

Brown and Kulik found that white Americans had better recall for events involving white people whereas black Americans had better recall for events involving black people. They also found that people remembered many facts about important events. They remembered where they were, what they were doing, what other people were doing, who told them about the event, and the effect the news had on them and on other people. But, and this is the important point, they could not remember events on the day before or the day after.

Brown and Kulik concluded that there is a special kind of memory. They called it *flashbulb memory*. The name comes from the flash on a camera. The researchers thought that some memories are like photographs. They also concluded that people have flashbulb memories for things that are personally important to them, hence white Americans remembering events with white people.

## 2.1

**Presenter:** **2.1. Theme 2: Friends and family**  
**Lesson 2.1 Vocabulary for listening: Describing personality**

**Exercise A. Listen to some statements about the Internet. Do you agree or disagree with each one?**

Voices:

1. Websites like Facebook waste a lot of time.
2. Twitter is just silly. Why do you want to know about every second of another person's life?
3. Friends Reunited is a marvellous site. It brings people back together, sometimes after years and years.
4. Social networking sites are dangerous. They have replaced real communication between people.
5. You cannot be friends with someone you have only met on a website. You must meet them face to face.

## 2.2

**Presenter:** **2.2. Exercise B2. Listen to some people. Each person is talking about his/her best friend. Number the adjectives in the order you hear them.**

Voices:

1. I love her because she is so independent. She just lives her own life. She doesn't ask you for help all the time.
2. He's a very positive guy. I mean, he is always optimistic about situations, even when they are very bad. He makes me feel positive when I am with him.
3. She's totally reliable. If she promises to do something, she does it. Every time. I really like that.
4. He's extremely considerate. You know, he always asks me how I am feeling. He asks me if I need any help with anything. I believe he thinks about other people more than he thinks about himself.
5. She's very supportive. I have had a lot of problems, but she is always there for me. She doesn't criticize.
6. She always tells you the truth, even if you don't really want to hear it. She is too honest at times, but I admire that, really.
7. He's available. That's what I like about him. Do you know what I mean? He's always there when you need someone.
8. She's very communicative. You know, some people don't give you any information, about themselves, their work, their feelings. But she tells me everything – and she listens, too.

## 2.3

**Presenter:** **2.3. Exercise B3. Listen again and make a note of the meaning of each adjective.**

[REPEAT OF SCRIPT FROM 2.2]

## 2.4 DVD 2.A

**Presenter:** **2.4. Lesson 2.2. Real-time listening: Making friends**

Lecturer: Today, I'm going to talk about a basic idea which links psychology and sociology. Psychology, as you know, is all about the individual. Sociology is about people in groups. One part of everyday life links individuals and makes them into groups. It is friendship. Research has shown that people with a number of close friends are generally healthier, in mind and body, than people without. For example, there is research from 2004. It is by Koji Ueno from Florida State University. Now Ueno studied adolescents – that is, teenagers. He questioned over 11,000 teenagers, and found that people with more friends were happier.

## 2.5 DVD 2.B

Lecturer: Today, I'm going to talk about friendship. First, I will discuss two words which are often used together – friends and acquaintances. I will identify the key differences between the two words. After that, I'm going to talk about how an acquaintance can become a friend. Next, I will list the characteristics of people with a lot of friends. We'll see the view of psychologists. Finally, you're going to do a personal survey. You'll find out if you can make a lot of friends.

2.6 DVD 2.C

Lecturer: So, firstly, let's try to understand the difference between friends and acquaintances. Everyone has many acquaintances. Acquaintances are simply people that we know. We know them from the social clubs that we go to, from the places that we work in or from our local neighbourhood. We know them from university. We see them around the campus at university and we say hello to them. Some acquaintances are also relatives. We meet them on family occasions.

But there is a big difference between an acquaintance and a friend. What is the key difference? It's simply this. A friend always starts out as an acquaintance. But something draws the acquaintances together, and they become friends. It is obvious but the point is ... we must like acquaintances for them to become friends. Perhaps we don't like everything about them, but we feel positive about most of their characteristics. Incidentally, relatives can also be friends. I know that we talk about friends and family, or relatives and friends, which suggests that they must be different people. But mothers and fathers can be friends with their sons and daughters. In fact, some of the closest friendships can be inside a family.

