TOEFL® MAP

Speaking

Shane Spivey
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TOEFL® MAP Speaking Advanced

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First published in February 2010
By Darakwon, Inc.
509-1 Munbal-ri, Gyoha-eup, Paju-si,
Gyeonggi-do, Korea 413-756
Tel: 82-2-736-2031 (Ext. 114)
Fax: 82-2-732-2037

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Price ₩18,000
ISBN 978-89-5995-203-8 18740
978-89-5995-484-1 18740 (set)

www.darakwon.co.kr

Components Main Book / Answer Book / 1 MP3 & Test Program CD
9 8 7 6 5 4 3 2 10 11 12 13 14

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Introduction

Studying for the TOEFL® iBT is no easy task and is not one that is to be undertaken lightly. It requires a great deal of effort as well as dedication on the part of the student. It is our hope that, by using *TOEFL® Map Speaking Advanced* as either a textbook or a study guide, the task of studying for the TOEFL® iBT will become somewhat easier for the student and less of a burden.

Students who wish to excel on the TOEFL® iBT must attain a solid grasp of the four important skills in the English language: reading, listening, speaking, and writing. *The Darakwon TOEFL® Map* series covers all four of these skills in separate books. There are also three different levels in all four topics. This book, *TOEFL® Map Speaking Advanced*, covers the speaking aspect of the test at the advanced level. Students who want to listen to lectures and conversations, read academic passages, learn vocabulary and expressions, and study topics that appear on the TOEFL® iBT will be able to do all of these things with this book.

TOEFL® Map Speaking Advanced has been designed for use both in a classroom setting and as a study guide for individual learners. For this reason, it offers a comprehensive overview of the TOEFL® iBT Speaking section. In Part A, the different types of questions found on the TOEFL® iBT Speaking section are explained, and students can pick up tips to ensure superior performance, such as things to avoid when preparing an answer. In Part B, learners will face actual passages, lectures, and conversations as they would appear on the TOEFL® iBT. They will able to listen to model responses, which provide guidance in formulating their own answers, before giving their own responses. Part B also features ideas and critical thinking questions to jog students' imaginations. In Part C, students will have more exposure to actual TOEFL® iBT material as well as the opportunity to use a scoring grid to rate their responses. Finally, in Part D, students can take two TOEFL® iBT practice tests. Combined, each of these elements will help learners prepare themselves to take and, more importantly, excel on the TOEFL® iBT.

TOEFL® Map Speaking Advanced has been designed with all aspects of the student's performance in mind. The material found in these pages can prepare students to approach the TOEFL® iBT confidently and to achieve superior results. However, despite the valuable information within this book, nothing can replace a student's own hard work and dedication. In order to maximize the benefits of studying *TOEFL® Map Speaking Advanced*, the student must strive to do his or her best on every task in every chapter. We wish you luck in your study of both English and the TOEFL® iBT, and we hope that you are able to use *TOEFL® Map Speaking Advanced* to improve your abilities in both.

How Is This Book Different?

TOEFL® Map Speaking Advanced prepares students for success on the TOEFL® iBT with a unique curriculum that can be found in Part B and Part C. In Part B, students are provided with plenty of ideas and critical thinking questions designed to assist them in developing a logical and organized response to each prompt as well as a sample response to help them model their own response. In Part C, students are given less guidance with the chance to apply the skills they learned in Part B. A sample response is provided after the student's response. Both sections are filled with useful features to help students develop their critical thinking and organizational abilities.

The primary emphasis of *TOEFL® Map Speaking Advanced* is on invoking ideas. In order to be successful in TOEFL®, especially on the independent speaking tasks, students must learn to conjure ideas quickly and strategically expand them into a complete response. *TOEFL® Map Speaking Advanced* addresses this need with the Idea Box, which is an improvement on the idea web commonly found in TOEFL® iBT Speaking books. While idea webs leave students with several blanks and very little assistance in filling in the blanks, the Idea Box contains questions and statements to help jog the student's mind and to develop a well-rounded response to the prompt.

The second unique feature of *TOEFL® Map Speaking Advanced* is that its format provides students the opportunity to gain an in-depth understanding of each question type. The tasks on the TOEFL® iBT Speaking test can be confusing, but with *TOEFL® Map Speaking Advanced,* students will understand each question with complete clarity. The following unique features of this book, found in Part B and Part C, help accomplish that goal.

Sample Response	Each task in the book includes a sample response that can be used as a benchmark for a perfect answer. This response shows students what a perfect response should look like, but students should understand that a high-scoring response can include some errors in pronunciation, diction, and factuality.
Analyze	After reading and listening to the sample response, students will locate transitions in the response. This helps students develop awareness of how transitions can be used.
Deduce	Based on the sample response, students will use inference and information in the response to predict the details of the listening and, when applicable, reading. This skill is useful as a way for students to critically evaluate what they read and hear on the test.
Prediction	Students will attempt to predict the content of the listening portion of tasks 3 and 4 after reading the accompanying passage. This helps students establish possible contexts for the listening, which eases the difficulty and tension of hearing a listening passage for the first time.

TOEFL® Map Speaking Advanced also places a strong emphasis on critical thinking. The TOEFL® iBT speaking test requires strong analytical skills from the test taker, and this book will help prepare students for that. Each unique feature of this book is designed to promote critical thinking. These questions are designed to help students consider various perspectives of a situation. Not only will this help students develop their own responses to a prompt, but it will also jumpstart their creativity and ability to respond in class.

Some tasks in the book contain questions about the material that should be answered with a brief, spoken response. This helps students warm up before delivering their actual response to the prompt.

Finally, students and teachers will be delighted with the scoring grids, which appear in every task of Part C in *TOEFL® Map Speaking Advanced.* Teachers can use this scoring grid in several ways: to score the students' responses, to have students score their own responses, or to have students score each other's responses. Using the scoring grid will give students an intimate understanding of the TOEFL® iBT Speaking scoring rubric, and it will help them internalize the factors that make up a strong response. Most importantly, it will allow students to see exactly which areas of their performance require the most attention.

How to Use This Book

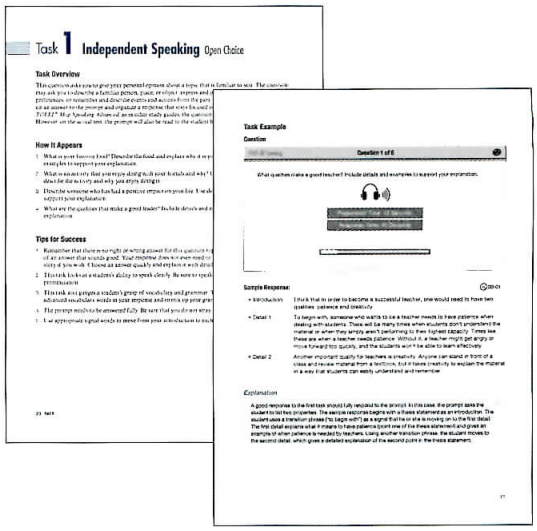
TOEFL® Map Speaking Advanced was designed with each component in mind to specifically hone students' skills. The material progresses from Part B with plenty of guidance to assist students in developing their responses, to Part C with less guidance and more critical thinking, to Part D with two actual tests that offer no assistance.

Teachers are encouraged to use the book from start to finish. Students should follow the directions presented for each task and skip none of the tasks. This method will provide the most benefit to students in terms of both their speaking ability and test-taking ability.

Before beginning Part B of the book, teachers may wish to review the TOEFL® iBT Speaking scoring rubric with students. That rubric is provided on page 36 . It is crucial that students understand the rubric before using the scoring grids in Part C.

Part A Understanding TOEFL® Speaking Tasks

This section is designed to acquaint students with the types of questions found on the TOEFL® iBT Speaking test. Each question, called a "task," is fully explained so that students can understand which abilities the task specifically tests and *what kind of* response should be given. Students can also see example tasks and responses and pick up helpful tips that will enable them to succeed on each task. It is critical that students and teachers familiarize themselves with the information found in Part A before moving to Part B.



Part B Building Knowledge & Skills for the Speaking

Task 1 | 2

The purpose of this section is to give students guidance on how to master the independent speaking task. Students will make use of the questions and ideas provided to help them formulate and develop effective responses to the prompts. The specific exercises are as follows:

• Plan

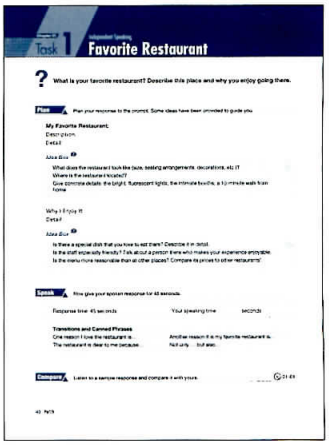
This exercise has been designed to provide maximum assistance to the student. On Task 1, students should use the Idea Box to plan both parts of their response. On Task 2, students should use the Idea Box to prepare an answer for both choices, which will foster greater critical thinking.

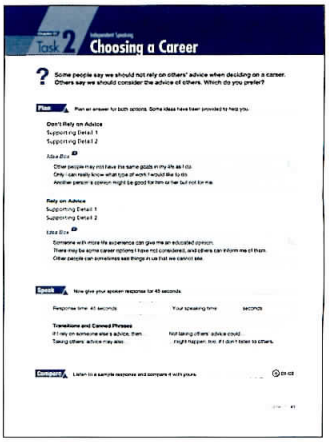
• Speak

Students should give a response to the prompt as they would on the test. The Transitions and Canned Phrases section can be used to guide the students as they speak.

• Compare

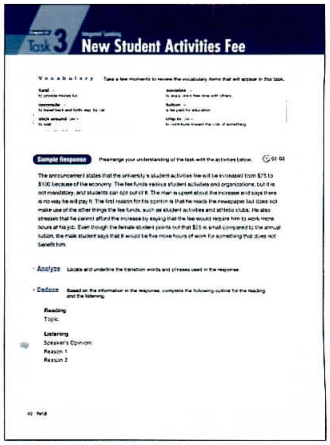
Students finally listen to a sample response to the prompt. Students are advised to pay attention to the content and organization of the response and to compare it with their own.





Task 3 | 4

In tasks 3 and 4 of Part B, students begin by listening to and reading a sample response. This provides the basis for the goals for this section, which are to familiarize students with an appropriate answer format and to help students critically analyze written and spoken information. Students then read and listen to the passage and conversation/lecture for the task, warm up with some brief speaking, and complete the task. More information on the exercises for tasks 3 and 4 is provided below.


Task 3 New Student Activities Fee

Vocabulary Take a few moments to review the vocabulary items that will appear in the task.

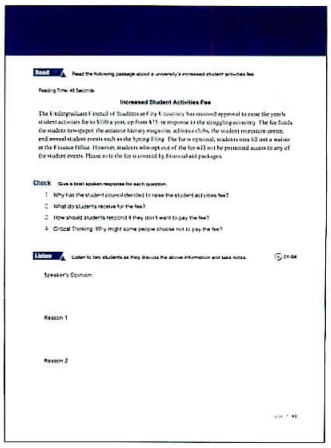
Sample Response Rearrange your understanding of the task with the activities below.

Analyze Locate and underline the transition words and phrases used in the response.

Deduce Based on the information in the response, complete the following outline for the reading and the listening.

Reading
Topic

Listening
Speaker's Opinion
Reason 1
Reason 2


Read Read the following passage about a university's increased student activities fee.

Reading Time: 45 Seconds

Increased Student Activities Fee

Check Give a brief spoken response for each question.

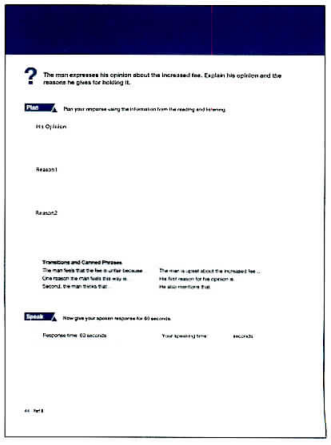
1. Why has the student council decided to raise the student activities fee?
2. What do students receive for the fee?
3. How should students respond if they don't want to pay the fee?
4. Critical Thinking: Why might some people choose not to pay the fee?

Listen Listen to two students as they discuss the above information and take notes.

Speaker's Opinion

Reason 1

Reason 2


? The man expresses his opinion about the increased fee. Explain his opinion and the reasons he gives for holding it.

Plan Plan your response using the information from the reading and listening.

His Opinion

Reason1

Reason2

Transitions and Canned Phrases

The man feels that the fee is unfair because ...
One reason the man feels this way is ...
Second, the man thinks that ...

The man is upset about the increased fee ...
His first reason for his opinion is ...
He also mentions that ...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds

Your speaking time: seconds

- Sample Response

A sample response appears before the reading and listening portions of each task. Students should read and listen to the response and analyze the transitions used by the speaker. Students then use critical thinking to infer the details of the written and spoken information in the task.

- Read

Students read the passage as it would appear on the test. Following the passage are questions designed to check comprehension, to promote critical thinking, and to allow the students to warm up before giving their response to the prompt.

- Listen

The conversation or lecture is played as students take notes. On task 3, students are told which speaker's opinion to note. This differs from the actual TOEFL® iBT Speaking test and has been designed as special assistance for the purposes of practice and training. In Part C, students will not have this advantage.

- Plan

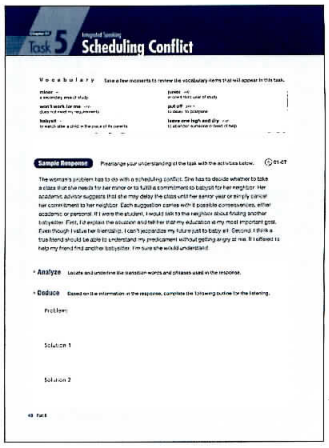
Students should pull together all of the information from the sample response, the reading, and the listening to plan their own response.

- Speak

Students should respond to the prompt in the given time and use the Transitions and Canned Phrases section as necessary.

Task 5 | 6

The purpose of this section is to give students a comprehensive understanding of each task. Each task begins with a sample response that the students can evaluate and imitate. Through a series of exercises detailed below, students work their way to the end of the task to finally *giving their own* response to the prompt.


Task 5 Integrated Speaking
Scheduling Conflict

Vocabulary

Sample Response

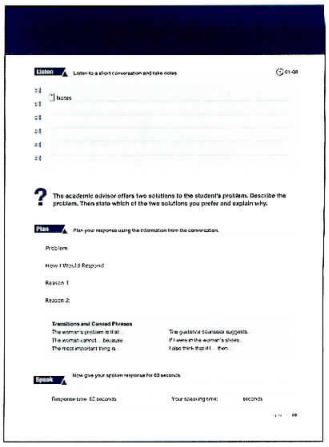
Analyze

Deduce

Problem

Solution 1

Solution 2


Listen

Notes

Plan

Problem

How I Would Respond

Reason 1

Reason 2

Transitions and Canned Phrases

Speak

Response time: 60 seconds

Your speaking time: seconds

• Sample Response

A sample response appears before the listening portion of the task in order to prepare students for the information presented in the conversation or lecture. Students should read and listen to the response, analyze it to determine how it uses transitions, and use it infer the contents of the listening.

• Listen

Students have already deduced the information from the listening portion by reading the sample response, so the notes should be kept to a minimum. Students should focus on listening for additional details.

• Plan

Students can use the information from the sample response and the listening to plan their own response to the prompt.

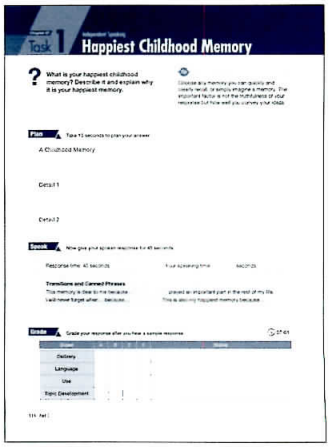
• Speak

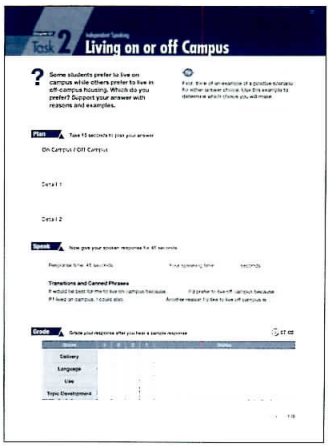
Students use their plan to give a response. The Transitions and Canned Phrases section can be used as a guide to help move from the introduction to the details.

Part C Mastering Knowledge & Skills for the Speaking

Task 1 | 2

The first two tasks appear differently in Part C. Students are provided with minimal guidance and are expected to put to practice the critical thinking skills developed in Part B. In the independent tasks, students will read the prompt and directly plan their answers before making use of the other exercises found in this section.





• Tip

This is the only guidance provided to students in the independent tasks in Part C. Students should read the tip and consider how it can help them generate more critical-analysis questions and, ultimately, more ideas for their response.

• Plan

A basic outline, which students can use to organize their own response, has been provided.

• Speak

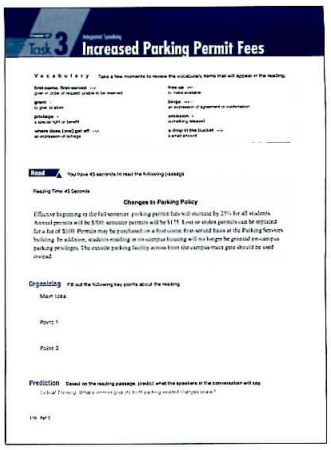
Here the student compiles the information from the speaking plan and gives his or her response to the prompt. The Transitions and Canned Phrases section can be used as a guide for speaking.

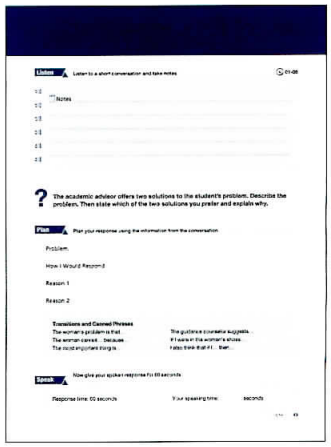
• Grade

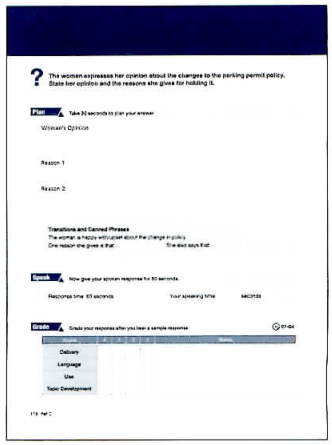
The final exercise consists of speaking and listening. Students hear a sample response and have the opportunity to use the scoring chart to measure their own performance on the task. The scoring chart can provide useful insight into the elements of a perfect response and highlight each student's individual problem areas.

Task 3 | 4

This section provides students with less guidance than in Part B and puts more of an emphasis on critical thinking and analysis. Students should take advantage of the following exercises to maximize their potential on tasks 3 and 4 of the TOEFL® iBT Speaking test.


Task 3 Integrated Speaking
Increased Parking Permit Fees
Vocabulary
Read
Changes to Parking Policy
Organizing
Prediction


Listen
Notes
The academic advisor offers two solutions to the student's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.
Plan
Problem
How I Would Respond
Reason 1
Reason 2
Transitions and Canned Phrases
Speak
Response time: 60 seconds
Your speaking time
seconds


The woman expresses her opinion about the changes to the parking permit policy. State her opinion and the reasons she gives for holding it.
Plan
Take 30 seconds to plan your answer.
Woman's Opinion
Reason 1
Reason 2
Transitions and Canned Phrases
Speak
Now give your spoken response for 60 seconds.
Response time: 60 seconds
Your speaking time
seconds
Grade
Grade your response after you hear a sample response.
Delivery
Language
Use
Topic Development

- Read

The passage appears as it would on the test. Students read the passage in the allotted time and take notes. Afterwards, students predict the content of the listening and answer a critical-thinking question.

- Listen

Students listen to the conversation or lecture and take notes on the important information and details within each. Students then critically analyze the listening passage in order to check their comprehension and to ensure they have a complete understanding of the reading and listening as a whole.

- Plan

Here, students should organize the information from the reading and listening to organize and plan their own response.

- Speak

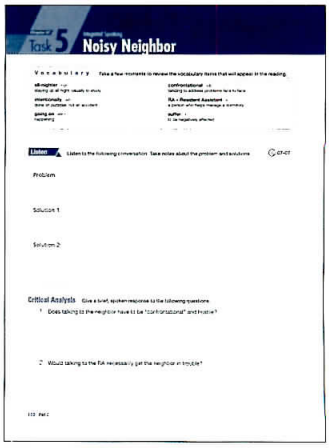
Based on the information in the speaking plan, students give their timed response to the prompt. The Transitions and Canned Phrases section can be consulted as needed.

- Grade

Students should listen to a sample four-point response after giving their own response to the prompt. After considering both, the student or teacher may use the scoring chart to grade the student's response. This allows both the teacher and student to target specific areas that students need to improve.

Task 5 | 6

The final two integrated tasks offer little guidance to the student and instead emphasize critical thinking and evaluation of the material. Students are presented with the conversation or lecture as it would appear on the test. After answering some critical-thinking questions about the material, students deliver their response and use the scoring grid. Each exercise is explained in more detail below.


Task 5 Noisy Neighbor

Vocabulary

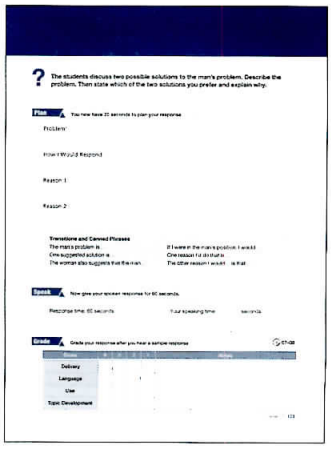
Listen

Problem

Solution 1

Solution 2

Critical Analysis


Plan

Problem

How I Would Respond

Reason 1

Reason 2

Transitions and Canned Phrases

Speak

Grade

Delivery

Language

Use

Topic Development

- Listen

Students hear the conversation or lecture and take notes as they listen. Following the listening, two critical-analysis questions help students deepen their understanding of the listening material and develop concepts for their responses.

- Plan

Students follow the outline notes provided to plan their response for the task's question.

- Speak

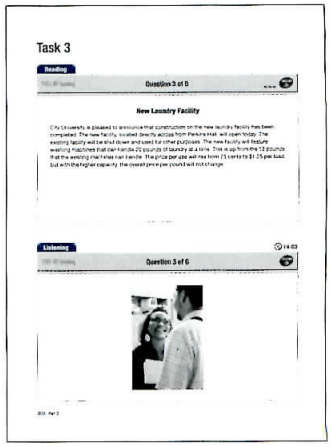
Students give their response based on the allotted time frame for the task. They may refer to the Transitions and Canned Phrases section as they speak.

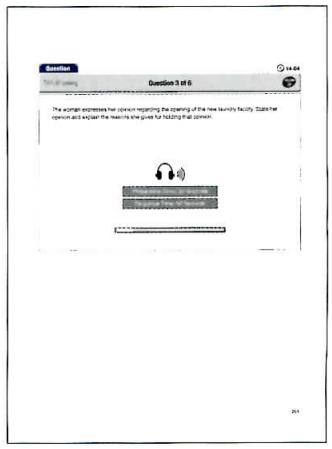
- Grade

Students can hear a sample four-point response to the prompt. Students should use this opportunity to spot areas of their own response that need improvement. The scoring chart allows the teacher or fellow students to evaluate each student's response. The scoring chart is a critical tool for gaining insight into the criteria used to grade responses on the TOEFL® iBT Speaking test.

Part D The TOEFL® iBT Actual Tests

This final portion of the book gives students a chance to experience an actual TOEFL® iBT test. There are two sets of tests that are modeled on the Speaking section of the TOEFL® iBT. The topics are similar to those on the real test, as are the questions. Taking these tests allows students the opportunity to measure their own performance ability on an actual test.





Part A

Understanding TOEFL® Speaking Tasks

Task 1 Independent Speaking Open Choice

Task Overview

This question asks you to give your personal opinion about a topic that is familiar to you. The question may ask you to describe a familiar person, place, or object; express and justify likes, dislikes, values, and preferences; or remember and describe events and actions from the past. Students should quickly decide on an answer to the prompt and organize a response that stays focused on the topic of the question. In this book, as in other study guides, the question will appear printed in the book. However, on the actual test, the prompt will also be read to the student by a narrator.

How It Appears

1 What is your favorite food? Describe the food and explain why it is your favorite. Include details and examples to support your explanation.

2 What is an activity that you enjoy doing with your friends and why? Using details and examples, describe the activity and why you enjoy doing it.

3 Describe someone who has had a positive impact on your life. Use details, reasons, and examples to support your explanation.

4 What are the qualities that make a good leader? Include details and examples to support your explanation.

Tips for Success

1 Remember that there is no right or wrong answer for this question type, so do not waste time thinking of an answer that sounds good. Your response does not even need to be honest, so you can make up a story if you wish. Choose an answer quickly and explain it with details, examples, and reasons.

2 This task looks at a student's ability to speak clearly. Be sure to speak slowly and to focus on your pronunciation.

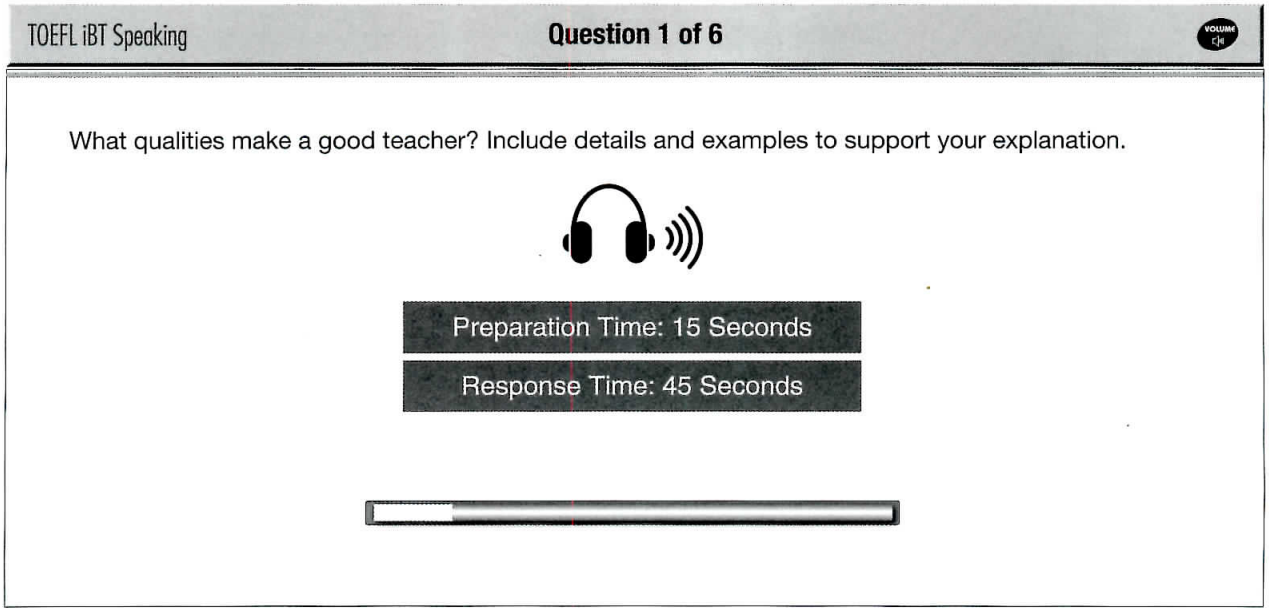
3 This task also gauges a student's grasp of vocabulary and grammar. Try to include at least two advanced vocabulary words in your response and to mix up your grammatical structures.

4 The prompt needs to be answered fully. Be sure that you do not stray from your central point.

5 Use appropriate signal words to move from your introduction to each point.

Task Example

Question



Sample Response:

00-01

- Introduction — I think that in order to become a successful teacher, one would need to have two qualities: patience and creativity.
- Detail 1 — To begin with, someone who wants to be a teacher needs to have patience when dealing with students. There will be many times when students don't understand the material or when they simply aren't performing to their highest capacity. Times like these are when a teacher needs patience. Without it, a teacher might get angry or move forward too quickly, and the students won't be able to learn effectively.
- Detail 2 — Another important quality for teachers is creativity. Anyone can stand in front of a class and review material from a textbook, but it takes creativity to explain the material in a way that students can easily understand and remember.

Explanation

A good response to the first task should fully respond to the prompt. In this case, the prompt asks the student to list two properties. The sample response begins with a thesis statement as an introduction. The student uses a transition phrase ("to begin with") as a signal that he or she is moving on to the first detail. The first detail explains what it means to have patience (point one of the thesis statement) and gives an example of when patience is needed by teachers. Using another transition phrase, the student moves to the second detail, which gives a detailed explanation of the second point in the thesis statement.

Task 2 Independent Speaking Paired Choice

Task Overview

This question asks you to make a choice between two options and to defend that choice. You could be asked to give a personal opinion between two options and support your opinion; take a position about some issue and defend that position; or make and support a recommendation. After listening to and reading the prompt, the test taker should quickly choose the option that seems the easiest to defend and organize support for that choice. Then, the test taker should give the answer in a clear and organized manner.

How It Appears

1 Some universities separate men and women into separate dormitory buildings. Others allow men and women to share housing facilities. Which policy do you think is better for universities? Include details and examples to support your answer.

