Alternatively, you could try to increase the time available. You could get up an hour earlier, or go to bed later, or you could reduce the number of breaks during the day, but I'm not going to tell you to do that. Rest and relaxation is just as important as work, to my mind.

So we can't reduce the amount of work we are given and we shouldn't try to work every hour of the day and night. Are there any other alternatives?

Let's think about the type of work you have to do every day. Basically, there are two types of work. Firstly, there is *current work*. These are the things that managers or tutors want you to do today. There is usually enough time in the working day to complete all the current work. But there is another type of work as well. This is *previous work* – these are the things that you promised to do yesterday, or intended to do last week, or forgot to do last month.

All work begins as current work – your tutor asks you to do an assignment, for example. At that time, all your colleagues are doing the same assignment so you can get lots of help with current work. But if you don't do current work at the correct time, it becomes previous work. So today's work is always current work + previous work. The thing to remember is – do current work today! Don't leave it to become previous work.

To sum up ... Work must balance with time available. You can't refuse to do work, and you shouldn't increase the time available because rest is as important as work. The key point is, always do your current work well and on time. Then you should find that you will have plenty of time available without getting up at 5.00 a.m. every day.

3.8

Lecturer:

Presenter: 3.8. Lesson 3.3. Learning new listening skills: Signpost words and phrases. Exercise C. Listen to extracts from the lecture in Lesson 3.2. Underline the stressed words in each signpost phrase.

1. Firstly, I'm going to talk about the reason for managing time.

2. On one side, we have WORK ...

3. Some management books say you must prioritize.

4. There are two types of work. Firstly, there is current work. But there is another type of work as well. This is previous work.

5. You could get up an hour earlier, or go to bed later, or you could reduce the number of breaks during the day.

3.9

Lecturer:

Presenter: 3.9. Exercise D. Listen to the introductions from some lectures. Make notes of the organization of each lecture.

One.

Lecturer: There are basically two types of work. On the one hand, we have work which other people give us. We could call that external work. On the other hand, we have work which we choose to do ourselves. We could call that internal work. Both

types of work are very important, but of course, if you do not do external work, someone will be unhappy.

Presenter: Two.

There are three types of memory. There is sensory memory, which only lasts for a few seconds. There is short-term memory,

which can last up to 30 seconds. Finally, there is long-term memory, which can last a lifetime.

Presenter: Three.

Lecturer: There are several ways of moving information into long-term memory. I'm going to talk about three of them today. Firstly, there is frequency, which means using new information a lot. Secondly, we have activity, which means doing something

with new information. Finally, I'm going to discuss association, which is linking new information to existing information in

our memories.

Presenter: Four.

Lecturer: Now let's consider global warming. Most people nowadays believe that the planet is getting warmer. But there are two ideas about this warming. On the one side, we have people who believe the warming is man-made. We are changing the

average temperature of the planet with air travel, car exhaust and burning fossil fuels. On the other side, there are people

who say the warming is natural. It is part of a cycle in nature.

Presenter: Five.

Lecturer: We're going to look at the Solar System today. Just before we start, I must tell you that there is one area of disagreement.

It is quite a basic point. How many planets are there in the Solar System? Some people say there are nine planets. These include Pluto, which is the furthest from the Sun and very, very small. Other people say there are only eight planets, because Pluto is too small to be a planet. Finally, a few people think that there are ten planets. They say there is a hidden

planet which is one and a half times the size of Pluto.

Presenter: Six.

Lecturer: As we all know, the world is running out of oil. If we continue to consume oil at the current rate, there will be no oil left by

2050. Today, I'll examine this issue of global energy shortage in more detail.

There are three main solutions to the problem. We could try to change our lifestyles. In particular, we could use cars and planes less. Alternatively, we could try to use energy more efficiently. We could build houses and office blocks in a better way so they lose less heat. Finally, we could try to replace oil as an energy source. We could build more nuclear power stations, and we could develop the technology of renewable sources, like wind, wave and solar power.

3.10

Presenter: 3.10. Lesson 3.4. Grammar for listening: verb + infinitive. Grammar box 13. Listen to the sentences. How is to

pronounced?

