

Unit 1 A great read

Lesson C, Ex. 2A (p. 15), CD 1, Track 7

1.

Student 1 You know, everyone uses the Internet to research information for papers and everything, as I do, but I do think it's a problem sometimes because often you just don't know the source of the information, or the source is unclear.

2.

Student 2 I do know that some students take information they find online and just copy and paste it straight into their own essays. I know they do. But isn't that cheating?

3.

Student 3 It's sometimes confusing when you read about research studies on the Internet. Sometimes different researchers get different, if not contradictory, results.

4.

Student 4 The thing is, there's so much information out there. And I do think a lot of people find it difficult, if not overwhelming. Sometimes I even panic when I have to research and write something because there's so much to read.

5.

Woman One problem with all this information on the Web is that people think they can become an expert at something. Like people look up a medical problem and decide what's wrong with them. I know I have!

Lesson C, Ex. 3A (p. 15), CD 1, Track 8

Presenter Are there any questions? If not, let's move on and look at blogging. As you all know, there are literally millions of blogs on the Internet and they are being read by millions and millions of people on a daily basis. So bloggers have a huge reach and are able to access huge numbers of readers – something writers of any literary material would dream of! So let's look at who the bloggers are and why blogging has become so popular.

Well, first, let's look at some of the facts about blogging. Two-thirds of blogs appear to be written by men. So, it does seem to be mostly a male activity, which in itself is interesting. Additionally, blogs are largely written by younger people – indeed, 60 percent of blogs are written by people between the ages of 18 and 44. And um, this data is something that I will refer back to later in the presentation, and I will examine the possible reasons behind these trends. So, male, largely written by younger people. Furthermore, bloggers also tend to be more educated. In fact, the majority of blogs are created by college graduates – so it does seem that the blogosphere is dominated by young, educated males.

A small but sizable percentage of bloggers – around 15 percent, in fact – spend a huge amount of time

blogging: 10 hours each day, if not more. So some people are indeed extremely dedicated to this activity. As far as their motivation for blogging is concerned, the reasons for blogging do appear to be quite diverse. It does seem that only a relatively small proportion of bloggers report writing blogs as a source of revenue or income. As many as 72 percent report that they do not generate any income as a result of their blogging activities. So, in this sense, these bloggers can be considered as hobbyists – people who write as a hobby, if not for fun.

Lesson C, Ex. 3B (p. 15), CD 1, Track 9

Presenter So, bloggers' main motivation for writing blogs does appear to be more about sharing their views and opinions. Many also say they write to share their expertise in a particular area or field. Others say their blog enables them to have more visibility professionally, in their company or workplace. If so, um, the motivation to blog in a professional environment does seem to be more practical. Bloggers are more focused on career promotion, building professional contacts, etc., etc. And then, interestingly, some bloggers do say that blogging makes them more committed to, if not passionate about, the things they believe in. If so, then there is a sense that bloggers are blogging because they really do want to have influence. And this seems to be supported in some of the data, which shows that those people who do derive supplementary income from their blog sites tend to add advertisements for products that they really believe in. . . .

So, yes, let's see. Let's move on to what kinds of blogs are successful. What are the most popular kinds of blogs? It does seem like that . . .

Lesson D, Ex. 3B (p. 17), CD 1, Track 11

Woman I guess I must have read thousands of poems, and the ones I like best are short ones where the poet uses just a few words and it suggests a whole situation or a feeling and a mood – just like this one does. You can see the whole picture before you. Yeah, it's a lovely poem. I have to say I really like Amy Lowell's poetry, and this one is one of my favorites. I do think it's so beautiful and, well, . . . moving. I really do.

She's obviously talking about a person she loves very much. And what I love is just, just the way she describes that person's voice – like bells ringing in the early morning – you can picture it: one of those beautiful early mornings when the sky is silvery gray, with maybe a hint of red and orange . . . the sun just rising. And the rooftops and bells ringing. And she talks about the sky changing to a lighter color – the darkness going away and a bird flying across the sky. I'm sure the poet is feeling, like that feeling of waking up and starting a wonderful new day. That's how she feels when she hears the

person's voice. It's like when you're in love with someone, and you just want that person to call to hear their voice. I know I do, anyway.

So yeah, she's telling the person she loves – her beloved – to speak, say a few words so that she

can hear them, as she puts it: her ears can . . . can catch the words and send them to her heart.

I mean, how great to be able to write like that! I'd never be able to . . . but yeah, the poem makes me feel so calm and so encouraged.

Unit 2 Technology

Lesson A, Ex. 3B (p. 21), CD 1, Track 14

Mary You know what drives me crazy?

Mark What?

Mary When you go to a store and they ask for all your personal information, and you know, you're just buying a T-shirt or something.

Mark I hate that, too. I mean, I don't mind giving them my zip code but nothing else.

Mary Me too. I just say "No, thank you" when they ask for my phone number. It's too much.

Mark I know. We took the kids to a theme park last summer, and I couldn't believe it. I mean, the kids were all excited and everything, and we spent an hour in line waiting to get into the place, and then when we got to the front of the line, we found out you had to give your fingerprint or you couldn't get in.

Mary You're kidding!

Mark I'm not kidding. I wanted to walk right out of there – and I told them I didn't think it was right, you know, to ask someone for their fingerprint to get into a theme park. And the guy behind us in line, was like, "Dude, just do it and stop holding up the line."

Mary Wow. I guess there are people happy to just do it. So what did you do?

Mark Well, my wife was like, "We can't disappoint the kids – they've made a list of rides they want to go on, and they're so excited."

Mary Well, of course. And they know that – at that theme park. I mean, basically you have no choice. How can you turn away when you have kids in tow? I mean, who's going to do that?

Mark Exactly. I mean, I really didn't want to give them permission to take my fingerprint, but yeah, I had to give my fingerprint.

Mary It's ridiculous. I mean, did they say *why* they need your fingerprint?

Mark Oh, yeah. They say it's so you can use the lockers – you get a locker that only opens with your fingerprint. Like, so you don't need a locker key.

Mary Well, I guess that's kind of useful. At least you can't lose the key. But what if there's an employee who's prepared to steal your identity? I mean, what do they do with all the fingerprints at the end of the day?

Mark Well, they said they delete them from the system. But who knows?

Mary Yeah, I think I'd rather give up the convenience and know that my personal information is secure.

Mark Well, actually, it wasn't that convenient in the end, anyway. My wife had to go back to the locker because we'd forgotten the camera. It took her like

half an hour to get back to it – right across the park in all the crowds. And then when she got there, she realized she couldn't open it, anyway, because it had my fingerprint on there.

Mary Oh, no! What a pain! There's a lot to be said for sticking with the old-fashioned way!

Lesson C, Ex. 2A, 2B, and 2C (p. 25), CD 1, Tracks 18–20

1.

Man Well, if you get distracted – not only by your cell phone but also by someone sitting next to you, talking. I mean, potentially, you might end up killing someone. You should concentrate on the road. A car is like the one place where you definitely shouldn't be multitasking. It's just stupid.

2.

Woman One thing that interests me is that when you interrupt a task like, say, to check email or answer the phone, it takes about 25 minutes to get back into the task, supposedly. I mean, that's a lot of time. It's no wonder a lot of people say they work better at home and do more.

3.

