

UNIT 1: HEALTHY LIVES

LESSON A

VOCABULARY

A. p. 4

attitude
cause
develop
habit
harmful
likely
manage
positive
prevent
provide

B. MEANING FROM CONTEXT p. 4

Living to 100

How old is the oldest person you know? 80 years old? 90 years old? In some parts of the world, it's not unusual for people to live 100 years or even longer. Scientists looked at two of these places—Sardinia, Italy, and Okinawa, Japan—and learned that people there **develop** fewer health problems than in other parts of the world. They are also more **likely** to live to be 100 or older.

In Sardinia, scientists were surprised to find as many men as women who were 100 years old or older. This is unusual because, in general, women live longer than men. One reason for this may be that men in Sardinia don't have a lot of stress in their lives, and stress can be **harmful**. It can **cause** health problems. The men there work outdoors, which **provides** daily exercise, while the women **manage** the house and money. According to one Sardinian man, he does the work, but his wife does the worrying.

In Okinawa, people have very little cancer and heart disease. One of the reasons could be their **positive attitude** toward life. That might **prevent** stress. In addition, Okinawans eat a healthy diet that includes a lot of fresh vegetables and a little meat and fish. They also have healthy **habits**, such as taking care of a garden and spending time with family. In other words, a positive attitude and good food seem to prevent many of the health problems found in other parts of the world.

LISTENING: How to Manage Stress

B. MAIN IDEAS and p. 6

C. DETAILS p. 7

Tara: Hello, everyone, and thanks for coming. I'd like to introduce myself. I'm Tara Sorenson, and I'm a public health nurse. Public health nurses are like other nurses, but we take care of more than one person. Our job is to keep everyone in the community healthy. I know—it's a big job! Mostly, I do this through education. Tonight, I'm going to talk with you about stress and how to **manage** it. I hope to **provide** information that will help all of you to live longer, healthier lives.

Before I talk about managing stress, however, let's think about what **causes** stress and also about the way stress feels. We all have some stress in our lives, right? Whether it is schoolwork . . . or our jobs . . . or raising children . . . These things keep us very busy, and sometimes we feel like it is all too much. In other words, life can make us feel stressed out. Our hearts beat faster and our breathing changes . . . We might have a headache or stomach problems.

Another important topic is the effects of stress. It certainly can be **harmful** to our health. For example, people who have a lot of stress in their lives can **develop** high blood pressure. That makes the heart work harder, and it can lead to different health problems. People might not eat well or might not sleep well, and that can also cause problems. On the other hand, stress can be helpful, too. One health psychologist—her name is Kelly McGonigal—says that stress helps us do difficult or challenging things. And according to McGonigal, we can be healthier if we think of stress as helpful to us—something that gives us extra energy to meet challenges. It's an interesting idea, isn't it? If you think that stress is helping you, it's less **likely** to hurt you, so your **attitude** about stress is pretty important!

OK, my last point is about managing stress. Since stress can be harmful to the body, let's talk about some ways to **prevent** these health problems. These are things you can do every day—or at least most of the time. I know—none of us are perfect, are we? One very good way to manage stress is by getting enough exercise. I recommend exercising at least four or five days a week, for at least 30 minutes. You can walk, or run, or play a sport . . . In fact, any kind of exercise can become a healthy **habit** for dealing with stress if you do it often.

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Of course, it's also important to get enough sleep, eat a healthy diet, and find time to connect socially—to communicate and spend time with our friends and family members. Listen to music, take a yoga class, or find another way to relax. And remember: when you *do* feel stress, you should try to keep a **positive** attitude about it. Think of stress as something that can be helpful, and don't let stress prevent you from living a healthy life.

D. FOCUSED LISTENING p. 7

I'm Tara Sorenson, and I'm a public **health** nurse. Public **health** nurses are like other nurses, but we take care of more than one person. Our job is to keep everyone in the community **healthy**. I know—it's a big job! Mostly, I do this through education. Tonight, I'm going to talk with you about stress and how to manage it. I hope to provide information that will help all of you to live longer, **healthier** lives.

SPEAKING

PRONUNCIATION: Suffixes and Syllable Stress p. 10

When the suffixes *-(t)ion*, *-ity*, *-ic*, and *-ical* are added to words, the stressed syllable can change. The syllable just before each of these suffixes receives the main or primary stress.

-(t)ion (noun ending)

e·du·cate—e·du·**ca·tion**

-ic (adjective ending)

sci·ence—sci·en·**ti·fic**

-ity (noun ending)

pro·ba·ble—pro·ba·**bi·li·ty**

-ical (adjective ending)

hi·sto·ry—hi·**stor·i·cal**

E. p. 10

1. vacation
2. basic
3. identity
4. medical
5. specific
6. question

7. university
8. musical
9. direction
10. electronic
11. activity
12. typical

LESSON B

VOCABULARY

A. p. 12

- attach
- avoid
- common
- contain
- defend
- produce
- reaction
- research
- substance
- theory

B. MEANING FROM CONTEXT p. 12

Allergies

Definition: If you have an *allergy* to something, you become sick, or have an allergic **reaction**, when you eat it, touch it, or breathe it in. These allergic reactions can be serious, so people who had allergic reactions in the past need to **avoid** the **substance** they are allergic to.

Process: After someone eats, touches, or breathes in something they are allergic to, their bodies **produce** antibodies. These antibodies **attach** to cells that usually **defend** the body against health problems. But in people with allergies, these cells produce substances that cause allergic reactions such as sneezing, itching, and breathing problems.

Common Allergens (things that cause allergies):

1. Food: Milk, eggs, soy, and peanuts can cause problems, and so can foods that **contain** these ingredients.
2. Pollen: Plant allergies are often seasonal (more **common** in the spring and summer).
3. Insect bites: Stings from bees and wasps are dangerous for people with allergies.