2 Would you prefer to study at a university near your home or to move out of your hometown or country to study? Using details and examples, explain which you would prefer and why.

3 Is it important for students to have access to the latest technology? Use details and examples to support your opinion.

4 Some people enjoy listening to music when they study. Others think it is better to study in silence. Which do you prefer and why? Include details and examples to support your answer.

Tips for Success

1 Make a choice. Many students wonder if they can argue that they see both sides of an issue. The answer is that you cannot. Official TOEFL® raters will want to see that you can defend an opinion with a clear argument consisting of details, examples, and reasons.

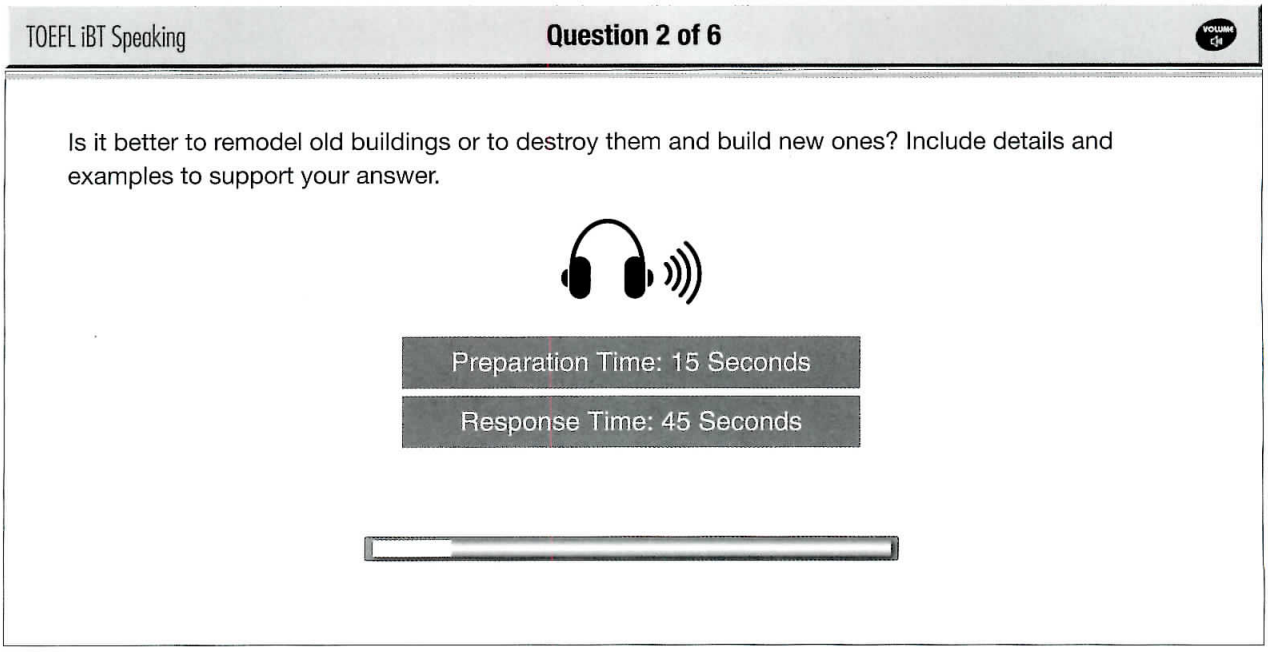
2 It does not matter which option you select from the pair. Quickly choose the option you think that you can best defend.

3 You can restate both options in your introduction, or you can begin by going directly into your opinion. Either way, be sure that your choice is clearly stated.

4 Include a wide range of vocabulary and grammatical structures in your response.

Task Example

Question



Sample Response:

00-02

- Introduction — In my opinion, it is better to keep old buildings and restore them than to destroy them to make room for new buildings.
- Detail 1 — The main reason I feel this way is that old buildings add a sense of history. In my hometown, there are some old houses that were built in the 1800s. Even though no one lives in them anymore, the local government pays to keep them in good condition. People around town love having a glimpse of the past.
- Detail 2 — I also believe that maintaining old buildings gives better variety. Older architecture styles are different from newer designs, so having a mix of buildings from different eras prevents the monotony of similar-looking buildings and gives people more choice about what type of building they wish to rent or buy.

Explanation

A four-point response to the second task should be one that clearly takes a side and defends it well. In this task, the student is asked to give his or her opinion about an issue. The sample response begins with a thesis statement that directly states the speaker's opinion. The two supporting details are not mentioned in the introduction to save time for elaboration. The signal words that lead into each supporting detail ("The main reason I feel this way" and "I also believe") create a clear structure in the response. The first detail is supported with an example that explains the reason. The second detail is supported with an argument.

Task 3 Integrated Speaking Reading & Conversation

Task Overview

This task requires students to read a passage about and understand a discussion about a topic related to student life at a university and then to paraphrase some information. The student first reads a passage about something that is happening on campus, such as building renovations or relocations, events, or changes to policies. The student will then hear a short conversation about the passage. Finally, the student will organize a response that demonstrates an understanding of the topic and accurately paraphrases one speaker's opinion.

How It Appears

No.	Reading	Listening	Prompt
1	Mandatory Attendance Policy – Class attendance will affect all final grades.	Two speakers talk about the new policy. The male speaker has a strong opinion against it.	The man gives his opinion about the change in attendance policy at the university. State his opinion and the reasons he gives for his opinion.
2	Class Cancelled – The university will no longer offer a course on pottery.	Two speakers talk about the cancellation. The female speaker has a strong opinion against it.	The woman expresses her opinion about the class cancellation. State her opinion and the reasons she gives for holding that opinion.
3	Announcement from Campus Security – Campus police will now write speeding tickets on campus.	Two speakers talk about the new ticket policy. The male speaker has a strong opinion in favor of it.	The man gives his opinion about the announcement from campus security. State his opinion and the reasons he gives for holding it.

Tips for Success

1 You are allowed 45 seconds to read the passage. Read it quickly once, and then read it again to note the important details.

2 As you listen to the conversation, take notes on both speakers' opinions. You will not know which speaker's opinion you will be asked about until after the conversation.

3 The speaker with the longest speaking segments is usually the speaker whose opinion you will need to summarize.

4 To synthesize the reading and listening portions, reference the information from the reading passage as you state the speaker's opinion.

Task Example

Reading

City University's Dean of Academic Affairs has decided to institute a mandatory attendance policy. Read the announcement from the dean. You will have 45 seconds to read the announcement. Begin reading now.

TOEFL iBT Speaking **Question 3 of 6**

Reading Time: 45 Seconds

Mandatory Attendance Policy

Over the past few years, City University has noticed a disturbing trend of students missing more and more classes. The university has historically given professors the right to decide whether to include attendance as part of a student's final grade. However, as the Dean of Academic Affairs, I believe it is time for a change. Beginning in the fall semester, all professors will be required to factor attendance into student's final grades. Please organize your schedule so that you will be present for most or all lectures.

Nancy Heidegger

Dean of Academic Affairs

Listening

Now listen to two students as they discuss the announcement. **00-03**

TOEFL iBT Speaking **Question 3 of 6**

M: Oh, my. I can't believe the university is actually doing this.

W: I don't know what you're so upset about. Surely this is for the best. Students ought to attend class.

M: Not always. Many professors acknowledge that attendance of a lecture isn't crucial for digesting the course material. That's why they don't require attendance.

W: What are you getting at?

M: Well, the dean seems to think she knows more than the professors. She's taking away their freedom as educators to decide how to run their classes.

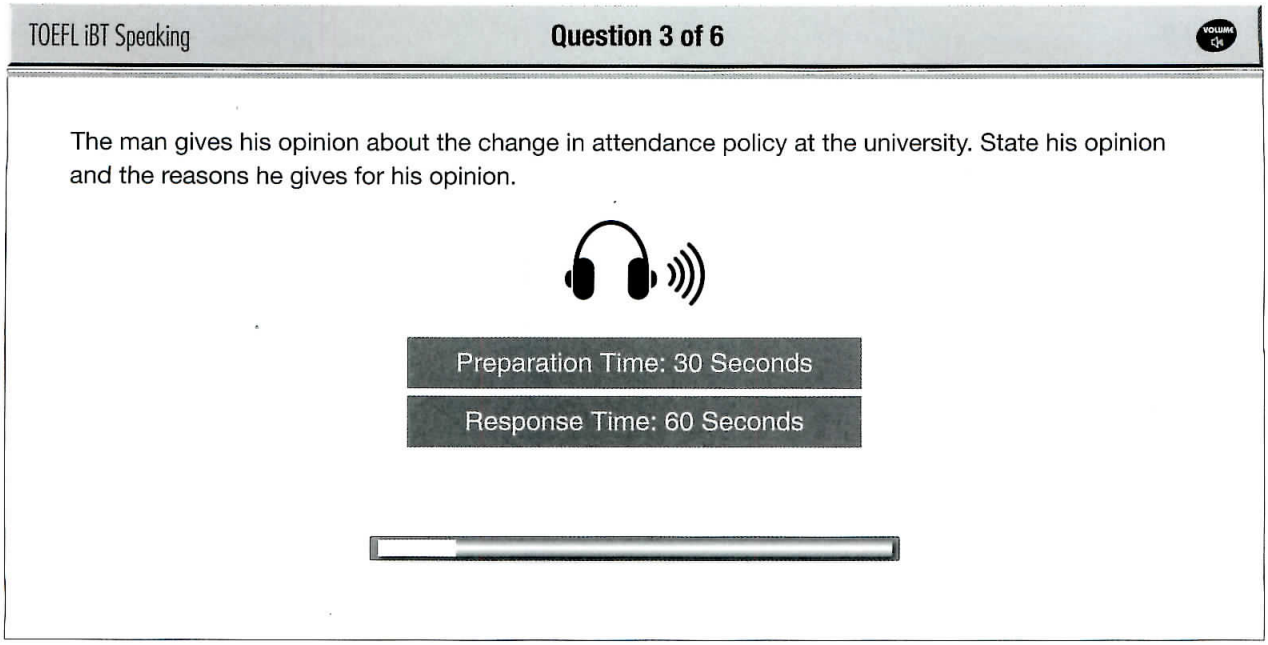
W: I see what you mean.

M: And, not only that, but now the classes will be packed with apathetic students. I kind of like it when those students don't come to class. That way, the classroom is filled with people who want to be there and not anyone who is annoyed or falling asleep.

W: I'm not sure how this benefits you.

M: It benefits everyone because we can have better class discussions. Having apathetic students in class will just slow down the tempo of the lecture and discussion.

Question



Sample Response:

00-04

- Introduction — The students are reacting to an announcement about the new attendance policy, which will require attendance to be a part of students' final grades. The man is upset about the new policy for two reasons.
- Detail 1 — He begins by arguing that the change takes freedoms away from the professors. In the past, professors have been free to decide if students need to attend. The man says this is good because some classes do not necessarily require lecture attendance for students to grasp the material. With the change, professors will no longer be able to structure their classes the way they want to.
- Detail 2 — The man then states that he feels the new policy will reduce the quality of the lectures. He says that currently the students who don't go to lectures are apathetic. He's glad they don't come to class because they can't contribute to the discussion. With the new policy, though, the man worries that the lectures will be slowed down by students who aren't interested in the material.

Explanation

The third task requires that the student understand one speaker's opinion in relation to the reading passage. This requires the student to summarize and to paraphrase. The sample response begins with an introduction that neatly summarizes the topic of discussion. The introduction also states the thesis statement that the man is upset with the new policy. Using signal words ("He begins by" and "The man then states"), the student moves into the first point of the man's argument, which is paraphrased in detail. The speaker then moves onto the second reason and presents an equally organized and accurate paraphrasing of the man's opinion.

Task 4 Integrated Speaking Reading & Lecture

Task Overview

This task asks students to read a passage that gives general information about an academic topic and to understand a lecture that provides details on the topic. The topic can be from practically any major field of academic study. After reading the passage, students will listen to part of a lecture. The lecture will usually contain two supporting details, which may be arguments, descriptions of specific categories or types, reasons for a phenomenon, examples, or personal experience anecdotes. Finally, students will explain the lecture information with reference to the reading passage.

How It Appears

No.	Reading	Listening	Prompt
1	Bird Flight Mechanisms – Information about two ways that birds fly	The lecture explains both methods of flying in greater detail.	The professor explains flight mechanisms in birds. Describe the methods that birds use to fly.
2	Employee Motivation – A summary of motivation techniques used by managers	The professor gives information about a specific technique and relates a personal story to explain it.	The professor explains one management technique for motivating employees. Describe this technique and how it is used to motivate employees.
3	Sports Injuries – A description of common injuries suffered by athletes	The lecture introduces the topic and gives details about two common injuries.	The professor explains how athletes can become injured while playing sports. Describe the injuries and how they occur.

Tips for Success

1 Take notes on the main idea and any important details while you read.

2 Determine the relationship of the lecture to the reading passage. Does the lecture go into greater detail about a topic? Does it argue against the topic? Does it give examples of categories mentioned in the passage?

3 Often, the reading passage will express an abstract concept. In this case, be prepared for the lecture to present concrete examples to illustrate the concept.

4 Listen for signal words in the lecture. These will help you organize your notes.

Task Example

Reading

Read the passage about the War of 1812. You have 45 seconds to read the passage. Begin reading now.

TOEFL iBT Speaking **Question 4 of 6**

Reading Time: 45 Seconds

The War of 1812

Just a few decades after it had won its independence, the United States of America went back to war with the British Empire. War was waged by America as a response to several actions by Britain, including its support for American Indians fighting American westward expansion, forced recruitment of American citizens into the Royal Navy, and trade restrictions between the U.S. and France. The war was fought primarily on the oceans and along American coastlines. It ended in 1815 with both sides further in debt and neither achieving any goals or gains as a result.

Listening

Now listen to part of a lecture on the same topic in a history class. 00-05

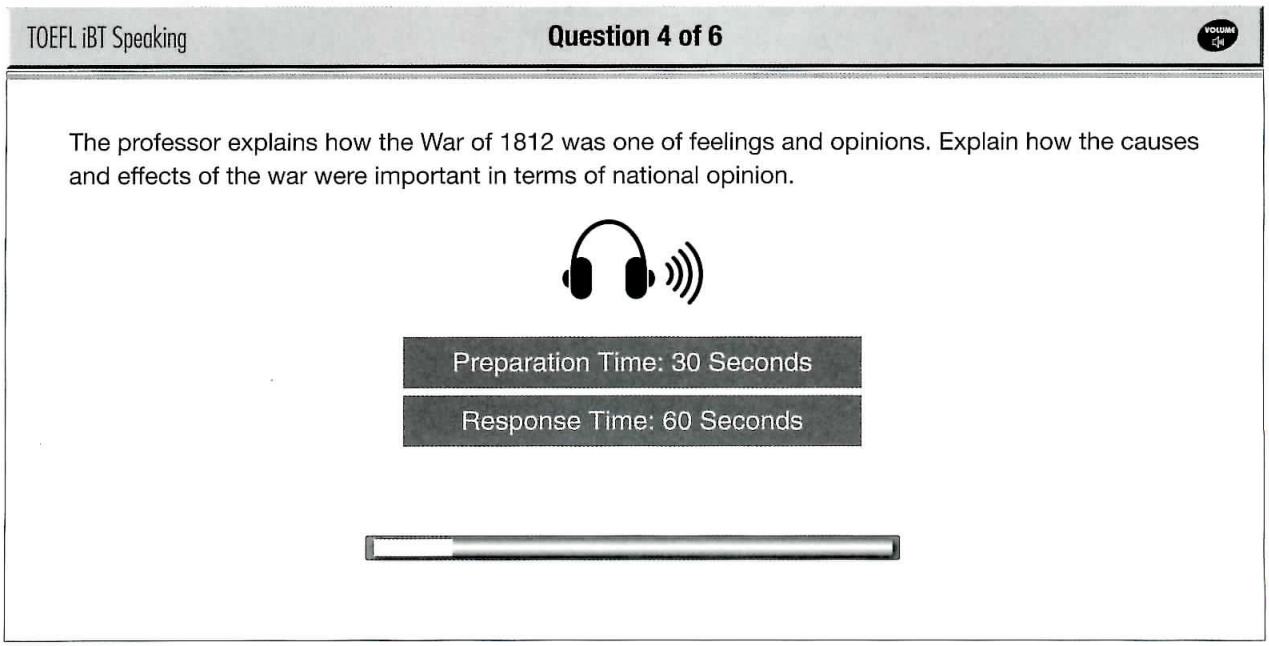
TOEFL iBT Speaking **Question 4 of 6**

In many ways, the War of 1812 was a war to change feelings and opinions than anything else. It was an important war, but not necessarily for its apparent causes and effects.

Let's talk first about what started the war. Sure, there were claimed factors such as British restrictions on trade and requiring American citizens to serve in the Royal Navy, but that doesn't get to the root of why America went to war. Many historians maintain that declaring war was a way for the U.S. to gain respect in the face of the Empire. How dare the British recruit our citizens for their navy and tell us who we can trade with?

By the end of the war, most of the original reasons for war were moot since the British were no longer at war with France. A treaty was finally signed in which neither side really gained much in the way of measurable or tangible results. But what was gained was a new respect for the U.S. Americans claimed the war a second victorious war of independence while many British began to look at the U.S. as a respectable, independent nation.

Question



Sample Response:

00-06

- Introduction — The War of 1812 was a three-year war between the U.S. and the British Empire. It was started because of actions by the British that interfered with American goals, such as helping Native Americans fight the U.S. or blocking trade with France.
- Detail 1 — The professor explains that the war had more to do with feelings and opinions than with actual causes of war. He states that Americans viewed actions of the British with contempt. By doing such things as restricting trade, Britain did not treat America as an independent nation. That's why the U.S. went to war—to earn respect from the Empire.
- Detail 2 — The professor continues his argument by looking at the results of the war. There were no measurable gains by either side. The real gain was for the United States. Its own citizens felt more pride as a result of its second resistance of the British Empire's might, and, likewise, the British had a newfound respect for the new country.

Explanation

The goal of the fourth task is to show that students are able to synthesize material from written and spoken sources. Student responses must accurately convey important information from both sources. In the sample response, the student begins by giving a summary of the reading passage. He or she moves directly into the passage's correlation with the lecture by explaining the professor's opinion about the War of 1812. The response summarizes the first point of the lecture, regarding the emotional motivations of the war. Using a clear transition ("The professor continues his argument by"), the student then paraphrases the second point of the lecture. No important details are missing from the response.

Task 5 Integrated Speaking Conversation

Task Overview

This question consists of a conversation about a problem that a student is having. The conversation begins with some kind of greeting or introduction followed by a description of a problem or troubling situation one speaker must deal with. Two suggestions will be made, usually by the other speaker. After listening to the conversation, the student will need to restate the problem and the solutions offered, choose the solution he or she prefers, and defend the choice with two arguments or reasons.

How It Appears

No.	Listening	Prompt
1	One student cannot find time to study. The other student suggests two ways to find time.	The students discuss two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.
2	One student has more problems than she can handle. The other student suggests two ways to solve the problem.	The students discuss two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.
3	One student doesn't have enough time to submit two research papers due next week. The other student suggests two ways to solve the problem.	The students discuss two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Tips for Success

1 Summarize the speaker's problem. Do not waste too much time elaborating on the situation, but give at least one sentence that restates the situation.

2 Clearly state your choice of action and defend it. Think of two arguments or reasons, and use examples if possible.

3 Note that the conversation will not always be between two students. It could involve a professor, a resident assistant (RA), an academic advisor, or some other personality on campus.

4 As with other tasks that ask for personal preference, there is no right or wrong choice. Choose the option you feel can be most easily defended.

5 As you listen to the conversation, write down key words and phrases used by the speakers. Use some of them in your response.

Task Example

Listening

Listen to a conversation between two students. 00-07

TOEFL iBT Speaking **Question 5 of 6**

M: Hey, Wendy. How did your presentation go in your business class today?

W: Oh, gosh. Everything went wrong! My thumb drive got corrupted and messed up all the PowerPoint formatting, I got nervous and stumbled over my words, and my handouts got wet from the rain.

M: That's terrible! I'm so sorry to hear that.

W: Thanks for your concern, but now I'm worried about my grade. This presentation counts toward 20% of our final grade. I don't know what I'm going to do.

M: How about speaking to your professor? I'm sure she would understand that some things were out of your control, and maybe she would let you do the presentation again.

W: That's possible, but I don't think she's the type to listen to excuses. She's a real no-nonsense type, you know? I'm worried she would grade me even harder if it looks like I'm begging.

M: I know what you mean. Then how about finding out if you can do a research report or something for extra credit?

W: It's possible, but with the semester drawing to a close, I doubt I would have time to do that—if she even decided to let me. This is a real sticky situation.

Question

TOEFL iBT Speaking **Question 5 of 6**

The students discuss two possible solutions to the woman's problem. Describe the problem. Then state which of the two choices you prefer and explain why.

Preparation Time: 20 Seconds

Response Time: 60 Seconds

Sample Response: 00-08

- *Introduction* The two students are talking about the woman's presentation that went badly. The man suggests that she ask the professor to let her give the presentation again. He also says the woman may want to ask for an extra-credit assignment. In this case, I would ask the professor if I could give the presentation again.
- Detail 1 For starters, the professor would probably empathize with me. Everyone has a bad day when everything seems to go wrong. By talking to the professor, I could get her to understand that the problems were out of my control, and I could give the presentation again under better conditions.
- Detail 2 The other reason I'd talk to the professor is that it may give a good opinion of me to the professor. If I didn't talk to her, she may have thought I was lazy or under-prepared for the presentation. Explaining the situation and asking for a second chance would show her that I am willing to work hard and just need another shot at getting it right.

Explanation

In the fifth task, students are tested on their ability to analyze and convey information in a conversation between two people. The student must demonstrate an understanding of the topic as well as clearly convey his or her own opinion on the best choice of action. In the sample response, the student begins by summarizing the woman's problem and restating the two suggestions given by the male student. The introduction finishes with a thesis statement about the speaker's preferred choice of action. The student presents his or her first detail with a brief summary statement followed by an argument to support it. He or she uses a clear transition ("The other reason") to move into a summary of the second detail. This detail is also supported with an argument. Note that the student has supported both details with an argument but that an anecdote or an example would have worked just as well.

Task 6 Integrated Speaking Lecture

Task Overview

This task consists of a lecture about an academic topic. The topic can be from virtually any major field of academic study, but it will focus on a detailed aspect of that field. The lecture will usually be divided into an introduction and two supporting details. The passage will not expect the student to have knowledge of technical terminology, but it is assumed the he or she will possess an advanced vocabulary. After hearing the lecture, the student will summarize its content.

How It Appears

No.	Listening	Prompt
1	The lecture is about Japanese and German causes of World War II.	Using points and examples from the lecture, explain how Japanese and German activities led to the start of World War II.
2	The lecture gives information about two reasons dogs are bred.	Using points and examples from the lecture, explain the purpose of dog breeding.
3	The professor explains the role of bicycles in the early feminist movement in the U.S.	Using points and examples from the lecture, explain what role bicycles played in the early American feminist movement.

Tips for Success

1 Listen for words that the professor emphasizes as well as any technical terms and vocabulary. Write them down and include them in your summary.

2 Organize your note paper into two sections: main idea and details. While listening, circle any words that you feel are key words to be included in your response.

3 One of the greatest challenges for students in this task is accurately and completely presenting the facts. It is imperative that you develop strong note-taking skills. Abbreviate long words and use mathematical symbols to replace transition or linking words.

4 The professor will not always give strong signal words to separate ideas. As you listen, take notes in a linear fashion and try to establish the lecture's organization as you listen.

Task Example

Listening

Listen to part of a lecture in a fine arts class. 00-09

TOEFL iBT Speaking **Question 6 of 6**

When you think of pop art, what's the first thing that comes to mind? Probably the image of a Campbell's soup can, right? But what does it mean? What is pop art? Well, first we need to understand the origins of the movement.
In the 1950s, a bunch of artists calling themselves the Independent Group, or IG, met in London to discuss modernist art. Members of the IG noticed the increased sophistication of American commercial art and wondered why the art world considered it low-brow. They saw great value in commercial art and, well, wanted to display it as fine art. At their first meeting, artists presented their works of collages, composed mostly of images found in magazines, comic books, and that kind of thing. The works were, for the most part, unaltered, with the images presented "as is" to the viewer. Many say the movement truly began in the U.S. It traveled across the Atlantic in the 1960s, and this is when it really took off. Artists in the States took to it differently from their British counterparts. See, the British artists looked at American mass media from the outside, so they saw it as charming and maybe even a bit romantic. American artists, though, were constantly confronted with advertising and commercial art on a daily basis. When they began making pop art in the '60s, the motivation wasn't really to glorify commercial art; The point was to take these images out of context. By putting a soup can in a picture frame, it becomes cold and impersonal. American pop artists wanted to draw parallels between mass-produced products and people.

Question

TOEFL iBT Speaking **Question 6 of 6**

The professor explains pop art by describing the origins of the movement. Using points and details from the lecture, explain how pop art began as a movement.

Preparation Time: 20 Seconds

Response Time: 60 Seconds

Sample Response: 00-10

- Introduction — The lecture focuses on the topic of pop art and specifically how it got its start in England and the United States.
- Detail 1 — The professor begins the lecture by talking about a group of artists in England called the Independent Group. They met to discuss art of their day, and they were in disagreement with most art critics, who said that commercial art was low-brow. They thought the art deserved to be appreciated for its own merits, so they created collages using pictures of commercial art they found in print media.
- Detail 2 — After its beginnings in England, the new art form, pop art, traveled to the United States over the next decade. But, the professor explains, the American artists had a different view of commercial art. They did not see it as romantic or praiseworthy as the British artists did. Instead, they wanted to show that commercial art is mass-produced imagery and that that was how we as humans were becoming because of mass production.

Explanation

The sixth task calls on students to summarize the information in a lecture. Students must be sure to repeat the information as accurately and completely as possible. The sample response to this prompt begins with an introduction that contains a brief summary of the lecture's main idea. Using a clear transition to indicate the start of the first detail ("The professor begins by"), the response summarizes the first detail and describes it accurately and fully. The response transitions into the second detail of the lecture and finishes with a strong paraphrasing of the pop art movement in the United States.

TOEFL iBT Speaking Test Overview

	Listening	Reading	Listening	Preparation	Response
Independent	Question 1	-	-	15 seconds	45 seconds
	Question 2	-	-	15 seconds	45 seconds
Integrated	Question 3	45 seconds	60-80 seconds	30 seconds	60 seconds
	Question 4	45 seconds	60-90 seconds	30 seconds	60 seconds
	Question 5	-	60-90 seconds	20 seconds	60 seconds
	Question 6	-	60-120 seconds	20 seconds	60 seconds

Speaking Scoring Rubrics

1. Independent Tasks (Questions 1 - 2)

score	Description
4	A response at this level addresses the task in a highly clear, sustained manner. It is well developed with ideas explained clearly and coherently. It displays fluid speech that is easy to understand and shows effective use of grammar and vocabulary. Though it may have minor errors in pronunciation or language use, they do not affect the overall intelligibility or meaning.
3	A response at this level addresses the task appropriately but is not fully developed. It displays generally clear speech with some fluidity of expression and shows somewhat effective use of grammar and vocabulary. But minor problems with pronunciation, pace of speech, language structures, or word choice may result in occasional listener effort to understand and occasional lapses in fluency.
2	A response at this level addresses the task but shows limited development of ideas. Ideas are expressed vaguely and not well connected with each other, and the use of grammar and vocabulary remains only at a basic level. Also, the response displays basically clear speech but requires significant listener effort due to errors in pronunciation, intonation, or pace of speech.
1	A response at this level is very short and practically not related to the task. It lacks substance beyond the expression of very basic ideas and is hard for the listener to understand due to consistent pronunciation, stress, and intonation problems and a severely limited control of grammar and vocabulary.
0	A response at this level is not relevant to the task or has no substance.

2. Integrated Tasks (Questions 3 - 6)

score	Description
4	A response at this level effectively addresses the task by presenting the necessary information and appropriate details. It generally shows clear, fluid, sustained speech and effective control of grammar and vocabulary. Though it may have minor errors in pronunciation, intonation, or language use, they do not affect the overall intelligibility or meaning.
3	A response at this level addresses the task appropriately but is not fully developed. It conveys the necessary information but does not include sufficient details. It shows generally clear speech with some fluidity of expression, but minor problems with pronunciation, intonation, or pacing may result in some listener effort. It also displays somewhat effective use of grammar and vocabulary despite the existence of some incorrect word choice or language structures.
2	A response at this level conveys some relevant information, but the ideas are not well connected. It omits key ideas, shows limited development, or exhibits a misunderstanding of key ideas. It shows clear speech occasionally but mostly demonstrates difficulties with pronunciation, intonation, or pace of speech—problems that require significant listener effort. It also displays only a basic level of grammar and vocabulary, which results in the limited or vague expression of ideas or unclear connections.
1	A response at this level is very short and practically not related to the task. It fails to provide much relevant content and contains inaccurate or vague expressions of ideas. It is characterized by fragmented speech with frequent pauses and hesitations and consistent pronunciation and intonation problems. It also shows a severely limited range and control of grammar and vocabulary.
0	A response at this level is not relevant to the task or has no substance.

Part B

Building Knowledge and Skills for the Speaking

Chapter **01**
Chapter **02**
Chapter **03**
Chapter **04**
Chapter **05**
Chapter **06**

Task 1 Independent Speaking
Favorite Restaurant

What is your favorite restaurant? Describe this place and why you enjoy going there.

