

Video Transcripts

Unit 1: Political Science: Elections

Scene 1: Listening 2 (Groups): Talking about Issues

- S1:* Okay, so for the assignment in Political Science class, we have to choose one of the city's mayoral candidates whose platform we like and prepare a campaign speech for him or her.
- S2:* Well, maybe we should all start by saying which candidate we like.
- S1:* That's a good idea. You start.
- S3:* I'll start. I like Andrew Collins because he has a father who worked for the city for 20 years.
- S2:* But having a father who works as a government employee doesn't make you a good candidate. I think that Deborah Michaels would be a better choice. She was a city council member, and she was also the city manager. She has a lot of experience working with others at city hall. And, she also publicly supports hospitals and parks, so therefore, she is promoting health care and the environment.
- S1:* I agree, but don't you think we need to focus on their views on education? I mean, we are students in an educational system. So, Nathaniel Williams is a candidate who has a college degree in education, he taught for the public school system, and he said he wants our school system to be the best in the state.
- S3:* I like your idea of considering viewpoints, but I think we should focus on more than one issue here. How about unemployment and the environment? Andrew Collins has a plan for both those issues. His plan will lower the city's unemployment by nine percent.
- S2:* No way. That's impossible. How . . . What's his plan for that?
- S3:* That's not impossible. He's going to bring new companies, so there will be more jobs in the city.
- S2:* But, how? Has he said how he's going to do that? I mean, I think we need to focus on someone with more experience. He doesn't seem like he's very qualified.

- S3: I want to talk about Collins some more here. Um. Not only did his father work for the city, but he himself was also a government employee. He worked in the Department of Public Safety. He cares about the crime rate!
- S1: Right. Crime's important. Uh, but what other departments did he work for? Now, I mentioned Williams because he has experience in education. And that should be our focus right now. The schools just lost budget and, and, and the funding really needs to go there.
- S2: You're entitled to your opinion, but I think we need a candidate that has a little more experience and a comprehensive platform. I think Williams could get my vote.
- S3: Really? [pause]. I suppose I can support Williams just for the purposes of this assignment.
- S1: Okay. That's great. So, let's research Williams, and we'll focus on the topic as well that you're interested in . . . crime, and I'm sure you guys will find that his viewpoint is very well-rounded.

Unit 2: Health: Nutrition

Scene 2: Listening 2 (Groups): Discussing Pros and Cons

- S1: How didya guys feel about today's lecture in nutrition class?
- S2: Hmm. I really don't know. It was intense. Definitely gonna need ta think 'bout it.
- S3: It wasn't the first time I've thought about this. I kinda like artificial nutrition. It's gotta be a good thing. I mean, people may not want to eat, but they hafta eat. And artificial nutrition will give 'em the energy they need to feel better. Although, I s'pose that they might not wanna if they don't feel good.
- S1: Even though they may not wanna, I can't tolerate the idea of not usin' artificial nutrition. Ta live, people hafta eat so that their bodies keep functioning. Plus, in some religions, it's . . . food hasta be administered. It's against some religious laws to not give someone food.
- S2: Yeah, I guess, but ya know it's also against some religious laws to administer health care, and is this a form of health care? I guess I'm just not buyin' your arguments. It would be alright if their bodies were functioning alright, but if not, the artificial nutrition might make matters worse, and it'd be like adding fuel to the fire.

- S3: You're stronger than I am. I mean, how can ya withhold nutrition from someone who really needs it?
- S2: Well, maybe it's not so bad. Remember the professor did say that studies have shown that people who have not been given food or drink, you know, when they're near death . . . it doesn't really even cause any pain.
- S3: Yeah, but, wasn't the second thing he said was that the patient almost feels good . . . like there's this sense of happiness?
- S1: In spite of that, I'm not happy about withholding nutrition. Who am I to decide?
- S2: Well, whaddabout people in a coma? They can't think for themselves.
- S1: I'm not sure this is a problem that has a solution.
- S2: We needta think about it though. I mean, there are court cases every day where families are arguing 'cause some members want to remove artificial nutrition and others want to leave it in.
- S3: Maybe we're thinking about this from the wrong perspective. What would we want if we needed artificial nutrition?
- S1: And, really, what are the reasons I'm on artificial nutrition to begin with?

Unit 3: Business: The World of Entrepreneurship

Scene 3: Listening 2 (Groups): Persuading Team Members

- S1: Well, I'm kinda excited about this assignment. Sounds like we can be a little creative.
- S2: Yeah. Yeah. It's very cool that the team with the best idea gets to enter its idea in the department's new aspiring entrepreneur contest.
- S3: We need something beyond great.
- S1: Um. How about a restaurant? I think we can make a pizzeria since all college students love pizza.
- S2: What's innovative about that?
- S3: Well, we can make it pizza with a twist. Like an extra healthy pizza. A pizza with only vegetables and a really thin crust.
- S2: That is an idea. But, there's so much competition with restaurants. I think retail is a better choice. I think I'd rather start a bookstore. People are always wandering in and out of bookstores. We all need to buy

books. And I think the key is to make ours a trading store. You bring a book, you get to take one with you. We'd never have to worry about stock!

