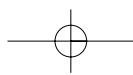


Developing Skills for the TOEFL® iBT

TRANSCRIPTS

Listening Section / Speaking Section / Writing Section



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

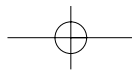
- M:** Emily Dickinson was an important American poet. She was born in 1830 and died in 1886. You know, many people consider Emily Dickinson to be one of the first great American poets, and yet, amazingly, very few of her poems were published while she was still alive. In fact, only about 10 of her poems 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.

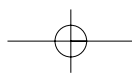
M: Another good idea is to read the chapter in the book before class.

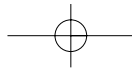
W: I usually don't read the chapter ahead of time. I thought hearing the lecture first was better than reading first.

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.

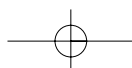
M: I'll probably need the official transcript for my application.

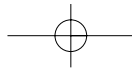
W: OK. Please fill out this transcript request. Would you like a free, unofficial one for yourself?

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!

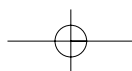
02 Writing

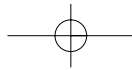
W: Let's talk a little more about writing academic essays. As you already know, writing an academic paper is very important for all college students. In fact, many of your assignments will involve writing a paper. In general, a typical college essay will be about three hundred words long. But a good 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

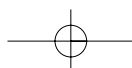
- W:** We are going to talk a little about depression today. Depression is an illness which affects many people in the United States. In fact, about thirty million people in the US have experienced major depression at some time in their lives. The problem is that not everyone who gets depressed receives 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.

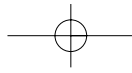
07 Chemistry

- 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.





But there are also barriers to simply enter the health care system. People of different racial groups may actually face discrimination at a clinic or hospital. Finally, the quality of service can differ. Minorities may not receive the same quality of service as white people, even from the same doctor.

Skill E

01 Biology

M: Today, I want to talk briefly about roses and some diseases that affect them. There are two diseases common to wild roses. These are rose rust, and rose black spot. The first, rose rust, causes leaf loss. What happens is this. In early spring, orange spots can appear on both sides of the leaves. This is then followed by pinhead-sized yellow spots on the underside of the leaves. Eventually, blackish brown spots will appear and the leaves may fall off. If this happens, you should burn the leaves to prevent the disease from spreading. A second common disease for wild roses is called black spot. With black spot, the upper side of a leaf will have, as the disease's name suggests, black spots. Other parts of the leaf will turn yellow. Eventually, the whole leaf turns yellow and falls off. The good news is that people can buy special products to treat both of these problems.

02 Campus Life

M: I'm looking for a journal, but I can't find it here in the library.
W: What is the name of the journal?
M: The *Journal of Speech and Hearing*.
W: True, we don't have a subscription to the *Journal of Speech and Hearing*.
M: I need an article from that journal for my research.
W: You can get it through an interlibrary loan.
M: Really? How does that work?
W: Let me show you on the computer right here. First, type the name of the journal you want in this box.
M: Here?
W: That's right. Then, type the name of the article you need, or keywords in the title in the box below the journal title. The article will be photocopied and mailed to you.
M: Great. I'll do that now. Just my name, the name of the journal, and the name of the article.
W: Right.

03 Psychology

W: Today, we will be talking a little about groups and how they can form. Groups can develop in various ways. One model proposes that there are four stages of creating a group. First, people must get along (or pretend to be friendly) with each other. Once people act like they are on a friendly basis, the second stage can begin. The second stage is called "storming." Here, politeness is not always respected. Group members test each other to see how the relationships may change. So group members make waves or cause small storms in the group. After the "storming" stage, normalization begins. In the "normalization" stage, the group members get used to each other and begin to act in cooperation. Finally, the productivity stage begins. "Productivity" means that group members work with each other to do a project.

04 Campus Life

W: I have a few questions about this meal card. Can you help me?
M: Sure!
W: My meal card and university ID are all in one card, right?
M: Yes, that's right. Your student ID and meal card are both in one card.
W: How many meals do I get each term?
M: That depends. You need to select and pay for a meal plan. But choose carefully. Your meals do not carry over from week to week.
W: So, you are telling me that if I miss a meal one week, it is gone forever.
M: That's right.
W: OK, so where can I set up my meal plan?
M: Go up to the payment office on the second floor. After you choose and pay for your plan, they will activate your card.

05 Agriculture

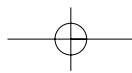
M: Continuing in our series of lectures on important crops, we are now going to talk briefly about the soybean. There are many uses for soybeans. Can anyone give me an example?
W: Aren't they used for making cooking oil?
M: Very good! In addition to cooking oils, soybeans are also popular as foods for people and animals. We produce a lot of soybeans here in the United States, but not as much as other countries. There is a lot of competition. The United States cannot produce soybeans as cheaply as some other countries. Brazil is expected to be the largest exporter of soybeans in the near future. This is because Brazil is increasing the amount of soybean fields in the country. Hopefully, this will reduce the cost of soybeans in the US in the future.

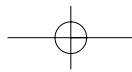
06 History

W: In 1863, President Lincoln of the United States gave a famous speech called the Gettysburg Address. Gettysburg was a battlefield in Pennsylvania that was used during the US Civil War. After the battle of Gettysburg, President Lincoln went there to give a speech. When he first arrived, he knew what he wanted to say, but he did not have a speech written. Lincoln went to his room the night before the speech and finished writing. The next day he gave his speech. It lasted only 2 minutes. Lincoln worried that his speech wasn't very good, especially because it was so short. However, it became famous because it was spoken from the heart.

07 Archaeology

W: Ruins can be found in every country of the world. Sometimes, if you are walking in the country, you may see the remains of a piece of man-made architecture. Well, that's what ruins are, those remains. In the beginning, we have a whole or complete structure. However, as a result of the weather or lack of maintenance, the structure becomes weak over time. Then, parts of the structure might fall down, or plants may grow over it. You have all seen that kind of thing—an old building covered in grass or plants. There are two types of ruins. They are historical ruins and modern ruins. Historical ruins can be found in places such as Athens or Rome. Probably you've all seen pictures of some of those. A modern ruin could be a building in a city. Maybe just some old building that you've seen which wasn't repaired.





08 Campus Life

- M:** Do you know how to sign up for independent study?
- W:** Yes. You need to first ask a professor if she or he would be willing to work with you.
- M:** I know which professor I'd like to work with. What do I do after I ask her?
- W:** Well, if she accepts, then you just enroll in independent study like you enroll in any other course.
- M:** How do I do that? Where can I find the course number?
- W:** Right, you need the course number. There is a special number for independent study.
- M:** I didn't see that course number listed in the schedule of classes.
- W:** Go to the office and ask the secretary. She can give you the course number for independent study courses in the department.

Skill F

01 Campus Life

- W:** Excuse me, Dr. Anderson?
- M:** Yes, come in. What can I do for you?
- W:** I would like to enroll for developmental psychology next semester.
- M:** Oh, you want to take my developmental psychology class?
- W:** Yes, I would.
- M:** Well that should not be a problem.
- W:** Well, actually, the problem is that I don't have the prerequisite.
- M:** Oh, yes, you need to have Psychology 201 first.
- W:** Up to this point, I have only taken Psychology 101.
- M:** Hmmm, Psychology 101 is just the introductory course.
- W:** Is there any way I can still take the developmental psychology course?
- M:** Well, you could try taking 201 and developmental during the same semester, but it won't be easy.
- W:** I'll work hard. I promise!

02 Political Science

- W:** We've been talking about governments. Last time, we started talking about monarchies. We made a list of kings and queens, remember? Well, today I am going to introduce you to one type of monarchy, an absolute monarchy.
- The monarch, that is the king or queen, has complete control in an absolute monarchy. The state may have a constitution. However, the king or queen can overrule the constitution at any time. In today's world, this type of a monarchy exists where education and communication are restricted. Examples are Saudi Arabia, Kuwait, and Swaziland.
- So, to repeat, in an absolute monarchy the monarch has absolute power over the people. The king or queen can allow constitutional rights to the people or terminate those rights at any time. Most of the wealth in these monarchies is held by just a few people.

03 Music

- M:** How many of you have played a musical instrument? If you have, you may know about woodwind instruments. These are wind instruments which are called woodwinds because at one time they were all made of wood. With woodwind instruments the sound is made by vibrating air inside a tube. There are three different ways these sounds can be made. The first is by blowing across an edge. Can anyone give me an example of this?

- W:** A flute?
- M:** Right, very good. Or a whistle. In both these cases you blow across an edge. Now, a second way of making this sound is by blowing between a reed and a fixed surface. In case you don't know, a reed is a thin piece of cane or metal which vibrates when air passes over it. An example of this second type of instrument would be a clarinet or saxophone. The third way is by blowing between two reeds. Again, an example of this would be an oboe or the bagpipes.

04 Campus Life

- M:** Hi, I need some information about this post office.
- W:** Sure. What do you want to know?
- M:** Can I mail packages from here, just like at a regular post office?
- W:** Of course! We provide all the services of a regular post office plus some extras.
- M:** Services of a regular post office plus extras? What do you mean by extras?
- W:** Our extras include stationary. You can purchase all your stationary right here, too.
- M:** So, I can send regular and registered mail, rent a post office box, and buy stamps. Plus, you have stationary.
- W:** Exactly! And, don't forget money orders.
- M:** Wow! Money orders, too. You offer a great service.

05 Astronomy

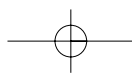
- W:** How old is the sun? That is a question that scientists have asked for a long time. To be honest, we don't know exactly. Throughout history, scientists have used different methods to calculate the sun's age. The current method to calculate the sun's age involves measuring the speed at which the sun radiates energy. So we have all this heat coming from the sun. Scientists try to measure the heat coming each second. As the sun gets older, it sends out more energy. The sun gives off more heat at a faster rate, so scientists measure the change in energy—the difference between a long time ago and now to figure out the sun's age. The current calculation is that the sun is 4.6 billion years old.

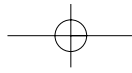
06 Campus Life

- M:** Could you help me find some information?
- W:** Yes. What are you looking for?
- M:** I'm looking for a research article on the library database. I'm just not too sure how to use the computer.
- W:** OK, well what's the name of the article you need?
- M:** It's called "Becoming bilingual."
- W:** OK, so type that title into the space that says "title."
- M:** Got it. Now what?
- W:** Do you have the name of the author?
- M:** Yes, the author's name is Jack Sweeney.
- W:** So type that where it says "author"
- M:** OK. Ah! There's my article. Now, how do I find it?
- W:** Well, here is the call number. That call number tells you where the article is in the library. It looks like we have that article on microfilm. It should be in one of the microfilm cabinets against the wall over there.

07 Earth Science

- W:** All water contains a certain amount of salt. Some water has little salt content, like rainwater. Other water has a lot of salt content, like the water in the ocean. Of course, ocean water is much saltier





than the water in a lake. Scientists have determined that ocean water is more than 200 times saltier than normal lake water. Scientists have also determined how much salt there is in the oceans. They found that there is enough salt dissolved in ocean water to cover all of the Earth. In fact, the salt could bury all the land on Earth at a depth of 500 feet thick! Five-hundred feet is just over 150 meters. That's a lot of salt! Let's compare that with lake salt.

08 History

M: The Bastille is the name of a famous prison in France. Actually, bastille is the French word for "castle." The Bastille prison is famous because it was involved in the French Revolution. On July 14, 1789, about 1,000 people surrounded the prison. The people wanted the prison officials to surrender the prison. They also wanted to take the guns and ammunition that were inside the prison. Now, even though they were outnumbered, at first the prison officials refused. They began to fight with the attackers. Shots were fired by both sides. Finally, the French officials gave up since there were many more attackers than officials. In the end, the officials surrendered the prison and gave up their weapons.

Chapter 1

Skill Review

A-F

01 Campus Life

W: Professor Reid?
M: Oh, hi Susan. Come on in.
W: I hope I am not catching you at a bad time.
M: No, not at all. I could use a break. What can I help you with?
W: Well, it's about your class on sociology. I had a few questions after the last lecture that I couldn't find the answers for in the book. Could I ask you?
M: Yes, of course. What is your question?
W: It's about a comparison you were making about women in different countries.
M: Was it just about women, or was I comparing men and women?
W: Oh, right. It was a comparison between men and women. It was something about how much they earn...
M: Let's see... was I talking about industrialized countries, or..
W: Yes, it was about industrialized countries. You mentioned countries like Sweden, Norway, Canada, and the US. You mentioned something about how women with a college education in industrialized countries are likely to earn more money for their work in a business setting.
M: Right. Women who have a college degree in developed countries will earn more than women who do not have a college degree. However, this trend is not uniform across all industrialized countries.
W: Really? Where is it different?
M: Japan, for example. Although Japan is an industrialized country, women with college degrees in Japan do not earn more money due to their degree.
W: Why is that? Why don't educated women in Japan earn more money for their work?
M: To begin with, very few women in Japan get a college degree compared to other developed countries.

W: Well, if fewer Japanese women get degrees, do they work much?
M: That's another point. There are fewer Japanese women who work in general. That means that there is less labor force participation by women in Japan.
W: Why is that? Why do we see that difference when compared to many of the Western countries?
M: First of all, there are many cultural differences between Eastern and Western countries.
W: Cultural differences? Like what?
M: An Eastern country like Japan puts a lot of social pressure on women not to work once they are married. In fact, this pressure is supported by the tax system, so women who work are taxed heavily.
W: Ah, that social pressure would explain why there is such a low marriage and birth rate in Japan. Women are not so quick to get married or to have children, so they can work as a single woman and earn some money on their own.
M: Exactly right. Many Japanese women wait to get married and have children since tradition dictates that career and marriage are not compatible.

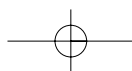
02 Phys. Ed.

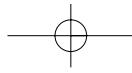
W: What exactly is physical fitness? I'll start by giving you my definition. Physical fitness is the ability to perform a variety of activities. These could be simple activities like dressing and eating on your own. I mean, for example, many older people find that one day they can't bend down to tie their shoelaces because they haven't maintained their physical fitness. Today, I want to look at two important factors that need to be considered in any discussion of achieving physical fitness.

OK, now, the first factor to consider is nutrition. What we eat and what we don't eat affects our functional longevity. By functional longevity, I mean the duration of time that our body can remain fit and ready for use. You might think of longevity as meaning living for a long time, but that is not enough. We need functional longevity: to live for a long time in a condition of good health and fitness.

So, what should a person eat? Over the years, the "ideal diet" has seen many changes. For example, in 1968, the American Olympic menu included lots of meat, eggs, cereals, breads, desserts, fruit juices and soft drinks. Nowadays, trainers advise athletes to eat complex carbohydrates such as wholegrain breads and beans, foods low in fat such as low-fat yogurt and steamed fish, a wide variety of fruit and vegetables to avoid vitamin deficiency, and less protein such as red meat. If people are careful to eat a balanced, nutritious diet, they will improve their ability to carry on normal activities well into their later years. Remember—low fat, low protein and lots of fruit, grain, and vegetables. That's the diet to aim for.

So, the first factor of functional longevity is nutrition. The second factor I want to talk about is exercise. We all have the image of someone working out at the gym, running on the treadmill, or lifting weights. Well, of course that is exercise, but in simple terms, exercise is nothing more than muscular usage — using muscles. There are two kinds of muscular usage: short-term usage like going up a flight of stairs and long-term usage like walking across the campus to a class. Even the act of picking up a textbook is a kind of exercise. Place the book in the palm of your hand and raise your hand. When you pick up your book, there is a muscular contraction. This is isotonic contraction. That's a bit technical, but don't let that word scare you. It's a simple concept. Isotonic contraction happens when there is actual movement of a body part. You will be using your biceps muscle to raise the book from





the desk. Isometric muscle contraction, on the other hand, is when there is effort but no movement of a body part, for example if you're applying effort to biceps — maybe trying to show off your big biceps to your friend. Remember — isotonic involves movement, isometric, just contraction, no movement.

Chapter 2

Skill A

01 Campus Life

- W:** Excuse me, Professor. Do you have a minute?
M: Sure, Felicia. What can I do for you?
W: Economics has been really tough this semester, and frankly, I feel sick when I think about the exam.
M: Well, let's look at what you need to do.
W: Great, I have been really worried these past few days.
M: Well first, I would suggest looking at some old exam papers. Becoming familiar with the format and typical questions can really make a difference, you know.
W: That's a good idea. Where can I get hold of them?
M: Well, the library has approved exams given by professors at our university for all the undergraduate courses. It's called the Old Exam File or OEF.
W: Fantastic!
M: The OEF is also available online. It's on the Blackboard system. Have you heard of that? The web address is courseweb.stateu.edu, but to use the online Old Exam File, you need to register first.
W: No problem. How do I do that?
M: Oh, it's very simple. Just send an email to tutoring@pobox.stateu.edu and give them your name and student ID number.
W: Hold on a sec. That's tutoring@pobox.stateu.edu? And they need my name and ID number?
M: That's right. After they let you know that you've been registered, go to the site, click on the links...
W: Now, this is the courseweb.stateu.edu site?
M: You got it. Once you're there, just click on the links to access and print out the old exam that you want. It's simple.
W: You know, I feel better already. I think I'm suffering from fear of the unknown.
M: That's probably it...the anxiety is worse if you don't know what to expect.
W: Thanks.
M: Best of luck, Felicia. If you use those old papers as a study tool, I know you'll be OK.
W: Thanks Professor Frazer. I'll get onto it right away.
M: Yes, do that, and if you're still worried afterwards, get back to me.

02 Geography

- M:** When you think of big mountains, what is the first thing that comes to mind? Many people will immediately respond, "Mount Everest." This response is logical because Mount Everest is in fact the tallest mountain in the world. Many people have even climbed this mountain, which of course is no easy task. However, Mount Everest is not the most difficult mountain to climb. The most difficult is actually K2.
K2 is the name of the second-tallest mountain in the world. It is located in an area called the Karakoram in northern Pakistan.

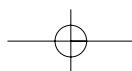
Now, a little history. K2 is the second of Karakoram's peaks. For that reason, it was named K2. When a British surveyor was naming these mountain peaks, he saw another peak in the Karakoram region first. So that was K1. Then he saw K2. So in these names, 1 and 2 have nothing to do with height, as some people naturally assume. It's just the order these peaks were named. K2 was first surveyed, or measured, in 1856. At that time, the height of K2 was determined. Do you have any idea how tall K2 is? Well, it is 8,611 meters tall! At the time K2 was first surveyed, the mountain had not been climbed by anyone. That is, no one had ever reached the top.

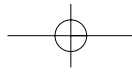
It's no coincidence, of course, that the world's two tallest mountains — Everest and K2 — are part of the same mountain range — the Himalayan mountain range. So, we ask ourselves, why are the Himalayas so tall? Well, the Himalayas are actually one of the youngest mountain ranges on the planet. They began forming about, uhh, 50 million years ago when the Indo-Australian plate collided with the Eurasian plate. In fact, the Himalayas are still growing about 5mm per year as the Indo-Australian plate continues to smash into Asia.

Because of its incredibly tall mountains, the Himalayas attract a lot of climbers. K2, specifically, attracts mountain climbers with its extreme height and difficulty to climb. There are a number of difficulties involved in climbing K2. Perhaps the main difficulty is the weather. Strong winds are common. Bad snowstorms are also frequent. Combine strong winds, terrible snowstorms, and over 8,000 meters of altitude, and you can imagine how hard it is to climb.

03 Music

- W:** Acoustic musical instruments are common throughout the world. Simply put, an acoustic instrument is any instrument that makes sound. This lecture will introduce you to an acoustic instrument invented in the 20th century. Its name is the steelpan. Often, it is simply called the pan or steel drum, and it is played by musicians in a steel band. The steelpan is both an instrument and a form of music which originated in the country of Trinidad, in the West Indies. It was a Trinidadian by the name of Winston "Spree" Simon who first discovered the instrument. That was in, umm, 1939. He was beating an old oil drum with a corn cob, and obviously, he liked the sound. He discovered that different areas on the surface of the drum created different notes. In the 1960s, the steelpan underwent further innovations. A drum called the "fourths and fifths" was introduced. The "fourths and fifths" drum could produce a much broader scale than previous steelpans. This allowed even more different kinds of music to be played. Also, the appearance of the steelpan instrument itself changed. Wheels were added to the pans and they were also covered with canopies. These canopies were covers that protected the pans and the players from the hot sun... if you've ever been to the West Indies and under the Caribbean sun, you'll know how important it is to be in the shade. I was there last winter, and if I wasn't swimming in the ocean, I was sitting under a canopy listening to steelpan music. I highly recommend it.
Now, steelpan as a musical form has also undergone many changes. The first pan band dates back to 1940. These first bands were rhythm bands... mostly for dancing to. However, during the 1940s, techniques were developed that enabled melodies to be played. This meant that a steelpan performance could be the focus of a concert rather than an accompaniment to a dance. These first steelpan melodies became known as panyards. Panyards, then, are melodies played on steelpans, but this word also refers to the





areas, or “yards,” where steelpan music is played. Both meanings of “panyard” were and still are important to communities in the West Indies.

By the 1940s, steelpan music had spread from Trinidad to other nearby West Indian islands. In 1951, steelpan was played for the first time outside of the Islands when the Trinidad All Steel Percussion Orchestra played at the Festival of Britain in the United Kingdom. Now, as you all know... I hope... steelpan is popular across the globe. In fact, let's listen to some right now to end the class.

04 Campus Life

- M:** My dorm room looks like a cemetery. There are dead plants everywhere!
- W:** My place used to look the same way but I've found the answer.
- M:** Really, what's that?
- W:** Well, in some ways house plants are a little like pets.
- M:** Pets?
- W:** Yeah. They will probably be stressed when you first bring them home.
- M:** Oh, so that's why the leaves fall off during the first few days at my place.
- W:** That's right, but if you try to make the new home similar to the old one, then they can still survive.
- M:** What do you mean?
- W:** Well, you need to make sure they have familiar conditions. You may need to make some changes to your dorm room.
- M:** That sounds like a lot of work.
- W:** My thoughts exactly! I think it's more prudent to choose plants that match the conditions you already have in your room.
- M:** Of course. Why didn't I think of that?
- W:** Just do some research and find plants that will be happy to live at your place. Take a look over here...
- M:** Wow, those orchids look great!
- W:** Yes, they're right at home in the bathroom with all that light and moisture. That's why I bought them.
- M:** What about that one over there?
- W:** Do you mean the aspidistra?
- M:** Er... yeah, I guess so.
- W:** It doesn't need much sun, so I put it over in the corner.
- M:** So it's as easy as that?
- W:** Well yes, just do your research first. You too can be an expert!
- M:** Thanks Anne. You won't recognize my place the next time you visit.

05 Education

- M:** Our lecture today will focus on success. In particular, I'd like to explain how experts define success in children with learning disabilities. Umm, did everyone read the article by Dr. Marshall Raskind? Most of what I will talk about today comes out of that article I gave you. It was the article, or interview really, in which Dr. Raskind talked about how to define success for different kids. In the interview, Dr. Raskind was asked two questions. First, he was asked to define what success is. Secondly, he was asked to provide a description of how kids with disabilities become successful adults. These are two interesting, and not so easy, questions to answer. Let's start with Dr. Raskind's definition of success. Dr. Raskind told the interviewer that success means different things to different people. However, he gave the interviewer a long list of factors that seem to be common among successful people. These factors include... umm, let me see... oh yes, having strong family ties, having supportive friends, being loved, being physically and mentally healthy, and having financial security. Also, successful

people generally have a feeling of meaning in their life. Dr. Raskind pointed out that not all of these factors must be present to be successful. Nonetheless, a very successful person might have most of these factors: strong family ties, good friends, good health, money, love, and meaning in his or her life.

So, these are the factors that determine success in normal people. What about people with learning disabilities? Dr. Raskind, as well as many other researchers, has done studies to determine the success factors for people with learning disabilities. The factors that have been identified with success for the learning disabled are a little different. Those factors of success include, umm, self-awareness, perseverance, support systems, and emotional coping strategies. Remember, as with other people, not all of these factors have to be present. Also, these success factors do not guarantee that a learning disabled person will be successful. However, they do increase their chances of success. Therefore, friends and family of a person with a learning disability should try to help the person be self-aware, choose his or her own actions, and persevere, all the while encouraging him or her emotionally as well.

It's important to remember that success factors for the two groups are slightly different. Not all factors have to be present in a person's life for them to be successful. Lastly, while these factors increase a person's chances for a successful life, success is a subjective measure.

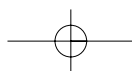
06 Biology

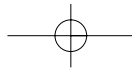
- W:** Many people think that dolphins and porpoises are exactly the same. Although they are similar in many ways, a dolphin is not a porpoise, and vice versa. There are both similarities and differences between the two. Let's learn about some of these similarities and differences.
- First, they are both mammals belonging to the scientific order *Cetacea*. This order includes all whales, to which both dolphins and porpoises are related. Second, both belong to the same scientific suborder, *Odontoceti*. This suborder is made up of toothed whales. However, they do not belong to the same scientific family. Porpoises belong to the family *Phocoenidae*... that's spelled P-h-o-c-o-e-n-i-d-a-e... and dolphins belong to the family *Delphinidae*... that's D-e-l-p-h-i-n-i-d-a-e. OK, now, if we examine porpoises and dolphins at this level, they are as physically different as dogs and cats.

Let's compare their physical characteristics. Porpoises are much shorter than dolphins, but appear to be heavier. The porpoise's dorsal fin (that's the fin on the back) is triangular. The dolphin's dorsal fin is shaped like a wave. The dolphin has a very noticeable beak. The porpoise does not.

Because they belong to the same scientific order and suborder, they share many of the same characteristics. For example, they are both completely aquatic mammals (they live in the water), they have a blowhole for breathing, and a tail fluke. However, as mentioned before, they have many physical differences including size and different shaped dorsal fins and beaks. Oh, and there was one more difference I forgot to mention. The dolphin is thin and sleek compared to the chubby porpoise. Remember, although they appear very similar to us, at the family level, we can compare their relationship, as we did earlier, to the one between cats and dogs.

So, physically speaking, dolphins and porpoises are different. But there are also behavioral differences between the two. Porpoises are shy, while dolphins are not. Usually, porpoises only come up out of the water to breathe. Dolphins are social. They will often





follow fishing boats. You are more likely to see a dolphin, both in the wild and in captivity, than a porpoise.

Let's review what we have discussed today. If you happened to see a sleek mammal with a blowhole, a wave-like dorsal fin, and a beak playing in the water near a boat, what would it be? A dolphin. And if while scuba diving, you ran across a chubby mammal with a blowhole and triangular dorsal fin that swam away when you came near, what would it be? A porpoise.

Skill B

01 English

- M:** I think I've received everyone's topic for your written project. At least I hope I have, since the deadline was Friday. On that note, we are going to spend today discussing writing tips. These tips will help when you are planning and writing your essay. There are four basic steps you can follow in writing for this class, or any class really. When you are writing, you should look at planning, composing, organizing, and finally, editing. Editing could include fixing small things or revising the content of your essay. But we'll start with the first step, planning. Planning can include free writing, brainstorming, outlining, and journaling.
- W:** Professor, what is free writing?
- M:** Good question. When we free write, we simply write down all our thoughts on our essay topic. It helps us get a feel for our subject. If we save our free writing to a computer file, we can transfer the best parts of that file to our essay.
- W:** I understand. Thank you.
- M:** The next step is composing our essay. We should begin writing by writing quickly. At this point, don't worry about punctuation or sentence structure. At this stage, you just want to get lots of ideas down on paper. You can also use abbreviations if it helps you write faster.
- W:** Excuse me. I have another question. Is it OK to use abbreviations in our essays?
- M:** No, not in the completed essay. You should take out all the abbreviations in your final essay. Also, once your rough composition is complete, you must finalize the sentence structure and punctuation. Think of it this way: once you're finished composing, a friend of yours should be able to pick up the paper and read it. The essay is not organized yet, but it is readable. Sentences and punctuation should be in place, but no abbreviations. Next, organize your essay. You can move sentences or even paragraphs. This is easy if you use the cut and paste function on your computer. Lastly, revise and proofread your essay before turning it in.

02 Linguistics

- M:** Good morning everyone. This morning I'd like to introduce you to the concept of speech community, a concept belonging to psycholinguistics. Um. It describes a particular group of people who share certain characteristics and whose members all agree to use language in a unique way. Confused? Let me see if I can make it clearer for you. Speech communities can be groups of professionals such as doctors, groups of students, perhaps high school students, religious followers, or even groups of very close friends or family members. Oh and let's not forget online groups like regular members of a chat room. Group members make up part of an "in" group. Outsiders and non-members don't understand the speech and often feel excluded, whereas members feel a sense of

identity and belonging.

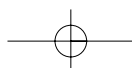
Think about groups you've encountered. I'm sure you'll have noticed that the stylistic features of speech communities differ according to the group's socioeconomic status, meaning their social class or status in society. But a speech community might also speak in a certain way because society expects them to. We don't expect doctors to speak in the same style as a group of musicians, right? We expect more formal speech from our medical practitioners, and we'd be shocked if our children spoke to their friends in a formal style.

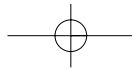
Each one of us here today is probably a member of several quite different speech communities, and we almost certainly alter our speech depending upon the community we are interacting with. Think about it for a minute and I'm sure you'll recognize what I'm talking about. I'll use myself as an example. I certainly use a very different style of speech with my group of golf buddies, guys I've known since grade school, than I do with my group of academic colleagues. Take a moment to think about your own lives.

A real challenge can occur — I'm sure you'll know what I mean here too — when you find yourself interacting with speakers from two or more of these speech communities of which you are a member. You have to find a way to make your speech appeal to speakers from both or all communities. Imagine you're trying to interact with a group of close family members AND members of your peer group over dinner. I see you know what I mean. It may not be as relaxing as talking with just one speech community at a time.

03 History

- M:** The focus of our lecture this morning will be on the OECD. We will learn about what it is, talk briefly about its history, and consider what it does today. We have a lot to cover, so listen carefully. Some of you know what I mean by the OECD, others may not. OECD stands for the Organization for Economic Cooperation and Development. Quite a long title! The abbreviation OECD is much easier to remember and say. The Organization for Economic Cooperation and Development is a mouthful. Now, you are probably wondering exactly what the OECD is. Well, it is an international organization. Its members are developed countries that believe in democracy and a free market economy.
- Let's start with a bit about its history. The OECD came into being to help rebuild Europe after the Second World War. I'm sure you're all familiar with the destruction in Europe, especially in France, England, and Germany, at that time. Originally, only European countries were members. In 1961, however, non-European members were admitted, and its scope became more international.
- Today, the OECD is a group of like-minded countries. They help the governments of countries become prosperous and fight poverty. To be more specific, the OECD helps provide economic growth, financial stability, technology, and trade and investment. Oh, and, umm, the organization is also aware of the importance of the environment. They work hard to ensure that achieving prosperity does not mean ruining the environment.
- The OECD also helps governments understand and respond to new developments in the areas of terrorism, new technologies, and ageing populations. In other words, the OECD changes with the times.
- The OECD also collects statistical, economic, and social data. This data is highly respected and used by researchers worldwide. So, to recap, this is what we have discussed so far. This will be on the test, so you may want to write it all down. The OECD was formed to help the rebuilding of Europe. In 1961, its membership





expanded from European-only countries to democratic and free market economy countries around the world. Today, the OECD helps countries become prosperous and fight poverty. The organization also helps governments understand terrorism, new technologies, and ageing populations. It is also a well-respected collector of statistical, economic, and social data.

I want you to understand that while the OECD has only 30 members, non-members can subscribe to OECD agreements and treaties. The organization shares its information and expertise with more than 100 countries.

04 Campus Life

M: Hi Sarah, what's up?

W: I'm checking out the college course catalog for next semester.

M: Oh really? Which college are you looking at?

W: I'm looking at Woods College. They have lots of good courses in the catalog here.

M: Woods College? I know that is a very good school, but it is so far away!

W: I know! That's true. Woods College is halfway across the country from here.

M: Well, how can you go there? I mean, you have a job here. And you have to work to help support your family. Are you really contemplating leaving this city to go study at Woods?

W: Oh no! I couldn't leave this city. After all, I have a job and a family.

M: Then how can you study there? Why even bother looking at the catalog?

W: Because I can take classes through their "Distance Learning" program.

M: What's a "Distance Learning" program? I've never even heard of one of those!

W: Well, it's kind of new. "Distance Learning" means that you can take classes at a college that is in a different city or state, but you can take the classes from your home.

M: How can you take classes from a college if you don't even live there?

W: Through your computer. It's like taking classes over the Internet.

M: Wow — over the Internet! That sounds convenient. And probably fun, too!

W: Yes. It requires some technology. For example, you have to have your own computer.

M: What do you need besides a computer? Do you need some kind of special connection to the Internet at home?

W: You need a computer with a modem, and an Internet connection. That's it. Nothing special.

M: Is there anything else you need?

W: You need a lot of memory on your computer. Some schools recommend having several gigabytes of free space. You need lots of memory to store the files and lectures on your computer.

M: I have a computer with an Internet connection, but not much memory.

W: You could always buy some extra memory for your computer. Upgrade it. It's really not too expensive. Then you could take distance learning classes with me! It'd be fun!

M: You're right. And taking extra college classes would look good on my resumé.

W: You bet. Why don't you sit down and look at the catalog with me?

05 Health

W: Today, I want to consider natural alternatives to aspirin for pain relief. You may know that before aspirin, people used salicin to

fight pain. Salicin is quite different from aspirin and occurs naturally in plants such as willow bark and meadowsweet, among others. Many doctors believe it may be safer to use these natural sources of salicin rather than aspirin. Let me explain exactly why it might be a good idea to throw away our bottles of aspirin and reach for the herbal preparations.

Why do we use aspirin? It helps get rid of our headaches, right? Yes, it does. So, what are the problems with using aspirin? Well, aspirin can also produce some harmful side effects. We want the pain relief from aspirin, but we don't want the stomach irritation, the thinning of the blood, and the allergic reactions. What about the side effects of the natural sources of salicin, you might ask. Well, it's interesting to note, and this is important, there is no evidence to suggest that these natural sources produce similar negative side effects — in fact, they can often be used to treat these negative side effects!

OK, so aspirin can cause stomach problems, thin blood, and allergic reactions. Let's look more closely at some of the natural sources of salicin. We'll start with willow bark. Willow bark can relieve stomach irritation and actually stop minor bleeding, one of the side effects of aspirin! Willow bark has been used for centuries. It became popular in treating the inflammation associated with, ahh, gout ...a very painful disease. In addition, it can reduce fevers and kill intestinal worms. Then, there's meadowsweet. It can aid digestion, calm irritated stomachs, and, like willow bark, it can stop minor bleeding. Again we have an herbal preparation that can treat conditions that aspirin may actually cause!

So, to recap. There are proven negative side effects associated with the use of aspirin and no evidence to suggest similar negative side effects with the use of herbal preparations. Sources of salicin such as willow bark and meadowsweet are readily available today, and for many people, may provide a safe alternative to aspirin.

