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Life in Society 3

Academic Encounters

LISTENING

SPEAKING

2nd Edition

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Teacher's Manual

- Unit quizzes
- Answer keys
- Audio and video scripts

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Kim Sanabria

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Kim Sanabria

Series Editor: Bernard Seal

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این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

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Scope and sequence

Unit 1: Belonging to a Group • 1

	Content	L Listening Skills	S Speaking Skills
Chapter 1 **Marriage, Family, and the Home** page 3	**Interview 1** Growing up in a Large Family **Interview 2** Family Stories **Lecture** Family Lessons	Listening for factual information Listening for details Listening for stressed words	Sharing your opinion Responding to questions with short answers Thinking critically about the topic Asking and answering questions
Chapter 2 **The Power of the Group** page 22	**Interview 1** Living with Teenagers **Interview 2** Expressions About Groups **Lecture** Culture Shock: Group Pressure in Action	Listening for specific information Listening for main ideas Listening for tone of voice irLanguage.com	Sharing your opinion Personalizing the topic Thinking critically about the topic Conducting a survey Studying a syllabus

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Unit 2: Gender in Society • 43

	Content	L Listening Skills	S Speaking Skills
Chapter 3 **Gender Roles** page 45	**Interview 1** Bringing up Children **Interview 2** Growing up as a Boy or Girl **Lecture** The Benefits of Single Gender Education for Girls	Listening for specific information Listening for opinions Drawing inferences	Personalizing the topic Answering multiple-choice questions Sharing your opinion Conducting and discussing a class experiment Sharing your point of view Thinking critically about the topic
Chapter 4 **Gender Issues Today** page 64	**Interview 1** Gender Discrimination in the Workplace **Interview 2** Gender Inequality at Home and in the Workplace **Lecture** Gender and Language	Listening for specific information Listening for tone of voice	Examining graphics Answering multiple-choice questions Answering true/false questions Thinking critically about the topic Conducting an interview and discussing your findings Applying what you have learned

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Vocabulary Skills	Note Taking Skills	Learning Outcomes
Reading and thinking about the topic Examining vocabulary in context Guessing vocabulary from context	Personalizing the topic Main ideas and supporting details Organizing your notes in columns	Prepare and deliver an oral presentation on an aspect of group dynamics
Reading and thinking about the topic Examining vocabulary in context Building background knowledge on the topic Guessing vocabulary from context	Organizational phrases Organizing your notes in outline form Copying a lecturer's diagrams and charts	

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Vocabulary Skills	Note Taking Skills	Learning Outcomes
Reading and thinking about the topic Personalizing the topic Building background knowledge on the topic Examining vocabulary in context Guessing vocabulary from context	Using symbols and abbreviations Using your notes to make an outline	Prepare and deliver an oral presentation to demonstrate and support a particular point of view on a topic
Reading and thinking about the topic Building background knowledge on the topic Examining vocabulary in context Guessing vocabulary from context	Using telegraphic language	

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Unit 3: Media and Society • 87

	Content	L Listening Skills	S Speaking Skills
Chapter 5 **Mass Media Today** page 89	**Interview 1** Problems with TV News **Interview 2** Opinions About the News **Lecture** From Event to Story – Making It to the News	Listening for specific information Listening for main ideas Listening for stressed words Listening for signal words	Brainstorming about the topic Sharing your opinion Answering multiple-choice questions Applying what you have learned
Chapter 6 **Impact of the Media on Our Lives** page 108	**Interview 1** The Advantages of the Media **Interview 2** Disadvantages of the Media **Lecture** Dangers of the Mass Media	Listening for specific information Listening for tone of voice irLanguage.com	Personalizing the topic Sharing your opinion Thinking critically about the topic Conducting and presenting your own research Applying what you have learned

Unit 4: Breaking the Rules • 129

	Content	L Listening Skills	S Speaking Skills
Chapter 7 **Crime and Criminals** page 131	**Interview 1** Crime in Society Today **Interview 2** Being the Victim of a Crime **Lecture** Crime and Ways of Solving Crime	Listening for details Listening for tone of voice	Brainstorming about the topic Sharing your opinion Examining graphics Answering true/false questions Reacting to what you have heard Personalizing the topic Thinking critically about the topic
Chapter 8 **Controlling Crime** page 148	**Interview 1** Preventing Juvenile Crime **Interview 2** The Prison Experience **Lecture** The Death Penalty	Listening for opinions Listening for main ideas Listening for contrasting ideas مرجع زبان ایرانیان www.irLanguage.com	Examining graphics Sharing your opinion Applying what you have heard Supporting your opinion Thinking critically about the topic

Vocabulary Skills	Note Taking Skills	Learning Outcomes
Reading and thinking about the topic Examining vocabulary in context Building background knowledge on the topic Guessing vocabulary from context	Summarizing what you have heard Choosing a format for organizing your notes	Prepare and deliver an oral presentation as a group on an aspect of media and society
Reading and thinking about the topic Building background knowledge on the topic Examining vocabulary in context Guessing vocabulary from context	Recording numerical information Organizing your notes as a map	

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Vocabulary Skills	Note Taking Skills	Learning Outcomes
Reading and thinking about the topic Building background knowledge: Technical terms Examining vocabulary in context Organizing vocabulary: Technical terms Guessing vocabulary from context	Clarifying your notes Using your notes to answer test questions Applying what you have learned	Prepare and deliver an oral presentation on a topic related to crime
Reading and thinking about the topic Examining vocabulary in context Guessing vocabulary from context	Recording numerical information Using your notes to ask questions and make comments Summarizing what you have heard	

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Introduction

The *Academic Encounters* Series

Academic Encounters is a sustained content-based series for English language learners preparing to study college-level subject matter in English. The goal of the series is to expose students to the types of texts and tasks that they will encounter in their academic course work and provide them with the skills to be successful when that encounter occurs.

At each level in the series, there are two thematically paired books. One is an academic reading and writing skills book, in which students encounter readings that are based on authentic academic texts. In this book, students are given the skills to understand texts and respond to them in writing. The reading and writing book is paired with an academic listening and speaking skills book, in which students encounter discussion and lecture material specially prepared by experts in their field. In this book, students learn how to take notes from a lecture, participate in discussions, and prepare short presentations. irLanguage.com

The books at each level may be used as stand-alone reading and writing books or listening and speaking books. Or they may be used together to create a complete four-skills course. This is made possible because the content of each book at each level is very closely related. Each unit and chapter, for example, has the same title and deals with similar content, so that teachers can easily focus on different skills, but the same content, as they toggle from one book to the other. Additionally, if the books are taught together, when students are presented with the culminating unit writing or speaking assignment, they will have a rich and varied supply of reading and lecture material to draw on.

A sustained content-based approach

The *Academic Encounters* series adopts a sustained content-based approach, which means that at each level in the series students study subject matter from one or two related academic content areas. There are two major advantages gained by students who study with materials that adopt this approach.

- Because all the subject matter in each book is related to a particular academic discipline, concepts and language tend to recur. This has a major facilitating effect. As students progress through the course, what at first seemed challenging feels more and more accessible. Students thus gain confidence and begin to feel that academic study in English is not as overwhelming a task as they might at first have thought.
- The second major advantage in studying in a sustained content-based approach is that students actually gain some in-depth knowledge of a particular subject area. In other content-based series, in which units go from one academic discipline to another, students' knowledge of any one subject area is inevitably superficial. However, after studying a level of *Academic Encounters* students may feel that they have sufficiently good grounding in the subject area that they may decide to move on to study the academic subject area in a mainstream class, perhaps fulfilling one of their general education requirements.

The four levels in the series www.irLanguage.com

The *Academic Encounters* series consists of four pairs of books designed for four levels of student proficiency. Each pair of books focuses on one or more related academic subject areas commonly taught in college-level courses.

- *Academic Encounters* 1: The Natural World
  Level 1 in the series focuses on earth science and biology. The books are designed for students at the low-intermediate level.

- *Academic Encounters* 2: American Studies
  Level 2 in the series focuses on American history, politics, government, and culture. The books are designed for students at the intermediate level.
- *Academic Encounters* 3: Life in Society
  Level 3 in the series focuses on sociological topics. The books are designed for students at the high-intermediate level.
- *Academic Encounters* 4: Human Behavior
  Level 4 in the series focuses on psychology and human communication. The books are designed for students at the low-advanced to advanced level.

New in the Second Edition

The second edition of the *Academic Encounters* series retains the major hallmark of the series: the sustained content approach with closely related pairs of books at each level. However, lessons learned over the years in which *Academic Encounters* has been on the market have been heeded in the publication of this brand new edition. As a result, the second edition marks many notable improvements that will make the series even more attractive to the teacher who wants to fully prepare his or her students to undertake academic studies in English.

New in the series

Four units, eight chapters per level. The number of units and chapters in each level has been reduced from five units / ten chapters in the first edition to four units / eight chapters in the second edition. This reduction in source material will enable instructors to more easily cover the material in each book.

Increased scaffolding. While the amount of reading and listening material that students have to engage with has been reduced, there has been an increase in the number of tasks that help students access the source material, including a greater number of tasks that focus on the linguistic features of the source material.

Academic Vocabulary. In both the reading and writing and the listening and speaking books, there are tasks that now draw students' attention to the academic vocabulary that is embedded in the readings and lectures, including a focus on the Academic Word list (AWL). All the AWL words encountered during the readings and lectures are also listed in an appendix at the back of each book.

Full color new design. A number of features have been added to the design, not only to make the series more attractive, but more importantly to make the material easier to navigate. Each task is coded so that teachers and students can see at a glance what skill is being developed. In addition, the end-of-unit writing skill and speaking skill sections are set off in colored pages that make them easy to find.

New in the reading and writing books

More writing skill development. In the first edition of *Academic Encounters*, the reading and writing books focused primarily on reading skills. In the second edition, the two skills are much more evenly weighted, making these books truly reading and writing books.

End-of-chapter and unit writing assignments. At the end of each chapter and unit, students are taught about aspects of academic writing and given writing assignments. Step-by step scaffolding is provided in these sections to ensure that students draw on the content, skills, and language they studied in the unit; and can successfully complete the assignments.

New and updated readings. Because many of the readings in the series are drawn from actual discipline-specific academic textbooks, recent editions of those textbooks have been used to update and replace readings.

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New in the listening and speaking books

More speaking skill development. In the first edition of *Academic Encounters*, the listening and speaking books focused primarily on listening skills. In the second edition, the two skills in each of the books are more evenly weighted.

End-of-unit assignments. Each unit concludes with a review of the academic vocabulary introduced in the unit, a topic review designed to elicit the new vocabulary, and an oral presentation related to the unit topics, which includes step-by-step guidelines in researching, preparing, and giving different types of oral presentations.

New and updated lectures and interviews. Because the material presented in the interviews and lectures often deals with current issues, some material has been updated or replaced to keep it interesting and relevant for today's students. irLanguage.com

Video of the lectures. In addition to audio CDs that contain all the listening material in the listening and speaking books, the series now contains video material showing the lectures being delivered. These lectures are on DVD and are packaged in the back of the Student Books.

The *Academic Encounters* Listening and Speaking Books

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Skills

The *Academic Encounters* listening and speaking books have two main goals. The first is to help students develop the listening and note taking skills needed to succeed in academic lecture settings. The second goal is to help students build confidence in their speaking ability – in casual conversation, classroom discussion, and formal oral presentations.

To this end, tasks in the *Academic Encounters* listening and speaking books are color-coded and labeled as L (L) Listening Skill tasks, V (V) Vocabulary Skill tasks, S (S) Speaking Skill tasks, and N (N) Note Taking Skill tasks. At the beginning of each unit, all the skills taught in the unit are listed in a chart for easy reference.

- **Listening Skills** (L). The listening skill tasks are designed to promote success in a variety of listening contexts, from brief instructions to extended academic lectures, and for a wide range of purposes including listening for specific details, identifying general ideas, and evaluating extra-linguistic features such as tone of voice.
- **Vocabulary Skills** (V). Vocabulary learning is an essential part of improving one's ability to understand spoken language, especially in an academic setting. It is also key to oral expression. Pre-listening vocabulary tasks throughout the book provide context for interviews and lectures. Exercises stress the importance of guessing from context. Oral activities also include suggested words and expressions. Each end-of-unit review features both a written and oral academic vocabulary review activity to reinforce the academic words that have been introduced.
- **Speaking Skills** (S). The speaking skills exercises in the book are designed to introduce and facilitate the practice of language and communication skills that students will need to feel comfortable in casual social contexts as well as academic settings. They range from presenting personal opinions to conducting an interview. Language models are provided.
- **Note Taking Skills** (N). Lecture note taking is key to academic success, and is thus a major focus of the *Academic Encounters* listening and speaking books. In each chapter, the lecture section introduces a specific aspect of note taking, providing a focus for listening to the lecture itself and for follow-up comprehension checks. Additional non-academic note taking skills are practiced throughout each chapter and frequently "recycled" for maximum practice.

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The audio program

Authentic listening material, based on real interviews and lectures, forms the basis of the chapter material. Each chapter includes a warm-up listening exercise to introduce the topic, informal interviews that explore different aspects of the topic, and a two-part academic lecture on related material. These different types of listening expose students to varied styles of discourse, and they all recycle the chapter's concepts and vocabulary.

The complete audio program is available on audio CDs. In addition, a DVD containing the lecture delivered by a lecturer in front of a classroom is included in the back of the *Student Book*. Transcripts of the lectures are also provided in the back of the *Student Book* and the complete transcript of all this listening material is included in this *Teacher's Manual*.

Tasks

Whenever a task type occurs for the first time in the book, it is introduced in a colored commentary box that explains what skill is being practiced and why it is important. At the back of the book, there is an alphabetized index of all the skills covered in the tasks.

Order of units

The units do not have to be taught in the order in which they appear, although this is generally recommended since tasks increase in complexity, and because note taking tasks may draw on skills originally presented in an earlier chapter. However, teachers who wish to use the material in a different order may consult the scope and sequence in the front of the *Student Book* or the Skills Index at the back of the *Student Book* to see the information that has been presented in earlier units.

Course length

Each chapter in the *Academic Encounters* listening and speaking books represents approximately 10 hours of classroom material. The new end-of-unit activities may take an additional 3 hours of class time. Multiple opportunities exist to lengthen the course by the addition of related material, longer oral presentations, movies, debates, and guest speakers on the chapter topics. However, the course may also be made shorter. Teachers might choose not to do every task in the book and to assign some tasks as homework, rather than do them in class.

Quizzes

The *Academic Encounters* series adopts a sustained content-based approach in which students experience what it is like to study an academic discipline in an English-medium instruction environment. In such classes, students are held accountable for learning the content of the course by the administering of tests.

In the *Academic Encounters* series, we also believe that students should go back and study the content of the book and prepare for a test. This review of the material in the books simulates the college learning experience, and makes students review the language and content that they have studied.

At the back of this *Teacher's Manual* are eight reproducible lecture quizzes containing short-answer questions. Students should complete these quizzes after they listen to the lecture and do all related exercises.

General Teaching Guidelines

In this section, we give some very general instructions for teaching the following elements that occur in each unit of the *Academic Encounters* listening and speaking books:

- The unit opener, which contains a preview of the unit content, skills, and learning outcomes
- The *Getting Started* sections, which help students prepare for the chapter topic
- The *Real-Life Voices*, which are short interviews with people of all ages and backgrounds on the chapter topic the chapter topic
- The *In Your Own Voice* sections, which provide students with an opportunity to discuss their own opinions on the topic
- The *Lectures*, which are at the end of each chapter
- The *Unit Review* activities, which include vocabulary reviews and an oral presentation. These are included at the end of each unit

Unit Opener

The opening page of the unit contains the title of the unit, a photograph related to the content of the unit, and a brief paragraph that summarizes the unit. Have the students discuss what the title means. Have them look at the art on the page, describe it, and talk about how it might relate to the title. Read the paragraph summarizing the unit contents as a class, making sure that students understand the vocabulary and key concepts. At this point it is not necessary to introduce the unit topics in any depth.

The second page lists the unit contents: the titles of the two chapters within the unit and the titles of the interviews and lecture in each of the two chapters. Have students read the titles and check for understanding.

After reviewing the contents, have students focus on the listening, speaking, vocabulary, and note taking skills that they will be practicing in the unit. Ask students if they recognize any of the skills listed. It is not necessary for them to understand all of the terms used at this point, since the skills will be introduced and explained when they appear in the unit. Finally, go over the *Learning Outcomes*. Explain to students that the subject matter and the language skills that they will be learning throughout the unit will help them prepare for this final oral presentation.

The unit opener section should take less than an hour of class time.

Getting Started

This section contains material that is designed to activate students' prior knowledge about the topic, provide them with general concepts or vocabulary, and stimulate their interest. The section begins with a photograph, cartoon, or image. Have students look at the image and read the questions about it. Here and throughout, maximize opportunities for students to develop oral fluency and confidence by having them answer and discuss in pairs or small groups before reviewing as a class.

A short reading related to the chapter topic follows. Have students read and then respond orally to the comprehension and discussion questions that follow. The questions are designed to go beyond the reading and elicit language and concepts that will be presented in the chapter, so encourage students to volunteer their own information and ideas.

An introductory listening activity concludes this section. The type of listening task is determined by the chapter content. It may involve completing a chart, doing a matching exercise, or listening for specific information. The task provides skill-building practice and also gives students listening warm-up on the chapter topic. Make sure that students understand what is expected of them before they listen, and replay as needed so that all students feel successful. The follow-up comprehension and discussion questions can be answered as a class, in pairs, or in small groups.

The *Getting Started* section should take about one hour of class time.

Real-Life Voices

Real-Life Voices, which contains one or more informal interviews on topics related to the chapter content, is divided into three sub-sections:

Before the Interview(s)

This sub-section contains a pre-listening task that calls on students either to predict the content of the interview or to share what they already know about the topic from their personal or cultural experience. Be sure to take enough time with this task for all students to contribute. Students can also benefit here from each other's background knowledge.

Interview(s)

Because unfamiliar vocabulary is a great stumbling block to comprehension, each listening activity is preceded by a glossed list of terms (many of them colloquial) that will be heard in the interview. Have students review the vocabulary.

The next task prepares students to understand the content of the interview excerpt that they will hear; a variety of task types are used, including true-false statements, incomplete summaries, and short-answer questions. Have students review this task carefully as it will help them focus on the pertinent information as they listen to the interview excerpt.

After they have listened to all of the interview(s) and checked their comprehension, an additional listening exercise directs the students' attention to a specific aspect of language use featured in the interview(s), such as verb tense or tone of voice.

After the interview(s)

This sub-section provides students with activities to demonstrate and deepen their understanding of the concepts presented in the interviews. It may involve synthesizing information from a short reading or drawing inferences about material in the interviews. Encourage all students to contribute their opinions.

The *Real-Life Voices* section should take three to four hours of class time.

In Your Own Voice

This section builds on the content presented up to this point in the chapter and also focuses on one or more language functions (for example, asking for opinions, expressing interest, expressing polite negatives) that either were used in the *Real-Life Voices* interviews or are relevant to discussion of the chapter topics. Semi-structured speaking activities elicit the functional language, relate to the chapter content, and encourage students to share their own information. Language examples are given. Allow students to practice the language with a number of partners, and perform for the class if they like. The focus is on developing confidence with the functional language required for casual conversation and discussion.

The *In Your Own Voice* section should take approximately one hour of class time.

Academic Listening and Note Taking

This section, which is constructed around a recording of an authentic academic lecture, is divided into three sub-sections:

Before the Lecture

This sub-section begins with a brief introduction of the lecture topic and the person who is giving the lecture. Read it as a class and ask students about any language that is unfamiliar. Encourage students to guess at the meaning of unfamiliar words.

The following task either provides background information on the lecture or elicits what students may already know about the lecture topic. Topics in the book are chosen to be of general interest, so encourage that interest in students by asking them to volunteer what they already know. Some students will likely have studied the lecture material in their first language; let them become the experts in providing context for their classmates. irLanguage.com

Finally, this sub-section introduces a specific academic note taking skill that is determined by the language of the lecture itself and sequenced to build on skills studied in previous chapters. A language box explains the skill in detail. Go over this explanation as a class and answer any questions. The sub-section concludes with a short listening activity featuring lecture excerpts that focus on the specific note taking skill.

