AUDIO SCRIPT

Exercise 2.

Speaker 1: So, we need to make a decision about the project?
Speaker 2: Yes, I know. It's hard choosing the right topic and time frame though, isn't it?
Speaker 1: Right. Well, I really liked your idea about how society has changed over the past few decades. It's quite topical, and I think we'd be able to find a lot of supporting material.
Speaker 2: Hmmm, I'm having doubts about that now. I think we need go back further, to be honest. Maybe look at early nineteenth-century family values, compared to now. It's a great period to study. So many changes were going on.
Speaker 1: Are you sure? Wouldn't that give us a lot of extra work? It's not like we can go out and ask the general public for an opinion, is it? I'm not convinced it's feasible within the time frame we have.
Speaker 2: Hmmm, I see what you're getting at. What about looking at the mid to late 1940s until now? We could include industrialisation and possibly the introduction of the National Health Service. And just think about the fifties, sixties and seventies. Society was changing all the time.
Speaker 1: I admit it's interesting …
Speaker 2: But ...?
Speaker 1: Well, it's been done too often for my liking, and a 70-year time frame is a little long. There would be too much material.
Speaker 2: So, where does that leave us?
Speaker 1: How about earlier that century? Say, the first few decades? We could incorporate changing attitudes to women in society. There's plenty of material online, but the limited period means we won't overload ourselves.
Speaker 2: OK, I'll go along with that. Shall we go to the library this afternoon and start our research?

Exercise 3.

Sarah: Hi, Tom. Did you have a look at my assignment? I could really do with your advice.
Tom: Oh. Hi, Sarah. Yes, I did. I thought it was great overall.
Sarah: Really? Thanks. But I'm having doubts about the length of the introduction.
Tom: Hmmm, I do see what you mean, Sarah, but I'd say it was concise – remember, it's only supposed to be 10% of the word count. I'd leave it as it is. I was a bit confused about the methodology though. I think you could make that section a little more transparent.
Sarah: OK. I guess I could do that, although I thought it was quite clear myself. What did you think about the findings? I've been really thorough with my analysis of the questionnaires. I think it's one of the strongest sections.
Tom: Well, yes, I agree to a point. You've clearly done a lot of work, but I do think you'd benefit from adding a bar chart or two – something to help the reader understand the data.
Sarah: Oh, do you think so? OK. Well, you've given me something to think about. Thanks, Tom.

Exercise 4.

Speaker 1: I'm so pleased we've got permission to collaborate on the family values interviews. It's such an important part of the project. I don't think I could've done them on my own.
Speaker 2: Definitely. You always have more fun working together. But we don't have a lot of time, so I think we'll need to split them in half.
Speaker 1: I'd go along with that. Although interviewing people together would have been easier, not to mention more enjoyable, we do have a tight deadline. It just won't be feasible if we don't divide the work.

LIVEWORKSHEETS

Exercise 5.

Sue: Hey, Tony. How're you finding university?

Tony: Hi, Sue. I love it but it's tough at times. The project I'm working on now, for instance, has been particularly challenging.

Sue: Oh, really? Why? I thought you had it all under control. You're doing the Industrial Revolution, aren't you? I know you've always loved machines and industry.

Tony: Well, yes, I have. But I started to get overloaded by the amount of material available online. So, although the Industrial Revolution is something I'm really interested in, I decided I'd look at the Victorian era instead – you know, the late nineteenth century. I wanted to focus on the fight of women to be treated equally in that period.

Sue: OK, right! Well, I think you'll find that far from boring.

Tony: Absolutely! But I discovered several others had already chosen that topic, so it just wasn't possible. Then, I thought about family life post-1945.

Sue: That's great! I'm doing changes in family values at the end of the twentieth century. Perhaps we can see if we can collaborate?

Tony: Well, that would've been good, but as I did that at school, I thought it might be a bit tedious. You know, researching the same topic twice, so I reconsidered.

Sue: And?

Tony: Well, I've always found the subject of the monarchy a bit dull, as you know, but I thought I'd give that a go. With the right angle, I think it could be really motivational. I'll question their relevance in the modern world.

Sue: Hmmm. You won't catch me choosing a topic like that. I remember studying kings and queens at school, and let's just say it's not something I'll be doing again! I just can't get inspired by it. So, what else are you doing?

