

Student's Book audio scripts

Unit 1 Social networks

Lesson C, Ex. 3A, 3B, and 3C (p. 15)

CD1, Tracks 11-13 (Highlighted text appears only on Track 13.)

1.

Man You know, my girlfriend and I aren't getting along very well these days. We're always arguing.

Woman But you really like her, right?

Man Yeah. But there's no point staying together, really. We just have very different views on everything. Like we'll talk about politics and religion, and we just end up arguing. She's so touchy.

Woman So you don't agree on *anything*?

Man No, not really. Well, we both agree that we don't get along! Maybe we should just stop talking about important stuff...

2.

Man You know, I think I'm going to unfriend someone on my social network account. There's this one girl who's always uploading stupid photos. I mean, she'll do it like ten times a day. It drives me crazy.

Woman And does she post obnoxious comments, too?

Man Oh, yeah. She's always saying rude things about me. She's just weird. Maybe I should text her and ask her to stop... Why didn't I think of that before?

3.

Woman Gosh, don't you hate it when people talk about you behind your back?

Man Oh, yeah. I know someone who's constantly doing that. He's a real pain.

Woman Yeah, it's just not nice. One of my friends in class does it. She'll like tell everyone I'm way too talkative and stuff. And then she tells me how much she likes hanging out with me.

Man But why does she do that?

Woman I don't know. I guess I should just ignore her.

4.

Woman 1 I have one friend—we were constantly calling each other and everything. But I hardly ever hear from her anymore. I mean, she'll text me every once in a while.

Woman 2 Huh. So, did you have a fight or something?

Woman 1 No. I think she found some new friends, and she tends to hang out with them now.

Woman 2 So, she just dropped you?

Woman 1 Yeah. But I really like her. Maybe I should call her and say I miss her? Maybe she's just busy...

Lesson D, Ex. 3B and 3C (p. 17)

CD1, Tracks 14 & 15

Rosa Employers basically want people who will fit in. After all, what you do online shows your true personality.

Daniel But your online profile is private information.

Rosa So you think it's private? On the contrary. If I can see your profile by looking online, it's not private—it's public. It tells me things that I won't see in an interview.

Daniel Yes, but... but... what you see on social networking sites is not the whole person. Social networking sites don't tell you what people are like at work.

Rosa I know what you mean, but you need to consider the cost. Employers need to be very careful about the people they employ because it's very expensive to recruit and train new staff.

Daniel Yes, I agree, but on the other hand, as an employer, you can't own your employees 24/7. Everyone has a right to have fun in his or her free time.

Rosa True, but if I'm looking at two people for the same job, I'll probably avoid the person who's always partying.

Daniel However, just because they party a lot doesn't mean people are bad at the job. For some jobs, you need friendly, outgoing people.

Rosa But it's not just party photos; it's blogs and postings and comments, too. For example, I don't want to hire somebody with an off-color sense of humor or someone who sounds arrogant. I want someone who will fit in and work well with other people.

Daniel Well, I can see that. On the one hand, you don't want to employ difficult people, but on the other hand, people change at work and behave in a different way with friends. So while the Internet may show you one side of a person, you really need to see what a candidate is like, in person, before you can decide.

Unit 2 The media

Lesson B, Ex. 3A and 3B (p. 23)

CD1, Tracks 20 & 21

Maggie Yeah, that seems to make sense to me. I mean, I know that kids who get into books tend to do well in school and everything. Every time somebody says that their kid just took a reading test and like did really well, they always say, "We read to him all the time." So it's not surprising that there's a link between TV and school or that it has an effect on grades.

Though on the other hand, one good thing about TV is that there's a lot of good educational stuff on it, too, like the History Channel or the Science Channel or whatever. So, um, maybe it depends on what you watch.

Howard Yeah, I mean, that's the problem with TV—the point is that when you watch TV, you're not outdoors playing and running around. What I'm saying is that it's bad for kids to sit and do nothing but watch TV.

But what's important is that a lot of kids aren't just *sitting* and watching TV these days, you know—they're playing video games and those interactive-sports games. Have they done any research on that?

Daniela Yeah, I've just been reading the research on this, and what it says is that when small kids are in front of the TV, their parents are not communicating with them. So, you know, it's obvious that it takes them longer to talk.

I don't think TV is such a terrible thing, though. There might be better programs and worse programs, and you have to sort of be involved in what they're watching. You know, if you watch TV *with* your kids and talk about the shows, then that can actually lead to an increase in their vocabulary and everything.

Isabel It's interesting that kids do that. Yeah. My parents said, you know, when we were younger, my sister and I copied stuff all the time . . . and that was their biggest reason for getting rid of it. My mom said she could always tell kids who watched certain shows, because they had really bad manners and . . . yeah.

Though it's unlikely that TV is the only reason for bad manners. It's probably a lot more to do with family, you know, family probably has the biggest effect on kids and teaching them good manners.

Tony Yeah, I'm sure it has a big impact on kids. I mean, they want to buy the things they see on TV. And most of the commercials are for junk food. And all that unhealthy stuff, sodas and everything. I know that it worked on me.

I guess what's good is that people realize it now, and there's a lot of effort to help kids make healthy choices and to get out and play. There are a lot of programs like that now around the country.

Lesson D, Ex. 3A and 3B (p. 27)

CD1, Tracks 25 & 26

Man There is a lot of concern these days about violence in our media. Some psychologists who study this issue argue that violence on TV, in movies, and in music is responsible for making people more violent

in their thoughts and actions. Take, for example, violent video games. The problem with video games, researchers say, is that playing them makes people feel more violent and behave more aggressively towards others. Violent video games are the main cause of violent crime and other social problems.

But can this be true? And what are the facts? Well, let's look first at the statistics. Over the last 25 years, there has been a huge increase in the sales of video games in the U.S., as well as in other countries. However, during that time, the number of violent crimes that are committed by young people has actually fallen. In fact, youth crime in the U.S. is the lowest it has been for over 30 years. This suggests that there is no clear link between playing video games and committing violent crime.

Second, the majority of young people play video games. Research shows that around 90 percent of boys and 40 percent of girls are gamers. However, the majority of young people are *not* violent and do *not* commit antisocial acts. So the numbers do not add up to the claim that violent entertainment makes people violent.

Now, critics say that games desensitize people to killing. But games are games and reality is reality. People, including young people *can* tell the difference between fact and fiction. Every day they learn lessons about right and wrong from their families, school, and society. For them, these games are just that—games.

Now, it is possible that violent video games may have an impact on some people. They may have some influence on people who are already aggressive or violent, or who live in difficult situations. However, there is no evidence that video-game playing turns normal people into killers.

