

THEORIES OF EXPERIENCE AND EDUCATION

Two American philosophers, William James and John Dewey, developed very influential theories about how we think and learn. Both believed that the truth of any idea is a function of its usefulness and that experience is central to learning.

William James (1842–1910) was a philosopher and psychologist who believed that truth is not absolute and unchangeable; rather, it is made in actual, real-life events. In a person's life, there are experiences that have meaning and truth for that person. Truth cannot be separated from experience, and in order to understand truth, we have to study experience itself. Thus, for James, human experience should be the primary subject of study, and he called upon thinkers to concentrate on experience instead of essences, abstractions, or universal laws.

James focused on what he called the “stream” of experience, the sequential course of events in our lives. He believed that human consciousness is a stream of thoughts and feelings, and that this stream of consciousness is always going on, whether we are awake or asleep. The stream consists of very complex waves of bodily sensations, desires and aversions, memories of past experiences, and determinations of the will. One wave dissolves into another gradually, like the ripples of water in a river.

In James's theory, thought and experience are connected. Incoming waves of thought flow in next to outgoing waves of previous experience and thus become associated with each other. An incoming thought is “workable” only if it is meaningful and can be associated with something already in the person's mind. James's theory supports later theories of associative learning, which assert that new learning involves activating previous learning to find “hooks” on which to hang new information.

The theories of John Dewey (1859–1952), philosopher and educator, have had a tremendous impact on generations of thinkers. Dewey viewed life as a continuously reconstructive process, with experience and knowledge building on each other. He believed that learning is more than the amassing and retention of information; learning is learning how to think. Thinking is not something abstract; it is a living process that starts when old habits meet new situations.

For Dewey, experience cannot be separated from nature because all experience is rooted in nature. Nature is what we experience: air, stones, plants, diseases, pleasure, and suffering. Dewey believed that experience is an interaction between what a person already knows and the person's present situation. Previous knowledge of nature interacts with the present environment, and together they lead to new knowledge that in turn will influence future experience.

Dewey asserted that experience is central to education; however, experience cannot be equated with education because all experiences are not necessarily educative. Experience is educative only when it contributes to the growth of the individual. It can be miseducative if it distorts the growth of further experience. It is the quality of experience that matters. Thus, productive experience is both the means and the goal of education.

Dewey felt that education should be problem-centered and interdisciplinary rather than subject-centered and fragmented. The methods and curricula of education must make the child's growth the central concern. Furthermore, truly progressive education must involve the participation of the learner in directing the learning experience.

13. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) We can comprehend what truth is only if we separate truth from experience and study each individually.
 - (B) The truth of any experience cannot be understood unless it is compared with past experiences.
 - (C) It is more important to learn from personal experience than to study philosophy to understand truth.
 - (D) We must study experience to know the meaning of truth because the two are necessarily connected.
14. The word *sequential* in paragraph 3 is closest in meaning to
- (A) continuous
 - (B) apparent
 - (C) conscious
 - (D) interesting
15. Why does the author mention a river in paragraph 3?
- (A) To describe how thoughts and feelings flow into each other
 - (B) To compare the processes of falling asleep and waking up
 - (C) To emphasize the complexity of bodily sensations
 - (D) To show that truth is not absolute and unchangeable
16. The word *it* in paragraph 4 refers to
- (A) James's theory
 - (B) previous experience
 - (C) incoming thought
 - (D) the person's mind
17. The word *reconstructive* in paragraph 5 is closest in meaning to
- (A) exciting
 - (B) creative
 - (C) unifying
 - (D) aimless
18. According to John Dewey, the interplay between a person's previous knowledge and present situation is
- (A) truth
 - (B) consciousness
 - (C) education
 - (D) experience
19. All of the following ideas are part of Dewey's theory of experience and education EXCEPT
- (A) Knowledge and experience interact.
 - (B) Present experience affects future experience.
 - (C) Every experience is educative.
 - (D) Experience should develop the individual.
20. According to Dewey, progressive education should include
- (A) both positive and negative experiences
 - (B) an emphasis on specific core subjects
 - (C) complete rejection of traditional methods
 - (D) the active participation of the student
21. It can be inferred from the passage that William James and John Dewey would probably agree on which of the following statements?
- (A) The truth of an idea is something that all people can agree upon.
 - (B) Our life experiences are a very important part of our education.
 - (C) To be truly educated, we must have our own theory of experience.
 - (D) The quantity of experience is more important than the quality.

22. Look at the four squares, **A**, **B**, **C**, and **D**, which indicate where the following sentence could be added to the passage. Where would the sentence best fit?

The incoming thoughts will come to resemble the outgoing thoughts, even though the two have never been experienced together before.

In James's theory, thought and experience are connected. **A** Incoming waves of thought flow in next to outgoing waves of previous experience and thus become associated with each other. **B** An incoming thought is "workable" only if it is meaningful and can be associated with something already in the person's mind. **C** James's theory supports later theories of associative learning, which assert that new learning involves activating previous learning to find "hooks" on which to hang new information. **D**

- 23–25. Select the appropriate sentences from the answer choices and match them to the correct philosopher. TWO of the answer choices will NOT be used. *This question is worth 3 points.*

Answer Choices

- (A) Learning is not merely the storing of information; it is learning how to think.
- (B) Truth is absolute and unchangeable because it is based on universal laws of nature.
- (C) Human consciousness is a stream of experiences, sensations, thoughts, and feelings.
- (D) Education should be problem-centered and interdisciplinary, and it should provide productive experience.
- (E) A new thought is workable when it is associated with previous experience or learning.
- (F) Experience and knowledge grow upon and influence each other in an ongoing process.
- (G) The goal of education should be the development of the child's ability to think abstractly.

Philosopher

William James

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-

John Dewey

-
-
-

Answers to Reading Quiz 10 are on page 574.

Record your score on the Progress Chart on page 693.

How to Score Multiple-Choice Questions		
Points Possible	Answers Correct	Points Earned
2 points	3	2
	2	1
	0 – 1	0
3 points	5	3
	4	2
	3	1
	0 – 2	0
4 points	7	4
	6	3
	5	2
	4	1
	0 – 3	0

PART 2 – LISTENING

The Listening section of the TOEFL measures your ability to understand conversations and lectures in English. You will be tested on your comprehension of the general ideas and supporting details of the conversations and lectures. You will also be asked to identify a speaker's purpose in making a particular statement, and a speaker's attitude toward a particular topic.

LISTENING SECTION		
Type of Audio Text	Length of Audio Text	Number of Questions
Conversation 1	2 – 3 minutes	5
Conversation 2	2 – 3 minutes	5
Lecture 1	4 – 6 minutes	6
Lecture 2	4 – 6 minutes	6
Lecture 3	4 – 6 minutes	6
Lecture 4	4 – 6 minutes	6
Extra Audio Text*	2 – 6 minutes	5 – 6

*There may be an extra conversation or lecture in some versions of the test.

Some of the listening topics are non-academic and informal, and they reflect typical experiences of college and university students. Some of the topics are academic and come from various fields of study in the natural sciences, the social sciences, the arts, and business. All of the questions are based on what the speakers state or imply. You do not need special knowledge of the topics to answer the questions.

THE TEST EXPERIENCE

The entire Listening section takes approximately 40 to 50 minutes to complete. This includes the time that you spend listening to the directions, listening to the conversations and lectures, and answering the comprehension questions.

You will use headphones to listen to the conversations and lectures. You can change the volume of the sound at any time during the test. You may take notes on paper while you are listening. You may use your notes to help you answer the questions. However, at the end of the test, you must give all of your notes to the test supervisor. Your notes will not be scored.

You will hear each conversation and lecture only one time. The two conversations and four lectures may be presented in any order. After each conversation or lecture, you will answer five or six comprehension questions. You will both *hear* and *see* the questions on the screen.

There are six types of questions. For each type of question, you will use the mouse to click on one or more answers or to move text. Some of the questions have special directions, which appear in a gray box on the screen. Some questions may be worth more than one point. These questions have special directions that indicate how many points you can receive.

LISTENING

You must answer each question before you can go on to the next question. You can change your answer as many times as you like—until you click on **OK**. When you click on **OK**, the computer will go to the next question. You cannot go back to previous questions. Once you have left a question, you cannot return to it.

You can take as much time as you need to answer each question. However, you should work as quickly as possible because there is a time limit for the whole Listening section. A clock at the top of the screen shows how much time is left. The clock counts down only during your response time; it does not count down while you are listening to the conversations, lectures, and questions.

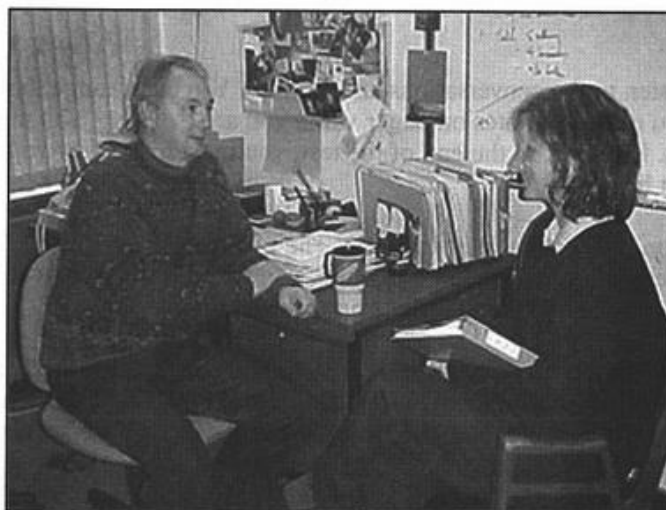
LISTENING SKILLS ON THE TEST

Unit in <i>Delta's Key</i>	Skill	Number of Questions (test with 6 texts)
2.1	Identifying the Topic and Main Idea	4 – 6
2.2	Listening for Details	8 – 12
2.3	Determining Attitude and Purpose	8 – 12
2.4	Making Inferences and Predictions	4 – 8
2.5	Categorizing Information	1 – 2
2.6	Summarizing a Process	1 – 2
	Total Number of Questions	34

CONVERSATIONS

The Listening section contains two conversations, which may appear in any sequence with the lectures. In some versions of the test, there may be three conversations. Each conversation is two to three minutes long and is followed by a set of comprehension questions.