LEVEL 2 Audio Scripts

Causes: There are many causes of allergies. For example, if your parents have allergies, you are more likely to have them, too. The stress of modern life could be another cause. Surprisingly, living in an environment that is too clean could also cause allergies! One **theory** is that dirt is good for us. **Research** shows that allergies are not common among people who live with farm animals.

LISTENING: Living with Food Allergies**B. MAIN IDEAS p. 14****C. DETAILS p. 14**

Raymond: Hey, Elena—How’s it going?

Elena: I’m fine, Raymond. I saw you in Professor Martinez’s lecture yesterday. I’m glad you got into the biology class.

Raymond: Me, too. It’s so popular. That lecture was interesting. I knew allergies were **common**, but I was surprised to learn that the physical process of all allergic **reactions** is pretty much the same—whether it’s a reaction to an insect bite or to peanuts.

Elena: Right. The body mistakes the **substance** it’s allergic to for something dangerous, and it tries to **defend** itself. It **produces** antibodies, and the antibodies **attach** themselves to certain cells. And when that happens, the cells do what they’re supposed to do—they react!

Raymond: But the cells are reacting to things that are not truly harmful.

Elena: Right, at least they’re not harmful to most people—things like strawberries, peanuts, and chocolate. But I’m allergic to all of those foods.

Raymond: I’d hate to be allergic to chocolate. I eat it every day.

Elena: Lucky you! But being allergic to peanuts is actually harder because you don’t always *know* when food **contains** peanuts or peanut oil. It’s kind of stressful!

Raymond: I didn’t even think about **avoiding** peanut oil, too. But that reminds me, do you remember Professor Martinez talking about a “no-peanuts” policy here on campus?

Elena: Oh, yeah. And the cafeteria has stopped serving anything with peanuts. To be honest, though, I always have to watch out for myself; I can’t trust a school policy when it comes to my health and safety.

Raymond: So, what do you do?

Elena: Well, I have a few helpful habits now—like if I am invited to someone’s home, I always call or send a message a few days before I visit. I tell them how serious my food allergies are and exactly which foods I’m allergic to.

Raymond: That sounds like a helpful habit. That way they don’t serve you food you can’t eat!

Elena: Exactly, and here at school, I talk to the cafeteria workers at the beginning of each semester. And if I see a dish that looks good, I ask them if it has peanuts or peanut oil, or chocolate or strawberries . . . It’s all about *advocating* for myself—letting people know about my allergies and taking care of my own health. It’s a good way to prevent problems.

Raymond: Then I’m glad you’re advocating for yourself, and maybe you’re also helping some other people. I mean, you know, people who are afraid to speak up. And there are a lot of people with food allergies, right?

Elena: Yeah, that’s right. **Research** shows the number of children with food allergies has gone up in recent years. I also read somewhere that food allergies are more **common** in the western world. I think seven percent of children in the U.K. have food allergies, and it’s nine percent in Australia!

Raymond: Oh, really? That’s a lot of kids!

Elena: It is. And it’s a lot of families affected by allergies. What I mean is . . .

D. p. 15

Elena: Research shows the number of children with food allergies has gone up in recent years. I also read somewhere that food allergies are more common in the western world. I think seven percent of children in the U.K. have food allergies, and it’s nine percent in Australia!

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SPEAKING

C. p. 17

1. **A:** What a beautiful day! I think I'll go for a run.
B: That's a great idea. It *is* such a nice day!
2. **A:** I found a great place to get a healthy lunch.
B: Where is it?
3. **A:** I found out last week that I have some allergies.
B: What are you allergic to?
4. **A:** I need to go home early today. My father isn't feeling well.
B: I'm sorry to hear that.

FINAL TASKS

OPTION 2: Discuss your healthy habits

A. MODEL p. 20

B. ANALYZE THE MODEL p. 20

Hamad: OK, so we're talking about our healthy habits and how those habits make us healthier.

Sarah: I can go first. Running a few times a week is one of my healthy habits. I love running! It's a way to take a break from studying, but it also makes my heart and my muscles stronger.

Matteo: I'm a runner, too! Where do you like to run?

Sarah: Well, my favorite place is along the lake in North Park. Being by the water makes me feel calm. But sometimes I run in my neighborhood, too.

Hamad: I have a different way to stay healthy. First, eating a healthy diet makes me feel good. And second, having a positive attitude really helps my mental health.

Matteo: Good point! Mental health is very important.

Sarah: All right, so running is a healthy habit for two of us. Eating a healthy diet and having a positive attitude are helpful for Hamad. But we haven't heard from Hua yet.

Hua: Thanks, I can go next. I do something called tai chi almost every morning.

Hamad: Sorry, could you repeat that?

Hua: Sure, I do tai chi. It's a kind of exercise, and I think it's good for both my mind and my body. It helps me manage stress. And it wakes up my body and helps me get ready for my day.

Hamad: That's interesting! I'll have to look into that.

UNIT 2: TECHNOLOGY TODAY AND TOMORROW

LESSON A

VOCABULARY

A. p. 24

- affect
- capable of
- command
- concern
- data
- pattern
- privacy
- reduce
- reliable
- trend

B. MEANING FROM CONTEXT p. 24

Time Line of Artificial Intelligence (AI) History

1950: In *I, Robot*, a book by Isaac Asimov, the makers of robots give the robots a **command** not to harm humans.

1950s: Computers become an important tool for doing calculations quickly and are more **reliable** than humans.

1960s: An industrial robot called Unimate begins to replace human workers in automobile manufacturing. It starts a global **trend**.

1997: The computer Deep Blue wins a match against a world chess champion because it could process information quickly. Deep Blue's abilities **affected** all technology and helped start the age of big **data**.