Plan

Plan your response to the prompt. Some ideas have been provided to guide you.

My Favorite Restaurant:

Description:

Detail:

Idea Box

What does the restaurant look like (size, seating arrangements, decorations, etc.)?

Where is the restaurant located?

Give concrete details: the bright, fluorescent lights; the intimate booths; a 10-minute walk from home.

Why I Enjoy It:

Detail:

Idea Box

Is there a special dish that you love to eat there? Describe it in detail.

Is the staff especially friendly? Talk about a person there who makes your experience enjoyable.

Is the menu more reasonable than at other places? Compare its prices to other restaurants'.

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

One reason I love the restaurant is…	Another reason it is my favorite restaurant is…
The restaurant is dear to me because…	Not only… but also…

Compare

Listen to a sample response and compare it with yours. 01-01

Task 2 Independent Speaking
Choosing a Career

Some people say we should not rely on others' advice when deciding on a career. Others say we should consider the advice of others. Which do you prefer?

Plan

Plan an answer for both options. Some ideas have been provided to help you.

Don't Rely on Advice

Supporting Detail 1:

Supporting Detail 2:

Idea Box

Other people may not have the same goals in my life as I do.
Only I can really know what type of work I would like to do.
Another person's opinion might be good for him or her but not for me.

Rely on Advice

Supporting Detail 1:

Supporting Detail 2:

Idea Box

Someone with more life experience can give me an educated opinion.
There may be some career options I have not considered, and others can inform me of them.
Other people can sometimes see things in us that we cannot see.

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds Your speaking time: _____ seconds

Transitions and Canned Phrases

If I rely on someone else's advice, then…
Taking others' advice may also…
Not taking others' advice could…
… might happen, too, if I don't listen to others.

Compare

Listen to a sample response and compare it with yours. 01-02

Task 3 Integrated Speaking
New Student Activities Fee

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

fund *(v)*
to provide money for

commute *(v)*
to travel back and forth, esp. by car

stick around *(phr v)*
to wait

socialize *(v)*
to enjoy one's free time with others

tuition *(n)*
a fee paid for education

chip in *(phr v)*
to contribute toward the cost of something

Sample Response

Prearrange your understanding of the task with the activities below. 01-03

The announcement states that the university's student activities fee will be increased from $75 to $100 because of the economy. The fee funds various student activities and organizations, but it is not mandatory, and students can opt out of it. The man is upset about the increase and says there is no way he will pay it. The first reason for his opinion is that he reads the newspaper but does not make use of the other things the fee funds, such as student activities and athletic clubs. He also stresses that he cannot afford the increase by saying that the fee would require him to work more hours at his job. Even though the female student points out that $25 is small compared to the annual tuition, the male student says that it would be five more hours of work for something that does not benefit him.

Analyze

Locate and underline the transition words and phrases used in the response.

Deduce

Based on the information in the response, complete the following outline for the reading and the listening.

Reading

Topic:

Listening

Speaker's Opinion:

Reason 1:

Reason 2:

Read Read the following passage about a university's increased student activities fee.

Reading Time: 45 Seconds

Increased Student Activities Fee

The Undergraduate Council of Students at City University has received approval to raise the yearly student activities fee to $100 a year, up from $75, in response to the struggling economy. The fee funds the student newspaper, the amateur literary magazine, athletics clubs, the student recreation center, and annual student events such as the Spring Fling. The fee is optional; students may fill out a waiver at the Finance Office. However, students who opt out of the fee will not be permitted access to any of the student events. Please note the fee is covered by financial aid packages.

Check | Give a brief spoken response for each question.

1 Why has the student council decided to raise the student activities fee?

2 What do students receive for the fee?

3 How should students respond if they don't want to pay the fee?

4 Critical Thinking: Why might some people choose not to pay the fee?

Listen Listen to two students as they discuss the above information and take notes. 01-04

Speaker's Opinion:

Reason 1:

Reason 2:

The man expresses his opinion about the increased fee. Explain his opinion and the reasons he gives for holding it.

Plan Plan your response using the information from the reading and listening.

His Opinion:

Reason1:

Reason2:

Transitions and Canned Phrases

The man feels that the fee is unfair because...	The man is upset about the increased fee...
One reason the man feels this way is...	His first reason for his opinion is...
Second, the man thinks that...	He also mentions that...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 4 Integrated Speaking

Anthropology - Early Civilizations

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

densely populated *(exp)*
having a high ratio of population to land

unsanitary *(adj)*
not clean or healthy

slum *(n)*
an area with high poverty and low living conditions

sewage *(n)*
an area for carrying human waste

surpass *(v)*
to go beyond or above

feat *(n)*
an impressive accomplishment

uniform *(adj)*
being the same

intricate *(adj)*
with high attention to detail; exact

Sample Response

Prearrange your understanding of the task with the activities below. 01-05

The reading states that human civilization arose after the rise of agriculture in 9500 B.C. and claims that the Indus Valley civilization was remarkable for its technological advancements, especially in science and urban planning. The professor explains further by giving two examples of advanced technology in the Indus Valley civilization. The professor begins by describing how urban planning was used in that civilization. He says that even though the people lived in densely populated urban areas, they were not unsanitary. This is because the cities had advanced pipe systems, which allowed sewage systems to be built and water to be piped into everyone's home. The professor also points out that the intricate measuring system allowed for perfect ratios in building bricks. These examples show that the Indus Valley civilization had urban planning and measuring systems superior to any of that time period, which makes it remarkable and unique.

Analyze

Locate and underline the transition words and phrases used in the response.

Deduce

Based on the information in the sample response, complete the following outline about the reading and the listening.

Reading

Topic:

Listening

Speaker's Opinion:

Reason 1:

Reason 2:

Read

Read the following passage about early civilizations

Reading Time: 45 Seconds

Early Civilizations

With the innovation of agriculture around 9500 B.C., humans slowly shifted from nomadic hunter-gatherers to farmers living in various types of agrarian communities. For several thousand years, people lived in relatively small communities. It was not until the fourth millennium B.C. that civilizations—that is, unified communities exhibiting advanced arts, materials development, and record keeping—began to appear. Of the major early civilizations, the Indus Valley civilization stands out as an intriguing place for archaeologists and anthropologists for its remarkable advancements in science and urban planning.

Check

Give a brief spoken response for each question.

1 Explain how people lived after the innovation of agriculture.

2 What is a civilization?

3 What is remarkable about the Indus Valley civilization?

4 Critical Thinking: How are archaeology and anthropology useful to the progress of human society?

Listen

Listen to part of a lecture on the same topic and take notes. 01-06

Notes

? The professor explains how the people of the Indus Valley advanced science and urban planning. Explain how these examples demonstrate that the Indus Valley civilization was remarkable.

Plan Plan your response using the information from the reading and listening.

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Transitions and Canned Phrases

The reading is about...	The professor starts by...
In the lecture, the professor states...	The first example given by the professor is...
The second example mentioned in the lecture...	Finally, the professor says...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 5 Integrated Speaking
Scheduling Conflict

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

minor *(n)*
a secondary area of study

junior *(adj)*
in one's third year of study

won't work for me *(exp)*
does not meet my requirements

put off *(phr v)*
to delay; to postpone

babysit *(v)*
to watch after a child in the place of its parents

leave one high and dry *(exp)*
to abandon someone in need of help

Sample Response

Prearrange your understanding of the task with the activities below. 01-07

The woman's problem has to do with a scheduling conflict. She has to decide whether to take a class that she needs for her minor or to fulfill a commitment to babysit for her neighbor. Her academic advisor suggests that she may delay the class until her senior year or simply cancel her commitment to her neighbor. Each suggestion carries with it possible consequences, either academic or personal. If I were the student, I would talk to the neighbor about finding another babysitter. First, I'd explain the situation and tell her that my education is my most important goal. Even though I value her friendship, I can't jeopardize my future just to baby-sit. Second, I think a true friend should be able to understand my predicament without getting angry at me. If I offered to help my friend find another babysitter, I'm sure she would understand.

Analyze | Locate and underline the transition words and phrases used in the response.

Deduce | Based on the information in the response, complete the following outline for the listening.

Problem:

Solution 1:

Solution 2:

Listen Listen to a short conversation and take notes. 01-08

Notes

? The academic advisor offers two solutions to the student's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Plan Plan your response using the information from the conversation.

Problem:

How I Would Respond:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The woman's problem is that...	The guidance counselor suggests...
The woman cannot... because...	If I were in the woman's shoes...
The most important thing is...	I also think that if I... then...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 6 Integrated Speaking
Economics – Labor Theory of Value

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

sneakers *(n)*
tennis shoes; casual shoes

mainstream *(adj)*
widely accepted; popular

neglect *(v)*
to fail to do; to leave out

foundational *(adj)*
basic; essential

primitive *(adj)*
not advanced; at an early stage of development

commodity *(n)*
something bought and sold

Sample Response

Prearrange your understanding of the task with the activities below. 01-09

The professor explains the labor theory of value by explaining the positions of Adam Smith and Karl Marx. Adam Smith stated that products' costs should be determined by how much labor was required to produce them, not by market forces. To illustrate this, the professor gives an example of cars and motorcycles. If cars take three times more work to produce than motorcycles do, then cars should be three times as expensive. However, Smith said that capitalism should take over after a society advances. In contrast, Karl Marx believed the labor theory of value should always take the place of capitalism. He argued that "labor power" is not paid fairly by capitalists. In other words, workers are exploited by capitalists. As an example, Marx said that if workers in a factory were paid a fair salary, then profits would be impossible. So while Smith and Marx disagreed on some details, they both believed in using labor to determine a product's value.

Analyze | Locate and underline the transition words and phrases used in the response.

Deduce | Based on the information in the response, complete the following outline for the listening.

Topic:

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Listen Listen to a short lecture and take notes. 01-10

Notes

Using points and examples from the lecture, explain the labor theory of value.

Plan Plan your response using the information from the lecture.

Main Idea:

Point 1:

Point 2:

Transitions and Canned Phrases

The professor discusses...	He begins by talking about...
This point is made clear with the example of...	To explain, he gives an example about...
The second point in the lecture is about...	This theory is explained with...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 1 Independent Speaking
Personal Problems

Which person are you most likely to go to if you have a personal problem? Describe this person and explain why you would go to him or her in particular.

Plan

Plan your own response to the prompt. Some ideas have been provided to guide you.

The person I Go To:

Reason 1:

Detail:

Idea Box

What is this person's personality like, and how is this person perceived by others?

What makes this person special compared to others?

Does this person have some kind of experience or education that helps him or her give good advice?

Reason 2:

Detail:

Idea Box

Have you gone to this person with problems in the past?

What is a specific type of problem that this person would be able to help you with?

Do you have a special relationship with this person that allows you to feel comfortable around him or her?

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

The person I would go to when I have a problem is…	This person is… and…
When I've gone to this person in the past…	Another thing is that he/she knows about…

Compare

Listen to a sample response and compare it with yours. 02-01

Task 2 Independent Speaking
Exams vs. Coursework

Some people believe that examinations are the best way to assess students. Others say that coursework is better. Which do you think is better and why?

Plan

Plan an answer for both options. Some ideas have been provided to help you.

Examinations

Supporting Detail 1:

Supporting Detail 2:

Idea Box

There must be a reason why virtually all institutions use examinations: because they work.

If a student has learned everything he or she should have learned, then the student should pass an exam.

An examination is the only way teachers can assess each student's performance without bias.

Coursework

Supporting Detail 1:

Supporting Detail 2:

Idea Box

Not everybody is a good test taker.

Coursework makes up the majority of a student's class-related activities.

Coursework is usually more varied and allows students to demonstrate multiple skill sets.

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

It is my belief that… is the best way to assess students.	There are a couple of reasons for my opinion.
First, examinations allow the teacher…	First, coursework is more… than exams.
As an example, there was one time that I…	To illustrate my point…

Compare

Listen to a sample response and compare it with yours. 02-02

Task 3 Integrated Speaking
Emergency Help Buttons

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

kiosk *(n)*
a small structure, often open on one or more sides

patrol *(v)*
to move around an area systematically, especially to protect or observe it

measure *(n)*
an action that is taken to achieve a goal

relatively *(adv)*
compared to other similar things

paranoid *(adj)*
overly nervous, worried, and anxious

mug *(v)*
to assault and rob

Sample Response

Prearrange your understanding of the task with the activities below. 02-03

The announcement is about some emergency kiosks that will be placed around the campus for the students' safety. Students can press the button at the kiosk and get help from campus police within two minutes. The woman is not in favor of the emergency kiosks. She begins by saying that the kiosks will reduce her comfort level on campus. The kiosks give her the impression that the campus isn't safe. She begins to wonder if the university is in a dangerous area, and she claims that the kiosks may make her become paranoid. She also feels that a two-minute response time is not fast enough during an actual emergency. The man compares this response time to response times off campus, but she insists that if she is being mugged or attacked, she won't have time to stand around for two minutes waiting on the police to arrive.

Analyze

Locate and underline the transition words and phrases used in the response.

Deduce

Based on the information in the response, complete the following outline for the reading and the listening.

Reading

Topic:

Listening

Speaker's Opinion:

Reason 1:

Reason 2:

Read Read the following announcement about emergency help kiosks.

Reading Time: 45 Seconds

Emergency Help Kiosks

In the coming weeks, the university will be installing some emergency help kiosks all across campus. The metal kiosks will be situated all along campus sidewalks and outside of various buildings and can easily be located by a large red flag attached to a 10-foot pole. Students who feel in danger can press an emergency help button at a kiosk, and campus police will immediately be notified. Nearby patrolling police will be alerted. Sgt. Davis of the Campus Police estimates that the response time should be no more than two minutes. The university hopes this measure will increase security on campus.

Check | Give a brief spoken response for each question.

1 What do the emergency help kiosks look like?

2 Where will the kiosks be found?

3 How will the kiosks work to keep students safe?

4 Critical Thinking: How could the kiosks be improved to make them more effective?

Listen Listen to two students as they discuss the above information and take notes. 02-04

Speaker's Opinion:

Reason 1:

Reason 2:

The woman expresses her opinion about the emergency help kiosks. Explain her opinion and the reasons she gives for holding it.

Plan Plan your response using the information from the reading and listening.

Her Opinion:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The announcement is about…	The woman feels that the kiosks…
First, she says that…	Her first reason is that the kiosks…
Second, the woman does not think…	She also believes that…

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Integrated Speaking

Task 4 Animal Science – Scavenging

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

carnivore *(n)*
an animal that eats meat

prey *(n)*
an organism that is hunted for food

predator *(n)*
an organism that hunts other animals for food

corpse *(n)*
a dead body

predilection *(n)*
a natural tendency toward some behavior

wounded *(adj)*
hurt; injured

heavy lifting *(n)*
difficult or tiring work

proactive *(adj)*
acting in advance to avoid future difficulty

devour *(v)*
to eat quickly

carcass *(n)*
a dead body

Sample Response

Prearrange your understanding of the task with the activities below. 02-05

The reading introduces the concept of scavengers as animals that eat the corpses of prey that were killed by other predators. It also says that some scavengers will hunt if necessary. The professor elaborates on the concept of scavenger animals by giving examples of scavengers that don't hunt and those that do. She begins with the vulture. The vulture, according the professor, will circle overhead sick or dying animals and finish them off if necessary, but it will not hunt down healthy prey like normal predators will. She then moves on to explain that some scavengers will actually hunt down animals. The example she gives is the hyena. While hyenas prefer to wait for lions or other animals to kill animals and to have their fill, they are no strangers to the hunt. They will hunt down and completely devour an animal if there are no carcasses available for them to scavenge.

Analyze | Locate and underline the transition words and phrases used in the response.

Deduce | Based on the information in the sample response, complete the following outline about the reading and the listening.

Reading

Topic:

Listening

Main Idea:

Supporting Detail:

Supporting Detail:

Read

Read the following passage about scavenging

Reading Time: 45 Seconds

Scavenging

Among carnivores in the wild, most hunt prey animals for food. However, some animals practice scavenging, which is the consumption of an animal that has already been killed. These animals may *have been killed* by predators, by natural events, or by an outside force, such as being struck by a passing vehicle. While most scavengers tend to rely on finding corpses for food, there are a few species that, despite their predilection for scavenging, will hunt if necessary.

Check

Give a brief spoken response for each question.

1 How are scavengers different from other carnivores?

2 What do scavengers rely on for food?

3 What are the different types of scavengers introduced in the reading passage?

4 Critical Thinking: Why might some scavengers be more likely to hunt than others?

Listen

Listen to part of a lecture on the same topic and take notes. 02-06

Notes

The professor describes scavengers by providing two examples. Explain how these examples demonstrate what scavengers are and how they may differ from one another.

Plan Plan your response using the information from the reading and listening.

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Transitions and Canned Phrases

The reading introduces the concept of...	The main difference between... and... is...
The professor begins by describing...	This is explained further with...
Next, the professor mentions...	She also explains that...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 5 Integrated Speaking
Low Club Membership

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

get the word out *(exp)*
to spread news or information

flyer *(n)*
a loose sheet of paper that gives information and is usually distributed publicly

risky *(adj)*
dangerous

end up *(phr v)*
to become

incoming *(adj)*
coming now or soon

mass *(adj)*
in a large group or collection

violate *(v)*
to break a rule or policy

Sample Response

Prearrange your understanding of the task with the activities below. 02-07

The speakers are leaders of a foreign students' club on campus, and they are facing the problem of low membership numbers because many of their members graduated. The woman suggests printing flyers for distribution around campus or sending out mass emails to incoming foreign students. In that situation, I would choose to send out mass emails instead of posting or handing out flyers. The main reason is that emails are free. Since student organizations are always faced with budget concerns, the best idea for decisions like this would be to do something that is free instead of paying for materials to be printed. And certainly no less important is that emails can reach more students. A list of all incoming foreign students would allow me to send emails to everyone who might be interested whereas a flyer posted on a bulletin board may only be read by a fraction of students.

▸ **Analyze** | Locate and underline the transition words and phrases used in the response.

▸ **Deduce** | Based on the information in the response, complete the following outline for the listening.

Problem:

Solution 1:

Solution 2:

Listen Now listen to a short conversation and take notes. 02-08

Notes _____

_____

_____

_____

_____

_____

? The woman suggests two ways to solve the club's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Plan Plan your response using the information from the conversation.

Problem:

How I Would Respond:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The problem is about…	The woman first suggests…
She also proposes that…	In this situation, I would…
I would do this mainly because…	Another reason is that…

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 6

Integrated Speaking

Astronomy – Ultra-Massive Stars

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

solar mass *(n)*
a unit of measurement equal to the mass of the sun

undergo *(v)*
to endure; to experience

collapse *(v)*
to fall inward because of a loss of support

core *(n)*
the center

atmospheric *(adj)*
relating to the outer layers of a sphere

dramatically *(v)*
extremely; greatly

remnant *(n)*
a part that is left over; a remainder

gravitational pull *(n)*
the effect of gravity

density *(n)*
mass per unit measure

velocity *(n)*
the speed and direction of an object

Sample Response

Prearrange your understanding of the task with the activities below. 02-09

The professor describes what happens when an ultra-massive star dies. Ultra-massive stars, which have a solar mass of at least 1.4, first go through a supernova phase. This begins when their outer shells very quickly collapse upon their cores because they have run out of energy. The resulting explosion sends atmospheric material flying through space. As this happens, the explosion creates an extremely bright light, which can sometimes be brighter than any other star in its galaxy. Next, depending on its mass, the star can do one of two things. If the star's solar mass was under 5, then it becomes a neutron star. Neutron stars have a very high escape velocity that is one-third the speed of light. If the collapsed star's solar mass was over 5, then it becomes a black hole, which has no escape velocity because of its extreme gravitational pull and density.

Analyze | Locate and underline the transition words and phrases used in the response.

Deduce | Based on the information in the response, complete the following outline for the listening.

Topic:

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Listen Listen to a short lecture and take notes. 02-10

Notes

Using points and examples from the lecture, explain what happens when ultra-massive stars die.

Plan Plan your response using the information from the lecture.

Main Idea:

Point 1:

Point 2:

Transitions and Canned Phrases

The topic of the lecture is…	The first thing that happens…
When this happens, it causes…	Depending on the star's solar mass…
If… then…	Finally, an ultra-massive star may… if…

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Chapter 03

Task 1 Independent Speaking
Favorite Study Place

Where is your favorite place to study? Describe the location and why you prefer to study there.

Plan

Plan your own response to the prompt. Some ideas have been provided to guide you.

My Favorite Study Place:

Reason 1:

Detail:

Idea Box

Where is the place located, and why is this location a good study environment?
Are there any special tools or equipment available in this place?
Does the place offer solitude, or does it allow you to work in groups with your peers?

Reason 2:

Detail:

Idea Box

Can you think of a time when this place provided an excellent study environment for you?
Was the place intentionally designed as a good study environment for students?
Does the place have teachers or tutors available to help you?

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

The place I love to study at… is…	When I go to… I feel…
Not only that, but also…	I also think that this place…

Compare

Listen to a sample response and compare it with yours. 03-01

Task 2 Independent Speaking

Career – Money or Enjoyment

Do you think it is better to have a job that you don't like but which earns a high salary or a job that you enjoy but which earns a low salary? Decide which you prefer and explain why.

Plan

Plan an answer for both options. Some ideas have been provided to help you.

Salary > Enjoyment

Supporting Detail 1:

Supporting Detail 2:

Idea Box

A higher salary may enable one to have more enjoyable free time.
Some people find satisfaction in their income level and gain great enjoyment from that.
Earning a high salary may allow one to worry less about medical bills, retirement, etc.

Enjoyment > Salary

Supporting Detail 1:

Supporting Detail 2:

Idea Box

People spend a great portion of their lives—usually 40 hours a week or more—at work.
When you die, you cannot take your money with you.
Many people develop their personalities around their chosen career.

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

I believe it is better to have a job that...
The most important goal in my life is...
The other reason is that...
I'd prefer to have a job that...
Having a job that... would allow me to...
If I have a job that... then...

Compare

Listen to a sample response and compare it with yours. 03-02

Task 3 Integrated Speaking
Recycling on Campus

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

hover *(v)*
to remain near or around

leaflet *(n)*
printed material meant for public distribution

cynical *(adj)*
having a generally negative view

cause *(n)*
a goal or set of interests

convince *(v)*
to bring about belief by way of argument or evidence

worthy *(adj)*
deserving of attention, effort, or reward

Sample Response

Prearrange your understanding of the task with the activities below. 03-03

The speakers are discussing the announcement that the university's recycling rate is way below its target goal. The announcement calls for student volunteers to collect recyclable material around campus and help promote the university's recycling program. The female student is not pleased by the call for volunteers, and she states two reasons for having this opinion. At first, she seems outraged that the university would want to ask for what she calls "free labor" from the students. In her opinion, students pay a lot of money to the university for tuition and various fees, so the university should use money from its budget to hire workers for the recycling program. She continues by giving her second reason, saying that she does not believe recycling is really a worthy cause. She supports this opinion by saying that studies have shown that recycling uses up more resources than making new products does.

Analyze | Locate and underline the transition words and phrases used in the response.

Deduce | Based on the information in the response, complete the following outline for the reading and the listening.

Reading
Topic:

Listening
Speaker's Opinion:
Reason 1:
Reason 2:

Read Read the following passage about a volunteer recycling program on a university campus.

Reading Time: 45 Seconds

Volunteers Needed for Recycling Program

City University's stated goal is to reach an 80% recycling rate. Recent studies show that campus recycling rates are still hovering around 35%, which is far below our target rate. To help achieve our goal, the university's Green Club is sponsoring a local recycling awareness event on the weekend of Saturday, May 15. We're asking volunteers to hand out leaflets, to visit dormitories to collect recyclables, and to sort any recyclables dropped off at the recycling center. If you would like to participate, please contact Mary Jones at the Student Life Center.

Check | Give a brief spoken response for each question.

1 How well is City University keeping up with its goal of an 80% recycling rate?

2 What action is City University planning on taking to improve its recycling rate?

3 What can students do to help the university achieve its goal?

4 Critical Thinking: What are some other ways to increase the recycling rate on a university campus?

Listen Listen to two students as they discuss the above information and take notes. 03-04

Speaker's Opinion:

Reason 1:

Reason 2:

The woman expresses her opinion about the volunteer recycling program. Explain her opinion and the reasons she gives for holding it.

Plan Plan your response using the information from the reading and listening.

Her Opinion:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The students are talking about...	The female student believes that...
She begins by...	This is because she thinks...
She continues by saying that...	The reason for this is that...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 4

Integrated Speaking

Natural Science – Bioluminescence

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

byproduct *(n)*
something produced while making something else

spectrum *(n)*
a distribution of similar or related values

glow *(n)*
a soft light

camouflage *(n)*
pattern or colors that make something hard to see

appendage *(n)*
a body part that sticks out from the body

crustacean *(n)*
a small, aquatic organism with an outer shell

emit *(v)*
to send out from a central location

repel *(v)*
to push away; to cause to avoid

larva *(n)*
the early, worm-like stage of an insect's life cycle

toxic *(adj)*
poisonous

Sample Response

Prearrange your understanding of the task with the activities below. 03-05

Bioluminescence is the ability of plants and animals to produce light naturally. The light is used for a number of different reasons. The professor begins by giving examples of sea creatures that produce light in the deep sea. The first that he mentions is the anglerfish, which has an appendage coming out from its head which the fish uses to attract prey. The professor also mentions crustaceans, which use light to attract potential mates. The professor then moves on to give examples of land-dwelling organisms that produce light. The first example of fireflies illustrates again the ability of creatures to use bioluminescence to attract mates. In addition to fireflies, there are also glowing mushrooms in the forest. Their light is possibly used to signal to predators that the mushrooms are toxic, but scientists are unsure of exactly what purpose the light serves.

▸ **Analyze** | Locate and underline the transition words and phrases used in the response.

▸ **Deduce** | Based on the information in the sample response, complete the following outline about the reading and the listening.

Reading

Topic:

Listening

Main Idea:

Supporting Detail:

Supporting Detail:

Read

Read the following passage about bioluminescence

Reading Time: 45 Seconds

Bioluminescence

Because of natural conditions of extreme darkness, certain organisms have evolved the ability to produce light naturally. This ability, known as bioluminescence, is a byproduct of chemical reactions either inside or outside of the cells of organisms. The resulting light usually belongs in the blue and green spectrum although a few species produce a dark red or yellow glow. The light is useful to the species in a number of different ways. Its most frequent use is for the attraction of mates or prey or for camouflage although scientists speculate it may also be used for communication or for the repulsion of potential predators.

Check | Give a brief spoken response for each question.

1 What is bioluminescence?

2 What color is the light produced via bioluminescence?

3 How do animals and other organisms make use of bioluminescence?

4 Critical Thinking: In what other ways might organisms evolve to adapt to extremely dark environments?

Listen

Listen to part of a lecture on the same topic and take notes. 03-06

Notes

The professor describes bioluminescence by giving examples of where and how it is used. Explain how these examples demonstrate the function and purpose of bioluminescence.

Plan Plan your response using the information from the reading and listening.

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Transitions and Canned Phrases

According to the reading, bioluminescence is...	Bioluminescence is used to...
The professor begins by explaining...	Deep-sea creatures use bioluminescence to...
Some forest creatures also exhibit...	This is used by... to...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 5 Integrated Speaking
Noisy Apartment

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

get along *(phr v)*
have a good relationship with

disrupt *(v)*
to bother; to interrupt

complex *(n)*
a group of similar buildings comprising a whole

drastic *(adj)*
extreme; severe

take [it] out on *(phr v)*
to vent stress or anger toward

enmity *(n)*
a feeling of mistrust and/or strong dislike

vacancy *(n)*
the availability of lodging or living quarters

stretched thin *(exp)*
having just enough of, especially time or money

Sample Response

Prearrange your understanding of the task with the activities below. 03-07

The woman is talking to her father about her living situation, which is with roommates at a student apartment complex. The roommates always have friends over and have parties, which creates an environment that is unsuitable for the woman to study in. Her father suggests that she either report the problem to the apartment manager or see about finding a new apartment within the same complex. In that situation, I would choose to speak to the apartment manager. First, it would be a simple, non-confrontational solution. The student is worried that doing so will anger her roommates, but I think it could be done discreetly so that the roommates think that maybe some neighbors reported the problem. Second, the solution is quick and free. Moving apartments requires a $100 fee and would take time. If she simply reports the problem to the management, she can save both time and money.

Analyze | Locate and underline the transition words and phrases used in the response.

Deduce | Based on the information in the response, complete the following outline for the listening.

Problem:

Solution 1:

Solution 2:

Listen Now listen to a short conversation and take notes. 03-08

Notes

? The man suggests two ways to solve the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Plan Plan your response using the information from the conversation.

