

Winning TOEFL



Speaking Step 2

Step 3

Step 2

Step 1

TOEFL iBT

three-step

Winning TOEFL

Wit & Wisdom

Wit & Wisdom is the professional language publishing company of the PAGODA Education Group.

Winning TOEFL Speaking Step 2

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Winning TOEFL



Speaking Step 2

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Introduction to iBT TOEFL^{••}

iBT TOEFL (internet-based TOEFL) is designed to measure how well non-native speakers of English read, listen, speak, and write in English. The test has four sections: reading, listening, speaking, and writing. Each section of the test is worth 30 points and the highest possible score on the iBT is 120 points (30 points x 4 sections). Most questions are worth 1 point each, but some of the questions in each section are worth more than 2 points.



➔ For more information, visit the ETS website (www.ets.org).

Speaking Section^{••}

In the speaking section, there are a total of 6 different types of tasks. Therefore, test takers will be asked to answer 6 tasks in 20 minutes. The first two tasks are independent tasks that involve only speaking. The other four tasks are integrated tasks, in which the test taker is required to answer the question based on only the listening passage or both the reading and listening passages.

		Process	Time
Independent Task	Task 1 (Opinion)	Speaking	Preparation time: 15 sec Response time: 45 sec
	Task 2 (Opinion)	Speaking	Preparation time: 15 sec Response time: 45 sec
Integrated Task	Task 3 (Campus situation topic)	Reading Listening Speaking	Reading time: 45 sec Preparation time: 30 sec Response time: 60 sec
	Task 4 (Academic course topic)	Reading Listening Speaking	Reading time: 45 sec Preparation time: 30 sec Response time: 60 sec
	Task 5 (Campus situation topic)	Listening Speaking	Preparation time: 20 sec Response time: 60 sec
	Task 6 (Academic course topic)	Listening Speaking	Preparation time: 20 sec Response time: 60 sec

It is also important to know the description of each task in order to understand the point.

Task Description

Task	Description
Task 1 (Personal Opinion)	Asked to answer personal opinion on, for example, favorites, persons, characteristics, etc
Task 2 (Preference, Agree/Disagree)	Asked to choose between two contrasting choices or to ask whether the test taker agrees or disagrees on the matter
Task 3 (Fit & Explain)	<ul style="list-style-type: none">• Reading: Announcement or notice in regard to a campus situation• Listening: Two students' dialogue related to the reading passage• Speaking: To state one of the speaker's opinion within the context of the reading passage and the dialogue
Task 4 (General/Specific)	<ul style="list-style-type: none">• Reading: Brief explanation on general terms• Listening: Academic lecture which deals with more specific explanation or examples of the term in the reading• Speaking: To explain what is meant by the term using both reading and listening passages
Task 5 (Problem Solving)	<ul style="list-style-type: none">• Listening: Two students' dialogue related to a problem and two possible solutions that can happen in a campus situation• Speaking: To briefly mention the problem and solutions mentioned in their dialogue, and to choose one of the solutions that a test taker thinks is better
Task 6 (Summary)	<ul style="list-style-type: none">• Listening: Academic lecture which deals with the explanation of the term or concept and gives examples to support the term• Speaking: To summarize the lecture and show a thorough understanding

Winning TOEFL Speaking series

This is the second speaking book in the *Winning TOEFL* series. It consists of eight units and an actual test. Each unit is divided into two tasks: an independent task and an integrated task. Each task in every unit is classified in a different color. The independent task is in green and the integrated task is in orange. Both tasks include one practice section and one test section. This book is for beginner-level students, so it is slightly easier than the original passages seen on the actual TOEFL.

Each unit consists of two big tasks and each task consists of four big sections individually. Each section has the following subsections:

Independent Task	Integrated Task
Introduction	Introduction
Target iBT TOEFL Questions	Target iBT TOEFL Question
↓	↓
Key Expressions	Key Expressions
Key Expressions → Let's Practice	Key Expressions → Let's Practice
↓	↓
Practice	Practice
Get Started → Get Ready → Speak Up	Get Started → Get Ready → Speak Up
↓	↓
Test	Test
iBT TOEFL Question	iBT TOEFL Question

Each section has the following subsections:

Introduction

Target iBT TOEFL Question

This part introduces what types of question students will deal with in this unit. Each unit focuses on the following types of iBT TOEFL speaking questions:

Types of Questions		
Unit 1	Independent Task	Task 1 (Asking personal opinion on favorites)
	Integrated Task	Task 5 (Campus-related problem solving)
Unit 2	Independent Task	Task 1 (Asking personal opinion on favorites)
	Integrated Task	Task 5 (Campus-related problem solving)
Unit 3	Independent Task	Task 1 (Asking personal opinion on persons)
	Integrated Task	Task 6 (Summary of academic lecture)
Unit 4	Independent Task	Task 1 (Asking personal opinion on characteristics)
	Integrated Task	Task 6 (Summary of academic lecture)
Unit 5	Independent Task	Task 2 (Choosing between the two)
	Integrated Task	Task 3 (Campus-related pros and cons)
Unit 6	Independent Task	Task 2 (Choosing between the two)
	Integrated Task	Task 3 (Campus-related pros and cons)
Unit 7	Independent Task	Task 2 (Agreeing or disagreeing)
	Integrated Task	Task 4 (Explanation of the term mentioned in the lecture from general to specific)
Unit 8	Independent Task	Task 2 (Agreeing or disagreeing)
	Integrated Task	Task 4 (Explanation of the term mentioned in the lecture from general to specific)
Actual Test	Task 1~6	

Key Expressions

This is the first part of the task. Students are provided with some key expressions that should be learned in advanced to complete the task. With those key expressions in mind, students are asked to do **Let's Practice**. This can be done individually or with a partner depending on circumstances.

Practice

(1) Get Started

This part functions as a warming-up activity. This helps students to understand new words and expressions that will be used in order to do the next part. Students are asked to do most of the vocabulary activities and have some fun at the beginning.

(2) Get Ready

Independent Task

This part functions as a guiding activity that helps the student to answer the iBT TOEFL question. Students are required to ask and answer some light questions that are all related to the iBT TOEFL question. These questions and **Practice Speaking** boxes are to encourage students to closely follow the sample response.

Integrated Task

This part functions as a guiding activity that helps the student to answer the iBT TOEFL question. Students are required to perform a dictation, note-taking and some comprehension checking. These questions and **Practice Speaking** boxes are to encourage students to closely follow the sample response.

(3) Speak Up

Students are asked to combine all of the responses they have learned in **Practice Speaking** boxes. They should be able to reach the ideal response due to the guided processes they have gone through.

Check Your Response

A sample response has been recorded by native speakers. Students are asked to listen to this sample response and to take notes on this. This will help students with both their listening and note-taking skills.

Test

This is the last part of the task. Students are given an iBT TOEFL question and are asked to create their own response. Provided with some idea tips and key expressions, students are encouraged to make an outline and create their own response. They are asked to time how long it takes to answer the question.

Actual Test

Six tasks are provided as an actual test. The test questions contain longer reading and listening passages that are similar to the real iBT TOEFL questions, so that students will be able to have an overall view on the real iBT TOEFL questions.

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Independent Task

Favorites I



Target iBT TOEFL Question

Independent Task

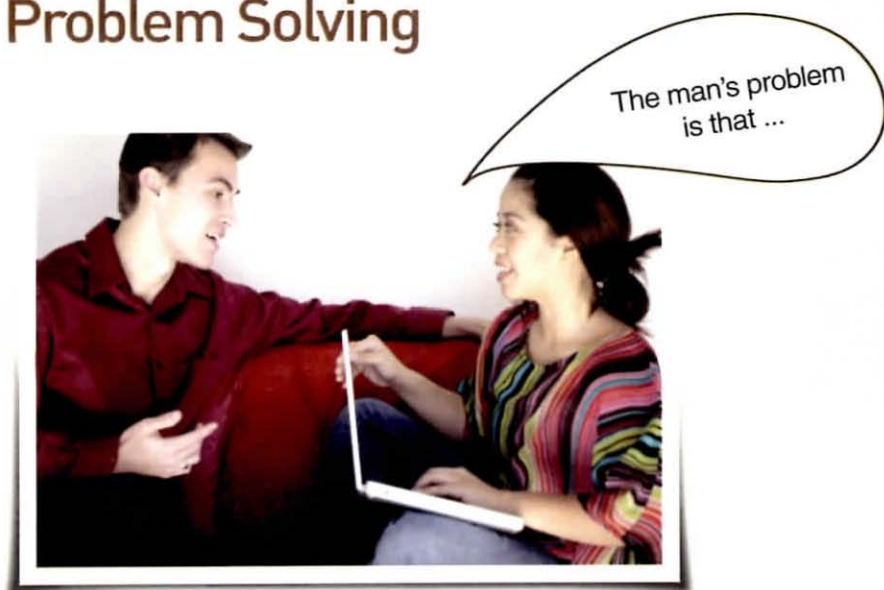
Speaking

What is your favorite sport or game?

Explain why this is your favorite. Include details and examples to support your explanation.

Integrated Task

Problem Solving



● Target iBT TOEFL Question

Integrated Task

Listening-Speaking

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.

Independent Task - Favorites I

Key Expressions

- My favorite ... is ...

eg. My favorite music is R & B.

eg. My favorite book is *The Little Prince*.

- I like / love to V ... = I like V-ing ... (V = Verb)

eg. I like to learn about different cultures. = I like learning about different cultures.

eg. I love to play soccer with my friends. = I love playing soccer with my friends.

- First, / Secondly,

eg. First, / Secondly, the music makes me relaxed.

- That's why ...

eg. That's why my favorite music is hip-hop.

eg. That's why I like to read cartoons.

Let's Practice

1. Jazz is my favorite music.

=

is Jazz.

2. First of all, I like to hear the sound of the saxophone.

=

, I like

3. Another reason is that I love listening to live music.

=

, I love to

4. That's why my favorite music is Jazz.

=

I like to

Get Started

Choose the word from the box that best completes the sentence.

- tournament
- patience

- competitive
- strategies

- endurance

- 1 Perfect team _____ will help the team win the game.
- 2 My friends and I like to do some _____ sports together.
- 3 The World Cup is the biggest soccer _____ in the world.
- 4 I lost my _____ when he yelled at me.
- 5 Swimming is one of the sports that helps build up _____.

Get Ready

A Answer the following question.

What is your favorite sport or game?



My favorite sport / game is

- soccer
- basketball
- baseball
- tag
- hide-and-seek
- hiking
- badminton
- inline skating
- board games

B Why do you like to play that sport or game? Check (✓) two reasons. You may add your own answer.

- ☐ It is fun and exciting.
- ☐ I like to play sports with lots of people.
- ☐ I am good at playing
- ☐ I like to watch the World Cup / the Olympics / tournaments.
- ☐ I like something competitive.
- ☐ It is good for my health.
- ☐

Practice Speaking



My favorite sport / game is

There are two reasons why is my favorite.

First,

Secondly,

- C** Write down the two reasons you have chosen in **B**. Then using the idea tip below as a guide, add specific details to support your two reasons. You may add your own experiences or examples to support your reasons.

Reason 1	Reason 2
<p>— Supporting detail</p>	<p>— Supporting detail</p>

Idea Tip

- can build up endurance and patience
- can develop team strategies because it is a multi-player sport
- thrilled with excitement when I win the game
- like to watch the biggest tournament in the world
- people from all over the world cheer for their countries all summer
- helps me to relieve stress

Practice Speaking



First,

Secondly,

That's why my favorite sport is

Speak Up

Referring from **A** to **C**, make your response to the question below.

What is your favorite sport or game? Explain why this is your favorite. Include details and examples to support your explanation.

My favorite sport / game is

There are two reasons why is my favorite. First,

Secondly,

That's why my favorite sport / game is

Check Your Response



01_U1_1.mp3

Listen to the sample response and try to take some notes.



• Favorite Sport or game:

Reason 1:

- Supporting detail:

Reason 2:

- Supporting detail:

What is your favorite subject in school? Explain why this is your favorite. Include details and examples to support your explanation.

- A** Using the ideas below as a guide to find two major reasons, complete the outline for a response.

- ☐ I love to learn about the lives of our ancestors.
- ☐ It is important to know what has been done in the past.
- ☐ I am good at playing instrument / sport.
- ☐ It is the most exciting time in school.
- ☐ I love numbers.
- ☐ I love reading literatures.
- ☐ I like the teacher.
- ☐ I don't have to think hard.
- ☐ I like challenge.

• Favorite Subject:

Reason 1:

Reason 2:

- Supporting detail:

- Supporting detail:

- B** Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- My favorite subject in school is ...
- There are two reasons why ...
- First, ...
- Secondly, ...
- That's why ...



How long did it take for you to answer the question?

 Response time:

Integrated Task - Problem Solving

Key Expressions

- The man/woman's problem is that ...
 - eg.** The man's problem is that he cannot attend the meeting.
 - eg.** The woman's problem is that she finds the class very difficult.
- One is that ... / The other is that ...
 - eg.** One / The other is that he could talk about the problem with his roommate.
- I think the ... is better.
 - eg.** I think the second solution is better.
- First of all, ... / Second of all, ...
 - eg.** First / Second of all, he can miss the morning class if he stays up late.

Let's Practice

Problem

The woman has a doctor's appointment on the day of her field trip.

Solutions

1. Tell her teacher that she can't go.
2. Ask her doctor to change the date.



she has a doctor's

. There are two possible solutions for this.

she could

she could

I think

is better.

Get Started

Choose the word from the box that best completes the sentence.

