

anyone know why his writing was considered to be different from traditional writers?

M: Didn't it have something to do about his main characters?

W: That's true; there was something peculiar about his characters. In Eliot's writing he did not include a central hero, that is, none of his characters came to "save the day" as was typically the case in traditional novels or poems. Have you heard of other modernist writers?

M: How about James Joyce?

W: Good one. Joyce was famous for introducing stream-of-consciousness writing. In this style, Joyce writes in a way that the reader feels like he or she is living through the same situations as the characters in the novels. It is an almost surreal feeling.

Sample response:

Both the reading and the lecture deal with the modernist art movement. The reading explains that the movement involved artists who wanted to create a new style. They wanted to make something different from the forms of art that came before. In the lecture, the professor talks about two modernist writers. The first one is T. S. Eliot, and the second one is James Joyce. Both of these writers created innovative ways to tell stories.

Q4 — practice 2

M: OK, class. For homework, you all should have read a bit about dendrochronology, or dating past events by using tree rings. Today, I want to further explain how this technique works and how it applies to archaeology.

One important aspect of tree rings is that they are different each year. In warm years, they are bigger than in cold years. This gives us a distinct pattern of thick and thin rings for all trees in a specific area. Several thin rings, one next to the other, means several cold years in a row. That's a pattern we can look for in other trees. Now, how does this help archaeologists? Well, in order for it to help us, we need to find a large piece of wood — one big enough to show us tree rings — associated with an archaeological site. Usually, this wood comes from part of a house or fence. Then, we compare the pattern of rings in this wood with the known ring timeline of that area. Hopefully, the pattern of thick and thin rings on our wood will match a section of the timeline, thus telling us when that tree was alive. That will then tell us the approximate date at which that house or fence was built.

Sample response:

In this reading, we learn about how tree rings are used in science. By looking at the rings that trees grow each year, scientists can make a kind of timeline. For example, in the lecture, the professor explains that trees grow thin rings during cold years and thick rings in warm years. So the rings in all of the trees alive at the same time in one area will have the same pattern of rings. In particular, archaeologists can look for these same patterns in the wood used in old houses or old fences.

Skill C

Q5 — practice 1

M: Hi, Jean! Are you all set for the English final tomorrow?

W: Hi Mark. Well, I thought I was, but I just had news that my

grandfather died yesterday. The funeral is tomorrow, and Mom and Dad want me to attend.

M: Oh no! I'm so sorry. Are you OK?

W: I'm fine. Of course, I am sad about Granddad, but it has been years since I've seen him.

M: You didn't know him that well?

W: I did as a child. We moved away when I was a teenager, and I have only seen him a couple of times since.

M: What are you going to do?

W: I don't know. Of course, family should come before school, but this is the final exam.

M: Why don't you ask your professor for a deferral? You might need to get a copy of the death certificate, though.

W: Why?

M: So the university can verify your story. They have quite rigid rules about deferrals.

W: OK. I still think that's a good solution. I get along with that professor quite well. I think if I explain the situation, and tell her that I can take the exam later in the week after the funeral, she will be OK with that.

M: You can please your parents and take the exam! Of course, if the professor refuses, my advice would be to skip the funeral and take the exam. I'm sure your parents will understand. They certainly don't want you to fail. Then they would have to pay for the course again!

Sample response:

In this listening passage, the woman has a problem because her grandfather just died. The man offers suggestions to solve the problem. The problem the woman has is that her grandfather's funeral is at the same time as her final exam. One thing the man suggests is for the woman to take the exam as scheduled and not attend the funeral. I think this is a good suggestion. This will solve the woman's problem since she will have the best chance at passing the course this way. Also, she has not seen her grandfather in years, so I think her family will understand.

Q5 — practice 2

M: Hi Cindy. Can I ask you for some advice?

W: Of course. What's up?

M: Well you know that campus credit card booth they always have set up in the student union?

W: Sure. It's so annoying.

M: Well. I'm really considering getting a credit card from them, but I can't make up my mind.

