benefits. Health costs have been increasing, and people have been living longer, so baby boomers want to work as long as they can. This has been a problem for younger workers because older workers have been staying in senior positions with higher salaries, preventing younger workers from getting promotions.

The kinds of jobs needed in the US have also been changing. The labor department divides jobs into two categories: goods-producing jobs and service-providing jobs. Goods-producing jobs—farming, manufacturing, mining—will show negative growth because most goods will be produced in other countries and many tasks will be done by machines. The government expects that most new job openings in the next ten years will be for service providers, or workers who give assistance to a customer or patient. Many of these jobs will require more than a high school degree. For example, physician assistants, physical therapist assistants, and other health care professionals will be in demand because of the rise of preventive care and the growing number of older people.

In addition, changes in energy and technology have been affecting jobs in the US. Solar panel installation and wind turbine service jobs are expected to grow more than 90 percent between 2016 and 2026. Also, there will be over 25 percent more software developers and computer and data security personnel needed in the near future.

Every two years, the US government publishes the *Occupational Outlook Handbook*, a document that presents specific information about the job market and job outlook. Some of the information included is salary, education required, and job responsibilities. This document can be found online or in the reference section of any local library and is useful for all job seekers.

Track 55

Mr. Davis: Katie, let's go over your performance evaluation.

Katie: Okay.

Mr. Davis: Let's see. You're always available to work, and you dress very professionally, but you've arrived late several times. Since I spoke to you about this, you have improved.

Katie: Well, yes, I've been trying. I was only late once last month.

Mr. Davis: Yes, that is a clear improvement. Okay, I see that you also need to show some initiative. Katie, when you don't have a customer, you stand and daydream. If I ask you to do something, you always do it without complaining, but when you don't have customers, you should polish the jewelry and the mirrors, check the register, and do other things without being asked.

Katie: I understand.

Mr. Davis: You're great with customers—friendly, respectful, and complimentary. You're a good salesperson. This is your number one strength.

Katie: Thank you. Customer service is my favorite part of the job.

Mr. Davis: Good, good. Unfortunately, you have made several mistakes. You've entered the wrong price into the register twice, and you've forgotten to enter in the sales price at least three times. You've overcharged some customers, and undercharged others. I have received complaints, and the store has lost money. You had several problems during our sale last week. Our other sales associates had to correct your mistakes.

Katie: I know. When we're busy, I sometimes get nervous.

Mr. Davis: I've decided to ask Ms. Miller to retrain you on our sales procedures. Are you available next Saturday? She can work with you then.

Katie: Yes, I am.

Mr. Davis: Okay, great. So, Katie, do you have any comments?

Katie: No. I like working here, and I'll try to be more careful.

Mr. Davis: I hope so. If I don't see improvement in your performance, we will have to let you go.

Katie: Oh, no, Mr. Davis. I promise I'll be more careful. What time should I arrive on Saturday?

UNIT 10

Track 56

1. a. We should have left at 3 o'clock.
   b. We shouldn't have left at 3 o'clock.
2. a. They should have been there.
   b. They shouldn't have been there.
3. a. She should have brought her backpack.
   b. She shouldn't have brought her backpack.
4. a. I should have taken a nap.
   b. I shouldn't have taken a nap.

Track 57

1. We should have left at 3 o'clock.
2. They should have been there.
3. She shouldn't have brought her backpack.
4. I shouldn't have taken a nap.

Track 58

1. I bought a used car, and it's already broken down twice. I should have bought a new one.
2. She didn't study very hard for the test, and she got a D. She should have studied harder.
3. I registered for six courses, and now I'm too busy. I shouldn't have taken so many courses.
4. I left too late for the airport and missed my flight. I should have left earlier.
5. I forgot a photo ID. I should have remembered to bring it.
6. Their car ran out of gas. They should have filled the tank.
7. He got a ticket for driving without a license. He shouldn't have driven without one.
8. She didn't remember to bring her homework. She shouldn't have forgotten it.

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Track 59

1. You should have turned in your paper earlier.
2. There should have been three hamburgers in here. There are only two.
3. You should have finished by now. What have you been doing?
4. My flight should have departed at four, but the plane's still not here!
5. You should have gotten an A, Tom. What happened?
6. We should have won. We made too many errors.

Track 60

1. I came home and found my lock broken and my door open.
2. A steak is missing, and there are dirty dishes in the sink.
3. My TV is missing.
4. The window's open, but I'm sure I locked it when I left.
5. My cat has been hiding under the bed, and he won't come out.
6. My favorite suit is missing.
7. My large suitcase is missing, and so are some of my shirts.
8. I found a pair of gloves on the floor.

Track 61

1. You must have left your book at home.
2. She might have studied French.
3. He might have missed the appointment.
4. We could have gone on a vacation.
5. He must have been at work.
6. She couldn't have walked that far.
7. You must have told her.
8. They could have taken the bus.

Track 62

A: Hi, Julia. Why didn't you come to my party? Everyone missed you.

B: What party?

A: I had a Fourth of July party last Saturday.

B: Really? You should have called me.

A: I did. I left a message on your voicemail.

B: I changed my number. You could have sent me an invitation.

A: I did. I emailed it two weeks ago.

B: You must have sent it to the wrong address. I got a new account.

A: You should have told me.

B: Sorry! Anyway, how was the party?

A: It was fun. You should have been there!

Track 63

Counselor: Come in, Amber. Have a seat. You look upset.

Amber: Well, you know, I've always been the editor of the school newspaper.

Counselor: I know. The paper's been very good this year.

Amber: Thank you. I've worked very hard on it.

Counselor: Why did you come to see me today?

