TOEFL® MAP

Speaking

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MP3 & Test Program CD included

Intermediate

DARAKWON

3-37

Using points and examples from the lecture, explain the two ways in which product packaging is appealing.

Preparation time: 20 seconds
Response time: 60 seconds

PREPARATION TIME
00:00:20

RESPONSE TIME
00:00:60

Sample Response 3-38

Task 6

Listening

3-36

3-34

The speakers discuss two possible solutions to the woman's problem. Describe the problem and the two solutions. Then explain what you think the woman should do and why.

Preparation time: 20 seconds
Response time: 60 seconds

PREPARATION TIME
00:00:20

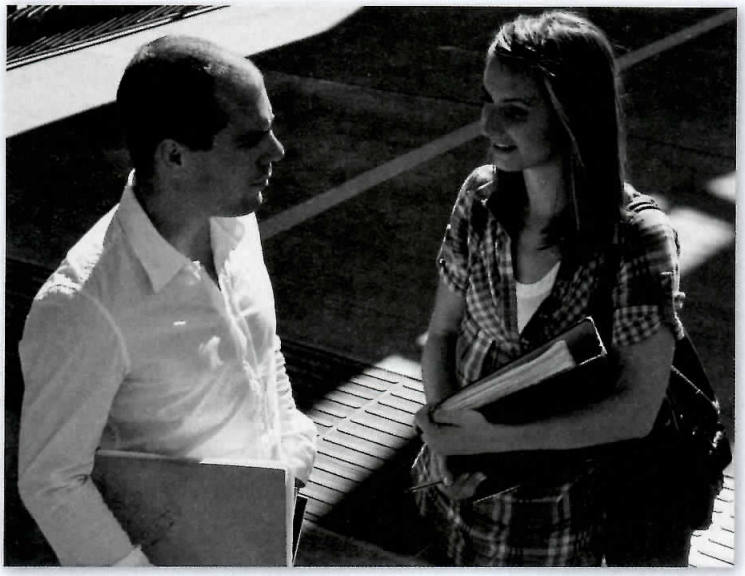
RESPONSE TIME
00:00:60

Sample Response 3-35

Task 5

Listening

3-33



3-31

The professor describes a student knowing the route to school without having been taught it directly. Explain how this illustrates the concept of latent learning.

Preparation time: 30 seconds
Response time: 60 seconds

PREPARATION TIME
00:00:30

RESPONSE TIME
00:00:60

Sample Response 3-32

Task 4

Reading

3-29

Reading time: 45 seconds

Latent Learning

Learning is the process of gaining new skills or knowledge through study. Oftentimes, learning occurs as the result of direct study. Other times, however, learning can occur without a person realizing it in a process known as latent learning. Latent learning happens when a person learns something subconsciously but does not immediately put this knowledge to use. The effect of the learning comes up later when the knowledge is needed. This is how children know how to set a dinner table or to clean dishes even if they have not been directly taught.

Listening

3-30

3-27

The woman expresses her opinion of the university library's plan to change the book lending policy. State her opinion and explain the reasons she gives for holding that opinion.

Preparation time: 30 seconds
Response time: 60 seconds

PREPARATION TIME
00:00:30

RESPONSE TIME
00:00:60

Sample Response 3-28

Task 3

Reading

3-25

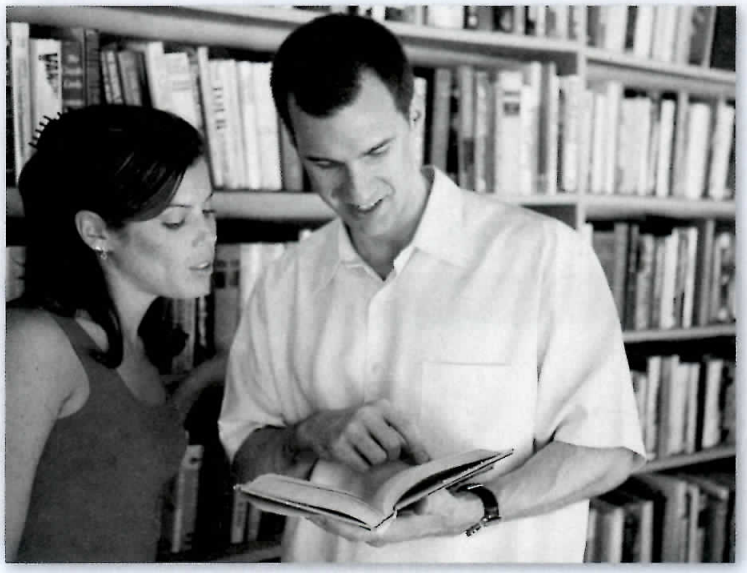
Reading time: 45 seconds

Book Lending Policy Changes

At the beginning of the new semester, the campus library will make changes to its book lending policy. The current lending policy allows students to check out books for a maximum of two weeks. However, the number of students wishing to check out library books has increased in recent years. Therefore, the library has decided to reduce the lending period to one week. This will make the library's books available to a greater number of students and will allow more students to utilize the library's resources.

Listening

3-26



▶ Task 2

3-23

Do you agree or disagree with the following statement? It is better to review class notes regularly rather than just during pre-test study sessions. Give specific reasons and examples to support your opinion.

Preparation time: 15 seconds
Response time: 45 seconds

PREPARATION TIME
00:00:15

RESPONSE TIME
00:00:45

Sample Response 3-24

Task 1

3-21

Describe a toy or game that you enjoyed as a child. Why did you enjoy it so much? Please include specific examples and details in your explanation.

Preparation time: 15 seconds
Response time: 45 seconds

PREPARATION TIME
00:00:15

RESPONSE TIME
00:00:45

Sample Response 3-22

3-20

Speaking Section Directions

In this section of the test, you will be able to demonstrate your ability to speak about a variety of topics. You will answer six questions by speaking into the microphone. Answer each of the questions as completely as possible.

In questions one and two, you will speak about familiar topics. Your response will be scored on your ability to speak clearly and coherently about the topics.

In questions three and four, you will first read a short text. The text will go away and you will then listen to a talk on the same topic. You will then be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer to the question. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you read and heard.

In questions five and six, you will listen to part of a conversation or a lecture. You will then be asked a question about what you heard. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help prepare your response.

Listen carefully to the directions for each question. The directions will not be written on the screen.

For each question you will be given a short time to prepare your response. A clock will show how much preparation time is remaining. When the preparation time is up, you will be told to begin your response. A clock will show how much response time is remaining. A message will appear on the screen when the response time has ended.

3-18

Using points and examples from the lecture, explain the two ways in which animals use pheromones.

Preparation time: 20 seconds
Response time: 60 seconds

PREPARATION TIME
00:00:20

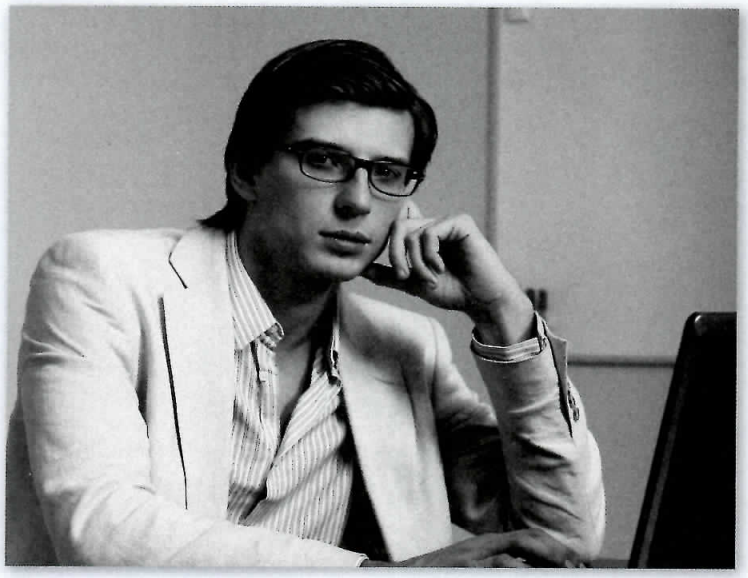
RESPONSE TIME
00:00:60

Sample Response 3-19

▶ Task 6

Listening

3-17



3-15

The speakers discuss two possible solutions to the man's problem. Describe the problem and the two solutions. Then explain what you think the man should do and why.

Preparation time: 20 seconds
Response time: 60 seconds

PREPARATION TIME
00:00:20

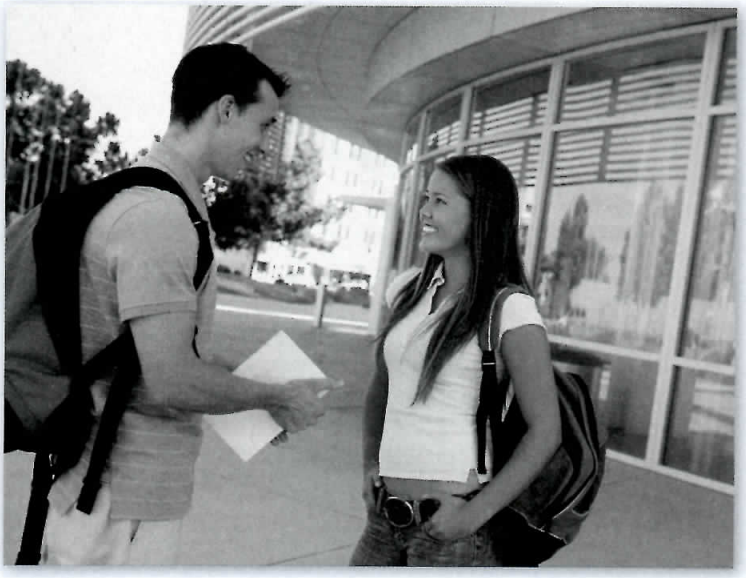
RESPONSE TIME
00:00:60

Sample Response 3-16

▶ Task 5

Listening

3-14



3-12

The professor talks about how the expectations of scientists and participants in an experiment can affect the outcome. Explain how this relates to the expectancy effect.

Preparation time: 30 seconds
Response time: 60 seconds

PREPARATION TIME
00:00:30

RESPONSE TIME
00:00:60

Sample Response 3-13

Task 4

Reading

3-10

Reading time: 45 seconds

The Expectancy Effect

In psychology, there are experiments to test human behavior. Sometimes the participants or the scientists know what results to expect. This is called the expectancy effect. The test results, then, can be influenced by an experimenter's behavior, personality traits, or expectations. This often leads to test results that are inaccurate. The reason is that the participants or scientists ignore the actual results of their tests. Instead, they report the information they expected to be true.

Listening

3-11

3-08

The man expresses his opinion about turning the student center parking lot into a green space for students. State his opinion and explain the reasons he gives for holding that opinion.

Preparation time: 30 seconds
Response time: 60 seconds

PREPARATION TIME
00:00:30

RESPONSE TIME
00:00:60

Sample Response 3-09

Task 3

Reading

3-06

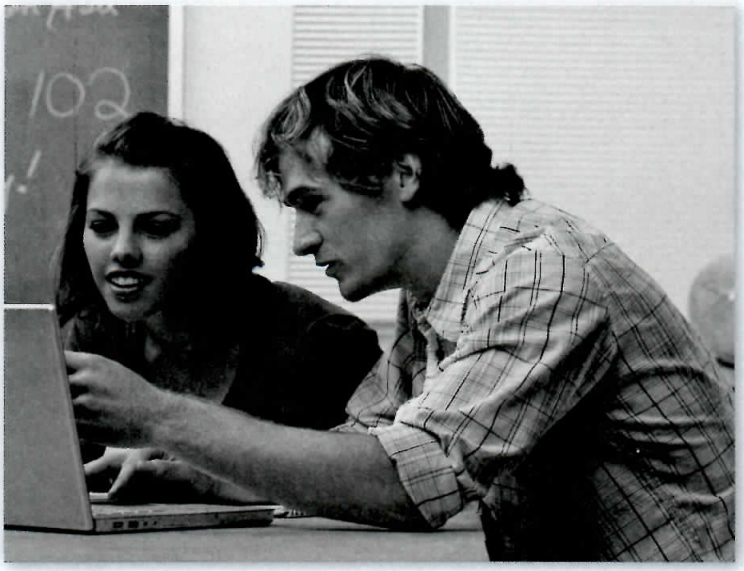
Reading time: 45 seconds

Getting Rid of the Student Center Parking Lot

I am writing this letter to share my feelings about the student center parking lot. Ever since the new Bull Street parking garage was built, the student center parking lot has hardly been used. Therefore, it seems to me that the school should turn the parking lot into a green space for the students. There are currently few green areas on campus, so this would enhance the environment of our school. For this reason, I strongly urge that the university get rid of the student center parking lot in favor of turning it into a small park for students.

Listening

3-07



▶ Task 2

3-04

Some people prefer shopping at department stores and large shopping centers. Others choose to shop only at small-scale, specialized stores. Which do you prefer and why? Give specific reasons and examples to support your opinion.

Preparation time: 15 seconds
Response time: 45 seconds

PREPARATION TIME
00:00:15

RESPONSE TIME
00:00:45

Sample Response 3-05

▶ Task 1

3-02

What changes would you make to your community or town? Please include specific examples and details in your explanation.

Preparation time: 15 seconds
Response time: 45 seconds

PREPARATION TIME
00:00:15

RESPONSE TIME
00:00:45

Sample Response 3-03

3-01

Speaking Section Directions

In this section of the test, you will be able to demonstrate your ability to speak about a variety of topics. You will answer six questions by speaking into the microphone. Answer each of the questions as completely as possible.

In questions one and two, you will speak about familiar topics. Your response will be scored on your ability to speak clearly and coherently about the topics.

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You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help prepare your response.

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Part

C

Experiencing the TOEFL iBT

Actual Tests

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q Using points and examples from the lecture, explain what venom is and how it is used by animals.

Guided Response

In the lecture, the professor explains _____. Venom is _____. It makes the muscles _____, so the animal _____. The professor gives two examples that illustrate _____. He starts by speaking about bees. Bees have _____. When they are threatened, they _____. This can be _____, such as a _____. Therefore, many animals avoid _____. Snakes show how venom is used to _____. Venomous snakes bite _____. This delivers the venom to the animals' bodies and _____. The venom acts quickly, so the animals _____. Thanks to the venom, snakes can _____.

Comparing | Listen to a sample response and compare it with yours.

2-96

Focusing on Paraphrasing

Underline any three sentences in the sample response. Paraphrase each sentence in the space below. Then practice saying each sentence with natural intonation.

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-
-

Task 6 Animal Science: Venom

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

- **remarkable** *(adj)* worthy of attention or notice
- **toxin** *(n)* a poisonous substance
- **nerve** *(n)* a fiber in the body that conducts information to the muscles and organs
- **irritating** *(adj)* bothersome; slightly painful
- **deterrent** *(n)* something that prevents action
- **inject** *(v)* to push a liquid into something
- **stand no chance** *(exp)* to be unable to provide a challenge or defense
- **swallow [something] whole** *(exp)* to swallow something without chewing it

Listening Listen to a lecture on the topic of venom. Take notes on key words and concepts in the lecture. 2-95

Notes

Topic: *venom = substance used by animals for*

Detail 1: *bees use venom for self-defense against*

when it is stung, the bird's

Detail 2:

Key Words: *physical trait, evolve, stinger,*

Summarizing | Using your own words, summarize the topic of the lecture, describe how the professor explains the topic, and restate the key points.

Guided Response 2: Second Choice

The woman describes a problem she is having, which is that _____.

She enjoys the class and likes her professor, but _____. The man

suggests that she _____ or _____.

If I were in her shoes, I would _____. For starters, _____

_____. I _____ when _____

_____ because I think that _____. _____

_____. Plus, I think that by choosing to _____,

I could benefit because _____. If I didn't

make this choice, I would _____.

Comparing | Listen to a sample response and compare it with yours.

First Choice 2-93 | **Second Choice** 2-94

Focusing on Viewpoints

For your response, you chose the solution that was the easiest for you to defend. In order to develop critical thinking skills, defend the other solution. Use the space below to plan a response. Then speak for 30 seconds.

Solution:

Reason 1:

Reason 2:

Organizing Based on the ideas from your brainstorming, choose one solution to defend. Then complete the outline for your response. Use details and examples to support your reasons.

The Problem:

First Solution:

Second Solution:

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

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

Guided Response 1: First Choice

The woman describes a problem she is having, which is that _____. She enjoys the class and likes her professor, but _____. The man suggests that she _____ or _____. If I were in her shoes, I would _____. For starters, _____ _____. I _____ when _____ _____ because I think that _____. _____ _____. Plus, I think that by choosing to _____, I could benefit because _____. If I didn't make this choice, I would _____.

Task 5 Talkative TA in Debate Class

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

- **debate** *(n)* an argument involving two opposing sides
- **master** *(adj)* highly skilled; expert
- **TA** *(n)* a teaching assistant – a person—usually a student—who assists a professor with classes
- **financially** *(adv)* of or relating to money
- **hesitant** *(adj)* not eager or readily willing
- **in the long run** *(exp)* after much time has passed

Listening Listen to the following dialogue. Take notes as needed. 2-92

The Problem: *TA in debate class talks too much, so*

Solution 1: *complain to the professor about*

Solution 2: _____

Summarizing | In your own words, explain the student's problem and the two solutions offered.

Brainstorming As part of your response to the task, you must choose one of the two solutions and defend your choice. Use the space below to write the pros and cons of each solution.

- **Solution 1** Pros: _____

  Cons: _____

- **Solution 2** Pros: _____

  Cons: _____

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q The professor explains aggressive marketing. Explain the concept and how it is illustrated by the example.

Guided Response

According to the passage, aggressive marketing means _____.

It is especially useful when _____. The professor explains that _____ can lead to _____. She uses the example of _____. Because there are many _____ and they are all _____, it can be difficult to _____. The professor explains that a new health club needs to _____. The example she uses is _____. The coupons _____, and they offer _____. Some people will _____, but others will become _____. Because of _____, the health club now _____.

Comparing | Listen to a sample response and compare it with yours.

2-91

Focusing on Pronunciation

Circle five words in the sample response that you have difficulty pronouncing. Write them in the space below. Practice saying these words in a North American accent.

1	2	3
4	5	

Listening Listen to a short lecture related to the reading. Take notes on key words and specific information from the lecture. 2-90

Notes

Topic: *how businesses can use*

Detail 1: *example of a health club that wants to*

Detail 2:

Key Words: *bold and energetic, consumers, new one every week,*

Summarizing | In your own words, restate the main idea and the key points of the lecture.

Synthesizing Give a brief spoken response to the questions based on the reading passage and the lecture.

1 Why does the professor use a health club as her example business?

2 Which actions by the health club would be considered aggressive marketing?

3 How does aggressive marketing benefit the health club in the example?

Task 4 Business: Aggressive Marketing

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

- **dozens** *(n)* a large, unspecific number
- **stand out** *(phr v)* to be noticed amongst a large group
- **tactic** *(n)* a plan for achieving a goal
- **out of the blue** *(exp)* seemingly done without cause or reason
- **talk [one] into** *(phr v)* to persuade to do something
- **convince** *(v)* to cause to agree with or believe something

Reading Read the following passage about aggressive marketing techniques.

Aggressive Marketing

Companies that sell products to consumers need to market their products. There are often dozens of products for consumers to choose from. Producers use marketing to make their products stand out. Aggressive marketing tactics are those that actively look for customers and convince them to spend money. In highly competitive industries, the company that markets the most aggressively often finds the most success. Those companies that rely on basic advertising may suffer from weak sales.

Analyzing | Answer the following questins. Give a brief spoken response for questions 2-4.

1 The passage defines aggressive marketing as

Ⓐ the only alternative to basic advertising
Ⓑ a way to compete against similar businesses
Ⓒ too risky for most businesses to attempt
Ⓓ used by dozens of kinds of businesses

2 What kind of company can benefit the most from aggressive marketing?

3 What is the goal of aggressive marketing?

4 **Critical Thinking:** How might aggressive marketing differ from basic advertising?

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

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

Guided Response

The man is explaining why _____, which declares that _____ _____. The announcement states that _____ _____ so that they can _____ and _____ _____. The man _____ this rule change. The first reason the man _____ is that he thinks _____. He says that _____. This would _____ _____. Furthermore, he states that _____. He feels that _____. Instead of having a party, he would rather _____ _____.

Comparing | Listen to a sample response and compare it with yours.

2-89

Focusing on Transitions

Underline all the transition words and phrases used in the sample response. Write them in the space below and practice saying them with natural intonation.

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-
-
-

Listening Listen to a short conversation related to the reading. Take notes about the man's opinion. 2-88

The man _____ about the announcement.

Reason 1: *other students eating in class can be a distraction because*

Reason 2:

Key Words and Details: *concentrate, food containers, chew food,*

Summarizing | In your own words, explain the man's opinion about the announcement.

Synthesizing Give a brief spoken response to the questions based on the announcement and the conversation.

1 Why does the man disagree that the decision will increase students' concentration?

2 How does the man expect that the announced decision will affect him?

3 What is the man's opinion about having end-of-semester parties?

Task 3 Eating in Class

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

- ☐ **across the board** *(exp)* including all items or members of a group
- ☐ **enhance** *(v)* to change in order to make better
- ☐ **I'm not following you** *(exp)* (expression that shows someone does not understand)
- ☐ **distraction** *(n)* something that takes away one's attention

Reading Read the following announcement about a policy change.

Eating in Class

The student council is pleased to announce that the campus-wide policy against having food in class will no longer apply across the board. Instead, professors will be given the option of allowing students to bring food to class. After great discussion in the student council, it was concluded that students concentrate better on full stomachs, so having a snack during a lecture may increase classroom participation and enhance the overall learning experience. In addition, the new policy will allow professors the option of having an end-of-semester party with their classes.

Analyzing | Answer the following questions. Give a brief spoken response for questions 2-4.

1 The purpose of the announcement is to

Ⓐ encourage students to eat in class
Ⓑ advise against eating during lectures
Ⓒ explain how a campus rule has changed
Ⓓ inform students of a new policy

2 How was the decision made?

3 What was the purpose of the decision?

4 **Critical Thinking:** What will be the effects of the decision?

Organizing Use your answers to the critical thinking questions and the idea web to organize your response.

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

Guided Response 1: Experienced Teacher

Given this choice, I would prefer _____. Even though a teacher may be boring, he or she _____. This is more useful to me as a student because _____. For example, one of my teachers _____ _____. He is not very fun, but he _____. Because of this, the students _____. Another reason is that an experienced teacher knows _____. This means that the teacher can _____ _____. In a nutshell, I think that an experienced teacher _____ and _____.

Guided Response 2: New Teacher

As a student, I always prefer a teacher who _____. Even though the teacher is new, he or she can _____. This are a couple of reasons why _____. The main reason is that an enthusiastic teacher _____ _____. This is very important because _____. So the teacher's enthusiasm will automatically improve the _____. In addition, a new teacher is more likely to _____. I find this useful because _____. In sum, I think a new, enthusiastic teacher _____ _____.

Comparing | Listen to a sample response and compare it with yours.

Experienced Teacher 2-86 | **New Teacher** 2-87

Task 2 Experienced Teacher vs. New Teacher

Warming Up ▶ Choose a question at random from the list below. Immediately answer the question. Clearly explain your choice and give one detail to support it. Try to speak for at least 20 seconds.

- Do you enjoy bike riding? Why or why not?
- Would you rather play computer games or board games?
- Are educational games a good way to learn?

Q Would you prefer to have an experienced teacher who is unenthusiastic or a new teacher with lots of energy? Include specific details and reasons in your response.

Brainstorming ▶ Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.

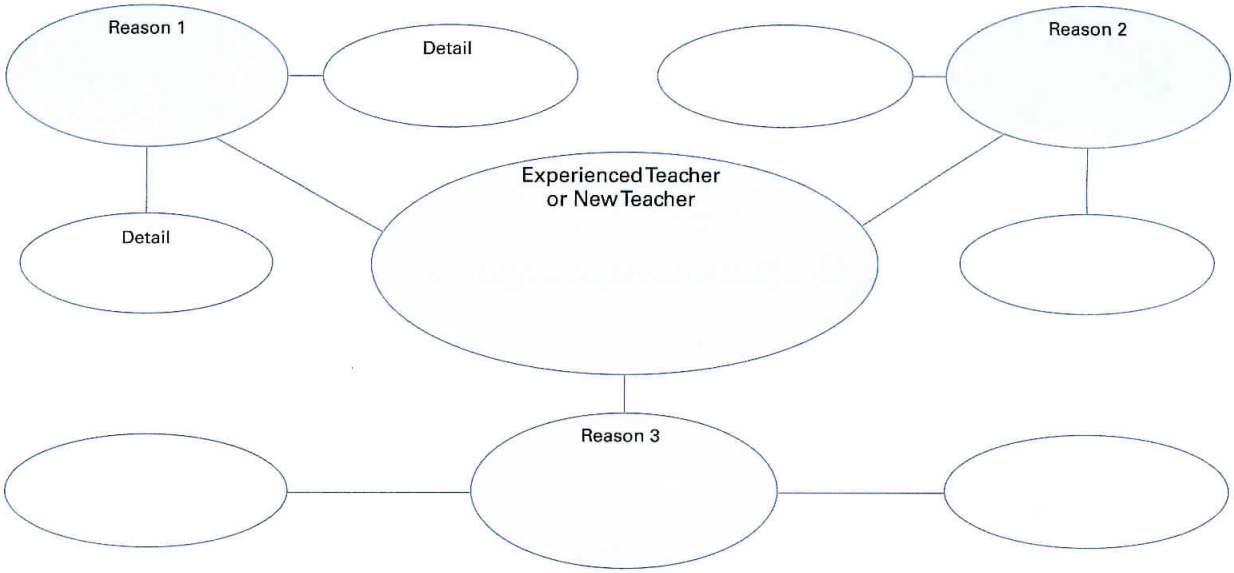
Critical Thinking

1 How can your emotional state affect your learning?

2 Is a teacher's own knowledge necessary in addition to a course textbook?

3 Do you think teaching is a learned ability or a natural talent?

Idea Web



Organizing Use your answers to the critical thinking questions and the idea web to organize your response.

The Food I Would Introduce:

Description:

Details:

Speaking Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

Guided Response

If a foreign friend _____, I would want to show him or her _____ _____. This food can best be described as _____. Its main ingredients are _____. In my country, it is popular because _____ _____. People eat it when _____. It would be a wonderful food to show a foreign friend because _____ _____. I think it would be a great opportunity for _____.

Comparing | Listen to a sample response and compare it with yours.

2-85

Task 1 Introducing Your Culture's Food

Warming Up ▶ Choose a question at random from the list below. Immediately answer the question without preparation. Provide a main idea, one detail, and support for the detail. Try to speak for at least 20 seconds.

- What is your favorite snack and why?
- If you could go on a trip anywhere, where would you go?
- Why do people travel to other countries?

Q If a friend from another country visited you, what food would you want to introduce to that person? Include specific details and reasons in your response.

Brainstorming ▶ Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.

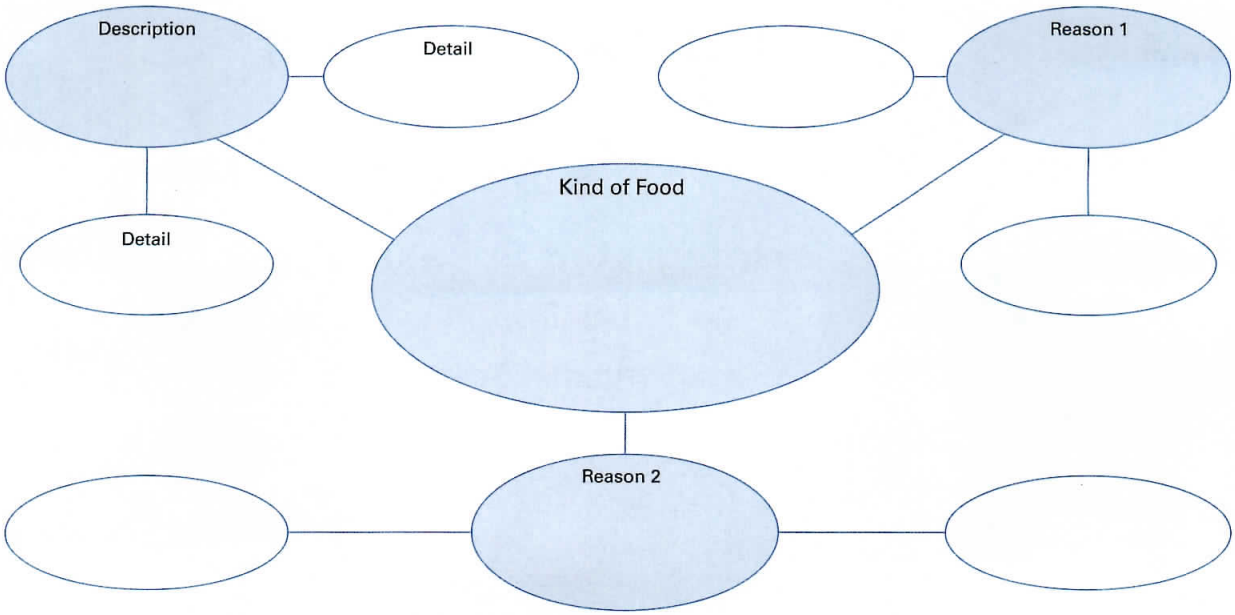
Critical Thinking

1 Can you describe the food in terms of texture, flavor, and appearance?

2 Is the food fun to eat or otherwise interesting? If so, how?

3 What can your friend learn about you or your culture through the food?

Idea Web



chapter

8

Independent Speaking

Task 1 Introducing Your Culture's Food

Task 2 Experienced Teacher vs. New Teacher

Integrated Speaking (1)

Task 3 Eating in Class

Task 4 Business: Aggressive Marketing

Integrated Speaking (2)

Task 5 Talkative TA in Debate Class

Task 6 Animal Science: Venom

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q Using points and examples from the lecture, explain how the teachings of Sun Tzu influenced military strategy in historical and modern times.

Guided Response

The professor is describing a historical figure, _____, who was _____ _____. Sun Tzu wrote about _____, and his teachings became _____. Using examples from _____, the professor shows _____ _____. In ancient China, fighting was _____. He said that you should _____. Soon after people began studying his strategies, Chinese wars _____. The rulers concentrated on _____ _____. The professor explains that _____ were an influence on Napoleon as well. Napoleon studied Sun Tzu and had success by _____. However, he did not _____. His soldiers _____ _____ because _____. This ignored Sun Tzu's teachings to _____.

Comparing | Listen to a sample response and compare it with yours.

2-84

Focusing on Paraphrasing

Underline any three sentences in the sample response. Paraphrase each sentence in the space below. Then practice saying each sentence with natural intonation.

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-
-

Task 6 History: Sun Tzu

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

- **advisor** *(n)* an expert who gives advice
- **victorious** *(adj)* having won a battle or contest
- **general** *(n)* a high-ranking leader in a military force
- **brutal** *(adj)* showing no kindness or mercy
- **agriculture** *(n)* the act of growing food for humans to eat
- **soldier** *(n)* a person who serves in an army

Listening Listen to a lecture about a historical figure. Take notes on key words and concepts in the lecture. 2-83

Notes

Topic: *Chinese military advisor Sun Tzu had influenced*

Detail 1: *taught generals to take advantage of the enemy's*

China's wars changed from more traditional to

Detail 2:

Key Words: *military strategy, ruling lord, strategies,*

Summarizing | Using your own words, summarize the topic of the lecture, describe how the professor explains the topic, and restate the key points.

Guided Response 2: Second Choice

The problem is that the man's _____, so he must decide _____. If he moves, _____. But if he stays on campus, _____. I think the best choice is to _____ _____. To start with, this choice allows at student to _____. During college, students should _____. For example, they need to _____. Students could do this if they lived _____. Another reason is that it would make life more _____. I think most people enjoy _____ _____. If they decided to _____, I'm sure that most students would feel _____. Therefore, it is much better to _____ _____.

Comparing | Listen to a sample response and compare it with yours.

First Choice 2-81 | **Second Choice** 2-82

Focusing on Viewpoints

For your response, you chose the solution that was the easiest for you to defend. In order to develop critical thinking skills, defend the other solution. Use the space below to plan a response. Then speak for 30 seconds.

Solution:

Reason 1:

Reason 2:

Organizing Based on the ideas from your brainstorming, choose one solution to defend. Then complete the outline for your response. Use details and examples to support your reasons.

The Problem:

First Solution:

Second Solution:

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

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

Guided Response 1: First Choice

The problem is that the man's _____, so he must decide _____. If he moves, _____. But if he stays on campus, _____. I think the best choice is to _____. To start with, this choice allows at student to _____. During college, students should _____. For example, they need to _____. Students could do this if they lived _____. Another reason is that it would make life more _____. I think most people enjoy _____. If they decided to _____, I'm sure that most students would feel _____. Therefore, it is much better to _____.

Task 5 Deciding Where to Live

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

- ☐ **paperwork** *(n)* reports and forms that must be filled out
- ☐ **match** *(n)* two people or things with similar characteristics
- ☐ **downside** *(n)* a negative quality
- ☐ **get stuck doing** *(exp)* to be placed in an unwanted situation

Listening Listen to the following dialogue. Take notes as needed. 2-80

The Problem: *roommate became a good friend, but* .....

Solution 1: *move off campus and* .....

.....

Solution 2: .....

.....

Summarizing | In your own words, explain the student's problem and the two solutions offered.

Brainstorming As part of your response to the task, you must choose one of the two solutions and defend your choice. Use the space below to write the pros and cons of each solution.

- **Solution 1** Pros: _____

  Cons: _____

- **Solution 2** Pros: _____

  Cons: _____

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q The professor explains a study that was done on memory. Explain the study and how it illustrates the concept of sensory memory.

Guided Response

Sensory memory is a kind of memory that _____. It happens in the _____, and sometimes we don't _____. These memories do not _____. According to the reading, they last _____. The professor further explains this idea by _____. In the study, participants saw _____. They _____, and then they were asked to _____. The experiment showed that participants could _____, or they could _____. Either way, they only _____. This showed that _____. If we think quickly, we can _____. That is called _____ _____.

Comparing | Listen to a sample response and compare it with yours.

2-79

Focusing on Pronunciation

Circle five words in the sample response that you have difficulty pronouncing. Write them in the space below. Practice saying these words in a North American accent.

1 2 3

4 5

Listening Listen to a short lecture related to the reading. Take notes on key words and specific information from the lecture. 2-78

Notes

Topic: *a kind of memory that*

Detail 1: *happens subconsciously: if you do not think about the memories, then*

Detail 2:

Key Words: *subconscious level, senses, half a second,*

Summarizing | In your own words, restate the main idea and the key points of the lecture.

Synthesizing Give a brief spoken response to the questions based on the reading passage and the lecture.

1 What are the two defining qualities of sensory memory?

2 How did the study measure the duration of sensory memories?

3 Why does the professor compare sensory memories to photographs?

Task 4 Psychology: Sensory Memory

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

- **distinguish** *(v)* to separate as different from something else
- **momentarily** *(adv)* for a brief time
- **subconscious** *(adj)* unnoticed by the active part of the mind
- **landmark** *(adj)* highly important or significant
- **grid** *(n)* a pattern of squares made by crossing lines
- **flash** *(v)* to occur suddenly and briefly

Reading Read the following passage about sensory memory.

Sensory Memory

The two most common types of memory known to humans are short-term and long-term memory. In fact, there is a third type of memory known as sensory memory. The name was given to distinguish this type of memory from short-term memory since its duration is much shorter. Studies have shown that the human brain stores visual information without a person even being aware of it happening. While short-term memories may last 10 to 15 seconds, sensory memories last, at most, only one or two seconds.

Analyzing | Answer the following questions. Give a brief spoken response for questions 2-4.

1 Sensory memory can best be described as

Ⓐ an automatic and short-lived memory
Ⓑ the ability to remember for a lifetime
Ⓒ a problem with a person's memory
Ⓓ similar to short-term memory

2 How do sensory memories differ from other common types of memory?

3 According to the passage, how are sensory memories are formed?

4 **Critical Thinking:** What kinds of things would sensory memory remember?

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

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

Guided Response

The man feels that the letter _____. The writer stated that freshman _____ because _____ and _____ _____. The man responds to the first point by arguing that _____ _____. He thinks that first-year students should _____, not _____. He also addresses the second point of the letter by saying _____ _____. If students have cars, they might _____ instead of _____. Because the first year of classes _____, students should _____, not on driving to their part-time jobs.

Comparing | Listen to a sample response and compare it with yours.

2-77

Focusing on Transitions

Underline all the transition words and phrases used in the sample response. Write them in the space below and practice saying them with natural intonation.

-
-
-
-

Listening Listen to a short conversation related to the reading. Take notes about the man's opinion.

2-76

The man _____ with the letter.

Reason 1: *campus is very large, so students should*

Reason 2:

Key Words and Details: *major transition, take all day, social life,*

Summarizing | In your own words, explain the man's opinion about the letter.

Synthesizing Give a brief spoken response to the questions based on the letter and the conversation.

1 According to the man, what should the two main focuses of freshman students be?

2 What would the man tell a freshman student who wants to have a part-time job?

3 How does the man think that having a car can hurt a freshman student's social life?

Task 3 Freshmen Parking Permits

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

- **discontent** *(n)* a feeling of dissatisfaction
- **outdated** *(adj)* no longer needed in this time period
- **bum out** *(phr v)* to be disappointed or sad
- **nuisance** *(n)* something that is bothersome
- **see the big picture** *(exp)* to understand a complete view of something
- **transition** *(n)* a significant change
- **social life** *(n)* how one spends one's free time with others
- **academically** *(adv)* of or relating to one's studies

Reading Read the following letter to a student newspaper.

Give Freshmen Parking Permits

I am writing to express discontent with City University's policy of not giving parking permits to freshmen. As a freshman, I think it would be nice to visit my family and friends back home some weekends. This is impossible because I cannot have a car. And, like many students, I must support myself. I would love to have a part-time job, but I cannot because I do not have a car. Instead, I am forced to take out large loans to pay for my living costs. Isn't it time to reconsider this outdated policy?

Oliver Wilson
Freshman

Analyzing | Answer the following questions. Give a brief spoken response for questions 2-4.

