

# Audio Script

## UNIT 1

### Page 10, Listen, Exercises B and C

**Counselor:** Hello, Ruben. Come on in and have a seat.

**Ruben:** Thank you.

**Counselor:** So, you want to explore some career options—is that right?

**Ruben:** Yes. I haven't decided on a career yet. I've been thinking about going to school to become a chef.

**Counselor:** So, you enjoy cooking.

**Ruben:** No, not really. But right now I work in a hotel restaurant as a waiter. I'm friends with the chef. I found out that he makes a lot more money than I do, and that chefs at top restaurants make a lot of money. And I thought learning to cook might be easy.

**Counselor:** But you're not good at cooking now. . .

**Ruben:** My sandwiches are OK. But no, not really.

**Counselor:** Well, what *are* you good at?

**Ruben:** I guess I'm good at math. I'm good at working with all kinds of co-workers, and I'm good at dealing with customers. I think I have good interpersonal skills. . .

### Page 11, Practice, Exercise B

**Counselor:** Well, I think there might be jobs that are a better match for you than a job as a chef. Tell me more about yourself.

**Ruben:** Well, I'm a student, Colombian, single. . .

**Counselor:** OK. But what are some of your personality traits? What are some *adjectives* you'd use to describe yourself?

**Ruben:** Oh. Well, I'm honest. For example, sometimes customers leave things in the restaurant—like purses or wallets or cell phones. I always try to find the owner. And I'm cooperative. If another waiter is busy and I'm not, I pour water and coffee for his customers.

**Counselor:** Your bosses and colleagues must like you.

**Ruben:** I hope so. . . I like to have good relationships at work. I'm always friendly with new staff; I try to teach them everything they need to know. And I make people laugh—I tell jokes when things get too serious.

**Counselor:** Um-hmm. So you're extroverted.

**Ruben:** Yes, I guess you could say that.

**Counselor:** You said earlier that you have good interpersonal skills. . . What other things do people like about you?

**Ruben:** I'm optimistic. I don't know what career I want, but I believe it's waiting for me. And I believe I'll find it. I guess I believe in luck. I'm intuitive. When I find the job that's right for me, I'll just *know*. I trust my feelings when I make decisions.

**Counselor:** Well, you'll make some decisions soon enough. Let's schedule some tests for next week. Talk to Linda, my secretary. She'll set up the times.

**Ruben:** OK. Thank you.

### Page 18, Listen, Exercise A

**Counselor:** Hi, Ruben. How has everything been going?

**Ruben:** Great. Thanks.

**Counselor:** So tell me what you've done since I saw you last.

**Ruben:** Well, first I looked online for descriptions of jobs in the hotel industry. Second, I met with my manager to talk about careers with our hotel. Then I had an informational interview with the catering manager in my hotel. It was really helpful. Hotel catering didn't really sound that interesting or challenging—and I don't think hotel-catered food is so good. During the informational interview, I asked our catering manager if he'd ever thought about starting his own business. He said no, but he offered to contact someone with a catering business in another city to see if she might talk with me. Oh—and I also went to the library and got the names of places to contact about starting a small business.

**Counselor:** That's incredible, Ruben. . . It sounds like you have an idea for a new career.

**Ruben:** Yes, I think I've made a decision. I want to own a successful catering business someday.

### Page 18, Listen Exercise B

**Counselor:** Well, Ruben, I don't want to discourage you, but starting and running a business could be very difficult. You'll have to spend some time preparing.

**Ruben:** I know. It may take several years.

**Counselor:** It's important for you to plan a very clear career path—steps that will move you toward your long-term goal.

**Ruben:** Well, first I need to pass my last ESL class.

**Counselor:** What's step two?

**Ruben:** I'm not sure. I'll probably keep working at the hotel and save money.

**Counselor:** Well, do you want to stay in your current job at the hotel?

**Ruben:** No. Maybe, I should switch to the catering department, and change to full-time. I could save more money and take culinary arts classes at night.

**Counselor:** Well, you would learn cooking techniques in culinary arts classes, so that makes sense. So your second step has two parts: You're going to take a class and you're going to continue working at your hotel, but full-time, and in the catering department.

**Ruben:** Yes.

**Counselor:** Well, running a business requires management and accounting skills.

**Ruben:** I know. Maybe I could get a promotion to supervisor in the catering department. I could learn a lot that way.

**Counselor:** I suggest talking with the catering manager to find out if that might be possible. Becoming a supervisor might be a good third step.

**Ruben:** And my fourth step could be to become a manager—either at my hotel or at another hotel. And at the same time, I could collect more information about starting a small business. After getting enough training and saving enough money or getting a loan, my fifth step would be to open my catering business near the campus.

**Counselor:** Well, plans can change, but this sounds like a good start.

**Ruben:** Yes. And I'll finish with a successful business here in this city!

## UNIT 2

### Page 32, Listen, Exercise A

Hello. I'm Dr. Williams from Career Courage—an employment counseling agency. I'm here to talk about do's and don'ts for job interviews.

Answers to interview questions are important, but so are other things. First impressions are very important. So dress appropriately for the job you want. For example, you can wear jeans for a construction job interview, but wear business clothes for an office job. If you're not sure what to wear, be conservative. Always be clean and well-groomed. Don't wear heavy perfume or cologne. Ladies, don't wear too much jewelry.

Body language is important. It should indicate that you are interested, but relaxed. Sit and stand up straight. Use a firm handshake, and smile when you meet your interviewer. Look at your interviewer, make eye contact when he or she speaks, and smile and nod to show that you are listening. Don't make nervous movements, such as tapping your fingers or your feet.

Your voice is important. Speak clearly so that the interviewer can understand you—don't mumble! Your voice should indicate interest. Relax so that you don't sound nervous, and don't speak too quickly or too slowly. Don't use too many sounds like “uh” or “um.”

The way you address an interviewer is very important. Always use “Mr.” and “Ms.,” unless the interviewer indicates another preference. Say “please” and “thank you” if the interviewer offers to do something for you. Show respect by saying “Yes, ma'am,” or “Yes, sir” when your interviewer asks questions like “May I call your references?”

So appearance, body language, voice, and the way you address and respond to your interviewer are all important. Just a few other do's and don'ts: Don't bring anything except materials you need for your interview. And always turn off your cell phone before you walk into the building where you will be interviewed. Any questions . . . ?

### Page 33, Listen, Exercise D

#### 1. Beatriz

**Interviewer:** Have a seat, Beatriz.

**Beatriz:** Thank you.

**Interviewer:** I see in your résumé that you're getting a certificate in computer repair.

**Beatriz:** Yes. I'll get my certificate in six weeks.

**Interviewer:** I'm sorry. I didn't hear that.

**Beatriz:** I'm sorry. I'm getting my computer repair certificate in six weeks.

**Interviewer:** I see. And I see that you've been working at Computer Universe.

**Beatriz:** Yes. I work at the computer service counter three nights a week and on Saturdays.

**Interviewer:** You know it's a little hard to hear you with that air conditioner on. Did you say you work at the checkout counter?

#### 2. Said

**Interviewer:** Hello. You must be Said. I'm Dave Mathews.

**Said:** Hi, Dave! Nice to meet you.

**Interviewer:** Please have a seat.

**Said:** Thank you.

#### 3. Bruno

**Interviewer:** Tell me a little about yourself.

**Bruno:** Well, um . . . I'm studying to be a medical technician. . . . Uh. . . I work part-time at a home improvement store, . . . and, uh . . . I'm dependable and I have good interpersonal skills.