Voice: The student promised to finish the work yesterday.

I intend to write the essay next week. Students can't refuse to attend lectures. You could try to reduce the amount of work.

Everyone must remember to complete assignments on time.

You have to do all the work.

3.11

Presenter: 3.11. Exercise A. Listen to each sentence. Number the two words you hear in each case.

Voices: 1. You can't refuse to attend lectures.

You need to complete a form in the computer centre.
 Children often want to watch too much television.

4. Some people prefer to live on their own.

5. Most young people in Britain learn to drive at the age of 17.

6. You must remember to read the notes before each lecture.

7. Sorry. Did I forget to tell you about the next assignment?

8. The student promised to work harder in the future.

3.12

Presenter: 3.12. Grammar box 14.

Voice: Tutors expect you to hand in all assignments.

Books will tell you to get up earlier. They don't want students to miss lectures.

3.13

Presenter: 3.13. Exercise B. Listen to each sentence. Write the object.

Voices: 1. Lecturers expect students to take notes.

2. Time management books sometimes tell people to get up earlier.

3. Friends sometimes want colleagues to stop revising.

4. The researchers asked participants to complete a questionnaire.

5. Parents teach children to behave correctly.

6. Industrial psychologists help managers to understand the needs of workers.

7. The tutor reminded us to read the reference material.

8. The police forced the man to come out of the building.

9. His wife persuaded him to carry on.

10. My best teacher at school encouraged everyone to do their best.

3.14 DVD 3.D

Presenter: 3.14. Lesson 3.5. Applying new listening skills: Self 1 vs Self 2

Lecturer: Would you like to be a manager when you leave university? Perhaps the answer is yes. Perhaps it's no. But whether or

not you want to manage other people at work, there is one kind of manager that we must all become. We must all be managers of ourselves. Today, I want to talk to you about self-management – managing yourself. This is just as important at university as it is at work. Firstly, I'm going to talk about a theory of self-management. How can you actually manage yourself? Then I'll explain the problem which comes from this theory. Finally, I'm going to look at a

solution to this problem.

3.15 DVD 3.E

Presenter:

3.15.

Lecturer:

OK. So, first, let's look at a theory of self-management. It comes from a fascinating book by a man called Gallwey. It was published in 1974. It's actually called The Inner Game of Tennis but it's not just about tennis. Many psychologists recognize that the ideas in the book apply to everyday life. In his book, Gallwey describes two kinds of people. He says, on the one hand, there is the confident person. And on the other hand, there is the doubtful person. Confident ... and doubtful. The confident person says, 'I can do A. I remembered to do B. I'm very good at C.' The doubtful person is exactly the opposite. The doubtful person says, 'I can't do X. I forgot to do Y. I'm hopeless at Z.' I'm sure you have all met these two types of people. But ... and this is the important point, Gallwey says that we all have the two types of people inside ourself. One side is the confident self – Gallwey calls this Self 1. The other side is the doubtful self – Self 2. Which side is truthful? Well, both sides might be truthful. We all have things we can do and things we can't do, things we intended to do, but forgot to do, and things we've tried to do, but have failed to do.

Right, so, according to Gallwey, we all have two selves. What is the problem with this? But how do other people see us? In some cases, other people see a person as Self 2, the doubtful self. But in most cases, other people see a person as Self 1, the confident self. The point is ... people often see themselves as Self 2.

OK. So is that clear? On the one side, we have the confident self. This is how other people see us. On the other, we have the doubtful self. This is often how we see ourselves. And this is the problem. We see ourselves in a bad way.

What does Self 2 say? Well, firstly, Self 2 believes in everything or nothing. I mean, Self 2 believes things must be perfect, or they are terrible. Self 2 says, 'I made one mistake in that test so I'm hopeless.'

Self 2 is pessimistic. The future will always be even worse than the present. Self 2 says, 'I got a C in that assignment so I'll never pass the course.'

Thirdly, Self 2 thinks that a feeling is the same as the truth. In other words, I feel this, so it must be true. Self 2 says, 'I feel ugly so I am ugly."

Fourthly, Self 2 believes there is only one right way: Self 2 does not believe there can be several ways to be successful. Self 2 says, 'Everyone should have a career plan. I don't have a career plan so there is something wrong with me.'

