

Self-study audio scripts

Unit 1 Self-study

Professor: OK, good morning, everyone. The main concept I want to cover today is the difference between two personality types, “Type A” and “Type B” personalities. Now, let me just quickly summarize this.

Type A personalities are always in a hurry, always concerned about meeting deadlines and goals. So they can get pretty impatient. They expect a lot out of other people, too. It’s very easy to **exasperate** them if you make even a tiny mistake. They can be **aggressive**, even **hostile**. But they also work very hard, and a lot of them are high achievers. So – oh, Luke, do you have a question?

Student 1: So, basically, you’re saying that all the rich and famous are Type A. Politicians, movie stars, executives, all those successful people. Right?

Professor: Well, I wouldn’t exactly put it like that. What I mean is that Type A people can be very insecure. And because they’re **insecure**, success is very important to them. They feel guilty if they don’t succeed. But not all of them actually succeed. And also, not all successful people are Type A personalities.

OK, so that’s the Type A personality. The Type B personality, on the other hand – well, this person is basically everything the Type A person isn’t. Type B people are patient and relaxed. They’re not as concerned about goals and deadlines and success. They’re more likely to be **content** with the life they have. And they’re more **flexible**. Other people’s mistakes don’t bother them as much. Any questions so far?

Student 2: Yeah, uh, when were these terms developed? And by who?

Professor: Well, it’s a funny thing. The terms “Type A” and “Type B” were first used about 50 years ago by medical researchers. They were actually studying heart disease. They thought Type A personalities would have a greater risk of having a heart attack. But, in fact, later research has shown that this isn’t exactly true. And a lot of psychologists don’t like using the terms “Type A” and “Type B.” But “Type A” and “Type B” have become common phrases we hear all the time, anyway.

Now, if you open your books to page . . .

Unit 2 Self-study

George: Hi, Clare. I’m just going to make a cup of coffee. Do you want one? What are you doing?

Clare: I should be studying for my geography test. I mean, I was. But then I picked this up and now I can’t put it down.

George: What is it?

Clare: It’s a book about the Nasca Lines in Peru. It’s absolutely amazing.

George: I read something about them once. They’re really long, straight lines that can only be seen from the air, right?

Clare: Yeah, well, some of them are the lines – the longest one is nine miles long – and others are **geometric** shapes like circles and triangles. Those are called geoglyphs. Then there’s another type of drawing, called biomorphs. They’re huge drawings of plants and animals. There’s a spider, a monkey, a **pelican**... The pelican is 1,000 feet long!

George: The article I read said they must have been built by aliens so they could land their spaceships!

Clare: I know. But the ground is way too soft to land anything on. Someone also thought that they could have been a guide to the stars. But that’s **doubtful**, too. The best **theory**, I think, is that the biomorphs were built as special **enclosures** for religious ceremonies. The lines were paths between the sites.

George: How old are they, anyway?

Clare: Nobody knows for a fact, but some archeologists think the animals and plants were constructed around 2,000 years ago, and the lines and geometric shapes about 500 years after that.

George: How could they have done that without modern machines? I mean, how do you draw a perfectly straight line nine miles long?

Clare: Well, they could have figured that out. It’s not that difficult, even with simple tools. They probably used wooden stakes. They could have put two **stakes** in a straight line, then put a third one along that line. Then they must have just repeated that over and over again. Taking one stake out and putting it in front of the other, for miles. They might have drawn the biomorphs much smaller to start with, then divided them up into sections. Then they could have redrawn each section to scale . . .

George: Stop. My brain hurts. Forget the coffee. You don’t need any. But I do.

Unit 3 Self-study

Trainer: Good afternoon, everyone. I hope you had an interesting and productive morning. And a good lunch! And that we can cover a lot of ground as we travel across London in our city seminar this afternoon. The more we know about the cities in our travel packages, the happier our clients will be!

London, which has twenty-seven million overnight visitors every year, is the world's most popular city destination. We used to think of London as a city of fish-and-chips-eating tea drinkers hurrying through a foggy, crowded city that has seen better days. Maybe some of us still do. But, seriously, now that many of us here today have visited this vibrant, cosmopolitan city, we know better. Can anyone tell me what the population of London is? Yes, you in the third row.