1 The purpose of this letter is to

(A) complain about the price of parking permits
(B) argue against freshmen who want to drive
(C) defend freshmen who have part-time jobs
(D) explain why freshmen may need cars

2 How does the writer support his opinion?

3 What are the two main arguments presented in the letter?

4 **Critical Thinking:** How could having a car negatively affect college freshmen?

Organizing Use your answers to the critical thinking questions and the idea web to organize your response.

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

Guided Response 1: Agree

It is clear that entertainers _____. They earn far more _____. Their salaries are too high. I believe that a salary should be determined by _____ _____. Entertainers do not _____, so they should not _____. Other professions, such as _____ _____ more money. Another reason is that _____. When I see entertainers, I notice that _____. If entertainers did not earn such high salaries, _____. I think everyone would agree that _____.

Guided Response 2: Disagree

I am of the belief that _____. I think that entertainers work _____ _____. Many people think it is a _____ lifestyle, but _____. They must deal with _____ _____. This makes their jobs difficult, so _____. I would also argue that entertainers are _____. They provide society with _____. This is valuable to society because _____ _____. Because of their importance to society, _____ _____. That's why I think _____.

Comparing | Listen to a sample response and compare it with yours.

Agree 2-74 | Disagree 2-75

Task 2 Overpaid Entertainers

Warming Up ▶ **Choose a question at random from the list below. Immediately answer the question. Clearly explain your choice and give one detail to support it. Try to speak for at least 20 seconds.**

- Are you influenced by celebrities?
- Would you prefer to be a pop star or a successful scientist?
- Should a doctor earn more money than a police officer?

Q Some people believe that entertainers, such as pop singers and professional athletes, are overpaid. Do you agree or disagree with that opinion? Include specific details and reasons in your response.

Brainstorming ▶ **Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.**

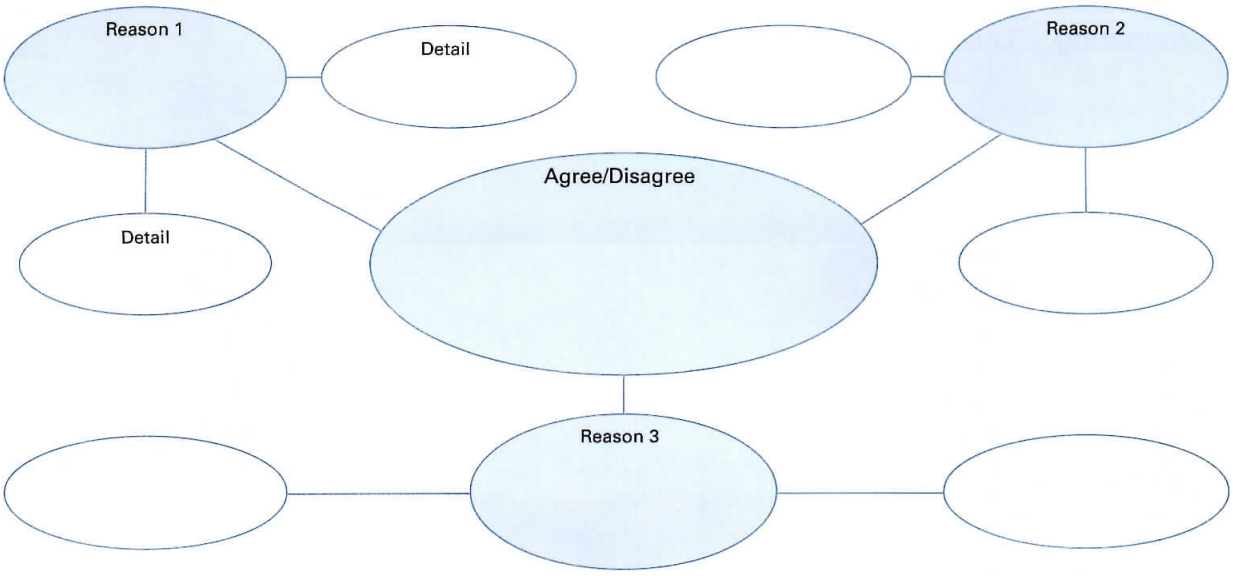
Critical Thinking

1 Why are entertainers often paid large salaries?

2 How do the salaries of other professions compare to the salaries of entertainers?

3 Who deserves to make the highest salaries in society? The lowest?

Idea Web



Organizing Use your answers to the critical thinking questions and the idea web to organize your response.

A Music Genre I Enjoy:

Description:

Why I Enjoy It:

Speaking Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

Guided Response

I very much enjoy listening to _____. This genre of music can be described as _____. It relies heavily on _____, which gives it a _____ sound. You can hear _____ music at _____ while being performed by _____. I like to listen to it when _____ _____. I like many kinds of music, but _____ music is one of my favorites because _____. Every time I hear it, I think about _____. It makes me feel _____ even when _____.

Comparing | Listen to a sample response and compare it with yours.

2-73

Task 1 Enjoyable Genre of Music

Warming Up ▶ **Choose a question at random from the list below. Immediately answer the question without preparation. Provide a main idea, one detail, and support for the detail. Try to speak for at least 20 seconds.**

- What is your favorite movie and why?
- How do you relax when you are under a lot of stress?
- Why do you think people enjoy listening to music?

Q What is a genre of music you enjoy? Describe the genre and explain why you enjoy it. Include specific details and reasons in your response.

Brainstorming ▶ **Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.**

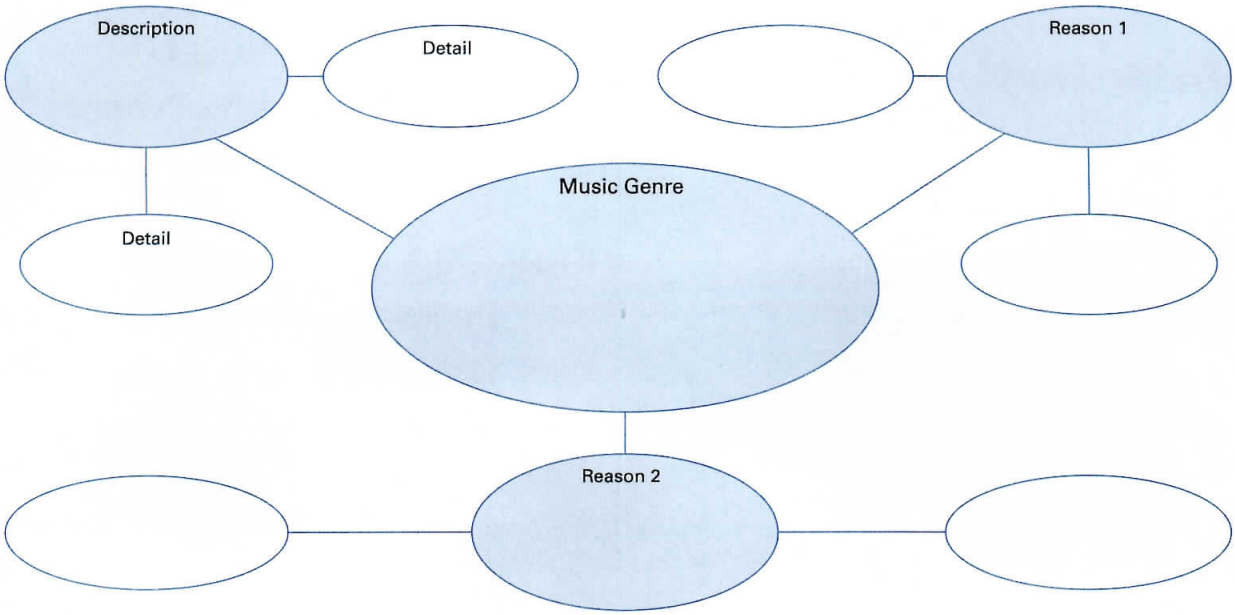
▶ Critical Thinking

1 Does the genre rely heavily on vocals, rhythms, melodies, or unique instruments?

2 Who performs this kind of music, and when is it usually performed?

3 How does the music of this genre make you feel when you hear it?

▶ Idea Web



chapter

7

Independent Speaking

Task 1 Enjoyable Genre of Music

Task 2 Overpaid Entertainers

Integrated Speaking (1)

Task 3 Freshmen Parking Permits

Task 4 Psychology: Sensory Memory

Integrated Speaking (2)

Task 5 Deciding Where to Live

Task 6 History: Sun Tzu

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q Using points and examples from the lecture, explain targeted marketing.

Guided Response

The topic of the lecture is _____. The professor briefly defines this as _____. To illustrate the concept, the professor first gives examples of _____. He explains that in _____, you'll find advertisements for things like _____. In _____ _____, you'll see advertisements for _____ but not for _____ _____. The reason is that _____, so the advertising is _____. The last part of the lecture talks about _____ _____. For some products, targeted marketing _____ _____. This is illustrated with the example of _____. Since all kinds of people _____, you should advertise in _____ _____.

Comparing | Listen to a sample response and compare it with yours.

2-72

Focusing on Paraphrasing

Underline any three sentences in the sample response. Paraphrase each sentence in the space below. Then practice saying each sentence with natural intonation.

-
-
-

Task 6 Business: Targeted Marketing

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

- ☐ **target** *(v)* to aim at or focus on
- ☐ **segment** *(n)* one part of a whole
- ☐ **identify** *(v)* to learn the identity of
- ☐ **cologne** *(n)* a scented spray used by men
- ☐ **overwhelmingly** *(adv)* extremely in effect or strength
- ☐ **cruise trip** *(n)* a holiday vacation on a luxury ship
- ☐ **billboard** *(n)* a large, roadside sign used for advertising
- ☐ **all walks of life** *(exp)* various social groups

Listening Listen to a lecture on the topic of targeted marketing. Take notes on key words and concepts in the lecture. 2-71

Notes

Topic: *examples of when to use*

Detail 1: *marketing that targets specific groups of*

ex: women's magazine ads, such as

Detail 2:

Key Words: *specific segments, direct advertising, children's toys,*

Summarizing | Using your own words, summarize the topic of the lecture, describe how the professor explains the topic, and restate the key points.

Guided Response 2: Second Choice

The speakers in the conversation are discussing _____.

The man offers two _____. First, _____. Second, _____. The choice I would make would be to _____ _____. In my experience, it is better to _____ _____. The reason is that _____. Another thing to consider is _____. The lead actor is too ill to perform, _____ _____. By choosing to _____, the play could _____.

Comparing | Listen to a sample response and compare it with yours.

First Choice 2-69 | **Second Choice** 2-70

Focusing on Viewpoints

For your response, you chose the solution that was the easiest for you to defend. In order to develop critical thinking skills, defend the other solution. Use the space below to plan a response. Then speak for 30 seconds.

Solution:

Reason 1:

Reason 2:

Organizing Based on the ideas from your brainstorming, choose one solution to defend. Then complete the outline for your response. Use details and examples to support your reasons.

The Problem:

First Solution:

Second Solution:

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

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

Guided Response 1: First Choice

The speakers in the conversation are discussing _____.

The man offers two _____. First, _____. Second, _____. The choice I would make would be to _____ _____. In my experience, it is better to _____ _____. The reason is that _____. Another thing to consider is _____. The lead actor is too ill to perform, _____ _____. By choosing to _____, the play could _____.

Task 5 Lead Actor Sick

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

- ☐ **come down with** *(exp)* to become sick with an illness
- ☐ **sell out** *(phr v)* completely to sell all of something
- ☐ **backup** *(adj)* available to take the place of something else
- ☐ **lines** *(n)* the words that actors memorize and speak
- ☐ **assign** *(v)* to give responsibility for something
- ☐ **ruin** *(v)* to cause to be bad
- ☐ **ideal** *(adj)* being the best of all possibilities
- ☐ **side effect** *(n)* an unintended result

Listening Listen to the following dialogue. Take notes as needed. 2-68

The Problem: *the play is tonight, but the lead actor* .....

Solution 1: *backup actor take the place of* .....

.....

Solution 2: .....

.....

Summarizing | In your own words, explain the student's problem and the two solutions offered.

Brainstorming As part of your response to the task, you must choose one of the two solutions and defend your choice. Use the space below to write the pros and cons of each solution.

- **Solution 1** Pros: _____

  Cons: _____

- **Solution 2** Pros: _____

  Cons: _____

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q The professor gives an example of opportunity cost. Explain the example and how it illustrates the concept of opportunity cost.

Guided Response

The professor uses the lecture to tell the students _____.

As defined by the reading, opportunity cost is _____.

It is different from monetary cost because _____. The professor gives an example of _____ to explain this concept further. She explains that the university had to choose between _____ and _____. Because the university chose to _____, it gave up _____ of a new library, such as _____ and _____. These advantages that were missed by the university _____.

Comparing | Listen to a sample response and compare it with yours.

2-67

Focusing on Pronunciation

Circle five words in the sample response that you have difficulty pronouncing. Write them in the space below. Practice saying these words in a North American accent.

1	2	3
4	5	

Listening Listen to a short lecture related to the reading. Take notes on key words and specific information from the lecture. 2-66

Notes

Topic: *real example of* .....

Detail 1: *example of a decision the university had to make* .....

two choices: .....

Detail 2: .....

.....

Key Words: *new facility, engineering, swimming pool,* .....

.....

Summarizing | In your own words, restate the main idea and the key points of the lecture.

Synthesizing Give a brief spoken response to the questions based on the reading passage and the lecture.

1 How does the professor's example demonstrate opportunity cost?

2 What does the professor mean by the "nonmonetary" costs of building the pool?

3 Based on the reading and lecture, what was the full cost of building the pool?

Task 4 Economics: Opportunity Cost

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

- **undertake** *(v)* to begin, especially a long or challenging goal
- **freshman** *(n)* a first-year student
- **funds** *(n)* money provided for a specific purpose
- **facility** *(n)* a building used for a specific purpose
- **ultimately** *(adv)* in the end; after everything else
- **one million** *(n)* 1,000,000
- **monetary** *(adj)* having to do with money

Reading Read the following passage about opportunity cost.

Understanding Opportunity Cost

In accounting, the cost of a decision is measured by how much money is spent. However, accounting cannot represent the opportunity cost of a decision. Simply put, opportunity cost is the value of the next-best choice, which the business did not select. When limited resources — such as time or money — are used to make a purchase or to undertake a project, those resources cannot be used for anything else. Thus, the benefits from the next-best choice are given up. These potential benefits are the opportunity cost of a decision.

Analyzing | Answer the following questions. Give a brief spoken response for questions 2-4.

1 The passage defines opportunity cost as

(A) the money used on a purchase or project
(B) a method of accounting
(C) the value of an alternative option
(D) a measure of resources used

2 Why can accounting not represent opportunity cost?

3 What happens when money is used to fund a purchase or project?

4 **Critical Thinking:** How does opportunity cost affect a purchase decision?

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q The woman expresses her opinion about the letter. Explain her opinion and the reasons she gives for holding it.

Guided Response

The woman is expressing her opinion about _____. In the letter, a student says _____. The current options on campus are _____. The woman _____ with this for two reasons. First, she says that _____. She explains that her schedule _____ _____. Therefore, she does not have time _____. Second, she explains that a university _____. The food options available now promote _____, which the woman thinks _____. By selling healthier options, _____. Therefore, she thinks the letter _____.

Comparing | Listen to a sample response and compare it with yours.

2-65

Focusing on Transitions

Underline all the transition words and phrases used in the sample response. Write them in the space below and practice saying them with natural intonation.

-
-
-
-

Listening Listen to a short conversation related to the reading. Take notes about the man's opinion. 2-64

The woman _____ with the letter.

Reason 1: *does not have much time between classes and wants to*

Reason 2:

Key Words and Details: *junk food, busy schedule, one-hour break,*

Summarizing | In your own words, explain the woman's opinion about the letter.

Synthesizing Give a brief spoken response to the questions based on the letter and the conversation.

1 How does the woman personalize the ideas in the letter?

2 Why can the woman not eat healthy meals at the cafeteria?

3 What does the woman think is part of the role of a university?

Task 3 Healthy Food Options

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

- ☐ **conscious** *(adj)* concerned about; actively aware of
- ☐ **alarmed** *(adj)* surprised and upset
- ☐ **growl** *(v)* to make a low, steady sound, especially like one made by angry dogs
- ☐ **break** *(n)* a period of rest between classes or work
- ☐ **diet** *(n)* the food that one eats
- ☐ **hardly** *(adv)* almost not; barely

Reading Read the following letter to the student newspaper.

Campus Stores Needs Healthy Options

As a health-conscious student, I am alarmed by the food options provided at the convenience stores on campus. Sometimes I stop in for a quick snack between classes hoping to find something to ease my growling stomach. Unfortunately, the only options are candy bars, salty potato chips, greasy hotdogs, and other equally unhealthy choices. This selection of junk food is unacceptable. It would be nice to see some fresh fruit, salads, and other healthy products for students to choose from.

Beverly DeLauro
Junior

Analyzing | Answer the following questions. Give a brief spoken response for questions 2-4.

1 The writer of the letter hopes to

(A) have healthy food on campus
(B) stop eating junk food
(C) begin a weight-loss program
(D) eat a snack between classes

2 How does the writer describe herself?

3 Why does the writer mention fresh fruit and salads?

4 **Critical Thinking:** Why might students object to the letter writer's requests?

rganizing Use your answers to the critical thinking questions and the idea web to organize your response.

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

Guided Response 1: Hometown

When I go to university, I would like to _____. While moving away may be adventurous, I think staying home _____. As a practical person, staying in my hometown would allow me to _____. Because I would not have to _____, I would have more _____ _____. For example, I could _____. In addition to that, moving away would _____. That stress does not _____ in my hometown. I can _____ and not worry about _____ _____. That way, I could focus more on _____.

Guided Response 2: Another City

I believe that _____ would _____. Therefore, I would not stay _____. I know someone who stayed _____. I noticed that she _____. This leads me to think that moving away _____. This would help me to grow as a person because _____. Besides that, moving away would give me the opportunity to _____. One of my goals in university will be _____. If I stay at home, I cannot _____ because _____.

Comparing | Listen to a sample response and compare it with yours.

Hometown 2-62 | **Another City** 2-63

Task 2 University: Hometown vs. Out of Town

Warming Up ▶ **Choose a question at random from the list below. Immediately answer the question. Clearly explain your choice and give one detail to support it. Try to speak for at least 20 seconds.**

- Is education necessary for a successful career?
- Do you enjoy traveling?
- Agree or disagree: Book knowledge is more valuable than life experience.

Q Would you prefer to go to a university in your hometown or in another city? Include specific details and reasons in your response.

Brainstorming ▶ **Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.**

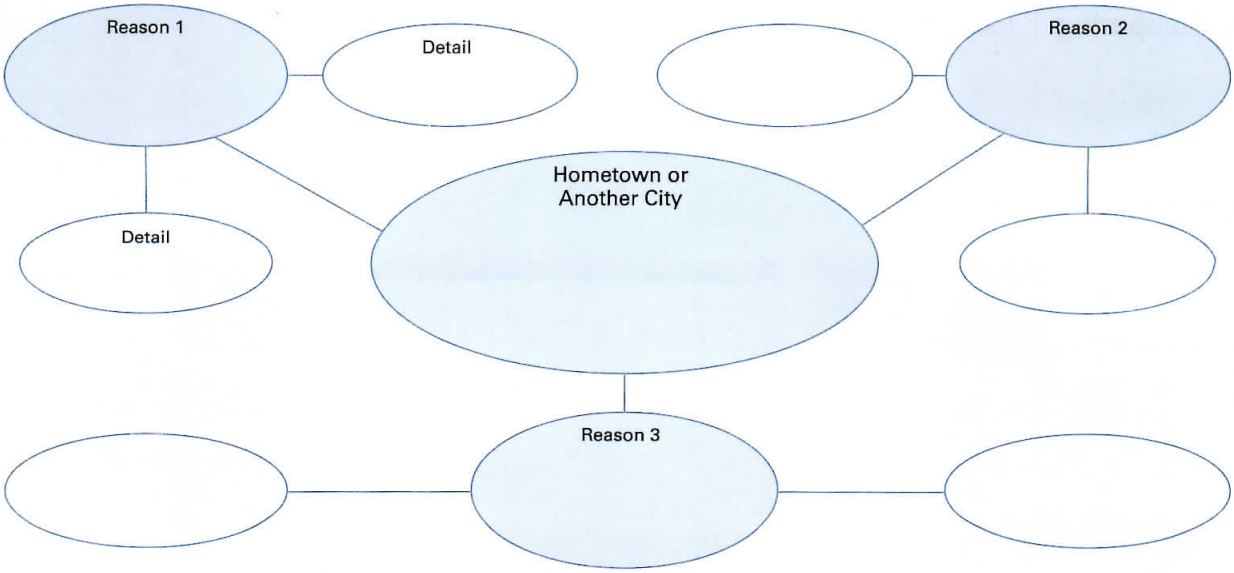
Critical Thinking

1 What are the challenges of moving to a new city?

2 What are the benefits of staying in your hometown?

3 How would each option better allow you to achieve your goals in university?

Idea Web



Organizing Use your answers to the critical thinking questions and the idea web to organize your response.

Favorite Place to Go Shopping:

Description of the Place:

Reason You Enjoy It:

Speaking Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

Guided Response

For someone like me, the best _____. This is an _____ _____ that is located _____. It _____ _____. It has _____ and it is always _____. When you go there, you are sure to see _____. _____ is the ideal place for me to shop when _____. Nevertheless, _____ _____. I go there with friends or alone, and we _____ _____.

Comparing | Listen to a sample response and compare it with yours.

2-61

Task 1 Favorite Shopping Place

Warming Up ▶ Choose a question at random from the list below. Immediately answer the question without preparation. Provide a main idea, one detail, and support for the detail. Try to speak for at least 20 seconds.

- Why is it important to have close friends?
- Where do you enjoy going with your family?
- How do you feel when you buy something new?

Q Where is your favorite place to go shopping? Include specific details and reasons in your response.

Brainstorming ▶ Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.

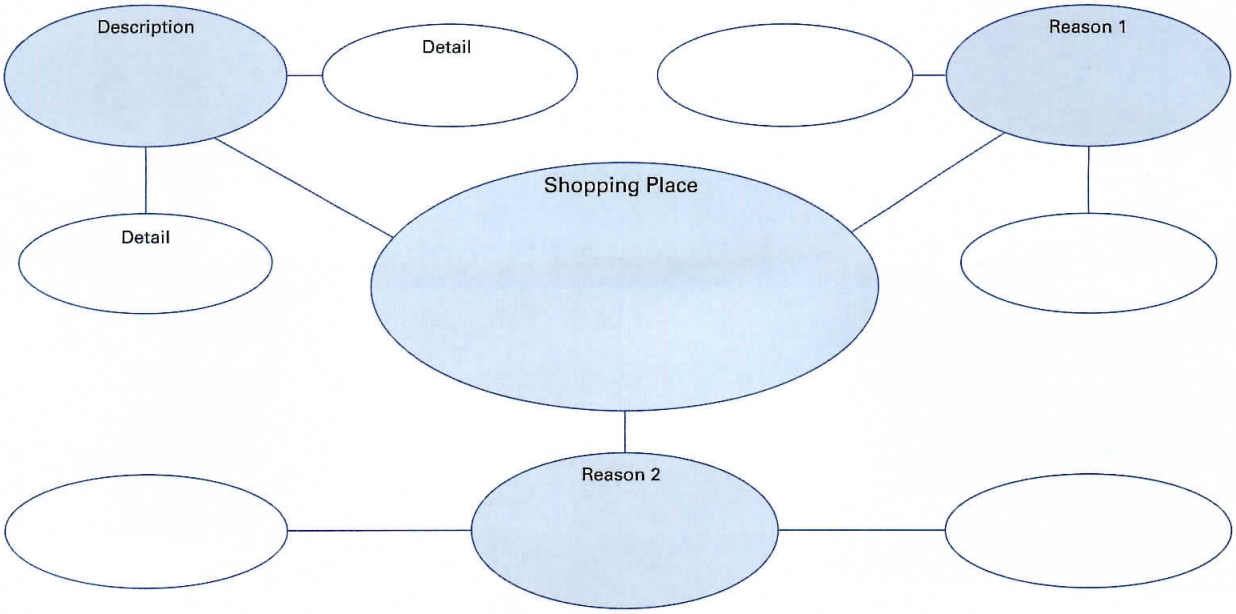
▶ Critical Thinking

1 What are the important details needed to describe a place?

2 What kinds of things do you enjoy spending your money on?

3 Which kind of store offers the most advantages to a student your age?

▶ Idea Web



chapter

6

Independent Speaking

Task 1 Favorite Shopping Place

Task 2 University: Hometown vs. Out of Town

Integrated Speaking (1)

Task 3 Healthy Food Options

Task 4 Economics: Opportunity Cost

Integrated Speaking (2)

Task 5 Lead Actor Sick

Task 6 Business: Targeted Marketing

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q Using points and examples from the lecture, explain cooperative hunting and how it can be beneficial.

Guided Response

The professor is explaining _____. Put simply, this is when _____ _____. There are two basic types of _____. The first is _____. The professor explains it by _____. Whenever wild dogs _____, they _____. This provides them benefits because _____. So cooperative hunting improves _____. The second type is _____ _____. This is when two animals of _____. The professor discusses _____ and _____ to demonstrate this kind of hunting. The grouper fish _____. Other times, the moray eel _____. Both animals benefit because _____ _____.

Comparing | Listen to a sample response and compare it with yours.

2-60

Focusing on Paraphrasing

Underline any three sentences in the sample response. Paraphrase each sentence in the space below. Then practice saying each sentence with natural intonation.

-
-
-

Task 6 Animal Science: Cooperative Hunting

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

- ☐ **never-ending** *(adj)* continuing without any sign of stopping
- ☐ **strategy** *(n)* a plan of action
- ☐ **alongside** *(adv)* together with; in cooperation with
- ☐ **observe** *(v)* to watch carefully
- ☐ **roam** *(v)* to move about in no particular direction
- ☐ **advantageous** *(adj)* providing some benefits or advantages
- ☐ **lone** *(adj)* by oneself; with no others
- ☐ **complementary** *(adj)* making something perfect or whole

Listening Listen to a lecture on the topic of cooperative hunting techniques. Take notes on key words and concepts in the lecture. 2-59

Notes

Topic: *cooperative hunting =* .....

Detail 1: *pack hunting = animals of the same species hunting together* .....

ex: wild dogs .....

Detail 2: .....

.....

Key Words: *technique, at least nine dogs, group of prey,* .....

.....

Summarizing | Using your own words, summarize the topic of the lecture, describe how the professor explains the topic, and restate the key points.

Guided Response 2: Second Choice

The woman's problem is that _____. Since her roommate is leaving early, _____. The man suggests that she _____ or _____. Both solutions have some problems, but I would choose to _____. I think it's a better solution. The first reason is that _____. By doing this, I would be able to _____ _____. Next, it's a better solution for me since _____ _____. Some people may prefer to _____ _____, but since I can _____, I would end up in a better position.

Comparing | Listen to a sample response and compare it with yours.

First Choice 2-57 | **Second Choice** 2-58

Focusing on Viewpoints

For your response, you chose the solution that was the easiest for you to defend. In order to develop critical thinking skills, defend the other solution. Use the space below to plan a response. Then speak for 30 seconds.

Solution:

Reason 1:

Reason 2:

Organizing Based on the ideas from your brainstorming, choose one solution to defend. Then complete the outline for your response. Use details and examples to support your reasons.

The Problem:

First Solution:

Second Solution:

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

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

Guided Response 1: First Choice

The woman's problem is that _____. Since her roommate is leaving early, _____. The man suggests that she _____ or _____. Both solutions have some problems, but I would choose to _____. I think it's a better solution. The first reason is that _____. By doing this, I would be able to _____ _____. Next, it's a better solution for me since _____ _____. Some people may prefer to _____ _____, but since I can _____, I would end up in a better position.

Task 5 No Ride Home

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

- **accordingly** *(adv)* based on some fact; in a related way
- **predicament** *(n)* a difficult situation
- **rough draft** *(n)* the first, unedited writing of a report or essay
- **rush** *(n)* a need to move or act quickly

Listening Listen to the following dialogue. Take notes as needed. 2-56

The Problem: *usually rides home in the evening with roommate, but today* .....

Solution 1: *she could ride the bus, but* .....

.....

Solution 2: .....

.....

Summarizing | In your own words, explain the student's problem and the two solutions offered.

Brainstorming As part of your response to the task, you must choose one of the two solutions and defend your choice. Use the space below to write the pros and cons of each solution.

- **Solution 1** Pros: _____

  Cons: _____

- **Solution 2** Pros: _____

  Cons: _____

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q The professor gives examples of the immune system. Explain the examples and how they illustrate the ways that the immune system protects the body from infection.

Guided Response

The professor begins with a brief introduction to _____. As explained in the reading, the immune system is _____ that protect the body from _____. The professor mentions that the bacteria are _____, so the body wants to _____. She clarifies the topic by giving _____ _____. The first example, of _____, demonstrates how the body _____. The immune system produces _____, which _____. We can observe this happening when _____ _____. The second example, _____, shows that the immune system may attempt to _____. When the immune system _____ _____, it may _____, which will hopefully _____ _____.

Comparing | Listen to a sample response and compare it with yours.

2-55

Focusing on Pronunciation

Circle five words in the sample response that you have difficulty pronouncing. Write them in the space below. Practice saying these words in a North American accent.

1	2	3
4	5	

Listening Listen to a short lecture related to the reading. Take notes on key words and specific information from the lecture. 2-54

Notes

Topic: *ways the immune system*

Detail 1: *white blood cells are produced when*

Detail 2:

Key Words: *parasites, white blood cells, invading bacteria,*

Summarizing | In your own words, restate the main idea and the key points of the lecture.

Synthesizing Give a brief spoken response to the questions based on the reading passage and the lecture.

1 What additional information does the professor provide about the immune system?

2 Which examples does the professor use to explain the immune system's function?

3 How does the lecture explain the "alerts" mentioned in the reading passage?

Task 4 Human Biology: The Immune System

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

- ☐ **infectious** *(adj)* able to be spread from one person to another
- ☐ **alert** *(v)* to warn of approaching danger or action
- ☐ **rid** *(v)* to remove from a location or system
- ☐ **microorganism** *(n)* an organism so small that it cannot be seen by the naked eye
- ☐ **swell up** *(phr v)* to expand abnormally
- ☐ **concentrate** *(v)* to meet in a common center
- ☐ **kick out** *(phr v)* to force to leave
- ☐ **expel** *(v)* to force or drive away

Reading Read the following passage about the immune system.

The Immune System

Inside the human body exists a network of cells, tissues, and organs that work together to defend the body against invading organisms and infectious bacteria. This network is what is called the immune system, and it is responsible for keeping people healthy. Without the immune system, humans would not have survived very long as a species. The immune system alerts people when there is a problem and, if possible, takes direct action to rid the invading cells from people's bodies.

Analyzing | Answer the following questions. Give a brief spoken response for questions 2-4.

1 What is the passage mainly about?

Ⓐ How the immune system fights against disease
Ⓑ The human body's method of protecting itself
Ⓒ What to do if a person is attacked by an invading organism
Ⓓ Alert messages sent to the body by bacteria

2 According to the passage, what is the importance of the immune system?

3 How does the immune system perform its function?

4 **Critical Thinking:** How do you think the immune system alerts us of problems?

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

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

Guided Response

The announcement states that _____. After writing it, the thesis must be _____. Literature students cannot graduate unless _____. The man reacts _____ to the announcement. He thinks that, overall, it will _____. The first reason he gives for his opinion is _____. He wants to become a professional writer, and the thesis will help him _____. In that way, he can improve _____ _____. The other reason he gives is that _____. He believes this is true because _____. As a result, he will learn _____.

Comparing | Listen to a sample response and compare it with yours.

2-53

Focusing on Transitions

Underline all the transition words and phrases used in the sample response. Write them in the space below and practice saying them with natural intonation.

Listening Listen to a short conversation related to the reading. Take notes about the man's opinion.

2-52

The man feels _____ about the announcement.

Reason 1: *can help him identify his weaknesses by*

Reason 2:

Key Words and Details: *professional writer, develop my skills,*

Summarizing | In your own words, explain the man's opinion about the announcement.

Synthesizing Give a brief spoken response to the questions based on the announcement and the conversation.

1 How will the information in the announcement affect the man?

2 In what ways does the man think he will benefit as a result of the change?

3 What does the man think about student-teacher interaction?

Task 3 New Literature Major Requirements

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

- **thesis** *(n)* a lengthy essay used to prove academic achievement
- **conduct** *(v)* to carry out; to perform
- **committee** *(n)* a group that makes decisions for an organization
- **premise** *(n)* the basis for an argument
- **lit** *(n)* an abbreviation for "literature"
- **is no joke** *(exp)* shows that something is difficult
- **undergraduate** *(adj)* relating to the basic four-year course at a university
- **have [it] all worked out** *(exp)* to have answers for or a plan to solve a challenge

Reading Read the following announcement from the Dean of Literature.

New Requirements for Literature Majors

Effective this semester, all Literature majors now have an additional requirement for graduation. In order to receive a diploma in Literature, students are required to write a senior thesis. Upon beginning their senior year, students will be assigned to an advisor who will assist in choosing an appropriate topic, conducting research, and writing. The thesis will be due no later than two weeks prior to the end of the semester. After review by a committee, students must defend the arguments and premises within their thesis. Students who fail to pass the committee's examination will not be eligible for graduation.

Analyzing | Answer the following questions. Give a brief spoken response for questions 2-4.

1 The purpose of the announcement is to

(A) warn students not to major in Literature
(B) help Literature majors choose an advisor
(C) create a new major in the Literature Department
(D) advise Literature majors of a new policy

2 How do students create their senior thesis?

3 What happens to the senior thesis after a student writes it?

4 **Critical Thinking:** How might the new requirement benefit Literature majors?

Organizing Use your answers to the critical thinking questions and the idea web to organize your response.

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

Guided Response 1: Rental Car

I think that _____ when traveling abroad. Having a car is better because _____. With public transportation, _____ _____, but with a car, _____. This improves the quality of your trip. For example, my family went _____. Instead of taking buses while we were in the country, we decided _____. Thanks to that, we _____ _____. During the entire trip, we _____. Because we _____, we had an amazing vacation.

Guided Response 2: Public Transportation

When _____, it is always the best policy to _____. I say this for a couple of reasons. First, public transportation is _____ _____. You can _____. Compared to renting a car in a foreign country, public transportation _____. In my opinion, this makes the vacation more _____. Another reason is that public transportation _____ _____. If I rented a car, then _____. But riding the bus or subway means _____.

Comparing | Listen to a sample response and compare it with yours.

Rental Car 2-50 | **Public Transportation** 2-51

Task 2 Rental Car vs. Public Transit

Warming Up ▶ **Choose a question at random from the list below. Immediately answer the question. Clearly explain your choice and give one detail to support it. Try to speak for at least 20 seconds.**

- Would you rather vacation in a big city or a rural area?
- Which is more important in fashion: comfort or style?
- When traveling abroad, should you bring a phrasebook?

Q When traveling to another country, is it better to rent a car or use public transportation? Include specific details and reasons in your response.

Brainstorming ▶ **Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.**

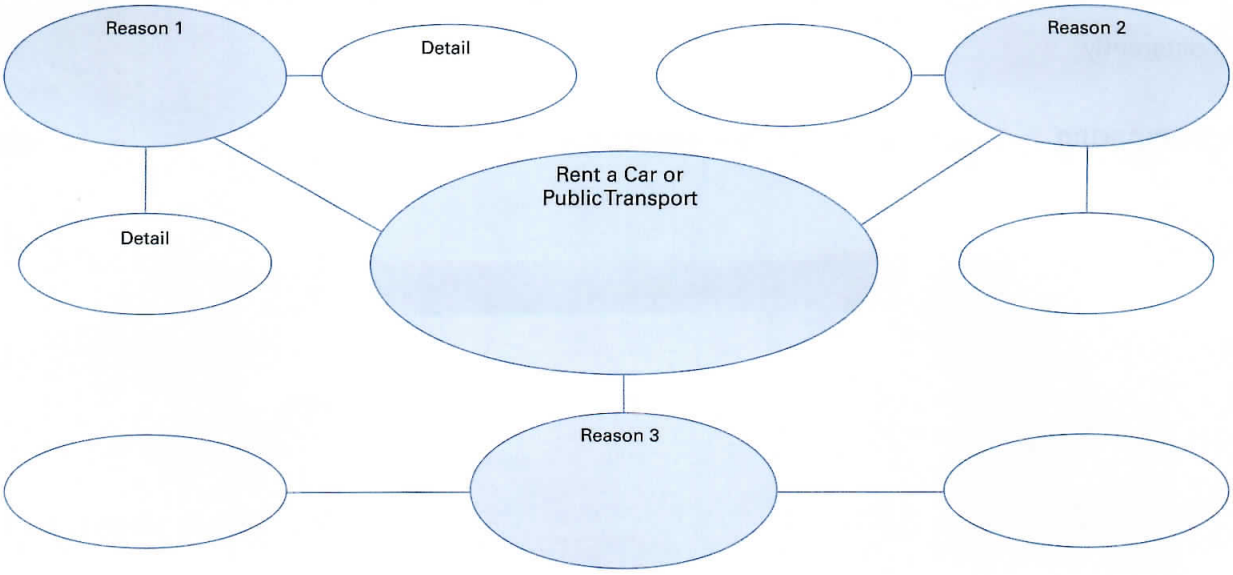
Critical Thinking

1 Which method of transportation would be more difficult to learn and adjust to?

2 What kinds of benefits would each method of transportation provide?

3 What are the dangers of each method of transportation?

Idea Web



Organizing ▶ Use your answers to the critical thinking questions and the idea web to organize your response.

The Person I Enjoy Spending Time With:

Description of the Person:

Reason:

Speaking ▶ Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

▶ Guided Response

Someone I enjoy _____ is _____. He(She) is _____ _____. One thing I like about him(her) is _____ _____. He(She) always _____. Another aspect of _____ _____ is that he(she) _____. Therefore, our personalities are _____. His(Her) personality means that we _____. We can have good times together and _____. To show what I mean, one time we went to _____. When we were there, _____. I felt _____, but _____ helped me laugh about it and see the situation differently.