#### 4. Shin-Hae

**Interviewer:** Please sit down.

**Shin-Hae:** OK.

**Interviewer:** I'd like to start by asking you a few questions. I've arranged to show you around the office when we've finished.

**Shin-Hae:** Cool!

### Page 38, Listen, Exercise A

**Harvey:** Hello. You must be Iris Martinez. I'm Harvey Samson.

**Iris:** Hello, Mr. Samson. It's nice to meet you.

**Harvey:** Please come in and have a seat.

**Iris:** Thank you.

**Harvey:** Would you like some coffee or tea?

**Iris:** No, thank you.

**Harvey:** Tell me a little about yourself.

**Iris:** Sure. I've been taking courses at Hillsborough Community College, and I'll receive a certificate in accounting next month.

**Harvey:** And will you be available to start full-time work then?

**Iris:** Yes. I've been working evenings and weekends as an assistant manager at a supermarket. I'd like to give my supervisor two weeks' notice.

**Harvey:** How long do you plan to stay here if you're hired?

**Iris:** I've done a lot of research, and I am very interested in working here. I hope to continue in the job and grow with the company.

**Harvey:** What do you think is your greatest strength?

**Iris:** I think my greatest strength is my attention to detail. I keep sight of the big picture, but I focus on every task or problem I encounter, even very small ones. I make sure I don't miss anything. I double- and triple-check my math.

**Harvey:** And what would you say is your greatest weakness?

**Iris:** Well, sometimes I become so focused on my work that I might seem shy or unfriendly. But for the last few months, I've been making an effort to greet everyone at the beginning of my shift. And I've been taking a few minutes to help other staff members clean up before I do my bookkeeping and close the store at night.

**Harvey:** I see. Great. Do you have any questions?

**Iris:** When will a hiring decision be made?

**Harvey:** We'll contact you within two weeks. Thank you for coming in.

**Iris:** Thank you.

## Page 38, Listen, Exercise C

**Harvey:** Hello. You must be Liam. I'm Harvey Samson.

**Liam:** Hi, Harvey!

**Harvey:** I'm glad you took a seat. I was caught in a meeting. I'm sorry I'm late.

**Liam:** No problem.

**Harvey:** Would you like some coffee or tea?

**Liam:** Do you have decaf?

**Harvey:** Certainly. I'll be right back. . . . Here you are. I brought you some sugar and some creamer in case you want it.

**Liam:** Thank you.

**Harvey:** I see on your résumé that you've been working for Quality Exterior Home Repair for three years. Why do you want to leave your current position?

**Liam:** Really, I like my position. But I can't stand my new boss. He doesn't know anything about the business, and he's really an obstacle. He has no interpersonal skills whatsoever.

**Harvey:** It must be hard for you to work there. How do you handle the stress?

**Liam:** Well, my co-workers and I joke about him a lot. That helps.

**Harvey:** I see. So obviously, we can't call your supervisor for a reference. Do you have other references we can call if we get to the stage where we'd want to contact someone?

**Liam:** Uh, . . . a reference? . . . Um . . . I think one of my co-workers would do it. Would that be OK?

**Harvey:** We accept references from applicants' co-workers. But we only call references after we've made a decision about who we want to hire. I'll be talking with several more applicants, and we won't decide anything for a couple more weeks. If you'd like, you can e-mail or call Human Resources to provide the name of your reference. If you want to come with me, I'll get you the director's card on your way out. Do you have any questions?

**Liam:** No. Not right now. Maybe later. Do you have any information about the company?

**Harvey:** I'll get that for you on your way out, too. This way, please.

## Page 40, Practice

1. I've been working on my résumé.
2. I've been attending night classes.
3. My friend has proofread my résumé.
4. I've been applying for full-time jobs.
5. Miriam has taken classes in landscape design.
6. Sheena has finished all of her classes for her degree.
7. We've been studying all day for our math exam.
8. She's finally completed her applications for college.

## UNIT 3

### Page 47, Listen, Exercise A

#### Conversation 1

**A:** Person with the Honda Civic?

**B:** Yes, that's me.

**A:** Everything looks good. We changed your oil and we checked your other fluids. Your windshield wiper fluid was a little low, so we added a few ounces—just to top it off. We added air to your tires, and we checked your headlights. Your right headlight is out. Would you like us to replace that for you today?

**B:** How much will it cost?

**A:** Twenty-two dollars.

**B:** OK.

**A:** How are your windshield wipers working?

**B:** Fine.

**A:** OK. Well, we'll put that new headlight in. It should just take a few minutes.

**Question 1:** What is the situation?

- a. The woman had a problem with her car and brought it to a mechanic for repairs.
- b. The woman brought her car to a shop that does express oil changes and other car maintenance work.
- c. The woman is shopping at an auto parts store.

**Question 2:** What does the woman have changed or replaced?

- a. her oil and her headlight
- b. her oil and her windshield wipers
- c. her headlight and her windshield wipers

#### Conversation 2

**A:** Excuse me. Could I borrow your cell phone to make a call? I left mine at home, and my car won't start.

**B:** Sure. Do you have any idea what the problem is?

**A:** Well, it might be my battery. It could be dead. Last winter it died when the weather got cold.

**B:** Do you want me to try to jump-start it for you? I have the equipment in my car.

**A:** Oh, I do, too, in the trunk. But I don't know how to use it. Do you?

**B:** Yeah. I had to call a roadside assistance service a couple of times to jump-start my own car. I learned how to do it by watching them.

**A:** Well, OK. Thanks. I really appreciate it. Do you need me to do anything?

**B:** Just raise the hood for me, and then turn the key in the ignition when I tell you to. Don't pump the accelerator, though—just step on it once or twice. And if we get the car started, we'll run it for a few minutes. Then you should drive it for at least 20 minutes—out on the highway, if possible. And be sure to get your battery checked as soon as you can.

**A:** Thanks so much.

**Question 1:** What seems to be the problem?

- a. A woman's car won't start and her cell phone doesn't work.
- b. A woman's car has been dead since last winter.
- c. A woman's car battery could be dead, but she doesn't know how to jump-start it.

**Question 2:** If the car is jump-started, how long should it be driven afterward?

- a. for a few minutes
- b. for at least 20 minutes
- c. for as long as possible

### Conversation 3

- A:** I want to take our car in to the garage next week. Can you find a ride to work?
- B:** Sandra could probably take me. Is something wrong with the car?
- A:** I'm not sure. I hear a strange noise when it starts sometimes. Haven't you heard it?
- B:** No.
- A:** Well, I hope nothing's wrong. But I want to take it in anyway.
- B:** We shouldn't spend money on that car unless it's necessary. Remember, we want to get a new car next year.
- A:** I know, but if we keep it in good condition, we'll probably get more money for it when we trade it in. We're overdue for a tune-up, and besides, we're driving to visit your sister at the end of the month.
- B:** That reminds me. I also want to get a car adaptor for my MP3 player so we can listen to it on the way.

**Question 1:** What does the man want the woman to do?

- give him a ride to work
- find someone to take her to work
- listen to see if she hears a strange noise when the car starts

**Question 2:** What does the woman remember?

- She did hear a noise.
- There's something wrong with the stereo system.
- She wants to buy something.

### Page 47, Listen, Exercise B

#### Excerpt 1

Your windshield wiper fluid was a little low, so we added a few ounces—just to top it off.

#### Excerpt 2

And if we get the car started, we'll run it for a few minutes.