Problem:

How I Would Respond:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The father is discussing... with his daughter.	The problem is with her...
She cannot study well because of...	To me, the best choice seems to be...
I would do this because...	Not only that, but also...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 6 Integrated Speaking
Sociology – Social Construction

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

perceive *(v)*
to understand; to analyze sense data

jammed *(adj)*
stuck in place; unable to be moved easily

ram *(v)*
to hit with great force, especially in order to move

burglary *(n)*
the act of robbing a home or business

sergeant *(n)*
an organizational rank

arrest *(v)*
to take into police custody

procedure *(n)*
a way of doing something

facet *(n)*
an aspect of something

interpret *(v)*
to understand based on personal knowledge

genuine *(adj)*
real; authentic

Sample Response

Prearrange your understanding of the task with the activities below. 03-09

The professor uses an anecdote to explain the concept of social construction, which means that we each have a subjective perception of reality. The professor begins the lecture with the story, which is about an African-American Harvard professor who is arrested at his own home. The police officer in the story is Caucasian, and he arrests the professor, who appeared to have been breaking into his own home. The two men in the story interpreted the event very differently – one as a racist act and the other as a simple police procedure. The professor then explains that this story illustrates social construction. This is the idea that no person has a true objective perception of reality and that instead we each understand the world based on our own experiences and knowledge. As illustrated in the example of the Harvard professor and the police officer, social construction can create problems in our everyday lives due to misunderstandings.

Analyze | Locate and underline the transition words and phrases used in the response.

Deduce | Based on the information in the response, complete the following outline for the listening.

Topic:
Main Idea:
Supporting Detail 1:
Supporting Detail 2:

Listen Listen to a short lecture and take notes. 03-10

Notes _____

_____

_____

_____

_____

_____

Using points and examples from the lecture, explain the concept of social construction.

Plan Plan your response using the information from the lecture.

Main Idea:

Point 1:

Point 2:

Transitions and Canned Phrases

The lecture begins with a story about…	The story involves…
The professor uses the story to explain…	Social construction, in a nutshell, is…
Social construction affects our lives by…	The lecture concludes with…

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 1 Independent Speaking
Favorite School Subject

What is your favorite subject in school? Describe the subject and explain why it was your favorite.

Plan

Plan your own response to the prompt. Some ideas have been provided to guide you.

My Favorite School Subject:

Reason 1:

Detail:

Idea Box

How can the subject be practically applied to your life?
Does the subject help prepare you for the future?
Is the subject a type of training for your long-term life goals?

Reason 2:

Detail:

Idea Box

Does the subject make you happier or give you a better understanding of the world?
Is the subject something that improves your abilities in other areas?
Has studying the subject helped you decide what you hope to do with your life?

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

The subject I enjoy the most is…	I learned to love this subject when…
The other reason I like this subject is that…	This subject will also help me to…

Compare

Listen to a sample response and compare it with yours. 04-01

Task 2 Independent Speaking

Group Projects vs. Working Alone

When working on class projects, would you rather work alone or in a group? Decide which you prefer and explain why.

Plan

Plan an answer for both options. Some ideas have been provided to help you.

Work Alone

Supporting Detail 1:

Supporting Detail 2:

Idea Box

If you work alone, you have creative control over the entire process.
Working alone on projects develops self-motivation and other important character traits.
The reward from doing a good job without any help may be significant.

Work in a Group

Supporting Detail 1:

Supporting Detail 2:

Idea Box

Working in a group helps to develop skills such as teamwork and cooperation.
It requires careful planning and organization to coordinate a successful group effort.
Other people have different knowledge and ideas, which can contribute to the process.

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

I prefer to work alone on projects because…	It's better for me to work as part of a group…
For the most part, working alone allows me to…	If I don't have to work with others…
I think that working in a group…	Working in a group also helps me to…

Compare

Listen to a sample response and compare it with yours. 04-02

Chapter 04

Task 3 Integrated Speaking
New Internet-Based Courses

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

virtual *(adj)*
performed online rather than in person

conduct *(v)*
to direct, manage, or control

commute *(v)*
to travel back and forth, especially for work or school

brick and mortar *(exp)*
done in a building rather than online

outdated *(adj)*
old-fashioned

banter *(n)*
lively discussion

elicit *(v)*
to draw out; to call forth

procrastinate *(v)*
needlessly to delay necessary work

Sample Response

Prearrange your understanding of the task with the activities below. 04-03

The students are discussing an announcement about new online courses being offered at the university. At first, the woman is interested in the online courses, but, after some discussion, she decides that she is not a good candidate for them. Her first reason for her opinion is that she feels she is a brick-and-mortar type of person. This means that she enjoys being in a physical location to take a class more than she would enjoy studying online. The man says the Internet is the way of the future, but she says that she likes to discuss topics with other students and the professor in the classroom so that she can better understand the material. She also states that she doesn't think she is self-motivated enough to complete an online course. She worries that she will procrastinate and not get her coursework completed on time.

Analyze | Locate and underline the transition words and phrases used in the response.

Deduce | Based on the information in the response, complete the following outline for the reading and the listening.

Reading
Topic:

Listening
Speaker's Opinion:
Reason 1:
Reason 2:

Read Read the following passage about Internet-based courses.

Reading Time: 45 Seconds

Internet-Based Courses

City University is proud to announce the availability of a selection of Internet-based courses beginning the next academic year. The courses will be available through the university network system on secure servers. Students who participate in the online courses will need to purchase the required reading material but will not be required to physically attend lectures. However, some professors may require their students to attend virtual lectures conducted via webcam. Students who wish to sign up for online classes may contact their academic advisor. Please note that commuting students have priority in the case of high-demand courses.

Check | Give a brief spoken response for each question.

1 What is the new course program being offered by City University?

2 How do students participate in the program?

3 What will students need to do if they wish to sign up for the program?

4 Critical Thinking: Why would the university give priority to commuting students?

Listen Listen to two students as they discuss the above information and take notes. 04-04

Speaker's Opinion:

Reason 1:

Reason 2:

The woman expresses her opinion about the new online courses. State her opinion and the reasons she gives for holding it.

Plan Plan your response using the information from the reading and listening.

Her Opinion:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The woman thinks online courses are (not) for her because...

Her first reason is that... She also feels that...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 4

Integrated Speaking

Literature – Transcendentalism

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

rational *(adj)*
using logic and reason

contemporary *(adj)*
happening at the same time

precursor *(n)*
something that comes before another thing

denomination *(n)*
a sub-grouping within a larger religious group

orthodox *(adj)*
strictly following traditional rules and beliefs

sect *(n)*
a small group that differs from the majority

doctrine *(n)*
the beliefs accepted by a religious group

divine *(n)*
a term referring to the Judeo-Christian God

Sample Response

Prearrange your understanding of the task with the activities below. 04-05

The Transcendentalists were thinkers in the early nineteenth century who opposed the popular thought of their day and developed a philosophy from their discontent. At the time, in New England, the dominant religious group was the Unitarians. They did not believe in strictly following church doctrine or biblical interpretations. Instead, they believed that people should use rational thought in order to understand the divine. In contrast, the Transcendentalists felt that the divine was everywhere around them and was one and the same with nature. They said that people cannot understand the divine without feeling nature. Thus, they opposed the "corpse cold" Unitarian group and began their new philosophy, which emphasized learning to appreciate nature as a way to see God. So Transcendentalism came not only from a love of nature and the desire to see the divine through it, but from a resistance to contemporary religious philosophy.

Analyze

Locate and underline the transition words and phrases used in the response.

Deduce

Based on the information in the sample response, complete the following outline about the reading and the listening.

Reading

Topic:

Listening

Main Idea:

Supporting Detail:

Supporting Detail:

Read Read the following passage about the Transcendentalist movement.

Reading Time: 45 Seconds

The Transcendentalist Movement

In the early nineteenth century, a group of writers and thinkers in New England began delivering speeches and writing essays about a new religious philosophy. This group, which came to be known as the Transcendentalists, emphasized using one's senses, rather than relying on a rational analysis of religious texts, to learn spiritual truths. The movement laid out very few specific principles and thus cannot truly be understood outside of the religious context from which it sprang. Indeed, Transcendentalism was as much a rejection of contemporary modes of thought as a unique philosophy.

Check | Give a brief spoken response for each question.

1 What was the goal of the Transcendentalist movement?

2 How did the Transcendentalists differ from other thinkers of their day?

3 Why are the core principles of Transcendentalism difficult to understand?

4 Critical Thinking: What can be inferred about the people who began the Transcendentalist movement?

Listen Listen to part of a lecture on the same topic and take notes. 04-06

Notes

The professor defines the Transcendentalist movement by describing the era it arose from and how it differed from contemporary philosophy. Using information from the reading and lecture, explain the origins of Transcendentalism and its unique philosophy.

Plan Plan your response using the information from the reading and listening.

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Transitions and Canned Phrases

The reading states that...
The Transcendentalists came about at a time when...
The professor supports the reading by saying...
According to the lecture, the Unitarians...
Instead, they believed that...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 5 Integrated Speaking
Trouble Taking Notes

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

cast *(n)*
a hard bandage worn to protect broken bones while they heal

meticulous *(adj)*
paying extremely close attention to detail

whisper *(v)*
to speak quietly, without vibrating the vocal cords

better served *(exp)*
making use of a better option

Sample Response

Prearrange your understanding of the task with the activities below. 04-07

The female student goes to her academic advisor because she has broken her right hand and will not be able to take notes in class. The advisor suggests either using a student volunteer note-taker or bringing a recording device to record the lectures. In a situation like this, I would choose to use the student volunteer note-taker. While I agree with the female student that another person might not take the same quality of notes that I would, I think that having a note-taker would allow me to concentrate more on the lecture. Because I am fully concentrating on listening to the professor and not busy writing notes, I won't need to rely on my notes to study as much as I normally do. Not only that, but written notes are also much better for studying than a recorded lecture. I can keep my notes next to my textbook as I review, but, with a recorded lecture, that's impossible to do.

▸ **Analyze** | Locate and underline the transition words and phrases used in the response.

▸ **Deduce** | Based on the information in the response, complete the following outline for the listening.

Problem:

Solution 1:

Solution 2:

Listen Now Listen to a short conversation and take notes. 04-08

Notes

? The academic advisor suggests two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Plan Plan your response using the information from the conversation.

Problem:

How I Would Respond:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The woman's problem is...	If I were in the woman's position, I would...
Her academic advisor suggests that she...	One reason I'd do that is...
He also recommends...	The other reason I would... is that...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 6 Integrated Speaking
World History – Treaty of Versailles

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

stem from *(phr v)*
to originate from; to grow out of

victor *(n)*
one who has defeated an opponent

stipulate *(v)*
to specify certain requirements and details

harsh *(adj)*
severe; unusually cruel

reallocation *(n)*
a share that is given to a new owner

reimbursement *(n)*
the act of paying back money

when all is said and done *(exp)*
when everything is finished; after all is considered

detriment *(n)*
damage or loss

deleterious *(adj)*
harmful; injurious

pave the way *(exp)*
to make possible; to facilitate future happenings

Sample Response

Prearrange your understanding of the task with the activities below. 04-09

The professor is talking about how the Treaty of Versailles led to World War II by taking away much of Germany's land and ruining its economy, thus giving rise to Hitler's Nazi regime. The Treaty of Versailles was drawn up by those countries that were enemies of Germany in World War I. It placed the guilt of the war entirely upon Germany and stipulated that Germany should pay for the war costs of other countries. Part of this meant that Germany lost 14% of its land due to reallocation. The land contained valuable resources, and its loss meant severe damage to the German economy. Besides the indirect economic damage due to land reallocation, Germany's economy also suffered because of forced repayments. Since Germany could not directly pay this, it was forced to give up coal, steel, and crops. All of this crippled Germany's economy and, according to the professor, led to World War II.

▸ **Analyze** | Locate and underline the transition words and phrases used in the response.

▸ **Deduce** | Based on the information in the response, complete the following outline for the listening.

Topic:
Main Idea:
Supporting Detail 1:
Supporting Detail 2:

Listen Listen to a short lecture and take notes. 04-10

Notes

? Using points and examples from the lecture, explain how the Treaty of Versailles affected Germany and how it contributed to the start of World War II.

Plan Plan your response using the information from the lecture.

Main Idea:

Point 1:

Point 2:

Transitions and Canned Phrases

The professor explains that the Treaty of Versailles…
The treaty also stipulated that Germany had to…
Therefore, when Hitler came to power…
Germany was forced to…
This affected Germany by…

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 1 Independent Speaking
Qualities of a Friend

What qualities do you look for in a friend? Be sure to include specific details and examples in your answer.

Plan

Plan your own response to the prompt. Some ideas have been provided to guide you.

Qualities I Look For:

Detail:

Idea Box

What is a quality that would ruin a friendship? The opposite quality would be very valuable.
Think of your best friend. What do you like about him or her?
What qualities do you have that make you a good friend?

Example:

Detail:

Idea Box

Try to remember something a friend did for you. What was the quality that motivated this action? List that quality, describe it in detail, and use the story as your example.

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

The first thing I look for in a friend is…	I also value… in a friend.
[This quality] means that…	I remember a time when my friend…

Compare

Listen to a sample response and compare it with yours. 05-01

Task 2 Independent Speaking
Living Alone vs. Roommates

Some students prefer to live alone while at university. Others prefer to have roommates. Please explain which you think is the better living situation.

Plan

Plan an answer for both options. Some ideas have been provided to help you.

Live Alone

Supporting Detail 1:

Supporting Detail 2:

Idea Box

Living alone might provide a quieter and more relaxing study environment.
Many people with roommates fight over messy habits or eating each other's food.
Without a roommate, you would have more privacy.

Have Roommates

Supporting Detail 1:

Support ing Detail 2:

Idea Box

It can get lonely living alone, especially if you don't have money to go out often.
Having roommates could help one adjust to a new environment, especially in a new city or country.
Sharing a room can help you develop important interpersonal skills.

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

The best thing for me would be to...	It goes without saying that...
If I had to live alone/with roommates...	Living alone would allow me to...
I'd also prefer to have roommates because...	The most important thing is that...

Compare

Listen to a sample response and compare it with yours. 05-02

Task 3 Integrated Speaking
Library Renovations

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

renovation *(n)*
rebuilding or redecorating to improve a building

underway *(adj)*
in the process of; having already begun

foster *(v)*
to promote; to facilitate

approximate *(v)*
to guess; to estimate

reference *(n)*
books used as sources of information

as slow as molasses *(exp)*
very slow

database *(n)*
a collection of computer-based data

waiting list *(n)*
a list that organizes shared resources or space

Sample Response

Prearrange your understanding of the task with the activities below. 05-03

The two students are talking about the library being closed for renovations. The man is excited about the announcement because the renovations will improve the library in a couple of ways that will benefit him. The first thing that he mentions is that the computer lab will be improved. He said that he does not have a computer at home, so he does most of his computer-based research from on-campus computer labs. After the renovations, the computers in the library will access the database more quickly and facilitate his research. He also said that he was happy about the increased number of study rooms that will be added. Students currently must put their names on waiting lists in order to access study rooms. The man expects that, after the renovations, there will be plenty of rooms available, so waiting lists won't be needed.

Analyze

Locate and underline the transition words and phrases used in the response.

Deduce

Based on the information in the response, complete the following outline for the reading and the listening.

Reading
Topic:

Listening
Speaker's Opinion:
Reason 1:
Reason 2:

Read Read the following passage about library renovations on a university campus.

Reading Time: 45 Seconds

Library Renovations

The Robert F. Jenkins Library is pleased to announce that the renovation plans have passed final approval and remodeling will soon be underway. The library staff believes the changes will benefit the student body and foster academic achievement. Specific changes include an upgraded and expanded computer lab, updated versions of all key reference material, more group study rooms, and an overall redecoration of the library to make a more comfortable study environment for students. We approximate that the renovations, beginning in June, will take three to four months to complete. During that time, only reference material will be available.

Check | Give a brief spoken response for each question.

1 What is the purpose of the announcement?

2 In which ways will the library be improved due to the renovations?

3 How will students be affected during the renovations?

4 Critical Thinking: Why might a student be upset about the changes?

Listen Listen to two students as they discuss the above information and take notes. 05-04

Speaker's Opinion:

Reason 1:

Reason 2:

The man expresses his opinion about the library renovations. Explain his opinion and the reasons he gives for holding it.

Plan Plan your response using the information from the reading and listening.

His Opinion:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The man is happy about the changes because...	He mostly feels this way because...
He says that the renovations will...	Besides that, he thinks...
The man also says that...	In other words, he feels the renovations will...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 4 Integrated Speaking
Medicine – Penicillin

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

mold *(n)*
a growth of fungus

culture *(n)*
living matter grown for scientific study

infectious *(adj)*
able to be spread to others

antibiotic *(n)*
medicine used to stop infectious diseases

revolutionize *(v)*
to change in a drastic way

viable *(adj)*
able to continue successfully; sustainable

cripple *(v)*
to damage or weaken

profound *(adj)*
deep; far-reaching

mortality *(n)*
the quality of being able to die

succumb *(v)*
to give in to; to submit to a greater power

Sample Response

Prearrange your understanding of the task with the activities below. 05-05

Penicillin was accidentally discovered by Alexander Fleming when he saw mold growing in a Petri dish he had left uncovered. The mold stopped infectious bacteria from spreading. This, the reading claims, changed the world. This argument is supported by the lecture. The professor begins the lecture by arguing that the advent of widespread penicillin use was the most important medical advancement in history. He says that before penicillin came into popular use, people usually became crippled or died from most infections. Penicillin also led the way to antibiotics becoming commonplace, which further increased public health. Another global impact of penicillin is on world population. The professor explains that the world's population would be about half of what it is today if not for penicillin. That's because many of our grandparents would have died from infections as children or as a result of wounds received in battle during wars.

Analyze | Locate and underline the transition words and phrases used in the response.

Deduce | Based on the information in the sample response, complete the following outline about the reading and the listening.

Reading

Topic:

Listening

Main Idea:

Supporting Detail:

Read

Read the following passage about the discovery of penicillin

Reading Time: 45 Seconds

The Discovery of Penicillin

In 1928, Scottish scientist Alexander Fleming returned to his laboratory one morning to find a Petri dish he had accidentally left open had begun to grow mold. The Petri dish contained a culture of infectious bacteria Fleming had been studying. Curiously, the mold in the dish was surrounded by a ring through which the bacteria could not break through.

Fleming grew a pure sample of the mold and learned that it could be used to fight off bacterial growth. He named his discovery—the world's first antibiotic—penicillin. Since that time, penicillin has revolutionized medicine and changed the world.

Check

Give a brief spoken response for each question.

1 What did Alexander Fleming do that led to his discovery of penicillin?

2 How was the mold found growing in the Petri dish unusual?

3 What happened as a result of the discovery of penicillin?

4 Critical Thinking: How do you think the world would be different without penicillin?

Listen

Listen to part of a lecture on the same topic and take notes. 05-06

Notes

The professor explains why penicillin is important to the world. Using points and examples from the lecture, explain what penicillin is and how it has benefitted the world.

Plan Plan your response using the information from the reading and listening.

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Transitions and Canned Phrases

According to the reading, penicillin is...	Penicillin led the way to...
The professor claims that penicillin...	He mentions that in the past...
He furthers his argument by saying that...	Without penicillin...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 5

Integrated Speaking

No Parking Space

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

give [one] a lift *(exp)*
to drive someone somewhere in a vehicle

you bet *(exp)*
sure; no problem; you're welcome

jam-packed *(adj)*
filled to capacity

pickle *(n)*
a difficult and troublesome situation

commotion *(n)*
an activity that draws attention

not a chance *(exp)*
absolutely not; no way

stickler *(n)*
someone who is strict

punctuality *(n)*
arriving at the agreed-upon time

get on [one's] (good) bad side *(exp)*
earn someone's (approval) disapproval

Sample Response

Prearrange your understanding of the task with the activities below. 05-07

The man and woman are riding to class together in the woman's car. The woman drives to her usual parking lot and sees that it is full because of a special event that is taking place. She can either park on the grass or drive to a parking garage. In this scenario, I'd choose to go ahead and park on the grass. The first reason is that I would rather risk getting a ticket than getting on my professor's bad side. While no one likes to get parking tickets, it's much worse to have a professor who might deduct points from my grade, which would affect my GPA. This leads to my next point, which is that the cost of a ticket is insignificant when compared to the cost of tuition at a university. It is better to pay the ticket price than to waste the money I'm spending on tuition.

▸ **Analyze** | Locate and underline the transition words and phrases used in the response.

▸ **Deduce** | Based on the information in the response, complete the following outline for the listening.

Problem:

Solution 1:

Solution 2:

Listen Now listen to a short conversation and take notes. 05-08

Notes _____

_____

_____

_____

_____

_____

? The man offers two solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Plan Plan your response using the information from the conversation.

Problem:

How I Would Respond:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The two students are talking about...	The woman is having trouble because...
The man offers help by suggesting...	He also recommends that the woman...
I would choose to...	Most importantly...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 6 Integrated Speaking
Engineering – Arches

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

innovation *(n)*
something newly introduced

arch *(n)*
a curved structure that supports weight

mobilization *(n)*
sending out people in preparation for action

sturdy *(adj)*
well supported; unlikely to collapse or break

adjacent *(adj)*
directly next to

mend *(v)*
to fix; to make repairs

ensure *(v)*
to guarantee; to make certain

loyalty *(n)*
a feeling of strong support for

conquer *(v)*
to take control by force

aqueduct *(n)*
an above-ground structure that carries water

Sample Response

Prearrange your understanding of the task with the activities below. 05-09

According to the professor, innovations in engineering can alter the course of history. He makes this point by talking about how the Romans used arches to expand their empire. One of the ways they used arches was in the construction of bridges. Since the Roman Empire was spread all across Europe, there was much terrain that needed to be crossed by the army. The arch allowed the Romans to create sturdy bridges, which in turn allowed the army to quickly travel to any location in Europe that needed immediate military attention. The other way the Romans spread their empire by using arches was with aqueducts. Arches allowed the construction of aqueducts to carry water to conquered people. Because providing water to ordinary people was unheard of at the time, the people became loyal to the Roman Empire. So, by providing quick mobilization and gaining people's loyalty, arches helped the spread of the Roman Empire.

▸ **Analyze** | Locate and underline the transition words and phrases used in the response.

▸ **Deduce** | Based on the information in the response, complete the following outline for the listening.

Topic:
Main Idea:
Supporting Detail 1:
Supporting Detail 2:

Listen Listen to a short lecture and take notes. 05-10

Notes

Using points and examples from the lecture, explain how the Romans used arches to spread their empire across Europe.

Plan Plan your response using the information from the lecture.

Main Idea:

Point 1:

Point 2:

Transitions and Canned Phrases

The main idea of the lecture is...	Rome was the first to...
The Romans used arches to...	The first example the professor gives is...
This helped spread the Roman Empire by...	It also promoted the empire by...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 1 Independent Speaking
Method of Relaxation

What is your preferred method of relaxing when you are under a lot of stress? Be sure to include specific details and examples in your answer.

Plan

Plan your own response to the prompt. Some ideas have been provided to guide you.

How I Relieve Stress:

Reason 1:

Detail:

Idea Box

Do you go somewhere when you are stressed?
Is there a stress-relieving activity that someone taught you?
Is there a particular book or movie that you read or watch?

Reason 2:

Detail:

Idea Box

Does the place or activity have some qualities that are inherently relaxing to most people?
Was the place or activity designed specifically for the purpose of relaxing?
Do you forget about your worries and stress when you go to this place or do this activity?

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

When I'm feeling stressed out, I...	... helps relieve stress first by...
The first reason I do this/go there is...	I also think that... helps relax me by...

Compare

Listen to a sample response and compare it with yours. 06-01

Task 2

Independent Speaking

Living Downtown or in a Suburb

Would you prefer to live downtown or in a suburb? Support your opinion with specific reasons and details.

Plan

Plan an answer for both options. Some ideas have been provided to help you.

Live Downtown

Supporting Detail 1:

Supporting Detail 2:

Idea Box

People who live downtown are close to important locations such as workplaces and restaurants.
Emergency services can respond more quickly to downtown areas than to suburbs.
Most downtown areas have a better variety of living options.

Live in a Suburb

Supporting Detail 1:

Supporting Detail 2:

Idea Box

Suburbs are usually far from industrial areas and heavy traffic.
People in suburban areas have better access to natural locations, such as mountains and forests.
Suburbs are developing quickly and may have more modern living places, schools, and facilities.

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

I'd rather live downtown than in a suburb because...
This is also true because...
The other reason I'd like to live in a suburb is...
I'd much prefer suburbs to downtown since...
If I lived downtown, I'd be able to...
Living in a suburb would allow me to...

Compare

Listen to a sample response and compare it with yours. 06-02

Task 3 Integrated Speaking
New Dormitory Opening

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

sq. ft. – square foot *(n)*
a measurement equal to one foot by one foot

kitchenette *(n)*
a small kitchen

rip-off *(n)*
something that is highly overpriced

grocery *(n)*
food, especially bought to supply a home

curfew *(n)*
the latest time by which residents must be home

miss out *(phr v)*
not to take an opportunity or experience

Sample Response

Prearrange your understanding of the task with the activities below. 06-03

The woman sees the announcement about the new, high-quality dormitory on campus but decides that she does not want to live there. Her first reason for her opinion is that she thinks the dorm is too expensive. At $14,000 a year, it is almost $6,000 more expensive than the other dorms. Instead, she prefers to find an apartment off campus, which she thinks will cost much less overall, even after she considers the cost of rent and groceries. She also says that she does not wish to follow the rules of the dormitory. Even though she would like to be on campus to participate in activities and to involve herself in the community, she does not think she can abide by the restrictions placed on students in dorms. One of the rules she mentions is the curfew, which she would not want to obey.

▸ **Analyze** | Locate and underline the transition words and phrases used in the response.

▸ **Deduce** | Based on the information in the response, complete the following outline for the reading and the listening.

Reading

Topic:

Listening

Speaker's Opinion:

Reason 1:

Reason 2:

Read Read the following passage about the new dormitory opening on a university campus.

Reading Time: 45 Seconds

New Dormitory Opening

City University is proud to announce the completion of Walker Hall, the newest addition to our student housing facilities. Rooms in Walker Hall will be available this fall. The dormitory offers the highest quality in student housing, with 140 sq. ft. private rooms, each with a private bathroom. Each floor is equipped with a kitchenette, a common area with a 47-inch flat-screen television, group study rooms, and laundry facilities. The cost to students is $14,000 per academic year. This price includes unlimited use of the laundry machines as well as a meal plan at the cafeteria and food court located on the first floor.

Check | Give a brief spoken response for each question.

1 What is the purpose of the announcement?

2 What features does the new dormitory have that make it special?

3 What do students receive as part of the housing cost?

4 Critical Thinking: How might dormitory living differ from off-campus living?

Listen Listen to two students as they discuss the above information and take notes. 06-04

Speaker's Opinion:

Reason 1:

Reason 2:

The woman expresses her opinion about the new dormitory building. Explain her opinion and the reasons she gives for holding it.

Plan Plan your response using the information from the reading and listening.

Her Opinion:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The woman will not live in the dorm because...	The woman thinks that apartments are...
She also feels that living off campus is...	Her first reason is that...
Instead of living in the dorm, she...	In addition to that, she says...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Integrated Speaking

Task 4 Psychology – Birth Order

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

sibling *(n)*
a brother or sister

authoritative *(adj)*
controlling; bossy

out of place *(exp)*
feeling different or not a part of something

gratification *(n)*
satisfaction; receiving what one wants

profound *(adj)*
significant; noteworthy

phenomenon *(n)*
a trend that occurs throughout a population

overachiever *(n)*
one who tries to have many accomplishments

cognitive *(adj)*
mental; of the mind

Sample Response

Prearrange your understanding of the task with the activities below. 06-05

The reading explains that birth order is when a person is born relative to his or her siblings, as in first-born, middle, youngest, and so forth. Some psychologists claim that first-born siblings have attributes of leadership and control while younger-born siblings are less likely to be overachievers and tend to dislike responsibility more. The professor confirms this assertion by presenting examples of sports figures and politicians. She names three first-born successes who are in the top ranks of their field while their younger siblings are much less accomplished. The professor goes on to say that birth order can affect not only people's personalities but also their intelligence. Citing recent research, she says that first-born siblings have an average of 2.3 more IQ points than their next-born siblings and that average IQs become lower as one goes down the birth order. This is attributed to the fact that first-born children must figure out how to do things by themselves and then go on to teach these things to their younger siblings.

Analyze | Locate and underline the transition words and phrases used in the response.

Deduce | Based on the information in the sample response, complete the following outline about the reading and the listening.

Reading

Topic:

Listening

Main Idea:

Supporting Detail:

Supporting Detail:

Read Read the following passage about birth order and personality.

Reading Time: 45 Seconds

Birth Order and Personality

Psychologists have long noted the differences in personality that can arise due to the order of one's birth relative to one's siblings. First-born children exhibit tendencies to become controlling, protective, or otherwise authoritative over younger siblings. Middle children are more likely to rebel from the family's expectations due to feeling out of place within the family. Youngest children demand more attention, dislike responsibility, and expect constant gratification. They are most similar to children without siblings, who are also used to being the center of attention, and may feel they are being treated unfairly when things do not go their way.

Check | Give a brief spoken response for each question.

1 According to the passage, what is birth order?

2 How does being born first affect one's personality?

3 In what way are youngest children similar to children without siblings?

4 Critical Thinking: Where does this passage fall in the nature vs. nurture debate?

Listen Listen to a short lecture related to the reading. Take notes as needed. 06-06

Notes

The professor explains how birth order influences people's lives. Using points and examples from the lecture, explain what birth order is and what effect it has on people.

Plan Plan your response using the information from the reading and listening.

