

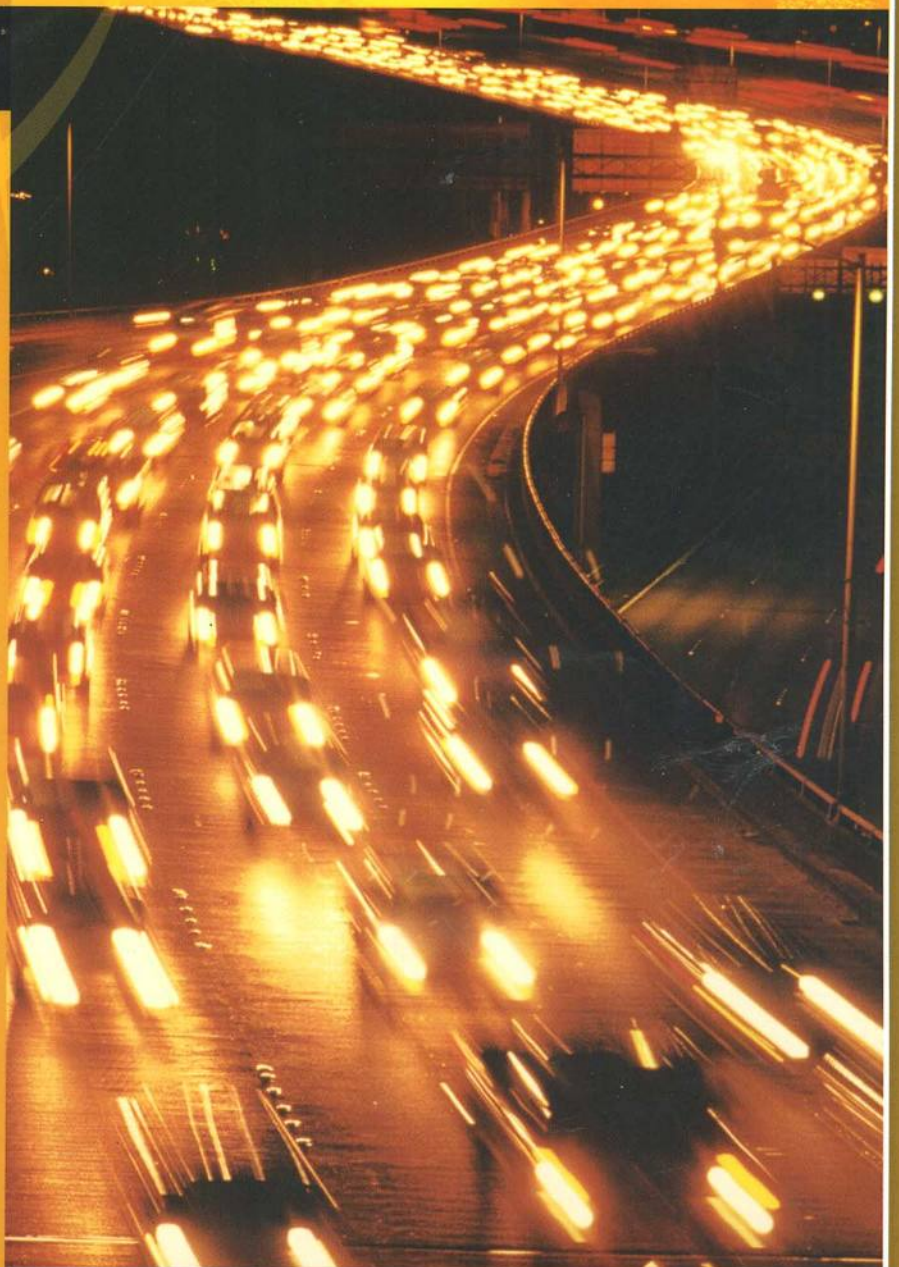
TEACHER'S EDITION

Advanced

WORLD PASS

Expanding English Fluency

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Unit 1: Big Screen, Small Screen**Lesson A: Feature Films**

Page 3. 2. Listening. A low-budget indie film.

Activity B. Listen. You will hear an interview with Jesse, a film director. Listen and complete the notes below. Try to use the symbols and abbreviations in A to make your note-taking faster. (CD Track 01)

(CD Track 02)

Interviewer: So, I'm here with Jesse Fawaz . . . hello, Jesse.

Jesse: Hey.

Interviewer: Unless you've been living in a cave somewhere, you've probably heard that Jesse's first feature film, *False Information*, is a huge hit. And Jesse is only 23 years old. Pretty impressive for a first time out . . .

Jesse: Yeah, and there's no one more surprised than me.

Interviewer: Why do you say that, Jesse?

Jesse: Well, I shot the film on location in Los Angeles for less than \$300,000. I mean, that's a lot of money for someone like me, but . . . you know . . .

Interviewer: Right. It's a small budget for a feature-length film.

Jesse: Exactly.

Interviewer: And the movie has made more than \$10 million so far.

Jesse: The last I heard we had broken twelve million . . .

Interviewer: That's phenomenal. So, tell us a little about your background, Jesse. Your family . . . where you grew up . . . you know, your interest in filmmaking . . .

Jesse: Well, my father is Lebanese. My mother is Ukrainian. And I grew up in Los Angeles.

Interviewer: Wow . . . you can't get much more international than that!

Jesse: I got into filmmaking when I was 18. On my summer breaks I worked as a production assistant on different movies.

Interviewer: So what exactly did you do?

Jesse: Ran errands, watched equipment, . . . stuff like that.

Interviewer: That's great. So . . . How did you raise the money for this film? It may not be a huge amount, but you're so young that it couldn't have been easy . . .

Jesse: Well, we started out by making a short first. That film was only 35 minutes long and we showed it at various film festivals. The audience response was fantastic. Based on that reaction we were able to raise the money . . .

Interviewer: Okay, so you got the funding. What about the actual shoot? How did you stay under budget?

Jesse: The first thing I did was shoot in my hometown. Everyone knew me and was very supportive. So none of us had to stay in hotels . . . we crashed at people's houses for free. Plus, we didn't have to pay to shoot at any of the locations. The city waived the fees.

Interviewer: A real community effort, huh?

Jesse: Yeah, plus I used a lot of my friends in the movie. The main character's love interest in the movie is my girlfriend in real life. And the manager at the store? That's my dad!

Interviewer: Really?!

Jesse: I couldn't have done it otherwise. I didn't have any money to pay the actors!

Interviewer: Sounds pretty challenging. Obviously there are drawbacks to shooting on a tight budget. Are there any advantages to it?

Jesse: This is a low-budget indie film. When you're out of the mainstream and no one knows you, you have complete creative control over what you're doing. I doubt I will have that luxury in the future—I've heard you have to make a lot of compromises when you work on those big-budget films.

- Interviewer:** I'd say you're probably right. Before we finish, I'd like to talk about the main character, Ted. Is he based on anyone in particular?
- Jesse:** He's completely fictitious—I swear. Actually, he's probably a combination of people that I grew up with. Like most of the ideas in this film, it comes directly from my life experience. I think the best comedies are based on real life.
- Interviewer:** Any plans for another movie?
- Jesse:** We have some scripts we're working on, but nothing is set yet. Right now I'm just trying to keep up with all the promotion for this film!
- Interviewer:** Well, Jesse, thanks for talking with us and congratulations.
- Jesse:** Uh, thanks.
- Interviewer:** And let me tell our listeners . . . I don't want to give away the ending to the movie, but it's hilarious. This is such a funny movie. You definitely don't want to miss it.

Activity C. Listen again. How did Jesse make his film? Circle your answers. There may be more than one answer for some items. (CD Track 03) (Replay CD Track 02)

Unit 2: The World Awaits You

Lesson A: On the road

Page 16. 2. Listening. A photographer's dream.

Activity B. You will hear three photographers talking about their work. Listen and match each photographer to the photo that he or she took. Write the number in the box. (CD Track 04)

(CD 1 Track 05)

Leslie: I like the excitement—the challenge of being in the right place at the right moment. I mean, that perfect photograph is only going to present itself to you once. You'll never know whether you really "got it" or not until you get back home—nothing's guaranteed . . . So it can be very nerve-wracking . . .

I think a good photograph is one that grabs you . . . it makes you sit up and take notice. Once I find a good subject to photograph, I'll return at different moments in the day—the whole bit—until I get what I want. But I'm so restless. I don't like to stay in the same place for a long time. If it isn't happening, I move on and find something new.

I love color. For this book, I was photographing the city of Jodhpur, in India. It's called the "aquamarine city." Visually, it's a photographer's dream. You have a drab, brown desert landscape as a background. The architecture of the city, on the other hand, is very colorful. And the people . . . they wear bright . . . bright clothing . . .

Olga: I grew up in a relatively large town in Russia. At a young age, my family moved to London. I could have studied something serious . . . like economics . . . but I settled on photography instead. It was at school . . . when I was 19 . . . where I first discovered old black and white photographs from the nineteenth century. It was like I knew immediately—that's what I want to do in my work!

My camera is very bulky and heavy, so when I travel I need help with the equipment. My style is to photograph landscapes at a very slow exposure. I will set up my camera and sit there for hours. You have to do it that way to get the perfect shot. My crew does get bored, though!

I first visited Egypt ten years ago. Since then I've been back three times and I photographed it for this book. There is something about the heat and the heavy air there . . . that gives off a strange atmosphere. I can't explain it . . . it's almost hypnotic in a way. When I return home, it takes me a day just to develop a single plate, but the wait is usually worth it . . .

Diego: As a photographer, I've gone on countless expeditions to South America and Africa. I love animals and have photographed everything from blue whales to whooping cranes. I always shoot the animals in their natural habitats. I hope to dissolve the barriers between humans and other species by showing how we are all precious.

This assignment was interesting because I went to Antarctica for this book! They wanted some pictures of penguins and seals, so I spent a month down there . . . The first few days I spent some time just taking in the scenery. Believe it or not, there's a lot to see if you really look!

When you're in Antarctica, you can feel like you have the place all to yourself. It's magical.

Activity C. Listen again. Circle the statements that each person would say. There may be more than one answer.
(CD Track 06) (Replay CD Track 05)

Unit 3: School and Beyond

Lesson A: School life

Page 27. 2. Listening. School lunches.

Activity A. Listen to each person talking about school lunches. Complete the chart. (CD Track 07)

(CD Track 08)

Jae Soo: For the most part, I like the school lunches here. Today we had your typical American menu: hamburger and fries. I also bought a soda out of the vending machine. I heard that some parents want to get rid of the machines and start making more healthy alternatives available.

My American friends don't like the school lunches. Whenever we have a meat dish other than hamburgers, they call it "mystery meat." I was surprised that many students leave campus to have lunch elsewhere. You can get your driver's license at 16 here, so they drive to McDonalds or somewhere else!

Back home in Korea, I used to bring my lunch to school. I miss my mom's delicious home cooking and having hot steamed rice every day!

Annette: My school lunches? I'll see if I can remember back that far. No, seriously, my mother would pack my lunch every morning and I would take it to school. You see, we didn't have a school cafeteria, . . . all the kids in Norway have to bring their lunch from home. In my case, I usually ate a sandwich and some yogurt or fruit . . . and had milk to drink. I looked forward to those lunches every day. Come to think of it, I still eat yogurt every day.

Now that I live in London, it's a different story. My daughter's school lunches are atrocious! The meals are low in nutritional value. I mean, she shouldn't be eating crisps and drinking sodas at her age. I'm afraid that she's learning bad habits that will affect her for a long time.

Ivan: I'd say in the Ukraine we would usually get three courses at school and one of them would be something traditional—like borscht. Do you know what that is? It's beet soup with meat and vegetables. I love it! Then we'd have a main meat dish and something like pancakes or biscuits—or what do you call them? Cookies—for dessert.

I've noticed that the Swiss kids here go home over the lunch period. I think this is a good idea because the students get some exercise when they walk home. Also, they get to share a healthy meal with their family. It's good for family relations!

Vanessa: I've lived in Puerto Rico my entire life. I think the school lunches are pretty much the same now as they were when I was a student. You get rice and beans and some kind of meat with it, usually chicken. There's a salad on the side. I didn't really like school lunches when I was a kid.

Currently our biggest problem is the government. They want to introduce fast food into my children's school. The parents are opposed to it and so far we're winning. The food now isn't that great, but at least it's better than junk food and I want it to stay that way!

Activity B. Listen. How does each person feel about these things? Circle *positive* or *negative*. (CD Track 09)
(Replay CD Track 08)

Activity C. Listen again. Make notes in B about what words told you that people did or didn't like their lunches. Write the details. (CD Track 10) (Replay CD Track 08)

Unit 4: Contemporary Issues

Lesson A: In the city

Page 41. 2. Listening. Our cities are growing.

Activity B. Listen. Two experts are being interviewed about unchecked urban growth. Which of the four statements represents the *main point* Fiona is trying to make? Which statement best represents Hector's opinion? (CD Track 11)

(CD Track 12)

- Interviewer:** Hello and welcome to *Speak Your Mind*, the program that addresses cutting edge issues affecting our lives today. In this next segment we will be speaking with two guests with opposing viewpoints about the question "Should we limit the growth of cities?" First, Fiona Mills. Ms. Mills is an advocate for rural development. She thinks our cities are growing at an unchecked pace and that it will be a recipe for disaster in the future. Welcome, Ms. Mills.
- Fiona:** Thank you. And please call me Fiona.
- Interviewer:** And we're also joined by Hector Ruiz, an urban planner at the forefront of a movement to revitalize our cities through better planning and community effort. Welcome to you too, Mr. Ruiz.
- Hector:** Hello. It's a pleasure to be here.
- Interviewer:** Let's start with you, Fiona. You have said, "Cities, in their current form, are not sustainable in the long term. We can't keep living like this." What exactly do you mean?
- Fiona:** Well, it's pretty straightforward, really. More people than ever are moving into urban areas for work and education. Our cities are growing faster than developers and urban planners can keep up. This unchecked growth is not good—in fact, a lot of problems are emerging . . .
- Interviewer:** Such as . . .?
- Fiona:** Well, the most obvious is overcrowding. In this city, for example, there's a serious housing shortage. Too many people and not enough space. Related to this point, we're also seeing a growth in slums—poorer areas where city residents are forced to live because there aren't enough jobs and affordable housing. And that's not even the whole picture.
- Interviewer:** What other problems are there? Do they extend beyond our cities?
- Fiona:** Absolutely. As our cities grow, the population in rural areas is shrinking. According to U.N.—Habitat, 60% of the world's population will be living in cities by 2030. And the way cities deal with overcrowding is just to keep "building out." This unchecked urban sprawl destroys farmland and water sources for the city. Ironically, some people are moving away from the city so that their lives will be better, but city growth is destroying the things like trees and parks that make life in the country decent. So they're ending up with a mediocre quality of life, at best.
- Interviewer:** Not a very positive picture, obviously. So am I right in assuming that overall you would support limiting the growth of our cities? You'd like to see a more balanced growth plan?
- Fiona:** Definitely. Limiting the growth of our cities has to come first—before we can address these other problems.
- Interviewer:** Hector, now we'll turn to you. Do you agree with the proposition, "We should limit growth"?
- Hector:** No, not really.
- Interviewer:** Why not? As Fiona has mentioned, there seem to be so many problems in our cities . . .

