S: Fine/Yeah.

C: OK, the directors and senior staff. They're our top priority. How about sending some of them, the weaker ones, on a crash course to England or the US? It'd be a quick way to improve their English. What do you think, Frank?

F: Mmm, I don't know about that. Let's think this through.

C: OK? What's the problem?

F: If we do that, what will happen? In my opinion, it'll have a bad effect on our work. We don't want to lose a lot of our top staff just like that. Who'd run the charity?

S: You know, Frank, I think you're right. It'd create a lot of problems for us. Why don't we send just one or two directors to Britain or the US and a few senior staff? We can offer the others one-to-one classes at Head Office. What do you think, Claire?

C: Mmm, one-to-one classes, in company time? Some companies do it, but I'm told the classes are quite difficult to organise. Teachers always seem to want to give the lessons at the wrong time. You know, when staff are really busy, and at the moment we're all up to our ears in work.

S: Mmm, maybe you're right, Claire. Let's do some research. Find out a bit more about one-to-one classes. I have some good contacts I can ask.

C: OK, good idea. Let's move on. What about British English or American English? Some of our staff will probably prefer American English, the ones working closely with our US partners. Frank, what do you think?

F: I think you're right, Claire. Some staff will want to learn American English. But, you know, there's an easy solution – we could hire two teachers to teach classes at Head Office, one English and one American.

- S: That's a great idea. What do you think, Claire?
- C: Mmm, well, yes, if we do decide to have English classes here, at Head Office, because it's a cheap option, then it's certainly worth considering. But I think most staff will want British English. We need to get more information about this. Do some more research. I hope it won't be a big problem for us. OK, we need to think now about the admin staff. There are a lot of them and they'll want to improve their English. They'll have to improve to do their job properly. We'll need to set up classes for them pretty soon as well.
- F: I'm not sure about that, Claire. They're not a priority ...
- C: Maybe, but think of the consequences if we leave them out. It won't help to create good staff relations.
- F: That's a good point. We'll need to provide some English classes for them, but keep the cost down.
- C/S: Right.

LESSON 5.1 RECORDING 5.2

- 1 I remember a really eye-catching advert for a Ford car. It showed the car starting, then being driven out of a car park and through the city. And it started all the lights in the surrounding buildings. In the country it powered the overhead power lines and the electricity seemed to follow the car along the road. It really was an attention-grabbing ad. It is difficult to be original with car adverts but I thought this was quite creative. It also had a catchy slogan: 'Feel the power. Ford. We have ignition.' You could also see the recognisable Ford 'blue oval' logo. It must have been an effective ad because I've actually remembered that it was a Ford car. It was also quite persuasive as I would consider buying a Ford next time.
- 2 I normally like humorous ads. But the ad that sticks in my mind was really inspirational. The music was really lively and it was set in different exotic locations. Everyone was drinking this soft drink, but I can't remember which one it was, and the camerawork was really creative. It made you want to be there, drinking that soft drink, having fun.
- 3 I saw this really dull advert for washing powder on the television recently that I'd really like to forget. But it had this really catchy jingle that I can't get out of my head. It's so irritating. It was informative – it gave you lots of information about the product but I can't even remember what the brand was.

LESSON 5.2 RECORDING 5.3

L = Leon, D = Dita, S = Simone

- L: OK. So, you are based in Cairns, and where do you cover?
- D: Well, Leon, we cover all of North Queensland so we can get stunning wedding shots of the bride and groom standing in front of vibrant, green rainforests and white sandy beaches. We've got the luscious rainforests of North Queensland with all their waterfalls and rivers.
- S: And then we've got the amazing Great Barrier Reef.
- L: As a web designer, can I just say that you've got some excellent photos in some stunning locations. In fact, we're spoilt for choice. Makes my job so much easier.

S: I think we've got all the shots we need now, haven't we Dita? Although, if we get an invitation to a ceremony in Papua New Guinea, we'll go there right away for a great shoot.

D: Too right.

L: OK and why do you want a website now?

D: Well, to be honest, we'd design the website ourselves if we had enough time. But we don't and we think we are losing out to our competitors who have websites.

L: Don't worry. If we act quickly, we'll limit the damage and catch up with your competitors. And your photos are stunning. This is such a great shot. The bride is beautiful and we won't need to do any airbrushing. And I love all the colours. If we make the sea bluer, the picture will look even better. If I were you, I'd use this photo as your main image.

S: Yes, we're very proud of that shot. Actually, if I had the couple's number on me, I could give them a call now to ask for permission to use it, but I've left all my contact details at home.

L: OK. We can get it tomorrow. Let's look at what you would ideally like and then look at all the different options. So, what would you do if you had an unlimited budget?

LESSON 5.4 RECORDING 5.4

A = Amy Chen, L = Larissa Klein

A: There are several points I'd like your team to cover in their presentation.

L: OK.

A: Well, for a start, we can't agree on a name for the drink. We've had lots of suggestions but none of them have been very exciting, so could you come up with some new ideas for names, please?

L: Certainly, no problem.

A: We need a good slogan too, something that's easy to remember and original. One of our staff wanted to call the drink 'Krakkle'; she came up with the slogan 'Kool kids drink Krakkle', but no one really liked that one. We'd also like your ideas for the design of the packaging. Should it be a can or bottle, or something different? Nothing too detailed, just ... oh I don't know, design, colour, shape – that sort of thing.

L: OK, what else do you want us to look at?

A: Well, we've talked quite a lot about the kind of advertising we should use. Should we have a TV commercial during children's television in the afternoon? Or maybe early in the evening? How about advertising in children's magazines? Should we use the internet as well? Another question is, do we want just one TV commercial, with different languages for the various markets, or should we have a different one for each country?

L: Interesting. What about radio spots?

A: Ah yes, I forgot to mention that. Do you think we should advertise on radio? If we do, what time of the day should we choose for a radio spot, and what sort of programme could we sponsor?

L: Is that everything?

A: I think so. ... Oh yes, one other thing, if your team have any interesting ideas for special promotions, let us have them. I mean, would it be a good idea to give out free cans in schools? Or offer cheap T-shirts with the logo on them. That sort of thing.

L: Fine. I'm sure we can come up with some



good ideas for you. We'd certainly like to be your agency for the campaign.

- A: Well, if we like your presentation, you'll have a good chance of winning the contract.
L: That's good enough for me.

LESSON 5.4 RECORDING 5.5

Larissa Klein:

Good morning, I'm Larissa Klein, head of Klein Benson Advertising. I'd like to introduce my colleagues, Emilio Sanchez on my left, and next to him, Karl Reiner.

Our purpose today is to present some ideas for your new product. We'll also suggest how to advertise and promote it.

Our presentation is divided into three parts. First, I'll talk to you about our ideas for the name of the soft drink and a suitable slogan. After that, Emilio will give you our ideas about the can – he's an expert on packaging – and finally Karl will tell you our ideas about how to advertise and promote the drink. If you have any questions, we'll be pleased to answer them at the end of our presentation.

