


TAPESCRIPTS

Tapescripts

UNIT 1

Lesson 1

Let's keep in touch! (p. 1)

Listen and read.

Oscar: Are you ready to start classes?

Nelson: I guess so, but I'm going to miss Mrs. Brennan. I'm sorry that she's leaving.

Oscar: Yeah, me too. Mrs. Brennan's class was a lot of fun.

Nelson: Yes, it was. We had a lot of good times together and we learned a lot.

Oscar: Especially when you fell asleep in class!

Nelson: I remember that—when I fell asleep while everyone was taking the midterm exam.

Oscar: You were very tired, I guess.

Nelson: Yes, I was. The night before the exam I stayed up very late. While I was trying to study for the midterm, Tony was watching an exciting soccer game. We went to bed at 2 A.M.

(slight pause)

Yumiko: I almost cried when class ended yesterday.

Mrs. Brennan: I understand. But we're not saying good-bye. We'll always remain friends.

Yumiko: Yes, I know. But we'll still miss you, Mrs. Brennan. Let's keep in touch!

2 What were you doing at 7 o'clock last night? (p. 3)

Lynn and Yumiko were cooking dinner at 7 o'clock last night. What about their friends? Listen and match the two parts of the sentences.

Mrs. Brennan: Okay, who left a present at my house last night? I was out walking the dog, and when I got back at 7, a lovely potted plant was sitting on my doorstep. Ivan, was it you?

Ivan: No, it wasn't me. I was studying in the library, and Yon Mi and

Gina were there too. Yon Mi was writing a letter to her fiancé and Gina was reading a book about Italian history.

Mrs. Brennan: Tony, was it you?

Tony: No, not me. Nelson and I were watching a soccer game at home. Maybe it was Oscar.

Mrs. Brennan: Did you do it, Oscar? Were you at my house at 7 'clock last night?

Oscar: Actually, at 7 o'clock last night I was home listening to music. I bought a new CD on the way home. I bet it was your husband.

Mrs. Brennan: Yes, you could be right. He acted surprised when he saw it, but I bet it was my husband.

3 Where were you at seven o'clock last night? (p. 3)

Listen to Exercise 2 again. Complete the notes on the index cards. Then make sentences telling where two people were and what they were doing at the same time.

Lesson 2

I have something to tell you! (p. 5)

Listen and read the following conversation.

Mrs. Brennan: You've been awfully quiet this evening, Yon Mi. How do you like the party? Are you having fun?

Yon Mi: Yes, I am. It's a wonderful party. Mrs. Brennan, may I ask you a personal question?

Mrs. Brennan: Sure!

Yon Mi: Were you 100 percent sure when you married Mr. Brennan?

Mrs. Brennan: Oh, I don't think anybody can be 100 percent sure, but I was pretty sure. Why?

Yon Mi: Well, do you remember my fiancé, Han? I've decided to go back to Korea and marry him, but I haven't told anybody yet.

Mrs. Brennan: Really? You must tell your friends. Do you want to tell them now?

Yon Mi: Sure.

Mrs. Brennan: Listen everybody! Yon Mi has an announcement to make.

Yon Mi: I want to share something with you. I have to go back to Korea soon. I'm sure you remember Han, my fiancé. Well, we're going to get married in a couple of months.

Mrs. Brennan: I hope you'll have a wonderful life together.

Gina: We're going to miss you very much, Yon Mi.

Yon Mi: I'm going to miss you all too.

Oscar: I hope you will come back and see us again. Maybe for your honeymoon?

Yon Mi: I hope so too.

2 I'll get the traveler's checks. (p. 6)

Mr. and Mrs. Brennan are also leaving the country—to work in the Middle East for three years. Listen to their conversation and write what each one will do in the next few days.

Mrs. Brennan: Where did you put the plane tickets?

Mr. Brennan: The plane tickets? Oh, I never picked them up. It was too late by the time I got there. The travel agency was already closed.

Mrs. Brennan: That's OK. I'll pick them up on my way to the post office.

Mr. Brennan: That'll be great. I have an appointment with Dr. Silva.

Mrs. Brennan: By the way, did you renew your passport?

Mr. Brennan: I'll do it tomorrow after I see the doctor.

Mrs. Brennan: Do you want me to buy the traveler's checks?

Mr. Brennan: No, that's OK. I'll get them next Tuesday when I go to the bank to close our accounts. Are we ready for the garage sale? Have you labeled everything yet?

Mrs. Brennan: I did some of it, but I'll finish by Thursday.

Mr. Brennan: And I'll go to the bookstore on Thursday and buy some books on the Middle East.

Mrs. Brennan: That'll be great. And I'll call the phone company and tell them to discontinue our service.

4 Hear it. Say it. (p. 7)

Listen to the following sentences.

Contractions with will

1. I'll make many friends.
2. You'll like the class.
3. She'll pass the TOEFL®.
4. He'll find a job.
5. They'll have a chance to practice English.
6. We'll have time to do our homework.
7. She'll have a happy life with Han.
8. It'll be a nice surprise.

Lesson 3

The Colorful Years (p. 9)

Listen and read the article.

ESL students at Abraham Lincoln High School in San Francisco have the best of both worlds. "They participate in a wide variety of activities that make their high school life colorful," says Fan Fang, director of the Chinese Two-Way Immersion Program. "Our Chinese Cyber Academic Center reflects an international effort to establish a resource center and study hall in Chinese on the Internet. Students use Chinese to communicate with other Internet users in China, Hong Kong, Taiwan, and the United Kingdom. They have Chinese e-mail pen pals around the world now."

"Our Chinese Two-Way Immersion Program," Fang continues, "provides ESL students with the opportunity to improve their English by interacting with native speakers both in language development classes and in content areas."

Lincoln High School ESL students also participate in the editing and publishing of the student online Chinese magazine, *The Colorful Years*, with other middle and high school students in San Francisco, Taiwan, Hong Kong, and Manila.

Each issue of *The Colorful Years* features school news, student cultural news, current events that students are interested in, psychological tests, popular polls, puzzles, and more. The magazine builds a bridge for students around the world to discuss academic problems and assignments in Chinese.

"Lincoln's program is distinctive because it is technology-based," comments Fang. "Students receive technology assistance in their language learning and learn the most advanced computer applications in processing Chinese at the same time. The technology enrichment of our language programs will surely prepare our students to be the next century's active global-village participants."

3 High school enrollment is compulsory. (p. 11)

Listen to the following description of educational systems in Taiwan and the United States. Then read the statements on page 11 and check the country each statement refers to.

Education is very important to society, and all countries have developed their own unique educational systems. In Taiwan, the vast majority of the people are able to read and write. The education system consists of one to three years of preschool and kindergarten, six years of elementary school, three years of junior or middle school, three years of high school, and four years of university, just like the American system.

Elementary and middle school students in Taiwan usually attend neighborhood schools, and most American school students do too. Taiwanese children attend school on Saturday mornings, but American children don't. In Taiwan, the school day for elementary children usually begins at 7:30 and ends at 3:30, and in the United States it does too. School vacation lasts about the same number of days in both countries. In Taiwan, there is a three-week vacation around the time of the Chinese New Year. American schools have a bit longer summer vacation.

Children in Taiwan enjoy recess, and American children do too. American children eat lunch in a school lunchroom, but in most Taiwanese elementary schools, each class eats in its own room. In some schools, the children take turns serving lunch to their classmates, and they also help clean their classrooms at the end of the day. In high school, students bring their own lunch.

High school enrollment is compulsory in the United States, but in Taiwan it isn't. Taiwanese students have to take a test to determine what high school they can attend. There are a few public high schools in the U.S. that are exam schools, but most American high schools do not have an entrance exam.

UNIT 2

Lesson 1

Let's get to know each other. (p. 15)

Listen and read the following conversation.

Tony: Excuse me, you look familiar. Have I seen you some place before?

Jacques: I think I saw you at the registration for ESL classes.

Tony: Oh, yeah. Is this your first semester?

Jacques: Uh-huh, how did you know?

Tony: I've taken several classes at the World Language Center, and I've never seen you before.

Jacques: I've only been here for a few days. So... you must like the program, huh?