Man What interests me about the research is that it's the high multitaskers who can't concentrate on the one thing they were asked to do. So it sounds like it's not good for your ability to think or concentrate for any length of time.

4.

Woman I don't know – I'm a bit skeptical about all this research. You know, supposedly, psychologists claim you can't do more than one thing at a time. But I mean, what's so hard about cooking and talking on the phone? Or watching TV and answering an email? It's just not that difficult.

5.

Man I have to say you can't really expect young people *not* to multitask all the time. I mean, it's what they were brought up with. They watch TV at the same time as surfing online, or they're checking messages when they're doing homework, or whatever. I mean, you'd like them to do one thing at a time, ideally – but it's not going to happen. It's what they do.

Lesson C, Ex. 3A and 3B (p. 25), CD 1, Tracks 21 & 22

CONVERSATION 1

Man Work is always crazy for me – especially at lunchtime, when we get the office crowd in.

Woman Yeah? I can imagine – cooking all those different orders. I've always thought being a cook must be stressful.

Man Well, it's not just that. I mean, invariably, I have to remember all the different orders I'm working on. You know, you're remembering it's hamburgers for one order and fried chicken for another, and then if we're short-staffed and there's only two of us there, then not only am I cooking, but I'm also serving the customers. It's not an easy job to do. Most people leave eventually. It's just impossible to work under pressure constantly.

Woman I'm not surprised. You can't possibly expect people to do three or four things at the same time and do each thing properly. I know I'd get all the orders mixed up.

Man Well, that's not usually the problem. The problem is I sometimes burn the food, and then I have to start all over again – you know, when it gets really pressured.

CONVERSATION 2

Man It's pretty frustrating at work. There's this one guy in our office – he's one of the managers – and he's, he's just so demanding. Like he asks me to do all these different things, and he wants everything done at the same time.

Woman So what kind of things do you have to do for him as a personal assistant?

Man Oh, things like printing out reports, and I'll be doing that, and then he asks me to set up some appointments for him. And then I'll be going through and checking his mail at the same time. But it's hard to concentrate. . . .

Woman I bet. Inevitably, I end up making mistakes when I try to do more than one thing at once. It's usually better to take your time.

Man Oh, I know. Ideally, that would be nice, but in a fast-paced office like ours, that never happens. But yeah,

I sometimes make mistakes – like I'll write down the appointment for the wrong time – he'll get mad.

Woman But presumably, he realizes that you can't possibly do all that and do it properly.

Man No. Ironically, he has no idea. He's too busy texting and checking his email.

Woman That's what drives me crazy – trying to have a conversation with someone and they're checking messages on their phone. Invariably, I just make an excuse and leave.

CONVERSATION 3

Woman I don't know about you, but I couldn't possibly just sit and watch a TV show. I have to do other stuff at the same time. Otherwise, I feel like I'm not making good use of my time. So like, yeah, I update my social network page and do my homework.

Man Really? You can do all that and still do your homework? Is that what everyone does in high school?

Woman Oh, yeah. I do it all the time. Supposedly, it's a good skill to have, you know, to be able to juggle several things at once like that.

Man Well, theoretically. But can you really do your homework properly while you watch TV? I couldn't possibly concentrate.

Woman Oh, it's fine. I mean, sometimes I get some of my math problems wrong, but . . .

Man Huh. I mean, I can see you can listen to music and study – it helps you concentrate, presumably. I mean, that kind of multitasking seems fine. But you can't possibly watch TV and study at the same time.

Unit 3 Society

Lesson C, Ex. 2A and 2B (p. 35), CD 1, Tracks 27 & 28

(Highlighted text appears only on Track 28.)

1.

Woman 1 Thinking about the school I work in, one of the things I see, as the school counselor, especially among girls, is that a group will start to pick on other girls, you know . . . just to be mean to other girls to be part of the cool crowd. Then again, a lot of it goes on outside of school, too, kids going on social networking sites. Fortunately, our school is really strict on bullying. Having a zero-tolerance policy, we can pretty much stop this sort of thing. But even so, we still see some cases of this kind of behavior.

2.

Student There's this huge pressure to compete and to do well in sports, you know, so you can use it to get scholarships for college and stuff. And I'm just not a sporty type of person. Having said that, I enjoy watching some sports, but anyway it just seems unfair to me. Why not let the guys who are good at sports do it? Then they can compete for the scholarships. And even then, they're not guaranteed to get a place in college.

3.

Man Growing up, we had things a lot easier. I think it's much harder to be a teenager these days. I think they're expected to grow up too quickly. Like my daughter's friends wear makeup, and they all look a lot older than their age – and some are only 12. I think she'd be a lot happier, not having pressure like this on her. So we always try to encourage her, you know, to make her own choices and to ignore peer pressure. But even so, they all still want to fit in with their friends.

4.

Woman 2 Watching my younger brother grow up – he's 10 years younger than me, so he's 21 now – I think it was harder for him in high school. There was a tremendous pressure from other boys *not* to do homework, you know, like it wasn't cool to be studying and doing well academically. I tried hard to contradict that, keeping him on track with his exams and stuff. Even then, I'm sure he got lower grades than he could have – deliberately.

Lesson C, Ex. 3A and 3B (p. 35), CD 1, Tracks 29 & 30

- Troy** Did you know, traffic accidents are the biggest cause of death in teens? It's not surprising really, though. They're allowed to drive at such a young age. We really shouldn't let kids drive till they're 21. Even then, you can't be sure they'll be safe.
- Lucy** True. But it's easier said than done, too. A lot of kids pressure their parents. Some of the kids I know just pestered their parents, you know, to let them start driving as soon as they turned 16. Having said that, some parents encourage their kids to drive, too. You know, I guess parents get so tired of driving their kids around, they feel like they've done enough of being a taxi service and they think that the kids are legally old enough to drive, so . . .
- Troy** Yeah. They're legally old enough, but even so, I think it's too young. Young drivers take too many risks.
- Lucy** I know. They get so easily distracted by their friends and music and stuff. Really, it's terrifying. And you read all these stories. You even hear of kids texting at the wheel. Then again, adult drivers do that, too. So you can't say it's just young people.
- Troy** I know. It's such a dangerous thing to do, you can't believe they do it. Just irresponsible. But you know, it must be hard for parents, when their kids want to do things that they feel they're not ready for.
- Lucy** Oh, without a doubt. Like my friend's daughter is nine and she wants a cell phone, which is ridiculous at that age. She's wearing makeup and stuff, you know, trying to be grown up. Her friends all do, too, but it's causing a lot of problems.
- Troy** Yeah, a lot of my friends have stories about their kids growing up too fast. But then, thinking about it, I guess we caused problems for our parents, too.
- Lucy** You mean like hanging around in malls and staying out too late? Yeah, I guess it's just part of growing up – doing stuff your parents don't like.
- Troy** Yeah. We pushed the boundaries, too. Even so, I wasn't so bad. In fact, I think I was good most of the time. I only got into trouble a couple of times. I think I was an easy kid to raise. Having said that, though, my mom probably wouldn't agree!
- Lucy** Yeah. With my two coming up to 11 and 13, I'm beginning to sympathize with my mom and see what she used to go through. But then, thinking about it, my mom didn't worry so much about us – not like we do about our kids.
- Troy** That's true. They didn't care if we rode bikes without helmets and things like that. Maybe we all just worry too much!