LESSON 5.4 RECORDING 5.6

Emilio Sanchez:

Moving on now to the design of the can. We asked a group of young people about this. We showed them ten different designs. Please look at the screen. As you see, we've numbered the designs one to ten. If we now look at the table of results, it's very clear. Over 80% of the group preferred design 6, the blue can with the yellow stripe.

LESSON 5.4 RECORDING 5.7

K = Karl Reiner, L = Larissa Klein

- K: Well, I've given you our ideas for advertising and promoting the drink. I hope you've found them interesting. Now, let me summarise our main points. Larissa gave you three possible names and mentioned the one we prefer. She told you what slogan we liked, with her reasons.

Emilio showed you the design for the can that we recommend. Finally, I talked about ways of advertising the drink and told you about our ideas for special promotions.

- L: Thank you very much everyone for your attention. Are there any questions?

LESSON 5.5 RECORDING 5.8

OK, what is critical thinking? Very simply, it's a way of thinking about a subject or problem. It's a skill you use to decide whether a statement or opinion is always true. So, critical thinkers make judgments based on evidence and clear thinking. They look at problems in a thoughtful way and try to solve them.

It's an important skill for academic studies. Teachers and lecturers expect students to think critically when they do essays and reports, and carry out research. Students need to show the ability to analyse information, question statements and opinions, and identify key points in a text.

But most of all, critical thinking is an important skill for everyone. It encourages you to ask questions about what you see, hear and read, and not accept ideas and opinions uncritically. So, critical thinkers are curious about life, and they form their own values and beliefs.

LESSON 6.1 RECORDING 6.1

- 1 Well, I'm not sure really. I think it's important to go to university and get a degree, but it isn't an easy experience. It was hard to get a place, and I wasn't sure what to do. I worried about going just to study any subject, maybe not the right one. It can be hard to get a good result in a lot of subjects. You can fail a course, like I did. I seem to be revising for, or sitting exams all the time! There are a lot of lectures and we have to go and speak in seminars every week. If I can get good grades, I will finish next year. To be honest, it has been a good experience, although I can't wait to graduate from university and get away from exams!

- 2 School was a waste of time for me. Handing in essays, doing homework and all that stuff. It just wasn't useful. I only wanted to do sports. I couldn't study for exams, so when I did any exams I failed them. I just made too many mistakes. Maybe I didn't have the right system for revising subjects. When I retook the exams, I failed again. My friends did a lot better. I just wasn't interested. It was a great day for me when I could leave secondary school!

- 3 I always tried to do well at school, you know, handing in assignments on time, trying to get good grades and doing my coursework so I could go to college. I liked school a lot. I think it is about doing your best, but this is more than just passing exams and studying for tests. I think it's about making progress generally. It's also a social experience, how to get on with other people. I still have many friends from my school days. Yes, I had a great time at school.

LESSON 6.2 RECORDING 6.2

We had a teacher called Mr Rojas and he taught us Chemistry. He was an excellent teacher, but we couldn't say that we actually liked him. He wasn't friendly or easy-going – the opposite in fact. He was different from the teachers we normally liked. In fact, he often criticised us. He treated us all equally – well, criticised all of us equally. He didn't treat us like unique individuals, so it was funny that we all respected him. He was very strict and always punctual – I don't think he was ever late, and neither were we! He gave us lots of tests and lots of homework, and his formal approach to teaching seemed to work. He explained things very clearly and was very good at answering all our questions. He was always very well prepared and his lessons were always interesting. He always varied things, changed the pace of the lesson, and used different methods to teach us. The chemistry laboratory was a strange environment to be in, but we all enjoyed the classes. In the end, we all passed the Chemistry exam and Chemistry became my favourite subject on the curriculum.

LESSON 6.3 RECORDING 6.3

- 1 I'm an American, and I can tell you, a college degree in the US puts you way ahead of people who don't have one. If you want to work in cities like Boston, New York or San Francisco, your starting salary will be much higher than guys who don't have a degree, and you certainly need a good salary to afford an apartment in those

cities. I think I'll get about \$50,000 as a starting salary once I graduate, and I'll get a lot of fringe benefits too, like life insurance and a retirement plan.

- 2 I love sports. I love playing sports and being outside. Like most of my school friends, I went to university. I did Sports Science, but it wasn't really for me. I liked the practical bits and enjoyed playing for the university sports teams, but I hated the academic side. I left after a year and had to pay off some university loans. I did work experience after that and then got a job as a sports coach and personal trainer. I think university was a waste of time for me.
- 3 I did my degree at Cambridge University – it was a three-year course. I don't like the idea that you study for a degree for what it gets you later in life. You should go to university because you're really interested in the subject you choose. I don't think my degree helped me to get a job. OK, it may have given me an edge over non-graduates for getting interviews, I suppose. But I really enjoyed studying French literature, and don't regret it at all. When I left, I applied for lots of jobs, and I think employers liked the fact that I was confident and had good people skills. I'm now a computer programmer, nothing to do with literature.
- 4 I graduated from university a few years ago. I did enjoy my time at university, and maybe that's the problem. I did well at school, so it was logical to go to university. I guess I just enjoyed myself too much. Without the discipline of school, I didn't study as hard as I should, so I only just got a degree. A lot of my friends got jobs straight from school and are now doing really well. There are a lot of unemployed graduates around these days. I don't regret my time at university – I learnt quite a lot about people, and I did a lot of sport. I'm not sure it really helped my career though.

LESSON 6.4 RECORDING 6.4

M = Marie Laforêt, P = Pablo, MC = May Cheng

- M: OK, I've noted what you've told me about the library. We can discuss the matter at our next committee meeting. Now what about the parties, you say some students in the halls of residence have been complaining about the noise?

- P: Yes, it's a real problem. There are lots more parties at the moment in people's rooms, especially late-night parties. They're really noisy, music blasting out late at night, everyone talking at the top of their voices. They really annoy people who want to study.

- M: Mmm, that's not fair, is it? A lot of students like to study in the evenings and even at night in their rooms. They must have some peace and quiet.

P/MC: Exactly/Right.

- M: Let's see, there are several ways to deal with this. Let's look at our options. Erm, we could agree to ban parties in rooms, or we could only allow parties after the exams ... What do you think, May Cheng?

- MC: Well, the good thing is that it's fair to everyone, but the bad thing is, it wouldn't be very popular. I mean, everyone likes parties, don't they? It's part of our education.

- P: Could I make a suggestion, Marie?

- M: Sure, go ahead.

P: Supposing we let each floor of the hall have one party per semester. That'd reduce the number of parties a lot.

M: Maybe, but there would still be quite a lot of noise when each floor had their party. No, I don't think that's the right thing to do. Let's see, what other options do we have?

MC: I've got an idea. How about letting the students book a room in the main building for parties? You could charge a small fee, and tell them that they have to book, say, four weeks in advance. I think most people would accept that.

M: Yes, good idea. That's the best solution, I think. OK, Pablo?

P: I don't know. I'd like to discuss it with the other reps first. They may come up with some other ideas.

M: All right, I know there are other things you want to talk about. The best way is to discuss the matters at our Management Committee meeting. Why don't you send me notes on all the problems and I'll include them in the agenda?

