

Chapter 1

Skill A

01 Campus Life

- W:** Hey, Barry. Do you have a second?
M: Sure, what's up?
W: I'm looking for more people to join our basketball team.
M: Really? Is it a team for a league?
W: Yeah. There is a co-ed intramural sports league here at the college. Anybody can sign up. Some of my friends and I want to form a basketball team.
M: How many people do you need?
W: We need at least eight people—four men and four women.
M: How many people do you have at the moment?
W: We have six. So, we need two more people to form the team. We have enough women. We just need two more men.
M: Sure, I'll sign up.

02 Communication

- W:** Many theories and models about speech and communication exist. Today, I will introduce you to one model, the transactional model. Remember, this is only one model of many. Let's begin with a few of the transactional model's characteristics. First, as people, we try to create messages using all the stimuli (or information) from our present and past. That is, we learn information as both children — the past — and as adults — the present. The amount of information we take in is controlled by something we call "filters." These filters mean we take in only some information, or keep what is important to know. So, any messages we create are a result of all this information that we receive and filter, from the time we are children to adults.

03 Campus Life

- W:** I'm new here. Could you explain how to get copies made here in the library?
M: Sure! First thing to know is that all copying is self service. That means you do your own copying. Unless, of course, you have special needs, like some kind of special copying job. Then, you can get assistance from the reference desk.
W: OK, got it! Self service or go to the reference desk if I have a special copying job.
M: Machines are located on the 4th and 5th floors. Select your copier, load your originals into the machine, and insert your student ID or virtual cash card.
W: I understand. Self service, 4th and 5th floors, load the originals, and pay.
M: Exactly! Just don't forget to hit copy!

04 History

- M:** Today, we will discuss the king of Macedonia. Most of you probably know him as Alexander the Great. Born in 356 BC, this king of Macedonia is considered one of the greatest military leaders in history. He conquered much of the civilized world that existed during his lifetime.
 Let's talk about the wars Alexander the Great led. These are perhaps his greatest legacy, or memory. After his father, King Phillip II, died, Alexander continued with his father's plan to take over

Persia. Alexander's wars against the Persians were successful. His success resulted in the creation of a huge empire made up of the regions Macedonia, Egypt, Syria, Persia, and Asia Minor.

05 Campus Life

- M:** Suzy, do you know if pets are allowed in the dorm?
W: Well, certain pets are allowed.
M: I really want to bring my dog to live with me.
W: I'm pretty sure that dogs are not allowed.
M: That figures. What kind of pet can we have?
W: Well, lots of people have fish.
M: Fish. Really? Why fish?
W: There are lots of reasons. They're small. They don't eat much, and they're colorful.
M: Hmmm.
W: I think you should get some fish. They won't take up much space. They'll be inexpensive. They'll also add some nice color to your room.
M: True enough! I'll do that.

06 Literature

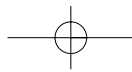
- M:** Emily Dickinson was an important American poet. She was born in 1830 and died in 1886. You know, many people consider Emily Dickinson to be one of the first great American poets, and yet, amazingly, very few of her poems were published while she was still alive. In fact, only about 10 of her poems were published before her death, though she actually wrote about 1700 of them during her lifetime! Pretty amazing, isn't it? She wrote far more poems than were published while she was alive. After her death, her work became more recognized. Today, you can find tons of books on Dickinson and her poetry.

07 Ecology

- W:** Ecology is the study of the relationships between an organism and its environment. The "organism" is the plant or animal that we are observing. The "environment" refers to the organism's surroundings. For example, we might be studying a cactus plant in the desert. So, our organism will be the cactus, and the environment will be the desert. But why does our organism like this environment? That is, why is a hot, dry desert a good place for a cactus to live? We may also ask which other members make up a certain type of community. For example, what other types of plants (or animals) prefer a hot, dry desert climate?