Lesson D, Ex. 3A and 3B (p. 37), CD 1, Tracks 31 & 32

- Woman** Good morning and welcome to the first lecture on language and gender. So . . . you should have seen the course outline and assignment schedule on the website, but I'd just like to add a brief overview before we begin.
- The study of language and gender has always been such a controversial and sensitive issue that there are huge debates – even arguments – about it, not just in universities, but also in the media. There are

a great many general books on the subject – not all of these are reliable, being based on the authors' beliefs and opinions and not on research. So please keep to the reading list, also on the website.

Now, the purpose of this course is to enable you to analyze the relationship between language and gender on the one hand and society on the other, and to do so on the basis of evidence or facts and not simply popular belief. Having said that, evidence can be very difficult to acquire and we'll look at why later on.

In Lecture 1, we start by looking at some common stereotypes about the language of men and women and we will explore questions such as:

Do women talk more than men?

Are women better listeners?

Are women less confident and therefore less assertive?

These are the kinds of issues that the media love to debate. However, we will look at the various studies that have been done on this and find different answers. One researcher – Janet Hyde is the reference – took all the combined studies and found there was little or no difference between the sexes on most of these issues.

Having said that, in Lecture 2 we return to the first of these questions: Do women talk more than men? While there have been very different results in various studies, the general consensus is that men often talk more than women. However, we need to be careful here. Because it is also true that people who have a high social status tend to talk more than lower-status people. So could the finding that men talk more be because traditionally in our society men have been dominant? We look also at studies where status is not an issue and we find in most informal situations, the two sexes contribute about equally to conversations.

In Lecture 3, we look at gender-marked language, which is regarded by many as sexist language. Some terms are now falling out of use: *fireman* is outdated; we say *firefighter*. Others are still in use: The word *actor* can mean both male and female actors, but some people still describe female actors as *actresses*. What about the term *male nurse*? Is this sexist? Some writers still use the word *man* to mean all humans, for example, in discussions about man and nature. In many pairs of male / female family members, we usually put the male first. However, with parents we say *mother and father*, but in many other cases, we say, for example, *brother and sister, husband and wife*. Is this to be regarded as sexist? If so, what should we do if this is the way people speak?

In Lecture 4, we look at the suggestion by Deborah Tannen that communication between men and women should be considered as "cross-cultural" communication – like communicating with people of different cultures. Tannen says that having been raised differently, men and women come from different cultures.

Finally, having looked at all the issues above, in week 5, we ask the question: Is it fair to compare

men and women's language as distinct and separate? In doing so, are we suggesting that one type of talk is inherently superior to another? Or should we look only at differences between speakers in different situations, without considering their gender? Maybe we should ask not what are the

differences between men and women, but what are the differences between different people in the same situation?

So, let's start on . . .

Unit 4 *Amazing world*

Lesson B, Ex. 3A (p. 45), CD 2, Track 4

PART 1.

Interviewer Is it a desert, and if so, why?

Cynan It's very much a desert. A desert is defined as having a very low precipitation, rainfall. The standard rule is around 10 inches of rainfall per year. Anything less than that would be regarded as a desert. We basically would be lucky in some parts of Antarctica to get an inch of rain; in some you get absolutely none at all. It's very much the driest part of the planet, and so it's a desert. But it's all ice and snow, so it's also a very cold desert.

Interviewer: What kind of temperatures do you get there and what kind of weather?

Cynan Well, this is really cold on Antarctica. It is the coldest, the coldest temperatures that have ever been recorded on Earth – minus 89.6 degrees centigrade has been recorded at a location in the middle of Antarctica. If you look at summer temperatures in the main part of the Antarctic plateau, so just talking about the center of Antarctica, again you're looking at summer temperatures of minus 20 degrees centigrade; in winter that'll go to minus 60 degrees centigrade. It's very cold. It's also incredibly windy in very large parts of the continent, and so it's not the most pleasant place to live, it has to be said. It's a very challenging place for life.

Lesson B, Ex. 3B (p. 45), CD 2, Track 5

PART 2.

Interviewer Why is Antarctica an important area for scientists?

Cynan Well, there are a number of reasons. One is the fact that there's nothing quite like it anywhere on the planet. Yes, there's the Arctic, but the Arctic is an ocean surrounded by warm continents, one of them being North America. But in the Antarctic we have this cold, cold continent. It's been cold like that for 30 to 40 million years, and it's surrounded by this cold ocean which circulates very quickly, and so it's a very, very isolated place. The environment is harsh for life, so it's really interesting to find out how life can tolerate these sort of extreme conditions. This is the sort of information we need if we're going to establish where the possibilities are for life on other planets. But it also tells us a lot about how we ourselves cope with extremes and indeed lots of people do spend the winter in the Antarctic – on bases and, you know, in research stations, places like

that. People live in the Arctic in a similar way, but they have to have all sorts of technologies, they have to have all sorts of adaptations of the clothing that they wear and the way that they deal with like day-to-day existence. And they also have to, in some cases, actually adapt themselves. So sometimes their physiology has changed. That's particularly noticeable more among some of the animals that you find in the Antarctic waters, for instance, where temperatures don't rise above plus two degrees centigrade in the ocean around Antarctica. If you're going to survive there as a fish, for instance, you need to have antifreezes in your bloodstream, and we have found this there. Animals on the land have antifreezes as well, which help them to survive.

Interviewer What did you miss when you lived there?

Cynan Curiously, there weren't a lot of things that I missed because for me it was the greatest adventure that I'd been on. I was the only microbiologist working in my field. I had effectively been given an entire environment to myself. It's funny the things you do miss: I missed fruit and vegetables. We actually had on this station where I was based for my winters, a greenhouse where we grew tomatoes – very unsuccessfully, it has to be said. We grew one tomato and we divided that tomato 18 ways and that way, you know, I can still remember tasting that fresh tomato. We were waiting for six months for fresh fruit and vegetables, so it was a fantastic thing there. But I think there's very little not to like about it.

Lesson D, Ex. 3A and 3B (p. 49), CD 2, Tracks 10 & 11

Man There are insects in the natural world that live in large communities. There may be millions of them in one square mile, and yet these insects, when they fly around, never collide. They never hit each other. They don't hit each other and fall from the sky. Remarkable, isn't it? And scientists know that the reason for this is because of one neuron in the insect's brain – one tiny part of the insect's brain. Now imagine if we could take that cell in the insect's brain, see how it works, and apply it to a problem in the real world. Which problem could we solve? Yes. Just imagine in 20, 30, 40 years, perhaps we will have found a way to prevent car accidents. To prevent cars from colliding with each other. And all because of an insect. And on top of that, millions of lives will have been saved.

One problem we had in the past was in the field of medicine – well, in transporting medicine and vaccines, really. And it's a great example of how nature inspired a solution. There's an organism that scientists discovered. It can dry itself out completely for months on end – but still stay alive. Then it brings itself back to life, so to speak, and rehydrates itself. Scientists used that technique – of that organism – and applied it to a real-world problem.

And that problem was having to keep medicine and vaccines refrigerated. It made transporting them to remote places very difficult – besides being expensive. There was no dependable way to do this. But now scientists can dry out the vaccines and transport them without needing to keep them cool.

The lotus flower – a beautiful flower – has little bumps on it that makes rainwater roll off its petals. As the water rolls off, it collects dust and leaves the flower clean. Now if only you could create a material that keeps itself clean like that. Unimaginable? Not at all. A German company did just that – and they created something that would,

apart from anything else, save homeowners a lot of money. And that would be extremely profitable for the company.

