Disc 1

Chapter 1
Listening 1

Sara: Hi there!

Ryan: Oh, hi!

Sara: Are you the person who’s moving into the apartment across the hall?

Ryan: Yes I am. Um…Let me introduce myself. I’m Ryan Thomson. I’m going to be taking engineering at the community college downtown.

Sara: Nice to meet you. I’m Sara Chung. I’m your neighbour.

Ryan: Pleased to meet you, Sara.

Sara: It’s great that you’re going to be taking engineering at the college. The engineering department has an excellent reputation. You know…I take courses at City College, too.

Ryan: You do? That’s wonderful. It’s nice to meet someone who’s a student there. I’m a little nervous because I don’t know anybody. And I don’t know very much about the college.

Sara: Don’t worry. The pros are very good. They’re really helpful and supportive. You can always go to them if you have a problem or any worries or concerns. Most of the students are really friendly too, and very sociable. There’s lots of clubs, so if you’re creative or artistic, you can join the photography club or the art club. If you’re into sports, there are all kinds of teams. You’ll make friends in no time.

Ryan: Wow, you’re really optimistic! I hope you’re right. Oh, by the way, does it take a lot of time to get to the college from here? How early do you have to get up in the morning to get to class on time?

Sara: Oh, don’t worry. Getting to school is no problem. It’s nothing to worry about. The public transit in this part of the city is great! I usually get up at seven and I have plenty of time to have breakfast, read the newspaper, and get ready. I’m usually all set to leave by 8:00. I get on the bus at 8:10 and I’m at school by 8:30, in plenty of time for my 9:00 classes.

Ryan: That’s good to know. So…um…you take the bus? Is it far to the bus stop?
Sara: Not at all. Just go out the front door of the building. Make a left and walk down Jackson Avenue for a block. You’ll see the bus stop right at the corner of University Avenue. Take the University Avenue bus, and that’ll take you straight to the City College campus. If you want, I’ll wait for you on Monday morning. We can walk to the bus stop together, so that you can get used to it.

Ryan: That would be great. Thanks!

Sara: Ah, don’t mention it. And if there’s anything else you want to know, I’m right across the hall. Just give me a shout any time.

Ryan: You’ve been really helpful. I’d just like to ask you one more thing. Tell me about this building. Are most of the tenants here students? Is it usually noisy?

Sara: Well, almost everyone in the building is a student. And to be honest, there is a bit of noise, especially on the weekends. You know what it’s like—people like to stay up late on Fridays and Saturdays. They don’t have to get up early the next day, so they party or whatever. But if you think someone is making too much noise, just give them a call. Most people are really cooperative and considerate.

Ryan: Thanks for giving me all this information, Sara. I’m beginning to feel at home already. I’m really glad I met you.

Sara: No problem! By the way, is that your couch?

Ryan: Yes it is.

Sara: It’s just gorgeous! What a terrific colour!

Ryan: Thank you. Do you really like it?

Sara: I love it. It’s beautiful.

Ryan: Thanks. It’s an antique. It was a gift from my grandmother.

Sara: Lucky you!

Ryan: When I’m settled in, you’ll have to come over and see how it looks in the apartment.

Sara: Okay, sure, I’d really like that…Well, I have tons of work to do. I should go. By the way, I’m having some people over on Friday after class just to relax and see how
everybody’s doing. Would you like to join us? It’s no big deal. We usually just get some beer and order a pizza. Why don’t you drop by?

**Ryan:** I’d love to. How sweet of you to ask me.

**Sara:** My pleasure. I’m looking forward to getting together with everyone. And now I really need to go and do some work. See you later.

**Ryan:** OK, so long. And thanks for the invitation and all the information. You’re really kind and considerate, Sara. I’m very lucky that I met you and that you’re my neighbour!

### Chapter 1
### Listening 2

**Janice Jones:** Good morning to our listeners across the country, and welcome to *Cross Country Conversations*, the show that finds the experts and asks them the questions we all want the answers to. I’m Janice Jones, your host. Our guest today is Dr. Valerie Stern, who’s an expert on second-language acquisition or how people learn languages. Dr. Stern acquired a master’s degree in applied linguistics from Columbia University and she obtained her doctorate from the University of Hawaii, where she specialized in psycholinguistics, and she is here to tell us why some people are good language learners and others are not. I, personally, am particularly interested in this because I’ve been studying French for three years and, I’m afraid, I still can’t speak it with anyone. Welcome to the show, Dr. Stern.

**Dr. Stern:** It’s a pleasure to be here.

**Janice Jones:** So, let’s begin by talking about good language learners. What do they do differently from the rest of us? Do they have any special characteristics? Are there any unusual methods that they use?

**Dr. Stern:** Well you’ve hit the nail on the head, Janice. They use different methods and different strategies than slower language learners. We find that they do quite a few things differently from the others.

**Janice Jones:** Can you give us some examples?

**Dr. Stern:** Well, first of all, they are eager to communicate. They have a strong desire, a drive to communicate. Because of this, they take every opportunity, and even create opportunities to use the language they’re learning. They look for opportunities to both listen to and use the language. For example, they may go into a store and ask the clerk
questions just to get a chance to practise using the language. They are quite good at getting people to talk to them.

**Janice Jones**: I guess they’re not shy or inhibited.

**Dr. Stern**: Absolutely not! They are not inhibited. They are friendly and outgoing and start conversations easily to get people to talk. In this way, they hear a lot of language and they create many opportunities to practise it, too.

**Janice Jones**: Does that mean that you have to be an extrovert to be a good language learner?

**Dr. Stern**: Not necessarily. Extroverts often just want to participate in conversation and don’t pay attention to the grammar of the language. Good language learners have a balanced interest in communication and in accurate grammar. The good language learner tries to communicate as accurately as possible.

**Janice Jones**: I’m sorry. I’m not following you. Do you mean that they are equally concerned about grammar and about communicating?

**Dr. Stern**: Yes, that’s what I said. They try to communicate using accurate grammar.

**Janice Jones**: But what do they do if people still don’t understand them? Do they give up as easily as the rest of us?

**Dr. Stern**: Well, no. The good language learner usually tries everything to get his or her message across. If they don’t know a word, they will describe the idea in other words. They use gestures or even draw pictures to get the message across. Meaning is very important to them.

**Janice Jones**: But what if there are words they don’t understand? I know when I am listening to a French speaker and I don’t understand something, I just stop listening. I can’t continue if I don’t understand a word or phrase.

**Dr. Stern**: Not the good language learner! He or she is usually pretty good at guessing the meaning and usually they’re correct. Also they don’t get upset if they don’t understand all the words. They try to figure the message out from the situation or the context. They can handle not being a hundred per cent sure of everything. It can be a game—they have some clues to the meaning and need to figure it out.

**Janice Jones**: OK, so good language learners are eager to communicate, they are friendly, and get involved in conversations. They are good guessers. Does that mean they don’t ***work*** at language learning?
**Dr. Stern:** Hold on there. Don’t jump to conclusions. An important characteristic of good language learners is that they practice. When they learn something in class they practice it as soon as they can. Whether they speak to the server in a restaurant, a salesclerk, or someone else, they use what they have just learned. But that’s not all. They constantly monitor, that is, they listen carefully to the other person and even to themselves—checking to see if they have made mistakes, or what the other person’s reaction is. And in addition to that, they always look for patterns in the language they hear. They try to figure out how the language works.

**Janice Jones:** What do they do if they make mistakes? I know that I always feel embarrassed about my mistakes in French. Sometimes I feel so bad that I just stop talking, or pretend I don’t understand the other person.

**Dr. Stern:** That’s where the good language learners are different. They use their mistakes and learn from them. They know that mistakes are a normal and natural part of language learning, so they look at them as a source of information and try to learn so that they don’t make the same mistake again.

**Janice Jones:** That’s pretty impressive. A lot of people are too upset about making mistakes to think of that.

**Dr. Stern:** That’s not the case with good language learners. They know how to control their emotions. They are also systematic and plan how they’re going to learn. They organize their time so that they have time to practice, to study, and they also keep track of their progress. They experiment with different methods. If they find that one method doesn’t help them very much, they try something else. For example, if they have trouble remembering the meaning of new vocabulary, they might try writing the words in a notebook or on flash cards along with sample sentences.

**Janice Jones:** I think that these people are pretty involved in their language learning. It almost sounds like a job! And a hard job at that!

**Dr. Stern:** That is the key, Janice. Good language learners are completely involved in the language learning process. They are responsible for and in charge of their own learning. They can manage their emotions and try to handle the negative ones. They use a variety of different strategies that work for them. That’s why they can become more fluent much faster than the average learner.

**Janice Jones:** Well, this has been an eye opener for me. You’ve been extremely informative. Thank you, Dr. Stern. I’ll try to remember everything you have told us and try to put it into practice in my study of French. Thanks again for being on the show.
Dr. Stern: My pleasure.

Chapter 1
Pronunciation Activity 1

optimistic introduction energetic characteristic communication security enthusiastic delicious occupation conversation decision opinion individual commercial systematic romantic expression conclusion

attention curious opportunity individualistic familiarity necessity passion comprehension grammatical courageous superstitious ambitious ability originality practical comical psychological gorgeous

Chapter 1
Pronunciation Activity 2

table button handle lettuce illness cousin pumpkin garden picture barrel zipper turkey

apron pocket blanket pillow jacket ceiling scissors folder purpose kitchen
Chapter 1
Pronunciation Activity 3

airport          toenail
driveway         raincoat
greenhouse       bluebird
blackboard       doorbell
haircut          bookcase
armchair         backpack
ashtray          sunglasses
bookstore        blackbird
classroom        eyebrow
headache

Chapter 1
Pronunciation Activity 4

escape           attract
admire           receive
suggest          conclude
survive          respect
offend           protect
forgive          repeat
forget           contain
request          decide
improve          improve
surprise         admit
replace          announce
arrest

Chapter 1
Pronunciation Activity 5

Record: He kept a record.
Record: He recorded his voice.

Conduct: They conducted themselves very well.
Conduct: Their conduct was very good.

Produce: This country produces agricultural products.
Produce: They sell the extra produce to other countries.
Project: They worked hard on the project.
Project: The bank projected higher profits for the coming year.

Progress: They made great progress in learning English.
Progress: He progressed to the final stage.

Suspect: She suspected him of committing the crime.
Suspect: The police want to question the suspect.

Chapter 1
Pronunciation Activity 6

1. ice cream
syrup
pepper
winter
travel
July

2. complain
release
resume
elect
summer
resign

3. backache
head band
today
ear ache
bracelet
earring

4. combine
destroy
delight
capture
devote
disturb

5. mysterious
millionaire
permission
anxiety
delicious
ambition
Chapter 1
Pronunciation Activity 7

tomorrow
beautiful
September
different
October
friendliness
fantastic
mistake
happiness
sorrow
confident
homework
breakdown
shoelace
awesome
jealous
believe
wristwatch
terrific
selfish
honest
restless
practical
November
sincere
sorry
excellent
wonderful
competent
pessimist
cautious
optimist
bother
imagine

Chapter 2
Listening 1

Laura: Hey there Lindsay! What’s happening? You look really serious and worried. Are you Ok? Anything wrong?

Lindsay: I’m fine, but I’m a bit worried because I have a huge responsibility. I’m the chair of the International Women’s Day committee and this March, we’re going to set up a scholarship to celebrate the achievements of an outstanding woman.

Laura: Hey, that’s very cool. So what’s the problem?

Lindsay: The committee couldn’t decide which woman they wanted to honour. Half of them voted for Michelle Obama and the other half for Marie Curie, and I have to cast the deciding vote.

Laura: I don’t understand your problem. Michelle Obama wins hands down, if you ask me.

Lindsay: But you don’t have all the facts.
Laura: I know as much as I need to. Michelle Obama is the wife of Barack Obama, the first black president of the USA, and she’s the first black first lady—that is history in the making!

Lindsay: I thought exactly the same way as you until I started to do some research, and now I’m completely at a loss. I just don’t know what to do.

Laura: Give me a break! Michelle Obama is beautiful, intelligent, accomplished. She has a great personality and she had a great career before her husband became president. What other proof of her accomplishments do you need?

Lindsay: Well...I don’t know.

Laura: Come on, Lindsay. You know Michelle’s story. She was born and raised on the south side of Chicago in a modest, working-class family. Her ancestors were slaves! But she rose above all of that. She was an outstanding student. She studied sociology and African American studies at Princeton University. After that, she studied law at Harvard. After graduating from Harvard Law School in 1988, she joined the Chicago law firm of Sidley Austin, where she later met Barack Obama.

Lindsay: OK, OK. But what did she accomplish up to that point?

Laura: You have got to be kidding! Michelle ran literacy programs, she recruited African-American students and encouraged them to go to Harvard. After doing all that, she decided her true calling lay in encouraging people to serve their communities and their neighbours. She worked in planning and development in Chicago’s City Hall. Then, she became the director of a program that prepares young people for public service.

Then, in 1996, Michelle went to work for the University of Chicago. She wanted to bring the campus and the community together. First she was associate dean of student services and she developed the university’s first community service program. After that, she became vice-president of community and external affairs for the University of Chicago Medical Center. She encouraged all kinds of people to do community service and volunteer work! And as a result, they loved her! She encouraged a lot of people to better themselves—and that’s why everyone thinks she’s so great!

Lindsay: OK, I agree. She’s a great woman. But do you know anything about Marie Curie?

Laura: Yeah, everybody does...so?

Lindsay: That’s what I thought too...until I started to research her. Let me just give you the facts.
Marie Curie was born in Warsaw, the youngest of five children. Her parents were teachers. After graduating with high honours in her early schooling, Marie Curie wanted to continue her education, but couldn’t do that in Poland so she went to Paris, where her older sister lived. After she moved to Paris, Marie Curie enrolled at the Sorbonne, the oldest university in France. She graduated in first place in physics, then got a scholarship and studied for a degree in mathematics in which she took second place.

After that she began to work as a researcher, and it was through her work that she met Pierre Curie, the man she married.

**Laura:** Do you think that compares with Michelle Obama?

**Lindsay:** Hold on, you haven’t heard the rest. Marie worked as a physics professor at a girls’ school and she continued her research. Working with her husband, she first discovered polonium which she named for her native Poland, and then radium. Marie Curie isolated pure radium, and her thesis, which she wrote in 1903, over a hundred years ago, resulted in the first advanced scientific research degree, a doctorate, to be awarded to a woman in France—the first doctorate in science awarded to a woman in all of Europe. Now that was an accomplishment. Imagine, up until the time of Marie Curie, no woman in Europe had ever gotten a doctorate in scientific research, and that was just over a hundred years ago.

