**UNIT 1**

**Job counselor:** It’s good to see you again, Mike and Sarah. I gave

you a personality test to concentrate on last week. It wasn’t too

hard, was it?

**Sarah:** Oh, no. It was really interesting. It gave me some ideas

about careers I might like.

**Job counselor:** That’s great. So the first part of the test tells you

something about your interests and personality.

**Mike:** Yeah, the test shows that I’m really a very creative person.

Now I know why I want to quit my job. Washing windows is

relaxing, but it can get boring after a while.

**Job counselor:** Sarah, you said you got some ideas from the test.

**Sarah:** Well, the test says I’m interested in cooking. But I already

knew that. When I was growing up, I was always in the kitchen

watching my mother cook. She let me taste everything she

made.

**Job counselor:** Are you a good cook?

**Sarah:** Are you kidding? I wish I had time to cook, but I have

my own business. It’s very stressful and tiring. I’m lucky if I

remember to eat! I usually just pick up something at a fast-food

restaurant. I really miss the flavor of a delicious, home-cooked

meal.

**Job counselor:** Well, maybe you’ll have more time with your

new job. Now, the next thing we’ll do is look at some possible

job options. This list I’m giving you includes more than 100 jobs.

People in your generation often like the exciting and dangerous

jobs on the list. If you choose one, you will have to look into a

good insurance policy!

**Mike:** Hmm, let’s see. What kinds of jobs are there for someone

who’s creative? Artist, musician, writer . . . What kind of income

does a musician get?

**Job counselor:** Well it can be pretty hard to make money as a

musician. Look a little further down the list. What about you,

Sarah?

**Sarah:** Well, one possibility is to be a professional chef. But chefs

work long hours. No, thanks!

**Mike:** How about this job—a food taster.

**Sarah:** What’s that?

**Job counselor:** A food taster is someone who works in a factory

that makes a certain kind of food—chocolate, for example. The

food taster tastes each kind of chocolate before it is sold.

**Sarah:** Wow! That sounds like a great job. Chocolate is my

favorite food. I eat chocolate ice cream, chocolate cake,

chocolate chip cookies—I think my tongue can tell the

difference between every kind of chocolate ever made.

**Part 1B**

**Job counselor:** Are you a good cook?

**Sarah:** Are you kidding? I wish I had time to cook, but I have

my own business. It’s very stressful and tiring. I’m lucky if I

remember to eat! I usually just pick up something at a fast-food

restaurant. I really miss the flavor of a delicious, home-cooked

meal.

**UNIT 2**

**Cara:** Hi, Paul! How was your first week at college?

**Paul:** [*sighs*] Well, I’ve already got two quizzes next week that I

have to study for, and my psychology class is doing a research

study. Who has time for a social life? I really have to manage my

time and avoid procrastination. Otherwise, I’ll fall behind.

**Cara:** Wow! It sounds like you have a big workload. Don’t worry.

It’ll get easier once you get used to your new schedule.

**Paul:** Really?

**Cara:** Definitely. When I started college last year, I had to learn

how to manage my time. I had a lot of pressure to hang out with

my new friends. In fact, I had so many distractions that I put off

my studies.

**Paul:** You did?

**Cara:** Yeah, it became a real problem for the first few months.

Finally, I had to cut back on my social activities.

**Paul:** That sounds a lot like my roommate. He is always running

off with his friends while I study. I don’t have that problem. I

know that I have to focus only on my schoolwork in order to

achieve my goals. I can’t waste time having fun!

**Cara:** Actually, it’s good to have some social activities. They can

help you keep a positive attitude. You just have to balance them

with your schoolwork.

**Paul:** Do you think so? It seems risky to spend time doing

anything but studying.

**Cara:** I used to think that way, but it’s not true. It’s okay to go to

the movies with your friends every once in a while. Think of it

as a reward for doing so well at school! It also keeps you from

having negative feelings about all your schoolwork.

**Paul:** Well, I didn’t think of it that way. You might be right. I

have so many tasks to complete that it seems my life is made up

of one study strategy after another! It could be good to take a

break from it once in a while. Thanks!

**Cara:** Sure thing. We all know our studies come first, but

we need to have some fun, too! Just remember that time

management is a big factor in school success. If you plan your

time well, you should have nothing to worry about!