Tony: Sure, I've been taking classes here for over a year now, and I think my English has improved a lot in that time. What level are you in?

Jacques: I don't know. I'm taking the placement test tomorrow. I'll find out which class I'm in after that. By the way, my name is Jacques, and this is Sofia. We met at registration. She's new here too.

Tony: It's nice to meet you, Sofia.

Sofia: It's nice to meet you too. Can you tell us about the program? Is it hard?

Tony: Not bad. I've liked all my teachers so far, and I've had lots of opportunities to practice. Hey, do you have time to get a cup of coffee? I can tell you all about it.

1 Haven't I seen you somewhere before? (p. 16)

Tony thinks that he has met Jacques before. He is trying to figure out where. Listen to the conversation and fill in the chart with notes about Tony and Jacques.

Tony: I feel like I've seen you somewhere else. I mean before registration.

Jacques: You know, I was thinking that you look familiar to me too.

Tony: Have you done much traveling?

Jacques: Oh yes, my family has traveled a lot. Where are you from?

Tony: Brazil. Have you ever been there?

Jacques: I've been to South America, but not Brazil. We were in Venezuela.

Tony: I haven't been to Venezuela. How about Argentina, let's see, when was I there? Um...

Jacques: Nope. I've never been to Argentina.

Tony: That's okay. I haven't been there since I was a baby anyway. Hmm...

Jacques: Have you ever been to Europe?

Tony: We used to spend the summer with my mother's family in Spain, but I've never been in France.

Jacques: No kidding. We spent time at la Costa Brava too. Well, along with half of Europe. When were you there?

Tony: I think it was in the summer of 1994 and then again in 1996.

Jacques: Hmm, Spain. What about Valencia?

Tony: No, but we used to go to Malaga. Have you ever heard of it?

Jacques: Have I heard of it? It's like one of my favorite places.

Tony: That's wild. Did you ever eat at Los Caracoles?

Jacques: All the time! I was in love with the owner's daughter.

Tony: Oh yeah, me too. She was beautiful.

Jacques: I can't believe it. You knew Violetta!

Tony: Yeah, what a coincidence!

Jacques: Well, like I say, it's a small world.

Lesson 2

Nice to meet you, Mr. Robinson. (p. 19)

Listen and read the conversation.

Mr. Robinson: May I help you?

Nelson: Yes, we're looking for our teacher.

Mr. Robinson: Your teacher? What's your teacher's name?

Nelson: Oh, it's on the tip of my tongue. I really should remember it, but I can't right now. Does anybody remember?

Ivan: I don't, but I've heard he's kind of old but a good teacher. Lynn, you should remember his name.

Lynn: Sorry, I can't remember. He taught in Turkey for several years, didn't he?

Nelson: Yes, that's what Mrs. Brennan said.

Mr. Robinson: Is his name Mr. Robinson by any chance?

Lynn: Yes. Mr. Robinson. I remember it now. Can you tell us where we can find him?

Mr. Robinson: Right here. I'm Jerry Robinson, the old but good teacher!

Ivan: Oh, hello, Mr. Robinson. How do you do?

Mr. Robinson: I'm fine, thanks. Let me see. You are Ivan, aren't you?

Ivan: Yes, my name is Ivan Gorki. I ought to apologize for my comments.

Mr. Robinson: Don't worry about it.

Ivan: This is Lynn, and this is Nelson.

Nelson: How do you do, sir?

Mr. Robinson: Fine, thank you. Well, nice to meet you all. What can I do for you?

Ivan: We were anxious to meet you, and we wanted to ask you where our classroom is.

Mr. Robinson: Our classroom is Room 245 upstairs. Well, I ought to get going. Have a nice weekend and see you on Monday.

1 My name's Mr. Robinson. (p. 20)

It's the first day of class. Mr. Robinson and his students are introducing themselves. Listen to the conversation. Then complete the chart about the students.

Mr. Robinson: Good morning, class. My name is Jerry Robinson. You can call me Mr. Robinson. I'll be your teacher this semester. First of all, I'd like to know a little about you. I met some of you in the office on Friday, but I'd like everyone to introduce yourself briefly. Yumiko, would you like to go first?

Yumiko: Sure. My name is Yumiko Sato. I'm from Japan. I like photography and reading about music and fashion. And I like to study English.

Tony: My name is Tony Silva. I'm from Brazil. I love parties and I like all kinds of adventures.

Sofia: Hello, my name is Sofia Mansoor. I'm from Syria. I'm a new student at the World Language Center, and I'm very excited about my new life here. I like writing and sports.

Lynn: My name is Lynn Wang. I'm from China. I want to improve my English and enter the university as soon as possible.

Nelson: Hi, my name is Nelson Balewa. I'm from Mali. I'm interested in cars, especially old ones, and I also love to play soccer.

Jacques: I'm from France. Oh, my name is Jacques Fortier, and this is my first semester here too. I like camping, hiking, and being out in nature.

Ivan: I'm Ivan Gorki from Russia. And you can call me Mr. Ivan . . . just kidding. I like to go to the gym and pump up my muscles. I also love to eat.

Oscar: Hello, my name is Oscar Garcia. I'm from Spain. I like to read, and I love soccer. It's my favorite sport. I like to walk on the beach too. It's very relaxing.

Gina: My name is Gina Poggi. I'm from Italy. I'm probably as adventurous as Tony. I especially like scuba diving. I've been at the World Language Center for almost two years.

Mr. Robinson: Nice to meet you all. Before we start today's class, there are some class rules and regulations that I'd like to tell you about.

5 Hear it. Say it. (p. 22)

Listen to the rhythm and stress in the following questions and answers. Then listen to the sentences on the recording again and mark the syllables that are stressed with a small dot.

Stress in questions and answers with can/can't

1. Can **I** have some new **checks**?
I can **only** give you **three**.
2. **Can't** I have **more**?
I **can't** give you **more** than **three**.
3. Can you **tell** us where to **find** him?
Yes, I **can**.
4. Can you **tell** us the **new** teacher's **name**?
I **can't** remember right **now**.
5. **What** can I **do** for you?
You can **tell** us **where** our new **classroom** is.

6 May I help you? (p. 22)

Sofia, a new student at the World Language Center, is in the library speaking with the clerk at the Circulation Desk. Listen to the conversation. Then check the items that Sofia has with her.

Clerk: May I help you?

Sofia: Yes, I'm a new student at the World Language Center, and I'd like to get a library card.

Clerk: Sure, can I see your ID?

Sofia: Do you mean my driver's license?

Clerk: No, I mean the ID card that the World Language Center gave you when you registered.

Sofia: Oh, I left that at home. Can I show you my driver's license instead?

Clerk: I'm afraid not. I need to see some proof that you're a student at the World Language Center.

Sofia: You can call the World Language Center and find out, can't you?

Clerk: Well, I could, but I need your student ID anyway because I have to make a copy of it.

Sofia: OK, I understand. May I use your phone, please? I need to call my roommate and ask her to bring my ID to school.

Clerk: I'm sorry, you can't use this phone here. There's a pay phone in the student lounge.

Sofia: OK, thanks. Oh, one more thing. Can you break this dollar bill for me?

Clerk: Sorry, I don't have any change. You can use the change machine at the copy center. It's in the basement.

Sofia: Well, thank you anyway.

Lesson 3

When home is a world away (p. 23)

Listen and read the following conversation.

Nelson: You know when you invited us to your house the other night, Mr. Robinson?

Mr. Robinson: Yes.

Nelson: Something happened that I don't really understand. Can I ask you about it?

Mr. Robinson: Of, course, Nelson. What is it?

Nelson: You asked me if I wanted more meat, and I said no.

Mr. Robinson: So?

Nelson: But you didn't ask me again.

Mr. Robinson: Well, I thought you must be full or you mustn't like meat.

Nelson: No, I was still very hungry and meat is one of my favorite foods.

Mr. Robinson: So why didn't you accept another helping?

Nelson: But that would be very rude. In my country, I would refuse the offer.

Mr. Robinson: Well, in the United States when you refuse, we assume you must not want any more.

