

# Audio Transcripts

## Unit 1: Stepping Up to the iBT

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### Exercise 1.3 (page 4). (Track 2)

1. *Professor:* OK, everyone. Please begin the reading section of the test.
2. *Student 1:* Hey, Annie.  
*Student 2:* Hi, Mark. How are you doing?  
*S1:* Not so good. I have a math test today.
3. *Professor:* For this task, you will read a passage and listen to a lecture. Then, you will write a summary of the essential information.
4. *Speaker:* Listen to the passage. Then, listen again before you answer the questions.
5. *Student:* Excuse me, Professor.  
*Professor:* Yes, James.  
*S:* Can we take notes during the listening section?  
*P:* Yes, but don't write on the test paper.

### Exercise 1.6 (page 7). (Track 3)

- Professor:* There are two sections on today's test: grammar and writing. Complete the grammar section first. Answer all the questions. Choose only one answer choice for each question. Then, start the writing section. Choose one question only. Give specific details and examples. You have 45 minutes. Good luck!

### Exercise 1.12 (page 12). (Track 5)

I always study the directions for the test first. Then, I mainly review my notes and write practice essays. I ask my teacher to explain difficult points. I also like describing the test to a friend. If I can do that, I'm sure I understand everything!

## Unit 2: Talking about Yourself

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### Exercise 2.2 (page 16). (Track 6)

- Student:* Good afternoon, Professor Grimes. I'm Julie. I'm in your English class.
- Professor:* Hello, Julie. You look familiar. Is this your first class with me?
- S:* Yes, but I think you know my brother, Frank.
- P:* Oh, right! How is he?
- S:* He's fine. He's married now.
- P:* So, do you have nephews or nieces?
- S:* Yes, Frank has a son, so I have one nephew.
- P:* That's great! Well, I'm pleased to have you in my class.

### Exercise 2.8 (page 22). (Track 7)

- Professor:* The topic of today's lecture is physical education in schools. Schools sometimes stop physical education classes to save money, but this is a bad choice for their students' future. Sports are important for children. Playing sports is good for your health. It builds personal and team skills. Without sports, children put on too much weight. So, children need a hobby—a physical hobby like running, or swimming, or playing soccer—to do in their free time. Playing sports is fun and important. Now, please open your textbooks to page 157. . .

### Exercise 2.9 (page 23). (Track 8)

1. The topic of today's lecture is physical education in schools.
2. Schools sometimes stop physical education classes to save money.
3. Sports are important for children.
4. Children need a hobby.

### Exercise 2.11 (page 24). (Track 9)

Some people prefer having a large family. For example, my friend has five siblings. She loves being with them. She enjoys spending the holidays with all her family. Other people like being in a small family. I am an only child. I like

spending time alone, but I also enjoy spending time with my friend's large family. Overall, I prefer my small family, but I like having lots of friends!

## Unit 3: Describing People

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### Exercise 3.1 (page 30). (Track 12)

- Student 1:* Hi, I'm Michael.  
*Student 2:* Hi, Michael. I'm Jess. Where are you from?  
*SI:* I'm from Canada.
- Student 1:* So, what do you think of our new teacher?  
*Student 2:* He's got an interesting accent. Where's he from?  
*SI:* He's Mexican, I think.
- Professor:* Many Europeans came to America in the nineteenth century. . . .
- Student 1:* I like your shirt.  
*Student 2:* Thanks. I got it in Mexico.
- Professor:* Today is the lunar new year in many Asian countries.

### Exercise 3.5 (page 33). (Track 13)

- Student :* You got a great score on the test! That's really great news! Well done!
- Student:* Excuse me, um, Professor? Um, can I ask you a question? I'm sorry, but, um, my essay is late. Can I give it to you tomorrow?
- Student:* My cat died yesterday. Poor Whiskers.
- Student:* Good afternoon, everyone. My name is Susan, and I'm going to talk to you today about city planning. First ...
- Professor:* Where are my keys? Oh, there they are. Whew!

### Exercise 3.9 (pages 37–38). (Track 14)

- Teaching Assistant :* Hi, Max. How can I help you?  
*Student:* Lisa, thanks for staying after class. I'm feeling really worried about the course.