Here is an example. While you are listening, you will see a picture of the speakers:



- (Narrator) Listen to a conversation between a student and a professor.
- (Woman) Excuse me, Dr. Gupta. May I speak with you?
- (Professor) Sure. What can I do for you?
- (Woman) I'm... uh... I'd like to change the topic of my paper. I was planning to write about trade, but I thought of something more interesting.
- (Professor) Oh...?
- (Woman) I was thinking... my friend introduced me to her grandparents, who came from Japan around seventy years ago. They're really interesting people, and we talked for a long time. So I got the idea it might be good to write about them... I mean, about Japanese immigration and the stories of people who came here from Japan. I could interview my friend's grandparents and their friends. Is that OK?
- (Professor) Yes, I'd say that's a good research topic. But, in addition to the interview data, you'll want to be sure you have some historical facts. Focus on the history, and use the interviews to illustrate the history.
- (Woman) I... um... I found some books on the *Issei* and the *Nisei*. Is that what you mean?
- (Professor) That's a good place to start. You should also check out cultural organizations, like the Japanese American Historical Society. I'm sure many of these organizations have Web pages. You may find links to other useful information.
- (Woman) Sure, sure, of course I'll do that. So... uh... it's all right to change my topic?
- (Professor) Certainly. And let me know how it's going.
- (Woman) I sure will. Thanks, Dr. Gupta.

Then you will hear the first question. You will see the question and four possible answers:

Test Section	Question	Time	Testing Tools			
Listening	1 of 1	20:00:00	Volume	Help	OK	Next

Why does the student go to see the professor?

- ☐ She would like him to meet her grandparents.
- ☐ She wants to change the topic of her research.
- ☐ She wants to show him some interesting books.
- ☐ She needs more time to complete her paper.

LISTENING

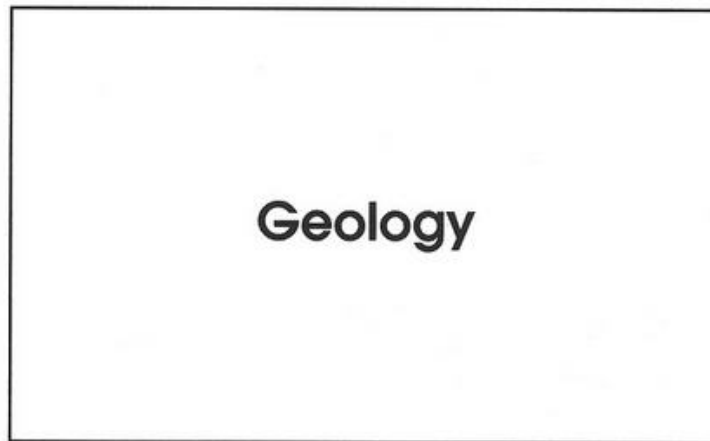
The best answer to the question *Why does the student go to see the professor?* is *She wants to change the topic of her research.* Therefore, you should click on the oval next to that answer.

When you click on an oval, the oval will darken. To change your answer, click on a different oval. When you are satisfied that you have chosen the correct answer, click on **Next**. Then click on **OK**. The computer will move to the next question.

LECTURES

The Listening section contains four academic lectures, which may appear in any sequence with the conversations. In some versions of the test, there may be five lectures. Each lecture is approximately four to six minutes long and is followed by a set of comprehension questions.

Here is an example.



(Narrator) Listen to part of a lecture in a geology class.

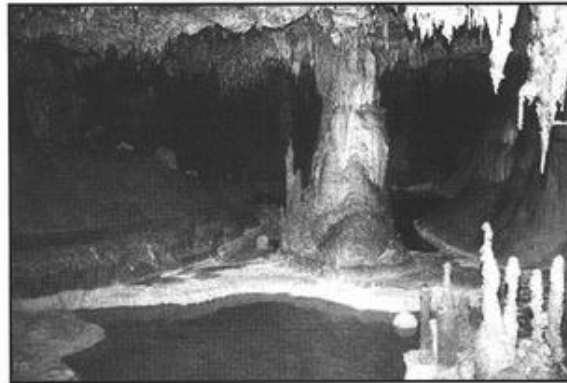
While you are listening, you will see a picture of the professor and the class:



(Professor) After the water drains from a cave, a new kind of growth may begin. Delicate straws grow from the ceiling. Twisted fingers protrude from the walls and floor. Smooth mounds appear in pools. All of these amazing formations are called speleothems. They sometimes grow in sandstone and lava-tube caves, but most commonly we see them in limestone caves.

Among the most interesting speleothems are stalactites and stalagmites. People always want to know: how do you keep straight... which is a stalactite and which is a stalagmite? There's an easy way to remember. "Stalactite" is spelled with a "c" and it hangs from the ceiling. "Stalagmite" is spelled with a "g" and it grows up from the ground.

You may also see other pictures:



(Professor) Both stalactites and stalagmites begin with a drop of water on a cave ceiling. The groundwater seeping into the cave contains carbon dioxide from the atmosphere or the soil, as well as dissolved limestone that it picked up from the layers of rock above the cave.

As a drop of water hangs from the ceiling, a tiny amount of carbon dioxide escapes—just like bubbles from a can of soda pop. Now the water drop can't carry much dissolved limestone, and a tiny ring of stone called dripstone forms around its outside edges. The drop of water hangs for a moment, then it falls.

Each drop of water adds another layer as it trickles down through the growing ring of dripstone. Eventually, the dripstone forms a slender tube. These slender, hollow tubes are called tubular stalactites, or—because they look like straws—soda-straw stalactites. They're very fragile. As they grow, their own weight may cause them to break off and fall to the floor. Soda straws can grow into conical stalactites as dripstone builds up on the outside. Stalactites don't grow very quickly... on average, only about a half-inch in a hundred years.

The dripping water that hits the floor still contains some dissolved limestone. The impact of the water hitting the floor causes it to break into droplets, releasing the excess carbon dioxide. Then limestone crystals start to grow upward, forming stalagmites... starting with tiny finger-like structures, and eventually forming large, rounded domes up to ten meters tall and ten meters in diameter.

LISTENING

At the end of the lecture, you will see:

Now get ready to answer the questions.
You may use your notes to help you answer.

There are six different types of listening comprehension questions. However, you may not see all six types after every lecture.

Question Type 1 – Click on One Answer

For this multiple-choice type of question, you will choose the best of four possible answers. You will see:

Test Section	Question	Time	Testing Tools			
Listening	1 of 6		Volume	Help	OK	Next
<p>What is the lecture mainly about?</p> <ul style="list-style-type: none"><input type="radio"/> How caves are formed<input type="radio"/> The exploration of caves<input type="radio"/> Structures that form in caves<input type="radio"/> Different types of caves						

The topic of the lecture is *Structures that form in caves*. Therefore, you should click on the oval next to the third answer.

When you click on an oval, the oval will darken. To change your answer, click on a different oval. When you are satisfied that you have chosen the correct answer, click on **Next**. Then click on **OK**. The computer will move to the next question.

Question Type 2 – Click on Two Answers

For this type of question, you will click on two answers. You will click on boxes instead of ovals. You will see:

Test Section: Listening Question: 2 of 6 Title: []

Testing Tools: Volume [] Help [] OK [] Next []

What factors contribute to the formation of speleothems?

Click on two answers.

- ☐ Heat from the earth
- ☐ Groundwater
- ☐ Dissolved limestone
- ☐ Earthquakes

The professor says:

Both stalactites and stalagmites begin with a drop of water on a cave ceiling. The groundwater seeping into the cave contains carbon dioxide from the atmosphere or the soil, as well as dissolved limestone that it picked up from the layers of rock above the cave.

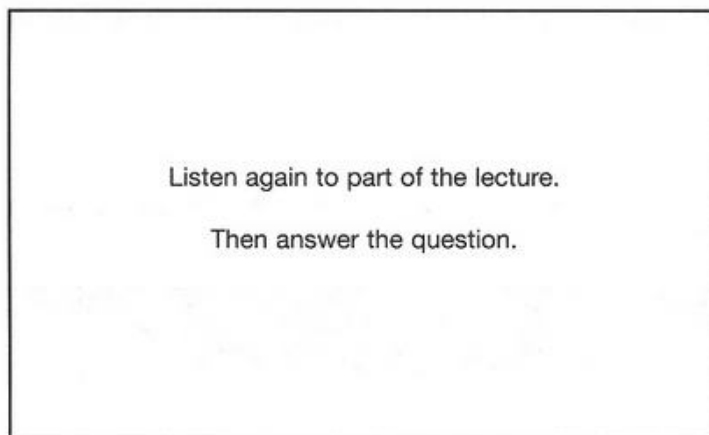
Therefore, you should click on the boxes next to *Groundwater* and *Dissolved limestone*.

When you click on a box, an X will appear in it. To change an answer, click on a different box.

You must choose both correct answers to receive credit for answering the question correctly.

Question Type 3 – Listen Again to Part of the Text

For this type of question, you will hear part of the audio again. You will hear and see:






Then you will hear:

(Professor) People always want to know: how do you keep straight... which is a stalactite and which is a stalagmite? There's an easy way to remember. "Stalactite" is spelled with a "c" and it hangs from the ceiling. "Stalagmite" is spelled with a "g" and it grows up from the ground.

(Narrator) Why does the professor say this:

(Professor) "Stalactite" is spelled with a "c" and it hangs from the ceiling. "Stalagmite" is spelled with a "g" and it grows up from the ground.

Text Section	Question	Time	Testing Tools			
Listening	3 of 6	<input type="text"/>	Volume 	? Help	◀ OK	▶ Next
<p data-bbox="526 1352 964 1394">Why does the professor say this: </p> <ul data-bbox="574 1415 1143 1541" style="list-style-type: none"><input type="radio"/> To provide a way to distinguish two terms<input type="radio"/> To describe the appearance of two structures<input type="radio"/> To explain how to measure a cave's height<input type="radio"/> To prepare the students for a spelling quiz						

When you see the symbol  next to a question, it means that part of the question will not appear on the screen. However, you will hear part of the lecture again, so you must listen carefully. The computer will replay something that the professor says in the lecture.





The professor says:

People always want to know: how do you keep straight... which is a stalactite and which is a stalagmite? There's an easy way to remember.

Then the professor discusses the spelling of stalactite and stalagmite. The correct answer is *To provide a way to distinguish two terms*. Therefore, you should click on the oval next to the first answer.

