UNIT 1

Page 6. Exercise C.

Conversation 1 [M = Korean]
M: Hey, I just met that new student, Shelly.
F: Really? So, what’d you think?
M: Well, she seems really serious—and smart!
F: Smart? She’s one of the most intelligent people I know!

Conversation 2 [F = Spanish]
M: Adrianna, how’s the project going?
F: Don’t ask. I’ll never finish all this work! Peter never lets up!
M: Yeah, he’s not exactly an easygoing boss!
F: You can say that again. He always asks me to work faster!
I’m going as fast as I can!

Conversation 3
M: Hey, have you met Val’s new boyfriend, Paul?
F: Yeah, I have. Very outgoing. Seems like a good guy.
M: That’s not the impression I got!
F: What do you mean?
M: Well, he jokes around a lot.
F: What’s wrong with that? Sounds like a real people person.
M: Well... his jokes just aren’t that funny. He seems to want people to think he’s smarter than they are. It’s really annoying.

Page 10. Exercises A and B.

Speaker 1 [U.S., African American]
M: What’s changed my perspective on life? Hmm... getting married sure changed things... But the most significant experience of my life? Without a doubt, I’d have to say going abroad. Well, one of my most memorable trips was my first—it was the summer I worked in Brussels, in Belgium. It was amazing! So many people from all over the world living and working together in this one city! There’s so much diversity there, you know! People come to Brussels from all these different countries, and they bring all their own cultures. Seems like everyone has his own unique perspective on life. I was really able to see other people’s points of view. Getting to know people who’ve had such different experiences from mine—it was a real eye-opener for me. Travel has really broadened my horizons.

Speaker 2 [Russian]
F: Definitely, my daughter. When she was born, everything changed. I had to stay home to take care of her full-time, so I had to leave my job. My whole perspective on life changed. It hit me that I was responsible for her—for this other person, and that she needed me for everything.

Having a child is definitely a life-altering experience. It’s not just that you don’t have as much time for yourself, or that you don’t have as much freedom; you’re simply never the same. It’s not always easy, but being a parent has been the most enriching and rewarding experience of my life.

Speaker 3
M: I’ll never forget coming home and seeing those flames... No one was hurt, but a number of apartments were completely destroyed. Ours was one of them. Our life totally changed. Everything we’d worked for was gone. You can be sure, that’s not in things in perspective. You know, you go to work day in and day out, you worry about things that seem so important. And all of a sudden, all that seems so insignificant when you think about your life, your family’s safety. You start to see the big picture, and what had seemed so important before doesn’t really matter after that kind of experience.

Page 13. Exercise A.

Speaker 1 [J = John, England]
J: Last night I turned on the news... I wish I hadn’t. I can’t get over everything that’s happening in the world right now. Seems like every time you turn around you hear about another war, natural disaster, poverty, terrorism... it’s really depressing, and it’s just getting worse. In fact, it makes me want to just give up watching the news altogether—I mean, who needs more reasons to get depressed?

Speaker 2 [S = Susan]
S: On my way into work this morning, I heard this report on the radio. They said the economy is not doing very well. And you can’t help noticing that everything just keeps getting more expensive—food, gas, housing. Of course, all this bad news makes me a little nervous. I’ve cut down on a lot on my spending—I’ve stopped buying lunch every day at the office, and I’ve put off buying a new car until next year. But, to be honest, I’m not stressing out over it. I mean, things may get better, and if not, well, I’ll get by.

Speaker 3 [M = Matt, U.S., Southern]
M: I read in the paper today that the unemployment rate is rising. A lot of people I know have lost their jobs over the last couple of years. In fact, both of my sons lost their jobs in the same week. But I think it’ll work out in the end. My younger son will have time to go back to school and finish his degree—something he’s always wanted to do. And my older son—well, I’m sure opportunity will come his way. When one door closes, another one always opens.

1All recorded speakers are standard U.S., unless designated otherwise. These include U.S. regional, varieties of British English, and non-native speakers of English. First language or country of origin is indicated for your information.

2M refers to a male speaker, and F refers to a female speaker.
UNIT 2

Page 16. Exercise C.

Song 1: Endless Holiday
Day after day,
all my thoughts drift away
before they’ve begun.
I sit in my room
in the darkness and gloom
just waiting for someone
to take me to a tourist town,
with parties in the street and people dancing to a joyful sound.

(CHORUS)
It's a song that people sing.
It's the laughter that you bring
on an endless holiday.
It's the happiness inside.
It's a roller coaster ride
on an endless holiday.
I try and I try
to work hard, but I
get lost in a daze,
and I think about
how sad life is without
a few good holidays.
I close my eyes, pull down the shade,
and in my imagination I am dancing in a big parade,
and the music is loud.
I get lost in the crowd
on an endless holiday.
It's a picnic at noon.
It's a trip to the moon
on an endless holiday,
with flags and confetti,
wild costumes and a great big marching band,
as we wish each other well
in a language we all understand.
The sky above fills with the light
of fireworks exploding, as we dance along the street tonight.

(CHORUS)

Song 2: Lucky To Be Alive
(CHORUS)
Thank you for helping me to survive.
I'm really lucky to be alive.
When I was caught in a freezing snowstorm,
you taught me how to stay warm.
When I was running from a landslide
with no place to hide,
you protected me from injury.
Even the world's biggest tsunami
has got nothing on me,
because you can go faster.
You keep me safe from disaster.
You're like some kind of hero—
you're the best friend that I know.

(CHORUS)

When the big flood came with the pouring rain,
they were saying that a natural disaster loomed.
You just opened your umbrella.
You were the only fellow who kept calm and prepared.
You found us shelter.
I never felt like anybody cared
the way that you did when you said,

"I will always be there—
you can bet your life on it."
And when the cyclone turned the day into night,
you held a flashlight and showed me the safe way home.
You called for help on your cell phone.
You said you'd never leave me.
You said, "Believe me,
in times of trouble you will never be alone."
They said it wasn't such a bad situation.
It was beyond imagination.
I'm just glad to be alive—and
that is no exaggeration.

(CHORUS)

Song 3: Reinvent the Wheel
You've got your digi camera with the Powershot,
four mega pixels and a memory slot.
You've got your e-mail and your Internet.
You send me pictures of your digi pet.
I got the digi dog and the digi cat,
the digi this and the digi that.
I hate to be the one to break the news,
but you're giving me the digi blues.

(CHORUS)
And you don't know
the way I really feel.
Why'd you have to go and
reinvent the wheel?
You've got your cordless phone and your microwave,
and your Reflex Plus for the perfect shave.
It's super special, top of the line,
with the latest new, cutting-edge design.
You've got your SLR and your LCD,
your PS2 and your USB.
I've seen the future and it's pretty grim:
they've used up all the acronyms.