Nelson: In my culture, you wouldn't just offer it to me once or twice. You might insist many times, but I would still refuse.

Mr. Robinson: Really? For me, it wouldn't be polite to insist many times.

Nelson: I didn't know that. Now I understand what happened.

Mr. Robinson: I'm glad you asked about it. You must be relieved to know that I wasn't being rude.

Nelson: Oh, yes I am. But I still raided the refrigerator when I got home.

UNIT 3

Lesson 1

Across Generations (p. 29)

Listen and read.

Gina: Sometimes I think my parents and I speak a different language.

Tony: Of course you do. You're speaking English now, and they speak Italian.

Gina: Seriously. We used to have a wonderful relationship. Now it seems that everything I do bothers them.

Tony: In what way?

Gina: Well, they say I spend too much time talking on the telephone. And definitely too much money on clothes.

Tony: Oh, Gina, you haven't been shopping again, have you?

Mr. Robinson: This is definitely a case of the Generation Gap.

Gina: Generation Gap?

Mr. Robinson: Yes, younger and older generations live in distinct worlds. When young people try to become independent, they feel almost obliged to disagree with their elders. And the adults don't understand this behavior.

Tony: We've all experienced this, haven't we? My 15-year-old brother contradicts everything my father says. Then my father gets mad and they argue.

Mr. Robinson: Well, when I was 15, I used to think my father was the least

intelligent man in the world. By the time I reached 20, however, I was amazed how much the old man had learned!

Gina: You've also learned a lot since then, haven't you, Mr. Robinson?

3 Hear it. Say it. (p. 31)

Listen to the following questions. Is the speaker fairly sure of the answer or is he or she unsure? Check sure or unsure.

Tag Questions

1. Many teenagers argue with their parents, don't they?
2. It's your first day in this school, isn't it?
3. They've done it before, haven't they?
4. You haven't paid cash, have you?

4 The Good Old Days (p. 31)

Listen as Mr. Robinson continues his conversation with Tony and Gina.

Mr. Robinson: I grew up in the 1950s in a small town in the Midwest.

Tony: Where is the Midwest, Mr. Robinson? Around Chicago?

Mr. Robinson: Yes. Chicago is the big city of the Midwest, just like New York is the big city of the East.

Tony: But you didn't live in the big city, did you?

Mr. Robinson: No, I lived in a small, quiet town north of Chicago. I always think of my childhood as "the good old days."

Gina: But it wasn't that long ago, Mr. Robinson. I always think "the good old days" were about a hundred years ago.

Mr. Robinson: I understand what you mean, Gina, but to me the 1950s in this country seem like a hundred years ago. Times have changed so fast!

Gina: Oh, I see what you mean—home computers, cellular phones, even color television didn't exist yet, did they?

Mr. Robinson: No, not yet. We had a simple life, and it seems like a long time ago.

Lesson 2

A Woman of Science (p. 33)

Listen and read the article.

Mina Goldman has just come back from an early morning walk on the beach. At 82, she moves as briskly as a woman of 20. Dr. Goldman has just completed her tenth book, *Morning Shadows*, in which she describes her life as one of the first women to enter the field of genetic engineering. On this busy morning, she has only a short time to talk with Heidi Wright, our science correspondent, before she makes an appearance at a local high school.

HW: Dr. Goldman, why haven't more women chosen careers in science?

MG: Well, first of all, most children grow up with the idea that boys understand science more easily than girls do. This continues in the high school and college years. Later, it's hard for a woman to get a job in science.

HW: I see. The culture doesn't encourage women to become scientists.

MG: Exactly. Young women give up on science more quickly than boys do because they feel embarrassed. They think science belongs to boys.

HW: How have you managed to escape this way of thinking?

MG: I think it began with my mother. She always believed in my ability, and I've tried to make her proud. Now I get paid to do science, so I guess it worked.

HW: You've never married. Did you sacrifice a family for your work?

MG: (*laughs*) Well, no, I didn't. I'm single by choice. A career doesn't get in the way. I know many women scientists who are happily married and have families.

HW: That's good to know. And are you happy with your life?

MG: I am. I've enjoyed myself, and I hope that I've set an example for other women. Science is for everyone.

Lesson 3

Nelson Mandela (p. 37)

Listen and read.

Nelson Rolihlahla Mandela was born on July 18, 1918 in a village in South Africa. After his father argued with an important white official, Nelson's

mother took him to another village. When he was 7, his parents sent him to a missionary school. There he was given his English name, Nelson. Two years later, his father died, and Nelson went to live with his uncle. This man strongly influenced the future president's leadership style.

When Mandela entered college in 1939, he participated in activities against the South African government. He also managed to do well academically, earned a law degree, and was on the road to a comfortable life. However, his experience and education had taught him about injustice in his country. In 1943, he joined the African National Congress (ANC).

In 1948, the government passed the apartheid laws. These laws generally treated non-whites as inferior citizens. As an active member of the ANC, Mandela played a major role in protesting against these laws. He was arrested in 1956 and then again eight years later. The second time, the apartheid police found arms in the headquarters of Mandela's organization and he was sentenced to life in prison.

For 28 years, Mandela remained in prison. Finally, in 1990 President F. W. de Klerk released him from prison and allowed him to return to his work with the ANC. Three years later, both Mandela and de Klerk were awarded the Nobel Peace Prize for their efforts to end apartheid and bring about a peaceful transition to nonracial democracy in South Africa. In 1994, Mandela was elected president of South Africa.

Mandela fought all his life to bring freedom to black people and democracy to his country. He's known as a national hero in his country and abroad. He served as president of South Africa until 1999, when he stepped down after serving for five years.

3 Ordinary heroes live among us. (p. 39)

Listen to the story from a radio show called We live among heroes. Number the events in chronological order from 1 to 7.

On a September day in 1951, a ten-year-old boy named Parker Stratt and a nine-year-old girl named Jerry Gustafsib rode their bikes to the bank of a river. As they were going down the steep slope to the river, a seven-foot alligator suddenly came out of the water and grasped Jerry's right arm in its jaws. Then the big alligator went back into the water and took the girl with it. The boy waited right there. Seconds later,

the alligator came up with Jerry, rolled over onto its back, and for a second lost its grip on the girl's arm. Parker was ready. He put his knee against the root of a tree, stretched out over the water, caught Jerry by her injured right arm, and dragged her out of the water. Then, as the alligator floated in the water, Parker pulled his friend up the steep slope and out of danger. He rested his friend on his bike and rode a half-mile to a motor pool.

Jerry was put in a truck and driven to the nearest hospital, where doctors treated her cut and broken arm. People found out about the incident immediately, and they saw Parker as a hero. He appeared on TV shows and was honored by several organizations. He also received the first Young American Medal for Bravery from the president of the United States.

UNIT 4

Lesson 1

Anatomy of an Illness (p. 43)

Listen and read Oscar's journal.

Monday, March 24—I've been sneezing and coughing for about a week now. At first it wasn't so bad, and I thought maybe it was just a cold. But I had to take some aspirin before I went to bed because I had a fever and chills, a sore throat, and an earache too.

Tuesday, March 25—Today I got up feeling worse, because the cough was constant and I had a terrible headache. But after I took some cough syrup, I went to school. After I was there for an hour or so, I was too sick to do anything, and I had to go home. When I got home, I fell into bed and slept most of the day. Tomorrow, I'm going to see Dr. Lei.

Wednesday, March 26—Well, Dr. Lei said it wasn't just a cold because I had a sore throat and a fever too. He took a blood test and when the lab results came back, they showed I had a really bad bacterial infection. The doctor prescribed an antibiotic and told me to stay in bed for a couple of days and drink a lot of fluids, especially hot beverages.

Saturday, March 29—Today was a wonderful day because my fever was gone and I wasn't coughing anymore. The hot drinks really helped my sore throat. When Lynn called to ask how I was feeling, I was finally able to say, "A lot better!"

5 Yesterday I wasn't feeling very well. (p. 45)

Listen and complete Oscar's journal entry. You will hear the selection twice.

Dear Diary:

Yesterday I wasn't feeling very well. I had a fever and chills, and my throat was aching, too. After I had breakfast, I decided to go to the doctor. When I got there, I had to wait a long time because there were a lot of other patients ahead of me. Before I saw Doctor Lei, I had to fill out some forms.