W: Wow. Well, my first instinct would be to tell you to not get the credit card.

M: Why?

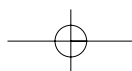
W: They can cause all kinds of trouble. First, they become addictive. Some students rack up a lot of debt before they graduate. In fact, I've even read that some students end up committing suicide because of their debts.

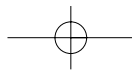
M: Huh. That's pretty heavy, but I don't think that will happen to me.

W: Why not?

M: Well, I only have one semester left before graduation, so there's not much time to rack up a lot of debt. Actually, the reason I need the card is because I just quit my part-time job to focus on preparing for finals. If I do well, I'm sure I'll land a good job after graduation. But without my job, I can't really pay my living expenses at the moment.

W: Hmm. If you're that confident about getting a good job, I'd





advise you to go ahead and get the card. Your exams are more important than your part-time job.

M: Right. That's what I was thinking.

W: Just remember to be careful with your spending, and don't forget about the interest charges.

M: The interest charges. Right. I didn't think about those.

Sample response:

In this conversation, the man asks the woman for her advice about getting a credit card. At first, she warns him against getting it. Later, she advises him to get the card but to be careful with it. Personally, I think her first suggestion was the best advice. To begin, getting a credit card can be dangerous for a university student. They often use it too much and rack up a large debt. Of course, this is bad financially and stressful emotionally. For these reasons, I think the man should not get a credit card.

Q6 — practice 1

W: Today, I'd like to discuss one of the most influential Brits of all time. Not only is he considered a great British leader, he is also considered a great world leader. His name is Winston Churchill. Probably most of you already know that Churchill was Prime Minister of Britain during World War II.

Now, Churchill thought that the general government and military needed to be more unified. For that reason, while he was acting as Prime Minister, Churchill additionally took the position of Minister of Defense. Thus, Churchill had power over both the regular government of his country and its military.

Many believe that it was Churchill's strength as a leader that helped Britain endure the terrible and incredibly destructive German bombing campaigns and remain strong enough to eventually win the war. He made many wise decisions regarding Britain's military strategy. However, Churchill is most famous for his ability to motivate the citizens of Britain to fight for their country. He gave many famous speeches that encouraged his people to fight hard and never give up. In one famous speech, he told his people that they would fight anywhere — for example on hills, streets, and fields and that they would never surrender under any circumstance. Churchill will always be remembered as a great Prime Minister for his country and an inspiration for other leaders around the world. He made wise and important decisions during World War II that helped Britain and its allies gain victory. In addition, he was an eloquent and passionate speaker, for which he was awarded the Nobel Prize in Literature in 1953.

Sample response:

In this lecture, the professor talked about Winston Churchill. The professor explained three things about Churchill. First, she talked about his role in the government. In particular, she mentioned that he was both Prime Minister and the head of the military at the same time. Next, the professor described how Churchill encouraged the people in England during difficult times. This is related to the third point in the lecture. The professor's last point was that Churchill was a great speaker. He even won a Nobel Prize!

Q6 — practice 2

M: Good day, class. Today, we're going to continue our series of lectures on "living fossils." Today, I'm going to focus on a species that's been alive on Earth for over 500 million years — the horseshoe crab. Remember, most species only last a few million years before going extinct, so 500 million is quite impressive.

In truth, horseshoe crabs are actually more closely related to spiders than crabs, but they have a hard shell and live in the sea. So, we call these fascinating underwater spiders, crabs. Their habitat ranges from the Gulf of Mexico up along the Atlantic coast as far north as Nova Scotia. So people can find them on the eastern coastlines of Mexico, the United States, and Canada. They feed on shellfish, grow to be almost 30 cm long, and can live for up to, um, 19 years.

OK? Got that background info? Horseshoe crabs eat shellfish, live along the Atlantic coast, and live up to 19 years. Good.

Let's look at some of the more interesting features of this "living fossil." First, the horseshoe crab has five pairs of what we call "book" lungs. These organs aren't really lungs. They're folded up — folded like pages of a book — so that is where the name comes from. Anyway, spiders usually have this kind of organ. These book lungs allow the horseshoe crabs to breathe in water and on land, as long as the lungs remain moist.