S3: I'll grant you that, but, how would we create any revenue? And don't you think we need to consider that anything retail is gonna completely run the judges away? We're going to need money just to start off the stock for that bookstore. We need to find something that the judges won't mind starting to fund off the ground. Hmm.

S1: Yep. I agree.

S3: I think we need something creative that'll need no start-up money. I was thinking of something along the lines of clothing.

S2: Like what specifically?

S3: Well, I was thinking . . . plastic shoe covers. Okay, it's always getting wet around here, and by the time people get to class, their shoes are soaking wet. People will love not having to walk around with an extra pair of shoes in their back pocket, or their book bags. And we'd actually be saving people money because they wouldn't have to buy new shoes because they'd have to replace the old shoes. Yeah, the shoe covers could be sold in boxes of ten or twelve. And we could offer a buy one, get one free coupon.

S1: Oooh, that sounds great to me. I can totally go with that idea. What we can do is we can propose that they be made out of the same material like plastic bags. Then they can be recyclable. And we can toss them into the nearest recycle bin when we go to class. Seriously, that's a really good idea.

S2: But then everybody would have to carry around a box of recyclable shoe covers in their backpack.

S1: Hmm. Yeah. Well, maybe we should go back to my restaurant idea. Like we have a lot of room for creativity. And maybe we can decorate the inside like a place, like a beach or a hot vacation spot. Then we can say there's always a place to come in without the rain.

S2: You could do the same thing with a bookstore. And we could have a café as part of the bookstore.

S3: Hmm. Even though that may be true, we're still going to need funding from judges. I think we need to think in terms of something smaller.

- S1: I can go with part of the idea. Like escaping the rain is great. But why don't we find something more campus-related? How about a waterproof notebook?
- S3: Hmm. Everyone recognizes that it's always wet around here in the winter. Something waterproof may actually be a great idea.
- S2: Okay. You win. A bookstore or a restaurant would never get funded. And I think college students are super vain; they would never wear shoe covers anyway. I vote we go with the waterproof notebook idea.
- S1, S3: [Assorted murmurs and nonverbal cues of agreement.]

Unit 4: Math: Math for Life

Scene 4: Listening 2 (Groups): Brainstorming about Math in the Professional World

- S1: So, what's everybody think about our topic for presentation? Math in the Professional World.
- S2: I kinda like it. Plus, it's easy.
- S3: Really? What's easy about it?
- S1: Like, so many career people use math: like biologists, and math teachers, and doctors.
- S3: You're right, but I'm not so sure those are the ideas we should use. The professor said we should think outside the box.
- S2: She did? Oh . . .
- S1: Yeah. So we can't really choose math or science. At least not a traditional kind of science. Maybe we should do some brainstorming.
- S2: You think we should brainstorm? Good idea. Let's keep on the topic: like Math in the Professional World.
- S3: Shout 'em out when you think of 'em.
- S1: I'll start. Um. Architecture. You have to be familiar with shapes and how they relate if you're going to design buildings.
- S2: Well, I'm not sure about if we'll have enough material for that. What about medicine . . . like related to pharmacy? You know, trying to figure out drug dosages.

- S3: Engineering. There are a variety to choose from. Electrical.
- S1: Totally. Mechanical.
- S3: Civil.
- S2: Hmm. How 'bout business? Like accounting and finance use a lot of math. What do you think?
- S1: Absolutely. So would, uh, economics.
- S2: Hmm. Hey, have you ever thought about political science?
- S3: I like the idea of art. Artists mix paints, or they determine canvas sizes.
- S2: Hmm. Or a painter, a house painter. Or a wallpaper hanger.
- S1: Maybe we could start thinking about, um, student professions. You know, a ton of students work on campus. So . . . take, I don't know, um, the servers in the campus diner. I mean, they have to figure out the percentage of the tips they made.
- S2: Student professions okay. How about the cashier at the bookstore? They have to try to figure out the change.
- S3: Yeah, but, the cashier has a register that figures out the math for them. I'll take our discussion more off campus. I'll suggest something unusual here. Maybe carpentry. Wouldn't carpenters have to use a lot of fractions in order to build something properly?
- S1: Yeah. I think so. Along the same lines, what about construction? I have to imagine they need math skills.
- S3: Do we need to focus on something one of us is studying?
- S2: Hmm. Is that out of the box enough?
- S1: Well, how about this? I'm going to go way out on a limb, but what about athletics? I mean, there's a ton of math in say, baseball. Batting averages, for example.
- S2: Chefs. They measure portions and ingredients.
- S3: Let's, let's stop here. I . . . I . . . I need to leave for class soon. Can pick something from what we have?
- S2: Okay.