(CHORUS)
I keep waiting for a breakthrough innovation:
something to help our poor communication.
Hey, where'd you get all of that high tech taste?
Your faith in progress is such a waste.
Your life may be state of the art,
but you don't understand the human heart.

(CHORUS)

Song 4: It's a Great Day for Love
Wherever you go,
there are things you should know,
so be aware
of the customs and views—
all the do's and taboos—
of people there.
You were just a stranger in a sea of new faces.
Now we're making small talk on a first-name basis.

(CHORUS)

It's a great day for love, isn't it?
Aren't you the one I was hoping to find?
It's a great day for love, isn't it?
By the time you said hello,
I had already made up my mind.
Wherever you stay
be sure to obey
the golden rules,
and before you relax,
brush up on the facts.
you learned in school. 
Try to be polite and always be sure to get 
some friendly advice on proper etiquette.

(CHORUS)
And when you smiled at me 
and I fell in love, 
the sun had just appeared 
in the sky above.
You know how much I care, don’t you? 
And you’ll always be there, won’t you?

(CHORUS)

Page 22. Exercise A.

Part 1 [A = Andre; B = Dr. Bettina Schmidt, German]
A: Welcome to tonight’s talk. We have with us tonight Dr. 
Bettina Schmidt from the Schubert Institute. Dr. Schmidt 
is going to tell us about … well, an unusual use of music. 
Dr. Schmidt, welcome. Why don’t you tell us what you do?
B: Good evening, Andre. Well, I’m a music therapist. I’ve been 
doing that for, oh, I’d say about twelve years now.
A: And just what does a music therapist do?
B: Essentially, we try to help people with their problems by 
using music.
A: And who exactly would benefit from music therapy?
B: We work with all sorts of people—children, teenagers, 
adults. These are people who have a wide range of 
problems—sometimes physical, sometimes emotional.
A: And how does music help?
B: Well, often just listening to music can be beneficial. So, in 
a typical music therapy session, I’ll play, maybe, some 
gentle classical music. This helps my client to relax and 
feel more comfortable.
A: That’s it? Basically it’s about using music to relax people?
B: Um, not exactly. Music therapy is much more than that. 
Music therapists design music sessions for individuals and 
for groups based on their specific needs.
A: So, what kinds of activities do you do?
B: Well, we often do structured activities—like singing, or 
listening, playing instruments, composing music, moving 
to music.
A: And this is in a doctor’s office?
B: Not necessarily. We work in all kinds of settings— 
hospitals, schools, senior centers—all around the 
community.
A: So, how exactly does music help your clients?
B: Well, there are four main benefits of music therapy: 
emotional, social, physical, and intellectual.
A: Can you give us some examples?
B: Of course.

Page 22. Exercise B.

Part 2

B: Let’s start with the emotional benefits. People who are 
depressed, for example, have difficulty expressing their 
feelings. Music creates a safe setting where we can 
express the feelings inside of us.
A: I see.
B: In a typical session, I’ll begin by asking my client to talk 
about how the music makes him feel. That opens him up. 
The idea is to help my client feel comfortable sharing his 
emotions.
A: And what about the other benefits?
B: Well, another benefit of music therapy is tied to the social 
context music provides. Listening to music in groups— 
with other people—builds an environment for 
communication—both verbal and non-verbal.
A: But isn’t listening to music basically a solitary activity?
B: It can be, but it can also be a social activity—involving 
sharing. That means that my clients can develop their 
social skills and will have more confidence in their ability 
to form relationships.
A: Now you also mentioned physical benefits.
B: Yes. Music can be stimulating and encourage physical 
movement. Some of my clients are in hospitals, and many 
are in serious pain because of an illness or an accident. 
Moving around is often difficult for them. Listening to 
music helps them forget their pain for a little while, and at 
the same time it stimulates them to move.
A: OK. That’s three benefits. Didn’t you say there were four?
B: That’s right. The fourth benefit is intellectual. Some 
parents come to me because their kids aren’t doing well 
in school. Research has shown that listening to music can 
help young children improve in math. Other research 
suggests that among university students, listening to 
music while studying can improve reading 
comprehension. We don’t know exactly how music 
 improves learning, but perhaps it helps students 
concentrate, so they can think better. We just know that 
music improves our ability to learn.
A: Simply amazing! Thank you so much, Dr. Schmidt.

Page 25. Exercise A.

Conversation 1 [M = Chinese]
F: So what have you been listening to?
M: Well, lately I’ve been listening to a lot of opera.
F: Really? I can’t get into opera. It’s too intense.
M: What about Andrea Bocelli? He’s got more of a pop 
sound. I think he’s an amazing singer.
F: You know, I’m not really into him either—he’s just too 
loud and overpowering for me.

Conversation 2
M: Have you heard this Gato Barbieri piece before?
F: No, I haven’t. Let’s give it a listen … wow! I love the 
arrangement!
M: Yeah, me too. He’s a great composer.
F: You can say that again.

Conversation 3 [F = U.S., Southern]
F: What do you think of Ladysmith Black Mambazo?
M: I don’t think I’ve heard of her.
F: It’s not a her—it’s a group. They’re a vocal group from 
South Africa.
M: Well, I’m not very big on world music.
F: Well, you should definitely check these guys out. They 
sing a cappella—without any musical instruments. They’re 
one of a kind.
M: I don’t know. I’m just not into that kind of music.

Conversation 4 [F = French]
F: Wasn’t that a great party last night?
M: Yeah, it was really cool—especially that fantastic dance 
music.
F: Yeah, Beyoncé’s music is fabulous. I could have danced to 
it all night.
M: Well, actually you almost did.
F: Yeah, well, once I started dancing, I couldn't stop!

**Conversation 5**
M: I can't believe you like Antonio Carlos Jobim so much. Isn't he kind of old-fashioned?
F: Are you kidding? I think his songs are just as beautiful now as they were forty years ago.
M: Well, many of his songs do have beautiful words.
F: Absolutely. There aren't many people who can put words to music like Jobim can. I never get tired of listening to his songs.

**UNIT 3**

**Page 30. Exercise C.**

**Conversation 1**
F: Wow, what a great juicer! That's even big enough for my family!
M: Actually, I hardly ever use it. It's way too big. I have such a small kitchen.
F: So, why'd you buy it?
M: I got it on sale—at a great price.

**Conversation 2**
M: I see you bought a digital camera. How do you like it?
F: Well, I might like it if I could figure out how to use it. Truth is, it's a pain in the neck.
M: What do you mean?
F: It has way too many features. Believe me, if I had known you couldn't just point and shoot, I never would have gotten it.