P: Right, we'll do that.

LESSON 7.2 RECORDING 7.2

A: Let's brainstorm some ideas for our new project, the folding chair. So first, who exactly is our target consumer?

B: Well, we need to reach as many people as possible. The chair could be useful for all kinds of people, you know, people going camping or fishing, or even going to outdoor concerts. In fact, it could be suitable for anyone who has to sit outside for a long time.

A: OK, what about the materials for making it?

B: Well, it must be light and easy to carry if we want to gain market share. We can't use steel – that's too heavy. We can use aluminium for the frame and canvas for the seat. And to keep costs down, maybe we should make it in just three colours.

A: Yes, that's important. Also, it must be cheap if we want to be competitive. There are one or two chairs on the market that sell at under €50. We can produce something similar – it doesn't have to be very different for this market. But we can have a second more expensive model too, if that's what people want.

B: Mmm. Good point. OK, another thing: the rules say it has to be strong enough to support a heavy person.

A: Absolutely. OK, in terms of timing we don't need to rush, but we could launch it just before the summer – there'll be a big demand for it then. In fact, we really mustn't miss this opportunity.

B: You're right, but we shouldn't launch it until we're really ready. Look, I think we should wait for the results of our market research before making any decisions.

LESSON 7.3 RECORDING 7.3

1 A = Anna, B = Becs

A: Wow, look at that. What is it?

B: It's a drawing. I think it's a sort of flying machine.

A: Yes, it could be that. Who do you think it's by?

B: Mmm, it might be by da Vinci, I believe he did that sort of thing. Have a look at the sign. What does it say?

A: Erm ... yes, you're right, it is da Vinci.
B: Goodness! It's in very good condition ... it says here he was born in 1452, so it must be over 500 years old.
A: Yes, and it's an amazing drawing.
B: Yeah, I read somewhere he was fascinated by birds and flying. Perhaps that's where he got his ideas for the drawing.
A: Yeah, you're probably right.

2 P = Pablo, I = Irina

P: Oh look at that, Irina. That must be the famous Anna G. corkscrew.
I: Yes, it can't be anything else. Oh look, there's a full range with all the different colours. How long have they been around for?
P: I think since the early 1990s.
I: No, they can't be that old. What does it say here? Oh, you're right. It first appeared in 1994.
P: Mmm, it was a classic design. I think you can still buy them in the Alessi shop.

3 G = George, S = Sally

G: What's that?
S: I've no idea. What could it be?
G: It might be a spaceship. Well, a toy spaceship. It's the right shape.
S: No, I'm certain that it's not that. It wouldn't really be in a museum of design.
G: Mmm, I see what you mean. And maybe it's too heavy to be a toy. What else could it be?
S: Mmm, I don't know really. What does it say on the notice?
G: It says it's a lemon squeezer. Apparently it's the designer Philippe Starck's best-known design.
S: OK, I see it now. Would you like something like that?
G: No way! It just doesn't look practical.

LESSON 7.4 RECORDING 7.4

I think this is by far the best entry. It's a lightweight travel jacket, designed by an Italian student, Antonia Moretti. As you can see, it looks very modern and stylish. In my opinion, it's aimed at young people. It will appeal to people who are on the move, people who want to carry lots of things on them when they make trips abroad or go to sports events or music festivals. They're the kind of people who would love this jacket. But it's also suitable for students and for people commuting to work. It has several special features. There are three extra-large pockets for carrying clothes, shoes, and other items like that, and four smaller pockets. All of them zip up for extra security. One of the jacket's best qualities, I'd say, is that the zips have a lifetime guarantee, so they must be very sturdy.

The jacket has two unique features. Firstly, it's made from a new material which is very strong, waterproof and heat resistant. And secondly, it's got a pocket with a lock, so you can keep money and valuables in it safely. Not even a pickpocket could open it! Another strong point is the logo on the sleeve – a unique, one-off design by the famous street artist, Miki Panos – so it looks really cool.

OK, this is the design that gets my vote. The jacket's durable, functional, easy to use and, above all, innovative. I think we should give it our first prize.

LESSON 7.5 RECORDING 7.5

L = Lecturer, E = Erika

- L: So, you'd like me to give you some advice on editing your work, Erika?
- E: Yes, if you could give me a few tips, it would be very helpful. I know I need to check my written work more carefully.
- L: OK. I'll try to keep it simple. What are the most common mistakes students make when they write? These are the sort of things you should be looking for. And everyone should think about them when they check their written work.
- E: Exactly.
- L: OK. I'll give you five or six points to think about. First of all, check your spelling and punctuation carefully. If you've typed your work, don't forget to use a spell-checker.
- E: Oh, yes. Good idea.
- L: Of course, you'll make mistakes with difficult words, like, oh, erm ... 'accommodation' or 'receive', but students often make mistakes with simple words, like spelling 'writing' with two Ts! And of course you need to punctuate your work correctly. Many students seem to forget that we use full stops when we write English!
- E: I know what you mean. My teacher is always telling me to use a full stop instead of a comma!
- L: Right. And don't forget about capitals. Check your written work to make sure that you have used capital letters where they're appropriate.
- E: OK. Got that.
- L: My next tip is to check your work for grammatical errors. In particular, check your verb tenses and verb forms. Make sure you've used the right tense or form. You have problems using the present perfect tense. Think carefully before you use that tense. It's easy to make a mistake with a verb form, especially with the past tenses of irregular verbs. Don't use 'gone' when you mean 'went' and don't use 'catched' when it should be 'caught'. OK?
- E: Right. I often make mistakes with irregular verbs – they're very difficult to learn and then I write the wrong form in an essay.
- L: Yes, they're difficult and so are prepositions. Check that you've written the correct preposition after an adjective or verb. For example, don't write 'depend of' when it should be 'depend on'. So many students make that error, you wouldn't believe it.
- E: OK. Be careful with prepositions. I'll check them in a dictionary if I'm not sure.
- L: Good. Word order is important, too. Check that you've used the right word order in your sentences. That's especially important for you.
- E: Yes, that's true – I often make mistakes with word order. It's a real problem for me.
- L: My final piece of advice is, after you've written something, always ask yourself the questions 'Is my meaning clear?' and 'Will someone reading my work understand what I'm trying to say?' That's it, really, I hope my tips will help you.
- E: I'm sure they will. I'll put them into practice when I write my next essay.

LESSON 8.1 RECORDING 8.1**I = Interviewer, A = Allan Smith**

- I: Tonight, we're focusing on starting your own business. I have with me Allan Smith, an accountant and business adviser. Good evening, Allan – thanks for joining us.
- A: Good evening, John – it's a pleasure.
- I: Allan, could I start by asking you to give us the most important tips for someone setting up a business?
- A: Certainly. First of all, I'd say you must understand you'll never know everything there is to know about running a business – it's as simple as that. So, you'll need help in certain areas – maybe with finances and tax, or perhaps with selling and marketing. Once you know the areas where you need help, you can train yourself, or bring in an employee who has the skill you need. Another way is to get advice from an expert or a friend who has their own business. OK?
- I: Right, very useful. Anything else?
- A: Yes, my second tip is all about marketing. You need to be sure that your product will sell in sufficient numbers, at a price that covers your costs. In other words, it must give you a return on your money; it's got to make a profit. To do this you must be clear about how you price your product – for example, are you going to price it above, the same as or below your competitors? Then, you must also think about how you'll promote it. I mean, how are you going to let people know about the product, so that they become aware of it? That's important. And, you know, you may have to market it in a different way to different people. That could be the key to success.
- I: OK, so good marketing is essential when you start your own business.
- A: Exactly.