Participant 1: I think it's seven or eight million, right?

Trainer: That's right. And what about green space – any idea how much of the city is parkland? No? Green space makes up a whopping 30 percent of the London area. London has over 6,000 restaurants. And is it all fish and chips? Absolutely not. There are restaurants serving food from over 50 different countries.

But what really draws our clients to London? Primarily historical sights and museums, yes. But they're visiting new attractions, too. Tate Modern, which has free entry to one of the most important collections of modern art in the world, has become the most popular tourist attraction in London. It has about 5 million visitors a year. Has anyone here been to the London Eye?

Participant 2: What is it?

Participant 3: It's a huge Ferris wheel on the River Thames. Fantastic views.

Trainer: That's exactly right. It is huge – 135 meters tall. And the views are stunning. It's become the most popular paid-for attraction in London since it opened at the turn of the century. And speaking of the River Thames – taking a boat tour is still one of the finest ways to experience the city . . . weather permitting, of course.

Participant 1: When I was in London, it rained all the time!

Trainer: I know what you mean, but, actually, compared to other capital cities, London has a relatively low rainfall – about half as much rain as Tokyo and a third as much as Paris!

OK, now we've got a great virtual tour of London . . .

Unit 4 Self-study

Professor: OK, so before I get started, there are just a couple of announcements. Remember that there will be an exam on Monday. Then the next lecture after that will be on why we dream, so print out the notes for that lecture next.

Student 1: What's going to be covered in the exam?

Professor: Basically, everything that we've covered since October, including today's topic. After I've finished the lecture, we can have a quick question and answer session. Please hold your questions until then.

Right. So I'd like to start by going through the stages of sleep, then go on to discuss a little historical research into when we dream and finish up with current thinking about that.

So, while we are asleep, we normally pass through five stages. The first stage is light sleep. It is easy to wake people during Stage 1 sleep. Actually, could someone nudge Phil? He seems to be nodding off. Phil there was in Stage 1 sleep. Did you see how he jumped? That's due to a sudden muscle contraction, and right before that Phil probably experienced a sensation of starting to fall. Right, Phil? Yes? It's very common, we've all probably felt that. Thanks for the demonstration.

In Stage 2 sleep, our eye movements stop. And brain waves, the brain's electrical signals, slow down. In Stage 3 sleep, there is a mixture of very slow, long Delta waves and small, fast waves. Then in Stage 4, Delta waves take over completely. Stages 3 and 4 are deep sleep states. It's difficult to wake someone while they're in Stages 3 or 4. This is also the point when sleepwalking may occur.

Right, so next is Stage 5, or REM, sleep. What does R-E-M stand for – anyone?

Student 2: Rapid Eye Movement?

Professor: That's right. And, as the name suggests, the eyes are moving quickly. Breathing gets faster and our muscles are temporarily paralyzed. Most dreaming takes place during REM sleep. Until quite recently, it was thought that dreaming only occurred during REM sleep, but that has been shown not to be the case.

OK. So can anyone tell me how many times a night the average person dreams?

Student 2: We dream about six times a night, don't we?

Professor: That's right. Most teenagers and adults, basically anyone over ten years of age, dreams at least . . .

Unit 5 Self-study

Professor: OK, we're going to move on to intercultural communication. Now, intercultural communication – what is that about? Well, we'll look at how what we say affects what people think of us and what we think of other people. Now, every culture has its own rules for communication. And we all know how that works in our own culture – well, *most* of us know how that works in our own culture, even though we might not be consciously aware of it.

However, although every culture has rules, the rules aren't the same in every culture. This gives rise to all kinds of misunderstandings. For example, someone may be considered polite in his or her own culture or extremely rude in another, just because of the way he or she says something.

So, let's talk about intercultural communication. First we're going to look at a few features of nonverbal communication: speaking distance, speaking volume, and interruptions.