**Conversation 3**
F1: Hey, I love your new exercise bike! It must be great having one of those.
F2: Well, yes and no.
F1: What does that mean?
F2: I like it, but I guess I'm just a couch potato. I just don't use it enough.

**Conversation 4**
M1: What a cool sound system! You just get it?
M2: Yeah.
M1: Look at all those pieces. When are you going to put it all together?
M2: Well... that's a problem actually. There are so many components. And the instructions don't help at all! Look.
M1: Whoa! That looks pretty complicated.
M2: I had known how complicated it was going to be, I would have gotten a different model.

**Conversation 5**
M: Love your new car! You must be on cloud nine driving that thing!
F: Oh, it's fun to drive, but I'm not so sure it's worth it.
M: Really? Why?
F: You wouldn't believe it. Between the premium gas and visits to the mechanic... it's costing me an arm and a leg!
M: Ouch!
F: I can't afford to drive it! I probably wouldn't have bought it if given it more thought.

**Page 32. Exercises A and B.**

[L = Lara Savino, U.S., New York; S = Steve]
L: Welcome back to Money Talks. I'm still your host, Lara Savino. We've got some listeners on the line with financial questions. Let's go to our first caller... Steve, you're on the air. Talk to me.
S: Hi, Lara. I'm afraid I'm really having problems making ends meet.
L: Tell me about it.
S: I earn a good living, but it seems like no matter how much money I make, I can't seem to catch up.
L: Believe me, you're not alone, Steve.
S: Sometimes it feels that way.
L: Let me ask you something. Do you put anything away for a rainy day?
S: You mean savings? No way. There's never enough for that.
L: Well, here's a tip for you, Steve. From now on when you spend money throughout the day...?
S: Uh-hmm.
L: Don't spend any of your change. When you get home every evening, put your loose change in a jar. You'll be surprised how much you'll have saved up in even a few weeks.
S: Wow! I never thought of doing that.
L: And put that change you've saved up in the bank—say, once a month, OK?
S: OK. I'll try that.
L: Steve, what about debt? Are you maxing out on your credit cards?
S: Well, yes, I do use credit cards, if that's what you mean.
L: Do you pay your bills on time?
S: I try to.
L: Do you pay the minimum, or do you pay off the whole thing each time?
S: Well, it kind of depends on how much it is.
L: Well, are you drowning in credit card bills, or have they been fairly reasonable so far?
S: Well... I guess I'd have to say I've been drowning in debt.
L: OK, Steve. Here's what I want you to do. How many credit cards do you have?
S: Maybe ten or twelve.
L: Steve, that's a lot of cards. Decide which two you want to use regularly, OK?
S: OK.
L: Take all the other cards and cut them up.
S: Cut them up?
L: You heard me. Cut them up. You can get along just fine with two credit cards. If you're using ten or twelve credit cards, Steve, that tells me there's something wrong with this picture. You see what I mean?
S: Well, I'm not sure.
L: Steve, if you want to keep your head above water, you've got to live within your means. That means spending less than you're making, not more.
S: Oh.
L: OK, Steve. Here's one other thing I'd like you to do.
S: Yeah?
L: Sit down and plan a budget for yourself.
S: A budget?
L: That's right. If you feel like your finances are out of control, then you need to take the bull by the horns and take control of your finances. You follow me?
S: I think so.
L: Sit down and make a list of all your regular expenses. Keep track of how much you're spending on everything—and I mean everything, OK? Try that for three months and see if it doesn't help you out.
S: OK, I'll give it a try.
L: And Steve.
S: Yeah?
L: When you plan that budget, make sure you treat yourself to something nice once in a while, OK?
S: Really?
L: You bet. If your budget is nothing but don't spend, don't spend, it isn't going to work. Know what I mean?
S: I hear you.
L: Good luck, Steve. Next caller. You're on the air! Talk to me!

Page 37. Exercise A.

Conversation 1
F: Didn't you tell me you bought a new computer table?
M: Uh ... yeah, I did.
F: So, where is it?
M: Well, I hate to admit it, but I just can't figure out how to assemble it. You wouldn't believe how many pieces there are!
F: So you're just going to let it sit around in a box collecting dust?
M: No, no. I'm going to take it back to the store and get my money back. I shouldn't have bought it in the first place.

Conversation 2
M: Hey, you want to go out to dinner?
F: Uh, I don't think so. I'm trying to save money.
M: I just got a big raise! C'mon! Let's celebrate!
F: I'm sorry, but I just don't have the cash right now.
M: Don't worry about it—it's on me.
F: No, I couldn't let you pay for dinner.
M: Forget about it! It's my pleasure.
F: Thanks! That's really nice of you.

Conversation 3
M: Hey! A new flat-screen TV! It's fabulous!
F: Thanks. I'm really happy with it.
M: That must've been pretty expensive. How'd you manage?
F: Well, I saved up for it. I put away a little bit every month.
M: Wish I could do that. Everything's gone by the end of the month. I never can seem to save any money.
F: Yeah, it can be tough.

UNIT 4

Page 41. Exercise F.

Conversation 1 [M = French]
M: Are you going to the end-of-year party this weekend?
F: Yeah, I was planning on it. Why?
M: Do you know if you're supposed to wear a suit?
F: Oh, I really don't think it matters. A lot of people will probably dress casually, but if you want to wear a suit ... 
M: Actually, I'd rather not.
F: Well, I'm sure that'll be fine. As long as you aren't too casual.

Conversation 2
F: Honey, I'm ready to go.
M: You're not going to wear that, are you?

Page 42. Exercise C.

Conversation 1
F1: What magazine are you reading?
F2: Metropolitan. Want to have a look?
F1: Do you mind?
F2: Not at all.
F1: These purses are fantastic!
F2: Which ones? Oh yeah. Everybody's getting those now.
F1: I've got to have one.
F2: Better hurry before they go out of style!

Conversation 2
M1: Hey, Jim.
M2: Hey, Carl. Whoa! That's some jacket you've got on.
M1: Oh, yeah. It's my "Look at me" jacket.
M2: It's very ... yellow.
M1: Hey, yellow gets attention.
M2: OK, if you say so.

Conversation 3
F1: Oh, look at that. I don't believe it.
F2: Where?
F1: That kid over there. What on earth has she done to her hair? What is she, thirteen?
F2: Sounds about right. Oh, that hair!
F1: I just can't believe it.
F2: Me neither.