Sample response:

The professor gave a lot of information related to horseshoe crabs. One of the first things that he mentioned is that these animals are actually underwater spiders. After that, the professor explained where these creatures live. He said that they live in the ocean on the east side of Mexico, the United States, and Canada. The last thing that the professor talked about was one of the organs in horseshoe crabs. These animals have book lungs. This is some kind of strange organ that spiders have.

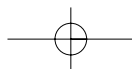
Chapter 3

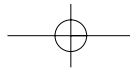
Focus A

Step 1 — Stress related to parts of words

- | | |
|------------------|-------------------|
| 1. a. method | b. methodology |
| 2. a. economy | b. economic |
| 3. a. academy | b. academic |
| 4. a. luxury | b. luxurious |
| 5. a. drama | b. dramatic |
| 6. a. recommend | b. recommendation |
| 7. a. capable | b. capability |
| 8. a. prefer | b. preference |
| 9. a. photograph | b. photography |
| 10. a. negotiate | b. negotiation |

1. Do you have a campus parking permit for your bike?
2. I hope my professor can advise me on which course to take.
3. She has to present her project to the class tomorrow.
4. My friends and I are going to the war protest at the student union this afternoon.
5. Did you hear that Jane and her band will record an album this summer?
6. I know it's lame, but my parents won't permit me to go skiing this weekend.
7. The police have arrested a suspect in the campus computer lab robbery.
8. In biology, we're studying how plants convert sunlight into energy.





Step 2 — Stress on phrasal verbs

1. The researchers found it out very recently.
2. The robber held up the convenience store.
3. Let's go check out the new restaurant in the student union.
4. Can you help me? I'm searching for a journal on anthropology.
5. Don't point at her. That's rude.
6. People often say that I take after my father.

Focus B

Step 1 — Sentence stress related to content words

1. This is very demanding on their kidneys.
2. They claim it to be an invasion of privacy.
3. The average water temperature on Earth is about zero degrees Celsius.
4. The reason for this change was random mutation.
5. It's for matching conversation partners from different countries.
6. I was very proud of my brother when he was accepted into medical school.
7. He wanted to bet money on the horses.
8. The needs of people in other countries should not be ignored.

Paragraph:

I had a difficult time sharing a hotel room with three of my friends during a ski trip. The problem was that I like to be clean and get a good sleep, but they preferred to party all the time. For example, I tried to go to bed at about 11:00 p.m., but they kept playing loud music and drinking beer until very late. At the end of the trip, I had a headache, and we were forced to pay extra because our room was so messy. Needless to say, I never went on a trip with those friends again.

Step 2 — Reduction of unstressed words

1. The people who moved out to other cities were safe, but those who were in the city were in great danger.
2. He is the one in my family who understands my dream.
3. The students can't access this section, but the teachers can.
4. The government asked him to stop campaigning against the policy.
5. They wanted to create something new and innovative.
6. For homework, you all should have read a bit about dendrochronology.
7. I know I look young, but I am a student at this university.
8. Sports are an important aspect of study.

Paragraph:

The man and woman are not in agreement regarding this exclusive soft drink contract. The man thinks it is a great idea, because it lowers the price of soft drinks on campus. For a number of reasons, the woman does not think it is a good idea. First, she thinks that soft drinks are not healthy. Secondly, she is against the university limiting choices to what drinks are available on campus. Lastly, she objects because the university did not consult the students before signing the exclusive contract.

Step 3 — Intonation

1. I had lost an important assignment due to computer problems.
2. That gave me the opportunity to learn about a new culture.
3. I never went on a trip with those friends again.

4. Universities need money for computer labs.
5. Many Native American groups tell their history through dance performance.
6. They look more interesting and have more character.
7. I am going to the Student Union office to ask some questions.
8. Modernist artists decided that traditional art was simply outdated.

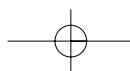
Example: In warm years, they are bigger than in cold years.