Finally, Self 2 thinks single actions are the same as permanent situations. To put it another way, Self 2 confuses 'I did' with 'I am'. Self 2 says 'I did badly on that test so I am a bad student.'

What can we do about this? I mean, what is the solution? Gallwey says you must learn to value yourself. You must develop your self-esteem. You must recognize when Self 2 is talking, because Self 2 gets in the way of Self 1.

You must try to replace negative thoughts from Self 2 with positive thoughts from Self 1.

- Self 1 says, 'I made one mistake in that test but I got the rest of the answers correct.'
- Self 1 says, 'I got a C in that assignment so I'll have to work harder on the next one.'
- Self 1 says, 'I feel ugly today but I'm sure everyone feels ugly at times.'
- Self 1 says, 'Career plans are good for some people. But I don't want to make one.'
- Self 1 says, 'I did badly on that test so perhaps I didn't revise enough.'

So, to sum up, according to Gallwey, we all have two selves. Self 1 is confident. Self 2 is doubtful. People see us as Self 1. But the problem is ... we often see ourselves as Self 2. What's the solution? You must ensure that Self 1 does most of the talking inside your head.

3.16

Presenter:

3.16. Lesson 3.6. Vocabulary for speaking: Wasting time. Exercise B1. Listen to each dialogue. Complete it with a word from the list on the right. Make any necessary changes.

One.

Voice A. A study group is a good idea because ... Voice B: I don't agree. It's a waste of time. Voice A. Please don't interrupt. I haven't finished.

Voice B: Sorry.

Presenter: Two

Have you done the assignment yet? Voice A: Voice B: No, I haven't. I'll do it tomorrow. Voice A: Don't put it off any more! It's urgent.

Voice B: I've still got plenty of time. Presenter: Three.

Voice A: Should I write the essay first?

Voice B: Don't distract me!
Voice A: Or should I revise instead?

Voice B: Look! I have to get on with my work.

Presenter: Four.

Voice A: I'm trying to concentrate.
Voice B: Sorry? What do you mean?
Voice A: The television's disturbing me.
Voice B: But this is my favourite programme!

3.17

Presenter: 3.17. Lesson 3.7. Real-time speaking: Time thieves – people and things. Exercise B1. Listen to the first part of a

tutorial about interruptions by people.

Lecturer: OK. I asked you to look at time thieves for this tutorial. In particular, I asked you to do some research on interruptions from

other students, particularly flatmates. How did you get on? Mark?

Student 1: OK. I asked several people and they all said that other people are the main time thieves. I asked people for solutions. Some

people said, um ... tell them to go away. So, um, that's the first solution. Other people said that you should stop for a few minutes. You should stop and talk to them for a few moments, then you should get on with your work. So that's number two. A couple of people said that you should not try to study at home, in your flat or house. You should go to the library,

instead. That's what I found.

3.18

Presenter: 3.18. Exercise B2. Listen to the second part of the tutorial.

Lecturer: OK. What do we think of those solutions?

Student 2: I agree with the first solution. They know that you have to study so they shouldn't interrupt you.

Student 3: I don't think that's possible. You can't be rude to someone, even if you are studying. I think the second solution is better.

Stop for a few minutes and then continue.

Student 4: That's right. You can be polite but then say that you have to study.

Student 1: Yes. I think so, too. That's the best solution.

Student 3: Absolutely. Just have a quick chat.

Student 2: Possibly. But the interruption still disturbs you.

Student 3: I suppose so.

Student 2: OK. I've changed my mind. The last solution is the best one. Go and study somewhere else.

Student 3: I agree.
Student 1: So do I.
Student 4: Me, too.

3.19

Presenter: 3.19. Exercise D2. Listen to the students discussing mobile phones.

Student 1: I looked at mobile phones. I talked to a number of students and they all agreed that the mobile phone is a big thief. The

problem is that it never stops ringing. I asked people for solutions and some people said, turn it off and other people said tell people not to ring at certain times, when you are studying. A few people said that you should screen the calls. You

know, only answer if you need to speak to the person. So, those are my solutions.