Lecture

Each lecture is divided into two parts, for ease of comprehension. Before they listen, students complete a vocabulary exercise that focuses on the academic vocabulary in the lecture that is likely to be unfamiliar. The vocabulary is presented in the context in which students will hear it; encourage them to guess at the meaning.

Following the vocabulary task, students preview a comprehension task designed to provide a framework for their listening and note taking. The task may involve completing a summary or outline, or answering comprehension questions. Then, students listen to the lecture itself, practicing the note taking skills they have learned. Make it clear to students that for most of the lecture comprehension tasks, their answers need not be word-for-word the same. Encourage them to paraphrase.

After the Lecture

This sub-section invites students to share their perspective through discussion questions that allow them to analyze the chapter content more critically, often by comparing it to new written or graphic material. Students may be asked to apply what they have learned to their own situations. As with other discussion activities included throughout the chapter, this activity will help students prepare for the final oral presentation in two ways: they will develop oral skills and confidence, and they will identify what aspects of the unit content they are most interested in exploring further.

The *Academic Listening and Note Taking* section should take about four or five hours.

Unit Review www.irLanguage.com

This section includes a review of academic vocabulary and unit topics, and culminates in an oral presentation:

Academic Vocabulary Review

The *Academic Vocabulary Review* can be done in class or as homework. As with all vocabulary activities in the book, it stresses the importance of context. As you review the vocabulary words, ask students to recall the context in which they learned them. If a word has been used to mean different things in different chapters (for example, "depressed"), elicit that information as well.

A second vocabulary review activity asks students to answer questions about the unit content; relevant vocabulary words are provided. This activity may be done orally in pairs or small groups. Students may then volunteer sentences to be written on the board, providing a class review of the unit.

Oral Presentation

Each of the unit reviews concludes with a different type of oral presentation. Carefully scaffolded activities, presented in three steps, encourage students to work on oral delivery:

- *Before the Presentation*
- *During the Presentation*
- *After the Presentation*

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Real-Life Voices

Real-Life Voices, which contains one or more informal interviews on topics related to the chapter content, is divided into three sub-sections:

Before the Interview(s)

This sub-section contains a pre-listening task that calls on students either to predict the content of the interview or to share what they already know about the topic from their personal or cultural experience. Be sure to take enough time with this task for all students to contribute. Students can also benefit here from each other's background knowledge.

Interview(s)

Because unfamiliar vocabulary is a great stumbling block to comprehension, each listening activity is preceded by a glossed list of terms (many of them colloquial) that will be heard in the interview. Have students review the vocabulary.

The next task prepares students to understand the content of the interview excerpt that they will hear; a variety of task types are used, including true-false statements, incomplete summaries, and short-answer questions. Have students review this task carefully as it will help them focus on the pertinent information as they listen to the interview excerpt.

After they have listened to all of the interview(s) and checked their comprehension, an additional listening exercise directs the students' attention to a specific aspect of language use featured in the interview(s), such as verb tense or tone of voice.

After the interview(s)

This sub-section provides students with activities to demonstrate and deepen their understanding of the concepts presented in the interviews. It may involve synthesizing information from a short reading or drawing inferences about material in the interviews. Encourage all students to contribute their opinions. irLanguage.com

The *Real-Life Voices* section should take three to four hours of class time.

In Your Own Voice

This section builds on the content presented up to this point in the chapter and also focuses on one or more language functions (for example, asking for opinions, expressing interest, expressing polite negatives) that either were used in the *Real-Life Voices* interviews or are relevant to discussion of the chapter topics. Semi-structured speaking activities elicit the functional language, relate to the chapter content, and encourage students to share their own information. Language examples are given. Allow students to practice the language with a number of partners, and perform for the class if they like. The focus is on developing confidence with the functional language required for casual conversation and discussion.

The *In Your Own Voice* section should take approximately one hour of class time.

Academic Listening and Note Taking www.irLanguage.com

This section, which is constructed around a recording of an authentic academic lecture, is divided into three sub-sections:

Before the Lecture

This sub-section begins with a brief introduction of the lecture topic and the person who is giving the lecture. Read it as a class and ask students about any language that is unfamiliar. Encourage students to guess at the meaning of unfamiliar words.

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Chapter 1
Marriage, Family, and the Home

1 Getting Started

1 Reading and thinking about the topic Page 4

B

1. Increased industrialization, greater geographical mobility, higher divorce rates and greater inequality for women are among the changes that have affected family structure over the past century.
2. In the extended family, many generations live in the same household. In the nuclear family, two married adults live together with their children.
3. Alternative family structures include single-parent families, couples living together without getting married, divorced couples who remarry, and blended families. irLanguage.com

3 Listening for factual information Pages 5–6

B

1.	Egypt	26	24
2.	Niger	24	18
3.	South Africa	29	27
4.	Argentina	27	23
5.	Canada	31	29
6.	United States	28	26
7.	China	34	29
8.	Japan	35	27
9.	France	32	30
10.	Spain	34	33

2 Real-Life Voices

Interview 1 – Growing up in a large family

2 Listening for details Page 8

A

1. c 2. b 3. b 4. c
5. b 6. b 7. c 8. a

Interview 2 – Family stories

2 Responding to questions with short answers Pages 9–10

B

1. Charlie talks about Thanksgiving. The family organized a big dinner.
2. Charlie's father realizes that they left some plastic packaging inside the turkey.
3. If Charlie's mother knew about the mistake, she would make them throw the turkey out.
4. Many years later, Charlie's family had another problem with the turkey. They stored it outside and it froze.
5. Sheila's statue is a figure of a woman holding a bowl.
6. Sheila thinks her statue is unique (beautiful), and it's been in her house since she was a baby.
7. Sheila wants to have the statue in her house and pass it on to her children in the future.
8. Tina discusses her uncle.
9. It is difficult for her to talk about him with her family because he had a big disagreement with them.

3 Listening for stressed words Page 10

A

1. a c 2. a c 3. b c
4. a c 5. b c

4 Academic Listening and Note Taking

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Before the Lecture

2 Main ideas and supporting details Page 15

A

1. Academic reference
2. Example
3. Example
4. Academic reference
5. Academic reference

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Before they make their presentations, students are generally instructed to choose or define a topic they will discuss. They may be asked to present to a small or large group, individually or in a team. The organization of the presentation depends on the parameters established in each chapter, but students may be asked to research their topic online or study language related to introducing or structuring a topic. Instructors should monitor the students' choice of topic and make sure they understand how best to structure their allotted time.

The *During the Presentation* section instructs students about speaking clearly, taking time to define new words, using appropriate body language, and other mechanisms for making effective presentations. This is the students' chance to work on their oral delivery and make sure that the audience understands their presentation. This is the instructor's chance to work on oral delivery skills.

After the presentation, students learn to check that their listeners have understood their presentation. They learn language to check for comprehension, engage in self-assessment, and learn how to respond to others' presentations with questions and comments.

The *Unit Review* should take three to four hours of class time, depending on the number of students in the class and the time that instructors decide to dedicate to this activity.

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Chapter 2
The Power of the Group

1 Getting Started

1 Reading and thinking about the topic Pages 22–23

B

1. People can belong to different groups: families, friends, groups at work, at school, and in religious settings, and societies and nations.
2. Peer pressure is pressure put on others of the same age or in the same situation.
3. The groups we belong to may influence our opinions, interactions, and decisions.

3 Listening for specific information Page 24

B

1. Rebecca would go to the wedding because of family pressure. Jim would not.
2. Both Jim and Rebecca would go to the movie with friends.
3. Rebecca would try on the shoes: Jim would not.
4. Neither Jim nor Rebecca would go away with their parents.
5. Jim would not accept the help of his parents' friends, but Rebecca would. irLanguage.com

2 Real-Life Voices

Before the Interviews

Sharing your opinion Pages 25–26

B

a. 5 b. 2 c. 3 d. 1 e. 6 f. 4

Interview 1 – Living with teenagers

2 Listening for main ideas Page 27

B

2, 3, 4, 7, 8

Interview 2 – Expressions about groups

2 Listening for specific information Page 28

A

1. a 2. b 3. b 4. a
5. a 6. b 7. b

3 Listening for tone of voice Page 29

A

1. joking 4. serious
2. serious 5. joking
3. joking

4 Academic Listening and Note Taking

Before the Lecture

1 Building background knowledge on the topic Pages 32–33

B

Above the water level:

- our ideas about what looks fashionable
- names of popular musicians
- the kind of food that is sold in supermarkets

Below the water level:

- ways of showing emotion
- the ways older and younger people should behave
- the amount of physical distance we leave between ourselves and others when we have a conversation
- our ideas about what looks beautiful
- how late we can arrive at an appointment without being rude

3 Organizational phrases Page 34

C

1. d 2. b 3. f 4. c
5. g 6. h 7. a 8. e

Lecture Part 1 – Rewards and punishments

1 Guessing vocabulary from context Page 16

B

1. i 2. a 3. c 4. j 5. f
6. g 7. d 8. b 9. h 10. e

2 Organizing your notes in columns Page 17

C

1. Type of family (traditional or nontraditional) is not as important as love and support at home.
   - family - the most basic unit of social structure
   - how families are changing
   - nontraditional families: good or bad effect on children
2. Three ways children learn social behavior from their families: rewards, punishments, modeling.
   - defined as pos. reinforcement for good behavior
   - eat vegetables - then ice cream
   - finish homework - then TV
3. Children learn good behavior through rewards.
   - most parents use rewards unconsciously
   - children get gifts for good behavior
   - parents give children money for doing what they asked
4. Another way children learn to behave is through punishments.
   - Parents stop children from going out with friends if they do something wrong.
   - Parents don't let children watch TV if they get bad grades.
5. Rewards and punishments are controversial.
   - Some rewards are not necessary: like bribes. (Take out garbage, get cookie)
   - Hitting on hand/spanking doesn't teach children anything.
   - If parents are violent, children may become violent.

Lecture Part 2 – Modeling

1 Guessing vocabulary from context Page 18

B

a. 5 b. 4 c. 7 d. 2 e. 3 f. 1 g. 6

2 Organizing your notes in columns Page 19

A

6. Modeling means learning to behave by following an example.
7. First role models are often parents.
   - Peter likes to study because his mother studies with him.
8. "Don't do as I do, do as I tell you" doesn't work.
   - Studies: If you smoke, probably ineffective to tell a child not to smoke.
9. Modeling is the most important way children learn.
   - Children have many models: family members, friends, babysitters, professionals in childcare centers, each other, TV
10. Parents worry about negative lessons.
    - from other children
    - from TV: 80% of programs contain violent behavior
11. Most important thing: grow up in environment with fair rules that are followed

Chapter 3
Gender Roles

1 Getting Started

1 Reading and thinking about the topic Page 45

B

1. Gender roles are the socially learned patterns of behavior that distinguish boys from girls and men from women.
2. The "nature/nurture" debate is about whether people's behavior is inherited (innate) or learned (acquired).
3. Boys and girls in many countries have more freedom today than in the past to explore their individuality, and less pressure to conform to traditional gender roles.

2 Personalizing the topic Page 46

A

1. b 2. d 3. a 4. h 5. c
6. i 7. f 8. e 9. g

3 Building background knowledge on the topic Pages 46–48

B

1. Jack and the Beanstalk
   Boys: (Jack) independent, strong-willed, adventurous, athletic
   Speaker's opinion: It is a great story.
2. The Ugly Duckling
   Boys: (duck) timid, sensitive
   Speaker's opinion: This is a good story for children, particularly for boys.
3. Little Red Riding Hood
   Girls: (Little Red Riding Hood) gentle, sweet, helpless, vulnerable
   Boys: (Wolf) aggressive, bad
   Boys: (Woodsman) brave, strong
   Speaker's opinion: The story contains a lot of stereotypes about males and females.

2 Real-Life Voices

Interview 1 – Bringing Up Children

2 Answering multiple-choice questions Page 50

B

1. c 2. b 3. c 4. a
5. c 6. a 7. b 8. a

Interview 2 – Growing Up as a Boy or Girl

2 Listening for specific information Page 51

A

Joy
Number of siblings: 2
Were children raised the same or differently?: differently
Examples: Her brother was given a lot more freedom. He had no curfew, but Joy and her sister had to be home by 10.

Sharon
Number of siblings: 0
Were children raised the same or differently?: not applicable
Examples: Joy was encouraged to do anything she wanted. Her parents let her play the saxophone although her grandmother thought it was a big instrument for such a little girl.

David
Number of siblings: 1
Were children raised the same or differently?: the same
Examples: Although the brothers were very different, the parents respected their decisions. For example, his brother did not like baseball, so his parents took him off the team.

Peter
Number of siblings: 1
Were children raised the same or differently?: differently
Examples: His sister needed more freedom. When she was going on a study abroad trip, their parents asked her a lot of questions about who she would be with and where she would be staying. That made her frustrated and angry.

Lecture Part 1 – Reasons for culture shock

1 Guessing vocabulary from context Page 35

a. 9 b. 1 c. 4 d. 8 e. 2
f. 5 g. 3 h. 6 i. 7

2 Organizing your notes in outline form Pages 35–36

C

I. Definition of culture shock = the experience many people have when they travel to another country
II. 3 main ideas
  A. Reasons why people experience culture shock
  B. Different stages of culture shock
  C. Applications of culture shock research
III. Reasons for culture shock
  A. one set of rules growing up – not often articulated
  B. other countries – governed by other rules
  C. can't use your own culture as a map
    1. people act irrationally
    2. people feel shocked and out of control

Lecture Part 2 – Stages of culture shock

1 Guessing vocabulary from context Pages 36–37

B

a. 3 b. 9 c. 5 d. 1 e. 8
f. 7 g. 4 h. 2 i. 6

2 Using a lecturer's diagrams and charts Pages 37–38

B

Stage 1: Honeymoon
Emotions: euphoria, excitement, enthusiasm
Stage 2: Letdown
Emotions: loneliness, confusion
Stage 3: Resignation
Emotion: adjustment

Unit 1 Academic Vocabulary Review

A Pages 39–40

1. acquire, acquired
2. alternative, alternatively
3. benefits, beneficial
4. clarified, clarification, clarify
5. concentration, concentrate
6. conflict, conflicting
7. conforming, conform
8. consequence, consequently
9. controversy, controversial
10. cooperates, cooperative, cooperation
11. distinct, distinctions
12. emphatic, emphasized
13. generational, generation
14. interactive, interact
15. react, reaction

Chapter 4
Gender Issues Today

1 Getting Started

1 Reading and thinking about the topic Pages 64–65

B

1. The women's movement began in the eighteenth century.
2. In the twentieth century, people began to be encouraged to choose careers they were interested in. At home, husbands and wives began to share household chores more.
3. Not all women have benefited from this progress.

3 Listening for specific information Page 66

C

Situation 1: If the employee is a man, people think he will work harder. If the employee is a woman, people think she will have a baby and leave her job.

Situation 2: If the employee is a man, people think: "He loves his family." If the employee is a woman, people think that she is more interested in her husband and children than she is in her career.

Situation 3: If the employee is a man, people think he is discussing something important. If the employee is a woman, people think she is just chatting.

Situation 4: If the employee is a man,people think the trip will be good for his career. If the employee is a woman, people wonder what her husband will think.

2 Real-Life Voices

Before the Interviews

Building background knowledge on the topic Pages 67–68

B

a. 5 b. 4 c. 6 d. 2
e. 1 f. 3 g. 7

Interview 1 – Gender Discrimination in the Workplace

2 Answering multiple-choice questions Page 69

B

1. c 2. b 3. c 4. b

Interview 2 – Gender Inequality at Home and in the Workplace

2 Answering True/False Questions Page 70

B

1. F 2. F 3. T 4. F
5. F 6. T 7. T

3 Listening for tone of voice Page 71

A

1. a 2. b 3. b 4. b 5. c

4 Academic Listening and Note Taking

Before the Lecture

1 Building background knowledge on the topic Page 75

B

1. A gender-specific term can show sexism. *Chairman* is one example.
2. A gender-neutral term avoids sexism. *Chair* and *chairperson* are examples.
3. It is difficult to be gender-neutral when using pronouns because there is no gender-neutral singular pronoun in English.
4. The reading implies that the doctor, secretary and shopper are all male.

3 Listening for opinions Page 52

A

1. serious
2. amused
3. certain
4. extremely strongly
5. not very strongly
6. quite strongly
7. extremely strongly

4 Academic Listening and Note Taking

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Before the Lecture

1 Building background knowledge on the topic Page 56

B

1. Coeducational refers to boys and girls being taught in the same classroom, as opposed to single-sex (also called single-gender) education.
2. According to the passage, boys often get more attention from teachers and are given more demanding academic challenges than girls in coeducational schools. In contrast, girls are encouraged to be quiet and well behaved. irLanguage.com

3 Using symbols and abbreviations Pages 57–59

A

1. c	2. j	3. l	4. i	5. a
6. m	7. k	8. f	9. n	10. b
11. d	12. g	13. h	14. e	

Lecture Part 1 – Pros and Cons of Single-Gender Education for Girls

1 Guessing vocabulary from context Pages 59–60

B

a. 7	b. 1	c. 6	d. 8	e. 2
f. 4	g. 5	h. 9	i. 3	

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2 Using symbols and abbreviations Page 60

C

Cons

- old fashioned – ed. opps. diff. for ♂ & ♀
- ♂/♀ can't dev. ability to interact/be comfortable/compete
- no smooth transition into adult ♂/♀ world

Pros (Dr. F. pro s-s ed.)

- values ♀'s unique quals.
- helps ♀'s dev. self-conf.

Lecture Part 2 – Two Main Benefits of All-Girls' Schools

1 Guessing vocabulary from context Page 61

A

1. distractions	2. confident
3. collaborative	4. self-esteem
5. respect	6. emotionally
7. abstract	8. support
9. clarification	

2 Using your notes to make an outline Page 62

C

Single-sex education has 2 main benefits for girls:

I. recognizes girls' unique qualities
   - A. girls can concentrate on abstract thinking 4 yrs. earlier than boys
   - B. girls can work for longer periods
   - C. girls enjoy collaborative learning activities so they like to work in groups
   - D. girls are kind and cooperative

II. allows girls to become more self-confident
   - A. ask for help if they need it
   - B. if boys are around, lose self-esteem

III. Dr. F. admits that:
   - A. recently, girls have been doing well in school
   - B. all girls' schools DO separate the sexes
   - C. BUT, she thinks in an all girls' school, girls can become more confident and make positive changes

Chapter 5
Mass Media Today

1 Getting Started

1 Reading and thinking about the topic Page 88

B

1. The modern world is connected by all kinds of media, such as the radio, television, newspapers, and the Internet.
2. It communicates information, entertains us, explains, informs, describes, and educates us.
3. Some people believe that information is not always accurate. It may also be biased or incomplete.

3 Listening for specific information Page 90

B

1. S
2. D
3. S
4. D
5. S

2 Real-Life Voices

Interview 1 – Problems with TV news

2 Answering multiple-choice questions Page 92

B

1. c 2. b 3. a 4. b
5. b 6. c 7. b

Interview 2 – Opinions about the newspapers

2 Listening for main ideas Pages 93–94

A

Lewis
Is this person interested in the news? No
Where does he/she get it? not applicable

Peter
Is this person interested in the news? Yes
Where does he/she get it? from newspapers and blogs

Sharon
Is this person interested in the news? Yes
Where does he/she get it? on the Internet

Bobbie
Is this person interested in the news? No
Where does he/she get it? not applicable
What does he/she think?

1. Lewis
2. Lewis
3. Peter
4. Peter
5. Sharon
6. Lewis
7. Peter
8. Bobbie

B

1. b, c 2. a, b 3. b 4. a, b

3 Listening for stressed words Page 94

B

1. a 2. b 3. b 4. c

After the Interviews

1 Summarizing what you have heard Page 95

B

Carol has very strong opinions about the news we get on TV. She thinks that it is more like entertainment than news. For example, serious stories like political problems and shallow stories like plastic surgery are presented in the same style. She believes this is because we are used to instant gratification, something that doesn't require you to think. Newspapers and the Internet give better coverage, but it takes more time to find good articles, so Carol watches the news on TV.