#### Excerpt 3

... if we keep it in good condition, we'll probably get more money for it when we trade it in. We're overdue for a tune-up, and besides, we're driving to visit your sister at the end of the month.

### Page 52, Listen, Exercise A and Exercise B (Step 2)

Good morning, everyone. Today I'm going to talk about what to do if you have an accident involving your car and another vehicle. I hope you never have this experience, but you need to be prepared. Basically, there are 10 steps you should follow. Take notes on these steps, because you will be tested on them.

Step number 1. What's the first thing you do if you hit another car or another car hits you? If it's safe and legal, stop your vehicle! Many people don't. But it's illegal to leave the scene of an accident. Stop immediately.

Number 2. Move your vehicle out of traffic. If you can, drive it to the side of the road. But this advice is only for our state. If you are driving in another state, you need to know the laws of that state. In some states, moving your car from the place where it stopped is illegal.

Step number 3. Turn off your ignition. Don't leave your car running. Make sure your car is turned off before you get out. And it's a good idea to take your keys with you.

Step 4. Make necessary phone calls. Check to see if anyone is badly hurt and if they are, call 911. Moving an injured person can be dangerous. Wait for an ambulance, trained personnel, and the police to arrive. If no one is hurt, call the police.

OK. The fifth step is to mark the scene of the accident with reflecting triangles. Do you all know what I'm talking about? Triangles with bright yellow or orange lines on them? Stand these on the road in front and in back of the area of the accident. This will help other drivers see the accident as they approach.

Step number 6 is to collect the names of all the people in the cars and all the people who witnessed the accident. Getting the names and phone numbers of witnesses is important.

Number 7 is a step that many people forget to take. Take notes. Include the date, time, and weather conditions. It's also a good idea to take a picture or draw a diagram of the accident.

Step number 8. Exchange licenses and insurance cards with the other driver. Write down the other driver's name, license number, insurance company, and policy number.

Number 9. This isn't really a step because it's not something you should do. It's something you should NOT do. Don't talk about who caused the accident. It isn't a good idea to talk about whose fault the accident is.

OK. This is the last step. And it's one you do a few days after the accident. A police officer will write a report about the accident. You should get a copy of the report. Call your local police department, and find out if they can send it to you or where you can go to get it.

### Page 55, Practice, Exercise A

**Rosario:** Hi, Hua-Ling. Can I ask you a question?

**Hua-Ling:** Sure. What's up?

**Rosario:** You have a car, right?

**Hua-Ling:** Yes. I share it with my brother. We just bought our car last year.

**Rosario:** Well, I'm going to buy a car . . .

**Hua-Ling:** That's great!

**Rosario:** Yes, but now I need to think about car insurance.

**Hua-Ling:** You sure do! It can be expensive. You know, it depends on the state you're in.

**Rosario:** Really? What about here in California?

**Hua-Ling:** Well, here the law requires you to have liability insurance for bodily injury and property damage.

**Rosario:** Oh, yeah. How much?

**Hua-Ling:** The minimum coverage you have to have in California is 15/30. That means that for each occupant in a vehicle who gets injured, the insurance will pay up to \$15,000 to cover the person's medical expenses. If more than one person is injured, it'll cover up to 30,000 in expenses, total.

**Rosario:** Is that enough? Medical expenses are so high!

**Hua-Ling:** I know. I work in a hospital, and the cost of medical care is ridiculous. That's why some drivers get more than the minimum. You may be personally responsible if the insurance doesn't cover everything.

**Rosario:** Are you serious? That's terrible.

**Hua-Ling:** I know. But the state only requires 15/30 for bodily injury. So it's up to you to decide if you want more.

**Rosario:** I see. And what about property damage? What's the minimum coverage for property damage?

**Hua-Ling:** That's only \$5,000.

**Rosario:** That's so little! So, if you wreck someone else's car, the insurance company pays them only \$5,000? Even if it costs them more than that to fix, or even if they can never drive it again?

**Hua-Ling:** Yup. That's why some drivers buy more than the minimum. You should definitely shop around. Check at least three insurance companies. And go to the California Department of Insurance website. Let me get the website for you . . . oh, here it is . . . it's [www.insurance.ca.gov](http://www.insurance.ca.gov). It has a lot of information.

## UNIT 4

### Page 66, Listen, and Page 67, Practice

**A:** I just read this amazing story in the paper.

**B:** Really?

**A:** Yeah. You know about the earthquake that happened last week in China?

**B:** Of course. I heard that about 50,000 people died. It's awful.

**A:** I know. It was horrible. Well, this story is about one of the survivors. This man, Mr. Liu, was a factory worker in a small town. Apparently, the earthquake struck on a Monday morning after people had gone to work or school.

**B:** Right. That's what I heard, too.

**A:** Well, anyway, this man, Mr. Liu, was trapped under the rubble of the factory after the earthquake on Monday, and no one knew if he was alive. But his 23-year-old daughter, Yuan, wouldn't give up hope. On Thursday night, she and some other people in their family were searching the rubble when they heard a muffled cry. She called out to him and he answered back and said he was thirsty.

**B:** Oh, wow. Thursday? That was the third day after the earthquake! So, did they get him out right away?

**A:** Well, no. The daughter first had to go for help, and it took the rescuers twelve hours to free him. He was under the rubble for a hundred hours! And the rescue was very dangerous because of the soldiers.

**B:** The soldiers?

**A:** Yes, the rescuers were soldiers. So if the soldiers took a wrong step or if they disturbed any piece of rubble in the wrong way, the whole building could have collapsed.

**B:** It all sounds terrible. I can't imagine what it must have been like.

**A:** They said that the reason he was rescued was because his daughter wouldn't give up hope. Let that be a lesson for all of us!

### Page 70, Listen, Exercise A

On August 29th, 2005, Hurricane Katrina hit New Orleans. Eighty percent of New Orleans was flooded when the levees failed. The government was criticized for its lack of preparation and its failure to respond quickly or effectively. There were no plans to evacuate people without cars, the elderly, or the sick. There were no arrangements for public buses to be used to get people out of the city. And there were no arrangements for bus or taxi drivers to stay and help in an emergency.

Many people without transportation were directed or taken to the Superdome, a football stadium in downtown New Orleans, but there wasn't enough water, food, medical care, or security there. After the hurricane, food, water, and medical supplies were available, but they were not distributed. People were told to leave pets at home. But there were no plans for their rescue after people were evacuated.

### Page 70, Listen, Exercise B

More than 1,800 people died, and there was more than \$81 billion in damages. What went wrong? Katrina might not have been such a disaster if there had been better planning. For example, there should have been plans to evacuate hospitals and nursing homes. Public buses could have been used to evacuate people without cars. And what about all of those poor people in the Superdome? There should have been police there to keep them safe. And people should not have been told to leave pets at home.

Since Katrina, better preparation, evacuation, and communication systems have been developed in order to provide better responses to events like Hurricane Katrina in the future.

### Page 71, Listen, Exercises A and B

Before you are told to evacuate, it's important to be ready.

Know where you can stay. It's best to stay with friends or family members outside of the emergency area, or know which hotel or shelter you'll go to.

If you have a family, decide in advance on a safe meeting place. It could be dangerous to come back to your house from work or school. If you have children, contact the school to learn its emergency plans. Learn different routes from your home and workplace to your safe place.

Plan for your pets. Arrange for them to stay with friends or relatives outside the emergency area, if possible. If that's not possible, call your local animal shelter to find out about pet evacuation plans in your area.