2011: Siri, a digital assistant, is part of the newest Apple iPhone. Siri learns from its users' **patterns** of behavior and presents its users with the most useful data for them.

2021: Universities in the USA and China show that AI can recognize a type of cancer and could **reduce** the workload of busy doctors.

2022: UNESCO publishes "Recommendation on the Ethics of AI." The document outlines ten **concerns** about AI, including **privacy**, safety, and fairness.

2022: OpenAI launches ChatGPT, a program that's **capable of** natural language processing tasks such

LEVEL 2 Audio Scripts

as text generation and language translation. As more data is collected, ChatGPT gets more precise, or accurate.

LISTENING: Artificial Intelligence**B. MAIN IDEAS p. 26****C. DETAILS pp. 26–27**

Radio Host: Well, I guess we have all heard of artificial intelligence, or AI, but people have different ideas about what AI is. Dr. Ali, how do you define artificial intelligence?

Roger Ali: Sure! That's a great place to start. There are actually a couple of categories of AI. The first is "weak AI." This means that the AI does one job, like recommending shows or movies for you to watch.

Radio Host: So, I guess anytime I get recommendations when I'm shopping online or looking at social media, that's an example of AI doing its job.

Roger Ali: Yes, exactly! Digital assistants, like Siri, are another great example of weak AI. Although they are quite advanced, they still do only one job — responding to your questions and **commands**.

Radio Host: So, if there's weak AI, does that mean there's also strong AI?

Roger Ali: You bet! Strong AI has intelligence and is **capable of** doing complicated jobs on its own. We have not achieved strong AI yet, and some people think we never will because they don't think AI will ever be able to think the same way humans can.

Radio Host: It sounds like strong AI is the type of AI that most people are afraid of.

Roger Ali: Yes, when people talk about AI controlling the world, they are talking about strong AI. It makes for great movies, but it's not a real **concern** in my opinion.

Radio Host: Getting back to weak AI, does it all work the same way?

Roger Ali: Great question. Basically, yes, all current AI works in the same way because it uses **data** to find **patterns**. For example, when we use a browser like Google to look for something on the Internet, the results that we see are chosen carefully. The browser has learned which websites are the most popular or most **reliable**, as well as which websites we visit the most often. This **reduces** the number of results and prevents us from seeing a lot of websites we're not really interested in.

Radio Host: In other words, the browser *draws conclusions* about what we're looking for on the Internet.

Roger Ali: Right. Another way AI works is by finding patterns in spoken and written language. This is called *speech recognition*. Digital assistants use speech recognition. So does the autocorrect program on your phone.

Radio Host: And those things work *pretty well* . . . They are not perfect, though. I think everyone has a story about autocorrect changing the spelling of a word to something we did *not* mean!

Roger Ali: You're right about that. Artificial intelligence is certainly not perfect. But it's improving every day.

Radio Host: I believe that! I would love to know more about **trends** in AI. Can you talk to us a little about that?

Roger Ali: Ah, the exciting part! Well, one way that AI is being used is in medicine; for example, computers can recognize a kind of cancer. And in education, online learning programs with AI can give students the kind of support they need: review and practice or more advanced tasks. They customize learning and make the education experience more personal. But **privacy** is also a trend in AI because it's a big concern. A lot of our personal data is collected online. We all need to understand how our data is being used. When companies have our personal data, they can customize the service they give us. But they can also cause problems if they don't keep our data safe. The future of AI is very exciting, but we all need to know how it **affects** our lives.

D. FOCUSED LISTENING p. 27

1. Digital assistants, **like Siri**, are another great example of weak AI.
2. Another way AI works is by **finding patterns** in spoken and written language. This is called *speech recognition*.
3. They customize learning and make the education experience more **personal**.

SPEAKING**A. p. 28**

1. I've called customer service three times today.
2. This has been my favorite class this semester.
3. Engineers haven't solved all the problems with self-driving cars.

LEVEL 2 Audio Scripts

4. Voice recognition software has gotten quite good in recent years.
5. My brother hasn't learned any other languages.

PRONUNCIATION: Long and Short Vowels p. 30

When we pronounce short vowels, our mouth and face muscles are more relaxed, and we say the vowel sounds quickly: *miss, less, book, cup*. With long vowel sounds, our muscles are more tense, and the vowels take slightly longer to say: *phone, fine, like, place*.

short vowel / long vowel

- sit, seat
- mad, made
- let, late
- not, note
- quit, quite

Spelling is sometimes helpful. Words that end with a silent *-e* (*like, same*) often have long vowel sounds. One-syllable words that end in a vowel (*see, go*) often have long vowel sounds. But words spelled with C-V-C (consonant-vowel-consonant, like *cat, him*) and C-V-C-C (consonant-vowel-consonant-consonant, like *miss, task*) often have short vowel sounds.

E. p. 30

1. bit
2. Pete
3. gate
4. robe
5. can
6. loss

LESSON B

VOCABULARY

A. p. 32

- collaboration
- contribute
- develop
- device
- inspire
- invention
- inventor
- lead
- turn into
- work on

B. MEANING FROM CONTEXT p. 32

National Geographic Young Explorer Gitanjali Rao

When you hear the word “**inventor**,” what kind of person comes to mind—male or female? Young, middle-aged, or older? Someone who **leads** or someone who follows? Of course, the person has probably had an idea they **turned into** something new, but what else does the word mean?

Gitanjali Rao is a teenage inventor from the United States. When she heard about a problem with one city’s water supply—the water contained the harmful substance lead—her reaction was to **develop a device** that anyone could use to check the amount of lead in the water in their house. One thing the word *inventor* can mean, then, is a person who sees a problem and works to solve it.