A self-cleaning paint! And this we don't have to imagine. It's here. You can actually buy a paint that is self-cleaning. It will stay clean. A fabulous example of a problem, and scientists finding a workable solution from nature.

One thing that was a challenge for scientists was how to keep things warm efficiently. Scientists were looking for a building material that would help insulate buildings and keep them warm. And what's more, they needed something affordable. They looked to nature and studied polar bears, which as we know, have the ability to keep warm in spite of the fact that they live in frigid temperatures.

So, scientists studied the fur of polar bears and found a way to replicate, to copy, the hollow shafts of hair. And the result? An insulation material that keeps buildings warm and stops them from losing heat.

Unit 5 Progress

Lesson B, Ex. 3A and 3B (p. 55), CD 2, Tracks 14 & 15

Host Hi, everyone. This is *Changing Lives – the podcast*. This week we feature extreme skier Kristen Ulmer, who Jodie interviewed earlier this week.

Jodie Yes. I did.

Host So how did it work out?

Jodie It was so interesting talking with her. You know, when we asked her to do an interview, she could easily have said no – but she got right back to us and said “Sure,” which was nice.

Host Yeah. So what did you learn?

Jodie Well, Kristen is such a fascinating person. She's been so successful, and you want to know like *why* did she do that stuff, . . . how she became not only a world-class skier but *the* best . . . extreme . . . female skier in the world.

Host Right. So how did she?

Jodie I guess it all really started when she was in college, you know, she fell in with the wrong crowd, you know, the wrong kind of friends. . . .

Host Uh-oh.

Jodie . . . And that's when she started jumping off cliffs and mountains, . . . and doing crazy stuff. But, she became a *really great* skier. What's interesting is that she wasn't actually an expert skier or anything when she was a kid. So it's not like she had planned all this. She *liked* to ski as a kid, but she didn't take ski lessons or anything.

Host So she just “fell into it”? (*jokingly*)

Jodie Very funny. Yeah. Kind of.

Host So what kind of person is she?

Jodie Well, one thing you notice about Kristen is that she has great self-awareness. Looking back, she said she realized that her entire self-esteem was tied up with

being pretty and with being a great skier. So she decided one summer to take a trip to Asia – and she had two rules: One, she had to not focus at all on her appearance, and two, she wouldn't talk about skiing at all. All her friends spent the summer skiing and training, and she could easily have stayed and done that, too.

Host So did she have some good stories?

Jodie Oh, yeah. She has all these fascinating stories. Like she got robbed at one point – held up at gunpoint – when she could easily have been killed. And another time, she got sick – her leg got infected, and she might well have lost her leg – but fortunately someone helped her and actually saved her life.

Host Wow!

Jodie She said the trip changed her whole attitude toward life, and that changed her way of thinking. And it had a real impact on her performance. And when she got back, she was a better skier than all the friends who had spent the summer training.

Host So Kristen made it onto the U.S. ski team.

Jodie She did. Though she eventually quit. She couldn't afford to stay on it and pay for her training. And that's when she started doing film work, when her professional career as an extreme skier started.

Host Like doing movies, right? By the way, what *is* extreme skiing?

Jodie Kristen's definition of *extreme* is “If you risk your life doing it, then it's extreme.”

Host Boy. She risked her life?

Jodie Yeah. You know, she could easily have died – she had more than 30 near-death experiences. It's so dangerous. But she got paid *big* money . . . doing flips off cliffs, jumping out of helicopters, and skiing down, like, vertical mountains. I mean, it's

crazy, but yeah, she was constantly being invited to shoot these movies . . . and contacted by sponsors and paid to fly all over the world. I mean, she was famous. And it became an addiction for her. But then, she decided to turn her back on it all.

Host That must have been hard.

Jodie Actually, she says it was an easy decision. And now she's been training in Zen, doing life coaching – helping people be the best they can be. And she says she really understands how powerful the mind is. And she wants to help athletes change the way they train – focusing on mental training, not just on physical training, and so transform their performance.

Host Amazing. So let's listen to the interview.

Lesson C, Ex. 3A and 3B (p. 57), CD 2, Tracks 19 & 20

Woman Don't you think a lot of money has been completely wasted in recent years? I mean, on unnecessary research? Like one thing I read about was how research is being done on how far crickets walk in a day. It just seems a waste to me. I mean, there's no point.

Man Maybe. Maybe not. See, I look at it this way. It all depends on *why* they're doing the research. It might give them some really useful information. Like maybe they wanted to find out how much crop damage a cricket can do in a day or something. Scientists need to know that kind of thing so they can protect crops, and ensure food security, which is really important.

Woman Oh, definitely. But there's some research that seems to have no purpose at all. Let's put it this way: Unless research saves lives or improves life, then it's not worth doing.

Man Well, again, maybe. Maybe not. You can't always be sure.

Woman What do you mean?

Man Well, I mean, one way to look at it is that you don't really know if you're going to make progress and improve lives until you do the actual research. That's just the way it is.

Woman Well, . . .

Man To put it another way, you can't always know exactly what you're going to discover. Or why something is important. It's like there are studies of snails that are now being done to see how they learn and remember things. And they've found they learn and remember things best when their brains have a certain protein or something. And they think it might ultimately help scientists see how people remember. Just think – the potential applications of that in teaching and learning. I mean, it could improve people's ability to learn, for example.

Woman Well, yeah, I guess.

Man And think of the medical applications, too. This research might help find a treatment for people recovering after a brain injury, or people who have a disease that affects their brains, and so on. But if you'd just been asked, "Should we study snails?" you could easily have said no.

Woman Well, not necessarily. And these guys must have known the type of thing they were looking for, no? I mean, put it this way: They knew they were looking at snails' brains and not where they live or something.

Man Probably. But not necessarily. That's what I'm saying. You don't always know before you start. So you can't say to people they should or shouldn't do research on something because you don't know what they're going to find.

Unit 6 Business studies

Lesson A, Ex. 3A and 3B (p. 63), CD 2, Tracks 22 & 23

Woman 1 Stores have all kinds of promotions, most of which aren't really such a good deal at all. For example, the one that I find annoying is when you buy something in a store, like a printer or a camera or something – it's usually electronics – and they give you lots of receipts to send in for a rebate of, say, \$50. But in fact, most people don't send them in – or they send them in too late. So what seems like a good deal at first, really isn't if you forget or just can't be bothered to send the receipts in.

Woman 2 Eating out can be expensive, and consumers are always trying to find good deals. So if you look online and see what coupons there are, you'll probably find that there are a number of two-for-one specials and so on. So you'd get two entrées for the price of one, which sounds good. But . . . the problem is when people *know* they're getting a free meal, they tend to think, "Oh, OK. Let's get an appetizer each, too, and then maybe dessert and coffee," all of which adds up. So if

you're not careful, you end up spending a lot more than if you had just bought an entrée each!

Man 1 When many consumers go shopping for clothes, they see lots of different promotions – some of which are good – but you need to be cautious because a lot of them really aren't. One that I would advise against are the "buy one, get one half price" promotions. Because actually, what often happens is that you buy something because it's cheap, but it might not be something you really want. So I always advise shoppers to buy only what you really like. Ask yourself if you'd buy it at full price. If the answer's no, then don't get it.