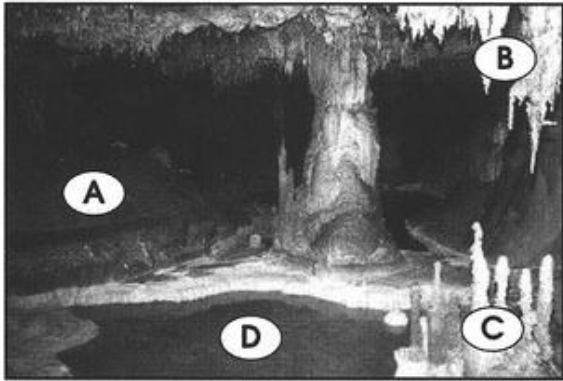
Question Type 4 – Click on a Picture

For this type of question, you will click on a picture or part of a picture. You will see:

Test Section	Question	Time	Testing Tools			
Listening	4 of 6	<input type="text"/>	Volume 	Help 	OK 	Next 

Identify the stalactite in the picture.

Click on the correct letter.



The professor says:

“Stalactite” is spelled with a “c” and it hangs from the ceiling.

The stalactite is at **(B)** in the picture. Therefore, you should click on **(B)**.

When you click on a letter, the letter will highlight. To change your answer, click on a different letter.

Question Type 5 – Drag Answer Choices

For this type of question, you will use the mouse to drag text to complete a list, table, or summary. You will see:

Test Section	Question	Time	Testing Tools			
Listening	5 of 6		Volume	Help	OK	Next

The professor briefly explains how a stalactite is formed. Summarize the process by putting the steps in the correct order.

Drag each sentence to the space where it belongs.

The dripstone grows into a slender, hollow tube.
A ring of dripstone forms around a water drop.
More dripping water adds layers of dripstone.

1	
2	
3	

The professor says:

Now the water drop can't carry much dissolved limestone, and a tiny ring of stone called dripstone forms around its outside edges....

Each drop of water adds another layer as it trickles down through the growing ring of dripstone. Eventually, the dripstone forms a slender tube. These slender, hollow tubes are called tubular stalactites....

Therefore, the correct order is:

1	A ring of dripstone forms around a water drop.
2	More dripping water adds layers of dripstone.
3	The dripstone grows into a slender, hollow tube.

Move the cursor to the answer choice that you want to move. Click and hold to drag the text to the space where it belongs. The text will appear in that space. To change an answer, drag it back to the answer choices. Then drag your new answer choice to the space. You must put all of the answer choices in the correct space to receive credit for answering the question correctly.

Question Type 6 – Click on a Table

For this type of question, you will click on boxes in a table. You will see:

Test Section	Question	Time	Testing Tools			
Listening	6 of 6		Volume	Help	OK	Next

Based on the information in the lecture, indicate whether each sentence below describes a stalactite or a stalagmite.

For each sentence, click in the correct box.

	Stalactite	Stalagmite
It grows up from limestone deposits on the cave floor.		
It hangs from the ceiling of a cave.		
It is long and hollow like a soda straw.		
It can grow into a dome ten meters tall.		

The professor says:

“Stalactite”... hangs from the ceiling. “Stalagmite”... grows up from the ground.

These slender, hollow tubes are called... because they look like straws—soda-straw stalactites.

Then limestone crystals start to grow upward, forming stalagmites... eventually forming large, rounded domes up to ten meters tall....

Therefore, the correct answers are:

	Stalactite	Stalagmite
It grows up from limestone deposits on the cave floor.		✓
It hangs from the ceiling of a cave.	✓	
It is long and hollow like a soda straw.	✓	
It can grow into a dome ten meters tall.		✓

When you click on a box, a ✓ will appear in it. You must click on one box in each row. To change an answer, click on a different box in the same row. You must put all of the ✓s in the correct space to receive credit for answering the question correctly.

STRATEGIES FOR THE LISTENING SECTION

Before the Test

- Work on building your vocabulary. Use the conversations and lectures in this book to become familiar with the level of vocabulary on the TOEFL.
 - Listen to a variety of academic talks, such as recordings of real college lectures, videotaped documentaries, and educational television programs. Most of the lectures on the TOEFL deal with topics in the natural sciences, the social sciences, the arts, and business. Listen to material in these subject areas to build comprehension.
 - Work on developing efficient note-taking skills.
 - Become familiar with the six types of questions and how to answer them.
 - Become familiar with the TOEFL testing tools, such as **Next** and **OK**. Practice using the mouse to click on and drag text.
 - Your own best strategy: _____
-

During the Test

- While you are listening to the conversations and lectures, focus on overall meaning and purpose. Listen for key words and concepts that are repeated throughout the piece.
 - When you take notes, write down only essential terms and concepts. Do not allow your writing to detract from your listening.
 - Work as quickly as possible. Although you can control the amount of time you spend answering each question, there is a time limit for answering the total number of questions in the Listening section.
 - For multiple choice questions, use the *process of elimination*. This means that if you do not find the correct answer right away, omit the choices you know are incorrect. If you can eliminate one or two choices, you will improve your chance of selecting the correct answer.
 - Click on **OK** only when you are certain you are ready to go on to the next question. After you click on **OK**, you cannot return to that question.
 - Your own best strategy: _____
-

2.1 Identifying the Topic and Main Idea



01-LISTENING, Track 1

LISTENING

What is the subject of the conversation?

- ☐ A political organization
- ☐ A course reading list
- ☐ A physical science class
- ☐ A summer school program



Stop

The subject of the conversation is the most general answer to the question *What are the people talking about?*

The speakers use several key words and phrases:

Dr. Perry's class	check the computer	substantial amount of reading
Political Science	summer session	print out a copy
book list	Here...found	few minutes

The man asks about the book list for Dr. Perry's Introduction to Political Science class, and the woman offers to print out a copy for him. Therefore, the correct answer is *A course reading list*.



DO YOU KNOW...?

- The **topic** is the general subject of the conversation or lecture. The topic is the most general answer to the question *What are the speakers talking about?*

TOEFL questions about the topic sound like this:

What is the subject of the conversation?
 What is the topic of the discussion?
 What are the students discussing?
 What is the man's problem?
 What problem does the woman have?
 What is the professor mainly discussing?
 What is the lecture mainly about?
 What is the main topic of the talk?
 What aspect of _____ does the professor mainly discuss?

2.1 TOPIC AND MAIN IDEA

2. Key words and phrases can help you identify the topic of the conversation or lecture. Sometimes speakers emphasize key words and phrases. Sometimes speakers use the same key words more than once. Listen for words and phrases that are stressed or repeated by the speakers.

Key words are usually **content words**: nouns, verbs, adjectives, and adverbs. Content words can help you identify the topic and general message.

3. Listen again to the recording for the Focus exercise. Listen for key words and phrases that the speakers emphasize and repeat. Listen for key content words: nouns, verbs, adjectives, and adverbs.



01-LISTENING, Track 1

- W: Good afternoon. May I help you?
M: Hello. I'm thinking of taking Dr. Perry's class this summer—Intro to Political Science. And I was wondering... uh... is there a... do you happen to have a book list for that class?
W: I can check the computer to see if she submitted it yet.
M: Thanks. I'd appreciate it.
W: Did you say Introduction to Political Science?
M: Yes. For summer session.
W: Here it is, I found it. Oh... and it sure looks like a substantial amount of reading!
M: Really? Is it long?
W: Would you like me to print out a copy for you?
M: Yeah, that would be great!
W: All right. This will only take a few minutes.
M: Thank you. I really appreciate it.



Stop

4. The **main idea** is the general message of the conversation or lecture. The main idea is what is important about the topic, according to the speakers. Key words and phrases can help you identify what the speakers think is important about the topic. In a longer piece, there may be two or more major ideas that together form the general message.

TOEFL questions about the main idea sound like this:

What is the speaker's main point?
What is the main idea of the lecture?

5. The **organization** of a talk or lecture is the order in which the speaker presents information. The organization is usually related to the speaker's main point and purpose. A good speaker organizes the information so that it best supports the main idea.

TOEFL questions about organization sound like this:

How does the speaker organize the information that he presents?
Which of the following best describes the organization of the lecture?
How does the professor develop the topic?
How does the professor help the student?
How does the instructor clarify her point about ____?

6. Some examples of organization are:

Classify or categorize information	Give instructions
Describe causes and effects	Narrate an event
Describe uses	Show differences between ideas
Explain causes	Show similarities between things
Explain reasons	Summarize a process
Give examples	Trace the history or development

7. In questions about the topic and main idea, an answer choice may be incorrect because it is:

- ✍ too general: an idea that is beyond the focus of the conversation or lecture;
- ✍ too specific: a supporting detail instead of a main idea;
- ✍ inaccurate: not true, or only partly true, according to the speakers; or
- ✍ irrelevant: about something that the speakers do not mention.

When you answer questions about the topic and main idea, think about the overall message of the conversation or lecture. Try not to *overthink* this type of question; it is often best to trust your first impression.

PRACTICE

Exercise 2.1.A

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



01-LISTENING, Track 2

1. What is the woman's problem?

- (A) She does not have enough time to finish writing her paper.
- (B) She is concerned about receiving a poor grade in history.
- (C) She is confused by her professor's response to her paper.
- (D) She does not think her professor graded her paper fairly.

2. What is the conversation mainly about?

- (A) A place that is special
- (B) Problems with families
- (C) Plans for a school vacation
- (D) A popular beach resort

3. What is the woman mainly discussing?

- (A) Her courses in child development
- (B) Her internship at a children's agency
- (C) How to look for a job after graduation
- (D) How to organize a political campaign

2.1 TOPIC AND MAIN IDEA

4. What problem does the man have?

- (A) He has difficulty remembering some terms.
- (B) He is not skilled at climbing trees.
- (C) He will not be able to take the botany quiz.
- (D) He can't decide which botany course to take.

5. How does the woman help the man?

- (A) She shows him how to put words in alphabetical order.
- (B) She tells him that memorization is not a good way to study.
- (C) She gives him a list of names beginning with "P" and "X".
- (D) She suggests that he imagine a tree with key letters on it.