After he took my temperature, Doctor Lei told me to roll up my sleeve because he wanted to take some blood. He said I had a bacterial infection. He told me to stay in bed and drink plenty of fluids. Before I went home, I stopped by the pharmacy because I had to get my prescription. After I got home, I went right to bed. I'm really glad I went to see the doctor because I am feeling much better now.

Lesson 2

He said, "It's just indigestion." (p. 47)

Nelson and Sofia are visiting Gina. She was sick and didn't go to school yesterday. Listen and read their conversation.

Nelson: How are you feeling, Gina? I heard you had a bad stomachache yesterday.

Gina: Yes, but I feel better today, thanks.

Sofia: Did you see a doctor?

Gina: Yes, I went to the emergency room. After he examined me, the doctor said, "It's just indigestion. Here's a prescription for some pills. You'll be fine by tomorrow."

Nelson: And you are better today.

Gina: Yes, I'm fine.

Sofia: Did you see your regular doctor at the emergency room?

Gina: No, I saw the doctor who was on duty.

Nelson: You do have a regular doctor though, don't you?

Gina: Yes, I have a primary-care physician.

Sofia: Is that like a family doctor?

Gina: Yes, it is. But I was in so much pain the other day, I just went right to the emergency room. It was a real emergency!

Nelson: I guess it was!

3 Hear it. Say it. (p. 49)

Listen to the sentences. Draw a slash between the two thought groups in each sentence. Practice saying the sentences with a partner.

1. Before I went home, / I got sick.
2. When he took an antibiotic, / he felt better.
3. After he operated, / he saw patients.
4. Because he got sick, / he missed his classes.
5. Because I had a fever, / I took some aspirin.
6. Because the fever was gone, / I had a wonderful day.

4 My Visit to the Doctor (p. 49)

Gina is writing in her journal about her visit to the emergency room. Listen and complete her journal entry.

Last week I had a horrible stomachache. The pain woke me up in the middle of the night and I couldn't go back to sleep. Early in the morning, I went to the emergency room at the hospital. I had to wait for an hour before it was my turn. While I was waiting, the receptionist gave me several forms to fill out. When it was finally my turn, a nurse came and said, "Follow me!" As I followed the nurse to the examining room, she asked, "How can we help you today?" "I need to see a doctor immediately," I said. "The doctor will see you in just a few minutes," the nurse responded with a smile.

As soon as the doctor came into the examination room, he asked, "What seems to be the problem?" I answered, "I have a horrible stomachache." "A stomachache," he repeated what I'd said and then asked, "When did it start?" "Last night," I responded. "What did you eat last night?" "Just a steak," I said, "oh . . . and a few french fries." Then, he said, "Untuck your shirt, please." I untucked my shirt. He felt my stomach and asked where it hurt. Finally, he wrote a prescription. He handed it to me and said, "It's only indigestion. Get this prescription filled. The pills will help right away." "Only indigestion?" I said, "That's good! I thought it was something serious."

5 I have some questions about the bill. (p. 50)

Gina has some questions about the bill she received from the hospital. Listen to the telephone conversation and fill in the missing information.

Operator: Good morning. Mercy Hospital. How can I help you?

Gina: Well, I received a bill in the mail, and there are some questions I have about it.

Operator: What is your name and social security number, please?

Gina: My name is Gina Poggi. My social security number is 99-999-9999.

Operator: Thank you, Ms. Poggi. Can you please give me the date and patient number on the statement?

Gina: Yes, of course. The date is November 9, and the patient number is 01236.

Operator: What is the insurance group number?

Gina: It's 943-2076.

Operator: OK . . . Now, what seems to be the problem with your statement?

Gina: Well, there's a charge of \$55 for an emergency room visit on October 24, but the amount in the total paid column is only \$40. Where's the other \$15?

Operator: Oh, there should be a \$15 amount listed in the deductible column.

Gina: Well, that explains that. But what about the next charge? It's for Gastril 500 on the same day. The charge was \$15. What is Gastril?

Operator: It's a prescription drug that you received that day.

Gina: That must be a mistake. The doctor didn't give me any medicine, only a prescription which I took to the pharmacy.

Operator: OK. I'll check that and take it off your bill. So now your balance is \$15.

Gina: Well, I guess that answers all of my questions. Thanks for your help.

Operator: Glad we could help you, Ms. Poggi.

UNIT 5

Lesson 1

Reverse Culture Shock (p. 57)

Read and listen to Yon Mi Lee's letter to her classmates.

Dear Friends,

Since I came back to Korea, I've been experiencing "culture shock" again. I remember that I had a similar experience after I arrived in the United States. I felt homesick and lonely, and I was confused. Everybody and everything seemed strange. I've been having similar feelings since I returned to Korea. How can it be? I've been living with my family, speaking my native language, and going to places I used to go to as a child, and still I've been feeling like a stranger. I guess I've been experiencing "reverse culture shock."

I've noticed that I've changed in some ways, and my father has noticed too. We had an argument about my future. In the past, I would never disagree with my parents, but since I came back, I've been arguing with them about many things. I don't want to disrespect them, but I feel that I should be able to voice my opinions.

In Korea, we've been taught to listen to our parents and the elderly and to follow their advice. In the United States, on the other hand, children are encouraged to be more independent. They sometimes argue with their parents if they don't agree with them. In Korea it's considered rude to do so.

Although it will take me a while to readjust to my own culture, I am glad I lived outside my country for a while because now I understand my culture better.

Love,
Yon Mi

2 Everything is new and exciting. (p. 58)

When someone lives in a new country, he or she goes through different stages of adjustment. The stages may last for different lengths of time. Read the chart on page 58. Then listen to the students as they talk about their cultural experiences in the United States.

Oscar: I'm afraid I made a serious mistake coming here. I've been feeling disappointed about my decision lately. After all, back home, I had a good job and now everyone there will be ahead of me. Now that I've lived here for a while, I realize that there are many things I don't like about this culture. In my country, people care about each other, and neighbors try to help each other, but here everybody is interested in making money.

Sofia: My name is Sofia. I've been living in the United States for two months now, and I like it here. I've been learning a lot about the U.S. culture and I find it fascinating. I especially like the convenience here. I can take care of a lot of things by phone. I've also been making a lot of friends. Everybody is very friendly. It may sound strange, but people here smile at me even when they don't know me.

Ivan: It's kind of strange, but I've been feeling much better lately. I still miss my family and country, but I feel like I'm going to be OK. I've been enjoying

learning about the U.S. culture. It's all very fascinating.

Lynn: I've been feeling lonely lately. I often think of my family and my friends back home, and in the past weeks, I've been dreaming of my family almost every night. I rush to the mailbox every day after school to see if there are any letters from home. Sometimes I wonder if I made the right decision to come here.

Nelson: I've made some good friends in the past few months. This isn't home, but I'm a lot happier than I was last year. I've been studying hard, and my English has improved a lot. I've decided that I want to major in computer science. I've been studying for the TOEFL®, and I'm planning to take the test next time and pass it! I'm sure if I study hard, I can succeed.

6 Hear it. Say it. (p. 60)

Listen to the following sentences. Notice that the sentences in Group A have two strong beats, and the sentences in Group B have three strong beats.

Sentence Stress and Rhythm

- A.
1. I **like** this **culture**.
 2. I **dislike** this **culture**.
 3. I'm **crazy** about this **culture**.
 4. I'm **fascinated** by this **culture**.
- B.
1. I'm **very confused** by this **culture**.
 2. I'm **really not used** to this **culture**.
 3. I'm **really not enjoying** this **culture**.
 4. I may **never get used** to this **culture**.

Take turns saying the sentences. Tap your pencil or finger in a regular rhythm with stressed syllables. Say the sentences a little quicker each time.

Lesson 2

It was good to hear from Yon Mi, wasn't it? (p. 61)

The students are talking with Mr. Robinson in the Student Center. Listen and read their conversation.

Tony: It was good to hear from Yon Mi, wasn't it?

Gina: Yes, but it sounds like she's having a hard time.