Now let's consider what makes us like an acquaintance. What makes us like someone so much that he or she becomes a friend? Psychologists say that if you want to make friends, you must think about yourself. What I'm saying is ... you must make people like you. It is possible to change your behaviour or your attitude, to become more likeable. But what should you change? Again, psychology has the answer. Ask yourself what you like about other people. Ask yourself what you dislike. Then ask yourself if you would like to be your friend.

So, to sum up ... firstly, we must like acquaintances for them to become friends. We've heard that likeable people make friends easily. So the point is, you must make yourself likeable. Finally, as we have seen, psychologists say there are certain characteristics that make people likeable.

OK. Let's finish with a bit of fun! Are you a likeable person? I've prepared a handout. Um, please take one and pass the rest on. There we are. Now, work through the statements on the handout and find out whether you are likeable. Psychologists suggest that likeable people can answer yes – honestly – to most or all of the statements. Check your answers with someone who knows you well.

2.7

**Presenter: 2.7. Lesson 2.3. Learning new listening skills: The main idea. Exercise A. Listen and number the next noun in each case.**

Voice: 1. friends and ...  
2. family and ...  
3. mothers and ...  
4. sons and ...  
5. brothers and ...  
6. men and ...  
7. adults and ...

2.8

**Presenter: 2.8. Exercise C. Listen to some extracts from lectures and tutorials. Make a note of the main idea in each case.**

Lecturer 1: We've heard a lot of information about psychology and sociology in today's lecture. I've mentioned some of the definitions of the fields of study, and I've pointed out some areas where the two disciplines overlap. But the key difference is, psychology is about the individual and sociology is about groups.

Lecturer 2: So to sum up. Most people want to have friends. Life is better with friends. It is more fun. But research suggests that friends are not just for fun. They are very important in everyday life. As we have heard today, Ueno conducted research into this in 2004. The point is ... people with friends are more healthy, in their bodies and in their minds.

Lecturer 3: There are many kinds of language test. There are true/false tests, multiple choice tests, gap fills. They all give the students prompts. The most important thing is, give a prompt in a language test. Unfortunately, a lot of teachers don't really think about this when they write tests.

Lecturer 4: You meet a lot of new words in every lesson. You hear new words from the teacher, and maybe from other students. You read new words in texts and in exercises. But the thing to remember is, you will forget all of them if you don't rehearse them. It's nothing to do with intelligence, or how many hours you study. It just the way that the brain works.

Lecturer 5: The human brain receives information all the time from the outside world. The information comes through the eyes, through the ears, through the nose. It goes into the sensory memory. Most of it, 99.9 per cent of it probably, goes straight out of sensory memory within three seconds. The point is ... we must pay attention to the information. Then we move it into short-term memory.

2.9

**Presenter:** **2.9. Lesson 2.4. Grammar for listening: Transitive and intransitive verbs. Exercise A. Listen to the start of some sentences with intransitive verbs. What kind of information do you expect to come next?**

- Voices:
1. At the time of his most famous research, Ueno worked ...
  2. She was very late so she walked ...
  3. The price of oil fell ...
  4. The plant in the first pot grew ...
  5. He was very poor and he lived ...
  6. The biggest cultural event of the year happens ...
  7. Many problems in families occur...
  8. Thousands of years ago, many tribes existed ...

2.10

**Presenter:** **2.10. Exercise B1. Listen to the start of some sentences with transitive verbs. Find and number a suitable object in each case.**

- Voices:
1. Ueno questioned ...
  2. I want to talk about ...
  3. Let's discuss ...
  4. Everybody has ...
  5. I like ...
  6. I've prepared ...
  7. We meet ...
  8. Bahrck worked with ...

2.11

**Presenter:** **2.11. Exercise B2. Listen to the full sentences and check your ideas.**

- Voices:
1. Ueno questioned over 11,000 teenagers.
  2. I want to talk about friendship.
  3. Let's discuss the differences between friends and acquaintances.
  4. Everybody has a lot of acquaintances.
  5. I like considerate people.
  6. I've prepared a handout.
  7. We meet acquaintances in many different places.
  8. Bahrck worked with several colleagues.