**Laura:** Really? You mean no women had gotten doctorates in science before her?

**Lindsay:** No. But that’s not all. After that Marie, her husband Pierre, and another researcher, received the Nobel Prize for Chemistry. But there’s more. Her husband Pierre, who was a professor at the Sorbonne, was unexpectedly killed in an accident. The university offered Marie a widow’s pension, but she turned it down. A month after Pierre’s death, the university finally offered her his position at the Sorbonne, and she accepted. Two years later, she was elected a full professor—she was the first woman to hold a chair at the Sorbonne. After that, Marie Curie spent the next years doing research. Her work, *Treatise on Radioactivity*, was published in 1910.

Then in 1911, Marie Curie was about to be elected to the French Academy of Sciences, but she lost by one vote. This happened because discrimination against women was very strong. She was told “Women cannot be part of the Institute of France.” Marie Curie was very angry about that. In fact, she was so angry that she refused to let the Academy publish any of her work for ten years.

Nevertheless, in spite of that, Marie Curie was appointed director of the Institute for Radioactivity in Warsaw that year, and she also got a second Nobel Prize. During World War I, Marie Curie helped fit ambulances with portable X-ray equipment for medical
purposes. She even drove these vehicles to the front lines. She set up two hundred permanent X-ray installations in France and Belgium.

After the war, in 1920, she established the Curie Foundation to work on medical applications for radium.

Laura: Wow! She was the first woman to receive a doctorate in science in Europe, the first woman to hold a chair at the Sorbonne. She received two Nobel prizes. She set up a research facility to work on using radium in medical procedures, and she set up all those X-ray installations for medical purposes? Those were major achievements.

Lindsay: You see, and through all that she continued to fight for women’s rights. She was furious with the French Academy for their prejudice against women. They wanted to submit her name again later and she refused. But her life had a very sad ending. She died of leukemia, a kind of cancer, most probably due to radiation. Even today, her workbooks are too radioactive to handle. She gave her life for science and the advancement of all people—both men and women.

Laura: Wow, she was a real heroine! OK, now I understand why you can’t make a decision... I wouldn’t want to be in your shoes. I could not decide between these two ladies. Good luck! Let me know what happens.

Chapter 2
Listening 2

Good afternoon and welcome to the Travel Report—the information source for adventuresome travellers. We bring you the most up-to-date travel news and information at this time every day. Today we are going to talk about the most visited countries and tourist attractions in the world. Although every country has its own beauty and charm and is worth visiting, there are countries which attract more people than others. Last year, the most popular and most visited of all the countries in the world was France. The World Travel Organization reported that 81.9 million people went to France that year. Those lucky travellers! They ate French foods, drank French wines, bought souvenirs, and they went swimming at those beautiful French beaches and took millions of photographs. As everyone knows, France is home to the City of Lovers—Paris, which, I have no doubt, was where many of those tourists went. I, myself, have many fond memories of my last visit to France. The last time I saw Paris was in October. It was as beautiful as ever. The late summer sun lit up the magnificent buildings, like Notre Dame Cathedral and the Louvre, and the waters of the river Seine glistened, while late summer roses bloomed in the parks. It was glorious!
In the second spot of most-visited countries in the world is Spain. Spain received 59.2 million visitors. Those tourists visited Spain’s famous beaches and resorts. They went sight-seeing and marvelled at Spain’s incredible museums, such as the Prado in Madrid. They enjoyed tapas, those delicious small plates, which the Spanish are masters at making and which are so tasty. The last time I went to Spain, I spent a wonderful week in Barcelona. I would stay up late, and go to the tapas bars in the evenings. I would visit museums and other attractions by day and go dancing at night. It was heaven.

The third place on the most-visited countries list is held by the United States. Fifty-six million people travelled to the United States. They visited Manhattan and Washington, Chicago and LA. I am sure that they took home memories of one of the most beautiful and one of the richest countries in the world.

China gets the fourth spot on the most-visited countries list. Fifty-four point seven million visitors went to China. They took cruises on the Yangtze River. They climbed the Great Wall and they marvelled at the Forbidden City, the palace of China’s emperors. In Beijing and Shanghai, they were impressed and surprised by the modern skyscrapers, the ancient monuments, and the traffic! I was in China last year. I stayed in great hotels, had wonderful food, and met some fascinating people. I can’t tell you how much I loved it!

The fifth place on the list went to Italy. Italy had 43.7 million visitors roaming its ancient attractions. Rome, Milan, Venice, and Florence are some of the cities in Italy which are the most frequently visited.

So those are the top five travel destinations, all of them well worth visiting. At this point, you are probably wondering what particular spots all the tourists who visited these countries wanted to see. You probably would like to know what the world’s most-visited tourist attractions are. Well, naturally, most of them were in the countries I mentioned earlier, as one would expect. So here is the list of the top ten attractions, the world’s most-visited tourist attractions for both international and domestic tourists. Times Square in New York City ranked as the number one most-visited tourist attraction. There were 35 million visitors. The National Mall and Memorial Parks in Washington, DC, came second with 25 million recorded visits. Walt Disney World’s Magic Kingdom, in Orlando, Florida, was number three, with 16.6 million visitors. All of these are in the United States of America. Number four on the top attractions list was Trafalgar Square in London, England. Fifteen million people visited Trafalgar Square. Next on the list is Disneyland, Anaheim, California, with 14.7 million visitors. Niagara Falls in Ontario, Canada, came sixth with 14 million, while Fisherman’s Wharf and the Golden Gate Bridge Area in San Francisco had 13 million visitors, and came seventh. Number eight was Tokyo Disneyland with 12.9 million. Number nine was Notre Dame Cathedral in Paris which had 12 million visitors and number ten on the list of most-visited attractions was Disneyland Paris which recorded 10.6 million visitors.
Those are not necessarily the best or most beautiful places to visit. They are just the ones which recorded the most visitors. Other famous attractions which, I feel, are very much worth seeing include the Great Wall of China, the Eiffel Tower in Paris, the Grand Canyon in Arizona, the Statue of Liberty in New York, the Vatican and the Colosseum both in Italy, the Pyramids at Giza in Egypt, and the Taj Mahal in India. And we shouldn’t forget about famous places in South America—Buenos Aires and Iguazu Falls in Argentina, Machu Picchu in Peru, and the fantastic beaches and cities of Brazil! How many of these have you seen? Well if you haven’t seen these places, you don’t know what you are missing! Don’t forget what I always say: there is never a better time than the present to start planning your next trip! So get going—start planning!

And that is all for the travel report. I will be back tomorrow at the same time, same place, to give you more information and tips from the exciting world of travel.

**Chapter 2**

**Pronunciation Activity 1**

<table>
<thead>
<tr>
<th>cooked</th>
<th>enjoyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>looked</td>
<td>voted</td>
</tr>
<tr>
<td>washed</td>
<td>killed</td>
</tr>
<tr>
<td>finished</td>
<td>discriminated</td>
</tr>
<tr>
<td>competed</td>
<td>promised</td>
</tr>
<tr>
<td>played</td>
<td>punished</td>
</tr>
<tr>
<td>changed</td>
<td>wanted</td>
</tr>
<tr>
<td>waited</td>
<td>attended</td>
</tr>
<tr>
<td>stayed</td>
<td>decided</td>
</tr>
<tr>
<td>prayed</td>
<td>pressured</td>
</tr>
<tr>
<td>shopped</td>
<td>asked</td>
</tr>
<tr>
<td>hoped</td>
<td>planned</td>
</tr>
<tr>
<td>lived</td>
<td>refused</td>
</tr>
</tbody>
</table>

**Chapter 2**

**Pronunciation Activity 2**

1. needed       visited
   wanted        decided
   started       decided
2. ended         washed
   invited       laughed
   added         fished
liked  talked  bumped  watched  finished  stuffed  stopped  helped  coughed  danced  ranked  hiked  tripped  punched  dressed

3. lived  closed  wandered  tried  rained  roamed  called  played  viewed  showed  smiled  answered  cried  starred  cycled

Chapter 2
Pronunciation Activity 3

1. She turned down the marriage proposal.
2. They travelled on a cruise ship.
3. Mary Anne started off skiing on the lowest hills.
4. Man landed on the moon ages ago.
5. Ali stayed at home last summer.
6. The students biked along the paths in the park.
7. We shopped in the best stores.
8. Tom climbed up to the top of the mountain.
9. They called off their travel plans.
10. Anna looked up the prices of the flights.

Chapter 3
Listening 1

Good afternoon. In this lecture I am going to discuss the importance of making friends and how relationships with friends prepare children for the lives ahead of them. Let me start with this statement. Our relationships with our peers, the people around us, who are like us, have a huge influence on both our social and cognitive development and how effectively we will function as adults. In fact, the single best childhood predictor of how well adults will do in life is not school grades, and not classroom behaviour, but how well the child gets along with other children. Certain children who are generally disliked, who are aggressive, who can’t develop close relationships with other children, and who cannot
fit in with their peer group, are seriously at risk. In other words, what we learn from childhood friendships stays with us throughout our lives.

The basics of friendship—close relationships and common interests—are first understood by children in early childhood. Children expect to spend time with their friends, they share interests, and tell each other their secret thoughts. Friends have fun with one another, they enjoy doing things together, and they learn to care about each other. Children learn these basics at a very young age.

Let’s turn now to the functions of friendship. What are the benefits of friendships? What do we get from them? Well, there are four main benefits. First of all, friendships serve as emotional resources, both for having fun and for dealing with stress. They’re also cognitive resources for solving problems and for getting knowledge and information. Thirdly, friendships provide children with ways of developing basic social skills, and finally, they teach children about what to expect in future relationships.

I want to talk a little more about each of these. First of all, let’s look at friends as emotional resources. As emotional resources, friendships give children security. They feel more secure about doing new things, meeting new people, and dealing with new problems. Friends, just like parents, provide children with the emotional security to explore their world. This lets children relax and have fun. Researchers have found that the frequency and the length of time children laugh, smile, and talk is greater between friends than between strangers, and that friends imitate or copy one another a great deal.

Friendships can also protect children and teenagers from the effects of negative events, such as family breakdown, illness, parents’ unemployment, and school failure. So that is the first function of friendships. They provide emotional support and security.

All right, secondly, let’s look at friends as cognitive resources. Children teach one another in many situations and are usually very good and effective in this activity. There are different kinds of peer teaching that children are involved in. Let me go over some of these.

Peer tutoring is one way children teach each other. This involves the communication of information from one child to another, from one who knows a lot to one who doesn’t have the knowledge.

Cooperative learning is another way children learn from each other. Cooperative learning occurs in situations where children problem-solve together and then share the results.

Peer collaboration is another method of learning. Peer collaboration is different, because in this children work together on tasks that they cannot do separately, on their own. In this way they learn to get along with and cooperate with each other.
Peer modelling is another way in which children learn. Peer modelling refers to children learning by imitating each other.

We don’t know if friends are better teachers than non-friends or how friendship affects cooperative learning and modelling. Recent studies show that collaboration with friends produces better results than collaboration between non-friends. Friends talk more, take more time to work out differences in their understanding, and compromise more. This shows that friendships are an excellent means of transmitting information from one child to another. So, friendships function as a resource the child uses for learning.

Thirdly, let’s turn to friends and social skills. A lot of evidence shows that both cooperation and conflict occur more in friendships than in other situations. Children get more involved in cooperative activities with their friends than with others. Even though conflicts occur more often between friends than non-friends, friends work harder to solve their problems. Children who have friendships become skilful at getting along with others. Research shows that children are very good at cooperating and managing conflict with friends. In this way, friendship in childhood allows us to develop the social skills we will need in the rest of our lives.

Finally, I want to talk about friendship and how it affects future relationships. Many think that children’s friendships form the basis, the patterns for their future relationships. Although new relationships are never exactly the same as old ones, the way a person behaves in relationships is learned and develops from old relationships to new ones. Smooth friendships can result in better relationships between children and their younger brothers and sisters. Indeed, childhood friendships teach us how to handle all our future relationships.

So, now we need to look at these issues from another point of view and I want to ask my final question: Do friendships really help us to become better people? Well, let me think… the answer to this is complicated and a bit circular. It’s true, friendships and close relationships may lead to better social development, but perhaps… it could be that… well-adjusted children are just better at making friends. So which comes first, the chicken or the egg? The child who makes many friends develops into a more confident, well-adjusted adult or is it that the well-adjusted, confident child is just better at making friends, and so develops into a well-adjusted adult? This issue is complex and hard to resolve. I encourage you all to think about these ideas, and we’ll continue our discussion of these issues in next week’s lectures.
Chapter 3
Listening 2

Matt: Good morning and welcome to Issues and Views in the News. My name is Matt Morrison, and I’m your host. Well, some interesting news this week concerns the information and statistics that have come out of the 2006 census, particularly as this relates to families and children. I have been looking at a pie chart which shows the different kinds of families we have in Canada, and the information sure is fascinating. With me today is Rose-Marie Thompson who has analyzed all the data and she is going to tell us a bit more about the state of the Canadian family. Welcome to the show, Rose-Marie.

Rose-Marie: It’s nice to be here. I think you will find these statistics very interesting. They give us a snapshot of how the family is changing in Canada. Statistics Canada calls this information its “family portrait” of Canadians. It’s based on data collected about Canada’s families, their living arrangements, and households in the 2006 census.

Matt: Would you mind giving us some of the highlights?

Rose-Marie: Sure. Let me start by saying that Statistics Canada uses the term “families” to define three types of households. They can be couples (married or common-law) who don’t have children, couples who have children, or an adult with at least one child. These are the three kinds of families that they mention. That’s how they define family.

Do you know what the definition of a child is? A child, according to Statistics Canada, can be a stepchild, an adopted child, or even a grandchild who is cared for by their grandparents. A child must be one who is living in the household.

One of the most interesting pieces of information is that married people are in the minority in Canada for the first time, according to census information released by Statistics Canada. The data shows that 51.5 per cent of people over age 15 were unmarried in 2006, marking the first time married people have been outnumbered in the census since it began in 1871. In the previous census, in 2001, 49.9 per cent of people were unmarried. A spokesperson for Statistics Canada explained that the drop in marriage numbers is partially due to the growing number of common-law relationships.

Matt: Yes, according to the chart the number of families headed by married couples is only 68.6 per cent. Could you explain why that is?

Rose-Marie: Well Matt, more and more Canadians are entering into common-law relationships. These are relationships in which the couple are living together but are not formally married. Common-law couples are now found across all age groups. Common-law couple families make up 15.5 per cent of all families in Canada. And surprisingly
enough, even people in their sixties are entering into common-law relationships. And they are doing this at a faster rate than all the other age categories.

**Matt:** Couples in their sixties are the fastest-growing number of common-law relationships? Are you sure about that? That’s unexpected. I wonder if it is because there are more divorces in that age group now? I guess if a person has been burned once...they might not want to be in that situation again.

**Rose-Marie:** Yes, and I suppose there are also some who are widows and widowers whose families may not particularly want them to remarry.

Another interesting fact is that the number of couples without children, which is 42.7 per cent, has surpassed the number of couples with children, who make up 41.4 per cent. This is due, in part, to the fact that people are having fewer children, but also because of the aging population. Baby boomers are now finding themselves to be empty nesters, because their children have all moved out.