- TA:* Why? You're getting a good grade.
- S:* Yeah, I know. But I don't think I can finish the paper for next week.
- TA:* Why not?
- S:* I'm taking five classes, and I have three papers due on the same day.
- TA:* That often happens! So, how can I help you?
- S:* I am writing the paper for your class now, but I'm not going to finish in time. Can I turn it in on Friday instead of Wednesday?
- TA:* I don't make that decision. I'll ask Professor King, and I'll tell you tomorrow.
- S:* OK. Thanks.

### Exercise 3.12 (page 39). (Track 15)

- Professor:* OK, everyone. Today, we are talking about electric cars. Currently, there are few electric cars available to the general public. The problem is the battery: the batteries don't work for a long time. No one wants a car that can only go a few miles. But companies are working on better batteries. Electric cars are attractive because they use no gas, so there isn't any air pollution. Yes, David?
- Student:* Professor, isn't there any pollution from making the electricity?
- P:* Good point! That's true. There is no completely clean electricity now—maybe some day. But electric cars are much better for the environment than regular cars.

### Exercise 3.15 (page 42). (Track 17)

I am going to describe my friend Jack. He is from Hong Kong in China. He is not like me. I am from Canada, and I am studying math. Jack loves writing. He is taking classes in languages and literature. Jack is always happy and lively. He's living at home and taking classes online this semester, so we aren't hanging out as much as usual these days.

## Unit 4: Describing Places

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### Exercise 4.2 (page 46). (Track 18)

- Assistant:* Good morning. Can I help you?
- Parent:* Yes, I'm visiting my son, but I can't remember where we're meeting. I know it was a public building.
- A:* Perhaps the student union? A lot of students go there to study. And it has a nice coffee shop.
- P:* No, I don't think so. We're going to have lunch together.
- A:* There are three cafeterias on campus. One is in the dormitory building. The second is near the library. And the third cafeteria is near the main classroom building, Angell Hall.
- P:* Oh, I think we're meeting in the cafeteria by the library. Where is the library?
- A:* Go outside the visitor's center, and turn left. The library is the tall building.
- P:* Thanks. One more question: Do you sell t-shirts with the university's logo here?
- A:* No, but you can buy them at the bookstore.
- P:* Thanks for your help.
- A:* No problem. Enjoy your visit!

### Exercise 4.5 (pages 49–50). (Track 19)

- Student:* Hi, I'm looking for an apartment for next year. Can you help me?
- Housing Officer:* Of course. Where would you like to live?
- S:* I want to be downtown with access to shops.
- H:* Then, what about Northside Apartments? They're close to the shopping mall.
- S:* Mall? Does it have a large parking lot?
- H:* Yes.
- S:* Oh, I don't want to live near a lot of traffic.
- H:* OK. We also have Central Apartments. They're near the park and the lake.

- S:* That sounds nice. I like jogging. Is it convenient for public transportation?
- H:* Very. It's close to the bus station.
- S:* How much is the rent?
- H:* \$400 a month for a one-bedroom apartment or \$700 for a two-bedroom apartment.
- S:* I'd like the one-bedroom, please. When does the lease start?
- H:* You can move in on July 1.

### Exercise 4.10 (page 56). (Track 20)

*Professor:* Your final papers are due on Friday. If you finish your paper early, you can give it to me in Wednesday's class. If you don't give it to me on Wednesday, please bring it to my office. My office is in Brock Hall. When you go into the building, take the elevator to the third floor. When you get out of the elevator, turn left. My office is number 312. If my door is locked, you can slide your paper under the door. Any questions?

## Unit 5: Describing Your Experiences

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### Exercise 5.4 (page 63). (Track 22)

- Advisor:* Hi, Martin. How can I help you today?
- Student:* Uh, well, I read the notice about declaring a major.
- A:* Uh-huh. And what is your major?
- S:* I'm not sure yet. I can't decide between computer science and business. I really like both subjects.
- A:* Well, let me take a look at your grades. [pause; papers shuffle]  
You have good grades in both computer science and business. What do you want to do after you graduate?
- S:* Maybe get a job with a technology company. So, I have to study both subjects.
- A:* I see. Well, you can only have one major. But here's an idea. We have a minor in computer science.
- S:* What's a minor?