- Hector: There's no question that our cities have problems. I think we can all agree on that. There's widespread poverty and lack of housing. I just don't think trying to limit the growth is realistic right now. I mean, as long as the population grows—as it is doing—our cities will grow also. These people need to live *somewhere*, so we need to find some clever solutions that can work to make our cities more livable *as* they grow.
- Interviewer: It sounds like you have some ideas about this.
- Hector: (chuckling) Yes, I do. As you've said, I'm an urban planner. I think the key lies in better planning and better cooperation between citizens and their governments. Together we can all make cities more pleasant places.
- Interviewer: That sounds great, but is it realistic? I mean, has anyone tried to do what you're saying?
- Hector: Well, there are several examples, but one famous one is the city of Porto Alegre. It's in Brazil. Since 1989 the citizens there have worked together to raise the overall quality of life. And this has been done with great success. They engage in a process called "participatory democracy." Local people serve on committees that identify the problems and set priorities. This is breaking the monopoly on the decision-making process that city officials previously held.
- Interviewer: Okay, that's one example that focuses on empowering citizens and including them in the planning process. What are some other things people like you—urban planners—can do in general?
- Hector: Well, one example is that we can build around historical neighborhoods—protect them for future generations. That will make our cities look more beautiful. We can also work at a more practical level, we can build and coordinate bus and train systems that don't pollute the environment as much. We can even compensate transportation companies as they change over to a new, "cleaner" system. A better mass transit system will result in a decrease in traffic and pollution—and make our cities more livable.

Activity C. Listen again. Complete each statement the speaker makes. (CD Track 13) (Replay CD Track 12)

Unit 5: In Other Words

Lesson A: Total immersion

Page 53. 2. Listening. A TV show about language.

Activity A. You will hear five short excerpts from a TV series on words and language. Which episode does each excerpt come from? Listen and check the correct boxes. (CD Track 14)

(CD Track 15)

- Excerpt 1: Pilar's family moved to New York City when she was only two, so she says she doesn't remember much about life back in Mexico. Though Spanish is her primary language, and the one she uses with her family, the majority of her days are spent speaking in English outside the home. Now proficient in both languages and working as a sales representative for a Spanish-language TV station, Pilar recalls that as a child, switching between the two languages and cultures was a bit like having a dual personality . . .
- Excerpt 2: It's sad, really. It used to be that everyone on the island of Guernsey spoke a dialect of Norman French. Nowadays, it is estimated that there are fewer than 2,000 speakers and that number is diminishing rapidly. According to the island's elders, younger folks get educated and leave for jobs on the mainland. The young say that the local language, while fine to use for those planning to stay on the island, is of little use in the world outside. There are efforts . . .
- Excerpt 3: The English we speak today comes from a variety of sources and a new book, called *Brush Up Your Shakespeare*, is proving to be very informative. Few people today realize how many current English expressions come from the famous author's plays and poems. For example, you may have heard the

expression *one fell swoop*, which means "suddenly." Many English speakers don't know the origin of this expression—nor do they know why we say "fell swoop." In this case, the word *fell* has nothing to do with *fall*. The root of the word *fell*, as it is used in this expression, comes from Old French . . .

Excerpt 4: Doruk moved from Izmir, Turkey to Germany when he was 16, and attended public school in Frankfurt for a couple of years. Though he graduated and got a job, Doruk admits that he has only a halting command of German, and isn't sure what his prospects for the future are. Living with his family in a mostly Turkish neighborhood, Doruk says that while he is happy to be in Frankfurt, he doesn't feel his German passport represents who he really is . . .

Excerpt 5: It's true that many languages around the world are dying, but is it possible to rescue one that nobody speaks any more? Can we bring a language like this back to life? People are now asking this question about Latin—an early precursor of Italian, French, and Spanish. Several schools are now trying to bring it back into the classroom because they believe it teaches analytical skills to students. Proponents of this idea are using the Internet as a tool to attract students to studying Latin . . .

Activity B. Listen several times (if necessary) and complete these profiles with the correct information. (CD Track 16)
(Replay CD Track 15)

Unit 6: Ordinary People, Extraordinary Lives

Lesson A: Follow your dream!

Page 65. 2. Listening. Running Ultramarathons.

Activity B. Now listen to the first part of the interview and complete the chart in A. (CD Track 17)

Interviewer: Welcome back to our show, *Real Life Superhumans*. I'm Leif Thomas. Do you like to run? If so, would you ever consider running all night without sleep? Or running at the South Pole? Well, our next guest, Duncan Graham, has not only considered it—he's done some of these things! He's here today to talk about his life as an ultramarathoner . . . Ladies and gentlemen, let's give a warm welcome to world-renowned runner, Duncan Graham!

Duncan: Thank you . . . Thank you. It's a pleasure being here.

Interviewer: So, Duncan, I was thinking it might help our viewers to talk about what it is you do. We know that you're a runner, but you do more than run the typical marathon.

Duncan: That's right, Leif. The typical marathon, which I've run many of, is only 26 miles and 385 yards.

Interviewer: That's very precise . . . Or, if you're talking about kilometers, that would be 41.3 km long.

Duncan: That's correct.

Interviewer: So, when we add *ultra* to the word *marathon*, we're talking about races over some very long distances.

Duncan: Yes, these races can be up to 100 miles long.

Interviewer: That's a long distance! What is that . . . about 160 kilometers?

Duncan: That's right. . . but one thing I should add is that races aren't always measured in distances. Sometimes they're timed. For example, I just finished a race last week that was 15 hours long. And before that I ran one that was 48 hours.

Interviewer: Forty-eight hours! That's incredible! How do you do it?

Duncan: With a lot of training . . . and a lot of luck, too. It also depends on things beyond your control—like the weather, for instance. Last month I raced in the desert, and the daytime temperature got up to 120 degrees Fahrenheit, or about 48 degrees Celsius.

Interviewer: That sounds dangerous.

Duncan: You have to be careful and, of course, drink a lot of water. That goes without saying . . .

Interviewer: Tell us about a time when you ran in a cold place.

Duncan: Let's see . . . haven't done this yet, but next year I'm supposed to run at the South Pole. That's going to be pretty chilly.

Activity C. Now listen to the entire interview and circle T for true or F for false. Write key words to support your answers. (CD Track 18)

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Interviewer: Tell us about a time when you ran in a cold place.

Duncan: Let's see . . . haven't done this yet, but next year I'm supposed to run at the South Pole. That's going to be pretty chilly.

Interviewer: No kidding! I'm so impressed with all of your accomplishments, Duncan. You're in great shape. But hearing all this does make me wonder . . . why? Why run an ultramarathon? Or, after you've done one to prove you can do it, why keep doing it?

Duncan: That's a very good question. I often ask myself that same thing at the end of a race. I guess part of it has to do with the "runner's high" that I experience. I feel so great when I'm running. It's hard to explain, but even though it can be painful, I feel so alive when I'm running.

Interviewer: Okay. Well, I have some very specific questions . . . You mentioned that you'd completed a 48-hour race. How do you eat when you're running?

Duncan: It can be challenging. Let me tell you a funny story. While I was running one of my last races, I called up a pizza place. I told them my location and that I was in a race. They delivered a whole pizza to me on the road.

Interviewer: So you got take-out! Too funny! Okay . . . what about sleep?

Duncan: Well, you've heard of "sleepwalking," right? Well, I do something called "sleep running." If I'm running through the night, I can actually fall asleep and still keep going.

Interviewer: That's amazing!

Duncan: Yeah, I just have to make sure I'm running in a place where there isn't any traffic. Otherwise, I'm in trouble!

Interviewer: How do people come to ultramarathoning? I mean, how did you get into it?

Duncan: I can't speak for other people—I think everyone's story is different. In my case, I started when I was 28. I had been very depressed—I was in an unhappy relationship, hated my job . . . and one day I just started running. I didn't have anything particular in mind . . . I just wanted to clear my head. I ran for almost 20 miles that first day. I was hooked on running from that point on.

Interviewer: What do your friends and family think about your career?

Duncan: When I first started running long distances, it caused quite a stir. People thought I was crazy. Now everyone is pretty used to it.

Interviewer: I know your time is short today and that you have to get going . . .

Duncan: Yes, Leif, I do. I'm on a very strict training regimen at the moment . . .

Interviewer: Well, we'll close with a final question, then. What advice would you give someone who has aspirations to become an ultramarathoner?

Duncan: Well, you need to prepare by running a few marathons first. I'd say you should have at least two or three years of running experience and should have completed more than one marathon before you even consider an ultra.

Interviewer: Anything else to add?

Duncan: I guess I'd suggest allowing a year to train for your first big race. You need to start regularly doing runs of four hours or more. And you need to practice in a place that's hilly. That will help you to build endurance.

On the personal front, juggling your family life and a job *and* doing marathoning can be a challenge. The important thing is not to get sidetracked from your goal of training—and winning—an ultramarathon!

Unit 7: Who Are You?

Lesson A: Memory and the mind.

Page 79. 2. Listening. Musical mind.

Activity A. You're going to hear a news report. Listen once and complete the sentence below. (CD Track 19)

(CD Track 20)

Peter: And now for our last report of the evening, we turn to Jayne Montgomery in our London office for a story that reads like a movie screenplay. Jayne?

Jayne: Thanks, Peter. It's been just over a month now since police on a routine patrol spotted a tall, blonde man wandering in a daze on a beach in the coastal town of Sheerness in southeast England. Officers initially approached the man because he seemed to be lost. The man, who appears to be in his late twenties or early thirties, was dressed as if he'd come from a celebration of some sort. However, the strange thing was that the clothes he was wearing at the time were wet—as if he'd just been in the water. While he was not injured, officers say he was extremely confused, and when asked his name, he seemed to draw a blank. Concerned for the man's safety, officers took him to a nearby hospital for observation. Staff members found the man physically intact but unable—or unwilling—to talk. According to one hospital staff member, the young man doesn't seem to know where he is . . . or even *who* he is . . . We spoke earlier with a social worker at the Sheerness Memorial hospital.

Female Voice: At the moment, we're concentrating on establishing the patient's identity. He was brought into the hospital without any money or identification. We've tried showing him photos of various places in the U.K. and Europe, hoping he'd associate something in a picture with his home . . . but so far, we haven't had any luck. At the moment, we believe this young man is suffering from some kind of memory lapse—a form of temporary amnesia, if you will.

- Jayne: The story might have ended there if one of the hospital's social workers hadn't given the man a piece of paper and pen, hoping that he would try to write something and perhaps identify himself that way. That's when things took an unusual turn.
- Female Voice: Well, it was quite astonishing, really. We were all expecting him to write his name or perhaps where he was from, but instead, he drew this picture of a piano. No one quite understood what he was trying to communicate, so we took him downstairs where we've got a piano. You can imagine our shock when he sat down and began playing everything from Tchaikovsky to songs by the Beatles.
- Jayne: Several weeks later, the man now being referred to as "the Piano Man," still hasn't spoken, and for the most part, remains extremely confused. Social workers observing him claim that it's only when he's at the piano that he seems to be content. The special hotline established to help the man has been inundated with calls from around the globe. As of today, though, no positive identification has been made. Peter?
- Peter: That's quite a story, Jayne. I'm curious . . . have doctors been able to determine what may have caused the man's memory loss?
- Jayne: At this point, they aren't sure. Because the man doesn't appear to have suffered any sort of head injury, doctors believe that his amnesia may have been brought on by a sudden shock of some kind.
- Peter: It's interesting that his ability to play the piano remains intact even though he can't remember who he is.
- Jayne: Yes, his case really does raise some interesting questions about the human mind and about how our memories work.
- Peter: Hmm . . . Well, it'll be interesting to see how this story develops. If any of our listeners have any information that might help to identify this man, we're asking that you please contact . . .

Activity B. Before you listen to the report again, read over the doctor's notes on page 80. Then listen and complete them. If certain information is not available, write N/A. (CD Track 21) (Replay CD Track 20)

Activity C. **Pair work.** Listen again and check your notes. Then take turns explaining the Piano Man's story to a partner. (CD Track 22) (Replay CD Track 20)

Unit 8: Happy Days

Lesson A: What makes you happy?

Page 91. 2. Listening. Who is happy?

Activity B. Listen to the interview and complete only the main points in the following list. (CD Track 23)

(CD Track 24)

- Interviewer: We're speaking today with Trisha Stiles, who has a rather interesting job as a researcher at Fellman College. You may not have recognized her name, but you probably have read some of her work. Hello, Trisha.
- Trisha: Hello.
- Interviewer: Please tell our viewers what it is you study . . . for a living.
- Trisha: Sure. I research happiness . . . you know, what makes some people happy and other people less so.
- Interviewer: That's certainly different.
- Trisha: You're telling me. When I was in graduate school, my advisor had misgivings when I told him what I wanted to study. He warmed up to the idea eventually, though.

- Interviewer: That's good. Happiness . . . hmm. It's interesting to talk about, certainly, but is there enough, I don't know . . . enough out there to really "research?" I mean, aren't the answers pretty obvious? Like, . . . rich people have more fun than folks who don't have money. That's what the magazines tell us anyway.
- Trisha: Well, you're partially right on that one. People tend to be happy once their basic financial needs are met—they have fewer day-to-day worries. However, after that, happiness *does not* increase as money increases. You can become super-rich, in other words, but you're not going to be "super-happy" too. So, I'd say that we shouldn't worry about keeping up with the Joneses, so to speak. Just because our neighbors acquire a lot of things, it doesn't mean we have to as well.
- Interviewer: So, I guess you could say "money doesn't buy happiness." Now, . . . tell me something else I don't know.
- Trisha: Let's see . . . married people report that they are happier than people who are single. It seems that people who are married feel that there is someone to rely on . . . someone to share their life experiences with.
- Interviewer: I guess they haven't been to my house . . . Just kidding . . .
- Trisha: Do you have any children? Did you know that on happiness surveys, younger people are *not* as happy as adults?
- Interviewer: That seems backwards to me.
- Trisha: Yes, it does, but it may have something to do with maturity—life's experiences. Also, young people these days tend to be moodier. They get excited easily, but also get depressed far more easily too.
- Interviewer: Okay, what would you say to someone who asked you what the key is to long-lasting happiness? What should that person do?
- Trisha: Well, I have to say that the people who score consistently high on our surveys are those people who have some kind of spiritual belief system . . . they feel it supports them and gives their lives a sense of meaning.
- Interviewer: Anything else?
- Trisha: Also, people who have a lot of friends seem happier. I think it's because, again, they feel supported in their lives. They're not alone. They feel a sense of community.
- Interviewer: My mother used to tell me that getting a good education and a good job would lead to happiness.
- Trisha: Sorry, Mom. People who score well on IQ tests and got a good education aren't the happiest people we've studied, which goes to show that intelligence and education aren't guarantees for happiness.
- Interviewer: Okay, then, let's say you meet someone who is depressed. He doesn't believe he will ever be happy—he's a real skeptic. What do you tell him?
- Trisha: Well, I'd tell him that research seems to indicate that we are hardwired to be happy. That is, our human condition—our default position—is one of happiness.
- Interviewer: So, he shouldn't give up.
- Trisha: No, he shouldn't give up. In our pleasure-seeking society, it can be hard to be the "sad one." You might feel like a failure. But you're not . . . you're just sad and should see a doctor if the condition doesn't go away. After all, it's absurd to think that we can always be happy. It's impossible, but happiness isn't really that hard to attain!
- Interviewer: Thank you Trish . . . and now . . .

Activity C. Listen again. Complete the notes under each main point in B with the supporting points that explain why certain people tend to be happy. (CD Track 25) (Replay Track 24)

Unit 9: Looking Good!