**Matt:** I don’t know if that’s good for the country. Don’t you think we need more children especially in a country like Canada? It’s so big and has such a small population.

**Rose-Marie:** You are right about that. I want to draw your attention to that fact that there was a first in this census. The census, for the first time, counted same-sex married couples. This is because same-sex marriage was legalized in Canada in 2005.

**Matt:** Those couples must be very happy about the change.

**Rose-Marie:** They are. They were thrilled about the change. They feel it is an important step forward for them. One woman told me that now, finally, she felt she truly had a place and was recognized as part of the Canadian family.

**Matt:** Well, could you tell us how many same-sex couples there are in Canada?

**Rose-Marie:** The census recorded 45,345 same-sex couples in Canada, of whom 7,465 (16.5 per cent) were married. And you may want to know that half of all the same-sex couples live in Montreal, Toronto, and Vancouver.

**Matt:** In the biggest cities. Are there more or fewer same-sex couples in Canada than in other countries?

**Rose-Marie:** Well, let me see...you know many countries do not recognize same-sex couples, so it’s hard to say what the numbers are. Same-sex couples make up 0.6 per cent of all couples in Canada, and when we look at countries where there are statistics, we see
that this percentage is similar in those countries—countries such as Australia and New Zealand.

**Matt:** What other information did we get?

**Rose-Marie:** Well, we have already mentioned that the number of common-law families has grown to almost 1.4 million and they now make up 15.5 per cent of families, while 20 years ago, they only represented 7.2 per cent. Some other interesting data are that 26 per cent of families with children are headed by a single parent. Single-parent families make up 15.9 per cent of all family units. And, of the single-parent families, about 20 per cent are headed by men. The number of men at the head of single-parent families is growing more than twice as fast as the number of women. This last fact is definitely newsworthy.

**Matt:** Well, men are finally beginning to see themselves as caregivers. It’s about time. We have just as much love and affection to give as you women do. It’s a step in the right direction, if you ask me. It’s a definite improvement.

**Rose-Marie:** Well it is and it isn’t. Single-parent families have been a phenomenon since the early 20th century. Rates in 1931 were 13.4 per cent—almost as high as they were in 2006. But, the reasons children are being raised by single parents has changed. In the past, parents were left widowed because of lower life expectancy rates and wars. In 2006, it was not the same. Divorce rates and the fact that it is not considered wrong or shocking to have children out of wedlock were the reason for single-parent families.

**Matt:** Of course, that makes sense.

**Rose-Marie:** Yes, but it doesn’t matter about the reasons; some things never change. For example, these single-parent families have huge money problems compared to two-parent households. Financial struggles are common among single-parent families. In 2006, the median household income for two-parent families in Canada was $67 600. That means half of the people earned more than this and the other half earned less. For single-parent families, however, the median income was $30 000.

**Matt:** I didn’t realize that.

**Rose-Marie:** Yes, if you think about it, the problem is that in these families there is only one breadwinner, and that is when that breadwinner is employed at all; and we know that some of them are not. So that’s the reason why many single-parent families live at the poverty line and below.

**Matt:** Well, that is a shame. Well Rose-Marie, you’ve given us lots of new and interesting information to think about. However, unfortunately, our time is up. I want to
thank you for being such an interesting guest and bringing us this new portrait of Canada’s families. Thanks for being on the show.

Rose-Marie: It was my pleasure.

Chapter 3
Pronunciation Activity 1

Hotel employee: Front desk?
Guest: Wake up call, please.
Hotel employee: What time?
Guest: Quarter past six.
Hotel employee: Six?
Guest: Quarter past six.
Hotel employee: OK.

Chapter 3
Pronunciation Activity 2

1. I’m still hungry.
2. What do you feel like?
3. Take as many as you want.
4. You’re welcome.
5. Where are they?
6. Are there any cupcakes left?
7. In the fridge.
8. I’m starving.
9. How many can I have?
10. Tons.
11. What?
12. Thanks.

Chapter 3
Pronunciation Activity 3

What are the benefits of friendships?
What do we get from them?
I was wondering if I could borrow your notes.
What time is it?
Could you tell me how much the ticket costs?
Friendships provide children with ways of developing basic social skills.
Can I renew these books?
Did you learn a lot about relationships?
Could I talk to you for a moment?
Is anything wrong?
Do you have change for a twenty?
Chapter 3
Pronunciation Activity 4

I think you will find these latest statistics very interesting. Would you mind giving us some of the highlights? Do you know what the definition of a child is? Could you explain why that is? Are you certain about that? I wonder if it is because there are more divorces in that age group now. Baby boomers are now finding themselves to be empty nesters. I don’t know if that is good for the country. Don’t you think we need more children, especially in a country like Canada? Could you tell us how many same-sex couples there are in Canada? What other information did we get? Is there anything that surprised you?

Disc 2

Chapter 4
Listening 1

Host: Good morning, and welcome to Everything You Ever Wanted to Know, the show that finds answers to our listeners’ questions—to your questions. One of our listeners has written in to ask why we have our own peculiar likes and dislikes in food. She has two small children—a son and a daughter. The little boy is crazy about cucumbers—loves to eat them and is happy to have them any time. Her daughter, on the other hand, can’t stand cucumbers—hates the sight of them and starts to cry if the mother even tries to put a piece of cucumber on her plate. I have with me Dr. George Anthony and Dr. Andrea Wu. They are experts in nutrition and behaviour. They are the experts who are going to explain our likes and dislikes in food.

So, let me start by asking you, Dr. Wu: Do you like everything you have ever tried? Do you like sushi or sashimi, or butter tarts, or red wine? Do you have food dislikes just like the rest of us? And if so, why do we all dislike some foods and love others?

Dr. Wu: Well, I don’t particularly like red wine and I’m not crazy about sushi. But that shouldn’t come as any surprise since behaviour experts will tell you that nearly one-quarter of healthy North American adults have a food aversion—a strong dislike for a
particular food. And nearly one-third of the population will experience a preference or strong liking for certain foods at some point in their lives.

Dr. Anthony: I agree. People’s food habits are hard to explain. Some people are finicky or picky eaters, who will only eat certain foods. Others will eat anything and everything. Some people refuse to let their foods touch each other while others are food mixers who have to mix all their food together before they will eat it. Some people have to eat the food in a certain order. On a TV show that I saw, the star broke up with his girlfriend because she ate her peas individually with a fork!

Host: Isn’t that incredible? Why is it that we behave that way? Can either of you explain why it is that we avoid eating certain foods?

Dr. Wu: There are many complex reasons why people avoid eating certain foods. You know one of the most common avoidances is the avoidance of high-protein foods such as red meat. One idea is that some compounds in these foods contribute to heartburn or acid reflux. Once this happens, people may shy away from trying the foods again.

Dr. Anthony: That’s true. But for some people, the colour and texture of their food is what causes them to refuse to eat it. Some people don’t like whipped foods with a light foamy consistency, like cream. However they enjoy foods with a similar consistency if they are heavier, such as mashed potatoes or ice cream. And it’s no surprise that green vegetables are high up on the list of food dislikes. One of my patients told me he can’t stand green foods—his dislike is so strong because he associates the colour green with slimy things. Another patient avoids eating chicken because the skin reminds her of human flesh.

Dr. Wu: Food dislikes such as these cannot be explained in any truly scientific way. These associations are emotional or even irrational. Most researchers believe our food habits are learned rather than biologically based. We all have idiosyncratic food behaviours, individual food habits. For example, why do most people insist on putting ice in their drinks in the middle of winter?

Dr. Anthony: You know, much of what we eat in this country, or in any other country for that matter, is the result of habit, culture or tradition, or advertising. In this culture, parents may give children chocolate as a reward. In other cultures, peoples’ relationships to foods like chocolate are quite different. But in all cultures, people are conditioned to associate foods with emotions.

Dr. Wu: Yes, but you have to agree that some foods contain certain nutrients, substances that their bodies need, and that is why certain people crave or desire them—because their bodies need that nutrient. A craving for sweets may mean a person needs carbohydrates.
A desire for salty food may mean a person needs to regulate the sodium and potassium in her or his body, and maybe bitter tastes are meant to warn people against toxins.

**Dr. Anthony:** Yes, but social customs can override biological or bodily reactions. For example, coffee is quite bitter, so much so that most animals avoid coffee, but very few North Americans or Europeans avoid it. In fact, they love it so much that they have special restaurants—cafés—which are mainly for drinking coffee!

**Dr. Wu:** Basically, the experts say that your preferences, your likes and dislikes, are a result of what you learn as a child, even though there may be some biological basis for liking certain foods.

**Dr. Anthony:** Yes, but it’s also true that some children are born with a greater-than-usual sensitivity to tastes or textures. These kids are likely to experience flavours very strongly and intensely. And in addition to the normal variations, about 35 per cent of women and 15 per cent of men are supertasters, people who are born with extra taste buds—more taste buds than the average person. These people distinguish between tastes much better and have a higher sensitivity to tastes. They can taste food more intensely than the average person.

**Dr. Wu:** Nevertheless, for most people many food problems originate or start during the toddler years—the years from one to three when children are moving from soft foods to textured foods.

**Dr. Anthony:** That’s true. Even though children may have their own preferences or likes, parents are likely to pass on to children their own preferences as well as their phobias or fears about food. Parents who do the grocery shopping and the cooking will pick out those foods that they themselves like and they will pass up those foods that they don’t care for. In this way, they exert influence on their children’s likes and dislikes.

**Dr. Wu:** And let’s not forget that no matter whether it is a family meal, a formal business dinner or fast food on the go, eating is a very social activity, an activity which is meant to be performed with others. It becomes part of our social relationships and part of our life. Even when we eat alone, eating is about relationships. So, parents whose children like different foods need to be role models and demonstrate that preferences should be respected, but also they need to encourage their children to open up to trying new tastes and new foods.

**Dr. Anthony:** That is true. Parents can and usually do teach by example. The really good news is that, for most people, food idiosyncrasies—or unusual food habits—are no reason to worry. If you really dislike hot or spicy sauces or can’t stand bland or weak-tasting cereals—no worries. There are enough other foods in our supermarkets that we can make up for the lost nutrients by eating these other foods. If your food behaviours,
idiosyncrasies, and habits do not interfere with your life, fine. Enjoy your food. Eat what you want, whenever you want, and in the manner in which you want.

**Dr. Wu:** However, if your food habits do interfere, you need to see someone who can help you do something about them, someone who can help you to have a more normal relationship with food.

**Host:** Thank you both for your interesting comments about our likes and dislikes, our habits and idiosyncrasies with food. This has been so interesting! You have helped me to understand that it’s OK if I’m not crazy about my mother-in-law’s chili. Thanks for being on the show and sharing your knowledge and opinions with us.

### Chapter 4
**Listening 2**

**Host:** Good evening everyone, and welcome to our idiom quiz show, *Identify Those Idioms!* This is the game show which asks the contestants to explain and give examples of the meanings of idioms they pick at random. If they give the correct meaning of the idiom and use it correctly in a sentence, they score five points. And if they can stump the host by asking a question that he can not answer about another idiom, they get another five points as a bonus. Today we’re talking about idioms involving food. Have you ever thought about food idioms and what they mean? It’s incredible how many English idioms use food, but they aren’t about food at all. For example, when we say something is as easy as pie, we are not talking about pie at all, are we? We’re really saying something is very easy, as in math is as easy as pie for Mary. She’s good at it.

OK, is everybody ready to start? Our contestants tonight are Gabriella from Cuba, Paul from Argentina, and Monica from China. They have been studying idioms for years and are pretty good at them.

OK, Paul, it looks like you are going to be first. Please pick a card out of the box. What is the idiom? Please read it out loud.

**Paul:** It is …out to lunch…

**Host:** What is the meaning of out to lunch? You have sixty seconds to give a definition and use the idiom in a sentence.

**Paul:** OK. I think when we say someone is out to lunch, it means someone who is out of touch with reality, someone who doesn’t understand about something or is crazy. For example we can say, “Don’t listen to Fred’s ideas about the test. He is totally out to lunch today. He doesn’t know what he’s talking about.”
Host: Very good, Paul. Now can you ask me an idiom and stump me?

Paul: OK, what is the meaning of out of the frying pan and into the fire?

Host: That’s an easy one! It means to go from bad to worse. We can say for example, “Mary had difficulties with her boss and quit her job. That didn’t make things better. She basically jumped out of the frying pan and into the fire.”

OK, so Paul scores five points in total. Monica is up next. Hi Monica. How do you feel about idioms, Monica?

Monica: I like using idioms. They make my English more interesting and I think it’s important to understand them. Otherwise, it’s hard to understand what people are talking about.

Host: I agree with you Monica. OK, pick your idiom card. What’s your idiom?

Monica: My idiom is to take something with a grain of salt. Hmmm… I know salt is used in lots of idioms. I think when we say to take something with a grain of salt we are saying not to believe 100 per cent of it. For example, I can say, “Frank always exaggerates. Take everything he says with a grain of salt.”

OK, and I have one for you. What does salt away mean?

Host: I’m not sure I know that one. Does it mean to put away, save, keep safe? Could I say, “He salted away most of his salary because he was saving to buy a house?”

Monica: That’s right. You got it.

Host: OK Monica, you score five points. Gabriella is up now.

Gabriella, take a card out of the box. What is the idiom? Can you read it out loud, please?

Gabriella: Wake up and smell the coffee. This means that someone is not aware of the reality. I think this is something you can say to someone who doesn’t realize what’s really happening. For example, “Mary didn’t realize that Sharon was avoiding her and didn’t want to be her friend, so I told her to wake up and smell the coffee.”

Host: Good work! Now do you have one for me?

Gabriella: What does it mean when we say someone has spilled the beans?
**Host:** Does it mean that someone has lost something? For example, “He spilled the beans because he wasn’t careful.”

**Gabriella:** I don’t think so. To spill the beans means to tell a secret. For example, “John was not happy that Laura spilled the beans and told everyone about his engagement.”

**Host:** Well, Gabriella has a score of ten points and she’s in the lead as the other two contestants both have five points each. Oh boy! I don’t know how I missed that one. It’s as easy as pie. Or maybe I should say it’s a piece of cake. Paul, you are up next.

**Paul:** Well, it wasn’t a piece of cake for you, was it, because you got the answer wrong.

**Host:** I know. I know. I still don’t know how I managed to slip up and miss it. OK Paul, what idiom did you draw?

**Paul:** Egg on someone’s face. I think it means to be embarrassed. For example, “When the host of the idiom show made a mistake about an idiom, he had egg on his face.”

**Host:** Hey Paul, you are right again!

**Paul:** OK, here is my idiom. What does to egg someone on mean?

**Host:** Those idioms with egg are really tricky, aren’t they? They are certainly not a piece of cake! I am not sure. When you egg someone on, does it mean you criticize them, like throw eggs at them?

**Paul:** No. When you egg someone on, you encourage them or urge them or motivate them to do something, especially something foolish or stupid. For example, “The younger children threw rocks at the cars because the older boy egged them on.”