Like many scientists, Rao thought that she could **contribute** to finding a good solution to the problem through **collaboration**—**working on** something together with other scientists. In addition to the positive effects that Rao’s **inventions** have had on the people who use them, her work might **inspire** other young inventors by encouraging them to care enough about a problem to work toward a solution. In fact, Rao is one inventor who wants to inspire others. She holds educational events for young people to introduce them to scientific ideas.

LISTENING: Tech for Good

B. MAIN IDEAS p. 34

C. DETAILS p. 34

Antonio: OK, let’s get started. I did some research for our assignment on people using technology to solve social problems and discovered Gitanjali Rao. She’s a young **inventor** from the United States. She works with science and technology to solve problems and to help people. When she was only 10 years old, she heard about a city in the U.S. where the drinking water had high levels of lead in it. That was a big public health concern, and it made her think about ways people could check the amount of lead in their water.

Divya: Is there a **device** that can do that?

Antonio: There is now! It’s called Tethys, and it sends the test results to your cell phone! Another idea Rao had was for an app to help prevent cyberbullying . . .

LEVEL 2 Audio Scripts

you know—when people are awful to each other online. The app is called Kindly. They're still **working on** it, but the idea is that it can look at the words in a text or email and tell you if the words might be unkind or make someone feel bad.

Divya: I'd say that's helpful. I mean, sometimes people hit "send" before they think about how their words really sound, or what effect the words might have on somebody.

Antonio: If you're interested, you can **contribute** to the app development right now! The app uses a kind of AI, and people can upload messages that do or do not contain examples of cyberbullying.

Divya: I might do that.

Antonio: Rao uses **collaboration** to **turn** her ideas **into** real products. She has worked with companies like 3M and with UNICEF to **develop** her **inventions**.

Divya: She sounds perfect for this project.

Antonio: Wait, there's more! She was named a National Geographic Young Explorer, and *Time* magazine called her the "Kid of the Year" in 2020! And I believe that will **inspire** a lot more young inventors.

Divya: That's pretty cool!

Antonio: And as young as she is, Rao is also into teaching others. She has led hundreds of classes to help other students get excited about science and technology. She even received grant money from National Geographic to do more speaking and more of those classes.

Divya: Oh, I would love to go to one of those!

Antonio: Me, too!

Divya: All right, I did some research too and found an interesting story about some young **inventors** in Jordan. They are university students who created ten new apps to help with local problems.

Antonio: That sounds interesting.

Divya: Their university collaborated with UNESCO, which is the United Nations Educational, Scientific, and Cultural Organization, and some other organizations. These organizations are training the students to do programming and develop apps. The project is called YouthMobile, and the students made new apps to help with all kinds of things. There's one app to help students find public transportation, like buses, for example. There's another app to help young people find jobs.

Antonio: Wow, another great example of young people solving problems with technology.

Divya: Exactly. And if you ask me, the really cool thing is that the students are working on their phones! The phones are a way for them to create and to invent.

Antonio: That *is* cool! And it seems like we're all set for ideas for the assignment.

Divya: Yes, now we just have to write our report.

D. FOCUSED LISTENING p. 34

1. She **works with** science and technology to solve problems and to help people.
2. The app is called Kindly. They're still **working on** it, but the idea is that it can look at the words in a text or email and tell you if the words might be unkind or make someone feel bad.
3. She has **worked with** companies like 3M and with UNICEF to develop her inventions.
4. And if you ask me, the really cool thing is that the students are **working on** their phones!

E. p. 35

1. **Antonio:** Another idea Rao had was for an app to help prevent cyberbullying . . . you know—when people are awful to each other online. The app is called Kindly. They're still working on it, but the idea is that it can look at the words in a text or email and tell you if the words might be unkind or make someone feel bad.

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SPEAKING

D. p. 37

Excerpt 1

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Excerpt 2

Antonio: Another idea Rao had was for an app to help prevent cyberbullying . . . you know—when people are awful to each other online. The app is called Kindly. They're still working on it, but the idea is that it can look at the words in a text or email and tell you if the words might be unkind or make someone feel bad.

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FINAL TASKS

OPTION 2: Present a useful app

A. MODEL p. 40

B. ANALYZE THE MODEL p. 40

Today I want to tell you about an app called The Chemical Touch. I have it on my iPhone. You can see

the icon here . . . OK, this app may not be for everyone, but I am taking a chemistry class this semester.

Anyone else? Well, if you have ever taken a chemistry class, you know about the periodic table of elements . . .

Elements are the most basic materials on Earth, like gold or oxygen. And there are quite a few elements. Most tables have 118. And for every one of the 118 elements, there are several pieces of information. For example, you can look at the periodic table to find out the element's symbol—the symbols are either one letter or two letters, so they're a shorter way to write each element's name—also its atomic number. That tells us how many protons are in each atom of the element, and *that* gives us information about the element's chemical nature.

Right now, you might be thinking that there is a *lot* of information on the periodic table, and it might be good to have an app where I can easily find that information. And in my view, you would be right! This app, The Chemical Touch, brings up a periodic table. You just need to touch one of the elements—like this one: potassium. You find out that potassium's symbol is K, that it is a metal, that its atomic number is 19, and other information about this element. This app is helpful to me in class or while I'm doing homework because I don't need to memorize all of this information, and because I know the information is accurate *before* I spend time on a complicated chemistry problem. For these reasons, I recommend this app if you're taking a chemistry class.