Let's not forget, either, that around 60 percent of gamers are adults. As an adult, surely I have the right to choose what to watch and play.

This is a complex issue, but we really shouldn't worry too much that violence in video games, movies, and TV is making our kids more violent.

Unit 3 Stories

Lesson B, Ex. 3A and 3B (p. 33)

CD1, Tracks 29 & 30 (Highlighted text appears only on Track 30.)

CONVERSATION 1

Man So how are you doing? You were sick the last time I saw you.

Woman Oh, I'm fine now. Thanks. It was awful, though. I ended up staying in bed for three whole days. I was just so exhausted because I'd been doing too much.

Man You're always doing too much!

Woman I know. I know. But I had all those exams, so I'd been studying every night. And on top of that, I'd been training for a track meet and doing some volunteering and everything.

Man So, have you caught up on everything now?

Woman Well, I have a paper to turn in, but you know, I've learned my lesson. I'm not taking on so much next semester. You can't do everything, I guess, and you know, . . . you've got to stop and smell the roses.

CONVERSATION 2

Woman Yeah. There was this girl in our class who didn't seem at all friendly. I don't know, she always seemed a bit cold and not very friendly—not the kind of person I'd hang out with.

Man Yeah?

Woman And I'd never really spoken to her or anything. And anyway, I was out of school for a week, . . .

My parents had been planning this trip to Mexico, and they'd asked me to go along. So of course . . .

Man Well, of course you went.

Woman And so I'd missed a lot of classes, and I'd fallen behind on everything.

Man Oh, and it's always hard to catch up on stuff.

Woman It is. But you know what? While I was away, this girl had saved all the handouts and notes for me. The whole week. So, yeah. She helped me catch up and everything. It just goes to show . . . you can't judge a book by its cover.

CONVERSATION 3

Man I heard you quit college. Is that true?

Woman Yeah, partway through my second year. My parents were furious, of course. They thought I was throwing my life away. But I'd been struggling the whole year, and I just knew it wasn't for me.

Man Well, you're not the only one. I mean, I've heard a lot of stories about people who quit school and they go on to do some amazing things.

Woman It's true. And I'd been getting sick, you know, from all the worry about exams and everything, and it was affecting my grades. And actually, I just knew I wanted to do my own thing.

Man So what have you been doing?

Woman Well, I've been working for this local theater. I'd only been out of school for a few weeks when the job came up. And I just love it. So . . . yeah . . . you have to follow your dream. There's no point wasting time doing things just because people expect you to do them, . . . Life's too short.

Lesson D, Ex. 3B and 3C (p. 37)

CD1, Tracks 36 & 37 (Highlighted text appears only on Track 37.)

Leon I think in the city, especially, people don't have the time of day. Like I only know one person in my apartment building, and it's, you know, something like a forty-unit building, so people don't seem very sociable there. I mean, people rarely even make eye

contact. And if they do, and you can, you know, you can smile at them, and they won't even smile back. I think it's just people are too busy. Uh, I'm the type of person that when I go to the grocery store, I'll start a conversation with the people in line with me and I consider that to be friendly, but the people here seem to think I'm crazy. They just ignore you. It's pretty impolite, really. It's like, I'd just moved here and I'd been living in a really friendly little town. I mean, people always said hello to each other there. So anyway, I was waiting for my bus one morning, and I said something to someone in line. And they just ignored me. That's one thing I hate about living in a big city . . . everyone just ignoring everyone.

Carol Well, for the most part, people are, well, I wouldn't say they're particularly friendly. It's not like people stop and have conversations with strangers. But on the subway when it gets really crowded, if someone bumps into you, they'll apologize. Or if they want to get by you, they'll say "Excuse me." Or like yesterday, I was going into a department store, and the guy in front of me didn't hold the door for me. I knew right away he'd realized what he'd done, because he turned and said "Sorry." I mean, it's not like he smiled and had a conversation, but . . . , yeah . . . I mean, it doesn't really bother me. It's just how it is.

Jack I'd say it all depends. My friends are always saying how rude people are here, I mean, they're always complaining about the servers being rude and people like that. But I always make a point of smiling at them, and I, and I find they're always nice back. So I think you get what you give, really. I mean, if you make an effort and speak to people, they'll generally smile and talk to you. It's like when I got talking to the guy at the coffee shop. I usually stop by there every day on my way to work. So, yeah, anyway, I went in one time, and I could tell he was tired and everything, and I just asked him how he was doing. And he told me he'd had a really bad day and hadn't been feeling good, you know, he was just the nicest guy. And he gave me a free coffee. So it just goes to show, really . . .

Unit 4 Working lives

Lesson B, Ex. 3A (p. 45)

CD2, Track 6

1.

Woman Well, the people I know who get the coolest perks are, um, yeah, people who work for the big software companies. You get like free exercise classes, and there's a gym and stuff like that.

Man Yeah, it's no wonder everybody wants to work in those places, you know, companies that are supportive of, uh, you know, they're promoting, um, healthy lifestyles.

Woman Yeah.

2.

Man I guess the most important benefit for me with a family would be like setting your own schedule, you know, to work your own hours.

Woman So you mean, like you can leave work early some days?

Man Yeah, . . . or you can take a day off if you want to. It's a really great thing to look for in a job, more family-friendly.

3.

Man Um, as far as benefits go, I think that, um, one thing that's very important is working with positive people—if you're with positive people, you're more likely to be positive as well. And so, uh, that's very important for me . . . as a benefit . . . you know?

Woman Right.

Man And I think when you have a positive atmosphere at work, you get useful feedback because people aren't afraid to be honest.

Woman And have you been able to do that—I mean, work with people like that?

Man Pretty much. I've been lucky.

4.

Woman One of the perks that I wish we had where I work is, uh, if an employee, uh, volunteers, they are allowed to volunteer on work time. I think that'd be wonderful.

Man Yeah, there's an outdoor sports company that does that. They do clothing and equipment for camping and stuff, and so it's big on environmental issues. So you can get paid leave to work on outdoor projects like in forests and things—up to two months.

Woman Oh, nice. See, I'd like that. It'd be really good to volunteer someplace.

Man And in other companies you can volunteer in a school or something like that.

5.

Man The other thing that's really kind of a neat perk would be, um, you know, if they help out with your tuition, you know to study for a master's or something. My friend's company has that—the company puts six people through school. You know they take classes every Friday and Saturday for a year. So like there you can get a master's degree . . .

Woman Wow. That's really good. And they pay for it?

Man Yeah. Or you just get extra training, like software training and stuff.

Woman That'd be wonderful.

Lesson D, Ex. 3B (p. 49)

CD2, Track 11

CANDIDATE 1. ELIZABETH

Interviewer So tell me, why have you applied for this position?

