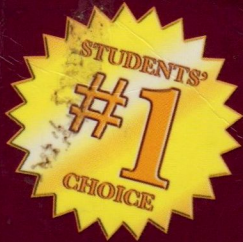


BARRON'S

The Leader in Test Preparation



ESSENTIAL WORDS FOR THE IELTS*

Dr. Lin Lougheed

- Extensive practice in vocabulary building and correct English usage, with emphasis on 600 words that appear frequently on the IELTS
- Exercises grouped into thematic categories that include nature and the environment, leisure activities and hobbies, the arts and culture, transportation, health, tourism, business, technology, and more

**ENCLOSED
AUDIO CD CONTAINS
ALL LISTENING
COMPREHENSION
EXERCISES**

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Audioscripts

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Unit 1: Natural World—Environmental Impacts of Logging

Narrator: Listen to a lecture about trees.

Lecturer:

When you look at a tree, you may notice only the branches and leaves. A closer look shows that there's actually a great deal more going on. Trees provide homes to a large variety of terrestrial animals, from tiny insects to large birds such as owls. Insects live beneath the bark, providing a source of food for many types of birds. Squirrels and birds nest on the branches or in the trunk. Small animals defend themselves by hiding among the leaves. The benefits of trees also extend to aquatic animals. The shade from trees keeps water cool, protecting aquatic animals from the heat of the summer sun. The roots hold on to the soil, which keeps it from being eroded by the rain. This is a protection for aquatic habitats, as it prevents soil from running into the rivers and polluting them. Clearly trees are very important. If forests vanish because of logging or other activities, the impacts on the environment will be great.

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Track
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Unit 1: Natural World—Bird Migration

Narrator: Listen to a tour guide at a bird sanctuary.

Tour Guide:

Welcome to the National Bird Sanctuary. The bird sanctuary provides us with the opportunity to study many aspects of the lives of the migratory birds that pass through here every year. This is a breeding area for many different species, and we'll likely see a number of them on our walk today. On our right, just past the entrance, you'll see a list of all the species that have been observed here. You'll notice several nocturnal species as well as diurnal. They spend the warm months here but leave in the autumn, as they can't endure our cold winters. Okay, take a look at your maps. We're beginning here at the entrance. As we walk through the sanctuary, it's imperative that you not stray off the trail and that you be particularly careful to stay out of the restricted area.

all along the trail to the left here. The restricted area protects breeding birds from disturbance. All right, then. That trail over to the right leads to the gift shop, but before we head there, let's continue to the end of this trail on the left, to the observation platform. [pause] Here we are. We can look out over the wetlands from here and observe the waterbirds. I'll leave you here to observe as long as you like, and I'll meet you afterward at the gift shop. It's at the end of that trail I pointed out to you earlier. Before I leave you, I'd like to remind you that this bird sanctuary was built entirely by volunteer labor and donations. You can imagine what a feat that was and what it takes to maintain it. Please consider giving a donation before you leave. You'll find a box for that purpose along the trail right before you arrive at the gift shop.

Unit 1: Natural World—Plant Life in the Taklimakan

Narrator: Listen to a class discussion about plants in the Taklimakan Desert.

Professor: We've looked at plant life in various deserts around the world. Let's talk today about plants in the Taklimakan Desert.

Student 1: What I understood from the reading is that there aren't a lot of plants throughout the Taklimakan Desert but that many plants live in the transitional area on the desert fringe.

Professor: That's exactly correct. Conditions in the desert are extremely harsh, but around the edges, plants have been able to adapt and thrive, and some species are actually quite prolific. Of course, the environment there is still extreme, and the plants have some interesting adaptations.

Student 2: There are still a lot of stressors on the desert fringe. The rain there is sparse, right?

Professor: That's true. The desert fringe is very dry and is subject to extreme temperature swings, and these conditions can cause plants a lot of stress.

Student 1: Another stressor is, because of the dry air, there's rapid evaporation, so it's difficult for the plants to hold on to the water they take in.

Student 2: I read that some plants are actually able to determine when they've lost enough moisture and have the ability to close their pores so they don't lose more.

Professor: Yes, that's one of the interesting desert plant adaptations. Another way plants thrive in the desert is by having large root systems so that they can accumulate water taken from deep in the ground.

Unit 2: Leisure Time—Peripheral Vision in Sports

Narrator: Listen to a class discussion about vision and basketball.

