

GOING FOR FINALS B2, TRANSCRIPTS

1 The "Clever Hans Effect"

You are going to listen to a scientific radio show about an experiment with an animal.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, complete the sentences (1–9) using a maximum of 4 words.

Write your answers in the spaces provided.

The first one (0) has been done for you.

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

Hello and good evening, dear listeners. Today I'm talking about the "Clever-Hans-Effect".

This term refers originally to a trained horse, named "Clued Hans", referred to in the literature as "Clever Hans" ... who was taught by his master, William Von Osten, to do math and to report on this math ...

So William would ask the horse, ask Hans, to add $3 + 2$ for example and Hans would tap his hoof five times.

This may have seemed as if the horse understood not only the spoken word, but understood math, to mean that it was able to do mathematical calculations on its own, which was unheard of in the animal kingdom.

Several scientists reviewed this demonstration and declared it genuine. However, when proper controls were put into place it turned out that, if the people who knew the correct answer to the question Hans was being asked were not within sight of Hans, Hans could not come up with the correct answer.

His performance was later found to be due to the ideomotor effect or to subtle cuing: What William Von Osten was doing was, after he asked the question, he would – for example – stand a certain way or tilt his head a certain way and the horse, Hans, recognized that as his cue to begin tapping. When he got to the right answer then William would make another gesture, would stand up and nod his head, would give some indication that Hans had gotten the answer correct, so the horse would stop tapping, all involuntary by the way.

It's very important to notice that it was all completely involuntary, meaning that his trainer really wasn't trying to signal the horse to tell him to stop doing it.

His trainer genuinely thought that he had an amazing math-doing horse. And he did not realize that he was giving off these subtle signals.

So, it's actually very impressive that the horse was able to pick up on these subtle movements, which human beings couldn't right away. Eventually, of course, they did figure it out, but not in a blink of an eye as did the horse Hans and that's why we still call him "Clever Hans", cause he really was clever ...

And there are other examples of this same phenomenon occurring when scientists study animals and their behaviours, such as the "Nim Chimpsky Project". Nim was a chimpanzee and this project was studied in the 1970s. "Nim Chimpsky" is a play on words on Noam Chomsky, who is a famous US American linguist.

So there was scientific interest in primates' sign language training and they thought that this chimpanzee named Nim had abilities of signing beyond other chimpanzees to the point of almost a language that was being developed. But when they studied the research, they realized what was happening was that the monkey was simply imitating – more often than not – the hand gestures and arm gestures of the trainer in order for the chimpanzee to obtain some reward cause he knew he was going to get a piece of food or something to that effect. And this is again another "Clever-Hans-Effect".

The "Clever-Hans-Effect" has plagued animal communication research throughout its history. It's very difficult to completely control for any subconscious or subtle cuing. There's also a lot of forced fitting going on with animal communication research.

For example in another effect, in addition to just imitating what the human trainer was doing, it's also that chimpanzees or in some cases gorillas would do almost random signs until they got the result that they wanted.

And the researchers who were interpreting the signs would use a lot of the same kind of confirmation bias techniques that even ESP-researchers and others have fallen prey to, like:

- ignoring the first couple of signs until they got the ones that made some kind of sense, or
- saying that sometimes the chimpanzee has a sense of humour, because he'll say things that make no sense, so when he makes sense, he's communicating, when he doesn't make sense, he's making a joke.
- And they have to ignore a couple of signs here or there in order to make sense, that's OK too.

So there's a lot of ways in which it can appear that an animal is communicating when in fact they may not actually understand syntax, understand language, or understand the words but they are doing a learned behaviour in order to get a result from their trainers.

And one more thing - even when a researcher is consciously aware that they don't want to give a "Clever-Hans-Effect" by unconsciously cuing the animal, a lot of times they can't even help themselves, they'll do it without even knowing it. Actually, that's the key here - that it's all unintended and subconscious.

2 The Conflict in Northern Ireland

You are going to listen to an Irish man talking about a difficult period of Irish history.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, answer the questions (1–10) using a maximum of 4 words.

Write your answers in the spaces provided.

The first one (0) has been done for you.

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

I am not a historian and I don't know of the ins and outs of the earliest, em, period or stage of the conflict. But the one I am most familiar with is the more modern version ... em, the more modern stage which is probably 1969 to 1998.

And that, em, that happened because at the time Catholics in Northern Ireland didn't really have the same rights as Loyalists, Protestant Loyalists. And there were a lot of, a lot of demonstrations for civil rights, especially where housing was concerned. Catholics really couldn't get good houses at the time, and they had bigger families, as Catholics often do, so, especially in Northern Ireland.

That's not to say there weren't poor Protestants who, em, were not trodden on by the same system, but of course Nationalists on both sides fanned the flames of discontent and eventually there was a conflict.

So a lot happened in the sixties when Nationalists - Irish Catholic Nationalists - were demonstrating for their civil rights and they were pretty much brutalised by the staunchly loyalist Protestant police force, the Royal Ulster Constabulary, and they were beaten into submission. And the more they protested, the more they were beaten. So, out of this grew: first the official IRA, which were Marxist, and later the Provisional IRA which is a kind of an umbrella term for many different competing ideologies.

So, you know, it is very difficult to say who started it really, because what happened I think was that when the British arrived to keep the peace between the two warring sides. And when they arrived first, they were treated as heroes by Nationalists, by Catholics.

I don't think anybody meant for it to go on 30 years, but if you got armed Nationalists, you got British soldiers, so eventually people were going to take sides, and they started shooting at British soldiers, eventually killing lots of them. Then the Irish Nationalist community, Catholic community in Northern

Ireland became entrenched and of course the British would obviously side with the Irish loyalists, because they would consider themselves as British and they would be welcome in their part of the city.

But, yeah, it basically, what happened was, there was a status quo for, for maybe 25, 30 years. Bombs went off in England, there was repression against Catholic communities in West Belfast especially, and it was all very counterproductive, you know for every act of violence against the Nationalist community by the British army you would have a new generation of IRA volunteers emerging.

For every bomb that went off in an English pub you would have hardened attitudes towards the Irish in London, Birmingham and it made life intolerable for a lot of Irish people in England at the time who were living there.

So, it went on until the hunger strikes in the eighties, where many IRA prisoners decided to starve themselves to death in order to win their rights as political prisoners because at that time the Prime Minister Margaret Thatcher saw them as common criminals. So they refused to wear a prison uniform, so they starved themselves to death in order to show that they were not common criminals, but political prisoners. Personally, I don't agree with their politics, but I do believe they were political prisoners, just like loyalists are as well. You know, I don't believe that they should not be criminalised in that way, because if there wasn't a political situation, most of these guys would be in university, not killing other people, it's not like they are psychopaths. Some are, most are caught up in a war, a kind of small low-intensity civil war.