LESSON 8.1 RECORDING 8.2

- I: You spent many years, Allan, working in accountancy firms with businesses that failed, that went bankrupt. Why did most of them fail?
- A: Erm ... I think there were three reasons really. Firstly, some failed because the market had moved on and the business was left behind. It was using old equipment that just wasn't up to date, wasn't efficient – the printing trade is a good example of that. Another reason was that some of them depended too much on one main customer, and then if the customer decides they don't need you any more ... And the third reason, well ... it could be a number of things, poor planning, cash flow problems, bad debts, erm ... not dealing with tax properly, that sort of thing – just not managing the business properly.

LESSON 8.1 RECORDING 8.3

- I: A final question – what do you think about business plans?
- A: Oh, they're vital. You should think of them as a map which'll take you from today to how the business will be in a few years' time. The business plan will set out your objectives, how you are going to get there, to achieve them and how you're going to measure your progress. Too many people say their plan is in their head, but when that happens, they often can't deal with

unexpected things, like, erm ... sales that are lower than they hoped, or rising costs. You should get your forecasts down in writing. Check how you're getting on and use your plan to help you succeed in the business. Oh, yes, one other thing – don't expect to get the forecasts right straight away. You'll improve later when you have more experience.

- I: Thanks very much, Allan. Some good advice there for people starting up a business.

LESSON 8.1 RECORDING 8.4

- A: I think a car washing business is a good idea. We'll need to research the market a bit first. Maybe the supermarkets will allow us to wash customers' cars in the car park.
- B: Yes, good idea.
- A: Also, how about contacting a local taxi firm? They have a lot of cars which always seem to be dirty. There could be a cleaning service for the inside of the cars as well. We wouldn't need much equipment, but we should have a good name – how about something like KarKlean, with a K – you know, K-A-R K-L-E-A-N?
- B: Yeah, good idea. We could give people a discount to start with and print a few leaflets to advertise the business.
- A: Yes, I don't think it'd cost much to set up the business and we could make quite a lot of money.

LESSON 8.4 RECORDING 8.6**V = Vanessa, B = Bob**

- V: Could I speak to Bob, please?
- B: Yes, speaking. How can I help you?
- V: Hi Bob, it's Vanessa from Domino in Italy here.
- B: Hi Vanessa. How are things?
- V: Fine. Did you get my email?
- B: Yes, I did, but I've been really busy – sorry I haven't replied. You want to order some sunglasses from us?
- V: Well, yes ... maybe. Thanks for the samples you sent us, Bob, they certainly look good.
- B: They sure are Vanessa, they're selling really well. OK, how many would you like to order?
- V: Mmm, well, we're thinking of placing quite a large order, about 50,000, at the price you gave us in the email.
- B: Great!
- V: Yeah, but it's really important that you can deliver to us in August.
- B: Oh, I'm afraid that would be a bit difficult, Vanessa, we've already still got quite a few summer orders to deal with. Maybe in September – that should be OK.
- V: What about if we pay earlier? Will you be able to deliver in August?
- B: Vanessa, let me check if I understand you, do you mean payment on delivery, in August? Well, that would be good ...

- V: No, we couldn't pay that soon. I was thinking of paying after 60 days. How do you feel about that?
- B: Sorry Vanessa, I don't think we can wait that long. How about 30?
- V: I'm not sure about that. OK, Bob, look ... I'll think it over and maybe get back to you.
- B: That sounds fine. Well ... I hope to hear from you soon.
- V: Right, Bob, thanks a lot. Bye for now.
- B: Bye.

LESSON 9.1 RECORDING 9.1**I = Interviewer, L = Lindsey Barone**

- I: For our next guest on *A Woman's World*, I'd like to welcome to the programme Lindsey Barone, head of engineering at Swift Aerospace – a very good example of a woman in a man's world.
- L: Good morning everyone.
- I: Lindsey, you're an engineer, but why did you become one? What got you interested?
- L: Well, from a young age I was always interested in how things work. I chose engineering as a career because I wanted to make things better. Engineering isn't just about testing theories and building models. It's about designing new products and finding new uses for old products. I suppose at its most basic it's about how to solve problems. It's great when you make a breakthrough and improve the way the world works!
- I: Mmm, interesting. And could you tell me a bit about your training?
- L: Well, I studied engineering at university. I was the only woman in the mechanical engineering department!
- I: So, how was that?
- L: Well, at first I felt a bit uncomfortable, but after a while it didn't bother me. People got used to me and I was treated like anyone else. In fact sometimes it was a bit of an advantage because people liked to have me in their team!
- I: You're head of engineering now. How did you get to where you are today?
- L: Well, I started in a test lab for aeroplanes. I did stress and safety tests there. Basically, I broke things! Doing that sort of research is very important as it tells you what loads the structures can carry. Then I went into aeroplane design. I worked on all areas of commercial planes before moving into project management in the aircraft industry.
- I: Now you're head of department and I guess in charge of a lot of men. How do you find that?
- L: Well, it wasn't too easy at first. I had to prove myself. It's true, it's a very male environment. When they could see that I had good practical experience and ability and could meet my deadlines, everything was fine.
- I: I suppose that's true of anyone who's in charge. OK, Lindsey, finally – what's the best thing about being an engineer?
- L: Oh, that's an easy one to answer. I love the challenge of finding solutions to problems. I hope that what I do improves people's lives. For me, engineering is fun, exciting and satisfying. We really need more women coming into the profession!
- I: Thanks very much, Lindsey. Now, our next guest is someone who ...

LESSON 9.3 RECORDING 9.2

- 1 He's an engineer.
- 2 I work for a big bank.
- 3 She's the Chief Executive.
- 4 Rachel's the head of department.
- 5 She goes to the University of Oxford.

LESSON 9.4 RECORDING 9.3

Some exciting news now from the Minister of the Environment, Susan Lau, which should please all the engineers in our country.

The government has announced that it is considering the possibility of building the tallest city in the world – a vertical city located just on the edge of our capital, which would bring new life to the city, as well as boosting tourism. It will be over 1,500 metres high – at least that's the idea – with a width of about 500 metres at its base. The idea is that about 40,000 people will live there, and over 100,000 will work in the city during the day. The vertical city, which is being called at present the 'Mega Project', will have apartments, a hotel, an international conference centre, offices, food outlets, and entertainment and leisure facilities. And, just like any other city, there'll be green spaces, fountains, parks and gardens.

At the moment, it's just an idea, but an exciting one – it would really put the country on the map, no doubt about that. The minister plans to contact engineering departments in universities and invite new angles and discussion of the idea.