Stop

Exercise 2.1.B

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



01-LISTENING, Track 3

1. What is the talk mainly about?

- (A) The best places to park on campus
- (B) Services of the Safety and Security Office
- (C) The increasing need for campus security
- (D) Reporting criminal incidents on campus

2. What is the topic of the lecture?

- (A) Traditions of American Indian cultures
- (B) How religion, art, and culture are related
- (C) Different ways to view American culture
- (D) The vision quest of the Plains tribes

3. Which of the following best describes the organization of the talk?

- (A) Reasons to buy property-liability insurance
- (B) Instructions for buying life insurance
- (C) A classification of insurance
- (D) A history of insurance

4. What is the lecture mainly about?

- (A) How ancient rivers created deserts
- (B) How scientists work in the desert
- (C) How to walk on sand dunes
- (D) How sand dunes shift position

5. What is the lecture mainly about?

- (A) Research in pain management
- (B) The benefits of exercise
- (C) Why people have faith in doctors
- (D) The chemistry of the human brain



Stop

Exercise 2.1.C

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



01-LISTENING, Track 4

1. What is the speaker's main point?
 - (A) Attitudes toward aging can affect how long a person lives.
 - (B) People have difficulty learning new skills as they get older.
 - (C) Young adults generally have a negative view of older adults.
 - (D) People are now living longer than they did in the past.
2. What is the speaker mainly discussing?
 - (A) Popular bachelor's degree programs
 - (B) The art and science of engineering
 - (C) Educational programs for engineers
 - (D) How engineers contribute to
3. How does the speaker organize the information that he presents?
 - (A) By comparing the benefits of various engineering specialties
 - (B) By outlining the steps for applying to engineering school
 - (C) By tracing the development of the engineering profession
 - (D) By giving examples of undergraduate and graduate programs
4. What aspect of RSI does the instructor mainly discuss?
 - (A) Similarities to other illnessessociety
 - (B) Causes and effects
 - (C) Reasons for its rapid growth
 - (D) Available treatments
5. How does the instructor develop the topic of RSI?
 - (A) She compares treatments for RSI.
 - (B) She explains how to avoid RSI.
 - (C) She discusses recent research on RSI.
 - (D) She describes symptoms of RSI.



Stop

Answers to Exercises 2.1.A through 2.1.C are on page 576.

2.1 TOPIC AND MAIN IDEA



EXTENSION

1. Listen again to the conversations and lectures in Exercises 2.1.A through 2.1.C (01-LISTENING, Tracks 2 through 4). While you are listening, write down key content words: nouns, verbs, adjectives, and adverbs. Don't try to write down everything. Write down only the words and phrases that are keys to understanding the overall message. Compare the words that you wrote down with those that your classmates wrote down. Which words and phrases are the most important for understanding the message?
2. With a classmate, discuss why the incorrect answer choices in Exercises 2.1.A through 2.1.C are incorrect. Are the answers wrong because they are:
 - ✍ too general: beyond the focus of the conversation or lecture?
 - ✍ too specific: supporting detail instead of main idea?
 - ✍ inaccurate: not true, or only partly true, according to the speakers?
 - ✍ irrelevant: about something that the speakers do not mention?
3. Listen again to the conversations in Exercise 2.1.A (01-LISTENING, Track 2). With your classmates, discuss the meaning of the underlined expressions in the script below. In what other situations might these expressions be used?

How's it going?
get (something) back
You'd better
find out
hang out
How about you?

not mind
(one's) turn.
do an internship
sounds like
if only I could

get it straight

Hi, Kelsey! How's it going?
I just got my history paper back....
You'd better go talk to him.
You need to find out what he's thinking.
I'm going to Mexico to hang out on the beach!
Four of us will be staying at a resort.... How
about you?
But, I don't mind. It's my turn.
It's my turn. He's done so much for me in the past.
I'll be doing an internship instead.
That sounds like a great experience because....
I guess so, if only I could remember the difference
between....
I can't seem to get it straight on which one....

4. Make a short audio recording from the radio or television. Record two or three minutes of a speech, documentary, or educational program. Bring your tape to class. Play the tape for your classmates. Then, discuss the recording with the class. Identify the topic and important ideas from the piece. What key words and phrases help you to identify the topic and what is important about it?

2.2 Listening for Details



01-LISTENING, Track 5

1. At what decibel level does the risk of hearing loss begin?

- ☐ 60 decibels
- ☐ 90 decibels
- ☐ 125 decibels
- ☐ 140 decibels

2. Which sounds could contribute to hearing loss?

Click on two answers.

- ☐ A conversation at close range
- ☐ A rock band at close range
- ☐ A jet engine at close range
- ☐ A vacuum cleaner at close range



Stop

Question 1 asks you to identify the decibel level at which the risk of hearing loss begins. The professor says:

The danger zone—the risk of injury—begins at around 90. Continual exposure to sounds above 90 decibels can damage your hearing.

Therefore, the correct answer is *90 decibels*.

Question 2 asks you to identify the sounds that could contribute to hearing loss. For this question, there are two correct answers. The professor says:

Lots of everyday noises are bad for us in the long run. For example.... A rock band at close range is 125 decibels. A jet engine at close range is one of the worst culprits at an ear-busting 140 decibels.

The correct answers are *A rock band at close range* and *A jet engine at close range*.

These two questions ask about some important details in the talk. The details support the main idea that long-term exposure to noise can cause hearing loss. What other details can you recall from the talk?



DO YOU KNOW...?

1. **Details** are specific bits of information, such as facts, descriptions, definitions, reasons, and examples. Detail questions on the TOEFL involve facts as they are stated by the speakers. Detail questions ask you to recall specific information from the conversation or lecture, but do not require you to make inferences (see 2.4).

TOEFL questions about details sound like this:

What does the woman want to know?
 What does the man suggest the woman do?
 What happened to _____?
 What reason is given for _____?
 What does the professor say about _____?
 How does the speaker describe _____?
 How does the professor emphasize her point about _____?
 According to the professor, _____?
 What _____?
 What type _____?
 Who _____?
 Where _____?
 When _____?
 Which _____?
 How _____?
 Why _____?

2. Some questions ask you to select a picture or part of a picture:

Which picture _____?
 Select the drawing that shows _____.
 Select the diagram that represents _____.
 Identify the part of the picture that represents _____.
 Which area of the diagram illustrates _____?

3. Some questions ask about specific terms:

What is a _____?
 In this conversation, what does _____ mean?
 According to the speaker, what does _____ mean?
 How does the professor define _____?

4. Listen again to the recording for the Focus exercise. Listen for important details and content words.



01-LISTENING, Track 5

Long-term exposure to noise can lead to loss of hearing. The relative loudness of sounds is measured in decibels. Just to give you an idea of what this means, the sound of a whisper is 30 decibels, while a normal conversation is 60 decibels. The noise a vacuum cleaner makes is around 85 decibels.

The danger zone—the risk of injury—begins at around 90. Continual exposure to sounds above 90 decibels can damage your hearing. Loud noises—especially when they come at you every day—all this noise can damage the delicate hair cells in your inner ear. Lots of everyday noises are bad for us in the long run. For example, a car horn sounds at around 100 decibels. A rock band at close range is 125 decibels. A jet engine at close range is one of the worst culprits at an ear-busting 140 decibels.

The first thing to go is your high-frequency hearing, where you detect the consonant sounds in words. That's why a person with hearing loss can hear voices, but has trouble understanding what's being said.



Stop

5. In questions about details, an answer choice may be incorrect because it:

- ↪ repeats some of the speakers' words but has a different message; ✓
- ↪ uses words that sound similar to the speakers' words;
- ↪ is incorrect or inaccurate, according to the speakers; or
- ↪ is about something that the speakers do not mention.

Remember, you can answer all of the questions based on the information you hear in the conversations and lectures. You do not need special knowledge of the topics to answer the questions correctly.



PRACTICE

Exercise 2.2.A

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



01-LISTENING, Track 6

1. What does the woman suggest the man do?

- (A) Look at the posted job openings
- (B) Call for information about a job
- (C) Make an appointment with a counselor
- (D) Apply for a job in the student center

2. What type of job does the man want?

- (A) A job that pays well
- (B) A job that will let him study
- (C) A job in his field of interest
- (D) A job as a counselor

2.2 DETAILS

3. What does the woman agree to do?
- ☐ (A) Donate some books to the library
 - ☐ (B) Meet the man outside the library
 - ☐ (C) Volunteer to work as a cashier
 - ☐ (D) Buy books at the annual book sale
4. How are book sale workers compensated?
- ☐ (A) They take any ten books that they want.
 - ☐ (B) They are paid ten dollars an hour in cash.
 - ☐ (C) They receive a set of encyclopedias.
 - ☐ (D) They get credit to buy books at the sale.
5. When will the woman arrive at the book sale?
- ☐ (A) 10:00 a.m.
 - ☐ (B) 12:00 p.m.
 - ☐ (C) 3:00 p.m.
 - ☐ (D) 6:00 p.m.
6. Why does the woman like her class with Professor Hahn?
- ☐ (A) Professor Hahn is a well-known scientist.
 - ☐ (B) The assignments and lectures are valuable.
 - ☐ (C) The students solve practical problems in class.
 - ☐ (D) Political science is the woman's favorite subject.
7. What does the man say about Professor Hahn?
- ☐ (A) She is the best teacher at the college.
 - ☐ (B) She tries to amuse her students.
 - ☐ (C) She cares a lot about her students.
 - ☐ (D) She expects her students to work hard.
8. What does the professor want the woman to do?
- ☐ (A) Help him write a paper
 - ☐ (B) Arrange some articles
 - ☐ (C) Look up information
 - ☐ (D) Organize a research study
9. What is the subject of the professor's research?
- ☐ (A) Animal behavior
 - ☐ (B) Journal writing
 - ☐ (C) Time management
 - ☐ (D) Child psychology
10. When will the woman do the work?
- ☐ (A) That afternoon
 - ☐ (B) The next day
 - ☐ (C) The day after tomorrow
 - ☐ (D) The following week



Stop

Exercise 2.2.B

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



01-LISTENING, Track 7

1. When did the hunting season take place?
- ☐ (A) In spring and summer
 - ☐ (B) In summer and early fall
 - ☐ (C) From fall until midwinter
 - ☐ (D) From midwinter until spring
2. What animals did the northwoods tribes hunt?
- Click on two answers.
- ☐ (A) Lion
 - ☐ (B) Eagle
 - ☐ (C) Deer
 - ☐ (D) Moose

3. According to the man, how did women participate in hunting?

- ☐ (A) Managing the camps
- ☐ (B) Snaring small animals
- ☐ (C) Searching for game
- ☐ (D) Making the bows and arrows

4. Which activities did women control?

Click on two answers.