Make sure everyone in your family has the name, phone number, and e-mail address of a contact outside your state. You might not be able to make local calls in an emergency, because so many people are trying to call each other. But you can often reach a person in another state.

Prepare an emergency kit, especially if you plan to go to a shelter. FEMA, the Federal Emergency Management Agency, has a website where you can find out what to include in your kit. Basics include a battery-powered radio, a flashlight and batteries, food and medicine, disinfectant wipes to clean yourself, blankets, water, and baby and pet supplies.

If you have a car, try to keep half a tank of gas in it at all times. When your area is under a flood watch, fill your tank. During an evacuation, gas stations will be very crowded.

If you live in a house, protect your property. Bring in any outdoor items. Open your basement windows to let the water come in so that your basement walls don't collapse. Check government websites for more detailed information.

If you are ordered to evacuate, go immediately. Take your emergency kit and important documents, such as your passport and birth certificate, if you have them ready. Unplug electronic equipment and appliances, except your refrigerator and freezer. Shut off your utilities, such as gas and water. Lock your doors. If you have time, leave a note on your property or in your mailbox saying when you left and where you are going. Check TV or radio for the roads you should use to evacuate. Don't take shortcuts. Shortcuts could lead to blocked or flooded areas where you may not be able to get through. Don't drive through water. If your car breaks down in water, get out immediately, and move to higher ground.

For more information, check your federal, state, and local government websites.

Next week, I'll discuss what to do if you are not ordered to evacuate. It's also necessary to be ready to "shelter in place"—to be ready to live for three or four days without help and without leaving your home.

## Page 75, Listen, Exercises A and B

**Tania:** Hi, Nick. How are you doing?

**Nick:** Oh, I'm fine. What's new with you? I don't see you much anymore.

**Tania:** Oh, I've been busy. I'm still working at the airport, but my hours changed.

**Nick:** I hope you don't have to work the night shift.

**Tania:** No. I work 10 to 6. It's hard, because I don't have mornings, afternoons, or evenings completely free. And I can't be here when Greg gets home from school.

**Nick:** You mean he's home alone?

**Tania:** Just for a couple hours. And he's 12 and he's a responsible kid. But I still worry. I mean, what if strangers call? I don't want strangers to know he's here alone.

**Nick:** Why don't you tell him to say that you're busy? He should say, "I'm sorry. My mom can't come to the phone right now. If you want to leave your number, she'll call you back as soon as she can."

**Tania:** What if someone comes to the door?

**Nick:** You already have a peephole and a strong chain lock, right?

**Tania:** Yeah. I've told him to use the peephole before he opens the door.

**Nick:** Right. Well, if I were you, I'd tell him not to answer the door unless the person is a neighbor or friend he knows *really* well.

**Tania:** Sometimes it's friends that I worry about! What if his friends come over? They could get into all kinds of trouble without an adult around.

**Nick:** Could you make a rule that no friends can come over when you or another adult isn't home?

**Tania:** Maybe. He's pretty good about following rules.

**Nick:** He can always call me or come over to my house, you know, if he has any kind of trouble.

**Tania:** Thanks. Actually, I'd like him to call me if anything happens. But sometimes I can't answer the phone while I'm working. I'd like him to call me when he gets home every day, but sometimes I'm in meetings then.

**Nick:** Maybe you could have him send you a text message.

**Tania:** That's a good idea. And for emergencies, I'll give him your number. I worry about kitchen fires if he tries to cook.

**Nick:** Have you thought about writing a fire safety plan with him?

**Tania:** Hmm. We could talk about when and how to get out of the house, the smoke alarm, the fire extinguisher. I could make sure he knows how to call 911.

**Nick:** That's important. Tell him to give his location first, then his name, then the problem.

**Tania:** These are all great ideas. You know, I think I'll sit down with Greg and make a list of rules. I'll write contact numbers, and I'll include yours. We'll role-play different situations involving strangers and different emergency phone calls.

**Nick:** And talk to him about how he feels. He may not tell you if he's afraid or worried or bored or lonely, unless you ask.

**Tania:** Thanks, Nick. I'll do that. See you later.

**Nick:** Good talking to you.

## Page 77, Listen, Exercises A and B

### Conversation 1

**A:** Did you finish installing it?

**B:** Yes, I finally got it on. Here . . . try to open it.

**A:** I can't do it! How does this thing work?

**B:** You could try reading the instructions.

**A:** Come on . . . just *show* me! I need some cleanser to clean up that mess.

### Conversation 2

**A:** Are you finding everything you need?

**B:** I'm not really sure what I'm looking for. My sister and her family are going to visit. They have a son who's one and a half. I'm worried because some of our rooms aren't safe for him. And he could fall down the stairs . . .

**A:** Well, one thing I would definitely recommend is a safety gate. We have several models.

**B:** Do they work?

**A:** Yes! I used them when my own kids were young. Pressure gates aren't as secure as the type that you screw into the wall, but they won't leave holes in the wood of your door frame when you remove them. And you can move them from room to room. We have both kinds.

**B:** I'm not worried about the wood of my door frame. The safety of my nephew is more important. And I can buy more than one gate. I'd like to see the most secure gates you have.

### Conversation 3

- A:** Here. I brought you something. You told me that Jane hurt her fingers in a door last week. I was out shopping, and I saw these: doorstops and door holders.
- B:** What a good idea! I never thought of these.
- A:** I was in the drugstore, and I saw them.
- B:** How much were they? I'll pay you for them.
- A:** Oh, don't be silly. They just cost a few dollars.
- B:** Well, thanks. That was really thoughtful of you.

### Conversation 4

- A:** As you can see, we're very child-friendly and child-safe.
- B:** Yes, I can see that you take the safety of the children very seriously.
- A:** We do. You know, there was an article in the paper just last month about a child who almost fell from a window. That simply couldn't happen here. We watch all the children at all times. Also, if you look right here, . . . we have these on all the windows of our building. See?
- B:** Well, hopefully Pamela will enjoy it here.
- A:** I'm sure she'll love it.

## UNIT 5

### Page 90, Listen, Exercises A and B

- Elena:** Do you have any questions about your ratings?
- Eva:** Just a few. I don't really understand why I got a 3 in communication. I talk with everyone, and I understand everything you ask me to do. I know my English isn't perfect, but I can do my work.
- Elena:** Well, although you can do your work, your writing needs improvement. Your reports aren't very clear or thorough. You're a great employee, and you perform most of your duties really well. But I can't give anyone a 2 in communication unless their reports are well written.
- Eva:** Thanks. I understand. I need to continue to work on my English. Do you have any suggestions for what I can do to improve?
- Elena:** Actually, yes. I had to give a lot of 3s in communication. So I've decided to start a new "conversation partners" program. Some of the native English speakers on staff will meet once a week with co-workers who are still learning English. I hope you'll participate in this program.
- Eva:** I will. It sounds great. And I'm going to continue taking English class at night.
- Elena:** Terrific.
- Eva:** Was there a reason you didn't give me a 1 in initiative and problem solving?
- Elena:** Yes. I know that you recognize and solve some kinds of problems on your own. But I've noticed that when groups discuss problems, or team members have to reach an agreement, you're usually quiet. Unless you can offer suggestions in group discussions, I can't say you meet expectations in initiative and problem solving.
- Eva:** I see. Thanks. I'll work on that.

- Elena:** And I don't give anyone a 1 in attendance / punctuality. Everyone's expected to be here and on time. There's really no way to exceed that expectation.