- stressed out
- mistake

- difficult
- drop

- fall behind
- harm

- 1 Today is the last day that I can _____ the Physics course.
- 2 If I feel that I _____ in physics class, I try hard to catch up.
- 3 I get so _____ when my roommate turns on loud music at night.
- 4 Forgetting to bring your textbook one time will do no _____ to your grade.
- 5 I think the violin is _____ to learn in the beginning.
- 6 It was my biggest _____ that I hadn't been to the dentist before.

Get Ready ••

A-1 Listen to two students talking about Chemistry class. Fill in the blanks to complete the dialogue.

02_U1_2.mp3

W: Hey, you look really stressed out! What's going on?

M: Oh... It's this Chemistry class that ① _____ me out. It's too ② _____ for me. It's only the second week and I'm already ③ _____ ④ _____.

W: Is it really that bad?

M: Yes! I have ⑤ _____ idea what's going on. I think it was a ⑥ _____ to take this course. What am I going to do?

W: Well, you could ⑦ _____ the course. If you think of your ⑧ _____, it's better not to keep ⑨ _____ it. You'll lose a bit of ⑩ _____, but it's better than getting a low grade. That will ⑪ _____ your GPA.

M: Yeah. I've thought of that. The problem is that I'll end up losing about a ⑫ _____ dollars. That's not a small amount of money.

W: Hmm... Then, how about this? Get some ⑬ _____ from others. You could get extra help from the ⑭ _____, or join a ⑮ _____ group. There are many ways of getting ⑯ _____ help.

M: I thought about it, but I don't know many people, and the professor seems very ⑰ _____.

W: I'm sure your professor would be happy to answer your ⑱ _____.

A-2 Answer the following questions.

- 1 Why is the man so stressed out?
 - Ⓐ because he finds it difficult to keep up in Chemistry class
 - Ⓑ because he regrets causing trouble in Chemistry class

- 2 What **two** possible solutions does the woman suggest to the man?
 - Ⓐ that he could get a private tutor
 - Ⓑ that he could drop the course
 - Ⓒ that he could get extra help from others
 - Ⓓ that he could retake the course next semester

Practice Speaking

The man's problem is that

The woman suggests two possible solutions. One is that

The other is that

- B-1** Listen to the dialogue again. Without looking at **A-1**, complete the notes on the two possible solutions.

03_U1_3.mp3

. Man's problem:	
Solution 1:	Solution 2:
- Detail:	- Detail:

- B-2** Answer the following questions.

- Which solution do you think is better?
☐ Solution 1 (go to number 2) ☐ Solution 2 (go to number 3)
- Why do you think the first option is better? Choose **two** reasons why you think so.
☐ There's a limit on getting help from others.
☐ He will risk failing the course.
☐ Losing a hundred dollars is better than getting an F.
- Why do you think the second option is better? Choose **two** reasons why you think so.
☐ It is a waste of money to drop the class.
☐ A study group can be very helpful and effective.
☐ It is good to challenge himself with something he finds difficult.

- C** Check (✓) which solution you think is better and write down the two reasons you have chosen in **B-2**. Then add specific details to support your two reasons.

<input type="checkbox"/>	Solution 1
<input type="checkbox"/>	Solution 2

Reason 1

- Supporting detail

Reason 2

- Supporting detail

Practice Speaking



I think the

solution is better. First of all,

In addition,

For these reasons, I think the man should choose the

option.

Speak Up ••

Referring from **A** to **C**, make your response to the question below.

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 man's problem is that

The woman suggests two possible solutions. One is that

The other is that

I think the

solution is better.

First of all,

In addition,

For these reasons, I think the man should choose the


option.

Check Your Response




04_U1_4.mp3

Listen to the sample responses and complete the notes below.



<div><input checked="" type="checkbox"/> Solution 1</div> <div><input type="checkbox"/> Solution 2</div>	
Reason 1:	Reason 2:
- Supporting detail:	- Supporting detail:



<div><input type="checkbox"/> Solution 1</div> <div><input checked="" type="checkbox"/> Solution 2</div>	
Reason 1:	Reason 2:
- Supporting detail:	- Supporting detail:

Referring to the notes in **A**, complete the outline below for a clear response.

Outline

Solution 1

Solution 2

Reason 1:

Reason 2:

- Supporting detail:

- Supporting detail:

- C** Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- ☐ The woman's problem is that ...
- ☐ The man suggests two solutions. One is that ... The other is that ...
- ☐ I think ...
- ☐ First of all, ...
- ☐ Second of all, ...
- ☐ For these reasons, ...



How long did it take for you to answer the question?



Response time:

Independent Task

Favorites II



● Target iBT TOEFL Question

Independent Task

Speaking

What is your favorite movie genre?

Explain why you like this genre. Include details and examples to support your explanation.

Integrated Task

Problem Solving



The man gives her two possible solutions.

●● Target iBT TOEFL Question

Integrated Task

Listening-Speaking

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.



Independent Task - Favorites II

Key Expressions

- I would have to say that my favorite ... is ...

eg. I would have to say that my favorite kind of music is hip-hop.

eg. I would have to say that my favorite book is *Charlie and the Chocolate Factory*.

- S + V ... when S + V ... (S=Subject, V=Verb)

eg. I watch cartoons. → never get bored

⇒ I never get bored when I watch cartoons.

eg. I was 10. → learned piano

⇒ I learned piano when I was 10.

- The first / second reason is that ...

eg. The first / second reason is that my teddy bear means a lot to me.

Let's Practice

1. I guess my favorite city is New York.

=

2. I arrived. → nobody was there

=

3. I watch movies at home. → fall asleep

=

4. First, there are lots of museums and historical places to see.

= The

Get Started

Choose the word from the box that best completes the sentence. Change form where necessary.

- | | | |
|--------------------------------------|---------|---------|
| • imaginary | • brave | • stunt |
| • keep one on the edge of one's seat | | • sweat |

- 1 Being a _____ person involves high risk and danger.
- 2 I don't show fear in difficult situations because I am _____.
- 3 After he ran 100 meters, his T-shirt was soaked with _____.
- 4 When I'm bored, I often talk to my _____ friend.
- 5 The action movie I watched yesterday _____ throughout the entire movie.

Get Ready

A Answer the following question.

What is your favorite movie genre?



I would have to say that my favorite movie genre is _____.

- action
- fantasy

- comedy
- romance

- horror
- animation

B Why do you like that movie genre? Check (✓) two reasons. You may add your own answer.

- ☐ I like funny / scary / imaginary storylines.
- ☐ Time flies when I watch _____ movies.
- ☐ It helps to relieve stress.
- ☐ I like to prove that I am brave enough to watch horror films.
- ☐ I like to put myself into the character's position.
- ☐ I like to watch actors or actresses perform stunts.
- ☐ _____.

Practice Speaking



I would have to say that my favorite movie genre is _____.

There are two reasons why _____ is my favorite genre.

The first reason is that _____

The second reason is that _____

- C** Write down the two reasons you have chosen in **B**. Then using the idea tip below as a guide, add specific details to support your two reasons. You may add your own experiences or examples to support your reasons.

Reason 1	Reason 2
<p>— Supporting detail</p>	<p>— Supporting detail</p>

Idea Tip

- so exciting that they keep me on the edge of my seat
- so amazing
- can focus only on movies
- like to guess what happens next
- imagine what I would do if I were
- make me sweat with fear / emotion

Practice Speaking



The first reason is that

The second reason is that

That is why I like movies.

Speak Up

Referring from **A** to **C**, make your response to the question below.

What is your favorite movie genre? Explain why you like this movie genre. Include details and examples to support your explanation.

I would have to say that my favorite movie genre is

There are two reasons why _____ is my favorite genre.

The first reason is that

The second reason is that

That's why I like _____ movies.

Check Your Response



06_U2_1.mp3

Listen to the sample response and try to take some notes.



• Favorite movie genre:

Reason 1:

- Supporting detail:

Reason 2:

- Supporting detail:

A Using the ideas below as a guide to find two major reasons, complete the outline for a response.

- ## Outline

- The most meaningful object:

Reason 1:

Reason 2:

- Supporting detail:

- Supporting detail:

- B** Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- I would have to say that the most meaningful object I have is ...
- There are two reasons why ...
- The first reason is that ...
- The second reason is that ...
- That is why ...



How long did it take for you to answer the question?



Response time:

Integrated Task - Problem Solving

Key Expressions

- could either ... or ...

eg. He could either take the subway or ask his friends for a ride.

eg. She could either talk about the problem with her roommate or change rooms.

- If S + V ... , S will ... (S=Subject, V=Verb)

eg. get up late tomorrow → be in trouble

⇒ If I get up late tomorrow, I will be in trouble.

- V-ing ... + V ... = To V ... + V ... (V=Verb)

eg. Exercising is very important to stay healthy.

= To exercise is very important to stay healthy.

eg. Watching the news helps children develop their knowledge.

= To watch the news helps children develop their knowledge.

- These are the reasons that I think ...

eg. These are the reasons that I think the first option is better.

eg. These are the reasons that I think the man should choose the second option.

Let's Practice!

1. One option is that she could go to bed early and wake up early.

The other is that she could stay awake all night.

= She could

2. go to bed late and get up late → definitely miss the morning class

: If

3. To study English is not that easy.

=

is

Get Started

Choose the word from the box that best completes the sentence.

- irresponsible
- rest

- give up
- important

- on time
- concentrate

- 1 Only two students followed the schedule and the _____ of the students stayed behind.
- 2 I finished my project right _____, so I didn't lose any marks.
- 3 The bad things about him are that he is disorganized and _____.
- 4 It is very _____ that students read many books.
- 5 People should never _____ before they really try their best.
- 6 It is hard to _____ on my studies when there's a construction going on.

Get Ready

A-1 Listen to two students talking about a study group assignment. Fill in the blanks to complete the dialogue.

07_U2_2.mp3

M: Are you coming to the ① tonight?

W: I really want to, but I'm not sure yet.

M: Why? What's wrong?

W: I'm in this study group, and there's a ② that I have to do by ③. There's no way I can finish it all by tomorrow anyway. If I don't finish the reading, they're going to think I'm ④ and ⑤.

M: I bet that if you just ⑥ the party and really work hard, you might get it done ⑦ time.

W: Hmm... But I don't think that's going to be ⑧. It's really too much.

M: I don't think your group members will think you are irresponsible if you try your ⑨. Why don't you do the ones that are most ⑩ first? And then, if you have time, you can do the ⑪.

W: Yeah... I'm trying, but I'm not sure. Right now, all I can think about is the party.

M: Well... If you can't get it done either way, why don't you just ⑫ yourself? ⑬ the people in your study group and tell them that you won't be able to do it, and just come to the party! I don't think you'll be able to ⑭ well anyways.

W: Yeah, but I don't think they'll be happy about it.

M: Of course they won't be too happy about it, but at least you can have fun and get a good night's sleep.

A-2 Answer the following questions.

1 What is the woman so stressed about?

- Ⓐ She has to finish some reading for her study group by tomorrow, but she also wants to go to a party tonight.
- Ⓑ She does not want anybody to think of her as irresponsible and lazy.

2 Which **two** possible solutions does the man suggest to the woman?

- Ⓐ that she could just go to bed early
- Ⓑ that she could go to the party and pretend that she has done the reading assignment
- Ⓒ that she could stay home and stay up late to finish the reading
- Ⓓ that she could tell her study group members that she can't make it and just enjoy the party

Practice Speaking

The woman's problem is that

The man gives her two possible solutions. She could either

or she could

- B-1** Listen to the dialogue again. Without looking at **A-1**, complete the notes on the two possible solutions.

08_U2_3.mp3

. Woman's problem:	
Solution 1:	Solution 2:
-- Detail:	-- Detail:

- B-2** Answer the following questions.

- Which solution do you think is better?
☐ Solution 1 (go to number 2) ☐ Solution 2 (go to number 3)
- Why do you think the first option is better? Choose **two** reasons why you think so.
☐ It doesn't make sense not to do the reading in order to attend a party.
☐ Breaking promises for a party shows that she is irresponsible.
☐ There is a difference between not trying and not doing.
- Why do you think the second option is better? Choose **two** reasons why you think so.
☐ It is impossible for her to finish the reading, so she should just have fun instead.
☐ She should do what she really likes.
☐ It will be a waste of time doing the reading.

- Ⓒ Check (✓) which solution you think is better and write down the two reasons you have chosen in **B-2**. Then add specific details to support your two reasons.

<input type="checkbox"/>	Solution 1
<input type="checkbox"/>	Solution 2

Reason 1

- Supporting detail

Reason 2

- Supporting detail

Practice Speaking



I think the _____ solution is much better. First, _____

Secondly, _____

These are the reasons that I think the _____ solution is better.

Speak Up

Referring from **A** to **C**, make your response to the question below.

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 woman's problem is that

The man gives her possible solutions. She could either

or she could

I think the solution is much better.

First,

Secondly,


These are the reasons that I think the solution is better.

Check Your Response




09_U2_4.mp3

Listen to the sample responses and complete the notes below.



<input checked="" type="checkbox"/> Solution 1	<input type="checkbox"/> Solution 2
Reason 1:	Reason 2:
- Supporting detail:	- Supporting detail:



<input type="checkbox"/> Solution 1	<input checked="" type="checkbox"/> Solution 2
Reason 1:	Reason 2:
- Supporting detail:	- Supporting detail:

A

10_U2_5.mp3


TOEFL Speaking

PAUSE TEST SECTION EXIT

IBT TOEFL Question

REVIEW HELP OK NEXT

Listen to two students talking about the man's problem. Take notes while you are listening.

 Notes

- Man's problem:

Solution 1:	Solution 2:
- Detail:	- Detail:

B

TOEFL Speaking

PAUSE TEST SECTION EXIT

IBT TOEFL Question

REVIEW HELP OK NEXT

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

Referring to the notes in **A**, complete the outline below for a clear response.