Elizabeth Well, it looks like a great position with the company. And also because I'm not very happy with the job that I'm doing at the moment. My boss is very difficult—in fact, he's really aggressive, and you know, he yells at people, and so I'm not sure I want to work for somebody like that, really. So I think it's probably time to get out of there and move on.

CANDIDATE 2. MARCUS

Interviewer Do you have any relevant experience?

Marcus Um, gosh. Relevant experience for this particular job? Um, oddly enough, I haven't really thought about it. I guess, you know, it's on my résumé, so I wasn't expecting you to ask that . . .

CANDIDATE 3. ESMA

Interviewer What is your greatest weakness? Do you have any weaknesses?

Esma Well, let me think. My greatest weakness? I mean, I probably have some weaknesses, but then everybody has weaknesses, so . . . yes, I have some.

CANDIDATE 4. CARLOS

Interviewer How do you take personal criticism?

Carlos Actually, as a matter of fact, it's easy for me because people are criticizing me all the time—especially my wife. Oddly enough, she's always criticizing my driving, and surprisingly, I criticize her cooking! Just kidding. But seriously, I think if it's constructive, I think I take it pretty well. In fact, I see criticism as an opportunity to learn something about myself, and to try to improve on what I do.

CANDIDATE 5. HUGO

Interviewer What is your long-term objective?

Hugo Well, obviously, I want to work my way up and to get promotions. In fact, I see a good career ahead for myself, so I want to work hard and do well and do the right thing really. I think I have long-term potential to work in your organization and get promotions in one of the departments—I'm not sure which yet, but I just want to work hard and to enjoy my work and get ahead. I think it's possible for me to do that within your organization and . . .

Lesson D, Ex. 3C (p. 49)

CD2, Track 12

1. So tell me, why have you applied for this position?
2. Do you have any relevant experience?
3. What is your greatest weakness? Do you have any weaknesses?
4. How do you take personal criticism?
5. What is your long-term objective?

Unit 5 Challenges

Lesson A, Ex. 3A (p. 53)

CD2, Track 14

1.

Man So, what would you sell, you know, if you wanted to give money to charity like the Salwen family?

Woman Well, let's see. If I really wanted to make an effort and you know, spend less, one thing I would do, you know, is . . . um . . . would definitely cut back on gas. *(laughs)* You know, it costs me a fortune every month just to buy gas, so . . . yeah, it'd be easy if I rode my bike to get places, so yeah . . .

Man And who would you give the money to?

Woman Um, let's see—probably to a children's charity. Something to do with kids.

2.

Man So, what would be like the easiest thing to cut back on or give up?

Woman Um, it's terrible how much food I buy in a week and then throw out because I just, I don't have time to cook it or I'm not paying attention to what I'm buying and, you know, it looks good at the time,

and then it just gets thrown out later . . . and that kind of waste makes me really angry. So that would probably be the easiest thing for me to get on top of. You know, if I bought less food. Save that money and give it away, you know, to local schools or something. They always need supplies.

3.

Woman So, what would be, you know, what would be the best way to help the homeless, do you think?

Man Well, actually, I have discussed with people in the past how like giving money is fine, but sometimes it feels like, uh, actually helping is better. So like when I've like volunteered, that feels like doing something real and it feels much better than like giving five dollars to somebody. So, you know, helping out serving food in a food kitchen for the homeless or something like that . . . and it'd be totally possible to do that if I just organized my schedule.

Lesson D, Ex. 3A and 3B (p. 59)

CD2, Tracks 21 & 22

Interviewer What can ordinary people do if they want to support, for example, your work on the Mercy Ships?

Dr. Cheng Oh, there's many ways you can help the Mercy Ships. Like me, er, you know, actually

go in person to actually convert your love of helping people, convert from word into action. Because, erm, 450 people from 30 different nationalities, erm, we have doctors, nurses but we have engineers, we have receptionists, like my daughter who's totally unskilled, just finished her high school or secondary school education. She's out there feeding 450 people. I have a woman who came to, er, watch, see my presentation, hear my talk and at the end, said to me, "I have been a cleaner and raised my family. I'm 65, I've just retired, I haven't got any disposable income to donate to the ship, but my heart is set on fire by your talk, by your images. Erm, what can I do?" I said to her, "Ask your grandson or your granddaughter, go on the website, see what the Mercy Ship needs." Three months later, she phoned my wife and she said, "Tell Leo I'm going to the Mercy Ship for three months as a hospitality officer." So it's just giving an example, if there's a need, if you're the right person. Erm, so if you like Mercy Ship, I would suggest you go on the website and, and if you really want to see whether there is a position for you even short-term, maybe long-term, as long as 22 years as the Chief surgeon has been serving on the ship for 22 years, erm, try that.

Unit 6 Into the future

Lesson A, Ex. 3A and 3B (p. 63)

CD2, Tracks 24 & 25

Rafael Do you have any change? I need some coins for the vending machine.

Luana No, sorry. Doesn't it take credit cards?

Rafael Uh, no. I mean, it's only a dollar . . . but I just don't have any change.

Luana Hmm. Let me see. It'll be much easier when they all take cards.

Rafael I guess.

Luana Yeah, you won't always be looking for the right change—it'll just be more convenient.

Rafael I suppose.

Luana I imagine in the future, we won't be using cash at all.

Rafael Really? Do you think so?

Luana Oh, yeah. I mean, even now I use a card for most things I buy.

Rafael But the problem with credit cards is that it's so easy to get into debt. People spend too much, and they don't pay off the balance every month . . .

Luana Right. You've got to watch it.

Rafael Yeah. If you don't pay off your balance every month, you can pay a lot in interest. So, you know, I think people will get into debt a lot more if they don't use cash.

Luana Yeah. But one good thing is that there's going to be a lot less crime if people stop carrying cash around. People won't be able to steal money from you, like out of your purse or your pocket.

Rafael Yeah, but people will still steal credit cards and credit card numbers. And with some debit cards, someone could empty out your bank account before you realize the card's gone!

Luana That's true. I guess some things won't change, then. And of course, the other thing with cards is that the big stores can see exactly what you buy. They're going to be watching us all the time and analyzing what we spend.

Rafael Absolutely. It's a real invasion of our privacy—soon there'll be no privacy at all.

Luana Still it might be worth it. Carrying cash is such a pain.

Rafael I don't know. It works fine for me.

Luana Except when you need candy from a machine and you don't have the right change! Here—I found four quarters.

Lesson C, Ex. 3A and 3B (p. 67)

CD2, Tracks 33 & 34

1.