UNIT 3: CULTURE AND IDENTITY

LESSON A

VOCABULARY

A. p. 44

- ancestor
- aspect
- background
- bravery
- connect
- generation
- involve
- show off
- tradition
- value

LEVEL 2 Audio Scripts

B. MEANING FROM CONTEXT p. 44

Cowboy Heritage

The cowboy **tradition** in Mexico began in the 1500s, when Spanish people brought the first cattle there. The workers who took care of these animals were called *vaqueros*, from the Spanish word *vaca*, which means “cow.” They wore big hats to keep the sun off their faces and high boots to protect their legs. Later, some Mexican *vaqueros* moved north into Texas, and their clothing became an **aspect** of the cowboy culture in the United States, too. In fact, wearing cowboy hats and boots is a custom that younger **generations** of cowboys still continue in many parts of North America. Certain cowboy **values** such as independence and respect are also important parts of the culture there. These days, there are two kinds of cowboys in Mexico. *Vaqueros* work with cattle on the ranches, especially in the northern and western parts of the country. Their work **involves** riding horses just as their **ancestors** did, and they live outdoors for many months at a time. In addition, Mexico also has *charros*, and they’re an important part of popular culture in Mexico. *Charros* wear beautiful cowboy clothing, ride horses, and **show off** their skills and **bravery** in sporting events called *charreadas*. Most *charros* don’t work on ranches, but their **background connects** them to the cowboy heritage in Mexico.

LISTENING: A Mexican Tradition

B. MAIN IDEAS p. 46

As part of our study of sports and culture, I want to tell you about a sport that began in Mexico. It’s called *charrería*, and it’s the national sport of Mexico.

Part of the history of *charrería* goes back to ranching. The Spanish brought horses and a ranching culture to Mexico in the 1500s. *Charreíría* began as the traditional practice of herding animals with horses. Herding means making animals move in a certain direction. Mexican workers on the ranches had riding competitions to **show off** their skills. In 1933, *charrería* became the official sport of Mexico. And one exciting thing is that women were officially accepted as part of *charrería* in 1992. They have increased the popularity of the sport. Another part of the history of *charrería* **involves** war. During the Mexican War of Independence from Spain and during the Mexican Revolution, men fought

on horses and became famous for their riding style and **bravery**. These skills and bravery are **aspects** of modern *charrería*. Women also fought on horses with great style and bravery. And they did it in long dresses! Women riders still wear dresses like their **ancestors** did, and their dresses are another important aspect of *charrería*. One skill that women show is a long slide—a move their female ancestors made with their horses during the revolution to make it hard for their enemies to see through the dirt and dust the horses kicked up.

Here, in this picture, you can see a group of women in Snelling, California. That town is hundreds of miles away from the Mexican border. But these women are Mexican Americans—and the sport they love **connects** them with their Mexican **background**. They are connected through the language they use and the beautiful clothes they wear. The women are also connected to their Mexican background through the food and music that are part of the sporting event. And perhaps most importantly, the sport connects them with their history—the history of Mexico.

As a cultural **tradition**, *charrería* is a way for the younger **generation** to learn important **values**, such as hard work and respect. In fact, UNESCO, which is the United Nations Educational, Scientific, and Cultural Organization, has recognized *charrería* as part of Mexico’s cultural heritage. They call it “intangible” cultural heritage because it is not something you can touch, like a pyramid or a building.

I encourage you to go see a *charreada*, a competition, and talk to the riders. Find out from them why they do it and how they feel about their place in the long tradition of Mexican horse-riding.

D. DETAILS p. 47

1. The Spanish brought horses and a ranching culture to Mexico in the 1500s.
2. During the Mexican War of Independence from Spain and during the Mexican Revolution, men fought on horses and became famous for their riding style and bravery.
3. Women riders still wear dresses like their ancestors did, and their dresses are another important aspect of *charrería*.
4. UNESCO [. . .] has recognized *charrería* as part of Mexico’s cultural heritage.

LEVEL 2 Audio Scripts

LESSON B

VOCABULARY

A. MEANING FROM CONTEXT p. 52

Culture Survey

1. I can think of a **custom** or **belief** in my culture that might be unique in the world.
2. I know of at least one **accomplishment** of a scientist, artist, athlete, or other well-known person from my country.
3. My background is a large part of my current **identity**, or how I see myself.
4. I can think of at least one **similarity** between my culture and another culture and at least one important difference.
5. I think people in my country **tend to** welcome visitors from other countries and **treat** them well.
6. I can think of an aspect of the way parents **raise** children in my culture that might surprise people from other cultures.
7. I had a **chance** to hear stories from my family as I grew up that kept important memories alive or told lessons.
8. I feel like I come from one place and am **local** to another place.

LISTENING: Travel and Identity

B. MAIN IDEAS p. 54

C. DETAILS p. 55

Male: I know that you like to travel, and you have been to a few different countries, right?

Female: Yeah, sure—traveling is great if you have the **chance** to do it. And you're right—I've been to Canada and Germany, and last year I went with my family to Vietnam.

Male: Three countries—you're catching up to me! What if I told you that there is a woman who has traveled to every country on Earth? That's 195 countries! And she was only 35 years old when she made it to the last country on her list.

Female: Are you serious? That's quite an **accomplishment!** Who is she?

Male: Her name is Jessica Nabongo. She is the first Black woman to visit every country in the world. Her parents were from Uganda. She grew up in the United

States—in Detroit, Michigan—but was **raised** with Ugandan traditions. She writes a travel blog, and she has also written a book about her travels.

Female: That's interesting. Does she see herself as American or Ugandan?

Male: Good question! In terms of her **identity**, I'm pretty sure she sees herself as both, but it must be kind of complicated. In the U.S., people **tend to** see her dark skin and identify her as "African." And when she visits Uganda, some people hear her North American accent and **treat** her differently. In one article, she wrote that they treated her like a *muzungu*, which is a term that means "white person" in that part of Uganda.

Female: Well, the way you look and the way you talk affect how people see you, I guess. Did her cross-cultural experiences growing up make her interested in traveling?

