**JETSTREAM B2.1 FOR THE 11TH GRADE**

***TRANSCRIPT***

**TEST 1, UNIT 1**

**Mark:** Hi Sally, what are you reading?

**Sally:** Oh hi Mark. Hmm? Oh, it’s this book about child development.

**Mark:** Oh. Why are you reading that? Is it part of your coursework?

**Sally:** Not exactly, I mean, I’m studying child psychology, right? So child development is part of that, but this is not one of the set books on the course. Professor Clarke recommended it to us – one of his old colleagues wrote it apparently.

**Mark:** So what’s it about?

**Sally:** Well, you know the old nurture versus nature argument, right?

**Mark:** Mmmm, remind me.

**Sally:** Yeah, you know, it’s the old argument: what has more influence on a child’s development, nature or nurture?

**Mark:** Oh so you mean like genes or environment, right?

**Sally:** Yes, that’s it. You know, parents, psychologists and sociologists have been arguing about it for years.

**Mark:** Rather like the chicken and the egg which one came first, right?

**Sally:** Yes. Well the author of this book brings in a third factor.

**Mark:** Oh that’s interesting, what’s that? Wait let me guess? Advertising? Kids TV shows?

**Sally:** No, actually, it’s the influence of other children. She calls it group socialisation.

**Mark:** You mean, like peer pressure?

**Sally:** Yes. She also calls it peer-group forces.

**Mark:** Oh. So how does that work?

**Sally:** Well, put simply, she noticed that when children come into contact with other children, they influence each other in ways their parents and teachers, and their genes, don’t.

**Mark:** How so?

**Sally:** Because children communicate with each other in ways that are quite different from the ways parents and teachers communicate with them. Child to child communication exerts a more powerful impact than child to parent, or child to teacher.

**Mark:** Yes, that’s true.

**Sally:** Immigrant kids, for example, will adopt values from their friends and classmates out on the playground and in the streets which are quite different from the values they are taught at home.

**Mark:** Yes, well, that’s kind of obvious really.

**Sally:** To me it sounds like the same as the nurture argument, just that the effect of nurture comes more from peers and other kids, rather than parents.

**Mark:** Yes, that’s true.

**Sally:** The author also says that parental influence is important, but not as important as we used to think.

**Mark:** Oh that’s true. I’m sure my friends influenced me more than my parents, especially because I didn’t spend so much time with my parents when I was a kid.

**Sally:** Yeah, right? Also she says that the importance of parental influence doesn’t last as long as people previously thought. You know, kids grow up so fast, so they’re more influenced by their peers at an earlier age.

**Mark:** Right.

**TEST 2, UNIT 2**

**Lin:** Hi Zac, what are you doing? You look really busy.

**Zac:** Oh Hi Lin, well, I’m not busy, I’m gaming.

**Lin:** Oh. Isn’t that a waste of time?

**Zac:** Well, not really, it’s fun.

**Lin:** Yeah, but it’s not very useful, is it?

**Zac:** Well, probably not, but it’s relaxing, especially this game, *Time Wars*. You’ve played it, haven’t you?

**Lin:** No, I never play video games. I think they are a waste of time, and also they are quite bad for your health.

**Zac:** Oh, really?

**Lin:** Yeah, studies have shown that when kids play video games a lot, they don’t develop normal social skills, and this causes problems in later life.

**Zac:** I see, but I’m not a child, am I?

**Lin:** No, but I’m just saying. Kids who play a lot of games also experience addiction, depression and aggression.

**Zac:** Really?

**Lin:** Yes, and there’s also some evidence that children’s brains are affected by how many hours a day they spend gaming.

**Zac:** Oh that’s ridiculous. I’ve never seen any studies about that.

**Lin:** Oh, they’re out there. Also, the kind of games kids play might affect their development. For example some kinds of games are very violent. This makes them more violent in later life.

