

Audio Transcripts

Unit 1: Chronology and Sequences

Exercise 1.2 (pages 3–4). (Track 2)

Listen to the conversation between two students about their study habits.

M: Are you going to the library?

F: Actually, I'm going to the coffee shop at the student union.

M: Oh, I thought you always study in the library.

F: That's right, but I'm working on a group project for my biology class. We prefer to meet in the coffee shop.

M: I don't like coffee shops—they're too noisy, and the coffee smells too strong.

F: So, where do you study?

M: Usually, I stay in my dorm room, but today I'm going to the library. I'm doing research for my history class. Normally, I do my research on the Internet, but I need some books for this paper.

Exercise 1.2, Question 4 (page 4). (Track 3)

Listen again to part of the conversation.

F: So, where do you study?

M: Usually, I stay in my dorm room, but today I'm going to the library. I'm doing research for my history class.

Exercise 1.5 (pages 7–8). (Track 4)

Listen to the beginning of a class on American history.

Professor (F): OK, everyone. Let's get started. Where did we finish the last class?

Student (M): You were telling us about the Liberty Bell in Philadelphia.

F: Oh, that's right. I was going to give you a quiz today, but I think I'm going to wait until next week. Did you all read Chapter 3 in the text-book? Good. So, what did you learn about the Liberty Bell?

M: It was a gift from England. I didn't know that.

F: Yes, it was. But that was before the American Revolution. When the

bell arrived in Philadelphia, a crack appeared—the bell was broken. Two craftsmen in Philadelphia remade the bell, but another crack appeared in 1846 while it was ringing for George Washington’s birthday. So, why was it called the Liberty Bell?

M: Liberty means freedom?

F: Correct. In 1756, when the first governor of Pennsylvania ordered the bell, he was trying to create a free state. People were coming to America because they wanted freedom of religion. So, the governor had the word *liberty* written on the bell.

Exercise 1.9 (page 11). (Track 5)

Listen to the lecture about immigrants’ language patterns.

Professor (M): Most immigrant groups to the United States in the nineteenth and early twentieth centuries followed a similar pattern of language use. Initially, the first generation—that is, the first people to move to the United States from their home countries—the first generation just spoke their first language with maybe a bit of English. The second generation—the children of these immigrants—were usually bilingual; they could speak both their parents’ language and English fluently. Remember that the children were speaking their mother tongue at home and, at the same time, they were using English at school and with their friends. In the next stage, the third generation mostly spoke only English. Eventually, though, we see a new development. Later generations want to go back and learn the language of their immigrant ancestors. We call these *heritage language learners*.

Exercise 1.9, Question 4 (page 11). (Track 6)

Listen again to part of the lecture.

Professor (M): Eventually, though, we see a new development. Later generations want to go back and learn the language of their immigrant ancestors. We call these *heritage language learners*.

Exercise 1.10 (page 13). (Track 7)

Listen to the sentences.

1. I'm looking for the admissions building.
2. She's a great teacher!
3. You're joking!
4. Dr. Lin didn't give any homework, did he?
5. Aren't you going to the lab now?
6. I wasn't ready for the test.
7. We're on page 57.
8. The citizens are angry, and they're not afraid to fight.

Exercise 1.11 (page 13). (Track 8)

Listen to the words.

helped	blamed	interested
excited	looked	passed
wanted	shocked	allowed
received	watched	needed

Exercise 1.12 (page 14). (Track 9)

Listen to the answer to this prompt: Describe a memory of a successful learning experience.

When I was a child, I played the piano. I wasn't very good, but I enjoyed the music. I'm thinking now about one piece of music that I learned. I wanted to play it really well, but I needed more time. I practiced every day. Finally, in the concert, I managed to play the piece! My teacher said she wasn't surprised. She's a great piano player. She's always playing difficult music. But I was so excited.

Unit 2: Similarities and Differences

Exercise 2.2 (page 17). (Track 10)

Listen to the lecture about photography.

There are a lot of important differences between film cameras and digital cameras. Digital cameras are of course newer than film cameras. There are fewer professional photographers using digital than film. However, digital cameras are as popular as film for most amateurs. Digital cameras are easier than film cameras because you can see the picture immediately, so you don't make as many mistakes with a digital camera. Finally, you can edit digital pictures more easily than traditional photographs.