Outline	
<div style="border: 1px solid blue; padding: 5px; margin: 10px auto; width: fit-content;"> <div style="display: flex; justify-content: space-around;"> <div style="width: 40%;"><input type="checkbox"/> Solution 1</div> <div style="width: 40%;"><input type="checkbox"/> Solution 2</div> </div> </div>	
<p>Reason 1:</p> <p>- Supporting detail:</p>	<p>Reason 2:</p> <p>- Supporting detail:</p>

C Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions
<ul style="list-style-type: none"> ◦ The man's problem is that ... ◦ The woman suggests two solutions to the problem. ◦ He could either ... or ... ◦ I think ... is better. ◦ First, ... ◦ Secondly, ... ◦ These are the reasons that ...



How long did it take for you to answer the question?

Response time:

Independent Task

Persons



The person who
is the most important
to me is ...

UNIT 03

●● Target iBT TOEFL Question

Independent Task

Speaking

Describe a person who is the most important to you.
Explain why the person is important to you. Include
details and examples to support your explanation.

Integrated Task

Summary



●● Target iBT TOEFL Question

Integrated Task

Listening-Speaking

Using points and examples given in the lecture, explain two important methods that are needed when learning a new language.

Independent Task - Persons

Key Expressions

- The person who ... is ...

eg. The person who is the most important to me is my dad.

eg. The person who(m) I admire the most is my English teacher.

- ... has always p.p. ...

(p.p. = past participle)

eg. She has always taken care of me.

eg. He has always been there for me.

- There are two reasons why ...

eg. There are two reasons why he is so important to me.

eg. There are two reasons why I admire her the most.

Let's Practice!

1. Who is the funniest person in your class?



who is the funniest in my class is

2. Who is the most intelligent person in your class?



is

3. Who do you like the most?



who I like the most is

4. Who do you care about the most?



is

Get Started

Match the words with the appropriate definitions.

- | | | | |
|--------------|---|---|---|
| ① influence | • | • | Ⓐ to get over defeat |
| ② supportive | • | • | Ⓑ depend on |
| ③ overcome | • | • | Ⓒ produce effects on actions; behavior or opinion |
| ④ faults | • | • | Ⓓ provide encouragement or help |
| ⑤ rely on | • | • | Ⓔ errors or mistakes |

Get Ready

A Answer the following questions.

1 Who is the most important person to you?



The person who is the most important to me is

2 Who is that person? (Write it down, if further information is needed about the person.)



He/She is

B Why do you think this person is the most important to you? Check (✓) two reasons. You may add your own answer.

- ☐ He/She has always been willing to help.
- ☐ He/She has always had an influence on me.
- ☐ He/She has always been supportive of me.
- ☐ He/She has always been patient with me.
- ☐ He/She has always taken care of me.

☐

Practice Speaking



The person who is the most important to me is

(He/She is)

There are two reasons why he/she is so important to me. First of all,

Secondly,

- C** Write down the two reasons you have chosen in **B**. Then using the idea tip below as a guide, add specific details to support your two reasons. You may add your own experiences or examples to support your reasons.

Reason 1

- Supporting detail

Reason 2

- Supporting detail

Idea Tip

- encourages me to keep trying
- leads me on the right track
- helps me overcome difficulties
- has given me the time I needed to realize my faults and fix them myself
- is always on my side
- is always there for me to rely on
- is a good listener and advisor

Practice Speaking



First of all,

Secondly,

(This has made me into the person I am today.) That's why
is the most important person to me.

Speak Up ••

Referring from **A** to **C**, make your response to the question below.

Describe a person who is the most important to you. Explain why the person is important to you. Include details and examples to support your explanation.

The person who is the most important to me is _____ There are two reasons why he/she is so important to me. First of all,

Secondly,

(This has made me into the person I am today.) That's why is the most important person to me.

Check Your Response



11_U3_1.mp3

Listen to the sample response and try to take some notes.



• The most important person:

Reason 1:

- Supporting detail:

Reason 2:

- Supporting detail:

A Using the ideas below as a guide to find two major reasons, complete the outline for a response.

- ☐ He/She has sacrificed so much to provide for the family.
- ☐ He/She has become successful due to his/her own hard work.
- ☐ He/She has inspired me in a lot of ways.
- ☐ He/She has overcome his/her problems.
- ☐ He/She has have a big influence on my character.
- ☐ He/She has taught me a lot of things.

• The person I admire the most:

Reason 1:

Reason 2:

- Supporting detail:

- Supporting detail:

- B** Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- The person who(m) I admire the most is ...
- There are two reasons why ...
- First of all, ...
- Secondly, ...
- That's why ...



How long did it take for you to answer the question?



Response time:

Integrated Task - Summary

Key Expressions

- The main topic of the lecture is ...

eg. The main topic of the lecture is vitamin C.

- According to the professor, ...

eg. According to the professor, there are good and bad things about vitamin C.

- The example the professor gives is ...

eg. The example the professor gives is Susan who took vitamin C three times a week.

- The professor discusses ... using the example of ...

eg. The professor discusses the overdose of vitamin C using the example of Ted.

Let's Practice

Main topic: 2 types of personality

introvert: **eg.** Anna
extrovert: **eg.** Tracy



The main topic

an

The

using

is

that

the

and an

the

the

the

the

the

the

the

.

, there is

.

for an introvert is

. And, the professor discusses

.

Get Started

Match the words with the appropriate definitions.

- | | | | |
|---------------|---|---|-----------------------|
| ① difficult | • | • | ① ways |
| ② methods | • | • | ② usefully and easily |
| ③ collect | • | • | ③ thing, item |
| ④ efficiently | • | • | ④ hard |
| ⑤ connections | • | • | ⑤ gather |
| ⑥ object | • | • | ⑥ links, bonds |

Get Ready

- A** Listen to part of a lecture on learning a new language. Fill in the blanks to complete the lecture.

12_U3_2.mp3

Professor: I believe that everyone already knows that learning a new language is a very ① _____ process. When learning a new language, there are two main ② _____ that help many students learn faster. The first method is ③ _____. Through repetition, people can ④ _____ information faster and more ⑤ _____. An example of this is when students use ⑥ _____ to learn new vocabulary. Through the repetition of seeing the same word and defining it ⑦ _____ and ⑧ _____, they build a clear ⑨ _____ between their ⑩ _____ and ⑪ _____ to help ⑫ _____ new words. The second method in learning a new language is to use all five ⑬ _____. When something is being used through all five senses, they are making multiple ⑭ _____ with the ⑮ _____, ⑯ _____, and the ⑰ _____. An example can be seen in the word *pomme*, which means ⑱ _____ in French. To learn this word, an apple must now be referred to as a *pomme*. They must now ⑲ _____ the word, ⑳ _____ the word, ㉑ _____ the word, ㉒ _____ the object, and ㉓ _____ the object in order to remember *pomme*.

B Listen to the lecture again. Without looking at **A**, fill in the blanks to complete the notes.

13_U3_3.mp3

* ① _____ methods that help students learn a new language faster

- 1st method: ② _____
 - people can collect ③ _____ faster & more efficiently
 - (e.g.) ④ _____
 - build ⑤ _____ between ⑥ _____ & ⑦ _____
- 2nd method: ⑧ _____
 - make multiple ⑨ _____ with the object, ⑩ _____ & the ⑪ _____
 - (e.g.) ⑫ _____
 - ⑬ _____ the word, ⑭ _____ the word, ⑮ _____ the word, ⑯ _____ the object, ⑰ _____ the object → remember

C Check (✓) whether the following statements are true or false.

	True	False
1 The professor mentions that learning a new language is an easy task.	<input type="checkbox"/>	<input type="checkbox"/>
2 This lecture is mainly about learning new vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>
3 The example the professor gives to explain repetition is using flashcards to help students to learn language.	<input type="checkbox"/>	<input type="checkbox"/>
4 Repetition does not really help to build a clear link between the eyes and the brain.	<input type="checkbox"/>	<input type="checkbox"/>
5 The example the professor gives to explain the usage of the five senses is the word <i>pomme</i> , the French word for apple.	<input type="checkbox"/>	<input type="checkbox"/>
6 By using all five senses, students are able to make connections with the object, language, and the brain.	<input type="checkbox"/>	<input type="checkbox"/>

D Referring to **C**, answer the following questions and practice speaking.

1 What is the main topic of the lecture?

⇒ The main topic of the lecture is

2 According to the professor, what are the two main methods for learning a new language?

⇒ According to the professor, there are main methods for learning a new language; and the use of all

3 What does the professor give as an example of repetition?

⇒ The example the professor gives is students who use to learn new

4 What happens when the teacher repeats the action of using flashcards?

⇒ By repeating the action of using flashcards, students can build and the brain.

5 What does the professor give as an example of using all five senses?

⇒ The example the professor gives is the word , the French word for

6 What happens when students use all five senses to study a new word?

⇒ By using all five senses, students are able to

Speak Up

Referring from **A** to **D**, make your response to the question below.

Using the points and examples given in the lecture, explain two important methods that are needed when learning a new language.

The main topic of the lecture is

According to the professor,

and

The professor discusses the first method in learning a new language which is

The example she gives is

By repeating the action of using flashcards,

Then the professor talks about the second method which is

The example she gives is , the french word for

By using all five senses,

Check Your Response



14_U3_4.mp3

Listen to the sample response and take notes if necessary.

A

15_U3_5.mp3


TOEFL Speaking

PAUSE TEST SECTION EXIT

IBT TOEFL Question

REVIEW HELP OK NEXT

Listen to the part of the lecture on peer pressure. Take notes while you are listening.

 Notes

B

TOEFL Speaking

PAUSE TEST SECTION EXIT

IBT TOEFL Question

REVIEW HELP OK NEXT

Using points and examples given in the lecture, explain what is meant by peer pressure and its influence on people.

Referring to the notes in **A**, complete the outline below for a clear response.

Outline

• Peer pressure:

Negative peer pressure:

- (e.g.)

-

-

Positive peer pressure:

- (e.g.)

-

-

- C** Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- The main topic of the lecture is ...
- The professor explains that ...
- According to him, there are two types of peer pressure: ...
- The professor discusses ... using the example of ...
- Then the professor talks about ... using the example of ...



How long did it take for you to answer the question?



Response time:

Independent Task

Characteristics



As far as I'm concerned, there are two characteristics of a ...

●● Target iBT TOEFL Question

Independent Task

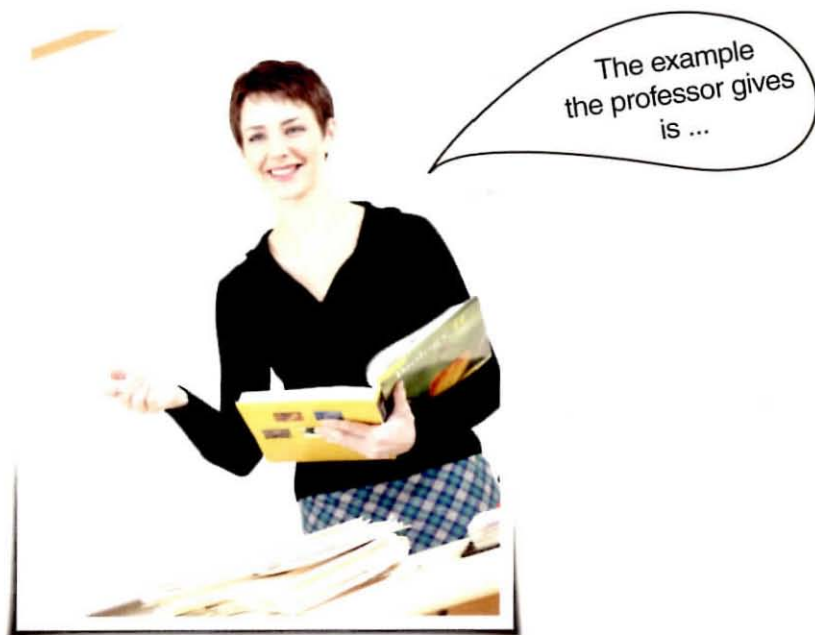
Speaking

What are the important characteristics of a student leader?

Explain why these characteristics are important.
Include details and examples to support your explanation.

Integrated Task

Summary



● ● Target iBT TOEFL Question

Integrated Task

Listening-Speaking

Using points and examples given in the lecture, explain two methods of tools used by animals.

Independent Task - Characteristics

Key Expressions

- As far as I'm concerned, ...

eg. As far as I'm concerned, there are two characteristics of a good friend.

eg. As far as I'm concerned, it's a piece of cake to solve this problem.

- In my opinion, ...

eg. In my opinion, a student should have respect for his/her teacher.

eg. In my opinion, the next question is not too difficult.

- should / must

eg. Students should / must keep quiet while the teacher explains something.

- be able to

eg. Students should be able to concentrate for at least an hour.

eg. Every student must be able to solve these questions.

Let's Practice

- Learning other languages is difficult.
- English, especially, is the most difficult language to study.
- keep reading books and listening to the news / practice speaking English frequently
- improve my ability to speak English



So, I _____, learning _____.

Also, I _____, English, _____.

So, I _____ keep _____.

Also, I _____ practice _____.

That way, I will _____ improve _____.

Get Started

Match the words on the left with the synonyms on the right.

- | | | | |
|----------------|---|---|-------------------------|
| ① impartiality | • | • | ① attractiveness |
| ② confident | • | • | ② hard; earnestly |
| ③ appeal | • | • | ③ fairness |
| ④ passionate | • | • | ④ agent |
| ⑤ diligently | • | • | ⑤ certain; assured |
| ⑥ intermediary | • | • | ⑥ enthusiastic; excited |

Get Ready

A Answer the following questions.