LESSON 9.4 RECORDING 9.4

- A: Hey, did you see the news on TV last night? There was something about building a new, vertical city?
- B: Yeah, I saw the interview. Really interesting. I think it's a great project, building a new city. It'd create a lot of publicity and attract foreign businesspeople. That's just what we need, isn't it?
- A: Yeah – I like the idea a lot. It's really exciting, a big project like that. It'd certainly help to solve the housing problem, that'd be a big advantage, and it'd probably reduce crime in the area. Also, it'd create lots of jobs and really boost the economy.
- B: Yes, exactly. I suppose the people working there would also live there. That's probably what they have in mind. People would walk to work instead of driving, so there'd be fewer traffic jams and a lot less stress for people.
- A: Mmm, I must say, a vertical city sounds like a really good idea. I think it'd be a good way of using the land in the area. A good use of resources, I mean, putting a lot of people in a small space. That makes sense to me. I just hope the government approves the project. Do you think they will?
- B: I suppose it depends on a lot of things. Erm, you know, will it be popular with the public? Are there any strong arguments against it? Can we actually do it? Where will the money come from? Have you thought about that one?

LESSON 9.4 RECORDING 9.5

- A: What about calling it Mega City? It's easy to remember.
- B: Mmm, it's a possible solution, I suppose, but there are other possibilities. How about Hope City? It's a really good name because it'll provide a lot of housing for poor people. Give them hope for the future.
- C: Yeah, Hope City. It sounds good to me, I must say. But what other names can we think of?
- A: Well, one option would be to call it Tower City. That's exactly what it would be – a towering city, one of the highest in the world.
- B: I don't know, I'm not too keen on that name. We have one other option, you know. If we called it Paradise City, I think most people would like that name. It suggests the city would be a wonderful

place to live and work in. That's what we all want, don't we?

- C: Mmm, nice idea, I really like the name.
- A: Me too. OK, we all seem to like it. Are we all agreed then? Have we reached a decision? It'll be Paradise City.
- B/C: Yeah. Agreed.
- A: OK then. I'll recommend the name to the minister. We're all agreed. It's the best name.

LESSON 9.5 VIDEO RECORDING 9

- J = Jake, D = Davide, S = Sheeba, V = Valerie
- J: ... I think I agree, Sheeba. With an engineering degree, OK, maybe you can get a position on a team or become a project manager. But you don't have the skills to start your own company or become head of a company, a CEO. So maybe management qualifications are really important for engineers.

- D: Can I come in here, please? Sheeba, are you saying all engineers must do a management course?
- S: No, that's not what I think at all. Let me explain my point of view. I'm saying that technical ability isn't enough if you want to get to the top of your career – that's all.
- V: Can I make a quick point, please? It's just not true you can't get to the top without management training. There are lots of heads of big companies who've never been to university. They have leadership qualities ...
- S: OK, but the point is ...
- V: Hang on, let me finish what I want to say.

- S: Yes, sorry.
- V: And they have other abilities, really good communication and interpersonal skills. Some are very charismatic.

- S: OK, true, but most of these skills can be taught on a management course – that's my point. Davide, you want to say something?
- D: Yes, in my opinion, most engineers will make good managers, even if they haven't studied management.

- S: Really, what makes you say that?
- D: When you study engineering, you learn the skills you need to be a good manager. Like, erm, analysing things, evaluating risks, being creative and innovative, dealing with figures, working in teams, those kind of things. You don't need to do an MBA to learn those things, you know them already. I think you agree with me, don't you, Valerie?

- V: Yes, I agree completely. I'd like to ask Sheeba and Jake a question, if I may.

- S/J: Yeah/OK.
- V: Do you think all engineers want to get to top positions in industry?

- S: No, of course not. Let me clarify ... let me explain. I'm saying most engineers will get better jobs and earn more money if they have the management skills as well as the technical ones.

- J: Perhaps that's true. But many engineers study management for the wrong reasons. Let me explain. They've been in the same job for a long time and they just get bored. They haven't got a promotion so they think, oh well, I'd better do some management studies. You see, they don't really have a career plan, they just can't think of anything better to do.

- D: Can I just say something here? In my opinion, it's better for most engineers to

work in a technical field, in an area where they can use the knowledge they've gained during their engineering studies.

- J: Absolutely, Davide. When I leave here, I want to do research and use my engineering skills. I didn't come here to learn to be a manager. When I leave here with a degree, I want to do something fantastic, build a new bridge or a dam or invent a new system of communication, that's what really motivates me. For me, management studies is a total waste of time – right now. Later, maybe ...

LESSON 9.5 RECORDING 9.6

Most people are effective in group discussion when they've had a lot of practice. It's normal to be nervous, of course, if you're taking part in a group discussion, a tutorial or seminar, for example, for the first time. There are, however a few Dos and Don'ts when it comes to group discussions. I hope you'll find my advice useful. A golden rule, I'd say, is to listen carefully to the opinion and advice of other speakers. That shows that you respect their opinions, even if you don't agree with them. If you disagree, you can do so politely. You can say things like, 'That's a good point, but ...', or 'I see what you're getting at, but ...', or even 'I'm afraid I don't agree with you.' Above all, don't use strong language like, 'That's nonsense, rubbish, really stupid.' Other speakers may have different opinions from you. They may not be wrong, just different.

If you are nervous about making a contribution, start with something small. For example, agree with what someone says, ask for an example or prepare a question you want to ask. Try to speak clearly, even if you're uncertain about your ideas or language.

A very important point now. Don't speak while someone else is speaking, in other words, don't talk over another person. It's very rude to do that. Also, don't speak a lot more than everyone else in the discussion. Give other people a chance to have their say. So, try not to interrupt speakers, let them finish what they're saying. If you feel you have to interrupt a speaker because your point is really important, how about saying, 'Could I just say something please', and use a bit of body language as well, like a small movement of the hand to attract attention.

Finally, pay attention to your body language. Try to look relaxed and friendly. Don't make aggressive gestures, like pointing your finger or banging the table. And if you ask a question, make sure you don't sound aggressive. Use polite language like 'Could I ask a question, please?' or 'Could you expand on that, please?'

LESSON 10.2 RECORDING 10.1

- M = Manager, C = Chloe

M: Hello Chloe, good to see you. We've got a little time before my next meeting, so ... how are things going?

C: Very well, thanks. I've really enjoyed my first week here. I've talked to a lot of the trainees and served a few customers.

M: No problems, I hope?

C: Not really. There were just a couple of customers who were a bit difficult, but they were OK in the end.

M: Good. Let me give you one or two tips while I have the time. First of all, many

trainees think they don't need to know anything about the rest of the store, but we've found the best sales staff are not just fashion specialists, they also find out about the rest of the store so they can help customers when they're looking for other sections. So don't forget, you'll need to answer questions about other departments, especially cosmetics and jewellery.

C: Right, that's good advice. By the way, I've noticed no one wears any kind of uniform in this department. Most of the assistants seem to be wearing designer labels. Is that your policy then?