Mr. Robinson: She's just readjusting to her own culture. Lynn, didn't you tell me that Yon Mi also had a hard time when she was here?

Lynn: Yes, Yon Mi is very sensitive to

what goes on around her.

Gina: Right. She's very sensitive and smart, too.

Sofia: I wonder . . .when I go back home . . .will I think things have changed?

Gina: Interesting question. But I think it's you who will have changed. By the way, did I tell you my cousin Vito, my favorite cousin, is coming to visit me next week?

Mr. Robinson: From Italy?

Gina: No, he's living in the U.S. He was invited to come and start a new business—a restaurant—with another cousin, Ricky. Ricky is older. Vito is going to be the manager.

Mr. Robinson: Where is it located?

Gina: In New York City. Ricky was told that New York was the best place to open a new restaurant. The restaurant was opened last week.

Mr. Robinson: How is he doing?

Gina: Well, the business is doing great. But Vito is experiencing a little culture shock of his own.

Sofia: What do you mean, Gina?

Gina: Well, he comes from a quiet town in the country. He says he always heard that New York was "the city that never sleeps," and now he understands why. The city is noisy and active twenty-four hours a day. Last week, his next-door neighbors had a dancing party with loud music that lasted until 5 A.M. Vito couldn't sleep all night and then he had to be at work at 7:30 the next morning. He was really upset!

Tony: That sounds like fun! I'd love to visit New York!

4 Young People in the United States (p. 64)

Listen and read.

Teenagers today feel good about themselves and the future. At least those are the findings of two recent polls. Teenagers were asked about their relationships with their parents, their feelings about their families, and the future.

In the recent poll that was conducted by local newspapers, most teens aged 13 to 17 said that

they never drank alcohol or smoked and that they are happy with their relationships with their parents. Many teenagers said they are influenced in positive ways by their parents. Surprisingly optimistic, most of them also feel they are well prepared for future jobs. They are skilled at working with computers, and they are not frightened by hard work. Today's teenagers worry about the future, but they seem to feel that they can affect the future in positive ways.

Lesson 3

The quality of life (p. 65)

Listen and read.

A suburb is a place of quiet streets, pleasant sidewalks, and neatly-clipped lawns and gardens. With its large sidewalks and many playgrounds and parks, the suburb looks very appealing. The streets are lined with flowers, and people are always out walking their dogs. The suburban setting feels spacious because everyone has a large house with a backyard. Parents seem content to let their children play outside without fear of being hit by a car. The public schools and services are excellent, and crime seems less apparent. Life just feels more restful in a suburb.

In contrast, the beauty of living in a city is the variety of options that are available. If people want a natural environment, they can find it. If they prefer an environment of cultural and recreational opportunities, it's there. There are neighborhoods and housing types to fit just about everyone. And because there's a mix of people with different backgrounds, the city looks very multicultural and vibrant. A person can walk out of his or her house and right into an Austrian coffee shop, an Irish pub, or a Japanese sushi bar. City dwellers feel exhilarated because of the abundance of concentrated live music, entertainment, and art. Life just seems a little more exciting in the city.

UNIT 6

Lesson 1

They think she's too young. (p. 71)

Listen and read the conversation.

Pablo: Jacques, you're really quiet today. You seem upset. Is something the matter?

Jacques: Kind of. I miss my girlfriend, Danielle, back in Paris. She's not

really my girlfriend, but we have become close friends.

Pablo: It sounds like you're more than friends.

Jacques: Well, we've talked about it, but we decided it wouldn't be a good idea.

Pablo: Why not?

Jacques: Because of her parents. They think she's too young to have a boyfriend. And they don't like me because I'm still a student, not yet established with a secure job.

Pablo: Are you writing to each other?

Jacques: Yes, we e-mail all the time. I don't know what to do. I understand her parents' concerns, but I think they're too old-fashioned because they want us to look at the world the way they do.

Sofia: My parents think a lot like Danielle's parents.

Jacques: I guess a lot of parents do. I understand their concern for their children, but they have to let us grow up.

Pablo: What does Danielle think?

Jacques: She's upset too. She loves me, but she doesn't want to hurt her parents.

Lesson 2

Matchmaking around the world (p. 74)

Listen and read the following newspaper article about matchmaking.

What is the best way to find a husband or a wife? Some people prefer to meet a spouse on their own. For these people, it all starts with meeting someone at work, at school, in a coffee shop, or even in a grocery store. Others would rather find a husband or a wife with the help of another. These people prefer to go to a matchmaker.

In a traditional country, such as Iran, a matchmaker is typically an old woman who knows all the eligible bachelors in the neighborhood. She goes from one house to another trying to find brides for them by talking to the girls' parents. After the matchmaker introduces the couple and their families to each other, the man and the woman are free to accept or reject the match. The man usually goes to the woman's home with his mother, and the couple talk to each other for an hour or two in the presence of their parents. If they like each other, the families meet and arrange the marriage. If the match is successful,

the matchmaker is invited to the wedding and is paid a fee.

Matchmaking is a common practice in less-traditional societies too. In the United States, some men and women prefer not to spend time and energy searching for a mate on their own. They would rather get help from professional services. Some applicants are willing to pay hundreds of dollars, fill out forms, see videos, and study computer printouts on potential mates. Others turn to the personal ads in newspapers and magazines. More recently, matchmaking through the Internet has become very popular.

Although traditional and modern forms of matchmaking are basically the same, what happens after the couple meets differs from one country to another. In Iran, for example, a successful match ends in marriage, in the United States, it usually leads to dating, which may or may not end in marriage.

3 Hear it. Say it. (p. 76)

Listen to the sentences. Then take turns saying the sentences with a partner.

Contractions with would rather

1. He'd rather choose his own girlfriend.
2. I'd rather stop dating him.
3. We'd rather use a matchmaker.
4. They'd rather put an ad in the personals.
5. I'd rather not follow your advice.
6. She'd rather not ask his permission.
7. We'd rather not explain our reasons.
8. I'd rather not tell you.

6 Wedding customs are similar. (p. 77)

Listen to the description of wedding customs in the United States. Match the description to the correct picture. Number the pictures.

1. Setting the Date—In the United States, people usually get married in the spring and summer.
2. The Wedding Gown—The wedding gown is typically a long white gown in the United States.
3. The Ring—The wedding ring is exchanged on the day of the wedding. If they both have rings, the bride and groom wear them on the fourth finger of their left hands.
4. The Wedding Cake—The wedding cake often has several layers and is decorated with hearts, lovebirds, flowers, and small figures of the bride and the groom.
5. Throwing the Bouquet—At the end of the wed-

ding reception, the bride throws the bouquet into a crowd of unmarried female guests. It is said that the woman who catches the bouquet will be the next bride.

6. The Honeymoon—After the wedding ceremony, the couple goes on a trip to relax and enjoy their time together.

Lesson 3

East meets West. (p. 78)

Listen and read the article.

Hamid and Elaine Tanori, a New Jersey couple, have been married for five years and have two children. Since Hamid is from Egypt and Elaine is from upstate New York, many of their friends on both sides of the world predicted that the marriage wouldn't last, but they were wrong.

Hamid's story: I think I always wanted to marry an American girl. I worked at a hotel when I was a kid, and I loved meeting foreigners. Many times, I brought tourists home to dinner and my mother would cook for them, so I guess she knew that I was interested in other countries.

I met Elaine in a coffee shop in Manhattan, and although we were strangers, we talked for almost an hour. I liked what she said, so I went back to that same place every day until I saw her again. And the more I got to know her, the more I felt that my life was with her.

Elaine's story: I never thought I would marry the boy next door, but I didn't know I was going to marry someone from the other side of the world, either. Now it seems logical. I have done a lot of traveling, and I've always wanted to learn from other cultures, so I was open to the possibility of marrying outside my culture. But Hamid and I have a lot of differences. He comes from a traditional family and I don't, but we try to compromise.

UNIT 7

Lesson 1

All in a Day's Work (p. 83)

Sofia has been looking for a job. She expected her uncle to find her a job at his company. Listen and read her conversation with her aunt, Alice.