- A: It means that your major is business, but that you have studied a lot about computer science as well.
- S: That sounds good. Can I study for a minor in business?
- A: No, we don't have a minor in business.
- S: Well, that's an easy decision, then. So, my major is business, and my minor is computer science. Now, how do I register for classes?

## Unit 6: Giving Reasons

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### Exercise 6.2 (page 77). (Track 24)

- Professor:* So, Mandy, do you have a topic for your term paper yet?
- Student:* Not really, Professor. Could you help me?
- P:* Sure. What did you find interesting in the class?
- S:* I didn't really like learning about cells. And I didn't like studying the human body. But I really liked the topic of nutrition. That was so interesting.
- P:* OK. Well, why did you find it interesting?
- S:* It's fascinating, you know? I enjoyed learning about how we turn food into energy. And you taught me that I am eating badly—it's awful! So, I now eat better. I even enjoy vegetables. I really disliked eating vegetables before I took your class.
- P:* That's great! Can you use that idea for your term paper?
- S:* Eating vegetables?
- P:* Not exactly. I think that's a fairly dull topic. Remember that you need to ask a good question in your term paper. I prefer the idea of learning to eat better.
- S:* Oh, I have an idea! How can we teach young people about nutrition?
- P:* I think that's a great topic.
- S:* Awesome! Thanks for your help, Professor.
- P:* Good luck with your paper. It's due on the 29<sup>th</sup>.

### Exercise 6.2, Question 3 (page 77). (Track 25)

- Student:* I didn't really like learning about cells. And I didn't like studying the human body. But I really liked the topic of nutrition. That was so interesting.

## Exercise 6.4 (page 79). (Track 26)

1. *Housing Officer:* Can I help you?  
*Student:* Yes, I'd like to ask about my room assignment for next year.  
*H:* What's your question?  
*S:* Can I change my roommate?  
*H:* I'm sorry, but you have to wait until May. I can't do anything about it now.
2. *Student:* I'd like to check out these books, please?  
*Librarian:* Certainly. Could I see your ID card, please? Thank you.
3. *Student:* I have a question about my tuition bill.  
*Cashier:* Uhuh.  
*S:* It was due yesterday. Can I still pay by credit card today?  
*C:* I don't know. I'll have to ask my supervisor.
4. *Advisor:* Hello, Mark. How are you today?  
*Student:* Not so good, Dr. Scott. I'm really worried about my classes for next semester. I don't know which courses to take next. Can you help me?  
*A:* Sure. You're a math major, right? Well, let's see about the courses for next semester . . .
5. *Secretary:* Good morning.  
*Student:* Yes, good morning. I'm applying for graduate school here in the fall. How do I do that?  
*Sec:* Well, you need to fill out an application form, and then mail it to us.

## Exercise 6.6 (page 80). (Track 27)

- Student:* Hi, can you help me?  
*Housing Officer:* What's the problem?  
*S:* I'm not happy with my room assignment for next year.  
*H:* Really? Why not?



- S:* My dorm room is so expensive. I don't think I can pay all that money. What can I do?
- H:* Do you have a single room or a double for next year?
- S:* A single.
- H:* OK. In that case, I can move you to a double room. That will be a lot cheaper.
- S:* Yeah, but I hate living with roommates. There are always so many problems, you know?
- H:* Not always. I had great roommates in college. But if you don't want a roommate, your other option is to live off campus.
- S:* You mean, find an apartment?
- H:* Right. You can share a two-bedroom apartment. You have a private room, and you share the rent.
- S:* That's a good idea. Let me think about it.

### **Exercise 6.6, Question 5 (page 80). (Track 28)**

*Housing Officer:* Right. You can share a two-bedroom apartment. You have a private room, and you share the rent.

*Student:* That's a good idea. Let me think about it.

### **Exercise 6.8 (page 84). (Track 29)**

1. Where is the bookstore?
2. How did you get here?
3. Did you go to Dr. Baker's lecture?
4. Excuse me. This is the housing office, isn't it?
5. Why do you enjoy playing golf?

### **Exercise 6.10 (page 85). (Track 30)**

*Professor:* So, how do credit card companies make money? They have three ways to make money. The first is interest—that's the money you pay to the credit card company because you are borrowing money from them to pay for your purchases.