M: Yes. We have no rules about uniforms. Staff can wear some of our fashions. You see, you and your colleagues are models for our fashions as well as advisers. We picked up this idea last year in Milan during their fashion show. We visited a few of the top stores in Milan and learnt a lot from them.

C: So you travel abroad?

M: Yes. I used to do all the trips on my own with no help, but last year I took some of the assistants along with me. It's good training for them.

C: Wow! I didn't realise you did that. No wonder you keep your staff for years!

M: We believe in treating staff well, it's very important. Actually, we need to start thinking about next year's fashion shows – but we've got plenty of ideas and we'll get some information from the organisers soon.

C: Do you have any other tips for me, like how to approach customers? I don't have a lot of sales experience.

M: I know, but you've got the right personality. Look, the best piece of advice I can give you is to give customers enough time to make up their minds without any pressure. Give them a lot of attention and plenty of advice, but only when they need it. It's your job to judge the right moment. OK? Never oversell or put too much pressure on a customer. We have enough sales assistants to do the job properly.

C: Thanks very much. That's very helpful.

M: Good, well Chloe, I must be off to my meeting. I've enjoyed chatting to you. Well done, you've had a very good first week.

LESSON 10.3 RECORDING 10.2

- 1 These days I only buy records. Why? The quality of the sound is better than the sound of digital music.
- 2 I haven't bought any music in ages. I mainly listen to music on YouTube, Pandora and other streaming services. It's free.
- 3 I get all my music from iTunes and download to my iPod. I love making my own playlists of songs for parties, jogging or driving. And I can carry my iPod anywhere.
- 4 I get all my music free from the internet. I don't see why anyone would pay for it when you can download it all for free.
- 5 Well, I'm 40 and over my life I've bought records, cassettes, CDs and now I buy my songs from iTunes. I love being able to carry my iPhone around, but for sound quality I think vinyl is best.
- 6 I buy my music from Amazon as a CD. I hardly ever download free music off the internet. I love playing CDs in my bedroom. I also like the CD packaging with the artwork, and also reading lyrics from the booklet.

LESSON 10.4 RECORDING 10.4

C = Claire Maxwell, M = Michael Harvey,

B = Brenda Fisher, P = Patrick Riley,

D = David Jenkins

C: OK, our first caller is on the line – Brenda Fisher.

M: Go ahead, Brenda. What would you like to ask me?

B: Good evening, Mr Harvey. I want to talk about the parking problem. I'm very unhappy about it. I use my car a lot in the city and it always takes ages to find a space. I go round and round searching, it's a nightmare. And if I do get a space, and go just a little over the time limit, some guy rushes up and sticks a huge parking fine on my window. And you know, your parking attendants, they're awful people, so rude. They seem to enjoy giving us fines.

M: Mmm, I understand how you feel, Brenda. It's true, a lot of motorists are unhappy about the parking facilities. It's a serious problem and we're looking at various ways of dealing with it. Thanks very much for your comment.

C: Thanks Brenda. Now a call from Patrick Riley.

P: Evening, Mr Harvey. It's about the noise and awful behaviour of young people on Friday and Saturday nights. You see, I finish work late at night. I have to walk through the centre of town to get back home. I can tell you, it's not a nice experience. These youngsters come out of the bars and clubs after midnight. They make a tremendous noise, singing, shouting, screaming, some of them get into fights. I tell you, I wouldn't want to be a police officer in this town. What are you going to do about it, Mr Harvey?

M: Mmm, I have to agree, our city is becoming a bit like New York these days. Young people just don't want to go to bed at the weekends. We're very concerned about this problem. We're taking it seriously and thinking about various options to deal with it. We'll be considering solutions at our next council meeting.

C: OK, time for one more call before we have the news report. David Jenkins, you want to talk to our mayor about air pollution in the town, I believe?

D: Hello, Mr Harvey. Good evening. Perhaps I should say 'Goodbye'!

M: Oh?

D: I want to talk to you about pollution. I'm moving away from here pretty soon. The air is so polluted, it's really bad for my health. You know, I've been here over thirty years, but recently I've been in very bad health, it's all because of the bad air, too many fumes from the cars, I think. Anyway, I'm getting out, I've had enough.

M: Well, I don't know what to say to you, David. I'm sorry that you're thinking of leaving our city because of your health. I can tell you, our environment officer is preparing a report on reducing pollution levels. I'll make sure you get a copy.

D: Thank you. I hope you publish it soon.

M: Could I just say, Claire, before our break? We're having a public meeting in the town hall next week. Anyone is welcome to come and raise any issue that's bothering them. I'll be there and also a colleague from the council. We want to have an open discussion and decide what our priorities are.

We can't change everything immediately, we need to think about what the most important issues are.

LESSON 10.4 RECORDING 10.5

M = Marilyn, F = Frieda

M: So, what are you going to ask about at the meeting, Frieda?

F: Well, there are plenty of things I'm not happy about, but it's the beaches that really bother me. I want to know what they're gonna do to clean them up and keep them clean.

M: Yeah, know what you mean. There's always loads of plastic rubbish on them, bags, cups, empty bottles, it's really disgusting.

F: Exactly. Why do they allow dogs on the beaches? And let people have barbecues on them. I've seen families have picnics on the beach and not clear anything away. I want to get some answers from the mayor and the council. Not just, 'OK, I'll look into it', that's what he usually says, and then does nothing. How about you? What are you going to ask about?

M: I'm really angry, well, that's putting it mildly, about the development they're proposing at Sandy Cove.

F: Sandy Cove? That lovely little beach where we used to go at lunchtime to have a quick swim?

M: Yeah, but it won't be lovely much longer. They're planning to develop the area there. Didn't you read about it in the paper?

F: No I missed that. Tell me about it.

M: Well, they want to use most of the beach to build a two-storey restaurant and a big amusement arcade. And at the side, they want to put a car park.

F: Really?

M: Yeah, the development will ruin the area. No one will want to go to the beach because there won't be much of it left. I'm so angry about it. And I'm not the only one. But the mayor and council think it's a great idea. There are even reports about it in the national press, I believe. The mayor will be on national TV next, with a big smile on his face, no doubt.

F: Oh, another thing I'm unhappy about is student accommodation. My son would like to move out and live with some of his college friends, but they can't find any flats at the right price. Everything's just too expensive. I don't think the council is doing enough to keep rents low for students.

M: I agree, it's a really serious problem. Something needs to be done for them. But you know, the council isn't doing much about it.

F: Does it surprise you? I'd like to see a lot more action to solve our problems, but I'm not holding my breath.

M: Mmm, well, let's see what happens at the meeting. It'll give us a chance to tell the mayor how we feel.

LESSON 10.5 RECORDING 10.6

- 1 I like to test myself by putting new vocabulary I want to learn onto cards. I put an example sentence with the word or phrase missing on one side of the card. On the other side I put the word or phrase. I often test myself when I'm on the train.
- 2 I like to organise new vocabulary under topic areas, for example, verbs, nouns and idioms connected to a subject, like crime,

so I can concentrate on learning vocabulary on the same theme.