**Zac:** Oh well, that’s funny, because the evidence I’ve seen says completely the opposite.

**Lin:** Why? What do you mean?

**Zac:** Well, studies of online gamers have shown that kids who regularly play online games may experience a boost to their learning as well as their health and social skills.

**Lin:** I find that hard to believe, don’t you?

**Zac:** Not really. Actually, when you’re playing a game you are learning continuously throughout the game. The game gets more difficult, right? So you have to learn to deal with harder and harder challenges.

**Lin:** Mmmm.

**Zac:** Also, I read another study that said that it’s not true that kids who play video games are socially isolated. In fact the opposite is true. The study said that gamers, especially gamers who play multi-player online games, interact with dozens of other people at the same time. It’s like a virtual social community.

**Lin:** Really? That’s interesting.

**Zac:** So, do you want to play with me?

**Lin:** Ok, let me get my laptop out.

**TEST 3, UNIT 3**

**Prof:** OK, so in our class today we are going to invite two of you to debate the topic I gave you for homework yesterday. Our volunteers today are Linda, and Roger. Linda and Roger you will each have a few minutes to state your opinion and give reasons for it, then you will be able to address some of the points made by the other speaker, and then the rest of us will vote. OK, now just to remind you, the topic is: some wars are avoidable.

**Roger:** Oh. I’m sorry, but that’s slightly different from what you told us yesterday.

**Prof:** Oh is it?

**Roger:** Yes, the topic according to what you said yesterday is: all wars are avoidable. I think that’s very different.

**Prof:** OK let me just check my notes. Oh yes, you are quite correct, Roger, my mistake. I apologise. OK, the topic, is – here let me write it on the board so we can all remember – all wars are avoidable. OK so, Linda, you are going to go first, decided by the toss.

**Linda:** OK thanks. Hello everyone. It is my opinion that all wars are avoidable. Obviously, this might be surprising, especially if you look at history which is full of nothing but conflict. But it’s my firm conviction that all wars in history could have been avoided if people had only listened to each other carefully, and that’s my first argument. History shows us that listening to each other can prevent wars. Just to give you an example. The United Nations, founded after the end of one of the most terrible wars in human history, has done a lot to provide a platform where people can express their views and listen to each other. It’s my firm conviction that without the United Nations, more wars would have taken place. The United Nations is our best example of the idea that all wars are avoidable if we can only be friendly to each other instead of fighting.

**Prof:** OK Linda, time is up. Thank you. Roger. Your turn now.

**Roger:** Hello everyone. It’s my opinion that all wars are not avoidable. There are a number of reasons. First, violence is part of human nature. There has never been a period of history without armed conflict happening somewhere on the planet. And there has never been a person who has not experienced the urge to commit violence. Secondly, the idea that war can be avoided if we listen to each other is based on the idea that wars happen because of misunderstandings. Well, I don’t agree. Basically what I’m saying is wars happen because of disputes about resources. And those resources can be land, oil, water, or some other natural resource. All wars in history have been about people fighting over a scarce resource. Wars happen because of human greed or necessity, because we think we don’t have enough of something and because we want or need more, not because we don’t understand or listen to each other…

**TEST 4, UNIT 4**

**Prof:** OK, everyone, are you ready to get started? There’s still some room at the back if you can’t find a seat. Our topic today is stress. Stress has been called the world’s silent killer, and it’s estimated that stress, or stress related problems kill up to 200,000 people per year. However, it’s only recently that stress has been recognised as a serious problem and that governments and health organisations have started to do something about it. So what is stress exactly? Let’s start with the stress response mechanism.

The stress response mechanism is a very old survival mechanism that goes back to the days when we were hunter-gatherers and got all our food from wild animals and plants. In those days, the mechanism enabled a person to respond quickly if they were in physical danger, and therefore it helped people to survive. We also share the stress response mechanism with animals. Yes, I see a question.