1. That will tell us the date at which that house was built.
2. Mom and Dad want me to attend.
3. They can cause all kinds of trouble.
4. I'm sure I'll land a good job after graduation.
5. He made many wise decisions regarding Britain's military strategy.
6. In addition, they are beneficial to mankind.

Focus C

Step 1 — Pausing

1. Although we hadn't finished, we decided to go home.
 2. When she stepped off the boat, she immediately ran to her car.
 3. It was raining so hard all day that they didn't leave the house.
 4. If the alarm rings, put down your books and slowly leave the building.
 5. The final test will be two hours long and will count for 25 percent.
 6. When I went to the store, it was closed.
-
1. He was an eloquent and passionate speaker, for which he was awarded the Nobel Prize in Literature in 1953.
 2. To begin, horseshoe crabs have remained unchanged for 500 million years, which is much longer than most species.
 3. Charities, both local and international, rely on the generosity of individuals to help the less fortunate.
 4. In summary, then, I think dance plays an important role in culture by preserving tradition.
 5. Well, players learn discipline, team work, and leadership.
 6. After a stressful day, this helps me fall asleep more quickly and wake up stress free the next morning.
 7. It took five years, but he finally achieved his goal.
 8. On a planet like Venus, where the temperature is extremely hot, it is very uncommon to even find water.



Chapter 1

Skill A

Practice 1

M: Morning, students. Today's lecture is on fossil fuels. So, to begin, what are they and why do we call them "fossil" fuels?

Well, over the course of millions of years, the skeletons of prehistoric animals and the remains of ancient plants decay and change form. They turn into rock, coal, or oil that we then extract and use to create energy. The word "fossil" refers to these dead plants and animals. The problem is that continued use of these fuels may cause irreparable environmental damage to the Earth. What can be done?

Firstly, we need to limit the use of fossil fuels. Secondly, we need to seek alternative energy sources.

Why is the use of these fuels so risky?

Well, there are many reasons, starting with serious air pollution caused by car exhaust fumes and the burning of coal. Some scientists think using fossil fuels also causes global warming. Heat-retaining gases enter the Earth's atmosphere and oceans whenever we burn fossil fuels. This leads to an increase in global temperatures. A warmer planet experiences major changes in weather patterns and natural disasters like floods, hurricanes, or droughts.

Acid rain is also the result of harmful gases that build up in the atmosphere due to fossil fuel emissions. This rain damages and poisons agricultural crops and enters our drinking water supply. Another problem with our use of fossil fuels is oil spills from ocean tankers. These spills cause untold damage to marine life. Sea birds, fish, and mammals often become covered in oil. This means they lose their mobility and ability to avoid danger. They also cannot hunt for food and may die from starvation as a result.

There are also other factors to consider. Fossil fuels will become more expensive and dangerous to extract as our supply lessens. Governments will have to spend millions on research to locate reserves. Extraction procedures become riskier when mines have to go deeper or oil rigs move further out to sea.

It is clear that we should spend money on research to find alternative energy sources. Solar and wind power are examples of such energy sources.

Practice 2

W: This week, we have been discussing paleontology. I hope you still remember what paleontology is — it's what paleontologists do. Just in case you have forgotten, paleontology is the study of old bones, or fossils. Our topic for today's lecture has a great deal to do with paleontology. We are going to discuss dinosaurs. Dinosaurs, of course, have been studied for many centuries as we continue to uncover dinosaur bones. Throughout the years, professional paleontologists have been able to "reconstruct" dinosaurs. They do this by finding all of the pieces — that is, bones — of the dinosaurs and put them back together. In this way, the paleontologist is able to reconstruct a skeleton of the dinosaur. Since we now know what many dinosaurs looked like from these reconstructions, we can begin to ask new questions. One question, which actually isn't very new, is about the biochemistry of the dinosaur. Specifically, we have been interested in finding

out if dinosaurs were warm blooded or cold blooded. You may remember from your classes in the biology department that warm-blooded animals are called "endotherms." Cold-blooded animals, on the other hand, are called "ectotherms."