So, out of that came the emergence of Sinn Fein, which would be like the political wing of the IRA. They became very strong, because the main hunger striker, Bobby Sands, went on, em, went for election in the English Parliament. He was voted into the parliament. This was seen at the time as a victory for the IRA and Sinn Fein, because it didn't believe that Mrs Thatcher, the then British Prime Minister, would leave a political prisoner, not a political prisoner, but an English politician, member of Parliament, MP, die in a British cell, which she did.

And this led to a lot of, a lot of unrest in the north, but not as much as people thought there would be. But what happened was Sinn Fein got their first taste of success politically and after that they always looked for a political solution to the armed conflict. And it went on and on for a long, long time after that and all the time Sinn Fein were gaining support politically. And the more support they got the more the mandate they felt they had from the nationalist community and people in Ireland and eventually it led towards peace ...

3 Aldous Huxley

You are going to listen to a recording about the life of the English writer Aldous Huxley.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, complete the sentences (1–10) using a maximum of 4 words. Write your answers in the spaces provided.

The first one (0) has been done for you.

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

Aldous Huxley's entire family was quite famous in England, his grandfather being a well-known zoologist and friend to the father of evolution, Charles Darwin. His mother's side of the family was very literary but despite this early tie to the world of literature, Huxley's early aspirations were to follow science and become a doctor. This dream was derailed however due to a sickness Huxley developed as a teenager which caused him to lose his eyesight for a few years. Although his vision returned somewhat over the years, he would for the rest of his life require assistance from others in order to read and write. He could read somewhat on his own with the use of a magnifying glass but this was impractical for extended reading.

Despite these setbacks, he later would attend college at Oxford where he edited the school poetry journal. His eyesight problems would keep him out of the First World War, during which he would make the acquaintance of other famous literary figures such as Bertrand Russell and Clive Bell. His involvement with the Bloomsbury literary scene would appear later in his satirical novel "Chrome Yellow" which mocked this period of his life.

During these years he would meet his wife to be who was also involved in the Bloomsbury scene, Maria Nys. They had one child together, a boy named Matthew. It was in these years that he would write his most famous works, including the dystopian classic "Brave New World". Much of what Huxley depicted in his frightening future has actually come to pass. His predictions about mass media brainwashing the world into complacency and passive acceptance of the horrors of political abuse are particularly relevant today as are his foresights about the abuse of drugs. One could say that Huxley prophesied the 20th century.

After this time of great productivity his life took an unexpected turn when he made a trip to visit the United States for the first time. His unplanned visit would lead to him uprooting his whole family and moving to Southern California and Hollywood even for a time. He developed an interest in spirituality and Hinduism which he explored through relationships with various swamis most memorably Krishnamurti and Prabhavananda. These influences inspired him to write the book "The Perennial Philosophy", a treatise on the various pitfalls of mystical religion. Oddly, while engaged so deeply in these lessons from swamis and deep thoughts, he also was doing some screen writing for Hollywood studios, although he was never very successful at it. Nonetheless, he does have a few screen credits to his name, including the screen adaptations of "Pride & Prejudice" and "Jane Eyre". He also wrote a version of "Alice in Wonderland" for Disney but they were never interested in anything he brought to them, even though they did make the film later with a different script. Despite these brief forays into the media marketplace, Huxley remains mostly well known as an essayist, a fierce voice for pacifism, idealism, and mysticism, and as a novelist.

4 Every 15 Minutes

You are going to listen to a recording about a school programme in California.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, complete the sentences (1–10) using a maximum of 4 words.

Write your answers in the spaces provided.

The first one (0) has been done for you.

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

We just did a programme here at Fallbrook High School, called every 15 minutes, and it's an anti-drinking and driving programme. It's funded by the California highway patrol and what it is, it's a programme to discourage high school students from drinking and driving and also (to) encourage them to make positive choices while driving, like not using their cell phones, putting on their seat belts and not driving recklessly. "Every 15 Minutes", the reason why it is called every 15 minutes is because in California statistically every 15 minutes somebody dies at the hands of a drunk driver. That was 10 years ago, (but) because of this programme, because of a lot of other programmes the statistics actually is now every 32 minutes somebody in California dies in a car accident because of a drunk driver.

So what the programme is, it's a two-day programme. And on the first day, the juniors and senior class which are all 11th and 12th graders all walk down in the morning to the field and they see a car accident re-enactment. It's a fake accident, but it looks real. We have the fire department, the paramedics, the California highway patrol, which we call Chips (CHP), the San Diego sheriff; we have the mortuary, the morgue.

They come down and basically do a re-enactment, as if it was a real accident. We have the students who are in the car, who are actors, and some of them are dead, some of them are injured, and one of the drivers is drunk, she is acting drunk and basically what is the demonstration of what happens at an accident scene involving a drunk driver.

So, all the students watch this happening, it's about 25 minutes. The fire department comes out and they cut the kids out of the car and they do all the medical attention. They give the field sobriety test which is to determine how drunk the driver was and all the students get to see this happen.

And what happens afterwards, the kids go back to class and the actors actually continue on the process and they go to the police department and then they go on to hospital, and we videotape it, we videotape everything that happens. We show the drunk driver going to jail, we show the kid in emergency room as the doctors are trying to save his life and then he eventually dies and we are videotaping all this.

And it is interesting because the response of the kids on this first day from the rest of the students' party is kind of mixed, I mean, it's not a real sentimental time, it's kind of an exciting moment and the kids are kind of joking and laughing and (saying) "Wow, this is neat, this is wow ... "you know, "it doesn't really have that emotional impact".

But on the second day, on Thursday, it does. On Thursday we have another assembly, day two. We have like a closing ceremony, it's supposed to resemble a funeral. And on that day we have a lot of guest speakers who have actually lost loved ones at the hands of a drunk driver. And at this assembly we have a couple of different speakers, we have one person who is a parent, who had the opportunity to write a letter to a kid, to their child as if it was the last letter they ever get to send. It's fake, their child has not really passed away, but the letter is: "If you had one more thing to say, what could you say?"

And then we have a student who gets to read a letter to their parents as if it was the last letter they had ever sent.

So it's a really emotional assembly.

We are able to have one of our students who was in a car accident this year getting up in front of the student body and talk about his story. He is now paralyzed. His name is Jacob Robinson. He is a football player who made a poor decision. He wasn't drinking, but he wasn't wearing a seat belt and was driving

recklessly, and he got in a car accident. And he was able to speak to the entire student body and about his mistake and how he is living with that.

So if Wednesday the re-enactment was more about the logistics of what happens at an car accident, Thursday is more of the emotional side. And at this assembly there isn't a dry eye in the house. It's very emotional and it is very impactful for the students.

5 I Am Not My Body

You are going to listen to a yoga instructor talking about her body.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, answer the questions (1–8) using a maximum of 4 words.

Write your answers in the spaces provided.

The first one (0) has been done for you.