**Host:** OK, Paul. You score ten points. Good for you! You and Gabriella are ahead now. Well, it’s Monica’s turn. Choose an idiom from the box, please.

**Monica:** In a nutshell. When we say this is the story in a nutshell, we mean this is a summary of the story, the basic facts told briefly in just a few words. At the meeting, they described the changes in a nutshell, without going into all the details.

**Host:** Good work, Monica. Do you have one for me?

**Monica:** Yes. I’d like to stick to nuts. What does it mean when we say someone is a tough nut to crack? And is that the same as to go nuts?
Host: Well, I think a tough nut is someone who goes nuts. Those idioms refer to someone who is hardworking and go nuts means someone who works too much.

Monica: You are just a little bit off. A tough nut to crack is a difficult problem to solve. If we are talking about a person, this means it’s difficult to get that person to do something. For example, “The problem of how to cut down on pollution is a tough nut to crack.” “It was hard to get Tina to listen to the teacher. She was a tough nut to crack.” And to go nuts means to be out of control, to get extremely excited.

Host: OK Monica! Well, you have caught up to Paul You each have fifteen points. We will have to stop now because we’re out of time. Congratulations to all of you, and thanks for being on Identify Those Idioms.

Chapter 4
Listening 3

Good morning, and welcome to this lecture on simple and straightforward methods to increase your health and happiness. My name is Anita Bellwood and I have practised naturopathic medicine for over 25 years. During this time, I have cured many different illnesses and I’m here to give you ideas about how to improve your health and increase your happiness.

Let me start by asking you some important questions:
1. What is your diet like? How much do you know about foods and how they affect our health?
2. What is your exercise program like? How much time do you spend on building up your body?
3. How many hours of sleep do you usually get per night?
4. What is your mental attitude like? How do you feel about your personal circumstances—your work, your family, your life in general?

From my point of view, your answers to these four questions are the key to understanding the state of your individual health and happiness. There’s no time like the present to begin working towards achieving good health. The human body has an immense capacity to rejuvenate and heal itself. The first step to health and happiness is to decide that you want to be healthy and happy. When should you start? Well, I believe that if you’re young, the earlier the better. If you are older, “better late than never” is an excellent motto. I am going to describe some important tips for achieving health and happiness.

Let me start by addressing my first question. What is your diet like? Why is diet so important, anyways? Well, 96 per cent of North Americans love fast food. Over 75 per cent of us eat fast food two to three times a week and more than 15 per cent of us eat fast
food every single day! I believe that fast food consumption is why there’s so much obesity, which leads to so many different diseases. For example, heart disease, stroke, diabetes, arthritis, and liver damage occur in overweight people.

Let me ask you when was the last time you ate a home-cooked meal, taking your time and sipping a glass of wine? You probably don’t remember, because fast food is the rule in our modern world where everything moves at lightning speed. Well, I think it’s time for everyone to learn about the slow food movement. This is a movement that’s working to counteract fast food and its damaging consequences. The slow food movement started in Italy in 1989 and grew into a social and political movement. There are over 100,000 members worldwide, and they believe that fast food is responsible for obesity, for many food-borne illnesses, for the appearance of new bacteria, for resistance to antibiotics because of the overuse of antibiotics in animals, and for extensive water pollution from animal waste. The slow food movement is divided into local groups, each of which promotes eating local food and the slow food lifestyle. They feel that it’s their job to preserve local crops and to protect endangered foods, to protect and enjoy local food and cooking traditions, to support and preserve family farms and organic farming, and to stop genetic engineering and the use of pesticides.

To their way of thinking, fast food is responsible for large-scale farming practices which destroy local foods and crops. They believe the industrialization of food production is an evil which results in people not knowing what real food tastes like.

I think we should join them. Why not eat natural food, which tastes like food and doesn’t have artificial flavours and additives? Why not eat organic food whenever possible? Remember, you are what you eat! Perhaps you can even look into following a vegetarian diet. Vegetarian diets are lower in fats and animal protein. Studies say that vegetarians have reduced risks for obesity, heart disease, diabetes, and even cancer. Even better, join the raw food promoters who only eat uncooked and unprocessed food as the main part of their diet. They feel that cooking destroys the nutrients that our bodies need.

The main point is to eat natural food—food that is produced locally and that you prepare yourself from scratch. If you really want to live longer and healthier you can even think about caloric restriction. This means cutting down on the amount of calories you eat by 30 to 50 per cent. Results from studies with animals show that when animals are put on calorie-restricted diets, they live much longer and do not fall ill with age-related diseases. One thing to remember, no matter what you decide, is to drink plenty of water. If you ask me, water helps to remove the toxins or poisons from our systems, so the more you drink, the more poison you will get rid of. So this is my advice about food: Choose natural food, cook it yourself, and don’t eat too much. Eat mostly vegetables, fruit, and nuts, with very little meat.
Let me talk about my second question. What is your exercise program like? Study after study has proved the benefits of exercise. One study showed that as little as 20 to 30 minutes of exercise a day, three to five days a week, can cut a person’s risk of disease or death significantly. So should you exercise? Of course! The benefits are incredible. You will lose weight. Your blood pressure, heart health, lung health, and digestive health will all improve dramatically. You’ll sleep better, you’ll look better, and your brain will work better. Some research now says that exercise can help prevent Alzheimer’s and other brain diseases. From my point of view, there isn’t anything as powerful as daily exercise for providing you with health, energy, and an improved outlook on life.

OK, let’s move on. How many hours of sleep do you get each night? Most doctors recommend seven or eight hours. Your body needs time to rest, to repair itself, and to restore energy levels. If you cut short your sleep, your immune system will suffer and you’ll risk catching colds and viruses and getting other infections and diseases.

OK, what about your mental attitude? You might say, “What does that have to do with my health and happiness?” Everything. It has everything to do with your health and happiness. Positive thinking affects your health positively. Negative thinking produces stress. And stress can lead to all kinds of problems: headaches, indigestion, ulcers, nervousness, and tension. You need to remove conflicts, fear, and anxiety from your mind. Replace these with a positive can-do attitude and spirit.

OK, what if you follow all my suggestions and you still get sick? What can you do? What path should you take? The conventional one of going to doctors, having operations, and taking prescription drugs? No, absolutely not. In my opinion, this will only make you sicker. Instead, look into alternative medicine. What do I mean by alternative medicine? Well, alternative medicine refers to treatments which are used instead of conventional medicine. For example, you could see a homeopath, naturopath, or acupuncturist instead of your regular doctor. Alternative medicine practitioners believe that prevention is the key to good health. They feel that taking care of your health is the best way to keep yourself healthy and that the body has the ability to heal itself. Alternative medicine focuses on holistic care. The treatments involve the whole person. Alternative medicine practitioners think that physical health, mental well-being, relationships, and spiritual needs are all connected and play a part in your overall health. Some well-established systems of alternative medicine are Ayurveda, which is a form of medicine, which originated in India five thousand years ago; another is homeopathy which tries to stimulate the body’s self-healing; and then there is naturopathy, which focuses on noninvasive treatments to help the body do its own healing; and also there are ancient medicines such as TCM—which is traditional Chinese medicine—a complex system with treatments for every kind of medical problem. In my opinion, TCM is far better than any conventional medicine.
Alternative medicine also says that your mind and body need to be in harmony for you to stay healthy. As far as I’m concerned, techniques to strengthen the mind-body connection such as meditation, yoga, and hypnosis are invaluable in healing.

So, let me summarize my answers to the first four questions I asked you at the beginning of my lecture.
1. Diet is everything. Eat natural food, prepare it yourself, and eat as little as possible.
2. Exercise as often as you can, as vigorously as you can.
3. Get seven or eight hours’ sleep each night.
4. Be positive and optimistic. Don’t let life get you down.

These four are the keys to your health and happiness. If you follow these suggestions and use alternative medicine in case of sickness, you will definitely be better off. If you accept and follow these ideas, you will definitely help put yourself on the path to a healthier and happier life!

Chapter 4
Pronunciation Activity 1

1. Birds look for worms.
2. The birds are looking for the worms.
3. Don’t eat apples.
4. We don’t eat the apples.
5. Buy books.
6. I’ll buy the books.
7. Learn new words.
8. I’m learning the new words.
9. George does special exercises.
10. George has been doing the special exercises.

Chapter 4
Pronunciation Activity 2

There was a young lady whose chin,
Resembled the point of a pin.
So she had it made sharp,
And purchased a harp,
And played many tunes with her chin.
There was an old man with a beard,  
Who said, “It is just as I feared!—  
Two owls and a hen,  
Four larks and a wren,  
Have all built their nests in my beard!”

Chapter 4  
Pronunciation Activity 3

I’m sorry you’re sick.  
Can I talk to you now?  
Thank you for helping.  
She can do it alone.  
Where did he go?  
What can I do?  
I’d like her to help us move.  
What’s the number of the store?  
Where did you leave the package?  
How long do I have to finish the test?  
Can I get you coffee or tea?  
We are going to walk to the store.

Chapter 4  
Pronunciation Activity 4  
Part 1

She’s going to the door.  
It’s really up to them.  
What’s for supper?  
I’ll have to see.  
It’s three hundred and thirty.  
It’s either thirteen or thirty.  
Can you go and see who’s at the door?  
They’re brother and sister.  
They’re three for a quarter.  
Do you have a lot to do?  
This party is for husbands and wives.  
Please wait for us.

Part 2

cream and sugar
sweet and sour
knives and forks
ham and cheese
cups and saucers
peanut butter and jelly
bread and butter
cheese and crackers
bacon and eggs
meat and potatoes
salt and pepper
milk and cookies
surf and turf
fish and chips

Part 3

war and peace
back and forth
men and women
husbands and wives
brothers and sisters
uncles and aunts
aches and pains
rights and wrongs
trial and jury
pros and cons
neat and tidy
sick and tired

Chapter 4
Pronunciation Activity 5
Part 1

a loaf of bread
a bunch of flowers
a gift for you
go to work
at school
cat and mouse game
love it or leave it
Did you ask him?
Did you tell her?
Did you introduce them?
Do you like it?
a cup of coffee
an elephant
on the floor
Where do you live?
What did he do?
What kind does she like?
She should have stayed.
He has worked.
We had finished.
Can you do it?

Part 2

I need a head of lettuce.
Buy a bunch of bananas.
Can you buy me a loaf of bread?
Would you like a cup of tea?
Who is at the door?
This is for you.
What time did you get to school?
Did he tell her to take vitamins?
They’ve done yoga for years.
They should have stayed in the office.
Does he want an ear of corn?

Chapter 4
Pronunciation Activity 6

He’s never practised his singing.
When will it be ready?
When are you moving to the country?
Have you introduced them to each other?
Has her mother told her the story?
That’s what he did.
I told him to get ready.
We showed them the store.
He’d never had a bad experience.
Does she know it?
How can I try to help her?
Could you do me a favour?
Chapter 4
Pronunciation Activity 7

We told him the answers.
She picked them up.
We helped her do her homework.
She sends them cards at Christmas.
Her father helps her do the shopping.
She kicked him out.
The music relaxed her and she fell asleep.
The game tired them out.
I baked her a cake for her birthday.
He phoned her up.

Chapter 5
Listening 1

**Host:** Good evening, ladies and gentlemen and welcome to *The Scene*—the program that keeps you up-to-date on all the latest news and developments in sports. We have an exciting guest for you today. He is Sky Jarret, and he has been reporting on extreme sports for several years now.

Good evening Sky, and welcome to the show.

**Sky:** Thank you. It's great to be here.

**Host:** Well, before we take some calls from our listeners, I'd like you to give us a bit of background. Extreme sports! What are extreme sports? Who do they appeal to? Why are people interested in extreme sports?

**Sky:** Extreme sports are the latest thing in sports. Well, they might be the latest but the idea is not really all that new. You know a long time ago, during the Roman Empire, the emperors held games in which gladiators fought each other. The Roman public loved it! They came out in droves so that they could see all the blood and gore. But after seeing the same thing over and over again, they got bored. They wanted more interesting contests. So, the emperors brought in different, more unusual competitors—a lion against a bear, for example, a tiger against an elephant. But the Romans got tired of these, too, and so finally the Emperor Nero pitted lions against Christians.

**Host:** Sorry, Sky, I am not able to get the point. I am kind of lost. What are you trying to say?

**Sky:** Well the point is that, today, although we have a lot of traditional sports to choose from, we still want more. We want sports that provide us with more excitement, more thrills, more adventure. So, that is what extreme sports is—sports with more risk, more
adventure, more excitement. You know there are also a great many TV networks—over 500—and these TV viewers are hungry for more and more sports programs. There aren’t enough of the traditional sports programs to keep people satisfied, so they have to come up with alternative sports to keep the viewers happy. Extreme sports are sometimes known as lifestyle sports. They’ve been growing since the late 1980s. Research has found that sports such as snowboarding and paintballing have been increasing at the expense of traditional sports. Snowboarding was up by 30 per cent between 1998 and 2004 (7.1 million people tried it at least once in 2004), while paintballing increased by 63 per cent in the same time period (9.6 million tried it), and artificial wall climbing was up by 63 per cent (to 7.7 million). In contrast, the number of baseball players fell by 28 per cent between 1987 and 2000.

In extreme sports, the focus is on the individual. You don’t play with a team of any kind and you don’t play against anyone. You are trying to do your best—to beat your own best record.

**Host:** OK, so these are individual sports, alternative sports. But they all seem to have an element of danger and risk. And who do they appeal to?

**Sky:** Danger, risk, overwhelming odds, craziness—there is an element of all of these in extreme sports. One extreme sports magazine has the motto, “Don’t measure life by how many breaths you take but by how many moments take your breath away.” Extreme sports enthusiasts are thrill-seekers. They want extreme adventure, extreme risk, extreme danger!

Who do these sports appeal to? Well, because of the images, it’s not surprising that males 15- to 24-years-old are the prime market. In Britain, studies reveal that 23 per cent of 11- to 19-year-olds participated in BMX or mountain biking and 28 per cent did skateboarding. But extreme sports also attract a wide variety of people from schoolchildren to retired folks. BASE jumpers, for example, include 30- and 40-year-old lawyers and accountants. Some women who would never dream of bungee jumping watch it on TV.

**Host:** Hold on, now. You are getting carried away. You mentioned a lot of different extreme sports and I have no idea what they are. Could you give me a brief explanation of some of them?

**Sky:** Sure. BMX (also known as bicycle motocross) is a form of bicycling in which specially designed bikes with 20-inch wheels race on a dirt track. The term BMX refers to all forms of riding done with these bikes, including freestyle and jump. BMX racing was inspired by motocross racing. They use these bikes to do fancy things like jumping.
OK, let’s see, um…skateboarding. A skateboard is a flat piece of wood with wheels attached to the bottom and skateboarding is the act of riding on it. Now, that, of course, is a very basic definition of skateboarding, but skateboarding can be a sport like running, swimming, or mountain climbing. And for some people skateboarding can be an art form. If you’ve seen some of the tricks and moves that skateboarders can perform, you would definitely agree that skateboarding is an art form.