2.12

**Presenter:** **2.12. Exercise C. Listen to the start of some more sentences with transitive verbs. Complete each sentence with something logical.**

- Voices:
1. Short-term memory stores ...
  2. At school, we had to memorize ...
  3. I'm sorry. I can't remember ...
  4. Last year, I went ...
  5. In a vocabulary lesson, you must rehearse ...
  6. New information in short-term memory pushes out ...
  7. The train arrived ...
  8. I need to improve ...
  9. What do you think of ...
  10. The child was crying ...
  11. Do you prefer ...
  12. I always find it difficult to concentrate on ...
  13. Teachers should vary ...
  14. During the summer, she worked ...
  15. I'm going to demonstrate ...
  16. I always misspell ...

2.13 [DVD] 2.D

**Presenter:** 2.13. Lesson 2.5. Applying new listening skills: Keeping friends

**Lecturer:** In the last lecture, I looked at the importance of friendship, and the process of making friends. We saw that there are certain characteristics which make you likeable, like independence and honesty. They make you a good friend for most people. But what about keeping friends? According to many psychologists and sociologists, it is not enough just to be likeable yourself. You must actually like other people. Perhaps this sounds easy but, for many people, it is not. In this lecture, I'm going to look at barriers to friendship. Barriers are things which get in the way. The psychologist, Mary Milliken, says that there are three barriers, things that get in the way of liking another person. In her book *Understanding Human Behaviour*, which was published in 1981, Milliken calls them the three As – acceptance, approval, and appreciation. So let's look at each one in turn.

2.14 [DVD] 2.E

**Lecturer:** Firstly, we have acceptance. Some people want to change other people. They cannot accept them the way they are. They don't allow other people to be themselves. In particular, people often cannot accept the other relationships of a close friend. Why is she friendly with her? But human needs are complex – you will never understand all the needs of other people, even your closest friends. The point is ... you should not try to change your friends. Most people don't want to change, or can't change, so that is the first barrier to a friendship.

Secondly, there is approval. Some people find it easier to criticize than to find the good things in a person. Have you ever failed to show approval when a friend has been successful? Sometimes we find it difficult to be happy for another person's success, even a close friend. You need to fight this feeling, which is really simply jealousy. Milliken says we should start by looking for something that you can approve of, something you can like, in another person. At first, it can be something small – like the way they dress or the way they smile. But once you start to approve, you will find the number of things grow and become more important. This does not mean insincere compliments. What I'm saying is, you must notice other people – their appearance, their action, their achievements. People want to be approved of, so constant lack of approval is a second barrier to friendship.

Finally, appreciation. We have heard that you must accept a person for what they are. We have also heard that you must approve of your friends, their behaviour, their attitudes or their achievements. But you must go further if you want to keep friends. You must show that you accept and approve. Show that you value them. Thank them for any kind words or helpful actions. Show them that you appreciate them, that they are special to you. Many countries now have special days for appreciation of particular people, like mothers, fathers, children's teachers. Some people say, 'This is just commercial. It's just an opportunity for shops to sell silly cards.' But a mother, or a father or a child or teacher may feel hurt if you don't buy a card, to show your appreciation of the special day. So the thing to remember is ... don't just accept and approve – show appreciation.

So, to sum up, you need to be likeable to make friends easily but you need to like other people to keep friends. You need to accept them. Don't try to change them. You need to approve of them. You need to notice their appearance, their actions and their achievement. And finally, you need to show appreciation. Don't just accept and approve.

2.15 [DVD] 2.F

**Presenter:** 2.15. Lesson 2.6. Vocabulary for speaking: Sorry is the hardest word

**Tutor:** So, what do you think? Which is the best solution?  
**Student 1:** I think you should ignore it and carry on as if nothing has happened.  
**Student 2:** But people don't usually forget insults or bad behaviour. Problems don't usually go away by themselves, even between friends.  
**Student 3:** I agree. That's not a good solution, although I do it myself sometimes!  
**Tutor:** So, other ideas?  
**Student 3:** I think you should avoid your friend for a little while.  
**Student 2:** But that's the same as the first solution. In fact, it's worse. If you don't see your friend for a few days, it may even be harder to deal with the problem.  
**Tutor:** Yes, I agree. It's a very bad solution, but of course, in some cultures, it is quite common.  
**Student 1:** It certainly is in mine.  
**Student 3:** I think you should say sorry but make an excuse for your actions or words.  
**Tutor:** What do other people think? Marie – you haven't spoken yet.  
**Student 4:** I think it's quite a good solution, but the person may think you are not sincere if you make too many excuses.  
**Student 1:** So you could do the next one. Meet your friend and apologize with emphasis – I'm very, very sorry.  
**Student 4:** I think that emphasis shows your sincerity.  
**Student 1:** Actually, I've changed my mind. I think you should say sorry and promise not to do it again.  
**Student 2:** Sometimes, in my culture, we do the next one. I mean, we ask for forgiveness.  
**Student 3:** Yes, we do that, too. And we also offer to put things right.  
**Tutor:** So, what about a combination of actions.  
**Student 1:** Yes, you should apologize ...  
**Student 2:** Face to face ...  
**Student 1:** Yes, you should emphasize your words and ... what was the last one?  
**Student 4:** You should offer to put things right.  
**Tutor:** Great! Next problem ...