Conversation 4 [M2 = U.S., New York]
M1: Mr. Spano! How can I help you today?
M2: I want to get my wife something nice, you know, for her birthday.
M1: Of course! What did you have in mind?
M2: Well, actually I was thinking about—I don't know—a nice dress.
M1: Oh, I see! Are you thinking about a party dress?
M2: Sounds good.
M1: May I suggest this simple black silk dress?
M2: Hmm, nice. Very tasteful.
M1: Very nice. I think your wife will find it very attractive.
M2: Yeah, I like it very much. But I want to look around and see what else you've got.

Conversation 5 [F2 = U.S., Midwest]
F1: Stacy, thanks so much for coming over to help. You're a real friend.
F2: Hey, I understand. It's hard to clean out your closet alone.
F1: OK. Let's start with this blouse.
F2: All righty then. Hold it up so I can see it. ... Whoa! When did you get that?
F1: Must have been about ... oh, maybe eight years ago.
F2: Uh, I think that one can go.
F1: Toss it?
F2: Yup. No one's wearing that anymore.

Page 44. Exercise A.
Part 1 [C = Chuck Sims, host; S = Susan Yigal, Australia]
C: Chuck Sims here, and you're listening to In Style. Today we welcome Susan Yigal, a hairstylist who does a lot of work for the film industry. Susan has won numerous awards for her beautiful work.
S: Oh, thanks.
C: Susan, I love your work. So many movies. So many gorgeous actors.
S: Thank you, Chuck. Great to be here.
C: Susan is an expert on the history of hairstyles, and today we're going to focus on men's hairstyles. Susan, tell us something about how men's hairstyles changed in the twentieth century.
S: Absolutely. But before I do, let's not forget some of the styles that were in fashion before the twentieth century. Remember that back in the seventeenth and eighteenth centuries, among the European upper classes, the wig was a fashion must. Everyone wore one.
C: Think wigs will ever come back?
S: These days, you never know. Do you know why they became so fashionable?
C: Not really.
S: Well, you see, in the seventeenth century, King Louis XIV of France was going bald—so he had a staff of about forty wig makers working on long curly wigs for him to wear.
C: Forty wig makers?
S: Yes. And of course it then became the rage for all men to wear long curly wigs—until the nineteenth century. At that time, the style changed, and men stopped wearing wigs by the beginning of the nineteenth century. After that, they generally wore their own hair fairly long, and most men wore very long beards or sideburns.
C: Which we see in some of the very early photos from that time.
S: Right. But by the early twentieth century, that had changed. The norm for men was to wear their hair cut very, very short. And beards were something only grandfathers wore. If a man wore a mustache at all, it was cut very short.
C: Until the 1960s and '70s, of course.
S: Of course.

Page 49. Exercise A.
Conversation 1 [F and M = U.S., Southern]
F: What do you think of that suit?
M: Whoa! You've got to be kidding.
F: What do you mean? You think it's tacky?
M: It's not that it's tacky. It's just ... who wears anything like that anymore?
F: Well, I guess that's true.

Conversation 2 [M = Italian]
M: Wow! Look at that dress!
F: Don't you find it a little strange?
M: Strange? Not at all. I think it's fantastic!
F: You've got to be kidding. The colors are way too bright.
M: I think it's beautiful.
F: I guess it's just not my style.

Conversation 3
M: Hey, what do you think of this tie?
F: It's kind of wild.
M: Really? Actually I think it's pretty nice.
F: Well, to each his own.
M: I think I'm going to get it.
**Conversation 4**

**F:** Whoa! Check out those shoes!

**M:** Yeah. So?

**F:** They're incredible.

**M:** Yeah?

**F:** Yeah. You know everyone's wearing them now.

**M:** Hmm.

**F:** I don't care what you think. I'm getting them.

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**UNIT 5**

**Page 56. Exercise C.**

**Part 1**

**M:** Reg and Maggie Green were on vacation with their children on the island of Sicily in southern Italy. It was a long way from their home in California in the United States. They had just spent the day sightseeing and were driving on a highway back to their hotel. It was evening, and their seven-year-old son, Nicholas, and four-year-old daughter, Eleanor, were fast asleep in the back seat.

Suddenly, another car with two men pulled up beside them. The man on the passenger side had a gun, and he was screaming at them through the window. As Reg Green stepped on the accelerator and drove away quickly, he could hear gunshots. He drove as fast as he could to the nearest town. Maggie was relieved to see that the children were still sleeping. But when they stopped, they both realized that Nicholas had been shot, and they rushed him to a hospital. Sadly, after two days in the hospital, Nicholas died.

One can only imagine the grief and sadness Reg and Maggie Green must have felt at that moment. But they made a decision that touched the lives of many people and the hearts of millions around the world. They decided to donate Nicholas’s organs to Italians who were very sick and needed them. By giving them Nicholas’s organs, Reg and Maggie felt that they could help others. Nicholas’s future had been taken away, so the Greens wanted to give a future to someone else.

Their gift turned a senseless tragedy into a lesson in giving. Italians were very moved. They could not believe that visitors from another country—who had suffered such a terrible loss—could be so giving at such a terrible moment.

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**Page 56. Exercise D.**

**Part 2**

**M:** Within days the Green family’s personal experience erupted into a worldwide story. In Italy, strangers walked up to them on the street, with tears in their eyes, to say thank you. People started naming streets, schools, and hospitals for Nicholas Green.

When the Greens returned home, they received letters from thousands of people around the world. The letters told how the Greens’ decision changed their attitudes about donating organs. In Italy, the number of people who were willing to become organ donors increased by three to four hundred percent—they called it "The Nicholas Effect."

The Green family returned to Italy more than a dozen times after Nicholas’s death. And they met all of the people who received Nicholas’s organs—seven people in all.

A fifteen-year-old boy got Nicholas’s heart. During his illness, he had weighed only 27 kilograms and had spent half his life in hospitals. After the surgery, he was healthy and full of energy.

One girl was two days from death—the doctors had given up on her. But with one of Nicholas’s organs, she got better. She later got married, and she gave birth to two babies—one a boy, whom she named Nicholas.

A woman who had never seen her own child’s face now can see—thanks to the corneas from Nicholas’s eyes.

An eight-year-old boy was arriving at the hospital for his surgery to get one of Nicholas’s organs. He was asked to think about something nice. He said, “I’m thinking of Nicholas.”

The Greens say that the love of life these people have shown—and the looks on their families’ faces—is a wonderful reward. They often talk about how comforting it has been to know that people who would have died by now are leading normal lives, and that another who would have been blind can now see.

Maggie and Reg Green have become very busy doing work to support organ donation. While it doesn’t take away the pain of Nicholas’s senseless death, it helps the Greens to believe that something good has come out of the tragedy.