- Student 1:* But if you pay the full bill every month, you don't pay interest, do you?
- P:* That's true: if you pay your bill, you don't pay interest. But a lot of other people don't pay the full bill, and they pay a lot of interest.
- Student 2:* Does the credit card company make any other money from customers?
- P:* Yes, they do. They charge fees.
- S1:* What kind of fees do they charge?
- P:* For example, some credit cards charge an annual fee. Others charge a fee if you pay your bill late. There are lots of fees on some cards. So that's two ways they make money. What about the third? Who else pays money to the credit card companies?
- S2:* The store owner. My father owns a bookstore. He pays money to the credit card companies when a customer uses a card.
- P:* Exactly. Bookstores, restaurants, travel agents, online shopping sites . . . they all pay money to the credit companies.
- S2:* I didn't know that. But why don't they just stop taking credit cards? My father could save a lot of money!
- P:* It's not that easy. 80 percent of Americans have a credit card, and many people want to pay with them. If you don't take credit cards, you lose customers.

### Exercise 6.14 (page 90). (Track 32)

I don't watch television any more. I just watch my favorite shows online. I enjoy watching videos on the Internet because I choose the time to watch them. I usually tune in late at night to catch up. And I watch shows from different places: Asia, Germany, or Brazil. I get more information, and I see almost no commercials.

## Unit 7: Giving Opinions

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### Exercise 7.2 (page 95). (Track 33)

*Listen to different students answer the question: Do you think the legal driving age should be increased to 18 years old?*

*Student 1:* No way! That's a terrible idea!

*Student 2:* Yeah, I think that's good. A lot of younger drivers are in car accidents.

*Student 3:* Yes, I do! My brother is 16, and in my opinion, he's too young to drive.

*Student 4:* I don't know. 18 seems kind of old. 17 is better.

*Student 1:* I don't think so. Teenagers need to drive in high school so their parents don't have to drive them everywhere.

### Exercise 7.4 (pages 97–98). (Track 34)

*Student:* Can I talk to you for a minute?

*Teaching Assistant:* Sure, Tim. What can I do for you?

*S:* Well, it's about the last quiz.

*TA:* Uhuh.

*S:* I got a really bad grade.

*TA:* Yes, I know. What happened?

*S:* Well, you know I am on the school tennis team. We had a very important match the day before the quiz, and I guess I was just too tired in class. I absolutely have to pass this class. What can I do?

*TA:* Maybe you can do an extra-credit assignment. Then you can show that you completely understand the content of the course.

*S:* Really? That would be awesome.

*TA:* OK, but unfortunately, I can't make the decision. I have to talk to Professor Warner.

*S:* Do you think he'll agree?

*TA:* Probably. He's usually quite flexible.

*S:* Really? He always seems so strict.

- TA: Yeah, but actually he just wants to know that you are serious about the class. I'll write to him, but you should probably also send him an email.
- S: Absolutely! I'll do that right now.
- TA: OK. Well, good luck.
- S: Thanks!

### Exercise 7.4, Question 3 (page 97). (Track 35)

- Student:* I absolutely have to pass this class. What can I do?
- Teaching Assistant:* Maybe you can do an extra-credit assignment. Then you can show that you completely understand the content of the course.
- S: Really? That would be awesome.
- TA: OK, but unfortunately, I can't make the decision. I have to talk to Professor Warner.

### Exercise 7.10 (pages 104–5). (Track 36)

- Student 1:* Did you choose your room for next year, Dana?
- Student 2:* No. Do we have to do that now?
- S1: Absolutely! You have to choose your room assignment this week.
- S2: Oh, no! I had no idea. Which dorm building should I choose?
- S1: Well, you can choose between the River Building and the Smith Building.
- S2: Can I live in the Jones Street dorms?
- S1: No. They're already full.
- S2: I don't like the Smith dorms. They're older than the others.
- S1: I agree. The River Building is nicer.
- S2: Right, I should apply for the River Building. What do I have to do now?
- S1: You need to find a roommate.
- S2: OK.
- S1: Then, you have to fill in a form. You must go to the housing office to do that.
- S2: Thanks!