Lesson A: Fashion Sense

Page 103. 2. Listening. Concerned about appearances.

Activity B. Listen to Andrew and Kendra. What are their jobs? (CD Track 26)

(CD Track 27)

Andrew: The word *couture* means "sewing," I think. And *haute* refers to "high" or "elegant." It's French. I guess the comparable English expression would be "high fashion," or something like that.

I'm a couture designer. In my studio, I'm in charge of the process from start to finish: from the original idea, to first sketches, to design and development, and finally completion. It's an exhausting process, but I love my job—there is nothing that beats seeing someone's face when they change out of their street clothes and into a new gown. It's priceless!

The garments we make are mostly unaffordable, so that's why most of my clients are the very rich or the very famous. They are willing to pay top-dollar for a distinctive style—a suit or dress that will make them really stand out. They're all looking for something that will flatter them—it's the same for everyone, isn't it? Anyway, it can take up to six weeks to complete the piece and the client pays for all the labor and fabric costs. They're also expected to come in for fittings as we put the garment together.

There's a lot of pressure in my job and small room for error. The finished product has to be, well, perfect in a sense. That's really hard. I also work long hours, especially when a deadline is approaching. It's not easy having a social life when you have three or four customers clamoring for their dresses at the same time!

Even though my job is tough, I do love the study, training, and skill involved in being a couture designer. In today's world, we're so used to buying something cheap and throwing it away when we get tired of it . . . couture is different. In this job, I'm creating a unique piece of art every day . . .

Kendra: I can tell you right now that my job is harder than it looks on TV. You may have seen people doing my job on shows like CSI . . . I work as a police sketch artist. What this means is I assist the police during a criminal investigation.

When someone has been an eyewitness to a crime, they are sent to me. They describe the person they saw, and I try to draw an accurate picture of the criminal. It's very challenging because often the witness I'm working with is very upset, so . . . I have to project an image of confidence . . . and trust. It's very important that my client trusts me and feels safe. I often don't have a lot of time to work with the witness—this is certainly not a job for an easygoing person. There's a lot of pressure! And I have to be as accurate—as perfect—as possible.

I sometimes use creative techniques to get the witness to relax . . . and remember what they saw. One technique I do is a kind of visualizing . . . I ask the witness to close his eyes and then imagine that he is watching the crime scene again . . . but this time from outside his own body. It's as if he's there, but he is not part of the scene. This can allow him to relax a bit and concentrate . . . I know it sounds crazy, but it really seems to work.

My job is not only about sketching. It also requires a lot of studying—for certification exams. One of the more interesting things we study is something called "age progression" drawing. This focuses on imagining what someone's face will look like ten, twenty, or thirty years from now. I can take the photo of a child, for example, who disappeared ten years ago and draw a picture of what he or she might look like today.

You hear some shocking stories in this job—let me tell you—and it can be very stressful. But in the end, if I can help in any way, if my sketches are used to catch someone, it's all worth it.

Activity C. Listen again and write *A* if it fits Andrew's job and *K* if it fits Kendra's. For some items you will write both *A* and *K*. (CD Track 28) (Replay CD Track 27)

Activity D. Look at the information in B and C and on a separate piece of paper organize it into notes about each person and his or her job. Then listen again and add any other important information to your notes. (CD Track 29) (Replay CD Track 28)

Unit 10: To Buy or not to Buy . . .

Lesson A: What's your shopping culture?

Page 117. 2. Listening. Shopping habits.

Activity A. Look at the questions. Which question is each person responding to? Listen and write the number of the speaker (1, 2, or 3) next to the question. (CDTrack 30)

(CD Track 31)

Narrator: Speaker number one.

First speaker: Well, I hardly ever come downtown anymore, but I'd say that the thing I've noticed most is how several of the high-end stores that used to be here . . . the ones that catered to the upscale shopper—you know, stores like Saks Fifth Avenue—anyway, places like that are closing. There are still several of the couture boutiques like Chanel and Gucci, but what really monopolizes many of the streets here now are the retail clothing chain stores—you know, like the Gap, Abercrombie and Fitch, Old Navy—that sell more to people in their teens and twenties.

Another thing that's changed is the shopping area that used to be just around the corner. There was a department store that had all these extravagant window displays during the holidays . . . really beautiful. And there used to be several other little shops there, too—a jeweler, a bunch of shoe stores, and a quirky little place that sold costumes for parties. Anyway, they're all gone and have been replaced by a rather flashy shopping mall . . .

Oh, and another thing . . . There were a lot of little sidewalk cafés here, as I recall, too. Now you see more of the chain coffee shops and the occasional fast-food place—at least along the main street . . .

Narrator: Speaker number two.

Second speaker: Oh absolutely! I mean, it's all about the one-stop-shop today, isn't it? You know, going to the supermarket or the megastore that has everything in one place—the bank, the dry cleaner's, the food, the clothes, you name it! You're able to buy things for a quarter or half the price that you'd pay in a smaller, local shop . . . so I think that people who are looking for a bargain—which is most of us—are drawn to places like this. My mum says it's a shame; that the quality of the products isn't the same, and that people today are willing to settle for less. On the other hand, I think the bigger places offer more variety and are more convenient—everything's in one place and they're open late.

The thing is, because these megastores aren't usually close to your house, people tend to drive to them . . . at least I do. And then, I have a tendency to shop in bulk—you know, to buy as much as I can at once, because it's inconvenient to keep having to go back and forth in my car. That's something different, because when I was young, most of the time, my mum walked to local places in the neighborhood and bought in smaller quantities—you know, just what she needed.

And then I think many more people are buying certain things online. I, for example, buy a lot of books and music on the Web now. A lot of the time, it's cheaper, too, and much more convenient than going to a shop—you know, I can buy anytime, anywhere. Places on the web never close!

Narrator: Speaker number three.

Third speaker: Well, I'll tell you . . . I work at a store in Seattle that specializes in organic and imported foods. We've seen our business grow over thirty percent in the last five years. It's been incredible. There's a real demand now for non-processed, organic foods and beverages—fruits, vegetables, meats, dairy products, even coffees and teas. You know, a kilo of organic coffee costs somewhere in the neighborhood of fifteen dollars. That's eight to ten dollars more than you'd pay for the everyday brand at your local store, but people are willing to spend the extra money.

There's a real interest, too, in international foods: Thai spices, Korean *kimchi*, Indian breads like *na'an* and *chapati*. Fruit from Latin America is a huge seller here, too—guavas, passion fruit, pineapples, to name a few.

And speaking of demand . . . Since we import fruit, we've got quite a selection year round—even in the winter. I think most of our customers *expect* to be able to come in and find any kind of fruit—watermelon, passion fruit, strawberries—any time of year. . .

Activity B. Listen again and complete the notes. (CD Track 32) (Replay CD Track 31)

Unit 11: The Impact of Art

Lesson A: What does it say to you?

Page 129. 2. Listening. Conversations in an art gallery.

Activity A. Listen to three different conversations in an art gallery. Match each conversation (1, 2, or 3) to the piece of art being discussed. (CD Track 33)

Tape 1, Side 2 CD 1, TR 34

Narrator: Conversation number one.

Man: Sara, come over here and check this out.

Woman: Uh-huh . . . what are you looking at? Oh . . . it's a bit . . . *dark*.

Man: Well, yeah, and thus the title: "Storm clouds over beach."

Woman: Hmmm. It's unsettling, isn't it?

Man: Yeah . . . it *is* a little disturbing. It's interesting how the artist manages to convey that feeling. There's the contrast of the dark sky and beach with the white foam of the water . . .

Woman: And . . . the last bit of sun is *just* about to be swallowed by the oncoming storm. You feel like the photo might fade to black at any moment.

Man: You can almost hear the ebb and flow of the tide, too, can't you?

Woman: Yeah . . . You know, at first I didn't really care for this photo, but the more I look . . . the more I like it. It sort of draws you in, doesn't it?

Man: Yes, it does. It's really quite captivating . . .

Narrator: Conversation number two.

Woman 2: Look at the detail on this. It's incredible.

Man 2: Yeah, I'm not a big fan of realism, but this is impressive. It almost looks like a photograph.

- Woman 2: The texture of the tin foil is so real. How on *earth* did he do that? And look at how the light reflects here, and . . . there's shadow there. You can almost feel the sun moving *slowly* across the canvas as the artist painted, can't you?
- Man 2: I can't get over the color of the grapes. It's making my mouth water.
- Woman 2: Yeah, it's almost like you've put on a pair of glasses . . . and you're really *seeing* this fruit and the foil . . .
- Man 2: I think that's what the artist wanted . . . for us to see the true beauty of these objects . . .
- Woman 2: Hmm-mm. You know, I'd like to reach right in, take one of those grapes and pop it in my mouth.
- Man 2: Me, too. Hey, let's grab some lunch in the café downstairs. I'm getting hungry.
- Woman 2: Sounds good.
- Narrator: Conversation number three.
- Man 3: Did you see that thing we just passed coming into the building? What an eyesore!
- Woman 3: Yes, I looked at it while you were in the restroom. I think it's a reproduction of a piece that's in Germany.
- Man 3: What's in Germany?
- Woman 3: The original of that sculpture that we saw coming in. I was reading about it while I was waiting for you.
- Man 3: Oh. Yeah, I didn't really stop to look at it closely. I just don't understand how *anyone* can call something like that art.
- Woman 3: Oh, come on. I thought it was interesting . . .
- Man 3: Looked like a couple of twisted cast-iron cables to me.
- Woman 3: Or . . . perhaps two people embracing. Maybe the artist was trying to say something about the reunification of Germany. You know, a new collaboration . . . East and West coming together again.
- Man 3: Yeah, I suppose. Not really my thing, though.

Activity B. Listen again to the people's conversations and, in a word or phrase, write what the feeling or message is that they think each artist is trying to convey. (CD Track 35) (Replay CD Track 34)

Activity C. Do the Speakers like the art? Listen again and check the appropriate box. On the lines below, write the key words from the listening that support your answers. (CD Track 36) (Replay CD Track 34)

Unit 12: Our Changing World

Lesson A: Looking to the future

Page 141. 2 Listening.

A new spin on familiar products. Activity B. Look over the notes in the chart describing how each invention works. Then listen and complete them. (CD Track 37)

(CD Track 38)

- Interviewer: We're standing outside the C.S. Williams Convention Center where this year's New Faces in Technology Exhibition is wrapping up. I'm speaking with Jacob Shin about some of this year's highlights. So, Jake, what have been some of the more interesting exhibits you've seen at this year's convention?
- Jacob: Well, several of the things that I saw and really liked sort of put a new spin on some of the everyday tools and appliances that we're already using.
- Interviewer: For example . . . ?
- Jacob: One of the first demos I saw was a washing machine called "Your Turn" that was invented by Spanish entrepreneur Pepe Torres.
- Interviewer: So, what does it do . . . load the machine for you?
- Jacob: No, though I'd buy a product like that if it did. Basically, Torres's invention ensures that the same person isn't always responsible for doing the laundry.
- Interviewer: How?

- Jacob: The machine's *start* button is programmed to recognize a person's fingerprint. So, for example, if my wife pressed *start* and did a load of laundry, I'd have to do the next load. Otherwise, the machine wouldn't work.
- Interviewer: Sounds like a great way to get my husband to help out more at home.
- Jacob: Right. That was Torres's idea—to get couples to share the load, so to speak. In fact, "My Turn" was actually advertised as the perfect Father's Day gift when it was launched in Spain.
- Interviewer: That's so funny! I have a question, though. What happens if my partner is away, for example, or . . . sick? How would I be able to do more than one load of laundry if I can't start the machine?
- Jacob: Uh-huh. Someone at the demo asked that question, too. It seems that you can reprogram the washing machine's computer, but it's not easy. You have to reset the sensor—which is in the rear of the appliance . . .
- Interviewer: Sounds like a hassle.
- Man: Yeah, but it does ensure that one or the other person can't cheat easily . . . though I'm not sure that it really does facilitate peaceful coexistence with your partner . . .
- Interviewer: Okay, tell us about something else you saw and liked.
- Man: Well, I think my favorite was the M400 Sky Car designed by Moller International.
- Interviewer: A sky car . . . you mean . . . it flies?
- Man: Right. It works like a car, but drivers will be able to lift off from the ground from just about any location . . . say, a parking lot or even the highway. Once airborne, you'll be able to travel at speeds of up to 350 miles an hour.
- Interviewer: Wow . . . no more sitting in rush-hour traffic, huh? Sounds great, but not due out anytime soon, I'm sure.
- Jacob: Actually, certain models of the Sky Car may be available for public purchase in some countries as early as 2009.
- Interviewer: Incredible! So, will just anyone be able to buy one of these things?
- Jacob: Well, yes and no. It won't be enough just to have a driver's license. One will also need to be trained to operate a Sky Car and will most likely need a permit as well. Also, cost will be a factor. Initially, prices for a car like this are expected to be about half a million dollars—so obviously, the average person won't be rushing out to buy one. Eventually, though, if demand and production increase, the cost could plummet—maybe to what you'd pay for a midsize car. I really think this is an important technological breakthrough. It'll definitely change how we think about transportation and travel.
- Interviewer: Okay, Jacob, we've got some time for one more, quickly . . .
- Jacob: One of the last demos I saw this afternoon was Vivienne, the virtual girlfriend . . . a product put out by a company in Hong Kong called Artificial Life, Inc.
- Interviewer: Umm . . . can we talk about this on TV during prime time?
- Jacob: Yeah, she's quite harmless, actually. Basically, you access Vivienne on your cell phone—she's kind of like a character in a video game, only she's more lifelike. She's also been programmed to talk with you about over *thirty thousand* topics—imagine . . . never another lonely moment. And for those who travel, she can act as a translator, too. She speaks several languages.
- Interviewer: Sounds cool.

Jacob: Yeah. The downside right now, though, is that Vivienne isn't a cheap date. Accessing her, even for a few minutes, is very expensive. Also, she's only available on a certain kind of cell phone . . . the so-called 3G phone, which costs three or four times what a regular cell phone does.

Interviewer: Sounds interesting, though. Listen, Jacob, we're out of time, but thanks for sharing some of your highlights with us. For those of you interested in learning more, you can catch Jacob's regular column online at [www . . .](http://www. . .)

Activity C. Pair work. Listen again. What are the disadvantages associated with each invention? Write the number of each invention next to one or more disadvantages. What information in the listening helped you make your choices? Tell a partner. (CD 1, TR 39) (*Replay CD Track 38*)

Unit 1, Lesson A:**1. Vocabulary & Expressions**

- A. 1. strike a compromise 2. wholesome 3. B-movies
4. blockbuster 5. give away 6. mainstream 7. tearjerker
B. Answers will vary.
C. 1. d 2. e 3. c 4. b 5. f 6. a

2. Grammar

- A. 1. so much 2. so 3. such 4. so many 5. so 6. so many
7. such 8. so
B. Answers will vary.
C. Answers will vary.