2.16

**Presenter:** 2.16. Exercise C. Listen to some apologies. Report them.

Voices:

1. I'm sorry I lost your pen.
2. I'm sorry. I forgot your book.
3. I'm really sorry. I left your CD at home.
4. I'm so sorry. I broke a glass.
5. I'm sorry I came late.

2.17

**Presenter:** 2.17. Lesson 2.7. Real-time speaking: Components of apologizing. Exercise C1. Listen to the first part of a tutorial. What did the students research?

Tutor: At the moment, we are looking at apologizing in different cultures. I asked you to research different aspects of apologizing in British culture. Let's hear what you found.

2.18

**Presenter:** 2.18. Exercise C2. Listen to each student. What did he or she discover about British culture?

Student 1: I looked at excuses. An excuse is a reason for your action. For example, you can say 'I'm sorry I'm late. The train didn't come on time.' According to my research, in some cultures, it is not polite to give an excuse. It means you are not really sorry for your action. You think that you had a good reason. But it seems that, in British culture, it is good to give a reason. If you don't give a reason, people may be angry. They may think that you don't care. And that's it, really.

Student 2: My topic was offers. Sometimes people offer to replace an item. For example, you can say 'I'm sorry I broke your glass. I'll buy you another one.' Apparently, in some cultures, it is rude to make an offer. The other person cannot accept it. But in British culture, offers are good. If you make an offer, people may not accept it, but they will be pleased. That's what I found.

Student 3: I researched promises. A promise talks about the future. For example, you can say 'I'm sorry I'm late. It won't happen again.' I couldn't find any information about this in other cultures. In British culture, I believe that promises are good. They suggest that you will make an effort in the future. Sorry, I didn't really get much information.

Student 4: I was asked to look at eye contact. This means looking at people while you are apologizing. According to my research, in some cultures, it is not polite to look at people. But in British culture, it is very important to look the person in the eye. It shows that you are sincere. I found a lot more information but that is the main point.

Student 5: I did some research on formality. This is the level of language that you use. For example, you can say 'I'm sorry that I got angry' in *speech*, but you might *write* 'I apologize for my anger.' One website said that all cultures have formal and informal speech but another one said it is not true. In British culture, there is a big difference between formal language and informal language. But informal language is fine for a spoken apology. That's what I found.

Student 6: I looked at emphasis. Emphasis means making something stronger. In some cultures, you can emphasize by repeating. For example, you can keep saying 'I'm sorry. I'm sorry. I'm sorry.' I found that, in British culture, you can emphasize an apology with *really* or *very*. For example, you can say, 'I'm really sorry' or 'I'm very sorry' to make it stronger. I think that's all.

2.19

**Presenter:** 2.19. Everyday English: Apologizing. Exercise B2. Listen and complete the conversations.

One.

Voice A: Sorry I'm late. Can I come in?  
Voice B: Of course. What happened?  
Voice A: I slept in. I'm really sorry.  
Voice B: OK. Have a seat. We're just starting.

**Presenter:** Two.

Voice A: Oh, I forgot to bring that book for you!  
Voice B: Never mind. I'll get it tomorrow.  
Voice A: Sorry about that. Do you need it for the lecture?  
Voice B: No. Not today.

**Presenter:** Three.

Voice A: I'm very sorry. I don't think I can finish my assignment on time.  
Voice B: What's the problem?  
Voice A: I don't have time to do the research.  
Voice B: Don't worry. Can you do it for Monday?