- 1 Who is a student leader in your school now?



- 2 Do you think he/she is a good student leader?

☐ Yes

☐ No

- 3 What characteristics of a leader does he/she possess? Check(✓) all of them.

☐ responsibility

☐ impartiality

☐ passion

☐ diligence

☐ confidence

☐ cleverness

☐ open-minded

☐ good-looking

☐ honesty

☐ good communication skills

B What do you think are the most important characteristics of a student leader? Check (✓) two characteristics that you think are the most important. You may add your own answer.

- ☐ A student leader should be confident about his/her own abilities.
- ☐ He/She must lead by example.
- ☐ He/She should treat other students the same.
- ☐ He/She should be responsible for other students.
- ☐ He/She must be good at communicating with other students.
- ☐ He/She must be clever.
- ☐ His/Her appearance should appeal to others.
- ☐ He/She must be honest with others.
- ☐ He/She should be passionate about his/her work.
- ☐

Practice Speaking



As far as I'm concerned, there are two characteristics of a student leader.

In my opinion, a student leader

Also,

- C** Write down the two reasons you have chosen in **B**. Then using the idea tip below as a guide, add specific details to support your two reasons. You may add your own experiences or examples to support your reasons.

Reason 1

– Supporting detail

Reason 2

– Supporting detail

Idea Tip

- have the same beliefs
- be able to act diligently and work harder than everyone else
- be able to gain the respect of other students
- good at school studies and always on top
- popular among students
- keep his/her promises
- always ready to listen to other students' problems
- be a good intermediary between students and teachers

Practice Speaking



In my opinion, a student leader

Also,

Speak Up ••

Referring from **A** to **C**, make your response to the question below.

What are the most important characteristics of a student leader? Explain why these characteristics are important. Include details and examples to support your explanation.

As far as I'm concerned,

In my opinion,

Also,

Check Your Response

16_U4_1.mp3

Listen to the sample response and try to take some notes.

• Two important characteristics of a student leader:

characteristic 1:

- Supporting detail:

characteristic 2:

- Supporting detail:

TOEFL Speaking **iBT TOEFL Question** REVIEW HELP OK NEXT

PAUSE TEST SECTION EXIT

What are the most important characteristics of a good neighbor? Explain why these characteristics are important. Include details and examples to support your explanation.

A Using the ideas below as a guide to find two major reasons, complete the outline for a response.

- ☐ Neighbors should be respectful.
- ☐ Neighbors should be understanding.
- ☐ Neighbors should be friendly and nice.
- ☐ Neighbors should be honest.
- ☐ Neighbors should help each other during hard times.
- ☐ Neighbors should keep their nose out of each other's business.
- ☐ Neighbors should be quiet and tidy.

Outline

• Two important characteristics of a good neighbor:

characteristic 1:

characteristic 2:

- Supporting detail:

- Supporting detail:

- B** Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- As far as I'm concerned, there are two important characteristics of ...
- In my opinion, ...
- Also, ...



How long did it take for you to answer the question?



Response time:

Integrated Task - Summary

Key Expressions

- The lecture is mainly about ...
eg. The lecture is mainly about vitamin C.
- The professor explains that ...
eg. The professor explains that there are good and bad things about vitamin C.
- The professor begins by ...
eg. The professor begins by discussing some advantages of taking vitamins everyday.
- The professor uses ... as an example.
eg. The professor uses Ted who overdoses vitamin C as an example.

Let's Practice

Main point: taking a nap

- advantages to taking a nap **eg.** Ally - 20 minutes
- disadvantages to taking a nap



The lecture is

The professor

_____ . The professor

discussing some beneficial factors when taking a nap for a short time.

_____ who sleeps for 20 minutes

after lunch

Get Started

Choose the word from the box that best completes the sentence.

• solve • measure • depth • complicated • take off • fit into

- 1 This truck does not _____ this parking space.
- 2 The question I wrote on the board is very _____.
- 3 If anyone _____ s this question, I will buy lunch.
- 4 The _____ of this river is about 1 foot.
- 5 Rulers are used to _____ things.
- 6 Please _____ your shoes when you enter my house.

Get Ready

A Listen to part of a lecture on animals' use of tools. Fill in the blanks to complete the lecture.

17_U4_2.mp3

Professor: Did you know that animals are able to ① _____ the use of ② _____ to everyday activities? This shows that animals have an advanced ③ _____ to ④ _____ problems. There are two different ways animals use tools: ⑤ _____ ways and ⑥ _____ ways. The simple use of tools is when animals use ⑦ _____ or things in ⑧ _____ in their ⑨ _____ form. An example of the simple tool use comes from ⑩ _____. Gorillas use ⑪ _____ and other long objects in nature to ⑫ _____ the ⑬ _____ of ⑭ _____. Then what is the systematic tool use? This is a more ⑮ _____ technique, and it is similar to techniques used by ⑯ _____. It is when a ⑰ _____ or appearance of an object is ⑱ _____ to make work ⑲ _____. An example of this can be seen in ⑳ _____. Chimpanzees ㉑ _____ ㉒ _____ from branches and then sharpen them with their ㉓ _____. Chimpanzees use these sharp ㉔ _____ to ㉕ _____ into ant and termite nests. Using these tools, chimpanzees make their work more ㉖ _____. This shows that they are more advanced in their ㉗ _____.

B Listen to the lecture again. Without looking at **A**, fill in the blanks to complete the notes.

18_U4_3.mp3

* ① _____ - relate the use of ② _____ to everyday activities
 = have an ability to ③ _____ ④ _____

- simple tool use: use tools in their ⑤ _____ form
 - (e.g.) ⑥ _____
 - use ⑦ _____ / other long ⑧ _____ to ⑨ _____
- systematic tool use: ⑩ _____ / appearance of an object is ⑪ _____
 to make work easier - (e.g.) ⑫ _____
 - remove ⑬ _____ from branches → sharpen them with ⑭ _____
 → use these sharp ⑮ _____ to fit into ⑯ _____, termite nests

C Check (✓) whether the following statements are true or false.

	True	False
1 The lecture is mainly about the use of tools by animals.	<input type="checkbox"/>	<input type="checkbox"/>
2 Animals do not have the ability to link objects to their everyday activities.	<input type="checkbox"/>	<input type="checkbox"/>
3 Animals have problem solving abilities.	<input type="checkbox"/>	<input type="checkbox"/>
4 Some animals use tools in simple ways and some use them in systematic ways.	<input type="checkbox"/>	<input type="checkbox"/>
5 Simple tool use is when an animal uses a tool in its original form.	<input type="checkbox"/>	<input type="checkbox"/>
6 The example the professor gives to explain simple tool use is chimpanzees.	<input type="checkbox"/>	<input type="checkbox"/>
7 Systematic tool use is when the animal changes the shape of an object to serve a specific function.	<input type="checkbox"/>	<input type="checkbox"/>
8 The professor uses gorillas as an example of systematic tool use.	<input type="checkbox"/>	<input type="checkbox"/>
9 The example shows that gorillas are more clever than chimpanzees.	<input type="checkbox"/>	<input type="checkbox"/>

D Referring to **C**, answer the following questions and practice speaking.

1 What is this lecture mainly about?

⇒ The lecture is mainly about the

2 What does the professor explain about an animal tool use?

⇒ The professor explains that animals

3 What are the two techniques that animals use according to the professor?

⇒ According to the professor, some animals use tools in
and some use them in

4 Explain what the simple use of tools is.

⇒ Simple tool use is when the animal uses

5 What do gorillas use various objects such as sticks for?

⇒ They use various objects such as sticks to

6 Explain what the systematic use of tools is.

⇒ Systematic tool use is when the animal changes

7 How do chimpanzees use sticks when they want to get ants or termites?

⇒ They remove leaves from sticks and then

Speak Up •

Referring from **A** to **D**, make your response to the question below.

Using points and examples given in the lecture, explain two methods of tools used by animals.

The lecture is mainly about

The professor explains that

According to the professor,

He begins by introducing

This is

The example he gives is

They use various objects such

as sticks to

The second type of tool use he explains is

Systematic tool use is

He uses

as an example. They

Check Your Response



19_U4_4.mp3

Listen to the sample response and take notes if necessary.

A

20_U4_5.mp3


TOEFL Speaking

PAUSE TEST SECTION EXIT

iBT TOEFL Question

REVIEW HELP OK NEXT

Listen to the part of the lecture on introduced species. Take notes while you are listening.

 Notes

B

TOEFL Speaking

PAUSE TEST SECTION EXIT

iBT TOEFL Question

REVIEW HELP OK NEXT

Using points and examples given in the lecture, explain two ways in which species are introduced to new areas.

Referring to the notes in **A**, complete the outline below for a clear response.

Outline

• Species introduction:

Intentional introduction:

- (e.g.)

-

-

Accidental introduction:

- (e.g.)

-

-

- C** Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- The lecture is mainly about ...
- The professor explains that ...
- According to the professor, there are two types of ...
- She begins by introducing ...
- The example she gives is ... / She uses ... as an example.



How long did it take for you to answer the question?



Response time:

Independent Task

Preference



I prefer wearing ...
to wearing ...

UNIT
05

●● Target iBT TOEFL Question

Independent Task

Speaking

Some students like to wear school uniforms. Others like to wear casual clothes. Which do you prefer? Explain the reasons for your opinion using details and examples.

Integrated Task

Fit & Explain



The woman thinks the university's plan is not a good idea.

●● Target iBT TOEFL Question

Integrated Task

Reading-Listening-Speaking

The woman expresses her opinion about the notice.
State her opinion and explain the reasons she gives for holding that opinion.

Independent Task - Preference

Key Expressions

- prefer V-ing to V-ing

(V= Verb)

eg. I prefer eating at home to eating out.

eg. I prefer getting up early to getting up late.

- prefer to V rather than to V

eg. I prefer to eat at home rather than to eat out.

eg. I prefer to get up early rather than to get up late.

- would choose to V

eg. I would choose to eat at home.

eg. I would choose to get up early.

Let's Practice

1. I prefer studying alone to studying in a group.

= I like studying alone better than studying in a group.

= I would choose to study alone rather than to study in a group.

2. I prefer to stay at home rather than to go outside on weekends.

= I like staying at home better than going outside on weekends.

= I would choose to stay at home rather than to go outside on weekends.

Get Started

Choose the word from the box that best completes the sentence.

- | | | |
|---------------|--------------|----------|
| • rules | • experience | • unique |
| • comfortable | • stains | |

- My teacher loved it when I came up with a _____ idea.
- It is good for children to learn by _____.
- I can't get rid of these ink _____ on my shirt.
- Students should obey school _____.
- She is a _____ person to be with.

Get Ready

A Answer the following questions.

- Do you wear school uniforms?
☐ Yes (go to number 2) ☐ No (go to number 3)
- Do you like wearing school uniforms?
☐ Yes (go to number 4) ☐ No (go to number 5)
- Do you like wearing casual clothes?
☐ Yes (go to number 5) ☐ No (go to number 2)
- Why do you like wearing school uniforms? Choose **two** reasons.
 - ☐ take less time to prepare every morning
 - ☐ no need to worry about what to wear the next day
 - ☐ don't have to spend money on shopping for clothes
 - ☐ uniforms are a symbol of students

5 Why do you like wearing casual clothes? Choose **two** reasons.

- ☐ uniforms are ugly / casual clothes are more fashionable
- ☐ casual clothes are more comfortable
- ☐ like to look different from other people
- ☐ don't like to follow the rules much

Practice Speaking



I prefer wearing _____ to wearing _____

There are two reasons why I prefer wearing _____

B Check (✓) your preference and write down the two reasons you have chosen in **A**. Then using the idea tip as a guide, add specific details to support your two reasons.

☐ wear school uniforms

☐ wear casual clothes

Reason 1

— Supporting detail

Reason 2

— Supporting detail

Idea Tip

- never have to worry about what I'm going to wear
- can save money or spend money on other things, such as ...
- get to school early / late
- is a once-in-a-lifetime experience
- have my own style
- like being unique and special
- (don't) like to wear skirts and ties / more comfortable to wear jeans and t-shirts
- (don't) have to worry about wrinkles and stains

Practice Speaking



The first reason is that

Handwriting practice lines for the first reason.

Another reason is that

Handwriting practice lines for the second reason.

Speak Up

Referring from **A** to **B**, make your response to the question below.

Some students like to wear school uniforms. Others like to wear casual clothes. Which do you prefer? Explain the reasons for your opinion using details and examples.

I prefer wearing _____ to wearing _____

There are two reasons why I prefer wearing _____

The first reason is that _____

Another reason is that _____


That's why I would choose to wear _____

Check Your Response




21_U5_1.mp3

Listen to the sample responses and complete the notes below.



☒ wear school uniforms
☐ wear casual clothes

Reason 1:	Reason 2:
- Supporting detail:	- Supporting detail:



☐ wear school uniforms
☒ wear casual clothes

Reason 1:	Reason 2:
- Supporting detail:	- Supporting detail:

TOEFL Speaking

PAUSE TEST SECTION EXIT

iBT TOEFL Question

REVIEW HELP OK NEXT

Some students like to eat lunch made by the school cafeteria. Others like to bring their own lunch. Which do you prefer? Explain the reasons for your opinion using details and examples.

- A** Using the ideas below as a guide to find two major reasons, complete the outline on the next page for a response.

☐ eat lunch made by the school cafeteria

- ☐ The food is freshly cooked.
- ☐ It is more delicious.
- ☐ I can enjoy lunch time more.
- ☐ There are always different things on the menu.

☐ bring my own lunch

- ☐ I don't have to waste time waiting in line.
- ☐ I can save money.
- ☐ It is healthier and more hygienic.
- ☐ I don't have to worry about eating too much.