Professor: We've been discussing the way the eye works and the importance of vision. Let's apply some of this and talk today about how vision affects an athlete's performance. Okay, so when a basketball player, let's say, is out there on the court, what does he need to pay attention to?

Student 1: The player needs to focus on the ball. He needs to always know where the ball is.

Professor: Correct. That's important. But that's not all. The player also has to be aware of what the other players are doing. He has to anticipate their maneuvers so he can be ready to respond. This is where peripheral vision is important. The player may be looking directly at the ball, but he also has to be aware of what's going on near the boundaries of his visual range. He has to be aware of the actions around him.

Student 2: Players look at the ball, but they also scan the whole court, right?

Professor: That's right. They need to go back and forth between focusing on one point and scanning the entire game, so they can know what the rest of the players are doing. Of course, they don't stop to think about it. There isn't time. Good athletes do this unconsciously.

Student 1: They do it so fast, it's indiscernible to us when we're watching the game.

Professor: But they don't respond indiscernibly. When you see a player move in to shoot a basket, he's there because he was able to coordinate all the information he took in about the action of the game so he could make his move.

CD 1
Track
6**Unit 2: Leisure Time—History of the Circus**

Narrator: Listen to a tour guide at a circus.

Tour Guide:

Good afternoon and welcome to the tour of the Springfield Circus. Today you'll get to see the circus rings up close, visit the places where the performers work and rest, and even meet an animal trainer and some animals. Let's start our tour with a brief history of the Springfield Circus. It was founded a century ago right here in Springfield and has been going ever since. The original owner sold it after twenty-five years, and it's been under ownership of the same company for the past seventy-five years. Although the owners have changed, the place has not. The Springfield Circus has always put on its performances in this venue. Unlike other circuses, it has never traveled around with tents but has always held its performances in this permanent spot. When the Springfield Circus was first founded, it put on large entertainments filled with grandeur for massive audiences. Since then, the show has been reduced in size somewhat with fewer performers and acts. The show always begins with its famous parade of exotic animals. This is followed by dancers on horseback, and then the clowns enter the ring. We may get a chance to meet some of them today. They're always the most popular part of the show. Okay, let's go out to the rings now, so we can see where the performers work. Hold on to your tickets, as you will need them to be admitted to the show after the tour.

Unit 2: Leisure Time—Uses of Leisure Time

Narrator: Listen to a talk about leisure time.

Lecturer:

There has been a good deal of research on how we use our leisure time. Study after study has shown the importance of using leisure time well. According to research, people who spend their leisure time engaged in passive pastimes such as watching TV actually end up feeling less rejuvenated than people who choose more active leisure-time activities. People who report feeling the most satisfaction with how they spend their leisure time engage in a range of activities for relaxation, both physical and intellectual. Among the most popular pastimes reported by adults, physical activities include a variety of sports, playing with their children, and gardening. Intellectual activities include reading, playing computer games, doing puzzles, and using the Internet. People who engage in a variety of active pastimes tend to be

healthier, both physically and emotionally. It is obvious that we need to engage in leisure activities that exercise both our minds and bodies to avoid suffering problems such as obesity and depression.

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Unit 3: Transportation—First Headlamps

Narrator: Listen to a talk about early train travel.

Lecturer:

Train travel became increasingly common in the mid- to late-nineteenth century, despite the difficulties involved with this mode of travel. In many ways, trains were more efficient than other available means of transportation, but there were still drawbacks. Travel at night was tricky, for example, because trains lacked effective methods of illumination. Rides on early trains were often rough because of the way the train tracks were laid, although this improved over time and riding the train became more comfortable. As train travel became more popular, the tracks became more crowded, and this was one reason why trains were frequently vulnerable to delays. Train travel could also be dirty because the smoke from the locomotive could not be kept away from the rest of the train. In the early years of train travel there were few disasters, so passengers generally felt safe. Trains were the major means of long-distance travel for a long time and had major effects on society and the economy. Clearly, the initial cost of building the railroads was well worth it, despite the drawbacks involved.

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Unit 3: Transportation—Major Subways of Europe

Narrator: Listen to two students discussing subways.

Student 1: We need to organize the information for our report on the history of subways. We agreed that our topic would be the London Underground.

Student 2: Yes, it's such an intrinsic part of London. It's famous worldwide. It really is the centerpiece of the city.