Lesson B:**1. Reading**

- B. 1. c 2. a 3. c 4. d 5. b 6. d
C. 1. *Felix the Cat* 2. a laboratory in London 3. 60 inches
(155 centimeters) 4. a cardboard disc, pieces of glass, old
electric motors, parts from old radio receivers
D. 1. the group of scientists 2. the cardboard disc 3. the sixteen-
year-old boy 4. in the separate room 5. 1928 6. television

2. Writing

- A. 1. topic: Watching television; opinion: is not a waste of time
2. topic: Banning cars from the city center; opinion: would solve
many urban problems 3. topic: My city; opinion: has some of
the world's most interesting tourist attractions 4. topic: poor
diet; opinion: is a major cause of many serious health problems
5. topic: Knowing a foreign language; opinion: can be a big
advantage when looking for a job
B. 1. N 2. Y 3. Y 4. Y 5. N 6. Y 7. N 8. N 9. Y 10. N
C. Answers will vary.
D. Answers will vary.

Unit 2, Lesson A:**1. Vocabulary & Expressions**

- A. 1. firsthand 2. bustling 3. relatively 4. landscape
5. hypnotic 6. take in 7. relish 8. atmosphere 9. household
names 10. guaranteed
B. Answers will vary.
C. 1. may 2. direct 3. moment/minute 4. this 5. How
6. help 7. tell 8. price 9. afraid 10. out

2. Grammar

- A. 1. c 2. g 3. d 4. e 5. b 6. f 7. a
B. 1. I would have given you a ride to the party if I had known you
were going. 2. You could have left your dictionary on the train.
3. Carla shouldn't have spoken to her boss that way. 4. I must
have been taking a shower when you called, because I didn't hear
the phone. 5. Eric couldn't have forgotten about our date. 6. You
should have reviewed the vocabulary words before the test.
C. Answers will vary.

Lesson B:**1. Reading**

- B. 1. 5 2. 9 3. 4 4. 3 5. 7 6. 6 7. 2 8. 1 9. 8
C. 1. engineer 2. over six million copies 3. Shanghai, Singapore,
Finland, the Baltic countries, Poland, Italy, Switzerland, Germany,
Iceland, and Japan, and took a multi-country safari in Africa
4. "South-East Asia on the Cheap" 5. 1980 6. Pakistan
7. 120 8. 650

- D. 1. b 2. b 3. a 4. c 5. b 6. a

2. Writing

- A. 1. WF 2. WW 3. P 4. Sp 5. WF 6. WW 7. Sp or WW 8. WF
9. WO 10. X
B. 1. year years 2. had-better need to, have to, must 3. (insert
comma) 4. capitol capital 5. wealth wealthy 6. would can
7. likes like 8. bury buried 9. sites-ancient ancient sites 10. the
C. Answers will vary.

Unit 3, Lesson A:**1. Vocabulary & Expressions**

- A. 1. k 2. b 3. a 4. d 5. h 6. j 7. g 8. l 9. f 10. c 11. e
B. 1. loose 2. accepted 3. effect 4. advised 5. passed 6. past
7. except 8. affect 9. lose 10. advice
C. Answers will vary.

2. Grammar

- A. 1. hadn't bought 2. had studied 3. had met 4. would find
5. hadn't said 6. would be 7. had brought 8. hadn't missed
9. wasn't 10. would
B. Answers will vary
C. 1. made 2. hope 3. allow 4. wish 5. lets 6. let 7. wishes
8. allowed

Lesson B:**1. Reading**

- B. 1. F—Some crossover teachers can become teachers in only a
year. 2. F—She earned a business degree. 3. T 4. T 5. NI
6. F—She has had her first day of practice teaching. 7. T 8. T
C. 1. They are people who come to teaching from other professions.
2. Because they want to change careers. 3. Daniel Feldstein thinks
crossover teachers are more dedicated. 4. Lauretta Coggins thinks
crossover teachers may not have enough experience.
D. 1. bureaucratic 2. previous 3. breed 4. candidates
5. cubicle 6. rigid 7. drastic 8. recruit

2. Writing

- B. Possible answers: Advantages—are very enthusiastic; can be
hired quickly; bring fresh ideas to the classroom; have valuable
life experience; have professional training in another field
Disadvantages—have less training; have less experience in the
classroom; may not have made the right career choice; may just
be trying to escape
C. Answers will vary.

Unit 4, Lesson A:**1. Vocabulary & Expressions**

- A. 1. cracking down 2. unauthorized 3. panic 4. taken to court
5. pending 6. compensated 7. churn out 8. emerging
9. mediocre 10. consumers 11. rip off 12. greedy 13. monopoly
B. 1. e 2. f 3. d 4. g 5. c 6. a 7. b

2. Grammar

- A. 1. I would go to Leslie's party tonight 2. I would have gone to
the movie with you 3. I wouldn't be so hungry in class
4. I wouldn't have gotten such a good grade 5. I wouldn't have
missed my bus 6. I wouldn't need to go to day 7. I would
sleep until noon
B. 1, 3, 6, and 7 are about the present. 2, 4, and 5 are about the past.
C. 1. had known/would have visited 2. would have gone/had had
3. hadn't studied/would not have passed 4. would have met/

had come 5. had listened/wouldn't have had 6. would have gone/had gotten 7. would have sent/had given

D. Answers will vary.

Lesson B:

1. Reading

B. Suggested answers:

	Dolgion	Rukshana	Jack
Age	14	15	12
Country	Mongolia	India	The Philippines
Family	father disappeared; has a mother and some other family	little sister, older brother, nieces and nephews	mother, brother sisters
Reason for Homelessness	family couldn't afford to feed him	parents died	forced to leave home to make a living
How They Support Themselves	lives in an underground hole; collects empty bottles to sell	selling hair ornaments and magazines	cleaning shoes and begging
Future Hopes	find a house and his parents	get a proper house, make something of her life, have gold jewelry	to be reunited with his mother, brothers, and sisters

C. Answers will vary.

2. Writing

A. 1. c 2. a 3. c 4. c 5. b

B. Answers will vary

C. Answers will vary.

Unit 5, Lesson A:

1. Vocabulary & Expressions

A. 1. e 2. d 3. h 4. l 5. g 6. k 7. f 8. b 9. c 10. j 11. a

B. Answers will vary.

C. 1. TGIF 2. PIN 3. AC 4. ASAP 5. TBA 6. ATM

2. Grammar

- A. 1. Being interested in Chinese culture, Nina decided to study Mandarin. 2. Never having studied a foreign language before, she didn't realize it was supposed to be difficult. 3. She went to her Mandarin class every night after finishing work. 4. Learning five new words every day, she soon developed a large vocabulary. 5. After studying for two years, she took a trip to Beijing. 6. Being able to carry on a conversation, she really enjoyed her time in China.
- B. 2. Since starting this course, we've learned a lot of new vocabulary. 3. After graduating from college, she went to work for an airline. Before going to bed, I take a bath and brush my teeth.
- C. 1. I—Suggested answer: Having been burned in a fire, the victim was treated by doctors. 2. C 3. C 4. I—Suggested answer: Using a microscope, I easily saw the deadly bacteria. 5. I—Suggested answer: Riding my bicycle, I was nearly hit by a car that swerved in front of me. 6. I—Suggested answer: Barking happily, Kevin's dog played with its owner.

Lesson B:

1. Reading

- B. 1. Quetzaltenango and Antigua, Guatemala 2. in college 3. She was starting on a trip through Central America. 4. only one 5. four hours each morning 6. in homestay accommodations 7. the teachers or the students 8. go sightseeing; hang out in the cafés

C. 1. e 2. g 3. d 4. h 5. b 6. f 7. c 8. a

D. Answers will vary.

2. Writing

A. Answers will vary.

B. Answers will vary.

Unit 6, Lesson A:

1. Vocabulary & Expressions

- A. 1. juggling 2. apprentice 3. renowned 4. aspirations 5. caused a stir 6. sidetracked 7. bumped into 8. channeling 9. twinkle 10. fixture 11. have something in mind 12. storied 13. swap
- B. 1. at the drop of a hat 2. keep it under my hat 3. take my hat off 4. wears two hats 5. old hat

2. Grammar

- A. 1. She asked me what I was doing these days. 2. I said that I'd been spending a lot of time watching movies on TV. 3. She told me that my cousin Margaret was getting married next month. 4. She asked me when I was going to get married. 5. I mentioned that my dog was getting fat. 6. She advised me not to work so hard. 7. She asked me to go over and have dinner with them on Sunday. 8. She said that David and Lucy would be coming for dinner, too. 9. She asked me if I liked baked ham. 10. She reminded me to send my uncle a birthday card
- B. 1. b 2. d 3. c 4. a
- C. 1. Alan said that he was going to the coffee shop after class. 2. Emily said she runs marathons every summer. (b) 3. Linda said that in 2002 she hadn't graduated yet. (d) 4. Harun said that people in India speak many languages. (c)

Lesson B:

1. Reading

- B. Answers may vary: 1. F—Hearn frequently clashed with his editors 2. T—always a difficult character 3. T—an accident left him blind in one eye 4. T—He fell in love with Matsue 5. F—Hearn's work has largely been forgotten 6. F—he felt he had come home 7. T—ways of life a thousand years old were changing fast 8. T—English lessons for his children 9. F—He struggled to record traditional Japan

C. 1. c 2. a 3. b 4. b 5. a

2. Writing

- A. a. 9 b. 1 c. X d. 2 e. 10 f. 6 g. 3 h. 8 i. 11 j. 4 k. X l. 5 m. 7 n. 12
- B. Answers will vary.

Unit 7, Lesson A:

1. Vocabulary & Expressions

- A. 1. i 2. h 3. d 4. j 5. f 6. g 7. b 8. e 9. c 10. a
- B. Answers will vary.

2. Grammar

- A. 1. was discussed 2. is located 3. was destroyed 4. are required 5. has been taught 6. is eaten 7. is believed 8. had been treated

- B. 2. have had 3. self sold 4. treaty signed treaty was signed
5. have asked have been asked 6. will announced will be announced 7. be been
- C. 2. agent-farmers; Some of the world's best coffee is grown in Brazil. 3. agent-William Shakespeare 4. agent-a sculptor; That sculpture was carved from a single huge block of stone.
5. agent-children 6. agent-a surgeon; The heart transplant operation was performed at Metropolis Hospital.

Lesson B:**1. Reading**

- B. II. A. sensory memory: takes in impressions from our five senses B. Short-term memory: like a "holding area" for new information C. Long-term memory: keeps information for a long time III. Four key factors in effective study A. 2. know a little about it A. 3. intend to remember B. Find and organize the most important points. B. 1. In reading, look for titles, headings, and illustrations B. 3 imagine what you would put on the test C. Reinforce new brain connections C. 2 make a picture D. 1. study in short sessions D. 2. avoid cramming IV. A. 1. these principles work for any age group
- C. 1. studying a lot of material in a short amount of time 2. restate something in your own words 3. having to do with remembering

2. Writing

- A. 1. R-Only children are comfortable around adults. They are friendly and outgoing. 2. C-The new software is hard to install. It's also difficult to use. 3. F-My older brother is ten years older than me. 4. R-Please answer all the questions. You should not write your name on the paper. 5. C-Oldest children are dependable; middle kids like to be peacekeepers. 6. R-Would you like to meet in my office? Should we use the conference room? 7. F-After living for more than twenty years in New York City, we moved to Chicago. 8. R-You should eat fruit containing Vitamin C every day. Oranges contain the most.
- B. Answers will vary.
- C. Answers will vary.

Unit 8, Lesson A:**1. Vocabulary and Expressions**

- A. 1. mindless 2. keep on 3. simultaneously 4. warming up to 5. mind-numbing 6. keeps up with 7. absurd 8. misgivings 9. lost track 10. linear 11. win/over 12. think on your feet
- B. 1. light-hearted 2. smooth-talking 3. labor-saving 4. absent-minded 5. pleasure-seeking 6. thick-skinned 7. long-lasting

2. Grammar

- A. 1. ran into 2. dress up 3. give it up 4. move on 5. show up 6. talked me into going 7. put them away 8. made up 9. face up to 10. do them over 11. go over them 12. clear them up
- B. Answers will vary.

Lesson B:**1. Reading**

- A. 1. Shemeia 2. Kathryn 3. Olu 4. Ugi 5. Eron
- B. Answers will vary.

2. Writing

A. 2/5/3/1/4

B. Answers will vary.

Unit 9, Lesson A:**1. Vocabulary & Expressions**

- A. 1. pair 2. go together 3. coordinate 4. instinct 5. change out of 6. picks out 7. image 8. flatter 9. come across 10. project 11. laid-back 12. go for 13. stand out
- B. Answers will vary.
- C. 1. c 2. e 3. f 4. d 5. a 6. b

2. Grammar

- A. 1. O 2. S 3. S 4. O 5. S 6. S
- B. 1. who, that 2. who 3. who that 4. which 5. that 6. that
- C. 1. The book I read, which was written by a 16-year-old girl, was great. 2. Ed has new neighbors who haven't seen him yet. 3. We had lunch at the sushi restaurant that you told us about. 4. Nelson Mandela is a great statesman whom everyone admires. 5. Young-mi is a teacher who works with small children. 6. I'm going to listen to all the CDs that I borrowed from my brother.
- D. Answers will vary.

Lesson B:**1. Reading**

- B. 1. D 2. A 3. D 4. D 5. D 6. D 7. A 8. A
- C. 1. b 2. a 3. c 4. b
- D. Answers will vary.

2. Writing

A-C. Answers will vary.

Unit 10, Lesson A:**1. Vocabulary & Expressions**

- A. 1. differentiate 2. somewhere in the neighborhood of 3. customized 4. settled for 5. extravagant 6. fuss 7. in vogue 8. knockoff 9. the ultimate 10. class 11. flashy 12. snatch up
- B. 1. l 2. b 3. j 4. g 5. h 6. f 7. e 8. c 9. l 10. a 11. k 12. d

2. Grammar

- A. a. 1. an 2. O 3. O 4. O 5. a 6. a 7. the 8. the 9. a 10. a 11. a 12. the 13. the 14. the 15. the 16. the 17. O 18. O 19. a 20. the 21. a 22. O 23. O
b. 1. O 2. O 3. O 4. a 5. a 6. O 7. the or O 8. the 9. O 10. O 11. the or O 12. the or O 13. a 14. O
- B. 1. d 2. h 3. f 4. b 5. a 6. g 7. e 8. c
- C. Place names with *the*: the Himalayas, the Czech Republic, the United Kingdom, the Philippines, the Amazon river, the Pacific Ocean, the Solomon Islands, the Andes Mountains; Place names without *the*: Mexico City, Seoul, Mount Fuji, Lake Victoria, Jamaica, Easter Island, Argentina, New Zealand

Lesson B:**1. Reading**

- B. 1. Mashre Yadev 2. Soumana Natomo 3. Sayo Ukita 4. husband and four children 5. wife, two sons, two daughters-in-law, and three grandchildren 6. husband and two children 7. Uttar Pradesh 8. Kouakourou, Mali 9. Yunnan Province, China 10. adobe home with courtyard 11. small house 12. two-story house 13. two large beds, three sacks of rice, a few cooking utensils 14. a couple of beds with mosquito nets, a row of cooking pots, utensils for grinding grain, a few extra clothes 15. furniture, numerous cooking pots, extra clothes 16. a Hindu religious picture 17. a TV set 18. antique ceramics

2. Writing

- A. 1. a. I b. F 2. a F b. I 3. a. F b. I 4. a. F b. I 5. a. I b. F
6. a. I b. F
- B. *Suggested answers:* 1. I was quite impressed by the article in yesterday's paper. 2. Spending money to buy products that are of little use is unwise. 3. You reporter doesn't appear to have all the facts. 4. The free concert in Metro Park last night was disappointing. 5. I believe that your paper should feature positive articles about teenagers. 6. Building a city skateboard park would be well-received. 7. The mayor of this city has made a number of bad decisions. 8. The elderly often see a decline in their driving skills.
- C. Answers will vary.