08 Health

- W:** Today, I'd like to talk about infectious diseases. Have you heard of those before? An infectious disease is a disease that a person can get from environmental factors, that is, from the surroundings or where he or she lives. For example, if a person drinks dirty water, he or she can become sick. These days, infectious diseases are not as prevalent as they were in the past. Back in the 19th century, they were very prevalent. For example, one widespread problem in the 1800s was babies who got diarrhea from infections. These infections came from drinking dirty water or drinking unpasteurized milk. A terrible fact we know is that diarrhea killed almost 200 out of every 1,000 infants in the year 1840. Nearly 20 percent of babies at that time died from this particular infectious disease.



Skill B

01 Campus Life

W: Excuse me, do you have the time?

M: It's 10:15.

W: Oh no! The last city bus stopped running at 10:00. How am I going to get back to my dorm? I don't like to walk in the dark.

M: Why don't you just use the campus shuttle bus?

W: Is there a shuttle bus stop around here?

M: There's one right over there. A bus should be coming soon. They run every 15 minutes, and I saw a bus pulling away about ten minutes ago.

W: That's great! Does the shuttle have just one route?

M: Yeah. But it passes by each of the dorms.

W: Even Chetwood Hall?

M: Yeah. It goes there, too.

W: I never knew about the shuttle service. Thanks for telling me about it.

02 Geology

M: In geology, a flow is defined as materials mixing together as they move down a slope. There are three main types of flows: creep flows, debris flows, and debris avalanches.

Remember, it does not matter about the type of flow. The basic definition or meaning is the same: flow means materials mixing together as they move down a slope.

Now, one of the major differences between these types of flows—creep, debris flow, or debris avalanches—is the rate of movement. A creep flow moves slowly. A debris flow contains water and usually moves faster. And as you might guess, the debris avalanche moves very quickly. Debris avalanches occur on a steep hill or slope, so that's why they're faster. So, in order to remember them, think of them from slowest to fastest: creep flows, debris flows, and debris avalanches.

03 Campus Life

M: Will I be dropped from a class if I simply stop attending?

W: Not necessarily. Some profs might, but others won't.

M: So, how do I drop a class officially?

W: During the first two weeks of the semester, no official application is needed. Simply call 444-UTEL or log onto CasperWeb and take the class off your schedule.

M: So, I can drop just by Internet or making a phone call?

W: Yes. However, later in the semester—between three and six weeks—you will need to submit an official drop notification form with the professor's signature on it. You can get that form here in the department office.

M: Oh, I see.

W: And, during the final week of the semester, no drops are allowed.

M: Since this is still the second week of classes, I can just drop over the phone, right?

W: Right. But as of next Monday, you'll have to fill out a drop notification form and get your prof's signature on it.

M: Got it. Thanks.

04 Literature

W: "Genre" is a French word that, translated literally, means type or category. It is used in literature to refer to the group a particular work or writing falls into. For example, two types of genre are comedy and tragedy. If the character in a particular work—be it

a novel or play or whatever—if the character ends up in a worse situation at the end of the story, we call it a tragedy. *Hamlet* is probably the most famous or well-known tragedy.

A comedy, on the other hand, is a work in which humor is used to entertain. In comedies, the main characters may not be great heroes, but we find them amusing or endearing because of their personalities. The ending of a comedy is usually happy, or at least not tragic. A famous example of a comedy is Shakespeare's *Twelfth Night*.

We can see, therefore, that in a tragedy, the main character ends up worse than he or she began, while in a comedy, the main character typically improves his or her position.

05 Geography

M: Did you know that the Republic of South Africa is one of the largest countries in Africa? It is actually home to over 44 million people, but there is more to South Africa's population than just its size. Another interesting statistic about this population is that there are more Indian people in this republic than in any other country in Africa. In fact, currently, almost three percent of South Africa's population is of Indian origin. I know this might not seem like a large number, but it is the highest percentage of Indians in that continent. As you might expect, the majority of the population in South Africa is black. Just over 75 percent of the population is black. The second largest group is whites, who number almost 14 percent of the total population.

06 Campus Life

W: Hi, Professor Smith.