Student 1: And it's been around for a long time. We should mention that it first began operation in 1863. I think it's important to point out that at that time they used steam engines to pull the trains.

Student 2: Yes. That's really important information because steam engines were intrinsic to the way the system was built. The tracks couldn't be very deep because the engines had to release steam.

Student 1: Right. The tunnels had to be close to the surface of the ground, and there were vents to release the steam to the streets.

Student 2: So we should explain all that and then talk about how the system changed when electric trains were introduced.

Student 1: That made a big difference because the tunnels could be deeper since they didn't have to worry about releasing steam.

Student 2: And they had developed methods that made it possible to dig deeper tunnels because they used a sort of shield to support the tunnel while the workers were digging.

Student 1: Right. The Harlow-Greathead Shield.

Student 2: People were happy with the deeper tunnels because it wasn't necessary to destroy streets and buildings to dig them.

Unit 3: Transportation—Electric Cars Around the Globe

Narrator: Listen to a tour guide introduce a city tour.

Tour Guide:

Welcome to City Bus Tours. Our tour today will take us not only through the city but also to some of the nearby suburbs as we explore the historical development of the area. Before we begin, let's take a look at this map, which shows the places we'll be visiting today. We'll start here, (on the west side of the river) which is all urban area. We'll pass by the commuter rail station here (right by the river and near the bridge). This is a brand new station since the train system was completed just last year. Commuter traffic was becoming a huge problem in our area, and there's been a marked improvement in the traffic situation (since the trains started running). After we look at the station, we'll cross this bridge, which spans the Rocky River. The bridge was built 100 years ago. At that time, we had the city on this side, but it was all rural area on the other side of the bridge. The building of the bridge accelerated development on the east side of the river, and now it's a growing suburban area with a lot of sprawl. On that side of the river, we'll take a look at some historic houses (that still exist there) and then stop for lunch at Miss Mary's Restaurant.

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Unit 4: Culture—Origins of Writing

Narrator: Listen to a tour guide at a museum.

Tour Guide:

Welcome to the university's Museum of Ancient Studies. As you may be aware, this museum was created by professors and students as a place to exhibit objects and information about ancient civilizations that they've uncovered in their research. Visiting scholars to the university have also contributed a great deal to the museum, and there's a room created especially for items they've donated. However, that's in Room D (near the end of our tour), so we'll talk more about that later. We'll begin here near the entrance, in Room A. This room is all about agricultural tools. It encompasses tools from several different cultures, and it's interesting to note the similarities and differences among them. You'll also find a few examples of agricultural-related objects in Room C (where we have an exhibit of items found in more recent excavations), but most of them are here in this room. Let's move ahead now to Room B. This is my favorite part of the museum. The exhibit (you see in here) explains the mythology of several ancient civilizations. Some of the old myths are lovely, fascinating. If you're interested in mythology, our gift shop has a number of books for sale on the subject. Okay, let's move now to our right, to Room C. Here's the Recent Excavations Exhibit (mentioned earlier). There are a variety of things in here (that've been recently uncovered by scholars connected with the university: tools, cooking implements, clay tablets and tokens, and more. Just ahead is the Visiting Scholars' Room, and past that's the gift shop, in Room E. There (in addition to the books I mentioned) you can buy copies of many of the items on exhibit in the museum, so don't forget to spend some time there (before you exit). Now, I'd be happy to answer any questions you may have.

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Unit 4: Culture—Hula Dancing in Hawaiian Culture

Narrator: Listen to two students planning a hula demonstration.

Student 1: We have to get ready for our hula demonstration for our class. We need to show what we've learned about Hawaiian culture.

Student 2: Let's start with the decorations. I don't think they should be too elaborate, but we want to evoke a feeling of being in Hawaii.

[ʁanandʒ] [æks] [neine]

Student 1: I think floral decorations would work. We can make garlands and leis out of paper flowers. They would be easy to make, and still give the right feeling.

Student 2: That's a good idea. What about our costumes? We need to be careful to avoid stereotypes like grass skirts.

Student 1: Since we're going to demonstrate the ancient style of hula, we don't need elaborate costumes. We can make simple costumes that look like tapa bark.

Student 2: Okay, I guess that wouldn't be hard to do. What about garlands of leaves? Aren't they part of the traditional costume?

Student 1: Yeah, they are, but I think the tapa skirts are enough. Otherwise we'll spend all our time making decorations and costumes.