Amber: The vice principal took away my job! I'm not the editor anymore. I need that job for my college applications! How am I going to get into college now?

Counselor: Hold on, hold on. Do you know why he did that?

Amber: I don't know. I'm the best writer on the staff!

Counselor: You must have *some* idea why he did that.

Amber: Well, I guess maybe he's punishing me.

Counselor: Punishing you? Why would he do that?

Amber: I think he's upset because I wrote a story that wasn't true about the soccer team.

Counselor: Now, Amber, why did you do that?

Amber: I was angry because I tried out for the soccer team last week, but the coach said I wasn't good enough to join. It was really embarrassing.

Counselor: You must have been very upset.

Amber: Yes, I was.

Counselor: So, do you think the vice principal shouldn't have punished you for printing incorrect information? The soccer players must have been very upset, too.

Amber: I know. Yeah, I shouldn't have done that. I shouldn't have used my job to get back at the coach. I could print an apology in the newspaper. Do you think the vice principal might give me my job back?

Counselor: It sounds like you're sorry. I'll talk to the vice principal. Maybe he'll only suspend you for a month or two, especially if you agree to print an apology.

Amber: Thank you, Mr. D.

Track 64

Counselor: The last time we talked, Miguel, your classes were not going well.

Miguel: You can say that again. I was failing everything.

Counselor: We talked about the people you could have asked for help, and the things you should have done to improve. Do you want to talk about that today?

Miguel: Yeah, I'm doing a little better. I got a C plus in math last quarter.

Counselor: Your teacher must have been pleased.

Miguel: She was.

Counselor: Did you see a tutor?

Miguel: No, I didn't. When I talked to my math teacher, she volunteered to give me some extra help. She also showed me a computer program in the learning center that could help me.

Counselor: Great. Now, how about your English class? Have your grades improved?

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Miguel: Well, you know, I can speak English easily, but writing is really hard for me.

Counselor: Do you go to the writing center for tutoring?

Miguel: I've been once.

Counselor: That's not enough, Miguel.

Miguel: I know, but I didn't like the tutor.

Counselor: Now, Miguel, there must have been another tutor who could have helped you.

Miguel: Yeah, I guess I'll go back and try again. By the way, I got the part-time job at the bookstore. Thanks for telling me about it. My parents are really happy about it, too.

Counselor: Oh, congratulations! How's the job?

Miguel: Great! I work two nights a week and all day on Saturday. I get discounts on everything. It's an easy job.

Counselor: That's wonderful, Miguel.

Miguel: Thanks, Mr. D. I couldn't have gotten the job without your recommendation.

Counselor: That's my job, Miguel. Now, go to the writing center during your study period this afternoon.

Track 65

Language and Cultural Programs

What can immigrant parents do to help their children learn about or maintain their native language and culture? Children who grow up speaking one language outside the home and a different language inside the home learn to speak two languages. However, it is often hard for these children to read and write their parents' native language at an advanced level. Therefore, many parents send their children to special programs for at least a few hours a week. The mission of these programs is to help children with immigrant parents and/or grandparents to learn the native language and culture. There are Polish, Chinese, and Russian schools, to name a few.

One Korean school in New York City offers instruction every Saturday. The school teaches reading and conversation, Korean history, and Korean fine arts, including art and music. Students include Korean, American, and Korean-American children.

A Greek Orthodox Church in Chicago runs a school that teaches children to read, write, and speak Greek. Classes are about three hours every Saturday. One parent explained why she sent her child to the Greek school. She said, "I studied Greek in an after-school program when I was a child, and I wanted my daughter to learn it, too. While learning the culture of my parents, she also learned another language. The more languages she learns, the better off she'll be in the future." She added, "Sometimes it was a struggle to get her to classes, in terms of convenience and other school activities, but I kept her in them." When the girl was older, she even took a trip to Greece with her classmates from the school.

UNIT 11

Track 66

1. Where are electronics manufactured?
2. What is grown in China?
3. Where are cars manufactured?
4. Where is footwear made?
5. What is grown in Vietnam?
6. Where is copper mined?

Track 67

1. pasteurize, pasteurized, pasteurization
2. sterilize, sterilized, sterilization
3. immunize, immunized, immunization
4. separate, separated, separation
5. refrigerate, refrigerated, refrigeration
6. evaporate, evaporated, evaporation
7. ferment, fermented, fermentation

Track 68

1. The top three cotton producers in the world are China, the United States, and India. India is the top cotton producer of the three.
2. In China and India, a lot of cotton is still picked by hand. However, cotton-picking machines are becoming more and more common. After it is picked, the cotton is sent to a ginner, where it is cleaned. The cleaned cotton is put into bales.
3. The bales are sold to large factories called cotton or textile mills. At these factories, the cotton is made into yarn. The yarn is put into knitting machines and made into cotton fabric.
4. The cotton fabric is sent to a dye house. Dye houses use a large amount of water to dye fabric different colors. They also create a lot of waste water, so many companies are looking for ways to use less water in this process.
5. The fabric is sent to a sewing plant. At the plant, patterns are cut. Then, the pieces are sewn by workers on a line. Usually, each worker sews a different part of the shirt, so one shirt is sewn by many different people.
6. The T-shirts are sent to printers, where a logo is transferred or embroidered onto the T-shirts. At this point, the T-shirts only costs about $3 each.
7. The finished T-shirts are shipped to warehouses. Because of many costs, including shipping, warehouse space, and inventory, the T-shirt price is increased.
8. The T-shirts are sold to a department store at a 200-percent increase to $9. The store also has many costs, such as paying for salespeople, insurance, and advertising, so the price of the T-shirt is doubled, and it is sold for $18.

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