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Transitions and Canned Phrases

The passage explains that birth order is...	This is explained by the professor as...
In the lecture, we learn that...	First-born siblings tend to be...
This is explained through the example of...	Birth order also affects...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 5

Integrated Speaking

Missing too Many Classes

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

a number of *(exp)*
several; many

absence *(n)*
a failure to arrive at an event

take a toll on *(exp)*
negatively to affect someone

attendance *(n)*
arriving at an event; being present

come again *(exp)*
a request for the speaker to repeat him or herself

transcript *(n)*
a listing of all courses taken and final grades

Sample Response

Prearrange your understanding of the task with the activities below. 06-07

The man goes to his professor in order to speak to her about his absence at several lectures. He worries that he will do poorly in the class because his repeated absence. The professor recommends that he either drop the class or register to take the class on a pass or fail basis. If I were in the student's shoes, I would choose to drop the class. First, dropping the class would allow me to focus on the problems that are causing me to miss the class. I could drop the class, solve my problems, and take the class again when I can better concentrate on it. Second, I would like to get the highest GPA possible when I attend university. If I took the class on a pass/fail basis, I would not be able to improve my GPA. It's better to drop the class now and take it another semester so that I could earn an A.

Analyze | Locate and underline the transition words and phrases used in the response.

Deduce | Based on the information in the response, complete the following outline for the listening.

Problem:

Solution 1:

Solution 2:

Listen Now listen to a short conversation and take notes. 06-08

Notes _____

_____

_____

_____

_____

_____

? The professor offers two solutions to the man's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Plan Plan your response using the information from the conversation.

Problem:

How I Would Respond:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The man is talking to his professor about...
If I were in the man's position, I would...
I would also... because...
The professor says he can either... or...
By... I'd be able to...
I could also benefit by... because...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Task 6

Integrated Speaking

Geology – Glacier Landforms

Vocabulary Take a few moments to review the vocabulary items that will appear in this task.

retreat *(v)*
to move back to the starting position

indelible *(adj)*
impossible to forget or to erase

gigantic *(adj)*
extremely large

basin *(n)*
a large, bowl-shaped hole in the ground

drain *(v)*
to empty the liquid from

pebble *(n)*
a small rock

abrasive *(adj)*
scratching and damaging with rough angles

carve *(v)*
to change the shape of something by cutting it

Sample Response

Prearrange your understanding of the task with the activities below. 06-09

The lecture is about how the retreat of glaciers during the last major ice age caused various land formations on earth today. The professor begins by explaining how the ice sheet that moved across North America created enormous lakes. The first example given is of the Great Lakes, which are located on the border of the United States and Canada. The ice sheet knocked down mountains and made gigantic holes, which were later filled with melted ice. The second example is of Lake Agassiz, in the middle of Canada, which was formed by the ice sheet pressing down on the land. The professor then moves to some other landforms created by ice. These are the fjords of Norway and Iceland. As the ice retreated, it picked up rocks and pebbles, which gave it strong abrasive power. The ice tore up the land as it moved, creating interesting-looking fjords that we can see on maps today.

Analyze

Locate and underline the transition words and phrases used in the response.

Deduce

Based on the information in the response, complete the following outline for the listening.

Topic:
Main Idea:
Supporting Detail 1:
Supporting Detail 2:

Listen Listen to a short lecture and take notes. 06-10

Notes

? The professor describes some effects of glaciers and ice sheets at the end of the last ice age. Using examples and details from the lecture, describe how the last ice age had a lasting effect on the Earth.

Plan Plan your response using the information from the lecture.

Main Idea:

Point 1:

Point 2:

Transitions and Canned Phrases

The professor addresses the topic of...	As the glaciers retreated...
Ice sheets moved across the land, creating...	This movement resulted in the formation of...
The ice also affected the Earth by...	We can see its effect still today in...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Part C

Mastering Knowledge and Skills for the Speaking

Chapter **07**
Chapter **08**
Chapter **09**
Chapter **10**
Chapter **11**
Chapter **12**

Task 1 Independent Speaking
Happiest Childhood Memory

What is your happiest childhood memory? Describe it and explain why it is your happiest memory.

Tip

Choose any memory you can quickly and clearly recall, or simply imagine a memory. The important factor is not the truthfulness of your response but how well you convey your ideas.

Plan

Take 15 seconds to plan your answer.

A Childhood Memory:

Detail 1:

Detail 2:

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

This memory is dear to me because…
I will never forget when… because…
… played an important part in the rest of my life.
This is also my happiest memory because…

Grade

Grade your response after you hear a sample response. 07-01

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Independent Speaking

Task 2 Living on or off Campus

Some students prefer to live on campus while others prefer to live in off-campus housing. Which do you prefer? Support your answer with reasons and examples.

Tip

First, think of an example of a positive scenario for either answer choice. Use this example to determine which choice you will make.

Plan

Take 15 seconds to plan your answer.

On Campus / Off Campus:

Detail 1:

Detail 2:

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

It would be best for me to live on campus because...
I'd prefer to live off campus because...
If I lived on campus, I could also...
Another reason I'd like to live off campus is...

Grade

Grade your response after you hear a sample response. 07-02

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 3

Integrated Speaking

Increased Parking Permit Fees

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

first-come, first-served *(exp)*
given in order of request; unable to be reserved

grant *(v)*
to give; to allow

privilege *(n)*
a special right or benefit

where does [one] get off *(exp)*
an expression of outrage

free up *(phr v)*
to make available

bingo *(interj)*
an expression of agreement or confirmation

emission *(n)*
something released

a drop in the bucket *(exp)*
a small amount

Read You have 45 seconds to read the following passage.

Reading Time: 45 Seconds

Changes to Parking Policy

Effective beginning in the fall semester, parking permit fees will increase by 25% for all students. Annual permits will be $300; semester permits will be $175. Lost or stolen permits can be replaced for a fee of $100. Permits may be purchased on a first-come, first-served basis at the Parking Services building. In addition, students residing in on-campus housing will no longer be granted on-campus parking privileges. The outside parking facility across from the campus main gate should be used instead.

Organizing | Fill out the following key points about the reading.

Main Idea:

Point 1:

Point 2:

Prediction | Based on the reading passage, predict what the speakers in the conversation will say.

Critical Thinking: What common goal do both parking-related changes share?

Listen Now you will hear a short conversation related to the reading. Take notes about what both speakers say.

07-03

Man:

Woman:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How does the response compare to your prediction?

2 What is another reason that could support the woman's opinion?

3 How would you have reacted to the announcement?

The woman expresses her opinion about the changes to the parking permit policy. State her opinion and the reasons she gives for holding it.

Plan Take 30 seconds to plan your answer.

Woman's Opinion:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The woman is happy with/upset about the change in policy.

One reason she gives is that… She also says that…

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade Grade your response after you hear a sample response. 07-04

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Integrated Speaking

Task 4 Business – The Productivity Paradox

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

implement *(v)*
to put something into use

countless *(adj)*
too many to be counted; a great number of

baffle *(v)*
to confuse

correlation *(n)*
an association whereby a change in one affects the other

social networking site *(n)*
a website for connecting with friends

fatigued *(adj)*
tired

boost *(v)*
to increase

comparable *(adj)*
similar enough to be compared

Read You have 45 seconds to read the following passage.

Reading Time: 45 Seconds

The Productivity Paradox and the Internet

When computer technology began to appear in offices across the nation, managers expected sharp increases in productivity. As it turns out, workplace productivity sees no significant growth with the implementation of new technology. This phenomenon, called the productivity paradox, has inspired countless studies of office technology and, most recently, the Internet. Economists have been baffled by their findings. Nearly every office worker has access to the Internet now, and reports show that workers waste millions of hours each year playing online games and surfing the Web. Nevertheless, studies have demonstrated a strong correlation between Internet access and increased productivity.

Note Taking | Fill out the following key points about the reading.

Main Idea:

Reason 1:

Reason 2:

Prediction | Based on the reading passage, make a guess as to what the lecture will say.

Critical Thinking: Why do you think the Internet has increased workplace productivity?

Listen Now you will hear a short lecture related to the reading. Take notes as you listen. 07-05

Main Idea:

Detail 1:

Detail 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How does the lecture compare to your prediction?

2 Why might a new phone system or new electronic equipment slow down productivity?

3 Are there any other technologies that you think might increase productivity?

The professor explains how the Internet has increased office productivity. Explain how the Internet increases productivity in spite of the productivity paradox.

Plan

Take 30 seconds to plan your answer.

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Transitions and Canned Phrases

The reading states that...
The lecture supports/refutes the reading.
According to the lecture, the Internet...
Productivity is increased because...
Workers are also more productive because...

Speak

Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade

Grade your response after you hear a sample response. 07-06

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 5 Integrated Speaking
Noisy Neighbor

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

all-nighter *(exp)*
staying up all night, usually to study

intentionally *(adv)*
done on purpose; not an accident

going on *(exp)*
happening

confrontational *(adj)*
tending to address problems face to face

RA – Resident Assistant *(n)*
a person who helps manage a dormitory

suffer *(v)*
to be negatively affected

Listen Listen to the following conversation. Take notes about the problem and solutions. 07-07

Problem:

Solution 1:

Solution 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 Does talking to the neighbor have to be "confrontational" and hostile?

2 Would talking to the RA necessarily get the neighbor in trouble?

The students discuss two possible solutions to the man's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Plan

You now have 20 seconds to plan your response.

Problem:

How I Would Respond:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The man's problem is...	If I were in the man's position, I would...
One suggested solution is...	One reason I'd do that is...
The woman also suggests that the man...	The other reason I would... is that...

Speak

Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade

Grade your response after you hear a sample response. 07-08

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 6

Integrated Speaking

The Arts – Dadaism

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

blame *(v)*
to assign guilt

cultural elite *(exp)*
the rich and powerful in society

chaos *(n)*
a lack of control and order

presumably *(adv)*
thought, but not known as fact

troupe *(n)*
a group or company of performers

cause a stir *(exp)*
to disrupt; to break the peace

Listen Listen to the following lecture about Dadaism. Take notes as you listen. 07-09

Main Idea:

Detail 1:

Detail 2:

Critical Analysis

Give a brief, spoken response to the following questions.

1 How does the professor explain the main point of the lecture?

2 Based on the lecture, do you think the Dadaists were successful in their mission?

? Using points and examples from the lecture, explain how and why the Dadaists fought back against the cultural elite of the early twentieth century.

Plan You now have 20 seconds to plan your response.

Main Idea:

Example 1:

Example 2:

Transitions and Canned Phrases

The professor explains that the Dadaists fought against the cultural elite by…

The Dadaists did this by…

Another example of Dadaist resistance is…

As a result…

This caused…

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade Grade your response after you hear a sample response. 07-10

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Chapter 08

Task 1 Independent Speaking
Celebrating Your Birthday

Everybody likes to celebrate his or her birthday in a different way. Using details and examples, describe what you like to do to celebrate your birthday.

Tip

Even if you do not normally celebrate your birthday in the same way each year, think of an activity you would like to do on your birthday.

Plan

Take 15 seconds to plan your answer.

Birthday Activity:

Detail 1:

Detail 2:

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

The one thing I love to do on my birthday…
My birthday is the only time that I can…
This is something I enjoy because…
For example, last year on my birthday…

Grade

Grade your response after you hear a sample response. 08-01

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Independent Speaking

Task 2 Movie Theaters or Home Viewing

Do you prefer to watch movies at home or in movie theaters? Support your answer with details and examples.

Tip

Even if you enjoy both, choose one and stick with it. Focus on the enjoyable aspects, such as comfort, convenience, fun with friends, picture/sound quality, and so forth.

Plan

Take 15 seconds to plan your answer.

At Home / In Theaters:

Detail 1:

Detail 2:

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

In my opinion, it's better to watch a movie...
Movie theaters are better because...
Watching movies at home is...
To illustrate my point, one time...

Grade

Grade your response after you hear a sample response. 08-02

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 3 Integrated Speaking
Dormitory Inspections

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

inspection *(n)*
a close look; a search

dry *(adj)*
free of alcohol

disturb *(v)*
to interrupt; to bother

discreetly *(adv)*
avoiding the notice of others

draconian *(adj)*
excessively harsh; severe

curb *(v)*
to limit or minimize with action

Read You have 45 seconds to read the following passage.

Reading Time: 45 Seconds

Dormitory Inspections

Beginning Monday, March 3, campus police officers will begin making monthly inspections of the each unit in Briggs Hall. While this measure may be seen as extreme, the university has received numerous complaints of alcohol abuse. As Barkley College is a dry campus, keeping alcohol on campus is strictly against policy. Students will be responsible for any alcohol or other illegal items found in their rooms. As your RA, I strongly advise you to review the dormitory guidelines posted on the university website. Feel free to visit me in room 5A if you have any further questions.

Derek Parker

Resident Assistant

Note Taking | Fill out the following key points about the reading.

Main Idea:

Point 1:

Point 2:

Prediction | Based on the reading passage, predict what the speakers in the conversation will say.

Critical Thinking: Besides alcohol, what are some other things that are not allowed in dormitories?

Listen Now you will hear a short conversation related to the reading. Take notes about what both speakers say.

08-03

Man:

Woman:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How does the response compare to your prediction?

2 How does the female speaker's opinion change in the conversation?

3 Why might some people not support having the police search their dormitory rooms?

? The man expresses his opinion about police searches of a university dormitory. State his opinion and the reasons he gives for holding it.

Plan

Take 30 seconds to plan your answer.

Man's Opinion:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The man feels that the policy will...
He hopes the measure will reduce...
He says the move is needed because...
The man also feels that...

Speak

Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade

Grade your response after you hear a sample response. 08-04

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 4 Integrated Speaking
Health – Pandemics

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

segment *(n)*
a part; a portion

novel *(adj)*
new; never seen before

immunity *(n)*
a resistance to infection

keep [something] in check *(exp)*
to control the number or volume of something

devastating *(adj)*
having a severe and negative impact

scholar *(n)*
one who studies a subject in depth

mingle *(v)*
to mix with socially; to interact with

tragedy *(n)*
a sad situation

Read You have 45 seconds to read the following passage.

Reading Time: 45 Seconds

Pandemics

A pandemic is the widespread occurrence of an infectious disease that affects great segments of populations across large areas of land, such as continents or even the entire world. A pandemic occurs when a novel disease is introduced to a population. Because it is novel, people do not have any natural immunity to it, so it spreads quickly throughout the population. Pandemics can have an incredible impact on a society, even to the point of completely wiping it out.

Note-taking | Fill out the following key points about the reading.

Main Idea:

Reason 1:

Reason 2:

Prediction | Based on the reading passage, make a guess as to what the lecture will say.

Critical Thinking: How could a novel disease be introduced into a population?

Listen Now you will hear a short lecture related to the reading. Take notes as you listen. 08-05

Main Idea:

Detail 1:

Detail 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How does the lecture compare to your prediction?

2 What is the relationship between the reading and the listening?

3 Are there any other pandemics that have occurred in modern times?

The professor explains pandemics with the example of the Spanish Flu. Using points and examples from the lecture, define pandemics, how they are spread, and what impact they have on societies.

Plan

Take 30 seconds to plan your answer.

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Transitions and Canned Phrases

A pandemic is a disease that...	This is explained with the example of...
The flu was spread by...	This caused the flu to...
The effect was felt by people in...	As a result, many people...

Speak

Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade

Grade your response after you hear a sample response. 08-06

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Chapter 08

Task 5 Integrated Speaking
Working out in a Gym

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

physical *(n)*
a medical examination to determine one's physical health

shabby *(adj)*
of poor quality; substandard

jock *(n)*
an athlete

out of shape *(exp)*
in poor physical health

self-conscious *(adj)*
overly aware of others' opinions of one

money is tight *(exp)*
there is little money

Listen Listen to the following conversation. Take notes about the problem and solutions. 08-07

Problem:

Solution 1:

Solution 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 What could the man do to feel less self-conscious in the gym on campus?

2 How could the man make room in his budget to join an off-campus gym?

The students discuss two possible solutions to the man's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Plan

You now have 20 seconds to plan your response.

Problem:

How I Would Respond:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The man's doctor told him...	He needs to figure out a way to...
The man can either... or...	In this case, I would...
First, I would... because...	It would also be better to... because...

Speak

Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade

Grade your response after you hear a sample response. 08-08

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Integrated Speaking

Task 6 Education – Literacy in Education

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

epic *(adj)*
extraordinarily lengthy

chiefly *(adv)*
primarily; mostly

orally *(adv)*
spoken

cross-examination *(n)*
a process of questioning to determine truth

crucial *(adj)*
of the utmost importance

coherently *(adv)*
in a way that is clearly and effectively stated

diminish *(v)*
to lower

be on to something *(exp)*
to have a unique understanding of something

Listen Listen to the following lecture about literacy in education. Take notes as you listen. 08-09

Main Idea:

Example 1:

Example 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 Plato argued that literacy will diminish people's memory abilities. What positive effect does literacy have on people's overall breadth and depth of knowledge?

2 What is your opinion of Plato's argument that writing is "the third place from the truth"?

Using points and examples from the lecture, describe the educational model of Hellenic Greece and how and why some opposed the introduction of literacy.

Plan

You now have 20 seconds to plan your response.

Main Idea:

Detail 1:

Detail 2:

Transitions and Canned Phrases

In the early days of Greece, education was mostly...
Some opposed literacy, saying...
His first argument is that literacy...
This began to change with...
Plato especially argued that...
Literacy would also diminish...

Speak

Now give your spoken response for 60 seconds.

Response time: 60 seconds Your speaking time: _____ seconds

Grade

Grade your response after you hear a sample response. 08-10

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 1 Independent Speaking
Recommend Tourist Site

Imagine you meet some tourists in your hometown and they ask you to recommend a place to see. Think of the site that you would recommend they visit. Describe the site and explain why you would recommend it to tourists.

Tip

Think of a location, especially a public place where events are held, that you can quickly recall with great detail.

Plan

Take 15 seconds to plan your answer.

Recommended Site:

Description:

Why I'd Recommend It:

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

I would recommend that tourists go to see...
This is a place where...
It is a great tourist destination because...
Tourists also enjoy this place because...

Grade

Grade your response after you hear a sample response. 09-01

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 2

Independent Speaking

Vacation Destinations

Some people prefer to travel to new destinations for every vacation while others find one place they enjoy and return there often. Decide which you would prefer. Support your opinion with details and examples.

Tip

If you have not traveled much in your life, just decide which option you would prefer if you traveled often and took regular vacations.

Plan

Take 15 seconds to plan your answer.

New Destination / Same Destination:

Detail 1:

Detail 2:

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

I prefer to visit new places when I travel…	Every year, my family returns to…
I find more happiness doing this because…	This works better for us since…

Grade

Grade your response after you hear a sample response. 09-02

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 3 Integrated Speaking

Department Budget Cuts

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

deficit *(n)*
a lack; an amount less than necessary

fiscal year *(n)*
a year-long period of accounting

shortsighted *(adj)*
showing poor judgment about the future

disposal *(n)*
the act of throwing away or removing

minor *(n)*
a secondary area of academic study

inferior *(adj)*
lesser in rank or importance

Read You have 45 seconds to read the following passage.

Reading Time: 45 Seconds

Don't Cut Economics Budget

Because of a projected deficit for the coming fiscal year, each college was asked to cut 20% of its budget. I believe the College of Business has made a shortsighted decision to completely axe the Department of Economics. Some argue that our department was overstaffed, but if you look at registration figures, we have double the student credit hours of any other department. A complete disposal of our department will surely have negative effects on related majors as well as on the university's image and enrollment.

Regards,

Geoffrey Ross

Associate Professor of Economics

Note Taking | Fill out the following key points about the reading.

Main Idea:

Point 1:

Point 2:

Prediction | Based on the reading passage, predict what the speakers in the conversation will say.

Critical Thinking: How might cutting the Department of Economics from the budget negatively affect the university and its College of Business?

Listen Now you will hear a short conversation related to the reading. Take notes about what both speakers say.

09-03

Man:

Woman:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How does the response compare to your prediction?

2 How might the female student be affected by the change?

3 What long-term effects could the change have on the College of Business's budget?

The woman expresses her opinion about the university cutting the Department of Economics. State her opinion and the reasons she gives for holding it.

Plan

Take 30 seconds to plan your answer.

Woman's Opinion:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The woman is responding to an announcement about…	She thinks the change will disrupt…
The woman also feels that cutting the department will…	She thinks in the long run this will…

Speak

Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade

Grade your response after you hear a sample response. 09-04

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 4

Integrated Speaking

Linguistics – Speech Communities

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

criterion *(n)*
something used as a measure for judgment

social mobility *(n)*
the ability to move up through social classes

linguist *(n)*
one who studies the way language is used

jargon *(n)*
technical vocabulary related to a field of study

academic *(n)*
one whose career is related to study; a scholar

alienate *(v)*
to push others away; to isolate emotionally

Read You have 45 seconds to read the following passage.

Reading Time: 45 Seconds

Speech Communities

According to sociolinguistic theory, the way we use language depends greatly on the group we are currently communicating with. These groups, known as speech communities, come with their own sets of rules and expectations for members. Speech communities generally feature at least two criteria: membership within the community and shared norms of communication. Research over the past half-century has shown that participation in various speech communities, which is largely determined by social rank and profession, can greatly affect one's social mobility.

Note-taking | Fill out the following key points about the reading.

Main Idea:

Point 1:

Point 2:

Prediction | Based on the reading passage, make a guess as to what the lecture will say.

Critical Thinking: How might one's social rank or profession affect how one speaks?

Listen Now you will hear a short lecture related to the reading. Take notes as you listen. 09-05

Main Idea:

Detail 1:

Detail 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How does the lecture compare to your prediction?

2 Why does the professor discuss his personal experience with speech communities?

3 Elaborate on the professor's claims that he could alienate his family with his speech.

The professor explains speech communities and how they affect our lives. Using points and examples from the lecture, define speech communities and explain what role they play in our lives.

Plan

Take 30 seconds to plan your answer.

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Transitions and Canned Phrases

The professor expands on the concept in the reading...	The idea is illustrated with the example of...
He begins with a glimpse into his own life...	This helps us understand that...
The professor moves on to discuss how...	Speech communities can affect us by...

Speak

Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade

Grade your response after you hear a sample response. 09-06

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 5 Integrated Speaking
Work & Study Scheduling Conflict

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

run into *(phr v)*
to meet someone by chance

on [one's] way out *(exp)*
preparing to leave; leaving

gee whiz *(interj)*
an expression of surprise and slight frustration

cut back *(phr v)*
to reduce

Listen Listen to the following conversation. Take notes about the problem and solutions. 09-07

Problem:

Solution 1:

Solution 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 What could the woman do to continue working the same hours without sacrificing her study time?

2 Why would someone choose to study in a study room instead of at the library?

The students discuss two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Plan

You now have 20 seconds to plan your response.

Problem:

How I Would Respond:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The woman's problem is that the library...	She doesn't have time to work and study...
The man suggests...	In this situation, I would choose to...
I'd... primarily because...	In addition... would allow me to...

Speak

Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade

Grade your response after you hear a sample response. 09-08

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Integrated Speaking

Task 6 Geology – Dating Fossils

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

paleontologist *(n)*
one who studies prehistoric life

come up with *(phr v)*
to think of; to devise

fossil *(n)*
the remains of something from the past

crust *(n)*
the outer layers of the Earth

sediment *(n)*
pieces of rock worn away from larger rocks

lava *(n)*
hot rock that comes from the Earth's core

come into play *(exp)*
to become important

isotope *(n)*
atoms of the same element but with different numbers of neutrons

radioactive *(adj)*
unstable; easily bonding with other atoms

decay *(v)*
to wear away; to erode; to deteriorate

Listen Listen to the following lecture about how fossils are dated. Take notes as you listen. 09-09

Main Idea:

Example 1:

Example 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How do you think strata are formed?

2 Which of the two methods do you think is most similar to counting the rings of a tree? Why?

Using points and details from the lecture, explain the two methods of dating fossils discussed in the lecture.

Plan You now have 20 seconds to plan your response.

Main Idea:

Detail 1:

Detail 2:

Transitions and Canned Phrases

The professor begins by talking about...	The main idea of the lecture is that...
The first method discussed is...	This process consists of...
The second way to date fossils is...	Scientists use this to...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade Grade your response after you hear a sample response. 09-10

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Chapter 10

Task 1 Independent Speaking
Entertainment Preference

Do you most enjoy watching movies, musicals, or plays? Choose the one you prefer and support your choice with reasons and details.

Tip

Quickly choose the one that you like the most and start thinking of which emotions you feel during the performance, such as excitement or appreciation of the actors' skill.

Plan

Take 15 seconds to plan your answer.

Preferred Performance:

Reason 1:

Reason 2:

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

I most enjoy watching…
I also enjoy… because…
Watching… makes me feel like…
In other words, I like… because…

Grade

Grade your response after you hear a sample response. 10-01

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 2 Independent Speaking
Foreign Language Requirement

Many high schools require students to study a foreign language. Do you agree or disagree that knowledge of a foreign language should be a requirement for graduation? Include specific reasons and examples to support your answer.

Tip

Think of various ways that studying a foreign language does or does not benefit a person.

Plan

Take 15 seconds to plan your answer.

Agree / Disagree:

Detail 1:

Detail 2:

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: ____ __ seconds

Transitions and Canned Phrases

I believe students should/should not have to…
Studying a foreign language helps one to…
Besides that, foreign language study could…
As an example…

Grade

Grade your response after you hear a sample response. 10-02

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Chapter 10

Task 3 Integrated Speaking
New Cafeteria Meal Plans

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

roll out *(phr v)*
to introduce a new plan or product

flexibility *(n)*
an ability to change or be changed easily

furnish *(v)*
to provide; to give

archaic *(adj)*
ancient; very old

exorbitant *(adj)*
more than what is fair; grossly expensive

gouge *(v)*
to overcharge

pricy *(adj)*
expensive

cover *(v)*
to be enough to offset the cost of

Read You have 45 seconds to read the following passage.

Reading Time: 45 Seconds

New Cafeteria Meal Plans

The university cafeteria is happy to announce that we are rolling out a new meal plan for students starting this coming semester. The new meal plan will allow students to purchase only breakfast, only lunch, or only dinner on the plan. It will also let them "mix and match" any of the three. This will give more flexibility to students who may only wish to eat at the cafeteria once or twice a day. While the average meal price will rise by approximately 50 cents, we believe this plan will furnish students with an overall better dining experience.

Note-taking | Fill out the following key points about the reading.

Main Idea:

Point 1:

Point 2:

Prediction | Based on the reading passage, predict what the speakers in the conversation will say.

Critical Thinking: How could the new plan end up saving students money even though it costs 50 cents more per meal?

Listen Now you will hear a short conversation related to the reading. Take notes about what both speakers say.

10-03

Man:

Woman:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How does the response compare to your prediction?

2 The woman mentions that most students she knows skip breakfast. Why might that be?

3 What might be the reason for raising the price of meals at the cafeteria?

The woman expresses her opinion about the cafeteria's new meal plan. State her opinion and the reasons she gives for holding it.

Plan Take 30 seconds to plan your answer.

Woman's Opinion:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The woman feels that the new plan...	She thinks it will be helpful because...
She also states that the plan will allow her to...	Finally, she thinks she can save...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade Grade your response after you hear a sample response. 10-04

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 4 Integrated Speaking
Urban Studies - Urban Sprawl

Read You have 45 seconds to read the following passage.

Reading Time: 45 Seconds

Urban Sprawl

Since the end of World War II, people in many developed nations, particularly the United States, have shown an increasing preference for residences in suburbs outside of or on the outskirts of cities. This trend, referred to as "urban sprawl," occurs by way of converting rural farmland and countryside into residential or shopping areas. Because these suburban areas are highly regulated, areas of commerce, work, and industry are separated by distance and other boundaries, making public transport impractical for most people. As a result, those involved in urban sprawl are highly dependent on their personal vehicles.

Note-taking | Fill out the following key points about the reading.

Main Idea:

Point 1:

Point 2:

Prediction | Based on the reading passage, make a guess as to what the lecture will say.

Critical Thinking: What negative consequences might result from urban sprawl?

Listen Now you will hear a short lecture related to the reading. Take notes as you listen. 10-05

Main Idea:

Detail 1:

Detail 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How does the lecture compare to your prediction?

2 Why do you think suburbs are laid out the way they are with distance between each area?

3 How might suburbs also affect the quality of water in underground water tables?

? The professor explains urban sprawl and the negative effects it can have. Using points and examples from the lecture, define urban sprawl and explain how it can affect people's lives.

Plan Take 30 seconds to plan your answer.

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Transitions and Canned Phrases

Urban sprawl is when...	The professor explains the concept by...
The professor first mentions the problem of...	This is caused by...
The other problem mentioned in the lecture is that of...	This results in...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade Grade your response after you hear a sample response. 10-06

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Chapter 10

Task 5 Integrated Speaking
Suitable Location for Researching

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

be off to *(phr v)*
to be leaving to go somewhere

down *(adj)*
not functioning; not usable

madhouse *(n)*
a chaotic place; a place that is noisy and busy

pore *(v)*
to read attentively and carefully

Listen Listen to the following conversation. Take notes about the problem and solutions. 10-07

Problem:

Solution 1:

Solution 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How could the man still work at the computer lab without being bothered by the noise there?

2 In what way might conducting research in books at the library be superior?

? The students discuss two possible solutions to the man's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Plan You now have 20 seconds to plan your response.