BASE jumping is like sky diving but at lower altitudes. BASE jumpers use parachutes and they jump off various cliffs and man-made objects, such as buildings. They have only a few seconds to open the parachute, and almost no time at all to deal with any problems. BASE jumping is so risky that it’s illegal in many places.

What other ones did we mention? Well snowboarding is like skiing, except that you use only one board to go down the hill. And paintballing is a sport played by teams or individuals in which players try to eliminate other players by shooting them with paint pellets. Of course, there are other rules as well.

Host: My goodness. The first question that comes to mind is: Should young people do these crazy sports? They sound so dangerous. They might hurt or even kill themselves. And if they do do them, they should definitely use all the protective gear that is necessary. Thanks Sky, for your explanations. Now I have a better idea about the sports we are discussing. Can we turn to some of the questions that our callers might have?

Sky: Sure.

Caller 1: Hello Sky. Have you ever heard of zorbing? I’ve done it a few times, and it’s great. It might be the most exciting and fun sport around.

Sky: I have heard a lot about zorbing. People in New Zealand have been zorbing since 2000. They invented it.

Host: What is it? It sounds weird.

Sky: Zorbing is basically throwing yourself down a hill in a giant ball. Zorbing is one of the latest extreme sport crazes to sweep the world. This crazy sport involves using a giant plastic ball, which has another ball inside it. The person zorbing is in the inner ball and the ball is rolled down a hill.

Host: Thanks for the explanation, Sky. That actually could be fun. I wish I could try it. Oh, there is another caller on the line.

Caller 2: Hello Sky. What is train surfing?
Sky: This is usually an illegal sport. Train surfing involves riders climbing or “surfing” on the outside of a moving train or subway. Some young people have been killed or injured in this way. It was discovered in 2005 by a group in Frankfurt, Germany.

Host: I can’t believe anyone would want to do that. They might get killed! We should talk about some legal extreme sports. Are there any we haven’t mentioned?

Sky: Well, there are the old stand-bys like sky diving, which is basically parachuting, and scuba diving, which is deep water diving with an oxygen tank and equipment. Windsurfing involves standing on a surfboard as the wind moves you around the surface of the water.

Host: Well, what do you know? I have never tried any of those. I wish I knew how to do at least one of them. Am I too old? Or do you think I can try one of these extreme sports?

Sky: You can always learn. Anyone can take lessons in sky diving or scuba diving, and if you have the right equipment there’s nothing to hold you back. You might even enjoy yourself.

Host: I think I might enjoy some of these. Do you really think I should try one?


Host: Thanks for the encouragement, Sky. How about one last caller?

Caller 3: Hello Sky? My friend went to Nicaragua last month and she was able to go volcano boarding. It sounds so exciting and I really want to try it. Should I?

Sky: Well if you like racing down the side of an active volcano at speeds of 80 kilometres per hour with only a board for protection, you should try it.

Many people think it’s the coolest sport around. Thousands of travellers go to Nicaragua every year to take part in this sporting craze. If you do try it, you should wear a protective jumpsuit, knee pads and a helmet, and use a specially-constructed board. You know, since it started in 2005, volcano boarding has attracted thousands of participants.

Host: This is another one I’ve never heard of. How many of these extreme sports are there?

Sky: There is a new extreme sport born almost every week, each one seems weirder and more dangerous than the last one. Skateboarding has led to street luge, which is basically lying on a skateboard and going downhill very fast. Buildering is another new one. It
involves free climbing up skyscrapers, popularized by the Frenchman, Alain “Spiderman” Robert.

Host: Just tell me one thing. Why do people do it?

Sky: You know young people wish they were sports superstars. They see themselves doing the riskiest and most outrageous stunts. But a lot of the hype about extreme sports comes from the industry that has grown up around it. Companies want to sell products connected with the sports—drinks, clothes, equipment. These are a bigger business than the sports themselves. The Extreme Sports Channel has an audience of millions. But aside from all the hype, lifestyle sports are a new kind of sport for a new age. Traditional sport was all about commitment and fair play. These new sports offer people a more personal kind of challenge. They provide ways of pushing yourself. There is no winning and losing, and little or no organization into teams. Each individual is really competing against himself.

Host: Well thank you so much, Sky, for an interesting and informative discussion of extreme sports. I’ve learned a lot.

Sky: My pleasure. Thanks for having me on the show.

Chapter 5
Listening 2

Good morning class. My psychology topic today is violence in entertainment. I’d like to state that I am not going to cover all kinds of entertainment. I am going to limit myself to speaking about violence in TV, movies, music, video games, and Internet websites.

When you consider the issue carefully, you probably recognize that there has always been some violence in entertainment. Did you know that the ancient Egyptians entertained themselves by putting on plays about the death of their god Osiris? History tells us that even at that time there were some copycat killings as a result of this play. I guess we humans have always been fascinated by violence. Although violence has always played a role in entertainment, today there is a lot more violence than ever before, and that has been worrying many people.

You may be asking yourself: Has violence actually increased? The answer is yes, and we have proof that violence has increased. Two professors from a Quebec university studied major Canadian television networks over a seven-year period. The study found that between 1993 and 2001, incidents of physical violence increased by 378 per cent. TV shows in 2001 averaged 40 acts of violence per hour. Remember—that was in 2001. Today this number is much, much higher. In the United States, there is a great deal of
concern. Statistics say that the average American child will watch 8000 murders on TV before he or she finishes elementary school. By the age of 18, the average American has seen 200 000 acts of violence on TV, including 40 000 murders. The American Medical Association has stated that studies show that TV violence is a cause of real-life violence and it’s a public health problem.

The research also tells us that violence on TV and in movies has not just increased; it has also become much more graphic, much more sexual, and much more sadistic. There are now very graphic pictures of slow-motion bullets exploding in chests or heads, and dead bodies surrounded by pools of blood are very common in movies. Millions of viewers worldwide, many of them children, are exposed to this.

Let’s also remember that American TV and movies have global influence. A United Nations study of 23 countries found that 91 per cent—or the vast majority—of homes all over the world have at least one TV set and that children in all those countries, not just in Canada and the USA, watch a minimum of three hours of TV per day. More than half of these children choose as a hero or role model an action figure who solves problems through violence. What’s wrong with that? Children are learning that when there is a problem, they should use violence to solve it. The violence is presented as natural and justifiable—the most obvious way to solve problems.

But it’s not just TV and movies! Music and music videos have also glorified violence. Many song lyrics deal with death and murder. Extremely violent lyrics have moved into the mainstream of the music industry. Popular performers such as Madonna and others have contributed to the popularization of violence.

Violence in general, and especially sexual violence, is also an important element in video gaming. The current trend is for players to be the bad guys. They act out criminal fantasies and earn points for attacking and killing innocent bystanders. Even though the manufacturers rate these games for mature audiences, everybody knows that they are popular among pre-teens and teens. Two teenage boys who committed murder at Columbine High School in the US were heavily influenced by such games.

The violence is not just restricted to movies, TV, music, and video games. It’s all over the Internet. Murder, death, or torture is shown on many websites which feature movies showing people being killed and injured. In a survey, these websites proved most popular among 11- and 12-year-old boys. Other popular websites feature real-life pictures of accidents, torture, and mutilation. These sites are popular among schoolchildren, even though their parents and teachers may not know about them. Parents and teachers might not even have heard of these websites!

So is this violence in entertainment hurting children? Is it hurting us as a society? Some experts argue that 50 years of evidence show that exposure to media violence causes
children to behave more aggressively and affects them as adults years later. Others say that the scientific evidence does not show that watching violence either produces violence in people, or desensitizes them to it. There is some research to support both of these points of view. I, myself, have to side with the statement of the American Pediatric Association. They say that it is the conclusion of the public health community, based on over 30 years of research, that viewing entertainment violence can lead to increases in aggressive attitudes, values, and behaviour, particularly in children. The effects of this violence are measurable and long-lasting. And they say that prolonged viewing of media violence can lead to emotional desensitization toward violence in real life.

So there you have it. Those are my points of view. That is what I have to say on this topic. I do not believe that we should be allowing so much violence in the media, particularly in media that children are exposed to. Next week, we’ll discuss our reactions to the research. Please read the articles you have in your handouts and come prepared to discuss your reaction and opinions. See you all next week.

**Chapter 5**
**Pronunciation Activity 1**

I got up at eleven.  Step over it.
I love it.  Breathe out.
All washed up.  Hand out the papers.
Watch it.  It’s up on the shelf.
March on.  We found him.
Watch out.  That’s a lot of oranges.
We are doing it over.  This afternoon at five o’clock.
Give up.

**Chapter 5**
**Pronunciation Activity 2**

keep going  get thirsty
big deal  cab driver
look funny  job seeker
stop sign  sad story
get caught  mad money
went down  big storm
walk tall  cold spell
### Chapter 5
#### Pronunciation Activity 3

<table>
<thead>
<tr>
<th>slap Peter</th>
<th>thank Kate</th>
</tr>
</thead>
<tbody>
<tr>
<td>punch Charles</td>
<td>kiss Sue</td>
</tr>
<tr>
<td>push Sharon</td>
<td>quiz Zena</td>
</tr>
<tr>
<td>hit Terry</td>
<td>tap Paul</td>
</tr>
<tr>
<td>kick Catherine</td>
<td>both things</td>
</tr>
<tr>
<td>hide Donna</td>
<td>bathe them</td>
</tr>
<tr>
<td>hug Gord</td>
<td>dance steps</td>
</tr>
<tr>
<td>grab Barbara</td>
<td></td>
</tr>
</tbody>
</table>

### Chapter 5
#### Pronunciation Activity 4

<table>
<thead>
<tr>
<th>take off your ring</th>
<th>tried going</th>
</tr>
</thead>
<tbody>
<tr>
<td>look down</td>
<td>tried on the hat</td>
</tr>
<tr>
<td>look carefree</td>
<td>got on the bus</td>
</tr>
<tr>
<td>big break</td>
<td>got scolded</td>
</tr>
<tr>
<td>big gamble</td>
<td>got torn</td>
</tr>
<tr>
<td>big apple</td>
<td>other animals</td>
</tr>
<tr>
<td>stop it</td>
<td>black out</td>
</tr>
<tr>
<td>stop people</td>
<td>get over it</td>
</tr>
<tr>
<td>help save</td>
<td>get away with murder</td>
</tr>
<tr>
<td>job search</td>
<td>don’t put off until tomorrow what you</td>
</tr>
<tr>
<td>job benefits</td>
<td>can do today</td>
</tr>
<tr>
<td>job application</td>
<td>get out of our house</td>
</tr>
<tr>
<td>tried driving</td>
<td></td>
</tr>
</tbody>
</table>

### Disc 3

### Chapter 6
#### Listening 1

**Interviewer:** Welcome to Psychology Today. Today, I am interviewing Dr. Sally Jenkins, who trains people in business and industry to improve their emotional intelligence, and in this way to become more successful in business and in life.

Good morning, Sally. Thank you for agreeing to talk to us. You know, I find that talking about emotions is fascinating and who better to talk to than an expert on emotions and emotional intelligence? So, I’d like to begin by asking you to tell us a little bit about
emotions. How many emotions are there? Are there some that are more important than others? How do emotions influence our daily lives?

Sally: Actually, this is a very complex question. Even the experts can’t agree as to how many emotions there are. One expert identifies only two emotions—pain and pleasure. But three others, Ekman, Friesen, and Ellsworth, find that there are six emotions—anger, disgust, fear, joy, sadness and surprise. They don’t all see eye-to-eye.

Interviewer: Oh really? What surprises me is that they don’t list love as an emotion. I would think that love is an important emotion.

Sally: Oh, there are many psychologists who include love in their list of emotions. I actually think that the best characterization of emotions is that by Parrot in 2001. He distinguishes between primary emotions and secondary ones. He lists love, joy, surprise, anger, sadness, and fear as primary emotions. His ideas make sense to me because he lists anger as a primary emotion, and irritation, rage, and jealousy as secondary to it. He lists joy as a primary emotion and then adds cheerfulness, pride, optimism as secondary ones. In this way we can clearly see the relationships between these emotions.

Interviewer: Yes. That makes sense. I suppose that emotions are universal—that is they are felt by all people, no matter what country or culture they come from, right?

Sally: Yes, people all over the world may have the same feelings, but did you know that they might express or interpret them differently?

Interviewer: Really?

Sally: Yes. That’s a very important part of learning a language—learning what words and what body language to use to express emotions and feelings in another language.

You know, this reminds me of an important study that was done recently. The researchers studied cultural differences in recognizing emotions in facial expressions. They studied 13 Caucasians and 13 Asians. They asked them to look at pictures of faces and to put the faces into categories such as happy, sad, surprised, fearful, disgusted, angry, or neutral. The results showed that the two groups identified the expressions of emotion quite differently. The Westerners used the whole face, and especially the mouth, to identify emotions, while the Easterners looked at the eyes much more and didn’t pay any attention to the mouth. This means that the expression of emotions is quite different in different cultures. Communicating emotion is a lot more complex than we had believed. So, we’re learning something new every day.

Interviewer: Fascinating! But Dr. Jenkins, your area of specialization is emotional intelligence. Could you tell us a little about that?
Sally: Yes. Emotional intelligence is an interesting concept. Emotional intelligence refers to the ability to recognize our own feelings and those of others, and to manage emotions in ourselves and in our relationships with others.

Interviewer: Well, is emotional intelligence different from the intelligence that IQ tests measure? I didn’t realize that there was more than one kind of intelligence.

Sally: Well, there is more than one kind, and that is because we’re all intelligent in different ways. It was Dr. Howard Gardner who developed the theory of multiple intelligences. He said that the traditional idea of intelligence is too limited; it doesn’t explain why people have such different abilities. So Gardner proposed seven different kinds of intelligences to explain the wide range of human abilities in children and adults. Would you like to know what they are?

Interviewer: Sure!

Sally: There is verbal-linguistic intelligence—people with this kind of intelligence are smart with words, either written or spoken. They’re great at expressing themselves.

Then there is logical-mathematical intelligence—these people are very good at numbers and reasoning.

And there is visual-spatial intelligence—these people are good at visualizing and picturing things.

Another one is bodily-kinesthetic intelligence—this has to do with movement and the body. People who have bodily-kinesthetic intelligence learn better when actions and movement are involved.

And then there’s musical intelligence—these people excel where music and rhythm are concerned.

Then there’s interpersonal intelligence—this refers to the ability to get along with others.

And there is also intrapersonal intelligence. People who have this, are very self-aware and capable of understanding their own emotions, goals, and motivations.

The last one is naturalist intelligence—this has to do with nature, and relating to our natural surroundings. This type of intelligence was not part of Gardner’s original theory of multiple intelligences, but was added to the theory.