Woman I can't remember the last time I bought a real book. I think books are going to disappear before too long.

Man Oh, I hope not. Do you really think so?

Woman Yeah. I would say in the future that there'll be no printed books or magazines and everybody'll just download them or read them online.

Man Yeah. I guess so. I'll miss them, though—at least books. I like to see them on my bookshelves.

Woman Yeah, but they take up a lot of space and just collect dust.

Man Yeah, but still I prefer real books. I'm not sure I'll ever change my mind.

2.

Man I'm really looking forward to this concert tonight. It's going to be really good.

Woman I hope so.

Man I wonder, though, will we be going to concerts in the future?

Woman Oh, I think so. I mean, why wouldn't we?

Man Oh, safety. Just so many people in one place. I mean, with 3D-TV technology, I'd say we won't need to go to a live concert . . . it'll be just the same watching it on TV.

Woman But it wouldn't be the same atmosphere, though. Not as exciting. I mean, that's why you go to concerts, isn't it? For the atmosphere.

Man Actually, yeah, you're right. It wouldn't be the same.

3.

Woman Do you play computer games?

Man Well, we have those sports games you play on TV. We usually play the golf and the tennis . . .

They're pretty good. I mean, they're pretty realistic.

Woman I know. I bet in the future they'll get even more realistic.

Man I guess so. It'll probably feel as though you're actually on a golf course or a tennis court.

Woman Oh, yeah. So, do you think they'll have, like, virtual Olympics and things that anyone can compete in?

Man Probably. I'd say they'll have the technology to do that. It would be really fun, for sure.

Woman Yeah, it would. I would imagine it'd be really popular.

4.

Man I wonder if there'll still be tourists in 50 years.

Woman I think so. Why do you say that? I mean, we'll all still be taking vacations, won't we?

Man You know, I don't think so. I mean, I think it'll be different. There'll be so many more people then, and I would imagine we'll be thinking a lot more about the environment.

Woman But people will always want to visit other countries, won't they?

Man I don't think so. I'd think it'll probably get too expensive . . .

Woman I don't know. I would think it'll be no different from now. We'll still be booking flights and going on vacations . . .

Unit 7 Getting along

Lesson A, Ex. 3B (p. 75)

CD3, Track 3

1.

Marc Last year I worked at a summer camp, and I had to share with my roommate who was a nice guy, except he could not wake up in the mornings. Not that that was a big deal, but for some unknown reason, he didn't bring his cell phone or an alarm clock to the camp, so he used my phone as an alarm clock. Which was OK at first. Well it was a bit annoying because he just took it without asking, and then he never gave it back. Then I found out he'd actually used it to make a few calls, and he hadn't asked me first. And that's when I ran out of patience . . . In the end, I took the battery out so he couldn't use it. It was kind of mean, but it was driving me crazy.

2.

Hana I had just started a new job in a new city, and I saw a posting on the Internet for an apartment to share with someone in another department in my company. She seemed OK. We had similar tastes in music and movies and sense of humor. But after about a month, things weren't good. For example, she never took the trash out—never—and it was always me who cleaned up after she had friends

over for meals and stuff. I didn't mind that she had her friends over. They were fun. But it was always me who put the table and chairs back and everything. So, anyway, we finally sat down and went over it all, and I said it wasn't working out. She just couldn't see what the problem was and said if I didn't like the way she lived, I could move out. And in the end I did, 'cause, you know, I suppose I just couldn't put up with the mess any longer.

3.

Emilio I had to share a hotel room with a colleague one time for two weeks. We were on a training program together. And I know I'm kind of a neat freak, but this guy was just amazing. I don't think he knew what a closet was. He would walk in the door and literally kick his shoes off in the air, and wherever they landed is where he left them. He never put them away in the closet. I kept finding his clothes—especially his dirty socks—under my bed, which was really annoying. He didn't pick up his dirty laundry off the floor—not once—I did it! I suppose I should have said something or come up with some rules or something about cleaning up our own mess, but I never said anything. But you know, next time a training session comes up, I'll ask if I can have my own room!

4.

Cassie When I was in college I shared a dorm room with the worst roommate you can imagine. There was food and clothes everywhere. I mean, she didn't clean her mess up or pick her clothes up. She was even sleeping with leftover food under her bed, which was disgusting. So, finally, I asked her to clean it up. And boy, she just lost her temper with me and said it was none of my business, and she called her mom. And I don't know what her mom said, but she didn't like it, so she was yelling and throwing stuff around. Finally I called housing, and they moved her to another dorm.

Lesson C, Ex. 3B and 3C (p. 79)

CD3, Tracks 8 & 9

Karen How are things? Is Britney still living with you?
Steve Yeah, she is. But to be honest, things are difficult. There's a lot of friction at the moment.
Karen Why am I not surprised . . . ?
Steve I know. You've been through all of this with Nick, haven't you?
Karen Ohhh, yeah.
Steve What I'm saying is, it's hard for us to talk to her right now, and it's costing us a fortune.
Karen You know, when Nick was home, after the first month, we stopped helping him out financially. We just refused to lend him money.
Steve To tell you the truth, I'm not sure that we could do that. Her friends all get help from their parents, so . . .
Karen And he had to buy his own little extras. We paid for his food and that was all. He had to buy his own clothes and things like shampoo and everything.

Steve Well, that sounds reasonable. The thing is, she doesn't seem very motivated right now. I don't mean that she doesn't want a job, but she seems to keep putting it off and quite frankly she should be sending off her résumé to lots of places. Instead she's watching movies all day.

Karen Well, why not have a rule that says she has to apply for one job every single day? That's what we did. We just insisted. And he did—well, except on the weekends.

Steve Yeah? And he's got a job now, right? So it worked. Hmm. That sounds like a good idea.

Karen Right. And does she have a date to move out?

Steve Um, no . . .

Karen That was another thing, and I have to say it was the best thing we did. We said to him, we said, "You have six months to get a job and to find a place to rent."

Steve Boy, you're tough. I honestly don't know that we could ask her to leave. But in any case, you should go on TV advising parents about this stuff.

Karen Well, I'm not saying that we wanted to throw him out of the house, but we wanted him to get on his feet. In other words, just to be independent.

Steve Hmm. I have to say, that sounds appealing.

Karen Oh, and then when he did move out, we changed the locks!

Steve You didn't!

Karen We sure did. I'm not saying he's not welcome. We love to see him—and his friends, too—but what I mean is, he comes as our guest. Frankly, it's tough love, but honestly, it works.