Unit 5: Sociology: stratification

Scene 5: Listening 2 (Groups): Emphasizing Ideas

- S1:* Man, I couldn't believe the campus news this morning.
- S2:* Are you talking about the students who were fighting in the cafeteria?
- S1:* Yeah.
- S3:* Oh wait, hold up. I didn't hear anything about it. What happened?
- S2:* To me, it's not about why they were fighting, but about how they were fighting.
- S1:* Whaddayamean?
- S2:* Well, I mean, you shouldn't fight in public. It's, you know, bad behavior.
- S1:* You're right. Fighting is never cool. But, we don't know what the fight was about.
- S3:* Hmm. I think emotion tends to, um, get in the way. Their behavior was probably out of emotion and not out of good sense.
- S2:* Does that matter? I mean, if campus security had been there, they all would have been in trouble.
- S1:* I think authority should affect behavior. But, well, if we didn't have authority figures, you see, we'd probably have anarchy! Still, I don't think we had enough facts. Let's say one person was, umm, trying to talk the other person into something, like cheating or something?
- S3:* Like persuasion? 'Cause persuasion can probably affect behavior.
- S1:* Yes, but I was thinking something stronger, like coercion.
- S2:* I know what you mean. But I think social norms should dictate how people act and, you know, fighting just isn't cool.
- S3:* Well, what do you do if somebody is deliberately trying to make you mad?
- S2:* Well, I think I would probably try to just stay calm and wait until someone came to help.
- S1:* Maybe it's beyond things like personality or attitude. Maybe it's genetic. You see, maybe some of these people . . . they have things they can't control because they were born that way.

S3: Do you really think that's possible?

S1: Oh, yes. I do.

S2: Well, I don't think we can make any decisions about people's behavior until we have all the facts.

S3: Yeah, I guess you are right. It's easy to judge when we don't know the whole story.

Unit 6: Astronomy: Outer Space

Scene 6: Listening 2 (Groups): Discussing Priorities

S1: So, we need to figure out which mission to present to the other groups. Any ideas?

S2: It's kind of a tough decision. I mean, the instructor talked about so many.

S3: Well, I'd say Apollo is the clear winner here. President Kennedy believed in that one really strongly and I think it put the first man on the moon.

S2: Perhaps higher consideration should be given to Explorer. This was America's first artificial satellite.

S1: I see both of your points, but I think that we should choose a current mission because both of yours are in the past.

S2: I see where you're coming from on this one. Is there a mission you would suggest?

S1: I suppose priority should be given to Aura because it's about the environment of the Earth's atmosphere, and I think that's a really hot topic right now.

S2: I like the thought of using a current mission, but I'm not sure I would use that topic because it's a scientific mission. We probably don't know enough about it. I think we should consider using Constellation. This is the program that plans not only to send humans to the moon, but to Mars, and other places.

S3: Well, I guess I can be swayed away from a mission in the past. But if we're going to go in that direction, maybe we can consider something in the future. Take Juno.

S1: What did the teacher say about that one again?

- S3: Um, I'm pretty sure that's the one that's going to explore Jupiter.
- S2: I'm sorry I can't remember either. But I think the teacher said something about the international space station.
- S1: I don't have that in my notes, but I think that's, um, there was a future mission planned to the international space station. Who'd like to use that as our topic?
- S2: Well, I'm not sure about a future mission, but I think it's a good choice because it had past missions, still has current missions, and probably will have a future mission.
- S3: Yeah, but even so, I'm not sure we should choose something that addresses all three time periods. After all, we have ten minutes to discuss this, and that's not much time.
- S1: Well, I couldn't tell you which time period each thing happened in, but I could look it up. We should focus on one time period first. I think a current mission would be most appealing.
- S3: Okay. Can we all agree on that?
- S1: Yep.
- S2: I think so, but I still feel Constellation is a good choice because people are really fascinated about the thought of going to outer space and beyond.
- S1: I still strongly believe that Aura is the best choice. It's about the environment.
- S3: Hey, um, if we want to talk about the environment, maybe, um, SERVIR . . . is that how you say that, well, maybe that's an ideal choice. Um. I think that's the one that's going to integrate satellite data with equipment on the ground to forecast environmental changes.
- S2: I'd like to put in a bid for one more possibility—what about the Cassini-Huygens Mission that plans to study Saturn. Let's tackle something entirely new here and surprise everybody in the audience.
- S1: Well, we've had a lot of suggestions for the past and the future, but the most for present missions. So maybe we should think about it and meet after class.
- S2, S3: [Murmurs of agreement.]