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

I believe I am not my body. Every day we see images of perfect bodies we can never have and we become convinced our bodies are who we are. As I was growing up, passing through puberty and becoming an adult, and now that I'm middle-aged, I've wasted a lot of time lamenting the size of my hips, the gray in my hair, and the lines in my face. Now that I'm getting close to 50, I can see that my parents were right all along: I am not my body.

I was born in 1959, just at the end of the baby boom. Unfortunately, I arrived without all of my body parts fully intact. My left arm is a short stub with a small hand and three fingers, a bit like you see in thalidomide babies. But I was lucky: I had superb parents. They were fighters who struck "I can't" from my vocabulary, and replaced it with "I will find a way." They believed the development of the mind, heart and soul determine who you are and who you will become. My body was not to be used as an excuse; instead it was a catalyst.

My body was not neglected, though. I went through surgery, my body was dragged to physical therapy, then to swimming, and then to yoga. But it was not the focus of my life. I was taught to respect my body, but to remember that it was only a vehicle that carried the important things: my brain and soul.

Also, I was taught that bodies come in all shapes, colors and sizes and that everyone was struggling in some way with their physical inadequacies. I've realized that this really is true although, as I was growing up, I found it really hard to believe that people in the cheerleading squad had any self-doubts.

In my different kind of body I have learned lessons about patience, determination, frustration and success. This body can't play the piano or climb rock walls but it taught all the neighborhood kids how to eat with their feet, a skill it learned in the children's hospital. Eventually it learned to tie shoes, it crossed a stage to pick up a college diploma, backpacked through Europe and changed my baby's diapers.

Some people think I am my body and treat me with prejudice or pity, some are just curious. It took years, but I have learned now to ignore the stares and just smile back. My body has taught me to respect my fellow humans — even the thin, able-bodied, beautiful ones.

I am my words, my ideas and my actions. I am filled with love, humour, ambition and intelligence. This I believe: I am your fellow human being and, like you, I am so much more than a body.

6 Vermeer: The Glass of Wine

You are going to listen to an arts expert speaking about a painting by the Dutch artist Vermeer.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, answer the questions (1–10) using a maximum of 4 words.

Write your answers in the spaces provided.

The first one (0) has been done for you.

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

The painting entitled *The Glass of Wine* was painted around 1662 by the Dutch Artist Johannes Vermeer and now hangs in the *Gemäldegalerie*, Berlin.

The picture shows a woman seated at a table drinking a glass of wine and a man who is still wearing his hat and outer cloak. The woman is elegantly clothed wearing a red satin dress with its dazzling ornate gold brocade suggesting that she has dressed to please her guest.

The clothes of the figures, the patterned tablecloth, the gilded picture frame hanging on the back wall, and the coat of arms in the stained glass window all suggest a wealthy and high-class setting.

A number of song books lie on the table which is covered by a heavy ornamental cloth. On the Spanish chair there is a blue cushion on which sits a cittern, a stringed instrument dating from the Renaissance. This is an instrument that often occurs in Vermeer's pictures and symbolises both harmony and frivolity. Should we believe that moments before, the man had serenaded the woman? Vermeer gives no indication as to the relationship between the man and woman or whether consuming alcohol will lead to the softening of her heart towards the gentleman. Maybe Vermeer just hints at a relationship.

The man has his hand on a jug of wine. He looks like he's ready to refill the young woman's glass. She's got it up to her mouth and she's just finishing it off. He looks impatient to pour her another glass, as though the goal of this whole interaction is to get her drunk.

But across from her at the windows that is ajar we can actually see a rendering in the stained glass of Temperance, of Moderation, in a sense an instruction to her to watch her step. And so the painting is about possibility, it's about her choice. And the man whose face is shadowed by his hat is a little sinister in that way.

There's a sense of distance between the two figures, a sense that they're not terribly familiar with one another, and I almost wonder whether the wine is going to make that happen.

One of the reasons that the flirtation doesn't have an opportunity to be represented is because he's in shadow – we can just barely make out his eyes, and her eyes are completely obscured by the shine in the beautifully delicate glass that she holds in front of her face. She can't speak now – she's drinking – and she can't even see beyond her glass – or at least we can't see – and yet that shine is all about vision and it's held right at her eyes. This is an early Vermeer but already we can see his fascination with soft light. Look at the way it infuses the space, comes through that blue curtain, and the delicacy that he has lavished on the tonality of the back wall and the other forms in this room. It's just spectacular.

There are ways that the figures are linked. Look at the concentric rings that fall from the man. You have his collar, then you've got a series of folds in the drapery that catch the light and sort of expand as they move down towards his arm. And then that motion is picked up by the beautiful gold brocade in the woman's dress, and then the folds on her hip. And so there really is a kind of harmony between those figures and in some ways this painting is about harmony and disharmony.

We also have that characteristic geometry in the composition: The square of the window that's open. The rectangle of the frame on the back wall. The square on the back of the chair. And the squares that move back in the perspective on the floor. There is this kind of checkerboard pattern that does create a clear structured interior, and then we have objects that are placed askew of that, so we've got the line that the window should trace but the window is open, so that there's a diagonal that interrupts it. We've got the careful rectilinear tiles on the floor, but then you've got the chair – again – that's at an angle and is offset from it. In some ways this painting is about the disruption of order, and the way objects are placed in this space are about the tension that's created when things are not aligned. And perhaps that

functions as a kind of metaphor for the interaction between the two figures. Or a kind of foreboding about what may happen.

7 The Life of a U.S. Marine

You are going to listen to George Foster, a U.S. Marine.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, choose the correct answer (A, B, C or D) for questions 1–9.

Tick (✓) the correct answer.

The first one (0) has been done for you.

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

Hello! My name is Gunnery Sergeant George Foster. I have been a marine for 17 years, I am currently stationed at Camp Pendelton, in southern California.

To become a Marine, some people get recruited. We have recruiters that go to schools, or you see TV commercials with a 1-800 number to dial. In my case, it was a call for something that I always had wanted to do ever since I was a small child.

I wanted to grow up to be GI Joe, the action figures that I played with. I joined the Marine Corps immediately after high school. I come from Baltimore City in Maryland.

Em, my Boot camp was pretty rigorous: it was my first time away from home, drill instructors yelling at you. From the outside and when you are going through it, it feels like abuse, but it really is not, because the training I received in Boot camp prepared me for what I would have to deal with later on in my career, when you are in a combat situation when everything is going on around you wrong but you have to make sure that everything is done right. So it's to desensitize you for stress.

Em, so I graduated in Boot camp – was that? – in 1995, February. My first duty station was Cherry Point, North Carolina; I was with the EA-6 Prowler unit, eh, aircraft and jam radar.

After leaving Cherry Point I got stationed at Marine Corps in Miramar where I was with a logistics unit, doing the same job in a different part of the country.