Unit 8 Food science

Lesson C, Ex. 3B and 3C (p. 89)

CD3, Tracks 18 & 19

Host 1 So, our listeners have been calling in about Jamie Oliver. You know Jamie Oliver, right?
Host 2 Who doesn't know Jamie Oliver? He's the guy from England—the chef.
Host 1 Right. He started out as a chef in a restaurant in the U.K., and then did a number of his own TV shows.
Host 2 He has a great personality. Funny guy. Very talented.
Host 1 And then he started these very successful restaurants and helped all these unemployed young people, with little or no education, to start careers as chefs. He opened several more restaurants in other countries, too.
Host 2 He did? Where?
Host 1 Oh, Holland and Australia, for instance. And then he started a new TV series here in the U.S.

He wanted to change how Americans think about their food. You know, he just thought, "Something needs to be done." He's totally against things like processed food, and he just wants everyone to eat fresh food and cook good, simple, healthy meals.

Host 2 And that's basically what the Food Revolution is all about. It was started by him here in the U.S. And he started a petition, too, right?

Host 1 Right. He wants one million people to sign it—to campaign against school lunches. You know, to stop them from serving junk food. I mean, who wouldn't sign that petition?

Host 2 It's amazing. Really.

Host 1 So, he did a show in this one school. And he helped them to start cooking real food again. But the amazing thing was, at first, the school chefs were pretty upset.

Host 2 Oh, yeah. They're like, "Who is this guy? Coming into our school and telling us how to cook."

- Host 1* Yeah. But you know, by the end, they really liked the whole thing. I mean, everyone wants their kids to eat healthy, right?
- Host 2* You know what's amazing to me? That one person can have such a huge impact like this.
- Host 1* It's incredible, huh? Inspiring. Apparently, the menus in hundreds of schools have been changed, you know, because of his work, and he's enabled so many people to lose weight and eat healthier food.
- Host 2* Amazing guy who has written several top-selling books, too.
- Host 1* Very popular books. Hundreds of people show up for the book signings . . .

Lesson C, Ex. D (p. 89)

CD3, Track 20

1.

Host 2 So, what do you think about Jamie Oliver?

Man I say good for him! It's great he's trying to prevent people from eating unhealthy foods. But you know, I'm sure some processed foods are OK. It's probably impossible to prepare a meal without them.
2.

Host 1 So, what do you think about what Jamie Oliver has been doing?

Woman I think what he's doing is great. People do need to learn to cook again. They're just lazy when it comes to making food.
3.

Host 2 So, do you think Jamie Oliver's work is useful?

Woman Oh, yeah. I think the problem is that young people are not very educated about food. No one teaches you how to eat and how to cook properly.
4.

Host 1 What do you think about Jamie Oliver's work in school cafeterias?

Man Well, my experience of school meals was pretty good. They always had a salad bar, and there were several choices. I mean, they had fast food, too. But I guess everyone has to make their own choices.
5.

Host 2 So, did you know about Jamie Oliver before listening to this show?

Woman No. I'd never heard of Jamie Oliver before. But he sounds pretty amazing. I think we should start a Food Revolution here!

Lesson D, Ex. A (p. 91)

CD3, Track 23

- Host* So, John, welcome to the show. John, you're a backyard beekeeper. How did you get into beekeeping?
- John* Well, actually, my father was a professional beekeeper, so I grew up around bees, and although I was fascinated by them—who isn't? um,—I didn't

take over his business. It's only recently that I've started keeping bees in my backyard.

- Host* So you helped your father keep bees when you were a child?
- John* Yes. I learned everything I know about bees from him. There's a lot to learn, obviously, like about the bees themselves, how to build a colony and prevent them from flying off, etc.
- Host* So you don't simply buy a hive and put it into your backyard.
- John* No, not quite. In, um, spring, you have to make sure the colonies are growing, and generally get ready for the summer months. That's when bees produce honey.

Lesson D, Ex. B (p. 91)

CD3, Track 24

- Host* And how much honey can you get from a hive?
- John* Well, it depends, of course. But about 50 to 70 pounds of honey a week from each hive.
- Host* That's a lot—so they're pretty busy, your bees . . .
- John* Yes, they are. You know what's amazing is that they probably visit something like 8.7 million flowers, to produce one pound of honey.
- Host* Incredible. Just for interest, how many bees do you have?
- John* I just have two hives, um . . .
- Host* So how many bees do you have?
- John* Over 150,000 . . . One hive alone can hold roughly 80,000 bees.
- Host* That's amazing. So they're all making honey and pollinating flowers.
- John* Yes. They can actually pollinate crops up to four miles away.
- Host* So they are extremely important. And of course, we all know about the threat of CCD, colony-collapse disorder, which has had a devastating effect on the bee population . . .

Lesson D, Ex. C (p. 91)

CD3, Track 25

- Host* So, any advice for new backyard beekeepers?
- John* Well, I would say think carefully before keeping bees. Um, a backyard hive doesn't take a lot of time, roughly an hour or so a week, and it's also not very expensive to set up. On the other hand, you must check local laws and find out if you can keep bees in your neighborhood.
- Host* So in some places you simply can't keep bees?
- John* Right. And there has been some research that shows that backyard beekeepers may actually harm bees by using pesticides, etc. So it's important that people do their homework first.
- Host* And, of course, if they do, the rewards for all of us are enormous. John, thank you.
- John* Thank you.

Unit 9 Success and happiness

Lesson A, Ex. 3A (p. 95)

CD3, Track 27

1.

Woman How do you get to be successful in life? Hmm. Let's see. Well, I think you just have to think positively. Don't let things get you down. If you have a positive outlook, I mean, people like that. So, . . . yeah.

2.

Man I think to be successful in life, . . . you just need a good idea. You know, an idea that nobody else has had. You know, if you can just find that one good idea and get it off the ground.

3.

Woman Gosh, the most important thing to be successful and get ahead in life? Hmm. Well, you won't get anywhere if you sit at home and do nothing. That's for sure. Work hard, I guess.

4.

Man How to be successful. I think you need to be lucky. Half the time, it's meeting the right person—at the right time, in the right place. I think luck has a lot to do with getting ahead in life.

5.

Woman Well, it depends, I suppose. I think the most important thing is you need to be motivated. You know, you won't be successful if you're not motivated to be. If you don't want to get to the top, then you won't.

Lesson B, Ex. 3A and 3B (p. 97)

CD3, Tracks 30 & 31

1.

José Yeah. Looking back, it was hilarious. There we were on stage, standing in line, waiting. And they're calling out our names one by one.

Woman Right.

José And then it was my friend Marcus's turn—he was right in front of me, and the dean stood there with the diploma, shaking his hand and congratulating him.

Woman Uh-huh.