Man 2 These days at any mall, you'll probably see promotions like "get a 10-minute massage free." And if you've been shopping all morning, it looks exactly like something you'd want to do. So you sit in one of their chairs and they massage your neck and back for 10 minutes, after which you get up. So what do you do then? Just say thank you and leave? Most of us just can't do that, and you end up tipping them so you don't

feel bad. And then the free massage wasn't really free at all.

Lesson D, Ex. 3A and 3B (p. 69), CD 2, Tracks 28 & 29

Interviewer So, John, presumably in any organization, you have to be prepared for things to go wrong, don't you?

John Correct. When you're running a large organization – or even a small business – you do indeed have to be prepared for anything at all.

Interviewer And that's your field of expertise – helping companies to assess risks and plan for how to deal with threats to their organizations.

John That's right. All companies have to assess risks and have a plan to deal with them. Um, that's critical for any organization because there are so many threats – all of which can have a devastating impact on a business.

Interviewer Can you give us some examples? I mean, are we talking here about things like losing your key employees?

John Well, when key talent walks out the door and goes to a competitor, that is serious. But it's not one of the top threats to an organization. Um, org– organizations can prepare for things like that. Many employees these days have contracts, saying that that they cannot give confidential information to other companies.

Interviewer So is that the biggest threat a corporation faces?

John Actually, no. Interestingly enough, losing staff is not the main threat that companies fear. Um, recent research shows that the greatest threat companies worry about is unplanned IT outages. If your telecommunications and computer systems fail, um, go down, um, that can have a huge financial impact: It can be extremely costly. Businesses rely so much these days on being connected to the Internet, on their computer systems. If they're not connected, they can't do business.

Interviewer And what about actually losing data?

John That's the next threat CEOs worry about. Losing data can happen when your computer systems go down, especially if it's not backed up. Another way companies lose data is, is when hackers get into the systems and steal sensitive data. The problem there is extremely serious. Um, companies really can be badly affected there – their plans for a new product can be stolen, for example.

Interviewer Which can be devastating for a company, can't it?

John Yes, absolutely. And then the next biggest threat that companies reported was cyber attacks, like malware – malicious software – infecting computers, was the next biggest threat they are concerned about. The problem there is that a business can lose hundreds of working hours, getting that fixed.

Interviewer Right. So it's important to have software that protects your data and –

John Absolutely. Definitely.

Interviewer So a lot of concern about information and data systems.

John Right, but then, there are more down-to-earth things: like companies are worried about weather. A weather event such as a tornado or flooding can cause immense problems. Granted they don't happen very often – but if they do, their effects may be huge. A flood might destroy all the goods or stock in your warehouse, for example. Or maybe –

Interviewer Which again means a huge loss of revenue, doesn't it?

John Yes. And equally, problems with electricity, gas, or water supplies, for example, can have a similar effect. The problem there is that it can simply close you down. No power, no business. I mean, there are many more threats, but these are the ones that seem to concern businesses the most.

Unit 7 Relationships

Lesson A, Ex. 3A and 3B (p. 75), CD 3, Tracks 3 & 4

Woman Oh, really. I didn't know you'd done that. How interesting. So tell me about it. Like when did you do this?

Brandon I did it my freshman year – when I was 14.

Woman And was it like for a class or something?

Brandon Yeah. It was part of a required health class, but I can't remember the actual class name, but yeah, something I guess we had to do.

Woman So was it mandatory?

Brandon It wasn't a mandatory class until a couple years before I had to take it, when one of the new phys ed teachers thought it would be necessary for teenagers to take this class at a younger age, to be more aware.

Woman So what *did* you have to do?

Brandon What I had to do was like take care of a baby simulator by changing its diapers, feeding it, rocking it, and burping it. They were all sound sensitive, so it could start crying if there was a sudden loud noise, and there were sensors on different parts of the body to detect abuse or neglect or whatever and that would cause it to start crying, too.

Woman Oh, wow. So did it cry a lot?

Brandon Oh, yeah. It seemed like it would cry all the time, and it was really time-consuming to take care of it. The worst part about it was having to wake up during the middle of the night at least like three or four times to take care of it.

Woman I bet. Had you known how hard it would be, would you still have done it?

Brandon I guess I had no choice, really. But yeah, I think it was worth having the experience of knowing what it's like and it could certainly make people think twice before having kids, especially at a young age. At first, before getting the baby simulator, I was thinking, "How hard could it really be?" To me it was just an easy A. It wasn't until the first few hours of having it that I realized it was going to take a lot more work.

Woman Do you think you learned a lot from it, then?

Brandon I guess I learned that it's pretty much a full-time job just taking care of a kid – especially at such a young age – and it should definitely require some thought before having one.

Woman So it did change your views about parenting.

Brandon Yes, it did – mostly because of how much work and time is necessary to raise a child.

Woman Did your friends all do it, too? Did they have the same experience as you?

Brandon Every freshman took the class because it was mandatory, so yes, I knew a lot of people who did and they all were talking about how hard and annoying it was to take care of the baby simulators.

Woman So do you think all high school freshmen should have to do it, or do you think that's too young to have to learn about parenting?

Brandon I don't think it would be needed for people even younger than I was to go through the experience, but it was a great program for people at my age at that time. Otherwise, how would you know how hard it is to take care of a baby? You know?

Woman That's really interesting. So, were you a parent of teenagers, you'd want them to do it, too, then.

Brandon Yeah, definitely.

Lesson D, Ex. 3A and 3B (p. 81), CD 3, Tracks 9 & 10

Host Today we're talking about technology and the family in particular, keeping tabs on our loved ones. And with us is Gloria Marshall, a counselor specializing in family relationships, to discuss why you might want to monitor different members of the family and whether you should do it at all.

Gloria, I see you have a cell phone there. . . .

Gloria Yes. What I wanted to talk about first is an application for a smartphone that's been designed for parents of teenage children to track their children's driving. It can tell you where your teen is, so at any point when your teen is out, you can find out where he or she is. But perhaps more importantly, it can tell you whether your teen is driving safely. So, for example, you get a text if your teen is speeding.

Host So this sounds like a good thing, then?

Gloria Well, the manufacturers say that the evidence is that these GPS tracking devices can prevent a lot of pain and suffering because teens are less likely to speed or be reckless, and so the number of accidents is greatly reduced. Nevertheless, I have to say that, were I the parent of a teenager, this is definitely something I would *not* do.

Host You wouldn't?

Gloria Because your teen might interpret this as a lack of trust. At the end of the day, it's better to have an open and trusting relationship with your teen. So if you can't trust your teen to be responsible and he or she asks to use the car, then in a word, just say no.

Host Of course tracking devices are not all for teens.

Gloria No, that's right. A lot of us have an elderly parent who lives independently in their own home. But as we know, as they get older, sooner or later, they might fall and – and falls are especially dangerous for seniors. It's a real cause for concern for families. Now these gadgets are worn on the body and they can alert you, either by phone or text, if a person is not moving. So you can get help to any person who's maybe fallen or is unconscious much quicker.

Host Which can be a matter of life or death.

Gloria Exactly. Had I had this when my mother was alive, I would have used it. So, should you have an elderly parent, I would highly recommend this to you.

Host And it's less intrusive than, say, cameras around the house?

Gloria Right. And another technology that I wanted to talk about, going back to children again, is a device that allows you to limit the amount of time your children spend on any kind of electronic equipment, like a computer or TV.