**Presenter:** Four.

Voice A: Excuse me, I was sitting there.  
Voice B: Oh were you? Sorry. I didn't realize.  
Voice A: That's OK.  
Voice B: Let me move my things.

**Presenter:** Five.

Voice A: I don't think I've got your assignment.  
Voice B: I'm sorry. I thought it was for next week.  
Voice A: No. The deadline was this week.  
Voice B: I'm sorry. I misunderstood.

**Presenter:** Six.

Voice A: What's wrong with her?  
Voice B: She's upset because you were rude to her.  
Voice A: But I didn't mean to be rude!  
Voice B: Well, I think you should apologize to her.

 2.20

**Presenter:** **2.20. Lesson 2.8. Learning new speaking skills: Starting and ending a turn. Exercise C2. Listen and check your answers.**

Voices:

- a. My topic was offers.
- b. In British culture, offers are good.
- c. That's what I found.
- d. Sorry, I didn't get much information.
- e. I was asked to look at eye contact.
- f. I found a lot of information.
- g. I did some research on formality.
- h. One website said that all cultures have formal and informal speech.
- i. ... but another one said it is not true.

 2.21

**Presenter:** **2.21. Pronunciation Check. Examples:**

Voice: reason, effort, action; excuse, support; honest, angry, tidy; afraid, polite; reject, accept, prepare; promise, offer

 2.22

**Presenter:** **2.22. Skills Check 1. Examples:**

Voice: I looked at excuses.  
My topic was formality.  
That's it, really.  
That's what I found.

 2.23

**Presenter:** **2.23. Skills Check 2. Examples:**

Voice: I couldn't find any information about ...  
There wasn't much information ...  
One website said ...  
but another one said ...

 2.24

**Presenter:** **2.24. Lesson 2.9. Grammar for speaking: Uses of *that*. Grammar box 8.**

Table 1.

Voice: That's what I found.  
And that's it, really.  
That's the end.  
I think that's all.  
That's all I want to say.

**Presenter:** Table 2.

**Voices:** I think that British people say sorry a lot.  
I believe that promises are good.  
I found that you can emphasize an apology with *really* or *very*.  
I understand that British people often offer to pay for mistakes.  
Research suggests that British people usually give a reason.  
It seems that it is good to give a reason.  
One website said that all cultures have formal and informal speech.

**2.25**

**Presenter:** **2.25. Exercise A2. Listen and check your answers.**

**Voices:** a. I believe that Japanese people apologize a lot.  
b. I understand that Americans apologize for lateness.  
c. It seems that Americans do not apologize after an accident.  
d. One website said that Chinese people apologize more to strangers than to friends.  
e. I understand that Chinese people apologize if they make someone look silly.  
f. Research suggests that Mexicans often ask for forgiveness for their actions.  
g. I found that Americans are told not to apologize for legal reasons.  
h. I understand that Japanese people do not make eye contact when they apologize.

**2.26**

**Presenter:** **2.26. Lesson 2.10. Applying new speaking skills: Apologizing around the world. Exercise A2. Listen to some sentences. What is the speaker doing in each case?**

**Voices:** a. I'm very, very sorry.  
b. I missed the train.  
c. It's my fault.  
d. I'll buy you another one.  
e. It won't happen again.

**2.27**

**Presenter:** **2.27. Portfolio: Relationships. Exercise B1. Listen to a lecture about relationships.**

**Lecturer:** So far in this course we've looked at making friends and also how to keep friends.

In this lecture, we're going to look at these ideas in more detail. Some people seem to make friends easily. They are popular and have few problems with relationships. On this occasion, we're not looking at the work of a psychologist or a piece of research. This is a theory from a management consultant called Tim Melville-Ross. The theory is based on his experiences in management from the 1990s. So let's look at what he said.

Melville-Ross divided people into two types: radiators and drains. In general English, a radiator is a device for giving out heat. A drain is a hole for taking away water. For example, there are drains in the street for rain water. There is a drain in your shower.

Melville-Ross said that, in his experience, radiators give out energy whereas drains take it away. Radiators are happy and enthusiastic. They listen to you and help you with your problems. They don't usually take their problems out on you. According to Melville-Ross, radiators don't try to put you down. Most importantly, they like everyone to be happy. So the point is, people who are radiators are usually popular and successful.