- 3 I like to have word families in my vocabulary book. I test myself by starting with a verb or noun and then try to remember adverbs or adjectives, and synonyms and opposites.
- 4 For difficult vocabulary I try to make a link with my own language, so I try to think of a word that sounds the same, and I remember the new word that way.
- 5 I have a great vocabulary app on my phone. It lets me record and test my pronunciation, and gives me random tests of vocabulary meanings as well.
- 6 I try to note down five new words each day and learn their meaning. What I do is write them on post-it notes and stick them on a board in my office.

LESSON 11.1 RECORDING 11.1

- 4 Good morning listeners. Last night, I attended the first live recording of a new radio comedy series *It's a Laugh*, which is going out on Comedy FM. It'll be on every Monday evening for six weeks. I'm pleased to report that the series lives up to its name. It's hilarious. Some of the jokes don't always work, but overall I really recommend it. You'll enjoy yourselves.
- 5 Even though you're probably fans of his, I'm sorry to tell you all that there's no real plot. It's meant to be a gripping thriller, but nobody seems to have a reason for doing anything. I couldn't relate to any of the characters. This is the worst novel I have read recently. I found the first few chapters very heavy going. I know his first novel was excellent, but this was a huge disappointment.
- 6 Good evening, viewers. The first of the old films we're discussing tonight is *Dracula*, the 1931 version. It's a classic example of the horror genre and I'm sure it'll keep you on the edge of your seats. It made Bela Lugosi an international star and its dark atmosphere is truly frightening.

LESSON 11.3 RECORDING 11.2

N = Nura, R = Richard

- N: Hi, Richard. How did you get on in the interview? Did it go well?
- R: I don't know really. I think so.
- N: So, what kind of questions did they ask you?
- R: Well, the editor of the newspaper did most of the talking. She asked me why I wanted to be a foreign correspondent and obviously I was expecting that. I said that I'd studied journalism at university and that I'd been the editor of the student newspaper. I also said I had worked for the local newspaper for five years and a national newspaper for three years and now wanted a new challenge as a foreign correspondent for a national newspaper. Then she wanted to know what parts of the world I was interested in.
- N: Mmm, what did you say?
- R: Well, all the Arab countries and South America. I told her that I also knew Brazil and Argentina well, so they would be interesting to report on.
- N: Oh, I see. What else did she ask you? Those questions don't sound too difficult.
- R: No, they weren't really. Well, the subject of

languages came up. She asked if I spoke any foreign languages.

- N: Ha! That was an easy one for you!
- R: Yeah, I told her I was bilingual in English and Arabic and that I spoke Spanish and Portuguese fluently. She seemed pretty impressed.
- N: I'm sure she was. Did she offer you the job on the spot?
- R: Not quite. She wanted to know where I'd gone to university and if I'd taken any further qualifications. I told her I'd taken extra qualifications in IT and new digital technologies and a Masters in Media. She also wanted to know what articles I'd written and so on. There was only one difficult question really ...
- N: Oh yeah?
- R: Mmm, she asked me what qualities a journalist needed to be a foreign correspondent. I wasn't sure how to answer that one.
- N: How did you handle it?
- R: Well, I said, obviously, I'd never done the job, but I had thought about it. I said that foreign correspondents had to be able to make decisions without waiting for people to tell you what to do. So, they needed to show initiative when they were reporting in a foreign country. They also needed to be digitally literate and aware of all the new digital technologies.
- N: I think that's a really good answer. Was she pleased?
- R: She seemed to be. Anyway, there were a few more questions. Then at the end, she asked if I was physically fit.
- N: Funny question, but I suppose it's important if you travel a lot in your job.
- R: Yes, true. Anyway, I said that I went to the gym three times a week and go jogging twice a week, so I should be.
- N: Good answer. Do you think you'll get the job?
- R: I've got a good chance, I think, but I wasn't the only candidate. I'll just keep my fingers crossed and hope for the best.

LESSON 11.4 RECORDING 11.3

A = Amy, B = Bob

- A: Well Bob, you know I think that this is a great opportunity for the company, but it's very different from the kind of things we've done in the past. We could make a lot of money, but we could also lose a lot.
- B: Amy, don't worry too much. It's the same as TV really, just everything's bigger.
- A: I hope you're right. I just want a safe investment, something which is quite similar to the sort of stuff we usually make. I think some kind of mystery is the sort of thing most people really like.
- B: Now, that's where we disagree again. I think this is a great opportunity to do something very different – you know, a proper big-budget film, something which will really sell around the world and something much better than what we've been doing recently. You know, those rather sad mini-series about unhappy housewives. Having said that, I don't think the genre is that important really. It could be action, adventure, or even a musical. It just has to be different!

A: I see your point Bob, but we need to be sure exactly what we want. What are our main criteria for investing?

- B: Well, for me it has to be down to the originality of the idea. That's what'll get people interested and help sell it.
- A: Yes, I understand that, but I also think the experience of the director is important. They can make or break a film and they make a difference to its sales.
- B: True. Actually, I think the director is less important than the location. I think we need plenty of locations around the world so people see places they've been to or would like to visit. So the film becomes aspirational and means something to people.

- A: Mmm, good point. They are both important, and a variety of locations will help to sell the film in different places. On the one hand, it'll have more international appeal, but on the other hand if we choose a film like that it'll be much more expensive, don't forget. We have to think about cost.
- B: Yes, we do, but if we want a big hit, we'll need to spend more.
- A: Maybe I'm being too careful, but I don't want to spend millions and find we have something a lot worse than our usual TV series.
- B: Yes, you are a careful person Amy. Maybe that's why you're successful. But film-making is always a big risk, whether for TV or cinema.

LESSON 12.2 RECORDING 12.1

- 1 It's no surprise I'm in prison. I'm just like my dad. He was a big man and he had a very quick temper. He was violent at home, always hitting me and my mum, and he was violent outside the home, always picking arguments and fighting with people. So he was in and out of prison all the time. I'm the same. That's why I'm in jail at the moment. Me and some mates, we went to a club, someone said something I didn't like and I hit him. Really hard, so he was badly injured. The police came and took me off to the station. In the corridor of the police station, I did something really stupid. I lost my temper with a police officer and attacked him. I'm sorry now, of course. If I had learnt to control my temper when I was a kid, I wouldn't have hit the police officer. You just can't do that. In prison, I attend a class on how to control your anger. I'm learning a lot from the instructor and the other people in the class. I think it'll be useful when I come out of prison – I'll be able to control my temper better. Actually, all I want to do now is keep out of trouble, settle down and lead a normal life.

- 2 The newspapers called me 'Mr Big'. I liked that, but I didn't like the sentence I got – 20 years in prison. I didn't expect to be caught. You see, I plan crimes, but I don't actually commit them. I get other people to do that. I know I'm very intelligent, everyone says so. If I had wanted to, I could have become a top businessman or maybe a lawyer. But early on, I decided to follow a life of crime. It was an easy way to make money. And later, I started planning really big robberies. That's what I really enjoyed. I organised some big robberies and we made lots of money. But then I planned a robbery at the airport – gold bullion, worth over £10 million. Unfortunately, my team of



robbers made a mistake. They stayed at the airport too long. If they had done the job more quickly, they would have left in time and the police wouldn't have caught them. One of my gang gave my name to the police and I was arrested. I'm 51 now. When I get out of prison, I'll buy a villa in Spain and retire there. Plenty of my friends are already over there.