Outline

- eat lunch made by the school cafeteria
- bring my own lunch

Reason 1:

- Supporting detail:

Reason 2:

- Supporting detail:

- B** Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- I prefer to ... rather than to ...
- There are two reasons why I prefer to ...
- The first reason is that ...
- Another reason is that ...
- That's why I would choose to ...



How long did it take for you to answer the question?



Response time:

Integrated Task - Fit & Explain

Key Expressions

- ... disagrees with ...

eg. The woman disagrees with the university's plan.

- ... does not agree with ...

eg. The woman does not agree with the university's plan.

- thinks (that) ... is not a good idea

eg. The woman thinks (that) the university's plan is not a good idea.

- is against N / V-ing

(N = Noun, V = Verb)

eg. The woman is against the university's plan.

eg. The woman is against changing the library's schedule.

- is opposed to N / V-ing

(N = Noun, V = Verb)

eg. The woman is opposed to the university's plan.

eg. The woman is opposed to changing the library's schedule.

Let's Practice!

1. The man disagrees with the new proposal.

=

=

=

=

2. The man thinks raising the student union fee is not a good idea.

=

=

Get Started

Match the words to the right synonyms.

- | | | | |
|----------------|---|---|--------------------------------------|
| ① renovated | • | • | Ⓐ equipment; resources |
| ② expand | • | • | Ⓑ extra |
| ③ facilities | • | • | Ⓒ remodeled; repaired |
| ④ poor | • | • | Ⓓ rise |
| ⑤ construction | • | • | Ⓔ enlarge; get bigger |
| ⑥ additional | • | • | Ⓕ reasonable |
| ⑦ increase | • | • | Ⓖ broken-down; bad |
| ⑧ fair | • | • | Ⓗ building of things |
| ⑨ seniors | • | • | Ⓘ fourth year students in university |

Get Ready

A-1 Read the notice about the recreation center. Underline the main idea of the notice.

Plans for Recreation Center

The Recreation Center Committee proposed to have the student recreation center renovated and its facilities expanded due to poor facilities and large numbers of students using the center. The expansion that is due to be completed by March of next year includes the construction of additional basketball courts, badminton courts and squash courts. Because this is a big project, the construction will take more time and money. Therefore, there will be a slight increase in the existing Student Union fee during the construction. However, students will be provided with a larger and more convenient recreation center.

A-2 Answer the following questions.

- 1 What is the main idea of the notice?
 - (A) The Recreational Center Committee is going to remodel the student recreation center.
 - (B) The Recreational Center Committee is going to reduce the facilities of the student recreation center.

- 2 Why is the construction needed? Choose **two** answers.
 - (A) because the facilities are old
 - (B) because there is no badminton court
 - (C) because the facilities are inadequate

- 3 When will the construction be done?
 - (A) not later than March
 - (B) after March
 - (C) by May

- 4 What will the construction of this big project require? Choose **two** answers.
 - (A) more workers
 - (B) more time
 - (C) more money

- 5 What will happen to the Student Union fee?
 - (A) There will not be any changes to the Student Union fee.
 - (B) The Student Union fee will rise during the building process.
 - (C) The entrance fee will increase after the construction is done.

Practice Speaking



The Recreational Center Committee is going to

because the

are old and are inadequate.

B-1 Listen to two students talking about the student recreation center. Fill in the blanks to complete the dialogue.

 22_U5_2.mp3

W: Did you see the ① about the recreation center?

M: No. What's it about?

W: They're going to ② the recreation center!

M: Well, I think it's a great idea! The basketball court we're using now is terrible. The locker rooms are particularly bad. It's about time they ③ that place.

W: Do you really think so? I think it's a big waste of ④ and ⑤. I go to the recreation center regularly to use the fitness center and ⑥ pool. I think the ⑦ are excellent and I've never had to wait in ⑧. They have plenty of ⑨.

M: That's strange. I had to wait for at least an hour whenever I wanted to use a badminton court.

W: Well, perhaps only Fridays and ⑩ are ⑪. Besides, do you know that we have to ⑫ for the new recreation center? We can't ⑬ it much anyway, because we are graduating in ⑭ next year. I don't think that's ⑮ to ⑯.

B-2 Answer the following questions.

- 1 Who thinks the university's plan to renovate the student recreation center is **not** a good idea?
Ⓐ man
Ⓑ woman

- 2 What are **two** main reasons why the person disagrees with the plan?
Ⓐ The basketball courts are fine.
Ⓑ It is not busy Monday to Thursday.
Ⓒ It's a big waste of time and money.
Ⓓ It's unfair that seniors have to pay for the construction.

Practice Speaking



The woman thinks the university's plan to renovate the student recreation center is _____ idea. There are two main reasons why she _____ with the plan.

B-3 Listen to the dialogue again. Without looking at **B-1**, complete the notes on the reasons why the person disagrees.

23_U5_3.mp3

- Reason 1: waste of ① & ②
 - Supporting detail
 - : facilities are ③
 - : has never had to ④ in line
 - : ⑤ of space on the weekdays
- Reason 2: unfair that ⑥ have to pay for the construction
 - Supporting detail
 - : can use the center only for ⑦ months
 - : ⑧ in June next year

Practice Speaking



First of all, she thinks it is a big _____
She goes to the center regularly and thinks the facilities are _____
Also, she has never _____ because there is _____
Second of all, she thinks it is _____
Seniors have to pay for the construction, but can only _____
_____ because they _____ next year.
For these reasons, the woman _____ with the idea.

Speak Up

Referring from **A** to **B**, make your response to the question below.

The woman expresses her opinion about the notice. State her opinion and explain the reasons she gives for holding that opinion.

The Recreational Center Committee is going to
because

The woman thinks the university's plan to renovate the student recreation center is
There are two main reasons why she
with the plan. First of all, she thinks

Second of all, she thinks

For these reasons, the woman

with the idea.

Check Your Response



24_U5_4.mp3

Listen to the sample response and take notes if necessary.

- A** Read the announcement about new library hours.

TOEFL Speaking

PAUSE TEST

SECTION EXIT

iBT TOEFL Question

REVIEW

HELP ?

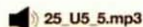
OK ✓

NEXT

Changes to Library Hours

The library is changing its hours beginning June 25th. The library hours will be shorter for the summer term since there will be fewer students on campus. This will both save money on operational costs and give the library staff a chance to take vacation. Monday through Friday, the library will be open from 8:30 am until 5 pm, and on weekends, the library will be closed. Our regular hours will start again in the fall. Enjoy your summer!

- B**




TOEFL Speaking

PAUSE TESTSECTION EXIT

iBT TOEFL Question

REVIEWHELPOKNEXT

Listen to two students talking about new library hours. Take notes while you are listening.

Notes

- ©

TOEFL Speaking

iBT TOEFL Question

REVIEW

HELP

OK

NEXT

PAUSE TEST

SECTION EXIT

The man expresses his opinion about the announcement. State his opinion and explain the reasons he gives for holding that opinion.

Referring to **A** and **B**, complete the outline below for a clear response.

Outline

• Main idea of the announcement:

• Man's opinion:

Reason 1:

Reason 2:

- Supporting detail:

- Supporting detail:

- D** Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- The library is going to ...
- The man is ...
- There are two main reasons why he thinks ...
- First of all, he thinks ...
- Second of all, he thinks ...
- For these reasons, ...



How long did it take for you to answer the question?



Response time:

Independent Task

Preference



UNIT 06

● Target iBT TOEFL Question

Independent Task

Speaking

Some students like to study at home. Others like to study in the library. Which do you prefer? Explain the reasons for your opinion using details and examples.

Integrated Task

Fit & Explain



The woman is
for the university's plan.

●● Target iBT TOEFL Question

Integrated Task

Reading-Listening-Speaking

The woman expresses her opinion about the notice.
State her opinion and explain the reasons she gives for
holding that opinion.

Independent Task - Preference

Key Expressions

- like to V rather than to V

(V = Verb)

eg. I like to eat at home rather than to eat out.

eg. I like to get up early rather than to get up late.

- would rather V than V

eg. I would rather eat at home than eat out.

eg. I would rather get up early than get up late.

- think V-ing is better than V-ing

eg. I think eating at home is better than eating out.

eg. I think getting up early is better than getting up late.

Let's Practice

- I like to live in the countryside rather than to live in a city.

=

=

- I think going to a museum is better than going to an amusement park.

=

=

Get Started

Choose the word from the box that best completes the sentence.

- effectively
- distractions
- provoke
- competitiveness
- secluded

- 1 When one of our team members injured, it increased our _____.
- 2 My grandfather lives in a _____ mountain cottage.
- 3 My teacher taught me how to manage time _____.
- 4 The comedy show _____d laughter among my family.
- 5 There are too many _____ in this room, so I can't concentrate well.

Get Ready

A Answer the following questions.

- 1 Where do you usually study?

☐ At home (go to number 2)
☐ In the library (go to number 3)
- 2 Do you like to study at home?

☐ Yes (go to number 4)
☐ No (go to number 3)
- 3 Do you like to study in the library?

☐ Yes (go to number 5)
☐ No (go to number 2)
- 4 Why do you like studying at home? Choose **two** reasons.

☐ can study more effectively
☐ can save time
☐ have my own study style
☐ much more comfortable

5 Why do you like studying in the library? Choose **two** reasons.

- ☐ can concentrate deeply on my studies
- ☐ fewer distractions
- ☐ have lots of study materials to refer to
- ☐ can provoke competitiveness

Practice Speaking



I like to study _____ rather than to study _____

There are two reasons why I think studying _____ is better.

B Check (✓) your preference and write down the two reasons you have chosen in **A**. Then using the idea tip as a guide, add specific details to support your two reasons.

<input type="checkbox"/> study at home
<input type="checkbox"/> study in the library

Reason 1

— Supporting detail

Reason 2

— Supporting detail

Idea Tip

- no seating competition / too many people
- make lots of noise (e.g. people walking pass / people talking)
- turn on the T.V., go on the internet, talk on the phone with my friends, fall asleep
- concentrate better in a secluded area
- lots of pressure
- memorize things by saying them aloud repeatedly / walk around the house to clear my thoughts
- see lots of students studying very hard
- sit on my bed and study in my pajamas
- can take a break whenever I want to

Practice Speaking



The first reason is that

Another reason is that

Speak Up

Referring from **A** to **B**, make your response to the question below.

Some students like to study at home. Others like to study in the library. Which do you prefer? Explain the reasons for your opinion using details and examples.

I like to study _____ rather than to study _____

There are two reasons why I think studying _____ is better.

The first reason is that _____

Another reason is that _____


That's why I would rather study _____ than study _____

Check Your Response




26_U6_1.mp3

Listen to the sample responses and complete the notes below.



Reason 1:	Reason 2:
- Supporting detail:	- Supporting detail:



Reason 1:	Reason 2:
- Supporting detail:	- Supporting detail:

TOEFL Speaking
PAUSE TEST
SECTION EXIT

iBT TOEFL Question

REVIEW
HELP
OK
NEXT

Some students like to take courses on campus. Others like to take courses on-line. Which do you prefer? Explain the reasons for your opinion using details and examples.

- A** Using the ideas below as a guide to find two major reasons, complete the outline on the next page for a response.

☐ take courses on campus

- ☐ I am not a self-motivated person.
- ☐ I can interact with other students.
- ☐ If taking courses on-line, it can be inconvenient to access the internet every day.
- ☐ I can understand things more easily.

☐ take courses on-line

- ☐ Taking courses on-line can be more convenient.
- ☐ It can be more flexible.
- ☐ I can watch lectures at any time.
- ☐ I can watch lectures anywhere there is an internet connection.

Outline

- take courses on campus
- take courses on-line

Reason 1:

- Supporting detail:

Reason 2:

- Supporting detail:

- B** Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- I think V-ing is better than V-ing ...
- There are two reasons why I like to ...
- The first reason is that ...
- Another reason is that ...
- That's why I would choose to V ...



How long did it take for you to answer the question?



Response time:

Integrated Task - Fit & Explain

Key Expressions

- ... agrees with ...

eg. The woman agrees with the university's plan.

- is for N

(N=Noun)

eg. The woman is for the university's plan.

- thinks ... is a good idea

eg. The woman thinks the university's plan is a good idea.

eg. The woman thinks changing the library's schedule is a good idea.

- thinks it is a good idea to V

(V=Verb)

eg. The woman thinks it is a good idea to change the library's schedule.

Let's Practice!

1. The man agrees with the new proposal.

=

=

2. The man thinks raising the student union fee is a good idea.

=

Get Started

Answer the following questions.

- 1 What is a similar word for **restrictions**?
(A) rules (B) policies (C) limits
- 2 What is the opposite word for **seniors**?
(A) sophomore (B) freshmen (C) old students
- 3 What is a similar word for **privileges**?
(A) special exceptions (B) prestige (C) prize
- 4 What is the meaning of **malfunction**?
(A) work well (B) need repairs (C) break down
- 5 What is a synonym for **crowded**?
(A) full (B) empty (C) noisy

Get Ready

A-1 Read the notice about changes to printing policy. Underline the main idea of the notice.

Changes to Printing Policy

Since students have to wait a long time for their turn to print, there will now be restrictions on the usage of paper for the printers in the computer lab. The restrictions will be based on students' class year, and this policy will only apply during the exam period. Students can now check the number of pages available to them on the school website by logging in to their accounts. Seniors will be given special exceptions due to their status. We apologize for any inconvenience during the exam period.

A-2 Answer the following questions.

- 1 What is the main idea of the notice?
 - (A) The university plans to restrict the usage of the computer lab based on class year.
 - (B) The university plans to limit the maximum amount of printing based on the student's year of study.