Problem:

How I Would Respond:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The man is talking to the woman about...
The two choices the woman presents are...
First, doing this would allow me to...
He cannot use his dorm computer because...
If I were the man, I would choose to...
I further think this is the best choice because...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade Grade your response after you hear a sample response. 10-08

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 6 Integrated Speaking
Agriculture – Crossbreeding

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

weed out *(phr v)*
to remove the weaker parts of a group

desirable *(adj)*
wanted; pleasing; worth having

dime *(n)*
a small coin worth ten cents

settler *(n)*
one who moves to and develops a new land

famine *(n)*
a widespread lack of food

starvation *(n)*
suffering and dying from a lack of food

yield *(n)*
the amount of something produced

crisis *(n)*
a situation that is unstable and problematic

Listen Listen to the following lecture about crossbreeding. Take notes as you listen. 10-09

Main Idea:

Example 1:

Example 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How might wild strawberries differ from those that we find in grocery stores today?

2 Explain how higher crop yields can stop famines and solve food crises.

Using points and details from the lecture, explain what crossbreeding is and how it is useful to humans.

Plan

You now have 20 seconds to plan your response.

Main Idea:

Detail 1:

Detail 2:

Transitions and Canned Phrases

The professor is discussing the topic of...	This is defined as...
It is useful to humans first as a way to...	The professor uses the example of...
The other way crossbreeding is useful is...	This is explained with the example of...

Speak

Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade

Grade your response after you hear a sample response. 10-10

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 1 Independent Speaking
Time Capsule

Imagine you could put one item in a time capsule to show students in the future. What object would you choose? Describe the object and explain why you would put it in the time capsule.

Tip

What is something that is unique to our time period, such as new technology or current fashion?

Plan

Take 15 seconds to plan your answer.

What I'd Choose:

Description:

Detail 1:

Detail 2:

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

I would put a... in the time capsule.
Students of the future would like to...
This is something that represents our time because...
I'd also put it in the time capsule as a way to show...

Grade

Grade your response after you hear a sample response. 11-01

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 2 Independent Speaking
Purpose of University Study

Some people believe that the main purpose of attending university should be to prepare for a specific career. Do you agree or disagree? Include specific reasons and examples to support your answer.

Tip

A university degree can be expensive to obtain, but it can be seen as an investment if used properly.

Plan

Take 15 seconds to plan your answer.

Agree / Disagree:

Detail 1:

Detail 2:

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds Your speaking time: _____ seconds

Transitions and Canned Phrases

I agree that the primary purpose of university is to...
The main reason I feel this way is that...
University does not necessarily have to...
I'd also make the case that a degree can...

Grade

Grade your response after you hear a sample response. 11-02

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 3 Integrated Speaking
Classes Relocated

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

conduct *(v)*
to carry out; to lead

burden *(n)*
a difficult task that often causes stress

peeved *(adj)*
annoyed; bothereda

sophomore *(n)*
someone in his or her second year of study

foundational *(adj)*
basic; forming a base

stellar *(adj)*
extraordinarily good

Read You have 45 seconds to read the following passage.

Reading Time: 45 Seconds

Classes Moved

Please be advised that our wing of the Engineering Department will be under construction for three weeks beginning Wednesday, March 13. During this time, I will not be able to conduct lectures in my normal classroom due to the disturbance created by the construction. Dr. Sanders, the Engineering Department chair, has arranged for us to meet in room 213 of the math and science building. It is just a basic classroom with no access to our regular computers and equipment, but, in the end, we will have a much-improved engineering building. Thank you for your patience.

Regards,

Dr. Angela Norris

Professor of Engineering

Note-taking | Fill out the following key points about the reading.

Main Idea:

Point 1:

Point 2:

Prediction | Based on the reading passage, predict what the speakers in the conversation will say. Give your prediction as a brief, spoken response.

Critical Thinking: What are the immediate downsides of the construction project?

Listen Now you will hear a short conversation related to the reading. Take notes about what both speakers say.

11-03

Man:

Woman:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How does the response compare to your prediction?

2 Does the man agree with the woman's main complaints?

3 How will having better equipment put the students "ahead of the competition"?

The man expresses his opinion about the relocation of his engineering classes. State his opinion and the reasons he gives for holding it.

Plan Take 30 seconds to plan your answer.

Man's Opinion:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The man and the woman have just learned that... The man thinks it is a convenience since...

He also thinks the changes will benefit him by... ... which is why he is happy about the change.

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade Grade your response after you hear a sample response. 11-04

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 4 Integrated Speaking
Earth Science – Biodiversity

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

meticulously *(adv)*
with great attention to detail

catalogue *(v)*
to make a list of

myriad *(n)*
a great selection; a large number

stability *(n)*
the condition of being self-supportive and balanced

shoot [oneself] in the foot *(exp)*
to do something to hurt oneself

alarming *(adj)*
causing worry; worthy of immediate attention

fetch a high price *(exp)*
to sell for a lot of money

habitat *(n)*
a natural environment of a species

endemic *(adj)*
naturally occurring in a location

dwindle *(v)*
slowly and gradually to be reduced

Read You have 45 seconds to read the following passage.

Reading Time: 45 Seconds

Biodiversity

The sum of all living organisms on the planet is what biologists call "biodiversity." To date, scientists have meticulously catalogued just over 1.4 million species of plants, animals, and bacteria, which represent only a fraction of the estimated 10 to 30 million species that exist on Earth. Biodiversity is important not only to individual ecosystems but also to humanity by providing a myriad of medicinal and food resources, as well as inspiring art and contributing to climate stability.

Note-taking | Fill out the following key points about the reading.

Main Idea:

Point 1:

Point 2:

Prediction | Based on the reading passage, make a guess as to what the lecture will say. Give your prediction as a brief, spoken response.

Critical Thinking: How does biodiversity contribute to climate stability?

Listen Now you will hear a short lecture related to the reading. Take notes as you listen. 11-05

Main Idea:

Detail 1:

Detail 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How does the lecture compare to your prediction?

2 What does the professor mean by saying that we humans are "shooting ourselves in the foot"?

3 Why does the professor say that habitat loss is more destructive than overhunting?

The professor explains how human activity is damaging biodiversity. Using points and examples from the lecture, define biodiversity and explain what humans are doing to hurt it.

Plan

Take 30 seconds to plan your answer.

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Transitions and Canned Phrases

Biodiversity is defined as the sum of...
This is happening first by way of...
Humans are also guilty of...
The lecture explains that humans are...
This damages biodiversity by...
When we do this, mobile organisms...

Speak

Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade

Grade your response after you hear a sample response. 11-06

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Chapter 11

Task 5

Integrated Speaking

Low Performance in Class

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

fall behind *(phr v)*
to advance at a slower rate

diligent *(adj)*
with constant and steady effort

exposure *(n)*
viewing directly or receiving knowledge

sit in on *(phr v)*
to attend a lecture without enrolling in a course

time slot *(n)*
a period of time in a daily schedule

employer *(n)*
a person or company that provides a job

Listen Listen to the following conversation. Take notes about the problem and solutions. 11-07

Problem:

Solution 1:

Solution 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 What would be an advantage of attending the same lecture twice?

2 How do study groups benefit students in ways that sitting in on lectures cannot?

The student and professor discuss two solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Plan

You now have 20 seconds to plan your response.

Problem:

How I Would Respond:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The woman goes to her professor to discuss...	The professor suggests two solutions...
The solution I'd choose is...	This solution is best for me because...
I also feel that it would allow me to...	That's why I'd choose to...

Speak

Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade

Grade your response after you hear a sample response. 11-08

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Integrated Speaking

Chemistry – Electron Configuration

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

atom *(n)*
the smallest unit of an element

neutron *(n)*
a subatomic particle with no charge

proton *(n)*
a subatomic particle with a positive charge

electron *(n)*
a subatomic particle with a negative charge

configuration *(n)*
the way that something is arranged

orbit *(v)*
to travel in a circular path around an object

nucleus *(n)*
the central part of an atom, which is composed of protons and neutrons

valence *(n)*
the ability of an atom to combine with other atoms

compound *(n)*
a combination of two or more items

Listen Listen to the following lecture about electron configuration. Take notes as you listen. 11-09

Main Idea:

Example 1:

Example 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 Why does the professor not explain how many electrons are in each shell?

2 Based on the information in the lecture, what type of atom would be best for making compounds?

Using points and details from the lecture, explain electron configuration and why it is important in chemistry.

Plan You now have 20 seconds to plan your response.

Main Idea:

Detail 1:

Detail 2:

Transitions and Canned Phrases

The professor's lecture is focused on...	This is defined as...
The professor explains that electron shells are...	These shells can affect...
The reason it is important is that...	In other words, valence shells affect...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade Grade your response after you hear a sample response. 11-10

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Chapter 12

Task 1 Independent Speaking
A Challenge Overcome

Think of a time when you had to overcome a challenge. Describe the challenge and how you overcame it.

Tip

As with other personal experience questions, you can simply imagine a challenge. Think of something that follows a typical formula of seeking advice or training to improve one's abilities.

Plan

Take 15 seconds to plan your answer.

Challenging Experience:

Description:

How I Overcame It:

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

One of the most challenging experiences was when…
The first thing I did to overcome it was…
When this happened, I…
I could not have overcome it without…

Grade

Grade your response after you hear a sample response. 12-01

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 2 Independent Speaking
Public Funding of Museums

Some people think that art museums should be funded by the government while others believe they should be funded privately. Which opinion do you most agree with? Include reasons and details to support your opinion.

Tip

Try to think of ways in which either option could hurt or benefit society.

Plan

Take 15 seconds to plan your answer.

Public / Private Funding:

Detail 1:

Detail 2:

Speak

Now give your spoken response for 45 seconds.

Response time: 45 seconds	Your speaking time: _____ seconds

Transitions and Canned Phrases

In my view, art should be funded by...
First and foremost, art is something that...
I don't believe that the government should...
Besides that, I think that art...

Grade

Grade your response after you hear a sample response. 12-02

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 3 Integrated Speaking
Controversial Speaker

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

controversial *(adj)*
causing debate

radical *(adj)*
outside of the mainstream; extreme

dismayed *(adj)*
disappointed; upset

forum *(n)*
a place to speak and give one's opinion

all around *(exp)*
in every way

all for *(exp)*
in favor of; in support of

shun *(v)*
to reject from a social group

activism *(n)*
the active promotion of an idea or goal

Read You have 45 seconds to read the following passage.

Reading Time: 45 Seconds

Letter to the Editor

Like many of the people I've talked to, I was very disappointed to read in last week's paper that the university has decided to allow the controversial figure Melvin Harper to give a speech here next month. Harper is the leader of a radical environmentalism organization that has been linked to domestic terrorist activities. Besides that, he's been criticized severely in the news media for spreading mistruths about environmental problems and policies. I am truly dismayed by our university's decision to give him a public forum.

Mary Ann Beckworth

Junior in Biology

Note-taking | Fill out the following key points about the reading.

Main Idea:

Point 1:

Point 2:

Prediction | Based on the reading passage, predict what the speakers in the conversation will say. Give your prediction as a brief, spoken response.

Critical Thinking: What argument could be made for allowing controversial figures to speak at a university?

Listen Now you will hear a short conversation related to the reading. Take notes about what both speakers say.

12-03

Man:

Woman:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How does the response compare to your prediction?

2 Why does the man think Harper should be shunned?

3 What does the woman mean when she says shunning Harper would be thought control?

? The woman expresses her opinion about allowing a controversial figure to speak at her university. State her opinion and the reasons she gives for holding it.

Plan

Take 30 seconds to plan your answer.

Woman's Opinion:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The woman is expressing her opinion about…	She believes the speaker should be allowed…
She begins by saying that…	She also feels that the speaker will…

Speak

Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade

Grade your response after you hear a sample response. 12-04

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 4 Integrated Speaking
American History – The Temperance Movement

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

spring up *(phr v)*
to arise; to come into existence

abstinence *(n)*
the practice of not doing something

abolition *(n)*
the act of doing away with or removing

mainstream *(adj)*
popular; representing a dominant idea or belief

rid *(v)*
to remove; to make free from

tavern *(n)*
a location that serves alcoholic beverages

fringe *(n)*
the outer edge; outside of the mainstream

hymn *(n)*
a religious song praising or thanking a deity

Read You have 45 seconds to read the following passage.

Reading Time: 45 Seconds

The American Temperance Movement

As early as 1789, various groups began to spring up around the American northeast with the goal of discouraging heavy drinking in their local areas. The movement began with the modest aims of temperance, or the promotion of only moderate drinking, and voluntary abstinence, but it eventually grew to advocate the complete abolition of alcohol from society. With several million followers by the twentieth century, the movement had the political power necessary to push for legal action to achieve its aims, resulting in the legal prohibition of alcohol from 1919 to 1933.

Note-taking | Fill out the following key points about the reading.

Main Idea:

Point 1:

Point 2:

Prediction | Based on the reading passage, make a guess as to what the lecture will say. Give your prediction as a brief, spoken response.

Critical Thinking: What measures might the followers of the temperance movement have taken to achieve their political goals?

Listen Now you will hear a short lecture related to the reading. Take notes as you listen. 12-05

Main Idea:

Detail 1:

Detail 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How does the lecture compare to your prediction?

2 Based on the information in the lecture, what do you think may have inspired Carrie Nation to act?

3 Why does the professor point out that Carrie Nation was not a leader?

The professor explains the role that women played in the American Temperance Movement. Using points and examples from the lecture, explain what the American Temperance Movement was and how women played a role in its growth.

Plan

Take 30 seconds to plan your answer.

Main Idea:

Supporting Detail 1:

Supporting Detail 2:

Transitions and Canned Phrases

The American Temperance Movement began with...	The professor points out that women...
Her first example is of...	But not all supporters were radical...
She goes on to describe how...	The professor finishes by saying...

Speak

Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade

Grade your response after you hear a sample response. 12-06

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Chapter 12

Task 5 Integrated Speaking
Always Late for Class

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

give [one] a hard time *(exp)*
to criticize; to cause difficulty

tardiness *(n)*
the condition of being late

frown upon *(phr v)*
to consider unfavorably; to look down on

sprint *(v)*
to run quickly

drag [one] out of bed *(exp)*
to wake up unwillingly with difficulty

set against *(phr v)*
to oppose

Listen Listen to the following conversation. Take notes about the problem and solutions. 12-07

Problem:

Solution 1:

Solution 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 What would be an advantage of taking the bus besides what the female student mentions?

2 How might riding a bike benefit the male student besides helping him get to class on time?

? The students discuss two solutions to the man's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Plan You now have 20 seconds to plan your response.

Problem:

How I Would Respond:

Reason 1:

Reason 2:

Transitions and Canned Phrases

The man is faced with the problem of...	If I were in his shoes, I would...
The best reason for... would be...	If I rode the earlier bus, I'd be able to...
I'd choose to ride a bike since...	Even though the bike costs money...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade Grade your response after you hear a sample response. 12-08

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Task 6 Integrated Speaking
Health – Diabetes

Vocabulary Take a few moments to review the vocabulary items that will appear in the reading.

overview *(n)*
a summary; a general review

glucose *(n)*
sugar used by the body

hormone *(n)*
a substance produced by the body

pancreas *(n)*
an internal organ that processes glucose

insufficient *(adj)*
not enough

regimen *(n)*
a detailed plan of action

symptom *(n)*
a sign that indicates disease or illness

fatigue *(n)*
the state of having very little energy

abnormal *(adj)*
unusual; not normal

numbness *(n)*
a partial or total lack of feeling in the body

Listen Listen to the following lecture about diabetes. Take notes as you listen. 12-09

Main Idea:

Example 1:

Example 2:

Critical Analysis | Give a brief, spoken response to the following questions.

1 How does the professor organize the lecture?

2 Why does the professor say that some symptoms are hidden?

Using points and details from the lecture, explain what diabetes is and what effects it can have on a person.

Plan You now have 20 seconds to plan your response.

Main Idea:

Detail 1:

Detail 2:

Transitions and Canned Phrases

The topic of the lecture is...	The professor starts by defining...
He explains further by defining two types...	This type is defined by...
The professor goes on to explain the symptoms...	While some symptoms are easily noticed...

Speak Now give your spoken response for 60 seconds.

Response time: 60 seconds	Your speaking time: _____ seconds

Grade Grade your response after you hear a sample response. 12-10

Score	4	3	2	1	Notes
Delivery					
Language					
Use					
Topic Development					

Part D

The TOEFL® iBT
Actual Tests

Task 1

13-01

TOEFL iBT Speaking **Question 1 of 6** VOLUME

Describe a time in your life when you learned from a mistake. Include details and examples to support your explanation.

Preparation Time: 15 Seconds

Response Time: 45 Seconds

Task 2

13-02

TOEFL iBT Speaking **Question 2 of 6** VOLUME

Some people think students should be involved in extracurricular activities. Others think that students should concentrate only on academics. Which opinion do you support? Include specific reasons and examples to support your answer.

Preparation Time: 15 Seconds

Response Time: 45 Seconds

Task 3

Reading

TOEFL iBT Speaking | **Question 3 of 6** | 00:00:45 | VOLUME

Reading Time: 45 Seconds

Speeding Tickets

Due to increased complaints from City University students, faculty, and visitors about speeding on school grounds, campus police officers will begin writing speeding tickets to anyone found in violation of the posted speed limits. The speeding ticket rates will be identical to the rates used by city and state police officers: a base fee of $70 plus an additional $5 for every mile-per-hour over the speed limit. The campus security staff members recognize that student budgets are tight, so we encourage you to drive safely and follow all traffic laws when driving on campus.

Listening

13-03

TOEFL iBT Speaking | **Question 3 of 6** | VOLUME

Question

13-04

TOEFL iBT Speaking

Question 3 of 6

VOLUME

The woman expresses her opinion regarding the speeding ticket policy. State her opinion and explain the reasons she gives for holding that opinion.

Preparation Time: 30 Seconds

Response Time: 60 Seconds

Task 4

Reading

TOEFL iBT Speaking | **Question 4 of 6** | 00:00:45 | VOLUME

Reading Time: 45 Seconds

The Hawthorne Effect

During the period from 1924 to 1932, a series of experiments were conducted at a factory called Hawthorne Works. The experiments were part of a study on worker productivity, specifically how changes in the workplace environment could affect output levels in a telephone-assembly room. The researchers found that any manipulation of the factory, management, schedule, and so forth positively influenced both individual and overall output. In the end, however, the study demonstrated that it was not changes in the environment that influenced output but simply the fact that the workers knew they were being monitored.

Listening

13-05

TOEFL iBT Speaking | **Question 4 of 6** | VOLUME

Question

13-06

TOEFL iBT Speaking

Question 4 of 6

VOLUME

The professor explains the Hawthorne Effect by describing a study and comparing the researchers' initial findings to their later conclusions. Describe these differences.

Preparation Time: 30 Seconds

Response Time: 60 Seconds

Task 5

Reading 13-07

TOEFL iBT Speaking **Question 5 of 6** VOLUME

Question

13-08

TOEFL iBT Speaking

Question 5 of 6

VOLUME

The students discuss two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Preparation Time: 20 Seconds

Response Time: 60 Seconds

Task 6

Reading

13-09

TOEFL iBT Speaking

Question 6 of 6

VOLUME

Question

13-10

TOEFL iBT Speaking

Question 6 of 6

VOLUME

Using points and examples from the lecture, explain what working animals are and the various ways in which they are used by humans.

Preparation Time: 20 Seconds

Response Time: 60 Seconds

Actual Test 2

Task 1

14-01

TOEFL iBT Speaking **Question 1 of 6** VOLUME

Think of a job that you believe contributes greatly to society. Describe the job and why you feel it is important to society. Include details and examples to support your explanation.

Preparation Time: 15 Seconds

Response Time: 45 Seconds

Task 2

14-02

TOEFL iBT Speaking **Question 2 of 6** VOLUME

Some people argue that students need access to advanced technology in order to have the best possible education. Do you agree or disagree with this opinion? Include details and examples to support your answer.

Preparation Time: 15 Seconds

Response Time: 45 Seconds

Task 3

Reading

TOEFL iBT Speaking | **Question 3 of 6** | VOLUME

Reading Time: 45 Seconds

New Laundry Facility

City University is pleased to announce that construction on the new laundry facility has been completed. The new facility, located directly across from Perkins Hall, will open today. The existing facility will be shut down and used for other purposes. The new facility will feature washing machines that can handle 20 pounds of laundry at a time. This is up from the 12 pounds that the existing machines can handle. The price per use will rise from 75 cents to $1.25 per load, but with the higher capacity, the overall price per pound will not change.

Listening

14-03

TOEFL iBT Speaking | **Question 3 of 6** | VOLUME

Question

14-04

TOEFL iBT Speaking

Question 3 of 6

VOLUME

The woman expresses her opinion regarding the opening of the new laundry facility. State her opinion and explain the reasons she gives for holding that opinion.

Preparation Time: 30 Seconds

Response Time: 60 Seconds

Task 4

Reading

TOEFL iBT Speaking | **Question 4 of 6** | VOLUME

Reading Time: 45 Seconds

Logical Fallacies

In studying logic and philosophy, it is important to be able to recognize and deal with flaws in an argument. These flaws, known as logical fallacies, may occur by mistake or by intention. There are dozens of types of logical fallacies, and each works in a different way to confuse or distract the reader or even to cause an argument to become invalid. A keen reader of philosophy should be aware of and able to detect a wide range of logical fallacies, particularly those which most commonly appear in logical debates.

Listening

14-05

TOEFL iBT Speaking | **Question 4 of 6** | VOLUME

Question

14-06

TOEFL iBT Speaking

Question 4 of 6

VOLUME

The professor explains logical fallacies by discussing the "straw man" fallacy. Describe the straw man fallacy and explain how it is used.

Preparation Time: 30 Seconds

Response Time: 60 Seconds

Task 5

Reading 14-07

TOEFL iBT Speaking **Question 5 of 6** VOLUME

Question

14-08

TOEFL iBT Speaking

Question 5 of 6

VOLUME

The students discuss two possible solutions to the man's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Preparation Time: 20 Seconds

Response Time: 60 Seconds

Task 6

Reading

14-09

TOEFL iBT Speaking

Question 6 of 6

VOLUME

Question

14-10

TOEFL iBT Speaking

Question 6 of 6

VOLUME

Using points and examples from the lecture, describe the two primary categories of motivation.

Preparation Time: 20 Seconds

Response Time: 60 Seconds

Russian troupe, but it was no typical ballet. The dance moves were ridiculous and were obvious attempts to mock popular ballet. The music was changed, too. There were your typical instruments—the piano, violin, and so forth—but, added to that mix were typewriters, foghorns, glass bottles, and other items that make noise but aren't usually considered musical instruments. These two elements combined caused quite a stir among the upper class, who took their music very seriously.

Critical Analysis

1 The professor uses two examples of Dadaist attacks against the upper class to show how the Dadaists attacked the cultural elite of their time.
2 The lecture implies that the art world was shaken by both examples given, so I'd say they were successful.

Plan

Main Idea: The Dadaists created anti-art to fight against the cultural elites of their time.
Detail 1: toilet submitted as art
Detail 2: ballet that had odd dance and music

Grade

The lecture is about the Dadaist movement. It was an art movement, but the professor states that it was created as "anti-art," not as art. It began after World War I, when Dadaists wanted to attack the cultural elite, whom they blamed for the war. The professor explains how the Dadaists did this by giving two examples.
The first example is from French Dadaist Marcel Duchamp. He heard about an art exhibition in New York City that would accept any submissions. He decided to submit something, but it was not art. It was a toilet. The piece was thrown away, but the art world was shaken because no one could believe someone would submit a toilet as art.
The second example the professor gives is about ballet. Composer Erik Satie wrote a ballet that was performed by a Russian troupe. The ballet featured extremely odd dance moves and music that used regular instruments as well as non-instruments. This caused a stir in the music world since upper class music fans took ballet very seriously.

Chapter 8

Task 1

Plan

Birthday Activity: can do anything I want
Detail 1: example – amusement park last birthday
Detail 2: only chance to let loose

Grade

My birthday is the greatest day of the year because that's when my parents let me do anything I want.
My most recent birthday was on a Wednesday. My parents let me skip school, and they took me to an amusement park instead. We spent all day riding rides and eating junk food like cotton candy and hot dogs. Then, at the end of the day, they took me to my favorite restaurant for pizza.
This is so special to me because my parents are normally very strict with my siblings and me. They require us to study all the time and eat healthy food. It's only on my birthday that I'm allowed to let loose and be irresponsible for a day.

Task 2-1

Plan

At Home
Reason 1: more comfortable
Reason 2: cheaper

Grade

To me, it is better to watch movies at home than to watch them in theaters. I feel this way for a couple of reasons.
To start with, I'd say that my home is much more comfortable than any movie theater. In my living room, we have a big, comfy sofa, which is nicer to sit in than a theater chair. And, of course, I don't have to worry about rude people talking loudly or using their cell phones in my living room. The other reason I like to watch movies at home is the cost. My family can rent a movie and watch it for just a few dollars. At a theater, we'd each need expensive tickets. So it's much cheaper to rent a movie and stay home.

Task 2-2

Plan

In Theaters
Reason 1: part of a night out
Reason 2: example – recent story

Grade

I very much prefer to watch movies in theaters rather than at home. I find it is a much more enjoyable experience and a part of a night out with friends.
When you think of a night out, you think of going to dinner and a movie and maybe having a coffee afterward. The movie is an important part of the night out. If you watch it at home, you will miss out on the experience of going out with your friends.
To illustrate what I mean, a few weeks ago, a few friends and I met in the late afternoon. We had an enjoyable dinner together and then walked to the movie theater. We saw a comedy and laughed together with the audience. After the movie, we went to an ice cream shop and talked about the movie. Overall, it was a very enjoyable experience.

Task 3

Prediction

I think the speakers will feel the police searches violate their personal rights.

Critical Thinking: Other illegal items would be drugs and probably most kinds of pets.

Listen

W: Gosh, this seems like a drastic move to make.
M: *I'm glad about it.* Personally, my roommate is always drinking in the evenings. It really disturbs my studies, but I don't want to anger him by telling him to stop.
W: I'm sure you could discreetly alert the RA about it.
M: I have. Apparently, a lot of other students have made similar complaints.
W: Well, I still think this is a draconian move. I mean, we're going to have police searching our rooms!
M: It's worth it. Besides, it's not just alcohol that's the problem. There are people here who steal copies of tests and sell them out of their dorm rooms.
W: Oh. I had no idea about that.
M: Yes, and it's a problem for all of us. If people cheat on tests, it affects the entire class.
W: I see your point. I guess it's good the college is doing something to curb this illegal activity.

Critical Analysis

1 The woman agreed with my prediction, but the man's opinion was the opposite.
2 At first, she is outraged by the announcement. Her opinion changes as the man argues his case.
3 They might feel that the searches violate their personal rights to privacy.

Plan

Man's Opinion: *He is happy about the move.*
Reason 1: roommate drinks too much
Reason 2: people sell tests in dorms

Grade

The two students are talking about an announcement that reads that there will be monthly police inspections of dorm rooms because of complaints about alcohol use. The male student says that he is glad the university is taking this measure. He cites his roommate as his first reason for his opinion. His roommate drinks alcohol in their room every night, which disrupts the man's studies. He has talked to the dorm's RA about it, but he feels uncomfortable directly speaking to his roommate about it and believes the police inspections will stop his roommate's drinking. The other reason he is happy about the announcement is that he knows of students who sell copies of tests from their dorm rooms. He worries that students having copies of tests will negatively affect all students, and that having police search the dorms will put an end to the illegal distribution of the tests.

Task 4

Prediction

The professor will give examples of pandemics to explain the concept.

Critical Thinking: Novel diseases can be introduced by foreigners, native residents returning from travel abroad, or animals.

Listen

Throughout human history, diseases have worked to keep the world population in check. Now, each year, people all over the place die from various diseases. But a disease doesn't really have a devastating impact until it becomes a pandemic. For example, the 1918 flu pandemic, more commonly known as, ah . . . the Spanish Flu, spread to every continent and infected a third of the world's population.

No one is sure exactly where this strain of the flu originated, but most scholars agree it was spread so quickly due to World War I. As infected soldiers continued to mingle with each other and with civilians in foreign lands rather than stay at home as people normally do when they are sick, the strain was able to travel across the globe while infecting one population at a time.

The effect of this flu was drastic. As I said before, a third of the world's population was infected. This led to some seventeen million people dying in India, which was, um, about 5% of its population at that time. But this is nothing compared to the tragedy some parts of Alaska and Southern Africa experienced, where the disease killed off entire villages.

Critical Analysis

1 The lecture was about one example of a pandemic, so my prediction was mostly accurate.
2 The reading defines a concept while the listening explains the concept in further detail by using a specific example.
3 The H1N1, or Swine Flu, became a pandemic in 2009.

Plan

Main Idea: pandemic = new disease; devastating impact
Supporting Detail 1: Spanish Flu, spread by soldiers
Supporting Detail 2: dead – 17 million in India, villages in Alaska & Southern Africa

Grade

According to the reading passage, a pandemic occurs when a novel disease spreads throughout large areas of land and has a devastating impact on societies. The professor explains this concept by talking about the Spanish Flu of 1918, which is an example of a pandemic. This flu was spread around the world by soldiers who were fighting in World War I. Unlike people who normally stay at home when they are ill, the soldiers continued to travel around the world even though they had the flu. This caused the disease to be spread to people in many different countries. The result that it had was devastating for several countries. The professor mentions a few in particular. India experienced a 5% loss

of its population, with about seventeen million people dying from the flu. She also says that some entire villages in Alaska and Africa were killed by the disease.

