

Student's Book Audioscript

UNIT 1

PAGE 5, EXERCISE D

Conversation 1

- A:** Hello?
B: Hi Liz. I just wanted you to know that I'm thinking of painting the bedroom this afternoon instead of doing it on Saturday.
A: Today?
B: Yup. Things are a little slow this week at the office. I asked Bill if it was OK, and he said no problem. I'll be home at about 1:00.
A: Are you sure we have enough paint?
B: Actually, no. I'll pick some more up on the way home. Better safe than sorry.

Conversation 2

- A:** Is Jack in?
B: Yes, he is. He's in his office.
A: Do you think he'd mind my going in? I need to talk to him about something.
B: Probably not. What's wrong? You sound worried.
A: Well, I spilled coffee on my keyboard and it's not working. I'm afraid Jack's going to be really angry.
B: Jack? I wouldn't worry about it. Jack's pretty easygoing. He doesn't let a lot of stuff get to him.

Conversation 3 [A = father; B = teenage girl]

- A:** What on earth are you doing?
B: What do you mean?
A: Don't you have a math test tomorrow?
B: Yeah, but I'll study for it in a little while. I'm just watching this movie. It'll be over soon.
A: But honey, it's already midnight. You have to get up early in the morning. I'm surprised at you. You're usually more serious about your studies.
B: I just want to see the end. It's almost over.

Conversation 4 [B = Spanish]

- A:** What would you rather do, work in an office or at home?
B: Me? In an office, no question.
A: But you have to get dressed up if you go to an office.
B: True. But I always get more done there. And there's nothing wrong with putting on nice clothes. If I work at home, it's just a matter of time 'til I start doing laundry or making lunch, instead of getting my work done.

Conversation 5

- A:** I'm so sorry. I was a little rude last night during dinner.
B: You were?
A: You didn't notice? You were telling me about your problems with your parents . . . and I hardly said a word.
B: Oh, it's all right. I just needed to get it off my chest. It's the same old problems.
A: Well, what are you going to do? Your parents aren't ever going to change.
B: I know.
A: But, I could have been more sympathetic. I think I was just tired and I kind of checked out.

Conversation 6

- A:** What's wrong? You look like you just lost your best friend!
B: Really? Well, actually it's no big deal. I'm just a little down today.

- A:** How come?
B: Well, my boss is going on vacation next week . . . so she tells us *today* that we have to have a meeting late on Friday night so she can tell us everything that needs to get done next week. But I had already made plans to have dinner with Amy on Friday.
A: Well, that doesn't sound so bad. Can't you just make the dinner a little later? I'm sure Amy will understand.
B: I guess, but this is the second time in a month that we've had to work late on a Friday. It's not fair.
A: Forgive me for saying this, but these things are just part of life. You should learn to roll with the punches. It's not worth getting all upset.

PAGE 6, EXERCISE C

Conversation 1 [A = Korean]

- A:** Hey, I'm a little worried about something.
B: What's up?
A: So, they just transferred Margaret from your group into ours, and she's already persuaded us to do this complicated project. I've heard she works around the clock. She comes in early and stays late. But is she going to expect everyone to work as much as she does?
B: Margaret? No way. She's helpful on projects and she works really well with others, so it'll be fine.

Conversation 2 [B = Spanish]

- A:** Rafael, how's the project going?
B: Don't ask. I'll never finish all this work! Peter never lets up!
A: Yeah, he's not exactly an easygoing boss!
B: You can say that again. He always asks me to work faster! I'm going as fast as I can!

Conversation 3

- A:** Hey, have you met Val's new boyfriend, Tim?
B: Yeah, I have. Very outgoing. Seems like a good guy.
A: That's not the impression I got!
B: What do you mean?
A: Well, he jokes around a lot.
B: What's wrong with that? Sounds like a real people person.
A: Well . . . his jokes just aren't that funny. He seems to want people to think he's smarter than they are. It's really annoying.

PAGE 8, EXERCISES B AND C

Conversation 1

- A:** Crime is just out of control. You can't pick up a newspaper without there being four or five crime stories on the first page.
B: In my opinion, all this crime is a symptom of the whole breakdown in culture. What is the world coming to?
A: Well, there's not a whole lot anyone can do about crime, is there?
B: Actually, there is something we can do about crime.
A: You think so?
B: Absolutely. We should provide more money for local police, and we should be careful not to tempt criminals. Don't wear a lot of jewelry on the street. Better safe than sorry.
A: That's true. You're so practical.
B: Thank you.

Conversation 2 [A = German]

- A:** Have you been reading about that Marburg virus?
B: You bet I have. I'm checking the news sites like a hundred times a day to see what's happening. I think I'm getting a little obsessed. I just can't stop thinking about it.
A: Well, I don't think that's crazy. It *is* pretty horrendous. Thousands of people are already sick and they say it's even more contagious than the flu or Ebola. However, there *is* some good news: I've heard they're working on a vaccine and that there might be one next year.
B: Well that's good. But you couldn't get me to get on a plane right now. You're just a sitting duck if someone with Marburg gets on. The ventilation systems of planes recirculate the air, and then everyone breathes it in. Very scary.

Conversation 3

- A:** I don't know about you, but I'm getting a little freaked out about terrorism. I mean, I'm really scared. Every single day some new group pops up. You never know where they're going to strike.
B: True. These attacks are happening everywhere now.
A: Yeah. What is going *on* with this world? It's crazy.
B: Right. But what are you going to do about it? It's just part of life these days.
A: That's one way to look at it, but I feel it's gotten so bad that I don't like to be in crowded places. I keep thinking something bad is going to happen, like a bombing.
B: Well, that's no way to live. I think you just got to keep living and hope for the best. It is what it is.
A: You're probably right. I guess I'm going a little overboard.

PAGE 13, EXERCISE A

Speaker 1 [Speaker = British]

Last night I turned on the news... I wish I hadn't. I can't get over everything that's happening in the world right now. Seems like every time you turn around you hear about another war, natural disaster, poverty, terrorism . . . it's really depressing, and it's just getting worse. In fact, it makes me want to just give up watching the news altogether—I mean, who needs more reasons to get depressed?

Speaker 2

On my way into work this morning, I heard this report on the radio. They said the economy is not doing very well. And you can't help noticing that everything just keeps getting more expensive—food, gas, housing. Of course, all this bad news makes me a little nervous. I've cut down a lot on my spending—I've stopped buying lunch every day at the office, and I've put off buying a new car until next year. But, to be honest, I'm not stressing out over it. I mean, things may get better, and if not, well, I'll get by.

Speaker 3

I read in the paper today that the unemployment rate is rising. A lot of people I know have lost their jobs over the last couple of years. In fact, both of my sons lost their jobs in the same week. But I think it'll work out in the end. My younger son will have time to go back to school and finish his degree—something he's always wanted to do. And my older son—well, I'm sure opportunity will come his way. When one door closes, another one always opens.

UNIT 2

PAGE 18, EXERCISE B

Conversation 1

- A:** Hey, are you familiar with the singer Jackie Evancho?
B: You mean that blonde girl? The one who's been singing since she was little?
A: That's the one. I've been listening to her a lot lately. She's unbelievable!
B: I guess. But her music is *really* not my thing.
A: Oh, you're not a fan?
B: Not at all. Don't get me wrong, but everything she sings has way too much feeling. I just find the music kind of silly. It leaves me cold.
A: Really? I don't get that at all. I find her music really moving!

Conversation 2 [B = Spanish]

- A:** I've been listening to a really cool rock group from Mexico called Maná. They have a really great sound!
B: Maná? They're OK.
A: You don't like them?
B: Not especially. Frankly, they're too "pop" for my taste. I think they're in it just for the money, not the music.
A: Who do you like?
B: I prefer classic rock bands like U2 or Pearl Jam. Artistically, they're way ahead of Maná, in my view.
A: OK, now you're talking. I happen to love Maná. But, you're right. U2 and Pearl Jam are great.

Conversation 3 [B = Brazilian]

- A:** I love Caetano Veloso, don't you?
B: You've been listening to Caetano Veloso? Wow, that's great.
A: I have. He's got such an amazing voice. I could listen to him all day.
B: He's a Brazilian classic. But to be honest, I'm not so crazy about him, even though I *am* Brazilian.
A: You're kidding. Why not?
B: For my taste, his stuff is a little old-fashioned. I prefer listening to more modern singers, like Luan Santana . . . or Michel Teló. That's what I really like.
A: Then I'll check them out too.

Conversation 4

- A:** You know whose music I really love? Bob Marley. He was so great.
B: Oh, you like reggae?
A: Crazy about it! It always makes me feel good.
B: Not me. No offense, but I find it hard to listen to. It's always the same beat over and over again. Every song sounds the same. After a while it just drives me crazy.
A: Wow, I don't see it that way at all.
B: When I hear reggae, I just want to turn it off. I'd much rather listen to pop or rock.

Conversation 5

- A:** Did you know that the actor Anthony Hopkins composes music?
B: No way! That's amazing. Have you ever heard any of his stuff?
A: Well, that's why I brought it up. One of his pieces has been going around on social media. There's a video of an Austrian orchestra playing it.
B: So he writes classical music? Sounds right up my alley.
A: Well, honestly? It was nothing to write home about. It was OK I guess, but to tell the truth I found it kind of depressing. I would have preferred something a little more, fun, you know?
B: Ouch! You're hard to please. Well at least he's a great actor.