Interviewer: So do we each have only one of these kinds of intelligences?
Sally: No, no. Everyone has a combination of all of them, but usually one or two are much stronger than the others. For example, in my case, I get along really well with people and I’m pretty good at expressing myself in speaking and writing. So I have a high degree of interpersonal and verbal-linguistic intelligence. I cannot sing or dance at all. So I am very weak in musical-rhythmic intelligence.

Interviewer: I see. I had no idea there were so many kinds of intelligence. But you don’t mention emotional intelligence in this list.

Sally: The concept of emotional intelligence is newer. It is a combination of interpersonal intelligence (people smartness) and intrapersonal intelligence (smartness about oneself). And the interesting thing about it is that study after study has proved that it is emotional intelligence more than anything else, that is responsible for success in business and in life.

Interviewer: Really? I didn’t know that.

Sally: Let me give you some examples. Let me tell you about the marshmallow study. In this research, four-year-olds were given the choice of taking one marshmallow now or getting two if they waited for 15 minutes. Well, the researchers studied the children who waited, and do you know what? The kids who waited scored an average of 200 points better on their college entrance tests years later. These kids even at four showed that they could manage their emotions. Another good example of someone who had emotional intelligence might be J.K. Rowling, the author who wrote the Harry Potter books. She was divorced and living with her small daughter in a tiny apartment. Her book was rejected by the first ten publishers she sent it to. But she had the self-confidence, optimism, and determination to carry on. Today of course, everyone has heard of Harry Potter. So when I train people in emotional intelligence, I tell them that emotional intelligence will take them a long way toward realizing their goals.

Interviewer: That is remarkable. Do you think emotional intelligence is a useful tool for language learners?

Sally: There’s no question about it. Emotional intelligence involves being able to talk about feelings; the ability to keep going despite failures; motivating ourselves and handling our emotions. It also involves the ability to be sensitive to the feelings of others and the ability to build positive relationships. All of these are important in language learning.

Interviewer: Of course. I hadn’t thought of that. Well, Sally, this has been an extremely interesting discussion. Thank you so much for sharing your knowledge and ideas.
Chapter 6
Listening 2

**Moderator:** We all have dreams and desires—places we’d like to visit, things we’d like to do, jobs we’d like to have. Today we are discussing dream jobs with a panel of distinguished authorities. I’d like to begin by introducing each of the panelists. Martha Kowalski is a counsellor at Riverside community college where she has been advising college students for over 20 years. Martha brings her counselling experience, and also her knowledge of occupational trends, to our discussion today. Thank you, Martha, for joining us.

The second panellist is Dr. James Reynolds. Dr. Reynolds lectures in sports psychology at Secord University and is an expert on maximizing performance in sports and in the business world. He brings us his extensive experience in teaching and training and his ideas for maximizing performance. It’s nice to have you with us, James.

The third panellist is Melissa Wong. Melissa is a life coach and motivational speaker. She counsels people about how to find their dream jobs. Welcome, Melissa.

I’d like you all to begin with a brief opening statement about why people might want to look for their dream jobs at this time. After all we live in uncertain economic times. Some businesses are looking for workers while many others are in the process of down-sizing and getting rid of workers. We also live in a rapidly changing world. Technology is constantly impacting the ways we communicate and relate to one another. Our desire to save our environment, to be green, is another change we see occurring in almost every workplace. So, is this a good time for people to start looking for their dream jobs?

**Melissa Wong:** I’d like to start, if I may? Is this a good time? Well, Barbara Sher, who is a career counsellor, a bestselling author, and my role model, says, “As soon as you start to pursue a dream, your life wakes up and everything has meaning.” Your life wakes up! Everything has meaning! Can you wait for your life to wake up? Can you put off finding meaning? Absolutely not. That’s why people need to start immediately. There’s no time to waste.

**James Reynolds:** I would agree. There’s no time like the present to start maximizing your potential, to start being the most that you can be. There’s no point in waiting for better economic times since we have no way of knowing when and if those times will come.

**Martha Kowalski:** I am in total agreement with my colleagues on the panel. Someone once said, “Find a job you enjoy and you will never work a day in your life.” People need to ask themselves questions like: What type of job do I dream about? Some of us know from the time we are very young what we want to do when we grow up. Others are still
trying to figure that out. Still others have tried a career or two, then have gone on to do something completely different with their lives. Most of us will not work for the same company for the rest of our lives and in many cases that isn’t considered a good idea any more. So, the sooner a person can figure out what her dream job is, the better.

**Moderator:** Thank you panel. Well, so how do people begin? What do they need to do if they want to start looking for their dream jobs?

**Martha Kowalski:** Well, the first step in looking for your dream job is to be aware that you want a change. People need to do some research. Dreams come in all shapes and sizes, and really are more attainable than anyone thinks. The first step to take in following your dreams involves deciding what it is you really want to do with your life. People need to find out about different careers and employers and even locations to pin down what it is that they really want to do. It’s important to have as clear a picture as possible.

**Melissa Wong:** Hang on there, Martha. Before people can start researching dream jobs or anything, they need to find out what motivates them first. What gets them up off the couch? We have to look within ourselves to find out what really gets us going. Each of us has a unique gift. Our gifts are different from our skills. Skills are what we learn through hard work, but according to Barbara Sher, our gifts are those things that come naturally. We simply have to find out what those gifts are and then figure out how to use them for employment. There are countless examples of people who have been able to turn their unique talents into profitable occupations. Reading their stories is not only enjoyable, it’s inspiring. We start to think, “Hey, if they can do it, I can do it!” And then, reality sets in. People begin to say to themselves, “But, I’m too old.” “I don’t have the right education.” These kinds of negative thoughts are called “resistance.” People need to be able to overcome the resistance to their dreams.

**James Reynolds:** Ladies, ladies. Let me jump in here. You are both right. Yes, you need to know what your gifts are and you need to overcome resistance to your dreams, and you also have to do some research. But the most important thing is that you have to master your emotions. You have to manage your emotions or your dreams don’t have a chance. In my experience, those people who remain calm under pressure, find joy in a challenge, and get excited, get pumped up at a moment’s notice—they are the ones who become the most successful. It is our emotions which drive us. We need the right emotions to be successful. So, to answer the question “How do we begin?” I would say by managing our emotions to be able to deal with the situation.

**Moderator:** Very good points. All of you have made excellent points. People need to master their emotions, to find their unique talents, do research, and overcome obstacles. OK, once they get to that point, how do they proceed? What practical steps can people take?
Martha Kowalski: There are a lot of practical steps to take. They can start by accessing government statistics about which occupations will have the most job openings. These projections are wonderful tools for career planning! Did you know that government economists predict that over the next ten years, the hottest occupations, with the most job openings, for those with university degrees, will be elementary school teaching, followed by accounting and auditing, then secondary school teaching and computer software engineering, followed by computer systems analysts? Those are the top five. The top five occupations for those without university degrees will be registered nurses, then, nursing aides, orderlies and attendants, followed by licensed practical and vocational nurses, and then automotive service technicians and mechanics, and then computer support specialists. This is great information!

Melissa Wong: Excuse me for being so direct but, I don’t think you get it, Martha. We’re talking about people’s dream jobs. Not the jobs the government wants to put them into. We’ve been discussing how people can discover their unique gifts and then use these to develop their own career paths. I would suggest to people who have a dream that they should get Barbara Sher’s book, *Live the Life You Love*. It’s full of practical advice and outlines steps to take to get that dream job. The book tells people how to find out what motivates them, how to get a supportive group of people to help them, how to deal with negative feelings, how to overcome obstacles, and how to choose their path. I think this is much more useful than telling people to access government statistics.

Martha Kowalski: OK, but what if your dream job is to be a circus clown or a magician and there are no openings? You won’t go very far, will you?

James Reynolds: Again, I think you are both right ladies. People need to do both to make the right decisions. But let’s not overlook the emotional strengths that they need to develop in order to take charge of their own destinies. I believe that we need to manage our emotions intelligently to help us discover what our gifts are and how to use them. Emotions are the key. You know, your dream job isn’t going to fall into your lap, so you’ll have to work to get it. You may have to go back to school and take additional courses. Then, you will need to find people or mentors who are already doing that job to give you a better idea of what the job is all about and to give you tips and help on landing the job you want.

Moderator: You have all made some really excellent points, and we’re coming to the end of our time. I wonder if we couldn’t end this discussion of dream jobs on an upbeat note? Is there anything amusing or funny or uplifting that you would like to leave us with?

Melissa Wong: Well I can tell you about some of my success stories. There is the man who loves getting up every morning and going into the barn to see how his horses are
doing. It makes his day. His dream was to own a riding stable, and he did it. There’s also the kindergarten teacher who is thrilled that she can provide a creative atmosphere for the children. She says, “I can’t wait to see what they’ll draw or paint for me today! They are the best artists in the world!” So it may take people a while to get their dream jobs but remember your dreams are achievable.

**Moderator**: Well said, Melissa.

**Martha Kowalski**: OK. Well I’d like to share a list of the most unusual dream jobs that my clients have been successful in attaining: One is a stand-up comedian; another became a dolphin trainer. There is also a feng shui designer and a winemaker. It was very rewarding to work with these people.

**Moderator**: Wonderful!

**James Reynolds**: I don’t have those kinds of stories, but I’d like to tell you about the guy who made up a million reasons for calling in sick. Everything from aches and pains to saying he couldn’t come to work because his wife had burned all his clothes and he had nothing to wear. This just goes to show how desperate people can be if they are unhappy in what they do. So why not put all that creativity into managing your emotions and finding a job you really want to do?

**Moderator**: Very true! Well thank you all, panel, for sharing your ideas and experience today.

---

**Chapter 6**

**Pronunciation Activity 1**

| not yet | What year were you born in? |
| Get your hat. | Shouldn’t you apologize? |
| next year | Won’t you please help? |
| What’s your hurry? | Didn’t you leave early? |
| Can’t you go? | Put your things down. |
| Don’t you know? | Can’t you wait? |
| Haven’t you heard? |

**Chapter 6**

**Pronunciation Activity 2**

| Where did you get your hat? | Could you move, please? |
| Would you mind? | Did you eat yet? |
Chapter 6
Pronunciation Activity 5

do it
see Ann
grow it
be on time
free after 4 pm.
carry on

Chapter 6
Pronunciation Activity 6

Did you buy it?
When did you see it?
How can you do it?
Go ahead.
Can I try it?
How much did you pay her?
She must be at home.
There’s no answer.

Chapter 6
Pronunciation Activity 7

be young
free university
say yes
go where
do one
see yesterday
blue water
try yellow
Chapter 6
Pronunciation Activity 9

I want you to go out with him.
Why’d he come out?
He’ll let you know when everything is ready.
What’d you see?
Where do you want to go?
Where’d you go and what’d you do?
What do you see that I can’t see?
How’d you get away with it?
What’s your name and where do you live?
I can read your mind.
How much did you pay for it?
Couldn’t you’ve sent it earlier?
What’s your number?
She should have made up with him.
He might have run over an animal.

Chapter 7
Listening 1

Interviewer: What do you do when you find yourself in a foreign country and you don’t
know the language? Well, if you’re like me you probably get out your handy dandy
phrase book and make a few bumbling attempts to be understood. When that doesn’t
work, you decide to keep it simple. You try gesturing. After all, what could be more
universally understood than a gesture, right? “Wrong,” says my next guest. The most
innocent North American gesture could get you a punch in the nose when you are in
another country. Roger Axtel is a veteran globetrotter who’s written a book that looks at
cross-cultural differences in gesturing. The book is called, what else, Gestures: the Do’s
and Taboos of Body Language Around the World. And he’s in the studio with me right
now. Hello, Roger!

Axtel: Hello.

Interviewer: I’m not moving my hands. They’re staying on the desk. I’m afraid to…to
do… Off the top of my head I’d guess that one of the most common gestures we have in
North America is the plain old handshake. Now, can something as simple as that get me
into trouble?

Axtel: Well not trouble as much as maybe some surprises. Now the handshake has been
accepted as a Western greeting all over, but there are two little nuances, Arthur, that I bet
your father taught you just like mine. First of all—firm handshake, never give them that limp “dead fish” thing, right? And the other is direct eye contact.

**Interviewer:** Look them right in the eye.

**Axtel:** Even now you and I have been taught. Well, in places like Japan and the Middle East, their fathers are teaching them differently. They’re saying “No, don’t give a firm handshake. That’s aggressive. Don’t look them straight in the eye. That’s intimidating.” So what happens when we North Americans go abroad? We go and we give them a good firm handshake and we get that “dead fish” thing and we say, “I don’t like this already. They don’t know how to shake hands.”

**Interviewer:** There’s another situation I can see where I might need help, and that’s in a restaurant when I want to get the waiter’s attention. Now my first reaction and the one I would normally fall back on would be to lift my hand a bit above my head, and kind of, maybe with my index finger raised. Could that be misunderstood?

**Axtell:** Oh yeah. First of all in Japan, you shouldn’t point. It’s impolite.

**Interviewer:** Even if I point at the ceiling?

**Axtel:** No, pointing a finger is not right. You either use the full hand or you just don’t point. We wave our hands kind of back and forth. We wave “Hello”, “Goodbye”, “Hey, I want your attention”. We kind of waggle it back and forth like a semaphore. That means “No” in many countries.

**Interviewer:** So you could wait for a long time for the waiter to come. He still doesn’t want me there.

**Axtell:** They’re saying, “No he doesn’t want me.” If you want to wave, first of all, all over the continent, you flap your hand up and down. Now in this part of the world if we want to beckon someone, we would curl our finger towards…(ourselves)

**Interviewer:** In North America?

**Axtel:** Right… but… oh goodness, in Australia and Indonesia, you wouldn’t do that. That’s used only for the animals. So beckoning, there’s a whole series of beckoning. In Columbia, you want to call a waiter, you clap (clapping sound), you clap your hands like that. In Mexico, you want a waiter you (smack, smack—kissing sound). You try that at a truck stop at the edge of town here and you won’t get a waiter, I’m sure.
**Interviewer:** It took me a long time to catch on in Spain. I kept hearing people doing what I considered a “Boo.” Whenever they wanted any attention, they would go $ZZZ$, $ZZZ$.

**Axtel:** Yeah, it’s kind of a hiss. The same in Haiti and certain other countries...$ZZZ$, $ZZZ$, $ZZZ$.

**Interviewer:** It sounds very derogatory to our ears but it just means “Come here”. Same with whistling. We might whistle at someone. We might whistle at an athletic event, in support. On the continent, when they’re angry instead of booing, they whistle.

**Interviewer:** I went to a bullfight and I thought this guy looks terrible, but they’re all whistling. He must be great.

**Axtel:** No, just the opposite. They’re saying... oh that’s terrible.

**Interviewer:** That’s their boo, their raspberry. So what about... to get back to the hand signals, you mentioned one finger is a bad idea. What about two fingers?