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**Page 61. Exercise A.**

**Conversation 1 [M = Chinese]**

**M:** Have I ever told you that when I was growing up in China I was sent to live in the countryside?

**F:** No, you never have. How was that?

**M:** Oh, it was terrible. Not only was the poverty hard to take, but it was also really boring. There was nothing to do but work.

**F:** Didn’t you have a choice?

**M:** Actually, no. Everybody pretty much had to go.

**F:** It must have been very hard.

**M:** For this city boy? You have no idea.

**Conversation 2 [F = Spanish]**

**M:** So by the time we got back, we were pretty tired.

**F:** Wow. Your telling me about your trip reminds me of the time I lived in Los Angeles.

**M:** Really? You never told me about that.

**F:** Didn’t I? I guess I didn’t really have many positive things to say.

**M:** You didn’t like it?

**F:** Well, I couldn’t get used to either the pollution or the crime. Maybe it was just the neighborhood I lived in. I’ve heard it’s pretty nice in other places.

**M:** Too bad you didn’t have a good experience.

**Conversation 3**

**F:** Hey! You never told me you were in Singapore!

**M:** Yeah, I was. I lived there for about a year.

**F:** Was it great?

**M:** Yeah, it was fascinating. It’s unbelievably clean. Not only is there no graffiti, but at that time they actually banned chewing gum. It was against the law!
UNIT 6

Page 66. Exercise C.

Conversation 1
M: What do you think about getting a nice pet?
F: A pet? Depends. What kind of a pet are we talking about?
M: Well, you remember Frank—the guy who works in the mailroom at my office?
F: Tall guy? Mustache?
M: That's him. Well, he wants to find a good home for his cat. So I was thinking—what about us?
F: Oh ... gee, I don't know. I’ve heard their hair gets everywhere—on the furniture ... clothing ...
M: OK, hair can be a problem. But generally they're pretty clean. Carl tells me they're really easy to take care of.
F: Well, my grandmother used to have one. I have to admit he could be sweet, and he was very loving with her. He would sit in her lap for hours.
M: So, are you convinced?
F: Let's sleep on it, OK? We can decide tomorrow.

Conversation 2 [F = Australia]
F: Just look at her. She's a real cutie.
M: I guess.
F: They're really easygoing.
M: Are you sure?
F: Look at her! Those long ears! Aren't you a cute, fuzzy wittle wabbit?
M: Look. I really don't know if I want to keep a rabbit in the house.
F: C'mon! The kids would love her.
M: Yeah, but rabbits chew things. I don't want to have to worry about what it's going to do to the furniture, OK?
F: But you keep it in a cage. She'd be no trouble at all. She won't chew or destroy anything. You know the kids have always wanted one.
M: Well, I've heard they are good with children.
F: And the kids having a pet to take care of would teach them a little responsibility. Don't you think?
M: I suppose so.

Conversation 3
F: I'm thinking about getting us a pet.
M: You are? Like what?
F: Well, I was thinking about a parrot. I think they're really gorgeous.
M: Well, they can be beautiful. But aren't they pretty dirty? And don't they bite? That's all I need. Some noisy, dirty animal around the house who's always trying to bite me.
F: Oh, please. They're really intelligent. As a matter of fact, you could teach it to talk.
M: Me? Well ... I've heard that you have to spend a lot of time with them or they get really, really noisy.
F: It's true, they need a lot of attention, but they make great pets. They love being around people.
M: The noise would drive me crazy, you know.
F: Let's just go to the pet store and check them out. OK?
M: OK. I'll look. But that's it.

Conversation 4 [M = U.S., New England]
M: Look at these pictures. Red betas, electric yellows, silver angelfish. The colors are incredible, aren't they?
F: Yeah, nice. But you can't play with them. What good are they?
M: If you wanna play, get a dog. But if you want something interesting to watch, you can't beat tropical fish.
F: But they don't do anything.
M: What do you mean? They swim around and look great. It's fun watching them swim. Very relaxing.
F: You know, you'll have to keep the aquarium very clean. You can't get lazy about that ... or they might die. It's a lot of work.
M: I can do that.
F: And they're expensive.
M: Well, if they're as fascinating as I think they'll be, it'll be worth it.

Page 68. Exercise C.
[F = England]
F: The Fox and the Crow
One morning, a hungry fox was walking in the forest. The fox saw a crow in a tree. The crow had a piece of cheese in his mouth. "I'd love to eat that cheese for breakfast," thought the fox. He sat under the tree and looked up at the crow.

“What a beautiful bird you are!” the fox said. “Your feathers are as black as night. Your eyes are as yellow as the sun. But I've heard that you can't sing. That's too bad. If only you could sing, you would be the most beautiful bird of all!”

The crow listened and thought, “The fox is right. I am beautiful! But what does he mean I can't sing? I can sing as well as other birds.” Then the crow opened its mouth and went "Caw, caw!"

The cheese fell to the ground, and the fox ate it. “Thank you for breakfast!” the fox called. “I see you have a voice, but where is your brain?”

Page 69. Exercise D.
M: The Peacock's Tail
A long time ago, the peacock used to fly higher than any other bird. And his feathers were short and brown—not like they are today. One day after flying around, the peacock rested next to a lake. The peacock saw his reflection in the water. He was disappointed. "I wish I were beautiful," the peacock thought. "If only I could be beautiful, I would pay any price." The peacock fell asleep, feeling sad.

When the peacock woke up the next day, he had beautiful feathers of blue and green. He had a long tail that he could open like a fan. The peacock walked through the forest, showing his beautiful feathers to all the other birds.
Then the peacock thought, “Everyone must see me! I’ll fly high above the trees and show my beautiful feathers to everyone.” He tried to fly, but his long tail was too heavy. He couldn’t do it.

A small brown sparrow sat in a tree watching the peacock. “You are very beautiful,” the sparrow said. “But is it being beautiful worth such a high price?” Before the peacock could answer, the little sparrow flew away.

Page 73. Exercise A.

Part 1 [A = male announcer; T = Tina Rotenburg]
A: As part of our four-part series on animal-assisted therapy, today’s report by Tina Rotenburg focuses on some special human and animal relationships.
T: When people become quadriplegics, they lose more than control of their arms and legs; they lose control of their lives. Each day is a challenge to regain more control and become more independent. Many quadriplegics use an electric wheelchair to move around, but family or friends cannot always be there to assist them.

In recent years, Capuchin monkeys have been trained to help improve their lives. These intelligent and dexterous monkeys have hands similar to human hands. They assist quadriplegics by performing practical tasks such as serving food, opening and closing doors, turning lights on and off, and retrieving objects. Capuchins are dependable and devoted helpmates, giving their partners independence, dignity, and companionship.