**Girl:** Sorry to interrupt. So are you saying that the stress response meck, how do I say that, mechanism…?

**Prof:** The stress response mechanism.

**Girl:** Yes, are you saying it’s a good thing?

**Prof:** Well, in evolutionary terms, yes it is a good thing. It helped our early ancestors to survive. It prepared them to stay and defend themselves – fight – or to run away – flee – as quickly as possible. For that reason, it is sometimes called the ‘fight-or-flight’ response.

**Girl:** I see, that makes sense.

**Prof:** Good. OK, so how does the stress response mechanism work? Let’s imagine that we are in the forest looking for food, and we see a wild animal, a wolf, for example. Whenever we sense danger, our brain automatically sends a message to our nervous system. This makes the nervous system alert. Yes.

**Girl:** Sorry to interrupt again. What do you mean, ‘alert’?

**Pro:** What I mean is this. The nervous system starts producing stress hormones. These hormones affect the heart and other organs. The heart beats faster and our blood pressure goes up. Blood moves away from our skin and stomach, and flows to our brain and muscles. We breathe more quickly and we suddenly have a lot of physical energy. The stress response mechanism helps us to fight or flee if we see danger.

**TEST 5, UNIT 5**

**Prof:** Alright then friends, let’s get started. Today we are going to be talking about modal verbs. Modal verbs, as you know, are a group of auxiliary verbs which give a meaning of mood to the main verb, hence the name ‘modal’, which means mood. What do I mean, give a mood? Let me give an example, if we take a simple sentence like ‘I go’. If you put the modal verb ‘can’ in front of ‘go’, it adds the mood of ability. ‘I can go’. Do you see? So modal verbs add a mood to the verb, another shade of meaning to the action.

Now, modal verbs, as we know, are very tricky for our students. All languages have structures similar to modals, but it’s not at all straightforward to translate modal structures from one language to another, and there are many false friends, so we need first to understand exactly how modals work, and what problems they may present for our students, and how to help our students use them correctly. Yes, a question.

**Student:** I’m sorry, I’m a bit confused. False friends? Can you say a bit more?

**Prof:** Oh yes. A false friend is the term we use to describe a word that looks very similar in two languages, but which actually has a totally different meaning. They’re called false friends, I guess because the word looks reliably the same, but in fact is not, like a false friend. Translators often make the mistake of translating them wrongly. Now, in the case of modals, a word like ‘can’ in English looks like the word ‘kann’ in German, but they might actually have quite different meanings and usages. Does that answer your question?

**Student:** Yes, that’s clear.

**Prof:** OK, now I want to make a few general points about modals and how they differ from other verbs, then I’ll talk about some common mistakes students – and teachers – make with modals. The first thing to note about modal verbs is that unlike other verbs they have no tense and no person. They do not need ‘s’ on the third person singular, and you cannot add E-D to them to make a past tense. They go directly in front of the main verb. The negative is formed by adding the word ‘not’ between the modal and the main verb.

**Student:** What do you mean no tense? I thought ‘could’ is the past of ‘can’?

**Prof:** Well, yes, this is a common misconception, partly because most grammar books and course books teach them that way. But actually, technically, ‘could’ is not the past of ‘can’, and ‘should’ is not the past of ‘shall’, ‘would’ is not the past of ‘will’ and so on. Many books group modals together in this way, but it’s not at all correct, and actually rather misleading.

**Student:** So why are they taught that way?

**Prof:** Good question. I think because it looks easy to teach them like that, and easy to learn, but in fact it causes more difficulties for learners in the long run. The correct way to think about this is to state that ‘could’ is often used to express past ability, but that does not mean it is the past tense of ‘can’ because we can also use ‘could’ to express future possibility, right? Like this: ‘I think it could rain later.’