Exercise 2.6 (page 23). (Track 11)

Listen to the first part of the lecture about two cultures.

In many ways, the cultures of Ancient Greece and the Roman Empire were very similar. For example, Roman religion was similar to Greek religion. There were many gods, and the Roman gods resembled the Greeks'. Both cultures shared a love of the arts. They also had an idea of government in common—the people, not kings or queens, should make decisions for themselves.

Exercise 2.7 (page 24). (Track 12)

Listen to the second part of the lecture about Greece and Rome.

But there were also many differences between Ancient Greece and the Roman Empire. In Athens in Greece, for example, democracy differed from Roman government. In Athens, every citizen voted for every decision—in contrast to Rome, where an emperor made many decisions. The two cultures also differed in language, and so the names of their gods were different. For example, Mars is the Roman god of war, whereas the Greek god was called Ares. Another distinction between Greece and Rome was power: the Roman Empire was much more powerful than any city in Greece. Also, unlike Greece, Rome changed its religion to Christianity.

Exercise 2.9 (page 26). (Track 13) (See also Key page 145).

Listen to the sentences.

1. Trains are fast, but airplanes are faster.
2. Astronomy is the study of the stars, while astrology means predicting the future.
3. Unlike basketball, hockey is not a popular TV sport.
4. I'm interested in the class, but I don't like the professor.
5. So, you're saying that protons have a positive charge, and electrons have a negative charge?

Exercise 2.10 (page 27). (Track 14) (See also Key page 145).

Listen to the answer to this prompt: What are the differences between universities and community colleges?

Most people go to a university for four years, but you go to a community college for two years. Universities are also very expensive, but community colleges are cheaper. Also, you can be in a large class at a university, but a small class at a community college. Universities are mostly academic, unlike community colleges, which are often vocational.

Exercise 2.11 (page 28). (Track 15)

Listen to the two lists of words.

- LIST 1. a. pizza b. college c. teacher d. vowel e. similar
- LIST 2. a. water b. unit c. different d. listen e. resemble

Unit 3: Developing Ideas

Exercise 3.5 (page 35). (Track 16)

Listen to the conversation during a professor's office hours about the requirements for a linguistics class.

Student (F): Sorry to bother you, Professor Reed. Could I ask you a question?

Professor (M): Sure, Jayne. What can I do for you?

F: I don't understand the requirements for the research paper. Could you explain them again?

- M:* Of course. I want you to find three library sources. Additionally, you need to collect some kind of field data.
- F:* For example, I could tape-record my two-year-old niece?
- M:* Exactly. However, you can't use Internet sources.

Exercise 3.11 (page 42). (Track 17) (See also Key page 148).

Listen to the introduction to a lecture about English theater in the 16th century.

In today's lecture I'm going to talk about English theater in the late 16th century. The most famous writer, of course, was William Shakespeare, but he had a lot of competition. The most popular play of the 1580s for example was called *The Spanish Tragedy* by Thomas Kyd. We don't know exactly when it was performed, but it was probably first acted in London in the 1580s.

Exercise 3.13 (page 44). (Track 18) (See also Key pages 148–49).

Listen to the conversation.

- Student (M):* I have a question about my classes.
- Advisor (F):* What's your major?
- (M):* I'm a business major, but I have to take a writing class.
- (F):* Everyone has to do that!
- (M):* I understand. I'm interested in history, so I want to take a history composition class.
- (F):* That's possible. Next semester, there's a class on American history.
- (M):* But the class is full!
- (F):* Let me call the department. If you're lucky, they'll say yes.

Unit 4: Cause, Effect, and Correlation

Exercise 4.5 (pages 51–52). (Track 19)

Listen to two students discussing the newspaper article.

- Student (M):* Have you seen this article about charging for the gym?
- Student (F):* Yes, we're all going to pay to use the gym.
- M:* But I never go to the gym. I won't pay. I will refuse to pay the gym fee.
- F:* That's not fair! If you don't pay, the fee will be higher for the rest of us!
- M:* That's fine. If you use the gym, you should pay for it. I'm not going to use the gym next semester, so I'm not paying for it.
- F:* What are you going to do?
- M:* I'm writing to the university president this afternoon! I'm going to tell her to cancel this charge!