Page 73. Exercise B.

Part 2
T: Children who have autism, Down’s syndrome, and other mental or physical conditions are often not responsive and have difficulty interacting with people and learning to talk. But in Miami, Florida, children like these are swimming with dolphins in a special program that is showing some promising results.

Dolphins are extremely intelligent and gentle animals and they show a special fondness for children. When the children swim with them, the dolphins are playful and they make noises that sound like singing. Scientists theorize that, because children have a natural capacity for joy and playfulness, this time spent together helps the children relax and open up. After swimming with dolphins just two or three times, some children can speak their first words. Many of these children have also become more interactive and have responded better to people after therapy.

UNIT 7

Page 76. Exercise C.

Conversation 1
M: What a terrific deal on this sweater!
F: Let me see…. Wow! That’s a steal!
M: I’ll bet it would cost a lot more at one of those stores downtown.
F: I would imagine. You should get it. It’s definitely you.
M: You were right about this place. Why pay more than you have to?
F: You know me—I can’t pass up a good deal!

Conversation 2 [F = England]
F: Look what I found. A Casati watch!
M: Haven’t you been looking for one of those?
F: I sure have. But you know, the price is a bit steep.
M: Well, why don’t we check online and see if we can find a better deal?
F: Good idea.

Conversation 3
F1: Look at those funky mirrors! Aren’t they great? This shop is a real find, isn’t it?
F2: Very nice…. But you know something, I don’t want to buy anything on our first day here. I think I’ll just look around and see what’s nice.
F1: Me, too.
M: Can I help you with anything?
F1: No thanks.
F2: Just looking.

Conversation 4
F: Look at those sunglasses.
M: Which ones?
F: The ones in the back with the round frames.
M: Oh, yeah. They’re nice.
F: Hard to see from here, but it looks like they’re 30 percent off.
M: That’s a good deal. Feel like going in and trying them on?
F: No, I don’t think so. I’m in the mood for looking—not buying. Let’s just keep walking and see what other shops they’ve got down the street.

Conversation 5 [F2 = Mexico]
F1: I like this rug, but the price is a little high.
F2: Why don’t you ask the clerk for a discount?
F1: Do you think he can drop the price?
F2: I don’t know. Let’s try. The worst he can do is say no.
F1: You’re right. I’ll ask. Excuse me …

Page 81. Exercise C.

Ad number 1
F: Honey, you’re going to be late for the meeting!
M1: Bye-bye, sweetie.
F: Bye-bye…. Hey, wait a minute. Oh, phew! Your breath! I hate to ask you this, but did you remember to brush your teeth this morning?
M1: Sure I did. What’s wrong?
F: You can’t go to the meeting like that. You’ll lose your job!
M1: Maybe it was something I ate.
M2: Morning mouth. And he didn’t even know. Don’t let bad breath get in your way—don’t let bad breath spoil your day. Nice-Mouth Mouthwash, five times a day, will make your breath smell fresh!
F: Honey, you’re going to be late for the meeting!
M1: Take care, sweetie.
F: Mmm. Much better.
M1: Thank you, Nice-Mouth.
M2: Nice-Mouth Mouthwash. Ninety percent of dentists surveyed worldwide say that regular use of Nice-Mouth freshens breath better—and longer—than other brands. So, what are you waiting for?

Ad number 2
F: Picture this. You’re at the beach. The sun is shining, and there’s a cool breeze blowing through your hair. The palm trees are swaying, and they’re playing your favorite song.
And you're drinking a tall glass of Leon's Lemonade. 
Mmm-mm. Talk about paradise!
M: Hello.
F: Aren't you ...?
M: Sean Connery. Or maybe you know me better as Bond. 
James Bond.
F: You're my favorite actor!
M: Is that a Leon's Lemonade you're drinking?
F: Uh, yes.
M: I always drink Leon's Lemonade. May I have one too?
F: Of course.
F: As I was saying. Talk about paradise ...

Ad number 3
M: You've been working very hard.
F: Yes, it's true.
M: And you're ready for something new.
F: How true.
M: And you're tired of driving what everyone else is driving.
F: Very true.
M: You want to live the good life now.
F: It's so true.
M: And you're ready to make your move.
F: Yes, yes! It's true!
M: Then isn't it time you drove a Bernard?
F: A Bernard?
F: Yes, I am.

Page 85. Exercise A.

Conversation 1
F: Hey, look at this vase!
M: That's gorgeous. I wonder how much it is. You've got to be kidding!
F: It's not that much. In fact, I think it's pretty cheap.
M: You call that cheap? Let's keep looking.
F: You're impossible.
M: Don't worry. We'll find something.
F: What about this one?
M: Nice. How much?
F: See for yourself.
M: Well, that's a bit better. But still not great.
F: Look, it's beautiful, and it's a fair price.
M: OK, I guess I can live with that.

Conversation 2
M: Ta-dah!
F: Where did that come from?
M: I just bought it at Freeman's ... it's the X-30 exercise bike we've been talking about. You're going to love it.
F: Uh-oh. I'm afraid to ask how much it cost.
M: Ahh! That's why you're going to be surprised. Not as expensive as you might think! Here's the receipt.
F: What? I can't believe you paid this much! Don't you remember the ad I showed you from Mason's? They have the exact same bike for a lot less!
M: A lot less? That's impossible.
F: Yes, a lot less. Let's face it—you got taken.
M: Where's that ad from Mason's?
F: Look.
M: Wow! That is cheap.

Conversation 3 [M2 = Italian]
F: Let's go inside. I love their jewelry.
M1: I thought we were just window shopping.
F: We're just browsing. Come on. Maybe they'll have some good deals.
M1: Hey, that's not browsing.
F: Look at that necklace. Isn't it stunning?
M1: And look at that price! That's stunning too.
F: For this necklace? This is an amazing price.
M1: No way! Hey, those earrings are really nice.
F: They are. You've got great taste.
M1: Probably means they're pretty expensive. I'll find out. Excuse me.
M2: How can I help you?
M1: These earrings don't seem to have a price on them.
M2: Let me get them out for you. Here you are. The price is on the back.
M1: That's all?
F: That's all? The price seems a little high to me.
M1: We'll take them.
F: You're getting them for me?
M1: You bet. Enough with the browsing. I'm ready to buy.

UNIT 8

Page 89. Exercise E.

Speaker 1 [F = India]
F: There is a strong relationship between the education women get and the quality of medical care they receive. Research shows that mothers with more education are likely to receive better medical care when they have children. In Egypt, for example, about 75 percent of women with a secondary education receive medical care before having children. By contrast, only about 33 percent of women without an education receive medical care.