- 3 My parents didn't have much money, but they were good to me. We lived in a poor area in Glasgow. A lot of people were unemployed and the crime rate was high. When I was about eight years old, I joined a gang of girls and we used to go shoplifting – you know, stealing things from shops and stores. It was great fun, until we got caught. I'll never forget my mum's face when the police officer came to our door. Then, when I was a teenager, I started stealing from houses and when they caught me, I was sent to reform school. That's where they put young people who commit crimes. When I came out, I couldn't get a job and I was unemployed for over a year. So what choice did I have? If I hadn't been unemployed, I wouldn't have started robbing cash machines. I was sent to prison for two years. I'm 21 now and I don't want to go back to prison. I think I've been so unlucky in my life. I might have tried harder to lead an honest life if I hadn't been unemployed. Anyway, now I'm going to move out of the area and make a new start somewhere else.

LESSON 12.3 RECORDING 12.2

- 1 They took so much money that everyone in this country and in Europe will be aware of it, and they might have wanted to use the money in Europe.
- 2 They shouldn't have stolen such a large amount of money. Someone found a huge bag of cash the other day and the first thing they thought was, 'Could it have come from that Stockholm job?'
- 3 Basically, they can't have planned it properly. They should have involved fewer people. And you know, the more people involved, the greater the chance a friend or relative will tell the police.
- 4 The £2 million reward might have got some informers and other criminals interested. The culture of not informing on other criminals no longer exists. People will do anything to get their hands on that much money.
- 5 Banks have become much better at tracking bank notes, so there is a possibility that they might have traced some of the cash.
- 6 The police think someone with inside knowledge could have been involved – someone who works there – and, if so, that person will be the most likely one to offer up information when they are questioned by the police. They won't be used to police questioning and they could be the weakest link.
- 7 The security people must have been very careless. The robbers could have been caught easily if the security people were doing their jobs properly.
- 8 Well, in one sense it couldn't have been more successful. They got away with £50 million.

LESSON 12.4 RECORDING 12.3

D = Mr Davis, C = Ms Cornish, T = Mrs Taylor

- D: You can look at it in two ways, I think. Do you believe the witness who said he was definitely stealing the books, or do you believe the man himself? He said he was just borrowing the books for half an hour to read, then he was going to return them. But he didn't get the chance to do it. It seems to me that he's innocent because the manager didn't give him a chance to explain before calling the police. He appears to be an honest person to me. What do you think, Ms Cornish?
- C: Mmm, it's a difficult one, Mr Davis. On the one hand, he may look honest, but on the other hand, there's some evidence from one witness to suggest he was stealing the books. Personally, I'm not certain he's guilty because I think he acted on impulse, without really thinking. What do you think, Mrs Taylor?
- T: Well, I've made up my mind. I'm certain he's guilty. He didn't look honest to me. No, he didn't fool me for one minute. There's very little doubt, as far as I'm concerned.
- C: You seem very certain, but you presume a lot. I don't think it's a case of trying to fool us. We need to be sure that he really is guilty. My perception is that he is probably innocent. Really, it's obvious to me that he didn't intend to steal the books.
- D: Well, I'm not sure it's as clear cut as that. I mean he had money to pay for one of the books, and he didn't leave the shop. Are people likely to steal if they have money to pay for things? Is that really the case?
- T: Well, actually they do. Most shoplifters tend to have money with them when they steal things.
- D: Really, I didn't know that. Well, let's have another look at the statements and try to come to some agreement.

LESSON 12.5 RECORDING 12.4

Good morning. I'm Police Constable Martin Wilkes and today I am going to talk to you about simple home security. How can we improve security in the home and how can we protect ourselves? In the first part of my talk I'm going to mention simple precautions that don't cost anything. In the second part, I'll talk about devices you can buy to help with home security. You might think I'm stating the obvious, but in my experience failing to follow these simple steps leads to most security problems. First, always remember to close the doors and windows at the front of your house or apartment when you are at the back of the building or in the garden, especially in warm weather. Leaving your windows open creates a target and an opportunity for burglars. Second, don't leave signs that you are not at home, such as leaving a note on the front door saying you've just gone to the shops and you'll be back soon. Another simple precaution is to ask for identification from any visitors who claim they are from the gas, electricity or water companies. Now for the second part of my advice. An easy way of improving security is to buy and fit locks for your windows. Window locks are cheap to buy and easy to fit. A further simple and cheap device is a safety chain. This allows you to open the front door just a little. You

can then see who is calling and talk to them. The advantage of the safety chain is that no one can push the door open and come into the house. You mightn't believe it but many people who have safety chains forget to put them on when opening the door to strangers. A more expensive security method is to fit improved locks to all your doors. These locks are difficult to force open so they keep your property safe. An even more expensive method is to fit a burglar alarm for when you're away from home. Alarms are a very effective way of deterring burglars. If you use all these methods you'll find that you can make it very difficult for thieves to burgle your home.

LESSON 12.5 RECORDING 12.5

Good morning. Today I'm going to talk about two main topics. The first is car security. That means keeping your car secure. The second is security in the car. That means keeping yourself safe and secure in the car.

If you have a car or if you're a passenger in a car there are some simple tips that will help you to protect your goods. The first tip is always to lock the car, even if you're just going to be away from it for a few moments. Secondly, never leave anything valuable where it can be seen, even if the car is locked. If you can't take your valuable goods with you, make sure they are locked in the boot of the car. Radios, DVD players and satellite navigation systems are expensive. Remove them from the car when you park. Nowadays, a lot of drivers use car immobilisers, which prevents thieves from starting the car, and tracking devices that help the police track the position of your stolen car. Finally, if your car is old and doesn't have an alarm, put one in.

Now, let's switch to security in the car – your personal security. The first thing to do is to lock your car doors as soon as you get in. A common trick for thieves is to wait for a driver to get in the car, then to open the passenger door and steal a bag on the passenger seat, for example. But there is one point to always remember – release the locks when travelling at high speed. This helps you get out of the car quickly in case of an accident.

My next point concerns protecting yourself when you're stationary. If you see any crowds or if someone on the street shouts at you, lock all the doors and close all the windows. This is a simple precaution to prevent theft from the car. My mother once nearly had her bag snatched as she sat in the car at some traffic lights on a busy street. Fortunately, she was very quick-thinking and managed to hold the thief's fingers, bending them backwards and forcing him to drop the bag in the car. She then closed the windows, checked that the doors were locked and drove away. She was lucky. But unless you follow my advice you mightn't be so lucky. Of course, you shouldn't really leave your bag or briefcase in the front with you – it's much safer in the back, with the doors locked. Finally, worse than this is carjacking – someone jumping in at traffic lights and stealing your car with you in it. This is less likely to happen if your doors are locked.

So, remember, car security is not only the security of your car and of things in it, but also your security in the car. Follow my advice and stay safe. Thank you.