- 2 When will this printing policy apply?
 - (A) during the semester
 - (B) during the exam period

- 3 How can students check the number of pages they can print out?
 - (A) on the school website by logging in to their accounts
 - (B) on the printing card

- 4 Who is the exception to this policy?
 - (A) seniors
 - (B) freshmen

Practice Speaking



The university plans to _____
based on _____

B-1 Listen to two students talking about the changes of usage to the laboratory printer. Fill in the blanks to complete the dialogue.

27_U6_2.mp3

M: Hey, did you happen to see the notice about printing paper in the computer lab?

W: Yes, I did. You seem quite ① about it. It's only for the ② period, isn't it?

M: I just think it's unfair for ③ . I think we should have the same right as the seniors.

W: Yes, but it's true that ④ have a lot more to print than us. They have to print more because they have to write longer essays. It makes sense that they should get the ⑤ .

M: Well, I usually print out my lecture notes to help me study, but now we have to ⑥ for it at some internet cafés or ⑦ . That is going to be so expensive.

W: Yes, but internet cafés and libraries are ⑧ crowded. The computer lab may have been free, but do you remember what happened last exam period?

M: No. What happened?

W: It was so ⑨ ! The printers began to ⑩ and you had to ⑪ at least 30 minutes just to print a few pages. Plus, I remember one time when the printers ⑫ down and I had to wait in ⑬ for 20 minutes. I didn't get to print anything!

M: Yeah, I do remember that. I guess it's just that I'm used to it being free.

W: It's not too ⑭ . I'd rather pay the extra 50 cents.

B-2 Answer the following questions.

1 Who is for the university's plan?

- Ⓐ man
- Ⓑ woman

2 What are **two** main reasons why the person agrees with the changes?

- Ⓐ The person thinks freshmen do not have anything to print.
- Ⓑ The person understands that seniors have a heavier workload than freshmen.
- Ⓒ The computer lab is always crowded and its printers often break down.
- Ⓓ The person thinks that printers in the computer lab are so old.

Practice Speaking



The woman is _____ the university's plan. There are two reasons why she _____ with the plan.

B-3 Listen to the dialogue again. Without looking at **B-1**, complete the notes on the reasons why the person agrees.

28_U6_3.mp3

- Reason 1: ① _____ have a heavier workload than ② _____
 - Supporting detail
: should have the ③ _____
- Reason 2: the ④ _____ is always ⑤ _____
& its ⑥ _____ often break down
 - Supporting detail
: better to print at alternative places like ⑦ _____ & ⑧ _____

Practice Speaking



First, she understands that seniors have _____

So, they should _____

Second, the computer lab is _____

So, she thinks it is better to _____

like _____

For these reasons, the woman thinks that restricting the amount of paper per person according to their school year is a _____ idea.

Speak Up ••

Referring from **A** to **B**, make your response to the question below.

The woman expresses her opinion about the notice. State her opinion and explain the reasons she gives for holding that opinion.

The university plans to

The woman is the university's plan. There are two reasons why she
with the plan. First,

So, they should

Second,

So, she thinks it is better to

For these reasons, the woman thinks that

Check Your Response



29_U6_4.mp3

Listen to the sample response and take notes if necessary.



- A** Read the announcement about cutting the music program.

TOEFL Speaking

PAUSE TEST

SECTION EXIT

iBT TOEFL Question

REVIEW

HELP

OK

NEXT

Cutting of Music Program

Due to our school's financial situation, the accounting committee has decided to close some programs next year. It is with much regret that we will be cutting the music program and all of its components in order to provide funding to the physical education department. We have reached this decision due to the overwhelming popularity of sports at our school, and because we believe that maintaining good health and exercise is important to our students. We apologize to all of our music students as we have failed to provide every possible opportunity for growth and achievement. We hope that you understand the reasons for our decision.

- B**

30_U6_5.mp3

TOEFL Speaking

PAUSE TEST

SECTION EXIT

iBT TOEFL Question


REVIEW

HELP

OK

NEXT

Listen to two students talking about cutting the music program. Take notes while you are listening.



Notes

- C**

TOEFL Speaking

PAUSE TEST

SECTION EXIT

iBT TOEFL Question

REVIEW

HELP

OK

NEXT

The man expresses his opinion about the notice. State his opinion and explain the reasons he gives for holding that opinion.

Referring to **A** and **B**, complete the outline below for a clear response.

Outline

• Main idea of the announcement:

• Man's opinion:

Reason 1:

Reason 2:

- Supporting detail:

- Supporting detail:

- D** Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- The school has made a final decision to ...
- The man is ...
- There are two reasons why he ...
- First, ...
- Second, ...
- For these reasons, ...

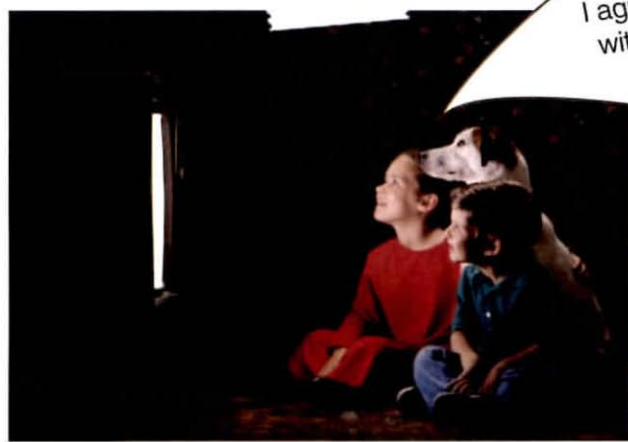


How long did it take for you to answer the question?

 Response time:

Independent Task

Agree / Disagree



I agree / disagree
with the opinion
that ...

UNIT 07

●● Target iBT TOEFL Question

Independent Task

Speaking

Television only has negative effects on children.

Do you agree or disagree with this opinion, and why?

Include details and examples to support your explanation.

Integrated Task

General / Specific



The lecture is
mainly about ...

● ● Target iBT TOEFL Question

Integrated Task

Reading-Listening-Speaking

The professor talks about personal space.

With reference to the points in the lecture, explain what is meant by this term.

Independent Task - Agree / Disagree

Key Expressions

- I agree / disagree with the opinion that ...

eg. I agree with the opinion that children should watch TV with their parents.

eg. I disagree with the opinion that students should turn off the TV before 9 pm.

- may

eg. Students may be influenced by celebrities.

eg. Television may affect people's lifestyles, too.

- For these reasons,

eg. For these reasons, I believe that children should watch TV with their parents.

eg. For these reasons, I believe that students shouldn't have to turn off the TV before 9 pm.

Let's Practice

Advertising affects children in bad ways.

☒ Agree

☐ Disagree

Reason 1: may be influenced by false advertising

Reason 2: may buy things impulsively



I _____ with the opinion that

Children _____

Also, _____

_____, I believe that

Get Started

Match the words on the left with the same meanings or synonyms on the right.

- | | | | |
|-----------------|---|---|---|
| ① influence | • | • | Ⓐ the ability to perform |
| ② behavior | • | • | Ⓑ information; a person's understanding |
| ③ knowledge | • | • | Ⓒ not suitable |
| ④ capability | • | • | Ⓓ effect; to affect |
| ⑤ inappropriate | • | • | Ⓔ creative |
| ⑥ imaginative | • | • | Ⓘ act; conduct |

Get Ready

A Answer the following questions.

1 Do you like watching TV?

☐ Yes

☐ No

2 How often do you watch TV a day?

☐ less than 1 hour

☐ 1-3 hours

☐ more than 3 hours

3 Do you think TV affects you in bad ways?

☐ Yes

☐ A little

☐ No

- B** Choose whether you agree or disagree with the following opinion. Then check (✓) **two** reasons. You may add your own answer.

Television only has negative effects on children.	
<input type="checkbox"/> Agree	<ul style="list-style-type: none"><input type="checkbox"/> Children may be influenced by violence and degrading images on TV.<input type="checkbox"/> TV takes time away from other activities.<input type="checkbox"/> TV is bad for children's eyes.<input type="checkbox"/> TV makes children want to copy actor's behavior shown on TV.<input type="checkbox"/> TV is too unrealistic.<input type="checkbox"/> _____
<input type="checkbox"/> Disagree	<ul style="list-style-type: none"><input type="checkbox"/> TV helps broaden a child's knowledge base.<input type="checkbox"/> TV provides good educational programs and news.<input type="checkbox"/> Children learn more when they do something fun.<input type="checkbox"/> Children do not always copy actor's behavior shown on TV.<input type="checkbox"/> _____

Practice Speaking



I _____ with the opinion that television only has negative effects on children. There are two reasons why I _____ with that opinion. First, _____
Second, _____

- C** Check (✓) your opinion on television and write the two reasons you have chosen in **B**. Then using the idea tip below as a guide, add specific details to support your two reasons.

<input type="checkbox"/>	Agree
<input type="checkbox"/>	Disagree

Reason 1

— Supporting detail

Reason 2

— Supporting detail

Idea Tip

- without reading & exercising → not be able to gather knowledge and stay healthy
- have (no) capability to tell what is right and wrong
- many inappropriate scenes for children
- may learn something on TV that children may never learn in the classroom
- provide a fun and active way of learning
- become more creative and imaginative
- pay more attention

Practice Speaking



First,

Second,

For these reasons, I believe that television

Speak Up

Referring from **A** to **C**, make your response to the question below.

Television only has negative effects on children. Do you agree or disagree with this opinion, and why? Include details and examples to support your explanation.

I _____ with the opinion that television only has negative effects on children. There are two reasons why I _____ with that opinion.

First,

Second,


For these reasons, I believe that

Check Your Response




31_U7_1.mp3

Listen to the sample responses and complete the notes below.



<div><input checked="" type="checkbox"/> Agree</div> <div><input type="checkbox"/> Disagree</div>	
Reason 1:	Reason 2:
- Supporting detail:	- Supporting detail:



<div><input type="checkbox"/> Agree</div> <div><input checked="" type="checkbox"/> Disagree</div>	
Reason 1:	Reason 2:
- Supporting detail:	- Supporting detail:

TOEFL Speaking
PAUSE TEST
SECTION EXIT

IBT TOEFL Question

REVIEW
HELP
OK
NEXT

Parents should monitor what their children watch on television. Do you agree or disagree with this opinion and why? Include details and examples to support your explanation.

- A** Using the ideas below as a guide to find two major reasons, complete the outline on the next page for a response.

☐ Agree

- ☐ For children, it is hard to make right decisions.
- ☐ Children have young minds.
- ☐ Children are still young to fight against temptation.
- ☐ Children must learn what is right and wrong.

☐ Disagree

- ☐ Children can control over their needs.
- ☐ Parents should encourage children to become self-reliant and independent decision makers.
- ☐ Children want to do whatever they want anyway.
- ☐ Parent supervision makes children more rebellious.

Outline

- ☐ Agree
- ☐ Disagree

Reason 1:

- Supporting detail:

Reason 2:

- Supporting detail:

- B** Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- I agree / disagree with the opinion that ...
- There are two reasons why ...
- First, ...
- Second, ...
- For these reasons, I believe that ...



How long did it take for you to answer the question?



Response time:

Integrated Task - General / Specific

Key Expressions

General

- The professor first points out that ...
eg The professor first points out that child obesity is one of the most serious social issues.
- The second point the professor makes is that ...
eg The second point the professor makes is that bullying is another one of the most serious social issues.

Specific

- The professor gives an example of ...
eg The professor gives an example of Chris who only likes to eat junk food and spend time watching TV all weekend.
- As an example, the professor talks about ...
eg As an example, the professor talks about his son's friend, Eric, who was being bullied by his classmates.

Let's Practice

- **self-respect**: how much you 'like' yourself
eg Jesse - loves to ice skate even though she's not that good at it
- **self-esteem**: how 'highly' you think about yourself
eg Jay - failed in the final round of the dance competition
decides to work harder to achieve his goal in the next competition



that self-respect is

. The professor gives

of Jesse who

The second

that self-esteem is

As an example,

who

but

Get Started

Choose the word from the box that best completes the sentence.

• uncomfortable

• invisible

• close

• allow

• access

• tension

• density

• arm-in-arm

- 1 Catherine is my best friend. She is really _____ to me.
- 2 My best friend and I like to walk _____ on the street.
- 3 On a cloudy day, the sun is _____ to our eyes.
- 4 Paul and Sam never talk to each other. There's always _____ between them.
- 5 I feel very _____ when a stranger acts friendly to me.
- 6 It is known that Seoul has a high population _____.
- 7 I _____ ed my friends to sleep over at my house yesterday.
- 8 Only those who have a keycard can have _____ to this building.

Get Ready

A-1 Read the passage about personal space. Underline what personal space is.

Personal Space

Personal space is an invisible boundary around a person. It is thought of as a person's own territory. If someone else enters this personal territory, it may cause discomfort. On the other hand, people sometimes feel uneasy if the boundary of this territory is too large. Sometimes, people feel they need a lot of personal space; at other times, they feel comfortable with less space. These differences depend on many factors, such as intimacy and cultural standards.

A-2 Referring to **A-1**, complete the notes below.

• Personal Space: ①

= ②

- someone else enters your personal territory → ③

- boundary of this territory is too large → ④

differences depend on $\left\{ \begin{array}{l} 1. \text{ ⑤} \\ 2. \text{ ⑥} \end{array} \right.$

B-1 Listen to part of a lecture about personal space. Fill in the blanks to complete the lecture.