I spent 4 years there, I left because my mother had fell ill. I went to a C-130 unit, which is a cargo aircraft, doing the same job, in a different place. I left C-130 when I got promoted, came over to F 18s again which was really, really rough this time.

While with that unit, I went to Afghanistan. That was a different type of war deployment for me.

While there for three and a half months, we got indirect fire. The closest one hit as I was standing outside talking to somebody. When you are far away, you hear a boom, when you are close you hear a loud clap, like if someone slammed a door or slammed a book down.

Because of that event and some of the things that happened while I was over there, I developed PTSD; I still deal with it now.

What is that?

Posttraumatic stress syndrome ... So I take medication for it and go to counselling for it. But that wasn't enough:

While I was in Afghanistan, I actually felt suicidal, I was trying to decide: okay, how could I kill myself without it hurting? And I never really figured it out. But I was seeing a therapist. My therapist asked me the greatest question that I was ever asked, and that's: "If you are not gonna kill yourself, what were you gonna do in life? Make me a list."

So I made a list and becoming an Ironman triathlete was one of my goals, so, erm, finishing up my career, getting my degree. I have a 17-year-old son, you know, to help him into his adult life and to finish an iron distance triathlon, so I started training.

He ... she introduced me to someone, who helped me train. I signed up for a race. Last year I finished the 70.3 Ironman, here in Oceanside and I am training up now for Ironman in Arizona next year.

But a, well, doing sports has been one of the things that has helped me to deal with the post traumatic stress syndrome and also it helps me channel my mind. To ignore the panic attacks, when I have to be here at work, or what have you.

The command that I am right now, the HMLAT 3 in Camp Pendleton will probably be where I retire from.

I have 27 months left, then I'll be a 20 years salary B, barely 38 years old, finishing my career and working on my next life's adventure. But I really recommend anybody "Serve the military, serve the country, because it gives you a greater love for being, you know, part of whatever nation you are part of."

8 Plastics Piling Up in the Atlantic Ocean

You are going to listen to an interview with Emily Ferucci, a British oceanographer working in the USA.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, choose the correct answer (A, B, C or D) for questions 1–8.

Tick (✓) the correct answer.

The first one (0) has been done for you.

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

IRA: Hello, you're listening to "Friday Fever" from KPJ and I'm Ira Bengel.

I'm sure you all have heard of the great Pacific garbage patch, the island made entirely out of trash afloat in the Pacific, roughly north of Australia. Well, it has a lesser known cousin in the Atlantic which students have been studying for over 20 years now in what is called a "Sea Semester". The students get hands on training by towing nets through the ocean in order to gather tiny pieces of plastic which they then carefully catalogue. Through their labors they have found that a few hundred miles off the coast of Georgia the concentration of plastic is just as high as it is near the Pacific garbage patch.

These studies have also led to a rather startling discovery. Although the amount of garbage in the ocean continues to increase, the plastic count actually is not rising, which begs the question: where then is the plastic going? Our guest today Emily Ferucci can perhaps shed some light on this question for us. Emily works at the Sea Educational Association in Plymouth, Connecticut, where she teaches oceanography.

Emily joins us by telephone all the way from sunny San Francisco. Welcome Emily and thanks for making time for us.

Emily: It's my pleasure - thanks for having me.

IRA: Emily, is this phenomenon something scientists are keeping secret or something? It seems this ought to be better known.

Emily: Oh, yes, definitely. For roughly 20 to 30 years or so the Sea Education Association has been keeping it from the public. For about forty years or so we have been taking students out to study in the Atlantic aboard our research vessels. Those are sailing ships and we call this our *Semester at Sea* program! At any rate, since about the late 70s those studies, mostly done by towing nets of plankton over the surface of the sea, have led us to these conclusions. We have only recently decided to make them public.

IRA: I'm a bit concerned. Does that mean that I could go out there and find a big floating heap of trash?

Emily: Oh no, that's a common misunderstanding, though. These "garbage patches", as they are called, aren't actually visible from aboard a ship. Not even where you float right in the middle of one. The plastics we are talking about are in bits so small you can hardly see them when they are right in front of your nose. We are talking smaller than your smallest toenail.

IRA: So, why the coast of Georgia?

Emily: Well nobody picked the coast of Georgia, and it's pretty far offshore as well. This makes the pieces even more challenging to find. The real answer is that the ocean currents control where we have to look. This is actually one of the most complex aspects of our work, calculating the currents in the ocean to determine where any sort of debris, natural or otherwise, will end up. In this case it is roughly the same latitude of the city of Atlanta, ironically enough. The currents drag anything that floats to a far offshore area and concentrates the debris there.

IRA: Hmm. But if we are creating more and more plastics then why isn't more of it turning up there?

Emily: Well, that is the big question and since we cannot actually measure just how much plastic is entering the ocean, we have to do quite a lot of calculating. We use municipal waste records and global plastic production records from the United States to get a general idea of what is happening, and definitely we see that more plastics are indeed entering the Atlantic. Despite these attempts at figuring out just what is going on, there are still elements we can't quite explain beyond guesswork. We are only skimming the surface quite literally and there are many questions yet to be answered. Our nets which we use to collect this plastic are actually only about a third of one millimeter in size, which of course limits our samples to those larger than that. We know that due to radiation and the action of the waves, there is certainly smaller pieces than that in the ocean which we are not seeing.

IRA: Wow! Is all this complex work done by undergraduate students?

Emily: Yes, it is.

IRA: Is this their summer project?

Emily: Oh no, we do these academic projects year round. The students help us do two sweeps with the nets a day, they sort through the contents we pull and they do it six weeks long straight. They use tiny tweezers to do the sorting, which looks quite ridiculous when you see the amounts our nets pull in, and they catalogue it all very efficiently. We are quite proud of our students actually as many aren't even science majors, but simply concerned humanitarians. We get students with any sort of major from the arts to the humanities, who most certainly won't go on to be scientists by any rate.

IRA: They'll keep those tweezers with them for the rest of their lives, though, I'd bet! *[laughs]*

Emily: Yeah! Yes, well hopefully some of them are listening now with loads of happy memories!

IRA: Well, this has been very informative. Thank you so much for making time for us today, Emily.

Emily: Oh no problem. I do hope that more and more people will become aware of this issue and take their plastic usage more seriously.

IRA: Alright listeners, we will be back after a word from our sponsors.

9 Gun Laws in Texas

You are going to listen to a Texan speaking about gun laws in Texas.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, choose the correct answer (A, B, C or D) for questions 1–7.

Tick (✓) the correct answer.

The first one (0) has been done for you.

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

I am absolutely opposed to the law which in Texas is very, very popular, as a matter of fact I am opposed to the law for all sorts of reasons: there are so many accidental deaths caused by gunfire, there is also ... people get killed because a husband gets jealous of his wife or a wife gets jealous of her husband or a boyfriend is upset because his girlfriend jilts him and so they get to shoot each other. There is also a lot of guns used in criminal, by criminals.