Host Basically anything with a screen, right?

Gloria That's right. And this is something I would recommend for parents of younger children. It allows you to set the amount of time that you want your kids to use something – say, a computer game – or you can use it to limit their TV viewing.

Host So this isn't like parental controls where you control *what* they see or do?

Gloria No. This is a timing device. The kids decide when they use whatever device it is, but at the end of the time you set, it turns the computer or TV off. So your kids have control over *when* they do something, but you have control over *how much* they do it.

Host Sounds like a perfect compromise. Gloria, thank you so much. And now we move on to . . .

Unit 8 History

Lesson C, Ex. 3A and 3B (p. 89), CD 3, Tracks 17 & 18

Patrick Mmm, you make the best lasagna, Jennifer.

Jennifer Thanks. It's one of my great-grandmother's recipes. She was from a little village in central Italy – you know how they are with their food. They take great pride in their cooking.

Patrick I didn't know you were of Italian descent.

Jennifer Yeah. My great-grandparents emigrated to New York. It was my great-grandfather who wanted to come here, I think – to start a new life. My grandmother would have been happy to stay in her village. I mean, it was a major event for her and they seemed to have had a happy family life there, but still, they moved . . . I mean, it's more than 80 years ago now that they arrived here.

Patrick That must have been hard, to leave family behind and all. It's a massive change.

Jennifer Oh, yeah. But apparently my great-grandfather was said to have been a real character. I'd love to have met him. Everyone loved him. He had his own bakery business when he was younger. He baked amazing pastries and breads.

Patrick So how do you know all this stuff about them? I hardly know anything about my family background.

Jennifer Well, I asked my grandma and she told me a lot. And then I searched all the documents I could find online – like old census data, birth certificates, et cetera. I traced our family back several generations.

Patrick Really? That's amazing.

Jennifer Yeah, and you find out all this amazing stuff. You really get a sense of who you are and where you came from. And of course you discover some really interesting stories. Have you ever tried to trace your family history?

Patrick Well, it's not easy. See, I was adopted. . . . But that's another story.

Jennifer Oh, I didn't know that. Hmm, yeah. I can see that would be tricky.

Patrick I mean, I'd like to, but my mom, well, she would never tell me anything about my birth family – well, except my birth mother's name. But don't get me started on that. I tried to find them once, but it's only when you start trying to find your original family that you find out how hard it is. But I would like to have known the identity of my birth mother when I was growing up.

Jennifer Oh, I'm sure. It's important to know where you came from – who your family is and stuff.

Patrick That's what I mean. You need to know who your family is. I mean, I love my adoptive parents and they're great and everything.

Jennifer But isn't there a law, saying that you can access information about your biological parents?

Patrick Not in my state. It's crazy. I mean, being adopted has had a profound impact on me. But let's not get into that. But it's not right, you know, that there's no law or anything. . . .

Jennifer Huh. I guess if you have your family name, you could . . . well, maybe you could try going to a family history center. . . .

Lesson D, Ex. 3A and 3B (p. 91), CD 3, Tracks 19 & 20

Speaker So, the, um, Ancient Lives Project is a, an important and significant piece of work with thousands of volunteers, deciphering all those ancient texts. And, of course, it's the painstaking work of the public, these so-called "citizen volunteers" that makes all this possible – something that a small team of paleographers could never have done alone. So the public really has made a major contribution to this project. Ancient Lives is just one of many projects that call on the public to actively volunteer their time to help decipher or uncover information that will help scientists and others working on massive research projects: People are sitting at their computers, and these are people from all walks of life – ordinary everyday people, from students to homemakers.

There are . . . there is a wide variety of other projects, um . . . that have been rolled out, using citizen volunteers. For example, some are exploring the surface of the moon, looking at images of the moon and counting the number of visible craters. In another project, people are helping scientists to understand more about the language of whales. They listen to the sounds from whales and then categorize them . . . in order to help researchers understand what the whales are saying to each other.

What these volunteers can achieve is quite amazing. For example, it's estimated that one project would have taken more than 28 years to complete if the team of scientists alone had worked on it, but with public help, they believe it can be done in less than six months, which is incredible. So these projects really seem to have captured the imagination of the public, and there are more than 500,000 volunteers working on different projects right now.

Um, another project, and this is a good example of how we can look at historical data and use it today, is the Old Weather Project. In this project, people study old weather records that were made from navy ships during World War I. And this work will be important in two ways. First, these historical measurements will help climatologists. They'll be able to see any gradual changes in weather patterns, or even any sudden extreme weather, in the past, and, and the data will mostly be used to predict future weather patterns. And this data is not insignificant . . . these ships are known to have traveled around the world, so the measurements they took were very valuable.

Second, historians will use the information to track the movements of these ships during the war and to uncover some of the stories of the crews and other people on board. So it's very important historically, too.

Unit 9 Engineering wonders

Lesson B, Ex. 3A and 3B (p. 97), CD 3, Tracks 25 & 26

1.

Presenter Engineers faced a huge challenge when it came to this project – building the gigantic viewing-window of the tank. Never before had engineers tried to build a tank of this size. It was an engineering feat like no other. Not only did it have to hold seven and a half million liters of water, but it had to be earthquake-proof, too. And it had to hold three of the largest species of whale sharks. Clearly, ambitious aims.

Engineers wanted to create a window that visitors wouldn't even notice. Only by using a special process did it become possible. The window was made from seven panels, each made up of layers of acrylic glued together, rather than glass, which wouldn't be as strong. At 60 centimeters thick, it was, at the time, the largest of its kind in the world. Little did anyone realize how *spectacular* it would look once installed. An amazing experience that two to three million visitors enjoy every year. . . .

2.

Presenter Seldom has a project taken so long to get off the ground as this one. Proposals for a way to link the two nations were first made in the 1800s. But it wasn't until the late 1980s that work actually began. The key challenge was how to *dig* through rock 50 meters below the seabed. That in itself presented engineers with unique problems. But the aim was clear: Build two railway lines for high-speed trains, and a third emergency tunnel. Thirteen thousand engineers, technicians, and laborers worked on the project, which was completed in just six years. On completion, it was the longest undersea tunnel in the world. Little did they know that construction would come in more than 80 percent over budget. But there's no doubt that the project was a success. Approximately 15 million people travel through the tunnel each year. . . .

3.

Presenter This is one of the most amazing feats of engineering this century. The biggest problem was making her profitable. Only by competing with planes would that be possible. She had to be luxurious – like a first-class resort. The aim was to make her bigger than any other liner so there was more space for paying passengers. But not only did they have to make sure she could fit under a New York bridge, they had to ensure she was not too wide for the Panama Canal. To do this, engineers had to rewrite the rules of shipbuilding – and do it all in less than two years. Every day the project ran over would cost almost \$500,000. When finished, this would be the largest and most luxurious liner in the world. A magnificent cruise ship with first-class spas and world-class restaurants. Ninety-one thousand seven hundred passengers sail every year across the Atlantic. . . .

Lesson D, Ex. 3B and 3C (p. 101), CD 3, Tracks 30 & 31

Minnie Today we're talking about humanoid robots – and specifically about a robot that has been developed by a professor from Osaka University in Japan. It – or should I say "she"? – even has a name. Not a girl's name, granted, but *Geminoid F*. Our guest – Mark Spock – first set eyes on Geminoid F at a Valentine's Day exhibition at a department store . . . in, um, Tokyo, Japan. Mark, Geminoid looks very realistic. I mean, she looks like a young Japanese woman.