▶ Comparing | Listen to a sample response and compare it with yours.

2-49

Task 1 Spending Time with Someone

Warming Up ▶ Choose a question at random from the list below. Immediately answer the question without preparation. Provide a main idea, one detail, and support for the detail. Try to speak for at least 20 seconds.

- What is the best gift you ever received?
- Which room in your home do you like the most?
- What is an activity that you enjoy doing with your friends?

Q Who is a person you enjoy spending time with? Describe the person and why you enjoy spending time with him or her. Include specific details and reasons in your response.

Brainstorming ▶ Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.

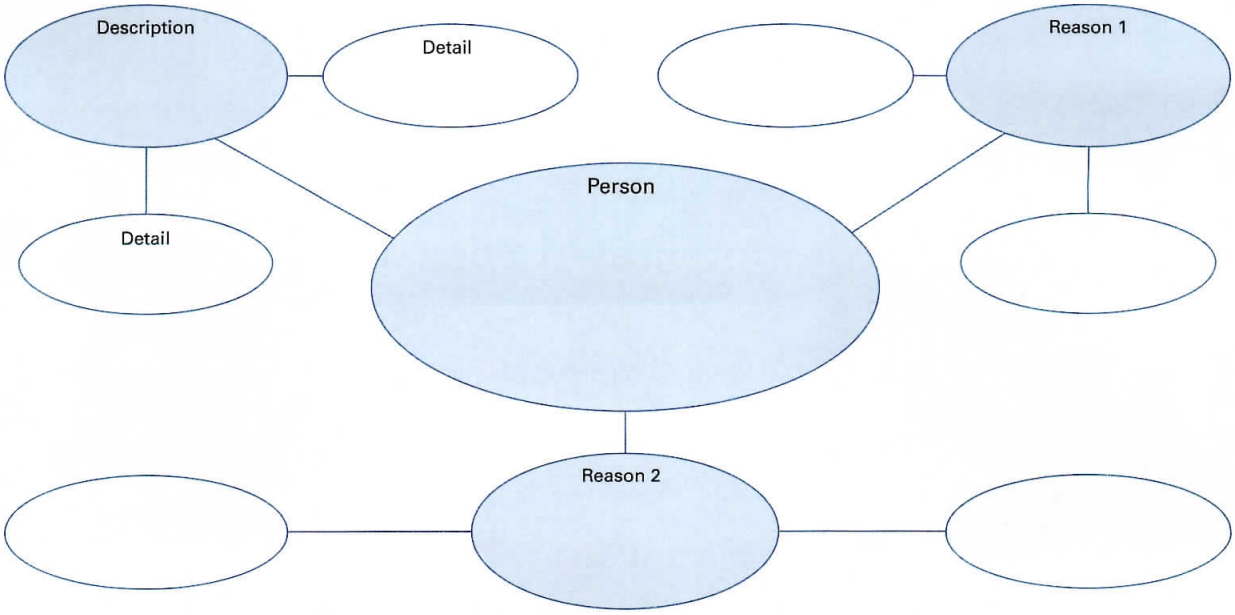
Critical Thinking

1 Who do you call first when you want to do something fun in your free time?

2 Why do you call this person instead of someone else?

3 What qualities make the person someone who you enjoy spending time with?

Idea Web



chapter

5

Independent Speaking

Task 1 Spending Time with Someone

Task 2 Rental Car vs. Public Transit

Integrated Speaking (1)

Task 3 New Literature Major Requirements

Task 4 Human Biology: The Immune System

Integrated Speaking (2)

Task 5 No Ride Home

Task 6 Animal Science: Cooperative Hunting

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q Using points and examples from the lecture, explain two types of social influence.

Guided Response

The professor is explaining two types of _____, or ways that people _____ _____. The first type is called _____. This can be seen when _____. There is no sure answer about _____, so people rely on _____. The professor explains this with the example of _____ _____. No one is sure of _____, but when you begin to make a turn, your friend says _____. You listen to your friend because _____ _____. The other kind of social influence is _____. The purpose of this is to _____ by agreeing with _____. This is illustrated by _____. After the movie, the friends _____. One person may have thought _____, but that person will say that _____ _____.

Comparing | Listen to a sample response and compare it with yours.

2-48

Focusing on Paraphrasing

Underline any three sentences in the sample response. Paraphrase each sentence in the space below. Then practice saying each sentence with natural intonation.

-
-
-

Task 6 Social Psychology: Influence

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

- **free will** *(n)* the ability to make choices for oneself
- **crisis** *(n)* a situation involving great trouble or danger
- **ambiguous** *(adj)* unclear
- **turn signal** *(n)* a car part that flashes a light before the driver makes a turn
- **tendency** *(n)* a behavior that is likely
- **initially** *(adv)* at the beginning
- **conform** *(v)* to become the same as the others in a group
- **unity** *(n)* togetherness

Listening Listen to a lecture on the topic of social influence. Take notes on key words and concepts in the lecture. 2-47

Notes

Topic: *two types of social influence:*

Detail 1: *informative social influence =*

helps to make decisions in ambiguous situations, such as

Detail 2:

Key Words: *part of a group, ambiguous situation, look to others,*

Summarizing | Using your own words, summarize the topic of the lecture, describe how the professor explains the topic, and restate the key points.

Guided Response 2: Second Choice

The man explains that his problem is that _____. The woman suggests that he either _____ or _____. In my opinion, the man should _____. The main reason for my choice is _____. By choosing to _____, the man would be able to _____. So it is a _____ _____ decision. Second, I think that _____ would help the man _____. As a student, the man probably _____ _____, so it would be much better if he could _____ _____.

Comparing | Listen to a sample response and compare it with yours.

First Choice 2-45 | **Second Choice** 2-46

Focusing on Viewpoints

For your response, you chose the solution that was the easiest for you to defend. In order to develop critical thinking skills, defend the other solution. Use the space below to plan a response. Then speak for 30 seconds.

Solution:

Reason 1:

Reason 2:

Organizing Based on the ideas from your brainstorming, choose one solution to defend. Then complete the outline for your response. Use details and examples to support your reasons.

The Problem:

First Solution:

Second Solution:

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

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

Guided Response 1: First Choice

The man explains that his problem is that _____. The woman suggests that he either _____ or _____. In my opinion, the man should _____. The main reason for my choice is _____. By choosing to _____, the man would be able to _____. So it is a _____ _____ decision. Second, I think that _____ would help the man _____. As a student, the man probably _____ _____, so it would be much better if he could _____ _____.

Task 5 Broken Computer

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

- ☐ **whiz** *(n)* someone with advanced technical skills
- ☐ **hardware** *(n)* the physical pieces of a computer
- ☐ **guarantee** *(n)* a promise of a product's performance
- ☐ **crop up** *(phr v)* to occur, usually as something negative
- ☐ **road trip** *(n)* a fun journey taken by car
- ☐ **blow [money]** *(exp)* to spend all of one's money foolishly

Listening Listen to the following dialogue. Take notes as needed. 2-44

The Problem: *computer starts but doesn't*

Solution 1: *take the computer to a repair shop*

Solution 2:

Summarizing | In your own words, explain the student's problem and the two solutions offered.

Brainstorming As part of your response to the task, you must choose one of the two solutions and defend your choice. Use the space below to write the pros and cons of each solution.

- **Solution 1** Pros: _____

  Cons: _____

- **Solution 2** Pros: _____

  Cons: _____

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q The professor explains how cows, egrets, and barnacles demonstrate the concept of commensalism. Explain the examples and how they illustrate commensalism.

Guided Response

The professor speaks about _____. The first relationship, _____, happens when _____. The cows move around, which makes _____. Egrets can then _____ _____. Cows, on the other hand, do not _____, so they are not _____. The other relationship is between _____. Whales are large and broad, so the barnacles _____. The host animal _____, so the barnacle _____. These two relationships demonstrate that, sometimes, _____ _____. This is different from _____ and can be hard to prove since _____.

Comparing | Listen to a sample response and compare it with yours.

2-43

Focusing on Pronunciation

Circle five words in the sample response that you have difficulty pronouncing. Write them in the space below. Practice saying these words in a North American accent.

1 2 3

4 5

Listening Listen to a short lecture related to the reading. Take notes on key words and specific information from the lecture. 2-42

Notes

Topic: *examples of*

Detail 1: *egrets stand on cows' backs and*

Detail 2:

Key Words: *cattle fields, hang around,*

Summarizing | In your own words, restate the main idea and the key points of the lecture.

Synthesizing Give a brief spoken response to the questions based on the reading passage and the lecture.

1 According to the passage and the lecture, why is commensalism uncommon?

2 How do egrets demonstrate commensalism?

3 What do barnacles do in order to survive without hurting their host?

Task 4 Life Science: Commensalism

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

- **detriment** *(n)* harm to the health or wellbeing of
- **exclude** *(v)* to leave out; to remove from a list of options
- **parasitism** *(n)* a relationship in which one organism benefits but causes harm to another
- **mutualism** *(n)* a relationship in which both organisms benefit
- **cattle** *(n)* a group of cows
- **classic** *(adj)* typical; of a well-known type
- **like shooting fish in a barrel** *(exp)* easy to do
- **coral reef** *(n)* a large, underwater, rock-like structure

Reading Read the following passage about commensalism.

Commensalism

In nature, an organism sometimes lives on or near another organism for its own benefit. In a commensal relationship, the host animal is completely unaffected by the presence of the other organism. It differs from both mutualism, a relationship in which both organisms benefit, and parasitism, a relationship in which the host organism is harmed or somehow disadvantaged. Commensalism can be difficult to prove. Even the smallest benefit or detriment to the host animal excludes the possibility of commensalism.

Analyzing | Answer the following questions. Give a brief spoken response for questions 2-4.

1 The passage describes commensalism as

Ⓐ different from mutualism but similar to parasitism
Ⓑ similar to mutualism but different from parasitism
Ⓒ similar to both mutualism and parasitism
Ⓓ different from both mutualism and parasitism

2 In a commensal relationship, what does the host animal do?

3 Why is commensalism difficult to prove?

4 **Critical Thinking:** What are two animals you know of that demonstrate commensalism?

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

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

Guided Response

The students are discussing the announcement, which states that _____ _____. The change is being made because _____. After the change, students will be able to _____. The man feels _____ _____ because he plans to _____ during finals week. He says that he will _____ after he meets with his study group. This is good because he can _____ instead of eating _____. Usually, he eats _____ _____. So this is good for _____. His other reason is that he can _____ in the cafeteria. His roommate _____, and the cafeteria is _____, which makes it a good place _____ _____.

Comparing | Listen to a sample response and compare it with yours.

2-41

Focusing on Transitions

Underline all the transition words and phrases used in the sample response. Write them in the space below and practice saying them with natural intonation.

-
-
-
-

Listening Listen to a short conversation related to the reading. Take notes about the man's opinion. 2-40

The man feels _____ about the announcement.

Reason 1: *is usually hungry and has to eat junk food after studying; now*

Reason 2:

Key Words and Details: *helpful, finals week,*

Summarizing | In your own words, explain the man's opinion about the announcement.

Synthesizing Give a brief spoken response to the questions based on the announcement and the conversation.

1 How does the man think the change will affect his health?

2 Why does the man mention that his roommate goes to bed early?

3 According to the woman, what makes the cafeteria a good place to study?

Task 3 Extended Cafeteria Hours

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

- **altered** *(adj)* changed; different
- **institute** *(v)* to put into effect
- **mess** *(n)* something that is disorganized
- **starving** *(adj)* extremely hungry

Reading Read the following announcement from a club at a university.

Extended Cafeteria Hours

Beginning on Monday, May 3, and continuing until Friday, May 14, the on-campus student cafeteria will extend its operating hours. The regular closing time of 9 p.m. will change to 1 a.m. from Monday through Saturday and to 11 p.m. on Sunday. The altered time schedule will be instituted in order to provide students greater flexibility in their schedules during final exams. Food service will continue until the regular time of 9 p.m., but sandwiches, fruit, snacks, and beverages will be available until closing time.

Analyzing | Answer the following questions. Give a brief spoken response for questions 2-4.

1 The purpose of the announcement is to

Ⓐ encourage students to study at the cafeteria
Ⓑ propose a change to the cafeteria hours
Ⓒ inform students of the additional cafeteria hours
Ⓓ give students more options for study times

2 How many more hours per week will the cafeteria stay open?

3 What does the announcement state is the purpose of the change?

4 **Critical Thinking:** What effect might this change have on students' study habits?

Organizing Use your answers to the critical thinking questions and the idea web to organize your response.

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

Guided Response 1: Quiet

When I study, I like _____. In my experience, listening to music while studying can _____. My studying is _____ because of my lower level of concentration. Because of this, listening to music while studying _____ _____, which is something that _____. I have tried to _____ in the past. I listened to _____ music and even _____, which my teacher recommended. My test scores _____. Since that time, I decided _____. As a result, my grades _____ _____.

Guided Response 2: With Music

I'm the kind of person that likes _____. When I study, _____ _____. I listen to music when I study first because it _____. When the room is quiet, my thoughts _____. But with music on, I can _____. My thoughts no longer _____. And music does more than that. It also helps me _____. If there is no music, then _____. So music not only _____, but it also _____ as well.

Comparing | Listen to a sample response and compare it with yours.

Quiet 2-38 | With Music 2-39

Task 2 Preferred Study Environment

Warming Up ▶ **Choose a question at random from the list below. Immediately answer the question. Clearly explain your choice and give one detail to support it. Try to speak for at least 20 seconds.**

- Do you like to play educational games? Why or why not?
- Would you rather study at home or in a library?
- Do you agree or disagree with this statement: Education at all levels should be funded by the government.

Q Some people need to study in a quiet environment. Other people like to listen to music when they study. Which do you prefer and why? Include specific details and reasons in your response.

Brainstorming ▶ **Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.**

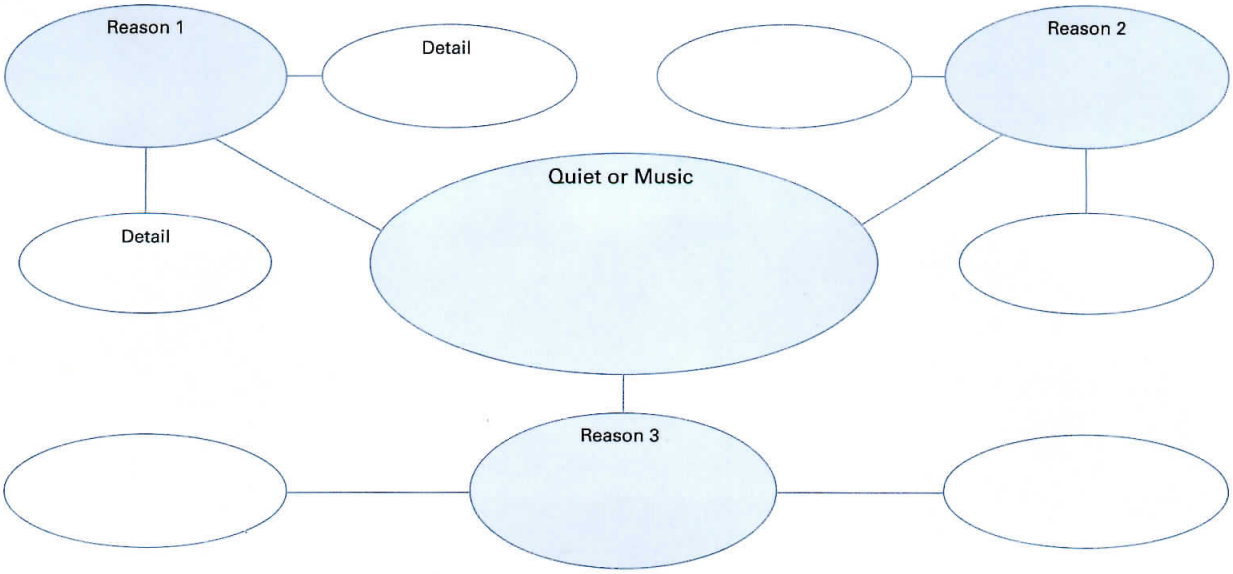
Critical Thinking

1 When you study, does music help your concentration or hurt it?

2 Do other noises disturb you if you are studying in a quiet environment?

3 Why is it important to have a comfortable study environment?

Idea Web



Organizing ▶ Use your answers to the critical thinking questions and the idea web to organize your response.

Important Event:

Description of the Event:

Details:

Speaking ▶ Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

▶ Guided Response

One of the most important events in my country is _____. This is an important event for everyone. During this event, people _____. They gather _____ and _____. Basically, it's a time for people to _____. This is an important event in my country primarily because _____. It gives us the chance to _____. Without an event like this, _____. For these reasons, I consider _____ to be an important event in my country.

▶ Comparing | Listen to a sample response and compare it with yours.

2-37

Task 1 Social or Political Event

Warming Up ▶ Choose a question at random from the list below. Immediately answer the question without preparation. Provide a main idea, one detail, and support for the detail. Try to speak for at least 20 seconds.

- What is your favorite day of the year?
- Who do you trust with your secrets and why?
- If you could travel anywhere, where would you go?

Q Describe an important social or political event in your country. Include specific details and reasons in your response.

Brainstorming ▶ Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.

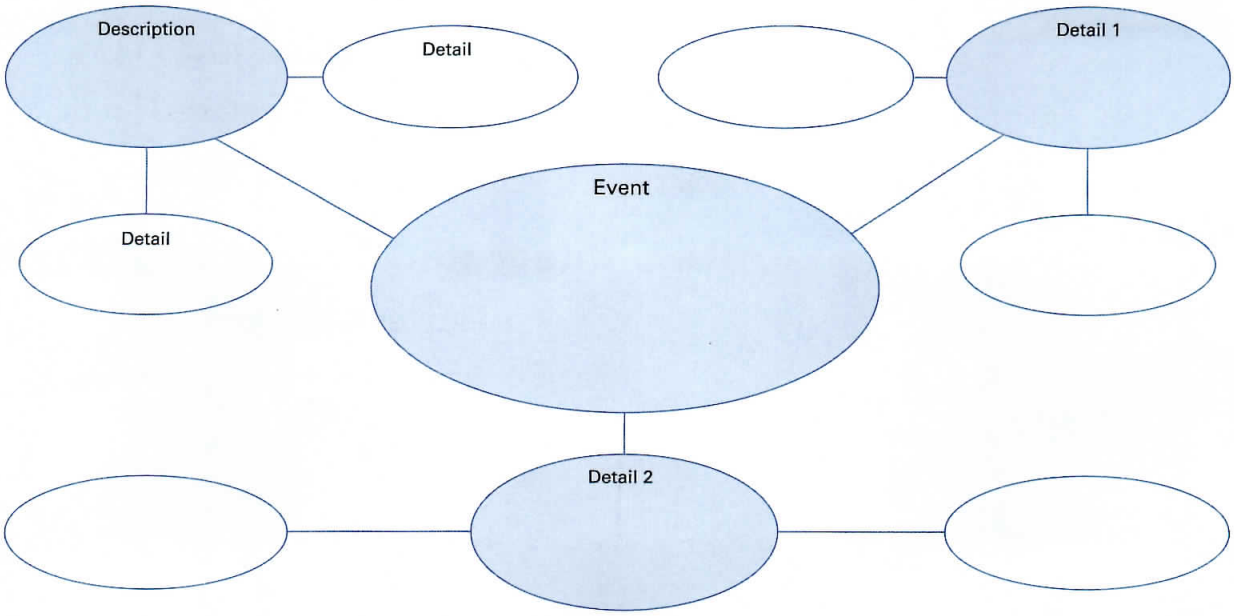
▶ Critical Thinking

1 What is the purpose of the event, and how do people recognize it?

2 Why is the event important in your country?

3 Can you think of a story that demonstrates the importance of the event?

▶ Idea Web



chapter

4

Independent Speaking

Task 1 Social or Political Event

Task 2 Preferred Study Environment

Integrated Speaking (1)

Task 3 Extended Cafeteria Hours

Task 4 Life Science: Commensalism

Integrated Speaking (2)

Task 5 Broken Computer

Task 6 Social Psychology: Influence

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q Using points and examples from the lecture, explain subtractive sculpture and additive sculpture.

Guided Response

The professor gives a lecture about _____. The professor starts by explaining _____, a technique that was used by _____. To use this technique, the artist starts with _____ and _____. According to the professor, it is difficult _____. With just one mistake, _____. Therefore, most artists use _____. These help the artists _____. The professor then describes _____ _____, which differs from _____ in that it is easier to do. The artist begins with _____ and adds _____. Once the artist _____, he or she finishes the sculpture with _____ _____. Most artists _____ because it _____ _____ and it _____.

Comparing | Listen to a sample response and compare it with yours.

2-36

Focusing on Paraphrasing

Underline any three sentences in the sample response. Paraphrase each sentence in the space below. Then practice saying each sentence with natural intonation.

-
-
-

Task 6 The Arts: Sculpture

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

- **marble** *(n)* a kind of rock used in architecture or art
- **chip away** *(phr v)* to cut small pieces from a larger object
- **sculpt** *(v)* to shape clay or rocks into a 3-D form
- **master** *(v)* to become an expert
- **precision** *(n)* the state of being exact or accurate
- **carve** *(v)* to cut a shape into a hard substance
- **bronze** *(n)* a metal mixture of copper and tin
- **cement** *(n)* a building material that dries rock hard
- **flexible** *(adj)* able to be moved or bent easily
- **pose** *(n)* a way of positioning the body

Listening Listen to a lecture on the topic of subtractive sculpture and additive sculpture. Take notes on key words and concepts in the lecture. 2-35

Notes

Topic: *two types of sculpture:*

Detail 1: *subtractive sculpture = artist starts with a block and*

most difficult type because

Detail 2:

Key Words: *marble block, total precision,*

Summarizing | Using your own words, summarize the topic of the lecture, describe how the professor explains the topic, and restate the key points.

Guided Response 2: Second Choice

The problem described in the conversation is about _____. It is a problem because inside his room is _____. The woman suggests that he _____ or _____. In a situation like this, I think it is better to _____. To start, although it would _____ _____, it is the only way that _____. If the man _____, then _____ _____. So _____ is the best way to _____. Besides that reason, I think _____. _____ _____ because _____.

Comparing | Listen to a sample response and compare it with yours.

First Choice 2-33 | **Second Choice** 2-34

Focusing on Viewpoints

For your response, you chose the solution that was the easiest for you to defend. In order to develop critical thinking skills, defend the other solution. Use the space below to plan a response. Then speak for 30 seconds.

Solution:

Reason 1:

Reason 2:

Organizing Based on the ideas from your brainstorming, choose one solution to defend. Then complete the outline for your response. Use details and examples to support your reasons.

The Problem:

First Solution:

Second Solution:

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

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

Guided Response 1: First Choice

The problem described in the conversation is about _____. It is a problem because inside his room is _____. The woman suggests that he _____ or _____. In a situation like this, I think it is better to _____. To start, although it would _____ _____, it is the only way that _____. If the man _____, then _____ _____. So _____ is the best way to _____. Besides that reason, I think _____. _____ _____ because _____.

Task 5 Locked out of the Dormitory

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

- **bothered** *(adj)* upset; worried
- **lock out** *(phr v)* to prevent from entering
- **RA – resident assistant** *(n)* a student who helps manage a dormitory
- **on duty** *(adj)* working a scheduled work shift
- **nowhere to be found** *(exp)* shows that someone cannot find something
- **lobby** *(n)* the main entrance area of a building
- **burden** *(n)* something that causes hardship or difficulty
- **end up** *(phr v)* to result; to become eventually

Listening Listen to the following dialogue. Take notes as needed. 2-32

The Problem: *locked out of dorm room and* _____

Solution 1: *wait in the lobby of the dorm for* _____

_____

Solution 2: _____

_____

Summarizing | In your own words, explain the student's problem and the two solutions offered.

Brainstorming As part of your response to the task, you must choose one of the two solutions and defend your choice. Use the space below to write the pros and cons of each solution.

- **Solution 1** Pros: _____

  Cons: _____

- **Solution 2** Pros: _____

  Cons: _____

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q The professor explains the concept of active learning. Summarize the points made in the lecture and how they relate to the reading.

Guided Response

Active learning is the name given to _____. They differ from _____ in which students simply _____ _____, and they have been shown to be more effective for _____. Active learning can be one of various methods, such as _____ and _____ _____. The professor illustrates the concept by _____. In a _____ class, the professor decided to _____. Each student _____. For example, some students _____, another was _____, others were _____, and so on. The students _____ _____. The professor said that the role-playing _____ _____. She also states that the students _____, which demonstrates _____ mentioned in the reading.

Comparing | Listen to a sample response and compare it with yours.

2-31

Focusing on Pronunciation

Circle five words in the sample response that you have difficulty pronouncing. Write them in the space below. Practice saying these words in a North American accent.

1 2 3

4 5

Listening ▶ Listen to a short lecture related to the reading. Take notes on key words and specific information from the lecture. 2-30

Notes

Topic: *how active learning*

Detail 1: *personal story about role-play used to learn*

Detail 2:

Key Words: *creative approach, medieval Europe,*

▶ **Summarizing** | In your own words, restate the main idea and the key points of the lecture.

Synthesizing ▶ Give a brief spoken response to the questions based on the reading passage and the lecture.

1 Why does the professor begin the lecture by telling a personal story?

2 What information in the reading passage does the lecture clarify?

3 According to the professor, how is active learning a "tradeoff"?

Task 4 Education: Active Learning

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

- **passive** *(adj)* receiving action without responding
- **collaboration** *(n)* working together
- **role-play** *(v)* a learning exercise during which students act as characters
- **medieval** *(adj)* relating to the period between the 5th and 15th centuries
- **peasant** *(n)* a person in the lowest social class
- **reenact** *(v)* to perform a historical story, as in a play
- **no matter which** *(exp)* shows that all choices are equal
- **tradeoff** *(n)* a situation during which a person gives up one thing to gain another

Reading Read the following passage about active learning.

Active Learning

In a traditional classroom setting, students read material from a textbook and listen to a lecture on the material. This style of learning is known as passive learning. In recent years, educators have become interested in active learning methods. These include several techniques that require student participation. Examples range from basic activities such as class discussions to more complex processes involving group collaborations and presentations. Research shows that active learning results in greater rates of retention as it sometimes doubles or even triples the amount of information students can remember.

Analyzing | Answer the following questions. Give a brief spoken response for questions 2-4.

1 According to the passage, why are active learning methods being used?

Ⓐ They are more effective than older learning methods.
Ⓑ Research shows that students want new learning methods.
Ⓒ Students do not have enough textbook material to study.
Ⓓ Basic activities have become boring for students.

2 How does active learning differ from passive learning?

3 What are the benefits of active learning?

4 **Critical Thinking:** How could active learning be used to learn a language?

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

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

Guided Response

The conversation is about an announcement that _____.

The student council intended the coffee shop as _____. However, students _____, so _____. The man thinks that _____ is unnecessary and that _____ if the coffee shop _____. His first idea is that _____.

The current lighting is _____, which makes it _____. The man says the lighting should _____, which is _____ _____. The other idea he has is _____. He thinks that more _____ _____ would encourage people to _____. Based on these ideas, the man thinks _____.

Comparing | Listen to a sample response and compare it with yours.

2-29

Focusing on Transitions

Underline all the transition words and phrases used in the sample response. Write them in the space below and practice saying them with natural intonation.

-
-
-
-

Listening Listen to a short conversation related to the reading. Take notes about the man's opinion.

2-28

The man _____ with the decision in the announcement.

Reason 1: *believes the coffee shop could stay open if it had*

Reason 2:

Key Words and Details: *university's position, lighting,*

Summarizing | In your own words, explain the man's opinion about the announcement.

Synthesizing Give a brief spoken response to the questions based on the announcement and the conversation.

1 Why is the man offering suggestions to improve the coffee shop Scholars Café?

2 What reason does the man give for wanting the Scholars Café to stay open?

3 In the man's opinion, why is the Scholars Café not a good place to study?

Task 3 Campus Coffee Shop Closing

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

- **close [one's] doors** *(exp)* to go out of business
- **student council** *(n)* a campus group that represents student interests
- **propose** *(v)* to suggest or recommend an idea
- **promotional** *(adj)* in a way that advertises an idea, product, or service
- **letdown** *(n)* something that is disappointing
- **turn [something] around** *(phr v)* to improve the quality or performance of
- **dim** *(adj)* not bright; slightly dark
- **do the trick** *(exp)* to accomplish a goal

Reading Read the following announcement from a campus coffee shop.

Campus Coffee Shop Closing

Following research by the budget and planning staff of City University, Scholars Café, the campus coffee shop, will close its doors at the end of the semester. The student council first proposed the coffee shop as a place for students to meet with friends and study in a relaxed environment. Business at the coffee shop has remained slow since its opening, despite attempts to advertise, host events, and offer promotional discounts. Because of a lack of student interest, the university will no longer provide funding for the business. Thank you for your understanding.

Analyzing | Answer the following questions. Give a brief spoken response for questions 2-4.

1 What is the purpose of the announcement?

Ⓐ To introduce a new coffee shop on campus
Ⓑ To inform students of activities on campus
Ⓒ To explain why a service will be discontinued
Ⓓ To advertise recent student council decisions

2 How did the coffee shop try to increase its business?

3 What evidence is given to explain that students are not interested in the coffee shop?

4 **Critical Thinking:** Why might a student be unhappy about this announcement?

Organizing Use your answers to the critical thinking questions and the idea web to organize your response.

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

Guided Response 1: At Home

I would rather _____. The main reason is that at home I can _____. This is much different from a theater. In theaters, _____, but at home, I _____. Another reason is that watching movies at home means that _____. For example, the last time I was at the theater, _____. This doesn't happen at home. I never have to worry about _____. In sum, I prefer _____ because _____ and _____ _____.

Guided Response 2: In a Theater

I think the movie experience is better _____. One way it is better is that movie theaters have _____. They spend money on the best _____. This lets moviegoers _____. At home, you cannot _____. In addition, movie theaters have _____ _____. I cannot watch _____ at home until the DVD is released. I like to _____ _____. I can't do that if I wait for _____. Old movies are the only choice to watch at home. So movie theaters are better because they _____ and they have _____.

Comparing | Listen to a sample response and compare it with yours.

At Home 2-26 | **In a Theater** 2-27

Task 2 Home vs. Movie Theater

Warming Up ▶ **Choose a question at random from the list below. Immediately answer the question. Clearly explain your choice and give one detail to support it. Try to speak for at least 20 seconds.**

- Do you agree that it is better to give than to receive?
- Who has the best job in your country?
- Are books better than movies since they can include more details?

Q Do you prefer to watch movies at home or in a theater? Include specific details and reasons in your response.

Brainstorming ▶ **Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.**

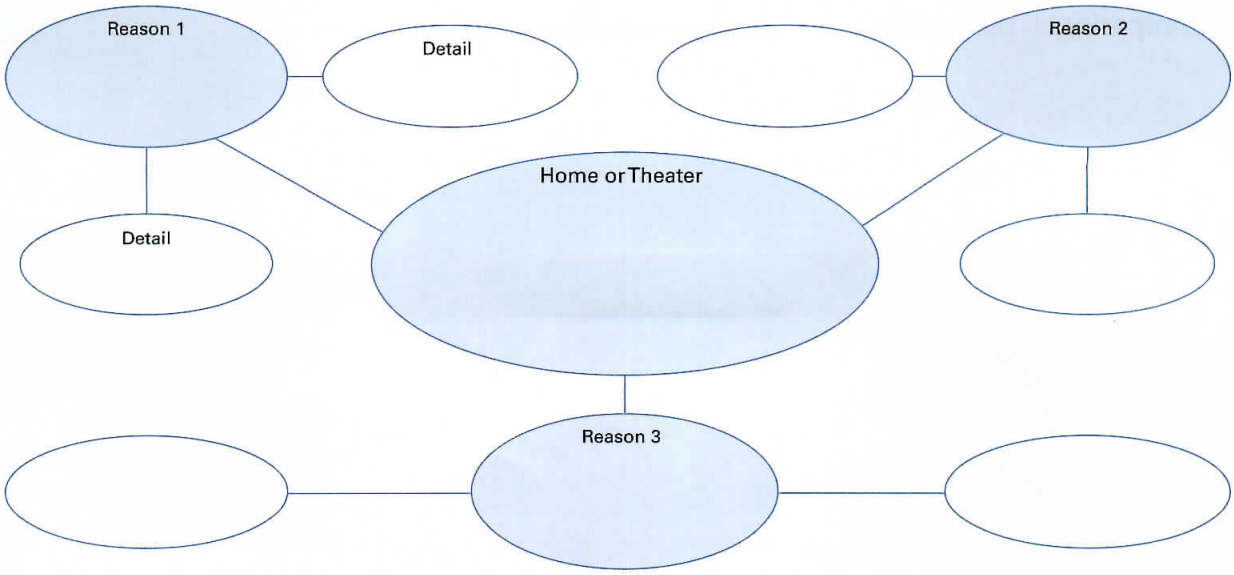
Critical Thinking

1 How is a theater's environment different from your home's?

2 Which aspects of movie-watching make it more enjoyable? Which make it less enjoyable?

3 Where were you the last three times you watched a movie? Why?

Idea Web



Organizing Use your answers to the critical thinking questions and the idea web to organize your response.

The Internet's Influence on My Life:

Example 1 and Details:

Example 2 and Details:

Speaking Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

Guided Response

The Internet has had a _____. One way it has affected my life is _____ _____. _____. But the Internet lets me _____ _____. For example, _____. As a result, I can _____. I also think that _____ _____. I recently found out about _____ _____. If I didn't have the Internet, _____ _____.

Comparing | Listen to a sample response and compare it with yours.

2-25

Task 1 The Influence of the Internet

Warming Up ▶ **Choose a question at random from the list below. Immediately answer the question without preparation. Provide a main idea, one detail, and support for the detail. Try to speak for at least 20 seconds.**

- How do you like to spend your vacation time?
- Which is more important: the Internet or the telephone?
- What do you most enjoy doing online?

Q What influence has the Internet had on your life? Include specific details and reasons in your response.

Brainstorming ▶ **Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.**

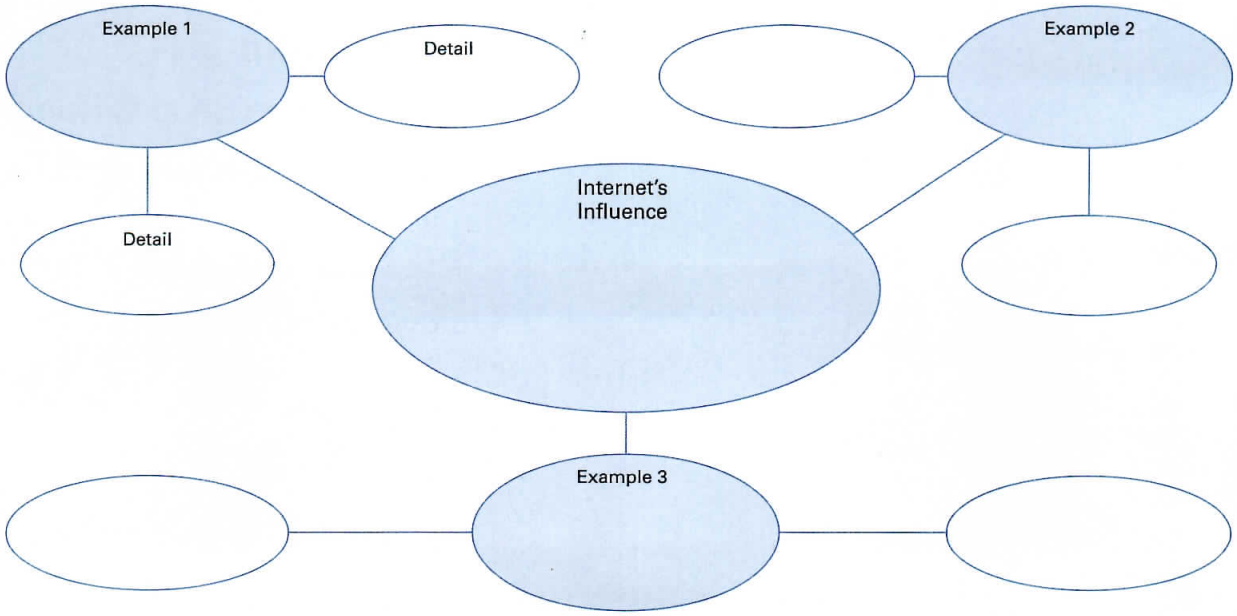
▶ Critical Thinking

1 What are some things you do online that would otherwise be difficult or impossible?

2 How has the Internet shown you new ways of thinking or of looking at life?

3 Has using the Internet led to any negative results in your life?

▶ Idea Web



chapter

3

Independent Speaking

Task 1 The Influence of the Internet

Task 2 Home vs. Movie Theater

Integrated Speaking (1)

Task 3 Campus Coffee Shop Closing

Task 4 Education: Active Learning

Integrated Speaking (2)

Task 5 Locked out of the Dormitory

Task 6 The Arts: Sculpture

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q Using points and examples from the lecture, explain the concept of lateral thinking and how it is used to solve problems in business.

Guided Response

The lecture is about _____, which is _____ _____ when working in logical steps does not _____. Unlike logical thinking, lateral thinking comes from _____ and uses _____. The professor explains that this can be done by _____. He cautions that a business manager should _____, not _____, because anybody could _____. He tells a personal story to _____ _____. His friend, _____, had a _____ that guests _____. There was no money to _____, so the hotel manager _____. A housekeeper suggested _____ _____. This solution reduced _____, and it showed how _____ to fix a problem.

Comparing | Listen to a sample response and compare it with yours.

2-24

Focusing on Paraphrasing

Underline any three sentences in the sample response. Paraphrase each sentence in the space below. Then practice saying each sentence with natural intonation.

-
-
-

Task 6 Business: Lateral Thinking

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

- **logic** *(n)* a systematic way of thinking to solve problems
- **desired** *(adj)* wanted; hoped for
- **outcome** *(n)* a result
- **lateral** *(adj)* moving sideways; horizontal
- **staff** *(n)* the employees working for a company
- **budget** *(n)* a plan for the use of money
- **session** *(n)* a time period used for a specific purpose
- **housekeeper** *(n)* person who cleans rooms, especially at a hotel

Listening Listen to a lecture on the topic of lateral thinking. Take notes on key words and concepts in the lecture. 2-23

Notes

Topic: *lateral thinking =* .....