A saying in Texas is: if you outlaw guns, only criminals will have them. And there is something to that, but it's not enough.

I am absolutely opposed to the fact that everybody can carry guns, fortunately up to this time, even in Texas, where guns are, next to the bible, the most holy thing that you can have.

It's not permitted to take guns into bars; it's not permitted to take guns into schools, or into the university. I was very happy about that while I was a professor that you can't take guns into university as some of my colleagues at other universities have been shot to death by students who got upset, and since I had upset a lot of students I wasn't very eager to have somebody shoot me. And you also can't take guns into the state capitol, although there I can actually understand wanting to take a gun, but you can't. You can't take a gun into the governor's mansion and so forth.

However, some of our legislators are trying to pass a law saying that it should be illegal to forbid carrying guns in any location whatsoever, so that one can have guns everywhere where one wants, including in the airports and in the rallies when the president is speaking and whatever you like, because the people that want this would just as soon shoot the president anyway.

No, I did not actually say that and you can just assume that I accidentally had a slip of tongue when I said that, but guns are a plague and I'd be much happier if we didn't have the Supreme Court making an absolutely foolish interpretation of the second amendment which says, "in order to maintain a well-regulated militia the right to bear arms cannot be ..." and then there is some language which I can't quote exactly, but "restrained", in other words: everyone has a right to bear arms, but they want to admit the first half of that statement, "a well-regulated militia", that is that you use guns in their proper place.

Of course, people grew up, my father grew up, my grandfather grew up going hunting. I have no objection to having rifles for hunting although I don't do it myself, because I can't hit the side of a barn much less a deer but I don't object to that, but I certainly object to having hand guns and assault rifles, and machine guns and rocket-propelled grenades and all that sort of thing which the people, fanatics maintain that we should all be able to go armed to the teeth want to have ...

10 How I Taught Cricket to Hungarians

You are going to listen to Andy, an English language teacher in Hungary.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, choose the correct answer (A, B, C or D) for questions 1–7.

Tick (✓) the correct answer.

The first one (0) has been done for you.

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

When I was at school in England, we had cricket lessons every summer. Not very many, and generally the teachers just gave us the ball and the bats and the pads and we just went to play. And I actually didn't really like cricket, I wasn't so strong, I couldn't hit the ball, we had to share the bowling. Because cricket is very much like baseball, somebody bowls the ball and someone else tries to hit it. And the other people then try to catch the ball. That's it in a nutshell.

So, I didn't really like cricket, but then when I was in Hungary, in Budapest, I was always looking for new things to do with the kids, like drama and music. And then I came up with British sports and I introduced that as a module in my school in Budapest. And some of the kids liked it, but we didn't really have the facilities to play, and they were all involved in football and other school sports.

But then when I moved to another town, a smaller town, suddenly ... , it was a new school, new kids and we went to the fresher's camp and I thought, "Why not play cricket one evening?" during the fresher's camp and they loved it. One class, everybody played, we hit the ball over the fence and we had to go into the neighbour's house to get it two or three times. Everyone had a great time and then we went

back to school on the following Monday and the kids were coming up to me in the corridor, saying, "Andy, Andy, when is the next training?" And I said, "Training?" So I agreed to do it, and the school supported it, because they like...every school likes extra-curricular activities, after school-activities. So ... But at that point there was no cricket in Hungary at all, so I had to bring stuff from England at Christmas. I went to see my parents, so I brought back some bats and balls.

And we played with them and then I was on the Internet looking for competitions we could go to, looking for tournaments, and I found a girls' tournament in Germany, so I told the girls, "Oh, we are going to go to Germany". But nobody believed me. But then, through a school project, I got in touch with a teacher in England and he was a cricket coach, and a cricket player. So he said, "Oh, come to my school, or come to my town and we will play. We will coach you and you can play against the local schools." So, nine months after starting cricket in my school I took 15 kids to England. So they had the English experience, the culture and the language, everything and they had cricket as well.

And after that, we went to Slovenia, because there is some cricket in Slovenia, and then the Czech Republic, and since then, that was in 2007, since then I have been to 8 different countries and been on 18 different cricket trips. So ... with different kids mainly, but some of the kids have been on almost all of the trips.

So ... we now have International cricket, international Junior cricket, international women's cricket and back in 2007 I spoke to a friend and I found another guy, and between us we started a league in Budapest of 6 teams. So, some of my kids played with me in one team, and then there were, there was an Indian team and a Pakistani team, and mainly an English team, because generally in all of these European countries there are Indians and Pakistanis, Australians and lots of English people living and they all know cricket from school and from TV. So it is very easy to get clubs together, and so we have had a league in Hungary since 2007. We travel a lot. I personally want Hungarians to play cricket, so I spend a lot of time teaching in schools, demonstrating cricket, and the natural enthusiasm is there. When the ball is coming, you hit it as hard as you can and then you run. And little kids, about 12, 15, between 12-16 years old, it's very easy to get them to play cricket and then I say, "You will travel, you will play for your country" and it's a great feeling all round ...

11 How to React When Meeting a Snake

You are going to listen to a radio programme on snakes.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, choose the correct answer (A, B, C or D) for questions 1–8.

Tick (✓) the correct answer.

The first one (0) has been done for you.

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

HOST: So now you're planning that big world trip and there's lots to think about. Now this time you want a little bit more of an adventure, something that takes you into the great "unknown", or maybe you want to just go wandering into the national parks in America or Canada. Or how about that Jungle trip to Cambodia you have been promising yourself or even close to home – just a swim in the sea somewhere warm, somewhere Mediterranean.

Now, I don't know how about you but I'm fascinated with things like the discovery channel. I could just sit there and watch it for hours and hours. And you know other things like that, things like the dangers of the deep and stuff. So I thought I'd compile a programme all about a survivor's guide for you, a kind of what to do if you are far away or even close to home and you come across something wild. And in fact you don't have to be too far away, for example when I was in Italy last week, we were in the countryside and reading a sort of gentle guide's warning about what to do when you come across things like a snake or a scorpion and just a couple of hours later I actually ran across a snake, it was a large snake lying in the middle of a road. And let's be honest, you don't want that kind of thing crawling into your

kitchen or crossing your path when you're out on a stroll in your holidays. But if it does happen, the big question is: what do you do? Well, for what to do I turned to one of Europe's most famous snake experts. He's Dr. Jeremy Bateman, and he studies snakes and reptiles at the University of Reading.

JEREMY: Well, the answer to your question: if it's behind you, then the problem has already been dealt with because you're already walking away from it and you just keep walking away from it. That's normally all you have to do if you encounter a dangerous snake.

HOST: What happens, though, if you're trapped between a wall and a snake and it appears that there's just no way to escape and walk away from it. Is there any way that you can pacify something like that?