PAGE 22, EXERCISES B, C, AND D

[Andrew Harris = Host; Maggie Curtis = Science Correspondent; Mark Branch = Music Therapist; Bruce Nelson = Psychologist; Carla Burgess = Art Therapist]

Andrew: Good evening. You're listening to WBQX, and I'm Andrew Harris. Tonight's broadcast will focus on the benefits of using the arts to help people of all ages—children, teens, adults, and the elderly. Science correspondent Maggie Curtis has our report.

Maggie: The arts have been used in a variety of therapeutic situations for some time—in schools where students might be having trouble with their schoolwork, and in hospitals and nursing homes where patients face physical and psychological challenges. How do the arts help? I asked music therapist Mark Branch earlier today.

Mark: Well, all people naturally have strong emotional responses to music and other art forms. For example, a beat or melody can affect how we feel, depending on whether it's loud and energetic, or quiet and soothing. But we also know that music affects us physically—it affects the way we breathe and how fast our heart beats. It even has an effect on our body chemistry, and this can cause our mood to change. Dance has a similar effect on us, especially since it also involves music. In my work we use both music and dance with our patients.

Maggie: So what kind of patients have you been working with?

Mark: I work with a lot of patients who have intellectual disabilities. These are people with IQ scores of 70 or lower, who learn at a slower rate than most people. This disability also affects their ability to communicate and interact socially. I find that involving these patients in group singing or dancing to music permits them to express their emotions through the music. When one patient is really into the music, others want to join in too. We see definite improvements in their ability to interact with others.

Maggie: Right now I'm standing with Bruce Nelson, a psychologist who has been using drama therapy—that is, using theater to help troubled teens. Hello, Doctor Nelson.

Bruce: Hi, Maggie.

Maggie: So tell us how drama therapy works.

Bruce: Well, most of the teens we work with are suffering from depression—that is, many of them have had bad experiences that have left them unhappy and depressed for longer than normal. Perhaps their parents have divorced, or they have been kicked out of school. The best thing we can do is offer someone for them to talk to. But as you probably know, even teens who *don't* have problems can be moody and a bit difficult. It can be very hard to get teens to talk—especially when they're feeling so unhappy. So in drama therapy, we use role play or drama to provide a safe way for them to act out situations that are similar to their own. Actually, acting out a scene often creates an emotional connection that helps teens express their feelings and talk to a therapist about what's going on.

Maggie: Isn't role playing a situation like their own very painful for them?

Bruce: Sometimes it is. But using theater to focus those feelings is more often a *relief* for them. They've been keeping their feelings inside for a long time. What I find so rewarding about drama therapy is how much it helps these patients.

Maggie: Yesterday, I joined art therapist Carla Burgess during one of her visits to assisted living centers and nursing homes for the elderly. I asked her to describe her work.

Carla: You know, whether we look at art or create art, we are emotionally affected by art. It reminds us of things that make us happy or sad—sometimes it even brings up childhood memories. So what we do is we encourage our elderly residents to paint or draw regularly. And we use the art they create for discussion afterwards. We treat each therapeutic session like an art class—so it's a group activity in which these seniors socialize by showing each other their work and talking about it. And I'm always amazed at the artwork they produce! When you consider that many of these seniors have lost a husband or wife, art therapy has a really positive emotional effect on them. Some of my seniors have told me that what they like most about art therapy is the time they spend socializing with others.

Maggie: So today we learned about three different ways in which the arts are used as therapy. Next week we'll take a look at how some professionals are using the arts to help young students improve their performance at school. I'm Maggie Curtis. Back to you, Andrew.

PAGE 25, EXERCISE A

Conversation 1 [A, B = teenagers]

A: Hey, have you heard that new song by One Direction?

B: You mean that British boy band? Don't get me wrong, but their melodies and lyrics are way too sentimental for my taste.

A: Really? Have you seen their videos? I think they're really good performers.

B: No offense, but their music is just not my thing.

Conversation 2

A: Did you know that the violinist Vanessa-Mae is also an athlete?

B: No way.

A: It's true. She's a professional skier. I hope she doesn't stop playing the violin, though. She's really great.

B: Well, to tell the truth, I've always found her music a little too serious. I guess I'm not much of a classical music fan. I'd like her better if she played more pop melodies.

A: Actually that's what she mainly plays now. But I like anything she plays.

Conversation 3

A: So what have you been listening to lately?

B: A lot of opera, actually. In particular, Jose Carreras. He's got an amazing voice, don't you think?

A: Actually, I'm not crazy about him. But Josh Groban . . . he's right up my alley.

B: Josh Groban? No offense, but don't you find him a little too commercial?

A: Oh please! You just wish *you* could sing like that.

B: As a matter of fact, I do!

Conversation 4

- A:** Were you at the party last night?
B: Yeah, I was. They played a lot of Lady Gaga—her music’s got such a great beat, don’t you think?
A: Oh. She’s OK, but to tell the truth I find her performances a little eccentric . . . the weird hair and clothes . . . even the dancing is strange.
B: What? I don’t get that. I think she’s really talented.

Conversation 5 [A = Brazilian]

- A:** I can’t believe you like Antonio Carlos Jobim so much. Are you really a fan?
B: Yeah. I’ve been listening to his music a lot lately.
A: But don’t you think he’s a little out-of-date?
B: Are you kidding? I find his songs just as beautiful now as they probably were forty years ago.
A: Well, I have to say his music’s a bit old-fashioned for my taste. Don’t get me wrong. He was a musical genius, but I’d rather listen to a good rock band.

UNIT 3

PAGE 28, EXERCISES B AND C

Conversation 1

- A:** Wow, what a great juicer! That’s even big enough for my family!
B: Actually, I hardly ever use it. It’s way too big. I have such a small kitchen.
A: So, why’d you buy it?
B: I got it on sale—at a great price.

Conversation 2

- A:** I see you bought a digital camera. How do you like it?
B: Well, I might like it if I could figure out how to use it. Truth is, it’s a pain in the neck.
A: What do you mean?
B: It has way too many features. Believe me, if I had known you couldn’t just point and shoot, I never would have gotten it.

Conversation 3

- A:** Hey, I love your new exercise bike! It must be great having one of those.
B: Well, yes and no.
A: What does that mean?
B: I like it, but I guess I’m just a couch potato. I just don’t use it enough.

Conversation 4

- A:** What a cool sound system! You just get it?
B: Yeah.
A: Look at all those pieces. When are you going to put it all together?
B: Well . . . that’s a problem actually. There are so many components. And the instructions don’t help at all. Look.
A: Whoa! That looks pretty complicated.
B: Had I known how complicated it was going to be, I would have gotten a different model.

Conversation 5

- A:** Love your new car! You must be on cloud nine driving that thing!
B: Oh, it’s fun to drive, but I’m not so sure it’s worth it.
A: Really? Why?
B: You wouldn’t believe it. Between the premium gas and visits to the mechanic . . . it’s costing me an arm and a leg!
A: Ouch!
B: I can’t afford to drive it! I probably wouldn’t have bought it had I given it more thought.

PAGE 33, EXERCISES C, D, AND E

Caller 1 [Mack Morgan = radio host]

- Mack:** This is Mack Morgan for Money Matters. Charles, from Charleston. You’re on the air.
Charles: Thank you for taking my call. I’ve got a problem. I make a good living, but I just can’t save any money, and I find it hard to keep track of my expenses.
Mack: Believe me, you’re not alone, Charles. Tell me more.
Charles: Well, I go to the ATM and take out a couple hundred dollars for daily expenses, and after two or three days, I’ve spent it all. I always expect it to have lasted longer. I don’t think I’m a big spender, but I just don’t know where the money goes! And it’s true that I regret buying some things that I don’t get much use out of. But before I know it, I’m taking out more. My money’s always going in the wrong direction—out of the bank instead of into the bank, if you know what I mean.
Mack: Well here’s an idea. First, when you spend money throughout the day . . . ?
Charles: Mm-hmm.
Mack: Don’t spend any of the change.
Charles: You mean the coins?
Mack: Right. Don’t spend any of it. When you get home every evening, put all that loose change in a jar. You’ll be surprised at how much you’ll have saved up in even a few weeks.
Charles: Wow. I never thought of doing that.
Mack: Then, at the end of every month, put all that change in the bank. By the end of a year, you’ll have put a nice amount in your savings.
Charles: That’s a great idea. I’ll do that! Thanks.
Mack: And call me in a year. Let me know what your balance is, OK?
Charles: OK.