32_U7_2.mp3

Professor: So, I guess we have all been in that awkward situation where someone is standing too close to us. We feel ① because somebody has ② our personal boundary. This boundary is often referred to as our ③. Personal space gets wider or narrower depending on two factors. The first is ④. The degree of intimacy we feel towards people determines how ⑤ we allow them to get to us. For example, when two people are in a romantic relationship, they each ⑥ the other ⑦ to this personal space. However, when two people have just met, and one person comes very close to the other person's face, it creates a strange ⑧. Another factor is ⑨. People from densely populated areas, such as ⑩ or ⑪, require ⑫ personal space than people from countries with a ⑬ population ⑭, such as ⑮ or ⑯. Have you noticed that American people often walk with ⑰ to ⑱ inches separating them from each other, even though they are best friends? On the other hand, Korean girls like to walk ⑲ if they are close friends.

B-2 Listen to the lecture again. Without looking at **B-1**, complete the notes on two factors of personal space.

33_U7_3.mp3

1. ① _____ - determines how ② _____ we allow them
(e.g.) • ③ _____ relationship
- allow each other to enter ④ _____
• just ⑤ _____ and one person comes close
- create a ⑥ _____

2. ⑦ _____

- personal space ↓ : people from ⑧ _____ populated areas
(⑨ _____ , ⑩ _____)
- personal space ↑ : people from countries with a ⑪ _____
population density (⑫ _____ , ⑬ _____)

(e.g.) Americans - ⑭ _____
Korean girls - ⑮ _____

C Answer the following questions.

- 1 What is the lecture mainly about?
(A) personal relationships (B) personal space
- 2 What is personal space known as?
(A) one's own personal territory (B) one's own personal house
- 3 What are two factors that determine the size of one's of personal space?
_____ and _____

Practice Speaking



The lecture is mainly about _____
Personal space is known as _____
According to the professor, personal space depends on _____ :
_____ and _____

D Check (✓) whether the following statements are true or false.

	True	False
1 Intimacy is the closeness one person feels to another person.	<input type="checkbox"/>	<input type="checkbox"/>
2 The professor gives an example of friends walking arm-in-arm as an example of intimacy.	<input type="checkbox"/>	<input type="checkbox"/>
3 When people do not share intimacy, they allow each other to enter their personal space.	<input type="checkbox"/>	<input type="checkbox"/>
4 Cultural standards also influence how much personal space a person needs.	<input type="checkbox"/>	<input type="checkbox"/>
5 As an example of cultural standards, the professor talks about population density.	<input type="checkbox"/>	<input type="checkbox"/>
6 In low-density places like America, people usually keep a distance when walking with friends.	<input type="checkbox"/>	<input type="checkbox"/>
7 In high-density places like Korea, girls often link arms with their friends.	<input type="checkbox"/>	<input type="checkbox"/>

Practice Speaking



The professor first points out that intimacy is _____

She gives an example of romantic relationships where people allow each other to enter their _____ The second point she makes is _____

Cultural standards also influence _____

As an example of cultural standards, she talks about the _____

In _____ -density places like America, people _____

In _____ -density places like Korea, _____

Speak Up

Referring from **A** to **D**, make your response to the question below.

The professor talks about personal space. With reference to the points in the lecture, explain what is meant by this term.

The lecture is mainly about _____ Personal space is known as _____ According to the professor, personal space depends on _____ : _____ and _____ The professor first points out that intimacy is _____ She gives an example of _____

The second point she makes is _____ Cultural standards also influence _____

As an example of cultural standards, she talks about _____

In _____ -density places like America, _____

In _____ -density places like Korea, _____

Check Your Response



34_U7_4.mp3

Listen to the sample response and take notes if necessary.



- A** Read the passage about verbal and nonverbal signals.

TOEFL Speaking

PAUSE TEST

SECTION EXIT

iBT TOEFL Question

REVIEW

HELP

OK

NEXT

Verbal and Nonverbal Signals

The relationship between verbal and nonverbal signals allows people to communicate using their senses to send and receive messages. Nonverbal signals are wordless messages that include gestures, facial expressions, and eye contact. These signals may be used either in isolation or together with verbal signals. Verbal signals are messages with words. We use both verbal and nonverbal signals together to communicate effectively with others.

- B**

35_U7_5.mp3

TOEFL Speaking

PAUSE TEST

SECTION EXIT

iBT TOEFL Question


REVIEW

HELP

OK

NEXT

Listen to part of a lecture about verbal and nonverbal signals. Take notes while you are listening.



Notes

- C**

TOEFL Speaking

PAUSE TEST

SECTION EXIT

iBT TOEFL Question

REVIEW

HELP

OK

NEXT

The professor talks about the relationship between verbal and nonverbal signals. With reference to the points in the lecture, explain the relationship between verbal and nonverbal signals.

Referring to **A** and **B**, complete the outline below.

Outline

Main point: relationship between verbal and nonverbal signals

- Verbal Signals:

- Nonverbal Signals:

1. verbal & nonverbal signals show the same meanings

- (e.g.)

2. verbal & nonverbal signals show conflicting meanings

- (e.g.)

D Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- The lecture is mainly about ...
- According to the professor, ...
- The professor first points out that ...
- He gives an example of a time when he ...
- The second point he makes is that ...
- As an example of ..., he talks about ...



How long did it take for you to answer the question?



Response time:

Independent Task

Agree / Disagree

I believe that
people (do not)
behave differently ...



UNIT 08

● Target iBT TOEFL Question

Independent Task

Speaking

People behave differently depending on what type of clothing they wear.

Do you agree or disagree with this statement, and why?

Include details and examples to support your explanation.

Integrated Task

General / Specific

extrovert



The professor
uses the example
of ...

introvert



● Target iBT TOEFL Question

Integrated Task

Reading-Listening-Speaking

The professor talks about personality types.
With reference to the points in the lecture, explain the
two different types of personality.

Independent Task - Agree / Disagree

Key Expressions

- I believe that ...

eg. I believe that teachers motivate students to do well.

- One of the reasons is that ...

eg. One of the reasons is that teachers have the ability to raise students' grade.

- The other reason is that ...

eg. The other reason is that students can concentrate well when a teacher is good-looking or pretty.

- For example, ... / For instance, ...

eg. For example, I study English very hard to impress my teacher.

eg. For instance, my History teacher tells us history tales every day.

Let's Practice

Statement: Aliens exist.

Reasons:

1. Many people say that they have actually seen UFOs.

eg. My father saw a UFO when he was driving.

2. Mysterious things happen around us quite a bit.

eg. A huge sign in the backyard can't be explained by saying that a human did it overnight.



aliens exist.

that many people say that

that mysterious things

Get Started

Match the words with the appropriate definitions.

- | | | |
|-------------|---|---|
| ① habit | • | • ① having strong belief or full assurance |
| ② respect | • | • ② attached or already set upon something |
| ③ confident | • | • ③ a behavior pattern that is hard to change |
| ④ fixed | • | • ④ to act or perform |
| ⑤ different | • | • ⑤ to show regard or honor |
| ⑥ behave | • | • ⑥ not identical; not the same |

Get Ready

A Answer the following questions.

1 What types of clothes do you like?

- | | |
|--|---|
| <input type="checkbox"/> casual clothes | <input type="checkbox"/> formal clothes |
| <input type="checkbox"/> hip-hop clothes | <input type="checkbox"/> others _____ |

2 Do you think looks are important?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

3 Does your behavior change depending on what type of clothes you wear?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

4 Do you usually judge people by what types of clothes they wear?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

- B** Choose one of the following statements you agree with. Then check (✓) **two** reasons. You may add your own answer.

☐ **People behave differently depending on what type of clothing they wear.**

- ☐ A person's feelings may change depending on colors or styles of the clothes.
- ☐ Looks have an effect on how people act.
- ☐ People tend to treat a person differently depending on the type of clothing they wear.

☐ _____

☐ **People do not behave differently depending on what type of clothing they wear.**

- ☐ Clothes themselves do not affect the way people act.
- ☐ Most people do not care about what others think.
- ☐ A person's habits or character does not change that easily.

☐ _____

Practice Speaking



I believe that people _____ depending on what type of clothing they wear. There are two reasons why I believe this. One of the reasons is that _____
The other reason is that _____

- C** Check (✓) your opinion on people behavior depending on what types of clothing they wear and write two reasons you have chosen in **B**. Then using the idea tip below as a guide, add specific details to support your two reasons.

☐ behave differently

☐ do not behave differently

Reason 1

– Supporting detail

Reason 2

– Supporting detail

Idea Tip

- wear baggy clothes → speak like rappers and walk differently
- treat a person with respect / think highly of oneself / feel confident
- consider time, places and occasion (e.g. funeral, club, school, etc)
- behave differently when I am wearing a suit or casual clothes
- act differently because people feel different, not because of their clothes
- my behavior does not change because of what I am wearing
- can still behave like a rapper with a gentle suit on
- a fixed habit → clothing never has to do with behavior

Practice Speaking



One of the reasons is that

(For example,)

The other reason is that

(For instance,)

That's why I _____ that people behave differently depending on what type of clothing they wear.

Speak Up ••

Referring from **A** to **C**, make your response to the question below.

People behave differently depending on what type of clothing they wear. Do you agree or disagree with this statement, and why? Include details and examples to support your explanation.

I believe that people

There are two reasons why I believe this. One of the reasons is that

(For example,)

The other reason is that

(For instance,)

That's why I _____ that people behave differently depending on what type of clothing they wear.

Check Your Response



36_U8_1.mp3

Listen to the sample responses and complete the notes below.



☒ Agree
☐ Disagree

Reason 1:

- Supporting detail:

Reason 2:

- Supporting detail:

☐ Agree
☒ Disagree

Reason 1:

- Supporting detail:

Reason 2:

- Supporting detail:

TOEFL Speaking **iBT TOEFL Question** REVIEW HELP OK NEXT

PAUSE TEST SECTION EXIT

It is possible to know a person's character based on a first impression. Do you agree or disagree with this opinion and why? Include details and examples to support your explanation.

- A** Using the ideas below as a guide to find two major reasons, complete the outline on the next page for a response.

☐ possible to know

- ☐ I can usually tell people's personalities by their appearance.
- ☐ It's hard to completely change who you are, even if only for a brief introduction.
- ☐ People are more likely to be themselves upon first meeting.
- ☐ First impressions cannot be completely ignored.

☐ impossible to know

- ☐ A first impression depends mainly on external looks.
- ☐ It is too hasty to judge people on their first impression.
- ☐ Some people act differently when they first meet new people.
- ☐ People can be influenced by their mood or feelings that day.

Outline

- possible to know
- impossible to know

Reason 1:

- Supporting detail:

Reason 2:

- Supporting detail:

- B** Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- I believe that it is possible / impossible to know ...
- There are two reasons why I believe this.
- One of the reasons is that ...
- For example, ...
- The other reason is that ...
- For instance, ...
- That's why I agree / disagree that ...



How long did it take for you to answer the question?

 Response time:

Integrated Task - General / Specific

Key Expressions

- give up V-ing / N

(V = Verb, N = Noun)

eg. I promise to give up being late every morning.

eg. Do not give up hope.

- enjoy V-ing

(V = Verb)

eg. I enjoy hanging out with my friends.

- by V-ing

(V = Verb)

eg. We got to know each other well by playing games together.

- have time to oneself

eg. Try to have time to yourself, even though you have so much work to do.

- believe in oneself

eg. People with high self-esteem believe in themselves.

- get rid of

eg. I hope I can get rid of my fixed habit of biting my nails.

Let's Practice

1. I've changed my personality by _____ social gatherings. (attend)
2. We enjoy _____ our old school days when we meet. (talk about)
3. I gave up _____ cruel to my younger brother. (be)
4. If you want somebody else to believe you, then you need to _____ first.
5. When you feel so exhausted, you definitely need to _____.

Get Started

Match each word with the correct definition.

- | | | |
|---------------|---|--|
| ① reserved | J | (a) adj enjoy new things with risks |
| ② shy | | (b) v to manage; to deal with |
| ③ energetic | | (c) adj feel safe around |
| ④ adventurous | | (d) adj powerful in action |
| ⑤ asocial | | (e) adj to feel relaxed and less worried |
| ⑥ restore | | (f) v to let go |
| ⑦ release | | (g) v to give back |
| ⑧ handle | | (h) v to go out and spend time outside |
| ⑨ reflect | | (i) adj timid and lack of confidence |
| ⑩ secure | | (j) adj avoid closeness with others and being careful |
| ⑪ hang out | | (k) v to think deeply about something |
| ⑫ comfort | | (l) adj not sociable |

Get Ready

A-1 Read the passage about personality types. Underline two different types of personality.

Personality Types

Generally speaking, people can be divided into two common personality types: introverts and extroverts. Introverted personality types are considered to be reserved, shy, and less outgoing. Extroverted types, in comparison, are seen as very social, energetic, and adventurous. Introverts are not completely asocial, but they are far less likely to make new social contacts. In times of stress, introverts tend to restore their energy through deep thought. Extroverts, on the other hand, find comfort in being around other people and tend to release energy.

A-2 Referring to **A-1**, complete the notes below.

* Personality types :

1. ① : reserved, ② , less ③
less likely to make ④

2. ⑤ : social, ⑥ , ⑦

(e.g.) in times of stress ...

- introverts : ⑧

- extroverts : ⑨

B-1 Listen to part of a lecture about personality types. Fill in the blanks to complete the lecture.

37_U8_2.mp3

Professor: Today, we're going to talk about ① and ② personality types and the different ways in which these types of people handle ③ . How many of you would consider yourselves to be ④ or ⑤ ? Do you know the difference? Well,

introverts are people who like to spend time ⑥ . When they get ⑦ , they like to be ⑧ and have space to ⑨ . An example of an introverted individual is my friend, Crystal. When Crystal is stressed out, she likes to stay home where she can read books, take baths, and have time to ⑩ on her own ⑪ . She feels ⑫ and ⑬ when she has time to ⑭ . If you can see a bit of yourself in Crystal, you may have an introverted personality type. On the other hand, extroverts are more ⑮ by nature and enjoy the company of ⑯ . When they get stressed out, they like to go ⑰ . My friend, Charles, is an example of an extroverted personality type. When Charles gets stressed out, he enjoys hanging out with his friends and being in ⑱ groups. After a long day at work, Charles enjoys playing ⑲ with his friends and going to ⑳ . He finds it more ㉑ and enjoyable to be around others. If you are like Charles, then you would be considered an extrovert.