The panel of college students raises several issues about the news. Some students think it is very important to keep up with the news because it is our responsibility. Other students believe that the news is not very good because it is biased. Instead, they recommend that we should spend more time with our friends and family. However, most of the students say that they check the news every day.

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2 Using telegraphic language Page 76

B

a. 3 b. 4 c. 1 d. 2

C (Sample answers)

a. Topic: sexism in lang. & how to avoid it
b. Many gen-spec. words: ex, mailman, policeman
c. "Mankind" = only men. "Human beings/people" = men and women
d. Words affect thought. Ex: kids hear chairman & so think all must be men. irLanguage.com

Lecture Part 1 – Gender-Specific and Gender-Neutral Language

1 Guessing vocabulary from context Page 77

1. b 2. a 3. b 4. b
5. c 6. c 7. b 8. a

2 Using telegraphic language Page 78

B

I. Main idea: Sexism in lang. & how to avoid it
II. Gen-spec. lang.
  A. Def: Terms that refer to men
  B. Ex:
    1. mail *man*
    2. police "
    3. chair "
III. Gen-neutral lang. shows
  A. World as is – ♀ can have same jobs as ♂ (Ex: mail carrier & police officer & chair)
  B. Equality (Ex: "human beings / people" not "mankind.")
IV. Grammar – problem
  A. Choices
    1. everyone pick up *his* pen.
    2. " " " her ".
    3. " " " their ".
  B. Gavis uses their: not gram., but solves prob.
  C. Many univ. profs/writers prob do same.

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Lecture Part 2 – Questions and Answers

1 Guessing vocabulary from context Page 79

B

a. 1 b. 5 c. 4 d. 7
e. 3 f. 2 g. 6

2 Using telegraphic language Page 79

B

1. Gavis says that the language question is very important and is treated as a serious issue by international organizations. The issue concerns not just the words but the ideas behind them. For example, children's literature often shows boys having fun while girls stay in the background. Gavis believes that this kind of thinking has a bad effect on women.
2. Gavis says that the way we speak does have an influence on the way we think. According to Gavis, if a child grows up hearing the word *chairman* over and over again, that child will grow up thinking that only men can hold positions of authority.
3. Gavis says that the issue is receiving more and more attention worldwide. She notes that each language has its own gender issues.

Unit 2 Academic Vocabulary Review

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A Pages 81–82

1. inaccurate, accuracy
2. adjusting, adjustment
3. adulthood
4. availability, unavailable
5. unaware, awareness
6. bonding, bond
7. challenge, challenging
8. communication
9. discrimination, discriminate
10. expertise
11. individual, individualistic
12. intelligence, unintelligent
13. similar, similarities
14. traditionally, traditional
15. invisible

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Chapter 6
Impact of the Media on Our Lives

1 Getting Started

1 Reading and thinking about the topic Pages 106–107

B

1. People disagree about the effects of the media on society.
2. The media allow us to interact with others, participate in world events, connect with friends and strangers, and keep informed. However, not everyone has equal access to the Internet. The media also invade our privacy and may make us passive, violent, or materialistic. They also cause us to waste time.

3 Recording numerical information Page 108

B

Australia: 80%
U.S.: 75%
South Korea: 76%
Japan: 74%
U.K.: 72%
Germany: 67%
France: 66%
Brazil: 34%
China: 22%
India: 7%

2 Real-Life Voices

Interview 1 – The advantages of the media

2 Listening for specific information Page 111

C

1. Kelly doesn't think it is productive to discuss whether the impact of the media is good or bad, because today there is little choice about whether or not to be connected with the media.
2. The first advantage is convenience. She gives the example of sending a letter vs. sending an email.
3. Kelly discusses not just emails, but photos and videos.
4. She says that if you don't use Facebook, it's almost as if you don't exist!
5. She feels lucky because she has seen the world with and without the Internet.

Interview 2 – Disadvantages of the media

2 Listening for specific information Page 112

B

1. antisocial/reading
2. cell phone/international communication
3. the developing world/the United States

3 Listening for tone of voice Page 113

A

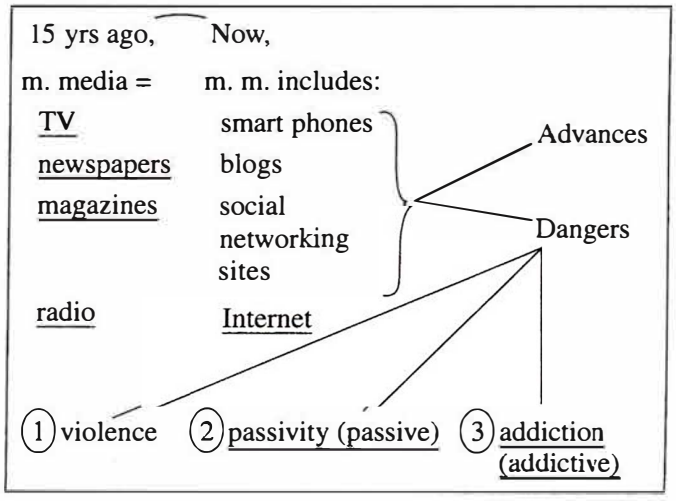
1. b 2. c 3. a 4. b

4 Academic Listening and Note Taking

Before the Lecture

2 Organizing your notes as a map Pages 117–118

B



4 Academic Listening and Note Taking

Before the Lecture

2 Listening for signal words Page 100

A

1. c 2. e 3. f 4. a 5. b 6. d

B

1. Nowadays
2. In fact
3. First of all
4. Sometimes
5. Usually
6. However

Lecture Part 1 – The work of a journalist

1 Guessing vocabulary from context Page 101

B

1. c 2. b 3. d 4. i 5. e
6. g 7. f 8. h 9. a

2 Choosing a format for organizing your notes Pages 102–103

C

Column format

Planned events – can be anticipated	politician opening new store
Unplanned events – Ex: knife fight	fire, crime
Rep's job +	go to scene get facts (what, when, where, who) interview witnesses (name, job, age) talk to ed. check facts

Outline format

III. Planned events can be anticipated
Ex: politician opening new store

IV. Unplanned events
Ex: fire, crime

V. Ex of reporter's job in unplanned event: knife fight
- A. Go to scene
- B. Get facts
  1. what
  2. when
  3. where
  4. who
- C. Interview witnesses
  1. name
  2. job
  3. age
- D. Talk to ed.
- E. Check facts

Lecture Part 2 – Getting a story into print

1 Guessing vocabulary from context Page 104

B

a. 2 b. 5 c. 1 d. 4 e. 3 f. 6

After the Lecture

Applying what you have learned Page 105

B

1. e 2. d 3. c 4. b 5. a
6. g 7. f

Chapter 7
Crime and Criminals

1 Getting Started

1 Reading and thinking about the topic Pages 129–130

B

1. Deviant behavior is unacceptable to society, but not all deviant behaviors are criminal. A *crime* is an illegal deviant behavior.
2. Two main categories of crime are *felonies* and *misdemeanors*. Other crime categories include white-collar crimes, blue-collar crimes, "crimes of passion," and "modern" crimes that have been made possible by technology, such as cyber crime.
3. It is difficult to know how many crimes are committed because not all crimes are reported and not all criminals are caught.

3 Building background knowledge on the topic: Technical terms Page 131

A

Arson: 5
Burglary: 1
Motor vehicle theft: 6
Murder: 7
Rape: 3
Shoplifting: 4
Weapons possession: 2

2 Real-Life Voices

Interview 1 – Crime in society today

2 Answering true/false questions Page 133–134

B

1. True.
2. False. He says that rowdy groups of teenagers do bother him: he usually crosses to the other side of the street.
3. False. Evelina says that guns are her biggest fear about living in the city.
4. False. He says that someone was recently shot in a bookstore in the safest part of the city.
5. True.
6. False. He blames the availability of guns for the high levels of crime.
7. False. He says that parents, not teachers, are the main people responsible for teaching their children to avoid violence.
8. True.

Interview 2 – Being the victim of a crime

2 Listening for details Page 135

B

1. a
2. a, b
3. b, c
4. b
5. a, b, c
6. b, c
7. a, b
8. a
9. b, c

3 Listening for tone of voice Page 136

A (sample answers)

1. serious, thankful
2. thoughtful, surprised
3. sad, angry
4. angry, resigned

4 Academic Listening and Note Taking

Before the Lecture

1 Organizing vocabulary: Technical terms Pages 140–141

Categories of crime: felony, misdemeanor, white-collar crime, blue-collar crime
Types of crime: identity theft, fare evasion, pickpocketing, kidnapping
Methods of solving crime: DNA testing, crime hotline, fingerprinting, psychological profiling
People who commit crime or are involved in punishing crime: accused, judge, jury, defendant

Lecture Part 1 – Violence, passivity, and addiction

1 Guessing vocabulary from context Pages 118–119

B

a. 7 b. 1 c. 2 d. 5
e. 3 f. 6 g. 8 h. 4

2 Organizing your notes as a map Page 119

B

Dedra Smith: Dangers of the Mass Media
Pt. 1: Issues of Violence, Passivity, and Addiction

15 yrs ago, m. media = TV, newspapers, magazines, radio

Now, m. m. includes: smart phones, blogs, social networking sites, Internet

Advances

Dangers

(1) violence
- TV (avg. time TV on each day 7 hrs. 37 mins.
- Kids: susceptible to violence Ex: boy jumped out of window like superhero on TV
- Subway booth: kids set it on fire like in movie & man died

(2) passivity (passive)
- "Couch potato"
- imp. decisions: we may make bad decisions because we can't tell diff. btwn. fantasy & reality

(3) addiction (addictive)
- time wasted on Internet always checking e-mail
- cell phones

Lecture Part 2 – Advertising and invasion of privacy

1 Guessing vocabulary from context Page 120

B

1. a 2. f 3. d 4. h
5. b 6. g 7. c 8. e

Unit 3 Academic Vocabulary Review

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A Page 123

1. V, N
2. N
3. V
4. N
5. N, V
6. V
7. A
8. N
9. A
10. N
11. A
12. V
13. V
14. V, A
15. N
16. N

B Pages 123–124

1. access, restricted, selected, required
2. consumers, perspective, overall, relevant
3. surveys, innovation, manipulated, objective
4. issue, theories, negative, contradicting

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Chapter 8
Controlling Crime

1 Getting Started

1 Reading and thinking about the topic Pages 146–147

B

1. One approach is to stop crime from happening in the first place; another is to punish it more harshly.
2. Educational and social programs could discourage young people from committing crimes.

3 Listening for opinions Pages 148–149

B

1. Sure
2. Not sure
3. Sure
4. Not sure
5. Sure
6. Not sure

2 Real-Life Voices

Interview 1 – Preventing juvenile crime

2 Listening for main ideas Pages 151–152

B

1. David blames both the media and the school system.
2. David believes exactly the opposite. For example, in his neighborhood there are security guards and metal detectors at the entrances to the schools. Also, the kids are searched as they go into schools.
3. Kids don't feel like they're going to school. Unfortunately, they feel like they're going to jail and this gives them the wrong message.
4. He believes that every young person is essentially good. He thinks that if they're put in a violent environment they tend to become that way, but if they're put in a caring environment, their behavior will change for the better.
5. David believes that schools should organize structured activities for students. They might be instructional programs or athletic programs. He also praises Big Brother/Big Sister programs that encourage older students to help younger ones.
6. David does believe in harsh punishments. However, he stresses that preventing crime is better than punishment.

Interview 2 – The prison experience

2 Listening for main ideas Page 153

A

While a convicted criminal is in prison
What Amy thinks should happen:

There should be more rehabilitation programs, both educational and drug treatment programs. Inmates should get psychological help, which would reduce the number of gangs.

The present situation:

Many of these programs have been cut.

After a person is released from prison
What Amy thinks should happen:

Bridge programs, which provide a transition from prison to society, are good ways to provide a transition back into society by providing former inmates with housing and jobs. irLanguage.com

The present situation:

There are very few of these programs.

3 Listening for contrasting ideas Pages 153–154

B

1. a
2. b
3. b
4. b

4 Academic Listening and Note Taking

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Before the Lecture

2 Recording numerical information Pages 158–159

B

1. 1972
2. 1976
3. over a thousand
4. 67
5. 2/3
6. 9
7. 0.5
8. 1.1

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Lecture Part 1 – Types of crime

1 Guessing vocabulary from context Page 142

B

a. 8 b. 7 c. 2 d. 6
e. 5 f. 4 g. 1 h. 3

Lecture Part 2 – Ways of solving crime

1 Guessing vocabulary from context Page 143

1. a 2. c 3. b 4. c
5. a 6. c 7. c

2 Using your notes to answer test questions Page 144

C

1. Interrogation means questioning people who might have committed a crime or who might have information about a crime. It can help the police to establish many basic facts.
2. People who are afraid to give the information publicly might use this system – for example, a family member of the criminal.
3. Fingerprints are very useful in identifying criminals because everyone's fingerprints are unique.
4. Psychological profiling involves looking at the way the crime was committed and then trying to understand the personality and motivation of the person who committed it.
5. Hidden cameras are controversial because they involve issues of privacy.
6. DNA is 99% accurate.

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Chapter 1 • Lecture Quiz

Answer the following questions on Parts 1 and 2 of the Chapter 1 Lecture, "Family Lessons." Use only your lecture notes to help you. Answer each question as fully as possible. You will receive 20 points for each complete and correct answer.

1. List three common ways that children acquire good behavior within a family setting. Give examples of each one. **(20 points)**

2. Explain why both rewards and punishments are controversial. **(20 points)**

3. Who are a child's role models? Why are they important? **(20 points)**

4. Why are parents often worried about the lessons children learn from others? **(20 points)**

5. What is the most important thing in a child's environment? **(20 points)**

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Chapter 2 • Lecture Quiz

Answer the following questions on Parts 1 and 2 of the Chapter 2 Lecture, "Culture Shock: Group Pressure in Action." Use only your lecture notes to help you. Answer each question as fully as possible. You will receive 20 points for each complete and correct answer.

1. Define *culture shock*, and explain why it is an example of group pressure. **(20 points)**

2. Explain how a person can react and feel when they go to another country and experience a different set of social rules. **(20 points)**

3. What are the three main stages of culture shock, and which emotions tend to accompany each stage? **(20 points)**

4. Tourists often suffer from culture shock. What are some other situations in which people suffer from culture shock? **(20 points)**

5. Why is it important for us to try to learn about other cultures? **(20 points)**

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Chapter 3 • Lecture Quiz

Answer the following questions on Parts 1 and 2 of the Chapter 3 lecture, "The Benefits of Single-Sex Education for Girls." Use only your lecture notes to help you. Answer each question as fully as possible. You will receive 20 points for each complete and correct answer.

1. What is single-sex education? **(20 points)** irLanguage.com

2. Explain three of the main arguments against single-sex education. **(20 points)**

3. What are some ways in which girls learn differently from boys? **(20 points)**

4. How does a single-sex environment help girls to develop self-confidence? **(20 points)**

5. How can the feeling of self-confidence help young women in the world? **(20 points)**

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Chapter 4 • Lecture Quiz

Answer the following questions on Parts 1 and 2 of the Chapter 4 lecture, "Gender and Language." Use only your lecture notes to help you. Answer each question as fully as possible. You will receive 20 points for each complete and correct answer.

1. Why are the terms "Miss" and "Mrs." examples of sexist language? Why is the term "Mr." not sexist? What nonsexist term can be used instead of "Miss" or "Mrs."? **(20 points)**

2. What is the difference between gender-specific terms and gender-neutral terms? Give two examples. **(20 points)**

3. Explain why we should use gender-neutral language. **(20 points)**

4. What problems occur in English with vocabulary and grammar when using gender-neutral language? **(20 points)**

5. Give an example of how the language we use can affect the way we think. **(20 points)**

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Chapter 5 • Lecture Quiz

Answer the following questions on Parts 1 and 2 of the Chapter 5 lecture, "From Event to Story – Making It to the News." Use only your lecture notes to help you. Answer each question as fully as possible. You will receive 20 points for each complete and correct answer.

1. What different kinds of journalists are there? Why are some journalists called "reporters"? **(20 points)**

2. What are some steps involved in preparing a news story? **(20 points)**

3. What important questions do readers want answered at the beginning of every story? **(20 points)**

4. Why do newspapers try so hard to make sure that the stories they publish are accurate? **(20 points)**

5. What are three main elements of a good news story? **(20 points)**

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Chapter 6 • Lecture Quiz

Answer the following questions on Parts 1 and 2 of the Chapter 6 lecture, "Dangers of the Mass Media." Use only your lecture notes to help you. Answer each question as fully as possible. You will receive 20 points for each complete and correct answer.

1. What does the term *mass media* include? **(20 points)**

2. What evidence exists to suggest that TV can make us violent? **(20 points)**

3. What forms of mass media can encourage us to be passive? What forms of mass media can be addictive? Explain. **(20 points)**

4. What is *product placement*? **(20 points)**

5. How can the media invade our privacy? **(20 points)**

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Chapter 7 • Lecture Quiz

Answer the following questions on Parts 1 and 2 of the Chapter 7 lecture, "Crime and Ways of Solving Crime." Use only your lecture notes to help you. Answer each question as fully as possible. You will receive 20 points for each complete and correct answer.

1. Name two categories of crime. Give two examples of types of crime in each of the two categories. **(20 points)**

2. Explain what is meant by *white-collar crime* and give two examples of it. **(20 points)**

3. Why is corporate crime difficult to prosecute? Give an example of a corporate crime that was successfully prosecuted. **(20 points)**

4. Explain what is meant by *interrogation, crime hotlines,* and *fingerprinting*. **(20 points)**

5. When was DNA first used to solve a crime? How accurate is it? **(20 points)**

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Date: _____

Chapter 8 • Lecture Quiz

Answer the following questions on Parts 1 and 2 of the Chapter 8 lecture, "The Death Penalty." Use only your lecture notes to help you. Answer each question as fully as possible. You will receive 20 points for each complete and correct answer.

1. Which industrialized countries in the Western world use capital punishment? What is the history of capital punishment in the United States? **(20 points)**

2. Why do many people argue that the death penalty does not deter crime? **(20 points)**

3. Why do some people think that the death penalty is an arbitrary punishment? **(20 points)**

4. Explain the issues about violent crime in the United States as presented in the lecture. **(20 points)**

5. Explain the lecturer's opinion about the purpose of having laws and a legal system. **(20 points)**

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Lecture Quiz Answer Keys

Chapter 1

1. Children learn good behavior through rewards, punishments, and modeling. An example of a reward is giving children ice cream after they eat their vegetables. An example of a punishment is not allowing children to go out and play because they got a bad grade on a homework assignment. Modeling is when children copy good behavior. An example of modeling is when a parent studies with a child.
2. Rewards and punishments are controversial because many people think they are not effective or necessary. Sometimes rewards are like bribes and do not teach children to be responsible. Physical punishment, in particular, is extremely controversial. Opponents argue it doesn't teach children anything and may encourage them to be violent.
3. A child's role models may include parents, other family members, friends, babysitters, and teachers. All these people are very important as children look for role models in their life, meaning people whom they admire, and wish to copy.
4. Parents worry that their children may learn bad behavior from other children and from TV because it can be extremely violent. irLanguage.com
5. The most important thing for children is to be raised in an environment where the rules are fair and consistent, and where the child is loved and exposed to strong, positive role models.

Chapter 2

1. *Culture shock* is the term used to describe the experience many people have when they go to another country. It is an example of group pressure because it occurs when you are surrounded by people who follow different rules of behavior.
2. People experiencing culture shock often feel in a state of shock, as if a bucket of cold water has been thrown over them. They can act irrationally because they feel out of control.
3. The first stage has been called the "honeymoon" stage and includes positive feelings of happiness and excitement. This stage is followed by the "letdown," when feelings change and people experience loneliness and confusion. Finally, during the "resignation" stage, they become adjusted to their new environment.
4. In addition to tourists, immigrants often experience culture shock. Older residents of a country that has many new immigrants may even experience culture shock if they feel that they are surrounded by people who practice customs different from their own.
5. It is important that we learn about other cultures because in today's world people from many cultures often live in close contact. If we understand other cultures, it will help us to avoid tense relationships that may come from this close contact.