Unit 11, Lesson A**1. Vocabulary & Expressions**

- A. Answers will vary.
- B. 1. uncomfortable 2. discomfort 3. unable 4. discovered
5. unarmed 6. disarm 7. disabled 8. uncovered

2. Grammar

- A. 1. Never did I think I would be standing here in front of this audience. 2. Not for all the money in the world would I give up my little dog Fifi. 3. After her children have gone to bed, she works on her paintings. 4. In order to build my vocabulary, I buy an English newspaper every day. 5. So poor were the people of the village that they lived in tiny shacks. 6. Silently swimming towards them was a giant white shark. 7. Because she wants to stay in shape, Katie goes running every day. 8. Not under any circumstances will you be allowed to enter late. 9. Not since I was a child have I cried so hard at a movie. 10. With great caution, the rescuers entered the collapsing building.
- B. Answers will vary.
- C. 1. What I wanted to say was "I love you." 2. Where Jane lives is in a tiny apartment. 3. Why he rides his bicycle to work is to save money on bus tickets. 4. What we need are stronger laws against pollution.

Lesson B:**1. Reading**

- B. 1. F 2. F 3. F 4. F 6. T 7. T 8. F 9. F 10. NI
- C. a. 8 b. 7 c. 6 d. 1 e. 5 f. 4 g. 2 h. 3 i. 9
- D. Answers will vary.

2. Writing

- A. 1. k 2. a 3. j 4. b 5. f 6. c 6. d 8. e 9. g 10. l 11. h
- B. 2. 4 3. 3 4. 6 5. 9 6. 11 7. 8 8. 1 9. 5 10. 7 11. 10
- C. Answers will vary.

Unit 12, Lesson A:**1. Vocabulary & Expressions**

- A. 1. brick-and-mortar 2. facilitate 3. resistant 4. triggered
5. undermine 6. fluid 7. plummeted 8. epidemic
9. breakthroughs 10. profiling 11. breadwinner 12. coexist
- B. Answers will vary.

2. Grammar

- A. 1. In 20 years we will be taking vacations in space. 2. In five years scientists will have developed a vaccination against AIDS. 3. Very soon people will be driving electric cars. 4. By the end of the decade we will have been using videophones for several years. 5. By the end of this century we will have used up all the petroleum on Earth. 6. By the year 2100, most people will have been driving hydrogen-powered cars for 30 years. 7. In a few years' time, people will have been using personal computers for 30 years. 8. Within ten years, many countries will be developing alternative energy sources.
- B. 1. had have 2. would will 3. have-been be 4. has have
5. been-changing changed 6. save saved
- C. 1. will-have-been-going 2. will-study 3. am-taking 4. graduates
5. will-have-been-looking 6. die

Lesson B:**1. Reading**

- B. 1. S 2. B 3. T 4. T 5. B 6. T 7. S 8. S
- C. 1. T 2. N 3. F 4. N 5. T 6. T 7. F 8. T 9. F 10. N
- D. 1. urgent 2. practical 3. homes 4. send it 5. far away
6. work together

2. Writing

- A-C. Answers will vary.

Name: _____

Date: _____

Virtual Hollywood

This video clip shows how the world of computer-generated imagery has changed the way animated movies are created.

Before You Watch

Here are some words you will hear in the video. Which words do you think you will hear together? Match each numbered word with a word from the box. Then compare answers with a partner.

scanner	animation	cuts	skills	effect	handyman
---------	-----------	------	--------	--------	----------

1. computer _____ animation

2. laser _____

3. digital _____

4. camera _____

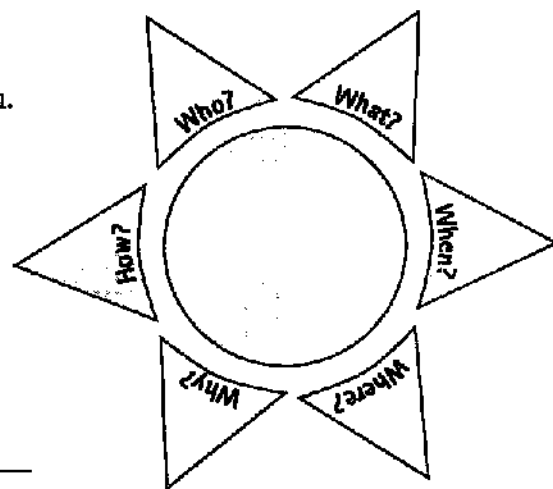
5. special _____

6. acting _____

While You Watch

 Look at the phrases you made in the Before You Watch section. Watch the video again, and then use the phrases to complete these sentences.

1. Jason Maurer, the director of an animated film called *Delgo*, uses computer animation and virtual cameras to edit his films.
2. Maurer can change his edits and _____ by simply grabbing and dragging over a dot on his computer screen.
3. Warren Grubb, the film's _____, used high- and low-tech artistry to create the heads of the main characters in *Delgo*.
4. The main characters' heads were sculpted in clay, and then a _____ was used to transmit images of the heads to the computer.
5. Animators use a variety of things, including mirrors, dogs, and their own _____ to bring characters to life.
6. According to Jason Maurer, a movie's best _____ is the one that you never see.



After You Watch

A Discussion. Work in a small group. Ask and answer these questions.

1. What do you think was the most interesting part of the video?
2. Do you enjoy animated films? Why or why not?
3. Would you like to work in the field of computer animation? Why or why not?

B Writing. Write about an animated film you have seen recently. What did you like or dislike about it? How is it similar to or different from *Delgo*?

Virtual Hollywood

Maurer: In this type of environment, you have absolute control. I can put my characters anyplace. I can put my camera anyplace. I can have a thousand cameras, if I want.

Sieberg: Computer animation and virtual cameras give *Delgo's* director, Jason Maurer, endless options without reshooting anything.

Maurer: If I want to make this shot longer or shorter, all I got to do is grab that dot, and drag it over. All of a sudden, my edits changed. The action hasn't changed—it's exactly the same—but where my camera cuts are happening is different.

Sieberg: Once the director shares his vision for the script, characters must be created, sets and props must be built—all in the computer.

Grubb: Everything we have to build has to be sort of unique, so it's not just building an earthly set. It's entire new civilizations.

Sieberg: Warren Grubb is the film's digital handyman. He used both high- and low-tech artistry to create the main characters' heads.

Grubb: We actually got a sculptor to just mold them physically in clay. So what we ended up doing is, is scanning in with a laser scanner the heads based on these clay figures.

Sieberg: Animators then use everything from mirrors to their dogs to their own acting skills to bring characters to life.

Animator 1: This is a character called Pookie. It's the pet of our evil villain. It's kind of a cross between a dog and a bird. He kind of looks a little bit like my Boston terrier, Caesar, so I wanted to kind of incorporate some of my pet into the character.

Animated Character (Kattan): Oh, that fire; the one that—that—this one with the flames?

Sieberg: And sometimes it's the actor's voice that takes charge of the scene.

Animator 2: Chris Kattan had ad-libbed the entire line, so as much as he had ad-libbed the line, I sort of ad-libbed the animation.

Sieberg: In its first feature film, Fathom Studios scored a coup by snagging Freddie Prinze Jr. to play *Delgo*. Jennifer Love Hewitt is his love interest. Val Kilmer, Anne Bancroft, and Lou Gossett, Jr., are among the other star voices. Lighting then adds detail and mood to their characters without the restrictions of human actors and a real set. Director Maurer says the elements all have to work together.

Maurer: A good movie should grip you so much that you forget about all those things. The best special effect is one that you never see.

Daniel Sieberg, CNN, Atlanta.

Name: _____

Date: _____

Destination Chile

This video is about Chile and how tourism in that country is growing.

Before You Watch

This video was filmed in urban and rural areas of Chile. What do you think you might see and hear in the video? Write three things next to each heading. Then compare answers with a partner.

Things you might see: _____

Words you might hear: _____

While You Watch

A  Watch the video. As you watch, look and listen for the items you listed in the Before You Watch section. Check (✓) the items you actually saw and heard in the video.

B  Read the statements. Then watch the video again and decide whether each statement is true or false. Circle T (*true*) or F (*false*). Correct the false sentences with your classmates.

1. T / F Chile is best known as a destination for travelers seeking a relaxing vacation.
2. T / F Chile appeals to travelers who like to go backpacking.
3. T / F More and more airlines are offering flights to Chile.
4. T / F The number of airline routes to other countries in South America is expected to decrease over the next few years.
5. T / F Small towns in Chile are benefiting from tourism.
6. T / F The United States is expected to invest over \$2 billion in Chile tourism projects.
7. T / F Chile is updating its telecommunications and banking services.
8. T / F Americans traveling to Chile need to make big changes in their daily habits.

After You Watch

A Discussion. Work in a small group. Ask and answer these questions.

1. What did you learn from the video?
2. Would you like to visit Chile? Why or why not?
3. When you travel, do you like to change your daily habits or do you prefer to do things the way you usually do them when you are at home? Explain your answer.

B Role Play: A TV Interview. Work in pairs. An interviewer from a TV program called "Travel News" is interviewing a tourist in Chile. One student will play the role of the interviewer, the other the tourist. Read the role descriptions and decide who will play each role. After a 5-minute preparation, begin the interview.

Interviewer: You are an interviewer for "Travel News." You want to know the tourist's impressions of Chile. Be prepared to ask questions about the scenery in Chile, the hotels, the level of service, whether or not he/she is enjoying his/her visit to Chile, and so forth.

Visitor: You are a tourist in Chile. Be prepared to answer questions about the scenery in Chile, the hotels, the level of service, whether or not you are enjoying your visit to Chile, and so forth.

Destination Chile

Oswald: To travelers, Chile is best known as a destination for seeking adventure.

Tourist: I've seen a lot of beautiful places in the world, but there's nothing like Chile. It's incredible.

Oswald: Today's Chile still pleases the backpacking crowd, but it's also offering new levels of service.

Expert 1: It's very European there, so if you've been to Europe and that's what you expect, that's your standard, you'll be pleasantly surprised.

Oswald: Luxury hotels are just one factor boosting tourism.

Expert 2: More and more airlines are flying down, not just to Chile, but to all of South America. In fact, the airline routes to South America is supposed to grow more than to any other region in the world over the next few years.

Oswald: Chile's small towns especially are benefiting from the attention. Tourism in Chile is still in its youth. Other countries are helping to build up the infrastructure here. For example, the United States is expected to pump more than two billion dollars in Chile tourism projects between 1992 and 2007. That money is helping build hotels and develop ecotourism and agrotourism projects designed to teach visitors about farming in Chile. Telecommunication systems and banking services—already tourist-friendly—are being updated.

Expert 3: An American, for example, could travel to Chile and almost not change his habits, his daily habits, at all, so there's not a big cultural clash here.

Oswald: But despite the benefits of modern technology—crucial for both business and leisure travel—this is a place where observing traditional lifestyles is still compelling and eye-opening for visitors. And finding life the way it was often is simply a short drive away.

Stephanie Oswald, CNN, Santiago, Chile.

Name: _____

Date: _____

Education—Boys vs. Girls?

This video clip takes a look at classrooms in a Colorado elementary school which is experimenting with an unusual program.

Before You Watch

Here are some words you will hear in the video. Which words do you think you will hear together? Match each numbered word/phrase with a word or phrase from the box. Then compare your answers with a partner.

against	classrooms	effort	outside the box	results	to the program
---------	------------	--------	-----------------	---------	----------------

1. segregated _____ classrooms

2. attributable _____

3. pioneering _____

4. thinking _____

5. test score _____

6. discriminated _____

While You Watch

A  Watch the video once or twice and listen for the answers to these questions. Take brief notes on the answers. Then compare answers with a partner.

1. In what way is Maria Mitchell Elementary School different from most other elementary schools in the United States?
2. What things suggest that the program at Maria Mitchell Elementary is successful?
3. What do studies show about the difference between the way boys and girls are treated in school?
4. How are the boys' and girls' writing lessons similar? How are they different?

B  Look at the phrases you made in the Before You Watch section. Watch the video again, and then use the phrases to complete these sentences.

1. Children in Maria Mitchell Elementary School are taught in segregated classrooms.
2. The _____ at Maria Mitchell Elementary may be a prototype for other schools.
3. Experts are not sure the results at Maria Mitchell Elementary are _____.
4. Experts say that there are many ways in which girls are _____ in school.
5. Colorado _____ indicate that boys are having trouble in reading and writing.
6. Educators are _____ and trying to find new ways to help kids.

After You Watch

Role Play: A TV Interview. Work in pairs. One student will play the role of the interviewer, the other the principal of Maria Mitchell Elementary School. Read the role descriptions and decide who will play each role. After a 5-minute preparation, begin the interview.

Interviewer: You are an interviewer for a TV program called "Education News." Prepare a list of questions to ask Reggie Robinson, Principal of Maria Mitchell Elementary School, about why the school is experimenting with same-sex classrooms.

Principal: You are Reggie Robinson, Principal of Maria Mitchell Elementary School. Be prepared to answer questions about why the school is experimenting with same-sex classrooms.

Education—Boys vs. Girls?

Osiat: This is not your typical classroom.

Robinson (Principal): It feels different.

Osiat: Both sexes are learning in their own way.

Student 1: We learned decimals. We read more books.

Student 2: It's a little bit funner.

Osiat: In their own segregated classrooms. This is Maria Mitchell Elementary, a unique Colorado public school, one of two in the nation—a pioneering effort that may be a prototype for others.

Judd (Teacher): There is more of a focus and a concentration.

Robinson: We've moved students from the lowest levels, the unsatisfactory level.

Osiat: Experts caution the results may not be directly attributable to the program.

Expert: There are many ways in which girls are discriminated against and have difficulty in school.

Osiat: Studies show boys are called on more, encouraged to give more developed answers. Not so here.

Teacher: Who wants to answer 5 times 3? Raise your hand.

Osiat: But research also shows boys are struggling.

Eisenheart: The test score results, in Colorado at least, suggest that boys are having trouble in reading and writing.

Osiat: So educators are thinking outside the box. Take a look here. The assignment is the same. Both boys and girls are writing, but what they're choosing to write about and how it's taught is different.

Judd: You're talking about a sunny day.

Student 3: I like to play on the Internet.

Osiat: While these programs are still in their infancy, like everything else, education needs to adapt to the changing times.

Kimberly Osiat, CNN, Denver.

Name: _____
Date: _____

Sex Discrimination

This video clip is about sex discrimination in London's main financial district, the *City of London*—a small area which is part of Greater London, and which is often referred to as just the "City" or the "Square Mile."

Before You Watch

Here are some words and phrases you will hear in the video. Match each with the correct meaning.