Speaker 2
F: In Japan, the average age that men get married is twenty-eight, and for women, it's around twenty-six. Compared to other countries in the world, Japanese men and women seem to be getting married at a later age. According to a government study, the main reason Japanese marry at an older age is that they date each other longer. The study shows that, over the past fifteen years, the gap between a couple's first date and the time they get married has increased from two to three years.

Speaker 3 [M = Brazil]
M: New studies show a direct relationship between the number of years one stays in school and life expectancy. Worldwide, for every year beyond the age of sixteen that students stay in school, they live an average of two additional years. According to a new United Nations report, this is compelling evidence for compulsory education past middle school.

Page 91. Exercise D.

Conversation 1
M: I believe in setting limits. When kids break the rules, you punish them immediately—no excuses. No ifs, ands, or buts about it.
F: I think that’s a little harsh, Stan. Sometimes there are reasons for breaking the rules. I think you have to take this on a case-by-case basis.

Conversation 2
M: I think it’s only fair that my parents buy me a new computer. I mean, my friends’ parents love their kids enough to get them whatever they want, so why shouldn’t mine?
F: Jason! You already have a pretty decent computer. Don’t be so selfish.

Conversation 3
F: I’m not overly concerned about my kids. I think they can be trusted to behave without my watching over them all the time like a mother hen. Kids should be allowed to make their own decisions—what’s the point in worrying? They’ll figure it out as they go along.
M: Well, that’s not how I see it. You need to be watching your kids all the time or they’ll just get themselves into trouble.

Conversation 4
M: That boyfriend of yours is a troublemaker.
F: Why don’t you have any respect for my friends? What do you know, anyway? Just because you’re an adult doesn’t mean you know everything.
M: Young lady, I don’t like that tone of voice. You’re grounded!

Conversation 5 [F = Arabic]
F: I’m so worried about my daughter.
M: Uh-oh. What’s going on?
F: Well, she wants to learn how to drive.
M: Oh, yeah? How old is she?
F: Nineteen.
M: Then what’s the problem?
F: Oh, I don’t know. What does she need to drive for? I mean—what if she gets in an accident?
M: But she’s nineteen. Don’t you think she’s old enough to start learning how to take care of herself? Like driving herself to work or going shopping?
F: I’m just not comfortable with it. I could drive her anywhere she needs to go.
M: You know, you have to let your kids be adults at some point.

Conversation 6
M: Wanna go to the late show? There’s a cool movie tonight.
F: Uh, Ryan, don’t you have to be home by 11:00 on school nights?
M: Yeah. But I’m sick and tired of being told what to do. I’m not a kid anymore. I’m almost sixteen. I’ll go home when I feel like it!
F: Well, I have an eleven o’clock curfew too—and I’m going home. What are you trying to prove? Your parents aren’t so strict.

Page 92. Exercises C and D.

Part 1 [M = Lithuanian]
M: My name’s Rimas Vilkas and I come from Vilnius, the capital city of Lithuania. I live in Chicago now, but I grew up in Vilnius in the ‘80s and ‘90s in a house with my immediate family—my sister, my mother, and my father, and of course, me!

My parents, however, didn’t grow up in Vilnius. They grew up in a small village in the east. Both my parents came from very large families. And they both lived with their extended families when they were growing up. At that time it was the common expectation that three generations would live together in a house: children, parents, and grandparents.

My mother said that everyone—her seven brothers and sisters, her parents, and her grandparents—all ate dinner together every night of the week. This kind of togetherness was pretty different from the way my family grew up. When I was growing up, my sister and I usually ate with our parents. But sometimes, when they had to work, we didn’t. We’d have to eat by ourselves.

This may be why my father says that families were closer back then—he says there was more parental involvement in teenagers’ lives. My dad thinks that closeness is the reason why teenagers have fewer problems. He says it was rare for a teenager to be a troublemaker at school—he thinks rebelliousness and disrespect are more modern teen problems. In his day, he says, that kind of disobedience would have been highly unusual.

Page 93. Exercise E.
Part 2
M: A lot of other things were different when my parents were growing up. Lithuania was still a part of the Soviet Union, and life was very limited in some ways. My parents dealt with a lot of difficulties. Back then, they didn’t have as many choices—you know, for things like what direction your career would take, or traveling abroad—not so many opportunities. And it was very rare that someone would move away and live somewhere else. Because of that, when my parents were teenagers, they really didn’t know much about life outside the Soviet Union—at least firsthand. Most people got married at about the same age and had children shortly afterward. And they usually had one job for their whole life. For all those reasons, I would say there was a difference in the world view that teenagers had then—different from the one I had when I was growing up, which was, of course, during the breakup of the Soviet Union.

By the time I was in my teens, a generation gap had pretty much opened up. Teenagers began to develop different tastes in music, the way they dressed. It’s not surprising when you think about it—a lot of the food Lithuanians eat now, a lot of the movies they watch, even some of the fashions, come from Western Europe or the U.S. Before, in my parents’ generation, it used to be a big deal if somebody left their small village and moved to Vilnius! But today a lot of my friends have moved away from Lithuania altogether. I have friends living all over Europe, some in the States, and even a friend in New Zealand. That was almost unheard of for my parents’ generation. My parents can’t understand that kind of independence—why anyone would want to move so far away. So, mobility is a huge difference.

So, some of the changes I’m describing shouldn’t be too surprising. Young people are leaving home earlier; they’re more likely to move far away, marry later, and choose a career instead of having children right away.
I still consider myself close to my parents, but I can't deny that there is a generation gap. My parents find it hard to understand why I live far away from them, why my wife and I don't have children yet.... And they can't figure out how it is that I've had so many different jobs over the years. It's hard for me to explain to them. Sometimes it's so frustrating! They worry about me, about my security—like parents have always worried about their kids. And I think they worry a lot about whether I'll be able to handle the responsibility of taking care of them in their old age the way they took care of their own parents.

Page 97. Exercise A.

Conversation 1 [F and M = U.S., Southern]
F: Just look at this e-mail from Philip's English teacher! It says Philip's missing his last two book reports.
M: No way. Every time I see him in front of the computer, he tells me he's doing homework.
F: He's probably spending hours on the Internet. That's it. No more Internet until he shapes up at school.

Conversation 2 [F2 = U.S., African American]
F1: I'm really getting worried about Sandi. I don't know what to do.
F2: Sandi? She's such a good kid. What's up?
F1: Well, ever since she got her driver's license last month, she's been staying out later and later. Last night she didn't come home until after eleven. She's no baby, but I worry about her. I'm losing sleep!
F2: Well, you need your sleep. Why don't you give her a curfew? Tell her if she gets in one minute late, she's grounded.