Mark Yes, Minnie, she really does. It's amazing. Actually, the faces of several young Japanese women were scanned and an average Japanese woman's face was created. She certainly looks very realistic, even though her skin is made from synthetic material.

Minnie So what was she doing in the department store?

Mark Well, actually, she was there in a glass display case, sitting, waiting for someone to meet her. She interacted with people around her, so she could respond to smiles, for example. Her maker actually said part of the reason for her being there was to see how people would actually interact with her.

Minnie And what were people's reactions to her?

Mark I'd say people were curious. Interested to see her. I mean, on a previous engagement in Hong Kong, she sang and smiled at a huge crowd of people who were taking photos and they were completely fascinated by her. I mean, considering that she is a robot, it's amazing to think that she got as much attention as a real pop star. She was a hit.

Minnie So she sings?

Mark She sings, she talks, you know, she responds to people. She has 65 facial expressions – so she can smile, she can frown, and she can blink and even look as though she's breathing. And you know, she has modeled clothes, and actually, she has been in a play starring alongside a real actress. I mean, she has limitations, obviously, but whatever you think of her, it . . . she represents an amazing technological advance.

Minnie And what applications for robots of this kind does her inventor anticipate in the future?

Mark Well, he has been quoted as saying that there's no reason whatsoever that in the future, with the right technology, he wouldn't be able to build robots that think and act like real people. He really believes he can get humanoids to copy human behavior. And then he says the applications are basically endless. I mean, if you think about it, she could be a substitute teacher, a caregiver – anything, really.

Minnie A caregiver?

Mark Yes, he believes that humanoids can become our friends.

Minnie And will people *want* robots as friends?

Mark Well, considering the reactions people have around here – that robots are a little creepy – maybe not. But that may be cultural. In Japan, for example, there’s

no doubt whatsoever that people are more accepting of robots. Maybe it’s only a matter of time here. . . .

Unit 10 Current events

Lesson C, Ex. 3B and 3C (p. 111), CD 4, Tracks 8 & 9

Host Recent events in the news have highlighted the work of journalists around the world. It’s work that can be dangerous – foreign correspondents often find themselves in difficult and hostile places – reporting on wars or on other crises like famines, floods, etc. This is no nine-to-five job, and it can be tough. On today’s show, we’re talking about the work of journalists, trends in journalism, and how technology has changed journalists’ work. With us is Stanley Stuffenberg, who has written a book called *Journalism Today*. Stanley, welcome to the show. What are some of the issues you talk about in your book?

Stanley Well, thank you. Um, clearly one of the main issues we are seeing in journalism – and how news is disseminated – has to do with how quickly events are reported. Gone are the days when journalists wrote their reports, filed them with the news agency, and a day later they would appear in a newspaper. But these days, many of our news reports, they’re being filed, filmed or, or published live, as events are still happening and unfolding. It’s immediate.

Host Right. We see news helicopters filming car chases live. Or cameras are there when people are being arrested.

Stanley Right. And there are more sources of news and information these days, too. We don’t just rely on reporters at the scene of an event. Ordinary people and citizens, they’re sending in photos and reports. It gives a much wider range of voices and opinions.

Host Right. Now let’s take a question from a caller. This is Louis calling in from San Diego. Louis, go ahead.

Louis Um, yes, thank you for taking my call. Um, one of the things I find worrisome with this instant news reporting is that we see many more really shocking or upsetting images. I mean, of people who have been killed or badly injured, and I wonder, should we be seeing these pictures? Do we even need to? Is it ethical?

Stanley Well, the caller raises an important question. Do we really need to see those kinds of graphic pictures? The problem is that many news organizations are very concerned with ratings – they’re very competitive. So using pictures like this is one way to boost the ratings, get more viewers. Is it ethical? In my opinion, it isn’t.

Host Which brings me to another question. Is the role of a journalist to simply report news as an observer, or is the role of the reporter to be someone who can help change a situation?

Stanley I think many people believe that journalists can influence or change situations and that by exposing what is going on in a region, it can have an enormous political impact. But in reality, I think what they can do is limited. They have influence but only to a certain extent. As journalists, they can report what’s happening, show the pictures, and maybe offer their own comments, their own perspective. But at the end of the day, it’s then up to leaders or, indeed the public, to make change happen.

Unit 11 Is it real?

Lesson C, Ex. 2A and 2B (p. 121), CD 4, Tracks 15 & 16

1.
Woman It’s interesting. I mean, the kinds of white lies people tell. I mean, some of the time it’s not that people are telling a lie. It’s like they’re exaggerating or something. Like my dad is always talking about the fish he catches – he likes fishing – and he’s like, “Yeah, this fish I caught was *this* long.” Not really!

2.
Man I guess one reason people tell white lies is to avoid hurting someone. I mean, for example, you might say to someone, “Oh, I’ve been meaning to call you all week,” even if you haven’t even *thought* of calling – because if you told the truth, “Um, sorry, I haven’t even thought about calling you,” I mean, that would just damage your relationship.

3.
Woman So when you think about it – there’s a big difference between, you know, saying, “I love your shirt” when you really don’t mean it – and telling an outright lie – like to your parents or something.

4.
Man Apparently, people who lie about themselves – like saying they’re better at something than they are – tend to be more confident. And actually, they really *do* become better at whatever it is. So it’s kind of a self-fulfilling thing – say you’re better at something and you become better at it. So I suppose in that case white lies actually serve a useful purpose.

5.
Woman To me, it’s kind of obvious when someone’s telling a white lie, but it can be kind of sad, you know? Like when people tell them to make up for the fact that they feel inadequate in some way. Like they feel as if they’re not interesting enough or clever enough, so they invent all these stories to make themselves sound really fascinating.

Lesson C, Ex. 3A and 3B (p. 121), CD 4, Tracks 17 & 18 (Highlighted text appears only in Track 18.)

Chad Do you think most people post things on social network sites that are untrue?

- Debra** Not sure. I know I have. I've listed a fake birthday, and I actually use a nickname. And to me, that's OK. I'm just protecting my identity. But some people change things like their marital status. But that doesn't sit right with me – saying you're single when you're actually married.
- Chad** So have you ever changed other information, like, you know, your qualifications or . . . ?
- Debra** No. I've never done that. But I know people who have. But to me, that's just plain wrong. I mean, giving a different birthday is harmless. Except I got a birthday card one time on my fake birthday, from like this old friend who saw it on my page.
- Chad** Oh, that's funny. But you know, I read that people lie online all the time. Like six times a day on average or something – to work colleagues and family and friends. I mean, to everyone!
- Debra** Wow. That's not good. But it's really not that surprising to me. I mean, it's easier to lie online, I suppose.
- Chad** Well, that's what they say. Like face-to-face, people can tell if you're lying. Well, sometimes.
- Debra** But you can't tell that when you get a text or email or whatever.
- Chad** Right. Though my sister says she's always really careful with email. She keeps reminding me that what you write on email is there forever, and to her, that's important to remember.
- Debra** Yeah, I suppose so.
- Chad** Hmm. But anyway, what are all these people lying about?
- Debra** Well, I suppose the number one lie is people saying "I'm fine" when you ask how they are. And they're not fine at all. Though I would think that's a lie people tell face-to-face all the time, too.
- Chad** Right. Or their age. People don't like to tell their age oftentimes.
- Debra** I'm pretty sure people who are using online dating sites tell a lot of white lies, too. Like exaggerate and make things up about themselves.
- Chad** Oh, yeah.
- Debra** I heard, like, they lie about their height and what they earn and . . . how attractive they are! Supposedly, men tell more lies than women. Or so they say. Though I'm not sure how they know that stuff.
- Chad** See, to me, that's a bit pointless. Like what happens when you finally meet the person for a date and they find out you're not a tall, dark-haired, attractive guy in your thirties.
- Debra** Yeah, and you're actually 45 and short and ugly! That's hilarious. But yeah, that doesn't seem right to me.
- Chad** Yeah, at least if you're with someone, you can usually tell if they are lying. They kind of don't look at you.
- Debra** Yeah. I heard people who lie touch their nose a lot.
- Chad** Yeah, no. They always seem kind of suspicious, that's for sure.
- Debra** Gosh. It makes you wonder if you can trust anything anyone says.
- Chad** I know.