Historically, dinosaurs were considered to be cold blooded, that is, ectotherms. This belief does not come from hard scientific evidence. On the contrary, it comes from the similarity of dinosaur skeletons to other reptiles. Other reptiles, such as lizards, look very similar to dinosaurs. Reptiles, including lizards, are cold blooded. For this reason, early paleontologists speculated that dinosaurs must have also been cold blooded.

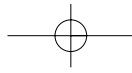
However, we now believe that at least some dinosaurs were actually warm-blooded. There is a lot of strong evidence to support this point. For example, dinosaurs were enormous animals. Very large animals we can observe today are typically warm blooded, while only smaller animals are cold blooded. Secondly, dinosaur bones themselves look much more like bones from other warm-blooded animals. If we compare the bones of dinosaurs to cold-blooded animals, the structure of the bones is very different. Finally, dinosaurs lived in many places on Earth. They lived in both warm and cold climates. Cold-blooded animals typically only live in very warm places, so the geographic distribution of dinosaurs leads us to believe that they were warm blooded.

Practice 3

M: We all know about the debate in public schools about vending machines. Certainly there are obvious health risks related to having these snack machines for students. For example, we know that junk food poses a serious risk to our children's health. An average snack from a vending machine has many more calories, especially from fat, than a healthy snack. And vending machines are convenient, allowing children to easily buy junk food and consume it anywhere. But how much do children really abuse the privilege to buy snacks from vending machines?

Proponents for vending machines argue that children already get healthy meals from their homes. Eating three healthy meals a day is not uncommon. For example, many children in public schools eat their breakfast at home, which often consists of cereal and fruits. They will also eat their dinners at home, in which they will receive meats or fish, in addition to fruits, vegetables, and bread. Members of local school boards have also noted that these children also eat their lunches in the school cafeteria. As the school board assures, the school cafeteria provides children with a good variety of healthy food during the week. And as the vending machine representatives put it, children who receive healthy meals throughout the day will not be harmed by having a snack from a vending machine.

One final point: Having vending machines at school does not mean that they will necessarily be abused. Both vending machine representatives and school board members have shown that the vending machines in schools are not available to students all day long. For example, the vending machines may only be turned on in the afternoons after school. In this case, students will not be able to fill up on sugary snacks and drinks throughout the day. Even parents who volunteer on school boards argue that keeping vending machines in schools but restricting their usage can help students learn to be responsible. Parents want their children to learn about being conscientious and taking care of themselves. If we ensure that our children continue to receive quality meals for breakfast, lunch, and dinner, why not allow vending machines in schools for a snack?



Practice 4

W: People have contrasting opinions about children and TV watching. You should all know this from the assigned reading and from your own experiences, I'm sure. Let's see, some people are of the opinion that TV watching is beneficial. How many of you agree with this side? ...Uh-huh, I thought so. You all are pro TV. Others believe that TV is harmful for children. How many agree with that idea? ...Right, so you people are on the con side of the argument.

People on the con side believe the research that does not support kids and TV watching. These researchers have found some compelling reasons to argue against TV watching. They have found that TV is often extremely violent. In fact, children's programs are frequently five to six times more violent than adult programs. Are any of you surprised by this finding? ...a few, yes, but most of you, no. If you watched a lot of *Bugs Bunny* or *Tom and Jerry* cartoons, like me, when you were young, you shouldn't be too surprised. To make matters even worse, the violence in children's programming often goes unpunished. This may mean that lots of kids learn to think that violence is okay. This could then lead to violent behavior at school or at play. In addition to behavioral problems, this constant exposure to violence can lead to sleeping disorders and health problems connected with them.

As I just mentioned, TV watching can also have negative effects on children's health and on their grades, too. Studies show that children who spend too much time in front of the TV may suffer from obesity. When TV time reduces exercise time, a child may put on weight. It looks like a few of you — and perhaps me, too — have been watching too much TV lately, no? Okay, back on topic. Similarly, studies have shown that children who spend too much time watching TV may earn lower grades than students who watch less. So, when TV time reduces study time, a child may do poorly in school. I'm sure many of you have experienced this inverse relationship between grades and TV time, right Stanley?