### Page 91, Practice, Exercises A and B

#### Conversation 1

- A:** Joe, your work is good, and I can always count on you to finish on time. But although you're a hard worker, you don't follow safety procedures, and that's a serious issue.
- B:** Can you give me some examples?
- A:** Well, for one thing, you run electrical cords across the floor and aisles. The other day, I saw that you had joined three cords together, and you left them on the floor at the end of your shift. Someone could trip on the cords—and joining three together is against our fire code. That's one example. Another is how you handle chemicals. I've seen you carry the cleaning chemicals without tops on the containers, and I've noticed that you don't always wear gloves when you use them.
- B:** Thanks. You're right. I hadn't thought about the electrical cords. They could cause an accident. I won't leave them out across the floor or aisles again, but what should I do when I don't have a long enough cord?
- A:** Just ask me for one—we can send someone out to buy one, or I can order it.

#### Conversation 2

- A:** You have many strengths, but I can't keep you in the department unless you learn to communicate better on the phone. Customer calls are very important.
- B:** I didn't realize this was a problem. I'll work on it from now on. What should I do differently in the future?
- A:** Well, first of all, you need to be clear and professional.
- B:** Can you give me some examples?
- A:** Yes. Start with "Hello. Electronic Solutions. How may I assist you today?" instead of "Hi, I need to verify some information." There are scripts for our phone calls in the Procedures file.
- B:** I see. I didn't realize there were scripts in our files. Of course I should use them, and I will.
- A:** You went over this in your training during the first weeks you were here.
- B:** I missed a couple of days of training. But you're right. It was my responsibility to find out what I'd missed. I'm sorry I didn't do that. I'll be sure to do it now.

### Page 94, Listen, Exercise A

- André:** Hi, Claudia. How are you doing?
- Claudia:** Well, I just had my performance review.
- André:** Oh! How'd it go?
- Claudia:** Really well. My supervisor had some great suggestions. . .
- André:** Who's your supervisor, again?
- Claudia:** Max.
- André:** Oh, right. He's a good guy.
- Claudia:** So we talked a little about promotions.
- André:** Great! What did he say?

**Claudia:** I asked him if he thought I was qualified for the administrative assistant position.

**André:** Good for you!

**Claudia:** He was very encouraging. He said that I was well organized but that I needed to develop some of my skills. For example, he said that I should try to improve my oral communication skills because the assistants talk with customers and sales reps a lot.

**André:** So did he give you any ideas about how to do this?

**Claudia:** Yep. He said I should look into taking a career training course at the community college. Apparently, they have non-credit courses in the evenings and they aren't very expensive.

### Page 95, Listen

**Mei:** Hi, Marco, I was just thinking about you. How are things going?

**Marco:** Really well. This is a great company to work for. Thanks for helping me get this job.

**Mei:** You work in Manufacturing, right?

**Marco:** Yes.

**Mei:** So you like the job?

**Marco:** Oh, yes. But I've been thinking. I've always had this knack for fixing things, like office equipment, and I'd really like to develop that skill and use it on the job.

**Mei:** That's a great idea. This company encourages people to grow and move around. What kinds of equipment would you want to work on?

**Marco:** Well, maybe copying machines and computer equipment.

**Mei:** You'd need some training on our equipment.

**Marco:** How would I get that?

**Mei:** I think the company offers some on-the-job training for computer repair and maintenance. There may be some training sessions soon. Have you looked in the kitchen on the bulletin board?

**Marco:** Thanks, I'll do that right away.

**Mei:** You should also check out the company Intranet site. They're always updating lists of job openings and job-training programs.

**Marco:** Thanks so much, Mei. Those are great suggestions!

**Mei:** No problem. I'd really like to know how things go. Keep me posted.

## UNIT 6

### Page 108, Listen

**Carmen:** Hi, Bianca. I haven't heard from you lately. How are you?

**Bianca:** Oh, hi, Carmen. Actually, I've been having some strange symptoms, and I went to the doctor yesterday.

**Carmen:** Nothing serious, I hope. . .

**Bianca:** It's probably nothing. I found a lump under my arm, and my doctor wants me to see an oncologist, just to rule out the possibility of cancer.

**Carmen:** When is your appointment?

**Bianca:** Thursday at 4:00.

**Carmen:** Do you have a ride? Is there anything I can do? . . .

### Pages 120–121, Listen, Exercises A and B

**Marisa:** Type 2 diabetes is the most common form of diabetes.

In type 2 diabetes, either the body does not produce enough insulin or the cells are unable to use the insulin. What is insulin? Insulin is a hormone. When you eat food, your body changes all of the sugars into glucose, which gives energy to the cells in your body. Insulin takes the glucose from the blood into the cells. When glucose builds up in the blood instead of going into cells, it can cause two problems: First, your cells may not get enough energy. Over time, high blood glucose levels may hurt your eyes, kidneys, nerves, or heart. Type 2 diabetes is a very serious disease, and it is very common in the United States. Pierre will talk about risk factors for type 2 diabetes, and Min-Ji will give suggestions for reducing risk and living with the disease.

**Pierre:** Thank you, Marisa. There are many different risk factors for type 2 diabetes, but I'm going to focus on four of them. One risk factor that you can't do anything about is a family history of diabetes. If a parent or brother or sister is diabetic, you are at risk. Another risk factor is a lack of exercise. People who are not active are more likely to become diabetic than people who lead physically active lives. A third risk factor is poor diet. People who have unhealthy eating habits are more likely to be overweight, which is one reason they may be more likely to become diabetic. The fourth factor is high blood pressure. It's important for people who have risk factors to take whatever actions they can to reduce their risks. Min-Ji will talk to you about that.

**Min-Ji:** I'm going to discuss things people can do to reduce the risk of becoming diabetic or to help control diabetes. Pierre mentioned that poor diet and lack of exercise are risk factors for diabetes. The good news is that people can control these things. Regular exercise and a healthy diet can help prevent diabetes. If your blood pressure is too high, reduce your use of salt and alcohol, and take any medications your doctor prescribes to help you lower your blood pressure. Doing these things will help prevent diabetes, and if you already have it, they will help you control the disease.

**Marisa:** This ends our presentation. Diabetes is a big problem for many people. There is no cure. However, if you know you are at risk, you and your doctor can work together to try to reduce your risk. If you are diabetic, you can do things that can help you live longer and better with diabetes. Are there any questions?

## UNIT 7

### Page 134, Listen

**Jim Peters:** Welcome to *America Rising* on KXYZ. Our guest today is Professor Susan Klass from Haymond Community College. Dr. Klass will be talking to us about the process of lawmaking. Welcome, Dr. Klass.

**Professor Klass:** Thank you, Jim. It's a pleasure.

**Jim Peters:** And it's a pleasure to have you here. So tell us, how is a federal law made?



**Professor Klass:** Well, basically a law starts as an idea. Anyone can think of the idea for a new law. Then they get others to sign a petition supporting the idea. If the petition gets signed by enough people, it goes to a congressperson. If the congressperson likes the idea, he or she sponsors it—introduces and supports it in Congress.

**Jim Peters:** OK, so someone has an idea, finds enough people to support it, and the idea gets sponsored by a senator or representative. Then what?

**Professor Klass:** Well, the idea is proposed as a bill in the House or Senate. The bill gets sent to the appropriate committee. For example, if the bill is about school reform, it gets sent to the Education Committee.

**Jim Peters:** Right.

**Professor Klass:** The bill gets voted on by the committee. If it gets approved, it goes back to the full House or Senate.