Caller 2 [Mack Morgan = radio host; Miriam = teenager]

- Mack:** Money Matters. Is this Miriam from Miami?
Miriam: Yes. Thank you for taking my call.
Mack: Miriam, how old are you?
Miriam: I’m 16. And I have a problem, Mr. Morgan. I hope you can help me.
Mack: I can try. Shoot.
Miriam: OK. My parents give me money for things I need, but I want an allowance.
Mack: Why’s that?
Miriam: They’re not cheapskates, and they give me enough, so I can’t complain. But I hate asking. And I never have any extra to buy things I want, maybe things I don’t really need. All my friends get an allowance, and they don’t have to ask their parents for money every time they need something. They get to make their own decisions. I feel like my parents don’t trust me.
Mack: That must feel bad.
Miriam: Yeah. And it makes me feel like a baby. I mean, why can’t I decide how I want to spend my money? I’m 16 years old and I’m pretty responsible.
Mack: Do your parents have any reason not to give you an allowance?
Miriam: I’m not sure.
Mack: Well, what do they say when you ask them for one?
Miriam: They say teenagers waste a lot of money and that I might spend it on stupid things I don’t

need. And they never stop reminding me about things I've bought that just sit around collecting dust. But I feel weird when I'm with my friends after school and they can buy things from their allowance and I can't.

Mack: OK. Here's an idea. Explain to your parents how you feel, just like you did to me. Ask them to give you an allowance every week for one month and see how you manage it. Tell them you'll keep track of your expenses so you know where your money goes. Then, at the end of the month, show them your records so they can see that you haven't wasted your money.

Miriam: That sounds like a good idea.

Mack: And, Miriam. Be thrifty. Don't spend all the money. Stay away from impulse items. Put some of it—even just a little bit of it—in a cup or a bottle to show them that you can save. By the end of the month, you can expect to have won them over. I'll bet they'll be so proud of you, you'll get an allowance from now on.

Miriam: Thanks! That's great.

Caller 3 [Mack Morgan = radio host]

Mack: Rosalind from Rochester. Speak to me.

Rosalind: Hi, Mack. I'm wondering if you can help me. I'm drowning in debt. I mean drowning.

Mack: I'm guessing this is about credit cards. Am I right?

Rosalind: Totally. I don't think I'll ever be able to pay what I owe. But I know I have to change.

Mack: Well, I'll need some information. Do you pay your credit card bills on time?

Rosalind: I do, actually.

Mack: When you say you pay them on time, do you mean you pay them in full, or do you pay the minimum? I think I know the answer . . .

Rosalind: You guessed it. If I haven't spent too much, I pay the month's bill in full, but that doesn't happen often. The truth is that I spend more than I earn, so I never catch up.

Mack: OK, Rosalind. You're not living within your means. Here's what you have to do. How many credit cards do you have?

Rosalind: Maybe 10 or 12.

Mack: That's way too many. Decide which two you want to use regularly, OK?

Rosalind: OK . . .

Mack: Take all the other cards and cut them up.

Rosalind: Cut them up? You mean like with a pair of scissors?

Mack: Yes. You can get along fine with just two cards. If you're using 10 or 12 cards, you're just fooling yourself, because each monthly bill doesn't seem too big. If you add them up, though, they're a whopper.

Rosalind: True.

Mack: Then, make yourself a budget and stick to it. Don't charge anything you can't pay for in full at the end of the month. And take as much as you can from your savings and pay off the debt you have now, little by little every month. Before you know it, you'll have made a dent in that debt.

Rosalind: Well, that sounds like a good plan. Thanks, Mack! I intend to have paid it off in full before I get married.

Mack: Goodnight, and remember, manage your money well. See you next time!

PAGE 37, EXERCISE A

Conversation 1

A: Didn't you tell me you bought a new computer table?

B: Uh . . . yeah, I did.

A: So where is it?

B: Well, I hate to admit it, but I just can't figure out how to assemble it. You wouldn't believe how many pieces there are!

A: So you're just going to let it sit around in a box collecting dust?

B: No, no. I'm going to take it back to the store and get my money back. I shouldn't have bought it in the first place.

Conversation 2

A: Hey, you want to go out to dinner?

B: Uh, I don't think so. I'm trying to save money.

A: I just got a big raise! C'mon! Let's celebrate!

B: I'm sorry, but I just don't have the cash right now.

A: Don't worry about it—it's on me.

B: No, I couldn't let you pay for dinner.

A: Forget about it! It's my pleasure.

B: Thanks! That's really nice of you.

Conversation 3

A: Hey! What beautiful new furniture! The sofa is just gorgeous.

B: Thanks. I'm really happy with it.

A: It must've been pretty expensive. How'd you manage?

B: Well, I saved up for it. I put away a little bit every month.

A: Wish I could do that. Everything's gone by the end of the month. I make a good salary, but I just don't know where the money goes.

UNIT 4

PAGE 40, EXERCISE B

Conversation 1 [A and B = older people]

A: Myrna, look! Across the street. Can you believe that outfit?

B: You mean the guy with the purple hair?

A: M-hmm. Are those plaid things shorts—or are they boxers? Or a bathing suit? I can't tell.

B: Who knows. And the striped shirt really takes the cake.

Conversation 2 [A and B = parents]

A: Honey, take a look at Gina. Doesn't she look cute in that long-sleeved dress for the school dance?

B: You know, she really does. And I love that high-neck on her. She's going to really stand out in the crowd in that. Everyone else will be wearing something trendy, and she just looks classic.

A: And that light green color is so flattering on her.

Conversation 3

A: Check out this dress. Do you think it would be too informal for my presentation at the sales meeting?

B: I don't know. It wouldn't be terrible on a twenty-year old, but . . .

A: Ouch! You know. I think you're right. At our age, we probably should look a little more conservative.

B: Well, the dark *skirt* isn't bad. But the top might be a little too flashy.

A: OK. I'll try something else.

Conversation 4

A: Excuse me. I'm looking for a nice dress shirt. It's for my father.

B: Were you looking for something in a solid, or a print?

A: Solid, I think. In a light color, maybe pale blue or green.

B: Short-sleeve or long-sleeve?
A: Long please.
B: OK. Step this way, please. We have some nice shirts for you to choose from.

PAGES 46–47, EXERCISES C, D, AND E

Good morning, class.

So, today's woman lives in a time when ultra-thin bodies are in style. When you look at any women's magazine, for example, you see photos of unrealistically thin fashion models. And also, there are numerous articles about diet and exercise tips to help ordinary women achieve the same body type as the models. Our subject today is female self-image and the difficulty of growing up female at a time when society has adopted an impossible ideal.

The female ideal has changed significantly in the last century, hasn't it? If you look at fashion magazines from the past, you immediately notice that the fashion models you see in them would be considered overweight by today's standard. For the last 50 years, models have been getting thinner and thinner until finally people have become concerned that models have actually been starving themselves to achieve the super-thin look demanded by fashion designers. This is a frightening trend, and this look has now become the standard female body image that girls and women aspire to. Some recent studies have found that a majority of girls and women wish they could look like the models and actresses they see in the media.

According to recent studies in the US, approximately 75% of women think they are too fat. Girls between ages eleven to seventeen say if they had only one wish, it would be to be thinner. Between the ages of ten and fourteen, the percentage of girls who say they are happy with the way they look drops from 60% to 29%. And one study of adult women reported that 80% of women are highly self-critical and are dissatisfied with their bodies. 80% of ten-year-olds are on diets.

The result of all these negative feelings is that between 5 and 10 million teenaged girls and young women have an eating disorder—extreme dieting, or anorexia—that can be dangerous to their health. What can we do to help prevent the negative self-image so many girls and women have of themselves? And what, if anything, can we do to reduce the high frequency of eating disorders among young women? Well, if you are a woman, it's important to increase your awareness that you are being targeted as a consumer group . . . and that advertisers believe that if you can be made to feel self-conscious about your body, they can successfully promote weight loss and exercise products to you. If you are the parent of a young girl, be aware that as she grows up, your daughter will be bombarded with the same messages over and over again. Implanting a positive message about your daughter's value and attractiveness when she's young will help build her self-esteem and self-confidence. This will make her less likely to accept the messages that are being promoted by the media. And be sure to let your daughter hear you comment on the beauty of women who don't conform to the destructive and unrealistic image of beauty so widely depicted.

In next week's class, we'll discuss the impact of media on males, who also have to cope with a similar impossible ideal. Until then.

PAGE 49, EXERCISE A

Conversation 1

A: What magazine are you reading?
B: *Metropolitan*. Want to have a look?
A: Do you mind?

B: Not at all.
A: These purses are fantastic!
B: Which ones? Oh, yeah. Everybody's getting those now.
A: I've got to have one.
B: Better hurry before they go out of style!

Conversation 2

A: Hey, Jim.
B: Hey, Carl. Whoa! That's some jacket you've got on.
A: Oh yeah. It's my "Look at me" jacket.
B: It's very . . . yellow.
A: Hey, yellow gets attention.
B: OK, if you say so.

Conversation 3

A: Oh, look at that. I don't believe it.
B: Where?
A: That kid over there. What on earth has she done to her hair? What is she, thirteen?
B: Sounds about right. Oh, that hair!
A: I just can't believe it.
B: Me neither.

Conversation 4 [B = US regional]

A: Mr. Spano! How can I help you today?
B: I want to get my wife something you know, nice for her birthday.
A: Of course! What did you have in mind?
B: Well, actually I was thinking about—I don't know—a nice dress.
A: Oh, I see! Are you thinking about a party dress?
B: Sounds good.
A: May I suggest this simple black silk dress?
B: Hmm, nice. Very tasteful.
A: Very nice. I think your wife will find it very attractive.
B: Yeah, I like it very much. But I want to look around and see what else you've got.