Detail 1: *happens by using creativity and* .....

should make use of .....

Detail 2: .....

.....

Key Words: *problem-solving strategy, working in steps, creativity,* .....

.....

Summarizing | Using your own words, summarize the topic of the lecture, describe how the professor explains the topic, and restate the key points.

Guided Response 2: Second Choice

The woman is the _____. She is talking to the man about _____. The poetry club reserved _____ _____, but _____. The man suggests that the woman _____ or that she _____. I think that the woman should _____. For one thing, I feel that _____. _____. For example, _____. Besides, I think that _____ _____. _____, it would _____ _____. By keeping the number of members _____, the quality of the meetings would _____.

Comparing | Listen to a sample response and compare it with yours.

First Choice 2-21 | **Second Choice** 2-22

Focusing on Viewpoints

For your response, you chose the solution that was the easiest for you to defend. In order to develop critical thinking skills, defend the other solution. Use the space below to plan a response. Then speak for 30 seconds.

Solution:

Reason 1:

Reason 2:

Organizing Based on the ideas from your brainstorming, choose one solution to defend. Then complete the outline for your response. Use details and examples to support your reasons.

The Problem:

First Solution:

Second Solution:

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q The man suggests two solutions to a student's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Guided Response 1: First Choice

The woman is the _____. She is talking to the man about _____. The poetry club reserved _____ _____, but _____. The man suggests that the woman _____ or that she _____. I think that the woman should _____. For one thing, I feel that _____. _____. For example, _____. Besides, I think that _____ _____. _____, it would _____ _____. By keeping the number of members _____, the quality of the meetings would _____.

Task 5 Poetry Club Membership

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

- ☐ **come along** *(phr v)* to progress; to advance
- ☐ **reserve** *(v)* to set aside for future use
- ☐ **conference room** *(n)* a room used for meetings
- ☐ **so far** *(exp)* up until now; as of yet
- ☐ **between a rock and a hard place** *(exp)* in a difficult situation with no easy solution
- ☐ **turn away** *(phr v)* to reject; to ask to leave
- ☐ **the more the merrier** *(exp)* more people are welcome to join
- ☐ **as many as one wants** *(exp)* to any size or number; unlimited

Listening Listen to the following dialogue. Take notes as needed. 2-20

The Problem: *too many people*

Solution 1: *allow only the first ten*

Solution 2: _____

Summarizing | In your own words, explain the student's problem and the two solutions offered.

Brainstorming As part of your response to the task, you must choose one of the two solutions and defend your choice. Use the space below to write the pros and cons of each solution.

- **Solution 1** Pros: _____

  Cons: _____

- **Solution 2** Pros: _____

  Cons: _____

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q The professor explains self-defense mechanisms of plants by giving three examples. Explain the examples and how they illustrate the mechanisms of self-defense used by plants.

Guided Response

The professor begins the lecture by comparing _____. She says that, like _____, plants have evolved _____. She explains with the first example of _____. These plants have _____ that want to eat them. However, because of _____, predators _____. They _____ if they ate the plants. This example _____ the concept of _____ introduced in the reading passage. The professor then brings up _____. The reading passage says that this is _____ used by plants. One example the professor gives is of _____. These grow _____ _____, which, if eaten, _____. Because of that, predators _____ _____. Another example of _____ is the _____ _____, which grows a _____ in order to protect its _____. It is almost impossible for predators to _____.

Comparing | Listen to a sample response and compare it with yours.

2-19

Focusing on Pronunciation

Circle five words in the sample response that you have difficulty pronouncing. Write them in the space below. Practice saying these words in a North American accent.

1	2	3
4	5	

Listening Listen to a short lecture related to the reading. Take notes on key words and specific information from the lecture. 2-18

Notes

Topic: *plants that use self-defense to*

Detail 1: *chemical defense = the production of*

ex: tobacco plant

Detail 2:

Key Words: *physical defense, tobacco,*

Summarizing | In your own words, restate the main idea and key points of the lecture.

Synthesizing Give a brief spoken response to the questions based on the reading passage and the lecture.

1 How does the professor explain the information in the reading passage?

2 How does the information given in the lecture clarify the information in the reading passage?

3 Why does the professor mention the defense mechanisms of animals?

Task 4 Plant Biology: Self-Defense

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

- **deter** *(v)* to cause to avoid; to discourage action
- **herbivorous** *(adj)* plant-eating
- **injure** *(v)* to cause serious pain or damage
- **whereas** *(conj)* while at the same time; on the other hand
- **pesticide** *(n)* a chemical that kills certain insects
- **ingest** *(v)* to swallow and absorb
- **thorn** *(n)* a sharp, pointy part of a plant's stem
- **armor** *(n)* a hard, protective layer

Reading Read the following passage about the self-defense of plants.

Self-Defense Mechanisms of Plants

Like animals, plants must adapt to their surroundings in order to survive. The plants we see today are those that evolved mechanisms to deter predators. In the case of plants, predators consist primarily of insects but also herbivorous mammals and birds. There are two main types of plant self-defense: chemical and mechanical. Chemical defense occurs by the production of a chemical that in some way hurts or discomforts predators that eat the plant. Mechanical defense is a physical change the plant evolves that can injure or kill an attacker.

Analyzing | Answer the following questions. Give a brief spoken response for questions 2-4.

1 What is the purpose of the passage?

Ⓐ To protect plants from attackers
Ⓑ To describe how plants avoid being eaten
Ⓒ To show the difference between two types of self-defense
Ⓓ To compare the plants of today with ancient plants

2 How does the passage explain the topic?

3 According to the passage, how do chemical and mechanical defenses differ?

4 **Critical Thinking:** Why do different plants evolve different defense mechanisms?

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q The woman expresses her opinion about the campus clean-up day. Explain her opinion and the reasons she gives for holding it.

Guided Response

The man and woman are talking about _____ that addresses the problem of _____. The letter writer is upset about _____. She points to _____ as examples of the litter that can be found on campus and argues that students _____. The woman sees the letter and _____, but she does not agree with _____. She does not feel that students _____. She says that a student's goal is _____, not _____. Instead, she argues, the university should _____. These people would _____ since they are professionals, and their work would allow students to _____.

Comparing | Listen to a sample response and compare it with yours.

2-17

Focusing on Transitions

Underline all the transition words and phrases used in the sample response. Write them in the space below and practice saying them with natural intonation.

-
-
-
-

Listening Listen to a short conversation related to the reading. Take notes about the man's opinion. 2-16

The woman _____ with the letter.

Reason 1: *thinks students should focus on*

Reason 2:

Key Words and Details: *opinions differ, focus, concentrate,*

Summarizing | In your own words, explain the woman's opinion about the letter.

Synthesizing Give a brief spoken response to the questions based on the letter and the conversation.

1 What part of the letter to the editor does the woman agree with?

2 Why does the woman not want to help?

3 How does the man show that he agrees with the woman at the end of the conversation?

Task 3 Campus Clean-up Day

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

- **cigarette butt** *(n)* the leftover portion of a used cigarette
- **turnoff** *(n)* something that causes dislike or disinterest
- **potential** *(adj)* possible
- **do one's part** *(exp)* to participate equally
- **filthy** *(adj)* extremely dirty
- **differ** *(v)* to be different from
- **enroll** *(v)* to join, especially a school or university

Reading Read the following letter to a student newspaper.

Letter to the Editor

Lately, when I walk around campus, all I can see is litter everywhere. Cigarette butts and empty soda cans are casually tossed on the ground by students. The university grounds are beginning to look like a garbage dump. Not only is this a turnoff for current students, but it may also discourage potential students who tour the campus. I think the student body needs to do something about it. I propose that the student government organize a campus clean-up day. All the students should get together and do their part to keep our university beautiful.

Sincerely,
Lindsay Morgan, Junior

Analyzing | Answer the following questions. Give a brief spoken response for questions 2-4.

1 What is the purpose of the letter?

Ⓐ To praise the school for having a beautiful campus
Ⓑ To criticize students who throw garbage on the ground
Ⓒ To announce a clean-up day to the university's students
Ⓓ To suggest a solution to a problem affecting the university

2 Why does the letter mention cigarette butts and empty soda cans?

3 How does the writer suggest fixing the stated problem?

4 **Critical Thinking:** Why might students disagree with the writer's suggestion?

Organizing Use your answers to the critical thinking questions and the idea web to organize your response.

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

Guided Response 1: Natural Ability

Hard work is important for any profession, but I think _____. Every person is born with _____. Successful artists are _____ who have found a _____ and developed it into a career. Sure, they may have trained, but without _____. Furthermore, if someone has no natural ability, that person will probably _____ instead of continuing it. People like to learn skills that _____. For example, I tried to learn _____. I was terrible even after taking lessons, so _____ and decided to practice _____ instead.

Guided Response 2: Hard Work

When it comes to being a successful artist, I think that _____. One way to prove this is to look at _____ as an example. _____ _____ a successful artist during _____. This artist may have been born with skill, but _____. Without this training, _____ _____. To look at a broader example, there are _____ _____ for all fields of art. These have existed for _____. This shows that, historically, people think that artists _____. In other words, natural ability alone cannot _____.

Comparing | Listen to a sample response and compare it with yours.

Natural Ability 2-14 | **Hard Work** 2-15

Task 2 Ability vs. Hard Work

Warming Up ▶ Choose a question at random from the list below. Immediately answer the question. Clearly explain your choice and give one detail to support it. Try to speak for at least 20 seconds.

- Do you agree or disagree that entertainers are important to society? Why?
- Is it better to read for pleasure or for learning?
- Is it wise or foolish to learn a skill that does not promote financial success?

Q Which is more important for becoming a successful writer, musician, or other artist: natural ability or hard work? Include specific details and reasons in your response.

Brainstorming ▶ Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.

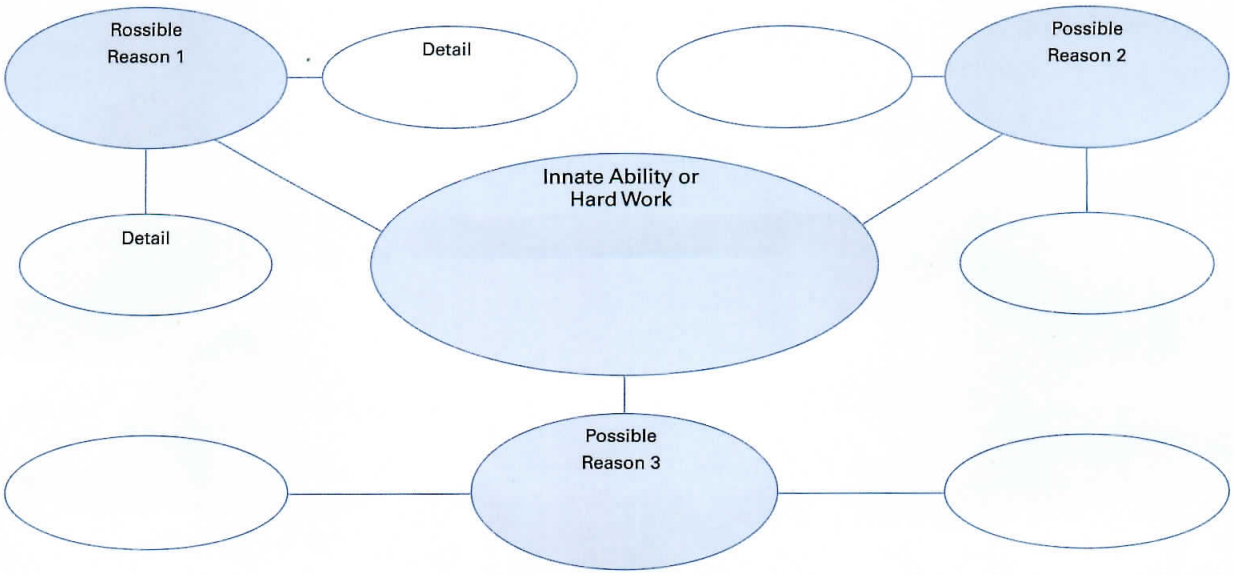
▶ Critical Thinking

1 How do people learn to sing, play instruments, paint, or do other artistic endeavors?

2 Think of a successful artist. Did that person have training?

3 If you have no natural ability at playing the piano, might you choose another instrument to learn?

▶ Idea Web



Organizing Use your answers to the critical thinking questions and the idea web to organize your response.

What I Like the Most:

Description:

Reason Why This Is Important to Me:

Speaking Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

Guided Response

I enjoy many aspects of my school, but what I like the most is _____. This can best be described as _____. It is also a way for students to _____. This is important to me because it helps me to _____. One of the reasons I go to school is to _____. This helps me achieve that goal by _____ _____. Without _____, my learning experience would definitely suffer.

Comparing | Listen to a sample response and compare it with yours.

2-13

Task 1 School Qualities You Enjoy

Warming Up ▶ Choose a question at random from the list below. Immediately answer the question without preparation. Provide a main idea, one detail, and support for the detail. Try to speak for at least 20 seconds.

- How do you feel about your math teacher?
- Is it important for learning to be fun? Why or why not?
- If you could, how would you improve your hometown?

Q What do you like the most about the school you currently attend? Include specific details and reasons in your response.

Brainstorming ▶ Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.

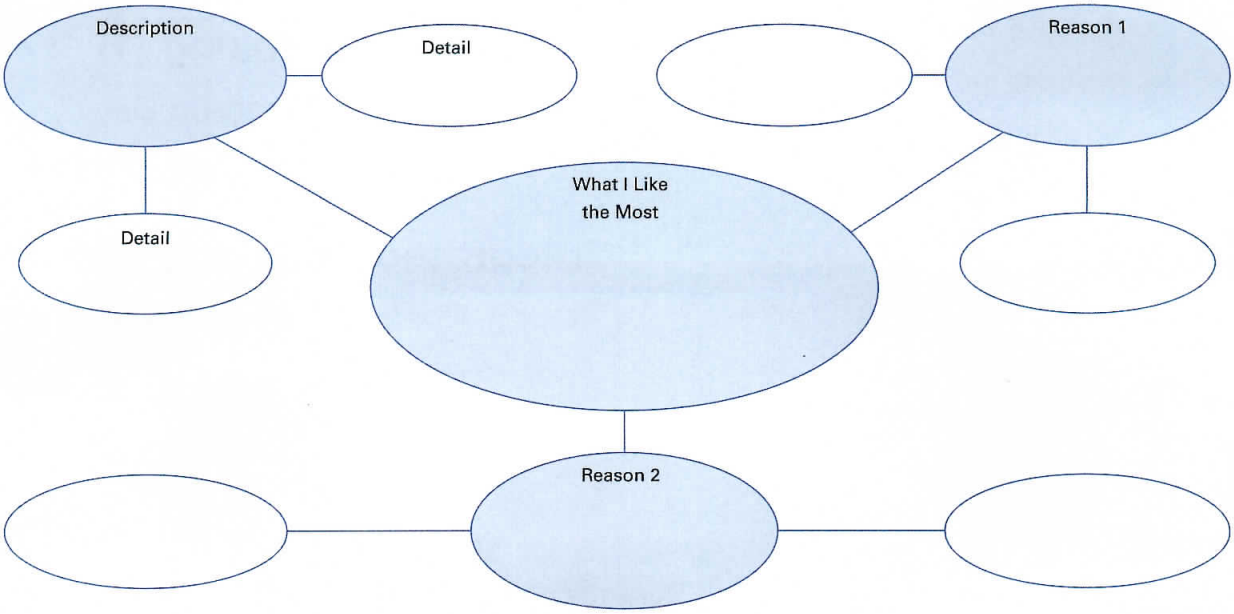
Critical Thinking

1 How does your school prepare you for your future?

2 Are there any teachers you especially enjoy?

3 When you think of your school, what positive adjectives come to mind?

Idea Web



chapter

2

Independent Speaking

Task 1 School Qualities You Enjoy

Task 2 Ability vs. Hard Work

Integrated Speaking (1)

Task 3 Campus Clean-up Day

Task 4 Plant Biology: Self-Defense

Integrated Speaking (2)

Task 5 Poetry Club Membership

Task 6 Business: Lateral Thinking

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q Using points and examples from the lecture, explain how plants and animals use mimicry to adapt to their environment.

Guided Response

The topic of the _____. This is something that _____ have evolved over time. It is a way for them to _____. The professor explains that mimicry works in two ways. One way is _____ predators. This point is illustrated with the example of _____. According to the lecture, the butterfly known as the _____ is not _____ because of _____. Because of this, butterflies that look like the Plain Tiger _____. Mimicry helps them _____. The other way mimicry works is to help predators _____. This is also explained with an example: _____. The Venus flytrap opens _____, so some creatures _____. The creature is _____, and the _____.

Comparing | Listen to a sample response and compare it with yours.

2-12

Focusing on Paraphrasing

Underline any three sentences in the sample response. Paraphrase each sentence in the space below. Then practice saying each sentence with natural intonation.

-
-
-

Task 6 Life Science: Mimicry

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

- **adapt** *(v)* to adjust based on a situation or environment
- **evolve** *(v)* to develop and change over time
- **mechanism** *(n)* a method or process for doing something
- **predator** *(n)* an animal that hunts another for food
- **species** *(n)* a specific group of organisms
- **attract** *(v)* to cause to come near; to bring close
- **snap** *(v)* to close quickly and forcefully
- **consume** *(v)* to eat

Listening Listen to a lecture on the topic of mimicry. Take notes on key words and concepts in the lecture. 2-11

Notes

Topic: *mimicry = animal or plant evolving to*

Detail 1: *defensive mimicry = weak animal looking like*

ex: Plain Tiger butterfly

Detail 2:

Key Words: *defensive mechanism, weak animal,*

Summarizing | Using your own words, summarize the topic of the lecture, describe how the professor explains the topic, and restate the key points.

Guided Response 2: Second Choice

The students are talking about _____. The woman took the course _____, so she _____. She says the man could _____ or _____ _____. In my opinion, the man should choose the _____ option. First, I think it would help him the most because it would _____. It is a great way to generate ideas, and he could easily _____ for the essay. Second, I believe that _____ would be less likely to cause problems. If the man chooses the other option, _____. By choosing the _____ option, he can be sure that _____.

Comparing | Listen to a sample response and compare it with yours.

First Choice 2-09 | **Second Choice** 2-10

Focusing on Viewpoints

For your response, you chose the solution that was the easiest for you to defend. In order to develop critical thinking skills, defend the other solution. Use the space below to plan a response. Then speak for 30 seconds.

Solution:

Reason 1:

Reason 2:

Organizing Based on the ideas from your brainstorming, choose one solution to defend. Then complete the outline for your response. Use details and examples to support your reasons.

The Problem:

First Solution:

Second Solution:

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

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

Guided Response 1: First Choice

The students are talking about _____. The woman took the course _____, so she _____. She says the man could _____ or _____ _____. In my opinion, the man should choose the _____ option. First, I think it would help him the most because it would _____. It is a great way to generate ideas, and he could easily _____ for the essay. Second, I believe that _____ would be less likely to cause problems. If the man chooses the other option, _____. By choosing the _____ option, he can be sure that _____.

Task 5 Research Report Topics

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

- **stomach is in knots** *(exp)* nervous
- **narrow down** *(phr v)* to focus on a specific aspect or area
- **meticulous** *(adj)* paying great attention to detail
- **generate** *(v)* to develop; to create
- **in the same boat** *(exp)* involved in a similar situation
- **rip off** *(phr v)* to steal; to copy without permission

Listening Listen to the following dialogue. Take notes as needed. 2-08

The Problem: *man cannot think of* .....

Solution 1: *woman suggests* .....

.....

Solution 2: .....

.....

Summarizing | In your own words, explain the student's problem and the two solutions offered.

Brainstorming As part of your response to the task, you must choose one of the two solutions and defend your choice. Use the space below to write the pros and cons of each solution.

- **Solution 1** Pros: _____

  Cons: _____

- **Solution 2** Pros: _____

  Cons: _____

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q The professor explains mnemonic devices by giving two examples. Explain the examples and how they illustrate the concept of mnemonic devices.

Guided Response

The topic of the reading is _____. These are _____ _____. According to the passage, using a mnemonic device helps students _____ _____. The professor elaborates on the topic by _____ _____. The first one he talks about is _____. By creating sentences that rhyme, _____. He gives the example of _____ _____. The professor then introduces a second mnemonic device: _____ _____. He explains that _____ can help you _____ _____. The example he uses is for the word _____. Since it sounds like _____ and means _____, he says to picture someone _____.

Comparing | Listen to a sample response and compare it with yours.

2-07

Focusing on Pronunciation

Circle five words in the sample response that you have difficulty pronouncing. Write them in the space below. Practice saying these words in a North American accent.

1 2 3

4 5

Listening

Listen to a short lecture related to the reading. Take notes on key words and specific information from the lecture. 2-06

Notes

Topic: *mnemonic* *and how they can be used for*

Detail 1: *first device = rhyming*

Detail 2:

Key Words and Details: *in 1492, silly rhyme, enemy,*

Summarizing

In your own words, restate the main idea and the key points of the lecture.

Synthesizing

Give a brief spoken response to the questions based on the reading passage and the lecture.

1 How does the professor explain the information in the reading passage?

2 How does the information given in the lecture clarify the information in the reading passage?

3 Why does the professor give examples of some specific mnemonic devices?

Task 4 Psychology: Memory Tricks

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

- **facts and figures** *(exp)* exact information about dates, numbers, and other data
- **recall** *(n)* the act of remembering something
- **retention** *(n)* the ability to hold on to something
- **eager** *(adj)* showing strong interest
- **stuck in one's head** *(exp)* unable to forget
- **adversary** *(n)* an enemy; one who opposes
- **abolish** *(v)* to erase permanently; to get rid of
- **tricky** *(adj)* confusing; requiring caution and skill

Reading Read the following passage about memory tricks.

Mnemonic Devices

Most academic subjects require students to memorize facts and figures for recall on examinations. A small percentage of students can easily digest a large number of facts, but the majority of people have a lower rate of retention. In order to boost one's memorization ability, education experts have developed strategies called mnemonic devices. These are tricks that students can use when studying to increase their chances of remembering important information. An eager student should learn a handful of mnemonic devices to use while studying.

Analyzing | Answer the following questions. Give a brief spoken response for each questions 2-4.

1 What problem does the passage address?

Ⓐ Student eagerness
Ⓑ Understanding facts and figures
Ⓒ Retention and recall
Ⓓ Education strategies

2 What is a mnemonic device?

3 According to the passage, why should students learn mnemonic devices?

4 **Critical Thinking:** Why is it sometimes difficult to memorize lists of information?

Speaking Now give your spoken response for 60 seconds. You may use the guided response below to assist you.

Q The man expresses his opinion about the sailing club. Explain his opinion and the reasons he gives for holding it.

Guided Response

The speakers are discussing _____. According to the announcement, _____. The man is interested _____ and says _____. His first reason for having that opinion is _____. The woman reminds him that _____, and he says _____. He then addresses _____. Joining the club would mean he wouldn't be able to _____. He thinks he could _____ and _____. That way, he could enjoy _____ _____. So he is considering _____ because he wants to _____ _____ and he thinks it will help him _____.

Comparing | Listen to a sample response and compare it with yours.

2-05

Focusing on Transitions

Underline all the transition words and phrases used in the sample response. Write them in the space below and practice saying them with natural intonation.

-
-
-
-

Listening Listen to a short conversation related to the reading. Take notes about the man's opinion.

2-04

The man is _____ in the announcement.

Reason 1: *wants to try new things; loves*

Reason 2:

Key Words and Details:

Summarizing | In your own words, explain the man's opinion about the announcement.

Synthesizing Give a brief spoken response to the questions based on the announcement and the conversation.

1 Why does the man say that he has found the club he wants to join this year?

2 What is the woman's reaction to the announcement?

3 How would the man need to change his lifestyle in order to join the club?

Task 3 Campus Sailing Club

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

- **proximity** *(n)* the state of being near something
- **put one's skills to the test** *(exp)* to use newly learned abilities
- **dues** *(n)* money owed for membership in a group or club
- **expand one's horizons** *(exp)* to try something new
- **skipper** *(n)* the master of a boat or ship
- **bargain** *(n)* a good price
- **debt** *(n)* the state of owing money

Reading

Read the following announcement from a club at a university.

City University Sailing Club

All students with an interest in water sports are invited to join the Full Sails Sailing Club. Whether you were raised on a boat or have never been near water, the Full Sails Sailing Club is a great way to make friends and live life to the fullest. With City University's proximity to Lake Viola, we have easy access to water. We meet two Saturdays a month to learn about sailing and put our skills to the test. Dues are only $130 per semester. This covers the costs of equipment and space at the harbor. Expand your horizons — join today.

Analyzing

Answer the following questions. Give a brief spoken response for questions 2-4.

1 What is the purpose of the announcement?
   - (A) To promote a student club
   - (B) To encourage water sports
   - (C) To criticize sailing
   - (D) To educate club members

2 Why does the announcement mention the university's proximity to a lake?

3 How much does it cost money to join, and how is the money used?

4 **Critical Thinking:** Why would someone want to join a sailing club?

Organizing Use your answers to the critical thinking questions and the idea web to organize your response.

My Choice:

Reason 1:

Reason 2:

Speaking Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

Guided Response 1: Order the Same Dish

When I go to restaurants, I usually order _____. There are a couple of reasons why I _____. For one thing, ordering _____ lets me _____. Because I have ordered it before, I know that _____. The other reason is that when I try new food, it makes me feel _____. The dish might be delicious or it might be disgusting, so _____. That's why I always order _____ when I go to restaurants.

Guided Response 2: Order a New Dish

I don't eat out often, so whenever I go out, I want to _____ _____. The main reason is that I can _____. When you order the same thing, it is always _____. But a new dish can be _____. That makes eating out more _____ than usual. In addition to that, I think that ordering a new dish _____. I can learn about _____, and I can expand my _____ _____. So just by eating food, I can _____.

Comparing | Listen to a sample response and compare it with yours.

Order the Same Dish 2-02 | **Order a New Dish** 2-03

Task 2 Trying New Food at Restaurants

Warming Up ▶ **Choose a question at random from the list below. Immediately answer the question. Clearly explain your choice and give one detail to support it. Try to speak for at least 20 seconds.**

- Would you rather eat at home or at a restaurant?
- Do you prefer to watch TV shows alone or with others?
- Is it better to eat junk food that is delicious or health food that is bland?

Q Some people prefer to order the same thing every time they go to a restaurant. Other people like to try new dishes. Which do you prefer and why? Include specific details and reasons in your response.

Brainstorming ▶ **Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.**

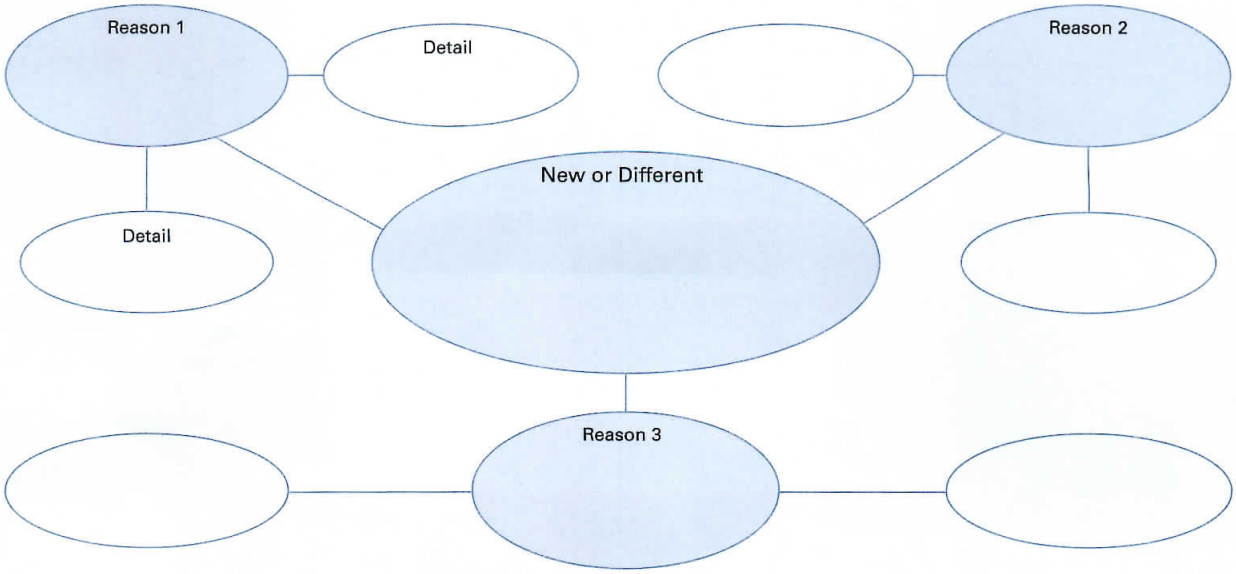
Critical Thinking

1 What might happen if you order something different?

2 Is it important to discover new kinds of food? Why or why not?

3 When you order the same thing every time, what can you expect?

Idea Web



Organizing ▶ Use your answers to the critical thinking questions and the idea web to organize your response.

Kind of Charity:

Description:

Reason Why the Charity Is Important:

Speaking ▶ Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

▶ Guided Response

In my opinion, the most important kind of charity is one that _____.

These charities give money to _____ so that they can _____ _____. These charities are important because _____ _____ would not be able to _____ without financial help.

Society as a whole also benefits because _____.

Thanks to the charity, _____. Without charities that help _____, the world would be _____.

▶ Comparing | Listen to a sample response and compare it with yours.

2-01

Task 1 Important Charity

Warming Up ▶ Choose a question at random from the list below. Immediately answer the question without preparation. Provide a main idea, one detail, and support for the detail. Try to speak for at least 20 seconds.

- What is your favorite thing to do on the weekend?
- Why are friends important?
- If you won the lottery, what would you do with the money?

Q What kind of charity do you think is most important and why? Include specific details and reasons in your response.

Brainstorming ▶ Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.

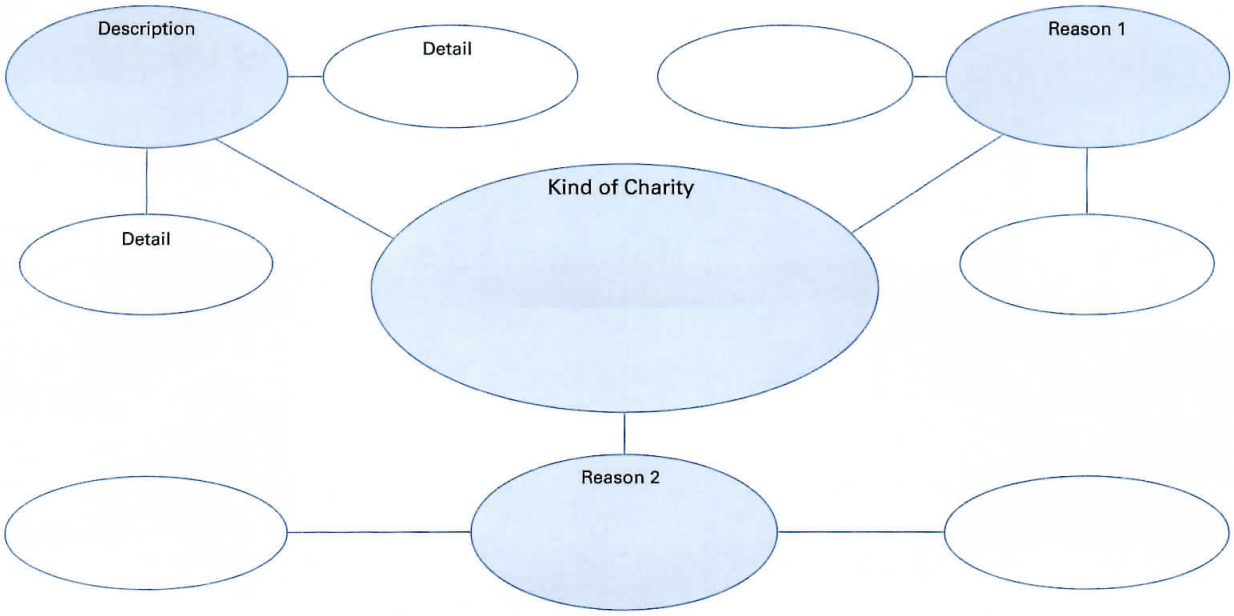
Critical Thinking

1 What kinds of issues or groups of people benefit from charities?

2 What would happen if charities did not support people or issues?

3 How does society benefit because of the people or issues being supported?

Idea Web



chapter

1

Independent Speaking

Task 1 Important Charity

Task 2 Trying New Food at Restaurants

Integrated Speaking (1)

Task 3 Campus Sailing Club

Task 4 Psychology: Memory Tricks

Integrated Speaking (2)

Task 5 Research Report Topics

Task 6 Life Science: Mimicry

Part

B

Building Knowledge & Skills **for the Speaking**

2. Integrated Tasks (Questions 3-6)

Score 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.

Score 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.

Score 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.

Score 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.

Score 0 A response at this level is not relevant to the task or has no substance.

TOEFL iBT Speaking Test Overview

		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	—	90-120 seconds	20 seconds	60 seconds

Speaking Scoring Tasks

1. Independent Tasks (Questions 1-2)

Score 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.

Score 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.

Score 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.

Score 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.

Score 0 A response at this level is not relevant to the task or has no substance.

Sample Response

1-18

Introduction	The professor is explaining how, when young animals play, they are doing more than just playing. They are actually preparing for their adult lives. Their playing activities develop useful survival skills for later. The professor makes this point by giving two examples of animal play.
Detail 1	First, the professor explains that lion cubs enjoy play fighting with each other. They are young and do not have to hunt, but, later in their lives, they will need to be able to catch their food. When they are playing together as cubs, the lions are building their muscles and learning how to attack. Without these basic hunting skills, they would probably not be able to survive.
Detail 2	Second, the professor describes how playing can develop defense skills. He talks about young monkeys swinging in trees. They practice chasing each other around and moving quickly through the trees all the time. This increases their chances of survival because it allows them to escape danger later on in their lives, such as when they are being chased by dangerous animals like tigers.

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 briefly summarizes the topic of the lecture and then moves on to explain the two examples that the professor gives. The speaker uses clear and basic transitions ("first" and "second") to move between the two examples. She uses a mixture of grammatical forms and incorporates vocabulary from the lecture ("cubs" and "swing"). While summarizing each example, the speaker explains how the example ties in with the main argument, which is that animal play increases survivability.

Example of the Task

Listening

1-16

Now listen to part of a lecture in an animal science class.

Professor (Male)

Many of us watch nature shows, and we see young animals playing. It is cute to watch the lion cubs fight or the baby birds fly around. This may look like simple behavior, but it is not just for fun. As a matter of fact, this playing increases an animal's chance at survival as an adult.

Let's look at lion cubs. When they are young, they like to wrestle around and fight with each other. It may look like they are angry, but they are just playing. Sometimes the playing can get rather rough. Later in life, they will have to hunt for food. They will need to have strong muscles and speed. Thanks to all of their playing as cubs, they have the skills to chase down, attack, and kill other animals. This increases their chances of survival because it equips them to find food in their adult lives.

If you ever watch young monkeys playing, you'll notice one thing: They like to move around a lot. They swing from tree to tree and from branch to branch. They chase each other around while playing a monkey version of "tag." Again, this is more than just playing. There will come a time in their lives when they must escape danger. Perhaps there is a dangerous snake or an angry tiger nearby. The monkey is going to need to escape quickly. All of that practice as a youngster when he was playing with his friends should have prepared the monkey to run away and avoid danger.

Question

1-17

The professor explains the purpose of play among young animals. Using points and examples from the lecture, explain how play increases animals' chances of survival.

Preparation time: 20 seconds | Response time: 60 seconds

Task 6 Integrated Speaking - Lecture

Task Overview

This task involves listening to part of a lecture about an academic topic. The topics are from any major field of study, such as psychology or business. However, the lecture focuses on a detailed part of that field. The passage does not require students to know anything about the topic beforehand, but it does require an advanced vocabulary. When giving their responses, students should demonstrate that they are able to summarize the key points from the lecture and accurately explain the connection between the general ideas and concrete examples in the lecture.

How It Appears

Listening	Prompt
Lecture about the causes of the Mexican-American War	Using points and examples from the lecture, explain how American involvement in northern Mexico led to the Mexican-American War.
Lecture giving information about the history of fashion	Using points and examples from the lecture, explain how fashion began in ancient societies.
An explanation about the Impressionist Movement in art	Using points and examples from the lecture, explain how the Impressionist Movement began and how it affected the art world.

Tips for Success

- Listen for words that the professor emphasizes as well as any technical terms and vocabulary. Write them down and include them in your summary.
- Organize your notes into two sections: main idea and details. While listening, circle any words that you feel are key words that you should include in your response.
- Many students have difficulty with accurately and completely presenting facts in this task. To succeed, you must develop strong note-taking skills. Abbreviate long words and use mathematical symbols to replace transition words.
- The professor will not always give strong signal words to separate ideas. As you listen, take organized notes and to establish the lecture's organization as you listen.

Sample Response

1-15

Introduction	The man and the woman are talking about finding a truck to move equipment. His band is going to play a concert tonight, but their truck broke down. The woman says he could either ask for a volunteer on campus or rent a moving truck. To me, the best choice is to rent a truck.
Detail 1	Even though a truck costs money, it is reliable. If he were to send out an email to his fans, no one might respond. Then they would not be able to get to the concert on time, and the evening would be ruined. It is better to spend money on a truck to be sure that they can get to the performance hall before the concert starts.
Detail 2	On top of that, I think it would prevent the band's reputation from being damaged on campus. If their fans thought that they would send an email asking for personal help whenever they have problems, they might not want to give the band their email addresses, and the band may lose some fans.