Chapter 3

1. *Single-sex education* means that girls and boys are separated and taught in different schools.
2. The lecturer mentions three main arguments against single-sex education. The first is that it is old-fashioned and appears to go against the aims and goals of feminist and liberal educators, which is to provide fairness. The second is that in a single-sex environment, girls do not develop the ability to be comfortable and competitive around boys. The third is that a single-sex environment does not provide a smooth transition into the "real world" of adult men and women.
3. Girls can often concentrate on higher-level, abstract thinking at an earlier age than boys. They work for longer periods of time, and they enjoy collaborative activities. Finally, they are kind and cooperative, rather than competitive.
4. Single-sex environments allow girls to develop self-confidence because they do not have to deal with the distraction and different learning styles of boys.
5. Self-confidence allows girls to enter the adult world of men and women and challenge the rules.

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Chapter 4

1. The terms "Miss" and "Mrs." are sexist because they reveal whether a woman is married, as opposed to the term "Mr.," which does not reveal whether a man is married. The term "Ms." has become common and allows the problem to be avoided.
2. A gender-specific term implies that all people identified by that term must be one gender. For example, the implication is that a *mailman* or a *policeman* must be male. Gender-neutral terms, such as *mail carrier* or *police officer* imply that these positions can be held by people of either gender.
3. We should use gender-neutral language because it describes the world the way it really is, a world in which men and women often have the same opportunities. Gender-neutral language also acknowledges equality between men and women.
4. Gender-neutral vocabulary can be problematic because newer terms such as *mail carrier* have to gain acceptance. Grammar, specifically pronoun use, is another area that is difficult to use correctly when trying to use gender-neutral language.
5. If children grow up hearing a gender-specific term, they internalize certain impressions about men and women. For example, if children always hear the term *chairman*, they think that position can only be held by a man, which is not true. Changing the way we speak, e.g., using *chair* or *chairperson*, can give us different expectations.

Chapter 5

1. There are many different kinds of journalists, such as entertainment journalists, sports journalists, and crime journalists. A reporter is a journalist who "reports" the news.
2. The steps include having good relationships with civic organizations, going to the scene of a story, interviewing witnesses, writing the story, discussing the story with an editor, and checking the facts. A variety of editors are involved with the story: a copyeditor, who checks grammar; a proofreader, who checks typographical errors; a photo editor, who chooses photographs; and the editor-in-chief, who decides on which page the story should appear in a newspaper.
3. Readers want to know: What happened? When did it happen? Where did it happen? Who was involved?
4. Newspapers want to publish accurate stories because if they don't, their reputations will be hurt. They may also be sued for libel.
5. Three main elements of a good story are that it has to be new, it has to be unusual, and it has to concern something interesting that readers want to know about.

Chapter 6

1. The term *mass media* includes TV, newspapers, magazines, and the radio, as well as newer technologies such as social networking sites and the Internet.
2. TV might promote violence among children and adolescents. There have been incidents of young people copying violent behavior they see on TV. For example, a movie showed a subway booth being set on fire and some kids copied that behavior.
3. TV can encourage us to be passive by turning us into couch potatoes. This passivity can lead to our not distinguishing between fantasy and reality and, therefore, making mistakes about important decisions in our lives. In addition to addiction to TV, we can become addicted to the Internet and waste a lot of time. Cell phones are also very addictive.
4. *Product placement* means that certain products are built into the programs and movies we see on TV. For example, the actors might be seen drinking a particular soft drink or wearing a certain brand of running shoe.
5. Advertisers are getting more and more private information about individuals. When you use a credit card or visit a website, you allow yourself to be tracked and your behavior to be studied.

Chapter 7

1. Two categories of crime are *misdemeanors* and *felonies*. Misdemeanors include pickpocketing and tax evasion. Felonies include burglary, robbery, arson, kidnapping, rape, and murder. (Students need only include two examples of each category.)
2. White-collar crime refers to crime committed by salaried employees in businesses and corporations. It includes tax fraud, embezzlement, and corporate crime. (Students need only include two of the examples.)
3. Corporate crime is difficult to prosecute because of the difficulty of proving who is responsible and because the criminals are usually wealthy and powerful. A corporate crime that was successfully prosecuted involved the tobacco industry in the United States. The industry was found guilty of killing thousands of people who smoked cigarettes.
4. Interrogation is questioning by the police of witnesses or other people in connection with a crime. Crime hotlines are systems that allow the public to communicate information to the police anonymously. Fingerprinting is the technique of identifying a criminal by comparing fingerprints left at the scene of a crime with fingerprints that the police have on file.
5. DNA was first used to solve a crime in 1987, in England. It is considered 99% accurate.

Chapter 8

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1. The United States is the only Western industrialized country to use the death penalty. In 1972, the U.S. Supreme Court ruled that capital punishment was unconstitutional, but reinstated it in 1976.
2. Many states with the most executions are also the states with the highest homicide rates. In the lecturer's opinion, this indicates that the death penalty does not deter crime.
3. The death penalty is applied in some states, but not others. Poor males and African Americans are more likely to be executed than others. It would be impossible to execute everyone who committed a horrific crime. irLanguage.com
4. The United States is the most violent industrialized nation. It has about 9 murders a year per 100,000 people. This figure is almost ten times higher than in France, and twenty times higher than in Japan. Fear of violence might explain support for the death penalty.
5. Laws are made to elevate us, to make us stronger, and to let us overcome our emotional response to crime. The legal system is supposed to help us become better than we are.

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Audio Script

Unit 1: Belonging to a Group
CD1 TR02
Chapter 1: Marriage, Family, and the Home

Getting Started: Listening for factual information, page 5

I'm going to give you an overview of the average age at which people get married in different countries around the world. Let's start in Africa. As you'll see in number 1, Egypt, men get married at 26 and women at 24. But in Niger, which is country number 2, while men get married at 24, women tend to get married much earlier, at 18 or even before. In South Africa, number 3, men get married at 29 and women at 27.

In North and South America, there are differences, too. In Argentina, which is country number 4, men get married at 27 and women at 23, as you see. But in Canada, they wait until much later. Men in Canada get married at 31, and women at 29. In the United States, the numbers are a little lower. Men get married at 28 and women at 26.

Let's go on to talk about Asia now. In China, men get married at around 34, and women at 29. In Japan, the average age for a man to get married is 35, while for a woman, it's 27.

OK, and last but not least, let's talk about Europe. Country number 9 is France, where men get married at 32, and women at 30. And last of all, we have Spain. Men in Spain get married at 34, and women at 33. That's the oldest of all the countries we have seen.

Interview 1: Growing Up in a Large Family
CD1 TR03

Listening for details, page 8

Interviewer: Hello, Rickie. Can you tell me about your family?

Rickie: Yeah, well, I come from a pretty big family by most standards. I have four siblings, and I'm the second oldest. I'm in college now, so, you know, I'm not living at home anymore, and I really **miss** everybody.

Interviewer: That's too bad. What do you miss about them?

Rickie: I miss them for different reasons. Like, I'll be honest. It's nice to have home-cooked meals, for example – I don't get that anymore! And then I miss my brothers and sisters, because we're very close. Sometimes we fight. But then we usually make up, and in general, I'd say that we get along well.

Interviewer: Do you spend a lot of time together?

Rickie: Well, let's see – I mean, we don't spend all our time in each other's company, but I think there are some things that families should do together – like important celebrations. A few months ago, my cousin got married, and he had a big party, about 200 people. I got to see my whole extended family – aunts, uncles, and cousins I only remotely remembered. Family rituals like that are great because they remind you of your roots. We took a lot of pictures of everyone dancing and hanging out and talked about it for a long time afterward. And other events are also important – new babies getting born, birthdays, holidays, even deaths.

Interviewer: What about spending time together on a daily basis?

Rickie: Yeah, that's important, too. For example, I think that it's good to have dinner as a family. When we were growing up, Mom *always* tried to make sure that we sat down and ate together, several times a week, even though my parents both worked and everyone was really busy. But I remember looking forward to family dinners when I was younger. We'd always talk about what happened at school that day, and if we were tired or had some problem, we could tell each other what was going on. We laughed a lot as well. See, I think that families have certain functions.

Interviewer: Like . . . ?

Rickie: Well, the first one is taking care of basic necessities, like shelter, food, you know . . . clothing . . . Now that I'm on my own for the first time, I can see it's a big job. I share an apartment with a friend, but I had to learn to shop and cook and do laundry and take care of myself! I told you I missed my parents, right? The first time I washed my clothes, I wasn't sure exactly how much detergent to use.

Interviewer: [*laughs*]

Rickie: But, in addition, families give you a kind of emotional support.

Interviewer: Mmm.

Rickie: Yeah, we used to be in touch every single day, but obviously that's difficult now. Recently, I got a C in one of my classes, and I didn't want to talk to my friends about it because I was embarrassed. If I'd been at home, I would have asked my parents what to do because I didn't think that was a fair grade and I was kind of angry, but in the end I had to handle it on my own.

Interviewer: You said there were five of you in your family – five children? Do you ever have any problems?

Rickie: Yeah, of course. There's probably a lot of sibling rivalry among us. We all get jealous of each other sometimes. My sister's kind of bossy. And my brother and I, we are only one year apart. When we were growing up, he would always borrow my favorite clothes, and that would drive me crazy. We used to fight like mad, but now it's getting better. But you know what? You learn pretty much everything from your family. You even learn how to fight, and that's important because you also learn how to compromise and how to say sorry. And that prepares you for life outside the family.

Interview 2: Family Stories
CD1 TR04

Responding to questions with short answers, page 9

Interviewer: Can you tell me a favorite family story?

Charlie: Well, one of my favorite stories has to do with Thanksgiving. We've always had problems cooking the turkey, and I guess it started when we were young. We were having a big dinner, and we were about to sit down at the table. It was a big party. There were about 15 of us, 'cuz my aunt and uncle and all the cousins were there, and everyone

was getting ready. And suddenly my father realized that we left some of the plastic packaging inside the turkey. It had been cooking for about 4 hours. And he said, "If your mother finds out about this, she'll make me throw the whole thing out." So he distracted my mother, pulled out the plastic and threw it in the garbage, and then he served the turkey as if nothing had happened. And my sister and I were giggling so much we could hardly eat. But we kept it secret and didn't tell my mother until years later, and by then it was too late for her to get mad.

Interviewer: Oh, that's funny.

Charlie: Oh, man . . . But it doesn't end there. Another year, we bought a fresh turkey because we thought it would be better to have a fresh one than a frozen one. But then, when we got it home, there was no room for it in the refrigerator. So we said, no problem, we'll put it outside overnight, and that's what we did. But then, you're never going to believe this, there was a big frost that night. It went down to about 20 degrees, and the next morning, the turkey was frozen solid, so there was no way we could have it for Thanksgiving. In the end I think it took about two days to even thaw out.

Interviewer: You seem to have had bad luck with turkeys!

Charlie: Yeah, it's hysterical. Every time someone mentions turkeys, we all start laughing.

Interviewer: Sheila, tell me about a family keepsake . . . some item that belongs to your family.

Sheila: Mm, well, one thing I always associate with my family is a statue, like a figure of a woman holding a bowl – about 6 inches tall. I think it used to belong to my dad, but after my parents divorced, my mom kept it.

Interviewer: What does she use it for?

Sheila: Well, she keeps her earrings in it, plus other small things she doesn't want to lose, like receipts, or safety pins. It's useful that way – you can always find whatever you want in that bowl!

Interviewer: Why does it remind you of your family?

Sheila: Well, first of all, it's unique, and I think it's very beautiful.

Interviewer: Huh.

Sheila: The second thing is that this statue has been in my house ever since I was a baby!

See, recently, I was looking through an old family album. And I suddenly noticed that, hey, the statue was in all the photographs. So it provided me with a feeling of continuity.

Interviewer: Is it valuable?

Sheila: No, it's worth absolutely nothing, except to us. I'd like to be able to have it in my house in the future. And then I'll pass it on to my children. It'll be like a family heirloom.

Interviewer: Tina, is there a family member you'd like to know more about?

Tina: Yeah, I have an uncle who I haven't seen since I was a child.

Interviewer: Why not?

Tina: Well, you know, he was the black sheep of the family. He got married and divorced about four times. And then he went to live abroad. He works in tourism, and I think he travels a lot. But it's hard to talk about him with my family. I think there was some big disagreement at one point, and now they hardly ever talk.

Listening for stressed words, page 10

CD1 TR05

1. **Rickie:** I'm not living at home any more, and I really *miss* everybody.
2. **Rickie:** Mom *always* tried to make sure that we sat down and ate together.
3. **Charlie:** We've always had problems cooking the *turkey*.
4. **Sheila:** I always wanted to *play* with the bowl.
5. **Tina:** My uncle works in tourism, and I think he travels a *lot*.

Lecture: Beth Handman, "Family Lessons"

CD1 TR06

Before the Lecture: Main ideas and supporting details, page 15

1. First, then, let's discuss rewards. A reward can be defined as a positive reinforcement for good behavior.
2. Punishments are the second important way in which a child is socialized. All of us have probably been punished in our lives. For example, maybe our parents stopped us from going out with friends because we did something we were not supposed to do.
3. Parents can set a good example by showing children the kind of behavior they expect. Let me give you a personal example. I know a boy called Peter who told me he liked to study because his mother studied with him.
4. There's an old saying in English: "Don't do as I do; do as I tell you." If you say that to a child, it means that the child should not copy what you do, but instead, just do what you are telling the child to do. But this advice doesn't work most of the time. Some studies have suggested that if you smoke yourself, it's probably ineffective to tell a child not to smoke.
5. So understandably, parents are often worried about the negative lessons that children can learn – for example, from other children, or from TV. TV can send children a lot of negative messages. In fact, it's been estimated that on average, 80 percent of programs contain violent behavior.

Lecture Part 1: "Rewards and Punishments"

CD1 TR07

Organizing your notes in columns, page 17

Hi. Welcome. Today we're going to be talking about how children learn social behaviors, especially how they learn lessons from the family – the most basic unit of our social structure.

There's a lot of discussion these days about how families are changing and whether nontraditional families have a good or bad effect on children. But it's important to remember that the type of family a child comes from is not nearly as important as the kind of love and support that exist in the home.

I'd like to focus on three of the ways that children acquire their behaviors: through rewards, punishments, and finally, modeling. First, then, let's discuss rewards. A reward can be defined as a positive reinforcement for good behavior. An example of a reward is when a parent says, "If you eat your vegetables, you can have ice cream for dessert." Or a parent might say, "Finish your homework first. Then you can watch TV." Most parents use rewards unconsciously because they want their children to behave well. For example, a parent might give a gift to a child because the child behaved well. Or parents might give a child money for doing what the parents asked.

The opposite of a reward is a punishment. Punishments are the second important way in which a child is socialized. All of us have probably been punished in our lives. For example, maybe our parents stopped us from going out with friends because we did something we were not supposed to do. Or maybe they wouldn't let us watch TV because we got a bad grade on a test.

Both rewards and punishments are controversial. Many people think they are not effective or necessary, especially when used often. Let's take this situation: A young boy has been asked to take out the garbage. Listen to Situation A: The parent says, "If you take out the garbage for me, I'll give you a cookie." Some people argue that this reward is unnecessary because it's like a bribe. They argue that the child should be taught that it's his duty to help with the household chores, and that he should not get a special reward for doing something that's his responsibility.

Situation B would go something like this: "Justin, please take out the trash now." And Justin says, "OK, Dad."

Not surprisingly, punishment is extremely controversial, especially when the punishment is physical. Some of us grew up expecting to be spanked if we misbehaved. For example, our parents may have hit us on the hand if we talked back to them. But I don't agree that spanking can teach children anything, and sadly, some children are subject to really serious physical abuse. According to a study I just read, one in 22 children is a victim of physical abuse. Children who come from homes where violence is used to solve problems are much more likely to abuse their own children when they become adults and have their own families.

Lecture Part 2: "Modeling"

CD1 TR08

Organizing your notes in columns, page 19

The third way that children are taught how to act is through modeling. Modeling means that they learn to behave by following an example. Modeling is probably the most powerful way that children learn social skills. Children look for role models in their life, meaning people who they admire, and want to copy.

Children's first role models are their parents. Parents can teach children by modeling appropriate behavior, as various researchers have noted. Parents can set a good example by showing children the kind of behavior they expect. Let me give you a personal example. I know a boy called Peter who told me he liked to study because his mother studied with him. This is an important lesson that he learned just by copying his mother's behavior.

There's an old saying in English: "Don't do as I do; do as I tell you." If you say that to a child, it means that the child should not copy what you do, but instead, just do what you are telling the child to do. But this advice doesn't work most of the time. Some studies have suggested that if you smoke yourself, it's probably ineffective to tell a child not to smoke. The child will most likely think, "Well, my mother smokes, so why shouldn't I?"

Modeling is the most important way that children learn. And of course, parents are not the only people teaching children. Other family members and friends are also models. Many people do not even realize the impact they can have on a child that they know, but children carefully watch other people around them, and notice the way they behave. It's important to note here that it is common for babysitters, relatives, and child-care centers to take care of children, as well as parents. So children are exposed to many models of behavior. They learn from each other, from their teachers, and from society itself. So understandably, parents are often worried about the negative lessons that children can learn – for example, from other children, or from TV. TV can send children a lot of negative messages. In fact, it's been estimated that, on average, 80 percent of programs contain violent behavior.

I'd like to conclude by reminding you, again, that the most important thing for children is to grow up in an environment where there are fair rules that are clearly established and followed consistently by everyone. If the child knows what the expectations are, he or she will find it much easier to acquire "good behavior."

And if the child is loved and exposed to strong, positive role models, the child will quickly begin to grow in a healthy way.

Unit 1: Belonging to a Group

CD1 TR09

Chapter 2: The Power of the Group

Getting Started: Listening for specific information, page 24

Interviewer: Would you go to the wedding, Rebecca?

Rebecca: Of course I would! If it's your family, you're kind of expected to go along, aren't you?

Jim: I disagree. I wouldn't go. I'd say I had to work that weekend, or make some excuse like that!

Interviewer: OK, Jim. Would you go to the movie with your friends?

Jim: Yeah, sure. It might be good! Reviews aren't always right!

Rebecca: I'd go, too. I agree, sometimes the newspaper says that a movie's no good, but it turns out you like it. And even if it's bad, I'll have a good time with my friends, anyway.

Interviewer: And the shoes? Rebecca, would you consider buying them?

Rebecca: Well, maybe not buying them, but I might try them on. They might look good on me! And if everyone's wearing them, perhaps they're really comfortable or something.

Jim: No way. I don't care what my friends think. Fashion is a personal choice!

Interviewer: OK, and next . . . Would you go away with your parents?

Jim: Definitely not! I really don't want to spend the whole weekend with my parents' friends, especially if I have to study.

Rebecca: Me, neither! My mom would probably put pressure on me to go. She'd tell me that I could do my work in the country. But I wouldn't want to spend a weekend with their friends, either.

Interviewer: All right, last question. Would you accept the help of your mother's friend?

Jim: Well . . . no, I don't think so. I don't really want to get involved with my parents' friends.

Rebecca: I disagree. If I needed a job, I'd love to get some help.

Interview 1: Living with Teenagers

CD1 TR10

Listening for main ideas, page 27

Interviewer: Henry, what is your opinion about group pressure?

Henry: Well, I'm the parent of two teenage boys. I know all about group pressure because of them.

Interviewer: Yes, they say that adolescence is the time when children begin to get most pressure from their peers. Do you think that's true?

Henry: What I've seen is that adolescence is the time when the pressure begins to shift from the family and the school to friends. I think it begins about eleven, but comes into full bloom at about 13, 14.

Interviewer: What actually happens then?