JEREMY: Well, snakes don't generally go around attacking people. I mean there's nothing in it for them! We're too big for them to eat so ... then ... there's no reason for them to attack us. 99 % of the time any venomous species of snake will try to get away from you as fast as they possibly can. Now, occasionally you can find yourself in a confined space with a snake, sometimes they can get into your houses in tropical areas, for example, then usually the best thing to do is simply stand still and hopefully the snake will find a dark corner and hide out there.

HOST: OK, but in case they do feel a bit threatened, it is possible that the snakes can become dangerous, right?

JEREMY: Well, that's certainly true. The snakes can feel threatened by humans, I mean, look how big we are compared to them. And of course they have to defend themselves but in most cases it's relatively easy to avoid. Oh, rarely, you could possibly find yourself confined to a space with a snake – it's unusual circumstances but it does happen. In such a case you should just stand very still while the snake is close to you and you should make a quiet exit whenever possible.

HOST: So, don't make any loud noises, no gestures, don't try and flick the snake away with your hands, 'cause that's not gonna work, right, that's not gonna help the situation?

JEREMY: No, definitely don't do anything with your hands and the snake! If you've got a stick or something like that, you can flick the snake away with that or keep it at bay at least with that.

HOST: Right. So what kind of mistakes do people usually make when they're confronted by snakes, 'cause there must be some very common mistakes.

JEREMY: Well, the biggest mistake most people make is trying to pick them up or trying to be macho with them; that's how a lot of people get bitten. The other mistake is, people who get bitten when they don't even realize. They get bitten because they don't even see them. They put their hand or feet in places they shouldn't or would generally not assume a snake to be hiding, ah, things like that.

HOST: But, OK, well, if it all comes down to it and you actually are bitten, what do you do next?

JEREMY: So, a very good thing to do, if you can, is take a picture of the snake with your camera or mobile phone and show it to the people at the hospital. Stay very calm, the chances of dying from a snake bite are actually very minuscule, and even if relatively little is done, the chances of dying are slim. But, as always, try to get medical help as soon as possible!

HOST: Yeah, stay very calm ... I hear that over and over again. 'Suppose it's difficult, but, OK ... so stay very calm.

That's Dr. Jeremy Bateman. He studies snakes and reptiles at the University of Reading.

12 Which English?

You are going to listen to 5 people speaking about the English language.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, match the speakers (1–5) with their statements (A–M).

There are two extra statements that you should not use.

Write your answers in the spaces provided.

The first one (0) has been done for you.

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

Speaker 1:

I come from the west coast of Scotland, from a city called Glasgow. We speak a west coast dialect there. We definitely speak better English than the north and the south of England and the Americans. Our English is definitely the nicest and most popular way to speak.

Speaker 2:

My name is Harriet and I am from South West London and lots of my friends tell me that I don't have an accent, they think I am accentless.

In England there are lots of different accents, well, even more in the British Isles and the UK. My favourite accent is Southern Irish, because it's quite a soft accent and it sounds like ... almost like you are singing. It's quite a contrast to Northern Irish which is a lot more harsh.

People today in London often all speak horribly, I think. They drop their "T"s, and say words like "waer" and "wa" instead of "water" and "what". This is so they fit in with their friends; it's all influenced by people on the TV, like Jamie Oliver.

Speaker 3:

I come from Madagascar where I attended a French school and learned English since the age of 10. Now I would say that I surely have some kind of accent, but the kind of English I'm speaking is more related to or closer to the American accent. British English is still THE English, the original, but to say that British English would be the only one doesn't suffice any more. Because you have Australia, you have America, so I think we should be able to keep (up) with the changes and we have to realise that America is the biggest power in the world, so understanding and speaking the American way I think is very important as well.

Speaker 4:

I am from the Republic of Ireland and I guess we speak mostly British English, although we speak a lot of American English as well. As for which is the most important ... I think they are both very important, because on the one hand you have a lot of MTV which kids, teenagers, will look at and enjoy, and that's obviously American, but there is also a lot of very good programmes in English and of course there is a lot of sporting events which take place on Sky and things like that which are very much British English. I think English football is very popular amongst young teenagers today.

Speaker 5:

I am from Boston, Massachusetts, in the United States, so I speak American English. But, as far as other Englishes go, I work with a Scottish guy that I can't understand, it's a very difficult accent. As far as teaching English as a second language: it's funny, I joke around with my friends, but actually talking to students and former students I think the stress should be on American English, because if you think about it: American English sort of evolved from all these foreigners coming over, adopting the British English

13 Friday The 13th Superstition

You are going to listen to a live radio show about the fear of Friday the 13th.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, match the beginnings of the sentences (1–8) with the sentence endings (A–M).

There are two sentence endings that you should not use. Write your answers in the spaces provided.

The first one (0) has been done for you.

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

SPEAKER 1: Hello, dear listeners. Today we are talking about “Paraskevidekatriaphobia” which is an irrational fear of Friday the 13th.

The term was coined by Dr Donald Dossey, who was a specialist in phobias and ... yes ... he refers to an irrational fear of Friday the 13th, not just the movie series.

So Steve, my first question is: if you say an irrational fear, you’re talking about someone who just might mildly, like think “Oh, it’s Friday the 13th, I’ve got to be careful”, or are we talking about like, ehm, phobia-level, like ... doesn’t leave the house, is totally freaked out. ... What are we talking about?

STEVE: Well, that term specifically refers to a phobia, so you might need to meet the criteria for that. It’s not just getting freaked out because it’s Friday the 13th, or just having superstitious beliefs about it. You have to actually alter your behavior in order to qualify.

Now, according to some of the polls, about 10 % of the US population have some belief that Friday the 13th is an unlucky day. Of course, those surveys always depend on how exactly the questions are asked. And this is a, a not uncommon superstition, a belief in something magical, or irrational, largely based upon confirmation-bias. You think there is this correlation with this, and then, well, you look for instances that support this belief, and then you may dismiss exceptions as the exceptions that prove the rule, essentially.

SPEAKER 1: Those folks are going to have a tough time this year because we have “Friday the 13th” three times. We’ve already had one in February, we are having one – well, right now –this month of March, and also in November again, we have a Friday the 13th coming up.

STEVE: Well, it’s actually a combination of a couple of fears: one is a fear of Friday, which is kind of odd, but one possible explanation for this kind of fear is that Christ was crucified on a Friday, which was the execution day among Romans apparently, and, let’s see, Friday was also the Hangman’s Day in Britain. So, all of this coupled together might play into that fear.

And there’s also, I think, the bigger fear of the number 13 itself, also known as “triskaidekaphobia” that is very prevalent, well, at least in the United States. People believe that possibly this originated from 13 people at the last supper, others think that it might have to do with Loki, the Norse god of evil, who apparently started a riot when he crashed the banquet at Valhalla attended by twelve gods and he was the 13th.