Now we’ve looked at some general features of modals, let’s look at the areas of mood they express. There are generally speaking six areas of meaning, six different kinds of mood, and these six are as follows: ability, possibility, obligation, permission or its opposite prohibition, advisability and the last one which we can call certainty. Now many of these areas of meaning have an opposite, so the opposite of ability is inability, the opposite of possibility is impossibility and so on. If you look at table 1 in your handout, you can clearly see the six areas of modality and their opposites.

**TEST 6, UNIT 6**

**Presenter:** Welcome to the Today Tonight show. I’m Bradley Headstone. Tonight we have our weekly book club, with well-known TV critic Wendy Townsend, and Marcus Clarke, the well-known author of How to Write Badly. The book we will be talking about is the new Booker prize winner In the Heat of the Moment by a hot new presence on the literary scene, Charles Eliot. I’ll be asking our critics to share their views before taking calls from listeners. The number to call if you want to say something can be found on our website. So, Wendy. A worthy winner for you?

**Wendy:** Well Bradley, this is an amazing book. A real masterpiece. It seems at first like a fairly simple story about a spaceship and its crew locked in and isolated from the rest of the star ship and threatened by a terrible virus which they have to defeat and contain. I was completely captivated at the beginning, because it is actually much more complex than that – it works on two levels because it is also about how ordinary people respond in an extraordinary and horrifying situation. It was fast paced and gripping all the way through.

**Presenter:** So two thumbs up from you then. Marcus, do you agree with your colleague?

**Marcus:** Well, partly. I was swept up in the story for sure. Eliot definitely does know how to keep the reader interested in the plot. It started well, then it all went horribly wrong somehow mainly, I think, because of the disappointingly cardboard characters. They were so one-dimensional – I wasn’t able to believe in any of them on any level, let alone care what happened to them in the story. It started to go wrong for me after the scene with the zombie. It was such a let-down because it simply was not credible to introduce a zombie into the story at that point. It really sucked!

**Wendy:** Yeah that’s what I thought, that bit was a bit of an anti-climax, now that you come to mention it.

**TEST 7, UNIT 7**

**Arnie:** Hi guys what’s up?

**Bill:** Hi Arnie.

**Cate:** Hi.

**Arnie:** What are you talking about?

**Bill:** Oh we’re talking about this book Cate’s reading: 100 Adventures Before You’re Thirty.

**Arnie:** Oh, I’ve heard about this book. It’s kinda like 100 Things To Do Before You Die right?

**Cate:** Yes, and those 1001 Books To Read Before You Die, or 1001 Movies to See Before You Die books. There are lots of those kinds of books about lists.

**Bill:** Yeah, some of them are quite cool for giving you ideas about what to read, or see or do.

**Arnie:** So what’s special about this one?

**Bill:** Oh it’s really a kind of travel book, giving young people an idea of places to see and things to do while you are young.

**Arnie:** So did it give you any ideas?

**Cate:** Yeah, some, but not a lot of new ideas. Lots of things we wanted to do anyway before we read the book.

**Arnie:** Like what? What are the things we need to do before we’re thirty?

**Bill:** Well, not get married, not have a family, not have a real job, not achieve success or anything like that, right?

**Cate:** Huh? Why?

**Bill:** Well, if you’ve done all those things before you’re thirty, then what’s left to do? Also I don’t want to get tied down in a full-time job. I want to keep my freedom as long as possible so I can go travelling and have adventures like the ones mentioned in this book.

**Arnie:** Yeah, I agree, you can settle down and join the rat race after you are thirty. Until then it’s time to have adventures. Me, I really want to go to the carnival in Rio.

**Bill:** Oh really, how come?

**Arnie:** Oh I read about it years ago, and it fascinated me. You know, in my country we celebrate carnival in the middle of winter, and it’s usually very cold and not much fun. In Rio, the carnival is in the summer, so they have this huge street party with costumes and wild partying on the beach, I just think it sounds awesome. I wanted to go this year, but I didn’t have enough money for the airfare. It’s quite expensive to fly to Brazil.