Exercise 4.5, Question 4 (page 52). (Track 20)

Listen again to part of the conversation.

- M:* But I never go to the gym. I won't pay. I will refuse to pay the gym fee.
- F:* That's not fair! If you don't pay, the fee will be higher for the rest of us!

Exercise 4.7 (pages 54–55). (Track 21)

Listen to the lecture about teenage depression.

So, what causes depression in teenagers? Well, one reason that teenagers get depressed is stress. For example, when parents push their teenagers too hard to improve their grades, this can promote stress. And stress leads to depression if the teenager doesn't know how to manage it. University admissions are also responsible for depression. Because many good universities are very competitive, students can become depressed when they are not accepted. Relationship problems can also lead to depression, and depression can result in suicide. Consequently, it is important for teenagers to have someone to talk to about their problems.

Exercise 4.10 (page 59). (Track 22)

Listen to the answer.

Teenagers aren't gonna listen to doctors, so the government ought to use the Internet. If kids see a really good website about obesity, they're gonna read it. An even better idea is to use an Internet video. Teenagers wanna watch what their friends are watching, so the video's gonna spread quickly. This shows that modern problems have to have modern solutions.

Exercise 4.11 (page 60). (Track 23)

Listen to the sentences.

1. He's asking hard questions.
2. I didn't hear the end of your sentence.
3. Go on to the next page.
4. The water heats up.
5. I'm making a solution.
6. She opens the box.

Unit 5: Problems and Solutions

Exercise 5.2 (page 64). (Track 24)

Listen to the conversation between a student and his professor.

Student (M): I'm sorry to bother you, Professor, but I have a question about this week's reading.

Professor (F): Sit down. I thought you might find it surprising.

M: Absolutely! I was confused by this section. He writes: "Television news is not important, and TV networks will stop showing the news. The Internet is the most important source of news today." Is that true?

F: Well, it *is* the author's opinion, and he could be right. The Internet may be the most important source of news for some people. But television news could still continue.

M: How?

- F:* I think a lot of people don't trust the Internet. In the opinion of this author, everyone will learn to trust websites and blogs. However, that may not be the end of TV news—television news broadcasts could attract a different audience.
- M:* You mean people who might not have an Internet connection?
- F:* Certainly. We sometimes forget how many people do not have access to the Internet. At present, 65 million adult Americans do not use the web.
- M:* It says here in the article that those people could all be online in 5 years.
- F:* What do you think about that? Could he be right?

Exercise 5.4 (page 68). (Track 25)

Listen to the conversation between a student and a housing office assistant.

- Assistant:* How can I help you?
- Student:* I'm having a lot of problems with my roommate. I was wondering if I could possibly move to a single room next semester.
- Assistant:* Probably not. You see, we're really busy this year, and we don't have any empty rooms right now. Ah, maybe you could swap with a friend—we can certainly help you out with that.
- Student [unenthusiastically]:* Possibly. I'd just prefer to live by myself.
- Assistant:* I see. You can definitely complete this form—it's a request for a room transfer. But it's not likely you'll get a single room.

Exercise 5.4, Question 3 (page 68). (Track 26)

Listen again to part of the conversation.

- Assistant:* Ah, maybe you could swap with a friend—we can certainly help you out with that.
- Student [unenthusiastically]:* Possibly. I'd just prefer to live by myself.

Exercise 5.6 (page 70). (Track 27)

Listen to the conversation between a student and her professor.

Student (F): Dr. Webber, can I ask you about a problem? It's kind of personal.

Professor (M): Sure, what's wrong?

F: It's our final group project. I'm having difficulties with one of my groupmates.

M: What kind of difficulties?

F: Well, for a start, finding a time to meet is a big issue. He never seems to have time. And the topic of our project presents a real challenge—we have completely different opinions about the business model.

M: Surely that will make for an interesting presentation!

F: Yeah, but what if he doesn't do the preparation work? It's a really big issue for me! He has no interest in the project, which is really problematic.

Exercise 5.8 (page 73). (Track 28)

Listen to the lecture.