SPEAKER 1: That Loki is a crazy guy.

STEVE: Yeah, well, to this day my mother is not comfortable when there are 13 guests seated at dinner and she will do anything that she can to make it more than 13, or less in some cases.

SPEAKER 1: Is that why she uninvited me that one time?

STEVE: Well, I can’t really talk about that now.

But there have been a lot of studies done on whether or not Friday the 13th is actually unlucky, because if you think of it, even from a skeptical standpoint, it stands the reason that if some people believe it’s unlucky, they may behave differently and therefore end up causing trouble, accidentally.

Back in 2004 a study looked into road accidents and whether or not people actually got injured more on Friday the 13th. One study did actually find that females tended to be injured more often which caused a bit of disturbance when it first came out but there have been a couple of follow-up studies that have shown no such effects. So, it probably really wasn’t that valid.

SPEAKER 1: Yes, and I’ve read a book written by Richard Wiseman called “The Luck Factor”, in which they study the concept of luck over a 10-year-period with a number of people and, basically, they conclude that people make their own good or bad luck. So, the state of mind can definitely have an effect on how things turn out for you. So, it’s where expectation becomes partly a self-fulfilling-prophecy when it comes to luck. But with Friday the 13th it’s not possible to really document it with a well-controlled study.

And again, we come back to perpetuation being partly cultural. I think most people probably look at it as fun, just to talk about Friday the 13th being unlucky. In recent years skeptics, in fact, have taken to having Friday the 13th parties, where they deliberately break as many superstitions as possible, by

breaking mirrors and walking under ladders, etc. etc. But it remains the most common and widespread superstition in our culture and for skeptics I think it is one more thing specifically not to worry about.

14 CHSTV – Carlsbad High School Television

You are going to listen to Doug Green, a teacher at a Californian High School.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, match the questions (1–8) with the answers (A–K).

There are two answers that you should not use.

Write your answers in the spaces provided. The first one (0) has been done for you.

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

My name is Doug Green and I'm the advisor for a broadcasting programme called CHSTV. We are – I'm proud to say – of all the hundreds or possibly thousands of high schools that do this in America for the last five years we have been ranked Nr 1 in the country which is really kind of neat.

And my students typically start, I also teach at a Middle school, so they start when they are really 11 years old, and like Taylor, one of the students who you met, who brought you over here – they can continue for six years.

We are live every morning; we do a real live newscast that runs about 10 minutes every morning. Students cover school news, local news, community news. This is an election year in the US, so we are gearing up for our election coverage. It's totally student run, I just sort of keep them out of trouble. I stand back and I make sure that everything is working correctly.

But it's just phenomenal, I get kids that are really passionate about their world, very curious kind of students and we are having a unique model at this school and that it is not video production, it's not for kids who want to learn how to work with cameras, it's really for kids that wanna go into the filmmaking and media world. Every student is required to be in front of the camera, they're required to be an anchor or a reporter.

Our studio is brand new; it's unlike anything that you would find in any high school. The set was designed by the same company, he's world-renowned for designing sets for major TV stations all over the world, I mean literally all over the world. He happened to graduate from this school. He is in his fifties probably. So it was a very substantial donation, we think it was probably a \$100,000 donation.

How we pay for all this is: we make films that air on PBS TV and our films are big budget films. The one that really launched it all was a film on the Holocaust which we shot mostly in Germany. We did do a couple of days in Austria.

I took 16 kids who knew nothing or very little about the holocaust. For two years, we totally immersed them. We took five trips to Europe and, erm, we made a film that is now shown and been translated into multiple languages and is shown around the world. So that film is a sort of a steady income source for us.

We are on a new film now. It's is very controversial. It's about vaccinations and do they cause autism and we don't believe that they do but it's a very controversial topic and, erm, we are getting hate mail and people are very angry at me because I'm teaching this class and we have a message and so we think vaccinations are very important and they're safe.

But that's sort of what we do in this class.

15 Look, Listen, Taste!

You are going to listen to a live science talk show.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, match the beginnings of the sentences (1–7) with the sentence endings (A–J).

There are two sentence endings that you should not use.

Write your answers in the spaces provided.

The first one (0) has been done for you.

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

IRA: Have you ever tried opening a bag of chips in a quiet movie theatre? It's like a tiny bag of firecrackers. Why do those bags have to be so noisy? Well, what if that crinkly plastic made the chips a little bit crunchier or at least made you think they were a little bit crunchier? What if senses other than taste and texture can change the way you feel about food?

You're listening to "Friday Fever" from KPJ and I'm Ira Bengner.

Here with me now is Tim Becker, the editor of the "Almanac of Implausible Research", to tell us how your sights and sounds contribute to making your sugars sweeter, your salts saltier and your strawberry mousses, well, "moussier" I guess. Well, you get the idea.

Hi Tim, welcome to "Friday Fever".

TIM: Hi Ira, and you actually forgot to say "and make your life livelier".

IRA: Well, I left it for you to say that.

TIM: OK, thanks.

IRA: Well, thanks for the papers you sent to us. Very interesting. They're about tricks that are used in the food industry and about how it can be tested whether they work or not.

TIM: Yeah, these are things that a lot of good cooks probably know about, and whether they realize it or not, they definitely have something to do with it but what exactly these things are is a little bit fuzzy, 'cause everybody's a little bit different.

There are some scientists in England and especially in the Netherlands that have been running tests for years and they tend to sound kind of bizarre. The scientists prepare some food, they'll give it to different people to eat and later, the people realize that something else was changing while they were eating it, something in the atmosphere.

IRA: Hmm, and in one test they gave people some ice-cream that tasted like bacon?

TIM: Yeah, that was Michael Bell. He's the leading scientist on the topic and he does his research at the University of Cambridge. He teamed up with one of the famous chefs in England and they made something that sounds a little bit crazy: bacon-and-egg ice-cream, which, I'm told, is actually pretty good, tastes really like bacon and eggs. And they served bacon-and-egg ice-cream to a bunch of people and they had them do sort of rating, of how "bacony" does it taste or how "eggy" does it taste. And they would play sounds and whenever they would play the sound of bacon frying, you know that crackling sound, people would constantly say that the thing tasted a lot more "bacony" to them, only because the sound was different.

IRA: Yeah, and they also gave people different kinds of spoons, which affected what they thought about the food, right?

TIM: Oh, yeah, they've done all kinds of things. The spoons is actually a gigantic question, not necessarily important, but gigantic. What the spoon is made of, of course, can change things. Somebody else did some tests not too long ago about spoons made of different metals, and they found out that different metals taste different to your tongue.

But these guys also played with things like: "What's the shape of the spoon?", "What's the colour of the spoon?", "How heavy is it?", and all these things had some effect on people.

But more interestingly for me, at least today, is when people said the food actually tasted different, 'cause how it was served or what it was served in ... it was sweeter, or it was saltier, whatever, you know, the things you think (that) couldn't change.