**Axtell:** Well two ... you’d hold your fingers up... I want two of something. V for victory though—that’s the big sign. I think of Winston Churchill, the famous historic gesture, V for victory. Well now that’s perfectly all right, every place in the world, V for victory, except in England, you don’t turn it around so that your hand is facing your face.

**Interviewer:** So that your palm is facing your face.

**Axtel:** Right. A lot of people who have gone to England realized well, that’s a very rude gesture.

**Interviewer:** In your book you mention some not so nice touches. That supposedly harmless little gesture got Richard Nixon into a lot of trouble when he was vice-president. Can you tell us about that?

**Axtel:** Well, that’s probably the best single gesture known in North America. In fact surveys have been taken of the OK gesture. Now the OK gesture is where we form a circle with your forefinger and thumb, and presidents use it and everything. In France it means worthless, zero. They’re making a zero. Makes sense. I took a hotel room one time. The concierge says “How’s your room?” I flashed him the OK sign. He said the guy’s saying, “It’s worthless. It’s zero.” He got angry with me.

In Japan it means money—the shape of a coin. So you could be talking with a Japanese businessman and say, “Let’s sign the contract” and you flash the OK sign. He could see the symbol for money. It’s possible he could say, “Does he want a bribe? Is this a subtle
way of saying he wants money?” And in certain countries like Brazil, where President Nixon did it, it’s a terribly rude gesture.

**Interviewer:** Is there one gesture from around the world, in all your studies, you’ve seen that you’d like to see incorporated in North America?

**Axtell:** Well uh, here’s one, there’s the only universal one, the only one that is common throughout the world that is never misunderstood, and that’s the smile. And I find that kind of nice. That’s kind of reassuring. You should arm yourself with that one and use it as much as possible.

**Interviewer:** And you can do it left-handed or right-handed.

**Axtell:** That’s right. Upside-down or whatever. And it won’t get you into trouble. In fact, it will get you out of trouble.

**Interviewer:** OK. I’m going to stick with a smile, Roger. Thanks very much for joining us today.

**Axtell:** I’ve enjoyed it. Thank you.

**Chapter 7**

**Listening 2**

**Announcer:** It’s been called the copy fight. On one side we’ve got people who think that we need stronger copyright to prevent the theft of their property, the expression of ideas. On the other are those who think that we need, if anything, less regulation of copying. They want us to be able to make the most of the new tools of creation and communication that the Internet age has given us. A major shot was fired in this fight earlier this year when the government of Canada introduced a new copyright law—Bill C-61. It’s a complicated law, but its chief aim is to control what people are doing with movies, books, music, and other kinds of art on the Internet. The main target of the law is file sharing—the illegal copying of music and movies by millions of people on the net. This is a huge issue for the entertainment industry, because as far as they’re concerned for the past ten years they’ve been the victims of theft on a massive scale.

**Graham Henderson:** We have a nation where people take things that they should be paying for. Here in Canada we have an unusually acute incidence of file sharing, and what that’s translated into is a loss of jobs and compromised artistic careers.

**Announcer:** Graham Henderson is the president of the Canadian Recording Industry Association. It’s the trade group that represents the interests of the major international
record labels like Sony and EMI and Universal, as well as some independent Canadian labels.

**Graham Henderson**: I think the holy grail is to reach an environment where we go back to some sort of sanity, where, you know, there is some sort of digital rights morality. A friend of mine has often said that we wouldn’t need digital rights management if there was digital rights morality, if people just behaved reasonably.

**Announcer**: But there is a growing movement of people who believe that this isn’t about what the entertainment industry thinks is reasonable. They think that these new laws are exactly the wrong way to go in the Internet age. And these people aren’t just copyright pirates, anxious to defend their free ride. They are a diverse crowd of Internet pundits, cultural critics, lawyers, and ordinary citizens. Some of them are creators themselves, musicians, and film makers and writers. These are some of the people that copyright is supposed to protect. And they are saying this is not the kind of protection they need. Take science fiction writer, Eric Flint.

**Eric Flint**: I make my entire living as an author. My livelihood depends on royalties. So I’m saying as someone who depends on this copyright for a living, I’m just saying flat out that these laws are absurd.

**Announcer**: Eric Flint and other critics of the direction copyright is taking are convinced this isn’t really about illegal downloading of music and movies. Copyright determines who owns and controls the expression of ideas. And Eric Flint thinks copyright laws like these are part of a major shift in who owns ideas.

**Eric Flint**: There is a sort of intellectual land grab going along all over the place, with corporations wanting ever more extensive and stringent and harsher laws governing intellectual property, in general. It’s true of patents. It’s true of copyrights. It’s true of trademarks. They are purely there for the benefit of giant corporations.

**Announcer**: So we’re at an interesting turning point in our culture, perhaps even a kind of a crisis. Technology is changing almost everything about how we use and share information of every kind—writing and music, video, everything. And whole new forms of expression are being invented as well, like blogs and podcasts and mash-ups. There are more opportunities to be creative and more ways to experience all that creativity than ever before, and of course, there is also the potential for vast amounts of money to be made from all this. Now when you reach this kind of a crisis, it’s often useful to try and figure out just why it’s happened. What’s at the root of this debate? Why do we have copyright and just what do we want it to do? So let’s go back to the beginning, back to England at the turn of the eighteenth century and what’s considered the first modern copyright law.
Man: The Statute of Anne, established by Parliament in the year 1710, an act for the encouragement of learning, by vesting the copies of printed books in the authors or purchasers of such copies during the times therein mentioned.

Announcer: Now the significance of the Statute of Anne is that it established a new set of principles around writers and their work. Support for writers before this had come through a mish-mash of publishers’ monopolies and patronage from the aristocracy or the church. But with this new law two important principles were established. The first was how writers should be paid. They were granted the exclusive right to copy their works and then sell those copies, for a limited time, of course. The second principle was why they were given this copyright. It was simple—to encourage learning. The public had an interest in the progress of knowledge and the development of culture, so to motivate writers and artists to add to the public domain, Parliament established this temporary right. Eighty years later, this principle was laid out again in the constitution of a newly established North American nation.

The constitution of the United States basically endorsed the principles laid down by the British decades before. But James Boyle, a professor of law at Duke University and an expert on copyright and intellectual property says this was still a controversial issue. That’s because the framers of the Constitution were concerned about giving anyone exclusive rights over knowledge and the expression of ideas.

James Boyle: If you think of yourself in the position of the framers of the American Constitution, they knew, very early on, that they needed to be a knowledge importing society; they knew to engage in what we would call development. They thought if it in terms of the progress of enlightenment. And so they actually talked, they had wide-ranging discussions about ways of encouraging this—should they for example give land grants to inventors or to encourage people to come to this country and bring their tacit knowledge? And they debated that at great length because they were extremely concerned about monopolies. They thought that monopolies were highly dangerous. They thought that they corrupted the state. And so, they ended up saying—yes, Congress has the power to create these exclusive rights—copyrights, patents—but, only for limited times and they have this clause in there, which is, that it has to promote the progress of science and the useful arts. So this idea that we’ll allow Congress to create these exclusive rights, but the framers did so with this real fear, a fear rooted in their experience of the English crown and its habit of handing out monopolies that were probably not related to progress, monopolies over playing cards, say, which were just designed to enrich the cronies of the crown.

Announcer: So what’s fascinating about this is that the law makers who established these creators’ monopolies clearly thought they were a kind of necessary evil. They thought that creators shouldn’t own their works the way they owned their land and their furniture and their livestock. In fact, these written ideas really ought to belong to the
public. Copyright was really a kind of a bargain—a way to hire smart and creative people at a reasonable rate to contribute to the public domain of ideas. Now let’s fast forward through two hundred years of history and the landscape has changed dramatically. Copyright today has vastly expanded in what it covers and how long it lasts, and in how much money can be made from it. It’s become much less like a temporary license granted to creators and much more like ordinary ownership. It’s even called intellectual property.

The thing is that we are supposed to be in a knowledge economy, an information society. Our ability to make ideas is supposed to be more important now than our ability to manufacture textiles or steel or plastic. Now lots of people assume that a knowledge economy means that the only way to make money is by buying and selling ideas, but law professor James Boyle thinks that might be the wrong way to think about this.

**James Boyle:** The fact that we’re, we so obviously are, in an information society and are moving to be more in an information society, doesn’t in and of itself provide a reason why we need more intellectual property rights. We could just as well say: Wow if you’re moving to an information society, you are going to need the maximum free circulation of information that you can. You are going to want to be really careful about designing your intellectual property rights to make sure that you can still build the knowledge networks on which your future innovation depends, and the last thing you’d want to do is clog up the channels of creativity by scattering patents and copyrights on them like landmines, which would then require the services of the people I train, lawyers, for innovators and cultural creators to navigate. And that would be a crazy way to move into an intellectual, into an information society, so the mantra that says, we’re in an information society, simply provides no basis whatsoever for saying, and therefore we need stronger rights. It simply means this stuff is really important so we need to focus carefully on balance, on the question of what kinds of rights and what kinds of limitations we need. More rights will not automatically help us. Obviously, if we patented the alphabet, for example, or E=MC2, that doesn’t help. That’s a *reductio ad absurdum*, but it shows that this is a matter of balance, not simply a matter of pushing the sliders all the way to the stops on property.

**Announcer:** As Stephen Page suggested what this is really about is control—the control that copyright holders had until the Internet and all these copying technologies emerged on the scene. What we might want to remember though, is that this control isn’t really something that copyright holders have to give or take away. Remember the central idea behind copyright used to be that the natural place of creative expression is in the public domain. Copyright is something that, we, the public, have granted to creators on a temporary and limited basis. What we need to remember in this debate is that we own these ideas. We’ve just given copyright holders a license to use them.
Chapter 7
Pronunciation: Information Focus and Intonation

Male: What are you doing?
Female: I’m taking a break.

Female: You mustn’t drive without a licence.
Male: I got my licence yesterday.

Male: Is it rude to use this gesture?
Female: No, it’s just fine.

Female: Do you speak any other languages?
Male: Yes, I speak French.

Chapter 7
Pronunciation Activity 1

Copyright is a controversial issue.
They want us to make the most of the new tools for communication.
File sharing is the illegal copying of music and movies.
The entertainment industry believes that they are the victims of theft.
Copyright determines who owns and controls the expression of ideas.
Staring at people is considered impolite.
Etiquette and manners differ from country to country.
Is it rude to use a cellphone in church?
Do corporations want to own intellectual property?
Does Eric Flint’s livelihood depend on royalties?
Do people buy and sell ideas to make money in an information society?
Will stronger copyright laws help build a knowledge economy?
Do you think that copyright laws are a necessary evil?

Chapter 7
Pronunciation Activity 2

Andrew: You look exhausted.
Bianca: I went to a party last night.
Andrew: What kind of party?
Bianca: A birthday party.

Server: What’ll you have?
Server: Do you want any cream cheese?
Customer: No, thanks.
Server: Anything else?
Customer: Coffee, please.

Chapter 7
Pronunciation Activity 3

What’s the matter with you?
How about Friday morning?
It’s more important than verbal language.
Do you believe in it?
Did he look the principal in the eye?
I don’t feel safe anywhere.
Do you want me to look at the ceiling when people are speaking?
Men don’t hold hands with each other.
How far should he stand?
Is there anything else to stare at?

Chapter 7
Pronunciation Activity 5

Andrew: Copyright is a controversial issue.
Libby: True, but is it the most controversial issue?

Serena: They want us to make the most of the new tools for communication.
Jeff: Do they expect everyone to do that?

Alex: File sharing is the illegal copying of music and movies.
Frank: What do you call the legal copying of music and movies?

Henry: The entertainment industry believes that they are the victims of theft.
Rosalie: But they don’t know that they are the victims of theft.

Brad: Copyright determines who owns and controls the expression of ideas.
Fred: I don’t know how anyone can own ideas.
Chapter 7
Pronunciation Activity 6
Part 1

I found some useful information and some useless information.
He’d like a glass of red wine and I’ll have white wine.
He has a terrible headache, not a stomach ache.
He told me he had some good news and some bad news.

Part 2

We live on the twelfth floor, not the twentieth floor.
They spent hundreds of dollars, not thousands.
He believes in freeing the expression of ideas, not controlling it.
People are free to both express and experience creativity.
The public, and not the creators, should own ideas in an information society.
Both teachers and students need to be responsible.
It’s against the law to steal and to cheat.
Robin went to London, Ontario, but I went to London, England
Under the law in Canada, men and women are treated equally.
Both her brother and her sister are famous actors.
Both Canada and the USA are democracies.
Both Toronto and New York have stock markets.

Chapter 7
Pronunciation Activity 8

Man: Her birthday is on January thirtieth.
Woman: Really? I thought it was on January thirteenth.

Woman: Toronto is the capital of Canada.
Man: Are you sure? I think Ottawa is the capital.

Woman: The OK gesture is rude in the USA.
Man: I don’t so. I think it’s fine in the USA.

Man: Staring at people is polite in Canada and the US.
Woman: Come on! It’s rude to stare in Canada and the US.
Chapter 8
Listening 1

Interviewer: The Calgary Zoo welcomed the newest member of its family early yesterday morning. An Asian elephant was born to 17-year-old Maharani. This is the second time Maharani has given birth. Her first baby died at the age of three weeks after being rejected by Maharani. Animal rights organizations are vocal about elephants, claiming they should not live in captivity. Rob Laidlaw is the executive director of Zoo Check Canada and he joins me on the line.

Good morning.

Rob Laidlaw: Good morning

Interviewer: Well Rob first of all if I could get your reaction to this birth.

Rob Laidlaw: Well I don’t think it’s a cause for celebration. Certainly if the calf survives, which is highly unlikely, it’ll be an attraction for the zoo at least for a period of time, but I think the prospects and the quality of life that the elephant faces is not good, so I don’t think it’s a cause for celebration and it’s certainly not, as the zoo claims, a big victory for conservation.

Interviewer: We’ll get… we have a clip from the zoo which we’ll play in just a moment, but I wanted to touch on the fact that the Calgary Zoo recently did open Elephant Crossing and it’s a much bigger home for these elephants and I wonder what you think about their efforts to improve the facility there?

Rob Laidlaw: I think it’s very misguided. They spent I believe somewhere in the neighbourhood of ten to twelve million dollars to expand their exhibit two or three times to its now current size but you have to remember that the original exhibit was microscopically small when you look at it in terms of an elephant range in the wild, even at the low end of the scale. So they basically built a new exhibit at a very high cost that’s only marginally better than what was there before. It’s still grossly undersized and nowhere near as complex. It does not provide the space that elephants need. They should have been spending that money building something offsite that’s much larger or sending their elephants elsewhere.