- ☐ (A) Fishing
- ☐ (B) Clan leadership
- ☐ (C) Education
- ☐ (D) Agriculture

5. According to the professor, what factors are important in choosing a career in the arts?

Click on two answers.

- ☐ (A) Wealth
- ☐ (B) Talent
- ☐ (C) Luck
- ☐ (D) Experience

6. According to the professor, why does a career in the arts require a special calling?

- ☐ (A) Public tastes in art change frequently.
- ☐ (B) Employment in the arts can be uncertain.
- ☐ (C) Art schools are expensive and difficult.
- ☐ (D) Artistic talent cannot be measured fairly.

7. How does the professor suggest one get started in a career in the arts?

- ☐ (A) Ask a famous artist for a letter of recommendation.
- ☐ (B) Look at the job advertisements in the newspaper.
- ☐ (C) Do part-time or volunteer work in one's chosen art.
- ☐ (D) Apply for a scholarship to a prestigious art school.

8. According to the instructor, what is the first step in preparing a speech?

- ☐ (A) Choose a topic that your teacher will like.
- ☐ (B) Realize the speech's importance to you.
- ☐ (C) Develop your ideas with examples.
- ☐ (D) Read a book about preparing a speech.

9. What examples of purpose are mentioned in the discussion?

Click on two answers.

- ☐ (A) To inform others about your subject
- ☐ (B) To describe an interesting experience
- ☐ (C) To make your audience laugh
- ☐ (D) To explain how to do something

10. What does the instructor want the students to do next?

- ☐ (A) Practice their speeches in small groups
- ☐ (B) Write down ideas that they think of
- ☐ (C) Choose from a list of possible topics
- ☐ (D) Brainstorm ways to entertain the class



Stop

2.2 DETAILS

Exercise 2.2.C

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.

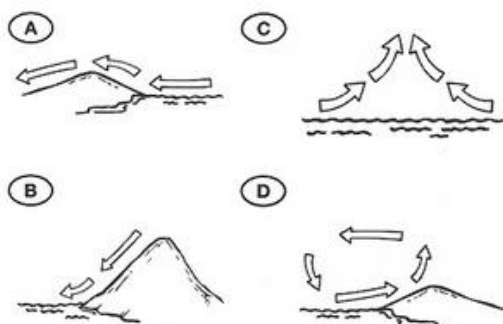


01-LISTENING, Track 8

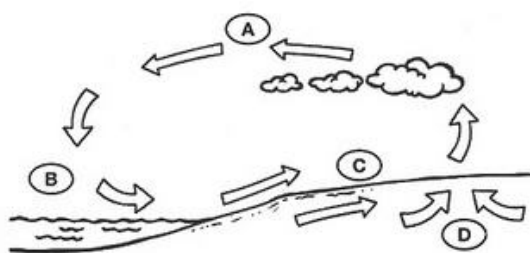
1. What is the main topic of the talk?

- (A) Types of winds over the sea
- (B) Characteristics of the sea breeze
- (C) How sea breezes help sailors
- (D) Coastal temperature changes

2. Select the diagram that represents the sea breeze.



3. Identify the part of the diagram that shows the sea breeze's return flow.



4. What topics does the speaker discuss?

Click on two answers.

- (A) Popular horn players in history
- (B) How a horn's sound is produced
- (C) The horn as a jazz instrument
- (D) Early uses of the horn

5. When did the horn become a standard part of the orchestra?

- (A) In the Middle Ages
- (B) In the fourteenth century
- (C) In the eighteenth century
- (D) In the nineteenth century

6. How does the professor develop the topic of tsunamis?

Click on two answers.

- (A) By comparing tsunamis and floods
- (B) By describing causes of tsunamis
- (C) By sharing his experience of a tsunami
- (D) By giving examples of tsunamis

7. Why is the term "tidal wave" inaccurate for a tsunami?

- (A) Tides cause only the worst tsunamis.
- (B) Tsunamis occur only at high tide.
- (C) Waves do not have enough force to kill.
- (D) Tsunamis are not related to tides.

8. What causes tsunamis?

Click on two answers.

- (A) Movement of the ocean floor
- (B) Heavy precipitation
- (C) Undersea earthquakes
- (D) The moon's gravity

9. What point does the professor make about the eruption of the volcano Krakatoa?

- (A) People could see the eruption from as far away as Hawaii.
- (B) A tsunami following the eruption killed thousands of people.
- (C) Krakatoa erupts more frequently than any other volcano.
- (D) The eruption caused thousands of fishing boats to sink.

10. What is true of the tsunami that struck Japan in 1896?

- ☐ A It was caused by an undersea earthquake.
- ☐ B It occurred while people were sleeping.
- ☐ C It followed a series of volcanic eruptions.
- ☐ D It was first reported by fisherman at sea.



Exercise 2.2.D

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



01-LISTENING, Track 9

1. What are the students discussing?

- ☐ A Terms from a lecture
- ☐ B Questions on a test
- ☐ C Property rights
- ☐ D Topics for a term paper

2. What does "primogeniture" mean?

- ☐ A A state in which the ruler owns all property
- ☐ B Dividing property among several children
- ☐ C A system of inheritance by the firstborn son
- ☐ D Paying property taxes to the state

3. According to the professor, why do many small businesses fail?

- ☐ A They do not demand hard work from their employees.
- ☐ B They do not expand into large businesses.
- ☐ C They have poor-quality products and services.
- ☐ D They lack the financial reserves to absorb losses.

4. According to the professor, what is essential for success as a small business owner?

- ☐ A A master's degree in business
- ☐ B Friends in positions of power
- ☐ C A large amount of credit
- ☐ D Good management skills

5. What are two responsibilities of a store owner?

Click on two answers.

- ☐ A Buying the store building
- ☐ B Keeping track of inventory
- ☐ C Promoting the store's products
- ☐ D Inventing new products

6. What does the woman want to discuss with the teaching assistant?

- ☐ A Trouble that happened in class last week
- ☐ B A friend she met on a field trip
- ☐ C Something she saw when she was hiking
- ☐ D A problem with one of her classmates

7. Where did the woman meet the young man who had a problem?

- ☐ A In high school
- ☐ B In biology class
- ☐ C On a mountain road
- ☐ D On a desert trail

8. What help did the young man receive?

Click on two answers.

- ☐ A The woman gave him water.
- ☐ B A doctor repaired his leg.
- ☐ C The ranger showed him a map.
- ☐ D His teacher brought him food.

2.2 DETAILS

9. Why did the young man experience muscle cramps?

- (A) His muscles were weak from too little exercise.
- (B) The cells in his muscles did not have enough oxygen.
- (C) He injured his leg muscle when he fell on a rock.
- (D) An excessive amount of salt collected in the muscles.

10. What point does the teaching assistant make about what the woman saw?

- (A) The woman recognized biology in real life.
- (B) The woman saw two foolish young men.
- (C) The woman should try to forget what she saw.
- (D) The woman will see more interesting things.



Stop

Exercise 2.2.E

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



01-LISTENING, Track 10

1. What is a pigment?

- (A) A chemical used for cleaning painting equipment
- (B) A cover to protect paintings from the effects of sunlight
- (C) A substance that gives its color to another material
- (D) A synthetic fabric that is suitable for painting on

2. According to the instructor, what characteristic should a pigment have?

- (A) Ability to be applied at any temperature
- (B) Ability to dry quickly after application
- (C) No loss of strength when dissolved
- (D) No harmful reaction with other pigments

3. How are pigments generally classified?

- (A) By origin
- (B) By texture
- (C) By color
- (D) By quality

4. Which natural pigment did the Romans obtain from a shellfish?

- (A) Raw umber
- (B) Indigo
- (C) Tyrian purple
- (D) Ochre

5. According to the instructor, why are synthetic pigments superior to natural pigments?

Click on two answers.

- (A) They last for a longer time.
- (B) They have a smoother surface.
- (C) They are less expensive.
- (D) They provide stronger, brighter colors.

6. What aspect of volcanoes does the professor mainly discuss?

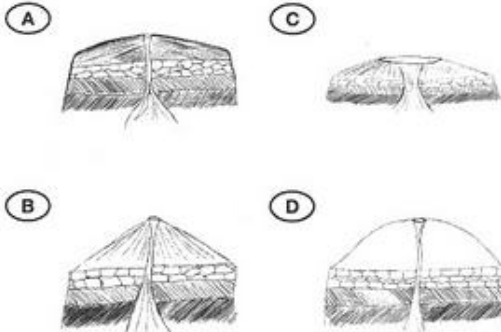
- (A) Substances produced by volcanoes
- (B) Different types of volcanoes
- (C) The formation of shield volcanoes
- (D) Volcanoes of Hawaii and Iceland

7. Identify the types of substances that erupt from volcanoes.

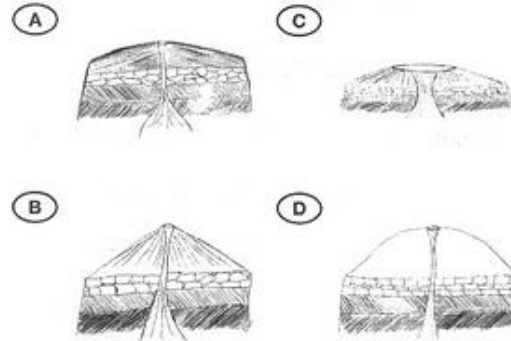
Click on two answers.

- ☐ A Hot gases
- ☐ B Liquefied rock
- ☐ C Ice cones
- ☐ D Yellow stone

8. Select the picture that is most like a shield volcano.



9. Select the picture that is most like a caldera.



10. Which type of volcano is associated with the geysers in Yellowstone National Park?

- ☐ A Caldera
- ☐ B Shield
- ☐ C Cinder cone
- ☐ D Bomb



Answers to Exercises 2.2.A through 2.2.E are on page 576.

EXTENSION

1. Listen again to the conversations in Exercise 2.2.A (01-LISTENING, Track 6). With your classmates, discuss the meaning of the underlined expressions in the script below. In what other situations might these expressions be used?

check out	You should <u>check out</u> the job board in the student center.
spare time	...I need the money but I don't have a lot of <u>spare time</u> .
free	If you're <u>free</u> in the afternoon...
help out	...why not volunteer to <u>help us out</u> ?
I guess I could	<u>I guess I could</u> spare a few hours.
put (one's) name down	I can <u>put your name down</u> then?
make (someone do something)	She really <u>makes us think</u> .
figure out	And she really <u>makes you work</u> in her class!
go through	I'm starting to <u>figure things out</u> as a result of this class.
deal with	These are all journal articles that I need to <u>go through</u> for my research.
	Most are about primate behavior, but a few <u>deal with</u> other mammals or birds....