Task 5

Listen

W: How did your physical go, Robert?
M: Well, the doctor said I'm at risk of heart problems. He said I need to lose about 15 pounds.
W: Really? Well, that shouldn't be too much of a problem.
M: I guess not. My diet is mostly healthy, but I suppose I just need to exercise more.
W: That's not a shabby idea. Have you thought about joining the student fitness center here on campus?
M: Yeah, I've taken a look around before, but it's always so crowded when I go in after class. It's full of jocks, and I'm so out of shape that I would really feel self-conscious in there.
W: I know what you mean. Well, what about a health club off campus? They usually don't get busy until after five, so you should have plenty of privacy if you go right after class.
M: Right. It's just that those are usually pretty expensive, and money is tight right now . . .
W: Well, you've got to do something. Your health is the most important thing, after all.

Critical Analysis

1 If he brought a friend with him, he might be able to relax and feel less self-conscious.
2 He could go out less often and just focus on getting in shape.

Plan

How I Would Respond: use the on-campus gym
Reason 1: is free
Reason 2: example – was nervous the first time playing soccer

Grade

The man is talking with the woman about his physical health. His doctor told him he needs to lose weight. The woman suggests that he use the gym on campus or join a gym off campus for more privacy. If I were in the man's shoes, I'd join the gym on campus. The most important aspect to me is that the gym on campus is free. Because college students traditionally have little spending money, it would be a wiser choice to avoid the huge membership cost of a gym. Second, I think self-consciousness can be dissolved by concentrating on the task at hand. When I first joined a soccer club, it was my first time ever playing on a team. Although I was nervous about what the others thought of my performance, I just stayed focused and did my best. Soon, I noticed others really weren't watching me at all.

Task 6

Listen

The methods of education used during Hellenic Greece were quite different from our educational model today. Students were expected to memorize epic poems and other works and to be able to recall them immediately. Information was chiefly transmitted orally, but around the time of Plato, there began a movement to use writing. It's interesting that some folks at the time opposed the use of writing in education. Plato actually argued two main points against it.

First, Plato said that written information was, ah, what he called "the third place from the truth." He meant that "truth," or first step, was the original thought, and the writer putting his thoughts into words was one step away. Then, when we read those words, we are three steps away. This was important to Plato primarily because the reader can never fully understand the writer's thoughts and thus gains little truth from the experience. He explains further by saying that the reader cannot question the thinker and is thus unable to apply the Socratic method of cross-examination in order to discover the truth.

His second attack on literacy has to do with what I mentioned earlier about how students of the day memorized poems and tales of incredible lengths. In ancient Greece, it was crucial that someone memorize a vast number of works to be able to debate coherently in the public forum. Plato argued that if people began to rely on reading and writing rather than on memory and oral recall, then our ability to memorize things would be greatly diminished. When we consider that educated people of the day could memorize Homer's *Odyssey*, which is some 12,000 lines long, we begin to see that Plato may have been on to something.

Critical Analysis

1 Literacy allows a greater variety of information to be transmitted easily and to be preserved accurately forever.
2 He was correct that we cannot question the writer, and I think this is something modern journalists especially need to keep in mind when they write.

Plan

Main idea: Hellenic Greece – oral culture; Plato opposed writing
Detail 1: is the third place from truth
Detail 2: diminishes the memory

Grade

The professor begins the lecture by stating that education during Hellenic Greece was mostly oral. Students memorized long poems and other information so that they could easily recall it. Around this time, writing began to be introduced, but some people opposed it. The professor uses the arguments of Plato to represent those who opposed literacy. He said that Plato had two main arguments. His first argument was that literacy was "three places from the truth." The truth is the mind of the writer. Once he writes, that becomes the second place.

Others reading those words is the third place. Since cross-examination was important in the oral culture of ancient Greece, Plato saw writing as less truthful and therefore less beneficial than speaking. Plato's second argument was that people's memory capacities would be reduced due to literacy. Since people of his day memorized epic poems such as the *Odyssey*, the professor thinks Plato had a good point.

Chapter 9

Task 1

Plan

Recommended Site: Seorak Mountain
Description: waterfalls, Ulsanbawi, animals & plants
Why I'd Recommend It: natural beauty

Grade

Near my town is a beautiful mountain called Seorak Mountain, and I'd definitely recommend this place to tourists. The mountain is one of the highest in South Korea. At the base of the mountain is a beautiful valley with two large waterfalls and hundreds of various plant and animal species. The mountain also has beautiful trails that wind up the side of the mountain, and some trails take you to Ulsanbawi, which is an unusual rock formation unique to the area. I would recommend Seorak Mountain because it is breathtakingly beautiful and showcases the natural beauty of my country. I've never met a person who went there and was not blown away by the sights, especially in autumn.

Task 2-1

Plan

New Destination
Detail 1: a sense of adventure
Detail 2: cultural exposure

Grade

When I travel, I prefer to go to a new location for every trip. There are two main reasons I prefer this. To start, I have a strong sense of adventure. I love trying eating different kinds of food, meeting different people, doing new things, and especially visiting new places. When I go to a place I've never been, the feeling of excitement I get cannot be compared to anything else. This brings me to my other reason, which is that I love to learn about different cultures as much as possible. I think traveling to new places is the best way to do that. Last year, my family visited Vietnam. While the Vietnamese share some customs with my home country, I was so interested to observe the differences between us.

Task 2-2

Plan

Same Destination
Detail 1: less stressful – know the place and can just relax
Detail 2: example – a beach town in Japan

Grade

In my opinion, it's better to find a place you enjoy and stick with it. The main reason I think this is that the purpose of a vacation is to relax and to escape the stress and worry of your regular life. If you travel to new places, there is a lot of stress in finding hotels, understanding the public transportation, and finding restaurants. But if you know the place well, you can simply relax and enjoy your vacation without any extra stress. To illustrate this point, my family often travels to a small beach town in Japan. We have been there many times, so we know the neighbors and local shopkeepers, we know exactly where to go if we want a night out, and we've even learned some of the local language.

Task 3

Prediction

I think the speakers may be involved with the Department of Economics and will be upset about the budget cut.
Critical Thinking: The university will no longer offer an important area of study, which could discourage student attendance.

Listen

M: My International Business professor was talking about this budget cut today. She said she's glad her department wasn't cut.
W: That's great for her, but think about what a cut like this is going to do to the College of Business in general.
M: What do you mean?
W: A lot of business majors take economics classes as part of their required coursework. For example, I am working on a minor in accounting. As part of that, I have to take some basic economics courses.
M: That's true. I hadn't really thought about that. So are students in related business majors going to have major scheduling conflicts because of this change?
W: Yes, I imagine they'll cut those courses and redesign some of the programs. And also think about how this is going to affect our school's reputation. Our business program is going to be seen as inferior to others if it doesn't include economics.
M: And what good is a degree if employers consider it worthless?

Critical Analysis

1 The woman is affected because she is a business major, so my prediction is similar to what the dialogue said.
2 She may not have valuable economics knowledge that she could need in business or in graduate school.

3 The budget will suffer in the long run if enrollment drops due to the loss of the department.

Plan

Woman's Opinion: She is upset about the cut.
Reason 1: will disrupt current programs
Reason 2: will hurt the university's business program image

Grade

The two students are talking about the planned cutting of the Department of Economics from the university's College of Business. The female student agrees with the letter written by Professor Ross and is upset about the announcement. First, she mentions that she is a business major and that she has to take economics courses in order to finish her program. With the loss of the department, she will probably need to redesign her program and perhaps will have scheduling conflicts as a result. Second, she worries that the university's image as a whole will be tarnished due to the change. She states that her university will be seen as inferior for business, which will diminish the perceived value of a degree from the school. In other words, the woman thinks that cutting the Department of Economics will make studies difficult for current students and devalue her college degree.

Task 4

Prediction

The professor will give an example of a speech community and discuss how it affects social mobility.
Critical Thinking: People in lower-class positions may be expected to use more slang and colloquialisms while people in professional positions would be expected to use higher vocabulary and less slang.

Listen

We may not realize it, but the way we communicate really depends on who we're around at a particular moment. In other words, we use different speech patterns around different people, or, as linguists say, speech communities. Each of us most likely belongs to several speech communities.
I'll offer myself as an example to explain what I mean. When I go to a conference for fellow linguists, I use formal language and expect everyone to understand the jargon. But on holidays, when I spend time with my family—many of whom are, shall we say, not academics—I use more slang and of course leave out the technical jargon. I also use physical contact, such as hugging, far more often around my family.
As a member of various speech communities, I have to know when to switch from one to the other. Just imagine if I went to a linguistics conference and greeted everyone with a hug instead of a handshake and used informal language without any jargon. Needless to say, that would not benefit any career advancement goals I may have. By the same token, I would alienate myself from my family rather quickly if I shook their hands and spoke to them as if they were my colleagues.

Critical Analysis

1 The professor gave himself as an example and explained how speech communities affect his life, so my prediction was accurate.
2 He does this to give an easy-to-understand example of speech communities.
3 If he treated his family members like colleagues, they might feel that he does not love them or is distancing himself from them, and they may make fewer attempts to communicate with him.

Plan

Main Idea: speech communities – how we speak; determine social interaction
Supporting Detail 1: example: linguists and family speech communities of professor
Supporting Detail 2: determines how to act with colleagues or family

Grade

Speech communities are groups of people who use similar manners of speech with each other. They can affect our lives by affecting our social mobility. The professor illustrates what speech communities are by giving his own life as an example. He says that when he speaks with fellow linguists, he uses jargon and technical vocabulary, but when he sees his family, he speaks more colloquially and adds physical contact. Using this example, he explains how these speech communities can affect his own life. He says that if he were to mix up the speech communities and treat his colleagues like family, or vice versa, he could end up with two possible consequences. One would be the limiting his career potential by making colleagues see him as unprofessional, and the other would be alienating his family members by treating them as if they were fellow linguists.

Task 5

Listen

M: Oh, hey, Sharon. I didn't know you came here to study.
W: Hey, John. Yes, I come here a lot, actually. It's funny we never ran into each other before.
M: I'll say. Well, I'm on my way out. They're closing in five minutes, you know.
W: Is it ten o'clock already? Gee whiz, I really can't believe they close the library so early. I can't get here before eight because of my part-time job.
M: That doesn't leave you much time to study. Have you thought about asking for a schedule change at your job so you'd have more time to study?
W: Well, the place I work at closes at 10, too, so the only way would be to ask them to cut back on my hours. I don't know if I could afford the loss of income.
M: Then why don't you look around for other places to study? The dorms on campus have study rooms that you can register to use.
W: Yeah, those are okay, but I like having the library's reference material handy when I study. I'm going to have to figure out something though.

Critical Analysis

1 She could find another job that lets her work late hours and study in the afternoon before work.
2 Students might enjoy the privacy of a small study room over an open library floor.

Plan

How I Would Respond: schedule change
Reason 1: can't lose money
Reason 2: study after class – mind is fresh

Grade

The woman is talking to the man in the library at closing time. She is dismayed to learn that the library's closing time has come so quickly as she'd only gotten there two hours prior. The man suggests that she either ask for a change of schedule at her job or study at the study rooms in the dormitory, which have later hours. If I were in the woman's shoes, I would choose to ask to work the closing shift at work so that my starting time would be later. Since college students need the money they get from part-time jobs, it's important not to lose work hours. Starting later would allow me to keep my income. This leads to my second reason, which is that the schedule change would free up time after class. In the early afternoon, my mind would be fresher than it would be after work, so I would study directly after class instead of after work.

Task 6

Listen

I'm sure many of you have heard in the news that a much smaller cousin of the T. Rex was found in China recently. They've dated it at having lived roughly 90 million years ago, which is about 35 million years earlier than the T. Rex. I bring this up because I want to, uh, explain how it is that paleontologists come up with these dates. There are two main processes that they use.
The oldest method of dating fossils was a process that we call stratigraphy. See, the Earth's crust is made up of layers of rock, called strata, that are created by sediment or lava, things like that, over millions of years. These strata are distinct from one another. The lower the stratum, the older the rock, as well as anything found in the rocks. Based on which stratum a fossil is found in, scientists are able to determine its relative age. So fossils found in upper strata are known to be younger than fossils found in lower strata. But stratigraphy does not tell us exactly how old a fossil is. That's where radiometric dating comes into play. The rocks in strata contain certain isotopes that are radioactive. Scientists are able to take a sample of isotopes found in the rocks around a fossil and find out how much of it has decayed. Based on this information, they can determine the approximate age of a fossil.

Critical Analysis

1 I think the layers of sediment and lava are built up over time when new rocks or lava fall down and cover the existing ones.
2 Stratigraphy is similar to counting the rings of a tree. As you go further to the center of the tree trunk, you add years of age to the tree. This is like counting down through strata.

Plan

Main Idea: Dating fossils – two main methods
Detail 1: stratigraphy – counting the strata of the Earth's crust
Detail 2: radiometric dating – isotope decay

Grade

The lecture opens with a reference to a cousin of the T. Rex that was found. The professor mentions this discovery because she wants to introduce the topic of dating fossils. She says that there are two primary methods that paleontologists use to date fossils. The first method she discusses is called stratigraphy. This involves counting through the layers of the Earth's crust. There are layers called strata, which are made up of sediment and lava. When fossils are found, scientists look at the stratum they were found in. The deeper the stratum, the older the fossils are. But, the professor says, this only gives us relative age of fossils. To get a better approximation, scientists use radiometric dating. This is done by looking at isotopes in rocks around fossils. Based on how much the isotopes have decayed, scientists can determine the approximate ages of fossils in a stratum.

Chapter 10

Task 1

Plan

Preferred Performance: musicals
Reason 1: the excitement of singing & dancing
Reason 2: beautiful costumes & sets

Grade

The type of performance I enjoy the most is musicals. I say musicals first because of the excitement of a musical performance. The whole audience gets excited and feels energized while watching the dramatic singing and dancing onstage. Usually, when I go to a musical, my friends and I leave the theater still singing the songs and having a good time. Not only that, but musicals are also the most impressive to watch. The costumes are more elaborate in musicals than in other performances, and the sets are always so luxurious. So, because musicals give a greater sense of excitement and feature more intriguing and beautiful costumes and sets, I'd prefer to see them over plays or movies.

Task 2-1

Plan

Agree
Detail 1: learn about other cultures – global society
Detail 2: develops part of the brain like math does

Grade

I agree that high school students ought to take foreign language courses in order to graduate. The first reason is that studying a foreign language teaches one about more than just a language; you also learn about foreign cultures. It's impossible to learn a language without learning about the cultures that use that language. Since we live in a global society today and it is ever more important to appreciate and value people with different traditions, learning about foreign languages and cultures is important for all high school students. The second reason is that the purpose of high school is to help cultivate a young person's mind in every way possible. Studying a foreign language helps people develop a part of their brain in the same way that math, science, and history do.

Task 2-2

Plan

Disagree
Detail 1: is not needed for most jobs
Detail 2: requires too much effort

Grade

Personally, I'm against the foreign language requirement for high school students to graduate. Foreign languages are nice, and being fluent in two or three language could be a good skill to have, but for most people, it is not useful in their everyday lives. High school is a way to prepare for college, which prepares us for a good job, but the great majority of jobs do not require any foreign language proficiency. Unlike knowledge of math or society, foreign languages really won't benefit most people in their careers. In addition to this, I think foreign languages require much more dedication to learn than other subjects do. Countless hours must be spent memorizing vocabulary and practicing grammar, which leaves less time to study other subjects like math and history.

Task 3

Prediction

I think one of the speakers will be someone who eats at the cafeteria three times a day and is upset about the raise in price.
Critical Thinking: Students could save money if they only eat at the cafeteria once or twice a day.

Listen

W: Oh, check this out. I was wondering when our school's cafeteria was going to change its archaic meal plan options.
M: You don't think this is a good thing, do you?
W: Of course I do. Most students I know don't eat breakfast there, and a lot of times I skip lunch because I'm too busy with my classes to take a break. Why pay for something I don't use?
M: But look at the higher prices. An extra 50 cents per meal is an exorbitant price hike. They could have just changed the meal plans, but instead they've decided to gouge us on the prices while they're at it.
W: I don't look at it that way. Sure, the individual meals may be pricier, but the overall savings from only paying for the meals you eat will more than cover the higher cost. Just think: Instead of spending $12 a day when I may only eat one meal there, I can pay four fifty ($4.50) a day and have the same meal. That's a savings of seven fifty ($7.50).

Critical Analysis

1 The woman's opinion is opposite of what I predicted, but the man seems to be upset about the price hike, possibly because he eats three meals at the cafeteria.
2 Many students probably skip breakfast because they don't wake up early enough.
3 I think the price of meals was raised because the cafeteria will need to make up for the loss of revenue when students mix and match meal plans.

Plan

Woman's Opinion: She is happy about the change.
Reason 1: many students skip meals
Reason 2: save money

Grade

The two students are discussing changes to the university's cafeteria meal plans. The new plan will allow students to mix and match how many meals they want to purchase, but this will come with a price hike of 50 cents per meal. The female student is happy about the change to the old plan, which she felt was outdated and in need of improvement. She first says that under the current plan, she and other students are paying for meals they don't eat. For example, most students she knows don't eat breakfast, and she often skips lunch because she is too busy. With the new plan, she can choose to pay for only the meals she will eat. She goes on to say that she thinks the new plan will give her an overall savings in cost. The price per meal will go up, but since she's purchasing fewer meals, the total cost will end up being less than what it was under the old plan.

Task 4

Prediction

I predict that the lecture will focus on how personal vehicles and urban sprawl can negatively affect the environment.
Critical Thinking: There might be an increase in pollution due to everyone driving personal vehicles instead of using public transportation.

Listen

Today, we're going to talk about the growing prevalence of suburban lifestyles, known as urban sprawl, specifically how they, ah . . . the negative effects they produce.
First and foremost is the problem of obesity. Take a trip through any suburb, and you'll see that most people are overweight, especially compared to people in the city. That's due to the distances caused by urban sprawl. Let's say you need to run some errands. By car, it's a 15-minute drive to the supermarket. The bank is a 10-minute drive from there. You want to rent some videos, and that's another 10-minute drive. Then you drive 20 minutes home. This would be an all-day task if you had to walk or even ride a bike. So everyone drives. There really aren't any places you can walk or ride a bike to in the suburbs. It's easy to see that, um, that a lifestyle that includes very little aerobic exercise will lead to higher levels of obesity.
The second problem I'd like to mention is that of the water supply. What was once undeveloped natural land is now ground covered with impervious surfaces, such as asphalt and concrete. Less water is able to reach the aquifers deep underground. This, along with an increased demand for water, results in lower water tables in suburban areas.

Critical Analysis

1 The lecture is similar to my prediction, but only one of the negative effects mentioned is related to the environment.
2 I think the distances are useful in isolating the pollution of industrial areas and the crime associated with commercial areas.
3 The high dependence on personal vehicles will cause runoff water to be more highly polluted.

Plan

Main Idea: urban sprawl – negative effects
Supporting Detail 1: obesity – personal vehicles; no exercise
Supporting Detail 2: lower water tables

Grade

Urban sprawl is the growing trend of people moving out of cities and into residential areas called suburbs. The suburbs are defined by isolated areas of commerce, residence, and industry, and most people there drive personal vehicles instead of taking public transportation. The professor explains the concept further by introducing two problems that can result from urban sprawl. The first problem he mentions is obesity. He explains that a large proportion of people in the suburbs are obese because of their dependence on driving. Since locations are so far apart, there is no way that people can ride bicycles or walk to where they need to go. This lack of exercise results in higher rates of obesity. The second problem the professor mentions is about diminishing water tables in suburban areas. The land is mostly covered in asphalt, which is impervious to water, so less water is able to make it down to the aquifers. That problem is compounded by a higher demand for water in suburban areas.

Task 5

Listen

W: Hey, Norman. I was just off to the student center to hang out. Want to come?
M: I can't. I've got a major report due on Monday, so I've got to get upstairs and do some research.
W: You know the Internet's down in all the dorms, right? Didn't you get the email about it? It'll be down all weekend.
M: What? I must have missed that email. But this report has to be done by Monday. What am I going to do?
W: You could go to the computer lab. I'm sure the network is still up and running there.
M: But that place is always so noisy, especially on the weekends. Sometimes I think people go there more to socialize than to study.
W: That's true. It's like a madhouse in there sometimes. Well, you could always research your report the old-fashioned way.
M: You mean go to the library and pore over the books there?
W: Sure. I mean, it's slower, and it might have fewer resources, but at least it's quiet.
M: I've got to do something . . .

Critical Analysis

1 He could wear headphones to the computer lab to drown out the other noise.
2 It's easier to stay focused on researching and not be distracted by surfing the Internet.

Plan

How I Would Respond: I would do research at the computer lab.
Reason 1: is faster than the library
Reason 2: is more convenient – can research & write in one place

Grade

The two students are discussing a problem the man is having, which is that he cannot research and write a report in his dorm room since the Internet will not be working there all weekend. The woman first suggests that he go to the computer lab, and then she says he could also go to the library and do research the old-fashioned way. In a situation like this, I would choose to go to the computer lab. The man mentions the lab is noisy, but I don't think that is enough to turn me away from it. First, computer research is much faster than book research. I could finish doing my research in half the time if I went to the computer lab. Second, the computer lab is a place where I could do my research and write my report in one place: on the computer. If I went to the library, I'd have to make photocopies of all the material and then take them home to actually write the report, which would be very inconvenient.

Task 6

Listen

Nearly all of the major crop plants we use today are the results of thousands of years of selective breeding—that is, farmers using seeds from only the best plants to weed out the bad ones. But our crops have been improved even more with crossbreeding. This is the practice of using two varieties of plants within the same species to create a new variety. Crossbreeding has allowed farmers to create crops that are better in quality and more useful to humans.
Let's take a look at the strawberry. People around the world love this juicy, red fruit, but it wasn't always so desirable. Wild strawberries are much smaller—about the size of a dime—and they aren't always, uh, quite so sweet. When settlers came to America in the 1500s, they saw that the Native Americans had been selectively breeding strawberries that were much better than the European variety. They learned from the Native Americans how to grow these strawberries and eventually began to crossbreed them with European varieties. The strawberry you know today is a direct result of hundreds of years of crossbreeding.
Crossbreeding has also been used to stop famines and to prevent starvation. In the 1960s, India was experiencing one of its worst-ever famines. But by the end of the decade, the problem had been solved. How was this possible? Well, it had to do with the use of newly developed rice seeds. See, these rice seeds had been crossbred to produce a higher crop yield. The new rice plants were able to produce double the yield of the old plants. This solved the hunger crisis not only in India but also in Pakistan and other countries.

Critical Analysis

1 Based on inference from the lecture, I expect that wild strawberries that have not been crossbred will be smaller and less juicy than the ones we buy in the grocery store.
2 Higher crop yield means that more crops can be harvested from the same number of plants. When arable farmland is limited, higher crop yields produce more food overall, ending starvation.

Plan

Main Idea: crossbreeding – is useful to humans
Detail 1: better food produced by weeding out bad
Detail 2: used to end famine – India

Grade

The topic of the lecture is the crossbreeding of plants, which is using two varieties of a species to make a new one. This allows farmers to make plants that are of better quality and to weed out plants that are not as useful. The professor explains crossbreeding by explaining two ways that it benefits humans. The first point he makes is that crossbreeding allows us to have better quality food. To illustrate this point, he gives the example of strawberries. Original European strawberries were smaller and not very sweet. They were later crossbred with American strawberries that had been selectively bred by Native Americans. After a few hundred years, the modern strawberry was developed. The professor also discusses the point of using crossbreeding to stop famine. This point is also explained with the help of an example. In India in the 1960s, there was a terrible famine. A new type of rice seed that produced a greater crop yield had been developed, and this ended the famine.

Chapter 11

Task 1

Plan

What I'd Choose: an MP3 player
Description: a small device; plays music
Details: shows the technology and music of our time

Grade

If I could choose one thing to put in a time capsule, it would be an MP3 player, such as an iPod. This is a device that is handheld and can be used to play music that is stored on the device. It's easy to use and carry. I'd put this in the time capsule first because it shows the cutting-edge technology of our time. Right now, MP3 players are among the most coveted items by young people. I think kids of the future would like to see what we considered a highly prized piece of technology. I'd also include it in the time capsule because it would show future students about the music of our time. They could easily turn it on and listen to hit songs from the past.

Task 2-1

Plan

Agree
Detail 1: high cost – need a payoff to justify the expense
Detail 2: university is only useful for career training

Grade

I'd definitely agree that one should attend university as a way to prepare for one's career. To begin with, university costs can be quite expensive when you add up tuition, books, and living expenses. The expense is so great that students often go into debt with student loans. The only way to justify such massive expenses is to use your time at university as a way to prepare yourself for a career that requires a degree. Furthermore, if one does not intend to begin a career that requires a degree, there is no reason to attend university. If a degree is not needed, it would be better to save your time and to begin preparing for whatever path you wish to take.

Task 2-2

Plan

Disagree
Detail 1: helps develop one's mind – is useful in everyday life
Detail 2: can prepare one generally for one's future plans

Grade

In my opinion, one does not need a specific career in mind when deciding to attend university. The first reason for my opinion is that I believe university can develop a person's mind. University-level courses are challenging, and the required effort helps a person develop critical thinking *and analytical skills*. These are skills that can be useful to someone even if that person never starts a career. I'd also point to the fact that many students don't know what they want to do. By exposing themselves to various topics and earning a general degree, students can narrow down their career options and eventually choose something they'd like to pursue. That's why I think it isn't necessary to attend university only to prepare for a specific career.

Task 3

Prediction

I think the students will be excited about the changes due to the improvements in the engineering building.
Critical Thinking: The immediate downsides are that students will be relocated to another building that does not have the technology and equipment they may need and that students may be inconvenienced by having to go to another building.

Listen

M: Oh, it looks like we've got to go to the math and science building.
W: Gosh, what a burden. We just walked all the way over here, and now we have to walk somewhere else.
M: That's a little annoying, but just think: Most of our classes are in that building, so this will save us time in the long run. On Monday, Wednesday, and Friday, all my classes will be in that one building. What a convenience!
W: I guess what I'm really peeved about is that we're going to lose access to the computers and equipment we need. We're only sophomores, so we're learning the basics of engineering. I just hope this doesn't affect our ability to gain a solid foundational knowledge of engineering.
M: I'm sure Dr. Norris has thought of that. Besides, we'll have a stellar building when they're finished. By the time we're in advanced courses, we'll have access to the best facilities around, which will put us ahead of the competition.

Critical Analysis

1 My prediction was similar since one of the students was excited about the change. The female student was not very happy about it.
2 No, he doesn't. Her main complaint was about the lack of equipment, but he responded that their professor had most likely made plans to deal with that.
3 Students will be able to learn with cutting-edge technology that they may need to use when they get jobs after graduation.

Plan

Man's Opinion: He is happy about the change.
Reason 1: is easier for him – has classes in the same building
Reason 2: will be better for future studies

Grade

The man and the woman have just read an announcement from their engineering professor about their class's relocation while the engineering building is under reconstruction. The man is almost elated by the announcement for two reasons. First, his classes on Monday, Wednesday, and Friday are all in the math and science building, where his engineering class is being relocated to. He says this will save him time and be an added convenience for him. So he is happy about the temporary classroom relocation. He continues by saying why he is happy to wait for the renovations to be completed. According to the man, although the students will miss out on computers and technology for now, by the time they are in advanced courses, they will have the best equipment for studying. He feels this will give the students an edge against engineering students at other universities.

Task 4

Prediction

I think the professor may explain biodiversity by giving examples of various organisms and their habitats.
Critical Thinking: The various types of plants that exist on land and in the water help supply us with oxygen and break down greenhouse gases in the atmosphere.

Listen

In our last class, we talked about biodiversity and why it is important to us as humans. Today, we'll look at what we humans are doing to, well, shoot ourselves in the foot, so to speak. Though we benefit from biodiversity, our very behavior is killing off species at an alarming rate.
Perhaps the greatest threat to mammal populations posed by humans throughout history has been overhunting. Some animals are hunted because they are highly prized and their parts can fetch high prices. In Africa, rhinoceroses are hunted for their horns, which can sell for upwards of $100,000 apiece. But other animals are overhunted primarily for the meat and skin they provide. This is precisely the reason why buffalo here in America nearly went extinct in the nineteenth century. Native Americans and settlers alike overhunted them until there were only a few hundred left. Then there's the issue of habitat loss. This is the hidden species killer, and one we don't often consider, but it's, ah, perhaps the most . . . destructive human behavior. This

happens when we clear out great areas of forest to build settlements or to create farmland. The endemic organisms that existed on the land prior to its conversion either flee or die. Eventually, there is nowhere left for mobile organisms to run to, and their population numbers dwindle as a result.

Critical Analysis

1 The lecture was different because it focused on how we are hurting biodiversity rather than elaborating on what biodiversity is.
2 Because biodiversity benefits us as humans, we are only hurting ourselves when we do things to weaken it.
3 Overhunting targets specific mammals, but habitat loss affects every organism existing in an affected area.

Plan

Main Idea: Biodiversity is hurt by human activity.
Supporting Detail 1: overhunting
Supporting Detail 2: habitat loss

Grade

Biodiversity is the total collection of all species existing on Earth. It is something that is important to humans because we benefit by having a multitude of sources of food, medicine, inspiration for art, and pillars of climate stability. The professor focuses his lecture on how humans are hurting themselves by damaging biodiversity through destructive behavior. The professor explains his argument by giving two examples of destructive behavior. He first talks about the problem of overhunting, which is when an animal is hunted to extinction. People do this either because they can sell parts of an animal for a large sum or because they eat the animal for food. As a result, the rhinoceros and American buffalo have been the victims of overhunting. The professor also uses the example of habitat loss. This occurs when humans clear out natural land to make buildings or farms. As a result of this action, organisms on the land must flee if they can or risk dying. In both of these ways, humans cause organism populations to dwindle.