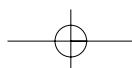
06 Cultural Studies

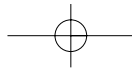
W: This lecture is going to introduce you to traditional Chinese philosophy. First, you will learn about, uh, the yin and yang philosophy. Secondly, we will look at the five elements of this philosophy. It is important that you remember these five elements as we will be discussing them throughout the lecture. The five elements of yin and yang are: water, wood, fire, earth, and, umm, metal. OK, so those are the five elements. Umm, let's begin with a definition of yin and yang. Yin and yang should be considered as opposite forces like, uhh, like land and ocean, for example. These are opposites. Now, these opposites do not compete with each other. They are complementary. When you think of yin and yang, think complementary opposites.

So, moving from complementary opposites, let's return to the five elements we mentioned earlier. If you recall, we said they were water, wood, fire, earth, and metal. The Chinese divided yin and yang into five elements to gain an understanding of how the body, mind, and spirit work. According to the Chinese, every person's physical and mental health relies on a balance of the five elements. Individuals may have more of one element than another. Of course, ideally, all elements are in balance or harmony. What does this mean? Uh, it means that a person's body contains equal amounts of each element.

The amount of each element in an individual's body determines his or her physical and mental health. When all of the elements are equal, a person is healthy. When they are not equal, or there is an imbalance, you get sick. The type of sickness depends on the elements that are out of balance.

OK, we're going to get into these specific illnesses next time.





Before you go, let's review what we have covered today. We have defined yin and yang. They are complementary opposites. Secondly, we discussed the five elements of yin and yang. They are water, wood, fire, earth, and metal. These elements are always changing, and the balance of these elements within our bodies determines our health.

Skill C

01 Campus Life

- W:** Hi! I need some information about the Student Activity Fee. Can you help me?
- M:** Sure. What would you like to know?
- W:** Well, first of all, what exactly is the Student Activity Fee?
- M:** Well, that's easy. The fee is \$15.00, and since autumn 2003 all students entering the university have been required to pay it.
- W:** All students must pay it?
- M:** That's right. It's a quarterly fee paid by undergraduate and graduate students.
- W:** Paid quarterly! Wow, I thought it would just be once a year.
- M:** Nope.
- W:** How much money does the university collect from this fee?
- M:** Right now, there is a little over \$2 million in the fund.
- W:** That's a lot of money. Who decides how it is spent?
- M:** That would be the council on Student Affairs. You will find both students and faculty making the spending decisions.
- W:** I see. Do I have my facts correct? The fee is \$15.00 per quarter, per student. Both students and faculty decide how the money will be spent.
- M:** Exactly!
- W:** Now, I know who decides on how the money is spent. Can you tell me what types of programs receive funds?
- M:** The list is a long one. It includes free concerts, lectures, comedy shows, second run films, late night programming. Just about any worthwhile student program or event can obtain funding.
- W:** Can I become involved?
- M:** Of course. The easiest way to get involved is to join the student union. They are always looking for students with good ideas.
- W:** I will think about that. It would be fun to find ways to spend the student activity fee. Thanks for all your help.
- M:** You're welcome.

02 History

- W:** First up this morning, I'm going to talk about Her Majesty the Queen of England's official Palace and Fortress, the Tower of London. After briefly touching on its, umm, construction and location, I want to focus on a couple of its historical uses. Over time, the Tower has been used for pleasurable purposes and for truly terrible purposes. I will discuss one example of each: the Tower as a zoo and the Tower as a place of imprisonment and execution. OK, let's begin.
- The Tower of London is actually a complex of buildings. It's situated along the River Thames in London. Its name comes from one particular building, the, umh, the White Tower built by William the Conqueror in 1078. It is surrounded by a moat, a channel of water that goes all the way around it.
- The use of the tower changed from being a fortress at, uh, at around the beginning of the thirteenth century. At that time, a Royal Menagerie, which is a fancy word for "zoo", was established at the Tower. Much later, this was opened to the public so that

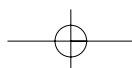
commoners could also enjoy the animals. Unfortunately, the animals at the Royal Menagerie were not particularly well cared for. Eventually, they were all moved to the New London Zoo, which opened in Regent's Park in, uh, in 1835.

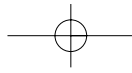
Now, for the dark side of The Tower, and by dark, I mean truly grim. For a very long time, the Tower of London was used as a prison and a place of public and private execution. Beheading was a popular method. This involved chopping the head off a prisoner with an axe, not always a very sharp one. The executioner often had to swing the axe several times. Hanging was another popular method, usually reserved for the lower classes. Sometimes, public executions provided great, uh, great entertainment, believe it or not. This was especially the case when condemned prisoners were famous people. Examples of famous people who were publicly executed are Sir Thomas More and Queen Anne Boleyn. In fact, some people say Queen Anne still walks around the Tower carrying her head under her arm!

So, just to recap before we break. The tower of London was originally built as a defensive fortress by William the Conqueror in 1078. Starting in the 1200s, it was used as a zoo for royalty, and later, for commoners, too. Finally, it was used as a prison and a place for public execution.

03 Music

- M:** Today, we will continue talking about great opera composers. I'm sure you remember from yesterday's lecture that there are many fantastic opera writers. Now I'd like to give you some information about another very famous composer. His name is Giuseppe Verdi.
- Like most composers, Giuseppe Verdi is normally called by his last name only. Verdi was born in 1813. With a name like Giuseppe Verdi, where do you think he might be from? Of course, Verdi is from Italy. Verdi began to show a great interest in music at an early age. At only eight years old, Verdi began to play musical instruments. Do you have any idea what his first instrument was called? Now, this is just a "fun fact" — you don't need to memorize this! His first instrument was called a "spinet."
- Like I was saying, Verdi's family quickly realized his great interest in music and sent him to study music formally. By the time Verdi was ten years old, he was studying at a music school and taking private music lessons. He studied with some very good musicians. So you can see that Verdi not only had natural talent, but he also practiced to become a great musician.
- When Verdi was 26 years old, he wrote an opera called *Oberto Conte di San Bonifacio*. Don't worry about writing down the whole name of that opera. We can just refer to it as *Oberto* for short. You can copy down the full names of Verdi's operas from my website. What's really important here is that this opera, *Oberto*, really was the beginning for Verdi's success. Although *Oberto* was not a huge success itself, it was successful enough to earn some recognition for Verdi. After writing *Oberto*, Verdi went on to write many more operas. And with each opera, Verdi became more and more famous.
- What is interesting about Verdi's fame is that people who supposedly knew a lot about music at that time didn't like him. In his time, Verdi had a lot of critics. There were many people who did not like his work. However, most of these people were music critics, that is, people who evaluated music and were considered professionals. The critics particularly disliked some of Verdi's operas because of their political messages. Verdi's real fans, though, were the common people. He was liked more by the public than the musical elite, the critics of his day.





04 Geography

- M:** Did everyone see the title of today's lecture? "The Great Lakes of North America." You are all nodding yes. That's great! Now, who can tell the class how many lakes there are, and their names?
- W1:** I think there are four lakes. Names? Ummm, let's see: Ontario, Michigan, Erie and Superior.
- M:** Good guess. You have the four names right, but there are five lakes, not four. Can anyone recall the name of the fifth Great Lake?
- W2:** Isn't it Heron or Huron?
- M:** It's Huron. The five Great Lakes are: Huron, Ontario, Michigan, Erie, and Superior. There is an easy way to remember them. Anyone know how to easily memorize the names of these lakes? No? The easiest way to remember them is to use an acronym. An acronym is an abbreviation in which each of the letters stands for the letter in a list of words to be remembered. The acronym for the five Great Lakes is HOMES. If you remember this acronym you can effortlessly recollect the name of each Great Lake: Huron — H, Ontario — O, Michigan — M, Erie — E, Superior — S.
- W1:** That's cool. It makes remembering the names really easy.
- M:** Let me share a bit more information with you about the Great Lakes. Lake Superior is the largest and the deepest. Therefore, the name Superior. Lake Ontario is the smallest in area. The only Great Lake entirely in the US is Lake Michigan. All of the other lakes are partially in the US and partially in Canada. Now, let's review. What is the acronym?
- W1:** HOMES : Huron, Ontario, Michigan, Erie, Superior.
- M:** Largest?
- W2:** Lake Superior.
- M:** Great! You should have no trouble with the Great Lakes on the exam.

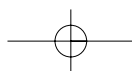
05 American Studies

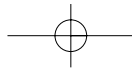
- W:** We all know that wars are difficult. They're difficult for soldiers sent away to battle, of course, but they're also difficult for people back home. Today, I'd like to talk about some of the hardships people faced in the, uh, US during World War I and II. Now, one major hardship was the lack of food. All of those troops fighting overseas needed to eat. Ask yourselves, "Where does that food come from?" It comes from the same farms that produce food in peace time, except that a lot of the farmers are now gone to war. During wars, you see, the public food supply often runs short. So, to, uh, help solve this problem, the US government encouraged private citizens to grow their own food. They asked people to plant their own gardens and feed their own families. These gardens were called victory gardens. In these victory gardens, people tried to grow their own vegetables, fruits, and even herbs to use in cooking.
- So, how successful do you think these victory garden campaigns were? Can you imagine turning your backyard into a vegetable garden? No? Not many of you, huh? No green thumbs in this class? Actually, victory gardens worked really well in the US. The government placed posters about victory gardens everywhere. As an example, in 1944, the posters had the words "Plant more in '44" on them. This resulted in over, uh, over 20 million Americans planting victory gardens. Pretty impressive, huh? These gardens produced a huge amount of food. In fact, historians estimate that forty percent of all of the vegetables consumed in the US that year were from victory gardens. This meant that, umm, more vegetables from large farms could be canned or processed and then shipped overseas to feed the troops.

Victory gardens were a huge success during both World War I and II. As a result of private citizens' efforts, both the troops and the public were able to have enough food during the war years. When World War II ended in 1945, people were ready to get back to normal life, but, uhh, unfortunately, there were still hardships to face. Believe it or not, one of these hardships was a lack of food. You see, once the war was over, people immediately stopped planting their victory gardens. They expected that food production would go back to normal immediately. Of course, this was not the case. It took some time for production to get back to normal. As a result, the public actually experienced worse food shortages in peace time than during either World War I or II!

06 English

- W:** What would you say if I told you all humans are cats?
- M:** I might say you're crazy.
- W:** Ha ha. OK. Fair enough. That statement does seem kind of crazy. Why does it seem crazy? Because we know it's wrong. We all know it's wrong. Today, we're going to look at fallacies. Fallacies are errors in reasoning, umm, wrong thinking, if you will. An argument that contains a fallacy is said to be invalid or unsound — or "crazy" as some of you might put it. Now, we can test the validity of an argument by checking to see if it contains any fallacies. The ability to test for fallacies is essential to critical thinking, and critical thinking is essential to earning a high grade in this class, so pay close attention.
- Now, we will look at one category of fallacy — umm, formal fallacies. Formal fallacies are only found in one, uh, particular kind of argument — the deductive argument. The simplest kind of deductive argument has two statements or assumptions and then a conclusion. It's called a syllogism. That's S-Y-L-L-O-G-I-S-M. Now don't get confused by big terms like this; remember, a syllogism is an argument with two assumptions and a conclusion... it's simple stuff, really. OK, now, if the two statements or assumptions are true AND provide complete support for the conclusion, then we say the argument is valid, and there is no error in reasoning, no formal fallacy. However, even when the two statements are true, if they don't provide enough, umm, support for the conclusion, then we say the argument contains a formal fallacy and is invalid. More simply put, the argument contains errors in the reasoning, or if you prefer, it's "crazy." Here's an example of a syllogism containing a formal fallacy:
1. All humans are mammals... that's a true statement.
 2. All cats are mammals... that's a true statement, too.
 3. Therefore, all humans are cats... that's an incorrect, or crazy, conclusion. We already know this.
- You see, each statement is true... all humans ARE mammals, and all cats ARE mammals. But these two statements do not completely support the conclusion. The conclusion: "Therefore, all humans are cats," is clearly false. The fact that humans and cats both belong to the same family of animals that we call mammals DOES NOT mean that humans and cats are the same thing. There is a formal fallacy in the argument. Remember, formal fallacies are mistakes in the logic of a, uh, deductive argument, and a deductive argument with two statements and a conclusion is called a syllogism. It's very important to remember, then, when you are making arguments for my class... or for any of your other classes... to check for and avoid formal fallacies.





Chapter 2

Skill Review

A-C

01 Management

W: Today, we'll talk about the most important things in management.

In a nutshell, that means how to make things run smoothly. But first, let's talk about the board of directors. Most organizations, especially companies doing business, have a board of directors. The board is a group of people who oversee the organization's management. They also elect the organization's leader or president, called a chief executive officer. The board tells the president what the organization wants to do. He or she does it, and then tells the board how it's going.

Not all boards do things the same way. Some have very firm rules about how the company does things. They expect the president to do as they say. Others just take orders from the president. Some people feel they are not doing a good job as a board in this case. Other boards are "working boards." That means they take on many of the tasks of management. They will even take care of the president, or chief executive officer. They'll help him organize the workers and the work.

So to recap briefly, we have a board of directors that elects an organization's president or CEO. And the board may be very active or it may let the president run things pretty much.

Now both the president and the board are involved in management. Management can be divided into four basic areas. These are planning, organizing things and money, leading, and controlling or coordinating. So, now let's talk about each one.

Okay, first we have planning. A company has to establish, of course, what it wants to do. For example, maybe the company owns a forest area. How much money do they need to make from it? How will they do that? Will they get loggers to cut the trees? Or perhaps they will work with an organization specialized in caring for forests. You get the idea.

Second is organizing. Let's say they decide to have the forest care organization work for them. That forest company then will decide if, for example, any trees should be cut. And, if so, which ones will allow the others to grow more quickly. How many workers will it take? They'll tell the company how much all this will cost. This is all part of organizing resources.

The third thing in management is leading. The board may have already decided, for example, that they will save the forest environment. They will only do business in such a way as to keep it beautiful. They'll lead the company in some direction. Controlling or coordinating is the fourth part of management. Everything we've talked about needs to get done smoothly and efficiently. Somehow each part of the organization needs to know what the others are doing. Who listens to everyone and decides what's best for the whole organization? This is the controller's job. Maybe only one or a few people will do this; but, of course it is crucial that everyone help. Everyone has to listen to each other.

02 Astronomy

M: Do you like to look up into the sky at night? Many people find looking at the stars and planets to be both relaxing and interesting. At night time, we can easily see the moon. We can also see the planet Venus without much difficulty. But do you know which planet is seen most easily at night after the moon and Venus?

If you guessed Jupiter, you are right. Jupiter is the fourth brightest object in the sky (remember that the Sun is the brightest). At night, it is the third brightest object. In fact, even the moons around Jupiter are visible at night — but you will need at least some binoculars to see these. If you have a small telescope, you can even see Jupiter's rings. I will talk about Jupiter's rings a little later in this lecture.

Before we get into the details about Jupiter, let's talk about the planet's name. Jupiter was the name of a Roman god. He was the king of the Roman gods. Actually, Jupiter, the planet, was also called Jove. Jove was another name for Zeus, king of the Greek gods. But the Roman name stuck. I guess the Roman gods were more popular or something. Anyway, Jupiter is the king of the planets, so it makes sense that it's named after the king of the gods. Jupiter is the largest of all the planets. In fact, Jupiter is much larger than all of the other planets in the sky. Let's compare the size of Jupiter to our planet, the Earth. Jupiter's diameter is more than eleven times larger than the Earth's. Pretty incredible! Jupiter is over 11 times larger than the Earth. Can you imagine that? How about the weight of Jupiter? Scientists have found that Jupiter weighs more than three hundred times the weight of Earth. That's right. I said more than three hundred times the weight of Earth. Obviously, Jupiter is a colossal planet!

Let's talk a minute about the composition of Jupiter. What do you think Jupiter is mainly composed of? Jupiter is mostly made up of gas. Gas planets do not have solid surfaces like we have on Earth. So we've got this big planet made up of gas, but it is 300 times heavier than Earth! Kind of mind boggling. Now, what kind of gas do you think is found on Jupiter? Again, scientists have found the answer to that question. Jupiter is about ninety percent hydrogen. Of course, hydrogen is a very common gas. Jupiter also contains about ten percent helium. So hydrogen and helium are the principle elements of the planet.

I'll finish today with some information about Jupiter's rings.

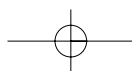
Remember that I mentioned them earlier? This was not discovered until recently when scientists sent satellites to study Jupiter. The images returned from this satellite showed that Jupiter has rings. At first, most tried to refute any claims that Jupiter could have rings, like the planet Saturn does. But in fact, Jupiter does have rings, although they are smaller than and not as bright as the rings around Saturn. Unlike Saturn's bright rings, Jupiter's rings are dark. The rings of Jupiter are likely made up of very small pieces of rock. But like I said before, with a telescope, these rings can be seen by amateur observers.

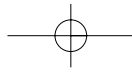
03 Anthropology

W: You're probably all familiar with anthropology, although some of you may not have realized that it is considered both a social science, and a natural, or hard, science. Let's begin with a few definitions.

We define anthropology as the careful and systematic study of humankind. Furthermore, it is considered a social science because it is systematic (which science is), and analyzes society (the social aspect). It is also classified as a natural science because it investigates how humans act and have developed as biological organisms. Anthropology studies mankind and civilization. So anthropology is classified within both the school of humanities and the school of science.

OK, so, anthropology and other hard sciences rely on hypotheses in their research. I think you all know what a hypothesis is, right? ... a tentative explanation about certain phenomena. For example, before we knew much about atoms, there were several hypotheses





researchers had. Different researchers tested their hypotheses to see if atoms followed the rules of their model. In this way, various hypotheses about atoms were either thrown out, or they became more widely accepted. Anthropology works the same way. Anthropologists make up theories and then make up ways to test those theories. So in this way, anthropology seems like a hard science.

Does anybody know what a hypothesis becomes once it gains wide acceptance? I hope most of you thought of the word “theory.” Hypotheses that seem to work well through research become theories for a particular science. So that’s another commonality between anthropology and hard sciences, both develop theories. Let’s remember that the scientific approach is not without its difficulties. Both the “hard” science scholar and the anthropologist may have difficulties in being truly objective in their research. As I mentioned before, both rely on hypotheses and theories, and these can both lead to bias. Since the anthropologist’s hypotheses and theories generally center around specific cultures, he or she cannot help but be culture bound in the development of his or her hypotheses and theories.

I’ve given you lots of information here, and I hope you are all still with me. I see a couple of confused looks. Let me see if I can make that last idea a bit more concrete. Has everybody heard of the Mayans? Let’s use them as an example.

The Mayan civilization flourished between 250-900 AD. When modern Western scientists started studying Mayan ruins, they lacked objectivity. How so? One problem was understanding how such a well-developed, urban culture could develop without well-developed technology. By urban, I just mean that Mayans had something like cities. Anthropologists knew the Mayans used slash-and-burn agriculture. They cut down and burned patches of forest to make land for crops. Other cultures using these methods today are not well developed, or at least not as developed as the Mayans. So researchers rejected the idea that Mayans could actually have had an urban-like civilization based on slash-and-burn farming techniques. Western ways of thinking blinded anthropologists to the possibility of how the Mayans could use slash-and-burn farming along with developing large urban centers.

04 Biology

M: Evolution is a complex interaction of various processes. But we can simplify it a bit if we break it down. We can summarize the separate processes quite simply. We’ll start at the top. All organisms have descended into different lineages from common ancestors — or in other words, every organism has developed into its own current family line from other organisms that existed in the past. So we can trace all living species back through time to a few common ancestors. Let me put a simple diagram on the board. We start at the top with organism A. From organism A, we get organism B. So I put B here below A and draw a line down from A to B. Then, over time, B undergoes changes leading to organism C and so on. Notice, I said B undergoes changes. What kind of changes might that include? Well, evolution includes processes such as genetic drift, natural selection, adaptation, interbreeding, and extinction. Probably you’re most familiar with extinction, especially the extinction of dinosaurs. Anyway, today, I will focus my talk on genetic drift. We’ll keep it simple and just focus on that one idea for now. In order to talk about genetic drift, I’ll need to use some terms specifically related to genetics. I’ll try to define each term as we go so that nobody gets lost. OK. The first term I am going to throw at you is alleles. What are alleles? Maybe before that, how

do you spell it? It’s A-L-L-E-L-E-S. So what are they? I assume you know what genes are, right? Well, alleles are different versions of the same gene, and they can encode different information. For example, take the case of eye color. The gene for eye color has many different alleles, and each allele contributing to a different eye color. But in terms of genetic drift, alleles are special because they are related to genes formed by mutation. That’s another term we’ll need to use in this course. Mutation just means change. It could be a good change or a bad change. So alleles are gene codes that could have some kind of mutation compared to gene codes from ancestors.

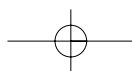
Some of you might be thinking, “Wait a minute. A bad mutation? In evolution, things are supposed to evolve to fit into their environment better. So how can mutated alleles be bad?” Remember, there are different kinds of evolutionary processes. Good changes to fit the environment usually occur through natural selection and adaptation. But I’m talking about genetic drift. This incorporates random genetic changes. If enough members of a population include these mutated alleles, then evolutionary change can occur. The proportion of members with these alleles can rise over time to become the majority of the population. Given enough time, the mutated alleles can totally dominate. The original ancestors’ genes are replaced by the new alleles. Evolutionary change has occurred.

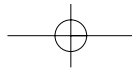
A key point about genetic drift is that the process is random. I mentioned that before. But another key point is that genetic drift involves neutral alleles. You can think of neutral in this case meaning neither good nor bad. It doesn’t help the organism, nor does it hurt the organism. Something like eye color would be neutral for most organisms. Evolutionary change that leads to more blue-eyed members of a population can be accounted for by genetic drift.

Skill D

01 Geography

W: The Dead Sea is a body of water in the Middle East. It is located between the country of Israel and the Kingdom of Jordan. The Dead Sea is interesting for various reasons. First, you might notice the name. Why do you think the Dead Sea is called that? Normally we think about seas as places where fish and other marine life live, right? In fact, nothing can live in the Dead Sea. The reason for this is that the Dead Sea has an extremely high amount of salt in the water. Some seas, like the Mediterranean, have a salt concentration of about 3.5 percent. The Dead Sea, in contrast, has a salt concentration of 34 percent. Compare 3.5 percent to 34 percent and you will realize that the Dead Sea has much more salt than the Mediterranean. In fact, it has about ten times more salt in its water than the Mediterranean! That extremely high salt concentration does not allow for life in its water. Another interesting point about the Dead Sea is its elevation. The Dead Sea is found at the lowest point of dry land on the Earth. The elevation of the Dead Sea is 417 meters below sea level. Compare that elevation to the Mediterranean. The Mediterranean is only about 50 meters below sea level. So the Dead Sea is much lower in elevation than the Mediterranean. Let’s make sure you have those numbers correct. Dead Sea: 417 meters below sea level. The Mediterranean: 50 meters below sea level. Here’s another interesting fact about the Dead Sea. The Dead Sea is drying out very quickly. We can say that the sea is drying





because it is losing its water. Mainly, the water from the sea is evaporating. Besides evaporating, the water is being absorbed by the ground underneath it. In just the last 30 years, the water level has dropped 25 meters. That means there is 25 meters less water in the Dead Sea today than there was 30 years ago. The loss of water also creates unstable land around the sea. The instability of the land can cause the ground to fall in some areas. This creates a problem for tourism. For example, a tourist may be walking and the ground will suddenly fall out from under him or her.

02 Phys. Ed.

M: The main aim of basketball, like most team sports, is to outscore the opposing team, but who ever said basketball was a simple game? It might look as though all players have to do is put a ball through a basket, but this is not the case—the rules of play are far from simple.

There is an elaborate set of rules in basketball, and when any one of these is broken, the referee blows a whistle to signal that there has been a rule violation. Hand signals are used to indicate the type of rule that has been broken. Many of the rules are the same whether the game is a college game or a professional one, but I want to look at some of the rule differences between college and professional basketball.

First, a college game is divided into two 20 minute segments, but a professional game has four 12 minute segments. So college games are 40 minutes total, with one break in the middle. Pro games are at least 48 minutes divided into four quarters. Another difference is that a college team is allowed 35 seconds to shoot the ball before having to give it up to the opposing team, whereas a professional team has less time to shoot. In professional games, the shot clock has only 24 seconds on it! When a player makes too much contact with another player, a foul is called because making contact can give a player an unfair advantage. In a college game players are ejected from the game after five fouls, but in a professional game, players get one more. It happens after six fouls. Now what about scoring? Well, a player is awarded 3 points, 2 points or 1 point depending on his position on the court and his circumstances at the time he shoots. Let me explain. If a player shoots from behind the three point line and puts the ball through the basket, he scores 3 points; if he achieves the same thing from within the 3 point line, he gets 2 points. And if he is given a free shot because he has been fouled, then he gets 1 point. You see? It's all quite mathematical!

At the end of the game, if both teams have equal scores, if they tie, then overtime periods of five minutes are played until one team comes out in front. Simple? I don't think so.

03 Poetry

W: Today, we're going to focus on English poetry. Umm, English language poetry is incredibly diverse and complex. I personally believe that it is very important that English majors, like yourselves, become familiar with its diversity and complexity. Unfortunately, familiarity with poetry seems to be dying everywhere. Why is that? I fear that poetry may be a dying art. So, ahem, it is the duty of English language departments across the country to bring it back to life.

OK, I'll get off my soapbox now. Let's see, to start. What is a poem? Hmm, nobody wants to take a stab at this one, huh? I don't blame you. It's hard to say exactly what poetry is. Like I said, it's a diverse and complex form. I think most of you, though you may not be able to define one, could point out a poem if you saw one, right? Poems look different on the page than prose

does. OK, to organize our discussion of what a poem is, let's break it down into traditional forms and more recent forms.

Traditionally, poems were performed rather than read. Poems were used to tell a story. They could also be very long, much like modern novels. Since they were performed orally, that is, spoken aloud, they used rhyme and meter to guide the performance. What are these two components of traditional poetry — rhyme and meter? I hope you remember that rhyme is when two lines or words have the same end sound, like "cat" and "bat" for example. Meter is rhythm — a certain number of beats, or syllables per line. It sets the flow of the lines being performed. This combination of rhyme and rhythm made it much easier for poetry to be performed live.

As I mentioned, the rules of modern poetry have changed somewhat. Modern poems often lack rhyme and meter. Now, poetry tends to be characterized by, umm, an intense and precise use of language. Also, modern poets often attempt to focus on one observation of the world rather than tell a larger story. To further distinguish modern poetry from prose, you can look at the lines on the page. Compared to prose, poetry is written in shorter, broken lines. Also, the lines can appear anywhere on the page, not just at the left margin. The short lines and intense language used in modern poetry help the reader see the subject in a fresh way.

04 Biology

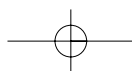
W: OK, class, today we're talking about animal communication. How do animals communicate with each other? How is animal communication different than human communication? These are the two major questions we'll delve into. From the reading I assigned you, you all should know that a wide range of animal behavior can be viewed as communication. Also, umm, a wide range of animals, even very small ones like single-celled protozoa can communicate.

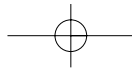
How do animals communicate? First, they communicate by touch. Soft touches show tenderness, and violence shows anger, just like in humans. What else? Well, they use body language, too — gestures with various body parts, like legs, tails, ears, whatever. For example, a bear might stand on its hind legs to show aggression, or a wolf might lie on its back to show submission. Umm, there are also facial expressions. For example, lions and wolves snarl by curling their lips to expose large teeth. Some animals use visual signals, such as the, uh, the movement of feathers. Male birds often create an attractive display of feathers to attract a mate. And, of course, there is sound. Many of the sounds animals use to communicate are very familiar to us — like a lion's roar or a cat's purr. So, animals can communicate with each other in much the same way that people do — through sound, sight, touch, and body language.

Ok, next we'll ask the question "How is animal communication different than human communication?" I'll let you guys try to answer that. Anyone have an idea?

M: Yeah, well, umm. Animals can't talk. Well, I guess parrots can talk, but it's not the same, right?

W: Good. That's exactly right. We've seen that animals can use many of the same techniques as us, but they can't talk. Hmm, most researchers agree that animal communication is not as complex or expressive as human language. Sure, parrots can mimic the sounds of human language, but they can't match its grammar and complexity. For example, they can't express abstract ideas, such as future or past events. Another difference is that animal language seems innate while human language is learned. For





example, a wolf raised in the wild will still understand the body language of a wolf raised in a zoo or as a pet — they don't need to learn the same language. As we know, people raised in one country may have a language completely different from and not understandable to people in another. To communicate with one another, people have to learn the same language.

05 Economics

M: OK, class. We've looked a little bit at what economics is in our last class. Today, we're going to focus on, uh, two types of economics - microeconomics and macroeconomics. To review a little first, economics is the study of how people deal with resources. Do you all remember the concept of "scarcity"? Scarcity describes the availability of a resource. If a resource is readily available, its scarcity, and value, is low. If a resource is hard to get, it is considered scarce, and its value will be high. OK, enough of reviewing the basics, let's get to micro- and macroeconomics.

When we think of economics on a personal, or individual level, we are mainly discussing the area of "microeconomics." Remember, "micro" means small, so microeconomics is small-scale economics. Microeconomics, then, deals with the individual people or businesses that make up a national economy. So, people who study microeconomics study about the income and spending habits of individuals. They study how much money people make, and how those people spend their money. For example, they look at the popular items that people buy. They study how the supply of different items — in other words, their scarcity — affects spending patterns. This study on an individual level, again, is the basis of microeconomics.

If microeconomics is small-scale economics, then — and I hope you all see where I'm going with this — macroeconomics is large-scale economics. Macroeconomics is concerned with how a society as a whole earns and spends money. In this case, macroeconomists study how much money people are earning in general. They also look at, uh, how people all across the country spend their money? This kind of information can tell us how an entire country operates. For example, how does a country make its money? And how does a country spend its money? And how does the scarcity of certain resources affect this making and spending of money. This information helps national governments decide which industries and resources to invest their money in.

As you continue to study economics, you will always work with the concept of scarcity. You must also be familiar with both branches of economics: microeconomics and macroeconomics. It is likely that you will need to understand these general concepts no matter which one of these you are more interested in.

06 History

M: OK class, today we're talking about genealogy, a hobby that is becoming more and more popular these days. Who knows what genealogy is?

W: Is it collecting things? Like for a hobby?

M: Something like that. You could say that genealogy is collecting information, though. You see, genealogy is the study of one's family history — about one's ancestors, their jobs, where they lived, etc. I really want to focus today's lecture on researching genealogy. Specifically, I'll talk about two resources for research: computers and volunteer groups.

Most people these days use the Internet to research their family histories. Why not? Most of us have access to computers and the Internet at home, work, or school. It only takes a few seconds to type in a search request — I'll bet some of you have done it, and, if not,

you'll probably give it a try tonight. Anyway, uh, researchers use the Internet to share data that is useful for tracing family histories. Most of the special software programs they use can output information about people and their relationships in a standard format called GEDCOM. That is GE for genealogical, D for data, and COM for communications. The output from GEDCOM can then be shared with others via email and message boards, or it can be put on CD-ROMs and DVDs. You might need to be patient when doing a genealogical search online; because so many people want to learn about their family histories, the large online databases frequently collapse and have to be rebooted or fixed.

OK, let's see. There are also groups of researchers who volunteer to help find and organize information about family histories. They focus on several types of information, such as, umm, historical events (for example births and deaths), relationships between people, or, uh, some researchers focus on particular names (for example, how the spelling of these names has changed over generations). Some research groups have members who volunteer to share their time by looking for specific information for each other. This might include searching local birth and death records or even searching tombstones in local cemeteries for a particular name. I want you to understand that these volunteer groups do this work because they enjoy the subject and the research involved. Who knows, maybe one of them will help one of you track down your distant relatives someday.

Skill E

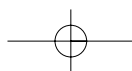
01 Biology

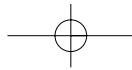
W: We have talked a lot about different animal species that are common in different regions of the world. For example, we learned that ducks are very common birds that inhabit many areas. We mentioned that a particular kind of duck, the loon, is common in Minnesota. The loon is abundant in Minnesota and will likely live there for many, many, more years. But, what about animal species that are not common? Or to put it another way, what about animal species that are in danger of becoming extinct? If a species is nearly extinct, that means that there are very few of those animals left on Earth. If the species becomes extinct entirely, we will lose that particular animal forever. Nobody wants that, right?

OK, so, umm, perhaps the most destructive act toward a species is people developing the land where the animal lives; that is, destroying the animal's physical habitat. People will destroy an animal's environment with the purpose of building new neighborhoods or shopping centers.

There are many animals in danger of becoming extinct. One example of an endangered species in the United States is the bald eagle; it's now on an official list of endangered species. As, uh, many of you may know, the bald eagle is the national bird of the US. Even so, there are very few of them left in the wild. The government protects this bird now. They punish people who kill bald eagles, and they try to preserve the eagle's habitat.

So, how do some species receive protection like the bald eagle? No idea? OK, listen closely then. First, people like biologists determine which animals are nearly extinct. They, umm, figure out which animals are close to extinction by counting the number of different animals. Once they find out which animals are nearly extinct, they make a list. The biologists give this list to governments around the world and request legal protection for the animal. Simple, right? Well, unfortunately, the government does not





always give protection to the animals. However, if the government does offer protection, it will pass a law. This law will state that people are not allowed to kill any more of these animals. The government may also protect the animals by not allowing people to develop the land on which these animals live. Unfortunately, a lot of animals become extinct without the public noticing. Now for a few examples...

02 Campus Life

- M:** Claire, have you heard the latest?
W: No, what's that?
M: It's time for a revolution!
W: What do you mean?
M: You know how every semester we get a new group of freshmen students coming into the dorms, and every semester this means we have too many students for the number of rooms?
W: Sure, it's the same every semester.
M: Well, next semester the university is planning some big changes.
W: Oh yeah? Like what?
M: They plan to hold a lottery to decide who has to give up their rooms for the freshmen.
W: You're kidding!
M: Not at all! All the names of current residents go into a hat, and they pull out names to see who has to live somewhere else.
W: You mean I might have to move just because someone randomly picks my name out of a hat?
M: That's right.
W: I don't like that! Then what happens to my room?
M: Then, a freshman gets the dorm room of the student who was chosen from the hat.
W: So even if you've done nothing wrong, you might still get kicked out of your room?
M: Yes, exactly.
W: That's terrible.
M: I know, but I have a much fairer plan.
W: I'm all ears.
M: First we create a lot more "theme" dorms.
W: Theme dorms, eh. You mean like the honors dorm that's just for students with high grades?
M: Exactly. We already have some theme dorms — the honors dorm and the smoke-free dorm, we need more like these — each with really, really strict rules.
W: I see what you mean. A student chooses a dorm and agrees to live by the strict rules.
M: Right. But, of course, quite a few of them won't be able to stick to the strict rules in the theme dorm.
W: I see. So, when they break the theme dorm rules, they'll get kicked out, right?
M: Exactly. Oh and when they get kicked out, they won't get their fees refunded.
W: Good idea. So, the university can then rent the room out to another student and make even more money.
M: Yes, and in the long run, use the extra money to build more dorms. Overcrowding problem solved!
W: Fantastic! But we'll need to kick out some students this semester so we can start the new system. Who should get kicked out?
M: We can just kick out anyone with a grade point average below, say, 2.0. They're obviously not good students.