Conversation 5 [B = US regional]

A: Stacy, thanks so much for coming over to help. You're a real friend.
B: Hey, I understand. It's hard to clean out your closet alone.
A: OK. Let's start with this blouse.
B: All righty then. Hold it up so I can see it. Whoa! When did you get that?
A: Must have been about . . . oh, maybe eight years ago.
B: Uh, I think that one can go.
A: Toss it?
B: Yup. No one's wearing that anymore.

UNIT 5

PAGES 58–59, EXERCISES C, D, AND E

Former college athlete Pete Frates was diagnosed in 2012 with amyotrophic lateral sclerosis, or ALS, also commonly known as Lou Gehrig's disease. ALS is a relatively rare disease that attacks the nervous system. Eventually one loses the ability to move or speak—even the ability to breathe. Life expectancy after diagnosis is two to five years. But Pete Frates had a goal. He wanted to spread awareness of the disease and get people to contribute to its cure. And he had a big idea. It went like this: You made a video of yourself dumping a bucket of icy water over your head. You posted it on a social media site and challenged your friends to do the same thing within twenty-four hours or donate \$100 to ALS research.

What happened next was huge. Social media users all over the world took up the challenge and posted videos of themselves. On Facebook, more than 2.4 million Ice Bucket Challenge videos were shared and were viewed 10 million

times, reaching more than 400 million people. On YouTube, more than 2.3 million videos were posted. The challenge was mentioned more than 2.2 million times on Twitter. Everyone—from kids to next-door neighbors—to famous celebrities and politicians—talked about it and took the challenge themselves. Whole communities—families, schools, and companies—took the challenge together. And in just one month alone, the Ice Bucket Challenge raised \$100 million in donations.

The challenge had its critics. Some said that it was mainly about having fun rather than doing charity work. In most of the videos, the cause—which was supposed to be finding a cure for ALS—was not even mentioned. Some called it a publicity stunt for celebrities and politicians. Other critics said that it was just an opportunity to be the star of your own video, without having to give anything. There were those who felt that people should have skipped the ice bucket entirely and simply donated money instead. Another point critics made was that, since ALS was a rare disease that affects few people, it would have been smarter to donate all that cash to a more serious problem, such as providing medical supplies for the Ebola epidemic that was turning into a crisis in West Africa at that same time.

Nevertheless, people who are involved in charity work felt it was a very exciting phenomenon and a very successful event. It helped increase awareness of ALS, and raised much needed money for research. Perhaps most importantly, it made people feel connected as a community—that by getting involved and collaborating with each other, they might be able to cure the world's problems. According to Susie Erjavec-Parker, owner of a Canadian social media and marketing firm, the Ice Bucket Challenge engaged people as a community in several ways: For one thing, it appealed to the natural desire in most of us to help other people. Secondly, it created an ongoing conversation people could watch on social media and share with their friends and family. And it was easy and fun to do.

In fact, 21 percent of the videos posted on Facebook led to money donations. Organizations dedicated to researching a cure for ALS received more donations than ever before. That's not bad at all.

PAGE 61, EXERCISE A

Conversation 1 [A = Korean]

- A:** Have I ever told you about the time someone took my wallet?
B: No. What happened?
A: Well, I was riding on the bus . . . And I had my wallet in my backpack. It was really crowded . . . wall to wall people. Well, someone took the wallet.
B: Out of your backpack?
A: Yeah. Someone used something to cut it open and took the wallet right out.
B: Wow. That's kind of scary.
A: It was. I should have either kept the backpack in front of me or kept the wallet in my pants pocket.

Conversation 2 [B = Brazilian]

- A:** So by the time we got back, we were pretty tired.
B: You know, your telling me about your trip to Los Angeles reminds me of the time I was there a few years ago.
A: Really? I didn't know you had ever been there.
B: Well, it wasn't a very pleasant experience.
A: No? What happened?
B: Well, I was walking with a friend of mine—I was visiting him in L.A.—and some big, mean-looking guy walks up to us and demands all our money.
A: No way.

- B:** Yeah. My friend didn't have much in his wallet. But I had more than two hundred dollars on me at the time! He took it all.

Conversation 3

- A:** Hey, weren't you in Indonesia recently?
B: Yeah, I was there a month ago.
A: How was it?
B: Fantastic. I had such a good time everywhere I went. But I really loved Jakarta.
A: I hear it's really fascinating.
B: It is. But I saw something awful when I was riding in a taxi.
A: Really? What happened?
B: This boy came running down the street with a purse in his hand. And running behind him was this poor girl with a terrible look on her face. I assume he had her purse.
A: Oh that's too bad. But I guess that could happen in any big city.
B: True.

Conversation 4

- A:** Didn't you and your husband just get back from Paris?
B: We did. Last Friday.
A: So how was your trip?
B: All in all, it was really great. Except for something that happened at our hotel.
A: What?
B: Someone broke into our room while we were out sightseeing and took Steve's laptop.
A: Oh no. It wasn't in the safe?
B: No. He stuck it in the dresser drawer under some shirts. I told him not to do that, but he never listens to me.
A: I guess he should have.

UNIT 6

PAGE 66, EXERCISE B

Conversation 1

- A:** Honey, there's this guy Ethan who works in the mailroom at the office.
B: Yeah?
A: Well, he's looking for a good home for his cat. Apparently his wife is allergic.
B: Uh-huh.
A: I felt sorry for the cat. So, I went over to his place, and the cat's amazing. And you know how much I've always wanted one . . .
B: Uh-oh.
A: No seriously. What would you think of adopting it and taking it in as our cat?
B: I'm not so sure. I've heard they shed and their hair gets all over everything—on the furniture, on your clothes . . . I couldn't put up with that. Who wants to clean up cat hair all the time?
A: Well this one's a Siamese. They're not supposed to shed their hair as much as other cats. And you know, cats don't need much. They're pretty easy to take care of.
B: I suppose that's true. My grandmother had one. And I have to admit, her cat was very sweet and loving.

Conversation 2

- A:** Oh . . . isn't she a cutie?
B: I guess.
A: Look at her, with those long ears! [*Baby talk*] Aren't you a cute wittle wabbit!
B: Look, I'm not so sure a wabbit—I mean a rabbit!—is a good idea.
A: C'mon. The kids would love her.

- B:** Yeah, and they'd scare her to death. Rabbits get frightened really easily, you know.
- A:** But the kids have always wanted a rabbit. And everyone says rabbits are great with kids. They're not dangerous at all.
- B:** Well, I suppose taking care of a rabbit would teach them a little responsibility.
- A:** I'm sure it would. They'd have to feed it every day. And they'd have to learn not to scare it.

Conversation 3

- A:** What would you think about getting a parrot?
- B:** What? You're kidding, right? You know they cost an arm and leg!
- A:** Who cares? They make great companions. Once they get used to you, they're really friendly and love attention.
- B:** I don't know . . . I've heard they can do a lot of damage. They like to chew on things, like wooden chairs.
- A:** Well, not if you keep them in a cage.
- B:** And I've heard they require a *lot* of care and attention. Between feeding them and cleaning the cage, it's a ton of work.
- A:** Well, just think about it, OK?

Conversation 4

- A:** You know, there have been three burglaries in our neighborhood in the last month. I think we should get a big watch dog.
- B:** Are you serious? We don't need a dog.
- A:** If we had a dog, and someone tried to break in, it would make a lot of noise and scare them away.
- B:** To be honest, I think a big dog would be more trouble than it's worth. It could be very hard to control. And then we'd have to worry about it hurting the kids.
- A:** Oh come on. It depends on the kind of dog you get. Most big dogs are active and fun-loving. They love to play with kids. And all dogs are very reliable and attentive to their owners—both adults and kids.

PAGE 68, EXERCISES C AND D

Part 1

In today's lecture, we will continue our talk about animal behavior. Much of animal behavior can be explained as instinct—that is, behavior that is already programmed into animals at birth. It is behavior that does not need to be learned. For example, animals instinctively reproduce and care for their young. And they instinctively behave in certain ways to survive in nature.

One of the stark realities of the animal world is that most species fall into one of two categories—predators (those that hunt other animals for food) . . . or prey (those hunted by predators). In fact, many animals actually play both roles in nature—sometimes as predators and sometimes as prey. For those that are prey, instinct drives them to behave in ways that protect them from predators in order to survive. For example, fish swim in huge schools, moving almost as one organism as they search for food. By traveling in a group, they can confuse predators. But more importantly, this behavior increases the chance that predators will choose to eat the fish that are *not* swimming in the school.

In order to hunt, predators also often travel in groups—or packs. They work together and use their combined intelligence to single out their prey from the herd or the flock, increasing the chance of success and ensuring their own survival. Hunting in a pack also makes it possible to kill prey that are larger than the predators are. For example, while one lion couldn't kill a young elephant alone, several lions hunting together could.

Instinct also drives animals to either lead or follow. In a herd, or even in a pack of predators, some animals are born to be more dominant than others. Animals will often fight each other for that top position. For example, in a herd of horses, the strongest or the smartest horse may play a more dominant role in the herd and lead the others—which is crucial for everyone's survival.