- | | |
|--------------------------------------|--|
| 1. enshrined _____ | a. because someone has said it must be done |
| 2. rife _____ | b. treated in a way that is annoying or offensive |
| 3. across the board _____ | c. the process of treating someone unfairly |
| 4. harassed _____ | d. very common |
| 5. litigation _____ | e. officially recorded |
| 6. lift the lid _____ | f. affecting everyone or everything |
| 7. victimization _____ | g. to tell about something that is secret |
| 8. transparent _____ | h. the process of taking a legal case to a court of law |
| 9. monitor _____ | i. candid or open; not secretive |
| 10. at the behest of (someone) _____ | j. someone whose job is to see that something is done in the right way |

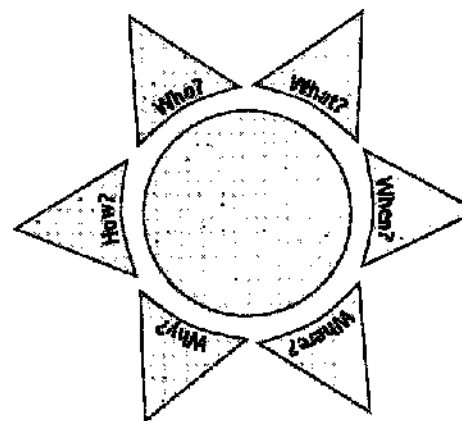
While You Watch

A To help you understand the video, use a Sunshine Organizer. Write the title of the video in the circle. Then watch the video and think about possible answers to the questions.

B Watch the video again. As you watch, record your answers to the questions on the Sunshine Organizer. Then compare your answers with a partner.

C Read these statements. Then watch the video again and decide whether the statements are true or false. Circle T (true) or F (false). Correct the false sentences with your classmates.

1. T / F "Equal pay for equal work" has been part of British law for about 10 years.
2. T / F Many British companies accused of sex discrimination prefer to pay a financial settlement rather than go to court.
3. T / F When a lawyer formerly employed by Merrill Lynch UK accused the company of discrimination, the company went to court.
4. T / F Experts think British financial corporations will try to reduce sex discrimination.



After You Watch

A Discussion. Work in a small group. Ask and answer these questions.

1. Do corporations in your country provide "equal pay for equal work"? Explain your answer.
2. In what ways is the corporate culture in your own country changing?

B Writing. You work in the *City of London*. Write a letter to CNN reporter Diana Muriel giving your opinion on this CNN news story.

Sex Discrimination

- Muriel:** Equal pay for equal work—enshrined in British law since the mid-1970s. But here in the city of London, sexual discrimination has been described as rife.
- Woman 1:** Women on average earn twenty-five to thirty percent less than men across the board, across industry, so I would say there absolutely is.
- Woman 2:** Women who are probably better qualified aren't doing so well.
- Man 1:** I'm 56 years old, and I'm still waiting to be sexually harassed. It hasn't happened to me yet.
- Muriel:** But litigation is no joke. A series of headline-grabbing stories in recent months have threatened to lift the lid on a world of sexual harassment and bias among some of the most respected names in the square mile. Many companies prefer to pay up rather than suffer accusations in open court. Only last week, Merrill Lynch UK settled with a former company lawyer who accused the firm of discrimination and victimization, but this litigation can be embarrassing as well as expensive. Industry experts say companies need to be more fair and more open.
- Edmonds:** They're going to have to be more transparent about pay and promotion, which is something that historically they've probably not been used to doing.
- Muriel:** But can companies be trusted to make the necessary changes? Despite Morgan Stanley's decision to settle a bitter sex discrimination case in the States Monday, the \$54 million payout includes a \$2 million fund for antidiscrimination training for staff. And the court required the firm to cooperate with an outside monitor to oversee the company's progress.
- Burd:** One of the points that's come out of the case is not just about the money but the terrible, negative publicity and the sort of humiliation of having to carry out training at the behest of the court. I think the financial community will hate that prospect, will sit up very much and take notice and begin to take some serious steps to do something about it.
- Muriel:** When it comes to sex discrimination, bad publicity can cost reputations—even those of established firms. Experts say that price is now considered too high, and a real corporate culture change may be on the way.

Diana Muriel, CNN, London.

Name: _____

Date: _____

Baby Talk

This video clip describes research on language development in infants, and how the exaggerated speech patterns known as "baby talk" help children learn language.

Before You Watch

Work with a partner. Based on the title of the news report, *Baby Talk*, and the brief summary above, predict three kinds of information you think will be included in the video.

1. _____
2. _____
3. _____

While You Watch

A  Look at the list you made in the Before You Watch section. Watch the video once or twice and check (✓) the kinds of information that are actually included in the video.

B  Read these statements. Then watch the video again and circle the correct answers. Compare your answers with a partner.

1. When parents were asked to interact with their babies, they spoke "baby talk" / in a normal voice.
2. "Baby talk" is characterized by the use of a low-pitched / high-pitched singsong voice.
3. "Baby talk" emphasizes essential / insignificant aspects of language structure.
4. When talking to babies, Americans use more / less exaggerated speech than Asians or Europeans.
5. Studies show that babies understand their parents' / own names by the age of four and a half months.
6. Researchers studied six-month-olds to find out if they could understand / pronounce the words "mommy" and "daddy."
7. Studies showed that infants looked / did not look at videos of their mothers when they heard the word "mommy."
8. The children responded / did not respond when they saw videos of other adults.
9. Research shows that children aged six / ten months are already shutting out certain unfamiliar sounds.
10. The language infants absorb has a dramatic / no impact on the languages they will be able to speak fluently as adults.

After You Watch

A Discussion. Work in a small group. Ask and answer these questions.

1. What do you think was the most interesting part of the video?
2. Do you have many opportunities to interact with infants? In what sorts of situations? How do the infants usually respond?

B Writing. You are a publisher and you are about to publish a book called *Baby Talk: What Research Shows Us*. You need a text to go on the back cover. Write a short description (100–150 words) that you think will interest people and make them want to buy the book.

Baby Talk

- Kellan:** When we asked people to interact with their babies—
- Mom 1:** Say "Hi."
- Kellan:** They spoke baby talk.
- Mom 2:** ¿Qué pasó?
- Kellan:** Most people do, no matter what language they speak.
- Mom 3:** The baby talk gets the smiles and the [imitates baby laugh].
- Kellan:** Research shows that high-pitched, sing-song voice helps a child learn words, sentences, and the rhythm of a language.
- Mom 3:** Look. Teddy bear. Teddy bear.
- Researcher:** But it emphasizes certain aspects of the structure of language the baby should pay attention to.
- Mom 1:** Hello. Hello.
- Kellan:** Researchers also found that Americans, for some reason, are more exaggerated baby talkers than most Asians or Europeans.
- Researcher:** Because we know, you know, that these early years are very critical for learning a language. There are a lot of changes that take place in the period, say, between six and twelve months of age.
- Mom 4:** Jordan. Jordan, look at Mama. Look at Mama. Hey.
- Kellan:** Studies show a baby understands his or her name by the age of four and a half months, but when do they start understanding other words, like "mommy" and "daddy"? To find out, psychologist Peter Jusczyk and his team at Johns Hopkins demonstrated for us how they studied six-month-olds. Researchers masked the parent as not to influence the baby, and eventually played the words "mommy" or "daddy"—
- Machine:** Mommy. Mommy.
- Kellan:** While infants like John here watched videos of their parents, Mom in one window, Dad in the other.
- Machine:** Mommy. Mommy.
- Kellan:** At this early age, babies appeared to understand. They looked more at their moms when they heard the word "mommy"—
- Machine:** Daddy. Daddy.
- Kellan:** And more at Dad when they heard "daddy." Infants did not respond when they watched videos of other adults. For these youngsters, "mommy" and "daddy" were not general terms, but specific people. According to the study's findings, a child at six months old will recognize the word "mommy" as their mommy and "daddy" as their daddy.
- Mom 5:** It's sort of gradually happened over the last couple of months that if you say, "Here comes Mommy," and then he knows what that means.
- Dad 1:** He's just very responsive to us in ways that he wasn't before, and we're starting to pick up that he knows something about words.
- Kellan:** It's important, then, do you think, to talk to him?
- Mom 5:** Oh, absolutely.
- Dad 1:** Sure, you bet.
- Mom 5:** Talk a lot and in different tones and in different inflections, and we sing to him a lot and laugh with him a lot.
- Kellan:** That interaction determines the sounds a child will eventually be able to say. By the time a child is ten months old, research indicates he or she is already shutting out certain unfamiliar sounds. For example, English speakers have trouble distinguishing these Hindi sounds.
- Researcher:** Sound contrasts like "dah" and "ndah."
- Kellan:** Japanese babies will stop hearing the difference between the sounds L and R.
- Researcher:** But a six-month-old Japanese infant has no difficulty telling those differences, but again, by ten to twelve months of age, they're already starting to show a decline in that ability.
- Mom 6:** Nicholas.
- Dad 2:** Hey, boy.
- Mom 6:** How's your daddy?
- Kellan:** So even though these babies aren't old enough to say a word, they are sponges. What they absorb now dramatically impacts the language or languages they will be able to speak fluently as adults.

Ann Kellan, CNN, Baltimore, Maryland.

Name: _____

Date: _____

Women Role Models

In this video clip, female college students at the University of Georgia in the United States talk about their favorite women role models.

Before You Watch

Work in groups Here are the names of some famous women who are mentioned in the video. What do you know about each one? Share what you know about each woman with the members of your group.

Diana, Princess of Wales
Hillary Clinton

Sally Ride
Mother Teresa

Wonder Woman
Oprah Winfrey

Martha Stewart
Madonna

While You Watch

A  What do the people in the video say about the women listed below? Watch the video once or twice and match the names with the correct information. Then compare answers with your classmates.

- | | |
|-------------------------|---|
| 1. Princess Diana _____ | a. was President of the American Red Cross and ran for the U.S. presidency. |
| 2. Sally Ride _____ | b. lost her mother as a child, and later moved to New York with about \$30. |
| 3. Wonder Woman _____ | c. can do things that we usually think of as being done by men. |
| 4. Mother Teresa _____ | d. seems to have overcome a lot of obstacles since she was a young child. |
| 5. Elizabeth Dole _____ | e. was a U.S. astronaut and the first American woman to travel in space. |
| 6. Oprah Winfrey _____ | f. supported charitable causes such as AIDS research and a ban on land mines. |
| 7. Martha Stewart _____ | g. was created in 1941 to be a role model for females. |
| 8. Madonna _____ | h. won a Nobel Peace Prize for her work with the poor in India. |

B  Here are some excerpts from the video. What do the underlined words mean? Watch the video again and listen to how the words are used. Match the words with their meanings.

- The sky's the limit when it comes to role models these days.
- Wonder Woman . . . kicks major butt.
- You probably know Elizabeth Dole for . . . her stint as the president of the American Red Cross . . .
- . . . she encourages women to go out and make their own mark.
- And even though she got a really bad rep . . .
- Madonna pushes others to . . . take their place in the spotlight.

- | | |
|------------------------------|--|
| 1. the sky's the limit _____ | a. (impolite) to show that you are capable of doing big things |
| 2. kick major butt _____ | b. a period of time spent doing something |
| 3. stint _____ | c. there is no limit to what someone can do |
| 4. make your own mark _____ | d. (informal) reputation |
| 5. rep _____ | e. in a situation in which a person gets a lot of public attention |
| 6. in the spotlight _____ | f. to do something important so that people notice you |

After You Watch

Discussion. Work in a small group. Ask and answer these questions.

The reporter quotes the French feminist Simone de Beauvoir, who said, "One is not born a woman, one becomes one." What do you think Simone de Beauvoir meant? Do you agree with her?

Women Role Models

Nellis: As we celebrate Women's History Month, what role models come to mind? Maybe you think about the late Diana, Princess of Wales, who supported many charitable causes, including AIDS research and a ban on land mines? Or what about Sally Ride, the U.S. astronaut who became the first American woman to travel in space? The sky's the limit when it comes to role models these days, particularly when you talk to students enrolled in women's studies programs.

Student 1: I guess some female role models that I have, for America, I would have to go with Wonder Woman, who was made in 1941 to be a role model for females, and she kicks major butt. And Amelia Earhart is another good female role model—Janis Joplin, Elizabeth Dole, Hillary Clinton. And international female role models—I am a big admirer of Mother Teresa.

Nellis: Mother Teresa is a saint of the Roman Catholic Church who won a Nobel Peace Prize for her work with the poor in India. And you probably know Elizabeth Dole for her long career in public service in the United States, as well as her stint as the president of the American Red Cross and her brief run for the United States presidency. While she stands as a role model, she encourages women to go out and make their own mark. In her words, "Women share with men the need for personal success, even the taste for power, and no longer are we willing to satisfy those needs through the achievements of surrogates, whether husbands, children, or merely role models." In other words, don't just have a role model, be a role model. Some women have achieved such status that they are recognized merely by their first names: Cher, of course; Pocahontas; and Oprah. Television personalities are on the top of some role model lists.

Student 2: My two favorite would have to be, like, Oprah and Martha Stewart. I love both of them. Oprah just seems like she has overcome a lot of obstacles in her life, I mean, starting as a young child. And I just—I really admire her for how much that she has today that she's done by herself on her own. I think it shows that she's very independent. And the same

thing for Martha Stewart. Martha Stewart seems like she can do anything. You know, one quote is, like, she can get up and, you know, like, have the chickens fed and bake a cake and build a shed all before noon. You know, I mean, like, she can do anything. All the women stereotypical things that she can do, but she can do a lot of things that, you know, building, which you associate with men doing—building a shed or, you know, doing those type of things that—she can just do anything. And I think those two are my role models.

Student 3: For me, I would say the biggest female role model would be Madonna, because she came from—like, she didn't have a mother growing up, and she just went to New York with, like, thirty-something dollars, and just, like, made it all on her own. And, like, she attacks a lot of issues that most women wouldn't want to talk about, like sexuality and, like, racism and stuff like that. And even though she got a really bad rep, like, I don't know. I think she did a lot for women.

Nellis: Madonna pushes others to succeed and take their place in the spotlight with this lyrical challenge: "Everybody is a star. You know who you are. This is your chance to shine. It's got to come from the heart. Do it right from the start and step into the light." Each woman has that light and is a link in the history of women, say instructors at the University of Georgia.

Teacher 1: We try to look at the ordinary women also. We try and say that those—there are—there have been famous women, but, like, what was my grandmother doing or my, you know, someone in my family? And we try and link with the history that we have just as human beings.

Teacher 2: The women that I celebrate—well, women, of course, like my mother—but the truly strong women, the truly phenomenal women, are the everyday women. The strength of a single mother, for example, who raises her children by herself—truly phenomenal women.

Nellis: In the words of French feminist Simone de Beauvoir, "One is not born a woman, one becomes one." Something to celebrate this month and every month.

Kathy Nellis, CNN, Athens, Georgia.

Name: _____

Date: _____

Developing Intelligence?

This video clip shows how parents can help their babies to be bright, confident, and happy.

Before You Watch

Work with a partner. Based on the title of the video and the summary above, what are some questions you think might be answered by the video? Write down at least three questions.

1. _____
2. _____
3. _____

While You Watch

A  Watch the video once or twice and listen for the answers to the questions you wrote in the Before You Watch section. Your questions may be answered directly, by inference, or not at all. After you have watched the video, ask and answer these questions with your group.

1. Which of your questions were answered? What answers were given?
2. Which of your questions were not answered? What do you think the answers might be? How might you be able to find out the answers?

B  Read these statements. Then watch the video again and decide whether each statement is true or false. Circle T (*true*) or F (*false*). Correct the false sentences with your classmates.

1. T / F Every day 360,000 babies are born on our planet.
2. T / F It is a myth that emotions and intellect are separate parts of our minds.
3. T / F Genetics plays no role in the development of intelligence.
4. T / F Nurturing, warm, interactive parents usually have happy, confident, and bright children.
5. T / F Experts say breastfeeding is good for a baby's developing brain.
6. T / F Recent studies support the idea that listening to music enhances math skills.
7. T / F Babies need to learn to speak before they can learn basic sign language.
8. T / F Experts universally support programs that teach babies to read.
9. T / F Children should be introduced to very structured, systematic teaching at an early age.
10. T / F Emotional development plays a big role in developing children's intelligence.