Task 5

Listen

M: So, April, I understand you've been having a little trouble in class this semester.
W: That's right, Professor Ginsberg. I did so well in chemistry when I was in high school, but for some reason, I'm falling behind in your course.
M: Well, I can tell that you're a diligent student and that you are at least making an effort. If you're willing to work a little harder, I have a couple of options for you.
W: Anything, Professor. I really cannot fail this course.
M: Okay, then. I think you may need more exposure to the material. You're welcome to sit in on my other Chemistry 101 course, which is on Monday and Wednesday at 10:30.
W: I have that time slot open, but it's my only free period on those days. If I take another class, I won't have a break from my first class to my last.
M: I see. Oh, I just remembered: There's a study group that meets on Tuesday and Thursday evenings. I'm sure they'd let you join. Would you like the contact info?
W: That sounds great, except that I work part-time in the evenings. I guess I could ask my employer to move my schedule around . . .
M: It's your choice. Just let me know what you'd like to do.

Critical Analysis

1 It's easy to miss out on some details because of confusion during the first lecture, so listening to the lecture again would help fill those gaps.
2 People in a study group can provide insight to areas that you found particularly challenging and help you see things in a different way.

Plan

How I Would Respond: I would sit in on another lecture.
Reason 1: professor may explain topics differently
Reason 2: more exposure = better understanding

Grade

The student goes to her professor to seek advice on improving her performance in his chemistry course. The professor recognizes the student's problem and suggests that she either sit in on an extra lecture some mornings or join a student-organized study group. In this case, I would choose to sit in on another lecture. To start off, I doubt the professor has memorized his lecture. That means he may explain concepts differently each time he gives a lecture. If I went to the same lecture two times, there is a good chance that I'd be able to hear the material explained in two different ways and therefore could better understand it. In addition to that, I think that the more times you hear something, the better you understand it. Just like how watching a movie over and over again allows you to notice things you hadn't noticed before, sitting in on a lecture a second time would allow me to take note of details that I might have missed the first time around.

Task 6

Listen

In my last lecture, I explained to you the basic properties of an atom, including its neutrons, protons, and electrons. Today, I'd like to go a little more in depth on this topic by talking about electron configuration and why it's so important in chemistry.
So the first thing to note is that electrons orbit the atom's nucleus in what we call "shells." The more electrons an atom has, the more shells it has. The shell farthest from the nucleus is called the "valence shell." All the other shells are called "inner shells." Now, ah . . . each shell can only hold a certain number of electrons. We'll get into the details of that later, but for now, um, just note that the farther an electron is from the atom, the weaker its energy level is.

Now, why is this important to chemistry, you might ask? Okay, I told you that the weaker electrons are the ones farthest from the nucleus, which would be what shell? Yes, the valence shell. These electrons are the ones that are responsible for chemical bonding since their energy level is relatively weak. Most atoms do not have a full valence shell. What this means is that they will easily bond with other atoms in order to create a stable valence shell. Atoms that are missing one or two electrons or that have one or two extra electrons are especially reactive, forming bonds quite easily. Atoms with full valence shells, on the other hand, are quite stable and thus do not tend to form compounds naturally. Without this knowledge of electron configuration, then atomic compounds—a key element of chemistry—would be beyond our understanding.

▶ Critical Analysis

1 The purpose of this lecture is to give students an overview of electron configuration while details will be provided later.
2 An atom that is unstable because of too few or too many electrons would be best for forming compounds since its valence shell is not full.

▶ Plan

Main Idea: electron configuration – is responsible for compounds
Detail 1: layers of electrons; valence shell weakest
Detail 2: valence shell determines the ease of bonding

Grade

The purpose of the lecture is to explain how electrons are configured in an atom and why that is important to chemistry. The professor's first point is about electron configuration. She explains that electrons are arranged in shells and that the number of shells depends on how many electrons there are. The outer shell is called the valence shell. Not only is it the weakest electron shell in an atom, but it is also usually not full so is therefore unstable. Atoms seek to become stable by forming compounds with other atoms because the valence shell looks for extra electrons in order to become stable.
This information about how compounds are formed, the professor says, is a key element of chemistry and something we could not understand without knowing about electron configuration.

Chapter 12

Task 1

▶ Plan

Challenging Experience: a deaf friend
Description: an online friend; met & he was deaf
How I Overcame It: first wrote notes; later used sign language

Grade

One challenging experience that I had was when I met my friend Hyunsu. We had been chatting online for quite some time and finally decided to meet. When we met, I was surprised to find out that he is deaf. He could not hear a word I said! This became a challenge for me because I had never interacted with someone who is hearing impaired. At first, I decided to solve the situation by writing on a notepad. This became tedious and tiresome after a short time, so after our first meeting, I made a resolution: I'd learn sign language. I joined a private academy to learn sign language, and, with the help of Hyunsu, it didn't take me very long to learn the basics. Now, we never have any problems communicating.

Task 2-1

▶ Plan

Agree
Detail 1: private funding is not enough
Detail 2: benefit society

Grade

I agree with the opinion that art museums should be publicly funded. I have a couple of reasons for my opinion. The first reason is that private funding is often not enough to keep museums open. The expenses involved in buying art, hiring curators and other employees, and maintaining the building can be quite costly. If all museums had to rely on private funding, many would end up closing down. My second reason is that I think art is something that benefits society as a whole. Publicly funded museums give citizens a place to go where they can go to appreciate the beauty of life and find inspiration. Not only that, but museums increase a city's reputation and bring in tourists who help the local economy.

Task 2-2

▶ Plan

Disagree
Detail 1: not everyone goes to museums
Detail 2: an unnecessary use of tax money

Grade

I cannot agree with the opinion that art museums should be publicly funded. The main reason I feel this way is that not everyone goes to museums. Personally, I have only been to museums during school trips, and I would never visit one on my own. Many other people are disinterested in art and don't go to museums. So I believe that government money shouldn't be used to provide entertainment that only some people enjoy. In addition, I think that museums are a waste of tax money. In my view, taxes should be used for things that are necessary for a society to function, such as schools, roads, and defense. Spending millions of dollars on art museums does not improve society or make it more stable, so it is a waste of tax money.

Task 3

Prediction

I think the speakers will discuss the positive and negative points of allowing Harper to speak at the university.
Critical Thinking: The controversial figure may encourage students to research an issue they may not have otherwise given much thought to.

Listen

M: I have to agree with this writer. The university shouldn't allow people like this to come speak to students.
W: Why not? The university is a place to exchange ideas. Even if you don't agree with what someone has to say, it's an opportunity for people to have a public debate and to decide on issues for themselves.
M: It's just a bad idea all around. I'm all for free speech and the free flow of ideas, but this is going too far. Someone like Harper should be shunned, not supported.
W: But that would be thought control. Look, I think it would be a good thing for the university. Sure, Harper doesn't have the best public image, but I think he'll help make the environment a hot issue on campus. In the end, I think we will see more activism on campus as a result of the debate he starts here.

Critical Analysis

1 The speakers responded roughly in the same way that I predicted.
2 He thinks Harper's views are too extreme, and he agrees with the writer that Harper is a domestic terrorist.
3 She means that not allowing Harper to speak would be the same as the university telling students what they can think and believe.

Plan

Woman's Opinion: She disagrees with the letter.
Reason 1: fosters public debate
Reason 2: will promote environmental activism

Grade

The woman and the man are talking about a letter to the editor in which the writer stated that a controversial figure should not be allowed to speak at the university. The letter claimed that the speaker is a radical environmentalist who is involved with domestic terrorism. The female student in the listening disagrees with the letter, saying that the controversial figure should be allowed to speak on campus. She gives two reasons for her opinion. Her first reason is that she thinks a university is a place where ideas should be exchanged freely and without restriction. She thinks it would be good to have an open debate about the speaker's opinions. Her second reason is that she believes the speaker will promote the cause of environmentalism on the campus. She feels that more students will become involved in activism as a result of the speaker's appearance.

Task 4

Prediction

The reading passage defines the early temperance movement, so I predict the lecture will focus on what the movement grew to **become.**
Critical Thinking: I think they may have held protests and written letters to their representatives.

Listen

We all know about the Prohibition Era of U.S. history, but something you may not know is that women were a driving force behind its roots. Women saw alcoholism as destroying their marriages and families and thus took active roles, from the radical to the mainstream, in ridding it from society. Perhaps the biggest figure in the temperance movement was Carrie Nation. She got involved in the movement in a major way when, in 1900, she began traveling to taverns and carrying out physical assaults on them. Nation began by throwing rocks at decorations in taverns to destroy their interiors, but later she took a more aggressive approach with an axe. That's right; she actually destroyed furniture and liquor kegs with an axe! She was arrested over thirty times for her actions, but she never gave up.
But Nation was not a leader; she was on the fringe of the movement. In the mainstream were women, mostly organized by the Women's Christian Temperance Union, who went to their local taverns and demonstrated outside by chanting slogans and singing hymns. They also encouraged their children not to drink and taught their daughters that a man who drank alcohol even moderately was the worst possible candidate for marriage.

Critical Analysis

1 My prediction was a little off. The lecture focuses on women's involvement in the movement and not just on how the movement evolved.
2 Based on the information, it seems that that she was married to an alcoholic or had an alcoholic father.
3 She points this out to show that Nation's behavior was not typical of the temperance movement.

Plan

Main Idea: Women were a main force in the temperance movement.
Supporting Detail 1: radicals – Carrie Nation, axe
Supporting Detail 2: mainstream – protests

Grade

The American Temperance Movement began in the late 1700s as a way to discourage the drinking of alcohol. Over time, the movement grew and took on more and more followers until it had the power to cause Prohibition in America. This was done in great part with the help of women. The professor discusses two types of female temperance supporters to argue her point. The first type she mentions is that of radicals. She explains this by using the example of Carrie Nation, who stormed into taverns with rocks and axes and destroyed the interior decorations

and kegs. But most of the women in the movement were not as aggressive as her. They supported the movement by teaching their children not to drink, and sometimes they held protests in front of taverns. In this way, women were the driving force behind the American Temperance Movement.

Task 5

Listen

W: Hey, Mike. How's everything going?
M: Not so great. Professor Finch in my 9 a.m. class is giving me a hard time about being late every day.
W: *Um, yeah,* tardiness is usually frowned upon. What's going on? Why are you always late?
M: It's not my fault, really. The shuttle bus leaves at 8:50. By the time it gets across campus, it's already 9, and I have to sprint to class from the bus stop.
W: That doesn't sound good. What about taking an earlier bus?
M: I already looked into that, but the problem is that the bus only runs once an hour. So if I take an earlier bus, I'll be almost an hour early, and I'd have to drag myself out of bed an hour earlier to catch it.
W: Well, you know, the extra quiet time in the morning would give you a chance to review your notes for the day. But if you're set against doing that, how about riding a bike instead of taking the bus?
M: But I don't want to be sweaty and tired when I get to class. Besides, where would I get the money to buy a bike? I just don't know what I'm going to do.

Critical Analysis

1 If he takes the early shuttle bus, he would have a seat because it would be less crowded.
2 A bike would give the man extra freedom to move around campus easily after class.

Plan

How I Would Respond: I would take the earlier bus.
Reason 1: have extra time to review notes before class
Reason 2: no additional responsibility or cost

Grade

The man is talking to the woman about his problem of being late to class every day. He says that the reason he's late is that the shuttle bus leaves 10 minutes before his class, which is not enough time for him to get there before it starts. In a situation like this, I'd probably choose to take the earlier bus. To start with, the woman brought up a great point that the early bus would provide extra time for reviewing notes before class. By spending some time going over my notes, I could be better prepared for class and possibly get a better grade as a result. The other reason I'd take the earlier bus is that it is no additional cost or responsibility. Not only would a bike cost money, but it could also be stolen, and I'd have to bother with always locking it up and maintaining it.

Task 6

Listen

Continuing our discussion about major health issues facing Americans today, I'd like to talk a bit now about diabetes. This is a condition that everyone has heard of but usually knows very little about. So let me start by, ah, just giving you an overview of it. Basically, think of it like this: We eat food that has glucose, which our bodies turn into energy with a hormone called insulin. If someone has diabetes, their bodies cannot perform this function because of insulin problems.

I'll explain this a little further by describing the two major variations of diabetes, which are very simply named Type 1 and Type 2. With Type 1 diabetes, a person's pancreas produces little to no insulin. Type 1 diabetes usually appears in a person early in life—before the age of thirty—and must be treated with insulin injections. Type 2 diabetes, which usually develops after the age of 40, involves insufficient or ineffective insulin production. What I mean by ineffective is that the body for some reason is unable to make use of the insulin provided by the pancreas. The primary treatment for Type 2 diabetes is an exercise and diet regimen although insulin shots may also be used.

Now that you understand what diabetes is, let's talk about its symptoms. Some of the symptoms of diabetes are easy to notice and can be early warning signs. Things like excessive hunger and thirst, fatigue, and rapid weight loss should signal to most people that it's time to visit the doctor. But there are a number of, well, I guess we could call them "hidden" symptoms because many people don't notice them as being abnormal. These include such things as blurred vision, numbness, the slow healing of cuts and scratches, and dry or itchy skin.

Critical Analysis

1 The professor organizes the lecture into two parts. The first part details the two main types of diabetes. The second part discusses the symptoms of diabetes.
2 The hidden symptoms are things that may not seem very unusual and so would not be suspected as symptoms of illness by most people.

Plan

Main Idea: diabetes description and symptoms
Detail 1: Type 1 = young people; insulin shots; Type 2 = older people; diet + insulin
Detail 2: hunter, thirst, fatigue, weight loss + hidden symptoms – blurred vision, numbness, slow healing, and dry, itchy skin

Grade

The lecture is on the topic of diabetes, which the professor says is something many people do not have a good understanding of. The basic definition of diabetes is that someone has problems with insulin. The professor expands on the definition by describing the two main types of diabetes. Type 1 diabetes is usually found in younger

people. It has to be treated with insulin injections. Type 2 diabetes develops later in life and happens because the pancreas does not produce enough insulin or the body can't use the insulin it makes. This can be treated through diet and exercise or with insulin shots. The professor then moves on to discuss the symptoms of diabetes, which are warning signs that someone has the condition. The professor divides the symptoms between noticeable symptoms and hidden symptoms. The first kind includes rapid weight loss, fatigue, and constant hunger and thirst. The hidden symptoms are things like itchy skin, blurred vision, and numbness.

Part D | The TOEFL® iBT Actual Tests

Actual Test 1

Task 1 - Sample Response

A couple of years ago, I received a new computer game for my birthday. The game was very popular, and even rather addictive. It just so happens that my birthday falls in October, just as I was preparing for some important final exams in school. I quickly became consumed with the game and played it all the time. My playing time increased, and, finally, on the night before the most important exam day, I stayed up all night playing the game instead of studying. As a result, I did not perform as well as I should have on the exam. I learned from this experience that I must always set priorities in my life and accomplish the top priorities first. Now I try never to let games take priority of my studies.

Task 2 - Sample Response

I believe it is important for students to be involved in extracurricular activities. To start with, extracurricular activities can help round out a person's development. If a student only studies all the time, he or she will not develop important physical or social skills. But participating in extracurricular activities, such as joining a club or playing a sport, can help a student learn to interact with others in a non-academic environment and develop interests or hobbies that can enrich his or her life. In addition to self-improvement, extracurricular activities can increase one's chances of getting into a top university. Many universities ask students about their leadership positions, athletic involvement, and community service. Having an impressive list of extracurricular activities on one's application would only increase one's chances of acceptance.

Task 3 - Listening

M: Hey, look at this! Gosh, I'm so glad they're doing something about people speeding on campus.
W: I can't say I'm as happy about it as you are. I speed in my car all the time. This is not good for me.
M: There's one way to avoid any problems: Just stop speeding.
W: It's not that simple. I have some classes that are on opposite sides of the campus. If I drove any slower, I'd be late for some classes.
M: Maybe you could talk to your professors about it and explain the situation.
W: I guess I could do that, but that's not the only problem. I don't think the posted speed limits are realistic, so it will be almost impossible not to speed.
M: I have noticed that the speed limit seems quite low.
W: It really is. Twenty miles per hour on all main roads? I don't think anybody can drive that slowly. If they're going to make us follow the speed limit, it should be changed to something more appropriate, like 30 or 35.

Task 3 - Sample Response

The speakers are discussing an announcement about speeding tickets. Because of complaints about speeding on campus, police officers will begin writing tickets to anyone driving above the speed limit on campus. The female student is unhappy about this announcement, and she expresses two reasons for her discontent. She first explains that she must speed because she has classes that are on opposite sides of the campus. She worries that if she is not allowed to drive fast in her car, she will be late for some classes. After voicing this concern, the female student further mentions that the posted speed limits are too low. The current signs instruct drivers to remain below 20 miles per hour, which the female student thinks is unrealistic. She says that most people cannot drive that slow, and as a result will end up getting speeding tickets.

Task 4 - Listening

Measuring worker productivity isn't as easy as simply making some changes and crunching numbers. I'll explain what I mean. Have you ever heard of the Hawthorne Effect? Well, in a factory in the 1920s, researchers monitored workers who assembled telephones. They secretly monitored the workers' output levels for five years. Then they started making some changes: shortening the length of the working day, giving 5- or 10-minute breaks at various intervals, changing salaries based on output, separating workers into private rooms, and on and on.
Now, each of these changes affected productivity. The researchers drew tentative conclusions about the perfect duration and occurrence of breaks, for example, based on these changes. They hypothesized that changes in the workplace affect worker productivity.
A later analysis of the study, however, revealed that nearly every change that was made increased worker productivity. How was this possible? As it turns out, productivity increased simply because the test subjects knew they were being observed. So the Hawthorne Effect refers to this

self-modified behavior rather than the preliminary findings of the study. It really demonstrates to us the difficulty of measuring worker productivity.

Task 4 - Sample Response

The Hawthorne Effect describes the phenomenon of workers increasing their own productivity when they know that they're being watched. The effect was noticed after a five-year study done on workers in a factory. There, researchers began to change various things in the workers' environment, such as their work schedule, their break times, their management, and the physical surroundings in the factory. Each change brought about increased productivity among workers, so the first assumptions were that the *changes themselves* were responsible for the higher output levels. The professor explains that this was not actually the case. After analyzing the results of the study further, researchers finally concluded that it was not the changes that increased productivity, but rather the fact that the workers knew they were being monitored. The professor explains that this, the Hawthorne Effect, makes it difficult to measure worker productivity.

Task 5 - Listening

W: What do you think about your roommate, Gordon? Is he pretty tidy?
M: Um . . . I don't really pay attention. He seems neat enough. What about your roommate?
W: Well, you've met Karen before. She's nice, but gosh is she messy.
M: You mean her room is dirty? I thought you lived off campus in a two-bedroom apartment. Why do you care about her space?
W: Her room is a wreck. There's no doubt about that. But what I mean is the common area is in complete disarray.
M: Ah, I see now. So she trashes the living room then.
W: Not just the living room but the kitchen, too. She uses all the dishes and doesn't wash them even though I'm the one who bought them.
M: Ugh, that's awful. Not only is that dirty, but it also isn't fair for you to do any extra cleaning.
W: You're telling me. I spoke with my mom about it, and she recommended I stack the dirty dishes on Karen's bed.
M: Kind of send her a not-so-subtle clue, huh? That's smart thinking.
W: But I don't want to anger her. She might do the dishes, but then she could become resentful of me.
M: That's something to consider. You don't want to live with an angry roommate. Well how about setting up a schedule so that you take turns cleaning up?
W: That might work. I'm just worried that she won't hold up her end of the bargain even if she agrees to it.

Task 5 - Sample Response

The two students are discussing the woman's roommate, who does not help clean up their apartment. The woman is presented with the option of placing dirty dishes on her roommate's bed or proposing a cleaning schedule with her roommate. If I were the woman, I would choose to put the dishes on my roommate's bed. The primary reason is that it would send a clear, direct message to the roommate. If I stacked dirty dishes on her bed, she would not be able to ignore it like she could ignore a schedule. She would have to address the problem immediately. The other reason is that it's unfair for me to have to clean my roommate's dirty dishes or look at them in the kitchen. If I didn't put them in her room, they would remain in the kitchen until I clean them or the roommate decides to do it.

Task 6 - Listening

Let's take a moment now to talk about the ways that humans use animals for our own purposes. Animals that are trained to perform specific tasks for us are loosely categorized as working animals. The way we use working animals greatly depends on each animal's individual attributes.

The oldest way that humans have been using animals is by training them to be draft animals. These are large, strong animals that are used by us for their strength and are trained to perform heavy labor tasks. For millennia, we humans have used camels to carry heavy loads through the desert, oxen to plow the fields, and horses to pull carts or wagons. While industrialized nations today have done away with the use of draft animals by and large, they are still depended on by millions of people living in non-industrialized countries or regions of farmland that cannot support modern equipment.

Another highly visible type of working animal is the service animal. These animals are trained to help humans because of their intelligence, natural senses, and instincts. I'm sure we've all seen guide dogs leading around someone who is vision impaired. Guide dogs are able to lead a person safely down the street and can even protect them from danger. Another service animal is the monkey. That's right, folks. Monkeys can be trained to help those who have been injured and have mobility problems. Helper monkeys can do things like wash a person's face, turn the pages of a magazine, and even microwave food.

Task 6 - Sample Response

Working animals are animals that are trained and used by humans to do tasks for us. The professor explains this concept by defining two categories of working animals. The first category is draft animals. The professor states that draft animals are chosen by humans because of their strength. There are various animals, such as oxen and camels, that can pull carts or plow fields on a farm. These animals are seldom used in modern societies, but are still instrumental in the development of some civilizations.

The other category of working animal described by the professor is that of service animals. Service animals are trained to help humans with disabilities do daily tasks. One

example given of a service animal is the guide dog, which helps people with vision impairment find their way around. The other example is of helper monkeys, which do basic tasks around the house for people who have problems with mobility.

Actual Test 2

Task 1 - Sample Response

I believe that construction workers are important to society. These are the people who build all the buildings around us, but who often receive little credit for their effort. This is a job that is important to society for a couple of reasons. First, without construction workers, we would not have quality buildings to live and work in. Construction workers are trained to build buildings that are stable and will last for many years. If each family had to build its own home, the results would be disastrous. Society would not be able to function without construction workers. Second, construction work provides opportunities to those with less education. Anybody, regardless of their background, can enter the field, earn a good salary, and contribute to the economy.

Task 2 - Sample Response

I agree that students need access to advanced technology to get the best education. Having the best education means that, no matter whether the student wishes to continue schooling or enter the workforce, he or she will be competitive in their new environment. Top companies and schools have cutting edge technology and expect workers or students to know how to use it. So it cannot be said that the student has had the best possible education unless he or she has had exposure to the latest technology. Additionally, new technology improves education by improving access to knowledge and making certain tasks more efficient. For example, students today can easily research any topic on the Internet instead of spending hours going through books at a library. Without this technology, students would spend more time acquiring the same knowledge.

Task 3 - Listening

M: Whoa, check this out, Sarah! All right! I was tired of that old laundry room we had to use.
W: Hmm, let me see . . . Oh, gosh. A fifty-cent increase in the price? That's really drastic.
M: But the price per pound is the same. You can shove more clothes in the washer and get the same value.
W: Who on earth washes 20 pounds of clothes at a time? I sure don't. I wouldn't even be able to carry that many. My wash loads will, of course, stay the same, but now I'm going to have to pay an extra 50 cents. This is obscene.
M: Well, maybe you have a point. At least it's a new facility, though. The old one was getting run down.
W: Old or not, I'd rather go with the cheaper option. Besides, the current laundry room is in the basement of my dorm building. Now I'm going to have to walk all the way to Perkins every time I need to wash my clothes.
M: Hey, it's not like the extra exercise is going to kill you.

Task 3 - Sample Response

The students are talking about an announcement about a new laundry facility. The new facility has bigger machines that handle larger loads of laundry at a higher cost. The woman is unhappy about the announcement, and she mentions a couple of reasons why. Her first reason is that she does not appreciate the higher price. She says that even though the washing machines hold 20 pounds, she will not be able to benefit from it because she doesn't wash that many clothes at one time. Thus, she's upset about the additional 50 cents for doing a load of laundry. Her second reason is that she doesn't like the location of the new facility. The existing laundry facility is in the basement of her dormitory building, but the new facility will require her to walk to another building. So she wishes the existing laundry facility would not be shut down.

Task 4 - Listening

Good morning, everyone. Today, we're going to pick up where we left off in the last lecture. If you recall, I introduced you to the concept of logical fallacies and gave you an overview of a few of them. Today, I'd like to go into more detail with a few of them, starting with the fallacy known as the "straw man."
You may not have heard this term before, but you'll definitely recognize what it is when I tell you. A straw man is when you take someone's argument, twist it around so that it says something that's easier to attack, and then argue against your new representation of the person's argument. I know that's a lot to digest, so let me put this in more concrete terms. Let's say that Politician A argues that we should reduce the country's budget by changing the way public education is funded. Politician B responds by saying, "I can't believe that Politician A wants to get rid of public education! He is against children!" In this case, Politician B has changed Politician A's argument. It has been distorted so that Politician B can easily attack it. That's what a straw man is, and it actually happens quite frequently.

Task 4 - Sample Response

A logical fallacy is a problem with an argument that can cause confusion or even invalidate the argument. The professor illustrates the concept of logical fallacies by explaining the example of the straw man fallacy. This occurs when someone misrepresents their opponent's argument in a way that makes it easier to attack. The professor uses an example of two politicians to clarify what the straw man fallacy is. If one politician proposes changes to the education system, another politician might argue that his opponent wants to cut education funding from the

public budget. This is obviously not what the first politician proposed, but misrepresenting the proposition allows the second politician to argue from a more secure position. So the example of the politicians illustrates the straw man fallacy and helps explain why logical fallacies are important in philosophy and logic.

Task 5 - Listening

M: Hey, Maria. What are you doing in the Engineering Department? I thought you were a literature major.
W: Hi, Rob. Actually, I'm a secretary here in the afternoons. It's a great part-time job.
M: Oh, that's neat. Well, then, you would probably know *where I can find* Professor Harris's office.
W: It's the third door on the right, but he's not in right now.
M: Gosh, really? When will he be back?
W: I'm not sure. He went out on personal business, but he didn't say what time he'd return. You're welcome to sit and wait for him if you'd like.
M: Hmm . . . It's already two o'clock now, so he should be back soon, right? But, then again, there's no telling how long he'll be. I could be waiting for a few hours.
W: That's true. Well, maybe you could schedule an appointment to meet him. I see here on his calendar that he's free . . . the day after tomorrow. Want me to pencil you in?
M: Well, I really need to talk to him about a report that's due next week, but maybe I could wait two days.
W: It's up to you. Just let me know what you decide.

Task 5 - Sample Response

The man has gone to the Engineering Department to speak with a professor who is not there. The woman tells the man that he could either wait for the professor or schedule an appointment for the day after the next. In this case, I would choose to wait for the professor. For one thing, it would not be a total waste of time. Like most students, I always carry around my books for class, and I always have homework or studying to do. Even if I had to wait for the professor for three hours, I could use that time to read or study. The other reason is that I would not want to wait two days to get information I need for a report. By waiting now to speak with the professor right away, I would be able to do more research and spend more time writing and editing my report.

Task 6 - Listening

Why did you come to class today? Why did you put on clean clothes? For those with part-time jobs, why do you go to work after a long day of studying? Really, why do we humans do anything at all? The answer, simply put, is motivation. Everything we do happens because we were motivated somehow. It's a pretty complex issue, motivation . . . but for today we'll just talk about the broader categories of intrinsic and extrinsic motivation. Sounds simple, right?

Now, intrinsic motivation, as the name suggests, is something inside us that helps us motivate ourselves. This usually means that we gain some kind of satisfaction or enjoyment out of the activity. To illustrate this concept, think about the way that people pursue hobbies. Someone might spend an entire weekend enthusiastically searching for and organizing rare coins. There's no measurable benefit to, um, to collecting coins, but it's something that brings this person happiness.

So it should be pretty clear now what extrinsic motivation is. Yep, that's right: rewards and punishments brought on by outside forces. I asked you earlier why you came to class. Well, I'd wager that many of you came to avoid having points taken off your final grade in the class. That's a perfect example of an extrinsic reward. You didn't come to class today because you find such great pleasure in hearing me talk about psychology; you came because you were motivated by the threat of a lower final grade in the class.

Task 6 - Sample Response

According to the lecture, everything that we do is because we were motivated in some way to act. The professor explains that there are two types of motivation. The first type is called intrinsic motivation.

This is the type of motivation that we can find within ourselves, usually because we enjoy an activity. The professor uses the example of collecting coins. To someone who enjoys that hobby, it would be easy to spend all weekend organizing their coins because it would bring them happiness to do so. This is intrinsic motivation. The other type of motivation is called extrinsic motivation, and it is easily understood as being rewards and punishments. The professor explains that students probably attend a class not because they find happiness in listening to a lecture but because they don't want to be penalized in their final grade. This illustrates how external factors can motivate us to act.

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