Male: Yes, trips to Uganda as a child definitely affected her. From Detroit, she moved to New York to attend university. When she graduated in 2005, she moved back to Detroit for work, but quit two years later and moved to Japan. She taught English there for a year, and then she went to London for graduate school. She spent six months in Benin and then worked for three years in Italy after that. But during her time in all of these places, she traveled to other countries, too. She started writing her travel blog to stay connected with friends and family. I found her blog one day, and I've been following her ever since.

Female: What an exciting life! I should look for that blog.

Male: It's good. I've learned a lot. Only a small number of people have ever been to all 195 countries—in fact, there are more people who have traveled to outer space than to every country on Earth! And Nabongo wondered if any Black people had done it. She found just one, and he was a man. She wanted to do the same thing that he had done.

Female: It sounds like it was important to her to do that.

Male: Yes, but it wasn't just about the number and setting a new record. She wanted to have some kind of *cultural* experience in every country. She wanted to learn a little bit about what makes each country special—about people's lives . . . about their **customs** and traditions . . . and their values, too.

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Female: And what kinds of cultural experiences has she had?

Male: Let's see . . . I remember her talking about a trip to Tonga, where she swam in the ocean with whales! And in South Sudan, where cattle are really important, she spent an afternoon milking cows and just spending time with the **local** people. And of course, there is the food . . .

Female: Of course! Sometimes trying new kinds of food is the best part!

Male: Nabongo really loves the food in the country of Georgia. On the other hand, not all of her travel experiences have been positive. One time in Paris, someone tried to steal her phone. So, she has a few stories about those not-so-good experiences, but all in all, she clearly loves to travel, and to learn, and to share all of that in her writing. She says that if you travel a lot, you see more **similarities** than differences among people.

Female: That's very cool, and that has always been my **belief**, too. But while I enjoy learning about other cultures, I can't imagine doing that much traveling.

D. FOCUSED LISTENING p. 55

1. What if I told you that there is a woman **who** has traveled to every country on Earth?
2. There are more people **who** have traveled to outer space than to every country on Earth!
3. She wanted to do the same thing **that** he had done.

SPEAKING

PRONUNCIATION: The Vowel Sound /ɜr/ p. 56

The vowel sound /ɜr/ is the same as the *-ir* in *bird*. The sound is spelled in several ways.

- her*
- word*
- hurt*
- learn*
- shirt*

Notice how the vowel sound in each pair of words is different.

*We should **turn** left at the corner.*

*This piece of paper is **torn**.*

*You need to **stir** the soup.*

*That **star** is bright.*

*I **work** in that office building.*

*Let's **walk** another block.*

C. p. 57

1. burn
2. shorts
3. hurt
4. bird
5. hard
6. war

FINAL TASKS

OPTION 2: Present your identity

A. MODEL p. 60

B. ANALYZE THE MODEL p. 60

Who am I? It might sound like an easy question, but in fact, my identity depends on perspective. For example, in my hometown, before my family moved away, local people saw me as a shy, polite girl who always did well in school. I dressed in the same way that my friends did—mostly in our school uniform—and I had the same customs as my friends, as well. I guess that is why people saw me as polite! I knew that I needed to take my shoes off before I entered their homes, and to speak politely, too—especially when I spoke to older people. I was also a good student. I did all my homework and got good grades. So those things—my schoolwork and my politeness—formed a big part of how others saw me and how I saw myself in my hometown. But I never saw myself as shy. I just like to listen more than talk.

Then my family left my hometown and moved to a larger city. My new school doesn't have a uniform, and some of the girls wear very fashionable clothes—and different outfits every day of the week. That never seemed important in my hometown, but here it affects the way people see me. They think that my family is poor. It's not true, but that's how people see me here. Fortunately, I am getting to know some of my classmates better, and they are learning more about me. My new friends think I'm funny. I'm not sure why! I think it's because I say and do things a little differently than they do.

So, who am I? That's a good question. I'm something to one person but not to another. I am many different things. I think that's pretty normal.

LEVEL 2 Audio Scripts

UNIT 4: LET'S EAT!

LESSON A

VOCABULARY

A. p. 64

apply
description
display
hunger
interest
judge
label
powerful
purchase
react

B. MEANING FROM CONTEXT p. 64

The Milkshake Experiment

Foods in stores often have **labels** on them that show things like how much fat, sugar, and salt the foods have. Some restaurants now **display** that information on their menus, too. People can use labels like these to **judge** how healthy a food is and to decide whether to **purchase** it. Can labels do more than this, though?

An experiment by psychologist Alia Crum and others suggests they can. In the experiment, participants drank two milkshakes. The **description** of one included the words “creamy” and “smooth . . . and delicious.” The label said the shake had 620 calories and 30 grams of fat. The other shake was described as “light [and] healthy.” According to the label, it had just 140 calories and no fat at all.

After participants drank the “creamy” shake, a blood test showed they felt satisfied and full. In contrast, after the “healthy” shake, blood tests indicated that people felt less full. This should not seem surprising; after all, foods with more calories *should* reduce people’s **hunger** more. However, the two milkshakes were the same except for their labels. In other words, the only reason people felt fuller or less full was because the *labels* were different.

This result shows that Crum’s experiment is important. Businesses can use food labels and descriptions in several **powerful** ways. They can use them to change how people think about foods. They can use them to

interest people in foods. Companies might even be able to **apply** what they have learned from Crum’s experiment and use labels to affect how people’s bodies **react** to foods.

LISTENING: Food Psychology

B. MAIN IDEAS p. 66

C. DETAILS p. 67

Lydia: I’m glad we decided to have lunch together.

Mei: Yeah, me, too. And what a great lecture that was earlier! I’m really glad you guys persuaded me we should all take food psychology.