On the other hand, drains bring people down to make themselves feel better. They think their problems are the most important and like to be the centre of attention. They complain a lot and are generally pessimistic and negative. Often people don't realize that they're drains. So the first step in changing is awareness.

So, to sum up, it is much better to be a radiator than a drain. Everyone loves radiators and radiators love other radiators. It is also better to be with a radiator. Look for the positive in everything and be enthusiastic and encouraging. It will help those around you improve the quality of their lives.

**3.1**

**Presenter:** **3.1. Theme 3: Managing to be successful  
Lesson 3.1. Vocabulary for listening: Important vs urgent**

**Exercise B. Listen to part of a lecture on the management of To Do lists. Number the word or phrase to complete each sentence.**

**Lecturer:** 1. Have you ever said, 'I'm hopeless at managing my time'? Everyone has to deal with the issue of ...  
2. One of the most useful tools of time management is ...

3. But To Do lists often get longer and longer and become a waste of time. In the end, the To Do list itself can make us feel ...
4. You can't do everything at the same time – it's ...
5. So, you have to ...
6. In other words, you have to number the items on the list in ...
7. This sounds easy but it's not. The problem is sometimes called important *versus* ...
8. This is a problem which everybody ...
9. The management consultant Althea DeBrule points out that other people often give us the ...
10. They say to you, 'You must do this now.' But only you can say if something is ...

### 3.2

#### Presenter: 3.2. Exercise C1. Listen to some advice about using To Do lists.

Tutor: Go through your To Do list and mark each point A, B, C or D.  
Give an A rating to things which are important and urgent and a B to things which are important but not urgent. C is for things which are urgent but not important while D, of course, is given to things which are not urgent and not important. In fact, D things should probably be crossed out.

### 3.3

#### Presenter: 3.3. Exercise D2. Listen and check your answers.

Voice: useful, useless; stressful; wasteful; hopeful, hopeless; truthful; careful, careless; beautiful; harmful, harmless; timeless; fearful, fearless

### 3.4

#### Presenter: 3.4. Lesson 3.2. Real-time listening: Work vs time. Exercise A. Listen to some sentences. Find the correct photograph on the opposite page for each sentence.

Voices:

1. How come they have time to have fun?
2. I always have so much work to do.
3. I am SO late. The lecturer is going to be furious.
4. I'm never going to finish all this tonight.
5. If only we had a bigger flat.
6. It's difficult. Every time I sit down to study somewhere, my friends turn up.
7. The lecture is boring but you still shouldn't fall asleep.
8. The tutorial started at 9.00. Where have you been?
9. We get a lot of work done together in our study group.

### 3.5 [DVD] 3.A

Lecturer: I'm going to talk to you today about a problem. It is a problem which all of us face at one time or another. It's a problem which starts when you are a student. If you don't solve it then, it will get worse and worse. When you leave university and get a job, the problem will follow you. The problem is managing time. It is so important that Harvard Business Press published a whole book on the subject in 2006. Melissa Raffoni wrote in the introduction, 'Managing your time is much more than making a To Do list ...' Let's see what managing time is all about.

### 3.6 [DVD] 3.B

Lecturer: Firstly, I'm going to talk to you about the reason for managing time – Why do we have to manage our time? Then, I'm going to explain the basic equation of time management. You know equations from mathematics. One plus two equals three. Well, there is a basic equation in time management which is very useful. Finally, I'm going to look at ways of making the equation balance. As I'm sure you know from maths, equations must balance – both sides must be the same. How can you make the time management equation balance?

### 3.7 [DVD] 3.C

Lecturer: So, first, why must we manage our time? The reason is simple. If we don't manage our time today, the problem will be worse tomorrow. Let me explain.

This is the basic equation of time management. On one side, we have *work*. On the other side, we have *time available*. Equations must balance. Both sides must be the same. Work must equal time available. In other words, we must have enough time to do the work we have to do. How can we ensure that work equals time available?

Let's start with the work side of the equation. You could try to reduce the amount of work that people give you to do. Some management books say that you must prioritize. You must decide what is important. Other books tell you to say no to work. But that's very difficult when you are studying. Everything is important. Which things can you refuse to do? None. Tutors expect you to complete all assignments on time. They don't want you to miss lectures because you are behind with your written work.



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

**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.**

**Lecturer:**

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

**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.**

**Lecturer:** 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.