Student 2: I suppose so. No garlands then. But we do need an altar. That's really important because that's part of what we learned about the place of hula dancing in Hawaiian culture.

Student 1: Of course. We'll have to spend some time on creating an altar. But we can't forget to actually practice the dances that we're going to demonstrate.

Student 2: Did we decide to use the graceful movements with all the swaying?

Student 1: No, we're demonstrating the ancient style. Remember? We're doing the energetic dances.

Student 2: Right, of course. With the traditional music, the drums and chants. Okay, let's start practicing.

Unit 4: Culture—The Art of Mime

Narrator: Listen to a talk about mime.

Speaker:

Mime is a type of performance carried out without the use of props or language. The mime's skill is the ability to make the audience believe that objects are present when in reality they're not.

Mimes create illusions of everyday activities. For example, a mime may act out climbing the stairs or opening a window, and do it so skillfully that it almost appears that the stairs or window are really there. Mimes use gestures to show the presence of

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objects. For example, a mime may use his hands to outline the shape of a box, then climb inside the imaginary box. In addition to interacting with imaginary objects, mimes may act out stories in which they portray different characters. The stories usually show the characters involved in some sort of conflict, but it's all done in a humorous way meant to make the audience laugh.

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Unit 5: Health—Nurse Migration

Narrator: Listen to a talk about training for nurses.

Speaker:

Qualified nurses must have several years of specialized training following high school. In the United States, for example, the bulk of nursing schools offer four-year programs. A nurse (who graduates from such a program and then passes a licensing test) is qualified for a variety of professional-level jobs. Many nurses choose to go on to graduate school and get higher-level degrees. In the United Kingdom, about 25 percent of nurses have graduated from degree programs. The rest generally have studied in two-year programs. This situation will change soon, however, and in the future all nurses in the U.K. will be required to have a degree in order to qualify for professional nursing jobs. Despite the need for nurses everywhere, there is still a decline in applicants for nursing programs. Many nursing schools in the United States have reported a decline of applicants of 5 percent or more over the past decade. This situation stems from a variety of causes. An important one is that more women are interested in professions, such as doctor or lawyer, which in the past were considered to be men's professions. It's been estimated that there will be 114,000 vacant nursing jobs in the United States by the year 2015.

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Unit 5: Health—Aerobic Exercise and Brain Health

Narrator: Listen to a woman talking to a trainer at a fitness center.

Patient: Hello? Is this the hospital fitness center?

Trainer: Yes, I'm Tim Smith, a trainer here. How may I help you?

Patient: I'm interested in taking classes.

Trainer: Just let me take down your information. May I have your name?

Patient: Yes, it's Amanda Clark. That's Clark, C-l-a-r-k.

Trainer: R-k. Right. And what kind of classes were you interested in?

Patient: I need to get some exercise. Do you have aerobics exercise classes?

Trainer: Yes, we do. We have several levels of exercise classes. Are you a beginner? [beginner] [yes]

Patient: Yes, I am, for aerobics classes, but I've taken other classes previously. I took yoga classes last year. [yoga]

Trainer: So you've taken yoga classes. Very good. And why are you interested in exercise classes with us now? Do you have a referral? [referral]

Patient: Yes, I do. My doctor told me to call you. I've been feeling depressed, and she said it would improve my mood. [depressed] [mood]

Trainer: I think we'll be able to help you with that problem. Medical research shows a clear link between exercise and mood. [research] [link] [exercise] [mood]

Patient: Also I've been getting a little heavy, and the doctor thought that regular exercise would help me stave off any big weight gain. [heavy] [doctor] [exercise] [weight gain]

Trainer: It certainly will. Exercise has many benefits. We also work a lot with the elderly here, who may be suffering from dementia or decrease of cognition. But you, of course, are much too young for that! However, we can help you with the issues your doctor wants you to work on. [benefits] [elderly] [dementia] [cognition] [issues]

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Unit 5: Health—How Drugs Are Studied

Narrator: Listen to two students discussing their research assignment. [assignment]

Student 1: Our lab assignment is due soon. We need to go over the steps to follow for our experiment. [assignment] [due] [steps] [experiment]

Student 2: The professor gave us an outline. We're investigating the effects of certain substances on a certain type of bacteria, right? So the first thing we have to do is grow our culture in the lab. [outline] [investigating] [effects] [substances] [bacteria] [culture] [lab]

Student 1: Right. Okay. Then we'll have to introduce the different substances to the culture.