M: Hi, Justine. How are you?

W: I'm OK, but I'm doing badly in your class. I am wondering how to do better.

M: I think coming prepared to class may do something to boost your grades.

W: How can I prepare for class?

M: Have you checked out my web page? All of my lecture notes are on my web page. You can download the notes and read them ahead of time.

W: Really? Wow. That would be very helpful.

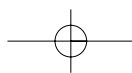
M: Another good idea is to read the chapter in the book before class.

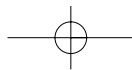
W: I usually don't read the chapter ahead of time. I thought hearing the lecture first was better than reading first.

M: Reading first is actually better. You should also jot down ideas or notes while you're reading. That way you can come to class with some questions.

07 History

W: Most of you have heard stories or read books about pirates. Stories about pirates are common around the world. Basically, pirates are people who steal from others. Usually, pirates steal while at sea. That is, they use boats to attack other people's boats. Pirating, though, has changed since the old days. Yes, it's true. There are still pirates today. I bet that surprises some of you, but it's true. In the old days, pirates used swords to attack others. Besides swords, they used cannons, but today you won't see many pirates with swords or cannons. Today, pirates use different weapons. They use rifles instead of swords, and pirates don't use sail boats like before. Today, pirates use speed boats. Speed boats, of course, are much faster than the old sail boats.





08 Phys. Ed.

M: One popular form of martial art is called karate. People all over the world practice karate, many as a means of self defense. Some practice it just for exercise. Those are just the physical aspects of karate: defense and exercise, but karate does not only help you learn to defend yourself and become stronger. In fact, many people say that learning karate also helps a person psychologically. For example, a person must learn to deal with stress during practice. We experience stress in our mind, so it is psychological. Learning to handle stress can be helpful in everyday situations. As a person practices karate, he or she deals with stress. The ability to deal with stress can help in our lives every day.

Skill C

01 Sociology

W: Today I want to introduce you to the concept of culture. We all recognize that each country has its own unique culture, but let's start by looking at some of the major characteristics of culture. We'll begin with what I consider to be the three most important characteristics, in order of importance.

First, only human beings have culture. A group of gorillas or monkeys would not be considered to have their own culture. It is something unique to humans. Secondly, culture exists in the minds of individuals. In other words, it is learned behavior. It is the things that we—that is a group of people—consider normal. For example, the clothes that I'm wearing now are a product of my culture and what I think is normal.

So, culture is unique to humans, and it exists in the mind. Third, cultures are different. No two cultures are the same. For example, England and Pakistan would be two very different cultures. People from England and Pakistan have different ideas and different behaviors even in simple things like how women dress.

02 Campus Life

M: Hi, Susan. How are you today?

W: I'm confused.

M: All right. How can I help you?

W: According to the university catalog, I need to take two semesters of a foreign language.

M: Yes, that's right. All undergraduate students are required to take two foreign language courses.

W: But I already studied Spanish in high school.

M: Oh. How many Spanish classes did you take?

W: I took four years of high school Spanish courses.

M: In that case, you may not need to take two semesters here.

W: Really?

M: You can take a placement test. If you get a high test score, you can place out of the first semester of Spanish. You will only need to take one semester.

03 Physics

M: We know that the Earth rotates very quickly. In fact, right now it is rotating at a speed of 1,100 miles per hour. But what would happen if the Earth stopped going around? Considering how fast the Earth rotates, a sudden stop would be terrible. Everything on the planet would fly away into the atmosphere. Basically, nothing that we care about would be left on the planet.

It's hard to imagine and highly unlikely that the Earth would just stop one day, but what if we imagine that the Earth gradually stopped rotating? In that case, as the Earth gradually began to spin more slowly, we would notice that our daylight cycle would change. Then, we would all have a situation like people living near the North Pole. For example, we could have several weeks of darkness and then several weeks of daylight.