Sofia: I really need to find a part-time job, but Uncle Omar doesn't seem to care.

Alice: Why are you saying that?

Sofia: Well, I know that his company is hiring some temporary part-time employees, but

he didn't tell me about it.

Alice: If you asked him, he would tell you. Have you asked him?

Sofia: Not really, but he knows I'm looking for a job, doesn't he?

Alice: Yes, he does.

Sofia: Well, he could at least recommend me for the position. He's supposed to help his niece out.

Alice: I'm sure he would recommend you if you applied for the job. By the way, do you remember the requirements for the job you want?

Sofia: I think applicants are supposed to be familiar with the Internet and have experience with several computer programs.

Alice: What about a degree? Are you supposed to have a college degree?

Sofia: I don't recall anything about a degree.

Alice: So you're qualified for that job?

Sofia: I don't know. But I still think Uncle Omar could get me the job if he wanted to.

Alice: Why do you want this job so badly, anyway? Aren't you supposed to go to medical school?

Sofia: Yes, I am.

Alice: If you wanted to major in Business Administration, this part-time job would be a good experience for you. But I think it would be better for you to find a job in the medical field. I'm sure your uncle and I can help you find one.

3 Sofia is supposed to be at work at 8 o'clock. (p. 85)

Sofia has just started working part time at a hospital. Listen to the conversation between her and Ana, her coworker. Then write A or S on the lines in the chart to indicate who is supposed to do the job.

Sofia: What time am I supposed to start in the morning?

Ana: You should be here at 8 o'clock sharp.

Sofia: Do I need to wear a uniform?

Ana: Yes, everybody in this section wears a white shirt, but you can wear any color pants you want.

Sofia: I see a computer here. Do I have to know a lot about computers?

Ana: Not really. All you have to do is enter the patients' information from the application into the computer. It's easy. I'll show you.

Sofia: What about the phone? Am I responsible

for answering the phone?

Ana: I usually answer the phone if I'm around.

Sofia: What else am I supposed to do?

Ana: Well, you're supposed to fill out the forms for the patients if they can't do it themselves, and you should check their insurance too. I'll contact the insurance company, though, if I have to.

Sofia: Am I supposed to make appointments for the patients?

Ana: No, I'm in charge of that, but you have to let the nurse know when the patient is ready to see the doctor.

Sofia: What about filing the forms?

Ana: Oh, yes. You'll be in charge of that. Every day before you leave, you're supposed to file all the forms and other paperwork.

5 Hear it. Say it. (p. 86)

Listen to the following sentences and practice pronouncing them.

Contractions with would

1. I'd put on my best clothes if I had an interview.
2. She'd smile if she weren't so nervous.
3. We'd do that for you if you asked us.
4. You'd get some good experience if you worked there.
5. If you were a store manager, you'd work on weekends.
6. If you asked your uncle, he'd help you find a job.
7. If Sofia applied for that job, she'd get it.
8. If they moved to a big city, they'd have better job opportunities.

Lesson 2

1 Jacques can't stand doing office work. (p. 88)

Why doesn't Jacques like his job? Listen to his conversation with Nelson.

Nelson: What are you doing?

Jacques: I'm looking for a new job.

Nelson: What kind of job do you want?

Jacques: I'm not sure. But I hate being indoors all day. I can't stand writing reports and keeping records.

Nelson: What do you like doing?

Jacques: Well, I love being outdoors, and I enjoy working with children.

Nelson: Did you see this flyer from Clear Lake Park? They have jobs working with children.

Jacques: No, let me see it.

Nelson: You should apply for a job there.

Jacques: Maybe I will.

5 Tell me about yourself. (p. 90)

Listen to Jacques' interview with Margaret Henry. What things does Jacques like and dislike? What things doesn't he mention?

Ms. Henry: You must be Jacques Fortier?

Jacques: I am.

Ms. Henry: And you're looking for a part-time job, is that right?

Jacques: Yes. I want to apply for the job of afternoon youth program director.

Ms. Henry: Tell me about yourself. What do you do now?

Jacques: Well, I work in an office now, but I really don't like it. I'm bored with all the paperwork.

Ms. Henry: But you like working with children?

Jacques: Yes. I love working with children. And I have a lot of experience. I worked as a counselor in a youth day camp for two years when I was in high school. I taught tennis and swimming, and I supervised the free swimming.

Ms. Henry: You sound like just the person we're looking for. You will have to take a swimming test and provide me with some good references before we can hire you.

Jacques: Sure. Here are my references. When do I take the swimming test?

Ms. Henry: Tomorrow morning. By the way, do you have any other interests?

Jacques: Yes, I volunteer for the Junior Scouts. I also enjoy hiking and camping in my free time.

Ms. Henry: Great! Maybe you can help with the camping program also.

Lesson 3

The Moneymakers (p. 91)

Listen and read the article.

For highly educated and skilled workers, life is very good and it's getting better. But the opposite is true for those at the low end of the pay scale. Since the 1970s, the gap in wages between skilled and unskilled workers has widened sharply. But new research shows the inequality does not stop there. Differences in job benefits and the quality of work life have also grown. The need for highly trained and educated workers is so great that

companies cannot keep enough skilled workers on their employment rolls. Consequently, they are adapting to white-collar workers' demands for increases in vacation time, flexible work schedules, and increased benefits.

The good news, however, is that it is not too late for people on the low end of the wage scale to acquire marketable job skills. The argument that education will open a gateway to a better life continues to be supported by statistics. The broadest opportunities, best salaries and benefits, and greatest security are still linked to advanced education and training. Community colleges and company training programs are currently working very hard to help part-time and full-time students of all ages prepare themselves to meet the needs of the modern marketplace.

UNIT 8

Lesson 1

Pablo takes the road test (p. 97)

Pablo is taking a road test for his driver's license.

Listen and read the conversation between Pablo and the officer.

- Officer:** Wait, wait! Didn't you forget something?
- Pablo:** What do you mean?
- Officer:** I mean did you check everything before pulling out of the parking lot?
- Pablo:** Well, I checked the rear-view mirror, the emergency brake, the . . . oh, of course, my seat belt. I'll fasten it right now.
- Officer:** No, you don't. You should pull over first, and then fasten your seat belt.
- Pablo:** Yes, sir.
- Officer:** Be careful. There's a car right behind us. Whenever you want to change lanes, you must signal first. Changing lanes without signaling can be very dangerous.
- Pablo:** Sorry.
- Officer:** OK. Park over there next to that blue car . . . good. Now buckle up and let's go.
- (Two minutes later. The officer looks upset and irritated.)*
- Pablo:** What did I do wrong this time?
- Officer:** You didn't stop behind that school bus. Passing a school bus when its lights are flashing is illegal.
- Pablo:** I'm sorry. I didn't know I had to stop.

Officer: It's all in the driver's manual if you read it.

Pablo: Uh-oh. There's a police car behind us. I'd better let it pass by.

Officer: No, you'd better stop the car. I think we're in trouble.

5 Hear it. Say it. (p. 100)

Listen to these sentence pairs with the same word used as a noun in one sentence and as a verb in the other.

Notice how the stress changes. Then take turns reading the pairs of sentences.

Information Focus

1. Last year he had a driver's **permit**.
2. It **permits** him to drive.
3. Mr. Robinson gave us a report on our **progress**.
4. I'm starting to **progress** in my studies.
5. Did Jacques buy Danielle an expensive **present**?
6. Ivan had to **present** his report to the class.
7. Jacques hates to keep **records**.
8. He **records** the information.

6 Driving carefully can prevent accidents. (p. 101)

Listen to the police officer talking to the students at the World Language Center about traffic rules. Then listen again and complete the sentences with the -ing form of the verbs in the box. You will need to use some of the verbs more than once.

I'm officer Jim West, and I'm here today to talk to you about car accidents. How many of you have a car? Many of you. Nobody likes to be in an accident, so I'm here to tell you how to avoid accidents. Driving carefully is the best way to avoid accidents. Most accidents are caused by reckless drivers. Driving too fast or changing lanes without signaling can be very dangerous too. Also, keeping a good distance from the car in front of you can prevent accidents. Being a careful driver is especially important when it's raining and the roads are slippery.