**Part 1B, Questions 5 and 6**

**Cara:** Hi, Paul! How was your first week at college?

**Paul:** [*sighs*] Well, I’ve already got two quizzes next week that I

have to study for, and my psychology class is doing a research

study. Who has time for a social life? I really have to manage my

time and avoid procrastination. Otherwise, I’ll fall behind.

**Part 1B, Questions 7 and 8**

**Paul:** I know that I have to focus only on my schoolwork in

order to achieve my goals. I can’t waste time having fun!

**Cara:** Actually, it’s good to have some social activities. They can

help you keep a positive attitude. You just have to balance them

with your schoolwork.

**UNIT 3**

**PART 1: LISTENING SKILLS**

**Host:** Good evening. I’m John Marks and this is *New Times,*

*New Ways of Living*. Tonight my guest is Steven Seal, the Vice

President of National Bank. He has written a book called *How to*

*Plan for a Better Future*. It’s always interesting to hear your ideas,

Mr. Seal. Our topic this evening is bartering, a way of getting

more but spending less. Today, groups of people are getting

together to design barter networks. For many reasons, they feel

that exchanging goods or services with other members of their

network is better than paying for these things.

**Mr. Seal:** Yes, I’ve been reading about this, and you know,

it’s really not a new idea. Trading is the oldest way of doing

business.

**Host:** That’s true, but it’s becoming more and more popular

today. Some people believe that they’re spending too much

and not earning enough. To help solve this problem, they find

others who feel the same way. Then they make a list of goods or

services they can give or borrow from each other. It’s cheaper

than buying new stuff in a store or paying someone to fix

something or provide another service.

**Mr. Seal:** Well, I understand why this is happening, but I think

there are several problems with going back to an old way of

doing business.

**Host:** Why don’t you share your thoughts with the listeners?

**Mr. Seal:** Of course. First I think if you can’t afford to buy the

necessities to live, then you don’t know how to control your

money. I bet this is the real problem.

**Host:** Well, some people feel that many goods are too expensive,

even if they can afford to pay for them. They would rather

exchange used items that have equal value.

**Mr. Seal:** That may be good for them, but it’s not good for

America. We need to make more goods. If we can’t do this, we

won’t be able to keep up with the richer nations.

**Host:** Well, that’s an interesting point. It’s almost time to go. Any

other thoughts?

**Mr. Seal:** I really don’t understand why you’d be interested

in exchanging a service with just any other person. Say, for

example, I wanted to learn to play the drums. I’d go to an expert.

I’d pay for the best teacher that money could buy. Of course it

would cost more, but if it’s more expensive, it’s better. And the

most valuable things in life are often the most expensive.

**Host:** Well, that’s it. I believe we’re out of time. Thank you, Mr.

Seal.

**Part 1B, Questions 5 and 6**

**Host:** Today, groups of people are getting together to design

barter networks. For many reasons, they feel that exchanging

goods or services with other members of their network is better

than paying for these things.

**Part 1B, Questions 7 and 8**

**Mr. Seal:** I really don’t understand why you’d be interested in

exchanging a service with just any other person.

**PART 2: PRONUNCIATION & SPEAKING SKILLS**

**Part 2A**

Example It’s Mary’s birthday. She’s forty today.

**10.** My lucky number is thirteen.

**11.** I didn’t see snow until I was eighteen.

**12.** Is he really sixty? He doesn’t look that old.

**13.** That sweater costs fourteen dollars and fifty cents.

**14.** Dinner last night was thirty-four seventy-five.

**15.** Does that new toaster really cost forty-nine ninety-nine?

**UNIT 4**

**PART 1: LISTENING SKILLS**

**Professor:** Today we’re going to look at two studies about

manners. We read a study by Sarah Jones, and then we

conducted our own study as a class. First, let’s review the study

by Ms. Jones. Could anyone tell us about this study?

**Andrew:** Well, two reporters went around the world to see

how polite people were. They had three tests. In one, a person

dropped some papers to see if anyone would pick them up.

**Professor:** Good. Could someone else continue?

**Maria:** There was another test to see if people held the door

for other people. And the third test was to see how courteous

people in customer service were.

**Andrew:** Courteous? They’re always talking to somebody, but

it’s not likely a customer.

**Maria:** You don’t think a customer is asking about a party next

week?