Student 2: Yeah, and then carefully monitor it at regular intervals. I think every twelve hours would be about right. We should take turns doing that.

Student 1: Good idea. Let's leave a notebook in the lab so we can each record what we see. We'll have to ascertain whether there are any changes.

Student 2: Yes. It's fairly straightforward, isn't it? At the end we'll get together to write up the report. We'll have to describe the outcome.

Student 1: Okay. I'm ready to get started.

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Unit 6: Tourism—Hiking the Inca Trail

Narrator: Listen to a tour guide at an archeological site.

Tour Guide:

Good morning and welcome. I'm sure you'll enjoy your visit to this archeological site. One of the greatest mysteries of this site is the question of how it was built. How were the ancient people able to construct such spectacular buildings out of such heavy stones without the help of modern technology? We'll explore this and other mysteries pertaining to their culture during our tour today. Before we begin, let me go over a few restrictions. In order to preserve the site, we ask you to walk only on the network of paths, which is clearly marked. After the tour, you may walk around the site as you please, but remember that you can access the buildings only between ten o'clock and four o'clock. The grounds stay open until six. You can access any building you wish on your own except for the ceremonial area. That building is open only to groups with guides, and we'll be visiting it on our tour today. If you haven't bought your tickets yet, please do so now. They're available over here at the counter (fifteen dollars for adults and ten dollars for children). After the tour is over, you might want to visit our gift shop, where we have an array of native crafts for sale.

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Unit 6: Tourism—What Is Ecotourism?

Narrator: Listen to a customer talking to a tour company agent.

Agent: Good afternoon. Excellent Eco Tours.

Customer: Hello. Yes. I have a vacation coming up, and I haven't taken a pleasure trip in a long time. I'm interested in ecotourism. Can you tell me about any trips you have coming up soon? My vacation is in January.

Agent: I'd be happy to help you. Let me just take down your information. What's your name, please?

Customer: Bob Henderson.

Agent: What kind of tour are you interested in? Our most popular tours are the Wilderness Adventure Tour and the Local Culture Tour.

Customer: Tell me more about the first one.

Agent: That's a nature tour. We take you to a remote area of the rain forest where you learn all about the local plants and animals.

Customer: It sounds interesting, but I'm a little wary of tours that feature wild animals.

Agent: Don't worry. You'll be in the hands of experts, and everything will be perfectly safe. Also, there will always be a barrier between you and the animals.

Customer: It sounds like an interesting trip.

Agent: It is. Shall I sign you up for the Wilderness Adventure Tour then?

Customer: Yes. What are the dates?

Agent: January twelfth through the twenty-fifth.

Customer: That sounds perfect. I have a question about the accommodations. What are they like?

Agent: There are two types. You have a choice between a fairly basic hotel or camping at the campground.

Customer: Oh, I'd definitely prefer the campground.

Agent: Great. I'll put you down for that. Now do you mind if I ask you something? How did you hear about our company? Did you see our publicity somewhere?

Customer: Yes, I saw it in a travel magazine.

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Unit 6: Tourism—Learning Vacations

Narrator: Listen to a customer talking to a tour company agent.

Agent: Good afternoon. Learning Vacations Limited. May I help you?

Customer: I'm interested in taking a learning vacation. I understand you organize vacations with painting classes.

Agent: We do. We offer learning trips for a broad range of tastes and interests, and painting trips are among the most popular. Do you have a particular destination in mind?

Customer: Not really. I'd just like to go someplace pretty with colorful scenery for painting and maybe some nice ocean breezes.

Agent: Then you would probably be interested in our painting trip this summer. You spend two weeks at a beach resort in Mexico and attend painting classes under the supervision of university art professors.

Customer: University professors? That's impressive.

Agent: Yes. The trip is sponsored by the art department at Springfield University. It's part of their summer school.

Customer: That sounds great. My other interest is international cuisine. Do you have any cooking trips?

Agent: We certainly do. However, I don't know whether you'd be interested because almost all our cooking trips take place in a city, not by the ocean. Our clients get to enroll in ongoing cooking classes at the National Cooking Institute, which sponsors the trips.

Customer: So I would really learn to cook, not just watch someone else cook?

Agent: Yes. You learn how to choose ingredients, how to prepare them, everything.

Customer: What are the accommodations like? Would I stay at a hotel?

Agent: No. For the cooking trip, participants stay at a residential college that's close to the National Cooking Institute.