B-2 Listen to the lecture again. Without looking at **B-1**, complete the notes on two types of personalities.

38_U8_3.mp3

1. ① - like to spend time ②
 " have ③ to think
 (e.g.) when Crystal is stressed out...
 • ④
2. ⑤ - ⑥ & enjoy the company of others
 like to ⑦
 (e.g.) when Charles is stressed out...
 • ⑧

C Answer the following questions.

1 What is the lecture mainly about?

- Ⓐ introverted and extroverted personality types and the different ways that people who fit into these types handle stress
- Ⓑ introverted and extroverted personality types and how people who fit these types spend time

2 Put the related words or phrases that apply to the personality type under the correct categories.

Introverted personality type		Extroverted personality type
shy confident have fewer friends restore their energy through deep thought like to be in groups of people		
social less outgoing		reserved adventurous release energy like to be alone

Practice Speaking



The lecture is mainly about

D Check (✓) whether the following statements are true or false.

	True	False
1 Introverted people like to get rid of stress by going outside and hanging out with people.	<input type="checkbox"/>	<input type="checkbox"/>
2 The professor uses the example of her friend, Crystal, to talk about the introverted personality type.	<input type="checkbox"/>	<input type="checkbox"/>
3 Crystal usually relieves stress by doing things alone such as reading books and meditating.	<input type="checkbox"/>	<input type="checkbox"/>
4 Extroverted people like to relieve stress by spending time alone.	<input type="checkbox"/>	<input type="checkbox"/>
5 As an example of the extroverted personality type, the professor tells us about Crystal.	<input type="checkbox"/>	<input type="checkbox"/>
6 Charles relieves stress by playing basketball and hanging out with his friends at parties.	<input type="checkbox"/>	<input type="checkbox"/>

Practice Speaking



According to the professor, introverted people like to

He uses the example of his friend, , to talk about

Crystal usually

such as

He then talks about the way extroverted people like to

As an example of the extroverted personality type, he tells us about

He

Speak Up

Referring from **A** to **D**, make your response to the question below.

The professor talks about personality types. With reference to the points in the lecture, explain the two different types of personality.

The lecture is mainly about

According to the professor, introverted people like to

He uses the example of his friend, , to talk about

Crystal usually

He then talks about the way extroverted people like to

As an example of the extroverted personality type, he tells us about

Charles

Check Your Response



39_U8_4.mp3

Listen to the sample response and take notes if necessary.

A Read the passage about self-esteem.

TOEFL Speaking **iBT TOEFL Question** REVIEW HELP OK NEXT

PAUSE TEST SECTION EXIT

Self-esteem

Self-esteem is a measure of how we perceive ourselves. Self-esteem is a combination of both beliefs about oneself as well as the emotion the individual feels about him or herself. Behavior may be affected by these beliefs and emotions. There are two types of self-esteem: high and low. Those with high self-esteem are said to have a good self-esteem, and these people tend to think highly of themselves. People with low self-esteem, however, feel down on themselves and often think of themselves as unworthy.


B

40_U8_5.mp3

TOEFL Speaking **iBT TOEFL Question** REVIEW HELP OK NEXT

PAUSE TEST SECTION EXIT

Listen to part of a lecture about self-esteem. Take notes while you are listening.

 Notes

C

TOEFL Speaking **iBT TOEFL Question** REVIEW HELP OK NEXT

PAUSE TEST SECTION EXIT

The professor talks about self-esteem. With reference to the points in the lecture, explain the difference between high and low self-esteem.

Referring to **A** and **B**, complete the outline below.

Outline

• **Main point:** difference between high Self-esteem and low Self-esteem

- Self-esteem:

1. high Self-esteem:

- (e.g.)

2. low Self-esteem:

- (e.g.)

D Referring to your outline, create your own response to the question using the key expressions below. Make sure you time while you speak.

Key Expressions

- The lecture is mainly about ...
- According to the professor, ...
- She uses the example of ... to talk about ...
- As an example of ... , she tells us about ...

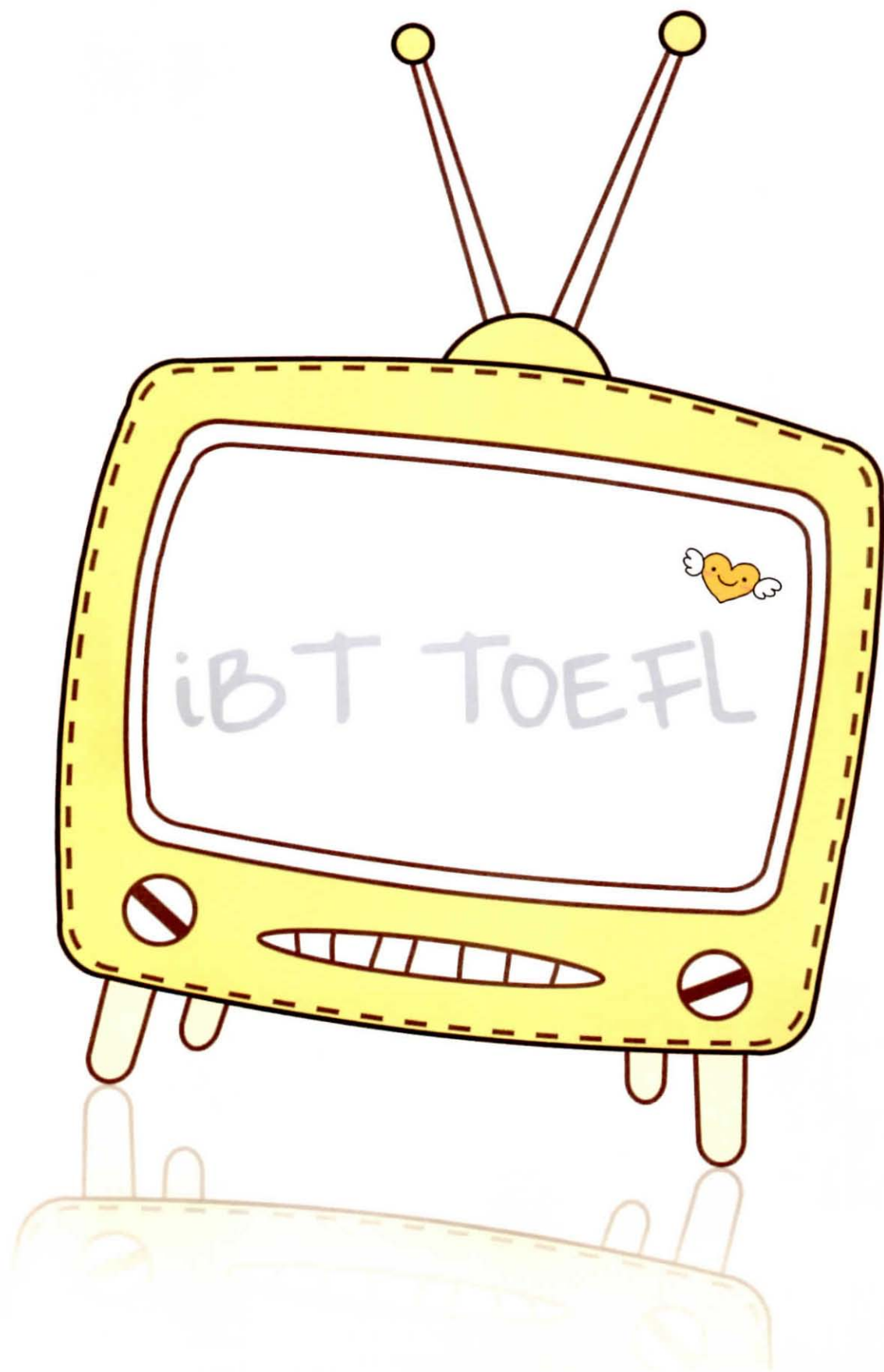


How long did it take for you to answer the question?

 Response time:

• Actual Test





TOEFL Speaking

Question 1 of 6

REVIEW
MR

HELP
?

OK
✓

NEXT
»

PAUSE TEST

SECTION EXIT

What are the characteristics of a good group member?
Explain why these characteristics are important. Include details and examples to support your explanation.

Preparation Time : 15 seconds
Response Time : 45 seconds

Notes

TOEFL Speaking

Question 2 of 6

PAUSE TEST SECTION EXIT REVIEW HELP OK NEXT

Some students like discussion courses in small classrooms. Others like lecture courses in large classrooms. Which do you prefer? Explain the reasons for your opinion using details and examples.

Preparation Time : 15 seconds
Response Time : 45 seconds

Notes

Reading Time: 45 seconds

The Removal of All TV Sets

All television sets in the common rooms of the dormitory will be removed. This is due to numerous complaints by residents about the noise level during study hours. A new and larger television set will be put in the main lounge as a replacement. The common rooms are now to be used for student activities only. Such activities include group projects, studying, and reading. We apologize for any inconvenience.

41_AT_3.mp3



TOEFL Speaking

Question 3 of 6

PAUSE TEST SECTION EXIT REVIEW HELP OK NEXT

The man expresses his opinion about the notice. State his opinion and explain the reasons he gives for holding that opinion.

Preparation Time : 30 seconds
Response Time : 60 seconds

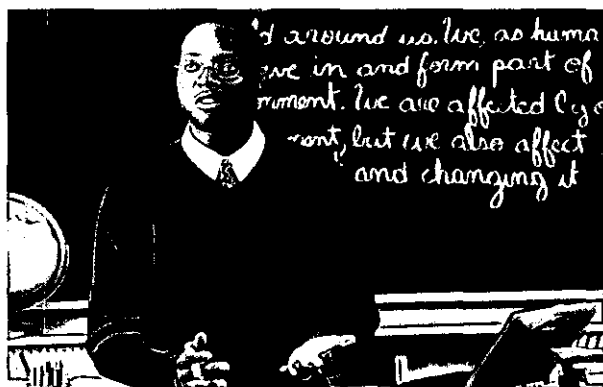
Notes

Reading Time: 45 seconds

Birth Order Personality

Birth order personality refers to the personality traits people possess due to the order in which they were born. Many people believe that birth order affects the way each person is treated, and thereby shapes their personalities. The first-born child usually possesses the common traits of being a leader or a perfectionist. On the other hand, the last-born child usually has an adventurous and outgoing personality.

42_AT_4.mp3



TOEFL Speaking

Question 4 of 6

PAUSE TEST SECTION EXIT REVIEW ME HELP ? OK ✓ NEXT >

The professor talks about birth order personality. With reference to the points in the lecture, explain the different personality traits of first and last-born children.

Preparation Time : 30 seconds
Response Time : 60 seconds

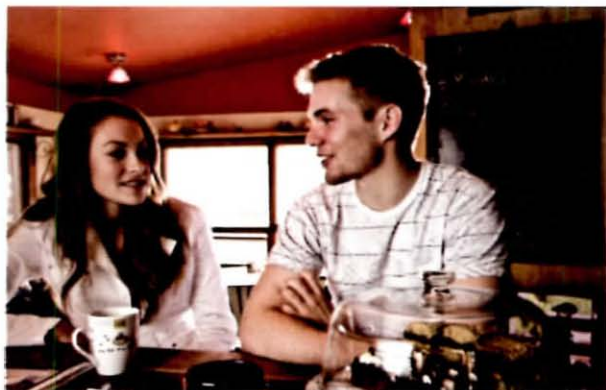
Notes

TOEFL Speaking

PAUSE TEST

SECTION EXIT

Question 5 of 6

REVIEW
INHELP
?OK
✓NEXT
IN

Notes

TOEFL Speaking

Question 5 of 6

PAUSE TEST SECTION EXIT

REVIEW
25

HELP
?

OK
✓

NEXT
26

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


Preparation Time : 20 seconds
Response Time : 60 seconds

Notes

TOEFL Speaking

Question 6 of 6

PAUSE TEST SECTION EXIT REVIEW HELP C/2 NEXT 10



Notes

TOEFL Speaking

Question 6 of 6

PAUSE TEST SECTION EXIT REVIEW HELP OK NEXT

Using the points and examples given in the lecture, explain how declarative memory and procedural memory are different.

Preparation Time : 20 seconds
Response Time : 60 seconds

Notes

Wit&Wisdom iBT TOEFL Series

Beginning (40~60) • Intermediate (60~90)

The iBT TOEFL Beginner Series



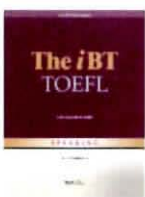
★
The iBT TOEFL Beginner
Reading / Listening / Speaking / Writing

Perium VOCA Series



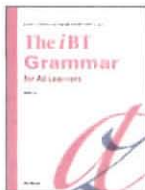
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Perium VOCA for TOEFL
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The iBT TOEFL Series



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The iBT TOEFL
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The iBT Grammar Series



★★
The iBT Grammar
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Wit&Wisdom iBT TOEFL Series

Advanced (90~110)

The iBT TOEFL Solution Series



★★★

The iBT TOEFL Solution

Reading / Listening / Speaking / Writing

The iBT TOEFL Master Series



★★★★

The iBT TOEFL Master

Reading / Listening / Speaking / Writing

The iBT TOEFL Actual Test Series



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The iBT TOEFL Actual Test

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