Luis: I know, right? I had no idea restaurants had so many ways to **interest** customers in certain dishes and get us to spend more money.

Lydia: Hey, you know what we should do? We should **apply** what we learned in class to this restaurant.

Luis: Great idea! Let’s start with the menu. Um . . . Ah, look! No dollar signs.

Mei: Dollar signs on the menu remind people about money, right? So when there are no dollar signs, people spend more.

Lydia: And in terms of prices, it looks like every item ends with 95 cents: 12.95, 14.95, and so on. Prices ending with 95 are supposed to feel “friendly,” right?

Luis: Right. Professor Cameron also said that people **judge** dishes with prices ending with “99” or “95” as being good value. So this menu is really trying to get us to feel good about spending money!

Mei: The menu also has a lot of photos. And there are photos **displayed** on the walls, too. What did Professor Cameron say about photos of food? They can increase sales by up to a third or something?

Luis: Yeah, I think it was one third.

Lydia: And did you notice how the photos on the menu are labeled with the name of the dish? Those **labels** mean that some items appear twice on the menu. I bet those are high-margin dishes.

Mei: High-margin? I must have missed what Professor Cameron said about that.

Lydia: Uh, dishes that don’t cost a lot to make but which the restaurant can sell at a good price.

Luis: In other words, high-profit dishes that the restaurant highlights in the menu because it wants people to **purchase** them.

LEVEL 2 Audio Scripts

Mei: Oh, I see. . . That's a pretty clever way to use photos and labels, in my view!

Lydia: Yeah, you're right. And how about colors? There's a lot of red both on the menu and in the restaurant. If I remember what Professor Cameron said, red can make people feel hungry.

Mei: Right. There's a lot of yellow, too. Professor Cameron said yellow is annoying and can make people want to leave. So it seems this restaurant doesn't want us to stay too long.

Luis: That makes sense for a pizza restaurant. I mean, they don't want people hanging around the place for hours because then new customers can't come in. Anyway, speaking of **hunger**, is anybody else ready to order?

Lydia: Definitely! So, what looks good?

Mei: Pretty much everything! I was planning to order a basic cheese, but now I'm thinking about the "seasonal veggie" pizza: "a variety of farm-fresh vegetables slow-roasted with herbs and a dash of homemade chili oil." It sounds amazing.

Luis: Yeah, the menu has really good **descriptions**, for sure. Don't forget that those are designed to catch your interest, though.

Mei: Oh, wow, you're right! I'm totally **reacting** to what the restaurant is doing . . .

Lydia: That raises an interesting question, actually. How do you feel about the way restaurants use psychology to try to affect people? To try to push us to order certain items, spend more money, leave more quickly, and so on?

Luis: I don't like it, to be honest. It feels wrong. And it makes me kind of uncomfortable.

Mei: I'm with you, Luis. Still, I'm not sure there's anything we can do about it. I mean, it's just the world we live in, right?

Lydia: Well . . .

Mei: Do you have a different opinion, Lydia?

Lydia: Yes and no. On the one hand, I agree that it kind of feels wrong. On the other hand, I'd say that this kind of knowledge is pretty **powerful**.

Luis: Powerful? In what way?

Lydia: Well, now that I know the things that restaurants are trying to do, I can try to recognize and think before I react or make a decision.

Mei: That's a good point. I hadn't thought about it like that.

Luis: I think I see what you're saying. If we know how restaurants are trying to affect how we think or what we do, we can stop them from having an effect on us?

Lydia: Right. . . Well, I can at least *try* to stop them from having an effect. It's not going to be easy, though. I mean, after reading that description, I *really* want the seasonal veggie pizza, too!

D. FOCUSED LISTENING p. 67

1. That's a pretty clever way to use photos and labels, in my **view**!
2. How do you **feel** about the way restaurants use psychology to try to affect people?
3. I don't like it, to be **honest**. It feels wrong.
4. Do you have a different **opinion**, Lydia?
5. On the other hand, I'd **say** that this kind of knowledge is pretty powerful.

LESSON B

VOCABULARY

A. MEANING FROM CONTEXT p. 72

Food for Health

If improving your **nutrition** and becoming healthier are among your goals, you might benefit from the help of a nutritionist. Our nutritionists have special training and can **advise** you on **recipes** and meal ideas that are not only healthy but cheap and easy to make, too.

You know processed food is unhealthy, but do you know which foods are processed and which are not? Our new app solves this **issue** and is super **convenient** to use. Simply take a photo of a food and wait for the result. A green light means the food is unprocessed and natural; yellow means it is lightly processed but OK to eat; and red means it is processed heavily and should be avoided. The app won't make **suggestions** about what to eat, but it can help you make better decisions.

Are you sick? Instead of just taking your medicine every day and waiting to get better, what if the food you eat could help in the **treatment** of your **illness**? Call us to learn a new **approach** that will teach you how to **combine** healthy cooking with the other things you do to stay in good health.

LEVEL 2 Audio Scripts

LISTENING: Culinary Medicine**B. MAIN IDEAS p. 74****C. DETAILS p. 75**

Today I'd like to talk to you about "culinary medicine." You can probably guess from the name that it **combines** food and cooking—that's the "culinary" part—with medicine, or the **treatment** and prevention of **illness** or disease.

A major concern in the twenty-first century is health **issues** caused by poor **nutrition** and diet. These poor eating habits come from living in a fast-paced society where people don't have time to cook healthy foods. We all know it's much easier to buy something that's ready to eat like pizza, or canned soup, or a frozen dinner. But these are rarely good for you. The issue is made worse because ready-to-eat foods are often less expensive than whole foods. The low cost of ready-to-eat foods and their easy availability make them super **convenient**.