Customer: I think either one of those trips would suit my taste.

Agent: You need to decide soon. You'll have to enroll in the class of your choice, and then we make the travel arrangements for you.

Customer: When would I have to decide?

Agent: Enrollment for the painting classes ends on June 15 and for the cooking classes on July 1.

Customer: Thanks. I'll let you know soon.

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Unit 7: Business—What Makes a Small Business Successful?

Narrator: Listen to two students discussing a small business.

Student 1: Okay, so our assignment for our business class is to explain the reasons for the success of a particular small business. We agreed to use the Sunshine Bakery for our model, right?

Student 2: Yes. It's a good example of several of the characteristics (that are typical of successful small businesses.) For one thing, it has its own particular niche.

Student 1: Uh huh, because there are no other bakeries in the neighborhood.

Student 2: Right. So even though its product isn't unique—it just sells normal baked goods—there aren't any competitors in the area.

Student 1: Yes, I think that's a vital part of its success. And its product is really good, so it already has a great reputation. Everybody knows about the delicious bread you can get there.

Student 2: So it has lots of customers. I don't remember reading anything about market research that the owners did before opening the business, but I guess it doesn't matter because there are lots of customers now.

Student 1: But the owners did start with a sound business plan. I mean, they projected all their expenses and how long it would take to start earning a profit and all that.

Student 2: Right, and the business became profitable in about two years. I think that's pretty good. And since they had enough financial support to start off with, they were able to keep the business afloat until then.

Student 1: Okay, so let's start writing up these ideas for our report.

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Unit 7: Business—Brand Loyalty

Narrator: Listen to a lecture in a marketing class.

Lecturer:

We'll talk today about promoting new products. Your main goal in promoting your products is to create brand loyalty, a bond between you and your customers. That way, your customers will keep coming back to you. How do you do this? The main point is to make your customers feel that your brand is somehow special (so that they'll feel special when they buy it). They want to feel that using products with your brand gives them status. A common method is to get endorsements from famous people. Customers will think, "If I use the same brand as that movie star or athlete or television actor, then I'll be as special as that person." This also gives the idea that your brand is bought by selective people, which makes customers feel very good about buying it themselves. If you can make customers feel passionate about your brand, then they'll always buy it, (whether your products are common household staples or expensive luxury items). This is what you want, a brand loyalty that's hard to reverse.

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Unit 7: Business—Global Outsourcing

Narrator: Listen to a tour guide at a factory.

Tour Guide:

Welcome to the Apex factory tour. Let's begin with a little history of the factory. The Apex Manufacturing Firm has been in existence since 1900, when the company built the first factory right here on this site. It was quite a boon to the local economy since it was the first factory in this region. In fact, Apex was at the epicenter of manufacturing in this region for many, many years. Business was so good that in 1910, the firm's owners decided to add a night shift in order to keep the factory operating twenty-four hours a day. As you can imagine, the firm's owners became quite wealthy. The first branch factory was built in 1915. In 1940, the original old factory was completely torn down and

replaced with a new larger one (on the same site). That's the building we're standing in now. Over the years, there have been a number of changes, of course. Then came 1998, which was perhaps the most decisive year for the company. The decision had to be made about outsourcing some of the labor, (as many other companies were doing and are doing). The firm's owners ultimately decided not to do so. That decision means that at the present time, Apex remains a major employer in this region. There's a high level of satisfaction among our staff, as shown by the fact that our employee turnover is quite low.

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Unit 8: Society—Social Networking

Narrator: Listen to a class discussion about social networking.

Professor: Let's talk today about the online social networking trend. There's been an explosion of interest in this form of communication. What effects do you think this will have on our lives as the trend unfolds?

Student 1: It's clear that the advantages are immense. Think about it. These online social networking sites make it possible to have contact with people all over the world.

Student 2: I agree. You can pursue all kinds of opportunities, both personal and professional, (through social networking). You can make friends, you can find jobs, you can exchange all kinds of information with people everywhere. It really expands your world.

Professor: These are important advantages, but do you also see any disadvantages to this phenomenon? What might be some of the negative consequences?

Student 1: I see that in one way it expands your world, but in another way it hurts it. I mean, you might spend so much time with your online friends that you don't pay attention to your local friends and family. It can mean the loss of your local community.

Student 2: There are also dangers with your online community. You can make many acquaintances online, but you don't necessarily know a lot about them. You might not know their true identity.