A nice example of speaking distance and speaking volume is to compare American and British English speakers. People in the U.S. tend to stand farther away from the person they're speaking to than British people. And they speak more loudly as a result. So the British speaker thinks that the American is loud and aggressive. People in the U.S. may feel crowded by British speakers standing too close to them.

The next feature I'd like to discuss is interruptions or turn-taking. This can be another big area of misunderstanding. We're going to try a little role play now . . .

Unit 6 Self-study

John: So, how was your trip to Greece, Libby? You look terrific.

Libby: Great. Really good, we had a lot of fun.

John: Where were you?

Libby: Well, we flew to Athens, and then after a few days there, we caught a ferry to this great island. We were on the island for about a week, I think.

John: Is it easy to travel around?

Libby: Yeah, very easy. Although we did have a pretty amazing bus trip from Piraeus, the port city where the ferry comes in, to the airport, on the way back.

John: Oh, really? Why was that?

Libby: Well, we got off the ferry at about ten o'clock, then we walked to the bus stop. There's a big sign that says "Express bus to the airport every 20 minutes." But we waited for about an hour. While we were waiting, a whole soccer team from one of the other islands showed up.

John: Really?

Libby: Yeah. They had huge bags and there were about 20 of them, all in matching track suits, looking very serious and official. At first, anyway.

John: Yeah?

Libby: Yeah, so then the bus arrives and everybody gets on. It was really crowded. Then the bus driver tells us to pass our tickets up to be punched. Well, nobody could move, so we just had to pass them hand over hand, one by one, up to the front of the bus where he punched them, very slowly. That took another ten minutes.

John: Amazing.

Libby: We were getting a little worried about missing the check-in for the flight but then we eventually got moving. So, there must have been some problem with the buses that night because all the way to the airport, people were standing in the street waiting for buses, you know, trying to flag the bus down. And the bus driver pulls over at every stop, opens the doors and shouts, "I can't stop here! This is an *express bus*!" Then shuts the doors right in people's faces and speeds away!

John: So he stopped to tell them he couldn't stop?

Libby: Exactly. It happened about eight times. And he was so serious! By about the third time he did it, the passengers around us started giggling. Then, the next time he did it, we all started laughing. Some of the soccer players were actually crying with laughter by the time we got to the airport . . .

Unit 7 Self-study

Announcer: And now the story of two Canadians who hitchhiked to all 50 capital cities in the U.S. in 50 days with more than a little help from newfound friends, cell phones, and the Internet.

After finishing college, Scott MacDonald and Matt Fiddler decided to set out with a camera and tripod, cell phone with GPS system, and no real plan, apart from a determination to meet a lot of new people, visit all 50 capitals, and not to pay for transportation.

In fact, when asked by one interviewer how they planned to hitchhike to Hawaii, they said that they didn't have a plan and "would cross that bridge when they came to it," to which the interviewer replied, "But that's the problem – there's no bridge!"

They set up a website so that people could track them. They began their trip in Times Square, New York City, where they were offered their first ride from a man named Dave. Dave had been watching them on the website and thought it was unlikely that they'd be able to get a ride out of Times Square if he didn't pick them up.

News of their trip spread quickly by word of mouth and over the Internet. They had numerous radio interviews and met many of their future rides while on the air.

They were given a private tour of the Pentagon, were invited into people's homes, were taken to dinner and to parties, and were flown down the Pacific coast of Alaska on a charter flight that tourists would pay hundreds, if not thousands, of dollars for.

They rode in cars, trains, buses, on motorcycles, airplanes, and boats. People went miles out of their way to help them get to all 50 state capitals, sometimes taking the day off work.

People were unbelievably generous. "This is one of the things that amazes us most, how people will go out of their way to help a stranger accomplish a goal," they said.

After 116 rides, they did get to Hawaii, having traveled nearly 24,000 miles at an average of 20 miles an hour. Isn't the kindness of strangers incredible?

Unit 8 Self-study

Luke: Hey, Hannah, look at this old farmhouse cookbook I found in the attic. It must have been grandma's.

Hannah: I didn't know you **were into** cooking, Luke.