Interviewer: Now the Calgary Zoo bred Maharani obviously a second time after her first calf died. She conceived quite quickly and I just want to put this to you, to what extent can that fairly quick conception be viewed as a sign of a fairly happy, stress-free elephant?
Rob Laidlaw: Breeding is never a sign of welfare. Uh, as you know in humans and all kinds of other animals, breeding and sex is a very powerful drive and it often overrides other things. We see animals and people breeding in the most horrendous conditions possible. So you can never equate breeding with welfare. Many animals breed in the worst of conditions. I think you have to also look at the fact that the animals are living in an unnatural social context. That mother didn’t have “allo-mothers” to help her. In the wild the aunts, the sisters, the grandmothers, all of the members of the family would help raise that calf. That didn’t occur with the first calf and may not occur with the second one either.

Interviewer: Yesterday on The Home Stretch, Jeff Collins asked the Calgary Zoo spokesperson, Kevin Strange, what the zoo is planning to do differently this time.

Kevin Strange: Well you can bet we really looked over our protocols after the last experience. And we… and every experience informs our practice and makes us a little bit better the next time around. But we were quite happy with how we handled the situation last time. But the calf had an infection. This time though we have a new building with a calving… with a birthing corral. We have a larger building where we can manipulate the rest of the herd so we can make the environment more comfortable, more flexible. And since the last birth the keepers have been working on boosting Rani, Maharani’s confidence and independence so that she feels good about the changes that are happening to her and that all seems to be working fairly well in our favour this time.

Interviewer: To pick up on that too…the Calgary Zoo has a significant conservation, outreach and research program. Money is donated to helping elephant herds survive in their natural habitats. Could it not be argued, Rob, that giving the public a chance to see the elephants up close even in the zoo setting results in a lot of donations and support for trying to save the species?

Rob Laidlaw: No that’s the trickle-down theory that’s constantly promulgated by the zoo industry but I think if you look at it in detail, you’ll find that it just doesn’t hold water. And in fact if you talk to the people in the field, the people working with African elephants on the savannah or in the forest, or with Asian elephants, dealing with habitat fragmentation and human elephant conflict, they’ll tell you that the contributions from the zoo world are minuscule, and that captive breeding which is the primary vehicle that zoos claim to be doing, in terms of conservation of elephants, is an almost useless strategy for helping elephants. I think the whole thing is a sham and I think elephant breeding more than anything else really shows the zoo world’s putting the con in conservation.

Interviewer: You know, I suppose of course there would be many people that would argue that. I know… (I) grabbed a column out of the Seattle Times written this past month….. (It) begins when an elephant roams free it gets shot, not just its tusks but its
whole face gets cut off to simply supply the illicit ivory trade, this goes on and talks about elephants dying in the wild at the rate of a hundred every day. We know the Calgary Zoo does a lot of work towards conservation education. Do you not buy into the idea that there is some benefit to that?

**Rob Laidlaw:** I think the benefit is grossly overstated by the zoos because it’s in their self-interest to do so. I think that zoos can, in theory, play a part but most don’t and those that do, with very few exceptions, don’t do it very well. I think you have to really examine this closely and not accept what the industry says at face value. You have to look far deeper than that. With regard to elephants being shot in the wild, that’s not true in all areas. Since the ivory trade was banned in 1989, elephant populations have surged in south African countries and Kenya, elephant populations are growing. They’re stable throughout some of the south east Asian range states uh...and elephants breed quite well in the wild. They breed well in timber camps in Asia. There’s no need to breed them in other countries. So I think all of the claims that zoos make about elephants and about their dire circumstances in the wild have to be examined far more closely.

**Interviewer:** In a perfect world according to your organization, Zoo Check, what has to happen for you to be satisfied?

**Rob Laidlaw:** I think the basic premise that we work from is that if you are going to have animals in captivity, put aside philosophy, and just look at their biological and behavioural needs. If those can’t be satisfied then you have to question whether those animals are appropriate for keeping in captivity. In the case of elephants we don’t think that in most circumstances, certainly not urban city zoos, those needs can be satisfied and that’s really the bottom line. It’s not whether there should be zoos or not. It’s the needs of the animals.

**Interviewer:** Well thanks for checking in with us this morning.

**Rob Laidlaw:** Thank you very much.

**Interviewer:** Rob Laidlaw is the executive director of Zoo Check Canada.

---

**Chapter 8**

**Listening 2**

**Paul Kennedy:** Welcome to *Ideas.* I’m Paul Kennedy.

The last big energy crisis was in the 1700s in England when they started running out of wood to burn. Between two and three hundred years ago, the last big English forests were cut down and the price of charcoal for making iron went through the roof. Even firewood
for cooking and heating became horribly expensive so the British started burning coal instead and stumbled into the industrial revolution. Coal was so much better as fuel and so much cheaper, that iron and the machines you could make from iron became affordable. Britain became the world’s richest country and dominated the world, while in North America and most of Europe where they hadn’t cut down all their forests yet they went on burning wood and didn’t really industrialize for two more generations. So there is something to be said for having your crisis early. We’re having one now and this time what we are going to run out of is food. The principal reason for this current crisis, as usual, is the solution to the last crisis. Burning fossil fuels turns out to have a very bad effect on the climate. We have to switch our energy supply once again and the countries that react fast may do quite well out of it. As for some of the others, God help them.

In episode two of “Climate Wars”, Gwynne Dyer looks at what climate change will do to the food supply if the warming gets out of control and how changing the way we produce energy could keep it under control. The rewards for getting it right are very high and the cost of getting it wrong is even higher. Here’s episode two of “Climate Wars.”

**Gwynne Dyer:** I’m Gwynne Dyer. There’s a new phrase we are going to have to learn: *climate refugees*. I saw my first ones last year. One of my sons had come over to London with his family for Christmas and afterwards we all went south for a little sun to Tenerife in the Canary Islands. And we did have a nice time—warm weather, a spectacular volcano, surprisingly good diving. But down south on the tourist beaches three times during our ten days there, boats full of Africans sailed or drifted onto the shore right among the sunbathers. In one of the boats everybody was dead. The other two were a mixture of the living and the dead. Trying to cross several hundred kilometres of open ocean from West Africa to the Canaries in small boats that are packed to the gunnels with people is a dangerous business. But the would-be immigrants to the European Union keep coming. Forty thousand made it alive last year and God knows how many died at sea. There is a similar migration going on across the Mediterranean from North Africa to southern Italy with a similar death toll. There’s a huge flow of people out of Bangladesh into India and many of them are definitely climate refugees. The land they used to farm down south on the coast has been washed away by rising sea level and storm surges. There’s the regular flow of Mexicans and Central Americans across the US border in search of work. Since these are all people moving from relatively poor countries to richer ones they are all classed as economic refugees, but already a lot of them are really climate refugees, the advance guard of a massive human migration that is going to change the face of the planet.

**Michael Klare:** One of the most obvious effects of global warming that affect that United States and Europe too will be desertification to the south. In the United States’ case in Mexico and Central America, the Caribbean; in the case of Europe, in North Africa and the Middle East.
Gwynne Dyer: Michael Klare is a professor of Peace and World Security Studies at Hampshire College in Amherst, Massachusetts. He is also the defense correspondent for *The Nation*, one of the major political weeklies in Washington.

Michael Klare: I have no doubt this will produce tens, hundreds of millions of environmental refugees fleeing north. Now one response we already have in the United States is to fortify the US-Mexican border and there will be calls for the US military essentially to become border guards and to forget about intervention abroad and to bring the troops home, put them on the border, to keep out the Mexicans. So...this will be an intense political dispute in the United States. And I think you will have the same thing happening worldwide.

Gwynne Dyer: The destination countries are already taking defensive measures. The European Union is organizing naval patrols to turn the refugees back and trying to bribe the countries of departure to stop them from leaving port. India is building a three-metre high fence along the full length of its 4000-kilometre border with Bangladesh to stop the flow from there. Even the United States is reconsidering its *de facto* policy of letting enough border crossers slip through to ensure an adequate supply of cheap stoop labour for American farmers.

Patty Romero Lankao: There is already some level of concern among scientists, the academic sector, policy makers, and a minority of groups. It’s terrible to say that but there are other more pressing concerns in Mexico like survival.

Gwynne Dyer: Patty Romero Lankao is a Mexican sociologist working at the National Centre for Atmospheric Research in Boulder, Colorado. She studies the human implications of climate change and she helped to write the human impact section in the most recent report of the Intergovernmental Panel on Climate Change. The IPCC is the main international body under the United Nations that produces forecasts on the scale and speed of climate change and on its impacts on people.

Patty Romero Lankao: The point we made in our IPCC report is that climate change cannot be analyzed in isolation from development. It’s related to development. And if we don’t see it that way we will make big mistakes. Mexico is already facing lots of stresses—social, economic, open markets. People are migrating because of those reasons. Add to that climate change and you have a bomb.

Gwynne Dyer: There are about two hundred million people in Mexico, Central America, and the Caribbean. And all the climate predictions say that their region will be afflicted with severe droughts, interspersed, of course, with bigger and more destructive hurricanes. As the warming proceeds, it is going to get harder and harder to make a living from farming in these countries. So where will desperate Mexicans and Central Americans go? They will follow the well-beaten path and head north.
Are you starting to see a pattern here? Countries closer to the equator run into big trouble early in the warming process. Countries that are further away from the equator, closer to the poles, do much better in the early stages of climate change. The crude formula is your most dangerous neighbour is the one who lies between you and the equator. So the Americans worry about Mexico, and Canada should probably worry about the United States, which is near enough to the equator to take some big hits early on. But what drives all this? Why do countries further away from the equator come off better? And why is it all about food?

**Lester Brown:** As I’ve researched, I’ve gone back and looked at earlier civilizations and the interesting thing is that almost all of the early civilizations that declined and collapsed, it was something that affected the food supply that brought them down. And I asked myself, could that also be the weak link in our early 21st century civilization?

**Gwynne Dyer:** Lester Brown is the grand old man of the American environmental movement. Trained as an agricultural scientist, he founded World Watch in 1974 and he created his present base, The Earth Policy Institute, in 2001. He’s been worrying on our behalf for many years and these days he worries mostly about food.

**Lester Brown:** In seven of the last eight years, world grain production has fallen short of consumption and that can happen only if you can draw down stocks.

This measure of how much grain you have in the bin just as the new harvest comes in is really the most basic food security measure. I mean ever since agriculture began the goal always is to produce enough to make it to the next harvest. And in times of shortage the risk is that people will eat their seed and they won’t have another harvest.

**Gwynne Dyer:** Eating is a non-negotiable activity. If you stop, your carbon footprint goes to zero very quickly. But in the developed world we feel so secure about the food supply that most people don’t even think about it. That is probably going to change.

We don’t know how lucky we are. We started burning fossil fuels two centuries ago and ended up creating a high energy civilization bigger and richer than anything known before. But if it had grown just a little faster or if the industrial revolution had spread to more countries earlier, we might have hit this crisis about greenhouse gas emissions fifty years ago when there were still no major alternatives to fossil fuels available. So be grateful. At least history unfolded in a way that held the crisis off until good alternative energy technologies were available. There are lots of them now. And we already replace practically all of our energy generating plants about every fifty years. All we have to do is double the speed with which we replace them and the job is done. But the fact that it’s doable does not mean that it will be done. That’s a political question, not a technical one, so the answer is a lot more slippery.
Just in case you’re feeling cheered by what you’ve been hearing I’ll tell you what I think. I think it won’t get done in time. We won’t make the deadlines. We’ll slide past two degrees hotter and into major feedback territory. We’ll end up flirting with runaway irreversible warming. Because the technologies work pretty well, but the politics works a lot less well. Dennis Bushnell.

**Dennis Bushnell**: Some people think it’s too late already. This thing is going to run out. Other people think we might have ten years because there’s a huge wait and see associated with all of this. That’s why people think that it may already be too late.

---

**Chapter 8**

**Pronunciation**

Those people are refugees.
If a person is a refugee, he or she is protected by many governments.
Human rights are important in modern society.
If human rights are important, we need to protect them.

---

**Chapter 8**

**Pronunciation Activity 1**

If you are worried about climate change…
Some people say we still have ten years …
It’s too late already.
Your most dangerous neighbour …
Britain became the world’s richest country and dominated the world.
Since these people are moving from poor countries to richer ones …
As the warming proceeds…
The destination countries are already taking defensive measures.
They will follow the well-beaten path and …
If all the ice melts in the Arctic…
Due to overfishing, there has been a reduction of fish stocks.
Once the climate warms up three or four degrees…
In the Arctic, seals are hunted for their fur and meat.
As soon as North America runs out of water…
Chapter 8
Pronunciation Activity 2

Where there’s a will, there’s a way.
You never know until you try.
Where there’s life, there’s hope.
When something affected their food supply, civilizations often collapsed.
Many refugees drowned while trying to cross the Mediterranean Sea.
We started burning fossil fuels two centuries ago and ended up creating a high-energy civilization.
Global warming is going to cause wars because some countries will suffer a lot more than others.
Just because it’s doable does not mean that it will be done.
If there are severe droughts, people will not be able to make a living from farming.
He reports about what climate change will do to the food supply if the warming gets out of control.
Canada has resources, whereas the USA has money.
North Americans are better off than South Americans.
As global warming proceeds, winters in Canada will become warmer.
Once the industrial revolution took hold, Britain became richer and more powerful.

Chapter 8
Pronunciation Activity 3
Part 1

Do you want to see a movie about global warming or about refugees?
Will the earth’s temperature rise by two degrees or five degrees?
Would you rather live in the city or the country?
Should we ride bicycles or drive cars?
Which do you want to hear first—the bad news or the good news?

Part 2

Would you rather be wise or wealthy?
Should we go to a concert or to the theatre?
Would you like a glass of wine or some beer?
Do you want to work in a small company or a large one?
Which do you like better, the book or the movie?
Did you say it was 10:50 or 10:15?
Which would you rather visit, California or Hawaii?
Do you feel like walking or driving?
Would you rather marry for love or for money?
Who do you think is more handsome, Brad Pitt or George Clooney?

Chapter 8
Pronunciation Activity 4
Part 1

She visited Asia, Africa, South America, and Australia.
We want to learn the forms, the meanings, and the uses of the modals.
They’ve bought furniture, appliances, carpets, and plants for their new house.

Part 2

Helen wants to study Mathematics, Physics, Chemistry, and Biology at university.
Andrea bought new scarves, purses, gloves, and jewellery.
We need potatoes, carrots, spinach, broccoli, and lettuce.
I’d love to visit Argentina, Brazil, Peru, and Uruguay next year.
John has never liked soccer, baseball, hockey, or basketball.

Chapter 8
Pronunciation Activity 6

A: I’m renting a place in Toronto.
B: Where?
A: In Scarborough.

A: I’m renting a place in Toronto.
B: Where?
A: In Toronto.

A: I’m going out to eat.
B: Where?
A: McDonald’s

A: I’m going out to eat.
B: Where?
A: Out to eat.
Chapter 8
Pronunciation: Thought Groups

It’s not difficult / to conserve resources / and protect the environment.
Man is responsible / for polluting the earth / and destroying species.
How much more destruction / can nature/ and the environment bear?
There are many things / we can do / to preserve the balance of nature / and the environment.