Henry: Well the first thing you see is that adolescents begin to make fashion statements. And certainly those ideas don't come from you. You can tell at a glance that they don't come from you! [*laughs*] Like getting tattoos, piercing their ears, and, you know, dyeing their hair. My younger son began to ask if he could dye his hair blue.

Interviewer: And what did you say?

Henry: We said when he was a little older he could make that decision, with the hope that that fad would have passed out of style. We told him he should be an individual.

Interviewer: Where would you draw the line? I mean, presumably you'd let him wear whatever clothes he wants, but would you let him pierce his ears or dye his hair?

Henry: I think, in the end, I would. But not without a fight! [*laughs*]

Interviewer: So, what other things happen?

Henry: Well, as the kids get older, you start to lose them because they're always talking on the phone, or talking online, or doing other things. Even when they're home, they're in their room most of the time talking on the phone, and not just talking on the phone. They might be talking to one person on the phone and two other people online. And the only thing you know for sure is they're not talking to you!

Interviewer: Do you think this is all normal behavior? And should you be trying to monitor it?

Henry: I think both. Of course it's healthy for kids to follow their peers. But I also think that parents should monitor their kids' behavior. When it's a question of fashion, that's OK. Where you draw the line is when they're doing something dangerous, or illegal – drugs, smoking, drinking. And make no mistake – not all peer pressure is good. Parents always worry that their kids will get bullied by other kids who may be older or stronger. And kids sometimes join cliques, which exert a lot of pressure on them.

Interviewer: What kind of cliques?

Henry: For instance, you'll find that all the kids who like a particular kind of music will hang out together. They are real copycats, and they tend to listen to the same thing. Or, like, we were discussing fashion before. They'll all get their hair cut the same way, or wear the same style. Up to a point, that's normal behavior. But what you worry about is that they won't use their own common sense. So you have to keep an eye on them.

Interviewer: Is there any advice you could give parents?

Henry: Well, one thing is to think back to your own experience as a teenager. I must say, I find myself repeating the same annoying language my father used with me. I have to try to remember not to do that. You have to trust them – you can't discuss every single decision they make.

Interviewer: So it's important to respect your kids' independence.

Henry: Yes, which is sometimes hard to do. It's hard to watch your kids doing things you don't want them to do. For example, my kids are into video games, and I can't find any value whatsoever in these games. But you don't have to like everything your kids do, as long as it's not dangerous or illegal. Sometimes it's important to just leave them alone.

Interview 2: Expressions About Groups

CD1 TR11

Listening for specific information, page 28

Interviewer: Hi, Grace. Nice to talk to you. You are originally from China, right?

Grace: Yes, I am, but I've been living in the U.S. for over 20 years now. I immigrated as a graduate student, and I've lived here ever since.

Interviewer: You just heard Henry talk about the peer pressure his sons face, and the way he deals with it. What's your reaction to that?

Grace: Well, I respect Henry for the way he treats his sons. It sounds like he gives them a lot of independence, and the chance to stand on their own two feet. But we have a different approach in my culture. I would never let my children dye their hair. And I think children should do their homework before they start talking to their friends online.

Interviewer: Can you tell me a bit more?

Grace: It's difficult to explain, but in Chinese culture, at least in my community, there is much more emphasis on doing what your family thinks is right. We don't usually just let our children do whatever they want. We worry what other people will think.

Interviewer: Mm, that's interesting.

Grace: Yes, and what I'm particularly interested in is how people express this idea when they speak, because I'm a linguist.

Interviewer: So tell me about your experience.

Grace: Well, in English, there are lots of expressions about being yourself. Like, people say . . . Think of number one. When I first got to the U.S., I asked myself: Who are they talking about? Who is number one? And then I realized, it's me! [*laughs*]

Interviewer: That's funny. What else?

Grace: What I really like are all the expressions with animals, you know, and they emphasize the dangers of being in groups. For example, I learned the proverb "Birds of a feather flock together." That means that you tend to hang out with people who are like you.

Interviewer: Yes, that's a common expression.

Grace: And that's not so bad. But then they sometimes say that people act like a herd of sheep. That expression deals with **conformity**. That means they don't think for themselves. That's like saying you shouldn't follow other people's behavior.

Interviewer: Yes, that's right.

Grace: Yeah . . . And there's also the expression about doing things in droves, like in this example I learned: They flocked to the concert in droves. Do you know what a drove is?

Interviewer: Well, actually, I'm not sure.

Grace: A drove is a group of animals. It could be cows or horses. That expression gives me the impression of people blindly following each other like animals. Oh, and there's one more animal that people associate with group pressure: they tell you not to be a copycat.

Interviewer: How would you define a copycat?

Grace: A copycat is a person who always copies what other people do. And in the U.S., that's not supposed to be a good thing. You know the song: Copycat, copycat, who do you think you're looking at? That expression implies that you should not copy other people. But in Chinese culture, we emphasize being similar to other people. There's an Asian expression, it's Japanese actually, that says "The nail that sticks out gets hammered down." That means that you should not try to be different.

Listening for tone of voice, page 29

CD1 TR12

1.

Henry: Well the first thing you see is that adolescents begin to make fashion statements. And certainly those ideas don't come from you. You can tell at a glance that they don't come from you! [*laughs*]

2.

Henry: My younger son began to ask if he could dye his hair blue.

Interviewer: And what did you say?

Henry: We said when he was a little older he could make that decision, with the hope that that fad would have passed out of style. We told him he should be an individual.

3.

Interviewer: Where would you draw the line? I mean, presumably you'd let him wear whatever clothes he wants, but would you let him pierce his ears or dye his hair?

Henry: I think, in the end, I would. But not without a fight! [*laughs*]

4.

Grace: We have a different approach in my culture. I would never let my children dye their hair.

5.

Grace: When I first got to the U.S., I asked myself: Who are they talking about? Who is number one? And then I realized, it's me! [*laughs*]

Lecture: Iván Zatz, "Culture Shock: Group Pressure in Action"

CD1 TR13

Before the Lecture: Organizational phrases, page 34

Listen to these phrases from the lecture.

The subject of today's lecture is *Culture Shock: Group Pressure in Action*.
I'm going to focus on three main ideas of this lecture.
First of all, we will consider the reasons why people experience culture shock.
Secondly, I will describe the different stages of the experience.
And finally, I'll mention some possible applications of this research.
First, then, why do people experience culture shock?
Now let's turn to the different stages of culture shock.
To conclude, let's look at some practical applications of the research.

Lecture Part 1: "Reasons for Culture Shock"

CD1 TR14

Organizing your notes in outline form, page 35

The subject of today's lecture is *Culture Shock: Group Pressure in Action*. Culture shock, as you know, is the term used to describe the experience many people have when they travel to another country, and it can be seen as a manifestation of group pressure in action. It is a good example of group pressure because it shows what happens when an individual suddenly, um, experiences different cultural rules – the rules of another cultural group. Now culture shock is a complex phenomenon, but I'm going to focus on three main ideas of this lecture. First of all, we will consider the reasons why people experience culture shock. Secondly, I will describe the different stages of the experience. And finally, I'll mention some possible applications of this research, because, although you might think that culture shock affects, say, only travelers, that is not the case. In fact, cross-cultural studies have immense practical value for modern society.

First, then, why do people experience culture shock? Think about this for a minute. When you grow up in a particular set of surroundings, naturally you get used to the rules and guidelines that govern, uh, the behavior of the people around you. In a sense, you become totally dependent on the rules of, of your social group. Yu, you tend not to question them; you just accept them without thinking. Now, these rules are often not clearly articulated, and therefore, you're not aware of their impact. In other words, you are not necessarily conscious of them. They only become, uh, important

when, for example, you go to another country or a different environment that's, uh, governed by a different set of rules. In fact, this experience can be so shocking that it has been compared to having a bucket of cold water thrown over you. Now, culture shock happens precisely because you cannot use your own culture as a map to guide your own behavior and your own understanding of what surrounds you. You're totally out of control, just as if you were driving along a highway in the dark, without a road map. And because of this, uh, people often behave irrationally. It's a highly stressful experience, and there are different symptoms in different stages.

Lecture Part 2: "Stages of Culture Shock"

CD1 TR15

Using a lecturer's diagrams and charts, page 37

Now, let's turn to the different stages of culture shock. Um, most researchers agree that there are three main stages. If you were to depict it on paper, you might draw a "wave" shape. Uh, the first stage, the "crest" or highest part of the wave, is often referred to as the "honeymoon" stage. It's the time when you first arrive in a new, uh, culture and are confronted with a whole set of different rules. What are the emotions that you experience, uh, during this time? Even though, uh, this is a new and often strange experience, people don't usually react with fear. Surprisingly, there is often a feeling of euphoria. The most common reactions at this time are excitement, uh, fascination, and, uh, enthusiasm. Of course, you're–you're–you're you're on your guard because of the strangeness of the situation. But, at, at this stage, uh, cultural differences are likely to seem exciting rather than threatening.

The second stage has been called the "letdown." Uh, here are some feelings that people experience during the phase, uh, during this phase, uh: irritation, hostility, and confusion. They might also feel exhausted, lonely, and nervous. These feelings happen because travelers, uh, and others have to unlearn their own cultural habits, uh, and, and values as they spend more time in a new country and, and are expected to function according to the ways of that place. They, they [*cough*], excuse me, they may feel like, uh, lost children without protection. Uh, they probably, they probably wanna go home, uh, but if, if they can't do that, they spend a lot of time with other people from their own country, in order to get back a sense of safety.

The final stage is one of resignation. Even if visitors aren't completely comfortable, they do, they do become adjusted to the new environment. Or at least, they stop feeling that they need to defend their own culture, uh, every time they encounter a habit uh or value they don't easily recognize. They might never recapture the honeymoon period, uhhh, but they're not as depressed as they were during stage two.

To conclude, let's look at some practical applications of the research. Well, remember I mentioned, um, that it doesn't just apply to tourists on vacation, or even international students. In our world of rapid transportation and–and population mobility, many societies have, have recent uh, immigrants, sometimes in large numbers.

This becomes, a general social challenge, because immigrants are going through even, even more cultural shock than tourists.

Furthermore, older residents of a country with large numbers of new immigrants can experience their own form of "internal culture shock" when they see neighborhoods or even, uh, large regions where people speak a foreign language or eat unfamiliar food or behave according to–to cultural patterns brought from their own countries. Now, because cultural differences can sometimes lead to tense relationships, um, between different ethnic groups, it is vital that people try to learn as much as possible – get some cross-cultural training if they can – about the different cultures in their own societies. Because the more we learn about our differences, the easier it is to live in a world where different cultures have to live in close contact with each other.

Unit 2: Gender in Society

CD1 TR16

Chapter 3: Gender Roles

Getting Started: Building background knowledge on the topic, page 46

Oh, I remember *Jack and the Beanstalk*! Jack wastes all his family's money, but then he plants a beanstalk, and he climbs it and meets a giant. I think he kills the giant and gets all his money.

This is a great story. I think it shows Jack as a boy who is independent and strong-willed. He is also really adventurous and athletic. And the story has a happy ending.

Ah, *The Ugly Duckling*. Isn't that the one where there is a baby swan that gets raised with a family of ducks? At first he thinks he's really ugly, but he's just different. When he grows up, he becomes a beautiful swan.

We all hear this story when we are children. I think it's good for all kids, boys and girls. But it's especially good for boys because it shows that they can be timid and sensitive.

Little Red Riding Hood. She goes alone through the forest to take some fruit to her grandmother, and then she gets eaten by the big bad wolf. But as I remember, she gets rescued by a woodsman.

I suppose this shows girls as being very gentle and sweet and helpless. And vulnerable. The male characters are different. The wolf is aggressive and bad, and the woodsman is brave and strong. That story's probably showing a lot of stereotypes about males and females. I never really thought about it before.

Interview 1: Bringing Up Children

CD1 TR17

Answering multiple-choice questions, page 50

Interviewer: Hi Andrew, thanks for talking to me. You have two kids, a girl and a boy, right?

Andrew: Yeah, that's right. My daughter is 12 and my son is 10.

Interviewer: Do you think parents raise boys and girls differently?

Andrew: Yeah, I think most parents do. But you know, my wife and I decided, when they were born, that we wanted to raise them pretty much the same. We said we wanted to give them the same opportunities, and the same kind of experiences.

Interviewer: And what happened?

Andrew: Well, it's a funny thing. Like I told you, our daughter, Isla, was older, and we just assumed that when our son Rowan was born, he would behave exactly the same as she did. But guess what? He was completely different.

Interviewer: How so?

Andrew: Well for instance, he was always dragging himself around on the floor, jumping into water, getting dirty, and breaking things. It was incredible! We had to lock all the cupboards in the house. He just couldn't sit still. We weren't ready for that because we expected him to be a bit more quiet, like she was.

Interviewer: Didn't your daughter get dirty, too?

Andrew: Well, she did sometimes – I mean, she was a regular kid. But she was a typical girl. There was one stage when she would only wear pink. Pink, pink, pink! And all her friends dressed in pink, too.

Interviewer: [*laughs*]

Andrew: And you know, even when she was small, our daughter listened to us when we told her what to do and what not to do. I remember one time we had to take both of them to the doctor's for a shot. My daughter went first, and she was really brave. She patiently waited for the doctor to do what he needed, and she didn't even cry. The next week we took my son. He kicked the doctor and ran away! I still remember the look on the doctor's face. He couldn't believe it!

Interviewer: Do you think that your children were just born differently? I mean, is this behavior innate, do you think? I'm talking about the nature/nurture debate.

Andrew: Yes, I think there are differences between boys and girls. Of course I know they are exposed to stereotypes about gender roles on TV and wherever they go. But I'm telling you that from the minute they were born, my own children acted in completely different ways. So I guess nature does play a big role.

Interviewer: Thanks, Andrew . . . and hi, Linda. Can you tell me what it was like for you to raise your son? What were your goals for him as he grew up?

Linda: I think the most critical issue for me was to raise a son who would be proud of being himself, and who would grow up to be a good friend to others, then a good parent and a good husband. And I wanted him to be aware of the issues that girls have.

Interviewer: And how are boys' issues different from girls'?

Linda: Boys tend to be more competitive. They're just born that way. They're expected to be a lot tougher. For example, they're expected to excel in sports – because for boys, a lot of social relationships and friendships grow out of sports. So people always ask them "who're you playing basketball with?" or "are you on the football team?" I think that girls tend to form groups more easily without sports.

Interviewer: You know, I read somewhere that men need to "do something" – like sports, as you say – to get together.

Linda: Yeah, that's true. When boys are younger, school brings them together. But older boys and men tend to use sports as that thing they do together. They talk about sports all the time, and there's a major bonding that goes on around sports.

Interviewer: Yeah, I think you're right about that.

Linda: And some people think that boys are closed emotionally, but I think that boys share a lot of their intimate feelings with other boys. Of course they tease each other very harshly. But they're open about things that scare them.

Interviewer: What kinds of things do you think boys are scared of?

Linda: I think they're scared of . . . not being accepted, of not being liked. Of not being intelligent enough, of not being strong enough, of not being fast enough, of not being attractive enough. There is so much pressure on them to succeed.

Interviewer: Are boys different from girls in that way?

Linda: Mmm . . . well, I think they both face challenges. They both have to face stereotypes and deal with people's expectations about how they should behave. But the stereotypes about boys and girls are different.

CD1 TR18

Interview 2: Growing Up as a Boy or Girl

Listening for specific information, page 51

Interviewer: Thank you all for coming today. I'd like you to talk about your family. Please begin by telling me how many siblings you had, and whether they were boys or girls. Then explain to me if you were treated the same or differently from your siblings. Joy, why don't you begin?

Joy: Sure. Well, there are three of us in my family: I have a sister, who's older, and a brother, who's five years younger. And I do not think that we were raised the same. My brother was given a lot more freedom than we were.

Interviewer: Can you give me an example?

Joy: Well, when we were teenagers, my sister and I always had to be home before 10, even on weekends. After that, my parents would be calling us on the phone every few minutes, saying "Are you coming home yet?" "Where are you?" "Are you safe?" and stuff like that. But my brother! There didn't seem to be any curfew for him. When he was about 15 or 16, it would be about midnight before he came home, or even later. And just because he was a boy, he got away with it. My sister and I were older by then, but I remember being really jealous.

Interviewer: Thank you, Joy. Sharon, what about you?

Sharon: Well, I was an only child, so I'm not sure if I can really judge. But I have to say that I was encouraged to do anything I wanted. My parents didn't shelter me or treat me any differently because I was a girl. In fact, they really let me do whatever I wanted, and they supported me. For example, when I was small I got really interested in music, and I always wanted to play the saxophone. I remember distinctly that my grandmother said: "A saxophone is a big instrument for such a little girl. Why don't you get her to play violin instead?"

Interviewer: So what happened?

Sharon: No, my mother said, she wants to play the saxophone. So they gave me lessons, and I was really good at it. I joined a band when I was in high school, and I'm still in a band now I'm in college. I never wanted to play any other instrument.

Interviewer: David, let's hear your story.

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David: I have one brother very close in age. And I . . . well, I think my parents treated us both equally . . . even though we were very different.

Interviewer: In what way?

David: I was quite outgoing, but my brother was really shy. I liked sports, but he really didn't. He has always been pretty artistic, and he preferred to spend more time reading and drawing and things like that.

Interviewer: So if you were so different, why do you say that your parents treat you the same?

David: Well, in the sense that they respected our decisions. For instance, I remember that once we were both asked to join a baseball team, and we did. But my brother absolutely hated it. He used to get upset every time there was a practice, and he told my father that he didn't want to be on the team. So you know what my father did? He said OK, that's fine. And he took him off the team.

Interviewer: That was very supportive of him. Thank you, David. Now Peter, you're last. Can you tell us about your family?

Peter: I have a younger sister, and I wish my parents had treated us more the same. I have to say that they really didn't allow her to do the things I did. They were much more protective of her, and I think she really resented it.

Interviewer: What did they do?

Peter: Well, when we were in high school, they had a study abroad trip, and I was allowed to go away for a month, no questions asked. But when it was her turn to go, they gave her a really hard time. They kept asking her who she would be with and where she would be staying. She finally got frustrated and angry with them. But they said that because she was a girl, they were just trying to watch out for her. I felt so sorry for her because I think she needed more freedom.

Listening for opinions, page 52

CD1 TR19

Interviewer: Do you think parents raise boys and girls differently?

Andrew: Yeah, I think most parents do. But you know, my wife and I decided, when they were born, that we wanted to raise them pretty much the same.

Interviewer: Didn't your daughter get dirty too?

Andrew: Well, she did sometimes – I mean, she was a regular kid. But she was a typical girl. There was one stage when she would only wear pink. Pink, pink, pink! And all her friends dressed in pink, too.

Interviewer: You know, I read somewhere that men need to "do something" – like sports, as you say – to get together.

Linda: Yeah! That's absolutely true.

Joy: There are three of us in my family: I have a sister, who's older, and a brother, who's five years younger. And I do not think that we were raised the same.

Sharon: Well, I was an only child, so I'm not sure if I can really judge. But I have to say that I was encouraged to do anything I wanted.

David: I have one brother very close in age. And I . . . well, I think my parents treated us both equally . . . even though we were very different.

Peter: I have a younger sister, and I wish my parents had treated us more the same. I have to say that they really didn't allow her to do the things I did.

Lecture: Mary Frosch, "The Benefits of Single-Gender Education for Girls"

CD1 TR20

Before the Lecture:
Using symbols and abbreviations, page 57

I've been asked to speak to you today about the benefits of single-sex education. Many of the arguments that I'll make apply to both boys and girls, but I'm a teacher and adviser in an all-girls' school, so I'm particularly aware of the benefits of single-sex schooling for girls. Of course, I understand that choosing the right kind of education for a child is a personal choice, and I certainly respect that choice. I also recognize that there are some strong arguments against single-sex schooling, and in favor of coeducation. So in the first part of my lecture, I'd like to discuss three drawbacks of all-girls' schools.