**Professor:** OK now. In Ms. Jones’ study, the reporters talked to

people about why they were courteous. You talked to the people

about their impolite, or rude, behavior. Let’s hear what they said.

Andrew, you did the paper drop test, right?

**Andrew:** Yes, and I got some typical answers. For example, one

woman gave an immediate response that she had wanted to help

pick up the documents, but her hands were full.

**Maria:** Well, I got a pretty interesting result. I did the door test.

I was walking behind a guy. And I’m sure he knew I was behind

him because he looked at me when I coughed. He opened the

door to this building and just continued walking. When I asked

him face-to-face about his behavior, he said that many things

about manners were confusing to him now. See, he had been

raised to show respect for other people, especially women, but

now women don’t appreciate those manners. They want to be

treated like men. I never thought about it before, but manners

change. People used to think certain things showed a lack of

manners, but today we don’t even think about them.

**Professor:** I think Ms. Jones found the same thing in her study.

**Andrew:** What do you mean?

**Maria:** Like when we were paying for our groceries. A teenager

was talking on her cell phone while she was at the cash register.

You spoke to her about it later and she was surprised. She said

all of her friends talk to each other and text on cell phones and

other electronic devices. She’s heard “old people” complaining

about it, but for her it’s normal.

**Andrew:** Well, I guess that means we’re old.

**Part 1B**

**Maria:** See, he had been raised to show respect for other people,

especially women, but now women don’t appreciate those

manners. They want to be treated like men. I never thought

about it before, but manners change. People used to think

certain things showed a lack of manners, but today we don’t

even think about them.

**UNIT 5**

**PART 1: LISTENING SKILLS**

**Dr. Terrell:** Okay, I’m finished with the first part of my talk

on eating habits, obesity, and public health. Now I’m ready for

questions.

**Woman:** I really enjoyed your talk, Dr. Terrell, but I have a

question. I read about all the good foods that can help you lose

weight. You know, vegetables, fruits, turkey, fish. Even chocolate.

Now you tell us they’re not healthy and discourage us from

eating some of them. What should I believe?

**Dr. Terrell:** Well, don’t always believe everything you read.

However, I agree that most of the foods you just listed are not

ALL bad. I’m in favor of an increase in green vegetables in your

diet. They are very good for you. In addition to the consumption

of vegetables, turkey and some kinds of fish are good for you.

The oil in some fish is very good for your heart.

**Woman:** I’m glad to hear that. But do I have to get rid of all junk

food? What about some of the things I love, like chocolate chip

cookies?

**Dr. Terrell:** Sorry. There’s not anything healthy in chocolate chip

cookies. Yeah, I know many people claim that chocolate makes

you feel good, almost as good as being in love. But there’s a lot

of oil in chocolate, and too much oil is bad for the heart. You

should take steps to reduce flour and sugar in your diet, as well.

**Woman:** Okay, I see what you mean. The benefits of the cookie

only last for a short time. And the oil, flour, and sugar don’t

make eating the cookie worthwhile?

**Dr. Terrell:** Absolutely, that’s right. You feel excited from the

chocolate and sugar at first, but then the good feeling goes away

and you must deal with feeling irritable and tired.

**Man:** I have a question. I was stressed out yesterday and a friend

told me to eat soup with chili peppers in it. He gave me a taste of

the soup, but I’m not sure it affected my mood.

**Dr. Terrell:** I hate to tell you this, but spicy foods are not good

either. Spice is kind of like coffee. It makes you energetic for only

a little while. Didn’t you feel tired later?

**Man:** Well, I guess. It’s hard to say, really. Anyway, what should I

eat to make me feel less nervous, then?

**Dr. Terrell:** You can have a glass of orange juice in the morning.

That should help. Is there anything else that anyone is concerned

about?

**Part 1B, Questions 6–8**

**Woman:** Okay, I see what you mean. The benefits of the cookie

only last for a short time. And the oil, flour, and sugar don’t

make eating the cookie worthwhile?

**Dr. Terrell:** Absolutely, that’s right. You feel excited from the

chocolate and sugar at first, but then the good feeling goes away

and you must deal with feeling irritable and tired.

**Part 1B, Question 9**

**Dr. Terrell:** I hate to tell you this, but spicy foods are not good

either. Spice is kind of like coffee. It makes you energetic for only

a little while. Didn’t you feel tired later?