04 Ecology

W: Today in this lecture, we will talk a little about the "water cycle." This is the movement of water on the planet. Take the ocean as a starting place. Warm weather around oceans causes some of the water to evaporate. When that water evaporates, it becomes mixed in the air as gas. Now, this water will eventually return to the land, but how does this happen? By rain and snow. Some of that rain and snow gets back into rivers, streams, and the ocean. Some of the water also goes into the ground. Any idea what this is called? Quite simply, we call it "ground water." Now, this ground water isn't trapped where it falls. Even ground water eventually reaches the ocean again. It just circulates through underground cracks or chambers until it gets back to rivers, streams, or the ocean, completing the cycle.

05 Campus Life

M: The name of this course is History 101. It will be delivered primarily by lecture. Some audio-visual materials will be included as well, and, of course, there will be a textbook.

W: Excuse me, professor?

M: Yes?

W: So, the course format will include lectures, audio-visual materials, and a text book. Will we have formal discussions, too?

M: Formal discussions will not be scheduled due to the size of the class, but questions in class are always welcome.

W: Great! So, there will be some opportunity for discussions during the lectures?

M: Yes, that's right. I'm always open to questions about things any of you might have difficulty understanding.

06 Campus Life

M: Hello. I need a copy of my grades.

W: Oh, you mean a transcript.

M: Yes, right. A transcript. I need a list of my grades for my application to graduate school.

W: Do you need an official transcript or an unofficial transcript?

M: What's the difference?

W: Well, both have the same information, but an official transcript has the official stamp of the university. The unofficial transcript only has the grades.

M: Is there a charge for the transcript?

W: Only for the official one. It costs four dollars. Unofficial transcripts are free.

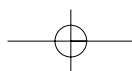
M: I'll probably need the official transcript for my application.

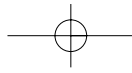
W: OK. Please fill out this transcript request. Would you like a free, unofficial one for yourself?

M: Sure, thanks.

07 Health

M: So class, let's quickly review some of the facts we learned about vitamin D. We know it is important for the body. It works to help the body use calcium. In that way, vitamin D helps the body to





build strong bones. It also helps strengthen teeth — which are also bones, by the way. So, building strong bones and strengthening teeth is an important effect of vitamin D. Now, can anyone tell me a source of vitamin D? Yes?

W: We can buy vitamin D supplements from the store.

M: Right, that's one way, but there is a much cheaper way to get it! We can get it from the sun for free. Our skin converts sunlight into vitamin D, so just walking in the sun will help the body get this important vitamin.

08 Social Science

W: Today, it is common for countries to take a census. What is a census? A census is a count of the population of a country. Officials are interested to know how many people live in the country. They want to count all the men, women, and children. In addition to the number of people, officials like to know where the residents come from. Were the residents born in that country or were the people born in a different country? Another important aspect of the census is determining what languages people speak at home. For instance, do people speak Spanish at home? Do they speak some other language? In sum, counting the number of people, where they are from, and what language they speak are important aspects of the census.

Chapter 1

Skill Review

A-C

01 Campus Life

M: Hi, Lisa! I'm trying to get organized for my move into the dorm next week. Do you have some time to spare? I'd love to hear your words of wisdom about dorm living, and what I need to bring to feel at home in the residence.

W: Sure thing, John! Dorm living is a blast! And it's even better if you're surrounded with all the right stuff. So, what do you want to know?

M: Let's start with clothing. What do most of the students wear? Is the campus pretty casual, or are there opportunities to dress up on occasion?

W: Well, this is what worked for me last year. I brought mostly casual. You know, jeans, T-shirts, and shorts. And one or two nice things in case there was a fancy event on campus.

M: OK, sounds good. Mostly casual...jeans, T-shirts, and shorts and one or two nicer things.

W: Remember to bring an iron. There is usually one in each laundry room, but they don't usually work well. You will end up scorching your clothes.

M: Hmm. I've never ironed anything in my life. My mom always did that. I guess it's time I learned, though.

W: It sure is! The next thing I would look at is bedding. The residence provides bedding, but it is not very nice.