2.2 DETAILS

2. Listen again to the first lecture in Exercise 2.2.C. As you listen, write the correct words on the blank lines in the script below. Check your answers with the audio script on page 619.



01-LISTENING, Track 8

Listen to part of a talk in a geography class.

Now we'll turn our attention to a _____ of local wind known as the sea _____. The sea breeze is the _____, most widespread, and most persistent of _____ winds. The sea breeze _____ from the heating of land and _____ along a coastline in near-_____ conditions.

The more rapid _____ of the land during the _____ results in the development of a _____ gradient across the coast. This _____ to ascent over the land and _____ over the sea. Thus, a pressure gradient causes a _____ of air from sea to land.

At the _____ time as the breeze flows from _____ to land, there is a return flow _____ up, from land to sea. The airflow forms a _____ pattern, from sea to land, _____, and back out to sea. The flow _____ through the day, and by the middle of the _____, may extend several _____ inland.

At _____, the situation is _____ and the flow is from the _____ land to the warmer sea, as a _____ breeze.



Stop

3. Listen again to the first lecture in Exercise 2.2.E. As you listen, write the correct words on the blank lines in the script below. Check your answers with the audio script on page 621.



01-LISTENING, Track 10

Listen to a talk in an _____ class. The instructor is talking about _____.

Whether you're working with oil, tempera, or _____, it's the pigment that gives the paint its _____. A pigment can either be _____ with another material or applied over its _____ in a thin layer. When a pigment is _____ or ground in a liquid vehicle to form _____, it does not dissolve but remains _____ in the liquid.

A paint pigment should be a _____, finely divided powder. It should withstand the action of _____ without changing color. A pigment should not exert a harmful _____ reaction upon the medium, or upon other color _____ it is mixed with.

Generally, _____ are classified according to their _____, either natural or _____. Natural inorganic pigments, also known as _____ pigments, include the native "earths" such as ochre—_____ iron oxide—and raw umber—_____ iron oxide. Natural organic pigments come from _____ and animal sources. Some examples are indigo, from the indigo _____, and Tyrian purple, the imperial _____ the Romans prepared from a _____ native to the Mediterranean.

Today, many pigments are _____ varieties of traditional inorganic and _____ pigments. Synthetic organic pigments provide _____ of unmatched intensity and tinting _____. The synthetic counterparts of the _____ and red earths are more _____ and, if well prepared, are _____ in all other respects to the _____ products. Inorganic synthetic colors made with the aid of strong _____ are generally the most _____ for all uses. In contrast, pigments from _____ sources are less permanent than the average synthetic _____.



4. Listen again to each lecture in Exercise 2.2.E (01-LISTENING, Track 10). Imagine that you are in class, listening to the professor speak. While you are listening, take notes about the important ideas and details. Do not try to write down every word or memorize the lecture. After each lecture, use your notes and your own words to (1) write a short summary, and (2) orally summarize the main ideas of the lecture.
5. Look in a newspaper, a magazine, or a textbook. Find a short passage of two or three paragraphs and bring it to class. In class, form groups of four students. Read your passage to the students in your group. When you are finished, your classmates must report the details that they heard. One student writes the details as a list. Then, working together, write questions about the details.

Use these question words:

What _____?	Where _____?	Why _____?
Who _____?	When _____?	How _____?



PROGRESS – 2.1 through 2.2

QUIZ 1

Time – approximately 10 minutes

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear the first question for each set, uncover the questions and answers.



01-LISTENING, Track 11

1. What is the discussion mainly about?
 - ☐ (A) The computerized workplace
 - ☐ (B) Health dangers in the workplace
 - ☐ (C) How to arrange office furniture
 - ☐ (D) Disorders of the neck and back
2. What does the instructor recommend for relieving eyestrain?
 - ☐ (A) Turn off the computer for 30 minutes.
 - ☐ (B) Look at objects that are far away.
 - ☐ (C) Adjust the level of the room lights.
 - ☐ (D) Wash the eyes in warm water.
3. According to the discussion, why is it important to have the right chair?
 - ☐ (A) Your chair is the best place to take a nap.
 - ☐ (B) The right chair will impress your boss.
 - ☐ (C) The chair's color affects your level of stress.
 - ☐ (D) The right chair can help you avoid back pain.
4. According to the instructor, what health problem is associated with copy machines?
 - ☐ (A) Eyestrain
 - ☐ (B) Neck pain
 - ☐ (C) Skin rash
 - ☐ (D) Back pain
5. Where in the workplace might ozone be a problem?
 - ☐ (A) At a computer terminal
 - ☐ (B) On the elevator
 - ☐ (C) Near the copy machines
 - ☐ (D) In the parking lot

6. What aspect of perspective does the instructor mainly discuss?

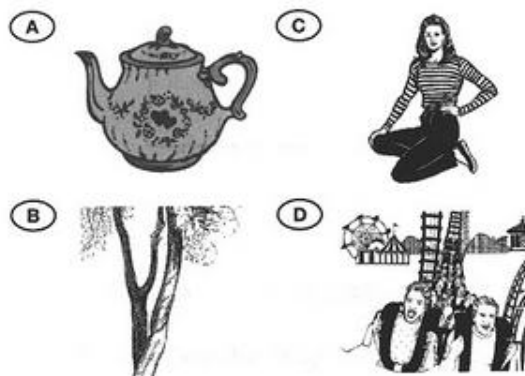
- (A) Professions that use perspective drawings
- (B) The function of perspective in abstract drawing
- (C) Changes in the theory of perspective
- (D) Principles of perspective and related concepts

7. According to the instructor, which fields require an understanding of perspective?

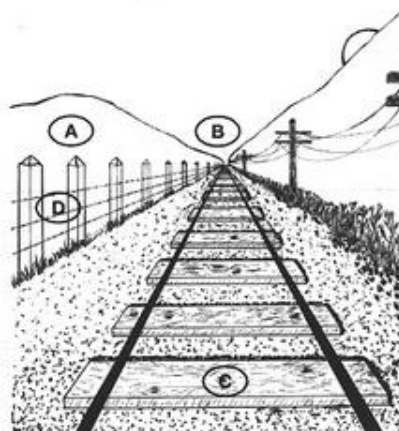
Click on two answers.

- (A) Architecture
- (B) Marketing
- (C) Railroad engineering
- (D) Industrial design

8. Select the drawing that illustrates the concept of perspective.



9. Identify the part of the drawing that represents the vanishing point.



10. What does the instructor advise the students to do?

- (A) Take an advanced course in perspective drawing
- (B) Draw only objects that represent the real world
- (C) Sketch eye level and vanishing points in every drawing
- (D) Do several quick sketches before beginning to draw



Answers to Listening Quiz 1 are on page 578.

Record your score on the Progress Chart on page 694.

2.3 Determining Attitude and Purpose



FOCUS



02-LISTENING, Track 1

1. Why does the student go to see her adviser?
 - ☐ She needs a tutor for her psychology course.
 - ☐ She has decided to change her field of study.
 - ☐ She wants to talk about a terrible accident.
 - ☐ She needs advice about running a business.
2. What is the student's attitude toward the school counselors that she observed?
 - ☐ She is shocked by their terrible work.
 - ☐ She is surprised that they work so hard.
 - ☐ She does not think they are necessary.
 - ☐ She is inspired by their good work.



Stop

Question 1 asks you to identify the woman's purpose for starting the conversation. The woman says:

I wanted to talk about the school psychology program. I've been thinking about this for a while, and I've decided to change my major to counseling.

The woman plans to change her major field of study to counseling. The correct answer is *She has decided to change her field of study.*

Question 2 asks you to identify the woman's attitude about the counselors at the school where the woman is a tutor. The woman says:

...I'm just so impressed with what the counselors are doing there.

I had a chance to observe some of the counselors talking to the kids, helping them deal with the tragedy. They—the counselors, that is—they were so, so... they were really amazing. It really got me thinking about... how to help people heal. I started thinking, "This is something I'd like to do."

The woman is impressed by the work of the counselors in helping the children. The experience of observing the counselors has contributed to the woman's decision to change her major to counseling. The correct answer is *She is inspired by their good work.*



DO YOU KNOW...?

1. The **purpose** of a conversation or lecture is its function, the main reason why the conversation or lecture takes place. In conversations, a speaker's purpose is related to the topic of the conversation, the relationship between the speakers, and the context in which the speakers meet.

In TOEFL conversations, questions about purpose sound like this:

Why does the student go to see the professor?
 What is the man's problem?
 Why is the woman concerned?
 What is the purpose of the conversation?


2. The purpose of a talk or lecture is related to the main idea. Questions about purpose sound like this:

What is the purpose of the talk?
 What is the main purpose of the lecture?
 What is the speaker's main purpose?

3. Some purpose questions focus on only part of the conversation or lecture. These questions ask about the function of a specific phrase or sentence:

Why does the student say ____?
 Why does the professor mention ____?
 Why does the instructor talk about ____?
 Why does the speaker tell a story about ____?
 Why does the professor ask the class about ____?

4. Sometimes you will be allowed to listen again to part of the conversation or lecture. Then you will hear a question about the speaker's purpose. Here is an example:

Listen again to part of the lecture. Then answer the question.
 (You hear part of the lecture again.)
 Why does the professor say this: 

5. Some examples of purpose are:

To ask for advice	To emphasize importance
To answer a question	To explain causes and effects
To compare two or more things	To give examples
To complain about something	To give reasons
To define a term	To introduce a new concept
To describe a process	To recommend a course of action

6. Sometimes a speaker states his or her purpose directly:

"I need advice about my paper."
 "I'm concerned about my grade for this class."
 "I'm applying to graduate school, and I was wondering if you'd write me a letter of recommendation."

2.3 ATTITUDE AND PURPOSE

However, often speakers do not state their purpose directly; rather, they communicate purpose indirectly. Intonation can often help you understand the meaning behind the words.

7. The **attitude** of a speaker is the speaker's thoughts or feelings about something that is being discussed. For example, the speaker's attitude may be one of like, dislike, interest, boredom, surprise, or anxiety. Usually, the speaker conveys his or her attitude indirectly, so you must listen carefully to the speaker's intonation. Listen to key words and phrases that the speaker emphasizes in a certain manner to convey their true meaning.