José And he was so excited, you know, to finally get his degree, and he turned around to face the audience, looking for his parents. But he couldn't see them. And I remember thinking, "Come on, Marcus. It's my turn!" And he turns back around and walks right into the table. And all the diplomas went all over the floor.

Woman Oh, no!

Man Yeah. And I'm like, "Oh, great. This is like my big moment, and you've messed it up!"

Woman So what happened?

Man I just stood there not knowing what to do. And everyone was on the floor, trying to pick up the diplomas. It was a disaster!

2.

Cho Hee So, we're in this little restaurant, having a romantic dinner. And I kind of knew something was going to happen, because my boyfriend had been acting kind of weird all day.

Woman Yeah?

Cho Hee Yeah. And then the waiter came over, bringing a dessert with this sparkly thing, you know like those little firework things going off. And I thought, "It must be someone's birthday." But he put it on our table. And Freddie was looking around in his pockets. And he says, "I have something to ask you."

Woman Yeah?

Cho Hee Then his face sort of turned white—you know, he couldn't find what he was looking for.

Woman No!

Cho Hee Yeah. And by this time, the sparkly thing had burned out. And everyone's looking at us, waiting for something to happen. It was kind of embarrassing.

Woman So what did he do?

Cho Hee He goes, "Just a minute," and disappears to find his coat. And he comes back totally red in the face, apologizing. He was so embarrassed! Poor thing. It was supposed to be like, the happiest moment . . .

3.

Katy We were just so excited. You know. We hadn't been able to afford anything for ages, and you know, we'd made all our reservations and everything, and finally we were there.

Man Yeah?

Katy And we opened the door and stood there, not believing what we saw. It was just awful. Old carpet and everything. And it didn't look too clean, either.

Man Oh, I know how that feels.

Katy Then a cockroach ran across the floor, and I just screamed.

Man Oh, no. That's awful. So what did you do?

Katy I just stood there, crying. I just wanted to get back on the plane and fly home.

Man I bet.

Katy And I'm thinking, "All that money." But my husband complained to the manager, and in the end, we just moved to another hotel. And it was way better, and it all turned out fine.

Man Thank goodness!

Lesson D, Ex. A (p. 101)

CD3, Track 37

So what does the research say on happiness? On the one hand, some research suggests that increased wealth doesn't lead to greater happiness. But on the other hand, more recent surveys in the U.S. show

that people in wealthy communities are happier than people in low-income areas. Furthermore, some research shows that in an economic recession, when people have less money, they are also less happy.

So the results of the research vary. Still, there are good reasons for governments to be interested in making people happy—not just in increasing people's wealth over time.

Happiness seems to be good for us all because happy people live longer lives, and they tend to be in better health, too. Happy people tend to be better employees and better citizens, have better personal relationships and, what's more, they contribute more to their community. So the whole community benefits, too.

Lesson D, Ex. B (p. 101)

CD3, Track 38

So what kinds of policies can local governments adopt to help create happy communities? Based

on research, social scientists have come up with a number of proposals—for example:

1. Improve public transportation so people can reduce their commuting time. This gives people more time, which they can spend with family and friends.
2. Invest in community projects, such as community vegetable gardens. Gardening is a good example of an activity that helps people relax. In addition, working together on a joint project like a community garden helps strengthen social cohesion.
3. Ask people about things that affect them. So people should be consulted and asked if they want a new mall in their neighborhood or a community center. Ask them what's better: a swimming pool or a movie theater? A new road or a park?

And we'll look at specific examples of these in a moment.

Unit 10 Going places

Lesson A, Ex. 3A and 3B (p. 107)

CD4, Tracks 3 & 4

Natalie So, yeah, I'm thinking about going to Bolivia next year. I've heard so many amazing things about the place, and I've always wanted to go. Ava said she wanted to come with me. She's been before, but she said she'd like to go again.

Rafael I didn't know Ava had been there before. I know she said she'd been to South America—she's always been fascinated by the place . . . So, Bolivia, huh?

Natalie Yeah. I mean, there's just so much to do. Ava said we should fly into La Paz first. She said it was an interesting city. She said it was fun just to walk around the markets. She spent a couple of days just looking at stuff. She said the local crafts were really impressive. Like the handwoven fabrics and everything.

Rafael And I heard it's a beautiful country—you know like outside of the city, I mean.

Natalie Yeah. Ava told me one her favorite places was Lake Titicaca. She said we could take a boat ride on the lake. That sounded so relaxing.

Rafael Yeah . . .

Natalie And you can go to Eduardo Avaroa National Park and see all the volcanoes. Apparently, the views there are just stunning.

Rafael Hmm. And there must be lots of great places to hike and everything, too, right?

Natalie To be honest, I'm not big on hiking, though Ava said she'd been hiking in the mountains. Apparently, she went to Huayna Potosí. She said you can go hiking there. I think you have to be a pretty experienced hiker, though. I mean, it can be pretty challenging.

Rafael When are you going? I mean, will there be anything going on while you're there?

Natalie Yeah, we thought we'd go in February or March—around then. There's a big carnival in Oruro sometime then that Ava went to last time. She said she'd be happy to go to it again because it was so exciting. It like goes on for a week, and there's dancing and parades and food and everything. And they all wear costumes. It sounds fascinating.

Rafael Yeah, that sounds like a lot of fun.

Natalie And then I heard that Bolivia has the world's most dangerous road. It runs from La Paz to the Amazon or something. So we could always take a bus ride along that! It's a really frightening trip, apparently. Ava said she was terrified. She said the roads were really ow . . .

Rafael Gosh, that sounds like an exciting trip. I wish I was going.

Lesson C, Ex. 2A and 2B (p. 111)

CD4, Tracks 10 & 11 (Highlighted text appears only on Track 11.)

1.

Woman Eating meals in space would be so weird.

Man Weird in what way?

Woman Well, imagine your pizza floating around!

2.

Man Space travel must be bad for the environment.

Woman In what way?

Man Well, for one thing, it pollutes the atmosphere.

3.

Woman Going into space would be terrifying.

Man Terrifying in what way?

Woman You can't escape if something goes wrong.

4.

Man Sitting in a tiny cabin would be frustrating.

Woman Frustrating in what way?

Man I'd want to be outside doing a spacewalk.

5.

Woman A space vacation would be life changing.

Man In what way?

Woman You'd never look at things in the same way again.

Lesson D, Ex. 3B and 3C (p. 113)

CD4, Tracks 12 & 13

Man Welcome to the first of our evening presentations. We hope you are enjoying the beautiful surroundings of Eco-Lodge. And that you like your accommodations . . .

Um, the presentation this evening is about responsible tourism. People often ask me what they should do to be a responsible tourist. Well, you've already made a good start because you chose our company—and we're an environmentally responsible company. It's important to choose a tour company that doesn't have a negative impact on the environment.