Another aspect of the predator / prey relationship is what is called a "fight or flight" response. When predators approach their prey, the prey may instinctually respond in one of two ways. One way is to stand its ground, using hooves, horns, claws, or teeth to fight back and drive the predator away. However, if it can't do that, it will try to get away as quickly as possible.

PAGE 69, EXERCISE E

Part 2

Much instinctual social behavior can be seen in the animals humans interact with regularly, including household pets. For example, parrots are very social birds whose instincts drive them to live in flocks. In addition to the protection that a flock provides, birds in a flock interact with each other socially and clean each other. When a parrot is singled out to be a pet in someone's home, they begin to treat their owners as part of their flock, making them the object of their attention and affection.

Let's turn now to the difference between instinctual behavior and learned behavior. Learned behavior, as opposed to instinct, is behavior that an animal has to learn through experience. In nature, young animals learn from observing older animals and through experimentation. For example, for wolves, hunting in packs comes from instinct. But they also use their intelligence to learn to hunt more successfully—they learn from experience that some techniques work better than others.

And of course, we see this in animals that are trained by humans. For example, a dog obeys its owner's command to sit or come because it learns that when it does what the owner commands it gets a reward such as food or affection. And because it's a dog's instinct to be part of a pack, dogs crave social interaction with the humans closest to them. Interestingly, whether a dog's instinct is to be dominant or not can affect its training. It can be difficult to put up with a dominant dog. So a more dominant dog requires its human owner to establish his or her own dominance over the dog—to show that the human is the one in charge—in order for the training to be successful.

That's all the time we have today. We'll continue tomorrow with more on learned behavior in reptiles and amphibians.

PAGE 73, EXERCISE A

Part 1 [A = Radio Host; B = Tina Rotenburg]

- A:** As part of our four-part series on animal-assisted therapy, today's report by Tina Rotenburg focuses on some special human and animal relationships.
- B:** When people become quadriplegics, they lose more than control of their arms and legs; they lose control of their lives. Each day is a challenge to regain more control and become more independent. Many quadriplegics use an electric wheelchair to move around, but family or friends cannot always be there to assist them. In recent years, Capuchin monkeys have been trained to help improve their lives. These intelligent and dexterous monkeys have hands similar to human hands. They assist quadriplegics by performing practical tasks such as serving food, opening and closing doors, turning lights on and off, and retrieving objects. Capuchins

are dependable and devoted helpmates, giving their partners independence, dignity, and companionship.

PAGE 73, EXERCISE B

Part 2 [Speaker = Tina Rotenburg]

Children who have autism, Down's syndrome, and other mental or physical conditions are often not responsive and have difficulty interacting with people and learning to talk. But in Miami, Florida, children like these are swimming with dolphins in a special program that is showing some promising results.

Dolphins are extremely intelligent and gentle animals, and they show a special fondness for children. When the children swim with them, the dolphins are playful and they make noises that sound like singing. Scientists theorize that, because children have a natural capacity for joy and playfulness, this time spent together helps the children relax and open up. After swimming with dolphins just two or three times, some children can speak their first words. Many of these children have also become more interactive and respond better to people after therapy.

UNIT 7

PAGE 76, EXERCISE B

Conversation 1

- A:** Hey, Ross. Great sale, right?
B: Nina! Hi! I just got here. What are *you* looking for?
A: An air conditioner for our bedroom. Ours is broken. I've heard you can get them really cheap here. If so, I might buy one for the kids' bedroom too. Theirs is ancient!
B: Good luck!

Conversation 2

- A:** Isn't that stove gorgeous?
B: It really is. I wonder how expensive it is. There's no price on it.
A: That's intentional. They want you to go inside and ask.
B: Right. That way if you don't buy it, maybe they can talk you into something else.
A: Well, I'm sure it costs an arm and a leg. It's a good thing we don't need one.

Conversation 3

- A:** Hey, George. Isn't this the same shirt they were selling for \$75 at Larson's? I've been checking everywhere to see if you can get it for less.
B: Actually, no. This one's short-sleeved. That's probably why it's cheaper. The long-sleeved one is the same price as at Larson's.
A: Too bad. But tell you what: I'm going to check online too. No reason to pay an arm and a leg if someone has it for less.

Conversation 4 [B = German]

- A:** Can I help you, ma'am?
B: No, thanks. I'm just looking.
A: Are you looking for anything in particular?
B: Not really. I'd just like to look around.
A: Certainly. Let me know if you need any help.
B: OK. I will. Thanks.

PAGE 83, EXERCISE C

Ad number 1

- A:** Honey, you're going to be late for the meeting!
B: Bye-bye, sweetie.

- A:** Bye-bye. Hey, wait a minute. Oh, phew! Your breath! I hate to ask you this, but did you remember to brush your teeth this morning?
B: Sure I did. What's wrong?
A: You can't go to the meeting like that. You'll lose your job!
B: Maybe it was something I ate.
C: Morning mouth. And he didn't even know. Don't let bad breath get in your way—don't let bad breath spoil your day. Nice-Mouth Mouthwash, five times a day, will make your breath smell fresh!
A: Honey, you're going to be late for the meeting!
B: Take care, sweetie.
A: Mmm. Much better.
B: Thank you, Nice-Mouth.
C: Nice-Mouth Mouthwash. Ninety percent of dentists surveyed worldwide say that regular use of Nice-Mouth freshens breath better—and longer—than other brands. So, what are you waiting for?

Ad number 2

- A:** Picture this. You're at the beach. The sun is shining, and there's a cool breeze blowing through your hair. The palm trees are swaying, and they're playing your favorite song. And you're drinking a tall glass of Leon's Lemonade. Mmm-mm. Talk about paradise!
B: Hello there.
A: Aren't you . . . ?
B: Sean Connery. Or maybe you know me better as Bond. James Bond.
A: You're my favorite actor!
B: Is that a Leon's Lemonade you're drinking?
A: Uh, yes.
B: I always drink Leon's Lemonade. May I have one too?
A: Of course.
B: Ah! Nice. Very nice.
A: As I was saying. Talk about paradise . . .

Ad number 3

- A:** You've been working very hard.
B: Yes, it's true.
A: And you're ready for something new.
B: How true.
A: And you're tired of driving what everyone else is driving.
B: Very true.
A: You want to live the good life now.
B: It's so true.
A: And you're ready to make your move.
B: Yes, yes! It's true!
A: Then isn't it time you drove a Bernard?
B: A Bernard?
A: Refined elegance. Classic looks. Beauty and grace. Not everyone drives a Bernard. But why shouldn't you? Are you ready?
B: Yes, I am.

PAGE 85, EXERCISE A

1

The ad says the X-TRA 44 and the L 1102 are identical, but that the 1102 is less expensive and doesn't have a super drive. What do you think?

2 [Speaker = Russian]

If you need a ride, I can drive you to your doctor's appointment. I have some extra time this afternoon.

3

I'd really like to pay for lunch. I ordered something really expensive.

4

They say that this bathing suit makes you look 5 kilos thinner and 10 years younger. I'm going to get one.

5

So you bought the old model? The new one's coming out next week!

UNIT 8

PAGE 89, EXERCISE E

1 [Speaker = Indian]

There is a strong relationship between the education women get and the quality of medical care they receive. Research shows that mothers with more education are likely to receive better medical care when they have children. In Egypt, for example, about 75 percent of women with a secondary education receive medical care before having children. By contrast, only about 33 percent of women without an education receive medical care.

2

In Japan, the average age that men get married is twenty-eight, and for women, it's around twenty-six. Compared to other countries in the world, Japanese men and women seem to be getting married at a later age. According to a government study, the main reason Japanese marry at an older age is that they date each other longer. The study shows that, over the past fifteen years, the gap between a couple's first date and the time they get married has increased from two to three years.

3 [Speaker = Brazilian]

New studies show a direct relationship between the number of years one stays in school and life expectancy. Worldwide, for every year beyond the age of sixteen that students stay in school, they live an average of two additional years. According to a new United Nations report, this is compelling evidence for compulsory education past middle school.

PAGE 91, EXERCISE C

Conversation 1

- A:** I believe in setting limits. When kids break the rules, you punish them immediately—no excuses. No ifs, ands, or buts about it.
- B:** I think that's a little harsh, Stan. Sometimes there are reasons for breaking the rules. I think you have to take this on a case-by-case basis.

Conversation 2 [A = teenager]

- A:** Aunt Jane, don't you think it's only fair for my parents to buy me a new computer? I mean, my friends' parents love their kids enough to get them whatever they want, so why shouldn't mine?
- B:** Jason! You already have a pretty decent computer. Don't be so selfish.

Conversation 3

- A:** I'm not overly concerned about my kids. I think they can be trusted to behave without my watching over them all the time like a mother hen. Kids should be allowed to make their own decisions—what's the point in worrying? They'll figure it out as they go along.
- B:** Well, that's not how I see it. You need to be watching your kids all the time or they'll just get themselves into trouble.