Professor: An Austrian doctor named Sigmund Freud proposed a solution to the problem of shellshock. He suggested that soldiers with shellshock were living the war again in their heads. This explains why they did not behave normally. To fix the problem, he suggested a talking cure. Soldiers who talked about their experiences in the war could sometimes resolve their problems.

Exercise 5.9 (page 74). (Track 29)

Listen to the conversation between two students.

Student (M): Hey, Jenny, what's up?

Student (F): I'm worried about the final, Zach.

M: But you're getting an A in the class. You've got nothing to worry about.

F: Yeah, I know, but I've got a different kind of problem. My parents want me to come home for my grandmother's 90th birthday, and it's the same day as the final exam.

M: I see your difficulty. What are you gonna do about it?

- F:* I could just skip the final and get a lower grade.
- M:* No! That's not a good solution! Maybe you can talk to the professor and see if he has a better fix.
- F:* What can I ask him? If I talk to Professor James, I have to suggest some answers.
- M:* He might let you take the final early, before you leave town.
- F:* That's a good idea. Or maybe he can give me another paper to write instead of a final.

Exercise 5.10 (page 75). (Track 30)

Listen to the sentences.

1. You can see the effects of global warming.
2. There can't be an easy solution.
3. We can try to use less energy.
4. Most people can't stop driving altogether.
5. Big companies can make a difference.

Exercise 5.11 (page 76). (Track 31)

Listen to the lecture about drinking and driving laws in the United States.

Professor: As you probably all know, you can't drink alcohol in the United States before the age of 21 years old. Right? However, each state can choose that age limit. The main problem is that the federal government can't give money for road building to states with a drinking age lower than 21. Do you understand? For example, Michigan can lower the drinking age to 18. But Michigan then gets no money to fix the roads. In theory, of course, Michigan can pay for its own roads. However, in reality, the state cannot do that because it doesn't have enough money.

Exercise 5.12 (page 77). (Track 32)

Listen to the sentences.

1. Today's lecture is about Shakespeare: his life, his theater, and his plays.
2. There are three solutions to this problem: increase education, lower the requirements, or employ foreign workers.

3. Nuclear energy presents three major challenges: storing the waste product, securing the power plants, and protecting the population.
4. Salary, discipline, and testing are the three biggest problems for today's teachers.
5. A business can fail in many ways—it can choose the wrong location, it can set its prices badly, it can hire the wrong people, and it can promote itself poorly.

Unit 6: Preferences and Opinions

Exercise 6.3 (page 82). (Track 33)

Listen to two students discussing the announcement.

- Student (F):* Look at this announcement about the new noise rules.
- Student (M):* I've seen it. It's crazy. If there are five people in a room, you don't have to be quiet? Even two people can make a lot of noise, you know.
- F:* Yeah, and what about the music rule. What do they mean: "Residents should not disturb their neighbors"? Is this a rule?
- M:* I don't think so. I think it's about good manners.
- F:* Hmm. So, how loud is "too loud"? Who decides? I don't understand this new policy at all!
- M:* You know the rule I want to see? Cell phones must be turned off at night. I can't sleep because of all the ring tones on my floor.

Exercise 6.3, Question 3 (page 82). (Track 34)

Listen again to part of the conversation.

- F:* Yeah, and what about the music rule. What do they mean: "Residents should not disturb their neighbors"? Is this a rule?
- M:* I don't think so. I think it's about good manners.

Exercise 6.6 (page 87). (Track 35)

Listen to the lecture about language learning.

- Professor (M):* There are two strong positions on teaching grammar to second language learners. Some people argue that grammar teaching is necessary. They believe that learners will not reach a high level of language without direct grammar teaching. We call this the *direct grammar*

approach. On the other hand, some experts claim that we don't have to teach grammar. They think that we should only teach communication skills. This is called *communicative language teaching*. Fortunately, we do not need to choose between these two positions. In my experience, learners want to know about the grammar of a language, so I believe that we should teach some grammar. I have also realized that language must be useful, so I suggest that we teach grammar *for* communication. Unfortunately, the experts rarely agree on this middle opinion!

Exercise 6.10 (pages 91–92). (Track 36)

Listen to the conversation between a student and her professor.

Student (F): Dr. Lowry, do you think I should go abroad next semester or stay here and finish the requirements for my major?