Remember, sitting behind the wheel requires all your attention. Some people do other things when they're driving. For example, talking on a cellular phone can distract you from driving. Listening to loud music may also be hazardous, as you may not hear other cars' horns or an ambulance's siren. There are other distracting factors, too. Putting on makeup while driving or talking to someone in the back seat are two examples. Finally, always observe the traffic signs. In fact,

obeying traffic signs is a law in the United States.
Any questions?

Lesson 2

Fender Bender (p. 102)

Read and listen.

- Ivan:** I'm sorry, officer. I hope you won't give me a ticket for speeding. I was being very careful about driving under the speed limit. It was an accident.
- Officer:** May I see your proof of insurance?
- Ivan:** Uh-oh, I think it's at my apartment. I am terrible at remembering these things.
- Officer:** Do you realize you're breaking the law by driving without insurance?
- Ivan:** I'm sorry, officer. What a mess!
- Officer:** Well, you will know next time. You look shaken up. Are you all right?
- Man:** What about me? What about my van? Aren't you interested in helping the victim here? My girls are late for a soccer game, and I'm on hold with my insurance company. Aren't you going to give this guy a ticket?
- Officer:** You can make it easier for us all by staying calm, sir.
- Ivan:** I'm sorry about making you and your daughters late. It really was an accident.
- Officer:** Mr. Gorki, I have to give you a ticket for causing an accident by following another vehicle too closely and for driving without insurance.
- Man:** Now, may I see your driver's license, phone number, and address, Mr. Gorki? My insurance company is going to need the information.
- Ivan:** *(sighs)* Yes, of course.

1 How long do I have to wait for a tow truck? (p. 103)

Listen to Ivan's conversation with the auto-club dispatcher and fill in the information on the form.

- Operator:** Hello, Roadside Assistance, this is Sherine. How can I help you?
- Ivan:** Hello, hello?
- Operator:** Yes, this is Roadside Assistance. How can I help you, sir?
- Ivan:** I need to have my car towed.
- Operator:** Are you a member with us, sir?
- Ivan:** Um, yeah, yeah, I am.
- Operator:** Name, please?
- Ivan:** Ivan Gorki. Um, how long will it

take?

- Operator:** I'll tell you in a minute. ID number?
- Ivan:** What?
- Operator:** Your ID number. It should be printed on your card.
- Ivan:** Oh, yes, right. 996-8842.
- Operator:** 996 . . .
- Ivan:** Yes.
- Operator:** Then what?
- Ivan:** 8842
- Operator:** 996-8842?
- Ivan:** Yes, how long . . .
- Operator:** What is your location please?
- Ivan:** Santa Monica Boulevard.
- Operator:** Santa Monica Boulevard. What is the description of the car?
- Ivan:** It's light blue. How long . . .
- Operator:** And what is your license plate number, please?
- Ivan:** Oh. . .132-ZEB.
- Operator:** OK.
- Ivan:** How long will it take the truck to get here?
- Operator:** A driver should be there within two hours.
- Ivan:** Two hours! I'll get there faster by pushing my car.
- Operator:** I'm sorry, sir; that's the best I can do.
- Ivan:** I understand. Tell the driver that if I'm not in the car, I'll be in the restaurant across the street.
- Operator:** All right, sir. Thanks for calling Roadside Assistance.

Lesson 3

Teen Driving and Safety on the Road (p. 106)

Listen and read the article.

Teenage Motor Vehicle Deaths

In every motorized country, teenage driving represents a major hazard. Teens are allowed to get licenses at an early age, and they are not required to have much driver training. Often, none is required. It is not surprising, therefore, to see a higher rate of accidents among younger drivers. The rate is highest between ages 16 and 17.

It is common to see young drivers talking and laughing with their friends in the car and playing loud music while they are trying to drive. Because they are so distracted, they are not able to handle even small emergencies that come up. These situations often turn into disasters.

UNIT 9

Lesson 1

Trying to Keep a Budget (p. 111)

Listen and read the conversation.

- Lynn:** I seem to spend every penny I make at the photo lab. How can I save some money?
- Yumiko:** Try to keep a budget. It's like a diet. But instead of counting calories, you count pennies.
- Lynn:** How do I begin?
- Yumiko:** Well, first of all, you have to figure out how much money you make.
- Lynn:** That's easy enough!
- Yumiko:** Then, you need to determine your expenses.
- Lynn:** Oh, I get it. If I total my monthly expenses and subtract that amount from my monthly income, I can see how much money I have left. If I get a negative number, then I must be spending more than I make. If I have some money left over, that's the money I can plan to save.
- Yumiko:** That's it.
- Lynn:** So if I want to open a savings account and have some money in it, I should find some ways to cut down on my expenses.
- Yumiko:** Yes. For example, if you decide to take the leftovers from dinner to eat for lunch the next day, just once a week, you can expect to save over \$250 a year.
- Lynn:** No kidding!

2 Hear it. Say it. (p. 112)

Listen to the following sentences. Then practice saying them with a partner.

Stress and Intonation

1. If you want to save money, you have to budget it.
2. If you eat leftovers for lunch, you can save a lot of money each year.
3. If you want to balance your budget, you should try a budget plan.
4. If you buy only what's on your grocery list, you won't overspend.
5. If you compare gasoline prices, you can save ten to fifteen cents a gallon.

4 You have to pay the late payment charge. (p. 113)

Listen to Lynn and a customer service representative talk about Lynn's credit card billing statement. Fill in the missing information.

- Agent:** Safe Card billing department. Account number, please?
- Lynn:** Yes. It's 57 51393 24819 3.
- Agent:** And your Zip Code?
- Lynn:** It's 92502.
- Agent:** Thank you. Are you Lynn Wang?
- Lynn:** Yes, I am.
- Agent:** Is your address still 97 Park Place?
- Lynn:** Yes, it is.
- Agent:** OK, Ms. Wang. How can I help you today?
- Lynn:** Well, I'd like a summary of my billing statement for May, please.
- Agent:** Of course. As of the May 1 billing date, I see you have a previous balance of \$210. You have paid \$44.10 towards that and bought merchandise for \$35. Taking into account the \$7.35 finance charge, that gives you a balance of \$208.25.
- Lynn:** Hmm. The balance hasn't gone down very much, has it?
- Agent:** Well, you keep sending your payment in late, and you have to pay the late payment charge. Then, there is a 1.75% monthly finance charge, which is determined by adding together the outstanding balances for each day of the monthly billing period and dividing the total by the number of days in the monthly billing period.
- Lynn:** How do you determine the outstanding balance?
- Agent:** It includes new purchases, unpaid finance charges, and unpaid insurance charges.
- Lynn:** Does that include fees for late payment?
- Agent:** No, it doesn't. It doesn't include returned checks, either.
- Lynn:** Well, thank you for the information.
- Agent:** No problem. And Ms. Wang, please be sure to make your scheduled payment of \$45 before May 31. You don't want to pay the 1.5% late payment charge again, do you?
- Lynn:** No, I've learned my lesson from last month.

Lesson 2

6 Mr. Robinson intends to take his daughter hiking. (p. 118)

Listen to the conversation from Mr. Robinson's class. Complete the notes about each student. Listen again if you need to. Then compare your answers with your partner's.

Mr. Robinson: Today, I'd like to warm up by having each one of you share one of your dreams for the future. Perhaps you even have a plan. I'll go first. I intend to take my daughter hiking in the Rocky Mountains some day. What about you, Tony?

Tony: My dream is that I would like to design my own house some day.

Mr. Robinson: Your own house? Do you mean design it or build it?

Tony: Both. I've already started to work on it.

Mr. Robinson: Great, that's inspiring. What about you, Lynn?

Lynn: I like horses, and I hope to live or work on a ranch some day.

Mr. Robinson: Wow, I'm surprised. I didn't know that. Have you ever ridden a horse?

Lynn: Well, sort of. I rode ponies when I was a little girl.

Mr. Robinson: What about you, Yumiko?

Yumiko: I'm excited about photography, so I want to publish my photographs.

Mr. Robinson: I expected you to say that. You are a great photographer. Nelson, what are you into?