**Jim Peters:** Depending on whether the bill came from a senator or representative.

**Professor Klass:** Yes. It goes back to the sponsor's part of Congress. If it passes there, it moves to the other part of Congress, which then votes on the bill. The bill either gets approved or rejected, or it goes back to the original committee for revision.

**Jim Peters:** So, for example, if a bill starts in the House of Representatives, and it passes there, it goes to the Senate, which then votes on it.

**Professor Klass:** Yes. And if the bill is approved, it goes to the president, who can sign or veto it. If the bill gets vetoed, Congress has three choices. It can make changes to the bill and try again, it can give up on the bill, or vote to override the president's veto.

**Jim Peters:** You mean the president's decision isn't final.

**Professor Klass:** Not necessarily. It requires a vote of two-thirds of both houses of Congress to override. That means 67 senators and 290 representatives. If one house or the other doesn't get a two-thirds majority, the president's decision stands and the bill will not become a law. But a two-thirds majority in both houses of Congress is more powerful than the president's veto.

**Jim Peters:** Well, this is all wonderful information. This is why it's so important to contact our representatives about important legislation.

**Professor Klass:** Exactly. Our elected officials can't represent us unless we speak up. And they are under constant pressure from big business and from special-interest groups. Individual citizens need to know what bills have been proposed, and we need to let our representatives know how we feel. If we have an idea about a law that we believe should be passed, we should understand that it may remain an idea unless we do something about it.

**Jim Peters:** Thank you, Professor Klass, for this valuable information. We'd like to take some calls from our listeners now, about bills that are currently being considered in the United States Congress . . .

## Page 138, Listen, Exercises A and B

Good morning and welcome to your Citizenship class. I'm Ms. Miller, and I'm looking forward to being your instructor.

As many of you know, to apply for citizenship, you need to fill out documents from United States Citizenship and Immigration Services. After you submit the documents, you have an interview with a USCIS official, who will check the information on your forms, ask you questions, and confirm that you are telling the truth. It's extremely important to tell the truth because if anything is found to be untrue, you will not be admitted as a citizen and will not be able to try again for five years. You will also need to speak and understand English well enough to pass a simple dictation test. You'll also need to pass a civics test, which includes two sections—one on U.S. government and a section on U.S. history. If you make it through all of this, you will take an Oath of Allegiance and be sworn in as a United States citizen.

So . . . let me go through each of the major requirements for citizenship in a little more detail.

First, there's an age requirement. Applicants must be at least 18 years old.

Second, there's a residency requirement. You need to have been lawfully admitted for permanent residence. This means you need to produce an I-551 card—the card that used to be called a green card . . . because it used to be green. You need to have lived in the United States for five years, and you need to have been physically present for thirty months of those five years. You can't have left the country for more than a year at a time.

Requirement number three is one that we will discuss in later classes. Basically, an applicant is required to demonstrate good moral character. This means you are ethical, that you behave morally. The government has identified things that indicate that a person does not have good moral character. Some examples are if you have been convicted of a serious crime, have been convicted more than once for gambling, or have been involved with smuggling aliens into the country. This is just a partial list.

The fourth requirement is that you must show attachment to the Constitution. You must convince government officials that you value the ideas expressed in the United States Constitution and support them.

The fifth requirement is the language requirement. You must speak, read, and write everyday English. There are some exceptions for people over 55 who have lived in the country fifteen years or more, or people who are over 50 who have lived here twenty years or more.

The next requirement, the sixth, is that you demonstrate knowledge of the government and history of the United States. You do this by passing a civics test.

Finally, you have to take the Oath of Allegiance. You promise to support the Constitution, to give up any allegiance to any other country, and to bear arms in the armed forces or perform non-military services for the government, if required.

For most people, these are the seven general requirements, although there are some exceptions, for example, for people who are married to U.S. citizens or people who are in the military. For those of you who have access to a computer, you can read about these requirements and find study materials on the United States Citizenship and Immigration Services website. I'll give you a handout with the URL—the address for the site. You can find the forms you need on the site. In this class, you'll be studying all of the information that you might need to include on your forms. You'll practice listening, speaking, and dictation to make sure you have the English skills needed to pass the test. And you'll spend a lot of time learning about the United States government and history.

### Page 141, Listen, Exercise A

Today, we'll be talking about the expansion of the United States—not about states and the dates they became states, but about larger territories, because most of the land was acquired that way.

We still have states today with the names of the original thirteen colonies, but before independence, Britain owned essentially all of the land from the East Coast to the Mississippi River. After Britain lost the Revolutionary War in 1783, all of that territory became the United States of America.

If you look at your map, you'll see a large territory just west of the Mississippi River. This area was the Louisiana Territory, and although it had been claimed at one time by Spain, it was controlled by France in December 1803, when the United States purchased it. Thomas Jefferson, the president at the time, was very happy about this purchase, which almost doubled the size of the United States and guaranteed free movement along the Mississippi River.

East Florida, West Florida, and a small area at the southeast of the Louisiana Territory were all part of Spanish Florida after the Revolutionary War. All of these areas were added to the United States in 1819, by a combination of negotiations and military actions.

Territories including Texas and California became part of the United States after wars with Mexico. The area that was then Texas was acquired in 1845, and a large area including present-day California was acquired in 1848.

Spain, Great Britain, Russia, and the United States had all originally claimed the Oregon Territory, but in the end, the United States acquired it from Britain. The two countries reached agreement in 1846. Alaska was purchased from Russia in 1867. Russia was having financial difficulties, the profit from trade in the Alaskan settlements was low, and it did not want to see Alaska fall under British control. The purchase was unpopular with American citizens at the time, but later the discovery of gold and oil in Alaska would prove that the purchase had been a good one. Although acquired by the United States in 1867, Alaska waited until 1959 to become a state.

Hawaii was annexed to the United States in 1898 and became a territory two years later, but it didn't become a state until 1959.

## UNIT 8

### Page 146, Listen, Exercise A

Today we're going to discuss one of the most famous Supreme Court cases—*Miranda v. Arizona*. Many of you have probably heard the *Miranda* warning on TV—when a police officer reads a suspect his or her rights. This is basically the warning:

“You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to have an attorney present during questioning. If you cannot afford an attorney, one will be appointed for you.”

Sound familiar? In some states, police officers are supposed to check to confirm that the person understands. In these states, a longer version is used, such as this one:

“You have the right to remain silent and refuse to answer questions. Do you understand? Anything you say may be used against you in a court of law. Do you understand? You have the right to consult an attorney before speaking to the police and to have an attorney present during questioning now or in the future. Do you understand? If you cannot afford an attorney, one will be appointed for you before any questioning if you wish. Do you understand? If you decide to answer questions now without an attorney present, you will still have the right to stop answering at any time until you talk to an attorney. Do you understand? Knowing and understanding your rights as I have explained them to you, are you willing to answer my questions without an attorney present?”

So that's the *Miranda* warning—the short version and the long version.

### Page 146, Listen, Exercise B

OK. Now I'm going to give you a little background . . . tell you a little about the *Miranda* case. And then I'm going to describe a common misunderstanding related to the *Miranda* warning. First the case.

The Constitution gives rights to people suspected of a crime. The people who wrote it knew that governments could be unjust—government authorities could do whatever they wanted to people if they accused the people of being criminals. The Constitution tries to protect people who could be wrongly accused. The right to remain silent and the right to an attorney are two protections.

In 1963, Ernesto Miranda was accused of kidnapping and raping an 18-year-old woman. He was brought to the police department for questioning, and he admitted that he had committed the crime. However, he was not told about his right to remain silent, and he was not told about his right to have an attorney present.