Luke: I'm not. But this book has a lot of household tips which are really ingenious. Very clever.

Hannah: Such as?

Luke: "Brown shoes always look well-polished if rubbed each morning with the inside of a banana peel. Leave them to dry and then polish with a dry cloth."

Hannah: You don't have any brown shoes.

Luke: I know that. That's not the point. It's just clever, that's all. How about this one: "To clean a white hat, place the hat on a clean table or paper. Throw a few handfuls of cornmeal on the hat and dry-clean in the usual way, rubbing it in with a cloth." The usual way?

Hannah: Yeah, it makes you wonder how someone suddenly decided to try polishing their shoes with a banana peel or throwing corn meal on their hat.

Luke: How about the resourceful person who **found out** that if you peel about a hundred leaves off an artichoke, there's eventually something worth eating. Why didn't they **give up**?

Hannah: They were just hungry, I guess. What about the electric guitar? How do you **come up with** a bright idea like that? "Oh, I'll just stick some electric wires on this and see what happens . . ."

Luke: Apparently, that's pretty much what happened. I was reading about it the other day. This musician who played Hawaiian music **dreamed it up**. He made it on his dining room table. He called it "the frying pan."

Hannah: Neat. What would you like to invent?

Luke: I don't know. Maybe a transporter so you could be beamed from one place to another – no need for air travel, no pollution. I'll tell you something I wish I *had* invented – Velcro.

Hannah: Yeah. Wasn't the inventor inspired by burrs or something that stuck to his clothes while he was walking his dog?

Luke: I guess somebody that smart deserves to be a multi-millionaire. Maybe we should get a dog . . .

Unit 9 Self-study

Carla: Hi, Makayla, what are you working on?

Makayla: Oh, hi, Carla. I'm making some notes for this talk for my teaching practice session at the elementary school tomorrow.

Carla: What are you going to talk about?

Makayla: Well, the kids are doing a unit on heroes, you know, people who really challenged the status quo or stood up for something they believed in. I thought I'd talk about Nelson Mandela, then ask them to talk about people they admire.

Carla: Sounds good. Mandela really did confront big issues – and he certainly challenged the status quo. What are you planning to say?

Makayla: Well, I thought I'd start with the basic facts. You know, where he was born, when, what he studied, and so on.

Carla: Wasn't he born in Johannesburg?

Makayla: No, he was born in a little village in Cape province in 1918. He went to a mission school and then on to a boarding school. Did you know he was a lawyer?

Carla: No, I didn't. I knew he was a political activist and rebelled against apartheid. And that he went to prison, of course.

Makayla: That's right. He spent over 25 years in prison. He said, "The struggle is my life." *Apartheid* means "apartness" in Afrikaans, apparently. Hmm. I think I need to explain that to the kids.

Carla: So when did he get out of prison?

Makayla: He was released in 1990 by de Klerk, the President of South Africa at the time.

Carla: Weren't they given the Nobel Peace Prize together?

Makayla: Yes, they were. They were jointly awarded the prize in 1993, I think. Yes, 1993, then Mandela was elected President in 1994.

Carla: How long was he President? About four years?

Makayla: Five. He retired in '99.

Carla: What an exceptional life.

Makayla: Absolutely. It says here that *Time* magazine's list of the 100 most influential people in the world describes him as "one of just four people who have shaped the history of both the 20th and the 21st centuries."

Carla: Who are the others?

Makayla: Bill Gates, Oprah Winfrey and . . .

Unit 10 Self-study

Host: Hello and welcome to The Complaints Coach, where we help you complain effectively and efficiently. Now, before we take any calls, let's just run through the golden rules of complaining. There are only three, so they aren't tough to remember.

Number one: Be clear in your own mind about why you are dissatisfied. Are you unhappy about the way you were treated? Are you annoyed about someone's behavior? Were they rude or careless? Were you sold defective goods? What went wrong exactly?

Rule number two: Be clear in your own mind what you want to happen as a result of this complaint. Do you want an apology, a different decision, a refund, or a replacement? Get this straight before you complain – it's important – and make sure you tell the person you are complaining to what result you want.