IRA: But it did.

TIM: Yeah, it did.

IRA: And, and, I've only got a few more seconds here, one of the most fascinating things for me is that people were willing to pay 50 % more for a red wine if it was served under a red light, than if it was served under a white light.

TIM: Yeah, that's actually quite amazing and things served on different-coloured plates sometimes tasted sweeter to them.

IRA: Well, thank you very much, Tim, for taking the time to be with us today and we'll see and hear you again!

TIM: Thank you very much, Ira.

IRA: Thank you.

16 Kicked Out

You are going to listen to an interview with the Austrian Tanja Gruber, who is developing a project to help teens deal with money.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, match the beginnings of the sentences (1–9) with the sentence endings (A–L).

There are two sentence endings that you should not use.

Write your answers in the spaces provided.

The first one (0) has been done for you.

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

SPEAKER: Financial responsibility can be difficult to learn and equally difficult to teach. Internationally the number of people filing private bankruptcies has tripled just in the last decade and teaching young people how to manage their finances might be the answer to solving this problem. A team of ambitious young people from Austria, where roughly 45,000 people had to look to the Austrian *Schuldnerberatung* for help just last year, are developing a game on Facebook that attempts to do just this.

Rita Bellheim reports:

RITA: Affording the smart phones, laptops, and digital cameras which slowly are becoming commonplace in our lives today has introduced a new pressure upon the finances of the common consumer. The problem with all these new advances is that everybody wants them, but not everyone can afford them, and younger people are learning this the hard way, falling into debt to get that iPhone or other gadget they just have to have.

TANJA: Mmhm. The money goes out so much faster than it comes in and there isn't a proper safety net set up for people, especially for those between 14 and 19 who are taking their first steps into our consumer marketplace. And they really should be able to make mistakes and learn from them, without getting into really big trouble.

RITA: This is our guest, Tanja Gruber. Tanja feels quite passionate about this issue and has begun a project to address the problem, but from a somewhat unconventional angle.

TANJA: In fact, it really can change your world for the better to learn about the market and keeping things balanced in the right way. But it can ruin you and make you feel worthless to learn these lessons the wrong way.

RITA: Learning the basics of balancing a checkbook or keeping a healthy savings account is only the simplest sort of information Tanja is trying to impart through the project, but even more so, she hopes to impart skills and teach tactics which will help young people adapt proper behavior in the face of financial challenges.

TANJA: It's a lot like learning to ride a bike, really, in the sense that when you fall down, you just get back up, you try again, and eventually you learn to stay up. Ideally, handling your money should work in the same way, with a safety net in place, so that when you make mistakes, you can recover and try again. Sadly, this is not the case in our world today and many find themselves steeped in debt struggling to get back up again from that first fall.

RITA: This is where the safe environment of a video game comes in. Learning the right tactics and good fiscal behavior is much easier in a virtual setting, which is why Tanja and her team developed the Facebook game "Kicked Out".

TANJA: Yeah, the game is called "Kicked Out" because you begin in a post-apocalyptic world where you need to secure a certain resource, in order to keep yourself healthy and safe. But your parents have literally thrown you out of their house and you are entirely on your own. The resource you gather is of course just a symbol for real money but we don't tell the player that part. You are given one safe space in a rented apartment, which you need to survive but equally you need more of the resource to keep it a safe haven. You have to step out into our dangerous world and complete tasks and overcome challenges, in order to maintain your supply of the resource.

RITA: Also this is an online game so the players are not alone in this post-apocalyptic world.

TANJA: Exactly. Every aspect of money in real life involves interacting with others in one way or another and we have tried to transfer this aspect to the game. So, trust, reputation, and social skills will influence a player's financial situation, much like how in the very successful game *World of Warcraft* you depend entirely upon others to survive. This is also where Facebook friendships will play an interesting role because your real-life friends will be able to do things such as back you for credit and loans with their signatures and such. It's all very, very exciting.

17 Surfing in Southern California

You are going to listen to a man speaking about his hobby.

First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, match the questions (1–10) with the answers (A–M).

There are two answers that you should not use.

Write your answers in the spaces provided. The first one (0) has been done for you.

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

My name is Tom Hall and I'm 63 years old and I'm an avid surfer. First of all, I'd like to tell you about the surfboards we use.

When the waves are small, we use what we call a long board. And the long boards are generally about 9 feet long, some are longer, and the long board is for the small waves and it's more like a slow dance because you can walk up and down the board and manoeuvre it in a certain way where it works well.

When the waves are bigger we ride short boards. And the short boards could be about 5.5 or 6 feet long and that's like a fast dance, it's like the twist, because you need to move the board to get the speed and the waves and so we ride multiple types of boards. I have three boards depending on the waves.

So we go to the beach, we ... first thing we do is ... the tides are very important, a real high tide in southern California is about 7 feet and a real low tide is a minus one foot and that makes all the difference in the world, because when the tide is too high the waves are not gonna break because it's too deep unless the waves are very big. And when the tide is too low, the waves crash too fast in those cas-

es. So you have to know exactly what the tides are gonna be and another factor is what the winds are gonna do.

In Southern California what you are looking for is either no wind or an offshore wind to make the wave hold up. Onshore wind is not good, because it's hard to surf with chop on the wave.

And depending on where we are surfing ... it could be a paddle out of.. it might take you 5 minutes, it could take you 30 minutes if the waves are big and crashing to paddle out to get to the outside area where you wanna turn around and find a wave ... and so you may find a wave that you are gonna ride for maybe as short as 10 seconds and you may find a real good wave that you could ride for maybe up to a minute.

So the tide's a factor, the wind is a factor .., the crowd is always a factor, because if there is a lot of people you're not going to get as many waves and there is a protocol to whoever stands up first, is that's who gets the wave.

And so it's just like a car pulling out in front of you on the freeway, and so that's the wrong protocol, and so there are rules in surfing and within the last 30 years we have what we call a leash that we wear around our ankle and that enables us to not swim as much and that helps a lot in colder water. And it also helps on rocky beaches because you don't wanna be walking on the rocks to get your board and it also saves your board a lot too from getting what we call dings.

And our boards that we have now are fibreglass over a soft foam and the price of these boards are anywhere from \$350 for a brand-new board to ... up to a \$1,000. So as far as an investment and as far as a sport it's not a very expensive sport compared to skiing and other sports.

We do use what we call surf wax and so unlike skiing where you put wax on the bottom of the skis to make it go faster, we have a wax that we put on top and that helps us stick to the board – and so we don't put anything on the bottom of the board.

And there are a lot of different techniques. You can recognize a friend's style from over 100 yards away just because everybody surfs different.

I have probably caught hundreds of thousands of waves in my life and no wave has ever been the same. And I can remember waves that I've caught 35 years ago, and every wave is different, just like every person is a little bit different.