At the trial, his defense attorney tried to get Miranda's confession thrown out. It was the only evidence against Miranda. But the confession was not thrown out, and Miranda was found guilty.

Miranda's attorney took the case to higher courts, and in 1966 the Supreme Court decided that the statements Miranda made to the police could not be used as evidence, since Miranda had not known his rights.

Since then, police have been required to read or tell criminal suspects their rights before interrogating them.

Miranda did not go free. New evidence was found against him. He was found guilty at a second trial, and he went to prison.

TV has helped make the *Miranda* rights well known. But TV has also contributed to some misunderstandings. On TV, you often see police officers stopping someone on the street, and you hear them reading the person his or her rights. Actually, police are required to read these rights only to people they take into custody—people they are going to question at the police station, in the police car, and so on. The police can arrest someone without asking questions, and in this case, the police don't have to read the person any rights. Also, police don't have to read someone his or her rights to ask for personal information such as the person's name and address.

### Page 158, Listen, Exercises A and B

**Professor:** I'm going to be talking briefly about infractions, misdemeanors, and felonies. These are the three types of crimes recognized under our state law. We've already talked about infractions. These are things that don't stay on your criminal record and that don't carry a jail or prison sentence. These are usually civil offenses like minor traffic violations or littering. Today, I want to focus on the two more serious types of crimes—misdemeanors, which are more serious than infractions, and felonies—such as robbery and illegal drug use, which are the most serious. I'll start with misdemeanors. . . Give me some examples of misdemeanors. Yes, Shannon.

**Shannon:** Trespassing?

**Professor:** That's right. Trespassing is a misdemeanor. Have you ever seen fences out in the country that have "No hunting or trespassing" signs on them? Well, it's a crime to climb the fence and go onto that property. It's a misdemeanor. Another one. . . Justin?

**Justin:** Um, vandalism.

**Professor:** That's right. One more. Emil?

**Emil:** Is shoplifting a misdemeanor?

**Professor:** Yep. In this state it is. Good. Now, does anyone know what kind of penalties people can receive for misdemeanors?

**Justin:** Fines.

**Professor:** That's right. Often the penalty for a misdemeanor is a fine. There can be jail time, too. Up to one year. But the time would be in a county jail, not a state prison. Or sometimes a person who commits a misdemeanor might get probation—a person on probation does not have to go to jail but must demonstrate good behavior and must report regularly to a probation officer. Another penalty might be community service. This is common for a first offense, especially for young people. Now for a felony, you can receive a large fine, but you can also go to prison. Felony charges carry prison sentences from one year to life. And some states have the death penalty for the very worst crimes. In some states, if you commit first-degree murder or another terrible crime, you will receive the death penalty. A person who is found guilty of a felony can still have to pay a fine, too. Sometimes a very big one. In addition to murder, felonies include arson, burglary, and rape. That's it for today. Any questions?

**Shannon:** What if someone can't pay a fine?

**Professor:** Oh, I think the courts often set up payment programs. The person can pay a little each month.

**Barbara:** How long will a misdemeanor stay on a person's record?

**Professor:** Forever. So don't do anything stupid. OK. That's it for today.

## UNIT 9

### Pages 170–171, Listen, Exercises A and B

**Ross Simon:** Welcome to *Focus on Green*, on KXYZ. Our guest today is Councilwoman Janine Frank, from West Burbank. Councilwoman Frank will be telling us about one particular effort to make her city a greener one, and how each of us can do our share—and make a difference. Good morning, Councilwoman Frank!

**Councilwoman:** Good morning, Ross! It's so nice to be here.

**Ross Simon:** I know you're very busy, Councilwoman, so we really appreciate your being here. Now, we're very interested in all of your city wide environmental projects—especially one that relates to carpooling. But first, can you tell us a bit about how you're greening your city?

**Councilwoman:** First Ross, I have to tell you that none of my work would be possible without the good people of my city, West Burbank. And I also have to say that my hard work is shared by all; this is truly a team effort.

**Ross Simon:** Well, it seems to be a great team! So tell us about how your program got started.

**Councilwoman:** Well, the first step, of course, was to educate people about the consequences of not doing certain things. In this case, that means showing them what will happen if we don't start conserving our resources. The next step was to offer solutions. Of course, there's no single solution to every problem, but once we start brainstorming, you'd be amazed at what we can think of.

**Ross Simon:** Right. Can you give us some examples?

**Councilwoman:** Let's take carpooling, for example. Everyone knows that we should do it, but how can we implement a successful program? My committee and I proposed a city wide ride sharing program that is a big success. It's also simple to use. People can register online; they just need to enter their starting point and destination, and then they will be put in touch with similar travelers.

**Ross Simon:** Sounds great, Councilwoman. But what if someone's shy or doesn't feel comfortable doing that online?

**Councilwoman:** Good point, Ross. Well, we also have "casual carpooling." People can call our carpool hotline or go online to find a specific meeting place. Then they can join others in their commute to work.

**Ross Simon:** That's great!

**Councilwoman:** Yes. And there's a third option; other groups—several, in fact—who travel longer distances have joined together to form a "vanpool." They share the cost of renting a van, plus gas and any other related expenses.

**Ross Simon:** Talk about a team effort!

**Councilwoman:** Yes, Ross—it's always interesting to me how people can work together to find so many wonderful solutions to a problem.

**Ross Simon:** That's certainly impressive. And tell us, Councilwoman. What are the consequences of *not* carpooling?

**Councilwoman:** Well, Ross, I must tell you that I was surprised to learn these facts. Did you know that if every commuter car in the U.S. carried just one more person, we'd save up to 600,000 gallons of gas and 12 million pounds of carbon dioxide every day?

**Ross Simon:** Wow! That is surprising—and yet now I'm sure my listeners will join me in being excited about the fact that we can do something—like ridesharing—to make a difference. Thank you again, Councilwoman, for joining us, and we wish you all the best!

**Councilwoman:** Thank you, Ross. And I'd like to invite interested listeners to check out my website, at [www.councilwomanfrank.com](http://www.councilwomanfrank.com), to find out how they can start this kind of program—or any of the initiatives we've started—in their own city.

### Page 176, Listen

Joseph and his family have recently moved to a new community. Hector is one of his new neighbors.

**Hector:** Good morning, Joseph! How's it going?

**Joseph:** Hey, Hector. Great. I'm just trying to get this recycling thing straightened out.

**Hector:** What? No recycling back in your old town?

**Joseph:** No, we had recycling. It's just the rules were different! Here it seems a bit more complicated—not that I'm complaining because honestly, I do think it's important!

**Hector:** I know—it can be confusing! Here's a tip: Look in front of Tony's house; he's always the first one to put out his recycling. You'll always know what day it is if you check in front of his house!

**Joseph:** Ah! Thanks. If I'd known that before, I wouldn't have had trouble. Between Tony and the calendar, I should get it straight soon! Well, I have to tell you, I just wish we had had these types of regulations where I used to live. So much of our garbage was just thrown away without being recycled.

**Hector:** That's a shame. I wish we had started recycling years ago. Hmm. I can't tell you the amount of junk we threw away without sorting!

**Joseph:** I can imagine. Believe it or not, my thirteen-year-old is great at helping us keep the trash sorted. He's the one who makes sure we have all of our paper, plastics, and metals separated and sorted correctly. He's like the recycling police!

**Hector:** Yeah, well, they do talk about it in school these days. My daughter taught me the three Rs: reduce, reuse, and recycle. I wish they had taught us about the environment back when we were kids! Actually, I wish we had all been more educated about the amount of waste we produced.