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Unit 8: Society—Why Are Women Leaving Science Careers?

Narrator: Listen to a tour guide at a research lab.

Tour Guide:

Welcome to the Robertson Research Lab. On our tour today you'll see where researchers work, and you'll learn what scientific research is all about. Today, the Robertson Research Lab is one of the most important labs devoted to scientific research in the country, but it took a long struggle for the lab to gain the status that it enjoys today in the scientific and academic communities. It required an inordinate effort to get the support necessary to build the lab. In fact, it took approximately ten years to collect enough funding to start construction. That would not have been possible without the invaluable help of a number of individuals (whose names are listed here on this wall). Although much of the funding came from government resources, and, of course, some of it also came from the Robertson family, the lab is located here at the university and it's the university that bears the responsibility for maintaining and running the lab. In fact, one purpose of the lab is to give university students experience with research. Professional research scientists at the lab provide guidance to science students as they design and carry out their own research studies.

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Unit 8: Society—Wheelchair-Accessibility Issues

Narrator: Listen to two students discussing wheelchair accessibility.

Student 1: We have to plan our report on wheelchair accessibility in this building. The professor wanted us to see what accommodations are already in place and what changes need to be made.

Student 2: Right. So the first thing we need to do is walk around the building and see what's here.

Student 1: We've already done some of that. I have, anyway. I measured the corridors, and they're wide enough to accommodate wheelchairs.

Student 2: That's good to know because I measured some doors, both exterior and interior, and none of them has the necessary width.

Student 1: Then that's the first recommendation we'll have to make: wider doors.

Student 2: I think the building's exterior is fine. There's a ramp at the front entrance so wheelchairs can get inside the building easily.

Student 1: That's true, but didn't you notice that there aren't any curb cuts? The curb is too high for a wheelchair to get over. So, there's a parking place for disabled people in front of the building, but they still can't get a wheelchair over the curb and onto the sidewalk.

Student 2: Yeah, I guess that really would be a problem. So we'll have to recommend curb cuts.

Student 1: The building already has an elevator, so wheelchairs can get to all the floors.

Student 2: Right, so elevators aren't a problem. What about the light switches? Are they low enough on the walls?

Student 1: Yes, I tested some of them by sitting in a chair. They're low enough to reach.

Unit 9: Education—Learning Styles

Narrator: Listen to a lecture about learning styles.

Lecturer:

As teachers, when you plan your lessons, you'll need to keep in mind the different learning styles of your students. Remember that visual learners need to see things. Allow them to sit where they can easily see your face as you give the lesson. Remove any obstructions that might prevent this. Include visual items such as diagrams and pictures in your lesson to address the needs of these students. Auditory learners need to hear things. When they read, they may want to hear the words as well as see them, so allow them to read aloud and to recite information they're studying. Don't hinder their learning by requiring them to keep quiet during study time. Kinesthetic learners need to do things. To help these students, include activities that give them opportunities to move around and to manipulate items. While students may have different learning styles, they all have one thing in common: the need for frequent encouragement.

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Unit 9: Education—The Homeschool Option

Narrator: Listen to a parent explain homeschooling requirements in her city.

Speaker:

Welcome to the City Homeschooling Association. Most of you are interested in homeschooling your children, and I know you have many concerns and questions about how to begin. I'll start by explaining to you the legal requirements for homeschoolers in our city, then in the latter part of the program you'll have a chance to ask questions. There are certain things that are compulsory for homeschoolers in our city. First, to start, you'll need to inform the city that you plan to homeschool your children. Many people think that they'll have to hire professional tutors for their children, but that isn't required. Nor do you need to have prior teaching experience yourself. You do, however, have to follow an educational program mandated by the city, which addresses all the same subjects that are taught in the local schools. The city can provide you with textbooks, but, even though the vast majority of families choose to use these books, they aren't required. You can use any books you want as long as you follow the city's program. Periodic tests, (usually twice a year) are required by the city. You can give them to your children in your home and send them to the Board of Education for scoring. It's easy to do and doesn't cost any money. At the end of the school year, you have to submit a report to the city, which is also simple to do. It's a short report, and the city provides you with easy-to-follow guidelines. Homeschooling is no longer considered a novel idea but is becoming more widespread. There are a lot of experienced families around who can help you get started.

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Unit 9: Education—Educating the Gifted

Narrator: Listen to a class discussion about gifted children.