Lecture Part 1: "Pros and Cons of Single-Gender Education for Girls"

CD1 TR21

Using symbols and abbreviations, page 60

I've been asked to speak to you today about the benefits of single-sex education. Many of the arguments that I'll make apply to both boys and girls, but I'm a teacher and adviser in an all-girls' school, so I'm particularly aware of the benefits of single-sex schooling for girls. Of course, I understand that choosing the right kind of education for a child is a personal choice, and I certainly respect that choice. I also recognize that there are some strong arguments against single-sex schooling, and in favor of coeducation. So in the first part of my lecture, I'd like to discuss three drawbacks of all-girls' schools. irLanguage.com

First of all, critics of all-girls' schools argue that the separation of the sexes seems old-fashioned. They point out in the United States, single-sex education was much more popular at the beginning of the twentieth century, before the feminist movement that began in the early 1960s. These critics say that having separate schools for boys and girls goes against the aims and the goal of feminists and liberal educators, which is to provide fairness: to make sure boys and girls have the same educational opportunities and are treated in the same way.

Secondly, the critics say that single-sex schools are artificial. In single-sex schools, boys and girls are separated and can't develop the ability to interact with one another or feel comfortable in each other's company. These critics say that in single-sex schools, children never get to learn about gender differences. In coeducational settings, of course, they get to interact on a daily basis, but in single-sex schools, they not only miss out on the chance to sit in class together, but neither do they have lunch together, play sports together, or join clubs together.

In other words – and this is the third drawback – single-sex schools don't offer children a smooth transition into the real world after school, the adult world, where men and women

live together. In single-sex schools, boys and girls cannot become prepared for a world in which they will compete, work, play, and live together as adults.

Now definitely, these are serious arguments against separating girls from boys in school. But there are pros and cons to any situation, and in this case, I believe that the advantages of single-sex education outweigh the disadvantages, and that's why I'm in favor of all-girls' and all-boys' schools. In the second part of the lecture, I'd like to focus on the two main reasons why I support single-sex education for girls in particular: it values girls' unique qualities and it helps girls develop self-confidence.

Lecture Part 2: "Two Main Benefits of All-Girls' Schools"

CD1 TR22

Using your notes to make an outline, page 62

The first real benefit of all-girls' education is that it recognizes girls' unique qualities – the qualities that make them different from boys. What are these unique qualities? Well, I'm going to list a few. First of all, research has shown that the brain develops differently in boys and girls. Girls can often concentrate on higher level, abstract thinking about four years earlier than boys can, and they tend to use the areas of the brain devoted to language and emotional functioning. Furthermore, they can often work for longer periods of time. Girls enjoy collaborative learning activities, and so they work well in groups; boys tend to be more attracted to visual, hands-on learning activities. Finally, as girls mature, they're often kind and cooperative. These qualities are valued in all-girls' schools.

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The second benefit of single-sex education is that girls become more self-confident without the distraction of boys. In a single-sex environment, girls enjoy being leaders. They offer help to others, and they also ask for help when they need it; for example, if they don't understand a math or science concept, they'll ask for clarification. But when girls are in the same classroom as boys, they often lose their self-esteem because they have very different learning styles than boys. Boys tend to be louder; they may jump up out of their seats and wave their arms in people's faces if they know the answer to a teacher's question. If this happens, girls typically sink back in their chairs and wait for the boys to quiet down. But if there are no boys around, girls can feel free to be themselves.

Now, it's true that recently, girls have been doing very well in school – better than boys, in many cases. Second, we have to realize that there are valid reasons for supporting coeducation, and in many cases, it comes down to personal preference. And it's also true that all-girls' schools do separate girls from the real world while they're growing up. But, in the "real," adult world, boys are the ones who set the rules of the game, and these rules don't necessarily reflect the needs or talents of girls, no matter how well they do in school. In an all-girls' school, girls can become confident enough to challenge the rules. And then, perhaps, they can change the "real" world into a place designed to help both women and men.

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Unit 2: Gender in Society

CD2 TR01

Chapter 4: Gender Issues Today

Getting Started: Listening for specific information, page 66

1. The employee is going to get married.

Jack: If the employee is a man, people think he'll work harder because he'll need to keep his job, but if the employee is a woman, people often think that she'll have a baby and leave her job.

2. The employee has a family picture on his or her desk.

Jack: If the employee is a man, people think, "He loves his family," but if the employee is a woman, people think, "She's more interested in her husband and her children than she is in her career."

3. The employee is talking with a co-worker.

Jack: If the employee is a man, people think they're talking about something important, but if the employee is a woman, people usually think they're just chatting.

4. The employee is going to go on a business trip.

Jack: If the employee is a man, people think the trip will be good for his career, but if the employee is a woman, they say, "What will her husband think?"

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Interview 1: Gender Discrimination in the Workplace

CD2 TR02

Answering multiple-choice questions, page 69

Interviewer: Belinda, do you think you've ever been discriminated against because you're a woman?

Belinda: Well, let's see, I have two answers for that. The first answer is yes – that's my gut feeling. But sometimes I think no, I'm not being discriminated against. I just need to try harder. I guess I'm saying yes and no.

Look, we're in a society where yes, discrimination is definitely going on in the business world. I see women getting paid less than men do, for the same position – something like 20 to 30 percent less, in some cases. And often you'll see that women get jobs as assistants – but they're the ones who are doing all the work! That's absolutely awful.

Interviewer: Yes, I see what you mean.

Belinda: Also, there's this "old boys' club," the support network that men have. Men do help each other, there's no question about it.

Interviewer: So then you're saying that men do have an easier time of it in the workplace.

Belinda: Yeah, I suppose I am. It is easier for men. But I have mixed feelings about the whole situation. Sometimes I think that I'm just making excuses for myself. What I ask myself is, am I good enough? Am I as good as the men? Perhaps I'm not. See, I really believe that if I do the work necessary in the business world, I'll be able to be as successful as any man. I think that there's much more of a level playing field than there was before. There's much more opportunity now for women than when I was younger.

Interviewer: And, do you think successful women help other women?

Belinda: Oh, yes. Yes, I do. Women tend to think of helping themselves and helping other people, too. And I hope that I can help to increase the opportunities for many young girls – as well as boys. It's a question of helping everyone to do their best.

Interview 2: Gender Inequality at Home and in the Workplace

CD2 TR03

Answering true/false questions, page 70

Interviewer: I'd like to ask your opinion about how gender roles are changing. Some people say there is more equality now. Do you agree?

Farnsworth: No, I don't. Because that's absolutely not true. The first thing is that there is still a pay disparity. Women make only about 70 percent of the dollar that men earn. There have been changes in the last 20 years or so, but they've been relatively modest. And there's still that glass ceiling, where women hit this invisible barrier as they try to move up.

Interviewer: Could you give me an example of the glass ceiling?

Farnsworth: Well, look at this. I'm a social worker. Ninety percent of my colleagues are women, so that's a ratio of about 1 to 9. But both the CEO and his boss are men. So the top executives are men and, uh, the, you know, the lower paid levels, most of them are women. I think that men are much more likely to be raised with a sense of entitlement than women.

Interviewer: And what about equality at home?

Farnsworth: I don't think there's equality there, either. You see, I think that gender differences often operate on unconscious levels. It almost never occurs to men that they can do housework just as well as women, or take care of children – even if they're divorced and have custody of a child. But women have been parenting children alone forever. And women just assume that they can do it.

Interviewer: How has this affected you in your own life?

Farnsworth: Well, with both my children, from two different marriages, I was always the person who got up at night and gave the baby a bottle. I was always very actively involved with caring for my children, cooking for them. And I joined a playgroup with my son – 25 years ago! Incidentally, I was the only male involved, and I loved it.

Interviewer: Good for you!

Farnsworth: That was very, very different from my father's generation. My father had almost nothing to do with us, until we were eight or ten. Of course he held us and gave us some smiles and so on, but he wasn't really an active parent. But I was determined to be a part of the joy of it all.

Interviewer: So what you're saying is that the situation has changed, but there's still inequality.

Farnsworth: Oh, yes. I think that's true. Absolutely!

Listening for tone of voice, page 71

CD2 TR04

Excerpt 1

Interviewer: Belinda, do you think you've ever been discriminated against because you're a woman?

Belinda: Well, let's see, I have two answers for that. The first answer is yes – that's my gut feeling. But sometimes I think no, I'm not being discriminated against. I just need to try harder. I guess I'm saying yes and no.

Excerpt 2

Belinda: I think that there's much more of a level playing field than there was before. There's much more opportunity now for women than when I was younger.

Excerpt 3

Interviewer: Do you think successful women help other women?

Belinda: Oh, yes. Yes, I do.

Excerpt 4

Interviewer: I'd like to ask your opinion about how gender roles are changing. Some people say there is more equality now. Do you agree?

Farnsworth: No, I don't. Because that's absolutely not true.

Excerpt 5

Farnsworth: My father had almost nothing to do with us, until we were eight or ten. Of course, he held us and gave us some smiles and so on, but he wasn't really an active parent.

Lecture: Wendy Gavis, "Gender and Language"

CD2 TR05

Before the Lecture: Using telegraphic language, page 76

1. . . .it's a question of equality. For example, when you say mankind, it sounds as if you're only talking about men, but when you say human beings, or people, then you include both men and women.
2. Why should we use gender-neutral language? Well, first of all, it describes the world the way it really is, as I said, and secondly, it carries positive connotations, or images. If children grow up hearing the word chairman, then they internalize the idea that all leaders are men – which isn't true.
3. The title of this lecture is Gender and Language. I'm going to specifically discuss the topic of sexism in language. I'll describe what this is, and then discuss ways to avoid it.
4. It turns out that language conveys a lot of messages about gender, and a clear example is what we call "gender-specific" terms. Many terms, like mailman or policeman, are gender-specific. They all refer to men – yet, there are women who do these jobs.

Lecture Part 1: "Gender-Specific and Gender-Neutral Language"

CD2 TR06

Using telegraphic language, page 78

Good morning. Please take notes on today's lecture. Everyone should pick up his pen – or rather, everyone should pick up her pen. Or everyone should pick up his or her pen. Or her or his pen. Wait – let me start again. Everyone should pick up their pen – is that correct? You get my point, right? In the sentence I just said about picking up your pen, I was forced to choose a pronoun, and . . . when I did that,

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I faced a difficult choice about how to address my audience. The title of this lecture is Gender and Language. I'm going to specifically discuss the topic of sexism in language. I'll describe what this is, and then discuss ways to avoid it.

First, then, is it true that language can be sexist? The answer is yes, it can. Take the example of this word: Mr. What word has the same meaning for women? Well, as any student of the English language knows, there is none. There's Mrs., which means "I'm married;" there's Miss, which means "I'm not married;" and then, since the 1970s, we've had Ms., which means "it's none of your business whether I'm married or not!" Well, not exactly, but you get my point, right? After all, men don't have to let you know their marital status. They're all called Mr. irLanguage.com

In fact, it turns out that language conveys a lot of messages about gender, and a clear example is what we call "gender-specific" terms. Many terms, like mailman or policeman, are gender-specific. They all refer to men – yet, there are women who do these jobs, increasingly so, in fact. So what do we do? Well, a safe option is to use what we call "gender-neutral" terms, such as mail carrier or police officer.

Why should we use gender-neutral language? Well, first of all, it describes the world the way it really is, as I said, and secondly, it carries positive connotations, or images. If children grow up hearing the word chairman, then they internalize the idea that all leaders are men – which isn't true. Third, it's a question of equality. For example, when you say mankind, it sounds as if you're only talking about men, but when you say human beings or people, then you include both men and women.

But we need to look beyond using nonsexist vocabulary; grammar is a problem, too. Do you remember the example I gave at the beginning? "Everyone should pick up . . . blank . . . pen"? Well, I wasn't really making a joke. The fact is I have to choose a pronoun. And I don't want to give the impression that everyone in the room is male or female either. So I'm facing a dilemma. What's the solution? Well, personally, I prefer to say, "Everyone should pick up their pen." I realize this is not grammatically correct, but it does avoid sexism, and as far as I'm concerned, that's very important. Incidentally, you'll find that most university professors and writers would probably make the same choice that I do. Pick up the newspaper, or look around you on the bus or on the subway, and you'll see plural pronouns in places you might not expect.

Lecture Part 2: "Questions and Answers"

CD2 TR07

Using telegraphic language, page 79

Lecturer: Now I'd like to organize the second part of the lecture around your questions. I can see that some of you have questions on your mind, so please go ahead and ask them.

Student: Professor Gavis, I'm sorry, but is all this concern about language really important? I mean, aren't there more serious issues facing women today?

Lecturer: You know, I understand what you're saying. And of course, there are many serious issues facing women. I mean, there are so many that I could mention: the AIDS crisis, workplace inequality, the way the mass media treats women – that is, the way they stereotype women, and so on. But I'd like to point out that in addition to these issues, the language question is also on the minds of international organizations such as the United Nations, who try very hard to avoid sexism in their publications. You see, the issue isn't just the words themselves, but the ideas behind the words. Have you ever thought about the roles that boys and girls play in children's literature? It often seems that the boys are the ones having all the fun, having adventures, and so on, while the girls just stand in the background, smiling sweetly. Women tend to be pushed to the background in society. By focusing on the language we use about women, we may be able to change their expectations.

Student: I have a question about the relationship between the way we think and the way we talk. For example, if we say chair instead of chairman, do you really think we'll start imagining more women in powerful positions?

Lecturer: Again, that's a very interesting question. And yes, it's true that we don't completely understand the relationship between language and thought. So does what we say affect what we think? The answer is probably yes. I, for one, would say that if we speak about people in certain ways, that definitely has an influence on the way we think about them. Imagine a little girl who grows up hearing chairman, chairman, chairman. What is she going to think of when she hears this word? Well, a man, of course. But we must give young people the idea that women can also enter the professional world and be successful. Any more questions?

Student: Professor Gavis, does this controversy about how we use language exist in other languages, too?

Lecturer: Yes, it's definitely receiving more and more attention worldwide. But remember that the feminist movement, which is so active in the United States, has been a major force behind the move to avoid sexist language. It's a complicated issue, however, because the issues of gender in language change from one language to the next. For example, nouns don't have a gender in English, but there are two genders for nouns in Spanish – masculine and feminine. And German has three gender groups – some nouns are masculine, others are feminine, and then there's a third category, which isn't masculine or feminine. So each language has its own gender issues. You might want to take a look at some newspapers or magazines to see how they avoid sexism in English. Well, we have to leave it there for today. Thank you.

Unit 3: Media and Society

CD2 TR08

Chapter 5: Mass Media Today

Getting Started: Listening for specific information, page 90

1.

Interviewer: Hi, uh, where do you get your news?

Woman: Oh, well, I usually check the headlines on my iPod as soon as I wake up. I like to know what's going on in the world, don't you?

2.

Interviewer: How much news do you read?

Man: I usually read a paper online. I read all the headlines and usually two or three articles.

3.

Interviewer: Do you buy a newspaper every day?

Woman: No way! I prefer to read the news online.

4.

Interviewer: Do you keep up with the news on a daily basis?

Woman: Uh, no, not really. I check it pretty often, but probably not every day.

5.

Interviewer: Do you share your opinions about the news on a blog or social media site?

Man: Sure, I often do that. It's fun to exchange ideas with other people.

Interview 1: Problems with TV News

CD2 TR09

Answering multiple-choice questions, page 92

Interviewer: Hi, Carol. I'd like to get your opinion about news in the United States.

Carol: Well, I have very strong opinions about it. We think we're getting the news, but it's really just entertainment. The news is based on what's going to keep people tuned in, like plastic surgery or celebrities. They actually tease you to get you to watch the news with those stories, because I think they think Americans get bored with international news.

Interviewer: You're talking about news on TV?

Carol: Uh, yeah. I mean, of course I read the news online, too, but mainly I try to catch up with it in the evenings while I'm cooking.

Interviewer: Oh, yes, I do that, too.

Carol: Yeah. The announcers say: "Tune in at 11, find out how this woman lost weight." And that kind of keeps people watching – and that's what they call "news." But what about major political problems? Those don't get reported in the way they should be – they don't get reported enough.

Interviewer: Yeah, I – I see what you're saying . . .

Carol: The other thing that bothers me about the news is that it's shallow. Like, there are these people doing voice-overs. But the voice-overs have the same tone as people who do it for movies. It's like "Six Guns to Kill" and then it's like "Plastic Surgery at 11." And it's the same voice, the same style for those two stories. It's all like entertainment.

Interviewer: Do you think entertainment is more interesting than news?

Carol: Good question. I actually think we've gotten used to the idea that news should be just as entertaining as the movies. And it should be quick, and sort of like instant gratification.

Interviewer: What do you mean?

Carol: They present something that doesn't require you to think. Easy information. You feel like you're learning something, but you really aren't. The information you're getting might be immediate, but it's shallow. And the TV news has to be reported by people who are physically attractive. If they're not attractive, viewers complain.

Interviewer: Well, do you think newspapers – online or the actual papers – give you better news coverage than TV?

Carol: I think newspapers are better, because they're more in depth. But then who has time to really read them?

Interviewer: Do you get any news from radio or the Internet? Are they better? I mean, are there any good places to get news?

Carol: I do think there are better places. But you have to spend time finding them. And people need quick access. If you want to get specialized news, you have to go to special radio stations or Web sites, and I don't even know what those are. So . . . I guess I'm saying that good news is hard to find.

Interviewer: So, where do you get your news?

Carol: Mostly on TV. That's the thing. I realize I'm being sucked into it. So I'm critical of it, but it's OK because I know I'm being sucked in!

Interview 2: Opinions About the News

CD2 TR10

Listening for main ideas, page 93

1.

Interviewer: Hi, Lewis. Now, you say that you . . . you're not really interested in the news. Why not?

Lewis: Well, I think it's a giant waste of time, and I can't understand why people seem so obsessed with current events. I mean, I know that it's important to understand what's going on in the world, but you don't have to follow things every single second. For example, suppose there's a disaster somewhere on the other side of the world. Do I have to know what's happening immediately? I don't see why I do. There's nothing I can do to help, and it really doesn't affect me that much.

Interviewer: I don't think most people would agree with you.

Lewis: Maybe not. But I think it is a problem that we are all connected to electronics, all the time. There is no person-to-person communication. We need to get off Facebook, take a break. Get involved in travel, in nature, in discussions with those around us. We're bombarded by the news 24/7, and that is very unhealthy.

2.

Interviewer: Peter, what do you think?

Peter: Lewis, I can't believe you're saying that. I'm sorry, but I disagree with you. I think that it's the responsibility of every educated, intelligent person to keep up with what is going on in the world. So I'm extremely interested in the news, especially current events. I'm constantly checking news updates online.

Interviewer: What do you read online – the newspapers?

Peter: Yes, because you can trust that they are accurate. But I also read blogs because they have a different perspective, and that's where you get the breaking news. Let's face it, timing is everything. If you find out about something after the fact, then it's not "news" anymore.

Interviewer: Don't you think that some of the blogs are biased?

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Peter: We read a lot of half-truths. That's why you have to take everything with a grain of salt. But if you are exposed to more than one opinion, you have a much better chance of understanding the issues. That's the great thing about the digital revolution. It allows us to participate in sharing information. irLanguage.com

3.

Interviewer: Sharon, what about you?

Sharon: OK. Well, like most people my age, I get most of my news on the Internet. But I read papers, too. And what I notice is that the news is really depressing, especially the main headlines – accidents and tragedies. I find more and more that the news in the United States is getting focused on negative things.

Interviewer: Is that your only concern?

Sharon: No, there's something else. In addition to being so depressing, I think most news is also one-sided. It's all about where you are. I know that people are interested in local news, but I think the news should be more well rounded – I mean, U.S. newspapers should give news from the United States, but they shouldn't forget other parts of the world.

Interviewer: If you don't like the news, why don't you turn it off, as Lewis was saying?

Sharon: Well, I must admit, I do like the news. I especially like the arts and culture, and also the human interest stories, which can be really uplifting. I like to read about people. It makes you feel positive, instead of depressed and helpless.

4.

Interviewer: Bobbie, you also said you find the news annoying. Is that why you don't watch it?