Lesson D, Ex. 3A and 3B (p. 123), CD 4, Tracks 19 & 20

Host Our special segment today is called "Fakes of Art." It's an in-depth look at the world of fake art and how some people make a lucrative living from it. Michael Simmons brings us this report.

Michael

Simmons John Myatt is a successful painter. But he's no ordinary artist. He paints in the style of other world-famous artists. One of his early collections – a series of watercolors painted in the style of the famous French artist Monet – sold out in less than two months.

But the story of his life is a fascinating one, and the road to his success as an artist is quite unconventional. It's a case of truth being stranger than fiction.

Myatt's first taste of success came with a hit song he co-wrote in the 1970s. It was called "Silly Games," and it went to number one on the UK charts.

But that success was short-lived, and he soon found himself in desperate circumstances when his wife walked out, divorcing him and leaving him with two young children to support.

As an art teacher on a fairly low income, he needed to find a way to earn a better living but also be able to work from home and take care of his small children. Myatt placed an advertisement for his work in a magazine, offering to paint fake works of art for a fee. It soon became a business – and a legitimate one at that. Myatt made it clear that his works were entirely fake.

It wasn't until some years later that things went terribly wrong. Myatt had become involved with a business partner who found buyers for his works. One day this partner told Myatt that an auction house had been taken in by one of his pieces of art and had sold it for more than 25,000 pounds – around 40,000 dollars. Myatt received payment for the work, which to him was a huge amount of money.

With a young family to support, Myatt needed that money. And even though he was uncomfortable with being involved in this business, he continued to paint and his business partner continued to sell. Over 200 paintings are believed to have been sold in this way. Eventually, he stopped, but two years later, the police became involved and an investigation began. After four years, Myatt was sentenced to 12 months in prison – a lenient sentence because he had helped with the investigation. He said he would never paint again, but a police investigator, who had become a close friend, persuaded him to take up painting again.

Myatt has gone on to become a fine artist in his own right – running a very lucrative and legitimate business.

Host John Myatt's work is documented in a book and a movie. Read more about his story online at . . .

Lesson A, Ex. 3A and 3B (p. 127), CD 4, Tracks 22 & 23

- Mark* Hmm, this article's interesting. I'm glad you weren't one of those "helicopter" parents. I would have hated that.
- Mom* Oh, I know. We always believed in you making your own decisions – even in elementary school. Otherwise, how do you learn how to be independent?
- Mark* I know. But I remember in middle school, some of my friends' moms storming into class and complaining about a failed test or a bad grade. The kids were always like embarrassed.
- Mom* I bet. And even in high school, I remember the moms of some kids – they would rush in if their kids forgot lunch money or if they'd forgotten to take in their homework. It was ridiculous.
- Mark* Yeah. One time I didn't have lunch money, and I remember the other kids giving me some of their lunch.
- Mom* Oh, yeah. That happened a few times. But the point is you never expected us to rescue you every time something went wrong. Which is good, really. We always insisted on you taking responsibility for yourself.
- Mark* Yeah. It's not good when parents hover over their kids and micro-manage everything. And interfere and everything.
- Mom* Well, apart from anything else, you need to be self-reliant and you have to be able to sort out problems and conflict . . . so there's no point in parents doing that for their kids.
- Mark* You'd be surprised, though. It still happens in college. Like my roommate – his mom insists on him calling like five times a day to make sure he's OK and she's always calling his professors. I'm glad you don't do that. I'd resent you doing that, actually.
- Mom* Oh, I know. Mind you, I don't have time to do that for you. So it's just as well, really!

Lesson D, Ex. 3A and 3B (p. 133), CD 4, Tracks 29 & 30

- 1.
- Woman* One of the biggest challenges for organizations in this day and age is adapting to changing situations. Those organizations that can change are the ones that are more likely to be successful. So what does this have to do with brain research? Well, people tend not to like change, um, they tend not to be good at it. And research into how the brain works goes some way toward understanding why that is, so we can work with people to create more effective change.
- It also tells us how the brain manages information, how people make decisions or solve problems, how they work together in a team, and so on. And if we can understand these kinds of things, then we can begin to understand how to manage people and choose the best people to run organizations.
- In the future, this research is certain to affect how companies train employees and promote them into senior roles so that they'll have the best people to lead their organizations and make the best decisions in times of change.

2.

- Man* One of the exciting areas in brain research is understanding how, how changes in the circuitry of the brain affect hunger and eating. It's in the early stages, but there is promising research in this area. And the impact it could have in the future is extremely exciting – because we are beginning to understand more fully what factors prompt obesity and eating disorders, which of course is of great importance if we are to treat these problems more effectively than we currently do.
- We are also coming closer to an understanding of how certain foods affect the brain. Of course, a lot has been done in this area already – um, we already see on the market drinks that – if manufacturers are to be believed – promote brain health, for example. But maybe one day we will discover more about which foods affect different parts of the brain so that we could create diets that help people to deal with their eating problems. And know which foods help with learning skills – for example, what foods a musician or a gymnast needs. The potential is huge.

3.

- Woman* One of the interesting things is that as we understand more about how the brain develops, we can get a deeper understanding of how we acquire new knowledge and skills throughout life. So we can start to understand perhaps if there are optimal ages at which it's best to learn a specific skill. So it has often been claimed that the younger you are, the easier it is to learn a new language. The same may also be true of other subjects such as mathematics, say. But is it really true? Does the evidence back this up? Researchers are starting to look at these exciting questions. And . . . and the implications for educational policy are sure to be significant; in the future, we may be able to design programs for learning that teach subjects at the time in development when the brain is most receptive to learning.

4.

- Man* We already know so much about the brain – and the work that neuroscientists have already done needs to be recognized – but recent developments have been especially exciting. We are beginning to understand how addiction has a great deal to do with how the brain is wired, and that it is in fact a brain disorder.
- And as we understand more about addictions – what it is that makes the brain become addictive in its behavior – then we can begin to treat the millions of addicts there are. And of course it's not just drugs that people are addicted to, but shopping, gambling, eating – so many different things. And I mean, *really* effectively treat them to overcome their addictions. However, going back to the subject of drugs, the impact on society in the future would be enormous – especially when you consider the amount of drug-related crime we have, for example.