Professor: I asked you to read an article about recognizing gifted students in the classroom. So, tell me. How can a teacher recognize gifted children?

Student 1: One thing gifted children do is read. They usually read books for older children, or sometimes books for adults.

Professor: Yes, that's an important sign. Profoundly gifted children, especially, may be seen reading adult books at a very early age. What else?

Student 2: When it comes to problem solving, gifted children use sophisticated approaches, unlike their peers.

Student 1: Not all the signs of giftedness are positive. Gifted children might be bored in the classroom and behave badly. They often need help with discipline.

Professor: That's exactly right, and one reason why it's so important to recognize these children and place them in the proper environment and give them the support they need.

Student 2: One way to support them is to give them constructive activities that are interesting to them. If they don't have activities that satisfy their inquisitiveness and creativity, that's when discipline can become a problem.

Student 1: And, of course, we need to provide a special curriculum for these children. They need more than just some interesting activities. They need a whole course of study that matches their abilities.

Unit 10: Inventions—The Development of the Lightbulb

Narrator: Listen to a talk about producing and marketing inventions.

Lecturer:

When you have an invention that you think you can sell, you have to protect it. You must get a patent so that there will be no infringement on your rights to produce and sell the device you've invented. The first thing you must do is find out if anyone else has a patent on a similar type of invention. This is called a patent search. Often, people hire specialized lawyers to do this for them.

Once you've ascertained that there are no patents on inventions similar to yours, then you can get an application and file it with the Patent Office. Generally you'll have to pay a fee when you send in the application. Next, you can start looking for investors.

This is critical. Inventors tend to be solitary people and don't give much thought to finding financial backers to help them.

However, if you want to successfully market your invention, you'll need people to provide money to start production and begin marketing. You'll need to think like an entrepreneur. Inspiration is not enough. Hard work and money are important ingredients for success.

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Unit 10: Inventions—The Invention of Variable-Pitch Propellers

Narrator: Listen to two students discussing a flight demonstration.

Student 1: That was a fascinating flight we saw. Now we have to write up the report for the school newspaper.

Student 2: Okay. Well, we should start with the name of the designer of the plane.

Student 1: Right. I'll just write that down. The designer was Steve Wilson, and the pilot's name was Joe Applewood. What about the names of the passengers? Did you get those?

Student 2: No, but there were two of them, we can just put that. We don't need their names.

Student 1: We should say something about the design of the plane, like the size of the propeller. How big was it?

Student 2: I'm not sure. It was big, but I couldn't say the exact size.

Student 1: Well, we should say something about it. What about the speed of rotation? How fast did that propeller move?

Student 2: I don't know. If we'd had a chance to confer with the pilot, we could've found out. But he left too quickly.

Student 1: Okay, so we can't include that information. We'll have to write more about the flight. It was a really prolonged flight.

Student 2: Yeah, he was cruising up there for at least thirty minutes, a lot longer than I expected. So write that down. And what a flexible machine. It handled the turns really well.

Student 1: Yeah, especially considering the weather conditions. It was so windy and cloudy, there must have been some turbulence.

Student 2: There probably was. We'll put that in the report, too.

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Unit 10: Inventions—The Transatlantic Cable

Narrator: Listen to a tour guide at a museum.

Tour Guide:

Welcome to the City Museum of Invention. We'll begin our tour with a brief overview of the history of the museum. This museum first opened its doors in 1985, the result of years of effort by the mayor and others in our city. In 1975, the city's mayor first got the idea to start a museum about inventions. After he got several experts interested, he set out to rally the necessary funds. In 1976, several events were held to raise the requisite amount of money to begin construction of a building to house the museum. They had almost raised enough money when there was an unexpected setback. A family (that had promised a large percentage of the needed funds) inexplicably withdrew their offer. It was toward the end of 1977 that this large gift was lost. Although there was an inquiry, it was never made clear why the funds were withdrawn. Plans for the museum were put aside for five or six years. But a group of interested people renewed the efforts, and by 1982 they had rallied enough monetary support to go ahead with the plans. That year, construction on the building began. In just under three years, the museum was completed, the result of the perseverance of a number of dedicated people. The museum continues to be a popular part of our city's culture. Although everything in the museum follows the theme of inventions, the variety of the exhibits will appeal to visitors of disparate interests. Our most popular exhibit, (which is all about cable TV), was first opened in 1998.

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