Tutor: OK. Any thoughts?

Student 2: I agree with the first solution. I think that you should turn off the phone when you are studying.

Student 3: Absolutely. We shouldn't let mobile phones rule our lives.

Student 4: I'm not sure. Mobile phones are for people to contact you in an emergency, so you can't turn them off all the time.

Student 1: That's right. You have to keep your mobile on. But you don't have to answer it.

Student 3: I suppose so. You could just screen the calls.

Student 2: Perhaps. But the call still disturbs you, even if you don't answer it.

Student 4: That's true.

Student 2: OK. You're right. The second solution is the best one. Tell people not to call during your study period. Then they can still

call if it is really an emergency.

Student 3: I agree.
Student 1: I do, too.
Student 4: So do I.

3.20

3.20. Everyday English: Interruptions. Exercise B1. Listen to the conversations. Find three conversations that match Presenter:

the photographs above.

One.

I'm really sorry to interrupt but there's an urgent call for you. Voice A:

Voice B: The CEO. Voice A:

Right. I'd better take it. Excuse me a moment. Voice B:

Two. Presenter:

Voice A: Can you help me with this? Voice B: I can't, I'm afraid. I'm flat out. Voice A: It'll only take a minute.

OK. Pass it over. Voice B:

Three. Presenter:

Am I disturbing you? Voice A:

Well, I am a bit busy at the moment. Voice B:

Voice A: OK. I'll phone back later.

Thanks. After two. Voice B:

Presenter: Four.

Voice A: Is it OK if I put the television on? Well, actually, I'm trying to read. Voice B: I won't have it on loud. Voice A:

You always say that. Voice B:

Presenter:

Can I disturb you for a moment? Voice A:

Voice B: Yes, what is it?

The Internet connection has stopped working again. Voice A: Voice B: Well, phone the maintenance department then.

Presenter:

Sorry, could I possibly interrupt? Voice A: Voice B: Yes, of course. What's the problem?

Well, would you mind repeating that last figure? I'm afraid I missed it. Voice A:

Certainly. It was 15,783,000 dollars. Voice B:

3.21

3.21. Lesson 3.8. Learning new speaking skills: Tutorial skills. Exercise A2. Listen and check your answers. **Presenter:**

Voice: a. distraction, appreciation, contribution

b. preference, emphasis, possible c. apologize, impossible, alternative d. annoying, agreement, remember

3.22

3.22. Exercise B3. Listen and repeat the phrases in the Skills Check. Copy the intonation patterns. **Presenter:**

Voice: I agree with you.

That's right. Absolutely. Possibly. Perhaps

You could be right. I suppose so.

I don't really agree with you ...

I'm not sure. I still think that ... I still don't believe that ...

I've changed my mind. Now, I think ...

OK, you're right. Yes. Actually, that's true.

3.23

Presenter: 3.23. Pronunciation Check.

Voice: quotation, interruption, emphasize, sincerity, efficiency, forgiveness, improvement

3.24

Presenter: 3.24. Lesson 3.9. Grammar for speaking: Tense agreement in short responses. Grammar box 15.

One.

Voice A: I agree.
Voice B: I do, too.
Voice C: So do I.
Voice D: Me too.

Presenter: Two.

Voice A: I don't agree.
Voice B: I don't either.
Voice C: Neither do I.
Voice D: Me neither.

Presenter: Three.

Voice A: I researched mobile phones.

Voice B: I did, too.
Voice C: So did I.
Voice D: Me too.

Presenter: Four.

Voice A: I didn't look at interruptions.

Voice B: I didn't, either.
Voice C: Neither did I.
Voice D: Me neither.

3.25

Presenter: 3.25. Grammar box 16.

One.

Voice A: I think it's a good solution.

Voice B: Do you? I don't.

Presenter: Two.

Voice A: I don't think that's a good idea.

Voice B: Don't you? I do.

Presenter: Three.

Voice A: I looked at interruptions.

Voice B: Did you? I didn't.

Presenter: Four.

Voice A: I didn't find anything on the Internet.

Voice B: Didn't you? I did.

3.26

Presenter: 3.26. Exercise C. Listen to some statements. Give a truthful response.