03 Physics

- W:** Isaac Newton was born in 1642. His father had died before he was born and he and his mother were left in poverty on the family

farm. No one guessed he would become a genius. Newton was a solitary child who liked to create games and play them alone.

At ten, he left home to go to public school where he amused himself making things like windmills and kites. Newton even made clocks that could run on water power. He was quite the inventor. But he also wrote poetry and he drew — often on the wall of his bedroom! Clearly, Newton was no ordinary child, building things like windmills and clocks, but being artistic as well.

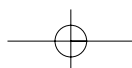
Newton eventually went to study at Trinity College in Cambridge and became well known for the fact that his mathematical knowledge often proved greater than that of his professors. However, the College closed during England's great plague of 1665, and Newton returned to the farm where he would often spend all day thinking about the concept of gravity. It was during this time that Newton invented a new type of microscope and a new kind of mathematics, calculus. But his first love remained pondering the workings of gravity.

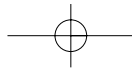
Newton had the idea that the moon is caught between two forces; one that pulls it toward earth, gravity, and another that propels it away from earth, centrifugal force. Newton said that the moon is pulled in opposite directions by these two forces, gravity and centrifugal force, and these forces hold the moon so that it can neither move toward nor away from the earth. He explained that as a result, it moves around the earth in a curved path. So the force of gravity toward the earth balances the centrifugal force away from the earth. The moon is stuck moving in a circular orbit around the earth. A simple experiment with a ball and string will help you understand this. Tie some string to a ball and whirl it in the air around you. You will feel the ball being pulled away from you by the centrifugal force, but your hold on the string will operate like the force of gravity and hold the ball so it moves in a circle around you.

Newton applied this idea to the whole universe and reasoned that in the same way the earth holds the moon in a curved orbit, the gravitational pull of the sun holds the earth and all the other planets in their orbits. This is called the Universal Law of Gravitation.

04 Physiology

- M:** One thing that all humans have in common is blood. Blood flows through the veins and arteries of all humans. Today we will specifically discuss the makeup of blood. I want to discuss the flow of blood through the body, the types of blood cells, and transfusions.
- Blood is carried through the body by two types of blood vessels, arteries and veins. Blood carried by the arteries has received oxygen from the lungs. Arteries take this oxygen-rich blood to all parts of the body. After delivering oxygen around the body, blood travels through the veins back to the heart and lungs for more oxygen. So arteries carry blood with oxygen away from the heart. Veins carry blood without oxygen back to the heart. Now let's look at blood itself in more detail. Whole blood is made up of three types of blood cells. They are red blood cells, white blood cells, and platelets. Each type of cell has a different function in the body. Red blood cells contain hemoglobin (pronounced hee-muh-glow-bun). Hemoglobin is what picks up oxygen in the lungs, and then releases the oxygen to other parts of the body. Hemoglobin gives blood its distinctive bright red color. The second type of blood cells are leukocytes (pronounced loo-kuh-sytes), or more commonly known as white blood cells. There are fewer white blood cells than red blood cells. So there's more hemoglobin in blood than leukocytes. The job of the leukocytes





is to help the body fight against infection. White blood cells clean up or eat bad things that get into our blood.

Lastly, are the platelets. They are necessary in the blood clotting process. For example, when you cut your finger, it is the platelets that go to work to stop the bleeding. If the cut is large, the platelets will need some help to stop the bleeding. You may have to get stitches or use a bandage. But if the cut is small, the platelets will collect to block blood from coming out of the wound. Remember they are like plates. So they make a stack. That is what forms scabs over wounds.

Let's quickly review the three types of blood cells and what they do before we move on to talk about blood transfusions. Hemoglobin, or red blood cells, carry oxygen throughout the body. Leukocytes, or white blood cells, fight infection. And platelets work in the blood clotting process. All three are crucial to a healthy working body.

OK, so now let's talk about blood transfusions and blood types.

05 Campus Life

W: Excuse me, I saw you in class just now. What's the easiest way to get back to my dorm? I'm in Kirby Hall. Don't tell me I have to walk?

M: No, you can take the shuttle.

W: Oh great. Where do I catch it?

M: Just follow me. I can show you. The nearest stop is in front of the Student Union building.

W: Will I have to wait long?

M: Let's see. What's the time?

W: It's almost 3:45.

M: Oh, then the buses are running on their afternoon schedule. The bus schedule changes at 3:00 p.m. There aren't as many buses after 3, so you have to wait longer, usually 20 to 30 minutes. Sorry to be the bearer of the bad news.

W: You're kidding. I'll freeze! How long is the trip once I get on the bus?

M: Oh, only about 10 minutes.

W: It's so cold that it might be worth waiting for 30 minutes rather than walking. It would take me at least 30 minutes on foot.

M: Well, it's up to you. There's the student union coffee shop right near the stop. You can keep warm in there.

W: Yeah, I think I'll do that. Oh, by the way, what about tomorrow morning?

M: Oh, you mean the schedule?

W: Yeah.

M: In the morning, buses run every 10 minutes. The buses are very prompt in the mornings. And there's a stop right outside the dorms. You can't miss it.

W: Wonderful, that'll make life a lot easier.

M: You know if you want to complain about the late afternoon and evening schedule, talk to the other students in your dorm. They'll tell you how to make a formal complaint.

W: Thanks. I just might do that. Next semester I'll be working during the day, and I won't finish classes until after 8:00 p.m.

06 Computers

M: Yesterday we talked about different kinds of computers. For example we mentioned that some computers are "desktop" models. Other computers are called "laptops."

When we talk about different kinds of computers, we are really talking about computer hardware. The hardware, of course, is the physical machine itself. The real question is, "What makes a

computer useful or beneficial?" Or put in a different way, "Why does a person use a computer?" The answer to these questions is that a computer is only useful to a person if it has the right programs. So today, I'll concentrate this lecture on computer programs. Computer programs are often called software. Software is what people use a computer for.

Let's begin with how a computer program is made. The first step in making a computer program is deciding what you need the program to do. That is, there must be a reason to make the program. Let's use a calculator program as an easy example. Of course, we use calculators very often. For that reason, it would be helpful to have a calculator on the computer. So once we decide that we need a program that will work as a calculator, we must begin to create that program.

The next step, then, is for a person — specifically a computer programmer — to write the program. The programmer will type a "code" for the computer to read. This code will tell the computer how to operate as a calculator. The code instructs the computer what to do with input from the user.

Once the programmer has written the code, he or she must test it. If the test shows that the program works, the programmer's job is done. If the program does not work, the programmer must make changes. The programmer retests the program until it works properly. In addition, the programmer may take another step. The programmer may realize that the program needs to have more functions. In the case of our calculator, perhaps the user will need scientific equation functions. So the programmer will go back and write more code so that the program will have additional functions.

Once the program is complete, it is ready to be installed on other computers. At this point, many people can begin to use the program.

Skill F

01 Languages

M: Does anyone know what we call someone who can speak two languages?

W1: Bilingual.

M: Correct. What do we call someone who can speak three languages?

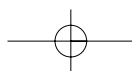
W2: Trilingual.

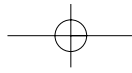
M: Right. And what do we call someone who can speak just one language?

W1: Uh, monolingual?

M: No. We call them American (laughter). Actually, the stereotype that Americans expect everyone else in the world to learn English has begun to change. More university students are studying foreign languages than ever before — one-point-four million. An increasing number of these are even learning a language independently, not for credit. And in high schools, the percentage of students taking language courses nearly doubled between 1948 and 1998, from 21 to 41 percent. Evening language classes are likewise experiencing an enrollment boom. Enrollments have increased in every language, including French and German, which posted declining enrollments in the 1990s.

So we're making progress. But we shouldn't be patting ourselves on the back too hard. It remains a fact that only about 10 percent of Americans speak a second language fluently, compared, for example, with 53 percent of Europeans. This prompted the US Congress to pass a resolution declaring 2005 as "The Year of Languages." The resolution points out that studying a foreign





language has several benefits. One, it improves students' critical thinking abilities. Two, statistics indicate that studying another language raises students' scores on the Scholastic Aptitude Test. I guess this news comes a little late for you guys. All of you already took your SATs. So, moving on...Three, it increases their appreciation of other cultures. Language is tied to culture. So students studying Russian are being exposed to Russian culture, at least to a small extent. And four, it helps the US remain competitive in international business, where companies are complaining that they can't find enough workers who speak the native language of their target markets.

Unfortunately, this resolution made by Congress to make 2005 "The Year of Languages" did not include any money to implement foreign language study in elementary education. Research shows that it's important to offer foreign language instruction in the early grades, but there is rarely enough money to do so in local school district budgets. Let's face it. Our elementary teachers all believe in their hearts that reading, writing, and mathematics are the keys to academic achievement, so they direct most of their energy and the school's scarce money to those three areas. On the bright side, the situation is improving. The government has created a Foreign Language Assistance Program — the acronym is FLAP — to help fund foreign language programs in elementary and secondary schools. The state of Wyoming used a three-year FLAP grant to begin four different models of foreign language education across the state. And Louisiana has become the first state to mandate foreign language instruction for students in grades four through eight. Louisiana is negotiating with officials in other countries to try and set up teacher exchange programs.

02 Biology

W: Breathing is a process essential to the life of all many-celled animals. This process allows animals to move oxygen through their bodies to organs and tissues and to release carbon dioxide from their bodies. Whether they live in water, underground, in nests, mountains, or lowlands, animals are always breathing.

The percentage of oxygen in water is far less than that in the air, so animals that live in water must work a lot harder to take in enough oxygen. For example, a trout may spend 20 percent of its energy to move water around its gills in order to get enough oxygen. On the other hand, a buffalo may only spend 2 percent of its energy breathing to get enough oxygen. Because there is more oxygen in the air than in the water, the buffalo expends less energy to get the oxygen it needs. Fish do have one advantage over land animals though. Land animals have to produce special liquids to keep their breathing membranes moist. If they aren't moist, gases can't be exchanged across the membranes. Fish have no problem keeping their breathing membranes moist.

In lower, that is, simple animals, gases are taken in and expelled directly via a moist surface membrane. Think of it as worms breathing through their skin rather than through noses. For example, earthworms have a thin body wall that they can get oxygen through. In the case of insects, they have air ducts to take in oxygen. Fish have gills, and people have lungs.

Complex animals, including humans, dogs, horses, pigs and so on, have a rather complex breathing process. In this process, the exchange of gases takes place across membranes in the lungs. Air is taken into and expelled from the lungs by the rhythmic mechanical exercise of breathing. Let's look at the cycle of breathing to see how this works. First, oxygen-poor, carbon dioxide-rich blood from the right side of the heart is pumped to the lungs. This blood flows through the small blood vessels that surround tiny

air sacs in the lungs. Here, the oxygen crosses the moist respiratory membrane in the sacs and enters the blood. At the same time, carbon dioxide moves from the blood across the membrane and into the lung. This carbon dioxide is expelled from the body by breathing out. Finally, the oxygen-rich blood then returns to the left side of the heart. From there, it is pumped throughout the body and into the tissues where it is needed.

03 Phys. Ed.

M: A variety of court games exist today, including tennis, squash, racquetball, and handball. All are played with a racquet, with the exception of handball, which is played with the hands covered with leather playing gloves. Today's lecture will focus on handball. We'll start with a little history before going into specifics about the game.

Handball dates back to 15th century Scotland. King James I played a form of handball in the cellar of his castle in 1427. The game later became popular in Ireland. Irish immigrants are credited with bringing handball to the United States. And did you know handball is an Olympic sport? It was first played in the Olympics in 1936. So that tells you something about the popularity of this sport. Do any of you play racquetball? Quite a few of you. Well, the rules for handball and racquetball are actually very similar. But handball came first. In fact, racquetball was copied from handball. The courts are the same, using six surfaces for play. These include the floor, the ceiling and the four walls of the court, even the back wall. The ball must hit the front wall with each shot. It can hit several of the other surfaces, too, but the important one is the front wall. The ball also cannot bounce on the floor more than once between shots.

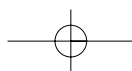
You don't need much equipment to play handball. You need balls, of course. There are special balls made for handball. They're a little harder than racquetball balls. Players also need gloves and protective eyewear. Handball gloves serve two purposes. First, they keep the ball dry during a game when the players are sweating. The gloves also protect the players' hands. Without gloves, players could hurt their hands while playing.

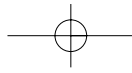
OK, so we have all the equipment: balls, gloves, and protective eyewear. It's not much. Now we're ready to play. If you don't want to look silly on your first time on the handball court, keep these tips in mind. Don't hit the ball with a flat hand. Always cup your hands. Bend your fingers a little as if you wanted to hold some water in your hand. Once the ball is inside the "cup," don't bounce it off your palm. Let the ball roll out of your palm and off your two longest fingers. That's how you aim the ball. You point those fingers where you want the ball to go as it is rolling off your palm. So really, you "sling" the ball rather than hit the ball. Think of your arm and hand as a big sling rather than a bat or a racquet. If you do hit the ball, it is going to hurt. Slinging the ball is how you play with no pain.

We're going to spend the rest of the class today practicing this technique. I hope you all brought your balls and gloves today. If you didn't, you can sit outside the court and observe the others. It won't be as good as trying the technique yourself, but you might see some good and bad ways to do it.

04 History

M: Karl Marx was born in 1818. He was an influential German philosopher, political economist, and revolutionary organizer. While Marx was a student at university in Berlin, university authorities were expelling students for holding revolutionary ideas — ideas





that were challenging to the rulers of that time. As a result, Marx decided he no longer wanted to aim for an academic career and became a political activist instead.

He moved to Paris in 1843 and began writing papers to promote democracy and to end poverty. He wrote a paper which was so revolutionary, so challenging to the established political order, that it had to be smuggled back into Germany. Marx pointed out that throughout history the haves and have nots — that is, the rich and the poor — had fought each other for control of resources such as food, shelter, and money. He stressed that over time, the rich had won this battle, factory owners, bankers and so on, had become rich by exploiting — using — the industrial workers. The workers had nothing to sell but their labor and so they remained poor. Marx believed that workers all over the world had a lot in common and that one day workers would realize that without them — if the rich didn't have the poor working for them — nothing in society would work. He was convinced that once the workers realized this, they would then form organizations, rise up, and overthrow the rich and powerful people in society.

Marx and his colleague Friedrich Engels wrote down these ideas in the *Communist Manifesto* — a book which predicted that one day, under a communist system, people would no longer be exploited and have to fight over resources. Almost immediately after this work was completed, revolution broke out in Europe. The uprisings were brutally suppressed by the rulers across Europe, and Marx had to escape to London where he remained in exile for the rest of his life. After the revolutionary wave of 1848 subsided, Marx turned his attention to writing a detailed analysis of what was wrong with capitalism, the system that, in his opinion, created such an unfair distribution of resources, and consequent uprisings. This work was Marx's *Das Kapital*. Marx died before he finished writing *Das Kapital*. This was partly because he became involved in organizing an international workers party. I mean, he didn't finish his book because he was busy organizing the International Workingmen's Party.

05 English Literature

W: Henry James was born to a wealthy family in New York City and lived from 1843 until 1916. After briefly studying law, he devoted himself to literature. James produced works of various types: novels, novellas, and short stories. For those of you who aren't sure of the difference between these: A traditional novel is quite a lengthy work; a novella is a somewhat shorter story and short stories are shorter again. Examples of James' traditional novels are *The Europeans* and *Washington Square*; his most famous tale, *The Turn of the Screw* is a fine example of a novella, and "The Liar" and "The Two Faces" are both short stories. Let me give you a little background on the work by James that we will read in this course, *The Turn of the Screw*. In the nineteenth century, people were very interested in ghosts and spirituality and James was no exception. It seemed that people no longer had faith in traditional religion such as Christianity, so people were looking for a new way to understand death and the afterlife. In 1848, two young girls, the Fox sisters in New York, reported unexplained tapping noises in their bedroom. They claimed to be able to communicate with a dead person by rapping in response. Not surprisingly, when this story was reported in newspapers, an even greater interest in ghosts became widespread. James' novella, *The Turn of the Screw*, clearly reflects the nineteenth century fascination with ghosts. It's the story of a governess who goes to work at an isolated house in England. She tries to save two young children, Flora and Miles, from the ghosts of two

former servants. James seems to have taken the content of the book from a real-life ghost story he heard someone tell at a social gathering. When you read the preface of the book, you'll see that the narrator also claims this as his source for the story. However, some people understand the story as the governess simply imagining the ghosts, that she was crazy, and that the book is not from a real-life ghost story. The theory that the book is based on a real-life ghost story is the more popular one.

06 Earth Science

M: I would like to concentrate today on the structure, or organization, of the atmosphere. Remember that we can define "atmosphere" as the gases that surround our planet. That is, the atmosphere is the area between the Earth and outer space that is filled by gases. Scientists have discovered that the atmosphere is divided into different layers. In fact, there are four layers which compose the atmosphere. We'll talk about each layer one at a time.

The first layer of our atmosphere is called the "troposphere." We talk about the troposphere every day, even though we might not realize it. Do you know how we talk about the troposphere? The troposphere is the area of the atmosphere which controls most of the weather that we experience on Earth. So when you think of the troposphere, think of weather. The troposphere is the thickest near the tropics. The tropics, of course, are located near the equator. The thinnest part of the troposphere is located near the poles. So the thickness of the troposphere explains typical temperatures of a region. The thick nature of the troposphere near the equator provides insulation and gives that region warmer weather. The thin troposphere near the poles is responsible, at least in part, for the colder weather of those areas. So you can see how the troposphere is intimately related to our weather.

The next layer up is called the stratosphere. There is very little weather in the stratosphere. But the stratosphere is still important to us. The importance of the stratosphere comes in the form of travel. What do you think travels in the stratosphere? Well, it isn't birds. In fact, it is airplanes that fly in the stratosphere. Although there is little weather in the stratosphere, some storm clouds may be present. The presence of these storm clouds explains why your plane ride can be bumpy at times.

I don't have too much to say about the mesosphere, except that it is a very cold area. In fact, the atmosphere reaches its coldest temperature in the mesosphere. Here the atmosphere has a temperature of about negative ninety degrees Celsius. That's darn cold!

Finally, the last layer is called the thermosphere. The thermosphere is very thin. This layer is also important for travel, but a different kind of travel: space travel. The space shuttle orbits in this area. So the space shuttle passes through the layers I mentioned earlier to get to its orbit in the thermosphere.

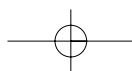
Chapter 2

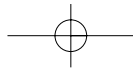
Skill Review

A-F

01 Campus Life

W: Hey, Brian! Have you seen the article in the paper — the one about our online chemistry class?





- M:** No. Is it any good?
- W:** Yeah, I thought it was great! It makes us look good.
- M:** How so?
- W:** Well, they're saying that online students do well in lab exams — better than students taking the course on campus.
- M:** Wow! We do better on lab exams? I can't believe that. Here, let me see the article.
- W:** Oh, I'm sorry. This is another paper. I'll bring it tomorrow, OK?
- M:** Oh. Well, tell me more about it then. You know, I can't quite believe that. I mean, we're just using measuring cups and saucepans. Just the stuff we use to cook with.
- W:** Yeah, well, Dr. Kimbrough said students were getting successful results — about the same as students in the actual chemistry labs. Specifically, they talked about the nut experiment — the one where we lit a nut on fire with a match. Did you do that one yet?
- M:** The pin! We had to stick a pin in a nut, right? We set fire to the nut and used it to heat up some water. Then we calculated how many calories there were in the nut.
- W:** Yeah, that's the one.
- M:** Yeah, so did you get the water to heat OK? Could you count the number of calories in the nut?
- W:** Yeah, I did. I was using a walnut. It burned pretty fast. What did you use?
- M:** I used a Brazil nut. It took a lo-o-ng time to catch fire. Maybe walnuts are better.
- W:** Yeah, maybe so. I hope you cracked the shell first. Did you?
- M:** Oh, uh, maybe I didn't.
- W:** Anyway, she said most students do really well. Their calculations were only about three or four points off, which is about the same as students in the school labs.
- M:** Really? That's great! Maybe I'll just major in Chemistry from my home.
- W:** No, I don't think you can do that. Another professor was saying that the advanced students need to study at the university. There's special equipment in the labs that chem majors need to learn to work with.
- M:** Well, I'm not deterred. I want to major in chemistry anyway.
- W:** Good for you!

02 Ecology

- M:** For thousands of years, plants have been finding new places to grow. In the past, they did it more slowly, but nowadays, plants are moving to new places very quickly. In some places, these new plants are becoming a problem.
- One place that this is a problem is in National Parks. People want to keep new plants out of National Parks. There are a lot of the old plants in these areas. These plants have made what is called a “niche” for themselves. That means each plant has its own place and it gets along well with the other plants. However, when the new plants come, they push out other plants. Consequently, the parks have rules against bringing them in.
- The only problem is, sometimes we don't know we're doing it. Seeds have so many different ways of traveling. For example, they can float on the wind or on water. Some attach themselves to animals or people. It's an easy way to take a ride to a new place. Many seeds are still viable after they are eaten and then passed through an animal. Horses, cows, and birds wind up planting these seeds in their excrement.
- Sometimes, people think the addition of new plants can be attractive or even helpful. One particular example is of a park where rain was washing away the soil. New plants with strong roots were planted to hold the soil in place. Volunteers went in and put down seeds in

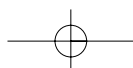
places where the soil was getting washed away. The plants grew well at first, so everybody was happy. Then these plants spread. Their seeds were getting spread further and further in the park. And the environmental conditions in the park were good for this plant. So it started to grow everywhere! This caused some of the original plants in the park to be displaced. The new plant choked out the original plants. This ended up being a big problem for the park.

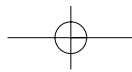
In addition to environmental conditions, there are features of different species that make them more viable than some native species. Let's see...for example, some plants have more seeds than others. The more seeds, the better the chance for reproduction. Some plants hold their leaves higher than other plants. In a forest where there isn't much light, plants that hold their leaves higher grow and reproduce more successfully. Some plants have roots that go down very deep into the soil. In a very dry place, they will drink more water than the other plants. Some plants start growing very early in spring. They get their roots started before the other plants do. All these plants have special features that can give them a competitive edge. Remember, this edge can be from number of seeds, from leaf position, root structure, or growing season.

New plants can become part of a plant community. They can make a niche for themselves in it, though often this is only for a short time. Other times, the ecosystem is disturbed in some way. If the imported species have a competitive edge over native species for soil, water, or sunlight, the populations of native plants may be damaged. So if some new species gets into a park, is there anything we can do? Yes! Now, let's look at ways that the damage from a foreign plant species can be reversed.

03 Art

- M:** In our last lecture, we talked about the period of art called “impressionism.” Remember that impressionism was a very exciting time in the history of art. Impressionism lasted from about 1860 until 1880. The period of time that followed impressionism is also very important. This period is called “post-impressionism.” The period of post-impressionism lasted from the late 19th century until the early part of the 20th century; that is, from about 1880 until 1900.
- The artists of the time of post-impressionism used the previous form of impressionism as their basis. As you probably remember from our lecture on impressionism, it was common to apply paint thickly. Painters also painted real subject matter, like people or scenery. Although the post-impressionists continued to paint thickly and paint real subjects, they went beyond this style. For example, post-impressionist artists tried to show more emotion in their works. The artists would show extra emotion and expression in the faces of their subjects. They tried to show if a person looked sad, happy, angry, frustrated....well, you get the idea: more emotion.
- You may have heard of one of the groups that started the post-impressionist style. There was a group of artists who called themselves The Nabis. The word “nabi” is from the Hebrew language. Nabi means “prophet.” So, their name would translate to The Prophets. This small group of artists lived in Paris, France. They were a rebellious group of artists. They often met to discuss and create new styles and designs. The Nabis received a lot of attention since their style was so different. The fact that they painted and created differently than previous artists made the Nabis a famous group. They helped define the post-impressionist art style.
- The Nabis were recognized for making different kinds of art. In addition to painting, the Nabis did print-making. Print making





is like what we see in posters today. Print making became very popular because posters could be reproduced quickly and cheaply. The Nabis were also interested in illustrating books and working with textiles and furniture. Actually, this leads me to the main point of today's lecture, the goal of post-impressionist art. One of the goals of the post-impressionists was to integrate art with daily life. In this way, artists of this time did more than paint. They used other means of creating art. For example, the artists would not only use brushes to create a work of art. They would also use elements of daily life, such as glass or iron. The use of these materials gave their works a new look and also made them relevant to a far wider audience.

The art of this time also went beyond simple viewing. Artists again integrated their work with daily life by making jewelry. In this sense, art could be worn by people. The artists also incorporated their work in architecture. The post-impressionistic designs were used when creating or designing buildings. The designs were also used when making furniture or other household objects. Again, they wanted to be more inclusive and appeal to a wider audience.

04 Linguistics

W: Welcome to Linguistics 101. I'm happy to see you all here in this class! Obviously this is your first class in linguistics, so you may not be too familiar with this field of study. For that reason, I would like to give you an introduction to linguistics. Mainly, I would like to explain to you what the field of linguistics is about.

The basic idea behind linguistics is to study language. In a way, that probably seems like a pretty simple idea, right? Actually, studying language has many aspects. That is, there are many different areas of language that we can study. Let me tell you about a few of the popular areas of linguistics. As you continue taking linguistics classes, you can decide which you like best. Normally, linguists specialize in only one or two areas.

One very popular area in linguistics is called historical linguistics. Historical linguistics is one of the oldest areas in the field. In this area, linguists try to figure out what language was like a long time ago. For example, what was English like when it was first used? To do this, historical linguists study very old written documents. Then, they compare the old documents to newer writings. By doing this type of comparison, a historical linguist can piece together how languages change over time.

Another popular field of study in linguistics is called applied linguistics. This area has this name because results of studies are applied to people. One popular subfield of applied linguistics is concerned with language learning. For example, how does a person learn a second language? For a second language learner, what is useful in the learning process? What types of classroom exercises can be done to help the learner? What types of exercises don't help? Linguists do research to try and answer these questions. The results of these investigations are then applied to classroom teaching.

Then, we have contextual linguistics. This area, contextual linguistics, is very broad. That is, many different subfields fall under the rubric of contextual linguistics. The basic idea is to see how language interacts with other fields, like sociology. This area is called sociolinguistics. In sociolinguistics, a researcher wants to know how language interacts with a given society. For example, how do people speak when they are talking to friends compared to when they talk to professors? Are there differences in the styles of speech in both formal and informal situations? Besides speaking differently in these formal or informal situations, are there differences between how men and women speak? These differences between men and women are called gender differences.

There are many, many more areas of study in linguistics. Today,

we could only talk about the areas of historical linguistics, applied linguistics, and contextual linguistics. In the next class, we will have a chance to examine each subfield in depth. In addition, we will look at areas of linguistics I didn't touch on today.

Chapter 3

Focus A 01

01 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.

02 Physiology

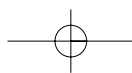
M: One thing that all humans have in common is blood. Blood flows through the veins and arteries of all humans. Today we will specifically discuss the makeup of blood. I want to discuss the flow of blood through the body, the types of blood cells, and transfusions.

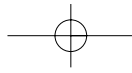
Blood is carried through the body by two types of blood vessels, arteries and veins. Blood carried by the arteries has received oxygen from the lungs. Arteries take this oxygen-rich blood to all parts of the body. After delivering oxygen around the body, blood travels through the veins back to the heart and lungs for more oxygen. So arteries carry blood with oxygen away from the heart. Veins carry blood with oxygen back to the heart.

Now let's look at blood itself in more detail. Whole blood is made up of three types of blood cells. They are red blood cells, white blood cells, and platelets. Each type of cell has a different function in the body. Red blood cells contain hemoglobin (pronounced hee-muh-glow-bun). Hemoglobin is what picks up oxygen in the lungs, and then releases the oxygen to other parts of the body. Hemoglobin gives blood its bright red color.

The second type of blood cells are leukocytes (pronounced loo-kuh-sytes), or more commonly known as white blood cells. There are fewer white blood cells than red blood cells. So there's more hemoglobin in blood than leukocytes. The job of the leukocytes is to help the body fight against infection. White blood cells clean up or eat bad things that get into our blood.

Lastly, are the platelets. They are necessary in the blood clotting process. For example, when you cut your finger, it is the platelets that go to work to stop the bleeding. If the cut is large, the platelets will need some help to stop the bleeding. You may have to get stitches or use a bandage. But if the cut is small, the platelets will collect to block blood from coming out of the wound. That





is what forms scabs over wounds.

Let's quickly review the three types of blood cells and what they do before we move on to talk about blood transfusions. Hemoglobin, or red blood cells, carry oxygen throughout the body. Leukocytes, or white blood cells, fight infection. And platelets work in the blood clotting process. All three are crucial to a healthy working body.

OK, so now let's talk about blood transfusions and blood types.

03 History

W: We've been talking about World War II now for a couple of days. Well, today, we're finally going to talk about D-Day. So to start with, what does the D in D-Day mean?

M: Doomsday.

W: No, it's not doomsday.

M: Departure?

W: It could be departure. Actually, nobody is 100% sure about what the D in D-day means. Even the documents we have to study from history disagree. A lot of historians go along with the idea that the D stands for Day. That's how the army used this particular letter even back in World War I. They would add numbers like D minus 2 to mean "two days before" some particular day — usually the day of some attack. Or D plus 1 to mean "one day after" the attack. So D-Day would just mean the day of the attack. But like I said, no one is definite about this.

Now, one of the really interesting points about D-Day is that it really fooled the Germans. Six months before D-Day, which was June 6, 1944, England, the US, and the other allied countries started building fake tanks and fake planes to trick the Germans. They put all these tanks, planes, jeeps, and even fake buildings in this one area of England — down at the bottom at the closest place to France. They wanted Hitler to think that they were going to attack him there — at that closest point between England and France. They had film crews build all the fake tanks and things, so they looked very realistic to German spy planes flying over England. But the whole time, the allies were planning to attack another place along the French coast, Normandy. You can see Normandy here on the map. That's where the allied troops attacked on the morning of June 6, 1944.

So, what happened on the morning of D-Day? Just before sunrise, at about 5:55 in the morning, allied troops jumped from planes and parachuted down behind the German troops guarding the beaches at Normandy. That wasn't the main part of the attack, though. They were just going to help the men coming in from the sea. Then at 6:00 a.m., as the sun started to light up the sky, men in small boats began to land at the beaches of Normandy. The fighting continued until around noon, at which point the allied forces managed to gain control of the area. So the big battle on D-Day took about six hours, from 6:00 a.m. until noon. As you can imagine, it was a very bloody morning...

Focus A 02

01 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.

02 Music

M: Today, we will continue talking about great opera composers. I'm sure you remember from yesterday's lecture that there are many fantastic opera writers. Now I'd like to give you some information about another very famous composer. His name is Giuseppe Verdi.

Like most composers, Giuseppe Verdi is normally called by his last name only. Verdi was born in 1813. With a name like Giuseppe Verdi, where do you think he might be from? Of course, Verdi is from Italy. Verdi began to show a great interest in music at an early age. At only eight years old, Verdi began to play musical instruments. Do you have any idea what his first instrument was called? Now, this is just a "fun fact" — you don't need to memorize this! His first instrument was called a "spinnet."

Like I was saying, Verdi's family quickly realized his great interest in music and sent him to study music formally. By the time Verdi was ten years old, he was studying at a music school and taking private music lessons. He studied with some very good musicians. So you can see that Verdi not only had natural talent, but he also practiced to become a great musician.

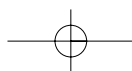
When Verdi was 26 years old, he wrote an opera called *Oberto Conte di San Bonifacio*. Don't worry about writing down the whole name of that opera. We can just refer to it as *Oberto* for short. You can copy down the full names of Verdi's operas from my website. What's really important here is that this opera, *Oberto*, really was the beginning for Verdi's success. Although *Oberto* was not a huge success itself, it was successful enough to earn some recognition for Verdi. After writing *Oberto*, Verdi went on to write many more operas. And with each opera, Verdi became more and more famous.

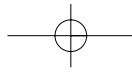
What is interesting about Verdi's fame is that people who supposedly knew a lot about music at that time didn't like him. In his time, Verdi had a lot of critics. There were many people who did not like his work. However, most of these people were music critics, that is, people who evaluated music and were considered professionals. The critics particularly disliked some of Verdi's operas because of their political messages. Verdi's real fans, though, were the common people. He was liked more by the public than the musical elite, the critics of his day.

03 Business

M: Okay, now we're going to talk about some different types of corporate structures. I should point out right up front that we're only going to talk about two business structures today. There are others, but I want to keep things simple to start with. So, we're going to compare just two of them — two business structures. The first one is a general partnership, and the second one is a corporation. There are certain advantages and disadvantages to having one or the other of these structures. But I don't want to get ahead of myself. Let's back up a minute and define what we're talking about here.

So we've got a general partnership, obviously you need two people for that, and a corporation, which could have one, two, or more people involved. The first step is to form the business. With a general partnership, you don't really have to do anything





official. You just make the agreement between you and your partner. Probably you will want some kind of legal document drawn up by a lawyer, but you don't need to do anything official at the state or national level. For a corporation, on the other hand, you have to file with the state where you're going to have your business. You have to tell the state the name of your corporation, where your business is located, the address, and who the officers of the corporation are. So, the first big difference is where permission for the business comes from. General partnership permission is arranged between the partners. Corporation permission is arranged with the state.

Liability is another big difference. If the business gets in trouble or has a big debt, who will be held responsible? In a general partnership, both partners are responsible. They share responsibility. In a corporation, the business has the responsibility. What does that mean? In a corporation, you have shareholders. People buy shares of the company. The ones with the most shares have the most power. They can say what the company can or can't, should or shouldn't do. But if the company has a debt, the shareholders are not the ones who have to pay it. The company is responsible, not the shareholders.

I guess that leads us to the next difference — management. Who manages the company? With a general partnership, the partners manage things. They make all the decisions. They share the power equally. With a corporation, a board of directors makes decisions. The board is elected by the shareholders. Now if you remember what I said, the shareholders with the most shares have more votes, so they can elect the people they want.

Are you starting to see some of the advantages and disadvantages to each type of business structure? Well, there are more. Let's talk about taxes...

n-i-d-a-e... and dolphins belong to the family *Delphinidae*... that's D-e-l-p-h-i-n-i-d-a-e. OK, now, if we examine porpoises and dolphins at this level, they are as physically different as dogs and cats.

Let's compare their physical characteristics. Porpoises are much shorter than dolphins, but appear to be heavier. The porpoise's dorsal fin (that's the fin on the back) is triangular. The dolphin's dorsal fin is shaped like a wave. The dolphin has a very noticeable beak. The porpoise does not.

Because they belong to the same scientific order and suborder, they share many of the same characteristics. For example, they are both completely aquatic mammals (they live in the water), they have a blowhole for breathing, and a tail fluke. However, as mentioned before, they have many physical differences including size and different shaped dorsal fins and beaks. Oh, and there was one more difference I forgot to mention. The dolphin is thin and sleek compared to the chubby porpoise. Remember, although they appear very similar to us, at the family level, we can compare their relationship, as we did earlier, to the one between cats and dogs. So, physically speaking, dolphins and porpoises are different. But there are also behavioral differences between the two. Porpoises are shy, while dolphins are not. Usually, porpoises only come up out of the water to breathe. Dolphins are social. They will often follow fishing boats. You are more likely to see a dolphin, both in the wild and in captivity, than a porpoise.