Bobbie: Yeah, I'm not interested in the news at all! If you turn on the TV, which of course I do sometimes, it's all about celebrities – who got married, who went to a party, who has a new car. I can't understand why people are so obsessed by it. Also, I think there should be some restrictions on the paparazzi. When the media is allowed to get into every detail of people's lives, that's an invasion of privacy.

Interviewer: Don't you think it's normal for people to be interested in colorful stories about famous people?

Bobbie: Actually, no. I think we should be more interested in the people around us.

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Listening for stressed words, page 94

CD2 TR11

1.

Interviewer: Hi, Lewis. Now, you say that you . . . you're not really interested in the news. Why not?

Lewis: Well, I think it's a **giant** waste of time, and I can't understand why people seem so obsessed with current events.

2.

Interviewer: What do you read online – the newspapers?

Peter: Yes, because you **can** trust that they are accurate.

3.

Interviewer: If you don't like the news, why don't you turn it off, as Lewis was saying?

Sharon: Well, I must admit, I **do** like the news.

4.

Interviewer: Bobbie, you also said you find the news annoying. Is that why you don't watch it?

Bobbie: Yeah, I'm not interested in the news at **all**!

Lecture: Sarah Coleman, "From Event to Story: Making It to the News"

CD2 TR12

Before the Lecture: Listening for signal words, page 100

1. Nowadays, more than ever before, we are surrounded by news.
2. In fact, so many new stories appear every day that it's impossible to keep up with them.
3. First of all, there are different kinds of journalists.
4. Sometimes, journalists are called reporters because they "report" the news.
5. Usually, unplanned events are more exciting!
6. However, it's important not to report too much personal information or anything that is scandalous.

Lecture Part 1: "The Work of a Journalist"

CD2 TR13

Choosing a format for organizing your notes, page 102

Nowadays, more than ever before, we are surrounded by news. You can get the news on the Internet, on TV, on the radio, and in newspapers. In fact, so many new stories appear every day that it's impossible to keep up with them. And behind all of these stories, there's a journalist. First of all, there are different kinds of journalists, like entertainment journalists, sports journalists, and crime journalists, and they all work hard to deliver the news, 24 hours a day, in print and, increasingly, online.

So, how exactly do they find and write stories?

Let's look at the work of one type of journalist: a city reporter. (Sometimes, journalists are called reporters because they "report" the news.) So, a city reporter is a person assigned to find and write stories about local news. How does the reporter do her work? Well, to begin with, she should keep in contact with lots of different organizations: the local police and fire departments, the offices of local politicians, and religious and civic organizations in the neighborhood.

Once the reporter has a good relationship with these organizations, she can call them to see what's happening, or they might call her to tell her about something that's going on. There are two kinds of stories she could write about. The first is a planned event for which the reporter can anticipate many of the details. For example, a politician could be opening a new department store. The second is an unplanned event, for example, a fire or a crime. Usually, unplanned events are more exciting.

Let's look at one kind of unplanned event: a crime. Imagine that a fight breaks out between four men in a neighborhood bar and one of the men threatens another with a knife. The reporter will probably see a few lines about the crime in the police log. Once she knows where it happened, she can go to the scene of the crime and interview people. The first person

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she will want to interview is a police officer, so that she can get the facts. There are four very important facts that every reader wants to know at the beginning of every story: (1) What happened? (2) When did it happen? (3) Where did it happen? and (4) Who was involved?

Once the reporter has the basic facts of the story, she can begin to interview witnesses. When you're interviewing witnesses, it's very important to get each witness's full name and some other details – perhaps the person's job or age. These details will make the story more interesting and credible. However, it's important not to report too much personal information or anything that is scandalous.

When the reporter has finished interviewing people, she'll go back to the newsroom to write the story. At that point, she might talk to her editor to decide whether she has a good story. Together, the reporter and editor must decide whether the reporter has enough facts and material to make a good story. Is it clear what happened and why?

Lecture Part 2: "Getting a Story into Print"

CD2 TR14

Choosing a format for organizing your notes, page 105

The single most important question of all is whether or not the story is accurate. If a newspaper publishes a story that isn't supported by facts, and somebody finds a mistake, then the newspaper's reputation will be damaged for a long time.

For example, if the paper publishes a story saying that Bill Jones started the fight, and later it turns out that Fred Porter started the fight, there would be a problem. First of all, the public would have been misinformed, and people might decide not to access that paper in the future. Secondly, Bill Jones could decide to sue the paper for misrepresenting his character. That's called libel, and it's something that judges take very seriously. irLanguage.com

That's why many newspapers insist on having every controversial fact in a story supported by two different sources. If two people who don't know each other both tell the reporter that Bill Jones started the fight, then the newspaper feels it can publish the story.

But checking every fact with two different sources takes a long time, and there isn't much time in the news world. Yesterday's news isn't worth much to the public, and every newspaper wants to be the first to publish a story. A reporter who has a big story will always want to publish it as soon as possible, so it's the editor's job to check that the reporter has done her work thoroughly and that there are no uncorroborated facts.

But let's suppose that the reporter has done her job well. She's checked all the facts, and she knows that she's got interesting interviews.

Now she just has to write the story! Easy, right? Well, not always, remember how quickly most people read newspapers. A journalist must know how to organize a difficult story and present it very clearly, in language that's simple but very effective. When the story is written, it goes into the computer. Somebody checks that the story is grammatically accurate, and somebody else checks it for typing mistakes. Then a photograph or video is chosen to go with the story, and the editor-in-chief decides where to put the story – on the printed page or online.

And what makes a good story? Well, there are three main things. First of all, the story has to be new. If it happened three months ago, it isn't news. Second, it has to be unusual. There's an old saying in the newsroom: If a dog bites a man, it isn't news. But if a man bites a dog, that's news! Third, it has to be something interesting that your readers want to know about. After all, if they don't want to know about it, they won't buy your newspaper.

Unit 3: Media and Society

CD2 TR15

Chapter 6: Impact of the Media on Our Lives

Getting Started: Recording numerical information, page 108

The map you see shows two pieces of information: the number of Internet users in eleven countries, and the percentage of the nation's population that uses the Internet.

Let's begin with Australia, where as much as 80% of the population is online.

Next, in the United States, 75% of the country uses the Internet.

In South Korea, that figure is 76%, and in Japan, it is 74%.

In the UK, the majority of people is also online: the percentage of Internet users is 72%. In Germany, it is also high: the percentage is 67%, and in France, it is 66%.

In Brazil, the figure is much lower. Only 34% of the population uses the Internet. In China, that figure is 22%. The lowest figure on this map is India, where only 7% of the population is online.

Interview 1: The Advantages of the Media

CD2 TR16

Listening for specific information, page 111

Interviewer: Kelly, what is your opinion about the impact of the media? Is it a good thing, or a bad thing?

Kelly: As a young person, I don't think that you have an option about whether you are going to participate or not in this technology. It is so ingrained in the world around us, and people use it for every purpose – for social purposes, for work, to follow the news, to . . . I can't think of a realm of life that computers have not penetrated. So . . . I don't know how productive discussions are about whether it is or isn't a good thing. We're past that. Everybody is using it, and you have to be engaged with it if you want to deal with the world around you. And it has many advantages.

Interviewer: So what are the advantages of the media?

Kelly: I would say that the main appeal has to do with convenience . . . instant communication, like you don't have to wait for anything. In the past, people went to the post office, which I think is an institution that is probably [*laughs*], you know, not going to be here for very much longer. People used to have so much patience. You know, you wrote letters, you put them in envelopes, you bought a stamp, you got to choose which one, you put your letter in the box, sent it off, and five or ten days later it got there. And that was fine for

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such a long time! But now people have realized that they don't have to wait, and now that they don't have to, they don't want to anymore! So I think time has become more important to people.

Interviewer: Are there any other advantages?

Kelly: Yes, sharing of information across the Internet has really exploded, and I think that's a big part of the appeal. And I'm not just talking about words, but digital photos, and videos, too. My friends are constantly posting pictures about what they're doing, where they have been, hundreds of thousands, and it's really interesting because there is always new content to talk about. And you can pretty much use your phone to find out any information about where you are, how to get to different places, and even who is there that you know. irLanguage.com

Interviewer: So you think the advantages include convenience, and the ability to share information . . .

Kelly: Yes, and then thirdly, everyone is connected now, so it's really easy to find your old friends. In the past, people fell out of touch, and you didn't necessarily have a way to get back in contact with them. Now that's not a concern anymore for my generation, because you can always find everyone. It's almost as if you don't exist if you don't use Facebook!

Interviewer: Isn't that an extreme statement?

Kelly: Well, for people my age . . . 27 . . . the online environment is absolutely central to our lives. But actually, I count myself as very lucky because I've been able to see a world with and without the Internet. I remember getting a computer for the first time. So I have some perspective on its benefits. I actually have some nostalgia for the pre-technological age. I think children now are growing up with a very skewed impression of the world because, for so many thousands of years, the world did not in any way resemble the potential of the modern world. So yeah, perhaps there is a downside to being so connected. Maybe we are losing a part of our cultural heritage, our humanity, by our addiction to the Internet.

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Interview 2: Disadvantages of the Media

CD2 TR17

Listening for specific information, page 112

Interviewer: Nina, are there any disadvantages of the media?

Nina: Um, well I think we are brainwashed by the media. It's getting harder and harder to think for yourself. And I also think the media interferes with the way we spend our time. It makes us antisocial.

Interviewer: In what way? Don't you think most people are talking to friends online?

Nina: I don't think that counts. People are not spending quality time together. It's fine to spend hours a day online, clicking here and clicking there [*laughs*], but five hours later, you suddenly realize that you haven't seen your family all day, and you've been sitting there chasing down all this information you think is so important. On one hand, it's wonderful to have the Internet at your disposal, but while you're online, you're not doing anything else, like reading for example. There's a way that books just bring knowledge alive to you in a completely different way. You get to discuss books with your friends, but all people talk about when they're discussing the Internet is how much time they wasted!

Interviewer: Richard, I know you have strong feelings about the media.

Richard: I do. I've never had a television in my life. I grew up before television was really common, and I just don't have time for it. I think you have to look at the trade-off for whatever you do.

Interviewer: What do you mean by trade-off?

Richard: What it costs, not only in money, but in terms of what it does to your life. I have no real machines in my apartment. Well, I – I do have a radio, and I listen to, ah, good music. But I don't have a TV, and I don't have a cell phone, either. You see, I think modern technology destroys all the beauty and meaning in life. The machine gets in the way. And I don't want to be part of a machine. That's not the way I want to live my life.

Interviewer: Aren't there any good things that the modern media brings us? I don't know . . . closer contact with other people?

Richard: Well, I do have a confession to make. The only modern form of media I really like is the jet plane. I mean, I know it's not "the media," but I really consider it to be a form of communication. It has allowed me to travel all over the world. I get great enjoyment out of traveling. I link up with people from foreign countries, I meet them, I talk to them, and so in that way, the jet plane has improved international communication, much more than the Internet will ever do.

Interviewer: What an interesting idea! Thank you, Richard. So then, finally, Orlando . . .

Orlando: The main disadvantage for me is that there is a digital divide. Is that what they call it? What I mean is that not everyone has equal access to the Internet and modern technologies.

Interviewer: Who are you talking about?

Orlando: Well, it's clear that some countries and some continents are less connected than others. The developed world has a great advantage over the developing world in that respect. But even within a country like the United States, where there is extensive Internet access, the access is not even. That means there's a big gap between the haves and the have-nots. And that has all kinds of implications.

Listening for tone of voice, page 113

CD2 TR18

1. Kelly

In the past, people went to the post office, which I think is an institution that is probably [*laughs*], you know, not going to be here for very much longer.

2. Nina

It's fine to spend hours a day online, clicking here and clicking there [*laughs*], but five hours later, you suddenly realize that you haven't seen your family all day, and you've been sitting there chasing down all this information you think is so important.

3. Richard

I do have a confession to make. The only modern form of media I really like is the jet plane. I mean, I know it's

not "the media," but I really consider it to be a form of communication.

4. Orlando

Even within a country like the United States, where there is extensive Internet access, the access is not even. That means there's a big gap between the haves and the have-nots. And that has all kinds of implications.

Lecture: Dedra Smith, "Dangers of the Mass Media"

CD2 TR19

Before the Lecture:
Organizing your notes as a map, page 117

Uh, fifteen years ago, if you heard the words mass media, you probably immediately thought of television, newspapers, magazines, and the radio. But today, if you made a list of the mass media you use, you would have to add newer technologies such as smartphones, blogs, uh, social media sites, and the Internet. In today's world, we are surrounded by technology that allows us to communicate with others. And of course, technology has brought us some wonderful things, and I personally wouldn't want to live without it. But all these new advances bring us dangers that we should be aware of.

There's a lot of violence in TV shows, and many people worry about its effect on us.

In addition to making us violent, TV can also make us passive.

Third, using the media can become very addictive.

Lecture Part 1: "Violence, Passivity, and Addiction"

CD2 TR20

Organizing your notes as a map, page 119

Uh, fifteen years ago, if you heard the words mass media, you probably immediately thought of television, newspapers, magazines, and the radio. But today, if you made a list of the mass media you use, you would have to add newer technologies such as smartphones, blogs, uh, social media sites, and the Internet. In today's world, we are surrounded by technology that allows us to communicate with others. And of course, technology has brought us some wonderful things, and I personally wouldn't want to live without it. But all these new advances bring us dangers that we should be aware of. Let's begin by discussing three of these dangers: violence, passivity, and addiction.

There's a lot of violence in TV shows, and many people worry about its effect on us. For example, almost every home in the United States has a color television, and according to a recent study, TV is on in the average household for 7 hours and 37 minutes every day. And many people are afraid that children and adolescents are especially susceptible to this violence. In 1993, for example, a–a young boy jumped out of a window after seeing a superhero do the same thing on TV while he was chasing an enemy. And what about the movie where kids set a subway booth on fire? Some teenagers saw that movie and they did the same thing. Tragically, the man working at the booth died as a result of the fire.

In addition to making us violent, TV can also make us passive. You've probably heard the term couch potato. It refers to a person who daydreams for hours in front of the TV. When we are in this passive state, we may not be able to distinguish between fantasy and reality, and we may make bad decisions about important things in our lives.

Third, using the media can become very addictive. For example, how many Internet users can say they quickly go online, and find what they need, and get off again? That's just not the case for most of us, who wander through cyberspace, clicking here and there and wasting a lotta time in the process. If you check your e-mail more than three or four times a day, you might want to ask yourself if you really need all that communication. And cell phones – which these days can also be used to go online – are highly addictive as well.

Lecture Part 2: "Advertising and Invasion of Privacy"

CD2 TR21

Organizing your notes as a map, page 121

The fourth danger we should be concerned about is the increase in advertising. You see, the media is not only interested in providing information or entertainment, but also selling space or time to advertisers. You used to be able to enjoy a TV show, or relax and read a magazine, and there wasn't too much advertising. Now, however, it seems that advertising is the main goal. Did you realize that the average consumer is exposed to 3,000 advertising messages a day? The content of a TV program or a magazine is just an excuse, or a wrapping, for the advertising. There's an essential marketing relationship among the media, the advertiser, and the user, and it exists whatever the media. Even print media, which is one of the least technological forms of communication, has a high percentage of ads.

On TV, of course, we're used to being bombarded by endless commercials every 8 minutes. Many of us use our remote control to zap out the advertising with the "mute" button, or simply channel surf to find someplace we can escape from the ads.

But the advertisers have found many ways to get their message across to you anyway.

They use what is called "product placement," which means that they put products right in the middle of a show. For example, uh, the hero of the show might be drinking a particular soft drink, like Coca-Cola or Dr. Pepper.

Or . . . he might be wearing a pair of shoes with the name Nike, or Adidas. You can't escape from this form of advertising unless you just turn off your set.

The problem is not just that we are being bombarded by advertising, but that the media is invading our privacy. Advertisers are more and more interested in getting private information about individuals. Every time you use your credit card, you're giving away information about yourself. Advertisers have the ability to gather statistical data about people like you – potential consumers.

Think about this for a moment: Have you ever gotten junk mail from a company you never heard of? Wh–where did they get your address? Have you ever gotten a phone call during dinner from some company trying to sell you something? Where did they get your telephone number? Well, information about you can be compiled and sold to other companies. And advertisers can study what you buy, where you buy it, and how much of it you buy, and figure out the best way to make you buy more. On the Internet, many Web sites are working extra hard to collect information

about you. You can be tracked if you make a few visits to any Web site, and the data can be used to learn more about your habits, interests, and other behavior.

We are surrounded everywhere by a message that tells us that we can be better, more successful, more popular, and altogether happier if we just have more. I believe we need to step back once in a while and ask ourselves if this message is true. Is it true? Are we what we buy? What if we couldn't buy anything, ever? Who would we be?

Unit 4: Breaking the Rules

CD3 TR01

Chapter 7: Crime and Criminals

Getting Started: Building background knowledge: Technical terms, page 131

1. A gold watch and a necklace were stolen from a home on Woodfield Avenue. The criminals entered the house through a bathroom window.
2. A man was arrested at midnight on Harper Street because he was carrying a handgun without a license. He was taken to the police station for questioning.
3. There's breaking news in the sexual assault case that we reported last week. Police have charged a man in connection with two similar cases that took place in the same neighborhood.
4. A woman in her late thirties was found taking items from the local pharmacy. She was caught on camera as she was putting the items in her pocket.
5. Two teenage boys were arrested for setting their school on fire. They entered the school after classes were over and set fire to the teachers' lounge. Luckily, no one was hurt.
6. A car that was stolen from a supermarket parking lot was found near an old house by the railroad tracks. No one has been arrested yet in connection with the crime.
7. A jealous ex-boyfriend has been charged in the killing of two young people in their twenties. The couple had been planning to get married.

Interview 1: Crime in Society Today

CD3 TR02

Answering true/false questions, page 133

Interviewer: I'd like to ask both of you – now that you have a young child – whether you worry about the level of crime in the city.

Evelina: Luckily, I've never actually been struck by crime. But now that we have Daniel, I've become more conscious of it.

Interviewer: What do you mean?

Evelina: Well, personally, it doesn't affect me that much, but I hear so many stories and I see it on the TV news, so I'm aware of it and concerned about it. Sometimes I'm out late at night, and I see big groups of kids roaming the streets. And that frightens me.

Interviewer: And you, Arpad?

Arpad: Yeah, I mean, it depends. If it's a rowdy teenage group, I go over to the other side of the street. I'm tall, but still I try to avoid them.

Evelina: And what I think is that they should be doing something else.

Interviewer: Do you worry that violence could affect your life?

Evelina: I do, to be honest. Every time I get on the subway, I'm afraid that someone in the car could have a gun. Guns might not be visible, but they're everywhere, and at any minute, people can lose control. Guns are my biggest fear. I think guns are the biggest problem in the city.

Interviewer: And you, Arpad?

Arpad: Well, I've never seen anyone with a gun – and much less seen a shooting – but just last week someone got shot in a bookstore! In the safest part of the city! It's very random; that's what worries me. There was another incident where a kid was asleep, and there was a shot from the apartment next door that went through the wall, and the bullet struck him in the leg.

You're not even safe in your own house.

Interviewer: Why do you think there is so much crime?

Arpad: Because kids think guns are ordinary. They're available. They're just facts of life. It's a recipe for disaster.

Evelina: I think that kids don't have enough contact with their parents. Basically kids who get into gangs don't have that much contact with other people . . . you know what I'm trying to say?

Arpad: I agree with Evelina. Parents are the main people that need to be responsible for their children. My sister's a teacher, and she says it's amazing . . . some parents think that school is responsible for teaching kids values. But that's not what I think.

Evelina: So many problems come from the fact that parents can't spend enough time with their kids.

Arpad: And gun control should be the government's responsibility. If there were fewer guns, that would definitely bring crime down.

Evelina: Yeah, the government has such a slack attitude toward guns. I really agree with Arpad.

Interview 2: Being the Victim of a Crime

CD3 TR03

Listening for details, page 135

Interviewer: Gail, I know you've been the victim of a crime.

Gail: Unfortunately, yes. Once I was mugged by some young kids.

Interviewer: What happened?