M: So, you recommend that I pack my own sheets, pillow, and bedspread?

W: Yes, sheets, pillow, and bedspread. Also, don't forget some nice towels. The dormitory towels are awful.

M: OK, towels, too. We have clothing and bedding covered. What else do you think I need for the bathroom?

W: Well, you know that the showers are common. So, all the other guys on your floor of the dorm are going to be using the same showers. Bring flip flops for the shower, and your usual toiletries.

M: Flip flops for the showers. Got it!

W: Do you like coffee?

M: Sure do! Love my java in the morning.

W: Well, you might want to invest in a small coffee maker. It's a nice luxury having brewed coffee first thing in the morning. So, we've covered clothing, bedding, bathroom, and coffee. What about school supplies?

M: Well, I am going to need all that stuff, you know — notebooks, a stapler, pens, pencils — the usual. Is there a store on campus that sells that stuff?

W: Definitely, and it's dirt cheap.

M: OK, clothing, bedding, shower, and coffee. You have been a great help, Lisa. I'd better get packing. Thanks!

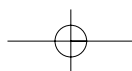
02 Writing

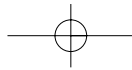
W: Let's talk a little more about writing academic essays. As you already know, writing an academic paper is very important for all college students. In fact, many of your assignments will involve writing a paper. In general, a typical college essay will be about three hundred words long. But a good essay isn't just about having the correct number of words or pages. There are other important factors. For example, an essay must have an introduction. Besides an introduction, the essay should have body paragraphs. And of course, you need a conclusion.

But today let's focus on the first part of the essay, the introduction. As I have mentioned before, the introduction is perhaps the most important part of the essay. Why is the introduction so important? The basic answer is that it is the first thing that a reader will see. For that reason, an introduction must be both interesting and informative. If the intro is not interesting, the reader may not be willing to continue reading. Similarly, if the intro is not informative, the reader may feel confused about the topic of the essay. Since students often have difficulty writing introductions, let's talk about some of the dos and don'ts of intros.

Let's begin with what you should not do in an intro. One thing to avoid is beginning with what we call "cinema scopes." Have you ever heard of a "cinema scope"? A cinema scope attempts to give a wide overview of the subject in one line. For example, an intro may begin with a line like "Throughout history man has done something." These types of intros sound clichéd and are uninteresting. Another thing to avoid in your introductions is beginning with a direct quote — for example, an intro beginning by saying: "According to Brown..." Why avoid quoting someone else to begin your paper? The main reason is that professors like to hear the voice of the student first. So beginning with your own words and descriptions is nicer than using a quote from someone else.

So what should you do in your introduction? The first thing to do is to imagine yourself as the reader. That is, if you were reading this paper, what would you like to see? What would be interesting for you? What would capture your attention? By picturing yourself as the reader, you are actually testing the quality of your intro as you write it. Secondly, an introduction should always give the reader some context about the paper. That is, the intro should clearly state the topic of the paper. So if the topic of your paper is popular sports in the US, you should give some details about sports in the US. For example, how many sports are there? Of all those sports, which are the most popular? How do we know they are popular? Do some sports have more fans than others? Give the reader some context and statistics regarding your topic.





Skill D

01 Campus Life

- W:** Can you answer a few questions for me about the computer labs?
- M:** Sure. That's my job.
- W:** Great! Well, I was wondering what general services are available?
- M:** Let's see. There's instructional tutoring, open labs, training workshops, and we can always help with individual questions.
- W:** What are your hours?
- M:** Monday through Thursday, 8 a.m. to 9 p.m.; and Friday, we're here 9 a.m. to 5:30 p.m. During the fall and spring semesters, we are open on weekends, too. On Saturday, we're here 9 to 5 and Sunday, 11 to 4.
- W:** Let me double check this. You offer open labs, training workshops, and instructional tutoring. During the fall and spring semesters, you are open seven days a week.
- M:** That's right. And don't forget we offer help with individual questions.