Let's review what we have discussed today. If you happened to see a sleek mammal with a blowhole, a wave-like dorsal fin, and a beak playing in the water near a boat, what would it be? A dolphin. And if while scuba diving, you ran across a chubby mammal with a blowhole and triangular dorsal fin that swam away when you came near, what would it be? A porpoise.

Focus B 01

01 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.

02 Biology

W: Many people think that dolphins and porpoises are exactly the same. Although they are similar in many ways, a dolphin is not a porpoise, and vice versa. There are both similarities and differences between the two. Let's learn about some of these similarities and differences.

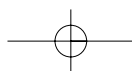
First, they are both mammals belonging to the scientific order *Cetacea*. This order includes all whales, to which both dolphins and porpoises are related. Second, both belong to the same scientific suborder, *Odontoceti*. This suborder is made up of toothed whales. However, they do not belong to the same scientific family. Porpoises belong to the family *Phocoenidae*... that's spelled P-h-o-c-o-e-

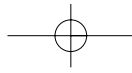
03 Health

W: What's the first thing that comes to mind when I say the word "cancer"? Did you think of a lump inside a person's body? Or problems with the stomach or brain? Well, certainly those are major concerns with cancer. But did anyone think of skin cancer? Skin cancer is actually a very common problem. I mean common enough where everyone in this room probably knows someone with skin cancer. Maybe that person doesn't have the most serious kind of skin cancer... And that's what we're going to talk about today, the kinds of skin cancer. We're going to talk about three kinds. I'll give you the technical names, but don't let that scare you. I'll spell them for you.

OK, so let's start with the most common, and least dangerous kind of skin cancer. It's called basal cell carcinoma. I can see some wrinkled foreheads. Let's take the name apart. Basal cell, spelled B-A-S-A-L and then cell plus carcinoma, C-A-R-C-I-N-O-M-A. As some of you probably already know, basal cells are the cells deep inside your skin. So this kind of carcinoma, or cancer, is affecting those cells. Usually this kind of skin cancer appears as balls or bumps on the skin. The skin can also turn red and scaly. Fortunately, basal cell carcinoma is fairly easy to treat. Usually, doctors can successfully remove this kind of cancer with little risk to other parts of the body.

Now, the second most common form of skin cancer is called Squamous cell carcinoma. You probably need that spelled out, too. Squamous is spelled S-Q-U-A-M-O-U-S. The name of this type of skin cancer comes from the skin cells that it affects, the squamous cells of the skin. These are flat, plate-like skin cells. The key point to remember about squamous cell carcinoma is that it is more dangerous than basal cell carcinoma. It is more dangerous because it spreads to other organs in the body. Doctors can treat





this kind of skin cancer with surgery, but they have to catch it early before it spreads.

So, now we are on to the third type of skin cancer that we're going to discuss today. The name of the third type is a little different than the first two types we talked about. This type is called malignant melanoma. In case the term "malignant" is unfamiliar to you, it means deadly or life threatening. So malignant melanoma is the most dangerous type of skin cancer. Usually this kind of cancer appears on the skin as dark moles. The edges of these moles are not definite or regular, so they are dark, strange looking moles. That's the first sign. Then if these moles change shape or color over a short period of time, that's a big clue to doctors that the moles could be malignant melanoma. Like squamous cell carcinoma, this third type of skin cancer can spread through the body. In fact, it usually does spread, especially to the lymph system. We'll talk more at a later date about the affects of what happens in the body when malignant melanoma spreads. For now, just keep in mind that this type of cancer is very dangerous, and it spreads. Doctors can try to treat malignant melanoma with surgery or chemotherapy. I should emphasize that, though they can try to treat it, once this kind of cancer spreads, it's almost always fatal.

Focus B 02

01 Psychology

W: Today, we will be talking a little about groups and how they can form. Groups can develop in various ways. One model proposes that there are four stages of creating a group. First, people must get along (or pretend to be friendly) with each other. Once people act like they are on a friendly basis, the second stage can begin. The second stage is called "storming." Here, politeness is not always respected. Group members test each other to see how the relationships may change. So, group members make waves or cause small storms in the group. After the "storming" stage, normalization begins. In the "normalization" stage, the group members get used to each other and begin to act in cooperation. Finally, the productivity stage begins. "Productivity" means that group members work with each other to do a project.

02 Earth Science

M: I would like to concentrate today on the structure, or organization, of the atmosphere. Remember that we can define "atmosphere" as the area that surround our planet. That is, the atmosphere is the gases between the Earth and outer space that is filled by gases. Scientists have discovered that the atmosphere is divided into different layers. In fact, there are four layers which compose the atmosphere. We'll talk about each layer one at a time. The first layer of our atmosphere is called the "troposphere." We talk about the troposphere every day, even though we might not realize it. Do you know how we talk about the troposphere? The troposphere is the area of the atmosphere which controls most of the weather that we experience on Earth. So when you think of the troposphere, think of weather. The troposphere is the thickest near the tropics. The tropics, of course, are located near the equator. The thinnest part of the troposphere is located near the poles. So the thickness of the troposphere explains typical temperatures of a region. The thick nature of the troposphere near the equator provides insulation and gives that region warmer weather. The thin troposphere near the poles is responsible, at least in part, for the colder weather of those areas. So you can see how

the troposphere is intimately related to our weather.

The next layer up is called the stratosphere. There is very little weather in the stratosphere. But the stratosphere is still important to us. The importance of the stratosphere comes in the form of travel. What do you think travels in the stratosphere? Well, it isn't birds. In fact, it is airplanes that fly in the stratosphere. Although there is little weather in the stratosphere, some storm clouds may be present. The presence of these storm clouds explains why your plane ride can be bumpy at times.

I don't have too much to say about the mesosphere, except that it is a very cold area. In fact, the atmosphere reaches its coldest temperature in the mesosphere. Here the atmosphere has a temperature of about negative ninety degrees Celsius. That's darn cold!

Finally, the last layer is called the thermosphere. The thermosphere is very thin. This layer is also important for travel, but a different kind of travel: space travel. The space shuttle orbits in this area. So the space shuttle passes through the layers I mentioned earlier to get to its orbit in the thermosphere.

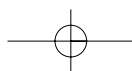
03 Art

W: I hope all of you had a chance to visit the university art museum. I guess I'll find out for sure when I check the art journals you handed in today. For those of you who did go there, I'd like to build on what you saw in the modern art exhibit there. Think about the works you saw in terms of what I'm talking about during this lecture. Hopefully, when you consider these concepts in relation to those paintings, you will have a much better idea of what I am talking about.

In particular, I want to talk about cubism and surrealism, two very distinctive styles of modern art from the 20th century. At first, you might think these two styles are completely different. It's true that artists of these styles were concerned about different things, but they did share at least one common idea. They both focused on abstraction. Neither cubism nor surrealism was meant to show reality. That wasn't what they were for.

Let's talk a little bit more about surrealism first. The object of surrealism — or the point of surrealism — is to meld, or put together everyday reality and imagination. The artist tried to blend hard or concrete objects and situations with dreamlike images or fantasy. Usually this led to striking or surprising works. There were a few surrealist works in the exhibit at the museum. Or maybe you've heard of Salvador Dali, probably the most famous surrealist of the 20th century. In our book, we can see one of Dali's works, called *The Persistence of Memory*. In this piece, *The Persistence of Memory*, you can see some clocks that look like they're melting over other objects. We see real world objects, clocks, in a dreamlike or fantasy state, melting.

Now we turn to cubism. The interesting thing about cubist paintings is that they try to show their subjects from multiple angles at once. The artist is showing both sides of person's face at the same time, or the top and bottom of an object at the same time. Maybe you remember the painting of the cat from the museum. That was a cubist work. In that painting, you could see the cat from different angles and even the background of the painting, the things behind the cat, intersected by the main subject, the cat itself. Intersecting the background with the subject is a second aspect of cubism. Maybe it didn't look very much like a cat to some of you, but the artist was trying to go for that multiple-angle effect. Probably the best works of cubism were done by Pablo Picasso. We have a picture of Picasso's *Woman in an Armchair* in our book. You might not even recognize the woman in that one at first!



Speaking

Chapter 1

Skill A

Q1 – practice 1

Sample response:

There are two methods that I find best for reducing stress. The first method is having a long, relaxing bath and then listening to soft music. After a stressful day, this helps me fall asleep more quickly, and wake up stress free the next morning. The second method is drinking a nice hot cup of coffee or tea in a quiet place. When I feel stress in the middle of the day, I find that resting 20 minutes in a quiet place with a warm beverage lowers my stress level significantly.

Q1 – practice 2

Sample response:

I was very proud of my brother when he was accepted into medical school. He had applied to medical school four times in the past, but he was not accepted. Still, he applied for a fifth time. On the fifth try, he did better during his interviews and provided strong letters of recommendation. He was accepted to medical school at last! It took five years, but he finally achieved his goal. I was very happy and excited for him. I learned an important lesson from this. You must be persistent in trying to achieve your goals.

Q1 – practice 3

Sample response:

When I was growing up, my family had both fish and a dog. These animals were an important part of our family. I now feel very comfortable around all animals. From my experience, I think that pets have a strong, positive impact on families. For example, my family spent a lot of time together taking care of our pets, which gave us a sense of unity. In addition, our pets taught me and my siblings responsibility. We also learned how to deal with death when our fish died. Animals can bring families together and teach us important life lessons.

Q2 – practice 1

Opinion 1:

I prefer to spend my money to have fun now. I believe that we are only young once, so we should enjoy life while we can. If I only saved my money for the future, I wouldn't be able to enjoy going out with my friends and traveling to different places while I am still young enough to enjoy it fully. If I did save, when I get old, I may have more money, but I wouldn't have strong relationships with friends or the enriching experience of world travel. I think these experiences, the things I'm doing now, provide me with a greater reward than saving all my money for retirement.

Opinion 2:

I prefer to save my money for the future. I believe that it is wise to plan for your retirement from an early age. If I only spend my money on having fun while I am young, I won't be able to enjoy a long relaxing retirement or help my children get started in their adult lives. By saving now, when I get old, I will be able to enjoy a nice home and garden, and I can help my children buy homes for their families. This will provide me with a greater reward than partying all the time with my friends now.

Q2 – practice 2

Opinion 1:

I would prefer to have a large family, perhaps with four children. Having many children is beneficial in several respects. On a social level, children who grow up in large families learn to get along very well with others because they have to live with and share things with their brothers and sisters. On an economic level, more people in the family will be able to produce more money for family activities. In the long run, parents with many children will be cared for better by their children and won't be as lonely when they get older.

Opinion 2:

I would prefer not to have any children. Having no children is beneficial in several respects. On a social level, parents without children can go out easily and do what they want. On an economic level, parents without children have more money to do the things they like to do. In the long run, parents without children will be able to save their money carefully since they won't have to spend a lot of money for things for their children. Maybe I won't have any children who can take care of me later, but this does not seem like a problem to me.

Q2 – practice 3

Opinion 1:

I prefer to spend my vacations at luxury resorts in tropical countries. This type of vacation is very relaxing, and I am constantly pampered. For example, I can have a long, soothing back massage in the morning. In the afternoon, after a delicious lunch, I can be spoiled with a foot massage. The warm ocean water is only a moment away if I want to have an invigorating swim. My last tropical vacation left me rejuvenated and ready to return to the real world.

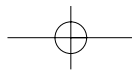
Opinion 2:

I prefer to spend my vacations backpacking through different areas in tropical countries. This type of vacation is cheap, energizing, and interesting. For example, I can hike to a mountain top early in the morning and witness a beautiful sunrise or admire the scenic vista. In the afternoon, after an exotic lunch, I can visit a busy town. The people, music, and religion of the town are available if I want to experience another culture. My last vacation taught me so much, and I felt rejuvenated and ready to return to my normal, daily life.

Skill B

Q3 – practice 1

- W:** I've just been reading about the writing center here on campus. Do you know anything about it?
- M:** As a matter of fact, I used their services last term when I was putting together my resumé for a summer job. Their tutors are all qualified and extremely helpful.
- W:** You mean that you can take non-academic writing to the writing center?
- M:** Definitely! They'll help you with application essays, résumés, whatever!
- W:** That's awesome! I need help on my grad school application. Where is the writing center?
- M:** It's in Griffin Hall, and it's open 8:30 to 5, Monday through Friday.



- W:** Those hours are perfect for my schedule. Do you think I need an appointment?
- M:** Not necessarily. If you go in and a tutor is free, they won't turn you away. They can get pretty busy though, so it's a good idea to book an appointment in advance if you can.
- W:** Wow! No appointment necessary, any kind of writing, and it's free so I can afford it! That's great! I'm going to try it right now. Thanks for the info!
- M:** No problem.

Sample response:

She thinks that the Writing Center offers a great service. First, she feels their service is great because they help students with both academic and non-academic writing. This is a benefit to her because she needs help writing a grad school application. The second reason she likes the service is because it is convenient. This is a benefit to her because the Writing Center's hours match her schedule and she doesn't necessarily need to make an appointment. Finally, she thinks the service is great because it's free, so she can afford it.

Q3 — practice 2

- W:** Hey, Richard. Where're you going in such a hurry?
- M:** I'm trying to find the Admissions office. I need to drop a class today by 4 p.m.
- W:** Well, slow down. It's only 2 p.m.
- M:** You don't understand. If I don't drop my physics class by that time, I'm dead!
- W:** Okay, okay. The Admissions office is a long way from here. It's going to take you at least 20 minutes just to walk to that building. Then you'll probably have to wait in a long line to drop the class.
- M:** You're right. What can I do? I gotta get over there!
- W:** Why don't we stop in the library? You can drop the class using one of the computers.
- M:** Really? How?
- W:** You can drop the class on the registrar's website. You just need your student ID number, your password, and the course info.
- M:** You mean I don't have to wait in line with a hundred other sweaty students and then deal with a nasty administration worker?
- W:** That's right.
- M:** That's way more convenient. Thanks for your help!
- W:** Hey, that's what friends are for.

Sample response:

The man plans to find the Admissions Office and drop the class there. However, the woman points out that the Admissions Office is far away and he will have to wait in line once he gets there. She recommends that he use the library computer to drop the class instead. The man agrees with her idea because it is much more convenient than going to the Admissions Office. The man says that it is more convenient because it is closer, and he won't have to wait in line or talk to rude Admissions staff.

Q3 — practice 3

- M:** Hey, did you hear about the new language partners program?
- W:** Hmm, I don't think so. What's that about?
- M:** The Student Center just announced it. It's called the Language Bank.
- W:** Oh, I think I know what you're talking about. That's for matching conversation partners from different countries. It sounds like a great idea. I think I'll register to try to get a Spanish partner.
- M:** Really? I don't know if that's such a good idea.

- W:** Why not? I really need help in Spanish, and I'd like to make a friend from another country.
- M:** True. The problem is that you don't really know anything about the person you're being matched up with. They may not be very good teachers, and they may not be very good people either. If you're having trouble with Spanish, you should ask your professor for help instead. She can introduce you to a good tutor.
- W:** You may have a point, but I think you're just being too cautious. I'm going to give it a shot.
- M:** OK. Just be careful.

Sample response:

The university is offering a Language Bank program. Students can give their information to meet partners for language exchange. The man says that participating in this program is a bad idea. First, he states that students won't know anything about the partner the program assigns them. This is a problem because the partner could be a bad person or a bad teacher. Second, he states that talking to a language professor is a better idea. This is better because the professor can introduce the student to a good tutor.

Q4 — practice 1

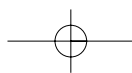
- M:** Today, we are going to talk about natural selection — more specifically, how the peppered moth is an example of natural selection in action. Prior to 1800, most peppered moths in England had a light color, though a small percentage were dark. The Industrial Revolution changed this. Industrial wastes and soot began darkening tree trunks and killing off light-colored tree lichen. This led to the light-colored variation of the moth becoming rare and the dark variation numerous. The reason for this change was due to selective predation, that is, birds were catching them and eating them. Prior to industrialization, light-colored moths were better camouflaged as they sat on light-colored trees with light-colored lichen on the tree bark. As the trees darkened, it became easier for birds to see — and prey upon — the light-colored moths on the trees. Conversely, dark-colored peppered moths became more difficult to prey upon. Therefore, more and more dark-colored moths survived to reproduce and pass on the dark-colored trait. Now, thanks to natural selection, the majority of peppered moths in England are of the dark-colored variety.

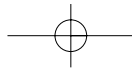
Sample response:

The professor talks about changes in the number of dark and light-colored peppered moths in England. According to the reading, for natural selection to occur, two conditions are necessary. First, a trait in a species has to change. In the peppered moth example, color is the trait that changed. It changed from light to dark. Second, the changed trait must help the species survive to reproduce. During the Industrial Revolution, the trees in England became darker. This made it easier for birds to see and eat the light-colored moths. It also made it easier for dark-colored moths to survive and reproduce.

Q4 — practice 2

- W:** Our habitat on the Earth's surface is very different from the environment on other planets in the universe. One obvious difference is in temperature. The average temperature on Earth, the third planet from the sun, is about 15.5 degrees Celsius. If we compare the temperature on our planet to the temperature on Venus, the second planet from the sun, we will see something much different. The thick atmosphere on Venus traps the sun's heat, making its average surface temperature almost 500 degrees Celsius — obviously inhospitable for life as we know it.





We can also compare the average temperature of water on Earth and the average temperature of water on other planets. For example, the average water temperature on Earth is about zero degrees Celsius, though it is much warmer in tropical regions. On a planet like Venus, where the temperature is extremely hot, it is very uncommon to even find water. In this case, it is difficult to make a comparison because water on Earth is common but on Venus it is rare, and we know we can't have life without water.

Sample response:

The reading passage describes the conditions necessary for life and how Earth meets all these conditions. The lecturer compares the conditions on Earth with those on Venus. She concludes that the environment of Venus is not hospitable to life. First, life requires warmth, an atmosphere, elements like carbon and oxygen, and water. Venus does not meet all these requirements. It has an atmosphere, but it is too thick. This makes the surface temperature too hot for life. In addition, Venus is too hot for water, another requirement for life. For these reasons, life cannot exist on Venus.

Q4 — practice 3

M: So, you've read about spamming. Now let's look a little more closely at what's involved in a spam campaign. As you probably recall, spam isn't usually sent by a business that manufactures products. Those businesses hire "spammer" companies. A manufacturer might choose to do this because spam is cheap. In reality, you can send 10,000 spam messages for less than \$100! But is it really effective? Or is the manufacturer just throwing away its money because everyone is deleting the spam mail before they open it. Odds are, it is effective. Say a company spends \$1,000 on a spam campaign. That's 100,000 messages. Even if half of one percent of people are enticed by the campaign, that's 500 possible customers for the manufacturer. Not bad for a company with a legitimate product to sell. Unfortunately, spammers know these statistics as well. So if a spammer sells a fake product and sends out a million spam mails, he can make a bundle!

Sample response:

The reading mentions that companies hire spamming services for advertising campaigns. In the lecture, the professor explains that spam campaigns are cheap. That is why companies do it. The reading says that nobody knows how effective spam campaigns really are. However, the professor uses numbers to explain that they work even if only half of a percent of people respond to the campaign. Bad spammers know this, too. That is why there is so many fraudulent spam campaigns.

Skill C

Q5 — practice 1

W: Yes! I'm so happy that finals are over!
M: Looks like it's that time of year to make this big decision again.
W: What are you talking about?
M: Each summer, I have to decide whether to take summer semester classes at the university or get a job to make money for a few months. It is never easy to decide.
W: Maybe you should consider the benefits of each one, then you could decide which one is better for you.
M: The only option that really seems beneficial is working over the summer. It will probably be less stressful, and I can make a bunch

of money. With more money, I can enjoy my summer more and save some to buy that new car I've been dreaming of.

W: I can see your point, but I think taking some classes over the summer could also be beneficial.

M: Really, how?

W: Just think. If you take some classes in the summer, you won't have to take so many in the fall, and then you will have a less stressful semester during the regular school year. You'll also probably be able to graduate faster since you will have some more classes out of the way.

M: Hmmm, I hadn't really thought of that. I'll have to consider taking classes this summer more carefully now.

Sample response 1:

The man's problem is that he doesn't know what he should do over the summer. The man and woman talk about two possible options. The first option they talk about is getting a summer job. The second option they mention is taking classes over the summer. I think that the first option is better than the second one. If the man works over the summer, he can lower his stress level and rest more. Choosing this option will also give the man the possibility to make money for the regular school year and save for things he wants to buy.

Sample response 2:

The man's problem is that he doesn't know what he should do over the summer. The man and woman talk about two possible options. The first option they talk about is getting a summer job. The second option they mention is taking classes over the summer. I think that the second option is better than the first one. If the man takes classes over the summer, he can have an easier Fall semester with fewer classes. Choosing this option will also give the man the possibility to graduate earlier by getting more classes out of the way.

Q5 — practice 2

W: Hi Carl. I need your help. I'm trying to figure out all these enrollment procedures.

M: Yeah? What's the problem?

W: Well, I have an appointment with my advisor tomorrow to review the courses I'll take this semester. She has to approve of my choices and sign my enrollment sheet, but I'm thinking about changing my major. Should I see my advisor tomorrow or wait until I decide whether to change my major or not?

M: Well, you could wait. But don't wait too long. You don't want to miss the enrollment deadline for next semester.

W: What happens if I miss the deadline?

M: If you miss the deadline, you'll be charged \$100. Plus the classes may all be filled.

W: I don't want that to happen!

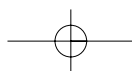
M: Yeah. Maybe waiting is a bad idea. Instead, you should go see your advisor as scheduled.

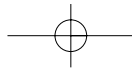
W: But if I do decide to change, won't I have to go back to my advisor?

M: No. Once you finish your enrollment and decide to change, you simply go to the student office and give them your changes. No need to see your advisor.

W: Hmm. But if I decide to change my major, I'll probably have to talk to my advisor again to figure out the courses I need for that new major.

M: That's true. But you don't want to miss your enrollment deadline. You can always change courses without a penalty. Changing courses is usually less trouble than enrolling late.





Sample response 1:

The woman's problem is that she can't decide when to consult her advisor and enroll in courses. The man and woman discuss two choices. The first choice they discuss is seeing the advisor and enrolling in classes now. The second choice they discuss is waiting until she decides on a major. In my opinion, the second choice is better than the first one. If the woman waits until she decides on a major, she will save time by only consulting her advisor once. Furthermore, if she waits, she won't have to change classes later.

Sample response 2:

The woman's problem is that she can't decide when to consult her advisor and enroll in courses. The man and woman discuss two choices. The first choice they discuss is seeing the advisor and enrolling in classes now. The second choice they discuss is waiting until she decides on a major. In my opinion, the first choice is better than the second one. If the woman enrolls now, she will avoid paying a late enrollment fee. Furthermore, if she waits, the classes she wants might be filled up and she can still change her courses after she is officially enrolled anyways.

Q5 — practice 3

- W:** Hey Fred, are you okay? You look like you're mulling over something serious.
- M:** Hi. No, nothing too serious. I'm thinking about starting a campus tennis club. I thought it would be fun to meet other students to play with.
- W:** Sounds like a good idea. What's the problem?
- M:** There's a lot of paperwork. Then, you have to ask a professor to sponsor the club. I'm kinda shy around my profs. I don't know any of them well enough to ask them for help. Plus, I do already play a lot of tennis with my friends, so I don't need a club.
- W:** Hmmm. If you ask me, this is a perfect opportunity for you to get over your shyness problem. You should go for it.
- M:** That's true.
- W:** Also, if you do start up the club, that will look good on your resumé after graduation. Companies are always looking to hire people with organizational skills.
- M:** True, but that won't help me if I don't graduate. The second problem is time. I don't know if I have time to organize the club with all these exams coming up.
- W:** That's a good point. If you think this club will have a negative effect on your grades, then I'd advise not making it. You can always keep playing tennis with your friends.
- M:** Right. Anyhow, thanks for your advice. I'll just have to think it over a bit more on my own.
- W:** OK. Good luck.

Sample response 1:

The man's problem is that he can't decide if he should organize a campus tennis club. The man and woman discuss two choices. The first choice they discuss is organizing the club. The second choice they discuss is not organizing the club. In my opinion, the first choice is better than the second one. If the man organizes the club, he will overcome his shyness and establish a better relationship with his professors. Furthermore, if he starts the club, he will make new friends to play tennis with and have another skill to list on his resumé.

Sample response 2:

The man's problem is that he can't decide if he should organize a campus tennis club. The man and woman discuss two choices. The first choice they discuss is organizing the club. The second choice

they discuss is not organizing the club. In my opinion, the second choice is better than the first one. If the man doesn't spend his time organizing the club, he will have more time to study and will get higher grades on his exams. Furthermore, if he doesn't start the club, he can still play tennis with his friends.

Q6 — practice 1

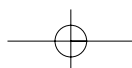
- W:** Good morning class. Quick question: where do sharks live?
- M:** In the ocean?
- W:** Well, yes. That's true of most sharks. However, researchers have discovered that some shark species actually live in both saltwater and freshwater environments. One such species is the Bull Shark, which inhabits Lake Nicaragua. Initial research studies have revealed a lot of information about this species' ability to control the salt levels within the body. So it can live in either saltwater or freshwater environments.
- Let's briefly compare the physiology of Bull Sharks in the ocean to those in Lake Nicaragua. Tests on freshwater Bull Sharks caught in Lake Nicaragua showed about two-thirds the concentration of salt within their bodies compared to the concentration of salt in Bull Sharks from the ocean. So, the freshwater Bull Sharks have significantly lower levels of salt in their bodies than saltwater Bull Sharks.
- On the other hand, Lake Nicaragua Bull Sharks have more than twice the salt of typical freshwater fish. So, they have less salt than saltwater sharks, but much more than other freshwater fish. To regulate this level of salt, the Lake Nicaragua Bull Sharks need to take in copious amounts of water. This is very demanding on their kidneys. That being said, research has found that Bull Sharks can survive in Lake Nicaragua for prolonged periods of time. Some have been found to survive in the lake for as long as six years. However, it seems that the Bull Sharks do not reproduce in the lake, and must return to the ocean for mating and bearing young.

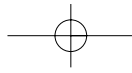
Sample response:

This lecture focuses on Bull Sharks and their ability to live in the freshwater habitat of Lake Nicaragua. The professor states that the freshwater sharks have less salt in their bodies than saltwater sharks do. In contrast, the lake sharks have much more salt in their bodies than other species of freshwater fish. She stresses that to maintain this salt level, Bull Sharks must take in a lot of water. Although Bull Sharks can live in Lake Nicaragua for a long time, they still need to return to the ocean to mate and give birth to young sharks.

Q6 — practice 2

- M:** OK, class. Most of you know that some of our favorite beverages, like coffee, tea, and cola, contain caffeine. However, many people are not aware exactly how much caffeine each of these products contains. In fact, you might be surprised at just how much caffeine you consume each day.
- We all know that coffee has caffeine, right? Generally, freshly-brewed coffee has about 100 milligrams of caffeine per cup and instant coffee has about 65 milligrams per cup. Although some may not realize it, decaffeinated coffee actually does contain some caffeine, though much less generally, 2 to 4 milligrams per cup. Remember, though, these amounts are just for one cup. Many of us drink two or even three cups of coffee in the morning. That could be 200 to 300 milligrams of caffeine just in the morning. Keep in mind that the generally accepted limit of caffeine per day should be less than 500 milligrams.
- Now, umm, what if you have tea with lunch or dinner? Tea has





less caffeine per cup than coffee — usually half as much or even less, say, 35-55 milligrams. However, tea does not always have less caffeine than coffee. For example, there is one kind of tea brewed in South America called mate — spelled M-A-T-E but pronounced mah-tae — this tea can have up to 150 milligrams per cup. That's much more caffeine than most coffee!

What else do people drink at lunch or dinner? Cola! The amount of caffeine in colas varies greatly depending on the brand. In general, cola has less caffeine than both coffee and tea. Surprised? I'll bet some of you are. There is one cola, however, that is very high in caffeine. It is from Africa and is called Afri-Cola. Afri-Cola has 100 milligrams of caffeine per 12-ounce serving. Still, this is less caffeine than a typical cup of coffee, since a cup of coffee is about 8 ounces.

Sample response:

The professor talks about different amounts of caffeine in various drinks. First, he talked about coffee. The professor said that coffee has more than 100 milligrams per cup. After that, the professor mentioned tea. He pointed out that tea has less caffeine than coffee, except for an unusual kind of tea from South America. Finally, the professor spoke about cola. These beverages typically have less caffeine than coffee or tea. Again, the professor mentioned one particular exception. That exception was a cola from Africa that has a lot of caffeine.

Q6 — practice 3

W: Today, we are going to learn about bio-indicators. I hope that some of you have heard this term before, but let's begin with a definition. A bio-indicator is a plant or animal that tells us something about our environment — that warns us of potential dangers. Let's look at miners as an example. Whenever miners enter a tunnel, they are concerned about the levels of natural gas in the air. Years ago, miners relied on a tiny bird — the canary — to measure the level of natural gas. When the miners moved around in the mine, the air composition could change. So, while natural gas levels in one part of the mine might be OK, in another part the natural gas could be high enough to cause an explosion. This is where the canary helped! The canary's tiny lungs could not withstand the harmful gases. So, when a canary died, the miners knew that they were in a pocket of natural gas and should leave before there was an explosion. Does everybody understand? When the canary died, it meant that the miners were in an area of the mine with dangerous levels of natural gas. The canary, you see, was a bio-indicator — a bio-indicator that saved many human lives. What about other bio-indicators for those of us who don't work in tunnels underground? Well, one of the more important and disturbing bio-indicators today is the frog. A frog's skin soaks up pollutants very easily. By observing the changes in a frog's health, we can learn about potential dangers in our environment. In fact, more and more frogs are being born with deformed or missing legs. Also, the number of frogs on the planet is decreasing rapidly. As a bio-indicator, frogs are clearly telling us that something is wrong — dangerously wrong — with our environment.

Sample response:

According to the lecture, a bio-indicator is a plant or animal that tell us something about our environment. The professor gave two examples of bio-indicators in the lecture. The first example that he gave was the canary. In the example, miners took canaries into tunnels in order to find out where there was too much gas. If there was too much gas, the canary died. The second example in the lecture was

frogs. These animals get pollutants in their skin. Then they are born deformed or they die. This indicates that something is wrong with the environment.

Chapter 2

Skill A

Q1 — practice 1

Sample response:

One time, I made a friend who was older than me and was interested in going to the horse races at the local race track. One day, he invited me to go with him. I went with him to the race track to watch the races, but he wanted to bet money on the horses. I decided to bet my money, and of course, I lost it all. After I told my parents what had happened, they were not happy with me. They thought this friend was a bad influence on me, so I stopped doing things with him.

Q1 — practice 2

Sample response:

I was recently faced with failing a course that I needed to graduate from university. Unfortunately, I had lost an important assignment due to computer problems, but I had not spoken to the professor. Since I didn't want to have to take the course again, I needed to come up with a clever solution. Then, I remembered that my best friend had passed the course the year before. Therefore, I explained my situation to her, and she told me that the clever thing to do was to tell my professor. In the end, I followed her advice and my professor accepted my late assignment.

Q1 — practice 3

Sample response:

I greatly benefited from contact with my uncle. My parents are both very conservative; however, my uncle is more interesting and adventurous. One summer, he invited me to work with him on an archaeological dig in Mexico. That gave me the opportunity to meet a lot of different people and learn about a new culture. In fact, I enjoyed the experience so much that I decided to major in archaeology at university. Though I love and respect my parents a great deal, it is my adventurous uncle whose footsteps I hope to follow.

Q1 — practice 4

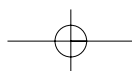
Sample response:

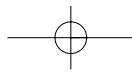
I had a difficult time sharing a hotel room with three of my friends during a ski trip. The problem was that I like to be clean and get a good sleep, but they preferred to party all the time. For example, I tried to go to bed at about 11:00 pm, but they kept playing loud music and drinking beer until 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.

Q2 — practice 1

Sample response:

When the government decides how to spend tax money, they should spend more on post-secondary education. This is because, by educating





young people, post-secondary schools do more to make the world a better place than the military does. In particular, universities and colleges need money for computer labs. Many computer labs have old equipment and need to be updated with better technology. Libraries also need help, in particular, more money for buying books and journals for students and teachers to do research. Finally, if the government would pay teachers more, students would get a better education, and all of society would benefit.

Q2 — practice 2

Sample response:

Charities, both local and international, rely on the generosity of individuals to help the less fortunate. Therefore, I am of the opinion that it's beneficial and wise to give both locally and internationally. You might ask why I support both local and international charities. It is because a natural disaster such as an earthquake or hurricane can happen anywhere at anytime. If we treat our international neighbors charitably after a disaster occurs, they will be more inclined to return the favor should we ever be in need. Thus, it is my opinion that, although charity may begin at home, it should not end there.

Q2 — practice 3

Sample response:

I agree that dance plays an important part in culture. First, I think dance can teach people about the values and traditions of a culture. For example, many Native American groups tell their history through dance performance. Western cultures do the same, through ballet and musicals for instance. A second reason that dance is important, is because of its social function. School dances and even night club dances allow young people to interact and learn about each other. In summary, then, I think dance plays an important role in culture by preserving tradition and providing an opportunity for socializing.

Q2 — practice 4

Sample response:

Though there are many benefits to living in a modern apartment, I would prefer to live in a traditional house. To begin, I find old houses more attractive. They look more interesting and have more character. A second reason that I prefer houses is that there is more space in a house than in an apartment. In a house, you can store more things and use your lawn outside. Finally, I prefer houses because they offer more privacy. For instance, you don't have to listen to neighbors walking around or playing loud music. For these reasons, then, I would prefer to live in a house.

Skill B

Q3 — practice 1

- W:** Have you read the announcement about the new soft drink company on campus?
- M:** Yes, I just saw that. It looks like soft drinks on campus will now be cheaper. I'm all for that!
- W:** I think it sets a bad example. Whatever happened to people having choice?
- M:** Come on. A soft drink is a soft drink. The cheaper, the better.
- W:** What about your health? Why not offer different brands of water? Water is so much healthier than soft drinks.
- M:** When I want a soft drink, I don't want water — even if it's healthier.

I want sugar and bubbles, and the cheaper, the better.

- W:** I think you and I disagree on this issue. I want choice and healthy alternatives. You seem to only care about the price.
- M:** You're right. When I want a soft drink, I am only interested in price. I'm on a tight budget.
- W:** I am going to the Student Union office to ask some questions. I really want to know why students were not consulted before this contract was signed.
- M:** Good luck!

Sample response:

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. 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.