Professor (M): Well, I guess you could finish your requirements and graduate next semester. But maybe you'd miss out on a new experience.

F: What do you mean?

M: Don't you think your life experiences are kind of limited right now? I mean, you've never even lived outside the state of Virginia.

F: I guess. Do you think it would sort of broaden my mind to study abroad?

M: Yes, I do. Actually, I took a year off from my undergraduate degree to work as a waiter in Spain!

F: It's just . . . well, I don't know how to say this. It's just, I'm worried about getting a job. All my classmates will graduate before me.

M: That's true. But perhaps you will be a somewhat better candidate for a job if you have a little experience of living in another country.

Exercise 6.10, Question 3 (page 92). (Track 37)

Listen again to part of the conversation.

Professor: Well, I guess you could finish your requirements and graduate next semester. But maybe you'd miss out on a new experience.

Exercise 6.10, Question 4 (page 92). (Track 38)

Listen again to another part of the conversation.

Student: It's just . . . well, I don't know how to say this. It's just, I'm worried about getting a job. All my classmates will graduate before me.

Exercise 6.11 (page 93). (Track 39)

Listen to the extracts.

1. [unsure] I don't know. I guess that *might* work.
2. [enthusiastic] That's a great idea! I'll go talk to my advisor right away.
3. [sympathetic] I see your problem. Let me see what I can do.
4. [frustrated] I've sent three emails already, and he never replies!
5. [apologetic] I can't give you your papers today. I had to go a funeral this weekend.

Exercise 6.13 (page 95). (Track 40)

Listen to the conversation between a student and an assistant in the registrar's office.

Student (F): Um . . . hi. Um, I have a question about my tuition fees.

Assistant (M): I'm sorry, we don't answer questions in person.

F: Oh, um, I see. Ah, well then, how can I ask my question?

M: You need to send us an email, and we'll get back to you in, oh, 48 hours.

F: Oh, um, that's a problem. Uh, the bill is due tomorrow, and I think there's been a mistake.

M: Well, alright. I'll take a look at it. Oh no, that's not right. It should be \$100, not \$1,000.

F: Oh, wow! That's a big difference.

Exercise 6.14 (page 95). (Track 41)

Take the part of the student, and finish the conversation. (Pauses are provided on the audio.)

Advisor: What subject would you like to major in?

Advisor: Why did you choose that?

Advisor: What would you like to do after college?

Advisor: Do you have any questions about your classes for next year?

Unit 7: Paraphrasing

Exercise 7.4 (page 100). (Track 42)

Listen to the lecture.

Professor: Mackinac Island is a major tourist attraction in Michigan. It is located between Lake Michigan and Lake Huron. Cars are not allowed on the island, so you can choose between two types of transportation: bikes and horses! You get to the island by ferry—it runs between May and October. But there are still a few residents on the island in the winter. These people need to take a plane to the mainland.

Exercise 7.10 (page 106). (Track 43)

Listen to the professor talk about price controls.

Professor: So, you've all read in your textbooks about price controls. The problem with price controls is that they don't work. If the profit margin—that means the amount of profit a company makes on the sale of their product—if the profit margin is too small, then companies will stop making the product, or the quality might decrease. As a result, there may be a shortage, or a lack of the product, which will push the price higher.

Exercise 7.13 (page 111). (Track 44)

Listen to the correct pauses and intonation.

1. The American Revolution, which happened in 1776, marks the birth of the United States.
2. Britain, which had controlled America, went to war as a result.
3. An army leader, who was called George Washington, became the first president.
4. There were still people who wanted to be part of Britain.
5. The Americans won the war, which is known today as the War of Independence.

Exercise 7.15 (page 113). (Track 45)

Listen to the words.

eats	reads	watches	chooses	books	goes	has
wakes	rides	studies	advises	says	tells	writes

Exercise 7.16 (page 114). (Track 46)

Listen to the correct pronunciation.

The professor explains that he often catches colds on airplanes. He says that germs in the air spread diseases. However, the author disagrees with this opinion. He argues that no one gets sick from air travel. The research supports his claims.

Unit 8: Sources of Information

Exercise 8.2 (page 118). (Track 47)

Listen to the lecture.