**Bill:** Sounds great. One of the things I’d like to do is go to Egypt to see the illumination of the temple of Abu Simbel.

**Arnie:** What is that?

**Zac:** Also, I read another study that said that it’s not true that kids who play video games are socially isolated. In fact the opposite is true. The study said that gamers, especially gamers who play multi-player online games, interact with dozens of other people at the same time. It’s like a virtual social community.

**Cate:** Never heard of it.

**Bill:** Really? Abu Simbel is this temple in Egypt, right? It’s thousands of years old, and inside are these two statues of the sun gods, and a statue of the pharaoh Ramses II. Most of the year they are in total darkness, but on two days of the year – February 22 and October 22 – a shaft of sunlight enters the temple and illuminates the statues. I think that’s just incredible to ponder, and I would love to be there to see it.

**Arnie:** Wow! That does sound awesome!

**Cate:** You seem to know a lot about it.

**Bill:** Oh yeah, I’m fascinated with ancient Egypt. You know, my first choice at college would have been Egyptology, but my father wouldn’t let me study that. He made me take Business Studies. I’ve been fascinated by the place and the culture since I was like six.

**Arnie:** What about you, Cate? So what do you want to do?

**Cate:** Well, I’ve done most of the things you wouldn’t do. I’ve got a job, and I’m married and I’ve got a son who’s two years old.

**Bill:** No kidding!

**Arnie:** Really?

**Cate:** Yeah, so it’s kind of hard to imagine myself doing some of the things you’ve mentioned. You know, when you have a kid, you can’t do much. I guess I’ll just have to wait until he’s old enough to go to college, then I’ll have all my adventures!

**TEST 8, UNIT 8**

**Dani:** Hi Zubin.

**Zubin:** Hi Dani.

**Dani:** What are you reading?

**Zubin:** I’m reading this very interesting article about online surveillance.

**Dani:** Oh. What’s that?

**Zubin:** You know, it’s when companies and organizations can watch what you are doing online and learn all about you.

**Dani:** Oh, can they really do that?

**Zubin:** Yes, indeed they can.

**Dani:** Well, how? I mean for example, how do they know that you and I are having this conversation here right now?

**Zubin:** Well, they can’t hear our conversation, for sure, but they certainly know where we both are right now.

**Dani:** Oh come on, how?

**Zubin:** Well, you use location services on your mobile phone, right?

**Dani:** Mmmm, yeah. Like, GPS, sat nav and stuff, right?

**Zubin:** Right. Well, somebody knows where you are – even at this very minute. They can tell where you go and how often you go there by the signal your phone gives out to receive the location service.

**Dani:** Yeah, but how do they know we are friends?

**Zubin:** Oh it’s easy. They can just check out your Facebook account, and mine too. They can compare the information from our mobile phones, with our browser history on our computers, and find out all about our friends.

**Dani:** Well, OK, so maybe they can do that, as you say, but what’s the point? What do they use all that information for? It doesn’t affect me at all.

**Zubin:** Oh, but you see, it does.

**Dani:** Oh come on, how can it possibly affect me?

**Zubin:** OK, take your shopping habits, for example. I see you are wearing new shoes.

**Dani:** Yes, do you like them?

**Zubin:** They’re lovely. Where did you buy them, and more importantly, why did you buy them?

**Dani:** Mmmm. I bought them online. I always shop online. I was browsing last night and this ad just popped up on my screen. I loved the shoes, so I bought them. They were just what I was looking for.

**Zubin:** There you go, you see? They know from your browser history what kind of sites you like to visit, and then they make sure you get appropriate online advertising.

**Dani:** Really?

**Zubin:** Yes. Why do you think those shoes appeared on your computer at that moment?

**Dani:** Oh my god!

**Zubin:** They know what you are doing next week, they know what you are going to do next month and they think they know what you’ll probably be doing next year, what you’re definitely doing tomorrow and everything!

**Dani:** Oh how frightening is that!