After You Watch

A Discussion. Work in a small group. Ask and answer these questions.

1. In the video, Dr. Stanley Greenspan says that "... emotions are the fuel that give rise to social behavior ..." What do you think he means?
2. According to the video, children learn more when learning is fun. Do you think that this is also true for adults? Do adults learn more when learning is fun? Explain your answer.

B Writing. A friend or relative of yours has a new baby and has sent you an e-mail asking for your advice about how to raise his/her baby's brain power. Write an e-mail to your friend. Make suggestions about ways parents can help their children be more intelligent.

Developing Intelligence

Mom 1: Hmm.

Gupta: 360,000 babies are born every day on our planet. Which of them will grow up to outwrite Shakespeare, find a universal cure for cancer, or prove Einstein wrong?

Spock: There's an old Vulcan proverb.

Gupta: It's a common myth, perhaps made popular by Spock, the emotionless Vulcan from Star Trek, that emotions and intellect are two separate parts of our minds.

Greenspan: We really need to change that historic dichotomy of cognition on the one hand, emotions on the other hand, and realize that our emotions are the fuel that give rise to social behavior but also two different levels of intelligence.

Gupta: Genetics also play a role, but Dr. Greenspan says a baby's future is not written in his DNA.

Greenspan: Regardless of the history of the IQ test in the family, if I see a nurturing, warm, interactive people who read emotional signals well and interact well, usually I see happy, confident, and bright children.

Gupta: And there's a few other approaches to increasing baby brain power that have drawn attention. Breastfeeding is good for your baby, and most experts believe it's also good for your baby's developing brain. Listening to music was once thought to enhance mathematical skills. Recent studies, however, don't support this claim, but music and dancing can be excellent ways to interact. Other studies show infants can learn basic sign language even before they speak. These infants appear to grow up a little smarter. But some experts think, again, the benefit is due to increased parent/child interaction. Baby reading lessons are quite popular. The maker of these videos, books, and flash cards claimed to sometimes have two-year-olds reading simple children's books by themselves. Some experts support these programs, others oppose.

Greenspan: If you do a little bit of looking at books with your children and inspire them to be curious about the pictures and inspire them to be curious about what the words mean, but don't get into very structured, systematic teaching at too early an age, I think, and you also interact emotionally and have fun with pretend play and reading signals and problem solving together, then you have the best of both worlds.

Gupta: While it may seem obvious, your child will learn the most if he or she also learns that learning is fun.

Dr. Sanjay Gupta, CNN, Atlanta.

Name: _____

Date: _____

Global Gaming

In this video clip, CNN technology correspondent Daniel Sieberg explains the enormous appeal of online fantasy role-playing games.

Before You Watch

Here are some words and phrases you will hear in the video. Match each with its meaning.

- | | |
|------------------------|---|
| 1. officiate ____ | a. confused and worried |
| 2. vows ____ | b. to perform special duties, especially at a religious ceremony |
| 3. bent ____ | c. ordinary; not interesting and exciting |
| 4. stumble across ____ | d. a set of promises that people make to each other, for example during a marriage ceremony |
| 5. mundane ____ | e. to imagine that something or someone has particular qualities |
| 6. project ____ | f. a natural skill or ability |
| 7. perplexed ____ | g. to discover something or meet someone by chance |

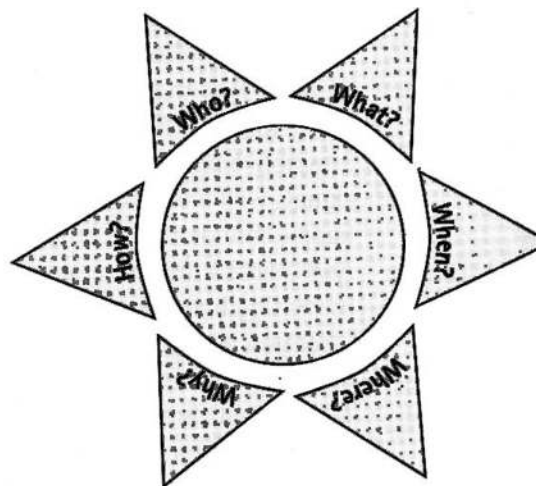
While You Watch

A  To help you understand the video, use a Sunshine Organizer. Write the title of the video in the circle. Then watch the video and think about possible answers to the questions.

B  Watch the video again. As you watch, record your answers to the questions on the Sunshine Organizer. Then compare your answers with a partner.

C  Read these statements. Then watch the video again and circle the correct answers. Compare your answers with a partner.

- Christy Bell plays the role of Niami Denmother, a halfling shamaness / an outright cleric who is one of the more spiritual, priestly characters in the EverQuest game series.
- EverQuest involves winning and losing / working as a team and interacting with others.
- If a player has a question when playing a Sony Online fantasy game, someone from the company will show up in the game / give them a phone call and help them out.
- EverQuest is based in a mythological / historical world.
- The Sims game series is based in modern reality / science fiction.
- A key part of The Sims game play is the big prizes the players win / emotional connection the players have with the characters.



After You Watch

Discussion. Work in a small group. Ask and answer these questions.

- Have you ever played an online fantasy role-playing game? If so, tell the group about your experience.
- Would you be interested in playing either of the two fantasy games described in the video—*EverQuest* and *The Sims*? Why or why not?
- Christy Bell says, "Everybody has a different idea of what is fun." What is your idea of fun?

Global Gaming

Bell: My name is Christy Bell. I play Niami Denmother, which is a small, halfling shamaness. This version of Niami is a shamaness, which means that she's one of the priestly types. She works more with the spiritual nature than the outright clerics and so forth.

Sieberg: Would you play a video game that didn't involve winning or losing? The EverQuest series is more about developing your character, working as a team, and interacting with the online community. And sometimes that interaction goes a little further.

Bell: My character actually officiated at several wedding ceremonies. I and the players involved would sit down and actually write vows and plan out a whole ceremony.

Sieberg: Now, somebody who doesn't know anything about EverQuest at all might think that was a little strange. I mean, they might think, "Characters getting married in the game?"

Bell: It's just a part of the entertainment. I mean, it's fun, and if you have any sort of creative bent, it's a story. It's an interactive story.

Sieberg: Christy started with Dungeons & Dragons years ago, a precursor to many video games. Then she stumbled across a similar world on her computer.

Bell: I like stories. I like fantasy. I like role-playing, being able to get in and run around in a fantasy world.

Sieberg: This is where Sony Online Entertainment tries to keep about three-quarters of a million people happy across all its different games. If someone has a problem, they can ask a question, and one of these folks who are kind of like a demigod or a god, they can show up in the game and help them out. It's all part of keeping a virtual world running smoothly. What's the most number of people you see online at one time who are playing one of these games?

Joffe (CTO Sony): Every night, we fill two full football stadiums full of people playing our games—every single night.

Sieberg: Every single night?

Joffe: Every single night.

Sieberg: EverQuest is based in the mythical world of Norrath, while other games like The Sims are based in modern reality. Even the mundane has a role here, like cleaning your house, going to the bathroom, or acquiring furniture. And players can often get very attached to their so-called Sims.

Letourneau: And the emotional connection that players have with The Sims is such a key part of the game play. So in Sims 2, you have facial expressions. They laugh, they cry. You know, you experience their ups and downs, their joys, their sorrows. The player also projects so much more into that, because they're projecting experiences from their own lives, so it magnifies anything that you're seeing on the screen.

Sieberg: Of course, these types of games may not be for everyone.

Bell: Everybody has a different idea of what is fun. In fact, a couple of my family members are a little bit perplexed about this game thing that I do. A lot of people don't understand, and that's fine. You know, I don't understand golf.

Daniel Sieberg, CNN.

Name: _____

Date: _____

The Life of a Supermodel

In this video clip Karolina Kurkova, a 20-year-old supermodel from the Czech Republic, talks about her daily life.

Before You Watch

Here are some phrases you will hear in the video. Match each boldfaced word with its meaning.

- | | |
|--------------------------------------|--|
| 1. gets checked out _____ | a. in a situation where you have to respond to people |
| 2. do a fitting _____ | b. a long, raised path that models walk on in a fashion show |
| 3. always being on _____ | c. a person or thing that is perfect |
| 4. a young, upcoming designer _____ | d. the state or condition of working as a model |
| 5. a model supermodel _____ | e. looked at (<i>informal</i>) |
| 6. on the catwalk _____ | f. becoming very popular |
| 7. (the) realities of modeldom _____ | g. an occasion where you put on clothes to see if they fit |

While You Watch

- A**  Watch the video once or twice and listen for the answers to these questions. Take brief notes on the answers. Then compare answers with a partner.

- How is Karolina Kurkova's life different from what many people expect it to be?
- What question that models hate do people ask Karolina Kurkova "all the time"?
- According to Karolina Kurkova, what does she have to act like all day?

- B**  Look at the phrases in the Before You Watch section. Watch the video and then use the phrases to complete these sentences.

- Karolina Kurkova gets checked out by people when she's on fashion show runways.
- According to the reporter, Karolina Kurkova is _____.
- In the video, Karolina Kurkova talks about the myths and _____.
- Karolina Kurkova says people think all that supermodels have to do on their job is look beautiful and walk _____.
- Karolina Kurkova is shown in a dress for which she has to _____.
- According to Karolina Kurkova, Zaldy is _____.
- Jason Bellini says that being a model means _____.

After You Watch

- A** Discussion. Work in a small group. Ask and answer these questions.

- What do you think was the most interesting part of the video?
- What effect did the video have on you? Do you think supermodels like Karolina Kurkova have a hard life?
- Karolina Kurkova says, "It's not important to be skinny. I feel everyone is beautiful the way they are." Do you agree with her? Explain your answer.

- B** Writing. Write a letter to a friend describing Karolina Kurkova and her life. Make comparisons between your life and hers. What do you think of her? Is she someone you would like to know? Why or why not?

The Life of a Supermodel

Bellini: Karolina Kurkova, the 20-year-old model from the Czech Republic, gets checked out on runway walk after runway walk. She's a model supermodel for New York's fashion week.

Carolina Herrera: And she shows very well. And people love to see her, because she's so full of life and beautiful.

Kurkova: Thank you; thank you.

Bellini: It's 8:00 A.M., two hours before the first show. Kurkova takes us along—

Kurkova: Yellow shoe in rain—not a good thing.

Bellini: To learn the myths and realities of modeldom.

Kurkova: Let me get this straight.

Bellini: You eat whatever you want.

Kurkova: I eat whatever I want.

Bellini: You don't work out.

Kurkova: I work out sometimes.

Bellini: I know a lot of women who would absolutely hate you.

Kurkova: I know, but I hope they don't hate me. It's not important to be skinny. I feel everyone is beautiful the way they are.

Bellini: Myth: supermodels have it easy.

Kurkova: So everyone thinks, "Oh, God, it's so easy. You just look beautiful and you just walk on the catwalk. You look amazing." Maybe between the shows you have to take a flight. You have to go to London for one day and then come back, do—you know, go straight to work. No sleep. You don't have time to eat. Mmm. Well, we're going to do a fitting for this. It's a young, upcoming designer. His name is Zaldy, and it's his show—it's actually tonight. I love this. Look at this. How cute is this?

Bellini: Reality: models hate the question.

Kurkova: "What do you do to look so beautiful? Like, what kind of beauty products do you use? It's like, do you work out?" I don't really do anything. You know, I was just—I'm just who I am. It's just a question you get all the time.

Bellini: We're backstage at the Tommy Hilfiger show, and Karolina Kurkova will walk the runway a total of five separate times today. There's nothing glamorous about the life of a supermodel. Oh, wait; I take that back. Being a model means always being on, being beautiful, even in curlers.

Kurkova: It's always, "Oh, Karolina, can you do this? Oh, Karolina, can you look there? Oh, Karolina, can I ask you this? Oh, Karolina, can you go there? Can you go dress? Can we go?" I mean, so you're always basically—all day you're like a machine.

Bellini: The reality is, you've got to love the camera—

Kurkova: That was just for you.

Bellini: As much as the camera loves you.

Jason Bellini, CNN, New York.

UNIT
10 *World Pass Advanced*
Video Worksheet

Name: _____
Date: _____

Gift Cards—Buyer Beware!

In this video clip, Valerie Morris of CNN Financial News talks about some things to keep in mind when shopping for gift cards.

Before You Watch

Work in a group. Based on the title of the video and the information in the description above, what are some questions you think might be answered by the video? Write down at least three questions.

1. _____
2. _____
3. _____

While You Watch

A  Read these statements. Then watch the video and check (✓) the statement that expresses the main idea of the video.

1. ☐ Gift cards are unfair to customers and people should avoid buying them altogether.
2. ☐ People buying gift cards should be aware of the problems associated with them.

B  What "dos and don'ts" of buying and using gift cards are mentioned in the video? Watch the video once or several times and take brief notes in a two-column chart. Then compare your notes with a partner.

DO . . .	DON'T . . .

C  Here are some excerpts from the video. What do the underlined words mean? Watch the video again and listen to how the words are used. Then match them with their meanings.

1. There might just be a grinch attached.
2. For the first time since their inception . . .
3. But buried in the fine print could be penalties, hidden fees, and expiration dates.
4. . . . consumers can also be hit with start-up fees just for purchasing a gift car.
5. . . . consumer advocates think that gift card fees . . . are unfair to customers.

- | | |
|---------------------|---|
| 1. grinch _____ | a. made to pay |
| 2. inception _____ | b. an unpleasant thing or person |
| 3. fine print _____ | c. the beginning of something |
| 4. hit with _____ | d. people who publicly support someone or something |
| 5. advocates _____ | e. important details of an agreement, often written in very small letters |

After You Watch

Discussion. Work in a small group. Ask and answer these questions.

1. What do you think was the most interesting part of the video?
2. How do you feel about gift cards? Do you like to receive them? Why or why not?
3. Have you ever bought a gift card? Where, for whom, and on what occasion?

Gift Cards—Buyer Beware!

Morris: The hottest holiday gift this year is that easy-to-buy, get-it-yourself present, the gift card. Consumers will spend more than \$40 billion on these modern-day gift certificates in 2004 alone, but be careful. There might just be a grinch attached. For the first time since their inception, gift cards will replace apparel as the gift of choice this year among American consumers according to a new Deloitte & Touche survey.

Mierzwinski: Gift cards are popular because you don't have to buy a gift. You don't have to decide what someone wants. You just have to know where they like to shop. It's a win for the businesses, and it's a win for the gift receiver.

Morris: But buried in the fine print could be penalties, hidden fees, and expiration dates. So here are some things to keep in mind when you're shopping for gift cards. Make sure to ask about expiration dates. Some gift cards are no longer valid after a certain period of time and won't be honored past a certain date. Like a credit card, consumers can also be hit with start-up fees just for purchasing a gift card. Bank of America charges an issuance fee of \$5.95 to \$11.95 for its Visa gift card. Be sure to watch out for hidden charges that include a monthly charge or a dormancy fee. For not using the card, Toys "R" Us subtracts \$2 per month from the value of your gift card after 24 months of inactivity.

Mierzwinski: States and consumer advocates think that gift card fees, such as deductions every month if you don't use the card, are unfair to consumers. Many states, led by California, have enacted legislation severely limiting or even banning most fees.