TOEFL questions about attitude sound like this:

- What is the student's attitude toward _____?
What is the speaker's opinion of _____?
What does the professor think of _____?
What is the professor's point of view concerning _____?

8. Listen again to the recording for the Focus exercise. Listen for key words, phrases, and intonation that help you determine the purpose of the conversation and the attitude of the woman.



02-LISTENING, Track 1

- W: Hi, Greg. Um...do you have a minute?
- M: Nicole. Hello. I have... uh... about twenty minutes. Come in and sit down.
- W: Thanks. I wanted to talk about the school psychology program. I've been thinking about this for a while, and I've decided to change my major to counseling.
- M: Really? It's quite a change from being an accountant to being a counselor!
- W: I know. It's funny, isn't it? All my life I thought I wanted to run my own business someday. But this year I've been working as a volunteer tutor—at Garfield Elementary—and I'm just so impressed with what the counselors are doing there.
- M: Did you say Garfield?
- W: Yes, where those kids in the accident went to school. That was terrible, that accident. It was such a shock to the whole school. But it was eye opening for me. I had a chance to observe some of the counselors talking to the kids, helping them deal with the tragedy. They—the counselors, that is—they were so, so... they were really amazing. It really got me thinking about... about how to make... how to help people heal. I started thinking, "This is something I'd like to do."



Stop

9. In questions about attitude and purpose, an answer choice may be incorrect because it:
- ✎ repeats some of the speaker's words but has a different message;
 - ✎ uses words that sound similar to the speaker's words;
 - ✎ is incorrect or inaccurate, according to the speakers; or
 - ✎ is about something that the speakers do not mention.



PRACTICE



Exercise 2.3.A

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



02-LISTENING, Track 2

LISTENING

- Why does the student go to see his professor?
 - He is transferring to a school in Oklahoma.
 - He must leave school for a family emergency.
 - He wants to discuss his term paper.
 - He needs to have surgery.
- What is required for an Incomplete?
 - Completing the work within a certain time
 - Writing an additional term paper
 - Paying a fee of sixty dollars
 - Enrolling in a special make-up course
- What is the purpose of the conversation?
 - The man wants permission to bring food to class.
 - The man is applying for a job as cafeteria cashier.
 - The man was overcharged and is requesting a refund.
 - The man would like a different meal arrangement.
- Why does the woman say this: 
 - To complain about the cafeteria breakfast
 - To criticize the man's poor eating habits
 - To emphasize the importance of breakfast
 - To show that she is a morning person
- Why does the woman tell the man about Plan C?
 - To list the special diets that are available
 - To give him another choice of meal plan
 - To recommend a different place to eat
 - To explain the benefits of each meal plan
- Why does the student speak to the professor?
 - She wants to take a quiz that she missed.
 - She would like to discuss her grade.
 - She is having difficulty in the class.
 - She must miss class the following day.
- What does the professor suggest the student do?
 - Read the chapter over again
 - Study harder for the next quiz
 - Write about what she learned
 - Try not to be absent from class
- What are the speakers mainly discussing?
 - A field trip
 - A reading assignment
 - A guest speaker
 - A term paper
- Why does the man say this: 
 - To emphasize the professor's qualifications
 - To state a desire to read the professor's books
 - To predict that the seminar attendance will be high
 - To imply that the seminar needs improvement
- What is the man's opinion of the assignment?
 - The assignment will improve their public speaking skills.
 - The assignment will help them meet people in their field.
 - The assignment is more difficult than he had expected.
 - The assignment has taken too much of their time.



Stop

2.3 ATTITUDE AND PURPOSE

Exercise 2.3.B

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



02-LISTENING, Track 3

1. What is the main purpose of the discussion?
 - (A) The professor is giving a writing assignment.
 - (B) The class is evaluating last week's assignment.
 - (C) The professor is changing the reading assignment.
 - (D) The class is summarizing the assigned readings.
2. What is the woman's attitude toward the assignment?
 - (A) She is confused by it.
 - (B) She likes it very much.
 - (C) She thinks it is too difficult.
 - (D) She finds it boring.
3. What is the main purpose of the talk?
 - (A) To contrast Native American and European concepts of resources
 - (B) To explain why Native Americans valued personal alliances
 - (C) To list the commodities found in the New England environment
 - (D) To show that the European economic system originated in New England
4. What does the professor say about the Native Americans' use of resources?
 - (A) They traded resources with the European colonists.
 - (B) They used resources to show wealth and social status.
 - (C) They used resources mainly for economic subsistence.
 - (D) They viewed resources as commodities to buy and sell.
5. Listen again to part of the discussion. Then answer the question.

Why does the professor say this:

 - (A) To state that the Native Americans were very poor
 - (B) To show similarities between economic systems
 - (C) To explain differences in wealth among people
 - (D) To define the Native American concept of wealth
6. Why does the professor say this:
- (A) To illustrate the colonists' view of commodities
 - (B) To emphasize the scarcity of resources in New England
 - (C) To suggest that the colonists did not use many resources
 - (D) To describe the growth of the New England economy
7. What is the purpose of the talk?
 - (A) To imagine life without culture
 - (B) To compare various cultures
 - (C) To explain cultural differences
 - (D) To define what culture is
8. Why does the professor mention student culture?
 - (A) To illustrate how culture involves shared ideas and behaviors
 - (B) To encourage students to think critically about their culture
 - (C) To compare the student culture of the past and the present
 - (D) To give students ideas for conducting their own research

9. What is the woman's attitude toward student culture?

- ☐ A She enjoys being a part of it.
- ☐ B She is frustrated by all the work.
- ☐ C She thinks it is similar to a club.
- ☐ D She doesn't understand its rules.

10. What does the professor think of comparing a culture to a club?

- ☐ A A culture is exactly the same as a club.
- ☐ B The comparison is imperfect.
- ☐ C It is easier to define a culture than a club.
- ☐ D Clubs are important in most cultures.



Exercise 2.3.C

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



02-LISTENING, Track 4

1. What is the main purpose of the talk?

- ☐ A To list qualities of effective managers
- ☐ B To explain why workers criticize management
- ☐ C To describe negative effects of stress
- ☐ D To discuss ways of dealing with stress

2. What is the professor's opinion of rest?

- ☐ A Too much rest can have negative results.
- ☐ B Activity and exercise are forms of rest.
- ☐ C Managers should allow rest time for workers.
- ☐ D Few people know the real meaning of rest.

3. What is the purpose of the lecture?

- ☐ A To compare clinical diagnosis and treatment
- ☐ B To describe how psychologists diagnose problems
- ☐ C To support the use of psychological testing
- ☐ D To diagnose the problems of students

4. How do clinical psychologists diagnose a client's problems?

Click on two answers.

- ☐ A Psychic readings
- ☐ B Psychological tests
- ☐ C Interviews
- ☐ D Personal letters


5. Why does the professor discuss taking a client's case history?

- ☐ A To show that a client's past behavior assists in diagnosis
- ☐ B To compare the case histories of various clients
- ☐ C To explain why some clients lie and some tell the truth
- ☐ D To entertain the students with stories of unusual clients

6. According to the professor, why are personality tests useful?

- ☐ A They are short and easy to administer.
- ☐ B They allow clients to diagnose their own problems.
- ☐ C They give the psychologist data for publication.
- ☐ D They reveal feelings the client cannot talk about.

2.3 ATTITUDE AND PURPOSE

7. What is the main purpose of the talk?
- (A) To describe the migration of bats
 - (B) To promote an appreciation of bats
 - (C) To give advice about contact with bats
 - (D) To explain how to care for young bats
8. Why does the speaker say this: 
- (A) To describe the reproductive behavior of bats
 - (B) To show similarities between bats and mosquitoes
 - (C) To give an example of how bats benefit us
 - (D) To warn students about dangerous insects
9. How can you prevent bats from entering your house?
- (A) By blocking every opening
 - (B) By planting bushes near the doors
 - (C) By training your dog to hunt bats
 - (D) By using poison to kill the bats
10. Why does the speaker recommend getting medical advice if you come in physical contact with a bat?
- (A) Bats are needed for medical research.
 - (B) Contact with humans is unhealthy for bats.
 - (C) Bats' sharp teeth can cause a painful bite.
 - (D) The bat might be carrying a fatal disease.




Stop

Exercise 2.3.D


Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



02-LISTENING, Track 5

1. According to the professor, why do most people welcome laughter?
- (A) People like to learn new ways to communicate.
 - (B) Laughter releases stress and gives pleasure.
 - (C) Humans enjoy several kinds of entertainment.
 - (D) Laughter can express every human emotion.
2. Why does the professor say this: 
- (A) To give examples of stress that is carefully controlled
 - (B) To show that children like to pretend they are flying
 - (C) To describe how children respond when they are afraid
 - (D) To give parents advice about child development
3. Which of the following is a universal characteristic of situations where people laugh?
- (A) Confusion about what is happening
 - (B) Injury to someone who is a stranger
 - (C) Ability to remember a funny name
 - (D) Shock or stress in a safe situation
4. Why does the professor talk about social rules and conventions?
- (A) To suggest that many rules for comedians are not effective
 - (B) To find out what students think about rules and conventions
 - (C) To show that humor is a safe way to bring about social change
 - (D) To explain why people enjoy telling stories that are not true

5. Listen again to part of the lecture.
Then answer the question.

Why does the professor say this: 

- (A) To show how humor can be understood across cultures
- (B) To emphasize the importance of humor in managing anxiety
- (C) To explain why humans are the only animals that laugh
- (D) To remind students that the world is a dangerous place

6. How does the instructor develop the topic of roadside beautification?


- (A) By comparing two different approaches to the topic
- (B) By criticizing past efforts at roadside beautification
- (C) By discussing an example of a beautification project
- (D) By describing recent research in flower horticulture

7. Why does the professor quote botanist Catherine Parr Traill?

- (A) To provide an intellectual context for the issue
- (B) To criticize agricultural development policies
- (C) To praise the botanist's accomplishments
- (D) To remind the class of a reading assignment

8. Why does the professor mention the Adopt-a-Highway programs that began in the 1960s?

- (A) To explain why early beautification projects failed
- (B) To encourage students to volunteer for highway cleanup
- (C) To recommend an increase in funding for the programs
- (D) To trace the history of roadside beautification efforts

9. Why does the professor say this: 

- (A) To suggest a change in the seed mixture
- (B) To illustrate the success of the plantings
- (C) To argue for more wildflower research
- (D) To emphasize the short growing season

10. What does the professor think of partnerships between government and private citizens?

- (A) They have been shown to work successfully.
- (B) They rely too much on private donations.
- (C) They are the best way to get anything done.
- (D) They can cause damage to the economy.