Explanation

In the fifth task, students are tested on their ability to analyze and convey information in a conversation between two people. Students must demonstrate an understanding of the topic as well as clearly convey their own opinions on the best choice of action. In the sample response, the student begins by explaining the man's problem and the solutions offered by the woman. The speaker then explains that she chooses to rent a truck. She uses good transitions ("even though" and "on top of that") to move to the first and second reasons that support her opinion. She gives two solid reasons that provide logical support for her position. The speaker uses various grammatical forms and has a good level of vocabulary for her response.

Example of the Task

Listening

1-13

Now listen to a conversation between two students.

W: Tonight is your band's big concert, right? Are you excited about it?

M: I am, but there is a major problem: Our guitar player has a truck that we use to carry our equipment to each concert. Unfortunately, it broke down last night.

W: Oh, no. How can you play without your equipment?

M: That's the problem. We can't. I have to figure out some way to get our equipment to the performance hall.

W: I see how that would be a big problem. Well, you guys are very popular around campus. Why don't you send out an email to see if anyone wants to volunteer to help you?

M: That's a possibility. I just worry that no one will respond in time. The concert starts in a few hours. We need to think of a solution quickly.

W: Well, what about renting a truck? There is a truck rental company nearby. I don't know if it's very cheap, but it would be fast.

M: I think it would cost about $100, and that is how much we are being paid for the concert.

W: Oh, so you would have no profit from your performance.

M: Right, but maybe it's the only choice. I need to make a decision soon.

Question

1-14

The students discuss two possible solutions to the man'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

Introduction 3 ▸ Integrated Speaking (2)

Task 5 Integrated Speaking - Conversation

Task Overview

This task consists of two speakers discussing a student's problem about life as a student. One student describes a problem he or she is having. The other student offers suggestions. The test-taker is then asked to summarize the problem and the two suggestions and then to decide which option he or she prefers. This task measures the test-taker's ability to summarize key points, to express an opinion, and to defend a position.

How It Appears

Listening	Prompt
➡ One student is not doing well in a class. The other student suggests two ways to improve in the class.	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.
➡ The man complains about his roommate. The woman suggests two solutions to the problem.	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.
➡ The woman does not have enough money for tuition. The man offers two solutions.	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

- Summarize the speaker's problem. However, do not waste too much time giving details of the situation; you will need to save time to give your opinion and defend it.
- Clearly state your choice of action and defend it. Think of two arguments or reasons, and use examples if possible.
- The conversation will not always be between two students. It could involve a professor, a resident assistant (RA), an academic advisor, or some other individual on campus.
- As you listen to the conversation, write down the key words and phrases used by the speakers. Use some of them in your response.

Sample Response

1-12

Introduction	Ergonomics is the study of making office equipment easier to use and more efficient. It is mostly used in the workplace. It does not innovate new concepts but instead focuses on redesigning office equipment that is already in use.
Detail 1	The professor talks about how ergonomics can be seen in her own personal life. She explains that she often participates in lengthy meetings on the phone. A regular phone can be uncomfortable to hold. So her department purchased headsets for the staff.
Detail 2	The professor describes the headset as a basic ergonomic design. The goal of ergonomics is to make equipment more comfortable to use and to increase efficiency. The headset is more comfortable than the handheld phone because the professor does not have to hold it. It also allows her to work more efficiently by freeing up her hand.

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 first summarizes the concept in the reading passage: ergonomics. The student gives a brief and clear description of what ergonomics is and is not. The response moves on to the example by explaining how and why ergonomics was used in the professor's office. Finally, the example is linked with the concept by stating how the example demonstrates both key characteristics of ergonomics.

Example of the Task

Reading

1-09

Now read a passage about ergonomics. You have 45 seconds to read the passage. Begin reading now.

Ergonomics

Some inventions do not create new products or designs. Instead, they improve upon existing products. Ergonomics is the science of improving workplace equipment through redesign. In the past, office equipment was designed to be functional. It may not have been very comfortable to use, however, and it may not have been the most efficient design. Ergonomics does not attempt to create new and innovative types of equipment. It simply looks for ways to redesign office equipment to make it both easier to use and more efficient.

Listening

1-10

Now listen to part of a lecture on this topic in a business class.

Professor (Female)

Ergonomics is a hot topic in business these days. I suppose the reason is that modern people spend so much time working indoors, and ergonomics usually focuses on office equipment.

You've probably heard the word "ergonomics" several times in the past, but how does it work in everyday life? I'll give you an example of how it affects my life personally. In my office here at the university, I often participate in meetings over the phone. It's important that I not only am able to sit comfortably for one or two hours on the phone but also that I can work while doing so. A regular handheld telephone receiver is not very ergonomic in that sense. Thankfully, someone had the great idea to buy headsets for the staff in the Business Department. Now, when I am on the phone for hours at a time, I can comfortably sit and listen to the meeting. Not only that, but both of my hands are also free to take notes or to do other tasks. It really is a simple ergonomic concept.

Question

1-11

The professor explains how ergonomic design is used in the workplace. Explain the concept of ergonomics and how the example given in the lecture illustrates this concept.

Preparation time: 30 seconds | Response time: 60 seconds

Task 4 Integrated Speaking - Reading & Lecture

Task Overview

This task focuses on an academic topic. Students first read a short passage that gives general information about the topic. Then, students listen to part of a lecture, which gives details and examples of the topic. Students should take notes while listening and then write down the key words and ideas from the lecture. The task tests students' abilities to summarize key points, to explain the relationship between the reading and the listening, and to explain how concrete examples explain more general ideas.

How It Appears

Reading	Listening	Prompt
Advertising – Brief explanation of the purpose of advertising	The lecture explains two methods of advertisement.	The professor explains two types of advertising. Describe how these examples explain why businesses use advertisements.
Psychology – A description of how personality can affect one's career choice	The professor describes a personality type and the job that best suits it.	The professor discusses why people who are quiet may become great actors. Describe the personality type and why it is suited for acting.
Animal Science – A summary of animal playing habits	The lecture describes how chimpanzees can learn to play tag.	The professor explains how chimpanzees demonstrate the ability for animals to play. Describe how chimpanzees play and how this relates to animals in general.

Tips for Success

- Take notes on the main idea and any important details while you read.
- The reading passage expresses a general concept in non-concrete terms. Be prepared for the lecture to present concrete examples to illustrate the concept.
- Listen for transition words in the lecture. These will help you organize your notes.

Question

1-07

The woman gives her opinion about the dance classes advertised in the announcement. State her opinion and the reasons she gives for her opinion.

Preparation time: 30 seconds | Response time: 60 seconds

Sample Response

1-08

Introduction	The woman is giving her opinion about the evening dance class. She thinks the class is a good idea because it will help her get in shape and it is free to try.
Detail	The female student begins by saying that she wants to lose ten pounds. She has been jogging, but it is boring to her. She says that dancing is good exercise and a lot more interesting than jogging. Even though she is not a dancer, she thinks it would be a good way to get in shape.
Example	She then responds to the man's question about committing to a class. She points out that the first week is free. Because of this, she can try out the class and see if dancing is for her. If she doesn't like it, she can quit. That way, she can explore a new exercising option without making a big commitment.

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 by explaining a basic summary of the woman's opinion and her reasons for it. It then moves on to more detailed explanations. The speaker uses good transitions to move between thoughts. The level of vocabulary is appropriate for the task, and the speaker uses key words and phrases from the passage ("get in shape" and "dancing is for her"). Overall, the speaker clearly summarizes the woman's opinion and the reasons for her opinion in a well-organized manner.

- The task asks you to show that you can synthesize the reading and listening portions. To do this, refer to the information from the reading passage as you state the speaker's opinion.

Example of the Task

Reading

1-05

A dance team is starting a dance class on a college campus, so it is inviting students to join. Read the announcement from the dance team. You will have 45 seconds to read the announcement. Begin reading now.

Happy Toes Dance Class

Attention, all students who want to get in shape and have fun. The Happy Toes Dance Team is offering evening dance classes beginning September 5. We will learn all kinds of dance methods from swing dancing to jazz. Anyone who is interested is welcome to join the fun. We meet at Carter Halls every evening at 6:30 p.m. Be sure to wear comfortable clothes and to bring your dancing shoes. As a special offer, the first week of classes will be free. We hope to see you there.

Happy Toes Dance Team

Listening

1-06

Now listen to two students as they discuss the announcement.

W: This looks like something I would be interested in.

M: I didn't know that you were interested in dancing. Have you always been a dancer?

W: No, I actually don't know the first thing about dancing.

M: So why would you want to join a dance class? Are you trying to expand your interests?

W: That's not exactly it. I told you I wanted to lose ten pounds this semester. I've been jogging, but it isn't very much fun.

M: You're right. Jogging can be really boring.

W: But dancing would be fun. It's also good exercise, but it is more interesting than just running around in circles.

M: That's a terrific idea. I think this will help you get into shape. But what if you commit to the class and it turns out that you don't like it? Dancing isn't for everyone.

W: What do I have to lose? The first week of classes is free. If I don't like it, I can quit after the first week.

M: And then you haven't wasted any money, and you will know that the class isn't right for you.

W: Exactly. I think this will work out perfectly for me.

Task 3 Integrated Speaking - Reading & Conversation

Task Overview

This task presents the student with a passage about student life at a university. The passage is followed by a conversation about the passage. One speaker will always have a strong opinion about the passage. The task requires the student to paraphrase information, to identify and summarize key points, to identify and explain the relationship between the reading and the listening, and to recognize a speaker's attitude about the passage. The student should focus on repeating key words and phrases and accurately summarizing the information he or she reads and hears.

How It Appears

Reading	Listening	Prompt
City University is planning to increase tuition and fees.	Two speakers talk about the announcement. The female speaker gives two reasons why she thinks it is a good change.	The woman expresses her opinion of the announcement made by the university. State her opinion and the reasons she gives for holding that opinion.
The Foreign Language Department will now offer courses on ancient languages.	Two speakers talk about the new courses. The male speaker states that the new courses are not useful.	The man expresses his opinion about the new courses. State his opinion and the reasons he gives for holding that opinion.
A new dormitory will be built, and freshmen will be required to live there.	Two speakers talk about the new housing policy. The woman explains why the new policy will benefit freshmen.	The woman gives her opinion about the announcement. State her opinion and the reasons she gives for holding it.

Tips for Success

- You are allowed 45 seconds to read the passage. Read it quickly once, and then read it again to note the important details.
- As you listen to the conversation, take notes on both speakers' opinions. You will not know which speaker's opinion you must speak about until after the conversation.
- The speaker with the longest speaking segments is usually the speaker whose opinion you will need to summarize.

Example of the Task

Question

1-03

Do you prefer to play individual sports or team sports? Include details and examples to support your answer.

Preparation time: 15 seconds | Response time: 45 seconds

Sample Response

1-04

Introduction	Although team sports can be exciting, I prefer to participate in individual sports instead.
Detail	When I play an individual sport, I don't have to worry about the performance of my teammates. One sport I love to play is golf. I know that if I win or lose, it's a result of my own actions. Therefore, every game is a chance for me to feel proud of myself if I win or to improve as a player if I lose.
Example	I also prefer individual sports because I think they are usually faster paced. If you play a team sport, like baseball or basketball, there are many times when you must wait while others hit the ball or try to score. In an individual sport like tennis, there is almost no time spent waiting.

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. This allows the speaker to give a more detailed response within the given time. The response is broken down into two supporting reasons, and each reason is explained with a relevant example.

Task 2 Independent Speaking - Paired Choice

Task Overview

This question gives the student two choices on a topic. The student is asked to make and defend a choice. The types of questions asked may be an opinion on a topic, a position about an issue, or a recommendation. The student should make a choice that is easy to defend. Then, the student should quickly organize reasons to support the choice. Finally, the student should answer clearly according to his or her notes.

How It Appears

- Some universities require first-year students to live in dormitories. Others allow students to live off campus. Which policy do you think is better for first-year students and why? Include details and examples in your explanation.
- Would you prefer to take a vacation to a new place or visit a place that you have been before? Using details and examples, explain which you would prefer and why.
- Is it more important to earn a high salary or to enjoy the job that you do? Use details and examples to support your opinion.
- Some people enjoy having a large group of friends. Others prefer to have a small group of close friends. Which do you prefer and why? Include details and examples to support your answer.

Tips for Success

- Make a choice. Many students can see both sides of an issue. However, you cannot argue both sides in your answer. Official TOEFL raters will want to see that you can defend an opinion with a clear argument consisting of details, examples, and reasons.
- You can choose either option from the pair. Quickly choose the option that you think is easiest to defend.
- You can restate both options in your introduction, or you can begin by going directly into your opinion. Either way, remember to state your choice clearly in the beginning.
- Include a wide range of vocabulary and grammatical structures in your response.

Example of the Task

Question

1-01

What is an activity you and your family enjoy doing? Include details and examples to support your explanation.

Preparation time: 15 seconds | Response time: 45 seconds

Sample Response

1-02

Introduction	When we have time to spend together, my family and I enjoy watching funny movies together. It is always a good time, and it gives us something to talk about in the future.
Detail	Everyone in my family has a good sense of humor. We like to laugh and joke around. After we watch a comedy, we remember some of the funny lines. Then we repeat them to each other later on.
Example	Some years ago, we watched a movie that had the repeated phrase, "Who called my name?" It was said in a funny voice that made us all laugh. Now, whenever I call my dad or my brother to help me with something, they sometimes respond by repeating the line. Even now, it's always a good laugh.

Explanation

A good response to the first task should fully respond to the prompt. In this case, the prompt asks the student to describe something and to give an example. The response begins by giving an activity that the family enjoys (watching funny movies) and why they enjoy it. This is followed by a general description of why the family enjoys watching comedies together and then an example of a funny line that the family still repeats to each other.

Task 1 Independent Speaking - Open Choice

Task Overview

This question asks the student to give an answer based on your own feelings, thoughts, or opinions. The question will be one of three types: describe a familiar person, place, or thing; recall and describe events or actions; or explain why you hold an opinion about something you believe or like. Students should focus on quickly thinking of an answer. The answer needs to respond narrowly to the question. In *TOEFL® Map Speaking Intermediate*, 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

- Describe a class you have taken in school and why it is important to you. Include details and examples to support your explanation.
- What is an activity that your family enjoys doing together? Using details and examples, describe the activity and why you enjoy doing it.
- Describe someone who you trust to give you advice. Use details, reasons, and examples to support your explanation.
- What is the most important aspect you look for in a school? Include details and examples to support your explanation.

Tips for Success

- Remember that there is no right or wrong answer for this question type. Your response does not need to be honest, so you can make up reasons or examples, even if they are not true. Choose an answer quickly and explain it with details, examples, and reasons.
- This task looks at a student's ability to speak clearly. Be sure to speak slowly and to focus on your pronunciation.
- This task also measures a student's ability with vocabulary and grammar. Try to include at least two advanced vocabulary words in your response and to mix up your grammatical structures.
- The prompt needs to be answered fully. Be sure that you do not wander from your central point.
- Use appropriate transitions to move from your introduction and to each point.

Part

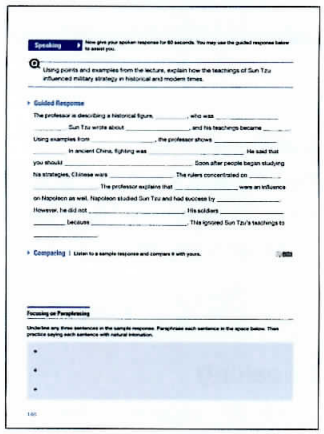
A

Understanding Speaking

Question Types

Speaking

Students respond to the prompt using their organized notes for help. A guided response can be completed before responding for students who wish to focus more on pronunciation and delivery.



Comparing

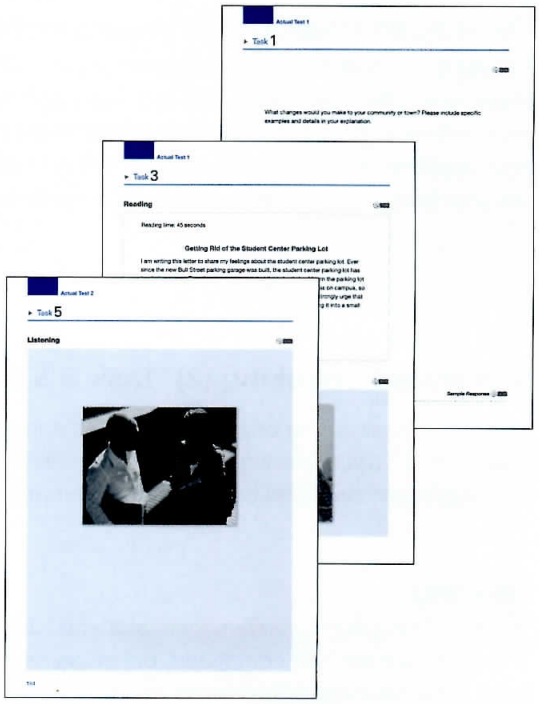
The sample response shows students how to deliver a strong response to the prompt. It can be used to evaluate students' responses.

Focusing on Viewpoints & Focusing on Paraphrasing

Critical thinking is essential for task 5. Focusing on Viewpoints gives students a chance to practice defending a position that they may not agree with. In task 6, Focusing on Paraphrasing emphasizes using various grammar and vocabulary, which is so important in task 6.

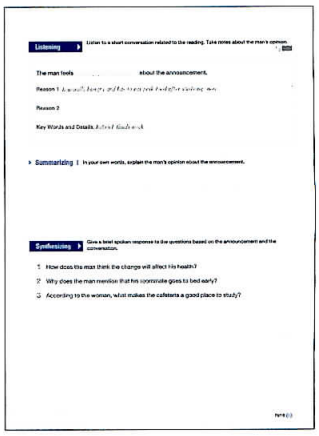
Part C Experiencing the TOEFL® iBT Actual Tests

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.



Summarizing

Students are asked to briefly paraphrase the information contained in the listening portion of the integrated task.

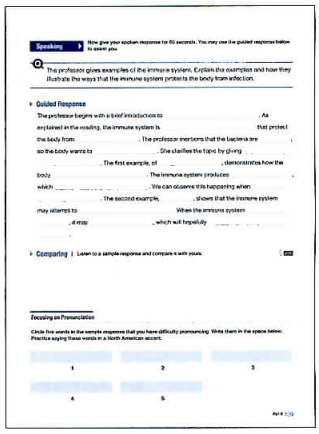


Synthesizing

Tasks 3 and 4 ask the students to synthesize the information in the reading and listening portions. This exercise is designed to ensure that students have a complete understanding of the task's information.

Speaking

Students respond to the prompt and can use the guided response if they desire.



Comparing

Students can hear a model response in order to find areas of their own responses that need to be improved.

Focusing on Transitions & Focusing on Pronunciation

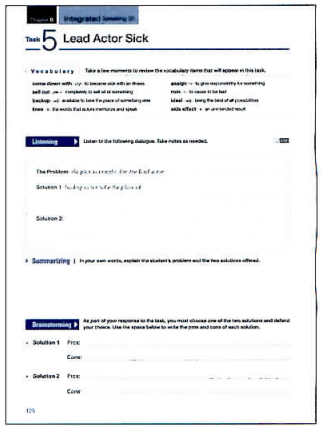
Focusing on Transitions in task 3 gives students the chance to identify and practice transitioning between ideas. This is a basic skill that will benefit students in every task. In task 4, Focusing on Pronunciation helps students develop this crucial skill. Pronunciation is important on all parts of the TOEFL® iBT Speaking test. Students are encouraged to choose words that are personally difficult for them.

Integrated Speaking (2) Task 5 & 6

The goal of task 5 is to briefly summarize a conversation and then to defend an opinion about a problem. To meet this goal, *TOEFL® Map Speaking Intermediate* offers specific exercises to help students quickly organize their thoughts and to prepare strong responses to the prompt.

Listening

While listening to the conversation, students can take notes in the space provided. The notes are partially completed, but students may add more information if they wish. After listening, students are asked to verbally summarize the conversation or lecture. This exercise serves as an effective warm-up activity.



Brainstorming

This task 5 activity focuses on the second half of a strong response: an organized defense of the student's opinion. The first step is to think of ideas that could support either choice. Students should choose the option they found the easiest to defend and then organize their response in the space provided.

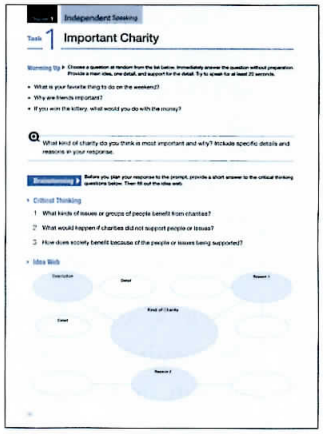
Part B Building Knowledge & Skills for the Speaking

Independent Speaking Task 1 & 2

The independent tasks are full of activities to help students think critically and to organize their ideas. Students should use the tasks to develop skills that can be used on the test. The specific exercises are as follows:

Warming Up

This exercise helps students respond quickly about personal opinions. Students should respond naturally without worrying about the quality of their answers. The goal is to warm up, not to produce a perfect response.


Independent Speaking

Task 1 Important Charity

Warming Up ▶ Choose a question at random from the list below. Immediately answer the question without preparation. Provide a main idea, one detail, and support for the detail. Try to speak for at least 20 seconds.

- What is your favorite thing to do on the weekend?
- Why are friends important?
- If you won the lottery, what would you do with the money?

Q What kind of charity do you think is most important and why? Include specific details and reasons in your response.

Brainstorming ▶ Before you plan your response to the prompt, provide a short answer to the critical thinking questions below. Then fill out the idea web.

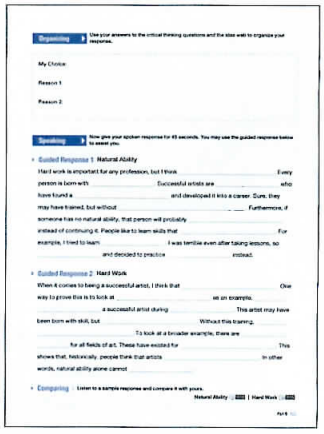
- Critical Thinking
  1. What kinds of issues or groups of people benefit from charities?
  2. What would happen if charities did not support people or issues?
  3. How does society benefit because of the people or issues being supported?
- Idea Web

Brainstorming

The first part of this exercise is critical thinking, which helps students approach a question in a way that leads to ideas for a response. After answering the question, students can use the idea web to write down their ideas.

Organizing

Students write their brainstorming ideas down in an organized fashion that can be used when giving their responses to the prompt.


Organizing ▶ Use your answers to the critical thinking questions and the idea web to organize your response.

My Choice:

Reason 1:

Reason 2:

Speaking ▶ Now give your spoken response for 45 seconds. You may use the guided response below to assist you.

- Guided Response 1 Natural Ability

Hard work is important for any profession, but I think _____. Every person is born with _____. Successful artists are _____ who have found a _____ and developed it into a career. Sure, they may have trained, but without _____. Furthermore, if someone has no natural ability, that person will probably _____ instead of continuing it. People like to learn skills that _____. For example, I tried to learn _____. I was terrible even after taking lessons, so _____ and decided to practice _____ instead.

- Guided Response 2 Hard Work

When it comes to being a successful artist, I think that _____. One way to prove this is to look at _____ as an example. _____ a successful artist during _____. This artist may have been born with skill, but _____. Without this training, _____. To look at a broader example, there are _____ for all fields of art. These have existed for _____. This shows that, historically, people think that artists _____. In other words, natural ability alone cannot _____.

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

Natural Ability | Hard Work

Part B

Speaking

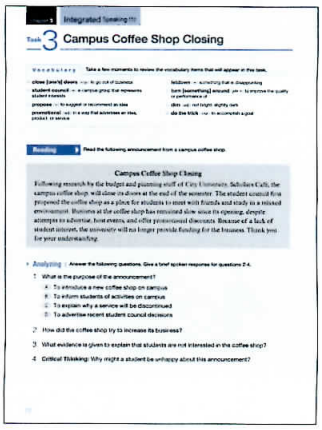
Students give their responses to the prompt. The guided response can be filled in before answering if students require additional assistance.

Comparing

The high-scoring response lets students hear an example of a response that fulfills all the criteria for a high score. Students should use this response to improve their own scores.

Integrated Speaking (1) Task 3 & 4

In tasks 3 and 4, students are given plenty of exercises to maximize their understanding of the TOEFL® iBT. The exercises are designed not only to promote critical thinking but also to give students the tools they need to master each task. More information on the exercises for tasks 3 and 4 is provided below.


Integrated Speaking

Task 3 Campus Coffee Shop Closing

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

- close [sw/d] down : v. to go out of business
- student council : n. a campus group that represents student interests
- propose : v. to suggest or recommend an idea
- promotional : adj. in a way that advertises or this product or service
- letdown : n. something that is disappointing
- turn [something] around : phr. v. to improve the quality or performance of
- dim : adj. not bright; slightly dark
- do the trick : idiom. to accomplish a goal

Reading ▶ Read the following announcement from a campus coffee shop.

Campus Coffee Shop Closing

Following research by the budget and planning staff of City University, Scholars Cafe, the campus coffee shop, will close its doors at the end of the semester. The student council first proposed the coffee shop as a place for students to meet with friends and study in a relaxed environment. However, at the coffee shop has remained slow since its opening, despite attempts to advertise, host events, and offer promotional discounts. Because of a lack of student interest, the university will no longer provide funding for the business. Thank you for your understanding.

- Analyzing : Answer the following questions. Give a brief spoken response for questions 2-4.

1. What is the purpose of the announcement?
   A. To introduce a new coffee shop on campus
   B. To inform students of activities on campus
   C. To explain why a service will be discontinued
   D. To advertise recent student council decisions
2. How did the coffee shop try to increase its business?
3. What evidence is given to explain that students are not interested in the coffee shop?
4. Critical Thinking: Why might a student be unhappy about this announcement?

Analyzing

Students are presented with questions related to the reading passage. The first question helps students paraphrase the key idea or concept in the reading. The second and third questions check reading comprehension. The fourth question reinforces the *TOEFL® Map Speaking Intermediate* emphasis on critical thinking.

How to Use This Book

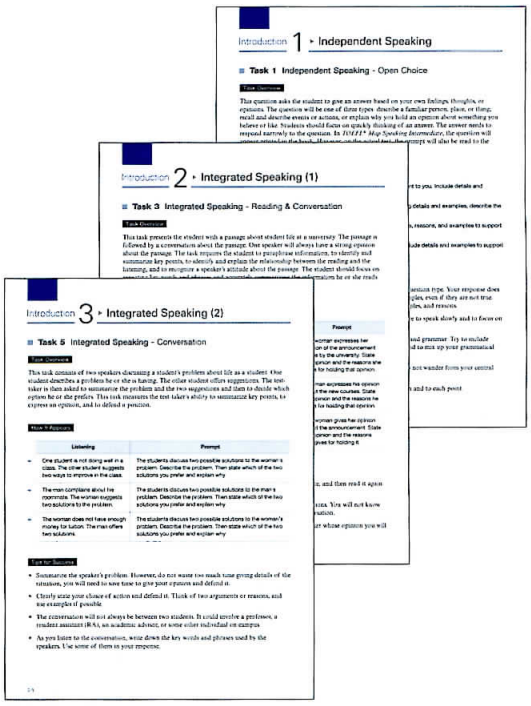
The exercises and questions for each task in *TOEFL® Map Speaking Intermediate* have been designed to sharpen individual skills. The material found within these pages will gradually prepare students to master the TOEFL® iBT Speaking test. Part C offers two complete sample tests that are modeled on the actual test.

Teachers are encouraged to utilize every aspect of the book. 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 and test-taking abilities.

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 30. This will give students and teachers a more complete understanding of how to respond to each task.

Part A Understanding Speaking Question Types

This section is designed to make students familiar with the types of questions found on the TOEFL® iBT Speaking test. Each question, called a "task," is explained in a simple and clear way. The purpose is to give students an in-depth understanding of each task. Part A also explains the exercises for each task and how to complete them. It is vital that students and teachers review Part A before completing Part B and Part C.


Introduction 1 ▸ Independent Speaking

Task 1 Independent Speaking - Open Choice

Introduction 2 ▸ Integrated Speaking (1)

Task 3 Integrated Speaking - Reading & Conversation

Introduction 3 ▸ Integrated Speaking (2)

Task 5 Integrated Speaking - Conversation

How Is This Book Different?

TOEFL® Map Speaking Intermediate prepares students for success on the TOEFL® iBT with a unique curriculum. Above all, in Part B, students are provided with plenty of exercises and critical thinking questions. The activities and exercises for each task are specially designed to develop skills particular to that task. The critical thinking questions will assist students in developing a logical and organized response to each prompt. The sample responses will help students model their own responses, and the guided responses can provide an extra bit of assistance.

The primary emphasis of *TOEFL® Map Speaking Intermediate* is on developing ideas. In order to be successful at TOEFL, especially on the independent speaking tasks, students must be able to think quickly and use their ideas to develop complete responses. *TOEFL® Map Speaking Intermediate* addresses this need with critical thinking questions and idea webs. The questions help students approach the question critically, which leads to the formation of ideas for a response. The idea web allows students to map out their ideas before planning their responses.

Another unique feature of *TOEFL® Map Speaking Intermediate* is that its format provides students with 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 Intermediate*, students will have a broad understanding of each question. The following unique features of this book, found in Part B, help accomplish that goal.

Sample Response

Each task in the book includes a sample response that can show students what a high-scoring response looks like. While this response helps students see the aspects of an ideal response, they should understand that a response can include some errors and still receive a high score.

Critical Thinking

For the independent speaking tasks, students are presented with three questions about the prompt. The questions are designed to help students think about the questions in a way that allows them to form opinions and reasons.

Focusing

Each integrated task ends with a focus on one of the following skills: transitions, pronunciation, viewpoints, and paraphrasing. Each skill is extremely useful for performing well on the TOEFL® iBT.

Finally, 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 responses to the prompt.

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 Intermediate* 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 Intermediate*, covers the speaking aspect of the test at the intermediate level. With this book, students will be able to listen to lectures and conversations, read academic passages, learn vocabulary and expressions, and study topics that appear on the TOEFL® iBT.

TOEFL® Map Speaking Intermediate was designed both for use in a classroom setting and as a study guide for individual learners. For this reason, it offers a complete overview of the TOEFL® iBT Speaking section. Particularly, in Part B, learners are presented with actual passages, lectures, and conversations similar to those on the TOEFL® iBT. The topics presented in this book are based on extensive research of actual test topics. In addition, each task contains exercises and questions that help students learn to master the skills needed for that task. A sample response is provided for comparison, which helps learners develop a better understanding of how to form their own responses. As students progress through each chapter, they should become more comfortable with each task and eventually develop all of the skills they need to master the TOEFL® iBT.

In addition, *TOEFL® Map Speaking Intermediate* was further 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 hard work and dedication. In order to get the most benefit from studying *TOEFL® Map Speaking Intermediate*, 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 Intermediate* to improve your abilities in both.

TABLE OF CONTENTS

TOEFL® MAP

Speaking Intermediate

DARAKWON

TOEFL® MAP
Speaking Intermediate

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TOEFL® MAP

Speaking Intermediate

TOEFL® MAP

Speaking

Shane Spivey
Jonathan S. McClelland

SCRIPTS AND ANSWER KEY

Intermediate

DARAKWON

FULL ANSWER KEY WITH SAMPLE RESPONSES FOR EVERY TASK

The answer guide to *TOEFL® Map Speaking Intermediate* contains sample responses to every task in the book. In addition, sample answers are provided for all comprehension and critical thinking questions. The sample listening notes show students how to identify key points in a conversation or lecture. It is our goal in the Darakwon *TOEFL® Map* series to provide realistic tasks based on topics that are likely to appear on the TOEFL® iBT. By carefully examining the sample responses contained in *TOEFL® Map Speaking Intermediate*, student can learn how to improve their own speaking skills and succeed on the TOEFL® iBT.

SCRIPTS AND ANSWER KEY

Part B

Chapter 1

Task 1 Important Charity

Page 36

Brainstorming

▶ **Critical Thinking**

Answers may vary.

1 People or groups that need financial help, such as the homeless or animals, benefit from charities.
2 They might suffer or be unable to survive.
3 Society has greater diversity in people or groups that can exist.

Organizing

Answers may vary.

Kind of Charity: *one that helps children without parents*
Description: *provides home, medical care, and education*
Reason Why the Charity Is Important: *gives children a chance to realize their potential*

Speaking

▶ **Guided & Sample Response** 2-01

In my opinion, the most important kind of charity is one that *helps children who don't have parents*. These charities give money to *children and the families that help them* so that they can *have medical care, education, and a better chance at succeeding in life*. These charities are important because *many unfortunate children* would not be able to *realize their true potential in life* without financial help. Society as a whole also benefits because *some of these children could go on to become scientists or doctors or have some other important roles*. Thanks to the charity, *society can benefit from having more talented young people grow up to become useful members of society*. Without charities that help *orphan children*, the world would be *a worse place*.

Task 2 Trying New Food at Restaurants

Page 38

Brainstorming

▶ **Critical Thinking**

Answers may vary.

1 I could love it and have a new favorite food.
2 It is not important because you can be happy eating the foods you already enjoy.
3 You can expect that it is something you like, but it will also not be interesting or exciting.

Organizing

Answers may vary.

My Choice: *order a new dish*
Reason 1: *more exciting than eating something predictable – like exploring a new land*
Reason 2: *makes me like a world traveler – can expand my interest in other cultures through food*

Speaking

▶ **Guided & Sample Response 1: Order the Same Dish** 2-02

When I go to restaurants, I usually order *something that I have tried before*. There are a couple of reasons why I *like to eat the same dish*. For one thing, ordering *something I know that I like* lets me *be sure that I'm going to enjoy the meal and not waste my money*. Because I have ordered it before, I know that *it's going to be an enjoyable meal, even if it is not new or exciting*. The other reason is that when I try new food, it makes me feel *nervous that I won't like it*. The dish might be delicious, or it might be disgusting, so *the best way to ensure a good meal is by ordering something that I've tried before*. That's why I always order *the same dish* when I go to restaurants.

▶ **Guided & Sample Response 2: Order a New Dish** 2-03

I don't eat out often, so whenever I go out, I want to *take the chance to try something new and different*. The main reason is that I can *have a meal and an adventure*. When you order the same thing, it is always *a predictable taste that you can already imagine before the food comes*. But a new dish can be *like exploring a new territory*. That makes eating out more *exciting* than usual. In addition to that, I think that ordering a new dish *prepares me for traveling abroad one day*. I can learn about *other cultures by trying their foods*, and I can expand my *tastes and learn to like new kinds of flavors*. So just by eating food, I can *feel like a world traveler*.

Task 3 Campus Sailing Club

Page 40

Reading

▶ **Analyzing**

1 (A)
2 The lake's proximity shows that it is easy to access a place to go sailing.
3 The cost is $130 per semester, and the money is used for buying equipment and harbor space.
4 (Answers may vary.) They may enjoy doing outdoor activities in their free time.

Listening

2-04

The man is *interested* in the announcement.

Reason 1: *wants to try new things; loves a challenge*

Reason 2: *says that he should try new things while he is young; may quit his part-time job to make time for sailing*

Key Words and Details: *try new things, bargain, student loan, only young once*

M: Hey, I think I found the club I'm going to join this year. Just call me Skipper John.

W: Okay, "Skipper John," but you don't know anything about boats. You can't even swim.

M: It says here that beginners are welcome. I'm always up for a new challenge. Since I've never been on a boat, I could learn a lot.

W: You do love trying new things. What about the cost, though?

M: It's only $130 a semester. I think that's a bargain.

W: But you work on the weekends at your part-time job. The club meets on Saturdays.

M: Well, I've been thinking about getting a student loan. Then I could work fewer hours and have more free time.

W: Do you think that's a wise choice? You'll be in debt after you graduate.

M: Yeah, but I want to enjoy myself while I'm at university. You're only young once, you know.

W: I guess you're right. You can always pay off your loans later.

Synthesizing

1 He is referring to the announcement about the sailing club because he wants to join.
2 She thinks the man would not like it and does not have time for it.
3 He would need to quit his job and take out a student loan.

Speaking

▶ **Guided & Sample Response** 2-05

The speakers are discussing *an announcement for a sailing club at the university*. According to the announcement, *students can join for $130 a semester and go sailing twice a month*. The man is interested *in the club* and says *that he might join it*. His first reason for having that opinion is *that he enjoys trying new things*. The woman reminds him that *he cannot swim*, and he says *that he likes to attempt new challenges*. He then addresses *the issue of money*. Joining the club would mean he wouldn't be able to *work as often*. He thinks he could *quit his job* and *take out a student loan*. That way, he could enjoy *his time at the university*. So he is considering *joining the club* because he wants to *try something new and challenging* and he thinks it will help him *make the most of his time while he is young*.

Task 4 Psychology: Memory Tricks

Page 43

Reading

▶ **Analyzing**

1 (C)
2 A mnemonic device is a trick that helps a person remember information.
3 The devices will increase students' chances of remembering important information.
4 (Answers may vary.) There is no context for the information.

Listening

2-06

Notes

Topic: *mnemonic devices and how they can be used for studying*

Detail 1: *first device = rhyming*
ex: In 1492, Columbus sailed the ocean blue.; My adversary is big and scary.

Detail 2: *next device = mental image*
ex: abolish → polish; polish shoes; remove stains; abolish = remove

Key Words and Details: *in 1492, silly rhyme, enemy, creativity, spots or stains*

Professor: Now, I know that I've given you guys a pretty big list of words to memorize. Don't worry, though. I'm going to show you how to use mnemonic devices to get these words stuck in your head.

One of my favorite tricks is to create rhymes. You guys all know when Columbus sailed to the Americas, right? How do you remember that date? *In 1492, Columbus sailed the ocean blue.* It's a silly rhyme, but it works. So how can you use this with your vocabulary list? Let's look at one of the words on your list: "adversary." It means your enemy or someone who is against you. Thus, *my adversary is big and scary.* I bet you'll never forget that word now.

And, ah . . . okay, on to the next mnemonic device. This one takes a little bit of creativity. When you see a difficult word, try to imagine a picture that represents the word and its meaning. For example, the word "abolish" can be a tricky one. It means to get rid of something—usually something bad. And it sounds like "polish," right? So just think of a person polishing shoes to get rid of spots or stains. He's "abolishing" his shoes' dirtiness.