Skill B

Practice 1

M: Due to the recent medical backlash against low-carb diets, companies that previously recommended them are now changing their tune. One factor contributing to this reversal is that while most dieters enjoy their short-term benefits, the diets are just too difficult to maintain. People need to eat a balanced diet. That's why dieters tend to "fall off the wagon" when they follow the low-carb approach.

Diet companies that market food products no longer suggest that we cut out all or most of our carbohydrates. Instead, they have chosen to categorize carbohydrates in a new way: according to their "glycemic index."

"Glycemic index" refers to how quickly or slowly the body converts food into sugar. The lower the glycemic index [or GI] of a carbohydrate product, the more slowly it releases energy into the body. This is very healthy because it leaves us feeling fuller for longer. It also prevents our bodies from over-producing the hormone, insulin, which regulates our blood sugar levels. Examples of low- GI carbohydrates include whole grains, oats, and most fruits and vegetables.

The problem with high-GI carbohydrates, such as refined cereals, white bread, and cookies is that we digest them very quickly. They

also contain huge amounts of sugar. The body combats the sugar surge they induce by over-producing insulin. The insulin then lowers our blood sugar levels drastically and we experience cravings for even more of these unhealthy high-GI carbs. This results in a vicious cycle of sugar highs and lows and a tendency to keep putting on weight.

In order to avoid the long-term dangers of starving our bodies of energy-giving carbohydrates, we should simply rather enjoy the beneficial kind: low GI carbs!

Do, however, remember, folks, that no matter what you put into your mouth, exercise is also an essential component of a healthy mind and body. It keeps your heart ticking and those calories off. So, students, the next time you eat that healthy lunch of tuna salad on whole-wheat, why not complement it with a brisk stroll around the campus grounds? It will make a world of difference to your health and your mood!

Practice 2

W: How many of you smoke? Let's see a show of hands. Aah, so I see there are quite a few "tobacco addicts" in my class. Well, I hope you get involved in the class discussion today after the lecture. Today's topic is an issue close to your hearts—namely, cigarette prices.

As many of you may have personally experienced, the habit of smoking has a very negative stigma attached to it. That's because medical science continues to link the habit to so many life-threatening diseases! Well, to be fair, dying of lung cancer or a coronary brought on by years of puffing is no joke. It also costs the government a lot of money. Treating these patients drains government resources via the health care budget. However, smokers argue that they are being discriminated against. They say that increasing cigarette prices is both unfair and pointless. Let us look more closely at their arguments:

In a number of surveys conducted in this country, smokers have come up with some interesting rationalizations as to why prices should not increase. The most compelling argument, in my opinion, is the following: Smokers say that obesity is a far more serious health threat. They argue that obesity-related diseases are soon going to overtake smoking-related ones as the nation's biggest killer. Despite this, we don't see increased taxation of fries, cookies, and ice cream. Cigarettes and alcohol products are taxed or marked up, whereas junk food prices stay affordable! This disparity, the smokers say, is unfair and hypocritical.

Smoking is also prohibited in most public buildings and in most bars and restaurants. On this campus, students can only light up in specially marked areas. However, people can stuff their faces with as much high-fat junk food as they please! Most campus cafeterias still offer menu items with extremely high fat and sugar contents. Over-eating junk food usually leads to obesity. Obesity can cause high blood pressure, heart disease, and diabetes. Smokers are saying that treating obesity-related diseases will cost the government more money in the long run than smoking. For this reason, they argue, it is time to stop putting up cigarette prices and tax doughnuts instead!

Practice 3

M: Okay class, from last night's reading, you should know that the use of fluoride to fight against tooth decay has been around for a long time now. It's been used in toothpaste and even in public water supplies since the 1940s. Recently, however, controversy has arisen as more people learn that fluoride may not be as efficacious