Q3 — practice 2

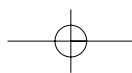
- M:** Did you read this notice? They've cancelled the rest of the football season!
- W:** Yes, I've read it. I think they made the right choice. Hazing is terrible.
- M:** What? That's totally unfair. Why should a lot of people be punished for the bad actions of a few people? I mean, do you cancel an entire class because one student is caught cheating?
- W:** Oh, come on. Who's being punished?
- M:** The other players on the team, the players on the other teams, the student body... lots of people.
- W:** I don't see how it really hurts the players. It just means they'll have more time to study.
- M:** For the players, football is an important aspect of study.
- W:** How so?
- M:** Well, players learn discipline, team work, and leadership.
- W:** I guess so.
- M:** Also, some of these guys are training to be pro football players. This cancellation could really hurt their futures.
- W:** I see. So, what would you do, instead?
- M:** I'd expel the students caught hazing, just like we do with students caught cheating. But don't punish innocent students!

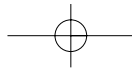
Sample response:

The man and woman discuss the university's cancellation of the remainder of the football season. The woman agrees with the decision because she feels the players should be punished for hazing. The man, on the other hand, disagrees with the cancellation for several reasons. First, he thinks that it's unfair to punish innocent students for the bad actions of others. In addition, he expresses concern for the future of those players who want to become professionals. Finally, he objects because he believes that the innocent players are being denied an important part of their education.

Q4 — practice 1

- W:** The modernist era had a large impact on the way society was organized, as well as how art and literature were created. Modernist artists decided that traditional art was simply outdated and that it was time to create things in different ways. Have any of you heard of any of the famous modernist writers of the 20th century?
- M:** Let's see, wasn't Eliot a modernist writer?
- W:** Yes, you're right. T.S. Eliot is a very famous modernist writer. Does





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?

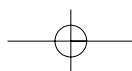
W: They can cause all kinds of trouble. First, they become addictive. Some students rack up a lot of debt before they graduate. In fact, I've even read that some students end up committing suicide because of their debts.

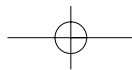
M: Huh. That's pretty heavy, but I don't think that will happen to me.

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.

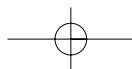
Chapter 3

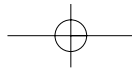
Focus A

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.

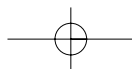
Example: In warm years, they are bigger than in cold years.

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.

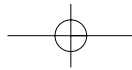
However, we now believe that at least some dinosaurs were actually warm-blooded. There is a lot of strong evidence to support this point. For example, dinosaurs were enormous animals. Very large animals we can observe today are typically warm blooded, while only smaller animals are cold blooded. Secondly, 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.

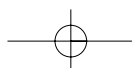
As many of you may have personally experienced, the habit of smoking has a very negative stigma attached to it. That's because medical science continues to link the habit to so many life-threatening diseases! Well, to be fair, dying of lung cancer or a coronary brought on by years of puffing is no joke. 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:

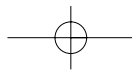
In a number of surveys conducted in this country, smokers have come up with some interesting rationalizations as to why prices should not increase. The most compelling argument, in my opinion, is the following: Smokers say that obesity is a far more serious health threat. They argue that obesity-related 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





as once believed. Whether fluoride is effective or not remains a question. What's more alarming, though, and what I want to focus on in today's class, are the reports coming out that fluoride is an extremely toxic material.

More and more information is being revealed about the toxic properties of fluoride. One problem connected to swallowing fluoride, according to a recent study, is that it's more toxic than lead, a well-known poison. Now, the artificial fluoride added in water or toothpaste is collected during aluminum, steel, and cement production. These industries all faced lawsuits in the 1930s when the fluoride they were releasing was killing everything within a five-mile radius. The shocking thing is the solution back then, still used today, was to dilute it in public water systems, ostensibly to prevent tooth decay. Toothpaste companies started using it for the same purpose. Diluted or not, the point remains that fluoride is a highly toxic industrial pollutant, and it's very harmful to the human body.

Health issues linked to fluoride are piling up, and concerns are a lot more serious than whether or not it fights cavities. Two years ago, US authorities started doubting fluoride's safety. So, parents started seeing the word "poison" appear on toothpaste tubes, and with good reason. Doctors report fluoride is destroying our teeth, bones, and overall health. People need to know that these problems include osteoporosis, bone cancer, kidney problems, arthritis, and, umm, let's see... oh yeah, things like birth defects and genetic damage, too. The scary part is that we know through science that levels of fluoride can build up over time and since we have been using fluoride every day for 50 years... well, that's a lot of fluoride in our systems. In summary, then, the question shouldn't be whether fluoride is effectively fighting cavities, it should be whether it's actually killing us.

Practice 4

W: As you should have read, hemp is often confused with marijuana, and despite its wide variety of uses, is mistakenly considered an illegal drug. Hemp and marijuana are both varieties of the cannabis plant. The US ban on growing all forms of cannabis helped shape people's belief that both are a drug. Scientific data, of course, proves that hemp contains only minimal amounts of the chemical THC that makes marijuana a drug. While this data proves that hemp is not a psychoactive drug, it doesn't tell the whole story behind hemp. To make the full distinction between hemp and marijuana clear in people's minds, the multitude of useful applications for hemp must be emphasized.

While marijuana's only use is that of a drug, hemp is in fact a natural raw material with a great number of industrial and commercial uses. Such applications for hemp are nothing new. Over 30 countries, including Canada, France, Germany, Russia, and China, recognize hemp's variety of uses and grow it industrially. Have some of you ever seen hemp purses and clothes in store displays? Well, you'll be amazed that over 25,000 products can be manufactured from hemp, including hair conditioner, diapers, insulation, carpets, paper, perfume... you name it! The health food industry is the latest to capitalize on hemp. Richer in protein than soy beans, hemp is one of the healthiest foods you can eat. Still grown without genetic modification, hemp foods are a healthy alternative to soy products, which are now mostly made from genetically-modified beans. Information simply showing that hemp is "not a drug" is in reality not very pertinent to the present times.

I believe that most people's mistaken perception of hemp as a

drug is becoming more and more something of the past. While US drug laws continue to make marijuana illegal, and the old US ban on growing all forms of cannabis remains, hemp products are perfectly legal for import and sale. Isn't it ironic, then, that while the US public still struggles to distinguish hemp from a drug, the US itself is the world's leading consumer and retail marketer of hemp-made goods?

Chapter 2

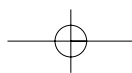
Skill A

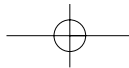
Practice 1

W: I hope you all read the homework reading discussing anxiety. I think it was a challenging reading, very heavy going. From that reading, I hope that you understand that there are several schools of thought regarding anxiety as a mental disorder including the Freudian theorists and the behaviorists. Today, I want to talk about anxiety and give you some examples of anxious behavior. Rather than think about Freud or behaviorists, I want you to ask yourselves this question: "Are these behaviors symptoms of a mental disorder or are they simply reactions to everyday living?" Let's look at some specific examples. The first one is how you feel when you take an exam. How do you feel on exam day? Do you feel anxious, nervous? I see many of you nodding your heads yes. Have any of you ever been physically ill before taking an exam? I see a few heads nodding. Do you think your behavior should be considered a mental disorder? No, of course not. I take it from your reaction that you think your emotions are normal. Another good example is my wedding day. I was so anxious... shaking, sick feeling in my stomach. I almost called the whole thing off. Now, if I listened to Freud or other theorists who study anxiety I would have my self believing that I have an anxiety disorder. Hands up if you think that my emotions were due to a mental disorder? It seems that most of you think that my emotions were the result of a life event and not a mental disorder. What I am saying here is that not every situation in our lives — taking an exam, getting married — that causes feelings of anxiety does so because we have a mental disorder. If, on the other hand, something in our lives causes us to stop functioning, then we can probably call it an anxiety disorder. An example of an abnormal reaction might be if we are scared of leaving our house and refuse to go outside. This type of anxious behavior unequivocally interferes with living. However, feeling nervous on our wedding day, or when we write an exam, probably does not mean that we have an anxiety disorder.

Practice 2

M: Are human beings responsible for global warming? This question plagues many scientists. Consequently, environmental researchers keep presenting us with new evidence. They hope to prove human responsibility for global warming beyond a reasonable doubt. The problem is there are those who say such research is limited. These opponents of the environmental lobby argue that the studies conducted by researchers are often not collective enough or broad enough in their scope. Some scientists study air temperatures and others study ocean temperatures but their data is not prop-





erly combined. They argue that, to date, no scientific study has proven an undeniable link between man-made gas emissions and global warming.

Let us examine the arguments more closely: The environmentalists claim that global warming is responsible for many natural disasters. They believe that as the world becomes warmer due to the heat-retaining gases we pump into the atmosphere, our planet experiences severe climatic upheaval. This upheaval causes more droughts, more hurricanes and tornadoes, and even phenomena like tidal waves. Environmentalists believe we are pushing our planet towards environmental disaster.

Those who oppose this view have a different argument. They suggest that natural disasters and wild weather have been around for millions of years. The example they offer to prove their argument is the El Niño weather phenomenon. Have any of you heard of it? Well, El Niño is an ancient weather phenomenon that sometimes causes ocean temperatures to rise or tropical winds to change direction. These changes often result in terrible storms or flooding in certain areas of the Earth. In other areas, it can even cause drought. It's a totally natural phenomenon, as natural as volcanic eruptions or earthquakes.

So, the opponents of the environmental lobby think the argument that humans cause global warming is hypothesis, not fact. Instead, they complain that limiting emissions is going to cost jobs and money. Until there is indisputable proof linking greenhouse gas emissions to increased global temperatures, they tell us, there is no urgency in cutting down on these emissions.

Practice 3

W: We know that reducing our water consumption is important for a variety of reasons. As we have been studying in our course in agriculture this semester, we know that one of the most important reasons we need to curtail our water consumption is so that we will have enough water to produce food around the world. It is easy for us to be worried about this problem. Of course, we hope that farmers will find a way to obtain enough water for their plants and animals, but have you ever asked yourself what you could do to help conserve water that could be used for food production?

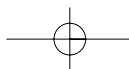
For example, have you noticed that you have a kitchen or bathroom

faucet that drips? Each drop of water might not be that much by itself, but add up all of those drops from the leaky faucet over the course of a month and it amounts to many liters of water that could be used more effectively. You can also turn off the water as you brush your teeth. Running the water for a minute or two while you brush wastes a lot of good water. And, how about the length of your showers? Many people take 15-minute showers. If you cut the length of your shower to, say, 10 minutes, you can make a considerable difference on the amount of water consumed right in your own home.

There are many things that we can do to conserve water right at home. You can fix a leaky faucet, you can turn off the water while you brush your teeth, and you can take shorter showers. If we are careful not to waste water on things we do each day, our society will have extra water for more paramount uses, like meat and dairy production.

Practice 4

M: Okay, so let's turn to a consideration of technology and marketing. As we all know, some new technologies surpass our expectations for their success. Still others fail to meet our expectations. In the past several years, analysts have noticed a clear pattern in the way new technology enters the market place. It's called the Hype Cycle. Now, what does that mean? Well, it starts with a "technology trigger" ...um...a scientific breakthrough or ...uh... an event... that triggers or causes publicity. This brings it to the attention of a wider audience. It shoots to the top of popularity. This so-called "peak of inflation" is exemplified by LCD technology. This is always followed by a sharp drop into the "trough of disillusionment," as the creators of the Hype Cycle like to call it. That's just a fancy way of saying the idea doesn't keep its promises, and the public stops buying it. HDDTV (high definition digital television) is an example of that phase. Over time, people learn more about the technology and maybe new applications are thought of. It starts to become more popular again and finally reaches the mainstream, called the "plateau of productivity." DVD players have recently entered that plateau or whatever you want to call it. These...uh..well... catchy titles aren't so important. What matters is that you remember the cycle. It's introduced, it's hyped, it becomes very popular, then it almost disappears, and finally it comes back into the mainstream slowly.



Practice Test

Listening

01 History

M: In this history course, we will focus on the history of American governments and institutions. I mean institutions within society, or parts of American society. The institutions include state, church, business enterprise, education, and family. We will look briefly at what each of these entail, and what aspect of life they are responsible for influencing and directing.

Historians have come to understand that, worldwide, each king and president has caused changes in the lives of individuals. These changes included the ways they earned a living, how they acted in their social lives, and the ways they dressed, worshipped and went to school. It's important for you to understand that leaders had great control over the people they ruled. In past times, a king or leader had far more power and control over an individual's life, especially in terms of that person's freedom of choice. Again, kings and presidents influenced how a person earned a living, their social lives, dress, worship, and education. Please make sure you understand this about our history.

From their understanding that leaders had such a great influence on each individual's life, historians became increasingly concerned with economic and social questions. They wanted to know why a certain economic or social event occurred, not simply what happened. Historians study past events the same way social scientists study present day events. As a result, the differences or imagined lines that divide the social sciences and historical studies have gradually become less distinct. What I am saying here is that historians and social scientists both study why something happens. The difference is that historians study events from the past, while social scientists study events in the present.

I'm explaining this so that you won't be surprised during this semester when it seems like you're in a social studies course instead of a history course. As you will see, social factors strongly influence an individual's life. Society, of course, is made up of many individuals. Therefore, if some social factors are strongly affecting the individuals, this can strongly influence the society. In this course, we shall examine the development of the US through the study of the five main institutions I mentioned before. Again, these institutions are: state, church, business enterprise, education and family.

Maybe we should clearly define the term institution. This can be rather difficult, but it can best be described as a formal organization designed to satisfy various needs in an individual's life. That's a long definition, so I'll repeat it for you. An institution is defined as a formal organization designed to satisfy various needs in an individual's life. For example, there is the state. The state is the means of satisfying the need for order and security. Then there are business institutions. Business institutions satisfy the need to produce and distribute the goods and services people require. Next is the church. The church looks after the religious instincts of the people. Fourth is education. Educational institutions seek to satisfy people's constant desire for betterment — to improve their lives. Finally, the family reflects stability and continuity in human relationships. Let's review this quickly again: State, for order and security. Business, for goods and services. Church, for religion. Education, for betterment. And family, for human relationships.

It is important to understand that at any time in history, including the present, when you have discovered how people are educated, how they worship, how they earn their living, how they look after their families, and how they are governed, you have learned a lot about their lives. In this course, we will ask these basic questions in relation to the phases of American history.

Of course, it is true that we know less about American education in 1741 than in 1941. However, for our purpose, this is not of great importance. What is important is that we ask the same questions about the 18th century education system in America as we ask about the 20th century system. We will examine religion, the family, business enterprise, and the state in the same manner.

02 Psychology

W: Good afternoon, everyone! Um, today we are going learn about nature vs. nurture. Maybe you've heard those terms before. Let's look at what they imply regarding behavior and thinking. We'll start with the nature side of the argument, which we will call the Nativist side.

Okay, on the Nativist side we have the belief that all human behaviors are inherent and innate. By inherent, we mean that they are passed down from generation to generation via the genes. By innate, we mean that they are not learned. People on the Nativist side believe that our genes are more important than our environment in determining behaviors.

Is everyone with me so far? Do you all understand that the Nativists believe that our behaviors result from our genes, not our environments? Yes? Do you have a question?

M1: Is this what you mean? If I worry a lot, it is because I carry a "worry" gene, not because I may have a mother who worries a lot. Am I right?

W: Exactly! Nativists would say that your "worry" behavior is gene related, and not related to your environment.

Now, let's turn to the nurture side of the debate, which we call the Social Interactionist side. Social Interactionists believe that the mind is a blank slate. This means that we are born without any predispositions. By this, I mean that our genes do not influence our behavior. All of our behaviors are a result of experience.

Before we move on, let me just make sure you all understand the difference between a Nativist and a Social Interactionist. Can someone offer an example that illustrates the difference between the two?

M2: I think I can. A Social Interactionist would believe that anyone can learn to play the piano well, so long as they are exposed to piano playing in their environment. But, the Nativist believes that this ability would have to be in our genes, right?

W: Good example! I guess that's clear enough for everyone.

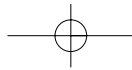
Now, let's look at this in relation to language learning. We all speak at least one language, right? Try to remember learning your native tongue. Even though you have a lot more skills now than you did as a baby, it was a lot easier to learn your native language than a second language, wasn't it? Why is that?

Human children seem to have this magical ability to learn language with very little effort. It is almost as if they are born with it. Is there a language gene that you inherit from your parents?

M2: Excuse me, Professor. Are you suggesting that a child whose parents speak English will automatically speak English even if that child is brought up by, let's say, Russian parents who speak only Russian? I find that hard to believe!

W: Good question. If you belong to the Nativist's school of thought, what you are saying is exactly right. Language is all in the genes, and this child should be able to speak English effortlessly as he or she begins speaking. However, a Social Interactionist would totally disagree with you and argue that language acquisition skills are totally dependent on the environment. A Social Interactionist would argue that this child would grow up speaking Russian as his or her native language.

Here is an interesting story. An American couple decided to adopt



a Chinese baby. Their friend thought it was a great idea, but worried that when the baby started talking no one would be able to understand what she was saying. Ridiculous, right? Babies learn the language they are exposed to, regardless of the language their biological parents spoke. So no, there is not a language gene. But there does seem to be something innate about learning language. So, do we all agree that our native language depends on our environment? I see a hand. Yes?

M1: I agree, Professor. I think that the language we learn growing up becomes our native tongue. But Professor, how do you explain that some people find it easy to learn second or even third languages while others have great difficulty?

W: Excellent question! Let's go back to our earlier example of the adopted baby and say as a teenager that she wants to learn Chinese...

03 Writing

W: Today, we will talk about the benefits of writing with a word processor rather than by hand or with a typewriter. At first, the act of putting my thoughts through the keyboard and onto the screen seemed like, well, hard work! Considering the average age of the people in this room, I suppose I must sound a bit technophobic. Anyway, I'm proud that I learned about computers because these days, I work so much more efficiently.

So, you might be asking yourselves the question "What are the exact benefits when it comes to computers and writing?" Let's look at some of those now. Um, I should say that I won't be focusing on any one, specific word processing program, so the terminology that I use might be a bit different from, er, any PC that you might use. If you should encounter other terminology, you can always check the help function on whatever word processor you're using. All right, benefits. For those of you who feel more comfortable with an agenda, I'll write the main categories of this presentation on the board. I'm going to cover the benefits of writing with a computer in terms of "planning," "composing," "organizing," "revising," and "editing." You can remember this acronym, P-CORE: planning, composing, organizing, revising, editing.

First, let's look at planning. We all know that freewriting can be a good strategy for starting an essay, so I won't go into any detail about that strategy. I will say, however, that freewriting on a word processor is more efficient than on paper. Why, you ask? It's because after you finish freewriting, you can copy and paste your best ideas into a new file which will serve as the basis for your essay. All word processors also have outlining functions that allow you to create a basic outline and then build on it as you go. Are there any questions about planning? No?

All right then. Next, we will turn to composing. One major benefit of using a word processor to compose your essays is that it's so easy to go back and change your writing later. Basically, you can be, well, careless — in the short term at least — so that you record your ideas right away. That fact gives you so much freedom. For example, instead of writing whole sentences, we can write our ideas down with little thought about spelling or sentence structure. Extra details that we don't know yet can be indicated with Xs or slashes. This is called slashing. Let me show you. You can start a sentence "My first point is" and then put three slashes after "is." That shows you where you need to add more information later in the writing process. We can always go back later and fill these slashes in.

It's also useful to abbreviate long terms that you must repeat over and over in your text. Then, you can do a global find and replace the abbreviation with the full expression. A good example is to write "b.e." instead of "biomedical engineering," going back to

replace it later in one easy motion. Yes, Devon?

M1: I'm sorry, Professor, please excuse my ignorance about computers. What do you mean by "do a global find and replace?" I've never heard that term before.

W: Listen, Devon, don't worry. Thank you for asking that question. Can anybody else shed some light on that? Charles?

M2: Well, I can only speak for Microsoft Word because that's what I use. It's really easy. You just go to the edit menu and select "replace." The program will prompt you to type the word or phrase it should find and also the word to replace it with. When you click on the button that's labeled "replace all", it will do exactly that. Every time it finds that word or phrase in your document, it will replace it with the new term. It saves a lot of time.

W: Does that answer your question, Devon?

M1: Yes, thanks, Charles. I use Word, so I'll check it when I get home.

W: Good. All right, let's move along...

04 Campus Life

M: Uh, excuse me, I was wondering if you could answer a couple of questions I have about library services? I'm a little confused, and I could really use some help. That is, if you have a moment.

W: Oh, of course! It's my job! It would be no trouble at all. What can I help you with?

M: I've been looking at this pamphlet that explains the ways that we can find help with research. I mean, most of it is straightforward and pretty self-explanatory, but this one — this real-time help — I don't get it. Like, what is it?

W: Ah, yes. We often get questions about that. It's a new service that we're quite proud of, actually. Real-time help is useful when you're searching the online catalog at home. Instead of using email, we now have a link on the library website. To use it, you have to log on to our library website. Then click on advanced options. After you click the advanced options, look for the utilities menu choice. Click on utilities. You will see an icon labeled "Talk". If you click on that icon, you can chat with a librarian in real-time. That means your typed question will be answered right away while you're sitting there. No waiting around for someone to respond to your email.

M: Wow, what a good idea! To be honest, I gave up on the email help service because it was often faster and easier just to walk to the library! And sometimes, I would have to wait a few days before I got a response. Um, one other thing. My computer is quite old, so I was wondering if I need any special software to use this — uh, what's it called again? — real-time help service?

W: That's right, you've got the name right. Absolutely not. If your software can access the library website, then you have everything you need to use real-time.

M: Great. When's real-time help available? You know, what I mean is, what are the hours?

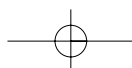
W: During the fall semester you can access this service from Monday to Thursday between 9 a.m. and half past 10 in the evening. Friday has shortened hours between 9 and 4:45 p.m. On the weekend, we've just expanded the hours. Now where did I put that memo — aha! Here it is. Yes, on Saturday, it's available from 11 a.m. to 4:45 p.m. and Sunday from 1 p.m. to 10 p.m. I'm sorry, did you get all that? Soon there's going to be a new pamphlet with the current time schedule. You should pick up one of those so that you are familiar with the times.

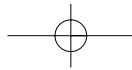
M: So, is real-time help only available to students?

W: It's for currently registered students, faculty, and library staff only.

M: Cool. What kind of questions can I ask?

W: We would hope that students would restrict their questions to





the library and the online catalog as well as Internet information. With so many students and staff members, we don't want people to have to wait to use the service, so we suggest a time limit per session of 15 minutes.

- M:** Is there anything that's off limits? Like, anything that we can't ask?
- W:** Well, we're not experts on every topic that students are working on. That means that any kind of detailed or specific questions about research should be directed to your professors. Also, any queries about fines or due-dates of materials you've signed out should go to the circulation desk.
- M:** Okay, thanks. I understand. You've helped me a lot. Thanks a million.
- W:** It's my pleasure. Good luck with your research.

05 Health

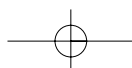
- M:** Today, we are going to consider the history of disease and disease prevention. Try to imagine, if you will, a large city in the early 19th century. What images do you see? How would cities then have been different from cities today? First of all, they didn't have any cars, right? So, no dirty exhaust smoke or fumes. But then again, people got around by horse and buggy, and these horses left manure everywhere. That couldn't have smelled too good. OK, so we've got horse manure all over the place. What else? Cities back then didn't have adequate garbage collection and disposal, so garbage piled up on the streets, sometimes up to three feet high. Dead animals were everywhere. Water accumulated in the carcasses of these dead animals. And we haven't even gotten to the plumbing. They didn't have adequate sewer systems as it was, and all of the garbage and animal remains everywhere clogged up the sewer drains. Most houses used an outhouse for human waste, and some were more like shallow trenches in the ground. Outhouses were sometimes located next to wells, which meant that the fluids could flow into the drinking water. In a word, cities in the early 19th century stank.
- We know now that these conditions create a breeding ground for infectious diseases. It will not surprise you one bit to learn that diseases like typhoid, typhus, malaria, yellow fever, pneumonia, diphtheria, and tuberculosis were rampant in cities. Children were particularly at risk, and most families didn't expect their children to reach adulthood. This was a fact of life. Now, keep in mind that, although the problem and its solutions seem obvious to us, they didn't have the knowledge of bacteria and the spread of disease that we have today. For a long time, diseases were actually thought by some people to be caused and spread by immoral behavior. However, in the early 19th century, it was becoming clear that these diseases were in some way related to unsanitary conditions in the cities. In fact, some thought that disease was spread by the smell itself.
- Then, along came germ theory. Now at first, many were skeptical of the idea that such tiny bacteria could cause such a major problem. However, over time, as medical professionals studied these diseases and discovered that different microorganisms were associated with different diseases, people became convinced. Now it was obvious that prevention of disease epidemics lay in the sanitation of the city.
- So, they cleaned it up. But of course, this didn't completely rid the cities of disease. For example, typhoid is a waterborne bacterial infection. Naturally, when they cleaned up the water, they expected the typhoid to go away. But it didn't... not entirely. What did germ theory have to say about that?
- Well, scientists learned that people could be carriers of a disease.

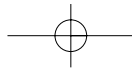
People who had been exposed to the disease and had recovered could still spread the disease to others. This discovery had important ramifications. Now, the responsibility to prevent disease lay not only on society, but on the individual as well. Efforts were made to increase awareness of personal hygiene and to identify carriers of disease. Can you imagine what it would be like to be identified as a carrier?

Here is a famous example. Mary Mallon, known as "Typhoid Mary", was an Irish immigrant to New York who made her living as a cook. She worked in the houses of several wealthy families in the area. In 1906, she was hired by a banker to cook for his family of 11 in his rented summer home. When 6 of these 11 people became ill with typhoid, the owner of the house became worried that he would be unable to rent it again, so he hired a civil engineer to identify the problem. After checking the water system and other possible sources, he identified the cook, Mary, as the probable cause. By tracing her job history, he found that there had been typhoid outbreaks at other places where she'd been employed. She was then forced to undergo tests, and once she was identified as a carrier, had to live in isolation in the custody of the Board of Health for the rest of her life.

06 Campus Life

- W:** Hey Miguel, how've you been lately?
- M:** Stressed. I have to do this big project for my government class, and I need to use a computer to do it. This is my first assignment this year, and I don't know much about the computer facilities here on campus. Say, you don't know anything about how the computer labs work here, do you?
- W:** Actually, I worked as a part-time student employee in one of the open labs for two semesters. What do you want to know?
- M:** Wow, great! Where to begin. Well, first of all, where are they? I know there are quite a few labs spread throughout the school, but I am not sure where they are.
- W:** Well the open labs are in Murphy Hall and in the basement of the library. There is also another lab just for liberal arts majors in the arts building.
- M:** Oh, OK. They're all there together. Are they open 24 hours?
- W:** Unfortunately no. They're open from 8 a.m. to 9 p.m. Monday through Thursday. 9 to 5:30 on Friday. During the fall and spring semesters they're open Saturday and Sunday until 5.
- M:** Uh huh, and do they offer any kind of training on the computers?
- W:** Yes, they do actually. They hold computer training workshops twice a month. You can sign up for one in the library. There are also instructional tutoring sessions for students who need help with their course work in the individual labs, and of course, individual assistance is available, too.
- M:** Can I just walk in and start using a computer, or do I need a password or something?
- W:** You do need a student account and password to show that you actually attend the university. Once you show them your student ID card, they will set up an account for you and give you a password. Actually, I have a pamphlet in my bag if you want to take a look. It should have some of that information.
- M:** Yeah, sounds good. Hey, this says I can only use the computer for one hour. Then I have to check out of the lab. Why is there a one hour limit?
- W:** Well there are only 30 computers, so that way all students can get an opportunity to use them. Last year, some of the waiting lines were getting very long, and people complained about waiting for long periods of time. Some people couldn't complete their assignments on time.





- M:** Ah. It says here I need a diskette? Why is that? Do they sell them there?
- W:** Well, because so many students use the computers, all the information on the hard drives is deleted at the end of the day. So, you'll need a floppy disk if you want to save any of your work. They don't sell them in the computer labs. In fact, the only place you can buy them on campus is at the bookstore.
- M:** OK, I think I've got that. What about printing? Does it cost anything?
- W:** No, but they're kind of strict about how much you print. The rule is one copy per person per document. Multiple copies aren't permitted.
- M:** What about eating and drinking?
- W:** That's not allowed either. Someone damaged one of the iMacs last year with some grape soda, and that was the end of that. Also, space is pretty tight, so they don't allow more than one person at a computer. That encourages people to talk, which can distract other people from working.
- M:** Wow, I feel like I'm an expert on the computer labs now. Anything else I should know?
- W:** Not that I can think of. Well, actually, you study programming, don't you? Well, you're not allowed to install any software that isn't registered to the university.

Speaking

Question 3

- W:** Oh no, look at this announcement. The university administration is messing with our lives again! Why can't they just leave it be? I only just learned to use the old fee system!
- M:** Oh, come on. E-billing is a good idea. The vast majority of students and staff use Internet banking and email these days.
- W:** They're not thinking of our interests. They just want to save money.
- M:** Well, maybe so, but maybe that's good for us in the long run. I, for one, am glad that I won't have to wait so long to receive my bill in the mail. And those terrible line-ups at the fees office at the start of every term — I won't miss those!
- W:** I can see your point. But I just don't trust Internet banking.
- M:** Don't worry about that. It only says that students will have that option. Obviously, you'll still be able to pay in person. Oh yeah. And there's another great advantage.
- W:** Oh? What's that?
- M:** We'll be saving thousands of trees! Now, I know you like that idea.

Question 4

- W:** Okay, continuing on from Friday's lecture on the law of demand, I want to introduce the demand curve. The demand curve shows the relationship between the price of an item and the quantity that's in demand over time. Demand increases as price falls, and it decreases as price rises. This is a basic economic concept, so ...um... let's not dwell on it. What I should stress, though, are the conditions of demand. In other words, what causes a shift in the demand curve? There are lots of stimuli, but today, we'll only focus on substitutes. Substitutes are goods that can replace other goods — for example ...um... oh,

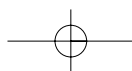
let's say Esso oil and Shell oil. These goods can substitute for each other. Consumers tend to switch to the cheaper substitute. That means a rise in the price of one should cause a substitution effect, that is, a shift in demand away from the more expensive one. Uh... was that clear? Maybe not... I mean if Esso oil becomes more expensive than Shell oil, people will very likely buy more Shell oil. That might seem obvious, but you'll soon see that it's not so simple.

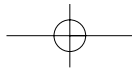
Question 5

- M:** Hi, Amanda. What's up?
- W:** Hi, Quentin. I've got a small problem. Remember how we all had to choose a meal plan when we registered in the dormitory in September?
- M:** Yeah, I bought plan B because they said it was enough money to buy about 10 meals per week.
- W:** I chose B, too, but now I have a lot of money left over in my food account and the semester is almost over.
- M:** I see. Why don't you just ask for your money back? I mean, surely the company that runs food services will be reasonable.
- W:** I've already tried that. Their policy is not to give refunds. When I chose Plan B, I was obligated to use all the money in my account or lose it. I don't know what to do with all the left over money.
- M:** Well, you could treat your friends to a big party and really pig out. I'm sure they'd all appreciate that.
- W:** At the student cafeteria? Right...gourmet dining.
- M:** That's true. It doesn't have a very festive atmosphere either.
- W:** Exactly.
- M:** OK, here's another idea: you and I already go to the cafeteria for lunch every day, right? From now on, you'll pay for both of us with your meal card, and I'll pay you for my food in cash.
- W:** Let me do some calculation and see if that will use up all the money in my account fast enough.

Question 6

- M:** OK class. Today we're looking at the relationship between an extinct bird, the dodo, and the ecosystem on the island of Mauritius. As you'll recall, I hope, the dodo became extinct in 1681. That was a long time ago — over 300 years, but we're just now starting to fully grasp the consequences of its extinction. It has been recently documented that one particular species of tree on Mauritius is becoming quite rare. In fact, only 13 of the trees remain. Furthermore, each of these trees is approximately 300 years in age. They've actually found that no new trees have sprouted since the late 1600s — about the time that the dodo became extinct. Do you think that's a coincidence? No, of course not. So, now, ecologists on Mauritius are concerned that this species of tree will soon go the way of the dodo, if you'll pardon the pun. So, what exactly is the connection between the bird and the tree? As it turns out, the fruit of this tree was a large part of the dodo diet. By passing the seeds from this fruit through their digestive tracts, dodos were actually planting these trees in Mauritian soil. Unfortunately, biologists discovered this fact a little... uh... late... and some subspecies of this tree have already become extinct. Fortunately for other varieties, the scientists have discovered that domestic turkeys are able to effectively replace the dodo's role as digestive gardener. That is to say, these turkeys are now eating the trees' fruit, digesting them, and planting the seeds. Now, a new generation of the tree, which some humorous scientist has named the dodo tree, has begun to grow.





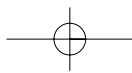
Writing

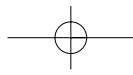
W: As you know, at this time we do not have reason to believe that there is currently life on planets other than Earth. We do, however, think that it is possible that life did exist on other planets at some time. Let's talk today about our neighbor planet, Mars. We have already talked about the existence of water on Mars many years ago. The evidence for the existence of water comes from photographs that were taken from satellites that investigated Mars. These photographs showed cracks in the surface of the planet that indicate that rivers had once been there. Other pictures showed that there were probably also glaciers on the planet at one time.

So what is this new information that we have about the possibility of life on the planet? I am sure you have all heard of meteors, right? In case you haven't, a meteor is a piece of rock that breaks off from a planet. The meteor then flies through space until it lands somewhere else. In this case, a meteor flew off of the Red Planet and landed on Earth. The scientists that found this meteor first had to determine that it came from Mars. Once they determined that the meteor was from Mars, they analyzed the meteor.

The scientists found that the meteor contained some of the same chemical elements that are essential for life. That is, these same chemicals are seen in dead micro-organisms — that is, tiny animals — on Earth. They also found some minerals in the meteor that are also found in living organisms. Finally, they found some tiny “globules” that they believe may be tiny fossils of primitive bacteria. In short, they found some of the forms of what could have been a very old kind of bacteria. All of these things they found in the meteor.

Is all of this hard evidence for life on Mars? Not exactly. The meteor may have become contaminated when it struck the Earth. Elements from Earth may have stuck into the meteor upon impact. The scientists may have also contaminated the meteor with bacteria from their own hands while transporting the meteor. This type of contamination, although common, could disprove any idea of early life on Mars. The elements in the meteor could really be bacteria from our own planet, the Earth, and not from Mars at all.

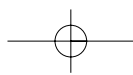




Developing Skills for the TOEFL® iBT

ANSWER KEY

Listening Section / Speaking Section / Writing Section



Skill A

01 Reading Speed

1. (C) 2. (B) 3. (B)
4. Reading Speed = number of words / number of minutes

02 Fainting

1. (C) 2. (B) 3. (D)
4. Feeling faint → sit with head between knees OR lay down → talk to a doctor

03 Boxing

1. (C) 2. (C) 3. (A)
4. New Boxing rules:
 - boxers had to wear gloves
 - match divided into three-minute rounds
 - ten seconds count for knockouts

04 Computers

1. (A) 2. (C) 3. (C)
4. Historical definition – anything that helps with computation/calculation
Modern definition – machine that manipulate, store, or analyze data

05 Climate

1. (C) 2. (D) 3. (B)
4. Example: storms, floods, dry periods
What they affect: environment, natural resources
What they do not affect: climate

Skill B

01 Demonstrations

1. (C) 2. (A) 3. (C)
4. customers might not notice it

02 South America

1. (C) 2. (A) 3. (C)
4. (B) Why? Because more topics are described than just geography

03 Reading Skills

1. (B) 2. (B) 3. (A)
4. searching – looking for,
information – key words or phrases

04 Starting a Business

1. (B) 2. (A) 3. (C)
4. (A) Why? Because both good and bad points are included in the passage.