Synthesizing

1. The professor explains the concept by giving examples of mnemonic devices and how to use them.
2. The information in the reading passage is difficult to understand without concrete examples, like those in the lecture.
3. The examples help the listener understand exactly what a mnemonic device is.

Speaking

▶ Guided & Sample Response

2-07

The topic of the reading is *mnemonic devices*. These are *strategies that students can use to memorize lots of information*. According to the passage, using a mnemonic device helps students *not to forget facts and figures*. The professor elaborates on the topic by *giving two examples of mnemonic devices for memorizing vocabulary*. The first one he talks about is *rhyming*. By creating sentences that rhyme, *it can be easy to remember a word*. He gives the example of "*my adversary is big and scary*." The professor then introduces a second mnemonic device: *creating images in your mind*. He explains that *creating images that explain a word* can help you *remember it*. The example he uses is for the word "*abolish*." Since it sounds like "*polish*" and means *to get rid of something*, he says to picture someone *polishing dirty shoes*.

Task 5 Research Report Topics

Page 46

Listening

2-08

The Problem: *man cannot think of ideas for anthropology research project*

Solution 1: *woman suggests looking at research projects of past students*

Solution 2: *also suggests brainstorming with classmates to generate ideas*

M: Hey, Natalie. You took Professor Wright's anthropology course last semester, didn't you?

W: Yep, and by the look on your face, I can tell you aren't doing very well in it. What's wrong?

M: Oh, my stomach is in knots over the end-of-the-semester research project. I just can't think of a topic. I mean, Professor Wright made the assignment way too general.

W: I know what you mean.

M: So how did you narrow down the topic to something specific? I'm stuck.

W: I didn't have much trouble with it. But if you are, how about asking Professor Wright to let you look at some of the essay topics from past semesters? She keeps meticulous records.

M: That's a possibility. But she changes the main topic every semester. I don't know how much help that would be.

W: It could help you generate ideas. But if you don't like that, how about brainstorming with your classmates?

M: Hmm . . . I like the sound of that. I'm sure there are others who are in the same boat as me.

W: For sure. You could all get together in a study room and throw out ideas until you each have something.

M: That might work. But, then again, what if someone rips off my idea? I'll have to think about this.

Brainstorming

Answers may vary.

- **Solution 1**

  Pros: can get ideas on narrowing down a topic; jumpstart his creativity

  Cons: might accidentally steal someone's ideas; topics change each semester

- **Solution 2**

  Pros: brainstorming is effective for generating ideas; two heads are better than one

  Cons: someone might take his good ideas; essay may be too similar to a classmate's

Organizing

The Problem: *no topic for research project*

First Solution: *see essays from past semesters*

Second Solution: *brainstorm with other students*

My Choice: (Answers may vary.) *brainstorm*

Reason 1: *can hear various thoughts and ideas*

Reason 2: *cause fewer problems – professor not annoyed or worried that I borrowed a past idea*

Speaking

▶ **Guided & Sample Response 1: First Choice** 2-09

The students are talking about *a problem the man is having with a research project*. The woman took the course *last semester*, so she *offers the man some suggestions to help him out*. She says the man could *ask the professor to let him see some essays that other students have done* or *to have a brainstorming session with some of his classmates*. In my opinion, the man should choose the *first* option. First, I think it would help him the most because it would *show him how to narrow down a topic that is very general*. It is a great way to generate ideas, and he could easily *come up with his own idea* for the essay. Second, I believe that *looking at essays* would be less likely to cause problems. If the man chooses the other option, *he accidentally stealing someone's ideas, or they might take his*. By choosing the *first* option, he can be sure that *his idea will be original*.

▶ **Guided & Sample Response 2: Second Choice** 2-10

The students are talking about *a problem the man is having with a research project*. The woman took the course *last semester*, so she *offers the man some suggestions to help him out*. She says that the man could *ask the professor to let him see some essays other students have done* or *that he could have a brainstorming session with some of his classmates*. In my opinion, the man should choose the *second* option. First, I think it would help him the most because it would *let him hear a lot of different thoughts about the topic*. It is a great way to generate ideas, and he could easily *narrow down his topic* for the essay. Second, I believe that *brainstorming* would be less likely to cause problems. If the man chooses the other option, *the professor may think he wants to cheat or borrow ideas*. By choosing the *second* option, he can be sure that *the professor will still have a good opinion of him and his essay*.

Task 6 Life Science: Mimicry

Page 49

Listening 2-11

Notes

Topic: *mimicry = animal or plant evolving to look like something else*

Detail 1: *defensive mimicry = weak animal looking like stronger animal for protection*
ex: Plain Tiger butterfly; bad taste = predators avoid

Detail 2: *another kind of mimicry helps predators attract prey*
ex: Venus flytrap looks like a flower; attracts bees and other creatures

Key Words: *defensive mechanism, weak animal, terrible taste, avoid, attract, Venus flytrap*

Professor: One way that plants and animals have adapted to their environments is through a process known as mimicry. This is when an organism has evolved to look like—or mimic—another animal or plant.

Mimicry commonly serves as a defensive mechanism and protects the creature from predators. Usually this shows up as a weak or defenseless animal mimicking a poisonous or dangerous animal. The idea is that a predator will think the prey animal is dangerous and will therefore not attack it. Defensive mimicry can be seen in butterflies. A few different species have evolved to look like the Plain Tiger butterfly. Why does this help the mimic? Well, most predators have learned to avoid the Plain Tiger because of its taste. When attacked, it releases a terrible tasting liquid. So birds and other predators don't try to eat any butterfly that could be a Plain Tiger.

But mimicry does more than provide protection from harm. Some creatures use it as a way to hide from or attract their prey. So a predator looks like a harmless or even attractive plant or animal. Think about Venus flytraps. They have these giant, ah, "mouths" that are full of sharp teeth. But when they open up, they look

like pink flowers. Bees and other animals go right into the flytrap's mouth in search of food. But instead of finding food, they become meals for the flytrap, which snaps its mouth shut and consumes the helpless creatures.

Speaking

▶ **Guided & Sample Response** 2-12

The topic of the *lecture is mimicry*. This is something that *plants and animals* have evolved over time. It is a way for them to *survive in their natural environment*. The professor explains that mimicry works in two ways. One way is *to help the organism avoid being attacked and eaten by* predators. This point is illustrated with the example of *butterflies*. According to the lecture, the butterfly known as the *Plain Tiger* is not *tasty to predators* because of *a disgusting liquid it releases when it is attacked*. Because of this, butterflies that look like the Plain Tiger *are also safe from attack*. Mimicry helps them *survive in the wild*. The other way mimicry works is to help predators *catch their prey*. This is also explained with an example: *Venus flytraps*. The Venus flytrap opens *its mouth and looks like a pink flower*, *so some creatures think it is safe to walk in in search of food*. The creature is *tricked by the mimicry*, and the *Venus flytrap has a meal*.

Chapter 2

Task 1 School Qualities You Enjoy

Page 52

Brainstorming

▶ **Critical Thinking**

Answers may vary.

1 My school has a great foreign language program with many native speakers on staff.
2 My math teacher really helps us easily understand difficult math problems.
3 interesting, challenging, team-oriented, effective

Organizing

Answers may vary.

What I Like the Most: *language learning lab*
Description: *like a computer lab, with TVs and games*
Reason Why This Is Important to Me: *helps prepare me to become a diplomat – learn various languages*

Speaking

▶ **Guided & Sample Response** 2-13

I enjoy many aspects of my school, but what I like the most is *the language learning lab*. This can best be described as *a computer lab that also has televisions, games, and other things to help students learn languages*. It is also a way for students to *have something fun to do after school*. This is important to me because it helps me to *improve my English skills and also to learn a little bit of other languages*. One of the reasons I go to school is to *prepare for my future as a diplomat*. This helps me achieve that goal by *letting me learn about various languages*. Without *the language learning lab*, my learning experience would definitely suffer.

Task 2 Ability vs. Hard Work

Page 54

Brainstorming

▶ **Critical Thinking**

Answers may vary.

1 Some people take lessons, but others teach themselves.
2 Mozart was a successful composer who taught himself to play instruments.
3 I would probably try to improve through lessons if I had no natural skill.

Organizing

Answers may vary.

My Choice: *natural ability*
Reason 1: *successful artists may have trained, but their natural ability is why they are successful*
Reason 2: *without natural talent, people will give up ex: I stopped studying the violin because I was terrible, even after taking lessons.*

Speaking

▶ **Guided & Sample Response 1: Natural Ability** 2-14

Hard work is important for any profession, but I think *natural ability is more important*. Every person is born with *some kind of ability*. Successful artists are *just normal people* who have found a *special skill that they were born with* and developed in into a career. Sure, they may have trained, but without *the ability to paint or draw, they would never be successful*. Furthermore, if someone has no natural ability, that person will probably *give up on studying his or her craft* instead of continuing it. People like to learn skills that *they are naturally good at*. For example, I tried to

learn *how to play the violin*. I was terrible even after taking lessons, so *I gave up learning the violin* and decided to practice *playing the drums* instead.

▶ **Guided & Sample Response 2: Hard Work** 2-15

When it comes to being a successful artist, I think that *hard work is the most important factor*. One way to prove this is to look at *famous artists throughout history* as an example. *One artist is Michelangelo, who was* a successful artist during *the Renaissance*. This artist may have been born with skill, but *he also spent many years studying at an art academy*. Without this training, *he may not have learned the technical aspects that allowed him to become such a great painter*. To look at a broader example, there are *training institutes* for all fields of art. These have existed for *several centuries and even millennia*. This shows that, historically, people think that artists *must learn to master the basic forms and skills*. In other words, natural ability alone cannot *lead to great success*.

Task 3 Campus Clean-up Day

Page 56

Reading

▶ **Analyzing**

1 (D)
2 These are examples that the student uses to support her opinion that the campus is dirty.
3 The writer thinks that students should organize a campus clean-up day.
4 (Answers may vary.) Students may feel that it is unfair for them to clean up the campus grounds.

Listening

2-16

The woman *disagrees* with the letter.

Reason 1: *thinks students should focus on their studies, not on cleaning the campus*

Reason 2: *says that the school should hire professionals, who can do a better job*

Key Words and Details: *opinions differ, focus, concentrate, class work, professional cleaners, cleaning crew*

M: I think this student makes a good point. The campus is filthy. I would be embarrassed to show it to potential students.

W: Yeah, I agree with her on that. The campus certainly needs to be cleaned up.

M: So are you going to sign up for a clean-up day?

W: Well, this is where our opinions differ. I want the campus to be cleaned but not by students.

M: What do you mean?

W: Our focus as students is to learn. We didn't enroll in university to do clean-up jobs. We need to concentrate on our class work.

M: Sure, but having a dirty campus doesn't help us concentrate.

W: That's right. The school definitely needs to do something about it.

M: So what do you suggest?

W: The school should hire professional cleaners to do the job. There are cleaning services that can do a great job.

M: And since they are professionals, they could do a better job than students could.

W: Exactly. I say that the university should hire a professional cleaning crew to clean up once a month.

Synthesizing

1 She agrees that the campus needs to be cleaned up.
2 She does not want to help because she feels it is not the job of students to clean the campus.
3 He offers a reason why a cleaning crew would be better than a student clean-up day.

Speaking

▶ **Guided & Sample Response** 2-17

The man and woman are talking about *a letter to the editor* that addresses the problem of *litter on a university's campus*. The letter writer is upset about *the state of cleanliness on her campus*. She points to *cigarette butts and empty soda cans* as examples of the litter that can be found on campus and argues that students *should organize a clean-up day*. The woman sees the letter and *agrees that the campus is dirty*, but she does not agree with *the suggestion in the letter*. She does not feel that students *should be responsible for cleaning the campus*. She says that a student's goal is *to focus on getting good grades and learning*, not *on cleaning up a campus*. Instead, she argues, the university should *hire a professional cleaning crew to regularly maintain the campus*. These people would *be more effective cleaners* since they are professionals, and their work would allow students to *continue to focus on education*.

Task 4 Plant Biology: Self-Defense

Page 59

Reading

▶ **Analyzing**

1 (B)

2 The passage briefly describes the problem and then defines two types of self-defense.

3 Chemicals cause injury from the inside while physical defenses inflict pain from outside the body.

4 (Answers may vary.) They have different predators, so they need different ways of surviving.

Listening

2-18

Notes

Topic: *plants that use self-defense to avoid being eaten*

Detail 1: *chemical defense = the production of chemicals that can make animals sick or injured*
ex: tobacco plant has nicotine, a kind of pesticide; animals avoid eating

Detail 2: *mechanical defense = plant's shape causes physical pain*
ex: raspberry plant – painful thorns; sharp or smooth leaves – hard to eat; coconut tree – armor around fruit

Key Words: *physical defense, tobacco, pesticide, nicotine, plant's shape, tiny thorns, armor*

Professor: You may think that plants are defenseless compared to animals. I mean, they can't run away from predators, can they? But that doesn't mean they can't defend themselves. Whereas animals typically have only physical defensive mechanisms, such as speed or sharp teeth, plants have a couple of self-defense options.

I'll explain what I mean with a very common example: the tobacco plant. Humans like to use tobacco in cigarettes, but we have another use for it: pesticides. The reason is that the chemical it produces—nicotine—can make a lot of insects and animals sick. These predators, over time, have learned not to eat tobacco plants. Even humans may become sick after ingesting nicotine.

Now, let's turn our attention to physical defenses, called mechanical defenses. How can a plant's shape deter predators? Imagine eating a raspberry plant, which is covered in tiny thorns. It would cut your mouth up and you'd never eat it again, right? Other plants grow sharp or smooth leaves that are difficult to eat. Another mechanical defense, as seen in the coconut tree, is to grow a thick, ah, "armor" around its fruit. It's extremely difficult to get through a coconut's shell to reach its fruit.

Synthesizing

1 The professor gives several examples of self-defense mechanisms in plants.

2 The examples help the students to understand what the difference between chemical and mechanical defenses is.

3 Defense is usually thought of as an animal ability, and she wants to show that not only animals can defend themselves.

Speaking

▶ **Guided & Sample Response** 2-19

The professor begins the lecture by comparing *plants and animals*. She says that, like animals, plants have evolved *different ways to defend themselves*. She explains with the first example of *the tobacco plant*. These plants have *some predators* that want to eat them. However, because of *the chemical nicotine*, predators *avoid eating tobacco plants*. They *would get sick* if they ate the plants. This example *illustrates* the concept of *chemical defense* introduced in the reading passage. The professor then brings up *mechanical defenses*. The reading passage says that this is *a physical trait that is* used by plants. One example the professor gives is of *raspberry plants*. These grow *sharp thorns on them*, which, if eaten, *can injure an animal's mouth*. Because of that, predators *do not want to eat raspberry plants*. Another example of *mechanical defense* is the *coconut tree*, which grows *a hard, protective shell* in order to protect its *fruit*. It is almost impossible for predators to *eat coconuts because they cannot break through the armor*.

Task 5 Poetry Club Membership

Page 62

Listening

2-20

The Problem: *too many people signed up for the poetry club*

Solution 1: *allow only the first ten people who signed up to join*

Solution 2: *change the location of the meetings to a local coffee shop*

M: Hey, Brenda. How's the poetry club coming along? Did you get enough people to sign up?

W: Hi, Kevin. Actually, we had too many people sign up. The space we reserved in the Literature Department's conference room only holds ten people.

M: And how many signed up?

W: Twenty people so far. So as you can see, as the club president, I'm between a rock and a hard place.

M: Now I see what you mean. Well, you might have to make a tough decision and say that only the first ten people who signed up can join.

W: That's what I'm afraid of. But I'd hate to turn people away. They would be disappointed. Plus, I think the more the merrier.

M: I'm sure no one enjoys being turned away. What about changing the location of the meetings?

W: Unfortunately, the conference room was the only space available on campus.

M: But you could go off campus, like to a coffee shop. Then you could have as many people as you want.

W: And we could enjoy coffee and tea while we read poetry, too. That's not a bad idea, but what if the coffee shop is busy one night? We'd have to cancel the meeting.

M: I'm sure you'll work something out.

Brainstorming

Answers may vary.

- **Solution 1**

  Pros: smaller and more intimate meeting; natural and fair way to accept members

  Cons: may turn away enthusiastic members; could make some people upset

- **Solution 2**

  Pros: coffee shop could be a more interesting meeting place; a larger group would mean more interaction

  Cons: the location may be too small, or it may close down; the club could bother other patrons in the cafe

Organizing

The Problem: *too many people joining the poetry club – problem of seating space*

First Solution: *let only the first ten people who signed up join the club*

Second Solution: *change the meeting location*

My Choice: (Answers may vary.) *first ten people*

Reason 1: *normal and fair policy – ex: university admissions*

Reason 2: *poetry club should be small, intimate size*

Speaking

▶ **Guided & Sample Response 1: First Choice** 2-21

The woman is the *leader of a poetry club on campus*. She is talking to the man about *her problem, which is that too many people have signed up for the club*. The poetry club reserved *a conference room that only holds ten people*, but *twenty people signed up*. The man suggests that the woman *only allow the first ten people who signed up to join* or that she *relocate the meeting place to an off-campus coffee shop*. I think that the woman should *keep the original meeting place and limit the number of members*. For one thing, I feel that *this is a normal and fair policy*. *Organizations with limited spaces regularly reject applications*. For example, *universities do not accept everyone who applies even if they qualify*. Besides, I think that *poetry clubs are naturally intimate*. *If the group were allowed to get too large*, it would *lose value*. By keeping the number of members *small*, the quality of the meetings would *be improved*.

▶ **Guided & Sample Response 2: Second Choice** 2-22

The woman is the *leader of a poetry club on campus*. She is talking to the man about *her problem, which is that too many people have signed up for the club*. The poetry club reserved *a conference room that only holds ten people*, but *twenty people signed up*. The man suggests that the woman *only allow the first ten people who signed up to join* or that she *relocate the meeting place to an off-campus coffee shop*. I think that the woman should *move the meeting to a nearby coffee shop*. For one thing, I feel that *it would be a more comfortable surrounding*. *The students could relax more and focus on the poetry*. For example, *the beverages and comfortable seats would put us all at ease*. Besides, I think that *it would make sure that the club membership stays high*. *Even if the group loses some members*, it would *still have enough people to have good meetings*. By keeping the number of members *high*, the quality of the meetings would *stay high, as well*.

Task 6 Business: Lateral Thinking

Page 65

Listening

2-23

Notes

Topic: *lateral thinking = attempting to solve problems from a different direction rather than by trying to solve them step by step*

Detail 1: *happens by using creativity and brainstorming; should make use of everyone on the staff, not only management*

Detail 2: *professor's personal story of hotel manager and broken elevator; put TV by elevator instead of fixing it*

Key Words: *problem-solving, working in steps, creativity, brainstorm, managing staff, obvious solutions, housekeeper*

Professor: As future business leaders, you're going to need some basic problem-solving strategies for when things go wrong. Logic tells you to solve problems by working in steps. You picture the desired outcome and work backward to the problem. But what if this doesn't work? You may find that none of your solutions are very attractive. That's when you need to use lateral thinking.

The term means to approach problems from a different direction. It involves using creativity to solve problems. There are different methods, but a great way is to brainstorm. And don't think you should only talk to your managing staff. Any of the employees could have an idea that leads to a brilliant solution to your problem.

Let me tell you about a friend of mine. She's a hotel manager in a small town. Guests enjoyed the hotel, but they had a common complaint: The elevator was too slow for them. Guests would wait two or sometimes three minutes for the elevator to come. The two most obvious solutions were to fix the elevator or to install a new one. Both of these options were too expensive. She simply did not have the budget to fix or replace the elevator. So she had a brainstorming session with all of her employees. One of the housekeepers had an idea: Install a television next to the elevator. It was a cheap idea and easy to test. Guess what? It worked. The guests were so busy watching television that they didn't notice their waiting time. That's a perfect example of lateral thinking.

Speaking

▶ Guided & Sample Response

2-24

The lecture is about *lateral thinking*, which is *a method that business managers can use to solve problems* when working in logical steps does not *produce a good solution*. Unlike logical thinking, lateral thinking comes from *another angle* and uses *creativity to solve problems*. The professor explains that this can be done by *having a brainstorming session with a person's staff*. He cautions that a business manager should *consult all staff members*, not *just managers*, because anybody could *have a good idea*. He tells a personal story to *drive home this point and to illustrate the concept of lateral thinking*. His friend, *a hotel manager*, had a *slow elevator* that guests *complained about*. There was no money to *replace or fix it*, so the hotel manager *consulted her staff*. A housekeeper suggested *putting a TV by the elevator to distract the guests at the hotel*. This solution reduced *guest complaints about waiting on the elevator*, and it showed how *a creative idea works better than using logical steps* to fix a problem.

Chapter 3

Task 1 The Influence of the Internet

Page 68

Brainstorming

▶ Critical Thinking

Answers may vary.

1 I can find free English lessons that help me in my formal studies.
2 There are so many opinions and perspectives on life that I can see how other people think.
3 Sometimes I waste too much time playing games or chatting online with my friends.

Organizing

Answers may vary.

The Internet's Influence on My Life: *can learn about other cultures*

Example 1 and Details: *Indian blog – learn about life in less wealthy country*

Example 2 and Details: *videos and music – drum music and dancing in West Africa*

Speaking

▶ Guided & Sample Response

2-25

The Internet has had a *strong influence on my life*. One way it has affected my life is *by letting me learn about other cultures*. *In my country, I don't meet many foreigners*. But the Internet lets me *see how others view the world*. For example, *I sometimes read a blog by a man who lives in New Delhi*. As a result, I can *see what life is like in India, where people have less money than the people in my country*. I also think that *videos and music online help me see what people in other cultures enjoy*. I recently found out about *the various kinds of drum music and dancing that people do in West Africa*. If I didn't have the Internet, *I never would have known about that style of music and dance*.

Task 2 Home vs. Movie Theater

Page 70

Brainstorming

▶ Critical Thinking

Answers may vary.

1 A movie theater has more people, less comfortable seating, better sound, and a bigger screen.

2 I think the quality of the video and the sound make a movie enjoyable. Distractions and discomfort can make it less enjoyable.

3 The last time I watched a movie was at home with my family. We did not want to spend a lot of money going out.

Organizing

Answers may vary.

My Choice: *theater*

Reason 1: *better movie experience – high-quality screen and speakers*

Reason 2: *newest films – don't have to wait for a DVD release*

Speaking

▶ Guided & Sample Response 1: At Homey

2-26

I would rather *watch movies at home than in a theater*. The main reason is that at home I can *have a better selection of snacks and drinks during the film*. This is much different from a theater. In theaters, *you can only choose what they have to offer*, but at home, I *eat and drink whatever I want*. Another reason is that watching movies at home means that *there are no distractions to ruin the movie for me*. For example, the last time I was at the theater, *there were some people laughing and talking the whole time*. This doesn't happen at home. I never have to worry about *other people bothering me*. In sum, I prefer *watching movies at home* because *I can have better snacks* and *there are no distractions*.

▶ Guided & Sample Response 2: In a Theater

2-27

I think the movie experience is better *in a theater than at home*. One way it is better is that movie theaters have *superior quality video and sound*. They spend money on the best *speakers and screens*. This lets moviegoers *feel almost like they are inside the movie*. At home, you cannot *have such a powerful movie experience*. In addition, movie theaters have *the newest movies*. I cannot watch *a movie* at home until the DVD is released. I like to *stay current with the latest films*. I can't do that if I wait for *the DVDs*. Old movies are the only choice to watch at home. So movie theaters are better because they *provide a better movie experience* and they have *the latest films*.

Task 3 Campus Coffee Shop Closing

Page 72

Reading

▶ Analyzing

1 (C)

2 It advertised, hosted events, and gave discounts.

3 The passage says that sales at the coffee shop have always been slow.

4 (Answers may vary.) A student who enjoys going to the coffee shop might be upset that their favorite location is closing.

Listening

2-28

The man *disagrees* with the decision in the announcement.

Reason 1: *believes the coffee shop could stay open if it had better lighting for students who want to study*

Reason 2: *coffee shop also needs bigger tables and more comfortable chairs to encourage students to study there*

Key Words and Details: *university's position, lighting, too dim, new seating, group discussion, do the trick*

M: What a letdown. The Scholars Café is the only place on campus where I can get a good cup of coffee.

W: I understand the university's position. There aren't enough customers.

M: But it doesn't have to be that way. They could make some changes and turn the place around.

W: What would you suggest they do?

M: Well, they want it to be a place to study, right? What place do you know that is good for studying?

W: Hmm . . . The library?

M: Right. And the library has great lighting. It's very easy to read in there. The coffee shop's lighting is too dim though.

W: So if they installed better lighting, students would be more likely to study there.

M: Exactly. And if they want to attract groups, they need new seating. The chairs are not very comfortable, and the tables are small.

W: You think they need to put in new furniture?

M: Sure. Some big, comfortable chairs for group discussion and larger tables for group study sessions would do the trick.

Synthesizing

1 He is supporting his opinion that the coffee shop does not need to close.

2 He says it is the only place on campus to get good coffee.
3 He thinks the lighting is bad and the furniture is uncomfortable and not good for group study sessions.

Speaking

▶ Guided & Sample Response

2-29

The conversation is about an announcement that *says the campus coffee shop will close due to low sales*. The student council intended the coffee shop as *a place for students to study*. However, students *are not studying there*, so *the shop will close*. The man thinks that *closing the shop* is unnecessary and that *sales would improve* if the coffee shop *were improved to make it a better study environment*. His first idea is that *the lighting should be improved*. The current lighting is *too low*, which makes it *difficult to study in*. The man says the lighting should *be like that of the library*, which is *a favorite study location*. The other idea he has is *to improve the seating*. He thinks that more *comfortable chairs and large tables for study groups* would encourage people to *study there*. Based on these ideas, the man thinks *the coffee shop does not need to be closed*.

Task 4 Education: Active Learning

Page 75

Reading

▶ Analyzing

1 (A)
2 They require student participation, such as discussion or presentations.
3 Students have better memory retention.
4 (Answers may vary.) Role-playing exercises are an example of active learning.

Listening

2-30

Notes

Topic: *how active learning can be used to improve learning experience*

Detail 1: *personal story about role-play used to learn about medieval European history*
students have various roles (peasant, landowner, king, etc.) and act out scenes from history

Detail 2: *requires a lot of work but lets you learn a topic instead of memorizing facts*
drawback = time that it takes limits the number of topics that can be taught

Key Words: *creative approach, medieval Europe, had a role, to reenact an event, actually learn, absorb the information, excellent result, requires a lot of time*

Professor: When I was a student in university, one of my professors had a creative approach to teaching history. At first, I wasn't excited to take a history class. We all know that memorizing all those dates and facts can be boring. But in this course, we took a different approach. The professor had us role-play the material that we studied. This class was on medieval Europe. Each student had a role: peasant, landowner, king, sailor, and so forth. Each month, we used the information from the textbook to reenact an event from the time period. It was great fun, and we all learned a lot of history.

Years later, I realized my professor had used active learning. Now, active learning doesn't have to be role-playing; that was just one example. No matter which technique you use, the result is always the same: Students actually learn. They don't just memorize facts but actually absorb the information. Active learning produces excellent results in all subjects. The downside, however, is that active learning requires a lot of time. Because the techniques involve more than reading and lecturing, exercises take longer to complete. Therefore, the number of topics you can cover during a semester is limited, so there is a tradeoff.

Synthesizing

1 She starts with an example to introduce the topic in a way that is easy to understand.
2 The lecture clarifies what is meant by exercises and activities that involve active learning.
3 It is a tradeoff because, even though it is effective, it limits the number of topics that can be used.

Speaking

▶ Guided & Sample Response

2-31

Active learning is the name given to *new learning methods that directly involve the students*. They differ from *traditional learning methods* in which students simply *read and listen to lectures*, and they have been shown to be more effective for *remembering information*. Active learning can be one of various methods, such as *class discussions* and *group projects*. The professor illustrates the concept by *discussing an event from her time in university*. In a *medieval European history* class, the professor decided to *make the students do role-playing*. Each student *had a part to play*. For example, some students *were peasants*, another was *king*, others were *sailors*, and so on. The students *acted out stories from history*. The professor said that the role-playing *transformed a boring history class into something interesting and exciting*. She also states that the students *learned a lot from the process*, which demonstrates *the point about effectiveness* mentioned in the reading.

Task 5 Locked out of the Dormitory

Page 78

Listening

2-32

The Problem: *locked out of dorm room and needs a paper that is inside*

Solution 1: *wait in the lobby of the dorm for one of the RAs on staff to show up*

Solution 2: *call roommate and ask him to come let him in*

W: What's wrong, Jared? You look bothered.

M: I have an important report that's due in my one o'clock class today, but I left it in my dorm room.

W: But it's only noon now. You have time to get it.

M: I accidentally left my keys in the room. I locked myself out.

W: Oh, that's too bad. Did you try asking the RA?

M: I looked everywhere, but there isn't one on duty. There's supposed to be an on-duty RA at all times, but he's nowhere to be found.

W: You could just sit in the lobby of your dorm and wait for him.

M: But what if I'm late to class because of it? Or what if he doesn't show up at all?

W: That's true. Those things could happen. Well, how about calling your roommate? He could let you in.

M: The only problem is that he has class all afternoon. He would have to run across campus to let me in and then run back to class.

W: Yes, I can see how that would burden him. It might be an inconvenience for him, and he could end up being late to class.

M: I know. He's really patient though. Maybe he would understand.

Brainstorming

Answers may vary.

- **Solution 1**

  Pros: will not bother roommate; might be faster than waiting on roommate

  Cons: could take a long time; be late to class

- **Solution 2**

  Pros: can be faster than waiting on RA; lets roommate know he can also depend on me

  Cons: could make roommate late for class; might worsen relationship

Organizing

The Problem: *man is locked out of his dorm room – needs to turn in report that is in dorm room*

First Solution: *wait for the RA*

Second Solution: *ask roommate to let him in*

My Choice: (Answers may vary.) *wait for the RA*

Reason 1: *avoid uncomfortable situation with roommate*

Reason 2: *RA might arrive before roommate – embarrassing situation*

Speaking

▶ **Guided & Sample Response 1: First Choice** 2-33

The problem described in the conversation is about *the man locking himself out of his dormitory room*. It is a problem because inside his room is *a report that he must turn in at one o'clock*. The woman suggests that he *wait in the lobby for an RA* or *call his roommate to let him in*. In a situation like this, I think it is better to *wait for the RA*. To start, although it would *possibly mean that the man would be late to class*, it is the only way that *he can maintain a peaceful relationship with his roommate*. If the man *were to bother his roommate and ask him to run across campus for him*, then *they might have an uncomfortable living environment after that*. So *waiting for the RA* is the best way to *maintain peace in his personal life*. Besides that reason, I think *the RA could end up arriving before the roommate does*. *The man probably would feel embarrassed and silly* because *then his roommate would have wasted his time*.

▶ **Guided & Sample Response 2: Second Choice** 2-34

The problem described in the conversation is about *the man locking himself out of his dorm room*. It is a problem because inside his room is *a report that he must turn in at one o'clock*. The woman suggests that he *wait in the lobby for an RA* or *call his roommate to let him in*. In a situation like this, I think it is better to *call the roommate to come let the man in*. To start, although it would *be an inconvenience for the roommate*, it is the only way that *the man could be sure to get his report on time*. If the man *waited in the lobby*, then *an RA might not ever show up, and his grades would suffer as a result*. So *calling his roommate* is the best way to *guarantee that he gets his report*. Besides that reason, I think *that roommates are there to help each other*. *The man's roommate would not mind helping* because *then he would feel comfortable asking for help in the future*.

Task 6 The Arts: Sculpture

Page 81

Listening

2-35

Notes

Topic: *two types of sculpture: subtractive and additive*

Detail 1: *subtractive sculpture = artist starts with a block and chips away pieces*
most difficult type because it requires total precision and artist cannot make a mistake

Detail 2: *additive sculpture = artist builds sculpture with clay and sets it in hard substance to make it permanent*
gives the artist more options: any pose is possible, such as arms stretching out

Key Words: *marble block, total precision, clay model, master of carving, flexible, give artists more freedom*

Professor: Looking at Michelangelo's *David*, it's hard to believe that such a detailed and beautiful sculpture started as a giant block of marble. But that's just what it was. Michelangelo chipped away at a marble block until his work was done. This is a technique of sculpting called subtractive sculpture. Subtractive sculpture is usually considered the most difficult technique to master. The artist cannot make a mistake. It requires total precision. That's why most artists start with clay. They use clay to make a model. Then, when they carve the rock, they can use the clay model to see exactly where they need to cut. Michelangelo used this technique when he carved most of his sculptures. It was not until late in his life, when he had become a master of carving, that he made sculptures without using clay models.

The other sculpture method is, as you may have guessed, additive. In additive sculpture, the artist works by adding clay until the desired look is achieved. Clay is very easy to work with. It allows the artist the chance to fix mistakes or make changes to the sculpture. After the sculpture is finished, it is set in bronze, cement, or some other strong material. Additive sculpture has several benefits. As I mentioned, it is more flexible than subtractive sculpture. It also provides more options. With subtractive sculpture, the artwork must be contained within the size of the original rock. You cannot have arms reaching out, for example. But with additive sculpture, any pose is possible. These factors give artists more freedom of expression, so most artists today practice additive sculpture.

Speaking

▸ **Guided & Sample Response** 2-36

The professor gives a lecture about *two techniques for creating sculptures*. The professor starts by explaining *subtractive sculpture*, a technique that was used by *Michelangelo*. To use this technique, the artist starts with *a block of marble* and *chips away at it with tools*. According to the professor, it is difficult *to master, and the artist must be completely accurate*. With just one mistake, *the sculpture can be ruined*. Therefore, most artists use *clay models*. These help the artists *know where they want to chip away at the rock*. The professor then describes *additive sculpture*, which differs from *subtractive sculpture* in that it is easier to do. The artist begins with *some clay* and adds *more and more clay until the sculpture is how the artist wants it*. Once the artist *is happy with the design*, he or she finishes the sculpture with *a hard material, such as cement or bronze*. Most artists *prefer to use additive sculpture* because it *is more forgiving of mistakes* and it *gives them more options for poses and shapes*.

Chapter 4

Task 1 Social or Political Event

Page 84

Brainstorming

▸ **Critical Thinking**

Answers may vary.

1 Protests are important political events in my country. People meet in the streets, hold signs, and chant slogans.
2 They are important because they can lead to political and social changes.
3 A couple of years ago, people protested a trade act, and it caused the government to make changes to the deal before agreeing to it.

Organizing

Answers may vary.

Important Event: *World Cup*

Description of the Event: *people filled the streets to support our country's team*

Details: *promotes togetherness – in 2006, the crowd watched the game in peace, no fighting, felt pride*

Speaking

▶ **Guided & Sample Response** 2-37

One of the most important events in my country is *the World Cup*. This is an important event for everyone. During this event, people *crowd around televisions to cheer on our country's team*. They gather *at public places* and *in the streets and watch the games on big-screen TVs while cheering, eating, and laughing*. Basically, it's a time for people to *get together and support our country*. This is an important event in my country primarily because *it promotes a feeling of togetherness*. It gives us the chance to *stand together as one in support of a common goal*. Without an event like this, *we might forget that we are all on the same team*. For these reasons, I consider *the World Cup* to be an important event in my country.

Task 2 Preferred Study Environment

Page 86

Brainstorming

▶ **Critical Thinking**

Answers may vary.

1 Music hurts my concentration because I get distracted and pay attention to the music.
2 Yes, any kind of noise, such as shouting or construction work, can hurt my concentration.
3 One cannot study effectively if one is uncomfortable.

Organizing

Answers may vary.

My Choice: *with music*
Reason 1: *better concentration – not distracted by my thoughts or daydreaming*
Reason 2: *improves endurance – helps me not get antsy*

Speaking

▶ **Guided & Sample Response 1: Quiet** 2-38

When I study, I like *to have complete silence*. In my experience, listening to music while studying can *make me focus on the music too much*. My studying is *not as effective* because of my lower level of concentration. Because of this, listening to music while studying *can lead to lower grades*, which is something that *I definitely want to avoid*. I have tried to *listen to music when studying* in the past. I listened to *jazz* music and even *classical music*, which my teacher recommended. My test scores *ended up being lower than normal*. Since that time, I decided *to study in total silence*. As a result, my grades *have risen back to their normal levels*.

▶ **Guided & Sample Response 2: With Music** 2-39

I'm the kind of person that likes *to listen to music all the time*. When I study, *I do not change my behavior*. I listen to music when I study first because it *helps me to concentrate better on my studies*. When the room is quiet, my thoughts *begin to fill my head, and I get distracted by daydreaming*. But with music on, I can *keep my mind active with the beat and melodies*. My thoughts no longer *distract me*. And music does more than that. It also helps me *to study for longer periods at a time*. If there is no music, then *I will get antsy and want to leave at any time*. So music not only *improves my concentration*, but it also *gives me more stamina for studying* as well.

Task 3 Extended Cafeteria Hours

Page 88

Reading

▶ **Analyzing**

1 (C)
2 The cafeteria will be open an additional 26 hours (four extra hours Mon. – Sat., two extra hours Sun.).
3 The hours have changed so that students can have more time to study at the cafeteria.
4 (Answers may vary.) Students might decide to have group study sessions since the cafeteria has large tables and snacks.

Listening

2-40

The man feels *happy* about the announcement.
Reason 1: *is usually hungry and has to eat junk food after studying; now can eat fruit or sandwiches after study groups meet*
Reason 2: *can also study later because his roommate goes to bed early*
Key Words and Details: *helpful, finals week, study groups, time for dinner, junk food, roommate, self-study*

W: Look at this. They didn't change the cafeteria hours last semester. It must be a new thing.
M: I guess so. I'm going to find it very helpful, though.
W: Why so? Do you like to eat late at night?
M: Not particularly. But during finals week, my schedule is going to be a mess.
W: Do you plan on studying a lot?
M: Oh, yes. I'll have two study groups that will meet every evening. The last one finishes at 10 p.m. when the library closes.

W: Gosh. So you won't have any time for dinner before that.

M: Last semester, I was starving after my group study sessions. I had to eat junk food. Now I can have some fruit or a sandwich while I study.