Conversation 3
M: Hey, Jill, what's up?
F: I'm grounded. I can't go to the concert.
M: What did you do?
F: Absolutely nothing. My dad told me to take off all my makeup before I went to school, and I told him he was being ridiculous.
M: You told him that?
F: Yeah. He's just so annoying. Next time he tells me I can't wear makeup, I think I'll get a tattoo. That'll show him!

Conversation 4
F1: You know, Jen, Mom and Dad aren't that bad. Now that I think back on how much trouble we gave them, I appreciate them more.
F2: Me, too. I used to think they were so dumb. But it turns out they were pretty smart. You know, I hope when I have kids, I'll be as smart about kids as Mom and Dad.

UNIT 9

Page 104. Exercise C.

Part 1 [H = male host; J = Professor John Morgan, England]
H: Our guest tonight is John Morgan, professor of Russian history at Cambridge University. Professor Morgan, the murder of Czar Nicholas II and the royal family of Russia in 1918 is one of the great mysteries of the twentieth century. Tell us the basic story of what happened.

J: Well, in 1917, during the Russian Revolution—with the end of the Russian monarchy—the czar's family was moved from St. Petersburg east to the Ural Mountains, supposedly for their protection. There was, of course, the czar ... his wife Alexandra ... and their children—four daughters and a son, Alexei, who would have been the next czar—and also the family doctor and several servants. According to the story, late one evening, they were all brought into a room and told that they were going to have their photograph taken. But to their surprise, soldiers suddenly came into the room firing guns and the entire family was murdered.

H: And what makes this story such an enduring mystery?
J: Well to begin with, until 1991 at least, no one had ever found the bodies. Stories spread about how the son, Alexei, and maybe also Anastasia, the youngest daughter, had escaped the execution and were still alive. Several women claimed to have been Anastasia—the most famous person who claimed to have been Anastasia was an Anna Anderson, in Berlin in 1920. Many people found her story very believable, including other members of the Russian royal family, Anna Anderson—or Anastasia, if you believed her—died in the United States in 1984.

Page 104. Exercise D.

Part 2
H: Professor Morgan, you mentioned no one had a clue where the bodies were until 1991. Tell us about that.
J: Well, people assumed that the bodies must have been lost forever, until 1991, when researchers found nine bodies in the Ural Mountains. Through medical testing they were able to confirm that five of the bodies had to have been Czar Nicholas, his wife, and three of their four daughters.
H: That must've been pretty exciting news for a lot of people.
J: No doubt about it. And they were able to conclude that the other four bodies were definitely not members of the czar's family. Instead, it was believed that they were most likely the bodies of the doctor and three of the servants. But the bodies of the son, Alexei, and one daughter were still missing.
H: Well, what about Anna Anderson, who claimed to be their daughter, Anastasia? Wouldn't her story have been provable through medical testing too?
J: Yes—and it was. After they found the bodies of the royal family in 1991, medical testing on Anna Anderson's body proved that she was not a member of the royal family. As a matter of fact, it proved that she wasn't even Russian!
H: How do you like that! Well, that's one mystery solved.
J: Right. But just when we thought the mystery of what happened to their bodies was solved, a team of scientists have recently argue that the results of the medical testing done on the nine bodies in the 1990s was highly questionable—poorly done and full of errors, and it might not have proved without a doubt that the bodies were the royal family after all.
H: Well, I guess some mysteries just never die, do they?
J: Not this one. It might just be an unsolvable case.
H: Well, thank you Professor Morgan. That was very interesting.
J: Thank you for having me.
of course, there are those of us—the faint of heart—who wouldn't dare do any of these things. Well, Sue Franklin is an expert on this topic, and she's here to tell us about two personality types—the person who loves thrills and can't get enough of them—known as the "big T" personality—and the person who hates thrills and prefers to avoid them—the "small t" personality. Welcome Sue Franklin.

S: Thank you.

I: You call this the type-T analysis. What is that, and what does it tell us about human nature?

S: Well, it's based on the work of psychologist Frank Farley, and it's a way of studying a person's risk-taking behavior. It indicates how comfortable a person is with taking chances—living on the edge. What Farley calls a big T personality is a person who likes risk. A big T likes thrills, whereas a small t does not. In fact, it's more like a continuum—from risk-taking to risk-avoidance. Most of us are willing to take some risks from time to time—but we may still tend to avoid risk in general. So generally speaking, if you like to take risks, do new things, then you're a big T. If you prefer certainty and routine, then you're a small t.

I: What's the motivation for seeking thrills?

S: Much of it is for the adrenaline rush that comes with going right up to the edge. Actually, big Ts may physically need a higher level of stimulation than other people do—and they need to take risks in order to get that stimulation.

I: So do big T types have an important role to play socially?

S: Absolutely. Farley believes that human progress depends on big T-type behavior. These are people who are not afraid of danger or pushing the limits.

I: Is there another side to big T behavior?

S: Definitely. There are both positive and negative sides. There's the healthy, constructive risk-taking that you see in most creative fields—like science, for example. But there's a negative side as well—crime, drinking and driving ... crazy risk-taking in general. As a matter of fact, big Ts have twice as many highway accidents as small ts because they take more chances and put themselves in danger more often.

I: I love riding on roller coasters at the amusement park. Does that make me a big T?

S: Not necessarily. One of the great things about roller coasters is that they allow people who are afraid of taking risks to feel like they're really taking a big risk by riding one—because they're so scary. But everyone also knows that roller coasters are pretty safe. But if you told me you'd never ride on them, I'd tell you you were a small t for sure. The big T personality is the one standing up in the front seat.
Conversation 2 [F = Puerto Rico]
F: I've been thinking about taking up something called kalaripayattu.
M: Kalaripa-what?
F: It's a form of fighting—from India—and it's supposed to help you develop spiritually.
M: Oh. So it's a kind of martial art then?
F: Right. They say it's really challenging both physically and mentally.
M: Well, you can't beat that.

Conversation 3 [M = Pakistan]
M: Have you ever played awari?
F: No. Where's it from?
M: West Africa. It's a lot of fun.
F: Oh, yeah? How do you play?
M: Well, you have to move small stones across the board from hole to hole. It involves a lot of counting. You win when you've captured twenty-five of the other player's stones.
F: Well, let's play sometime.
M: OK. Sounds good.

Conversation 4
M: Wow! That's beautiful! Who made it?
F: My mom, believe it or not. She's been working on it for years.
M: She cut up all those pieces of cloth?
F: Uh-hum. And she sewed all the pieces together by hand.
M: Wow. She's something else. Very creative.