Also, by staying here, you are helping the local community, which is dependent on tourism. You should choose a place to stay that hires only local people. Every member of staff that we employ lives locally.

But how else can you be a responsible tourist while you're here?

One of the first things you can do is to save water. Tourism puts a huge pressure on water supplies.

Take short showers. Save electricity, too. Otherwise, you might have to use the candles . . .

Another thing you can do is visit the local markets, and please try to buy some local handicrafts. This helps in two ways. First, it's employment for local people, and second it preserves local crafts and traditions. And when you buy goods, pay a fair price. Remember if you bargain to get something cheaper, the dollar you save may be the dollar that feeds a family for a day.

One very important thing is that we need to protect endangered plants or animals. So please, please, please don't buy coral. It destroys these beautiful reefs if people make souvenirs out of the coral. Last year one of our guests bought a coral lamp, which she'd found in a store. But when I gave her an understanding of how these kinds of souvenirs destroy the reefs, she was horrified. She said she would take it back the next day. That's our job—to give you an awareness of your impact here.

Another way to have a positive effect on the community is to respect the local culture. Please ask before you take photos. And try to speak a few words of the language.

Also, please visit the local wildlife preserves. The revenues from the entrance fees pay for the protection of endangered species.

As you can see, you really can help preserve this beautiful place. Please take our pamphlet on responsible tourism . . . it's made with recycled paper . . .

Unit 11 Culture

Lesson B, Ex. 3B (p. 119)

CD4, Track 16

Anchor Gift giving is a big part of every culture. Our guest today, Teresa Peck, created a website about gift giving around the world. Teresa . . . why did you do this?

Teresa Well, I've traveled a lot to countries where I wasn't familiar with the cultural rules. And of course, I'd take along a small business gift. And I, um, sometimes experienced that awful moment when I *knew* I'd done something wrong, or that my gift was inappropriate.

Anchor So, what are some of the mistakes people make?

Teresa Well, the first big mistake is choosing the wrong gift. In Japan, for example, it's not appropriate to give a potted plant as a gift. Many people believe plants bring sickness to a business or home.

Anchor How about flowers? Aren't they pretty safe?

Teresa Well, I think it's generally best to avoid flowers, too. In many countries you shouldn't give people flowers. It's because they're usually for funerals or when people are sick. In Russia, for example, people think yellow flowers bring bad luck. Other gifts can symbolize bad luck too. If you're invited to a wedding in Chile, for example, don't give knives to the bride and groom as a wedding present. They symbolize cutting off a relationship.

Anchor Not a good thing . . .

Teresa Right, and in the same way, don't give a handkerchief to a Korean. Handkerchiefs symbolize sadness. Then my advice for Mexico is that it's not a good idea to give silver jewelry, because Mexicans have some of the best silver in the world. So avoid that.

Lesson B, Ex. 3C (p. 119)

CD4, Track 17

Anchor So choosing the right gift is important. But aren't there rules about how you should offer someone a gift?

Teresa Yes. This is important, and it varies from country to country. Japan is one of several countries where it's polite to use both hands to give a gift.

Anchor I see.

Teresa But in other countries, for example many Middle Eastern countries, you should use your right hand.

Anchor I see. And in many countries the person getting the gift will often refuse the gift, right?

Teresa Yes, that's right. In Russia, for example, when you give a gift, the person will often refuse it. So when you give a gift it's a good idea to say it's something small.

Anchor And aren't there issues about opening gifts, too, like opening gifts in front of someone?

Teresa Absolutely. There are many countries, like Chile, where you can open a gift immediately. It's expected. But in other countries, people prefer to open gifts in private. Also, how you open a gift is important. In Korea you should always open gifts carefully because it's impolite to tear the wrapping paper.

Anchor People often refuse a gift the first time, too, right?

Teresa That's true. So if someone says no the first time, offer at least twice before you give up . . . Actually, there's one thing I said earlier that I'd like to correct. I said you should avoid flowers as a gift, but if you choose the right color, they can make good gifts. In Mexico you can bring white flowers to someone's home—they're good luck. (Oh, but avoid yellow or red.)

Anchor Teresa, we're out of time. But thank you. You can visit Teresa's website at www.teresa... (fade)

Lesson C, Ex. 2A and 2B (p. 121)

CD4, Tracks 21 & 22 (Highlighted text appears only on Track 22.)

1.

Man In Holland we have a tradition where you get an extra special gift on your 5th, 10th, 15th, and 20th birthdays. They're called "crown birthdays." It's kind of nice to have special birthdays like that.

Woman Yeah, no. It's good to celebrate special birthdays. Here it's when you're 18.

2.

Man You know, here in the U.S., you can ask the President to send a greeting card for someone's 80th birthday, which is kind of special. I mean, it's good that they send out special cards like that—you know, when people reach that kind of age.

Woman Yeah, no. Society needs to recognize birthdays like 80 or 100.

3.

Woman We have a tradition where girls dance a waltz with their fathers on their 15th birthday. It's things like that—with your family - you know when you grow up you can look back on— that you always remember.

Man Yeah, no. It's nice to celebrate with your family, and have family memories.

4.

Man In Mexico the kids always have a piñata on their birthdays. They invite lots of their friends and the birthday child hits the piñata until it breaks open and all the candy falls out, and the kids all share the candy. It's fun.

Woman Yeah, no. It's nice to do fun stuff with your friends on your birthday.

5.

Woman In Japan we have special birthdays. It's like when you turn three, five, and seven, and in the November of the same year, there's a festival when all the three-, five- and seven-year-old kids dress in traditional costumes and everything. I always think it's good to keep traditions like that going. Parents should do that . . .

Man Yeah, no. It's good that people carry on traditions.

Lesson D, Ex. 3A, 3B, and 3C (p. 123)

CD4, Tracks 25, 26, & 27

Prof. Yates OK. Last week, we looked at endangered languages. Some languages have only a few thousand or even a few hundred speakers, and we saw that social changes and economic factors were the main causes of a language dying. If a language dies, people may lose cultural knowledge and their sense of identity. So, should people whose languages are dying do something about it?

Sylvana So, is language revival possible? Well, you have to start in elementary school. If young children learn the language, you can probably save it. If it's not part of their education, then it may become extinct.

Andrew Yes . . . but can you force people to learn a language? In countries where that happens, young people often reject the language—for them it's just another difficult school subject. Consequently, they see it in terms of lessons and exams . . . not as part of their daily life. You have to give them a reason to use the language.

Prof. Yates Like what, for example?

Andrew Well, maybe there could be opportunities for home stay visits for kids in areas where families speak the language, or summer camps—that kind of thing.