**Joseph:** Come on, Hector! Back in those days they were just thinking about using, not conserving! I think if our parents had been aware of the damage they were doing, they would have done things differently.

**Hector:** Well, I guess we're moving in the right direction then! You know, the best thing would be if everyone in the whole country could sort their trash. Maybe if we had more kids around like your son, we wouldn't have a lot of the problems that we currently have!

## UNIT 10

### Page 186, Listen, Exercises A and B

Our topic this week is the growth of the Internet. Like many important advances in technology, the Internet did not start with an invention. It started with an idea and a vision for the future. And that idea and vision came from a man named J.C.R. Licklider. Today, I will talk about Licklider's vision.

First, you need to understand something about Licklider's background. Unlike others who worked with early computers, Licklider was not an engineer. He started his career in the 1940s as an experimental psychologist. In his work, he used computers to collect and analyze data. Most engineers of the time saw computers as not much more than very powerful calculators. And, in fact, that's what most computers were in those days. But as a psychologist, Licklider saw computers very differently. He was interested in using the computer as a communications tool.

Licklider was frustrated by the slow progress of his research, so he decided to keep a record of how he spent his work time. He discovered that he spent 85 percent of his time putting together the data he needed to make a decision or to learn something that he needed to know—even with the help of computers. In other words, he spent most of his time finding information. But once he had the information, he could often understand what it meant and make a decision very quickly—sometimes in just seconds.

Because of his own experience, Licklider wanted to find a better way for humans and computers to work together.

He thought they should be equal partners because they each had different, but equally important, strengths. By “thinking” together, Licklider believed that both computers and people could do far more than either could do alone. This is how he explained it in an article he wrote in 1960:

“...Human brains and computing machines will be coupled together very tightly, and . . . the resulting partnership will think as no other human brain has ever thought and process data in a way not approached by the information-handling machines we know today.”

He also described how in ten to fifteen years computerized “thinking centers” would exist. These “thinking centers” would be used to store and find information, like libraries, but would be much, much larger. And they would be connected to each other and to individual users through a network.

Not new ideas today, of course, but Licklider, who was trained in psychology, not computer science, wrote these words in 1960. Amazingly, he had come very close to describing *today's* Internet. That's all we have time for today. Next time, we will talk about how Licklider's vision became the reality of today's Internet.

## Page 190, Listen, Exercises A and B

**Michelle Allen:** Good afternoon, Dr. Knowles, and welcome to *Technology Today*.

**Dr. Knowles:** Thank you, Michelle. It's nice to be here.

**Michelle Allen:** So, Dr. Knowles, lately we've been hearing a lot, both positive and negative, about the effects that the Internet has had on human communication. Let's start with the positive.

**Dr. Knowles:** Well, there are many positives. We all know that the Internet has made it incredibly easy for people to stay in touch with family, friends, and business contacts who are far away. With the Internet, we can also reconnect with people from our past. And we're able to make new friends and contacts with people we would never have even met before. For example, the Internet has given people who live in isolated areas the chance to communicate with others who share their interests and concerns. For people with disabilities that prevent them from going out and meeting others face to face, the Internet has opened a whole new world. And, of course, the Internet has made it possible for scientists to share information instantaneously. The sharing of scientific ideas was the original reason for the creation of the Internet. It remains one of its most important uses today.

**Michelle Allen:** That's a pretty impressive list . . .

**Dr. Knowles:** Yes, it is . . .

**Michelle Allen:** Why, then, are there so many warnings about the Internet harming human communication?

**Dr. Knowles:** First of all, let me say that I strongly believe that the Internet has done more good than harm. However, I do have some concerns about heavy Internet use, especially among young people.

**Michelle Allen:** Such as?

**Dr. Knowles:** Well, when young people use online communication to replace or avoid face-to-face interaction, I think that's a problem. For example, a naturally shy person who spends all of his or her time online won't develop the social skills he or she needs to feel comfortable communicating in person. Humans are sociable by nature. We need emotional, intellectual, and physical contact to be truly happy. Although you might be able to get the emotional and intellectual contact you need online, you can't hug a computer or see the effect that your words and actions have by looking into its eyes. Body language and eye contact are a huge part of human communication, but they don't exist in online communication.

**Michelle Allen:** Well, people do use emoticons, you know, smiling faces, and so on . . . Isn't that a form of body language?

**Dr. Knowles:** Oh, I don't think you can compare the two. People express hundreds, even thousands of emotions with their eyes and bodies. There are only a handful of emoticons.

**Michelle Allen:** Very interesting . . . well, let's bring some callers into the conversation . . . Our first caller is Mike from Ontario . . .

## Page 196, Listen, Exercises A and B

**Nick:** I've always thought of myself as an up-to-date kind of guy. And as a writer, I was also pretty certain that I understood the English language. Until yesterday, that is, when my 13-year-

old daughter gave me a little language quiz . . . And I failed miserably. As I pointed out to her, however, it wasn't really a fair quiz, since it was in a foreign language—sort of. Foreign, that is, to a middle-aged not-as-up-to-date-as-he-thought-he-was kind of guy. What I'm talking about, if you haven't guessed already, is the language for sending text messages, or “texting,” as they call it.

Now, I'm not talking about the shorthand that has been used for years in business—things like ASAP (*as soon as possible*), or FYI (*for your information*). Those abbreviations are still used, and even old guys like me know what they mean. I'm talking about something much newer than that.

To help me here, I've brought along a native speaker, my thirteen-year-old daughter Tiffany. Actually, I should say native *writer*; this language is mostly a written one at the moment, although more and more expressions are making their way into the spoken language.

**Nick:** Hey, Tiff, 'sup?

**Tiffany:** NM.U?

**Nick:** AAS . . . Did you understand that? Well, neither did I yesterday, but as you can see, I'm a fast learner. Tiff, can you translate that for our audience, please?

**Tiffany:** Sure, Dad. You asked me 'sup', which means “What's up?” Then I answered NMU—which means “Not much. How about you?” And you answered AAS, which means “Alive and smiling.”

**Nick:** Alive and smiling indeed . . . OK, so Tiffany has agreed to give me a second chance on my quiz, and I've been up all night studying. So . . . here goes.

**Tiffany:** Okay, Dad, the first one is easy: BFF

**Nick:** No problem! BFF means “best friends forever.”

**Tiffany:** WTG, Dad! Oh, sorry, that means “Way to go!” OK, number 2: P911.

**Nick:** Parent emergency? Like if your father is having a heart attack or something?

**Tiffany:** No, Dad. It means “Parent alert,” like when your parents come into the room, and you have to stop texting . . . Okay, here's another easy one: H&K.

**Nick:** Hugs and kisses.

**Tiffany:** Yes! Now you're going to translate the shorthand, OK?

**Nick:** K. (That means OK, for anyone over 20 in the audience today.)

**Tiffany:** How do we write “sleepy”?

**Nick:** Hmmmm . . . let me think . . . ah . . . S . . . no, no, CP, right?

**Tiffany:** Yes! Here's one you'll like: How do we write “Do not be late?”

**Nick:** DNBL8 . . .

**Tiffany:** I knew you'd remember that one! OK, just one more. What does “gratz” mean?

**Nick:** Congratulations!

**Tiffany:** Gratz, Dad. You did XLNT!

**Nick:** THX, Tiff. For *What's on Your Mind*, I'm Nick Amado . . . ADBB, my friends!

**Tiffany:** That means “All done, bye-bye!”