05 Storms

1. (B) 2. (D) 3. (D)
4. more specifically – actually; production of thunder involves – thunder is caused by;
heating air – (means the air expands);
cooling air – (means the air contracts)

Skill C

01 Systems Engineers

1. (D) 2. (C) 3. (C)
4. (A) Why? The introduction sets up the idea that there is a difference in the jobs of a systems engineer and a system analyst, so the next paragraph should explain something about this difference.

02 Tornadoes

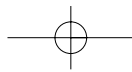
1. (B) 2. (C) 3. (B)
4. (B) Why? This sentence is a detail, whereas (A) serves as a statement to set up the paragraphs that follow it.

03 Crime

1. (C) 2. (C) 3. (B)
4. (A) Why? The passage talks about groups of people who should NOT be considered the same as other criminals.

04 Business Letters

1. (D) 2. (A) 3. (C)
4. (B) Why? The passage describes several aspects of effective business letters, not just politeness.



05 Image Memory

1. (A) 2. (C) 3. (A)
4. (B) Why? This sentence gives an additional option, whereas (A) reinforces the idea why something is suggested.

Review A-C

Vocabulary Review

- | | | |
|-------------|---------------|-------------|
| 1. (D) | 2. (B) | 3. (C) |
| 4. (C) | 5. (A) | 6. (C) |
| 7. (A) | 8. (C) | 9. (B) |
| 10. (D) | 11. (B) | 12. (D) |
| 13. (C) | 14. (A) | 15. (D) |
| 16. violent | 17. occur | 18. involve |
| 19. process | 20. affecting | 21. S |
| 22. D | 23. D | 24. S |
| 25. S | | |

Skill Review

01 Wolves and Dogs

- | | | |
|--------|--------|--------|
| 1. (A) | 2. (B) | 3. (A) |
| 4. (B) | 5. (C) | 6. (D) |

02 American English

- | | | |
|--------|--------|--------|
| 1. (D) | 2. (A) | 3. (B) |
| 4. (C) | 5. (B) | 6. (D) |

Skill D

01 Building Vocabulary

1. (C) 2. (C) 3. (B)
4. this — the word “funnel”; It — the word “funnel”;
it — the word “funnel”

02 Spain

1. (D) 2. (B) 3. (C)
4. 1. (third sentence) closeness to the ocean;
2. (fifth sentence) conquered large pieces of land;
3. (seventh sentence) civil war

03 Experiments

1. (B) 2. (D) 3. (A)
4. The word “them” must refer to something plural. “Recordings” and “speakers” are the nearest plural referents. The verb associated with “them” is “play.” Recordings can be played, but speakers cannot; therefore, the correct choice is “recordings.”

04 Coat of Arms

1. (D) 2. (A) 3. (C)
4. Knights

05 New Media Jobs

1. (C) 2. (B) 3. (A)
4. new media professionals/this new breed of communicators

Skill E

01 Script Terminology

1. (C) 2. (D) 3. (B)
4. The passage states that knowing stage terms will help you understand the play; it follows that if you don't know, you will have difficulty

02 Cliché

1. (B) 2. (A) 3. (D)
4. exaggerated, informal, overused, lost impact, weak

03 Pottery Making

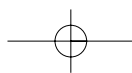
1. (A) 2. (A) 3. (C)
4. two main ways, the first, the other

04 Electric Cars

1. (D) 2. (D) 3. (A)
4. He likes them. keywords/punctuation: workable, marketable, !

05 Firewalls

1. (B) 2. (C) 3. (A)
4. The author says that “like other forms of technology, firewalls become outdated very quickly. It is important to continue to monitor updates about new threats circulating on the Internet.” The word “lax” also



implies people often fail to consider new threats that may get through existing firewalls.

wrong — Both types of fuel provide thrust for a rocket.

Skill F

01 Resumés

1. Chronological — (C), (D);
Combination — (B), (F), (G)
2. (A) 3. (B)
4. With choice (A), the passage does not indicate that one type was more difficult to write than another. With choice (E), the passage says a chronological resumé is most popular, but not that either of the other two is ineffective.

02 Greek Theater

1. (B), (C), (E)
2. (A) 3. (C)
4. Sentences 1, 4, and 6 contain the main ideas listed in the summary.

03 Investments

1. Mutual Funds — (A), (C), (F); Real Estate — (D), (E)
2. (A) 3. (D)
4. (B) is wrong because neither mutual funds nor real estate “always” make a profit; (G) is wrong because neither investment is considered “high risk.”

04 Kingdoms

1. (B), (D), (E)
2. (D) 3. (C)
4. They (living things) are usually organized according to similar characteristics. / The largest divisions in the modern system are the kingdoms. / All members of this (the plant) kingdom make their own food and do not move around.

05 Rocket Fuel

1. Liquid Fuel — (B), (E), (F); Solid Fuel — (C), (G)
2. (B) 3. (A)
4. (A) wrong — The passage does not mention the relative amount of fuel needed per flight.; (D)

Review A-F

Vocabulary Review

- | | | |
|-------------------|-----------------|----------------|
| 1. (C) | 2. (B) | 3. (A) |
| 4. (B) | 5. (B) | 6. (B) |
| 7. (A) | 8. (D) | 9. (A) |
| 10. (D) | 11. (D) | 12. (B) |
| 13. (C) | 14. (B) | 15. (D) |
| 16. constructed | 17. contains | 18. procedures |
| 19. comprehending | 20. opportunity | 21. clay |
| 22. launch | 23. encounter | 24. average |
| 25. fund | | |

Skill Review

01 Ice Skating

- | | | |
|-------------------|--------|--------|
| 1. (A) | 2. (C) | 3. (D) |
| 4. (A) | 5. (A) | 6. (C) |
| 7. (C) | 8. (C) | 9. (B) |
| 10. (A), (D), (E) | | |

02 Space Exploration

- | | | |
|---|--------|--------|
| 1. (B) | 2. (A) | 3. (D) |
| 4. (D) | 5. (D) | 6. (C) |
| 7. (C) | 8. (A) | 9. (D) |
| 10. Moon — (A), (F), (G); Mars — (C), (E) | | |

Chapter 2

Skill A

01 The Age of Exploration

1. (B)
2. (B)
3. (C)
4. (A)
5. (B), (C), (F)

02 Microphones

1. (D)
2. (B)
3. (B)
4. (C)
5. (B), (C), (F)

03 The Great Barrier Reef

1. (D)
2. (C)
3. (B)
4. (A)
5. Benefits — (C), (D); Problems — (A), (B), (G)

Skill B

01 Computer Systems

1. (C)
2. (D)
3. (A)
4. (C)
5. (B), (D), (E)

02 Spices

1. (B)
2. (D)
3. (A)
4. (C)
5. Portugal — (D); Holland — (B); Spain — (A); England — (F); India — (C)

03 Skin Work

1. (D)
2. (B)
3. (D)
4. (B)
5. (A), (C), (D)

Skill C

01 Fatigue

1. (D)
2. (C)
3. (A)
4. (D)
5. Physical — (A), (E), (G); Psychological — (B), (F)

02 Pottery

1. (D)
2. (B)
3. (C)
4. (C)
5. (A), (C), (D)

03 Baseball

1. (C)
2. (B)
3. (B)
4. (D)
5. (A), (D), (F)

Review A-C

Vocabulary Review

1. (C)
2. (A)
3. (D)
4. (D)
5. (A)
6. (B)
7. (D)
8. (B)
9. (B)
10. (A)
11. (B)
12. (C)
13. (A)
14. (C)
15. (D)
16. (B)
17. (B)
18. (D)
19. (A)
20. (B)
21. (D)
22. (A)
23. (A)
24. (D)
25. (C)
26. (A)
27. (B)
28. (B)
29. (D)
30. (C)
31. scientific
32. essentially
33. tools
34. procedures
35. For instance
36. brushed
37. storage
38. valuable
39. proper
40. removal
41. recorded
42. obvious
43. decoration
44. robe
45. local
46. (C)
47. (D)
48. (E)
49. (B)
50. (A)

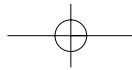
Skill Review

01 Body Language

1. (B)
2. (A)
3. (B)
4. (B)
5. (D)
6. (C)
7. (C)
8. (D)
9. (C)
10. (A), (C), (F)

02 Nutrients

1. (B)
2. (D)
3. (B)
4. (C)
5. (A)
6. (D)
7. (C)
8. (D)
9. (A)
10. Vitamins — (B), (F), (H); Mineral — (D), (E); Fiber — (A), (C)



Skill D

01 Aborigines

1. (D)
2. (B)
3. (C)
4. (A)
5. (B), (D), (F)

02 Computers and Education

1. (C)
2. (D)
3. (B)
4. (A)
5. Students — (B), (E); Computers — (A), (D), (G)

03 Financial Aid

1. (D)
2. (B)
3. (A)
4. (C)
5. (B), (C), (E)

Skill E

01 Water

1. (C)
2. (C)
3. (D)
4. (C)
5. (A), (D), (F)

02 Seasonal Lag

1. (D)
2. (C)
3. (C)
4. (A)
5. (B), (C), (E)

03 The Greeks

1. (A)
2. (B)
3. (B)
4. (B)
5. Bronze Age — (B), (D); Golden Age — (A), (F), (G)

Skill F

01 Food Myths

1. (C)
2. (B)
3. (A)
4. (D)
5. Sweet Snacks — (A), (C);
Caffeinated Beverages — (B), (E), (G)

02 Particle Theory

1. (B)
2. (D)
3. (D)
4. (A)
5. (C), (D), (E)

03 Computer Development

1. (C)
2. (D)
3. (A)
4. (B)
5. (A), (C), (D)

Review A-F

Vocabulary Review

1. (C)
2. (B)
3. (A)
4. (C)
5. (C)
6. (D)
7. (A)
8. (D)
9. (C)
10. (B)
11. (A)
12. (C)
13. (C)
14. (B)
15. (B)
16. (B)
17. (D)
18. (B)
19. (B)
20. (C)
21. (D)
22. (D)
23. (B)
24. (C)
25. (B)
26. (D)
27. (A)
28. (C)
29. (D)
30. (C)
31. civilization
32. prospering
33. settlement
34. empire
35. invasions
36. extent
37. factors
38. directly
39. standard
40. age
41. reaction
42. clasp
43. restore
44. joint
45. descendant
46. (E)
47. (D)
48. (A)
49. (B)
50. (C)

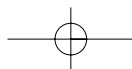
Skill Review

01 Internet Jobs

1. (A)
2. (D)
3. (A)
4. (C)
5. (B)
6. (C)
7. (C)
8. (B)
9. (A)
10. (C)
11. (A)
12. Webmaster — (B), (D), (F);
Freelance Writer — (A), (G)

02 The Globe

1. (B)
2. (D)
3. (B)
4. (C)
5. (D)
6. (B)
7. (B)
8. (D)
9. (B)
10. (C)
11. (C)
12. (C), (D), (F)



Chapter 3

Focus A

Guided Practice

01 Computers

Stonehenge – (B), (C), (F)

Abacus – (D), (E)

02 Dogs and Wolves

Wolves – (B), (F), (I)

Dogs – (A), (C), (E), (H)

03 Branches of Anthropology

Study Remains and Artifacts – (B), (C), (G)

Study Living Things – (A), (E), (F), (H)

Self Practice

01 Resumés

Chronological Resumé

- most popular
- according to time
- most recent to least recent

Functional Resumé

- highlights your experience

Combination Resumé

- a combination of the first two

02 Space Exploration

The Moon

- visited by Apollo 11 in 1969
- emergency retrieval possible
- more feasible/more likely proposition

Mars

- two years for a human crew to complete round trip
- emergency retrieval impossible
- would cost 500 billion dollars

03 Amphibians and Reptiles

Amphibians

- frogs, toads, salamanders, and caecilians
- lay their eggs in water
- born in a larval or worm-like stage
- born with gills, develop lungs as adults
- smooth and wet skin

Reptiles

- lizards, turtles, snakes
- lay eggs on land
- young do not go through a larval stage
- born with lungs
- skin is usually dry and is covered with relatively hard scales

Focus B

Guided Practice

01 Pottery Making

Coiling

- make long rolls of clay
- long rolls placed on top of each other

Modelling and Paddling

- large piece of clay
- places it on a model
- hits it gently with a paddle until it is thin and of the correct shape and size

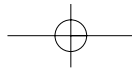
02 Diet and Energy

Snacks High in Sugar

- does not provide the body more energy
- have little nutritional value
- can create a full feeling
- initial boost of energy

Beverages High in Caffeine

- will give a person some energy
- can increase heart rate and blood flow
- can interfere with normal sleep patterns



03 Modern Art

Modern Art

- focused on abstraction
- necessity for realistic painting decreased
- influence of painting and poetry from Asia
- the idea that a complete reality includes parts hidden to the eye

Cubism

- includes several different angles and perspectives of the subject
- Guernica
- add pieces of paper, wood, or other materials to the canvas
- developed into collage

Self Practice

01 Investments

Mutual Funds

- investors can purchase units
- each unit by itself is typically not very expensive
- if the fund makes a profit, this profit is returned to the investor

Real Estate

- houses and property
- often increase in value
- receive profits when they sell

02 Computer Systems

Systems Software

- disk-operating system (DOS), utilities, and languages
- DOS directs information
- Utilities tell the operating system how to work
- languages let users “talk” to the computer
- like the blueprint of a house

Applications Software

- refers to specific programs
- play their favorite games, type a paper for school, translate something into English, or keep records for their businesses
- like the furniture or decorations in a house

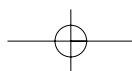
03 Mental Disorders

Affective Disorders

- affects mood, or feelings, of people
- feelings that are strange or unsuitable for the situation
- physical and environmental factors leads to their appearance

Bipolar Disorder

- patients suffer from mood swings
- feelings change from depression to mania and back
- affect one percent of the population
- no cure
- medicines can be used to help control the mood swings



Skill A

01

1. (D) 2. (A) 3. (A)
4. Co-ed BASKETBALL team / 4 women / 4 men / 4 women / 2 men

02

1. (D) 2. (A), (C) 3. (B)
4. one of many MODELS / create MESSAGE / controls how much INFORMATION taken in / COMMUNICATION

03

1. (A) 2. (B) 3. (D)
4. REFERENCE DESK for special jobs / where: 4TH floor or 5TH floor / use: STUDENT ID or virtual cash card

04

1. (A) 2. (A) 3. (B)
4. A. KING of Macedonia / B. continued FATHER'S plan to take over PERSIA / ii. EMPIRE made up of Macedonia, Egypt, Syria, Persia, and Asian Minor

05

1. (C) 2. (A) 3. (C)
4. DOGS / FISH / COLORFUL or ADD COLOR TO ROOM

06

1. (C) 2. (A) 3. (B)
4. (IMPORTANT) AMERICAN / lived in the 1800s / (ABOUT) 10 (POEMS) 10 published during lifetime / 1700 (POEMS) written during lifetime

07

1. (C) 2. (B), (D) 3. (B)
4. Organism: CACTUS plant / Environment: DESERT / Organism's environment: HOT and DRY

08

1. (C) 2. (B), (D) 3. (D)
4. INFECTIOUS diseases / from ENVIRONMENTAL factors / ex: from drinking DIRTY water / BABIES got diarrhea from bad water or milk / 20% died

Skill B

01

1. (B) 2. (B) 3. (B)
4. run every 15 minutes / woman may need to wait 5 minutes / goes by all THE DORMS

02

1. (B) 2. (B) 3. (A), (C)
4. generally moves SLOWLY, does not contain WATER / moves FASTER than a creep flow / FASTEST moving flow, occurs on a STEEP hill

03

1. (C) 2. (C) 3. (C)
4. NO approval needed / PROFESSOR'S approval needed to drop / no DROPS allowed

04

1. (B) 2. (C) 3. (A), (C)
4. Genre: means TYPE / A. TRAGEDY / ii. main character ends in WORSE state than they BEGAN / B. COMEDY / ii. main character is AMUSING (or ENDEARING) to audience

05

1. (A) 2. (C) 3. (D)
4. POPULATION in South Africa / almost 3% INDIAN / over 75% BLACK / almost 14% WHITE

06

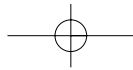
1. (D) 2. (C) 3. (C)
4. Study tips suggested by PROFESSOR / check out WEB PAGE / download (LECTURE) NOTES / read book BEFORE class / jot down IDEAS (OR NOTES) while reading

07

1. (A) 2. (A), (B) 3. (B)
4. PIRATES / weapons: SWORDS and cannons / use SPEED boats

08

1. (C) 2. (A) 3. (B), (C)
4. PHYSICAL (or fighting) aspect of karate / learn SELF DEFENSE / PSYCHOLOGICAL aspect of karate / learn how to deal with STRESS



Skill C

01

1. (B) 2. (A) 3. (D)
4. first characteristic: HUMANS have culture. /
second characteristic: culture exists IN THE MIND. /
third characteristic: Every culture is UNIQUE (DIFFERENT)

02

1. (D) 2. (A) 3. (A)
4. Required foreign language credits for
UNDERGRADUATE students / number of courses: 2
/ TAKE test to place out of some courses / high
score: only take 1 course

03

1. (B) 2. (B) 3. (C)
4. SUDDENLY stops / everything flies into ATMOSPHERE
/ SLOWLY (GRADUALLY) stops / DAYLIGHT cycle
would change

04

1. (D) 2. (B) 3. (C)
4. WATER cycle / water evaporates from OCEAN
into air / returns to LAND by rain or snow / into
GROUND

05

1. (C) 2. (A) 3. (C)
4. LECTURES, audio-visual materials, and textbook /
(FORMAL) DISCUSSIONS not scheduled / QUESTIONS
always welcome

06

1. (B) 2. (A) 3. (B)
4. types / OFFICIAL / price: \$4 / UNOFFICIAL / price:
FREE

07

1. (C), (D) 2. (B) 3. (C)
4. helps body use CALCIUM / builds strong BONES /
SUPPLEMENTS / SUNLIGHT

08

1. (B), (C), (D) 2. (C) 3. (D)
4. Census by OFFICIALS / 1. NUMBER OF PEOPLE /
2. WHERE PEOPLE ARE FROM / 3. LANGUAGES
PEOPLE SPEAK AT HOME

Review A-C

Vocabulary Review

- | | | |
|--------------|--------------|-------------|
| 1. (D) | 2. (B) | 3. (A) |
| 4. (C) | 5. (A) | 6. (B) |
| 7. (D) | 8. (C) | 9. (B) |
| 10. (D) | 11. (D) | 12. (A) |
| 13. (C) | 14. (A) | 15. (B) |
| 16. concept | 17. unique | 18. aspects |
| 19. consider | 20. behavior | 21. (D) |
| 22. (A) | 23. (E) | 24. (B) |
| 25. (C) | | |

Skill Review

01

- | | | |
|--------|-------------|--------|
| 1. (B) | 2. (C), (D) | 3. (B) |
| 4. (B) | 5. (B) | 6. (C) |

02

- | | | |
|--------|--------|-------------|
| 1. (A) | 2. (B) | 3. (B), (C) |
| 4. (C) | 5. (A) | 6. (A) |

Skill D

01

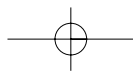
1. (A) 2. (B)
3. Sunday — (C); Mon-Thurs — (A);
Friday — (D); Saturday — (B)
4. Open lab, training workshops, instructional
TUTORING / Fall/spring semesters 7 days per week
/ Other times 5 days per week

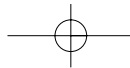
02

1. (B) 2. (A)
3. Time of use 1 — (C); Purpose 1 — (A);
Time of use 2 — (B); Purpose 2 — (D)
4. Feed for CATTLE (or COWS) / eat for 4 months /
Makes beef high in FAT / TASTES better

03

1. (B) 2. (B)
3. Yes — (A), (B), (C); No — (D)
4. Most important: PLOT / Second important:
CHARACTER / Third important: DIALOGUE



**04**

1. (C) 2. (A)
3. Anthony as a politician — (B), (C);
Anthony as a general — (A), (D)
4. MARK ANTHONY / right-hand man to CAESAR /
good GENERAL, not good POLITICIAN / Not always
HONEST

05

1. (D) 2. (B)
3. Yes — (A), (B), (D); No — (C)
4. costs \$400 / only full-time staff can use PAYROLL
DEDUCTION / students pay with CASH or CREDIT
CARD

06

1. (A), (D) 2. (A)
3. Receive slightly more treatment — (B);
Receive slightly less treatment — (A);
Age group that experiences more depression — (D);
Age group that experiences less depression — (C)
4. 50% of people getting treatment / More YOUNGER
people than OLDER people

07

1. (A) 2. (A)
3. Particles in gases — (A), (D);
Particles in solids — (B), (C)
4. GAS, well separated, no real pattern / LIQUID,
close together, no real pattern / SOLID, tightly
packed, REGULAR pattern

08

1. (C) 2. (A)
3. Yes — (C), (D); No — (A), (B)
4. People don't receive EQUAL (or THE SAME QUALITY
OF) health care. / Doctors COST too much /
Discrimination at CLINIC (HOSPITAL) / MINORITIES (or
BLACK PEOPLE) don't get same quality of service

Skill E

01

1. Yes — (A), (B); No — (C), (D)
2. (B) 3. (C)
4. ORANGE spots appear / YELLOW spots on underside
of leaf / Leaves FALL OFF / Upper side of leaf turns
BLACK and YELLOW

02

1. Yes — (B); No — (A), (C), (D)
2. (A) 3. (B)
4. The man is looking for an ARTICLE in a JOURNAL.
/ He needs it for HIS RESEARCH. / He can get it
through the INTERLIBRARY LOAN.

03

1. Storming — (B), (C); Normalization — (A), (D)
2. (B) 3. (C)
4. People are FRIENDLY with each other / STORMING
/ People BEGIN to work together / PRODUCTIVITY

04

1. Yes — (C), (D); No — (A), (B)
2. (B) 3. (B)
4. Student ID = MEAL card / NUMBER of meals depends
on meal plan / Set up meal plan on 2ND floor

05

1. Brazil — (A), (B); The United States — (C), (D)
2. (A) 3. (C)
4. Uses of soybeans: OIL, FOOD for people and animals
/ OTHER COUNTRIES produce more soybeans than
THE US / BRAZIL expected to be largest exporter in
future

06

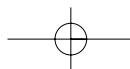
1. Yes — (B), (C), (D); No — (A)
2. (C) 3. (A)
4. Place: BATTLEFIELD (or GETTYSBURG) in
Pennsylvania / Written NIGHT before speech /
2 minutes long

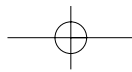
07

1. Historical ruins — (B), (C); Modern ruins — (A), (D)
2. (B) 3. (B)
4. Remains of man-made STRUCTURE / Results from lack
of MAINTENANCE / MODERN

08

1. Yes — (A), (C); No — (B), (D)
2. (B) 3. (C)
4. To sign up for INDEPENDENT STUDY /
1. Find PROFESSOR to work with /
2. ENROLL in independent study /
Get special course NUMBER from secretary in
office





Skill F

01

1. (D), (C), (B), (A)
2. (D) 3. (B)
4. Student wants to enroll in (DEVELOPMENTAL) PSYCHOLOGY course / Problem: has NOT TAKEN prerequisite / Solution: can take BOTH classes at the same time

02

1. (D), (A), (B), (C)
2. (A) 3. (D)
4. Monarch has ABSOLUTE (or COMPLETE) control / RIGHTS in constitution can be withdrawn by the monarch / Education and communication may be RESTRICTED

03

1. (B), (A), (D), (C)
2. (D) 3. (B)
4. air blown across EDGE / air blown between REED and fixed surface / air BLOWN between two reeds

04

1. (C), (A), (D), (B)
2. (B) 3. (C)
4. REGULAR service / buy STATIONARY / MONEY ORDERS

05

1. (D), (B), (C), (A)
2. (D) 3. (C)
4. measure ENERGY (OR HEAT) radiating from the sun / USE (or COMPARE WITH) measurements from the past / CALCULATE age of sun / approximate age: 4.6 billion years

06

1. (D), (A), (B), (C)
2. (B) 3. (A)
4. put in: name of the ARTICLE, name of the AUTHOR / get out: CALL number, LOCATION in library

07

1. (C), (A), (B), (D)
2. (C) 3. (D)
4. Salt in OCEAN / 200 times saltier than LAKE water / could cover land at a depth of 500 feet/150 meters

08

1. (C), (D), (B), (A)
2. (B) 3. (B)
4. The Bastille = CASTLE in France / People ATTACKED it on July 14, 1789 / People wanted GUNS and ammunition inside / French officials finally SURRENDERED (OR GAVE UP) the prison.

Review A-F

Vocabulary Review

- | | | |
|-----------------|------------------|---------------|
| 1. (B) | 2. (C) | 3. (A) |
| 4. (D) | 5. (B) | 6. (B) |
| 7. (A) | 8. (D) | 9. (A) |
| 10. (C) | 11. (B) | 12. (B) |
| 13. (D) | 14. (C) | 15. (B) |
| 16. ruins | 17. architecture | 18. structure |
| 19. maintenance | 20. offer | 21. storm |
| 22. enroll | 23. article | 24. calculate |
| 25. politician | | |

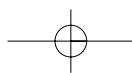
Skill Review

01

1. (A) 2. (A), (C), (D) 3. (B)
4. US — (A), (C); Japan — (B), (D)
5. (B) 6. YES — (A), (D); NO — (B), (C)

02

1. (B), (D) 2. (D) 3. (B)
4. 1968 Olympic Diet — (A), (D);
Healthy Modern Diet — (B), (C)
5. (B) 6. YES — (A), (B), (D); NO — (C)



Chapter 2

Skill A

01

1. (C) 2. (A) 3. (B) 4. (C)

02

1. (A) 2. (C) 3. (B) 4. (A)

03

1. (B) 2. (C) 3. (A) 4. (B)

04

1. (B) 2. (B) 3. (D) 4. (B)

05

1. (B) 2. (D) 3. (A), (C), (D)
4. (D)

06

1. (D) 2. (C) 3. (B) 4. (D)

Skill B

01

1. (D) 2. (A) 3. (B) 4. (A)

02

1. (C) 2. (C) 3. (A), (C) 4. (B)

03

1. (D) 2. (C) 3. (A), (C) 4. (C)

04

1. (B) 2. (C) 3. (B), (D) 4. (B)

05

1. (A) 2. (A) 3. (B), (D) 4. (B)

06

1. (C) 2. (A) 3. (B) 4. (B)

Skill C

01

1. (B) 2. (C) 3. (C) 4. (C)

02

1. (C) 2. (C) 3. (A) 4. (A)

03

1. (C) 2. (B) 3. (A) 4. (C)

04

1. (B) 2. (C) 3. (B) 4. (C)

05

1. (B) 2. (B) 3. (C) 4. (D)

06

1. (B) 2. (B) 3. (D) 4. (C)

Review A-C

Vocabulary Review

- | | | |
|-------------------|---------------|--------------|
| 1. (C) | 2. (A) | 3. (D) |
| 4. (B) | 5. (D) | 6. (C) |
| 7. (A) | 8. (B) | 9. (D) |
| 10. (A) | 11. (A) | 12. (C) |
| 13. (B) | 14. (D) | 15. (B) |
| 16. (A) | 17. (D) | 18. (B) |
| 19. (C) | 20. (C) | 21. (A) |
| 22. (D) | 23. (A) | 24. (D) |
| 25. (D) | 26. (B) | 27. (A) |
| 28. (D) | 29. (B) | 30. (B) |
| 31. unique | 32. excluded | 33. identity |
| 34. encounter | 35. stylistic | 36. status |
| 37. practitioners | 38. reaction | 39. involved |
| 40. communities | 41. peak | 42. revise |
| 43. poverty | 44. insight | 45. compete |
| 46. (S) | 47. (S) | 48. (S) |
| 49. (O) | 50. (S) | |

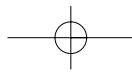
Skill Review

01

- | | | |
|--------|-------------|--------|
| 1. (D) | 2. (A) | 3. (A) |
| 4. (C) | 5. (C), (D) | 6. (D) |

02

- | | | |
|-------------|--------|--------|
| 1. (C) | 2. (D) | 3. (B) |
| 4. (A), (C) | 5. (D) | 6. (A) |



03

- | | | |
|--------|-------------|--------|
| 1. (B) | 2. (A), (C) | 3. (D) |
| 4. (A) | 5. (B) | 6. (D) |

04

- | | | |
|--------|--------|--------|
| 1. (A) | 2. (B) | 3. (D) |
| 4. (D) | 5. (B) | 6. (A) |

Skill D

01

- The Dead Sea - (B), (C);
The Mediterranean Sea - (A), (D)
- (B), (C) 3. (A) 4. (B)

02

- College - (C), (D); Professional (A), (B)
- (B) 3. (D) 4. (C)

03

- Traditional Poetry — (B), (C);
Modern Poetry — (A), (D)
- (C) 3. (A) 4. (A)

04

- Animal Communication — (B), (D);
Human Communication — (A), (C)
- (B) 3. (B) 4. (D)

05

- Microeconomics — (B), (D);
Macroeconomics — (A), (C)
- (B) 3. (B) 4. (A)

06

- Internet Information — (B), (C);
Volunteer Researcher Information — (A), (D)
- (C) 3. (B) 4. (C)

Skill E

01

- | | | | |
|--------|--------|--------|--------|
| 1. (B) | 2. (C) | 3. (B) | 4. (C) |
|--------|--------|--------|--------|

02

- | | | | |
|--------|--------|--------|--------|
| 1. (C) | 2. (C) | 3. (B) | 4. (D) |
|--------|--------|--------|--------|

714 Answer Key

03

- | | | | |
|--------|--------|-------------|--------|
| 1. (C) | 2. (A) | 3. (A), (B) | 4. (C) |
|--------|--------|-------------|--------|

04

- | | | | |
|--------|--------|--------|--------|
| 1. (C) | 2. (C) | 3. (C) | 4. (D) |
|--------|--------|--------|--------|

05

- | | | | |
|--------|--------|--------|--------|
| 1. (A) | 2. (D) | 3. (A) | 4. (D) |
|--------|--------|--------|--------|

06

- | | | | |
|--------|--------|--------|--------|
| 1. (A) | 2. (B) | 3. (B) | 4. (D) |
|--------|--------|--------|--------|

Skill F

01

- | | |
|-----------------------|--------|
| 1. (C), (B), (A), (D) | 2. (D) |
| 3. (C) | 4. (C) |

02

- | | |
|-----------------------|--------|
| 1. (B), (D), (A), (C) | 2. (D) |
| 3. (D) | 4. (C) |

03

- | | |
|-----------------------|--------|
| 1. (C), (D), (B), (A) | 2. (A) |
| 3. (B) | 4. (D) |

04

- | | |
|-----------------------|--------|
| 1. (D), (B), (A), (C) | 2. (B) |
| 3. (C) | 4. (B) |

05

- | | |
|-----------------------|--------|
| 1. (D), (C), (B), (A) | 2. (B) |
| 3. (C) | 4. (A) |

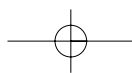
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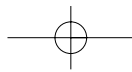
- | | |
|-----------------------|--------|
| 1. (B), (D), (A), (C) | 2. (D) |
| 3. (D) | 4. (C) |

Review A-F

Vocabulary Review

- | | | |
|--------|--------|--------|
| 1. (A) | 2. (C) | 3. (B) |
| 4. (D) | 5. (C) | 6. (A) |





- | | | |
|-------------------|---------------|----------------|
| 7. (B) | 8. (D) | 9. (C) |
| 10. (B) | 11. (B) | 12. (B) |
| 13. (D) | 14. (A) | 15. (C) |
| 16. (A) | 17. (C) | 18. (A) |
| 19. (C) | 20. (A) | 21. (B) |
| 22. (D) | 23. (B) | 24. (A) |
| 25. (C) | 26. (D) | 27. (C) |
| 28. (B) | 29. (B) | 30. (A) |
| 31. muscles | 32. lift | 33. treadmill |
| 34. coordination | 35. aerobics | 36. stress |
| 37. key | 38. alert | 39. discipline |
| 40. personalities | 41. deal with | 42. beneficial |
| 43. resolution | 44. stall | 45. mineral |
| 46. (D) | 47. (A) | 48. (E) |
| 49. (B) | 50. (C) | |

02

- | | | |
|----------------------------------|-----------------------|--------|
| 1. (A) | 2. (C) | 3. (D) |
| 4. YES — (C); NO — (A), (B), (D) | | |
| 5. (D) | 6. (C), (D), (B), (A) | |

03

- | | | |
|----------------------------------|-----------------------|--------|
| 1. (C) | 2. (D) | 3. (C) |
| 4. YES — (B), (C); NO — (A), (D) | | |
| 5. (D) | 6. (D), (B), (A), (C) | |

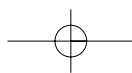
04

- | | | |
|---|----------------------------------|--------|
| 1. (A) | 2. (C) | 3. (B) |
| 4. Historical Linguistics — (A);
Applied Linguistics — (B);
Contextual Linguistics — (C), (D) | | |
| 5. (A) | 6. YES — (A), (C); NO — (B), (D) | |

Skill Review

01

- | | | |
|----------------------------------|-----------------------|--------|
| 1. (C) | 2. (C) | 3. (A) |
| 4. YES — (A), (C); NO — (B), (D) | | |
| 5. (A) | 6. (B), (A), (D), (C) | |



Chapter 3

Focus A

Tables 1

01

OFFICIAL (TRANSCRIPT) with stamp \$4	UNOFFICIAL (TRANSCRIPT) NO STAMP free
--	---

02

Type	Function
RED BLOOD CELLS	contain hemoglobin, CARRY OXYGEN
WHITE BLOOD CELLS (leukocytes)	helps the body FIGHT INFECTIONS
PLATELETS	necessary in (BLOOD) CLOTTING

03

D-day - June 6, 1944
Allies fooled Germans 6 MONTHS before D-day
built fake TANKS and PLANES
planned to attack NORMANDY
Attack lasted 6 HOURS (or FROM 6 UNTIL NOON)

Tables 2

01

Ethnic group	Percent
INDIANS	3
BLACKS	75
WHITES	14
total population: 44 MILLION	

02

Who:	VERDI
When/Age	What
1813	BORN
8	BEGAN PLAYING (MUSICAL INSTRUMENTS)
10	STUDYING AT MUSIC SCHOOL
26	WROTE OBERTO

03

GENERAL PARTNERSHIP	CORPORATION
2 PEOPLE	2 OR MORE PEOPLE
PERMISSION BY PARTERS	NATIONAL/STATE PERMISSION
PARTNERS LIABLE FOR DEBT	COMPANY LIABLE FOR DEBT
PARTNERS MANAGE BUSINESS	BOARD MANAGES BUSINESS

Focus B

Completing Note Diagrams 1

01

sport: KARATE	psychological — DEAL WITH STRESS PHYSICAL EXERCISE self defense
---------------	---

02

DOLPHIN <i>Delphinidae</i> dorsal fin: (SHAPED LIKE A) WAVE longer has a (NOTICEABLE) BEAK	<i>Cetacea Odontoceti</i> = TOOTHED WHALES	PORPOISE <i>Phocoenidae</i> dorsal fin: (SHAPED LIKE A) TRIANGLE shorter and FATTER
--	---	--

03

- Types of SKIN CANCER
- I. BASAL CELL CARCINOMA
 - A. MOST COMMON
 - B. appears as BUMPS OR GROWTHS
 - C. can be TREATED with little risk to body
 - II. SQUAMOUS CELL CARCINOMA
 - A. second most common type
 - B. found on OTHER ORGANS OF THE BODY
 - C. can be treated with SURGERY
 - III. MALIGNANT MELANOMA
 - A. MOST DANGEROUS
 - B. appears as STRANGE LOOKING MOLE
 - C. once it spreads, almost always FATAL

Completing Note Diagrams 2

01

1. PRETEND TO BE FRIENDLY → 2. STORMING
→ 3. NORMALIZATION → 4. PRODUCTIVITY

02

4. THERMOSPHERE - SPACE TRAVEL
3. MESOSPHERE - THIN AND COLD
2. STRATOSPHERE - PLANES TRAVEL
1. TROPOSPHERE - WEATHER

03

SURREALISM IMAGINATION + REALITY Ex: DALI (THE PERSISTENCE OF MEMORY)	ABSTRACTION	CUBISM MULTIPLE ANGLES INTERSECTING Ex: PICASSO (WOMAN IN AN ARMCHAIR)
--	-------------	---

Speaking Chapter 1

Skill B

Q3 — practice 1

Step 1

Suggested keywords:

writing center, free, tutor, 30 minutes, highly trained, any kind of writing

Sample restatement:

The Writing Center at Saint Mary's offers free tutoring. Highly qualified tutors can help students with any kind of writing. Each session with a tutor lasts about 30 minutes.