W: It seems that this will be better for your health.

M: And it gives me a place to continue studying late at night. My roommate goes to bed early, so I can use the cafeteria.

W: It does have big tables, and it will probably be quiet there late at night.

M: It'll be the perfect place to do some studying before bed.

Synthesizing

1 He says it will be better for his health because he won't have to eat junk food.

2 He mentions this because he says that he can study longer since the cafeteria will be open late.

3 There are big tables, and it is probably quiet late at night.

Speaking

▸ **Guided & Sample Response** 2-41

The students are discussing the announcement, which states that *the cafeteria will be extending its hours*. The change is being made because *students need a place to study late at night*. After the change, students will be able to *have some healthy snacks and a quiet place to study*. The man feels *good about the change* because he plans to *study a lot* during finals week. He says that he will *go to the cafeteria* after he meets with his study group. This is good because he can *have some healthy food* instead of eating *junk food*. Usually, he eats *unhealthy food during finals week*. So this is good for *his health*. His other reason is that he can *stay up late studying* in the cafeteria. His roommate *goes to bed early*, and the cafeteria is *quiet and has big tables*, which makes it a good place *to study after the library closes*.

Task 4 Life Science: Commensalism

Page 91

Reading

▸ **Analyzing**

1 (D)

2 The host animal provides a benefit to another creature but is not affected at all.

3 Because even a small change to the host animal means that the relationship is not commensalism.

4 (Answers may vary.) I grew up around cows, and they have birds that stand on them.

Listening

2-42

Notes

Topic: *examples of commensalism*

Detail 1: *egrets stand on cows' backs and eat the bugs that the cows bring up from the ground*

Detail 2: *barnacles attach to a whale or coral reef and gather leftover food that comes near them*

Key Words: *cattle fields, hang around, classic example, underground insects, shell, underside, leftovers*

Professor: The last type of relationship I'd like to talk about today is called commensalism. You've probably not heard this word and for good reason: Parasitism and mutualism are much more common. In a commensal relationship, one organism benefits while the other is not affected.

Even though we live in the city, I'm sure most of us have driven by cattle fields. Have you ever noticed the birds that hang around the cows and sometimes even stand on the cows' backs? Those birds are called egrets, and they are a classic example of commensalism. When cattle walk around the grass in a field, underground insects come up to the top. Since egrets eat insects, it's like shooting fish in a barrel for them.

Barnacles are another animal that benefits from commensal relationships. For those who don't know, barnacles are little creatures that live in shells, sort of like crabs or lobsters. But most barnacles never leave their shells. They attach their shells to a hard surface, such as the underside of a whale or a coral reef. The creature they are attached to attracts food, and the barnacle uses its legs to bring leftovers into its shell. The host organism neither benefits nor suffers from this.

Synthesizing

1 It is uncommon because any benefit or injury changes the type of relationship.

2 Egrets eat insects that come out of the ground around cows, but they do not affect the cows.

3 Barnacles attach to a hard surface and eat leftover food that comes nearby.

Speaking

▸ **Guided & Sample Response** 2-43

The professor speaks about *two relationships that demonstrate commensalism*. The first relationship, *between cows and egrets*, happens when *egrets stand on*

the cows' backs. The cows move around, which makes insects come up out of the ground. Egrets can then easily eat the insects as meals. Cows, on the other hand, do not eat insects, so they are not hurt by this. The other relationship is between barnacles and other animals such as whales. Whales are large and broad, so the barnacles attach themselves to the whales' undersides. The host animal brings food near the barnacle, so the barnacle has an easier time because of it. These two relationships demonstrate that, sometimes, two animals can get along in a way that helps one but does not affect the other. This is different from mutualism and parasitism and can be hard to prove since any effect at all means that the relationship is not commensal.

Task 5 Broken Computer

Page 94

Listening

2-44

The Problem: *computer starts but doesn't load properly*

Solution 1: *take the computer to a repair shop and let someone there fix the problem*

Solution 2: *purchase a new computer*

M: Lauren, can I get your advice about something?

W: Sure. What's going on?

M: Well, I know that you're a computer whiz. I've got a problem with mine: It starts up, but it never finishes loading.

W: Uh-oh. It sounds like a serious hardware issue.

M: That's what I was afraid of. I really need my computer for school. What do you think I should do?

W: You know, there is a computer repair shop near campus. You could take it there and have it fixed.

M: That's a good idea. Do you think it will work?

W: I can't say. I heard that the prices there are good. But there isn't a guarantee that the same problem won't crop up again later.

M: Yeah, and if this happens near the end of the semester, I'll really be in trouble.

W: You could buy a new computer. The university made a deal with some companies. They offer up to 20% discounts for students.

M: That's true. I could get a good deal that way. But I was trying to save money for a road trip to Canada with Bill this summer.

W: And if you blow your savings on a computer, you won't be able to go. Yes, it is a difficult decision.

Brainstorming

Answers may vary.

- **Solution 1**

  Pros: save money by replacing broken part; easier than picking out a new computer

  Cons: problem may happen again; still have an old computer

- **Solution 2**

  Pros: will have a good computer that lasts many years; can get a good deal with a student discount

  Cons: costs more money; choosing a computer takes time and research

Organizing

The Problem: *computer is broken*

First Solution: *pay to have the computer repaired*

Second Solution: *buy a new computer*

My Choice: (Answers may vary.) *new computer*

Reason 1: *can have new technology that will last many years*

Reason 2: *will have a better computer for the rest of college career*

Speaking

▶ **Guided & Sample Response 1:**
First Choice

2-45

The man explains that his problem is that his computer starts up but does not load, so there is probably a hardware problem. The woman suggests that he either take the computer to a repair shop or purchase a new computer. In my opinion, the man should choose to have the computer fixed. The main reason for my choice is that it would be a lot cheaper than buying a new computer. By choosing to get the computer repaired, the man would be able to save money for other things, such as going on a trip with his friend. So it is a much wiser financial decision. Second, I think that fixing the computer would help the man to save time because choosing a new computer requires research and shopping. As a student, the man probably stays very busy with studying and doing projects, so it would be much better if he could save time by simply having the computer fixed.

▶ **Guided & Sample Response 2:**
Second Choice

2-46

The man explains that his problem is that his computer starts up but does not load, so there is probably a hardware problem. The woman suggests that he either take the computer to a repair shop or purchase a new computer. In my opinion, the man should buy a new computer. The main reason for my choice is that a new computer will last for many years. By choosing to

buy a new computer, the man would be able to have a new computer with the latest technology. So it is a more beneficial decision. Second, I think that buying a new computer would help the man do his projects and assignments better throughout his time at university. As a student, the man probably has many different tasks that require a computer, so it would be much better if he could have a fast, reliable computer instead of an old one.

Task 6 Social Psychology: Influence

Page 97

Listening

2-47

Notes

Topic: *two types of social influence: informative and normative*

Detail 1: *informative social influence = you are influenced by others because you don't know what to do*

helps to make decisions in ambiguous situations, such as when driving and no one knows where to go

Detail 2: *normative social influence = you make a decision or change an opinion in order to fit in with a group*

creates group unity, such as after a movie when everyone has the same opinion about the movie

Key Words: *part of a group, ambiguous situation, look to others, keep going straight, trust others, social lives, fit in, group unity*

Professor: Humans are social creatures. Yes, we have free will, but we also have a natural need to be a part of a group. We can see this in the way that others influence our actions and opinions. There are two main types of social influence: informative and normative.

Informative social influence happens when there is a crisis or an ambiguous situation. People might look to others for direction in how to act or what to think. Say that you're driving in a car with a few of your friends. No one knows exactly where to go. You think you should turn left, so you put on your left turn signal. One of your friends says, "I think we should keep going straight." The other two friends agree, so you cancel your turn and continue forward. No one is really sure what to do in that situation, so they are more likely to trust others even if the others may be wrong.

Now, ah . . . let's look at the other type of social influence. Normative influence shapes most aspects of our social lives. You see, there is a tendency in humans to want to sort of, uh, fit in. We don't want to be seen as the one who is different or strange. We see this a lot with people's opinions of movies. A few friends go to a movie and afterward have the same opinion about it. Even if one person initially disliked the movie, if that person's friends say they liked it, the other person will conform to the group's opinion to promote group unity.

Speaking

▶ **Guided & Sample Response** 2-48

The professor is explaining two types of social influence, or ways that people help decide their own opinions and decisions. The first type is called informative social influence. This can be seen when a situation is unclear. There is no sure answer about what to do, so people rely on the others around them to help them make a decision. The professor explains this with the example of driving in a car. No one is sure of where to go, but when you begin to make a turn, your friend says you should turn the other way. You listen to your friend because you don't know what else to do. The other kind of social influence is normative. The purpose of this is to feel like you fit in with the rest of a group by agreeing with their opinions. This is illustrated by friends who go to a movie. After the movie, the friends talk about it. One person may have thought the movie was boring, but that person will say that he or she liked it if his or her friends disagree.

Chapter 5

Task 1 Spending Time with Someone

Page 100

Brainstorming

▶ **Critical Thinking**

Answers may vary.

1 I always call Mingyoung, who is my best friend.
2 She and I are both fans of comic books, and we love to read them together and discuss them.
3 She has interesting ideas about the stories we read, and she is fun to talk with.

Organizing

Answers may vary.

The Person I Enjoy Spending Time With: *my best friend, Adam*

Description of the Person: *same class at school, shares interests (soccer, funny movies, comics), easygoing and funny*

Reason: *never fight, always have good time; ex: felt bad at arcade, but Adam cheered me up*

Speaking

▶ **Guided & Sample Response** 2-49

Someone I enjoy *spending time with* is my *best friend, Adam*. He is *in most of my classes at school*. One thing I like about him is *he shares the same interests as me: soccer, funny movies, and comics*. He always *wants to do things that I love doing*. Another aspect of *Adam that I like* is that he *is very easygoing and funny, like me*. Therefore, our personalities are *a great match*. His personality means that we *never fight*. We can have good times together and *cheer each other up*. To show what I mean, one time we went to *a video game arcade*. When we were there, *he kept winning at all of the games*. I felt *bad about losing*, but *Adam* helped me laugh about it and see the situation differently.

Task 2 Rental Car vs. Public Transit

Page 102

Brainstorming

▶ **Critical Thinking**

Answers may vary.

1 I think learning to drive in another country would be more difficult.
2 Renting a car would give you more freedom, but public transportation would be much easier and less stressful.
3 A car could break down or you could get lost, but public transportation might not go where you want to go, and it could be confusing to understand.

Organizing

Answers may vary.

My Choice: *Rent a car*
Reason 1: *more freedom to go anywhere*
Reason 2: *personal story: trip to France, saw beautiful country inns and found great rural locations*

Speaking

▶ **Guided & Sample Response 1: Rental Car** 2-50

I think that *it is better to rent a car than to rely on public transportation* when traveling abroad. Having a car is better because *of the extra mobility that a car allows when you're traveling*. With public transportation, *you are limited in the areas you can visit*, but with a car, *you can go anywhere*. This improves the quality of your trip. For example, my family went *to France last summer*. Instead of taking buses while we were in the country, we decided *to rent a car*. Thanks to that, we *were able to explore the countryside*. During the entire trip, we *stayed at beautiful country inns and found great rural locations*. Because we *rented a car*, we had an amazing vacation.

▶ **Guided & Sample Response 2: Public Transportation** 2-51

When *traveling abroad*, it is always the best policy to *travel by public transportation*. I say this for a couple of reasons. First, public transportation is *much more reliable than renting a car*. You can *always be sure that you are near a bus or subway station, so you will never get lost*. Compared to renting a car in a foreign country, public transportation *greatly reduces the chance that you will get into trouble*. In my opinion, this makes the vacation more *relaxing*. Another reason is that public transportation *lets you easily go to tourist spots*. If I rented a car, then *I would have to learn directions and find a place to park*. But riding the bus or subway means *I can easily get to my destination*.

Task 3 New Literature Major Requirements

Page 104

Reading

▶ **Analyzing**

1 (D)
2 Students meet with an advisor who helps them choose a topic, conduct research, and write.
3 A committee reads the thesis, and the student must defend it.
4 (Answers may vary.) Literature majors could become better writers because of the thesis.

Listening

2-52

The man feels *happy* about the announcement.
Reason 1: *can help him identify his weaknesses by the advisor showing him where he needs to change*
Reason 2: *gives one-on-one interaction with a professor*
Key Words and Details: *professional writer, develop my skills, grow stronger, one-on-one interaction, private time*

W: You're a Lit major, aren't you? Did you see this announcement?
M: Yeah, I got an email about it. Pretty neat, huh?
W: I thought you would be upset about it. That's going to be a lot of extra work. Writing a thesis is no joke.
M: That's true. It's going to be a lot of work. But I'm a Lit major. I hope to become a professional writer. A project like this will help me develop my skills.
W: What do you mean?

M: When you write a thesis, your advisor shows you things that you need to change. That will help me identify my weaknesses.

W: I see. So you'll grow stronger as a writer.

M: Most likely. And not only that, but think about how great this will be: one-on-one interaction with a professor.

W: It is not so common in undergraduate school.

M: Yep. I don't often get to talk directly to my professors. But with the thesis program, I'll have lots of private time to discuss things. I'll learn so much more this way than I would in a class.

W: It sounds like you've got it all worked out.

Synthesizing

1 He will have to write a thesis since he is a Literature major.

2 He says that he will grow as a writer by having one-on-one mentoring from a professor.

3 He thinks it is beneficial to students, and it is uncommon in undergraduate programs.

Speaking

▶ **Guided & Sample Response** 2-53

The announcement states that *students who are majoring in Literature will be required to write a senior thesis before they can graduate*. After writing it, the thesis must be *defended by the student in front of a committee*. Literature students cannot graduate unless *they successfully complete this assignment*. The man reacts *positively* to the announcement. He thinks that, overall, it will *help him grow stronger as a writer*. The first reason he gives for his opinion is *that the thesis advisor can show him how to improve his writing*. He wants to become a professional writer, and the thesis will help him *identify his weaknesses*. In that way, he can improve *his chances of becoming a successful writer*. The other reason he gives is that *he will learn more because of the assignment*. He believes this is true because *he will get one-on-one interaction with a professor*. As a result, he will learn *more than by just attending class*.

Task 4 Human Biology: The Immune System

Page 107

Reading

▶ **Analyzing**

1 (B)

2 The immune system keeps us healthy and has enabled humans to survive.

3 It alerts us of problems and sometimes takes direct action.

4 (Answers may vary.) The immune system alerts us through things like coughing, scratching, or sneezing.

Listening

2-54

Notes

Topic: *ways the immune system protects our bodies*

Detail 1: *white blood cells are produced when bacteria enter our bodies*
illustrated by red spots on skin or swelling

Detail 2: *The body may try to kick out the invaders.*
Illustrated by sneezing

Key Words: *parasites, white blood cells, invading bacteria, red spot, swell up, kick them out, harmful microorganisms*

Professor: Our bodies are constantly under attack by bacteria and other microorganisms that want to live inside us. Many of these organisms are parasites, meaning that they benefit from hurting us. Not a very good situation for us, right? And that's why our bodies have developed an immune system. It keeps us healthy—or tries anyway.

One way that the immune system works is with white blood cells. These cells attack the bacteria that enter our bodies. They quickly reproduce when there is a problem. Then they travel to the area where the invading bacteria are. You can easily tell when this is happening. You'll see a red spot on your skin. The area may even swell up. The reason is that the blood is concentrating in one area to fight the bacteria.

The immune system has another trick. Instead of fighting the invaders, it tries to kick them right out. You've probably guessed by now what I'm talking about, which is sneezing. Maybe you've wondered why we sneeze. Now you know. It's your body's way of expelling harmful microorganisms.

Synthesizing

1 The professor explains two ways that the immune system works.

2 She talks about red spots and swelling on the skin and about sneezing.

3 Visual changes, such as red spots and swelling, demonstrate alerts.

Speaking

▶ **Guided & Sample Response** 2-55

The professor begins with a brief introduction to *the topic of the immune system*. As explained in the reading, the

immune system is *a network of cells, tissues, and organs* that protect the body from *harmful bacteria*. The professor mentions that the bacteria are *parasites*, so the body wants to *take care of them quickly*. She clarifies the topic by giving *two examples of how the immune system works*. The first example, of *white blood cells*, demonstrates how the body *immediately attacks invading bacteria*. The immune system produces *white blood cells*, which *rush to the area of infection*. We can observe this happening when *we see a red spot on our skin*. The second example, *sneezing*, shows that the immune system may attempt to *kick out the bacteria instead of attacking them*. When the immune system *detects a threat*, it may *trigger a sneeze*, which will hopefully *expel the bacteria from the body*.

Task 5 No Ride Home

Page 110

Listening

2-56

The Problem: *usually rides home in the evening with roommate, but today roommate is going home early; woman needs to do some research for a report*

Solution 1: *she could ride the bus, but she is not familiar with the costs or the schedule*

Solution 2: *she could work quickly and photocopy the material so that she can ride home with her friend, but she might forget some things because she's in a hurry*

W: I don't know what I'm going to do. I have a report that's due tomorrow, and I need to do some research for it in the library. I usually ride home with my roommate in the evening, but she has to leave early today.

M: What time is she leaving?

W: At three o'clock. She didn't tell me about it until last night, so I couldn't plan accordingly. Now I have tons of research to do and much less time to do it in.

M: It sounds like you're in a predicament. Well, I live on campus, so I can't be sure, but I think there's a bus system that could take you to your apartment.

W: Yes, I've heard of it before. The trouble is that I have never ridden the bus before. I have no idea when it leaves, where it stops, how much it costs, or anything.

M: Yeah, it can be confusing. Then why don't you do your research quickly? If you focus, you might be able to finish by three o'clock.

W: It's a possibility. I could photocopy the reference books that I need and write the rough draft at home instead of in the library. But I'll be in trouble if I forget something because of being in a rush.

M: You've got a tough choice.

Brainstorming

Answers may vary.

- **Solution 1**

  Pros: have more time to study; can learn the bus route for future use

  Cons: might get confused and have no ride home; stressful

- **Solution 2**

  Pros: can be sure to have a ride home; work in a more comfortable environment (home)

  Cons: might forget important material; have to be in a rush

Organizing

The Problem: *roommate leaving early, needs to finish research for report*

First Solution: *take the bus home*

Second Solution: *finish quickly and leave early with roommate*

My Choice: (Answers may vary.) *take the bus*

Reason 1: *more time to study*

Reason 2: *can learn the bus system and use again in future*

Speaking

▶ **Guided & Sample Response 1: First Choice** 2-57

The woman's problem is that *she needs to finish a report and her roommate usually gives her a ride home*. Since her roommate is leaving early, *the woman might be left without a ride home*. The man suggests that she *take the bus home* or *hurry up with her research*. Both solutions have some problems, but I would choose to *ride the bus home*. I think it's a better solution. The first reason is that *riding the bus gives me more flexibility*. By doing this, I would be able to *take my time doing my research and be sure to do a thorough job*. Next, it's a better solution for me since *I would know the bus system and be able to use it again in the future*. Some people may prefer to *wait around for others to give them a ride*, but since I can *now easily be independent by knowing the bus route*, I would end up in a better position.

▶ **Guided & Sample Response 2: Second Choice** 2-58

The woman's problem is that *she needs to finish a report and her roommate usually gives her a ride home*. Since her roommate is leaving early, *the woman might be left without a ride home*. The man suggests that she *take the bus home* or *hurry up with her research*. Both solutions have some problems, but I would choose to *quickly finish my research and ride with my roommate*. I think it's a better solution. The first reason is that *it would force me to work quickly and efficiently*. By doing this, I would be able to *save time in the long run because I did all my research fast instead of taking my time*. Next, it's a better solution for me since *it would give me all afternoon and evening to write the report from home*. Some people may prefer to *write in a library or computer lab*, but since I can *easily produce better writing from the comfort of my home*, I would end up in a better position.

Task 6 Animal Science: Cooperative Hunting

Page 113

Listening

2-59

Notes

Topic: *cooperative hunting = animals working together to hunt*

Detail 1: *pack hunting = animals of the same species hunting together*
ex: wild dogs work together in groups to take down larger prey

Detail 2: *complementary hunting = different species hunting together*
ex: grouper fish and moray eel – each animal scares the prey toward the other in a rock or in the open water

Key Words: *technique, at least nine dogs, group of prey, larger animals, different hunting styles, open waters, hide*

Professor: In the never-ending search for food, animals have evolved a great number of strategies. Many creatures hunt for food. While some species hunt alone, others have found success by hunting in groups. They sometimes even hunt alongside animals of another species.

The most basic and easiest-to-observe cooperative hunting technique is "pack hunting." Wild dogs have become experts at pack hunting. They gather together in a group of at least nine dogs and search for prey. They roam the fields until they find a group of prey. After the prey animals realize the danger, they run away. The wild dogs chase after the slowest prey animal and work together to take it down. Pack hunting is advantageous because it allows the takedown of larger animals. On its own, a wild dog could only take down small prey, which usually runs faster than large prey. Large prey animals are slower, but a lone dog cannot take one down.

Another type of cooperative hunting involves different species working together to increase their hunting success. We call it "complementary hunting" because two species with different hunting styles work together to catch prey. The ocean offers an interesting example of this. Two species—the grouper fish and the moray eel—cooperate to catch food. Groupers hunt in the open waters while moray eels hide between rocks and coral reefs. A grouper working with a moray eel may chase its prey into the eel's hiding place, where the eel catches its next meal. Likewise, an eel may scare its prey out of the rocks and into the open water, where the predatory grouper is waiting with its mouth open.

Speaking

▶ **Guided & Sample Response** 2-60

The professor is explaining *cooperative hunting*. Put simply, this is when *two or more animals work together to hunt*. There are two basic types of *cooperative hunting*. The first is *pack hunting*. The professor explains it by *talking about groups of wild dogs*. Whenever wild dogs *go out in search of prey*, they *travel in groups of nine or more*. This provides them benefits because *they are able to take down much larger prey than they could alone*. So cooperative hunting improves *the wild dogs' chances of survival*. The second type is *called "complementary hunting."* This is when two animals of *different species and hunting styles work together*. The professor discusses *the grouper fish* and *the moray eel* to demonstrate this kind of hunting. The grouper fish *chases prey in the open water toward the moray eel, which is hiding in rocks or coral reefs*. Other times, the moray eel *scares prey out into the open water, where the grouper fish is waiting*. Both animals benefit because *they have greater hunting success*.

Chapter 6

Task 1 Favorite Shopping Place

Page 116

Brainstorming

▶ **Critical Thinking**

Answers may vary.

1 I should mention the location, size, decorations, and anything noteworthy or unique.

2 I like to use my money to take my friends out to eat.
3 Big discount stores have great selections at cheap prices that students can afford.

Organizing

Answers may vary.

Favorite Place to Go Shopping: *Dongdaemun Market*
Description of the Place: *large indoor/outdoor market in Seoul; thousands of stores*
Reason You Enjoy It: *cheap prices and big selection*

Speaking

▶ **Guided & Sample Response** 2-61

For someone like me, the best *place to go shopping is the Dongdaemun Market*. This is an *indoor/outdoor market* that is located *in my hometown, Seoul*. It *is an enormous market that I could walk around in for hours at a time*. It has *thousands of shops that sell everything you can imagine*, and it is always *a fun place to shop*. When you go there, you are sure to see *something new and different*. *Dongdaemun Market* is the ideal place for me to shop when *I don't have much money*. Nevertheless, *there is so much to choose from, and you can buy all kinds of cute clothes and accessories at cheap prices*. I go there with friends or alone, and we *always have a good time*.

Task 2 University: Hometown vs. Out of Town

Page 118

Brainstorming

▶ **Critical Thinking**

Answers may vary.

1 It can be difficult because you don't have any friends and don't know the area.
2 Staying in my hometown means I can be near my friends and family and feel more comfortable.
3 Going away would help me grow as a person and challenge myself while staying at home would probably let me focus more on my studies.

Organizing

Answers may vary.

My Choice: *stay in hometown*
Reason 1: *save time and money by staying with parents – not waste time on laundry or cooking*
Reason 2: *have social network already – not have to meet new people*

Speaking

▶ **Guided & Sample Response 1: Hometown** 2-62

When I go to university, I would like to *stay in my hometown*. While moving away may be adventurous, I think staying home *would better allow me to achieve my goals*. As a practical person, staying in my hometown would allow me to *stay with my parents and save time and money*. Because I would not have to *do laundry or cook meals*, I would have more *free time to do other things*. For example, I could *spend more time studying*. In addition to that, moving away would *give me extra stress from loneliness*. That stress does not *exist whenever I am in my hometown*. I can *spend time with my friends and family* and not worry about *trying to go out and meet new people*. That way, I could focus more on *my studies*.

▶ **Guided & Sample Response 2: Another City** 2-63

I believe that *going to another city* would *be the better choice for me*. Therefore, I would not stay *in my hometown*. I know someone who stayed *in our hometown for university*. I noticed that she *did not change at all as a person*. This leads me to think that moving away *is a challenge that tests your strengths and weaknesses*. This would help me to grow as a person because *I would need to adapt to the new city and living environment*. Besides that, moving away would give me the opportunity to *meet lots of new people*. One of my goals in university will be *to create a larger social network*. If I stay at home, I cannot *do this* because *everyone knows me and I already have a reputation*.

Task 3 Healthy Food Options

Page 120

Reading

▶ **Analyzing**

1 (A)
2 She considers herself someone who is concerned with being healthy.
3 They are examples of some of the foods that the student would like to see in the convenience stores.
4 (Answers may vary.) Some students may prefer to eat hotdogs or candy bars to fruit and salad.

Listening

2-64

The woman *agrees* with the letter.

Reason 1: *does not have much time between classes and wants to study instead of using her time to go to the cafeteria*

Reason 2: *selling junk food sets a bad example for students and encourages unhealthy diets*

Key Words and Details: *junk food, busy schedule, one-hour break, quick options, busy schedule, message, responsible eating*

W: I couldn't agree more about this letter. Have you ever been in the convenience stores on campus? They have nothing but junk food.

M: True, but you don't have to eat there. The cafeteria serves healthy meals every day.

W: But I don't always have time to go to the cafeteria. I only have a one-hour break between classes.

M: That's enough time to go to the cafeteria.

W: Yes, but I'd rather spend that time studying. I only have time to grab a snack from the store.

M: You make a good point. People need quick options because of their busy schedules.

W: And besides that, look at the example it sets. The university is promoting junk food to students. What kind of message does that send?

M: That the university doesn't believe in healthy eating.

W: Exactly. These days, everyone knows how important your diet is. I expect the university to promote responsible eating.

M: And hotdogs and candy bars are hardly healthy. I think you're right. The university should provide healthier options.

Synthesizing

1 She personalizes the ideas by saying how the junk food selection affects her negatively.

2 She can't go to the cafeteria because she would rather use her free time to study.

3 Part of a university's role is to encourage students to eat healthy foods.

Speaking

▸ Guided & Sample Response

2-65

The woman is expressing her opinion about *a letter to the school newspaper*. In the letter, a student says *that the campus convenience stores should offer healthier food choices*. The current options on campus are *mostly junk food, such as hotdogs and candy bars*. The woman *agrees* with this for two reasons. First, she says that *she would like to have healthier snacks between classes*. She explains that her schedule *only allows one-hour breaks*. Therefore, she does not have time *to go to the cafeteria for a healthy meal*. Second, she explains that a university *needs to promote healthy eating to its students*. The food options available now promote *unhealthy diets*, which the woman thinks *is irresponsible*. By selling healthier options, *she would have a better selection of foods to eat between classes, and students would be encouraged to eat healthy foods*. Therefore, she thinks the letter *delivers a message she can agree with*.

Task 4 Economics: Opportunity Cost

Page 123

Reading

▸ Analyzing

1 Ⓒ

2 Accounting cannot track a purchase that is not made. It can only track actual purchases.

3 The resources used for funding cannot be used for anything else.

4 (Answers may vary.) You must decide which option will benefit you the most.

Listening

2-66

Notes

Topic: *real example of opportunity cost at the university*

Detail 1: *example of a decision the university had to make*

two choices: library for the Engineering Department, swimming pool

Detail 2: *university built swimming pool*

opportunity cost = improved engineering program, new students

Key Words: *new facility, engineering, swimming pool, real world, nonmonetary, attract students,*

Professor: I know that most of you in this class are freshmen, but let me tell you about a decision that was made here at City University before you arrived. Several years ago, the university wanted to use some funds to build a new facility for students. However, there was only enough money for one facility. A decision had to be made. The two best choices were a library for the Engineering Department and a swimming pool. Ultimately, the decision was made to build the swimming pool.

Why do I tell you this story? I want you to understand how opportunity cost works in the real world. The cost of the new pool was just over one million dollars, but what about the nonmonetary cost of building the pool instead of the library? With a new library, the Engineering Department would have had easy access

to more books. That may have improved the engineering program, which may have attracted more students to the university. By building the swimming pool, the university gave up the potential benefits of the library. So the pool had a monetary cost—one million dollars—and an opportunity cost—the missed benefits of a new library.

Synthesizing

1 The university had funds for only one facility. Each option meant giving up some benefits to gain other benefits. The missed benefits are opportunity cost.

2 The nonmonetary costs are the loss of a better engineering program and the loss of attracting new students.

3 The pool cost one million dollars and the missed benefits of the library.

Speaking

▶ **Guided & Sample Response** 2-67

The professor uses the lecture to tell the students *a short story that explains the concept of opportunity cost*. As defined by the reading, opportunity cost is *the value of a choice that is passed up when you choose something else*. It is different from monetary cost because *no money is actually spent on the possible choice*. The professor gives an example of *the university's spending choice* to explain this concept further. She explains that the university had to choose between *building a new library for the Engineering Department* and *building a new swimming pool*. Because the university chose to *build the swimming pool*, it gave up *the possible advantages* of a new library, such as *an improved engineering program* and *more students applying to the university*. These advantages that were missed by the university *form the opportunity cost of the decision*.

Task 5 Lead Actor Sick

Page 126

Listening

2-68

The Problem: *the play is tonight, but the lead actor is too ill to perform*

Solution 1: *backup actor take the place of lead actor*

Solution 2: *give some medicine to the actor and ask him to perform*

M: So it's the big day. Are you excited about the play tonight?

W: Actually, I just got a text message from our director. He said that our lead actor is terribly sick. He came down with the flu last night.

M: Gosh, I'm sorry to hear that. What are you going to do?

W: I haven't made a plan yet. All I know is that the play is sold out and the show must go on.

M: Well, most plays have a backup actor who learns the lines for situations like this. Did your director assign someone to do this?

W: We do have someone, but he honestly isn't a very good actor. If we use him, he might forget his lines and ruin the play.

M: Hmm . . . What about asking the lead actor to perform even though he's sick? I know it's not an ideal choice, but it could work.

W: I've thought about that. He can get some medicine from the doctor, but it could go badly. What if the medicine weakens his performance?

M: That's true. Medicine sometimes has side effects. I'm not sure what I would do if I were you.

Brainstorming

Answers may vary.

- **Solution 1**

  Pros: new actor may be surprisingly good; won't bother the lead actor

  Cons: people might not enjoy performance; backup actor could forget lines or make mistakes

- **Solution 2**

  Pros: play would probably go better; play might get better reviews

  Cons: actor could end up being sicker; performance may be worse due to actor being sick

Organizing

The Problem: *lead actor is sick on opening night*

First Solution: *let the backup actor perform*

Second Solution: *ask the lead actor to take medicine and still perform*

My Choice: (Answers may vary.) *first solution*

Reason 1: *have confidence in backup actor; he will perform well*

Reason 2: *not fair to ask lead actor to perform; he is sick*

Speaking

▶ **Guided & Sample Response 1: First Choice** 2-69

The speakers in the conversation are discussing *the lead actor of the woman's play, who is too sick to perform*. The man offers two *possible solutions*. First, *he says that the backup actor could perform the role*. Second, *the lead actor could take medicine and still perform*. The choice I would make would be to *let the backup actor perform*. In my experience, it is better to *put your confidence in someone and trust that the person will do his or her best*. The reason is that *people can surprise you when they know you believe in them*. Another thing to consider is *the well-being of the people involved in the play*. The lead actor is too ill to perform, *so it is unfair to ask him to go on stage*. By choosing to *let the backup actor perform*, the play could *still be a success, and the lead actor could recover*.

▶ **Guided & Sample Response 2: Second Choice** 2-70

The speakers in the conversation are discussing *the lead actor of the woman's play, who is too sick to perform*. The man offers two *possible solutions*. First, *he says that the backup actor could perform the role*. Second, *the lead actor could take medicine and still perform*. The choice I would make would be to *ask the lead actor to perform*. In my experience, it is better to *choose the person you know can do the best job*. The reason is that *the play needs to be a success*. Another thing to consider is *how effective medicine can be*. The lead actor is too ill to perform, *but if he takes some strong medicine and rests before the play, perhaps he will be able to perform*. By choosing to *ask the lead actor to perform*, the play could *go on as normal, and the lead actor would be fine*.

Task 6 Business: Targeted Marketing

Page 129

Listening

2-71

Notes

Topic: *examples of when to use targeted marketing*

Detail 1: *marketing that targets specific groups of people who will buy your product*
ex: women's magazine ads, such as cleaning products and children's toys

Detail 2: *not good for products with general interest*
ex: cruise trips, which everyone enjoys

Key Words: *specific segments, direct advertising, children's toys, cologne or sports equipment, purchased by some groups, reach as many groups as possible*

Professor: When you get out of college and start being involved in marketing projects, you're going to have to make a lot of decisions. One of the first things you'll need to decide is whether or not to use targeted marketing to sell your product or service.

Targeted marketing is a strategy that, just like it sounds, targets specific segments of the population. Once you identify who is probably going to buy your product, you direct your advertising to those people. The clearest way to see targeted marketing is in magazines. Open up a magazine for women, and you'll find ads for cleaning products, children's toys, and other things that are usually purchased by women. If you open a men's magazine, you're going to find ads for things like cologne or sports equipment. You probably won't see an advertisement for paper towels in a men's magazine. The reason is that research shows that women overwhelmingly do the household shopping.

This type of marketing works great if your product is only going to be purchased by some groups of the population. It won't work for everything though. Let's say you're advertising a cruise trip. Everyone likes to go on trips, so you would not want to limit your marketing to one group. Doing so would cut off potential customers. Instead, you would try to reach as many groups as possible with a general marketing plan. How do you accomplish this? Comedy programs, billboards, newspapers . . . These are things that people from all walks of life will come across, so you are trying to reach as many customers as your marketing budget will allow.

Speaking

▶ **Guided & Sample Response** 2-72

The topic of the lecture is *targeted marketing*. The professor briefly defines this as *using a marketing plan that targets specific segments of society*. To illustrate the concept, the professor first gives examples of *men's and women's magazines*. He explains that in *women's magazines*, you'll find advertisements for things like *cleaning products and children's toys*. In *men's magazines*, you'll see advertisements for *sports equipment* but not for *paper towels*. The reason is that *men and women tend to buy different products*, so the advertising is *targeted at them*. The last part of the lecture talks about *when to use targeted marketing*. For some products, targeted marketing *is not good because people from all walks of life may want to buy the product*. This is illustrated with the example of *a cruise trip*. Since all kinds of people *want to go on luxury vacations*, you should advertise in *newspapers or on billboards, which are things that many different people are likely to see*.

Chapter 7

Task 1 Enjoyable Genre of Music

Page 132

Brainstorming

▶ Critical Thinking

Answers may vary.

1 The main focus of this kind of music is the melody.
2 It is often performed by regular people at festivals or public performances.
3 The music makes me feel like I understand a culture more deeply.

Organizing

Answers may vary.

A Music Genre I Enjoy: *traditional music*
Description: *local folk songs using regional instruments of a country*
Why I Enjoy It: *authentic and heartfelt; musicians just love music, not being famous*

Speaking

▶ Guided & Sample Response

2-73

I very much enjoy listening to *traditional music*. This genre of music can be described as *the native music of a country or region*. It relies heavily on *instruments developed in the area*, which gives it a *unique* sound. You can hear *traditional* music at *festivals and fairs* while being performed by *regular people who love playing music*. I like to listen to it when *I'm visiting a new country or any time I'm traveling*. I like many kinds of music, but *traditional* music is one of my favorites because *it is heartfelt and authentic, not something just played for money*. Every time I hear it, I think about *the traditions of a country*. It makes me feel *a greater appreciation for other cultures* even when *I also feel homesick*.

Task 2 Overpaid Entertainers

Page 134

Brainstorming

▶ Critical Thinking

Answers may vary.

1 I think they earn high salaries because millions of people pay to watch them or to listen to them.
2 Almost no one earns as much as entertainers do.
3 People who provide the most benefit and work the hardest deserve the highest salaries.

Organizing

Answers may vary.

My Choice: *disagree*
Reason 1: *high stress job – perform for demanding audiences even if feeling bad*
Reason 2: *provide important function in society: entertainment*

Speaking

▶ Guided & Sample Response 1: Agree

2-74

It is clear that entertainers *are overpaid*. They earn far more *money than they deserve*. Their salaries are too high. I believe that a salary should be determined by *the difficulty of a position or the training it requires*. Entertainers do not *have very difficult jobs to do*, so they should not *earn such high salaries*. Other professions, such as *doctors, who must study for many years and work under great stress, should earn* more money. Another reason is that *their high salaries turn entertainers into role models*. When I see entertainers, I notice that *they often act badly, like fighting in public*. If entertainers did not earn such high salaries, *young people would not admire them or their bad behavior*. I think everyone would agree that *entertainers are overpaid*.

▶ Guided & Sample Response 2: Disagree

2-75

I am of the belief that *entertainers are not overpaid*. I think that entertainers work *harder than most people realize*. Many people think it is a *luxurious and relaxing* lifestyle, but *celebrities actually have a lot of stress*. They must deal with *difficult audiences wanting to be entertained even if they are in a bad mood or sick*. This makes their jobs difficult, so *I think they deserve to be paid well for it*. I would also argue that entertainers are *important to society*. They provide society with *entertainment, which everyone wants*. This is valuable to society because *we all need a way to relax, and entertainment helps us do that*. Because of their importance to society, *celebrities deserve to be paid high salaries*. That's why I think *entertainers aren't overpaid*.