Morris: Some companies that don't charge fees include Banana Republic, J. Crew, Borders, The Gap, Barnes and Noble, and Starbucks. Starbucks used to charge a monthly service fee after a year of inactivity but dropped that policy last year. Always keep your receipts when buying items using your cards. One big problem with gift cards is, if they're lost or stolen, they are really gone. Retailers, including Macy's and Bloomingdale's, will issue you a new card if you can provide proof of a recent purchase.

Valerie Morris, CNN Financial News, New York.

Name: _____

Date: _____

The Art of Christo

This video clip focuses on Christo Javacheff, the Bulgarian-born American environmental artist who is famous for the large-scale works of art he has created around the world.

Before You Watch

Here are some words you will hear in the video. Match each word with its meaning.

- | | |
|-----------------------|---|
| 1. controversy ____ | a. pieces of art consisting of several things set up to produce a particular effect |
| 2. luminous ____ | b. the state of being famous, especially for doing something bad |
| 3. installations ____ | c. able to shine in the dark without being lit |
| 4. notoriety ____ | d. serious disagreement among many people |
| 5. unveil ____ | e. to remove the cover from something as part of a formal ceremony |
| 6. grandiose ____ | f. relating to or used by a line of people moving in a slow and formal way |
| 7. processional ____ | g. actions that are used as examples for similar actions at a later time |
| 8. precedents ____ | h. intended to be important, but not really practical |

While You Watch

A  Watch the video once or twice and listen for the answers to these questions. Take brief notes on the answers then compare answers with a partner.

1. Why are Christo's installations so controversial?
2. When and where did Christo begin creating his large-scale fabric installations?
3. When did he first gain notoriety, and for what?

B  Read these statements. Then watch the video again and decide whether each statement is true or false. Circle T (true) or F (false). Correct the false sentences with your classmates.

1. T / F Christo once placed more than 1,000 blue umbrellas in Japan's rice fields.
2. T / F He surrounded some islands off the coast of Florida with pink fabric.
3. T / F The installation he created with yellow umbrellas in California cost \$26 million.
4. T / F It took five years to convince Paris officials to allow him to wrap the Pont Neuf.
5. T / F It took ten years to get German officials to allow him to wrap Berlin's Reichstag.
6. T / F In 1981 New York officials accepted the design for "The Gates" in Central Park.

After You Watch

Role Play: A TV Interview. Work in pairs. One student will play the role of the interviewer, the other the role of artist Christo Javacheff. Read the role descriptions and decide who will play each role. After a 5-minute preparation, begin the interview.

Interviewer: You are an interviewer for a TV program called "Art News." Prepare a list of questions to ask Christo Javacheff about his career as an installation artist.

Visitor: You are Christo Javacheff. Be prepared to answer questions about your career as an installation artist.

The Art of Christo

- Cooper:** His work has sparked controversy all over the world. There was the time he placed 1,340 blue umbrellas in Japan's rice fields.
- Woman:** Young people might understand, but older people like us, we don't understand.
- Cooper:** Then there was the time Christo used six and a half million feet of pink fabric to surround the islands off Florida's Biscayne Bay.
- Man 1:** Attaboy; attaboy; attaboy.
- Cooper:** He also took 1,760 yellow umbrellas and tucked them into a California mountainside at a cost of \$26 million. Some called it art; others, a waste of money.
- Man 2:** A lot of hungry people could have been fed with that. You know, we got a lot of hungry people in this world.
- Christo Javacheff:** The most important thing is that the people try to experience the project not only by driving but walk under the umbrellas. You have this marvellous shade, the luminous shade of the umbrellas.
- Cooper:** As a young man born in Bulgaria, Christo began creating his large-scale fabric installations. In 1976, he gained notoriety when he built a 24-mile fence that cut across California. But state and city officials have not always been ready to embrace Christo's vision. For ten years, he fought to wrap Paris's Pont Neuf.

- Newscaster:** Mit einem klaren "Nein."
- Cooper:** And it took twenty years to get German officials to allow him to wrap Berlin's Reichstag. Christo now appears close to winning another two-decade old battle, this time with New York, to unveil The Gates in Central Park, a design that was first rejected in 1981 as too grandiose.
- Cembalest:** In the case of Central Park, it might be a place that you've walked by a hundred times, but all of a sudden, when these gates are there; creating this kind of like processional walkway or whatever it will be, I'm sure that the visitors—the public will be experiencing that space in a way they've never done it before.
- Cooper:** A final permit from the city is now all that's required. In the end, it will be decided by New York's city hall.
- Cembalest:** Obviously there's going to be people debating this, plus the permits to protect the environment, plus the precedents it's going to start. If we let this guy in, how many other guys will want to come in and do something else? So you can understand from the point of the view of the city government why they're going to take a while to try and figure out if this is going to work.
- Cooper:** It still may take a while, but if Christo has proved anything over the years, it's that he is certainly willing to wait.
- Anderson Cooper, CNN, New York.*

A Million-Dollar Idea

This video clip is about the risks involved in trying to make money as an inventor.

Before You Watch

Work in a group. Based on the title of the video and the information in the brief description above, what are some questions you think might be answered by the video? Write down at least three questions.

1. _____
2. _____
3. _____

While You Watch

A  Watch the video and listen for the answers to the questions you wrote in the Before You Watch section. The questions may be answered directly, by inference, or not at all. After you have watched the video, ask and answer these questions with your group.

1. Which of your answers were answered? What answers were given?
2. Which questions were not answered? What do you think the answers might be? How might you be able to find out the answers?

B  Read these statements. Then watch the video again and decide whether each statement is true or false. Circle T (*true*) or F (*false*). Correct the false statements with your classmates.

1. T / F Inventor Mike Keenan has made millions of dollars on his invention.
2. T / F Paul Aldiss's system for storing bicycles is controlled by the user's mobile phone.
3. T / F Trevor Baylis believes an inventor's chances of winning a case against a multinational corporation are usually very good.
4. T / F Lawyers warn inventors to get a patent before they approach potential investors.
5. T / F Kane Kramer says he invented the original MP3 player.
6. T / F Kane Kramer didn't have enough money to maintain his patents.

C  Here are some phrases used in the video. What do the boldfaced words mean? Watch the video again and listen to how the words are used. Then match them with their meanings.

- | | |
|--|---|
| 1. with his wares on show _____ | a. a situation in which something can be used or copied by anyone |
| 2. to store bicycles out of harm's way _____ | b. descriptions of bad things that have happened to people |
| 3. real hard-luck stories _____ | c. an old British coin worth a quarter of an old penny |
| 4. into the public domain _____ | d. things that someone is selling and are on display |
| 5. not one brass farthing _____ | e. in a safe place |

After You Watch

Discussion. Work in a small group. Ask and answer these questions.

1. What did you learn from the video?
2. According to the video, one piece of advice all inventors give is "don't rush to give up your day job." What do they mean?

A Million Dollar Idea

Morris: Flames pour over her hands, but she doesn't flinch. He says he can make anything fireproof, even paper. Like thousands of eager inventors, Mike Keenan is gambling everything to make his creation a hit, to make him millions of dollars, but he's still struggling.

Keenan: It would be nice to have a company that would come along and say, "Well, we're going to help you. We're going to put your stuff on the market."

Morris: Another hopeful with his wares on show at this inventors' fair in London is Paul Aldiss. His invention aims to store bicycles out of harm's way up the walls of crowded cities with an automated system controlled by and billed to your mobile phone. So innovative creation ready to change our lives or just another expensive idea going nowhere? All the inventors here hope their creations will make them millions, but there's an awful risk involved. One of Britain's most well-known inventors, Trevor Baylis, is full of warnings.

Baylis: We're surrounded by spivs, crooks, and vulture capitalists. Can you imagine a large corporation stealing your idea? One day in court against a multinational means you've got to sell your property and all your assets just for one day, and the chances of you winning the day are very remote indeed.

Morris: Lawyers, too, warn against approaching potential investors without a patent.

Smyth (Patent Attorney): Simultaneous invention is, in fact, extremely common, and if you've seen a need in market, the chances are that the major players in that market have also seen it. And it is, in fact, quite common for companies to be approached by inventors with ideas that are actually very similar to what they're having themselves.

Morris: Believe Kane Kramer, and he's lived one of the real hard-luck stories. He claims to have invented the original MP3 player, but—

Kramer: Unfortunately, the patent system and the help that wasn't available to me subsequently meant I couldn't afford to maintain my patents. It went into the public domain, and now it's in the Guinness Book of Records as the fastest-selling piece of electrical equipment of all time, and I haven't made not one brass farthing.

Morris: Some inventors do make millions, but most don't. The one piece of advice they all give is hardly innovative: don't rush to give up your day job.

Gaven Morris, CNN, London.

World Pass Advanced

Video Worksheet Answer Key

Unit 1 Virtual Hollywood

Before You Watch

1. animation
2. scanner
3. handyman
4. cuts
5. effect
6. skills

While You Watch

A Sample answers:

- Who?* Film directors and animators.
What? Computer animated films.
When? Now.
Where? In film studios.
Why? To create unique and interesting effects.
How? Using computer animation and virtual cameras.

C

1. computer animation
2. camera cuts
3. digital handyman
4. laser scanner
5. acting skills
6. special effect

Unit 2 Destination Chile

Before You Watch

Answers will vary.

While You Watch

A Answers will vary.

- B
1. F Chile is best known as a destination for travelers *seeking adventure*.
 2. F
 3. T
 4. F The number of routes to other countries in South America is expected to *increase* over the next few years.
 5. T
 6. T
 7. T
 8. F Americans traveling to Chile *don't* need to make big changes in their daily habits.

Unit 3 Education—Boys vs. Girls?

Before You Watch

1. classrooms
2. to the program
3. effort
4. outside the box
5. results
6. against

While You Watch

- A
1. Boys and girls are taught in sexually segregated classrooms.
 2. Test scores have improved, and students and teachers are satisfied with the program.
 3. Boys are called on more and encouraged to give more developed answers.
 4. The assignment is the same, but what the students choose to write about and how writing is taught are different.
- B
1. segregated classrooms
 2. pioneering effort
 3. attributable to the program
 4. discriminated against
 5. test score results
 6. thinking outside the box

Unit 4 Sex Discrimination

Before You Watch

1. e 2. d 3. f 4. b 5. h 6. g 7. c 8. i 9. j 10. a

While You Watch

A Sample answers:

- Who?* British women.
What? Accusing employers of sexual harassment and bias.
When? Now.
Where? The City of London.
Why? They feel they are discriminated against.
How? Taking companies to court.

- C 1. F "Equal pay for equal work" has been part of British law *since the mid-1970s*.
2. T
3. F When a lawyer formerly employed by Merrill Lynch UK accused the company of discrimination, the company *settled with the lawyer*.
4. T

Unit 5 Baby Talk

Before You Watch

Answers will vary.

While You Watch

A Answers will vary.

- B 1. "baby talk"
2. high-pitched
3. essential
4. more
5. own
6. understand
7. looked
8. did not respond
9. ten
10. a dramatic

Unit 6 Women Role Models

Before You Watch

Answers will vary.

While You Watch

- A 1. f 2. e 3. g 4. h 5. a 6. d 7. c 8. b
B 1. c 2. a 3. b 4. f 5. d 6. e

World Pass Advanced

Video Worksheet Answer Key

Unit 7 Developing Intelligence

Before You Watch

Answers will vary.

While You Watch

A Answers will vary.

- B
1. T
 2. T
 3. F Genetics *plays a role* in the development of intelligence.
 4. T
 5. T
 6. F Recent studies *don't support* the idea that listening to music enhances math skills.
 7. F Babies *can learn basic sign language before they learn to speak*.
 8. F *Some experts oppose* programs that teach babies to read.
 9. F Children *should not be* introduced to very structured, systematic teaching at an early age.
 10. T

Unit 8 Global Gaming

Before You Watch

1. b 2. d 3. f 4. g 5. c 6. e 7. a

While You Watch

B Sample answers:

- Who?* 750,000 people.
What? Play online fantasy role-playing games.
When? Every night.
Where? At their computers.
Why? They think the games are fun.
How? By interacting with online characters.

- C
1. a halfling shamaness
 2. working as a team and interacting with others.
 3. show up in the game
 4. mythological
 5. modern reality
 6. emotional connection the players have with the characters

Unit 9 The Life of a Supermodel

Before You Watch

1. e 2. g 3. a 4. f 5. c 6. b 7. d

While You Watch

- A
1. People think that all she has to do is look beautiful and walk on the catwalk, but actually she has a very busy and demanding life.
 2. "What do you do to look beautiful?"
 3. A machine.
- B
1. gets checked out
 2. a model supermodel
 3. realities of modeldom
 4. on the catwalk
 5. do a fitting
 6. a young, upcoming designer
 7. always being on

Unit 10 Gift Cards—Buyer Beware!

Before You Watch

Answers will vary.

While You Watch

A 2

B Sample answers:

DO . . .	DON'T . . .
read the fine print	buy cards from companies that charge fees
ask about expiration dates	Throw away your receipts with buying items using your cards
watch out for hidden charges	
ask if there is a start-up fee	
ask if there is a fee for inactivity	

C 1. b 2. c 3. e 4. a 5. d

Unit 11 The Art of Christo

Before You Watch

1. d 2. c 3. a 4. b 5. e 6. h 7. f 8. g

While You Watch

- A
1. Because people they cost of lot of money and some people say they don't understand them.
 2. In Bulgaria when he was a young man.
 3. In 1976, for building a 24-mile fence that cut across California.

- B
1. T
 2. T
 3. T
 4. F It took *ten* years to convince Paris officials to allow him to wrap the Pont Neuf.
 5. F It took *twenty* years to get German officials to allow him to wrap Berlin's Reichstag.
 6. F In 1981, New York officials *rejected* the design for "The Gates" in Central Park.

Unit 12 A Million-Dollar Idea

Before You Watch

Answers will vary.

While You Watch

A Answers will vary.

- B
1. F Inventor Mike Keenan *has not* made millions of dollars on his invention.
 2. F
 3. F Trevor Baylis believes an inventor's chances of winning a case against a multinational corporation are *remote*.
 4. T
 5. T
 6. T Kane Kramer didn't have enough money to maintain his patents.

C 1. d 2. e 3. b 4. a 5. c



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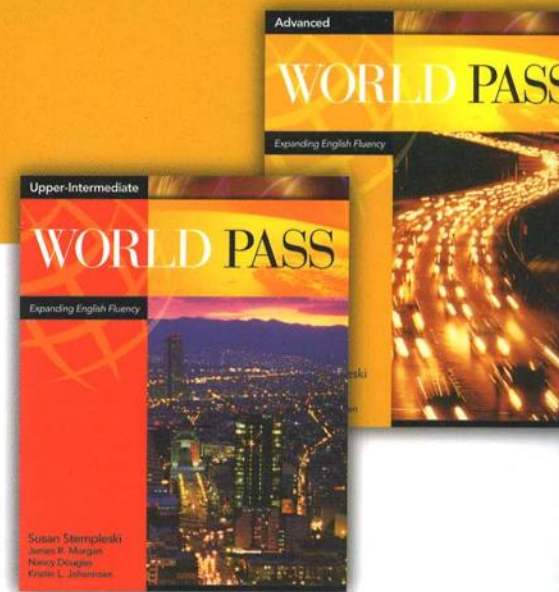
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