Step 2

Suggested keywords:

Writing Center, Griffin Hall, 8:30-5:00, Monday to Friday, non-academic forms

Sample restatement:

The woman asks the man about the Writing Center. He gives her a lot of information about it. He also tells her that the tutoring takes place in Griffin Hall, that it is open on Monday to Friday from 8:30 to 5:00, and that they will even help students with non-academic writing forms.

Step 3

Opinion: The woman thinks the writing center offers a great service.

Reason 1: The tutor can help with non-academic writing.

Detail: She needs help on a grad school application.

Reason 2: It is convenient.

Detail: The hours fit her schedule and no appointment is needed.

Reason 3: It's free.

Detail: She can afford it.

Q3 — practice 2

Step 1

Suggested keywords:

drop classes, identification card, course name and number, website, in person

Sample restatement:

Students at Jordan College can drop classes in three easy ways. They can use the telephone registration system, the website, or they can go to the Admissions and Records Office in person. They need to have their identification and the course name and number at hand.

Step 2

Suggested keywords:

drop class, admissions office, far away, long line, computer library

Sample restatement:

In this dialog, the man is in a hurry to drop a class. He's trying to find the admissions office, but the woman tells him it's far away, and there will be a long line. Instead, she suggests he use a computer in the library. He only needs his student ID, password, and the course information in order to drop the class.

Step 3

Woman's recommendation: use the library

Reason 1: It's convenient.

Reason 2: It's faster.

Man's opinion: He agrees with her.

Reason: He is in a hurry and he doesn't have to talk to rude people.

Q3 — practice 3

Step 1

Suggested keywords:

program, conversation, register, language, partners

Sample restatement:

The Student Center is introducing a program for conversation partners. The program is called the Language Bank. Students who want a conversation partner should sign up and say which country they are from and which language they want to practice.

Step 2

Suggested keywords:

match conversation partners, Spanish partner, not good teachers/people, ask professor, be careful

Chapter

1

Sample restatement:

The man and woman are talking about the new conversation partner program called the Language Bank. The woman would like to find a partner to practice Spanish. The man tells her to be careful because she won't know if her partner is a good teacher or person.

Step 3

Opinion: The man thinks using the Language Bank program is a bad idea.

Reason 1: You don't know anything about your language partner.

Detail: Your partner could be a bad person or a bad teacher.

Reason 2: Talking to the professor is a better way to improve.

Detail: The professor can introduce a good tutor.

Q4 – practice 1

Step 1

Suggested keywords:

natural selection, trait, survival, reproduction, heritable

Sample restatement:

This passage talks about natural selection. It is one way in which evolution occurs. First, it requires a change in some trait. Second, this changed trait must help survival and reproduction.

Step 2

Suggested keywords:

natural selection, Peppered Moth, survival, predation, Industrial Revolution

Sample restatement:

The professor explains how natural selection affected the Peppered Moth in England. He discusses how the moth population changed color during the Industrial Revolution to protect itself from birds. It was difficult for the birds to find and eat the moths when they changed to a dark color. This helped their survival. This is natural selection at work.

Step 3

Natural selection: occurs in the environment all the time; not random

Requirements: heritable variation of a trait; trait favorable for survival or reproduction

Good example: Peppered Moth

What happened: trees darkened in color (dirt and soot), so dark moths became more common
Why: harder for birds to find the dark moth on dark trees

Result: more dark moths survived and reproduced

Q4 – practice 2

Step 1

Suggested keywords:

warmth, elements, atmosphere, water, Earth's environment hospitable

Sample restatement:

This passage details the conditions necessary for life and explains how Earth is suitable for life. It mentions that life requires warmth, water, elements, and an atmosphere and shows that Earth has all these requirements.

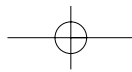
Step 2

Suggested keywords:

Earth's habitat different, 15.5 Celsius, 500 Celsius, Earth water 0 degrees, Venus water is rare

Sample restatement:

The professor compares Earth's temperature with that of Venus. She states that Earth's average temperature is around 15 degrees Celsius, which is a good temperature for life. She contrasts this with Venus, whose average temperature is close to 500 degrees, which is too hot for life to exist. Last, she compares water. Earth's average water temperature is about 0 degrees Celsius, but Venus is too hot for water to exist.



Step 3

Requirements for life: warmth, atmosphere, water, elements

Venus's environment

atmosphere: thick

temperature: too high (500 degrees C)

water: no water because too hot

Suitability for life: not suitable for life

Lecture:

Example: good choice for company because sending spam is cheap

Example: effective even if small percent of people respond to ads

Example: spammers who don't have a real product to sell know a small percent will respond, so they make fake ads

Q4 – practice 3

Step 1

Suggested keywords:

unsolicited email, advertise products, effectiveness unclear, ban the practice, fraudulent

Sample restatement:

This passage explains that spamming is a way of advertising in which unsolicited emails are sent to people. Further, it relates that the effectiveness of the technique is not known. Finally, it mentions that some want to make spamming illegal because of privacy and fraud.

Step 2

Suggested keywords:

campaign, manufacturer, cheap, effective, messages, statistics

Sample restatement:

The professor gives some statistics about spam mail. These statistics explain how a spam campaign can effectively bring new customers to a company. Spammers send out lots and lots of messages. Even if a small percent of the people are enticed by the email, that can still equal hundreds of customers. So sending thousands of spam messages is cheap and effective.

Step 3

Reading:

Point 1: company may hire spammer to email ads

Point 2: not sure about how effective these ads are

Point 3: people want to ban because of fraudulent spam

Skill C

Q5 – practice 1

Step 1

Suggested answers:

Problem: Deciding whether to take summer classes or to get a summer job

Solution 1: Take summer classes

Solution 2: Get a summer job

Step 2

Problem: Deciding whether to take summer classes or get a summer job

Best solution: Getting a summer job

Reason 1: Take a break from school, be less stressed

Reason 2: Save some money for future semesters or to buy something for yourself

Problem: Deciding whether to take summer classes or get a summer job

Best solution: Taking summer classes

Reason 1: Have an easier semester in fall with fewer classes

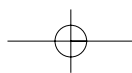
Reason 2: Can graduate more quickly taking extra classes now

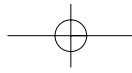
Q5 – practice 2

Step 1

Suggested answers:

Problem: To visit her advisor and have her courses approved now, or wait until she makes up her mind about her major and then visit her advisor.





- Solution 1: Wait until she decides on her major
Solution 2: See the advisor first and change classes later if she changes her major

Step 2

Problem: Deciding whether to see the advisor and have courses approved now or wait until a decision is made about which major to take.

Best solution: See the advisor now

Reason 1: Waiting might mean missing enrollment deadline and result in a fine

Reason 2: Waiting might mean classes are full

Problem: Deciding whether to see the advisor and have courses approved now or wait until a decision is made about which major to take

Best solution: Wait until she decides on her major

Reason 1: Save time visiting the advisor twice

Reason 2: Won't have to change courses later

Q5 – practice 3

Step 1

Problem: The man can't decide whether to start a tennis club or not.

Solution 1: Start the club.

Solution 2: Don't start the club.

Step 2

Problem: Deciding whether to start a tennis club or not.

Best solution: Start the club.

Reason 1: It will be fun to play tennis with other students.

Reason 2: It will help the student get over his shyness and look good on his resumé.

Problem: Deciding whether to start a tennis club or not.

Best solution: Don't start the club.

Reason 1: Starting the club takes too much work and may hurt his grades.

Reason 2: He can still play tennis with his friends.

Q6 – practice 1

Step 1

Most sharks:

A. live only in oceans, saltwater

Bull Sharks:

A. can live in freshwater, (ex: Lake Nicaragua)

1. have lower level of salt compared to sharks in ocean

2. have higher level of salt compared to freshwater fish

3. found to live in lake for up to 6 years

B. have to return to ocean for mating and giving birth

Q6 – practice 2

Step 1

Topic: caffeine levels in different beverages

A. Coffee

i. freshly-brewed: 100 mg per cup

ii. decaf: 2-4 mg per cup

B. Tea

i. usually about 35-50 mg per cup

ii. Mate: up to 150 mg per cup

C. Cola

i. varies by brand

ii. most have less than coffee and tea

iii. Afri-Cola has 100 mg per 12-ounce serving

Q6 – practice 3

Step 1

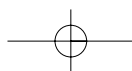
Topic: bio-indicators

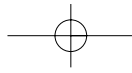
Definition: a plant or animal that tells something about the environment

A. Canary

i. helped miners measure level of natural gas in air

ii. if it died, the natural gas level was dangerous





B. Frog

- i. pollutants get into skin
- ii. many are born deformed
- iii. number on planet is decreasing/going down

- 16. enriching
- 17. beneficial
- 18. rejuvenated
- 19. origin
- 20. variation
- 21. habitat
- 22. essential
- 23. session
- 24. legitimate
- 25. registration

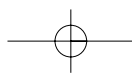
Vocabulary Review

Review 1

- | | | |
|---------|---------|---------|
| 1. (B) | 2. (D) | 3. (A) |
| 4. (B) | 5. (B) | 6. (D) |
| 7. (C) | 8. (C) | 9. (B) |
| 10. (A) | 11. (A) | 12. (C) |
| 13. (A) | 14. (D) | 15. (D) |

Review 2

- | | | |
|-------------|--------------|-------------|
| 1. (B) | 2. (D) | 3. (C) |
| 4. (C) | 5. (A) | 6. (B) |
| 7. (B) | 8. (D) | 9. (D) |
| 10. (A) | 11. (D) | 12. (C) |
| 13. (D) | 14. (B) | 15. (D) |
| 16. rely on | 17. invasion | 18. habitat |
| 19. vary | 20. negative | 21. (E) |
| 22. (A) | 23. (B) | 24. (C) |
| 25. (D) | | |



Chapter 2

Skill A

Q1 – practice 1

Step 1

B, E, D, A, C, F

Step 2

Suggested answers:

1. The speaker went to a racetrack with his friend.
2. The speaker's friend suggested they bet on horses. The speaker lost all his money.
3. His parents were angry, and the speaker stopped seeing his friend.

Step 3

Sample response:

One time, I made a friend who was older than me and was interested in going to the horse races at the local race track. One day, he invited me to go with him. I went with him to the race track to watch the races, but he wanted to bet money on the horses. I decided to bet my money, and of course, I lost it all. After I told my parents what had happened, they were not happy with me. They thought this friend was a bad influence on me, so I stopped doing things with him.

Q1 – practice 2

Step 1

D, B, A, F, C, E

Step 2

Suggested answers:

1. The speaker's problem was that she had lost an important assignment.
2. Her clever solution was to just be honest with her professor.
3. Yes, her solution was successful. Her professor allowed her to hand in her assignment late.

Step 3

Sample response:

I was recently faced with failing a course that I needed to graduate from university. Unfortunately, I had lost an important assignment due to computer problems,

but I had not spoken to the professor. Since I didn't want to have to take the course again, I needed to come up with a clever solution. Then, I remembered that my best friend had passed the course the year before. Therefore, I explained my situation to her, and she told me that the clever thing to do was to tell my professor. In the end, I followed her advice and my professor accepted my late assignment.

Q1 – practice 3

Step 2

Sample response:

I greatly benefited from contact with my uncle. My parents are both very conservative; however, my uncle is more interesting and adventurous. One summer, he invited me to work with him on an archaeological dig in Mexico. That gave me the opportunity to meet a lot of different people and learn about a new culture. In fact, I enjoyed the experience so much that I decided to major in archaeology at university. Though I love and respect my parents a great deal, it is my adventurous uncle whose footsteps I hope to follow.

Q1 – practice 4

Step 2

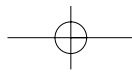
Sample response:

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 pm, 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.

Q2 – practice 1

Step 1

C, E, A, F, D, B



Step 2

Suggested answers:

1. The speaker prefers the government to spend on post-secondary education.
2. One reason he cites is that schools do more to make the world a better place than the military does.
3. A second reason he cites is that universities need better equipment and libraries to conduct research.

Step 3

Sample response:

When the government decides how to spend tax money, they should spend more on post-secondary education. This is because, by educating young people, post-secondary schools do more to make the world a better place than the military does. In particular, universities and colleges need money for computer labs. Many computer labs have old equipment and need to be updated with better technology. Libraries also need help, in particular, more money for buying books and journals for students and teachers to do research. Finally, if the government would pay teachers more, students would get a better education, and all of society would benefit.

Q2 – practice 2

Step 1

F, A, C, E, D, B

Step 2

Suggested answers:

1. The speaker prefers supporting both local and international charities.
2. One reason given in support of international charities is that there are less fortunate people who need help in all countries.
3. A second reason given in support of international charities is that the charity given to another country may be returned in a local time of need.

Step 3

Sample response:

Charities, both local and international, rely on the generosity of individuals to help the less fortunate. Therefore, I am of

the opinion that it's beneficial and wise to give both locally and internationally. You might ask why I support both local and international charities. It is because a natural disaster such as an earthquake or hurricane can happen anywhere at anytime. If we treat our international neighbors charitably after a disaster occurs, they will be more inclined to return the favor should we ever be in need. Thus, it is my opinion that, although charity may begin at home, it should not end there.

Q2 – practice 3

Step 2

Sample response:

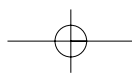
I agree that dance plays an important part in culture. First, I think dance can teach people about the values and traditions of a culture. For example, many Native American groups tell their history through dance performance. Western cultures do the same, through ballet and musicals for instance. A second reason that dance is important is because of its social function. School dances and even night club dances allow young people to interact and learn about each other. In summary, then, I think dance plays an important role in culture by preserving tradition and providing an opportunity for socializing.

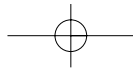
Q2 – practice 4

Step 2

Sample response:

Though there are many benefits to living in a modern apartment, I would prefer to live in a traditional house. To begin, I find old houses more attractive. They look more interesting and have more character. A second reason that I prefer houses is that there is more space in a house than in an apartment. In a house, you can store more things and use your lawn outside. Finally, I prefer houses because they offer more privacy. For instance, you don't have to listen to neighbors walking around or playing loud music. For these reasons, then, I would prefer to live in a house.





Skill B

Q3 – practice 1

Step 1

Woman's opinion: disagrees with the change

- reason 1: no choice
- reason 2: soft drinks not healthy
- reason 3: students not consulted

Step 3

Sample response:

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

Q3 – practice 2

Step 1

Man's opinion: football season should not be cancelled

- Reason 1: unfair to punish innocent people
- Reason 2: athletics is important part of players' education
- Reason 3: hurts future of some players

Step 3

Sample response:

The man and woman discuss the university's cancellation of the remainder of the football season. The woman agrees with the decision because she feels the players should be punished for hazing. The man, on the other hand, disagrees with the cancellation for several reasons. First, he thinks that it's unfair to punish innocent students for the bad actions of others. In addition, he expresses concern for the future of those players who want to become professionals. Finally, he objects because he believes that the innocent players are being denied an important part of their education.

Q4 – practice 1

Step 1

Two modernist writers

- A. T. S. Elliot
 - no hero in his writing
- B. James Joyce
 - used stream of consciousness style

Step 3

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. Elliot, and the second one is James Joyce. Both of these writers created innovative ways to tell stories.

Q4 – practice 1

Step 1

Dendrochronology

- thin rings = cold years
- thick rings = warm years

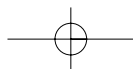
Use in Archaeology

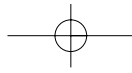
- find wood used in a house or fence
- compare the patterns in rings
- if match, know approximate date it was built

Step 3

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

Step 1

Suggested answers:

Problem: woman has a funeral and exam at the same time

Solution 1: go to funeral/reschedule exam for later
— Possible benefit — make parents happy
— Possible benefit — she doesn't miss her exam

Solution 2: don't go to funeral/take exam as scheduled
— Possible benefit — less chance of failing course
— Possible benefit — parents don't have to pay for course again

Step 2

Suggested answers:

1. Her final exam and her grandfather's funeral are on the same day.
2. She should ask her professor to let her take the exam later.
3. Then she can go to the funeral, and she won't fail the class.

Step 3

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

Step 1

Suggested answers:

Problem: to get a credit card or not

Solution 1: don't get the card

- Possible benefit — avoid large debt
- Possible benefit — avoid stress and suicide

Solution 2: get the card

- Possible benefit — have spending money
- Possible benefit — can focus on exams

Step 2

Suggested answers:

1. He is unsure about signing up for a credit card.
2. He should sign up for a credit card.
3. He needs the credit card to pay for his expenses because he quit his part-time job.

Step 3

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

Step 1

Suggested answers:

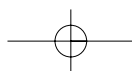
Main topic of lecture: Churchill's role as a British leader

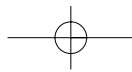
- Positions in government: Prime Minister, Minister of Defense
- Famous ability: to motivate through speech
- Benefits to Britain: helped win World War II
- Special Award: Nobel Prize in Literature

Step 2

Suggested answers:

1. Churchill was both the Prime Minister and the Minister of Defense.
2. Churchill inspired people to fight hard through his motivating speeches.





3. He is remembered as a great world leader because he helped lead England and the Allies to victory in World War II, and he also won a Nobel Prize in Literature.

Step 3

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

Step 1

Suggested answers:

Main topic of lecture: horseshoe crabs

- How long unchanged: 500 million years
- Habitat and diet: Atlantic coast of North America, shellfish
- Interesting facts: kind of underwater spider, has “book lungs”

Step 2

Suggested answers:

1. Horseshoe crabs have existed unchanged for 500 million years.
2. Horseshoe crabs live in the Atlantic Ocean along the east coast of North America.
3. An interesting physical feature of horseshoe crabs is that they have “book lungs.”

Step 3

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.

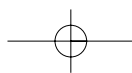
Vocabulary Review

Review 1

- | | | |
|----------------|-----------------|-----------------|
| 1. (B) | 2. (A) | 3. (B) |
| 4. (D) | 5. (A) | 6. (C) |
| 7. (C) | 8. (A) | 9. (D) |
| 10. (B) | 11. (C) | 12. (C) |
| 13. (A) | 14. (C) | 15. (B) |
| 16. (D) | 17. (B) | 18. (B) |
| 19. (D) | 20. (A) | 21. (C) |
| 22. (D) | 23. (D) | 24. (B) |
| 25. (B) | 26. (D) | 27. (C) |
| 28. (A) | 29. (C) | 30. (B) |
| 31. modern | 32. traditional | 33. fortunate |
| 34. attractive | 35. character | 36. store |
| 37. offer | 38. headaches | 39. needless |
| 40. inclined | 41. ally | 42. messy |
| 43. consult | 44. era | 45. inspiration |
| 46. (S) | 47. (O) | 48. (O) |
| 49. (S) | 50. (S) | |

Review 2

- | | | |
|-------------------|------------------|-----------------|
| 1. (A) | 2. (C) | 3. (D) |
| 4. (C) | 5. (C) | 6. (D) |
| 7. (A) | 8. (B) | 9. (D) |
| 10. (B) | 11. (A) | 12. (C) |
| 13. (B) | 14. (D) | 15. (B) |
| 16. (B) | 17. (A) | 18. (D) |
| 19. (B) | 20. (A) | 21. (A) |
| 22. (D) | 23. (B) | 24. (D) |
| 25. (B) | 26. (A) | 27. (C) |
| 28. (A) | 29. (C) | 30. (D) |
| 31. fascinating | 32. impressive | 33. fossils |
| 34. species | 35. extinct | 36. reality |
| 37. organ | 38. advantage | 39. feed on |
| 40. unique | 41. conservative | 42. encouraging |
| 43. surreal | 44. chronology | |
| 45. consciousness | | |
| 46. (D) | 47. (A) | 48. (E) |
| 49. (B) | 50. (C) | |



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

Sample clear words in bold:

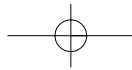
I had a **difficult** time sharing a **hotel** room with three of my **friends** during a **ski** trip. The **problem** was that I like to be **clean** and get a good **sleep**, but they preferred to **party** all the time. For example, I **tried to go to bed** at about 11:00 pm, but they kept **playing** 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.

Sample clear words in bold:

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.



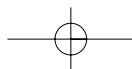
Step 3 Intonation

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**.
-
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.



Writing Chapter 1

Skill A

Practice 1

Step 1

Issue: Continued use of FOSSIL fuels as ENERGY source.

- Pro:
- PLENTIFUL supply
 - relatively CHEAP
 - SAFE to extract
 - ECONOMIES rely on them

- Con:
- NEGATIVE impact on environment
 - Car EMISSIONS harm human HEALTH
 - May cause GLOBAL warming

Step 2

Key issue: fossil fuels harm the ENVIRONMENT.

- How:
- Causes air POLLUTION
 - Contributes to GLOBAL warming [natural disasters]
 - ACID RAIN damages crops and drinking WATER SUPPLY
 - Oil spills harm MARINE animals

Contributing Factors:

- Fuel will become more expensive
- More dangerous to extract

- Solution:
- Seek ALTERNATIVE energy sources
 - examples: SOLAR/wind power

Step 3

Reading:

- Main Idea: Fossil fuels are a valuable natural energy source.
- Supporting Idea: There is a plentiful supply.
- Supporting idea: We have no economical alternative.

Lecture:

- Main Idea: The use of fossil fuels is environmentally damaging and dangerous.
- Supporting Idea: Emissions from fossil fuels cause global warming, acid rain, etc.
- Supporting Idea: They may become dangerous and expensive to extract.

Step 4

According to the reading, FOSSIL fuels are a VALUABLE natural resource. We use REFINED fossil fuels to power vehicles and airplanes or to create ELECTRICITY. The reading states that we have no economical ALTERNATIVE to fossil fuels. The writer argues that fossil fuels are RELATIVELY cheap and plentiful and can be SAFELY extracted from the Earth. He also argues that many countries have economies that RELY on OIL sales.

On the other hand, the speaker believes the continued use of fossil fuels will cause irreparable ENVIRONMENTAL damage to the planet. He argues that burning fossil fuels causes AIR pollution and GLOBAL warming. Global warming could lead to natural disasters like floods, HURRICANES, or droughts. Burning fossil fuels also causes ACID rain and poisons crops and DRINKING water. He also mentions oil spills from tankers that harm MARINE life. The speaker suggests that fossil fuels are going to become more expensive to use and more DANGEROUS to extract in the future. He recommends that we find ALTERNATIVE sources of energy such as SOLAR or wind power.

Practice 2

Step 1

- Issue:
- Were DINOSAURS warm BLOODED or COLD blooded?
 - Historical point of view - COLD blooded
 - Dinosaurs looked like LIZARDS
 - Lizards, like other REPTILES, are cold blooded
 - DINOSAURS were in constant MOTION
 - helped them regulate BODY TEMPERATURE

Step 2

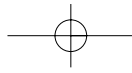
Topic: - Dinosaurs: WARM or cold blooded?

Evidence for cold-bloodedness:

- Physical similarity to other REPTILES
- i.e. LIZARDS

Evidence for warm-bloodedness:

- Size of DINOSAURS: very large
- Similarity of DINOSAUR BONES to other warm-blooded animals
- GEOGRAPHIC DISTRIBUTION: Warm-blooded animals can live in a variety of CLIMATES



Step 3

Reading:

- Main idea: Why scientists believed that dinosaurs were cold blooded.
- Supporting idea: Dinosaurs were similar in appearance to lizards. Lizards are also cold blooded.
- Supporting idea: Dinosaurs were in constant motion to regulate their body temperature.

Lecture:

- Main idea: Dinosaurs were probably warm blooded.
- Supporting idea: Large size
- Supporting idea: Similarity of bones with other warm-blooded animals
- Supporting idea: Geographic distribution

Step 4

The reading and the lecture center on the topic of DINOSAURS and whether they were WARM or COLD blooded. The reading presents the HISTORIC point of view of this question. Historically, dinosaurs were considered to be COLD blooded. This idea was NOT based on much factual EVIDENCE. Rather, it was based on the physical SIMILARITY of dinosaurs with other cold-blooded REPTILES such as LIZARDS. The reading also mentions that dinosaurs were believed to have been in constant MOTION, a technique used by cold-blooded animals to REGULATE their body temperature.

The lecture presents a DIFFERENT side of the argument. According to the speaker, most paleontologists now BELIEVE that dinosaurs were WARM BLOODED. This belief is based on many ISSUES, three of which were presented in the lecture. First, the large SIZE of dinosaurs SUPPORTS the idea that they were WARM blooded. Most large animals today are warm blooded. SECOND, dinosaur bones have a similar STRUCTURE to bones of other warm-blooded animals. In CONTRAST, dinosaur bones do not look like those of COLD-blooded animals. FINALLY, dinosaurs lived in a wide RANGE of GEOGRAPHIC areas. This wide geographic DISTRIBUTION also points to the FACT that dinosaurs must have been WARM BLOODED.

Practice 3

Step 1

Issue: Having VENDING MACHINES in public SCHOOLS

- Pro:
- Some people AGREE that VENDING machines be ALLOWED in schools
 - The focus of this passage is on the DISADVANTAGES of vending machines
- Con:
- Top-selling items are sugary SNACKS and DRINKS
 - Popular items are CANDY bars and SODAS

Step 2

Problem with VENDING MACHINES

HEALTH risks:

- Contribute to OBESITY

However, children receive HEALTHY MEALS at home

- Having a SNACK from a vending machine will not be harmful
- Schools may want to LIMIT the availability of vending machines
- Students would be allowed to BUY snacks only at certain TIMES

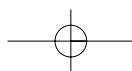
Step 3

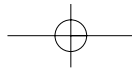
Reading:

- Main idea: Debate over allowing vending machines in public schools
- Supporting idea: Pro: Some people agree that vending machines be allowed in schools
- Supporting idea: Con: Top selling items are sugary snacks and drinks such as candy bars and sodas

Lecture:

- Main idea: Vending machines may not present such a strong health risk
- Supporting idea: Responsible kids will still eat healthy foods
- Supporting idea: Children must also take responsibility for their eating habits
- Supporting idea: Limit hours of usage for vending machines to after classes





Step 4

The reading passage and the LECTURE talk about the CONTROVERSY over vending MACHINES in public SCHOOLS. The principal PROBLEM with having vending machines in schools, which is also acknowledged by the lecturer, is that VENDING MACHINES typically offer SUGARY drinks and SNACKS that lead to childhood OBESITY. These unhealthy foods contribute to a poorly balanced DIET for children. Considering the potential HEALTH PROBLEMS related to abusing ACCESS to vending machines, some people feel that vending machines should NOT be ALLOWED in schools.

Although the LECTURER agrees that abuse of RIGHTS to vending machines can be HARMFUL, he also feels that CHILDREN should be RESPONSIBLE for their actions. In a sense, we SHOULD trust our children. He thinks that having an OCCASIONAL sugary SNACK will not hurt. However, to AVOID problems related to vending machines, the lecturer says that a possible SOLUTION is to only allow vending machine USAGE after classes have FINISHED. If access to vending machines is limited, STUDENTS will not be tempted to EAT too much junk FOOD during the day. In this way, STUDENTS can still enjoy a SNACK after school but not put their HEALTH in great risk.

Practice 4

Step 1

Issue: GOOD THINGS about watching TV

- Pro:
- TV provides kids with EDUCATIONAL PROGRAMS
 - teaches them about other cultures
 - gives families the OPPORTUNITY to spend time together.

Advice for Parents:

- MONITOR what children watch
- ENCOURAGE interest in beneficial programs

Step 2

Issue: BAD THINGS about watching TV

- Con:
- children's programs too VIOLENT
 - could lead to violent BEHAVIOR
 - could lead to sleeping DISORDERS
 - too much TV watching can lead to OBESITY and LOWER grades

Step 3

Reading:

- Main idea: Pros about watching TV
- Supporting Idea: TV can be educational and help families.
- Supporting Idea: Parents must be careful about what their kids watch.

Lecture:

- Main idea: Some people believe watching TV is harmful to children.
- Supporting Idea: TV programs can be extremely violent and cause violent behavior.
- Supporting Idea: TV watching is not an active hobby and can lead to health problems and poor grades.

Step 4

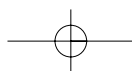
According to the reading people have DIFFERING opinions about children and TV watching. There are both GOOD THINGS and BAD THINGS about watching TV. The good things include EDUCATIONAL PROGRAMS, ENCOURAGING CHILDREN TO READ, families SPENDING TIME together when they watch TV, and, finally, teaching CHILDREN about different cultures. According to the lecture, those against TV (THE CON SIDE) believe that TV promotes VIOLENCE. Children's programs are five to six times more violent than ADULT PROGRAMS. Children who watch TV often have POOR GRADES, BEHAVIORAL PROBLEMS, and suffer from OBESITY. The reading states that parents need to be educated on both the PROS AND CONS of TV watching. It suggests that it may not be the TV watching THAT IS HARMFUL, but the nature of the PROGRAMS the children are watching and the length of TIME they watch for. Parents need to MONITOR and CONTROL which programs their children watch. Finally, they should SPEND TIME watching TV with their children.

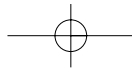
Skill B

Practice 1

Step 1

Main idea: Those who want to lose weight often struggle to find a healthy diet because there is so much contradictory information about nutrition and weight loss.





Step 2

- A. 2
- B. 1
- C. Sample answer: The variety of different information about health and diet makes it difficult for those who wish to lose weight.

Step 3

- Change of opinion regarding LOW-CARB diets:
- Why?
 - Medical BACKLASH
 - People need a BALANCED diet
 - Dieters find diets too difficult to MAINTAIN
- New approach: GLYCEMIC index for carb-classification
- Low GI good because
 - digests slowly
 - keeps you FULLER longer.
- High GI bad because
 - causes INSULIN over-production
 - leads to VICIOUS CYCLE

Step 4

- A. Dieters find diets too difficult to maintain.
 - synonyms: - difficult-hard
 - maintain-keep up
 - paraphrase:- Dieters find the diets too hard to keep up.
- B. People need a balanced diet.
 - synonyms: - need-require
 - diet-eating plan
 - paraphrase:- People require a balanced eating plan.

Step 5

- A. 1. Corporations that SELL dieting GOODS have stopped INSISTING that we should EXCLUDE carbohydrates from our diet.
- 2. Glycemic Index INDICATES the rate at which our bodies CHANGE food into GLUCOSE.
- B. 1. Dieting goods are no longer BEING MARKETING TO CONVINCE PEOPLE TO REMOVE CARBOHYDRATES FROM THEIR DIETS.
- 2. The time taken for food to TRANSFORM INTO SUGAR IS REFERRED TO AS THE GLYCEMIC INDEX.

Step 6

- 1. While avoiding carbohydrates altogether can cause adverse health effects, a well-balanced diet including beneficial, low GI carbs can keep a body healthy and fit.
- 2. Emerging research that contests the benefits of low-carb diets supports the principle that people need a balanced diet.

Practice 2

Step 1

Main idea: The latest effort in getting people to stop smoking sees an increase of cigarette prices.

Step 2

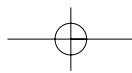
- A. 2
- B. 2
- C. Prices of tobacco products have been raised in order to discourage smoking.

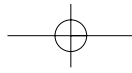
Step 3

- Smokers' arguments against price increase:
- unfair DISCRIMINATION
 - obesity is EQUALLY DANGEROUS
 - JUNK FOOD stays cheap, but cigarettes TAXED
 - obesity-related ILLNESSES will cost government more
 - obesity soon nation's biggest KILLER
 - cafeterias offer menu ITEMS high in fat and sugar

Step 4

- A. Obesity-related illnesses will cost the government more.
 - synonyms: - illnesses-sicknesses, diseases
 - cost- expense
 - paraphrase: - The expense of obesity-related diseases will be greater.
- B. Obesity soon nation's biggest killer!
 - synonyms: - nation- country
 - biggest- largest
 - paraphrase: - Obesity will cause the largest amount of deaths in our country.





Step 5

- A. 1. As a LOT of you may have FOUND, the PRACTICE of smoking is BECOMING more socially UNACCEPTABLE.
2. FAST food remains CHEAP and tobacco and alcohol products are BECOMING more expensive.
- B. 1. The social unacceptability OF SMOKING IS GROWING, AS SEVERAL OF YOU CAN ATTEST.
2. Tobacco and alcohol products CONTINUE TO RISE IN COST; HOWEVER, FAST FOOD CONTINUES TO BE AFFORDABLE.

Step 6

1. Studies by medical experts link smoking to serious health problems such as cancer, emphysema, and heart disease, all of which cost the government a lot of money.
2. In addition to spending a lot of money treating people with smoking-related illnesses, governments must also spend a lot on treating obesity-related problems such as high blood pressure, heart disease, and diabetes.

Practice 3

Step 1

Main idea: Fluoride's effectiveness in preventing tooth decay, however, has recently come under question.

Step 2

- A. 1
B. 1
C. There are questions nowadays about fluoride's usefulness for avoiding tooth decay.