### Exercise 7.13 (page 107). (Track 38)

- Student 1:* Hi, Lee. How's your economics project going?
- Student 2:* Not so good. I have a problem with one of the people in my group.
- S1:* Really?
- S2:* Yeah. He wants to work by himself. He won't cooperate. But we have to work together. What can I do?
- S1:* Can you discuss the problem with your professor? She could talk to this guy.
- S2:* Maybe. But she wants us to solve our problems ourselves.
- S1:* Huh. Is there part of the project that your groupmate can do by himself? And you can connect the parts of the project at the end.
- S2:* That could be a good solution. But it won't be easy.

## Unit 8: Summarizing

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### Exercise 8.2 (page 111). (Track 39)

*Professor:* Today, I'm going to talk about severe weather systems called cyclones and hurricanes. Both of these weather systems are organizations of thunderstorms and clouds in a circular pattern. Circular means that from above, they look like very big circles, OK? If the storm is in the North Atlantic Ocean, it's called a hurricane. We give hurricanes a category from 1 to 5—a number that describes its strength, including wind speed. A Category 5 hurricane is the strongest, has the highest wind speed. In the Pacific Ocean, near Asia, for example, hurricanes are called cyclones. There's actually a third kind of storm that I should mention. If the wind speed is not high enough to be a Category 1 hurricane or cyclone, we call it a tropical storm.

### Exercise 8.4 (pages 114–15). (Track 40)

*Professor:* One of the biggest problems in higher education today is improving access. By access, I mean the ability of students to go to college, especially students who traditionally do not go to a college or university. Community colleges are cheaper than universities, but they are still too expensive for many students. In addition, some high school stu-

dents think that any college is too hard or too slow; they want to get a job and earn money. So, one new solution is the Early College High School. If you go to an Early College High School, you take community college classes during your years at high school. When you finish high school, you already have a community college degree. Or, you can apply those classes to a university program, so you only have to study for two more years after high school to get a university degree. I think this is a really exciting idea. Any questions so far?

### Exercise 8.10 (page 120). (Track 41)

- Student:* Dr. Stokes, can I ask you a question?
- Professor:* Sure, Scott. What is it?
- S:* I'm choosing classes for next semester.
- P:* Uhuh.
- S:* I want to take your art class.
- P:* Great!
- S:* But, I have a problem with the schedule. I have a physics class at 10 AM right before your art class in a different building. I might be a bit late for your class.
- P:* That's not good. You really have to be on time.
- S:* What can I do?
- P:* Mine is the only art class next semester. Can you change your physics class? Are there other sections of the class?
- S:* Yes, there are a lot of sections, but only two are still open. There's an 8 AM section. But that's so early!
- P:* Well, I think you have a choice. If you want to take my art class, you must take the 8 AM physics class.
- S:* OK, I'll do that. Thank you, Professor.
- P:* See you next semester.

### Exercise 8.10, Question 4 (page 120). (Track 42)

- Professor:* Mine is the only art class next semester. Can you change your physics class? Are there other sections of the class?

*Student:* Yes, there are a lot of sections, but only two are still open. There's an 8 AM section. But that's so early!

### Exercise 8.11 (Page 121). (Track 43)

*P:* Mine is the only art class next semester. Can you change your physics class? Are there other sections of the class?

*S:* Yes, there are a lot of sections, but only two are still open. There's an 8 AM section. But that's so early!

*P:* Well, I think you have a choice. If you want to take my art class, you must take the 8 AM physics class.

### Exercise 8.12 (Page 122). (Track 44)

*Student:* The conversation is about the woman's roommate. She wants a different roommate. The man suggests talking to the housing office. However, she wants to talk directly to her roommate. The best solution is talking to her roommate. I think she should be honest. She wants to be friends with her roommate. So, they have to agree. I think the roommate might want to move. Then, they'll both be happier.

### Exercise 8.13 (pages 122–23). (Track 45)

*Professor:* There are two different opinions about treating children with nut allergies. If a child might have a nut allergy—for example because his parents have it—most doctors say the child must not eat any nuts until at least two years of age. If the child doesn't eat any nuts, he won't have an allergy and get sick. But he may never eat nuts even when he grows up. However, some doctors disagree. They give small amounts of nuts to young children. They slowly increase the amount of nuts. They find that some of these children don't get the allergy, and they can eat nuts and not get sick. But other children who try this treatment can get sick. In fact, they can develop a very serious allergy. So, is it worth the risk? Each parent and doctor has to make that decision.

### Appendix A (page 124). (Track 46)