**Man:** Well, I guess. It’s hard to say, really. Anyway, what should I

eat to make me feel less nervous, then?

**UNIT 6**

**PART 1: LISTENING SKILLS**

**Dr. Pearlman:** Good morning, class. Yesterday, we talked a little

about everyday heroes. We discussed what it means to do the

right thing in different situations, even if it involves risks to your

personal safety. Today, I’d like to discuss an article I read about a

young woman from our community. Her name is Helena Garcia.

Has anyone heard of her?

**Ryan:** I think I have. Isn’t that the woman responsible for saving

the family from the house fire last month? I remember seeing

the story on the news and thinking it was a miracle that she

happened to be there!

**Dr. Pearlman:** Yes, that’s right. Helena was driving by in her car

and saw the smoke rising from the roof. She ran into the house

and helped to save the entire family, including the dog.

**Sylvia:** Wow! So, she didn’t know these people and yet she

didn’t even show concern for her own safety? Was she at least a

volunteer at her fire department or something?

**Dr. Pearlman:** Good question, Sylvia! It turned out that she

had no experience at all with fighting fires. That didn’t stop her

from going inside, though. In fact, afterwards when she was

interviewed, she said that she just reacted without thinking.

That leads me to an important point. This unselfish act was very

brave. Most ordinary people would stop and call 911, but few

would actually run into a burning building to save people they

don’t know. What do you think it is that makes Helena different?

**Ryan:** Well, maybe it’s just in her genes and she was born that

way. Yesterday, we learned that a lot of everyday heroes tend to

have a more positive outlook on life. Maybe Helena ran inside

because she didn’t realize how much danger she was actually in.

**Sylvia:** Or maybe it has more to do with the way she was raised.

We also learned yesterday that childhood development greatly

determines the type of adult that we become. Isn’t it possible

that Helena’s parents praised her when she did brave things as a

child and helped her to develop courage as an adult?

**Dr. Pearlman:** Absolutely, Sylvia. In fact, *both* Ryan and Sylvia

are correct. People are definitely born with certain personality

traits that make them more likely to act a certain way. But their

personalities are also developed through the experiences they

have as a child. Let’s use Helena as an example and take a closer

look at her background to learn more. . . .

**Part 1B, Questions 7 and 8**

**Sylvia:** Wow! So, she didn’t know these people and yet she

didn’t even show concern for her own safety? Was she at least a

volunteer at her fire department or something?

**Part 1B, Questions 9 and 10**

**Dr. Pearlman:** Good question, Sylvia! It turned out that she

had no experience at all with fighting fires. That didn’t stop her

from going inside, though. In fact, afterwards when she was

interviewed, she said that she just reacted without thinking.

That leads me to an important point. This unselfish act was very

brave. Most ordinary people would stop and call 911, but few

would actually run into a burning building to save people they

don’t know. What do you think it is that makes Helena different?

**UNIT 7**

**PART 1: LISTENING SKILLS**

**Host:** Good morning! This is Lena Rowan, and you’re listening

to *High-Tech Health*. I’m happy to introduce my guest today,

Andrew Flores. He’s a physical therapist with Lee County

Hospital. Welcome, Andrew!

**Andrew:** Hi, Lena!

**Host:** Tell us why you’re here today.

**Andrew:** Well, as a physical therapist, I help stroke patients

who’ve lost certain physical abilities. It’s difficult to recover from

a stroke, so I always try to give my patients a lot of enthusiasm

and support. Many are over the age of 65, and it can be hard

sometimes to motivate them to do their exercises.

**Host:** I bet. It’s not like you can just put a band aid on the

problem or give them a shot with a needle. They really have to

work hard to improve.

**Andrew:** Exactly! A lot of times, my patients get depressed

and may even become couch potatoes because they have no

motivation to get up and try. One day, a patient told me that all

she did was sit in front of the television and watch her grandson

play video games. That’s when it hit me—video games!

**Host:** Hmmm . . . I don’t know, Andrew. That’s a difficult idea

to sell to my audience. We have a lot of parents out there who

are convinced that video games are bad news. Now you’re

suggesting that grandparents should be playing them?!