Step 3

The problems and concerns with using fluoride
Common uses of fluoride:

- i) it is used to fight TOOTH DECAY
- ii) in toothpaste and PUBLIC WATER systems

problems with fluoride:

- i) has TOXIC properties
- ii) is also an industrial POLLUTANT

health issues:

- i) levels BUILD UP over time
- ii) causes many health PROBLEMS

Step 4

- A. 1. It is also an industrial pollutant.
synonyms: - industrial - produced by industries
- pollutant - contaminant
paraphrase: - It is also a contaminant produced by industries.
2. Levels build up over time.
synonyms: - levels - concentrations
- build up - increase
paraphrase: - Concentrations increase over time.
- B. 1. Reports coming out that fluoride is a very noxious material are extremely disturbing.
2. Whether or not fluoride fights cavities is less important than the list of health problems connected to fluoride that continue piling up.

Step 5

- A. 1. The most ALARMING thing is the INFORMATION coming out showing that fluoride is an extremely POISONOUS material.
2. Health ISSUES connected with fluoride are ACCUMULATING, raising concerns much more SERIOUS than whether or not it fights cavities.
- B. 1. Reports coming out that fluoride is a very noxious material are extremely disturbing.
2. Whether or not fluoride fights cavities is less important than the list of health problems connected to fluoride that continue piling up.

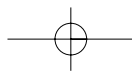
Step 6

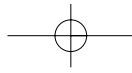
1. Although the word fluoride has made its way into everyday usage, evidence about its toxic properties continues to grow.
2. Not only have the benefits of fluoride in regards to fighting tooth decay been questioned, but many are asking if its causing serious harm.

Practice 4

Step 1

There is, however, a major difference between marijuana and hemp that can be observed scientifically.





Step 2

- A. 1
- B. 1
- C. Scientific studies can reveal a key difference between marijuana and hemp.

Step 3

Reasons why hemp should not be banned
scientific data:

- i) tests show hemp is NOT A DRUG

industrial hemp:

- i) hemp in fact a natural RAW MATERIAL
- ii) great number of commercial APPLICATIONS

mistaken perception something of the past:

- i) growth of hemp PRODUCTS in the marketplace
- ii) CURRENT LAWS making hemp products legal

Step 4

- A. great number of commercial applications
synonyms: - great number - wide variety
- applications - uses
paraphrase: - a wide variety of commercial uses
- B. current laws making hemp products legal
synonyms: - current laws - laws in effect right now
- legal - okay under the law
paraphrase: - laws in effect right now making
hemp okay under the law

Step 5

- A. 1. Marijuana can ONLY be used as a drug, but hemp is a RAW MATERIAL with a LARGE NUMBER of industrial uses.
- 2. The MOST RECENT to TAKE ADVANTAGE OF hemp production is the health food BUSINESS.
- B. 1. Hemp is a raw material with a wealth of business applications, but marijuana is just a drug.
- 2. The health food industry is the latest to capitalize on hemp production.

Step 6

- 1. The health food industry has recently begun taking advantage of hemp as a healthy, protein-rich food source.
- 2. Though often confused for one another, hemp's usefulness in industry and commerce stand in contrast to marijuana, which is used as a drug.

Skill C

Practice 1

Step 2

Five — four — three — two — one. The home team scores the final basket and wins!!" The entire crowd at the stadium jumps up in excitement. Unfortunately, you couldn't see what happened. You were sitting too far away. It's true that attending a live basketball game is exciting, but watching a game on TV can be more gratifying.

Watching a sporting event on television is more enjoyable than watching one live because you can see all of the action clearly. First, the television cameras allow a person to see every shot and play easily. How many times have you gone to a sporting event and not been able to see what is happening? Unless you buy very expensive tickets, chances are you will not be able to see very well. Television, however, allows a viewer to see the plays from a close distance. Television also has the benefit of replays. Imagine you get up to go to the kitchen and miss a big point. If you inadvertently miss a play, you will have the chance to see it again. Television channels almost always put up a replay after a big point.

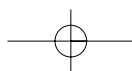
By and large, attending a live event can be exhilarating, but there are reasons that watching the same event on television is preferable. Assuredly, it is much easier to view the game on television. The next time you have to decide whether to watch a game on TV or go to see it in person, I suggest you watch it on television.

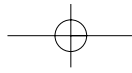
Step 3

- 1. It's true that attending a live basketball game is exciting, but watching a game on TV can be more enjoyable.
- 2. Watching a sporting event on television is more enjoyable than watching one live because you can see all of the action clearly.

Step 4

- 1. The writer supports the view that watching events on television is better than attending the same event in person.
- 2. The writer supports his point by stating that it is easier to see the action of an event on television. It is easier to see because the television cameras provide closer viewing distance. The cameras also





provide the opportunity to see a replay of the exciting action in case a viewer misses the play.

3. Yes. The writer briefly mentions that watching a game live can be “exciting.”
4. The main idea of the conclusion is that even though attending a live event can be exciting, there are reasons that watching the same event on TV can be better. The author restates that being able to see the action clearly is the main reason for preferring to watch an event on television.

Practice 2

Step 2

Most people have a number of friendships in their lifetimes. Our parents often pick our friends when we are children. When we become adults, we usually pick our own friends. These friends may be similar to us or different. Friends who are similar may share the same ideas and participate in the same activities. Those who are different may have opinions and hobbies that differ from ours. As adults, we pick our friends for various reasons. Personally, I prefer friends similar to myself.

I have had friendships with people who are both similar to me and different. Friendships with people similar to me are more satisfying. They also last longer. My friends who are similar share many of my ideas. We have the same opinions and seldom disagree. Friendships with similar people are easy, predictable, and familiar. We often go places together, and enjoy many of the same activities. It is easy to get to know and understand each other. They make me happy. Friends similar to me often become like family. They are an important part of my life. For example, I have learned that traveling with someone who shares my ideas and interests is much more fun than traveling with someone who is different. I recently traveled with a friend who, like me, loves photography. We had a great time taking pictures together. We talk about our vacation quite often. Our similar interests have resulted in happy memories for both of us.

Of course, not everyone wants friends who are similar. Some people prefer friends who have different conceptions of life. These friends are less predictable and may seem mysterious and enigmatic. The types of friends you

choose, similar or different, are up to you. The important thing is that these friends make you happy, and you enjoy spending time with them.

Step 3

1. Personally, I prefer friends similar to myself.
2. Friendships with people similar to me are more satisfying.

Step 4

1. This essay supports the “I prefer friends similar to myself” side.
2. The writer gives the example of traveling with a friend who also likes photography.
3. Yes. Some people prefer friends who have different conceptions of life.
4. You should choose friends that make you happy. It does not matter whether they are similar to or different from you.

Skill D

Thesis Statements

Step 1

Question 1: Although some disadvantages exist, I support the building of the large factory because it will have a positive influence on my community.

Question 2: I believe that luck can be a factor, but my own personal success has certainly come due to my hard work as I will explain in this paper.

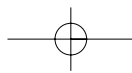
Question 3: I believe that the Earth is being harmed by human activity, because some activities cause pollution.

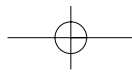
Question 4: I prefer to spend most of my time alone rather than with friends, because I can do the things that I like to do.

Step 2

Question 1: experience

Sample thesis statement: While winning a game is quite enjoyable, I find that games can be enjoyable despite a losing outcome.





Question 2: opinion

Sample thesis statement: In my opinion, high school students should be forced to study certain core subjects whether they want to or not.

Question 3: opinion

Sample thesis statement: I think a good co-worker should be honest, hard working, and easygoing.

Question 4: experience

Sample thesis statement: I learned a lot about Japanese culture after watching the movie *Memoirs of a Geisha*.

Topic Sentences

Step 1

Question 1

- (3) Playing a sport like tennis teaches a person that qualities such as patience, assertiveness, and hard work are important.
- (1) I can say from personal experience that playing games certainly teaches us about life.
- (2) Of the different types of games, I believe that sports games can best teach us important lessons about life.

Question 2

- (2) The bicycle I got for Christmas when I was 13 years old was the most special present I ever received.
- (1) A special gift is something that everyone remembers, and I will certainly always remember my most special present.
- (3) The reason I remember my bicycle so well is because I was able to pick all of the individual parts used to make it.

Question 3

- (2) Regular exercise benefits more than just the student's body.
- (1) In my opinion, physical exercise should be a required part of each school day.
- (3) In fact, researchers have found that students who exercise every day often earn higher grades than those who do not.

Question 4

- (3) For example, my parents taught me to always be kind and honest with other people.
- (2) My parents have taught me more than just history, math, or other subjects taught in school.
- (1) In my experience, my parents were the best teachers for me.

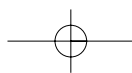
Vocabulary Review

Review 1

- | | | |
|-----------------|------------------|-------------|
| 1. (D) | 2. (B) | 3. (A) |
| 4. (C) | 5. (A) | 6. (C) |
| 7. (B) | 8. (A) | 9. (B) |
| 10. (D) | 11. (A) | 12. (A) |
| 13. (D) | 14. (B) | 15. (C) |
| 16. controversy | 17. regarded | 18. make up |
| 19. significant | 20. psychoactive | 21. (C) |
| 22. (A) | 23. (E) | 24. (D) |
| 25. (B) | | |

Review 2

- | | | |
|---------------|-------------------|-----------------|
| 1. (D) | 2. (C) | 3. (A) |
| 4. (B) | 5. (A) | 6. (C) |
| 7. (A) | 8. (D) | 9. (C) |
| 10. (A) | 11. (C) | 12. (A) |
| 13. (C) | 14. (C) | 15. (A) |
| 16. asserted | 17. bond | 18. determining |
| 19. reputable | 20. repercussions | 21. seldom |
| 22. neglect | 23. quota | 24. embrace |
| 25. pamper | | |



Chapter 2

Skill A

Practice 1

Step 1

Anxiety is a very complex and mysterious mental disorder based on Freudian theory. Though a variety of models to explain anxiety exist, most agree that a combination of biological, psychological, and social factors are involved.

Sigmund Freud suggested that anxiety results from internal, unconscious conflicts. He believed that a person's mind blocks uncomfortable wishes and fantasies. These thoughts are blocked by a person's id, ego, or superego. This blocking, Freud believed, results in anxiety disorders, also called neuroses.

Recently, behavioral researchers have challenged Freud's model of anxiety. They believe one's anxiety level is related to feelings of control. For example, children who have little control over events, perhaps because of overprotective parents, may have little confidence in their ability to handle problems as adults. This lack of confidence can lead to increased anxiety. Behavioral theorists also believe that children may learn anxiety from a role model, such as a parent. By observing a parent's anxious response to challenging situations, a child may learn a similar anxious response.

Step 2

- Not all feelings of nervousness and anxiety are because of MENTAL DISORDERS
 - ANXIOUSNESS NORMAL BEFORE STRESSFUL EVENTS
 - EXAM
 - WEDDING DAY

Step 3

Lecture

- not all anxiety indicates a disorder
- nervousness is a normal reaction to stressful events like exams and weddings

Reading

- Anxiety is caused by a mental disorder.
- Freud thought these mental disorders were caused by unconscious conflicts in the patient's mind.
- Behavioral theorists think these disorders are learned from role models.

Step 4

The lecturer states that there are several schools of thought regarding anxiety and mentions Freudian and Behaviorist theorists. The lecturer asks the students whether some symptoms of a mental disorder may just be reactions to everyday living. (1) First of all, they look at some examples. (2) Following this, she asks the students whether they have ever felt anxiety before an exam. The lecturer tells them that this is a very normal reaction and does not necessarily indicate a mental disorder. Another example given is the lecturer's own wedding day. The lecturer states that she felt sick and nervous. (3) Again, this is a normal reaction to that situation and does not imply any kind of mental disorder, as Freud would suggest. (4) In conclusion, the lecturer argues that while some feelings of anxiety in certain situations may be unusual and indicate a disorder, not all feelings of anxiety should lead one to this conclusion.

Practice 2

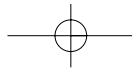
Step 1

Our planet is getting warmer. Observers fear that this phenomenon, called "global warming," can result in catastrophic weather changes.

For years, environmentalists have argued that gas emissions from human industry cause global warming. These gases, like carbon dioxide, are emitted from factories and cars and then build up in Earth's atmosphere and prevent heat from radiating into space. The heat remains trapped like in a greenhouse, and the world grows warmer. Consequently, many scientists call this phenomenon "the greenhouse effect."

The US is responsible for almost 25% of all greenhouse-gas emissions. Despite this, they refuse to sign the Kyoto Protocol. This is an international treaty designed to cut down on emissions. The US government contends that increased temperatures are a natural phenomenon, not a man-made one.

Scientists, in contrast, provide proof linking global warming to greenhouse-gas emissions. Using computer models, satellites, and data from buoys, they conclude that up to 90% of the warming caused by greenhouse gases is absorbed by the world's oceans. Seven million recordings



of ocean temperatures from around the world support this contention.

Step 2

- Opponents of environmental lobby believe GLOBAL WARMING IS NOT MAN-MADE
 - NATURAL DISASTERS AND WILD WEATHER AROUND FOR MILLENIA
 - EL NIÑO CAUSES FLOODING, HURRICANES
 - LIMITING GAS EMISSIONS TOO EXPENSIVE

Step 3

Lecture

- global warming natural
- ex. El Niño causes extreme weather
- cutting gas emissions expensive and unnecessary

Reading

- man-made gases cause global warming and dangerous weather changes
- many countries agreed to cut gas emissions
- evidence from computer models, satellites, and buoys supports global warming

Step 4

The lecture contradicts the claim made in the reading that global warming is caused by man-made gas emissions. The speaker mentions the argument that most scientific studies done on global warming are too limited in scope to prove that greenhouse gases are responsible for warming the planet. (1) In other words, such studies offer insufficient proof. (2) On the other hand, the reading asserts that scientists now have excellent proof that greenhouse gas emissions have caused a significant rise in ocean temperatures.

The reading states that factories and car exhausts emit gases like carbon dioxide. It claims these gases trap heat within the earth's atmosphere, causing global warming. (3) In opposition to this, the speaker presents the argument that global warming could easily be a natural phenomenon. To support the argument, the speaker alludes to the example of the El Niño phenomenon. (4) According to the speaker, El Niño is a weather phenomenon that causes terrible storms, floods, and droughts. This occurs due

to the rise in ocean temperatures and changes in wind direction it brings about. Clearly, the debate surrounding global warming will not be easily resolved. At least, not until indisputable proof is found that human-made gas emissions cause ocean and air temperatures to increase.

Practice 3

Step 1

The current supply of water in the world is shrinking. According to experts, the world will have to change the way it consumes food if the water shortage continues to be a problem. The effects of water shortages on food production are clear. Growing food, in the form of plants and animals, uses about 70% or more of all the water we use. Reducing the amount of water needed for growing food will be necessary to maintain current levels of food production. When considering that a kilogram of grain-fed beef needs at least 15 cubic meters of water, or a kilo of cereal needs between 0.4 and 3 cubic meters, it is clear that large amounts of water are necessary for producing even small amounts of food. With worldwide shortages of water, it is clear that we must find a way to conserve water to maintain food production and healthy diets.

Step 2

- There are things all people can do to CONSERVE WATER
 - FIX LEAKING FAUCETS
 - TURN OFF WATER WHILE BRUSHING TEETH
 - TAKE SHORTER SHOWERS

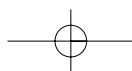
Step 3

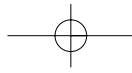
Lecture

- water consumption very important
- all people can help conserve water
- people can easily use less water at home

Reading

- Earth's supply of water decreasing
- producing food uses 70% of our water supply
- new ways to conserve water must be found





Step 4

There are many things that people can do at home every day to reduce water consumption. In particular, it is important not to waste water as we do daily activities at home. (1) For example, when we brush our teeth, it is smart to turn off the water while we are not using it. We can also reduce the length of our showers or fix a leaky faucet in order to conserve more water. (2) In fact, many of the things we can do to reduce water consumption are not difficult and can have a large impact on the world's water supply.

Limiting our waste of water is particularly important when we consider that there is a worldwide shortage of water. This water shortage puts the production of foods like meat and dairy products in danger. (3) As mentioned in the reading, seventy percent or more of all of our water use is invested in the growth of these products. If we don't find a way to reduce our water consumption, it is likely that there will not be enough water to sustain the production of meats, dairy products, or even fruits and vegetables in the future. (4) Therefore, we should be conscientious of our water consumption and waste so that there is enough left over to ensure that our food production can be sustained for future generations.

Practice 4

Step 1

It seems impossible to predict which new technologies will become part of everyday life in the future. Some of the most famous innovations, like the Internet or text messaging on cellular phones, have exceeded initial expectations and become essential to modern life. Other technologies, though accompanied by great excitement and bold predictions when released into the marketplace, end up disappearing. Betamax VCRs are a good example. Though Betamax boasted superior technology to VHS, they sold far fewer units and lost their market share. Another problem is that sometimes a technology is so hyped by the media that it cannot possibly meet the advertised expectations. The Segway has already become a case study in this kind of disappointment. Touted as the next civilization-changing innovation, the Segway promised to revolutionize transportation. The public was asked to wait and see what this mystery invention

would look like! When this odd-looking little vehicle finally arrived, people asked a biting question. So what? That question remains unanswered.

Step 2

- The HYPE CYCLE is a pattern in the way new technology enters the marketplace
 - SCIENTIFIC BREAKTHROUGH OR EVENT GAINS ATTENTION
 - PRODUCT GETS MOST PUBLICITY
 - IDEA DOESN'T LIVE UP TO ITS PROMISE
 - REACHES MAINSTREAM

Step 3

Lecture

- hype cycle
- new products get publicity, but disappoint expectations
- products eventually reach mainstream market

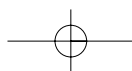
Reading

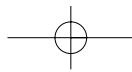
- difficult to predict which products will be successful
- good products sometimes fail
- over-hyped products can disappoint buyers

Step 4

(1) From time to time, new ideas in technology are released onto the market. Some ideas sell much better than expected. Others fail to meet expectations and fade into obscurity. The Hype Cycle for technology explains those trends through a process where an idea is introduced, hyped, becomes very popular, almost disappears, and finally comes back into the mainstream. (2) First of all, some new technologies, like the Internet, have become surprisingly successful. The Hype Cycle suggests that they were probably given a lot of attention at the beginning, but failed to deliver on promises. Then they fell into unpopularity. Soon, though PCs brought the Internet into our homes, a development that pulled the Net into mainstream use.

(3) Finally, the Segway is possibly following that same cycle. In the beginning, it was given a lot of attention and everybody was talking about it. The public's disillusionment with this machine was quite strong. (4) However, this all happened a short time ago, so maybe the Segway needs a new marketing idea or some other technological change





in order to enter the mainstream. Companies can now quite confidently expect the ideas they introduce to be very popular in the short term, pass through a phase of unpopularity, and then usually enter the mainstream in the long run.

Skill B

Practice 1

Step 2

Introduction: E, F, B, C, A, D

Transitions: In the past, once, for example, since

Body: G, D, B, E, F, C, A

Transitions: For example, in the past, today, since

Conclusion: B, C, D, A

Transitions: In conclusion, consequently, for that reason

Practice 2

Step 2

Introduction: D, C, B, E, A

Transitions: In fact, however

Body: F, A, C, B, D, E

Transitions: Second, so, first

Conclusion: C, E, A, D, B

Transitions: In sum, furthermore, however

Practice 3

Step 3

Introduction: D, A, C, B

Transitions: For this reason, while, these days, hence

Body: C, A, F, B, E, G, H, D

Transitions: However, as a result, in addition, second

Conclusion: C, A, D, B, E, F, G

Transitions: Furthermore, although, in short

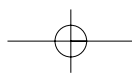
Vocabulary Review

Review 1

- | | | |
|----------------|------------------|------------------|
| 1. (B) | 2. (A) | 3. (D) |
| 4. (A) | 5. (C) | 6. (C) |
| 7. (A) | 8. (B) | 9. (D) |
| 10. (B) | 11. (B) | 12. (D) |
| 13. (A) | 14. (B) | 15. (D) |
| 16. (A) | 17. (D) | 18. (C) |
| 19. (C) | 20. (B) | 21. (D) |
| 22. (A) | 23. (A) | 24. (D) |
| 25. (B) | 26. (A) | 27. (C) |
| 28. (D) | 29. (B) | 30. (D) |
| 31. plagued | 32. lobby | 33. climatic |
| 34. contention | 35. limited | 36. indisputable |
| 37. droughts | 38. catastrophic | 39. phenomena |
| 40. urgency | 41. function | 42. scope |
| 43. upheaval | 44. breakthrough | 45. faucet |
| 46. (S) | 47. (S) | 48. (O) |
| 49. (O) | 50. (O) | |

Review 2

- | | | |
|-----------------|--------------|-----------------|
| 1. (B) | 2. (D) | 3. (B) |
| 4. (C) | 5. (D) | 6. (B) |
| 7. (A) | 8. (B) | 9. (B) |
| 10. (D) | 11. (A) | 12. (B) |
| 13. (A) | 14. (C) | 15. (A) |
| 16. (D) | 17. (A) | 18. (A) |
| 19. (B) | 20. (D) | 21. (B) |
| 22. (D) | 23. (D) | 24. (A) |
| 25. (A) | 26. (B) | 27. (A) |
| 28. (A) | 29. (C) | 30. (D) |
| 31. convenience | 32. packaged | 33. ingredients |
| 34. source | 35. dough | 36. shredded |
| 37. diced | 38. modest | 39. apt |
| 40. premier | 41. up | 42. off |
| 43. off | 44. out | 45. so |
| 46. (C) | 47. (D) | 48. (E) |
| 49. (B) | 50. (A) | |



Chapter 3

Focus A - Verb Forms

Verb Tense

Exercise 1

1. I believe that reading both nonfiction and fiction books can be educational. When I read nonfiction books, I can learn information about important historical figures, information about the environment and animals, and information about countries of the world. I had long known about the educational benefits of nonfiction when my English teacher introduced me to the benefits of reading fiction. For example, when I read fiction, I learn many new vocabulary words and develop my reading comprehension skills. Although I learn more facts from reading nonfiction, I think fiction helps me more because it helps me be a better student. Therefore, I strongly recommend that students read both fiction and nonfiction.
2. In the lecture, the professor states that there are several schools of thought on the problem of anxiety. He then questions whether some symptoms thought to indicate a mental disorder may in fact be healthy reactions to everyday stress. As an example, he states that it is normal for students to feel anxiety before exams. Another example given is the lecturer's own wedding day. He states that he felt sick and nervous before the ceremony. Again, this kind of reaction to a stressful situation is normal and does not imply any kind of mental disorder. At the conclusion of the lecture, the professor advises that students be careful when using feelings of anxiety to diagnose mental disorders.

Exercise 2

- A.
- | | | |
|-----------|--------------|--------------|
| 1. are | 2. extracted | 3. continued |
| 4. causes | 5. poison | |
- B.
- | | | |
|------------|------------|-------------|
| 1. include | 2. promote | 3. doing |
| 4. watch | 5. be | 6. outweigh |

Modal Verbs

Exercise 1

1. Life may exist on Mars.
2. Based on evidence from satellites, Mars must have been a warm planet long ago.
3. We should study Mars to see if life ever existed there.
4. Humans may need to live on Mars in the future.
5. Humans must have water and air to live.
6. I am sure that if we study Mars, we will learn how humans can live there.
7. Our great, great grandchildren may live on Mars someday.
8. We can learn if life exists on other planets.

Exercise 2

- | | | |
|----------|----------|---------|
| 1. could | 2. will | 3. will |
| 4. can | 5. would | 6. may |
| 7. will | 8. could | |

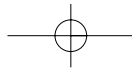
Present Participle vs. Past Participle

Exercise 1

- A.
- | | | |
|--------------|--------------------|----------------|
| 1. make | 2. respect | 3. are treated |
| 4. considers | 5. is investigated | |
- B.
- | | | |
|---------------|----------|-------------------|
| 1. are gained | 2. read | 3. are encouraged |
| 4. engage | 5. learn | |

Exercise 2

- | | | |
|---------------|--------------|---------------|
| 1. discussing | 2. sold | 3. buying |
| 4. gained | 5. upsetting | 6. complained |
| 7. ate | 8. given | 9. achieved |
| 10. satisfied | | |



Focus B - Sentence Formation

Noun Clauses

Exercise 1

- C 1. It is important that people relieve the stress in their lives.
- C 2. I believe that reading is one way to relieve stress.
- IC 3. I told her which problems does reading help me forget about.
- IC 4. She is the author whose books helps me relax.
- C 5. Many people believe that exercise helps relieve stress.
- C 6. The fact that running relieves stress is well-known.
- C 7. Many people agree with the idea that running makes them forget about their problems.
- IC 8. Doctors suggest that everyone under heavy stress exercises at least three times per week.

Exercise 2

1. It is suggested by research that Mars is likely able to support life.
2. It is true that there used to be water on Mars.
3. What scientists argue is that the same chemical elements found in living organisms on Earth were found in the Martian meteor.
4. The problem is that scientists may have contaminated the Martian meteor.
5. If the meteor has been contaminated, the evidence for life on Mars may not be valid.

Subordinating Conjunctions

Exercise 1

1. A person who doesn't smoke cigarettes may involuntarily inhale smoke when someone they sit next to lights up.
2. Since this isn't right, smoking must be banned in public.
3. Now, an unhealthy smoker enjoys his or her rights whenever he or she wants.

4. After smoking is banned in public, healthy people will be able to enjoy their rights.
5. As soon as smoking is banned in public, more people will be healthy.
6. Although smokers will lose their rights to smoke in public, they can still smoke in private.
7. All nonsmokers will be happy when smoking is banned in public.
8. You must agree to ban smoking in public if you want to be healthy.

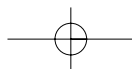
Exercise 2

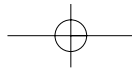
1. Today, food is easier to prepare because it comes packaged and ready to use.
2. When you had to prepare all the fresh ingredients yourself, pizza took many hours to cook.
3. For example, in the past you would have to make your own dough, whereas today, you can buy dough already in the shape of a pizza crust.
4. Although we don't use many fresh ingredients anymore, we're still better off.
5. Even if food is less healthy today because it is packaged, we still save more time by using it.
6. Since we save time, we can do other things we enjoy.
7. While packaged food is easier to use, some people still prefer to make food from scratch as a hobby.

Parallel Structure

Exercise 1

- NP 1. To spend time alone is good, but I prefer spending time with friends.
- NP 2. I feel excited and alive when I spent time with friends.
- NP 3. My friends are always fun and entertain.
- P 4. We often play games, listen to music, and go to movies.
- NP 5. To get in touch with each other, we send an email or text messaging.
- P 6. It is good to be with friends to have fun but not to get homework finished.





NP 7. When I have too much homework, I have to call my friends and not hanging out with them.

NP 8. When I spend time alone, I am working or do homework.

P 9. When I am stressed out, my friends help me feel better by listening to me vent my frustration, anger, and resentment.

P 10. My friends and I aren't related, yet they feel like family to me.

Exercise 2

1. My friends are as important as family.

My friends are as important as *my* family.

2. Spending time with my friends and be with my family are the two most important things in my life.

Spending time with my friends and *being* with my family are the two most important things in my life.

3. Making good friends is as important as to make good grades.

Making good friends is as important as *making* good grades.

4. To spend time alone is good, but I prefer spending time with friends.

Spending time alone is good, but I prefer spending time with friends.

5. My friends are always fun and entertain.

My friends are always fun and *entertaining*.

6. To get in touch with each other, we send an email or text messaging.

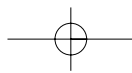
To get in touch with each other, we send an email or a *text message*.

7. When I have too much homework, I have to call my friends and not hanging out with them.

When I have too much homework, I have to call my friends and not *hang* out with them.

8. When I spend time alone, I am working or do homework.

When I spend time alone, I *work* or do homework.



Practice Test

Reading

The United Nations

1. (C)
2. (B)
3. (D)
4. (A)
5. (C)
6. (C)
7. (B)
8. (C)
9. (A)
10. (C)
11. (D)
12. The General Assembly — (A), (F)
The Security Council — (B), (D), (I)
The Economic and Social Council — (E), (H)

Clearing Land for Farms

25. (D)
26. (C)
27. (A)
28. (A)
29. (C)
30. (A)
31. (D)
32. (B)
33. (C)
34. (B)
35. (C)
36. (A), (D), (F)

Food Chains

13. (C)
14. (C)
15. (D)
16. (B)
17. (B)
18. (D)
19. (B)
20. (A)
21. (D)
22. (B)
23. (D)
24. (A), (B), (E)

Listening

History

1. (A)
2. (A), (C)
3. (A)
4. YES — (B), (D); NO — (A), (C)
5. (A)
6. (C), (B), (A), (D), (E)

Psychology

7. (C)
8. (B)
9. (A)
10. YES — (A), (C); NO — (B), (D)
11. (B)
12. (B), (D), (A), (C)

Writing

13. (A)
14. (C)
15. (A)
16. YES — (C); NO — (A), (B), (D)
17. (B)
18. (C), (A), (D), (E), (B)

Campus Life

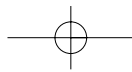
19. (A)
20. (C)
21. (D)
22. (C)
23. (B)
24. (D), (A), (B), (C)

Health

25. (D)
26. (C)
27. (C)
28. (D), (B), (C), (A)
29. (D)
30. (A)

Campus Life

31. (D)
32. (A)
33. (D)
34. YES — (A), (B), (C); NO — (D)
35. (B)
36. (C)



Speaking

Question 1

An important book that I once read is *Gorillas in the Mist*. It was written by Dian Fossey. She wrote the book in English. But, of course, I didn't read it in English. I read a translation. Anyway, this book was important for me because it showed me how strong women can be. I am a woman, so this really impressed me. I learned about all of the hard times Dian Fossey went through. She had to live in the jungle, and she lived alone for a long time. It seemed really hard. But she was doing something she loved, so it didn't bother her. Anyway, she is a really strong role model for me.

Question 2

Sample response 1:

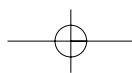
This question is asking about homework. It asks if I prefer homework every day or not. I would say not. I mean, I have a lot of classes. If I get homework every day in all of my classes, it's too much! And if I have too much homework, I don't have time to think about it. I just do it really fast in order to get it done and turn it in. So I think teachers should think carefully about giving homework. They don't need to give it every day. If they give it less often, then we'll think it is more important and take our time and think about it. That way we can learn more, instead of just being busy all the time.

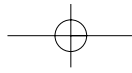
Sample response 2:

I think that daily homework is necessary. We — students I mean — need homework so that we can practice. I personally learn more by doing than by reading or just hearing about things. When I do something myself, I really learn it. And that's why I think homework is good for me. I can take the work home and go through the exercises or whatever at my own speed. I can find out the things I know well and the things I don't know well. Oh, but there is one thing about homework. I want to do it every night, but I don't want to do too much of it. I mean, practicing something five times is enough. I don't have to do it twenty times as homework.

Question 3

The man is supportive of the university's decision to implement an e-billing system. He lists a few reasons why he supports the announcement. First, e-billing is much more convenient than old-fashioned paper billing. He states that the majority of students use Internet banking, so it will be easy for them to adapt. In addition, he remarks how glad he is that he won't have to wait in long line-ups at the fees office any more. Finally, he points out that the new system will help the environment because fewer trees will be cut down to make paper.





Question 4

This information, from both the reading and the lecture, came from an economics class. The reading presented the idea of how supply and demand work. Like if supply is low, demand is high. And the other way around, too. The professor added to this idea, this basic concept of supply and demand, the idea of substitutes. As I understood from the lecture, substitutes are like two brands of the same product. The professor gave the example of two kinds of oil. So if one kind of oil is cheaper, people will buy that one. They will substitute the cheap one for the expensive one. This makes the simple idea of supply and demand more complicated.

Question 5

Sample response 1:

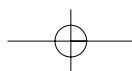
The man and woman discuss the woman's problem with her meal plan. More specifically, her problem is that she chose a meal plan that included too many meals. Now, the semester is almost finished and she has a lot of leftover meals that she has already paid for. The man offers two solutions to her problem. The better of the two solutions, in my opinion, is for her to buy the man's lunches on her meal plan. Then, the man will pay her in cash for what he's eaten. This way, she'll use up her extra meals and won't waste her money.

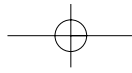
Sample response 2:

The man and woman discuss the woman's problem with her meal plan. More specifically, her problem is that she chose a meal plan that included too many meals. Now, the semester is almost finished and she has a lot of leftover meals that she has already paid for. The man offers two solutions to her problem. The better of the two solutions, in my opinion, is for her to treat her friends to a big party at the cafeteria. Though the food there isn't great, she and her friends will have a fun time, which'll help them relax and focus on their studies.

Question 6

The lecture that the professor gave was about a bird and a tree. The bird was the dodo. He didn't mention the tree's real name, but he said someone called it a "dodo tree." Anyway, the point of his lecture was how the bird and the tree were related, or connected. The bird ate the tree's fruit. When the bird pooped, the tree's seeds came out and grew into trees. But then people killed all of the birds. Then scientists figured out that no new trees were growing. So it was kind of a big problem.





Writing

Sample Responses

Task 1

The lecture and the reading both offer some evidence for the possibility of life on Mars. To begin with, we know that there used to be water on Mars. That water could have sustained life. Also, Mars was probably a warm planet billions of years ago. The combination of water and warm temperatures would be suitable for life on that planet. The focus of the material was on new information about the possibility of life on Mars. Scientists found a meteor in Antarctica and analyzed its contents. They found some of the same chemical elements in the meteor as they have found in living organisms on the Earth. If these elements came with the meteorite from Mars, they could prove the existence of early life on Mars. The problem is that the scientists may have contaminated the meteor while handling it, for example, in the laboratory. Alternatively, the meteorite may have become contaminated when it struck the Earth. If the meteorite became contaminated in any way, the new evidence for life on Mars may not be valid. The lecturer mentions that evidence may become contaminated quite easily, and it is a common problem. However, the scientists still must determine if their evidence is actually trustworthy.

Task 2

In many societies, smokers have enjoyed great freedom. They could smoke wherever they wanted to, and non-smokers had to tolerate it. Nobody thought to question the smokers' rights to their cigarettes. This trend is changing, and I am very happy about it. Smoking must be banned in public because it harms the health of others, and it is a fire hazard. First of all, passive smoking is a big problem. Family members, coworkers, friends, and even just nearby strangers have to share a smoker's cigarette smoke with that person. It's time to forget about the rights of an addicted minority, smokers, and respect the rights of the strong people who have chosen to be healthy by not smoking. In the past, smokers told non-smokers who complained to go somewhere else. Nowadays, the tables have turned, and smokers are being sent outside instead. Society is starting to realize that although smokers have a right to smoke, they don't have a right to force others to smoke. It's a basic issue of maintaining control over our own bodies.

Secondly, cigarettes are a terrible fire hazard. Many smokers are very careful to put out their cigarettes responsibly. However, many just throw them anywhere they please, starting grass fires and chemical fires that spread destruction. Even the most careful smoker can fall asleep or get drunk and careless. Any use of fire must be very carefully regulated in public. Because cigarettes can so easily start fires, it's time to restrict their use in public.

Smokers can do what they like to their own lungs and bodies. They can't do what they like to the health of the non-smokers around them. We also need to think carefully about public safety. Fires claim a lot of lives each year. There is no defensible reason for smokers to smoke in public, so it should not be allowed.

