Section 3

JOHN: Erm … hello Professor, I'm John Wishart. I'm working on my entry for (1)……. My tutor said you might be able to help me with it.

PROFESSOR: Ah, yes, I got a copy of your drawings. Come in and tell me about it. (2) ……. is it?

JOHN: Well, it's an international design competition and we have to come up with a new design for a typical domestic kitchen appliance.

PROFESSOR: I see, and are there any special conditions? Does it (3)…… ……. for example?

JOHN: Actually that was the focus in last year's competition. This year's different. We have to (4) ……. to existing technology, using it in a way that hasn't been thought of before.

PROFESSOR: I see, that sounds tricky. And what kitchen appliance have you chosen?

JOHN: Well, I decided to choose the dishwasher.

PROFESSOR: Interesting, what made you choose that?

JOHN: Well, they're (5) ……. in most Australian houses but they're all pretty boring and almost identical to each other. I think some people will be prepared to pay a little extra for something that looks different.

PROFESSOR: That's a nice idea. I see you've called your design “the Rockpool"; why is that?

JOHN: Basically because it looks like the rock pools you find on a beach. The (6)……. so that you can look down into it.

PROFESSOR: And there's a stone at the bottom. Is that just for decoration?

JOHN: Actually it (7) ……. Instead of pushing a button, you turn the stone.

PROFESSOR: So it's really just a novel way of starting the dishwasher.

JOHN: That's right.

PROFESSOR: It's a really nice design, but what makes it innovative?

JOHN: Well, I decided to make a dishwasher (8)…… ……

PROFESSOR: In place of water and detergent? How will you manage that?

JOHN: The idea is to pressurise the carbon dioxide (9)…… …… The fluid is then released into the dishwasher where it cleans the dishes all by itself.

PROFESSOR: Sounds like a brilliant idea! Your system will totally do away with the so that it (10) …… So what happens once the dishes are clean?

JOHN: Well, to allow them to dry, the liquid carbon dioxide and the waste materials all go to an area (11) …… That's where the liquid is depressurised and so it reverts to a gas. Then the oil and grease are separated out and sent to the waste system.

PROFESSOR: It sounds like you've thought it all out very thoroughly. So, what happens to the carbon dioxide once (12) ……? Not wasted I hope.

JOHN: Actually, that's where the real savings are made. The carbon dioxide is sent back to the cylinder and can be used again and again.

PROFESSOR: (13) …… Do you think it will ever be built?

JOHN: Probably not, but that's OK.

PROFESSOR: Well, I'm sure a lot of positive things will come out of your design.

PROFESSOR: Now, you seem to have thought about everything so what exactly did you need me to help you with?

JOHN: Well, my design has made it (14) …… of the competition and, in a few months' time, I have to give a presentation, and that's the part I was hoping you could help me with.

PROFESSOR: Right, well that should be easy enough. What have you managed to do so far?

JOHN: Well, I've got (15) ……. how it will work and I've also written a 500-word paper on it.

PROFESSOR: I see. Well, if you want to stand a good chance of winning you really need a model of the machine.

JOHN: Yes, I thought I might but I'm having a few problems.

PROFESSOR: What is (16) ……..? Let me guess - is it the materials?

JOHN: Yes. I want it to look professional but everything that's top quality is also very expensive.

PROFESSOR: Look, projects like this are very important to us. They really help lift our profile. So why don't you talk to the university about a grant? I can help you (17)……. if you like.

JOHN: That would be great.

PROFESSOR: You'd better show me this paper you've written as well. For a global competition such as this you need to (18) ……. you've given are accurate and thorough.

JOHN: That would be a great help.

PROFESSOR: Is there anything else I can do?

JOHN: Well, I'm really …