Gail: I was going home late at night, and I couldn't see a single person on the street. And it was winter; oh, it was so cold! So I had my scarf wrapped around my face. And then – suddenly – I walked straight into these three guys – they looked about 14 or 15. And they said something threatening like, "Give us all your money, or we're gonna kill you!" and I'm looking at them because they look so young. And I'm thinking, What on earth are you doing? They said "Blah, blah, blah, blah" and I said, "Listen, it's very cold, give me a second, I have to take off my gloves."

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Interviewer: You must have been really scared!

Gail: Well, I open my purse, and all I've got is a few dollars. I was so nervous. And I say, "Here it is." And they say, "Four dollars?" Yeah, it's four dollars. And they say, "That's all you have?"

Interviewer: So, so, then what happened?

Gail: Well, I gave them the money, and I just went home. But I felt so bad. You know, I really had mixed feelings about it. I wanted to say, guys, what are you doing? You know, go home! You're ruining your lives! And I think, why are those kids on the street, doing things they're not supposed to? Something stupid, really stupid – that could lead to something worse.

Interviewer: Why do you think kids get involved in stealing?

Gail: I don't know. I mean, it was only four dollars. You look at kids getting involved in this kind of small crime, and you think, who's responsible? I don't know what they were doing out on the street at that time of night.

Interviewer: Did you report the crime?

Gail: No, I didn't. Kids like that don't need prosecuting, they need parenting. They need someone to put them on the right path. These kids really need, you know, help.

Interviewer: In what way?

Gail: Well, kids are so vulnerable. They have to get a lot of supervision. There are these kids hanging out on the street, doing things they're not supposed to. It's almost a macho type of thing. But I think if these kids had more self-esteem, they wouldn't behave in that way. We have to find ways to help these kinds of kids have good futures. Then they wouldn't commit crimes.

Interviewer: What about you, Tom? What was your experience?

Tom: Well, actually, I was robbed several times. The worst time was when my apartment was burglarized. I got home and saw the lock on my door had been broken and the apartment was ransacked.

Interviewer: What was taken?

Tom: They took my camera, my stereo, my paperwork. I lost irreplaceable personal items.

Interviewer: Were you scared?

Tom: No, I was angry. And I felt helpless, because I knew I could never find out what really happened. And I knew I'd never get my stuff back. It's like a feeling of violation when you know that someone has broken into your private space and taken your things. I called the police so that I could have a record of what was stolen for tax purposes. But, uh, they never caught the thief.

Interviewer: And that wasn't the first time you were robbed.

Tom: No. I've had things taken by pickpockets. Once someone took my wallet on the subway and there was a letter from my girlfriend in it that I liked to carry around with me. Not really important, I suppose, but it had sentimental value, and when something like that happens, you lose a part of your past. That time, I felt angry at myself because they always tell you not to put your wallet in your back pocket.

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Listening for tone of voice, page 136

CD3 TR04

Excerpt 1

Interviewer: I'd like to ask both of you – now that you have a young child – whether you worry about the level of crime in the city.

Evelina: Well, personally, it doesn't affect me that much, but I hear so many stories and I see it on the TV news, so I'm aware of it and concerned about it.

Excerpt 2

Interviewer: Do you worry that violence could affect your life?

Arpad: Well, I've never seen anyone with a gun – and much less seen a shooting – but just last week someone got shot in a bookstore! In the safest part of the city!

Excerpt 3

Interviewer: So, so then what happened?

Gail: Well, I gave them the money, and I just went home. But I felt so bad. You know, I really had mixed feelings about it. I wanted to say, guys, what are you doing? You know, go home! You're ruining your lives!

Excerpt 4

Interviewer: Were you scared?

Tom: No, I was angry. And I felt helpless, because I knew I could never find out what really happened. And I knew I'd never get my stuff back.

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Lecture: Michael Anglin, "Crime and Ways of Solving Crime"

CD3 TR05

Before the Lecture: Clarifying your notes, page 141

Crime can be divided into two main categories: misdemeanors and felonies. A misdemeanor is broadly defined as a crime that is punishable with more than 15 days in prison, but less than one year. A felony carries a term of imprisonment for more than one year. When a person who commits a misdemeanor or a felony is caught, that person – who is called a defendant or the accused – goes through a legal process that ends with a judge or a jury finding him either guilty or innocent. If the person is found guilty, then the judge decides what the punishment should be.

Lecture Part 1: "Types of Crime"

CD3 TR06

Clarifying your notes, page 143

Crime can be divided into two main categories: misdemeanors and felonies. A misdemeanor is broadly defined as a crime that is punishable with more than 15 days in prison, but less than one year. A felony carries a term of imprisonment for more than one year. When a person who commits a misdemeanor or a felony is caught, that person – who is called a defendant, or the accused – goes through a legal process that ends with a judge or a jury finding him either guilty or innocent. If the person is found guilty, then the judge decides what the punishment should be.

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Let me begin by talking about types of felonies. Some of the more serious felonies include burglary, robbery, arson, kidnapping, rape, and murder. These crimes are so serious that anyone found guilty will spend some time in prison. A misdemeanor, on the other hand, could be pickpocketing, fare evasion, or something of that nature. But sometimes a crime that is a misdemeanor in one part of the country might be a felony in another part of the country.

Another way in which people may classify crime is by using the terms white-collar crime or blue-collar crime. White-collar crime refers to crime committed by salaried employees in businesses and corporations. It includes tax fraud and embezzlement, and it can involve large sums of money and affect millions of people. One of the main types of white-collar crime is corporate crime. Corporate crime is committed by people of high social status who work in corporations. Corporate crime is very difficult to prosecute for two main reasons: first, because it's difficult to prove who's responsible; and second, because the criminals are usually wealthy and powerful. An example of corporate crime that was successfully prosecuted concerns the tobacco industry in the United States. The tobacco industry was found guilty of causing the deaths of thousands of people who smoked cigarettes. As punishment, tobacco companies have had to pay millions of dollars to the victims' families.

The crimes you're more'n likely to hear about are blue-collar crimes such as burglary, car theft, pickpocketing, and so on. Perhaps we hear more about these because they happen more often. However, white-collar crime can have a greater impact on our society.

Crime has always existed in society, but today there are new kinds of crimes. One example is the use of computers to steal identities. As more people have access to computers, the more likely it is for your identity to be stolen. If this happens, criminals may open several credit card and bank accounts in your name.

And, of course, they won't pay the bill, so that means your credit will be ruined, and that's very difficult to correct.

Lecture Part 2: "Ways of Solving Crime"

CD3 TR07

Using your notes to answer test questions, page 144

As long as there's been crime, there have been ways to solve it.

One of the oldest methods is interrogation, a method in which the police question people who might have committed the crime or might have information about the crime. Interrogation can help the police to establish many basic facts. But modern techniques for solving crime includes more complex and scientific methods.

Let me first talk about a system often called "crime hotlines." In some cases, where law enforcement personnel have difficulty finding a criminal, they turn to private citizens for help in solving a crime. This system allows people to make a phone call or access to a Web site and give information to the police anonymously. This can often be effective when people are afraid to give information in public. Sometimes a family member may have committed the crime and another family member finally decides to call the police and give information they have.

Second. Fingerprinting. Each person's fingerprint is unique. The ancient Chinese used fingerprints to sign legal papers. What better way to identify an individual? Yet it was only in the late nineteenth century that fingerprints were first used to identify criminals. A variety of scientific techniques makes it possible for fingerprints to be "lifted" from most surfaces. Then they can be compared to the fingerprints the police have on file.

A relatively new technique that crime fighters are now using is called psychological profiling. Criminal psychologists look at the crime and the way it was committed. Based on this information, they could try to understand the personality and motivation of the person who committed the crime. Then they can focus their search on people who match that profile.

In some cases, private citizens are finding ways to solve crimes as well. With a little knowledge of electronics, anyone can put a hidden camera in a home or an office. In the 1990s, as an example, there were some cases where nannies were accused of abusing the children they were paid to care for. Hidden cameras were used to prove the nannies' guilt. However, the technique is controversial because it involves issues of privacy.

Finally, let me discuss DNA. Of the most recent crime-solving techniques used, DNA is proving very effective. Each person, with the exception of identical siblings, has a unique DNA coding system. So, if criminals leave anything that can be tested at the scene of a crime – such as blood or hair – they can be identified. DNA was used to solve a crime for the first time in England in 1987. And since that time, it has become widely used and is considered 99 percent accurate. DNA testing can also be used to prove a person is innocent. Many prisoners have been released because DNA evidence proves they did not commit the crime of which they were convicted.

Unit 4: Breaking the Rules

Chapter 8: Controlling Crime

CD3 TR08

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Getting Started: Listening for opinions, page 148

1. That's really terrible! What a horrible crime!
2. Mmm. I don't know. I guess the woman was wrong. After all, she was taking the son against the father's wishes.
3. Well that's a bad thing to do; at least nobody was hurt. But I think those kids should definitely be punished!
4. Well, I don't know if that's so bad. Who knows – maybe they had a good reason for refusing to pay the rent.
5. That's awful! It's horrible how someone can trick an old person that way. Poor woman!
6. That's not all that bad. I know a lot of teenagers who have done things like that.

Interview 1: Preventing Juvenile Crime

CD3 TR09

Listening for main ideas, page 151

Interviewer: Hi, David. I just saw a program on TV that said that juvenile crime was increasing. And I wanted to ask

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your opinion about how to stop, well, how to prevent juvenile crime because I know that you work with a lot of young people.

David: Well first, I think the media exacerbates the problem. And the school system exacerbates the problem, too. Where I live, we have thousands of security guards in the schools and metal detectors, too, and the kids get searched as they go into school. Now all of that presents the wrong message. The kids don't feel like they're going to school; they feel like they're going to jail, and so they're more likely to become violent. I think it's a cause-and-effect relationship. The students get violent because the system makes them like that.

Interviewer: So you're saying that the messages kids get from the media – and even from school – are responsible for making them do bad things.

David: Yes, I am. I think that every young person is essentially good. I mean, you see violent students – students who are violent in class – but put them on a one-to-one basis, and they're usually very friendly. It's not that they're really bad. It's that they're a product of their environment. If you give them a more caring environment, you really can change the kind of actions they take.

Interviewer: Well, what about all the social support systems?

David: You see, the problem is that social support systems have really fallen apart. irLanguage.com
Take, for example, Big Brother/Big Sister programs or after-school programs. You know, and I don't mean just letting them stay in school until 6 o'clock, doing whatever they want. Kids should be doing healthy, supervised activities. A **structured** program of activities. instructional programs. Or it could be athletics. A lot of our schools used to have football teams, or basketball teams, or baseball teams, but the funding for programs like those has been cut. They've been eliminated. So that leaves a child with a lot of energy, and nothing to do with it.

Interviewer: What do the Big Brother/Big Sister programs do?

David: Well, they have people a little older, say in their twenties, who are willing to spend time on an individual basis with a student in middle school or in high school. See, the problem is that a lot of kids don't get the one-on-one attention they need. But kids need to see that somebody really cares about them.

Interviewer: But what about kids who really do commit crimes? Stealing, pickpocketing, or drug abuse – or something worse. I mean, you do get cases where kids become involved in really serious crimes. I mean, what should be done with kids like that?

David: Well, let me say that preventing crime is definitely better than punishing it. It's better to have good role models and stop crime before it starts. But, we also need harsher punishments. You see some countries where drug crimes carry a maximum sentence of 20 years or life imprisonment. And the crime numbers go down very fast! Having stronger punishment does reduce crime. But you have to be sure that the punishments are fair. We're talking about **juvenile** crime, but white-collar crime needs to be punished, too.

Interview 2: The Prison Experience

CD3 TR10

Listening for main ideas, page 153

Interviewer: Amy, because you're a lawyer, I wanted to get your opinion about crime control. And what I'd like to know is . . . what do you think really works – not for hardened criminals, but for first-time offenders?

Amy: Well, you're asking me a pretty complex question. The first step, of course, is deterrence – to stop people from committing crime in the first place. That involves the economy – are there enough jobs for everyone? There should be. And the social structure – are there enough support systems? And so on.

Interviewer: And what about when people are convicted and put in prison?

Amy: Then the goal should be to have rehabilitation programs inside prisons, so that when the person comes out, they don't return to a life of crime. The problem is that recently, the kinds of programs that existed in the past – like education programs and drug treatment programs – have been cut. And so, convicted criminals are not being rehabilitated.

Interviewer: Can you explain a little more about these education programs and drug programs?

Amy: Yes. In some states, where the drug laws are very harsh, you end up having a lot of people in prisons who are not the kingpins of drug deals, but who are actually drug addicts. The point is that they need help. That's why there needs to be programs that have a psychological component, and an educational component. Because without these programs, people don't become rehabilitated. The prisoners have a lot of time on their hands, and a culture develops inside the prison. It takes on a life of its own, and gangs start. You see, gangs provide a family away from home. But we need to make prison a less repressive experience. Then we also need bridge programs.

Interviewer: Bridge programs?

Amy: Yes, for when they come out of prison. What is clear statistically is that most criminals are recidivists. That means they are repeat offenders. People go into prison, get out, and go right back in again. Bridge programs help with housing and jobs, so that society doesn't look at released prisoners in such a disdainful way, and so that no stigma is attached to them once they reenter society. But, unfortunately, there are only a very small number of these programs.

Listening for contrasting ideas, page 153

CD3 TR11

Excerpt 1

I think that every young person is essentially good. I mean, you see violent students – students who are violent IN CLASS – but put them on a ONE-TO-ONE basis, and they're usually very friendly.

Excerpt 2

Interviewer: What about kids who really do commit crimes?

David: Well, let me say that PREVENTING crime is definitely better than PUNISHING it.

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Excerpt 3

The goal should be to have rehabilitation programs INSIDE prisons, so that when the person comes OUT, they don't return to a life of crime. irLanguage.com

Excerpt 4

Interviewer: Can you explain a little more about these education programs and drug programs?

Amy: Yes. In some states, where the drug laws are very harsh, you end up having a lot of people in prisons who are not the KINGPINS of drug deals, but who are actually drug ADDICTS. The point is that they need help.

Lecture: Jonathan Stack, "The Death Penalty"

CD3 TR12

Before the Lecture: Recording numerical information, page 158

Lecturer: In 1972, the U.S. Supreme Court ruled that capital punishment was unconstitutional, but the Court reinstated it in 1976. Since then, over a thousand executions have been carried out.

Student: I read that according to recent statistics, 67 percent of Americans favor the death penalty in cases of murder. That's two-thirds of the population!

Lecturer: In the United States, there are about 9 murders a year per one hundred thousand people. In Japan, for example, that figure is 0.5. In France, it's 1.1.

Lecture Part 1: "Arguments Against the Death Penalty"

CD3 TR13

Using your notes to ask questions and make comments, page 160

There is probably no issue in criminal justice today more controversial than capital punishment – the death penalty. As you probably know, the United States is the only Western industrialized nation that allows capital punishment. In 1972, the U.S. Supreme Court ruled that capital punishment was unconstitutional, but the Court reinstated it in 1976. Since then, over a thousand executions have been carried out. Executions are usually carried out by lethal injection or electrocution. Today, I'd like to talk to you about some of the main arguments against this form of punishment.

Of course, the first question most people ask is: Does capital punishment deter crime? Well, although there are studies that have linked the increase in executions with a decrease in homicides, a great many social scientists argue that there is no such link. In fact, states with the most executions are also the states with the highest homicide rates. So I do not believe that it is an effective deterrence. The death penalty does not deter murder.

My second point is that capital punishment is not used fairly. Nearly all prisoners who are sentenced to death are poor males. And some states, like Louisiana and Mississippi, still use the death penalty, whereas other states, like Iowa, do not. Race is also a factor. Historically, African Americans have been more likely to be executed than whites, both in proportion to the general population and to the prison population.

I have another major objection to capital punishment, which is that because we are human, there is always the possibility that we can make mistakes. We always have to question if we have gotten the facts right. According to the Death Penalty Information Center in Washington, at least 138 prisoners were released from death row in 26 states because they were improperly convicted or because evidence of their innocence was discovered after they were sentenced to death. In the state of Illinois a few years ago, there were 26 people on death row, and 13 of them were released because new evidence proved that they were innocent. These are 13 people who would have been executed by the state. So in other words, we do make mistakes, and we have to allow for the possibility of that error.

Once you execute somebody, you've done something that should not be in the domain of the state. It's almost as if you're playing the role of God on life or death issues. I believe that killing someone is a moral decision, and that it is not a decision the state should make.

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Lecture Part 2: "Questions, Answers, and Comments"

CD3 TR14

Using your notes to ask questions and make comments, page 161

Lecturer: Now I'll take some questions.

Student 1: Yes, I have a question. Isn't it true that the public supports the death penalty? I read that according to recent statistics, 67 percent of Americans favor the death penalty in cases of murder. That's two-thirds of the population!

Lecturer: It's true that there is support for the death penalty, but it is also true that people's moods and opinions are difficult to understand through statistics. I think this figure might reflect people's concern about violent crime in general. The United States is by far the most violent industrialized nation. In the United States, there are about 9 murders a year per one hundred thousand people. In Japan, for example, that figure is 0.5. In France, it's 1.1. So Americans are understandably concerned about violence.

Student 2: Excuse me, Mr. Stack. What did you say the figure was in the United States?

Lecturer: It's about nine murders per year, per one hundred thousand people.

Student 3: I'd like to make a comment. I mean, if someone commits a really bad crime, don't they deserve to be punished just as severely?

Lecturer: The problem with the death penalty is that on an emotional level, you can understand why people want it. If you've suffered the loss of a loved one, your immediate response is to want revenge; it's a normal, natural reaction. But I feel that the reason we have laws is that they allow us to rise above our personal, emotional response to crime. This form of retribution is not the answer. The idea of having laws in a society is that together – as a society – we are stronger than the sum of our parts.

We can rise above our personal, emotional response to crime. The legal system is supposed to make us better; it is set up so that it is better than us. Individually, we are flawed, but as a society, we are strong. And more and more states are eliminating the death penalty.

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Student 4: I thought it was interesting what you said about the death penalty not being fair because it was applied to some people but not to others. Could you talk a little bit more about that?

Lecturer: Yes. In many ways, capital punishment is very arbitrary. If you really believed in the death penalty as a principle, as a punishment for a horrific crime, then every single person who has committed this crime would have to be executed. But that would mean that we would have about fifty thousand executions a year. That's absurd. Nobody would stand for that. It would mean that the state was some kind of killing machine. The fact is that we do execute some people, but other people who have committed similar crimes are not executed. So the death penalty is not applied equally to all people.

Student 5: Mr. Stack, I'd like to thank you for your comments today. I'm opposed to the death penalty myself, and I don't think we talk enough about these issues.

Lecturer: I'm pleased to be here. Thank you.

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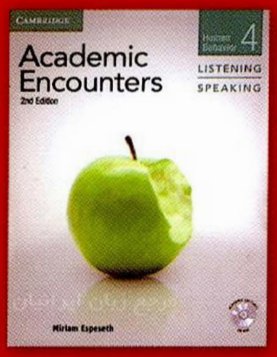

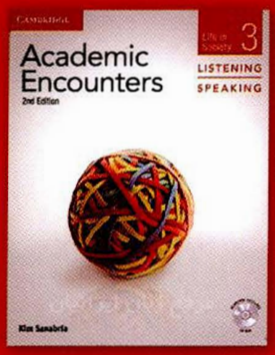

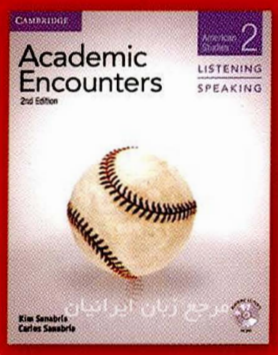

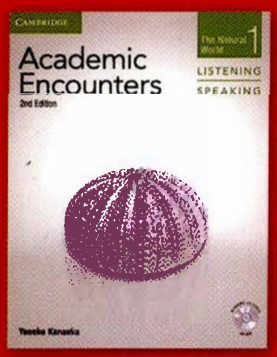

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