Sylvana That might work, you know, but it shouldn't be mandatory. Like you said, people often hate the things they *have to* do. And that's no good when you're trying to preserve something.

Andrew No, you have to give people a choice, but it's still a good idea.

Reiko It makes the language real at least—not just a school subject.

Prof. Yates OK, but how do you make the language part of people's everyday lives? What about giving it official status on street signs and notices and in public documents? . . . Then there's technology. Last week we looked at Wales, where they have pop music radio stations in Welsh, and a Welsh TV channel, and Welsh websites, and so on. Because of this positive approach to technology, people see and hear the language all around them. Can this exposure to a language help, do you think?

Andrew Yeah what happened in Wales was good, because that seemed to work, I mean using it in the media so much.

Sylvana Yes, it was successful.

Reiko I agree, but you still need to be careful. For example, the media might be using the language, but they often use it to promote Western-style culture, like pop music, as you just mentioned. Some of us might not want Western-style pop music and TV shows, even if they are in our local language. We need to preserve our *culture* too.

Prof. Yates So there's a downside to modern technology?

Reiko Well, it tends to globalize everything. The growth of English is inevitable, you know, as a world language partly because of technology.

- Sylvana* Yes, but you could offer people music and TV shows based around their cultures.
- Andrew* Yes, you could, that's true. On the other hand, globalization is a powerful force—you know,

globalization threatens languages and cultures. You can't protect languages really, in my opinion, anyway.

Unit 12 Ability

Lesson A, Ex. 3B and 3C (p. 127)

CD4, Track 29

1.

José I just read an interesting article by Howard Gardner.

Olga Yeah? I've heard he's highly respected. So, what was it about?

José Well, he suggests that now we're more globally connected, it's particularly important to think about how we educate students for the future. It's incredibly interesting.

Olga I bet. So what does he propose, then?

José Well, he defines five types of "minds" that students need. Like the first one is students need to learn how to study efficiently and, basically you know, work hard.

Olga Well, that makes sense. It's like playing the guitar—you have to practice pretty regularly. Unfortunately, I'm not very good at that. I'm not that disciplined.

2.

José Then for the second mind, he says that we need to be able to take all the facts we read, sort through them, you know, and decide what to pay attention to.

Olga Right. It's like on the Internet; there's so much stuff . . .

José Exactly. So you have to be especially good at deciding what's useful or relevant.

Olga Yeah. Like doing research, which I think I'm fairly adept at. I guess it's kind of like being scientifically minded.

José Right.

3.

José Then the third mind has a capacity for asking questions, being open-minded, so you can like, think of new solutions to solve problems effectively, um, look at things in a completely different way and not get stuck in one way of thinking.

Olga Thinking outside the box?

José Yeah. And you don't worry about making mistakes or failing.

Olga Yeah. I guess that's something I'm not too good at. I mean, I have an extremely logical mind, but I'm not good at coming up with new ideas. I guess I could be more creative.

José Uh-huh.

4.

José Then he says we need to be really tolerant of other people and understanding of each other's cultures.

Olga Well, that sounds sensible. We have some neighbors from India, and you know, it's really cool talking

to them and learning about their traditions and everything.

José Right. Well, that's it. We need to understand and respect each other's views.

Olga Well, that's one thing I'm able to do . . . well, I think so.

5.

José Yeah, and then he says we need to learn how to do the right thing in different situations and make the right choices.

Olga So basically you mean like having good morals?

José Yeah, doing what's right.

Olga Right. Well, I think I'm capable of making the right choices. I've had to already. My parents always stressed that when they were raising us, too.

José Oh, yeah. My family, too. So yeah, it was all extremely interesting.

Lesson C, Ex. 2A and 2B (p. 131)

CD4, Tracks 36 & 37 (Highlighted text appears only on Track 37.)

1.

Woman I did drama when I was in school. We had to give shows and all that. It was pretty frightening, you know, being on stage and everything.

Man Oh, no doubt. Performing in public can be very scary.

2.

Man I play the guitar, though I've never taken formal lessons or anything. I mean, I can't read music or that kind of thing. But you can still play music, even if you can't read it.

Woman Oh, no doubt about it. My friend plays the piano remarkably well, and she never learned it formally.

3.

Woman My grandfather always said you'll never be good at something unless you love doing it.

Man Oh, without a doubt. If you don't like doing something, you can't do it well.

4.

Man You know research shows that when you play classical music and stuff to kids, they do better at math.

Woman I don't doubt it. I think it helps you learn languages, too.

5.

Woman I feel sorry for these kids who are geniuses at a young age. It must be difficult for them.

Man No doubt. They get all that pressure and everything.

Lesson C, Ex. 3A (p. 131)

CD4, Track 38

Host 1 There are pieces of classical music that at one time were considered almost impossible to play, . . . but over time, more and more people are able to play them. Over the last hundred years or so, humans have become smarter, faster, and simply better at the things they do—or so says writer David Shenk. He argues that talent is not something we are born with. This idea is entirely inaccurate, he says. According to Shenk, we are not born musically talented or gifted in a particular sport, but we *learn* these things. Anyone can run faster, jump higher, play better, says Shenk, if they're willing to work at it . . .

Host 2 So, we can all be Mozarts or Picassos?

Host 1 Without a doubt. Shenk writes about a study of London cab drivers. When researchers looked at the brains of these cab drivers, they found that the part of the brain that is responsible for memorizing places and making maps of areas and so on is much larger in these cab drivers. It's the same for people who play music, or read incredibly quickly and that sort of thing. Those particular areas of the brain are much more developed.

Host 2 So anyone can develop a skill or talent, according to Shenk?

Host 1 Exactly. And he says it's the environment you grow up in that matters. Musically gifted children tend to have family members or teachers encouraging them, they have teachers and instruments that are readily available. They do musical activities, and they practice extremely hard.

Host 2 So they put in the time and effort and everything . . .

Host 1 Yes. Basically, Shenk thinks any child can excel at something if they are encouraged and if they work hard. Take Mozart, for example. People tend to think he was particularly talented—even gifted. But his father was a teacher, an expert himself, and according to Shenk, Mozart's success was mostly due to his father's teaching.

Host 2 No doubt. And the same goes for Michael Jordan, right?

Host 1 Right. Jordan is one of the greatest basketball players ever. But he wasn't born that way. They say that Jordan's coach deliberately put him on teams that had players who weren't as good as him. It made Jordan work harder. His coach pushed him incredibly hard.

Host 2 Which of course helps you learn more and become even better . . .

Host 1 Oh, no doubt about it. So, good news for all of the wanna-be Lang Langs out there: You *can* do it!