Finally, rule number three: Find out who you should complain to. You should, of course, try to resolve the problem directly with the company involved. For instance, by returning the faulty product to the store where you bought it. You should either take your complaint to the relevant senior manager or to customer service. This usually works. However, if it doesn't, you may want to consider taking it further by contacting the authorities. Or, you might want to give us a call, as Chris has done this evening. Hello, Chris.

Chris: Hi. Well, I'd like to complain about this restaurant – let's call it the Golden Noodle. I go in there and right away I'm annoyed. Nobody says hello, nobody offers to take my coat. Then we get put right by the door of the kitchen, people coming and going past our table all the time. When we finally get a chance to order, it turns out that they're out of practically everything on the specials menu.

Host: I'm surprised you didn't walk out.

Chris: I nearly did. I very nearly did. So the food eventually comes. It's overcooked, too salty, a disaster. When the check came, they'd already added the tip!

Host: Right. So what do you want to happen, Chris?

Chris: I want them to stop doing those things!

Host: You won't be eating *there* again, will you?

Chris: Well, of course I will. It's my favorite restaurant!

Unit 11 Self-study

Maria: Hi, Anna. What are you listening to?

Anna: Hi, Maria. It's a podcast about a new course they're having at school. I really like the sound of it.

Maria: Oh, really? What's it in?

Anna: Positive psychology.

Maria: How is it different from normal psychology?

Anna: Listen to the description.

Speaker: While conventional psychology has focused on fear, weakness and **suffering**, positive psychology emphasizes positive values like generosity and **courage**. So, basically, unlike traditional, mainstream psychologists, who try to get rid of anger and **anxiety**, positive psychologists try to help patients build skills that will help them lead a more positive life. Instead of trying to relieve depression, positive psychology tries to build positive emotions, like **gratitude** and **optimism**.

Maria: That sounds really interesting. I sometimes wish I'd majored in psychology. There's so much to learn about.

Anna: You're still interested in literature, though, aren't you?

Maria: Oh, yes. But sometimes I wish I were doing something more, I don't know, more socially important. Sometimes I feel as though I'm a bit **selfish** studying literature.

Anna: Oh, come on! You'll probably use your degree to do something really special. And anyway, positive psychologists say that what they do is focus on the things that make life worth living. And, after all, literature is one of those things that makes life more interesting.

Maria: That's one of the things that's so great about you – you make people feel good about themselves. Positive psychology sounds perfect for you. But I'm not sure you really need a course. What does the course cover?

Anna: The basic science – the research, the various measurement techniques, . . .

Unit 12 Self-study

Trainer: Welcome to the final session of our orientation program. In the general sessions we've discussed issues that will affect all of you, and in the country-specific sessions we have looked at topics like health, climate, language, and the ever popular topic – local cuisine.

Now, all these sessions are important if you are going to enjoy and **benefit** from your time as volunteers. And today's session is central to that goal. We're going to look at culture shock. Now, culture shock is the confusion or anxiety that results when you lose the familiar ways of doing things in everyday situations. Simple things, like not knowing when to shake hands, when and how to accept invitations, and when and how to tip. Although, on *your* monthly allowances, you won't be having to worry too much about tipping.

So, let's look at the first stage of culture shock, sometimes called the honeymoon stage. In this stage you're fascinated by the new and different experiences you're having. It may last for a few days or even a few weeks.

But once you have to seriously **cope** with the stress of being on your own, then the second stage begins: the frustration stage. There are language problems, housing problems, transportation problems, and shopping problems. The local people help you but they don't see why it's such a big deal for you – that's just how things are. So you think they're being insensitive or unsympathetic. They're a bit rude, actually. Cold. Not like people back home. Now here come the stereotypes.

Fortunately, we're going to help you **prepare** for this. And so, once you realize what's going on, you should be ready to move on to the third and final stage: the adjustment stage.

By this time, you will have begun to **succeed** in getting around, in doing things for yourself, and may even be able to **joke** about your difficulties. And after you **adjust** to the differences, you may even begin to enjoy them . . .