Task 3 Freshmen Parking Permits

Page 136

Reading

▶ Analyzing

1 (D)
2 He explains two reasons why freshmen need cars to support his opinion.

3 He argues that freshmen may want to visit their hometown on the weekend and that they may have part-time jobs.

4 (Answers may vary.) Freshmen with cars may spend less time on campus and be less involved with student affairs.

Listening

2-76

The man *disagrees* with the letter.

Reason 1: *campus is very large, so students should stay and learn the campus instead of leaving campus*

Reason 2: *work is harder than in high school – students should focus on their studies and not have part-time jobs*

Key Words and Details: *major transition, take all day, social life, getting involved, large loans, succeed academically*

W: I remember being a freshman. I was really bummed out that I couldn't have a car.

M: It was a nuisance, but I can see the point of the policy.

W: Don't you think this writer makes a good argument against it?

M: He does, but he isn't seeing the big picture. University life is a major transition. The campus is huge, and there is so much to do.

W: That's true. It would take all day to walk around the whole campus.

M: That's why it's good to stay on campus your first year. You need that time to learn the campus, to meet new friends, and to establish a new social life.

W: I think I see it your way. If students had cars, they might go home on weekends instead of getting involved on campus.

M: You've got it. And, besides, shouldn't we be spending our first year studying and not working?

W: Well, this student says that he needs money to support himself. He doesn't want large loans to pay off.

M: But college classes are much harder than high school. Freshmen don't need jobs that take away their energy and attention. They should concentrate on their studies and learning to succeed academically.

Synthesizing

1 The man thinks freshmen should focus on establishing new social lives and succeeding academically.

2 He would say that they should take out loans so they can focus on their studies.

3 He says that students may drive off campus and back home instead of meeting new people on campus.

Speaking

▶ **Guided & Sample Response** 2-77

The man feels that the letter *does not address the important issues to freshmen*. The writer stated that freshman *need parking permits* because *they need cars to visit their hometown* and *have part-time jobs*. The man responds to the first point by arguing that *freshmen shouldn't visit their hometowns*. He thinks that first-year students should *stay on campus and meet people*, not *leave campus and go home*. He also addresses the second point of the letter by saying *that students need to concentrate on their studies*. If students have cars, they might *get jobs and spend time working* instead of *studying enough*. Because the first year of classes *can be unusually difficult*, students should *focus on succeeding academically*, not on driving to their part-time jobs.

Task 4 Psychology: Sensory Memory

Page 139

Reading

▶ **Analyzing**

1 (A)

2 It needed a new name because it is much shorter than even short-term memory.

3 They are visual information automatically stored in the brain.

4 (Answers may vary.) It would remember things that we see briefly, such as advertisements.

Listening

2-78

Notes

Topic: *a kind of memory that is automatically stored and doesn't last long*

Detail 1: *happens subconsciously: if you do not think about the memories, then they go away*

Detail 2: *a study showed a grid of letters to subjects for half a second; showed that people take a quick "photograph"*

Key Words: *subconscious level, senses, half a second, four letters, row, photograph*

Professor: Today, we are going to talk about sensory memory, which is the brain's ability to momentarily store memories. Every time you hear or see something, the brain remembers it. If you do not make use of the information, your brain forgets it. All of this happens on the subconscious level, meaning that you don't always know that it's happening. That's why it's called "sensory" memory—because your senses do all the work.

The landmark study on sensory memory was done by Dr. George Sperling in 1960. In his study, he made a grid of three rows of four letters in each. The grid was flashed in front of participants' eyes for less than half a second. He then asked them to recall as many letters as they could. Most participants recalled about four letters. When he repeated the experiment, he asked participants to remember letters only from one row. Participants usually recalled the entire row, but no more. This proved that, for about a second or two after seeing the grid, participants had a "photograph" of the grid in their minds. That photograph is what we call sensory memory.

Synthesizing

1 They are often not recognized consciously, and they are quickly forgotten.
2 The study asked participants to recall letters from a grid. They always remembered three or four letters.
3 The professor makes the comparison because the memories are like images rather than concrete memories.

Speaking

▶ **Guided & Sample Response** 2-79

Sensory memory is a kind of memory that *is shorter than short-term and long-term memory*. It happens in the *senses*, and sometimes we don't *know it is happening*. These memories do not *last very long*. According to the reading, they last *only a second or two*. The professor further explains this idea by *describing a study that was done*. In the study, participants saw *some letters of the alphabet on a grid*. They *only saw the grid for about half a second*, and then they were asked to *recall the letters*. The experiment showed that participants could *remember four letters anywhere on the grid*, or they could *recall four letters in a single row*. Either way, they only *recalled three or four letters*. This showed that *the eyes take a photograph of everything they see*. If we think quickly, we can *recall some details of things that we have just seen*. That is called *sensory memory*.

Task 5 Deciding Where to Live

Page 142

Listening

2-80

The Problem: *roommate became a good friend, but the roommate is moving off campus*

Solution 1: *move off campus and learn the bus schedule*

Solution 2: *stay in the dorms and risk have more convenience but a new roommate*

W: Have you decided if you are going to stay in the dorms next year? You have to turn in your paperwork by tomorrow, you know.

M: I'm still not sure yet. I mean, I've been happy in the dorms, but now things have changed.

W: What happened? Do you not like living there now?

M: It's not that. See, my roommate and I became really good friends. We're a great match. The problem is that he's moving to an off-campus apartment.

W: Oh, I know that must be disappointing. Why don't you move with him?

M: That would be nice. For one thing, it's cheaper than the dorms. On the downside, it's also a few miles from campus.

W: So then you'd need to buy a car or learn the bus schedule. Maybe you should just stay on campus. It is convenient living in dorms.

M: Exactly. But if I stay in the dorms, the university will assign me a new roommate.

W: Well, your last roommate became a good friend. Maybe your new roommate will, too.

M: But he could also turn out to be awful. It's a big chance to take. I'd hate to get stuck living with someone I don't get along with.

Brainstorming

Answers may vary.

- **Solution 1**

  Pros: more private living space; continue living with a good roommate

  Cons: less convenient getting to class; higher costs of living because of transportation needs

- **Solution 2**

  Pros: continue living in convenient location; may meet a great new roommate

  Cons: new roommate could be difficult to live with; dorms less comfortable than apartment

Organizing

The Problem: *roommate is moving off campus*

First Solution: *move with roommate*

Second Solution: *stay on campus and get new roommate*

My Choice: (Answers may vary.) *stay on campus*

Reason 1: *more convenient – can get involved with activities easily*

Reason 2: *easier to meet new people*

Speaking

▶ **Guided & Sample Response 1: First Choice** 2-81

The problem is that the man's *roommate is moving off campus*, so he must decide *what to do*. If he moves, *he will need to find transportation*. But if he stays on campus, *he could get a new roommate that he doesn't like*. I think the best choice is to *move into an apartment with the old roommate*. To start with, this choice allows a student to *practice living independently*. During college, students should *learn how to run their own household*. For example, they need to *pay the bills and cook their own meals*. Students could do this if they lived *in an apartment*. Another reason is that it would make life more *comfortable*. I think that most people enjoy *being around friends they know well*. If they decide to *take my chances with a new roommate*, I'm sure that most students would feel *uncomfortable*. Therefore, it is much better to *move off campus*.

▶ **Guided & Sample Response 2: Second Choice** 2-82

The problem is that the man's *roommate is moving off campus*, so he must decide *what to do*. If he moves, *he will need to find transportation*. But if he stays on campus, *he could get a new roommate that he doesn't like*. I think the best choice is to *stay on campus*. To start with, this choice allows a student to *have a more convenient lifestyle*. During college, students should *participate in extracurricular clubs and activities*. For example, they need to *get involved with student government*. Students could do this if they lived *on campus*. Another reason is that it would make life more *exciting*. I think that most people enjoy *making new friends*. If they decide to *move to an apartment*, I'm sure that most students would feel *isolated and lonely*. Therefore, it is much better to *stay on campus*.

Task 6 History: Sun Tzu

Page 145

Listening

2-83

Notes

Topic: *Chinese military advisor Sun Tzu influenced ancient Chinese war and future wars*

Detail 1: *taught generals to take advantage of the enemy's weaknesses*
China's wars changed from more traditional to brutal and focused on winning

Detail 2: *Napoleon Bonaparte = student of Sun Tzu*
Ignored Sun Tzu's teaching (pay attention to land) and his soldiers starved – lost war in Russia

Key Words: *military strategy, ruling lord, strategies, concept of war, take advantage, weakness, major defeat, Russia, starvation*

Professor: Today, I'd like to talk about one of the great leaders in military history: Sun Tzu. He was a Chinese military leader best known for *The Art of War*, a series of documents he wrote about military strategy. Sun Tzu lived at a time of constant war in China, some twenty-five hundred years ago. His teachings influenced fighting in his time as well as future wars.

During Sun Tzu's own lifetime, he was an advisor to a ruling lord in China. He taught the ruler to understand his enemy's strengths and weaknesses. Using his strategies, the ruler became victorious. Sun Tzu's teachings spread, and generals began to use his strategies. Within two hundred years, the entire concept of war in China had changed. Wars in China became less traditional and more brutal. Leaders began to take advantage of enemy weaknesses and focused on winning.

Even in more modern times, military leaders have looked to Sun Tzu for knowledge. Napoleon Bonaparte was well known as a student of Sun Tzu. He used Sun Tzu's strategies to great success until he finally ignored the Chinese general's teachings, which led to a major defeat in Russia. You see, he ignored Sun Tzu's instructions to consider the land. In Russia, there was not enough agriculture to support France's army. Napoleon continued into Russia anyway, and his army did not have enough food. His soldiers became weak from starvation and disease, so Napoleon lost to Russia.

Speaking

▶ **Guided & Sample Response** 2-84

The professor is describing a historical figure, *Sun Tzu*, who was *a military leader in ancient China*. Sun Tzu wrote

about *military strategy*, and his teachings became *popular*. Using examples from *ancient and modern times*, the professor shows *the influence Sun Tzu has had*. In ancient China, fighting was *changed by Sun Tzu's teachings*. He said that you should *learn about your enemies and find out where they are strong or weak*. Soon after people began studying his strategies, Chinese wars *became more severe*. The rulers concentrated on *winning more than anything else*. The professor explains that *Sun Tzu's teachings* were an influence on Napoleon as well. Napoleon studied Sun Tzu and had success by *following Sun Tzu's teachings*. However, he did not *obey Sun Tzu's advice in the war against Russia*. His soldiers *died from starvation and disease* because *Napoleon pushed them into land with no food*. This ignored Sun Tzu's teachings to *know the land*.

Chapter 8

Task 1 Introducing Your Culture's Food

Page 148

Brainstorming

▶ **Critical Thinking**

Answers may vary.

1 Kimchi is crunchy but also moist, slightly spicy, and mostly red and white.
2 It is interesting because it comes in so many varieties and is eaten at every meal.
3 My friend can learn that we enjoy spicy food with traditional ingredients.

Organizing

Answers may vary.

The Food I Would Introduce: *galbi*
Description: *marinated pork or beef ribs*
Details: *cooked on the table and served with side dishes; shows our country's values*

Speaking

▶ **Guided & Sample Response** 2-85

If a foreign friend *were to visit my country*, I would want to show him or her *a meal called galbi*. This food can best be described as *marinated pork or beef ribs*. Its main ingredients are *the meat, which is cooked at the table and comes with side dishes*. In my country, it is popular because *it is not only a meal but a group event*. People eat it when *they want to get together and have a great meal and a fun time*. It would be a wonderful food to show a foreign friend because *it shows that people in my country value community and sharing meals together*. I think it would be a great opportunity for *a foreigner to understand this aspect of my culture*.

Task 2 Experienced Teacher vs. New Teacher

Page 150

Brainstorming

▶ **Critical Thinking**

Answers may vary.

1 If I am happy, I learn better, but if I am bored or upset, I cannot learn well.
2 A teacher's life experience and personal knowledge is probably more important than the textbook.
3 I think it is a skill that is learned through practice, like with any profession.

Organizing

Answers may vary.

My Choice: *experienced teacher*
Reason 1: *will know more about the subject*
Reason 2: *will have effective teaching methods*

Speaking

▶ **Guided & Sample Response 1: Experienced Teacher** 2-86

Given this choice, I would prefer *to have a teacher who is experienced but unenthusiastic*. Even though a teacher may be boring, he or she *will know a good deal about the topic*. This is more useful to me as a student because *a teacher's insight can increase my understanding*. For example, one of my teachers *has been a professional writer for twenty years*. He is not very fun, but he *can teach us so much about language usage*. Because of this, the students *have really improved as writers*. Another reason is that an experienced teacher knows *the best teaching methods*. This means that the teacher can *effectively deliver the important information*. In a nutshell, I think that an experienced teacher *has more to teach* and *is better at teaching*.

▶ **Guided & Sample Response 2: New Teacher** 2-87

As a student, I always prefer a teacher who *is young and excited about teaching*. Even though the teacher is new, he or she can *still be more effective teachers*. There are a couple of reasons why *I feel this way*. The main reason is that an enthusiastic teacher *can motivate students to learn*. This is very important because *students who are motivated*

and excited will learn more. So the teacher's enthusiasm will automatically improve the *students' performances*. In addition, a new teacher is more likely to *have innovative methods and ideas for teaching*. I find this useful because *the old ways of teaching are not always the best*. In sum, I think a new, enthusiastic teacher *can motivate the students and use fresh, exciting teaching methods*.

Task 3 Eating in Class

Page 152

Reading

▶ **Analyzing**

1 (C)
2 The decision was made by the student council after great discussion.
3 The goal is to increase student concentration and allow end-of-semester parties.
4 (Answers may vary.) Students will probably begin eating in class, and I think they will make a mess.

Listening

2-88

The man *is not happy* about the announcement.

Reason 1: *other students eating in class can be a distraction because of the noise involved in eating*

Reason 2: *class time should be used for learning; students can relax or have snacks at home*

Key Words and Details: *concentrate, food containers, chew food, distraction, class parties, waste of time*

W: Hey, we can finally bring snacks to class. That's great! I'm always hungry, which makes it really hard to concentrate.

M: I guess you're right, but I can't say I'm crazy about the change.

W: You mean you don't want to eat in class?

M: I would. I mean, yes, it's great that you can concentrate better. But what about everyone else?

W: I'm not following you.

M: While you're enjoying a snack, I have to listen to you opening food containers and chewing your food. It would be quite a distraction if I'm trying to concentrate on the lecture.

W: Well, I suppose that is a possibility. Some people make a lot of noise when they eat. But what about the class parties? Those should be fun, right?

M: I guess they would be fun, but is it the best use of our time? I like to relax and have snacks, but I can do that at home.

W: But the point is to celebrate with your classmates.

M: Sure, but it seems like a waste of time to me. If the professor doesn't have a lecture, I could use that extra class time to study for my final exams.

Synthesizing

1 He thinks it will help the student who is eating but will be a distraction for everyone else.
2 He is worried that he won't be able to concentrate on the lectures if the other students around him are eating.
3 He likes to relax and have fun, but he would rather spend that time studying for his final exams.

Speaking

▶ **Guided & Sample Response** 2-89

The man is explaining why *he opposes the information in the announcement*, which declares that *food is no longer banned in classrooms*. The announcement states that *professors can choose to allow students to eat food in class* so that they can *concentrate better on full stomachs* and *have parties to celebrate the end of a semester*. The man *is strongly opposed to* this rule change. The first reason the man *is against it* is that he thinks *the food would be a distraction*. He says that *people chew loudly on their food and loudly open wrappers*. This would *cause a distraction for him during a lecture when he is trying to concentrate*. Furthermore, he states that *he is not interested in end-of-the-semester parties*. He feels that *the only reason to go to class is to learn*. Instead of having a party, he would rather *study for a final exam or relax at home*.

Task 4 Business: Aggressive Marketing

Page 155

Reading

▶ **Analyzing**

1 (B)
2 Companies that need aggressive marketing are those that have a lot of competition.
3 The goal is for a company to make itself be noticed by consumers.
4 (Answers may vary.) Aggressive marketing probably bothers people more than basic advertising does.

Listening

2-90

Notes

Topic: *how businesses can use aggressive marketing to increase sales*

Detail 1: *example of a health club that wants to convince people to join*

Detail 2: *health club sends out discount coupons to attract new members*

Key Words: *bold and energetic, consumers, new one every week, special offer, membership discount, enticed*

Professor: Have you ever been at home and gotten a phone call from a marketing company? Someone calls you out of the blue and tries to talk you into buying something, right? Well, these companies are using aggressive marketing. The word aggressive means to be bold and energetic. When you practice aggressive marketing, you don't wait for consumers to find you; you find them.

I'll tell you how this works in the real world. These days, health and fitness clubs are extremely popular. It seems that a new one opens here every week. If you look around, you'll see that they are all basically the same, too. How can a health club convince people to join? Let's say that a new health club opens and it wants to be the best in the area. It starts by mailing special-offer coupons to everyone who lives nearby. Maybe the coupon offers a 50% discount on membership for the first month. People are enticed by this offer, so they decide to go to the club. After the first month, not everyone will become full members, but many will. So you can see how this would be a lot more effective than simply posting advertisements about the health club.

Synthesizing

1 She mentions health clubs because there are many of them and they are all similar.

2 Printing a coupon and mailing it to people who live nearby are aggressive marketing techniques.

3 The health club will entice people to become full members.

Speaking

▶ Guided & Sample Response

2-91

According to the passage, aggressive marketing means *to seek customers with your marketing*. It is especially useful when *there is a lot of competition*. The professor explains that *marketing aggressively* can lead to *the success of a business*. She uses the example of *health and fitness clubs*. Because there are many *health clubs* and they are all *similar to each other*, it can be difficult to *attract members*. The professor explains that a new health club needs to *market aggressively in order to get members*. The example she uses is *giving away special-offer coupons*. The coupons *are mailed to people's homes*, and they offer *fifty percent discounts for one month*. Some people will *join for the month and then quit*, but others will become *full-time members*. Because of *its aggressive marketing*, the health club now *has an advantage over health clubs that used basic advertising*.

Task 5 Talkative TA in Debate Class

Page 158

Listening

2-92

The Problem: *TA in debate class talks too much, so the students have no chance to speak*

Solution 1: *complain to the professor about the TA, and maybe the TA will get replaced*

Solution 2: *drop the class and hope for a new TA next semester*

M: How is your debate class going? Are you becoming a master speaker yet?

W: Not quite. You know, the professor is excellent. He teaches us so many great debate techniques.

M: That sounds like a terrific class, but is there a problem?

W: Yes, there is. The TA in the class talks so much. When she explains the debate topic, sometimes she speaks for twenty minutes or more. It doesn't leave the students any time to speak.

M: I can see how that would be a problem. Have you tried talking to the professor? Maybe he doesn't realize there's a problem.

W: I've thought about it, but I would feel bad for the TA if she lost her job because of me.

M: TAs are also students, so I understand why you wouldn't want to hurt her financially.

W: Exactly. I wish there was something else I could do.

M: Well, the professor might get a different TA next semester. You could drop the class now and take it again later.

W: That might work. I am hesitant to drop a class that I've already started though. I mean, I've already got the book, and we've done almost two months of classes.

M: But if you aren't learning from the class, it may be the best choice for you in the long run.

Brainstorming

Answers may vary.

- **Solution 1**

  Pros: possibly a quick and effective solution; shows professor that you are interested in learning

  Cons: may look like a complainer; TA would be hurt financially

- **Solution 2**

  Pros: repeating the semester means better performance anyway; could make free time to focus on other classes

  Cons: already invested some time in course; professor may form negative opinion

Organizing

The Problem: *TA in debate class speaks too much*

First Solution: *complain to the professor*

Second Solution: *retake course next semester*

My Choice: (Answers may vary.) *complain to professor*

Reason 1: *my personality = address problems head-on, find a solution*

Reason 2: *professor would find immediate solution*

Speaking

▶ **Guided & Sample Response 1: First Choice** 2-93

The woman describes a problem she is having, which is that *the TA in her debate class speaks too much*. She enjoys the class and likes her professor, but *she doesn't get many chances to speak*. The man suggests that she *either complain to the professor* or *retake the course next semester*. If I were in her shoes, I would *try to speak with the professor*. For starters, *I'm the kind of person who likes to address problems head-on*. I *usually do not stay quiet* when *someone is causing problems for me* because I think that *only leads to disadvantages for me in the future*. *Instead, I want to talk to someone who can help me solve the problem*. Plus, I think that by choosing to *talk with the professor*, I could benefit because *the professor would most likely solve the problem right away*. If I didn't make this choice, I would *have a bad time in a class that I enjoy*.

▶ **Guided & Sample Response 2: Second Choice** 2-94

The woman describes a problem she is having, which is that *the TA in her debate class speaks too much*. She enjoys the class and likes her professor, but *she doesn't get many chances to speak*. The man suggests that she *either complain to the professor* or *retake the course next semester*. If I were in her shoes, I would *retake the course next semester*. For starters, *I think I would learn more since I've already missed out due to the TA talking too much*. I *can't develop speaking skills* when *I don't have a chance to speak* because I think that *practice makes perfect*. *By retaking the class, I could have more chances to speak*. Plus, I think that by choosing to *retake the course*, I could benefit because *the professor would not form a low opinion of me*. If I didn't make this choice, I would *probably be looked at as a complainer or as someone who makes excuses*.

Task 6 Animal Science: Venom

Page 161

Listening 2-95

Notes

Topic: *venom = substance used by animals for self-defense and offense*

Detail 1: *bees use venom for self-defense against birds and other predators*
when it is stung, the bird's muscles stop working

Detail 2: *snakes use venom to kill their prey*
prey loses control of its body and can't defend itself

Key Words: *physical trait, evolve, stinger, muscles, stop working, deterrent, stands no chance, lose control*

Professor: One of the most remarkable physical traits that some animals have evolved is venom. This is a kind of toxin that attacks the nerves of another animal. Strong venom can completely stop an animal from moving. Venom is usually delivered into an animal by a stinger or with teeth. You can observe animals using it either for self-defense or to take down prey.

As you all know, bees have stingers. Bees will stab you if they sense that you are dangerous. No one likes a bee sting. It certainly is irritating, but it usually will not cause serious damage. That's mainly because humans are so much larger than bees. On the other hand, imagine that you're a bird and a bee stings you. Birds have much smaller bodies than humans do. If the bird is stung, the bee's venom will cause some of its muscles to stop working. This can put the bird in serious danger as it may not be able to fly. So you can see that the venom is quite a good deterrent. As a result, most predators will not attack bees since they don't want to get stung.

Among the snakes in the world, very many of them use venom to catch their food. A snake that uses venom injects it into its prey with its sharp teeth, called fangs. The venom works rather quickly. Once a small animal, such as a mouse, is bitten by a snake, it stands no chance of survival. The mouse will lose control of its body so that it can do nothing to defend itself while the snake swallows it whole.

Speaking

▶ Guided & Sample Response

2-96

In the lecture, the professor explains *how animals use venom for self-defense and for attacking prey*. Venom is *a kind of poison that attacks an animal's nerves*. It makes the muscles *stop working*, so the animal *cannot move*. The professor gives two examples that illustrate *each way that venom is used*. He starts by speaking about bees. Bees have *stingers with venom*. When they are threatened, they *sting their target*. This can be *deadly to a small animal*, such as a *bird*. Therefore, many animals avoid *bees because they do not want to be stung*. Snakes show how venom is used to *attack prey*. Venomous snakes bite *small animals with their fangs*. This delivers the venom to the animals' bodies and *locks their muscles*. The venom acts quickly, so the animals *have no way to defend themselves*. Thanks to the venom, snakes can *eat their prey without too much struggle*.

| Part C |

Actual Test 1

Task 1

Page 166

Sample Response

3-03

Although there are many positive aspects to my city, I strongly believe that it would benefit from having a better public transportation system and a greater number of parks. First, my city's public transportation system is insufficient. The subway does not cover much of the city, and there are not enough buses, so people end up driving everywhere. This creates a lot of noise and pollution, which makes the city a less enjoyable place to live. Additionally, my city could use more parks. Currently, there is only one park in the entire city. Not only is it inconvenient to travel there, but it is also overcrowded. Having parks throughout the city would make it easier for people to relax and would diversify the city's landscape.

Task 2

Page 167

Sample Response

3-05

Personally, I feel that it is better to shop at smaller specialized stores than at large department stores and shopping centers. To begin with, specialty shops often have a greater product selection than larger retail centers. For example, my hobby is model trains. Large discount centers usually have just a couple of different train models to choose from if they have any at all. At specialty shops, however, the selection is nearly limitless, with hundreds of different models and sets available. Another reason I prefer small shops is that they offer friendlier, more customized service. At the bookshop in my neighborhood, the owner knows me by name and recommends books for me based on my reading habits. Sometimes he even gives me special discounts. At larger stores, this kind of personalized service is simply not possible.

Task 3

Page 168

Listening

3-07

W: Did you see that ridiculous letter in the school paper? Why would anybody want to reduce the number of parking spaces available on campus?

M: Actually, I thought the writer brought up a good point.

W: Really?

M: Sure. Turning that old parking lot into a small park is a great idea.

W: Do you care to explain why?

M: Well, first of all, like the letter said, there aren't many green spaces on campus. I mean, we would all benefit from having more places to go and relax between classes. And the student center is near the middle of campus, so it would be easy for all students to access.

W: I suppose you are right about that, but what about the drivers? How is this good for them?

M: You know, a lot of people drive through that parking lot to avoid the intersection on the corner. They really disrupt the flow of traffic by doing that.

W: That's true. I notice that street is always crowded with cars.

M: Right. So, if the parking lot becomes a green space, traffic conditions on campus would actually improve.

Sample Response

3-09

The letter to the school paper states that the school should turn an unused parking lot into a green space for students. The writer feels that turning the parking lot into a park would improve the campus environment. The man supports the writer's opinion. First, he asserts that there are not enough green spaces around the school for students. He says that all students would benefit

from having a place to relax between classes. He also contends that all students could get to the park easily because it is near the student center in the middle of the campus. Furthermore, the man argues that the parking lot disrupts the flow of traffic around campus. The reason is that people drive through the parking lot to avoid the intersection. He concludes that turning the parking lot into a green space would make traffic conditions on campus better.

Task 4

Page 170

Listening

3-11

Professor: The expectations that scientists and participants have in an experiment can significantly affect the outcome. In these cases, the expectancy effect can be classified into two types. One is called observer expectancy, and the other is called subject expectancy. Allow me to go into detail.

In observer expectancy, the expectations of the researchers conducting an experiment can affect the results. To give a common example, let's talk about scientists studying a drug that improves athletic performance. There are two participant groups: One takes the drug, and the other takes a sugar pill. The scientists know which group got the drug, so they expect a better performance from this group. They may believe the members of this group are performing better even if they are not. As you can see, the results of the experiment become inaccurate.

As you can probably guess, subject expectancy occurs when participants have certain expectations about a situation. For instance, a woman with a headache goes to the doctor to get some treatment. The doctor examines her and determines the cause of her illness. The woman receives medicine from the doctor. After taking the first pill, her headache immediately disappears. The reason is that the woman expected the treatment to work, so it did.

Sample Response 3-13

The reading passage deals with the expectancy effect. This occurs when the participants or scientists running a human behavior test know what results to expect. The expectancy effect can result in inaccurate findings being reported. In her lecture, the professor gives two examples to explain the expectancy effect in greater detail. She begins by mentioning observer expectancy, which is when the expectations of scientists affect test results. To illustrate this point, the professor describes a study of a drug that improves athletic performance. She states that scientists expect participants who take the real drug to perform better even if they actually do not. Next, the instructor discuses subject expectancy. This is a situation where participants have certain expectations about a result. She describes a woman visiting a doctor to treat a headache. The doctor examines the woman and gives her some medicine. She takes the medicine and feels better. The medicine worked because the woman expected it to work.

Task 5

Page 172

Listening

3-14

W: Hey, Brandon. How'd you do on your essay for Professor Allen?

M: Oh, I misunderstood the assignment, so I got a low grade.

W: That's too bad. What are you going to do?

M: Actually, Professor Allen already told me that I can rewrite the essay for a better grade.

W: All right. Great! Why do you look upset then?

M: Well, this is the weekend that all of my relatives are getting together in another city, and I already promised my mom and dad that I would go.

W: What about, you know, working on the essay during the trip? You should be able to find some time to work on it while you're there.

M: Yeah, that could work, but there are going to be many people around and a lot of distractions, so I might not be able to concentrate well.

W: In that case, maybe you should tell your mom and dad about the situation. Then you could stay on campus and work hard on the essay. I mean, you can always make plans to see your family some other time.

M: Maybe, but . . . It's just that it's so hard to see everyone because they live all over the country. I may not have another chance to see them again for a long time.

Sample Response 3-16

The problem the man is dealing with is how he will be able to rewrite an essay on the same weekend that his family is having a get-together. The man wants to do well on the paper, but he already promised his parents that he would attend the party. The woman suggests that the man explain the situation to his parents and stay on campus over the weekend to rewrite the essay. I agree with her idea. First, in order to get a high grade, the man needs to concentrate only on his paper. In my experience, trying

to write an essay at a big social gathering is practically impossible, so it is better for the man to work on it on campus. Furthermore, the man has only one opportunity to revise his essay. Although the man may not see his relatives often, he will never have another chance to improve his grade on the essay.

Task 6

Page 174

Listening

3-17

Professor: Pheromones are chemicals used by certain plants, insects, and animals for communication with other members of their species. Basically, one creature emits, or gives off, its pheromones. Then the other members of its community sense these pheromones and react in a specific way.

Pheromones are often used to help members of a group find food. These are referred to as trail pheromones. Social creatures, such as ants, make great use of trail pheromones. Here's how they do it. First, one ant finds a source of food. This ant then travels back to the nest with some food. As it does so, it lays down pheromones that attract other ants. These ants use this scent to move between the food and their colony. Each time an ant moves along the path, the pheromone trail gets renewed. The trail continues to be renewed until the food source runs out. When that happens, the pheromone trail completely disappears.

Animals use pheromones in other ways, too. Some animals do not like sharing land with other members of their species. So these animals use territorial pheromones to, you guessed it, mark their territory. The animals lay down their scent to let other members of their species know that they are there. Two of our closest furry friends—dogs and cats—often use territorial pheromones to keep other members of their species away. This is what my cat Sadie does. Whenever I let her outside, she sprays a scent in places around the yard. When she does this, other cats that come near will notice her scent and keep out of her territory.

Sample Response 3-19

The topic of the lecture is pheromones, which are chemicals certain plants and animals use to cause a reaction in other members of their species. The professor talks about two different types of pheromones and the effects they have. One type is called trail pheromones. They are used by ants and other social creatures to help other members of their group find food. The professor explains that an ant that finds food leaves a trail of pheromones between the food and the ant colony. This allows other ants to find the food and to bring it back to the colony. The second type of pheromones described by the instructor is territorial pheromones. These are used by animals that do not like sharing land with other members of their species, such as dogs and cats. The lecturer describes how his own cat will spray scents around her yard. His cat does this to stop other cats from entering her territory.

Actual Test 2

Task 1

Page 178

Sample Response 3-22

The childhood toy that I enjoyed the most was my Legos. These are plastic blocks that snap together to build different things. One reason I liked my Legos is that they allowed me to be creative. I built many different kinds of objects out of Legos. Sometimes I used them to make playing with my other toys more fun. For instance, I once built a fortress for my action figures to live in. My Legos were also my favorite toy because I would play with them with my father. He showed me how to build many interesting things with them, such as a race car and a space ship. Although I enjoyed many toys as a child, for these reasons, I enjoyed my Legos the most.

Task 2

Page 179

Sample Response 3-24

I support the idea that it is better to review class notes regularly rather than just before exams. The first reason is that studying regularly allows learners to get better grades. Students who study throughout the semester are able to understand their learning materials more deeply. They can also get help from their professors when they do not understand something. This makes them more likely to get higher scores when test time rolls around. On top of this, studying regularly allows students to retain information over the long term. When students cram the night before a test, they usually remember what they study only long enough to answer the test questions. Students who study regularly are able to remember what they learn long after the test and into adulthood.

Task 3

Page 180

Listening

3-26

M: Hey, the library is going to shorten the checkout period for books. Frankly, I'm glad they are finally doing something about it. Two weeks is just too long to be able to check out a book.

W: I'm afraid that I completely disagree. Shortening the lending period to just one week is a big mistake.

M: You think so? One week seems like enough time to get through a book to me.

W: One week might be enough time to finish reading a book, but I don't think it's enough time for students to use the books for study. Say that you have to write a report or do a project. You may need the book for more than just a week.

M: Okay, but what about the other students who need to use books that are checked out? What can they do?

W: If students need a book that the library doesn't have on hand, then they can go to the public library just off campus. Oh, and they can also order a book through the library's network.

Sample Response

3-28

The announcement describes a change in the library's book lending policy. Originally, the library allowed students to check out books for two weeks. However, due to the increased number of students at the university, the library will limit the lending period to just one week starting next semester. The woman thinks that the policy change is a bad idea. First, she claims that while one week may be enough time to read a book, it is not enough time to use a book for studying. She gives the examples of writing a report and doing a project to support her opinion. Her second reason addresses the man's concern about students who need to use books that are checked out. The woman argues that these students can get the books they need in other ways. She states that students can check out books from the local public library or that they can use the library's network to order the books they need.

Task 4

Page 182

Listening

3-30

Professor: In almost every moment of our lives, we are learning something. A lot of times, we don't even realize that this is happening. Psychologists use the term "latent learning" to describe this process. Basically, this is when you gain knowledge but you don't use it until later when you need it. Let me give you an example to clarify.

Let's assume that you are a student who does not have a car. So every day you ride to school in your friend's car, taking the same route to school each time. But one day, your friend is sick, so she can't drive you to school. You end up riding your bike to school. Since you have never had to go to school by yourself, you don't know the route exactly. But because you have ridden with your friend in the car so many times, you find that you actually do know how to get to the campus. You have no problem remembering where to turn and which roads to take.

This is a perfect example of latent learning. You acquired the knowledge of how to get to school but did not use this knowledge until you needed it.

Sample Response

3-32

The professor begins his lecture by introducing the term latent learning. In the reading passage, latent learning is described as learning that occurs without a person realizing it. The knowledge is stored subconsciously and is not used until later when the person needs it. In the lecture, the instructor talks about this process in more detail. He talks about a student who rides to school every day in a friend's car. The student and her friend take the same route to school each day. One day, the student's friend is sick and cannot drive her to school, so the student has to go to school by herself. Although the student has never been taught the exact route to the school, she knows how to get there. This is due to latent learning. The student subconsciously learned where to turn and which roads to take on the way to school and is therefore able to get there by herself.

Task 5

Page 184

Listening

3-33

M: Candice, why do you look so stressed out? Is something the matter?

W: Ah, well . . . You know that I'm moving out of the dorms and into an off-campus apartment.

M: Right. That's what you wanted, isn't it?

W: It is, but the thing is that I have to move in before the new semester starts. My friend Laura is going to help me, but I don't have a way to move my furniture and personal belongings to the new place.

M: I see. Hey, our friend Dan has a truck you could probably borrow. It'd be perfect for moving your things, so I'm sure he'd let you have it for an afternoon.

W: Yeah, but didn't he just buy it? I know that he paid a lot of money for his new truck. I wouldn't want to accidently scratch the paint or put a dent in it.

M: That's a good point. In that case, maybe you can rent a moving truck. I see ads for them in the school paper all the time.

W: I thought about that, but moving trucks can be expensive, and I don't have a lot of money right now. Plus, I don't know if there will even be any trucks available when Laura and I both have time to move.

M: Well, you need to something soon.

Sample Response 3-35

The main issue is that the woman needs to find a way to move into her off-campus apartment before the start of the new semester. The woman has not figured out how to move her furniture and personal belongings to the new apartment. The man suggests borrowing a friend's truck or renting a moving truck to solve the problem. Personally, I feel the woman should follow the man's first suggestion. As the woman said, she has a limited amount of time to move, and she does not know if there will be moving trucks available when she can use one. By borrowing her friend's truck, she can move her belongings at a time that fits her schedule. On top of this, the woman does not have much money at the moment, so she simply cannot afford to rent a truck. If she borrows her friend's truck, she will be able to complete the move without spending any money.

Task 6

Page 186

Listening 3-36

Professor: Ever notice that each kind of product has a different package? Even the same product, like soap, comes in packages of several different shapes and materials. This isn't by mistake. When marketing teams design packages, they try to design something that has broad appeal.

Some packaging is designed to attract consumers. When people shop for products today, they tend to prefer products that are convenient and easy to use. You can see this with the evolution of ketchup bottle design. For many years, ketchup usually came in a glass container. It was easy to store and cheap to produce. But it wasn't very easy to use. Ketchup companies eventually realized this, so they switched over to flexible plastic bottles. These bottles are simple to use—you just have to squeeze them to get your ketchup—and they don't break easily like glass containers can. And, best of all, they don't cost any more than glass containers, meaning that ketchup prices have stayed the same.

Oh, and package design should also appeal to retailers, too. Think about prepackaged foods, such as cookies and potato chips. Now think about how these packages look. They use bright colors, strong lettering, and cartoon characters. In other words, these packages are highly noticeable. So what does this mean for retailers? Increased profits. These attractive boxes cause customers to spend more money when they shop, which means more money for stores. Retailers also like attractive packaging designs because they make their stores brighter and more colorful. This makes the stores nicer places to be in, which, again, motivates consumers to spend more money.

Sample Response 3-38

The entire lecture is about the importance of a product's package design. The instructor points out that packaging must have broad appeal. She explains this concept in two ways. First, she says that some packaging works to attract customers. Today's consumers want products that are convenient and simple to use, and product makers have changed their designs to meet this demand. According to the professor, one of these products is ketchup bottles. Although ketchup used to come in glass bottles, today it comes in flexible plastic containers. Unlike glass containers, these are easy to use and do not break easily. Packaging should also appeal to retailers. The professor talks about prepackaged foods to explain this. She says that these foods come in brightly colored packages to make them more noticeable and to make stores nicer places to be in. This benefits retailers because it causes customers to spend more money when they shop.

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