Conversation 4 [B = teenager]

- A:** That boyfriend of yours is a troublemaker.
- B:** Why do you think that?
- A:** Because he's always in trouble at school, that's why.
- B:** Why don't you have any respect for my friends? What do you know, anyway? Just because you're an adult doesn't mean you know everything.
- A:** Young lady, I don't like that tone of voice. You're grounded! No movies or trips to the mall for two weeks.

Conversation 5 [A = Arabic]

- A:** I'm so worried about my daughter.
- B:** Uh-oh. What's going on?
- A:** Well, she wants to learn how to drive.
- B:** Oh, yeah? How old is she?
- A:** Nineteen.
- B:** Then what's the problem?
- A:** Oh, I don't know. What does she need to drive for? I mean—what if she gets in an accident?
- B:** But she's nineteen. Don't you think she's old enough to start learning how to take care of herself? Like driving herself to work or going shopping?
- A:** I'm just not comfortable with it. I could drive her anywhere she needs to go.
- B:** You know, you have to let your kids be adults at some point.

Conversation 6

- A:** Wanna go to the late show? There's a cool movie tonight.
- B:** Uh, Ryan, don't you have to be home by 11:00 on school nights?
- A:** Yeah. But I'm sick and tired of being told what to do. I'm not a kid anymore. I'm almost sixteen. I'll go home when I feel like it!
- B:** Well, I have an eleven o'clock curfew too—and I'm going home. What are you trying to prove? Your parents aren't so strict.

PAGE 92, EXERCISES C AND D

Part 1 [Speaker = Lithuanian]

My name's Rimas Vilkas and I come from Vilnius, the capital city of Lithuania. I live in Chicago now, but I grew up in Vilnius in the '80s and '90s in an apartment with my immediate family—my sister, my mother, and my father, and of course, me!

My parents, however, didn't grow up in Vilnius. They grew up in a small village in the east. Both my parents came from very large families. And they both lived with their extended families when they were growing up. At that time it was the common expectation that three generations would live together in a house: children, parents, and grandparents. My mother said that everyone—her seven brothers and sisters, her parents, and her grandparents—all ate dinner together every night of the week. This kind of togetherness was pretty different from the way my family grew up. When I was growing up, my sister and I usually ate with our parents. But sometimes, when they had to work, we didn't. We'd have to eat by ourselves. This may be why my father says that families were closer back then—he says there was more parental involvement in teenagers' lives. My dad thinks that closeness is the reason why teenagers had fewer problems. He says it was rare for a teenager to be a troublemaker at school—he thinks rebelliousness and disrespect are more modern teen problems. In his day, he says, that kind of disobedience would have been highly unusual.

PAGE 93, EXERCISE E

Part 2 [Speaker = Lithuanian]

A lot of other things were different when my parents were growing up. Lithuania was still a part of the Soviet Union, and life was very limited in some ways. My parents dealt with a lot of difficulties. Back then, they didn't have as many choices—you know, for things like what direction your career would take, or traveling abroad—not so many opportunities. And it was very rare that someone would move away and live somewhere else. Because of that, when my parents were teenagers, they really didn't know much about life outside the Soviet Union—at least firsthand. Most people got married at about the same age and had children shortly afterward. And they usually had one job for their whole life. For all those reasons, I would say there was a difference in the world view that teenagers had then—different from the one I had when I was growing up, which was, of course, during the breakup of the Soviet Union.

By the time I was in my teens, a generation gap had pretty much opened up. Teenagers began to develop different tastes in music . . . the way they dressed. It's not surprising when you think about it—a lot of the food Lithuanians eat now, a lot of the movies they watch, even some of the fashions, come from Western Europe or the U.S. Before, in my parents' generation, it used to be a big deal if somebody left their small village and moved to Vilnius! But today a lot of my friends have moved away from Lithuania altogether. I have friends living all over Europe, some in the States, and even a friend in New Zealand. That was almost unheard of for my parents' generation. My parents can't understand that kind of independence—why anyone would want to move so far away. So, mobility is a huge difference.

So, some of the changes I'm describing shouldn't be too surprising: Young people are leaving home earlier; they're more likely to move far away, marry later, and choose a career instead of having children right away.

I still consider myself close to my parents, but I can't deny that there is a generation gap. My parents find it hard to understand why I live far away from them, why my wife and I don't have children yet. And they can't figure out how it is that I've had so many different jobs over the years. It's hard for me to explain to them. Sometimes it's so frustrating! They worry about me, about my security—like parents have always worried about their kids. And I think they worry a lot about whether I'll be able to handle the responsibility of taking care of them in their old age the way they took care of their own parents.

PAGE 97, EXERCISE A

Conversation 1 [A, B = U.S. Southern]

- A:** Just look at this e-mail from Jordan's English teacher! It says Jordan's missing his last two book reports and his grades are going downhill.
- B:** No way. Every time I see him in front of the computer, he tells me he's doing homework.
- A:** He's probably spending hours on the Internet, wasting time. That's it. No more Internet until his grades get better at school. Let's go talk to him together.

Conversation 2 [B = U.S. regional]

- A:** I'm really getting worried about Sandi. I don't know what to do.
- B:** Sandi? She's such a good kid. What's up?
- A:** Well, ever since she got her driver's license last month, she's been staying out later and later. Last night she didn't

get home until after eleven. She's no baby, but I worry about her. I'm losing sleep.

- B:** Well, you need your sleep. Why don't you give her a curfew? Tell her if she gets in one minute late, she's grounded.

Conversation 3

- A:** Hey, Jill, what's up?
- B:** I'm grounded. I can't go to the concert.
- A:** What did you do?
- B:** Absolutely nothing. My dad told me to take off all my makeup before I went to school, and I told him he was being ridiculous.
- A:** You told him that?
- B:** Yeah. He's just so annoying. Next time he tells me I can't wear makeup, I think I'll get a tattoo. That'll show him!

Conversation 4

- A:** You know, Jen, Mom and Dad aren't that bad. Now that I think back on how much trouble we gave them, I appreciate them more.
- B:** Me, too. I used to think they were so dumb. But it turns out they were pretty smart. You know, I hope when I have kids, I'll be as smart about kids as Mom and Dad.

UNIT 9

PAGE 100, EXERCISE A

Conversation 1

- A:** I just got a call from Jade. She says she can't babysit for us tonight because her parents grounded her.
- B:** They grounded her? That's surprising. She's not the kind of kid who misbehaves.
- A:** Well, she must have done *something*. Her parents told her she has to stay home all this week.
- B:** I wonder what she did.
- A:** Maybe she stayed out after her curfew. I know her parents are pretty strict about that.
- B:** Could be. But it's still surprising. Jade is usually such a good kid.

Conversation 2

- A:** Are you OK?
- B:** Yeah, I'm fine. But I just got off the phone with Jack. Apparently he's in financial trouble.
- A:** Your brother? How can that be? He's got a great job.
- B:** Yeah, but he just told me he's drowning in debt. And he's been losing sleep worrying about it.
- A:** Well, I can't say I'm *totally* surprised. It's obvious that he's pretty impulsive about his spending.
- B:** Well, there's no question that's a big part of the problem now.

Conversation 3

- A:** Did you hear that Linda got her kids a puppy?
- B:** Are you serious? I know the kids were asking for one, but she told us there was no way she would ever agree to that.
- A:** That's true. She said a puppy was just too high maintenance and that they couldn't have one in their small apartment. But I suppose she decided that raising a puppy would be good for them.
- B:** I don't think that's it. She's a lot more lenient with her kids than we are. Clearly she just gave them what they wanted.

PAGE 106, EXERCISE B

Part 1

On October 15, 2009, a shocking news story caught the media's attention worldwide. In the state of Colorado in the western United States, a six-year-old boy named Falcon Heene had somehow taken off in a hot-air balloon and was drifting helplessly across the sky. The balloon, which was shaped like a silver-colored flying saucer, was reported to be traveling at an altitude of more than 2,000 meters, and the public was alarmed.

Richard Heene, the boy's father—who had built the balloon—said he was handling it when he accidentally lost control and it floated off. When Heene and his wife realized that Falcon was missing—and when Falcon's brother said he had seen Falcon climb into the box that was attached to the balloon, they were very frightened and called for help.

Police and TV news helicopters raced to catch up with the balloon while emergency vehicles followed on the ground. Non-stop TV news programs interviewed experts to discuss how to stop the balloon and save the boy. On the Internet, bloggers and members of social networking sites referred to Falcon as Balloon Boy, and their posts were filled with speculation about what had happened. More people used Google to search for "Balloon Boy" that day than for any other topic. And the events were a source of discussion at schools, workplaces, and dinner tables.

The balloon traveled for almost 100 kilometers toward the city of Denver, and the Denver airport was closed down. The balloon finally landed on the ground, after having flown for about two hours. But when emergency vehicles got to the balloon, the boy wasn't there. The police searched all over, worried that he may have fallen out of the balloon during the flight. Someone had even reported seeing something fall from it while it was high in the air. News programs reported the events as they happened, and their viewers worried about the boy's fate.

But later that afternoon everyone was surprised to discover that the boy had been hiding in a cardboard box in a room above the garage at his home. He said that he had been hiding because his father was angry with him. Everyone was greatly relieved that the incident hadn't ended in tragedy but instead had had a happy ending.