Nelson: I like to design web sites, so I guess my dream is to get a job helping people set up web sites on the Internet. I think that would be exciting.

Mr. Robinson: Well, you should be able to reach that goal very easily. Pablo, do you have something that you feel passionate about?

Pablo: Flying. I plan to be a pilot some day. When I take my first solo flight in an airplane, it will be a dream come true.

Mr. Robinson: I bet it will. Jacques, what's your dream?

Jacques: I want to become an environmental economist. I think we need to recognize the importance of saving nature. Economics is one way I can work toward that goal.

Mr. Robinson: Very inspiring. I'm proud of you, Jacques. Sofia, you're next.

Sofia: I have to get into medical school. That's the most important thing for me right now. When I get accepted, that will be the beginning of my dream come true. If I don't, I'll be extremely disappointed.

Mr. Robinson: Well, all your answers are very interesting. I hope to see all your dreams come true.

Lesson 3

The lure of advertising (p. 119)

Listen and read the following advertisements.

The best deal ever!

Get 10 CDs for just \$1!

Get 5 more for \$5 each.

No strings attached.

Cancel anytime.

You'll find more CDs here than anywhere else.

Call Music Lovers now!

1-888-555-4535

plus \$2 shipping and handling for each CD.

You can cancel after you buy 10 more CDs or cassettes at our regular price.

Say good-bye to fat and get your swimsuit ready!

We're looking for 30 people to lose 30 pounds in 30 days.

No pills, no diet. Amazing results, fast.

Call today: 1-800-FAT-GONE

Actual results may vary.

Get mobilized. Get the Antenna.

Make more phone calls. Pay less money.

Call anybody, anytime, anywhere for \$22 a month!

Get a free cellular phone with lots of features!

Effective for the first 6 months.

A one-year contract is required.

Ultimate Furniture

The biggest sale of the year is this weekend.

More furniture for your money.

No interest, no payment for one full year.

You'll never want to leave your house again.

Some restrictions apply. Ask store for details.

UNIT 10

Lesson 1

Having a good time (p. 125)

Listen and read the conversation.

Lynn: Wow, what an incredible view. I've never seen such a blue sky.

Yumiko: Yeah, I'm beat, but this hike was worth it. I'm glad you suggested coming here, Jacques. I've never climbed a mountain before.

Jacques: I'm glad you like it. Hiking is my favorite thing to do. Wherever I am, if I have time, I head straight for the mountains.

Yumiko: Really? I guess that makes you a mountain man. To tell you the truth, I'm a beach comber. On weekends, I usually go straight to the beach if the weather is good.

Jacques: The beach is good too, I guess. I'm crazy about body surfing, but there's something special about the mountains.

Tony: I don't really care where I am if there's something exciting to do.

Lynn: Like what?

Tony: Anything really. I can't sit still. I like to play soccer best, but I also like mountain biking and wind-surfing—anything that gets my blood going. If I can find a thrilling new experience, I'm happy. If I have to sit still, I go crazy.

Lynn: I know what you mean. I love this view, but I get restless if I'm not moving.

2 If she's interested in Hollywood, take her to Universal Studios. (p. 126)

Yumiko is expecting a visit from her aunt Aiko. She's calling the tourist bureau. Listen again and check the activities that Yumiko thinks her aunt will enjoy.

Yumiko: Hello, can you give me some information about leisure activities?

Tourist Bureau: I'll do my best. What kind of information would you like?

Yumiko: Well, I'm not sure. Here's my situation. I expect to receive a visit from my aunt this weekend, and I don't know where to take her.

Tourist Bureau: Well, if she likes sunshine, she's in the right place. I can recommend several beaches in the area. You can go fishing, sailing, or even wind-surfing. There are tours for everything.

Yumiko: I don't think that will work. She doesn't like to get too much sun.

Tourist Bureau: Well, what kinds of things do you have in mind?

Yumiko: She's not very athletic, but she likes to see interesting places.

Tourist Bureau: How about a trip to Sea World or to the zoo? There are two excellent zoos in Southern California: the Griffith Park Zoo in Los Angeles and the San Diego Zoo.

Yumiko: Hmm. . . that sounds okay, but since she's coming from overseas, I'd like to show her something special. What about a movie studio?

Tourist Bureau: Of course, if she's interested in Hollywood, take her to Universal Studios. There are a lot of things to see there. In fact, you can buy a package ticket that allows you to go to Sea World, the San Diego Zoo, and Universal Studios at a discounted rate.

Yumiko: That sounds like a good plan. I know she would like Universal Studios, but I'm not sure about a zoo. We have plenty of zoos in Japan. What is Sea World like?

Tourist Bureau: There is a killer whale show, a dolphin show, and other shows where people learn about the animals. There are also exhibits and activities.

Yumiko: That sounds like fun. Let me think about it and get back to you.

Lesson 2

Let's go somewhere romantic. (p. 129)

Tony, Yumiko, and Lynn are discussing vacation plans. Read the ads. Then listen to the conversation.

Tony: Have you decided where you're going on vacation?

- Yumiko:** Well, I really want to go somewhere with a beach—somewhere warm.
- Tony:** You might want to check out this ad about Bali. It has gorgeous beaches, and you could do some sightseeing at the same time.
- Yumiko:** It may be just what I'm looking for.
- Lynn:** I might go to Paris. You know how I love the city, and Paris is the "City of Light!"
- Tony:** Well, Paris might be a nice place for a vacation, especially if you like museums. When I was there, I was able to visit the Louvre.
- Yumiko:** Paris is very romantic, but the weather may not be very nice this time of year. You might want to ask Jacques about it.

3 Have you ever been to Hawaii? (p. 130)

Listen and check the places Yumiko has visited.

- Pablo:** So, have you decided about your vacation yet?
- Yumiko:** I guess I'll go to Bali. I've never been there before and I really want to go someplace warm.
- Pablo:** Have you traveled a lot?
- Yumiko:** Yeah, I guess you could say so. My father was with the diplomatic corps so we traveled quite a bit. I've been to Mexico and Central America. And we lived in South America for a time. But I've never been to Europe or Africa.
- Pablo:** Where have you been in Central and South America?
- Yumiko:** Well, I've been to Guatemala and Brazil, but I've never traveled to Argentina or Chile.
- Pablo:** I'd like to travel more. I've only been to Canada and the United States.
- Yumiko:** I like Canada. I was there a couple of years ago. It's a nice place for a vacation.
- Pablo:** Have you ever been to Hawaii? My family and I had a great time there last winter.
- Yumiko:** No, I've never been there, but I hear there are beautiful beaches. I might go there next year.

Lesson 3

But the journey has just started. (p. 133)

Read and listen to a graduation speech given by Sofia.

Good afternoon, teachers, students, and honored guests:

It's an honor to be standing here today and giving the graduation speech. I came here to the World Language Center six months ago to learn English, but I've learned much more in the past few months.

Living in a foreign country with a different language and culture has not been easy for any of us. I remember how frustrating it was at times to make myself understood. For example, two weeks after I got here, on my way home, I stopped at a fast food restaurant to buy a sandwich. After I ordered what I wanted, the clerk asked me, "Here or to go?" It sounds like an easy question, doesn't it? But he said it so fast that I couldn't understand the question. So I repeated my order. He looked at me and said, "I know what you want, but . . ." and then he repeated his question. It was really frustrating. There were people standing behind me in line, and everybody was getting impatient, so I left the restaurant without getting anything to eat.

I'd like to thank our teachers for bringing such interesting ideas to class and making our classrooms a great place to develop our language skills. And thank you for your patience and concern for us all.

We are at the end of the semester, but the journey has just started. Some of us plan to stay here at the Center for another semester. Others hope to enter a university, and still some others intend to return home. Wherever you might be, I wish you the best of luck. Thank you.

3 Hear it. Say it. (p. 134)

Listen and repeat. Then take turns reading the sentences.

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1. Living far from my family is depressing.
2. Learning a second language is challenging.
3. Learning about other cultures is stimulating.
4. Living in the dorm is interesting.
5. Participating in a class project is fulfilling.
6. Working and studying at the same time is demanding.
7. Living in a foreign country is exciting.