Professor (M): Single-sex schools do not provide the same social experience as mixed schools. Therefore, although their test scores may be higher, students from single-sex schools may have greater problems adjusting to college life (unless they go to a single-sex college, of course). Some studies suggest that boys do better in mixed schools because the girls motivate them. Girls also benefit because they learn from the boys not to worry so much about tests, and so they can be less nervous and can have fewer emotional problems.

Exercise 8.6 (page 122). (Track 48)

Listen to the lecture about microwave ovens.

Professor (F): There have been a lot of questions about the safety of microwave ovens, or microwaves for short. For example, your textbook says that it is not safe to put any plastic containers in the microwave. This is not good advice. Research has showed that some plastics are dangerous because they can melt in the microwave. But most experts say that it is okay to use microwave-safe plastics. Again, your textbook

suggests that all plastics release harmful chemicals into your food. However, scientists say that the quantities are too small to be dangerous. I think that we can continue using microwave-safe containers, but we should not use them all the time.

Exercise 8.9 (pages 124–26). (Track 49)

Listen to the lecture.

Professor (M): I want to present the opposite side to the nature argument you read about in your books. What is the other explanation for personality development?

Student (F): Is it nurture?

M: Exactly, nurture. Nobody disagrees that DNA—genes—determine physical characteristics. But the results of genetic personality research are not so clear. The nature side argues that environment forms personality. Let's take shyness. If children do not receive love and affection at an early age, then it doesn't matter if they have a genetic tendency to be outgoing. They often grow up to be shy and distrustful. What about musical ability? Obviously, if you have this gene and you never practice the piano, you won't be a concert piano player! And as for crime, the genetic research doesn't prove anything. Some kids who have the so-called crime gene don't become criminals, and others do. So there must be environmental factors at work here, too. I think, therefore, that both nature and nurture play a role in personality development.

Exercise 8.10 (page 127). (Track 50)

Listen to the words.

that think their the author health

Exercise 8.11 (page 127). (Track 51)

Listen to the correct pronunciation.

The author's opinion is that the Earth is getting warmer because of the thinning of the ozone layer. This is thought to be dangerous for health because thermal rays from the sun can reach the Earth, thus causing skin cancer. However, the lecturer thinks that this theory is incorrect. Even though he accepts that the Earth is getting

warmer, there have been other periods of increased warmth in history, he says. In 30 years' time, those scientists like him might be thought to be telling the truth.

Exercise 8.12 (page 129). (Track 52)

Listen to the extracts.

1. *Advisor (F)*: You need to take this form to the administration building. Do you know where that is?
2. *Professor (M)*: Today we're going to talk about a key concept in economics: capitalism. So, what is capitalism? Well, according to Smith, capitalism is defined as
3. *Student (F)*: James, have you done your math homework?
Student (M): Not yet. When is it due?
Student (F): Today. You'd better hurry up!
4. *Professor (M)*: The article you read for homework argued that babies should learn sign language. But is this really good advice? Let's look at the claims made about sign language and ask if they are right.
5. *Student (F)*: Professor, I don't understand your comment on my last paper. I wrote, "American students leave home at the age of 18."
Professor (M): All American students leave home at age 18? *No one* lives at home while they attend college or start a job?
Student (F): Oh, I guess that's not true for everyone.

Exercise 8.13 (page 130). (Track 53)

Listen to the correct question forms.

1. Why do universities operate like businesses?
2. Do recycling programs save energy?
3. Which metals are the best conductors of electricity?
4. How do trees help to clean the air?
5. Is non-verbal communication more important than verbal communication?

Exercise 8.14 (page 131). (Track 54)

Listen to the answer.

Conflict means a problem or argument between people. How can we resolve a conflict? There are two ways to resolve a conflict: *contending* and *yielding*. What is contending? Contending means that a third person makes a decision about how to end the conflict. For example, your parents might tell you and your sister to stop fighting. Does it work? No, it doesn't always work because you might both be unhappy with the solution. What is the second strategy? The other strategy is called *yielding*. Yielding is when you choose to lose the argument. Why might you do this? You might do this because you don't want to create a bad feeling with someone. So, one strategy is better than the other? I don't think there is one right answer: it depends on the conflict.