Culinary medicine offers a solution. It begins with educating people about how food affects our health and well-being. It teaches that there is a direct connection between what you eat and your health. It also involves teaching people how to cook healthy meals and how to plan their meals and save time on cooking. For example, a busy family can plan their meals for the week. They can cook food for several meals at once and put them in the freezer for later. While it sounds simple, it can be difficult to change unhealthy habits to healthy ones, and it takes time. Having a doctor who uses culinary medicine can help. Your doctor can ask you about your home cooking and offer **suggestions**.

There is a problem with that, though. Not all doctors are prepared to do this. The solution is training more doctors in culinary medicine. One example of a culinary medicine program for doctors in Brazil is called "Médicos na Cozinha" or "Doctors in the Kitchen." Doctors learn how to cook meals with **recipes** that use whole foods. The recipes are easy to make on your own at home. It's a good idea, right? Doctors learn how to make delicious healthy food, and then they share this information with their patients.

But what can you do if you don't have a doctor who uses culinary medicine? You can use the **approach** yourself. One doctor in the United States started a website to show people how to combine food and

health. The Plant-Based Los Angeles website provides recipes for plant-based foods to help people control problems like diabetes and high blood pressure. Plant-based foods include fruits and vegetables but also foods like nuts, oils, and beans. The website includes pictures with the different steps of the recipes. The pictures make you want to try the food. And they provide some nice support while you're cooking.

We all know food is important. Our diet can cause health problems, or it can help to keep us healthy. It can be hard to make changes to your diet, but culinary medicine is a great place to start. Ask your doctor if they can **advise** you about it and look at some websites to learn more.

E. FOCUSED LISTENING p. 75

1. A major concern in the twenty-first century is health issues caused by poor nutrition and diet.
2. Culinary medicine offers a solution. It begins with educating people about how food affects our health and well-being.
3. There is a problem with that, though. Not all doctors are prepared to do this. The solution is training more doctors in culinary medicine.
4. But what can you do if you don't have a doctor who uses culinary medicine? You can use the approach yourself.

SPEAKING**PRONUNCIATION: Spelling Patterns for Long Vowel Sounds p. 76**

Most vowel sounds in English can be spelled in different ways, but some spelling patterns are especially common.

The /eɪ/ sound is often spelled *ai* (aid) or *ay* (day): *paid, tail, mail, stay, way, always*

The /i:/ sound is often spelled *ea* (eat) or *ee* (see): *appeal, meal, tea, three, seem, deep*

The /aɪ/ sound is often spelled *i* (kind) or *y* (style): *child, climb, blind, bye, type, rhyme*

The /oʊ/ sound is often spelled *oa* (road) or *ow* (below): *goal, loan, approach, throw, know, window*

When the last three letters of a word are vowel + consonant + *-e*, the sound of the vowel *a*, *e*, *i*, and *o* is usually the sound of its name: /eɪ/ for *a*, /i:/ for *e*, and so on: *late, complete, fine, note*

LEVEL 2 Audio Scripts

FINAL TASKS

OPTION 2: Debate whether cooking should be taught in schools**A. MODEL p. 80****B. ANALYZE THE MODEL p. 80**

Teacher: OK, so it's time for our debate. As a reminder, our topic is "a meat-free diet is better for the planet." Team A, please begin.

Student A1: Our view is that meat-free diets are definitely better for the planet. We'll give three reasons.

First, research shows that raising animals for food uses a lot of water. Growing plants, on the other hand, uses much less water. That's good because people also need this water to drink and for other reasons.

Student A2: In addition, raising animals for food uses lots of space and causes pollution. If we stopped raising animals for food and started growing plants instead, we could feed more people and there would be less pollution.

Teacher: OK, your turn, Team B.

Student B1: Our opinion is that a meat-free diet is not better for the planet. For one thing, humans have eaten meat for all of history. Also, many animals eat meat. So how can it be bad?

Student B2: And if we don't eat meat, what will happen? Will we have more and more farm animals? That would *really* be bad for the planet.

Teacher: OK, how will you respond to Team B's ideas, Team A?

Student A2: You said people have eaten meat for all of history. That may be true, but bad things are still bad even if people have done them for a long time. And although some animals eat meat, there are more humans on Earth than any big animal. So things that people do have a much bigger effect on the world.

Student A1: If people stopped raising animals for meat, we would NOT have more farm animals on the planet because nobody would raise them. Instead, we would have fewer animals. That would be *good* for the planet.

Teacher: Team B? Your response, please.

Student B2: You said raising meat uses a lot of water, but is that really a problem? Earth has lots of water. This week, for example, it has rained every day!

Student B1: You also said raising animals for meat uses a lot of land and causes pollution. But whether we use land to raise meat or grow plants, we still produce food that people can eat. And although pollution is bad, of course, people do many things that cause pollution.

UNIT 5: INSIDE THE BRAIN

LESSON A

VOCABULARY

A. p. 84

connection
function
long-term
loss
normally
permanently
process
short-term
store
wire

B. MEANING FROM CONTEXT p. 84**The Memory Process**

The memory **process** involves several steps. First, you get some information from the environment. For example, you see or hear something. Next, that information goes into your sensory memory for a very short time. Third, information you pay attention to moves to your **short-term** memory. Fourth, through repetition, the information moves into your **long-term** memory. You may remember some information **permanently**—for your whole life—once it gets **stored** in your long-term memory. When you repeat the information, you strengthen the **connections** between neurons, which play an important role in memory. Neurons **function** like **wires** that send messages throughout your body. If you can make connections between neurons stronger or create new connections, you are more likely to remember information. Information **loss** is also part of a **normally** functioning memory. Any information that doesn't move from sensory memory to short-term memory or from short-term memory to long-term memory is lost.