PAGE 106, EXERCISE C

Part 2

After the good news, the family appeared on TV for interviews. On CNN, Falcon was asked why he had stayed in the garage that whole day. Falcon turned to his parents and responded, "You guys said that, um, we did this for the show." And on two other programs the next day, when interviewers asked his father about that statement, Falcon got nauseous and vomited—on TV—clearly very nervous about the whole affair. News agencies began to be suspicious that perhaps the event had been a hoax after all, and the police and other local government authorities began to investigate. One thing authorities discovered was that the balloon could not have carried the weight of a child—so the claim that Falcon was in it could never have been true. More information was discovered about Falcon's father. He was a storm chaser, a UFO researcher, and thought of himself as a part-time scientist; he had designed the balloon as an experimental model for an alternative type of transportation. He had a strong interest in mysteries and conspiracies. He was also a part-time actor who regularly proposed ideas for new TV shows—for example, one in which he would explore

wacky scientific mysteries. He even had an idea for a reality show featuring his own family.

Later, Falcon's mother, Mayumi, finally admitted she had known that her son was hiding in their home, and that both parents had instructed their children not to tell the truth to the police or news media. Police finally determined that the event had actually been nothing more than a publicity stunt; Richard Heene thought it would help get his family on TV for that reality show. Early estimates placed the cost of the rescue attempt at about \$2 million U.S. dollars. In the end, Falcon's parents agreed to repay \$36,000. In addition, Richard Heene spent 90 days in prison, was required to do 100 hours of community service, and had to write a formal apology to the police. Mayumi Heene spent 20 days in prison. The Heenes finally sold the balloon for \$2,500 and donated that money to victims of the 2011 earthquake and tsunami in Japan.

Many people noted that most TV reporters had presented the story as true right from the beginning, even though there were clear questions about whether or not the boy was even *in* the balloon. Some reported that Falcon had fallen out of the balloon, without having confirmed that information either. Some critics also questioned the judgment of providing live TV coverage of the balloon when a six-year-old child could have been seen falling to his death.

In the end, many concluded that competition among news agencies to report this moving story caused many to focus on being first instead of getting the story right.

PAGE 109, EXERCISE A

Conversation 1 [B = Korean]

A: Where's Bill?

B: I don't know. I haven't seen him.

A: He was supposed to be here an hour ago.

B: He might've overslept. I heard he stayed out pretty late last night.

A: That's what you heard?

B: Yeah. But who knows. Maybe something else happened to him.

Conversation 2 [A, B = U.S. regional]

A: Whose wallet is this?

B: Beats me.

A: Well, you were sitting here. Didn't you see anyone come by?

B: Yeah. But I was too busy to notice.

A: I'll bet Gina forgot it.

B: Why would you think that?

A: Well, it's a red wallet, and she always wears red.

B: Hmm. You're that certain?

A: You bet.

Conversation 3

A: Did you read the newspaper today?

B: Uh-huh. Why?

A: Did you read about the latest bank scandal? Sounds like the president is in big trouble now.

B: Yeah, I read about it. But don't you think it's a little premature to claim that the president himself was involved?

A: What? You can't be serious.

B: Where's the evidence?

A: How much more evidence do you need? It's in the paper!

B: C'mon. You can't believe everything you read in the paper.

Conversation 4

- A:** Did you watch the News Hour last night?
B: No. Was there something interesting I missed?
A: Oh, yeah. Some guy in Italy says he saw a large, hairy animal that looked kind of like a human eating pasta in the Roman Coliseum.
B: Get out of here!
A: No, for real!
B: The guy must have been drinking.
A: Don't be such a skeptic! There are a lot of things out there we just can't understand.
B: Right. And I can't understand how someone so smart could possibly fall for a story like that!

UNIT 10

PAGE 112, EXERCISE B

Speaker 1

All I ever think about is work. I don't have anything to do in my free time that interests *me*! I wish I did.

Speaker 2 [Speaker = Australian]

There's this woman in my office who keeps telling me how to do things. It really gets on my nerves.

Speaker 3

I've been working so hard to get this report done in time. My boss said it was due tomorrow. I'm so stressed about it that I keep making mistakes. I spend too much time just correcting them all.

Speaker 4

I'm so tired. I've been working on this project for six hours now. I even skipped lunch.

Speaker 5 [Speaker = Russian]

It seems like I'm always working or doing chores at home. I never have any time for myself when I can just relax and do absolutely nothing.

Speaker 6 [Speaker = Arabic]

My boss is driving me crazy. She's always calling me at home when I'm spending time with my family. And today she told me she wants me to come to the office to work this weekend!

PAGE 118, EXERCISES B AND C

[A= male interviewer; B = Sue Franklin]

- A:** When you stop to think about it, people do a lot of strange stuff. We actually pay money for the thrill of watching scary movies. We enjoy going to amusement parks to ride roller coasters and other crazy rides for the thrill of going at high speeds and getting turned upside down. And the list of wacky extreme sports, where the adventurous face their fears—bungee jumping, skydiving, extreme skiing—seems to get longer every year. And then of course, there are those of us—the faint of heart—who wouldn't dare do any of these things. Well, Sue Franklin is an expert on this topic, and she's here to tell us about two personality types—the person who loves thrills and can't get enough of them—known as the “big T” personality—and the person who hates thrills and prefers to avoid them—the “small t” personality. Welcome, Sue Franklin.
B: Thank you.
A: You call this the type-T analysis. What is that, and what does it tell us about human nature?
B: Well, it's based on the work of psychologist Frank Farley, and it's a way of studying a person's risk-taking

behavior. It indicates how comfortable a person is with taking chances—living on the edge. What Farley calls a big T personality is a person who likes risk. A big T likes thrills, whereas a small t does not. In fact, it's more like a continuum—from risk-taking to risk-avoidance. Most of us are willing to take some risks from time to time—but we may still tend to avoid risk in general. So generally speaking, if you like to take risks, do new things, then you're a big T. If you prefer certainty and routine, then you're a small t.

- A:** What's the motivation for seeking thrills?
B: Much of it is for the adrenaline rush that comes with going right up to the edge. Actually, big Ts may physically need a higher level of stimulation than other people do—and they need to take risks in order to get that stimulation.
A: So do big T types have an important role to play socially?
B: Absolutely. Farley believes that human progress depends on big T-type behavior. These are people who are not afraid of danger or pushing the limits.
A: Is there another side to big T behavior?
B: Definitely. There are both positive and negative sides. There's the healthy, constructive risk-taking that you see in most creative fields—like science, for example. But there's a negative side as well—crime, drinking and driving . . . crazy risk-taking in general. As a matter of fact, big Ts have twice as many highway accidents as small ts because they take more chances and put themselves in danger more often.
A: I love riding on roller coasters at the amusement park. Does that make me a big T?
B: Not necessarily. One of the great things about roller coasters is that they allow people who are afraid of taking risks to feel like they're really taking a big risk by riding one—because they're so scary. But everyone also knows that roller coasters are pretty safe. But if you told me you'd never ride on them, I'd tell you you were a small t for sure. The big T personality is the one standing up in the front seat.

PAGE 118, EXERCISE D

Statement 1

We enjoy going to amusement parks to ride roller coasters and other crazy rides for the thrill of going at high speeds and getting turned upside down. And the list of wacky extreme sports, where the adventurous face their fears—bungee jumping, skydiving, extreme skiing—seems to get longer every year. And then of course, there are those of us—the faint of heart—who wouldn't dare do any of these things.

Statement 2

- A:** You call this the type-T analysis. What is that, and what does it tell us about human nature?
B: Well, it's based on the work of psychologist Frank Farley, and it's a way of studying a person's risk-taking behavior. It indicates how comfortable a person is with taking chances—living on the edge.

Statement 3

- A:** What's the motivation for seeking thrills?
B: Much of it is for the adrenaline rush that comes with going right up to the edge.

PAGE 121, EXERCISE A

Conversation 1

- A:** Is that yours or mine?
B: Mine, I think . . . yeah, it's my boss.

- A:** Again? That's the second time today!
B: I'm not going to answer it. Whatever it is, it can wait 'til tomorrow.

Conversation 2

- A:** Alison!
B: I'm doing the laundry!
A: Aaron and Nancy want to get together with us Friday night.
B: Friday? I don't think that'll work. I have to work late.
A: What about Saturday?
B: Saturday's not great either. I've got the running club in the afternoon, and Vicky and I volunteered to raise money for the hospital in the evening.
A: Sunday?
B: Not great either. Why don't you suggest next Friday instead?

Conversation 3 [A = middle aged female; B = teenager]

- A:** How are your classes going?
B: Not too bad. But there's a lot of homework.
A: Are you able to finish everything on time?
B: Definitely. It's challenging, but all in all everything's cool.

Conversation 4

- A:** Marie, have you finished the October report?
B: I'm just getting to it, Pete.
A: Uh-oh. Didn't Susan say she wanted everything by four o'clock?
B: I know, but I had to do some shopping after lunch. Don't say anything to her, OK? I don't want my boss to think I messed up.
A: Don't worry. I won't. Is there anything I can do to help?