Voices:

- 1. I have two brothers.
- 2. I live close to this institution.
- 3. I'm quite good at English.
- 4. I'm a morning person.
- 5. I'm going to go abroad for my next holiday.
- 6. I don't like the weather at the moment.
- 7. I didn't go to any lectures last week.
- 8. I'm looking forward to the exams.
- 9. I probably won't work in this country.

3.27

Presenter: 3.27. Portfolio: Self-management. Exercise B1. Listen to a lecture about sleep.

Lecturer:

... How much sleep do you get each day on average? If the answer is nine or ten hours, you are very unusual. The average for American teenagers, for example, is 7.4 hours per night. According to scientists, this is far too little. The average teenager needs about nine and a half hours of sleep. This is more than a young child, and more than an adult. Teenagers need more sleep because there are a large number of physical changes happening to their bodies. If they do not get enough sleep, they suffer many bad effects of sleep deprivation, for example, they get angry easily, they find it hard to concentrate in class and they may feel stressed because they are always late for school.

... Sleep is a physical and mental state in which a person rests their body. During periods of sleep, most senses, such as sight and smell, shut down and you are not aware of changes in the outside world. Your muscles lose power and you do not move around very much. This is why you do not normally fall out of bed. When you go to sleep, there are physical effects, too. For example, your heart rate decreases, your body temperature goes down and your breathing rate falls. However, surprisingly perhaps, there is no decrease in brain activity. In other words, your brain is as active when you are asleep as when you are awake.

... Researchers do not know the exact function of sleep, but clearly the body needs periods of complete rest. The harder you work during the day, the more sleep you need. There is also evidence that the brain uses a period of sleep to organize long-term memory and to fix information learnt during the day. A few studies have shown that it is a good idea to learn words from another language just before you go to sleep. The period of sleep seems to fix the words in your memory. Sleep may even help your brain and your body to work properly during periods of wakefulness. Studies have shown that if you do not get enough sleep, your ability to do even simple tasks goes down. This effect is not just on mental activity, but sporting tasks as well.

... All animals, including humans, have a pattern of sleeping and waking. It is called the circadian rhythm, spelt C-I-R-C-A-D-I-A-N R-H-Y-T-H-M. The rhythm is controlled largely by a chemical called melatonin – M-E-L-A-T-O-N-I-N. There is a difference in the sleep patterns of teenagers compared with the sleep patterns of younger children and adults. When you are young and when you pass your teens, you are normally ready to go to sleep at around 10 p.m. That is because melatonin is released into the blood at this time. But the sleep pattern changes at about 13 or 14. The melatonin is released later, sometimes as late as 1 a.m. Teenagers often don't feel tired until that time, then, of course, they have to get up five or six hours later to go to school.

... There is a chemical which prepares you for sleeping. It is called melatonin – M-E-L-A-T-O-N-I-N. The chemical is produced at about 10 p.m. in children and adults. But in teenagers, it is released later, at about midnight. This is why teenagers often go to bed so late. This later release of the melatonin has probably always happened in teenagers. However, the situation is worse nowadays because teenagers often have computers and televisions in their bedrooms. Researchers believe that the light from this equipment tells the brain that it is still daytime and so the brain does not release the sleep chemical. You can manage the production of melatonin by turning down the lights in your bedroom and turning off your computer and television one hour before you want to go to sleep.

4.1

Presenter: 4.1. Theme 4: Natural cycles

Lesson 4.1. Vocabulary for listening: Desert regions

Exercise B. Listen and complete the facts below about deserts. Use verbs from the box. Make any necessary changes.

Voice:

- 1. Deserts cover one-third of the Earth's surface.
- 2. Thirteen per cent of the world's population live in deserts.
- 3. A drought lasted for over 40 years in the Atacama desert in Chile.
- 4. Water evaporates 20 times faster in deserts.
- 5. Wind has sometimes carried sand from the Sahara to the UK.
- 6. The Sahara Desert occupies around eight per cent of the world's land area.
- 7. About 1,200 different types of plants flowers and trees grow in the Sahara.
- 8. The Sahara is expanding southwards at an average of nearly one kilometre a month.