02 Agriculture

- M:** OK, everyone. Raise your hands if you like corn. Hmmm! Most of you. Good! Corn is a popular food and important crop around the world. It is especially popular here in the United States. In summer, a lot of people enjoy eating corn at picnics. For example, on the Fourth of July here in America, people often have a barbecue and eat corn, as I'm sure a lot of you do.
- However, corn can also be used as feed. By this, I mean it's used as food for animals, too. Cows, for example, are usually fed corn for four months before they are slaughtered. So can anyone tell me why it is used to feed the cattle? The answer is because it makes the beef taste better. The corn makes the cow's beef high in fat. And it's the fat that makes the beef taste good.

03 Literature

- W:** The Greek philosopher Aristotle was very involved in the development of drama. He believed that drama was made up of six major elements. The most important was plot. This is the story or the series of actions that happens in the drama. So, the plot is usually developed when two or more characters meet. Now, character is the second most important element of a drama. Aristotle believed that the characters should reveal things about themselves, and tell us how they feel about other characters.
- The third element of drama is dialogue. This is the conversation between characters. The dialogue should advance the plot and/or develop the characters.
- So, according to Aristotle, dramas should include a plot, characters, and dialogue.

04 History

- M:** In 47 BC, Julius Caesar became the ruler of Rome. His "right-hand man" was Mark Anthony. That is, Mark Anthony was the most important member of Caesar's group. Mark Anthony was a politician and a general. He was a very good general, but unfortunately he was not a very good politician. In politics, he was not always honest. He also wasted a lot of money that was not really his. On the battlefield, Anthony did a much better job. He was sometimes violent, but that was OK in the military. People listened to him because they were afraid of him. But his

use of violence in politics led to a state of anarchy in Rome. That is, the residents of Rome became out of control. Caesar was not happy about this state of anarchy.

05 Campus Life

- M:** Hello. I'd like to buy a parking pass.
- W:** OK. They cost \$400 per year.
- M:** Fine. How can I pay for that?
- W:** Are you faculty, staff, or student?
- M:** I'm a full-time faculty member. I teach biology.
- W:** OK, then you can use payroll deduction. I asked because students can't use payroll deduction.
- M:** Really? They can't pay with their paychecks, even if they work on campus?
- W:** No. Only full-time faculty or staff can use their paychecks to pay for the parking pass. That is the payroll deduction option.
- M:** Well, how can students pay for parking passes?
- W:** They have to pay in advance with a credit card or cash. Most students pay in advance with a credit card.

06 Psychology

- W:** We are going to talk a little about depression today. Depression is an illness which affects many people in the United States. In fact, about thirty million people in the US have experienced major depression at some time in their lives. The problem is that not everyone who gets depressed receives treatment. Recent reports state that about half of Americans with depression are getting treatment. In the past, more women received treatment. Now the number of men who receive treatment is nearly equal to the number of women, although more women still seek treatment than men. Who receives treatment is not so much related to gender as to age. Depression is seen more in younger people, those between 18 and 40 years old. People over 60 years old experience less depression than younger people.

07 Chemistry

- M:** Do you know how particles in gases behave?
- W:** The particles in a gas are well separated. They are separated far apart and have no real pattern.
- M:** What else about them?
- W:** Particles in a gas move very quickly. OK. My turn. Tell me about liquids.
- M:** Particles in liquids are very close together. However, they have no real pattern.
- W:** OK, so liquids are like gases in that they have no pattern. But liquids are different because the particles are close together.
- M:** Right. Now what about solids?
- W:** Particles in solids are tightly packed. That makes sense because solids are hard. Since the particles are packed closely, they usually have a regular pattern.

08 Sociology

- M:** A health gap refers to how members of one group do not receive the same quality of treatment as another group. For example, a white person in the US may receive very good health care while a black person may receive poor health care. There are different reasons why health gaps exist. One reason is socioeconomic. That is, a person's social and economic level may not allow him or her good access to health care. A doctor's care or services simply might be too expensive. That probably doesn't surprise anyone.