Tony: Well, I want to look at the effect learning has on those who are extremely poor. I had my doubts at first, but the more I think about it, the more I think it's feasible.

Sue: I think that's a great idea, Tony. Good luck!

Exercise 6.

Tony: So, Sue, you said you wanted help with your project. Though I don't know why – you're miles ahead of me!

Sue: I know it seems that way, but I'm really having doubts about several aspects. Can we go through it? It's on the laptop.

Tony: Sure, fire away!

Sue: Right, well, let's start with the aims and objectives. I've listed both the broad purpose and what I want to achieve. I am going to move them around a bit, but overall I think that section is all in order.

Tony: Next!

Sue: OK, so, the background. Here, I'm talking about values and social change and the morals of young people.

Tony: It looks quite thorough, Sue, but you've neglected the plans that teenagers put in place to prepare themselves for their next life stage. It's a difficult period, if I remember rightly. I think you should include that somewhere.

Sue: Yes, I see what you mean. I hadn't thought of that, but I remember that turning 18 was an important event for me. What about the methods? I admit, I found that section challenging. I think I've said the same thing over and over and need to be more succinct.

Tony: Hmmm, not necessarily. Sometimes, a little repetition simply underlines the point you're trying to make. Right, let's look at the structure.

Sue: Now, about that, I'm uncertain if some of my research questions are feasible, and I just don't like the way my questionnaire is presented.

Tony: In what way?

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Sue: Well, I adapted some of the questions from a youth development questionnaire I found online – one from the late twentieth century. I guess I'm fairly happy with the content now, although I reckon I could make some improvements. But I'm really concerned about how I've arranged it. I just couldn't get it looking right.
Tony: Hmmm, I'm not sure, to be honest, Sue. I think the structure's not unclear, and I like the way you've put it together. I think you just need to shorten the list of questions. I'm not convinced anyone would want to give you that much information. Perhaps halve the number to 50 items. You'll be more likely to get a response.
Sue: Well, I guess I could. Maybe 100 is a little too many! What about the conclusion?
Tony: Well, I like the way you've connected youth values with education, and you've got some strong evidence to support your argument about illegal activities and being extremely poor, so I think you should make this link a little more obvious, to be honest.
Sue: OK, I'd go along with that. Thanks for your advice, Tony. You've been brilliant!

Exercise 7.
Tony: So, how did your presentation go, Sue? I heard it was a great success.
Sue: It went well overall, thanks. I managed to get the deadline extended. I'm not sure I would have finished it in time otherwise. Of course, I did get a lot of support.
Tony: Yes, I remember you said you got permission to go to the local prison and interview some of the young people who have broken the law. Did you find that helpful?
Sue: Well, I'd hoped it would give me more insight into their behaviour and how upbringing may have influenced the desire to commit a crime, but it wasn't useful in the end.
Tony: That's a shame. I know you were looking forward to it.
Sue: Yes, but the local youth centre asked if I could help for a few weeks – without pay, of course. And in doing so, I got a much deeper understanding of some of the issues teenagers face, particularly around their relationships with their parents and siblings.
Tony: Wow, that's brilliant! I've always thought you should get involved in something like that.
Sue: Well, yes, I've decided to keep it up, actually. It's only once a week, and I've become quite friendly with some of the older kids. If I can help them, you know, find the right path, then that's a good thing. And it might help me find a job in the future.
Tony: Good for you. How did you find working with your tutor? I've heard he's a bit difficult to communicate with and can be a little unhelpful.
Sue: On the contrary. I met him once a fortnight and his advice was invaluable. Although, he didn't think it was a good idea if I worked with anyone else – which I didn't really agree with, as I find it much harder working alone. He did recommend I use the knowledge I'd gained from some research that I carried out last year, and I'm so glad I did – it must've saved me hours.
Tony: How did you find the university resources? I didn't find them of any use whatsoever when I was working on my project. The books I wanted to borrow were never available, so I just didn't bother in the end.
Sue: I know what you mean about the library books. But the library has a good quiet area at the back. I went there quite a bit – usually when I wanted some peace and quiet. It made studying a bit easier at times.
Tony: Well, that's great, Sue. I'm so pleased it was successful.
Sue: Well, I couldn't have done it without you, Tony. We've been mates for years and, well, you gave me a lot of support when I was feeling down about it.
Tony: Don't mention it, Sue. That's what I'm here for!

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