Pronunciation Booster

UNIT 7

PAGE 146, EXERCISE C

- | | |
|------------------|-----------------|
| 1. live / live | 5. team / Tim |
| 2. steal / still | 6. wheel / will |
| 3. fit / fit | 7. been / been |
| 4. feel / fill | 8. seat / seat |

PAGE 146, EXERCISE D

- | | |
|---------------|--------------|
| 1. fears | 8. technique |
| 2. figures | 9. syllable |
| 3. convince | 10. believe |
| 4. Hidden | 11. busy |
| 5. people's | 12. women |
| 6. appeal | 13. receive |
| 7. manipulate | 14. building |

UNIT 10

PAGE 150, EXERCISE C

1. Give the money to the man.
2. I think it's Dan.
3. What is that rug made of?
4. Do you need this pen?
5. He's a perfect mate.
6. My debt is causing me trouble.
7. Could you take that bag off the counter?
8. Please put a bandage on the cut.

Test-Taking Skills Booster

UNIT 1

PAGE 151, LISTENING COMPLETION

- A:** Crime is just out of control. You can't pick up a newspaper without there being four or five crime stories on the first page.
B: In my opinion, all this crime is a symptom of the whole breakdown in culture. What is the world coming to?
A: Well, there's not a whole lot anyone can do about crime, is there?
B: Actually, there is something we can do about crime.
A: You think so?
B: Absolutely. We should provide more money for local police, and we should be careful not to tempt criminals. Don't wear a lot of jewelry on the street. Better safe than sorry.
A: That's true. You're so practical.

UNIT 2

PAGE 152, LISTENING COMPLETION, EXERCISE A

- A:** Did you know that the actor Anthony Hopkins composes music?

- B:** No way! That's amazing. Have you ever heard any of his stuff?
A: Well, that's why I brought it up. One of his pieces has been going around on social media. There's a video of an Austrian orchestra playing it.
B: So he writes classical music? Sounds right up my alley.
A: Well, honestly? It was nothing to write home about. It was OK I guess, but to tell the truth I found it kind of depressing. I would have preferred something a little more, fun, you know?
B: Ouch! You're hard to please. Well at least he's a great actor.

PAGE 152, LISTENING COMPLETION, EXERCISE B

- A:** You know whose music I really love? Bob Marley. He was so great.
B: Oh, you like reggae?
A: Crazy about it! It always makes me feel good.
B: Not me. No offense, but I find it hard to listen to. It's always the same beat over and over again. Every song sounds the same. After a while it just drives me crazy.
A: Wow, I don't see it that way at all.
B: When I hear reggae, I just want to turn it off. I'd much rather listen to pop or rock.

UNIT 3

PAGE 153, LISTENING COMPLETION, EXERCISE A

- A:** Hey, you want to go out to dinner?
B: Uh, I don't think so. I'm trying to save money.
A: I just got a big raise! C'mon! Let's celebrate!
B: I'm sorry, but I just don't have the cash right now.
A: Don't worry about it—it's on me.
B: No, I couldn't let you pay for dinner.
A: Forget about it! It's my pleasure.
B: Thanks! That's really nice of you.

PAGE 153, LISTENING COMPLETION, EXERCISE B

- A:** Hey! What beautiful new furniture! The sofa is just gorgeous.
B: Thanks. I'm really happy with it.
A: It must've been pretty expensive. How'd you manage?
B: Well, I saved up for it. I put away a little bit every month.
A: Wish I could do that. Everything's gone by the end of the month. I make a good salary, but I just don't know where the money goes.

UNIT 4

PAGE 154, LISTENING COMPLETION, EXERCISE A

- A:** Check out this dress. Do you think it would be too informal for my presentation at the sales meeting?
B: I don't know. It wouldn't be terrible on a twenty-year old, but . . .
A: Ouch! You know. I think you're right. At our age, we probably should look a little more conservative.
B: Well, the dark skirt isn't bad. But the top might be a little too flashy.
A: OK. I'll try something else.

PAGE 154, LISTENING COMPLETION, EXERCISE B

- A:** Excuse me. I'm looking for a nice dress shirt. It's for my father.
B: Were you looking for something in a solid, or a print?
A: Solid, I think. In a light color, maybe pale blue or green.
B: Short-sleeve or long-sleeve?
A: Long please.
B: OK. Step this way, please. We have some nice shirts for you to choose from.

UNIT 5

PAGE 155, LISTENING COMPLETION

Former college athlete Pete Frates was diagnosed in 2012 with amyotrophic lateral sclerosis, or ALS, also commonly known as Lou Gehrig's disease. ALS is a relatively rare disease that attacks the nervous system. Eventually one loses the ability to move or speak—even the ability to breathe. Life expectancy after diagnosis is two to five years. But Pete Frates had a goal. He wanted to spread awareness of the disease and get people to contribute to its cure. And he had a big idea. It went like this: You made a video of yourself dumping a bucket of icy water over your head. You posted it on a social media site and challenged your friends to do the same thing within twenty-four hours or donate \$100 to ALS research.

What happened next was huge. Social media users all over the world took up the challenge and posted videos of themselves. On Facebook, more than 2.4 million Ice Bucket

Challenge videos were shared and were viewed 10 million times, reaching more than 400 million people. On YouTube, more than 2.3 million videos were posted. The challenge was mentioned more than 2.2 million times on Twitter. Everyone—from kids to next-door neighbors—to famous celebrities and politicians—talked about it and took the challenge themselves.

UNIT 6

PAGE 156, LISTENING COMPLETION

One of the stark realities of the animal world is that most species fall into one of two categories—predators (those that hunt other animals for food) . . . or prey (those hunted by predators). In fact, many animals actually play both roles in nature—sometimes as predators and sometimes as prey. For those that are prey, instinct drives them to behave in ways that protect them from predators in order to survive. For example, fish swim in huge schools, moving almost as one organism as they search for food. By traveling in a group, they can confuse predators. But more importantly, this behavior increases the chance that predators will choose to eat the fish that are not swimming in the school.

In order to hunt, predators also often travel in groups—or packs. They work together and use their combined intelligence to single out their prey from the herd or the flock, increasing the chance of success and ensuring their own survival. Hunting in a pack also makes it possible to kill prey that are larger than the predators are. For example, while one lion couldn't kill a young elephant alone, several lions hunting together could.

UNIT 7

PAGE 157, LISTENING COMPLETION

Conversation 1

- A:** Hey, Ross. Great sale, right?
B: Nina! Hi! I just got here. What are you looking for?
A: An air conditioner for our bedroom. Ours is broken. I've heard you can get them really cheap here. If so, I might buy one for the kids' bedroom too. Theirs is ancient!
B: Good luck!

Conversation 2

- A:** Isn't that stove gorgeous?
B: It really is. I wonder how expensive it is. There's no price on it.
A: That's intentional. They want you to go inside and ask.
B: Right. That way if you don't buy it, maybe they can talk you into something else.
A: Well, I'm sure it costs an arm and a leg. It's a good thing we don't need one.

UNIT 8

PAGE 158, LISTENING COMPLETION

- A:** That boyfriend of yours is a troublemaker.
B: Why do you think that?
A: Because he's always in trouble at school, that's why.
B: Why don't you have any respect for my friends? What do you know, anyway? Just because you're an adult doesn't mean you know everything.
A: Young lady, I don't like that tone of voice. You're grounded! No movies or trips to the mall for two weeks.

UNIT 9

PAGE 159, LISTENING COMPLETION

Rapa Nui (or Easter Island) is the most remote inhabited island in the world. Its huge stone figures (called moai) are world-famous, but their origin, as well as much of the island's history, is shrouded in mystery. Experts believe the stone figures may have been used to establish religious and political authority and power, but no one knows for sure. Islanders moved a total of 540 figures across the island—some as far as 22 kilometers. Several experts believe the moai could have been “walked” upright, using ropes to rock the figures back and forth. Others theorize the islanders must have laid the figures down flat and rolled them over logs. They point out that moving each figure could not have been accomplished without the help of 70 or more people and probably took days to achieve. In the early twentieth century, Norwegian explorer Thor Heyerdahl noticed cultural similarities between the people on Rapa Nui and the Incas in Peru. He argued that the island might have been inhabited by people who came in boats from South America. To prove it was possible, he successfully sailed a raft called the Kon-Tiki on that route. However, experts citing more recent DNA evidence confirmed that the original inhabitants had to have sailed from Polynesia, which lies to the west.

UNIT 10

PAGE 160, LISTENING COMPLETION

At work, technology is in fact a contributing factor in a growing trend toward longer hours and less time off. When we leave the office, we continue to stay connected. We are inviting our work world into our private lives in ways that never would have been imaginable in the past. We're constantly “on call,” and our time is never entirely our own. We just don't know how to “switch off” our work when we get home. In our leisure time, technology appears to be reducing the face-to-face human interaction that we've traditionally enjoyed. For example, the trend has been away from the shared experiences of going out to the movies or shopping at the mall, toward the more private acts of watching movies at home or shopping online. Common leisure activities of the past, such as participating in clubs, took place in the community and provided extended time to communicate with others and develop relationships. In contrast, today's online posts and tweets with family, friends, and colleagues are shorter, more superficial, and less satisfying. Recent research has in fact suggested that face-to-face family time is decreasing in homes with Internet connections.