**Andrew:** That’s exactly what I’m suggesting. I know that many

of you will criticize the idea based on what you know about

video games. However, try to look at it from another point of

view. Think of someone who has a serious illness and finds it

difficult to move around. Video games just might be the perfect

solution.

**Host:** Okay . . . go on . . .

**Andrew:** Video games are simulations that require players to

use their hand on a controller, and sometimes even their whole

body. More importantly, they’re FUN!

**Host:** Well, we can’t argue with that! *(laughing)*

**Andrew:** I’m finding that patients who play video games are

now excited about their treatment. Compared to traditional

exercises, they love to follow my new instructions to play games!

They’re making a real connection with this type of therapy.

**Host:** That’s wonderful. But are they improving physically?

**Andrew:** Absolutely! Their hand and body coordination is a lot

better. I’ve also noticed that they have better balance and can

react more quickly.

**Host:** Incredible! It sounds like you’re really on to something,

Andrew. Let’s take a few calls from our listeners. I’m sure they

have a lot of questions for you.

**Part 1C**

**Host:** Hmmm . . . I don’t know, Andrew. That’s a difficult idea

to sell to my audience. We have a lot of parents out there who

are convinced that video games are bad news. Now you’re

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**Andrew:** That’s exactly what I’m suggesting. I know that many

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view. Think of someone who has a serious illness and finds it

difficult to move around. Video games just might be the perfect

solution.

**PART 2: PRONUNCIATION & SPEAKING SKILLS**

**Part 2A**

 My doctor’s office needs to be updated. The doctor ought

to get some new technology soon. He has to stay up to date

with hospitals and other medical offices. Otherwise, I will

have to find another doctor. You may think, “Does she really

have to leave?” However, you ought to know that new medical

technology is much better at finding and curing diseases. My

doctor simply has to keep up with the times!

**UNIT 8**

**PART 1: LISTENING SKILLS**

**Dr. Drake:** Thank you for coming here today, Kura. Our class

has been learning about endangered languages. As a linguist,

I can give them some information, but they can acquire much

more from you.

**Kura:** Thank you, Dr. Drake. We are very proud of our culture,

and we want more people to know about it. First, the name of

our language is te reo Maori, but most people call it Maori today.

**Dr. Drake:** Oh I didn’t know that. Could you give us some

information about the Maori people and their native language?

**Kura:** The Maori were the first people to live in New Zealand. In

the 1800s, the British came to our land, and we became British

citizens. We kept our native language, but in 1847, the British

decided that English would be the dominant language. We could

speak only English in our schools.

**Dr. Drake:** What did that mean, exactly?

**Kura:** In school, our children were taught in English. However,

we spoke Maori at home. We became bilingual. Then in the

1960s, the government created a policy that parents should

speak English to their preschool-aged children at home.

**Female Student:** At home? Why did the government care what

language you spoke at home?

**Kura:** One reason is that they thought speaking English at home

would prepare young children for school. So, many children

grew up speaking only English. We were afraid Maori would

become extinct.

**Dr. Drake:** So Maori became an endangered language?

**Kura:** Yes. We did not want English to replace our native

language, so people began to teach Maori to the next generation.

Finally, in 1987, the government made Maori an official

language.

**Female Student:** What has happened since 1987?

**Kura:** Maori is still an official language, but many Maori

people do not speak it today. We worry that our language may

eventually disappear. So in 1994, the government got together

and came up with a plan to save our language. Now we have

Maori language classes so more people might learn Maori.

We are publishing more books in Maori so we will preserve

our literature, and we are improving our tourism to get other

cultures interested in ours. The plan has worked, and Maori

is no longer severely endangered. It is still an endangered

language, though. We will continue to try to save and promote

our language so that it is no longer endangered in the twenty-

first century.

**PART 2: PRONUNCIATION & SPEAKING SKILLS**

**Part 2A**

**11.** Many languages will become extinct.

**12.** If people study Maori as a second language, they’ll become

fluent in Maori.

**13.** John is living in Korea so that he’ll be bilingual.

**14.** If a language doesn’t have enough speakers, it will become

endangered.

**Part 2B**

**15.** We are going to learn about endangered languages this

semester.

**16.** Are you gonna tell your friends about the Maori language?

**17.** Kura is gonna speak to Dr. Drake’s afternoon class, as well.

**18.** The Maori are going to do all that they can to save their

language.