Answers to Exercises 2.3.A through 2.3.D are on page 578.

2.3 ATTITUDE AND PURPOSE



EXTENSION

1. Listen again to the conversations in Exercise 2.3.A (02-LISTENING, Track 2). With your classmates, discuss the meaning of the underlined expressions in the script below. In what other situations might these expressions be used?

take an Incomplete	I was wondering if I could <u>take an Incomplete</u> for your class.
make up	...you would have six weeks to <u>make up</u> the term paper....
take care of	...why don't we <u>take care of</u> it right now?
take turns	We <u>take turns</u> bringing doughnuts or bagels to have at the break.
sounds like	Oh, really? Hmm. That <u>sounds like</u> a good deal.
have to	My daughter was sick yesterday, and I <u>had to</u> stay home with her.
get out of	...the most important thing you <u>got out of</u> the chapter.
turn out	This assignment...has <u>turned out</u> to be harder than I thought.

2. The conversations in Exercise 2.3.A (02-LISTENING, Track 2) mention the following aspects of North American university life:

a grade of Incomplete	a meal plan	a sabbatical
a term paper	a make-up test	a seminar
a final exam	a one-page report	a guest speaker

With your classmates, discuss whether these are part of university life in your country. Which of the items are present at the school where you are currently studying?

3. Listen again to the three discussions in Exercise 2.3.B (02-LISTENING, Track 3). Imagine that you are one of the students in each discussion. In your own words, write a brief summary of each discussion. The following expressions may be useful:

Today my professor talked about...	I asked...
We discussed...	What I wanted to know was...
Then she asked...	I made a comment about...
My professor explained how...	I described...

4. Listen again to the first lecture in Exercise 2.3.C. As you listen, write the correct words on the blank lines in the script below. Check your answers with the audio script on page 624.



02-LISTENING, Track 4

Listen to part of a talk in a business management class.

Management _____ a great deal of energy and _____—more than most _____ care to make. One _____ that affects managers and _____ their capacity to provide leadership is _____. Stress has lots of causes—work _____, criticism from workers—and can have _____ health effects, including loss of _____.

It's a fact: _____ have to deal with stress. Some _____ it by making time to be by themselves. Most have some _____ place or pastime—a beach to _____ on, maybe a stream to _____ in, or a game to play with the _____. It's important to have some form of _____ and relaxation—creating art, working with your _____, gardening, playing _____—the list goes on. Rest doesn't _____ mean inactivity. For some people, _____ is rest.



Stop

5. Listen again to the first lecture in Exercise 2.3.D. As you listen, write the correct words on the blank lines in the script below. Check your answers with the audio script on page 625.



02-LISTENING, Track 5

Listen to part of a lecture in an anthropology class. The professor is discussing _____ and laughter.

Being amused is a _____ we're all familiar with, but what exactly is a _____ of humor? Well, it's something very _____, and yet we communicate it to others by _____. Laughter is a universal human _____. All normal human beings can _____. Children as young as one _____ old will laugh. People often laugh _____, and people laugh _____ and more frequently when other _____ around them are also laughing. Every _____ knows this, and research has confirmed it.

2.3 ATTITUDE AND PURPOSE

_____, laughter is an involuntary tensing of the _____ muscles, followed by a rapid inhalation and exhalation of _____—a mechanism that _____ tension. For most people, a good laugh is _____—and worth looking for—because it brings _____ and relief.

_____ adults everywhere in the world _____ making their children laugh. Adults make playful _____ on their children, tickling, _____, and even pretending to _____ them. Adults will throw small children up in the air and _____ them again. This causes the child to experience mild _____, but in a secure setting because the stress is carefully _____ by the parent. And when the child laughs, it's a _____ that he or she has successfully dealt with mild _____ of insecurity. This teaches the child about the _____ and fears that are part of human _____, and which every human eventually has to _____ with. This element of shock in an otherwise _____ situation is a universal characteristic of situations where people _____.

Our sense of humor allows us to tell _____ about situations we haven't _____ firsthand. We call these little stories "_____." We tell jokes to show our _____ with the society we live in, especially its... well, its _____. Social rules and conventions provide us with a _____ of situations that we can turn into _____. And the things we joke about—the _____ and rules we live by—are sort of _____ areas in our society, they're _____ where we can see the _____ for change. Humor gives us the _____ to think about changing the rules. Making _____ and laughing are safe ways to _____ our social rules and conventions. Therefore, comedians—whether they _____ it or not—are agents of _____ change.

The ability to laugh is a _____ part of being human. People who _____ together—or laugh at each other's jokes—feel _____ to each other. Laughter creates a sense of _____. Humor can also help us _____ with anxieties that we can't _____. Failure, fear, pain, and _____—they're all real to us, as they are to no other _____ on Earth. And without a _____ of humor, it would be difficult for us to _____ with everything we that know about the _____.



Stop

6. Listen again to each lecture in Exercise 2.3.D (02-LISTENING, Track 5). Imagine that you are in class, listening to the professor speak. While you are listening, take notes about the important ideas and details. Do not try to write down every word or memorize the lecture. After each lecture, use your notes and your own words to (1) write a short summary, and (2) orally summarize the main ideas of the lecture.
7. Think about the last time you spoke to one of the following people:

adviser	mechanic	roommate
best friend	neighbor	school staff person
co-worker	parent	supervisor
librarian	professor	tutor

Why did you speak to that person? What was the purpose of your conversation? Write down two or three things that you and the other person said. With a classmate, write a dialogue. Then act out the conversation for the rest of the class. Your classmates must determine the purpose of the conversation.

8. With a classmate, discuss what you would say to your professor if you wanted to do the following things. What words and expressions would you use?

Make an appointment	Request more time to complete an assignment
Get help with an assignment	Discuss a grade that you think is unfair
Make up work that you missed	Ask for a letter of recommendation



PROGRESS – 2.1 through 2.3

QUIZ 2

Time – approximately 10 minutes

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear the first question for each set, uncover the questions and answers.



02-LISTENING, Track 6

1. What are the students discussing?

- ☐ A A lecture that they will attend next week
- ☐ B Topics to review for an upcoming test
- ☐ C Their vacation in the mountains
- ☐ D A report that they are working on

2. Listen again to part of the conversation. Then answer the question.

Why does the man say this:

- ☐ A To invite the woman to join him at hockey practice
- ☐ B To inform the woman that he has only a little time now
- ☐ C To let the woman know that she worries too much
- ☐ D To suggest a different topic for their presentation

3. What types of data will the students use in their presentation?

Click on two answers.

- ☐ A The history of eruptions in the area
- ☐ B Photographs that the man took
- ☐ C A series of pictures of the mountain
- ☐ D A videotaped interview with a geologist

4. What is the man's opinion of the photographs?

- ☐ A They are the best photographs he has ever taken.
- ☐ B They are nice, but they do not support their topic.
- ☐ C They show the mountain's changes very well.
- ☐ D They would be better if they were in color.

5. According to the man, why is a bulge forming on the mountain?

- ☐ A Geologists disagree over the cause of the bulge.
- ☐ B Wind and water are wearing away the mountain's face.
- ☐ C There has been a rapid increase in the amount of snowfall.
- ☐ D Magma is pushing upward from below the earth's surface.

6. What is the main purpose of the talk?

- ☐ (A) To describe some of the functions of banks
- ☐ (B) To explain why banks charge interest on loans
- ☐ (C) To compare banks with other financial institutions
- ☐ (D) To outline the history of bank failures


7. For what reasons do individuals take out bank loans?

Click on two answers.

- ☐ (A) To build a housing complex
- ☐ (B) To do medical research
- ☐ (C) To pay for education
- ☐ (D) To purchase a home

8. How do banks make a profit?

- ☐ (A) Banks pay fewer taxes than other businesses.
- ☐ (B) Banks sell ideas and products to the government.
- ☐ (C) Banks collect more interest than they pay out.
- ☐ (D) Banks lend money only to large corporations.

9. Why does the professor say this: 

- ☐ (A) To encourage students to close their bank accounts
- ☐ (B) To show that banks are the safest place to store money
- ☐ (C) To recommend more government regulation of banks
- ☐ (D) To explain how bank failures have occurred

10. Why were banks closed during the Great Depression of the 1930s?

- ☐ (A) The government encouraged people to spend more money.
- ☐ (B) Banks could not afford to let people withdraw all their money.
- ☐ (C) The president was experimenting with a new system of banking.
- ☐ (D) Bank managers needed time to hire and train more employees.



Answers to Listening Quiz 2 are on page 580.

Record your score on the Progress Chart on page 694.



PROGRESS – 2.1 through 2.3


QUIZ 3

Time – approximately 10 minutes

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear the first question for each set, uncover the questions and answers.



02-LISTENING, Track 7

1. Why does the student speak to his professor?
 - (A) He needs help in preparing for the midterm exam.
 - (B) He wants advice about how to organize his paper.
 - (C) He is concerned about his grade for the course.
 - (D) He wants permission for his brother to visit class.
2. What reason does the student give for not completing his assignments?
 - (A) He had difficulty understanding the assignments.
 - (B) He has spent a lot of time helping a family member.
 - (C) He forgot the schedule for turning in assignments.
 - (D) He had to work extra hours at his bio-research job.
3. When were the assignments due?
 - (A) October 1 and 13
 - (B) October 2 and 3
 - (C) October 4 and 30
 - (D) October 21 and 30
4. What point does the professor make about the student's work?
 - (A) His work is the worst in the class.
 - (B) His work was better in the past.
 - (C) His work will improve if he studies.
 - (D) His work should be his top concern.
5. Why does the student say this: 
 - (A) To help his professor better understand his problem
 - (B) To convince his professor that he will complete the work
 - (C) To show his professor that he is not worried about his grade
 - (D) To state that he will turn in all assignments the next day

6. What is the main idea of the lecture?

- (A) Television research is an interesting field.
- (B) Advertising is effective in selling products.
- (C) Television promotes a culture of consumerism.
- (D) The television industry should be regulated.


7. According to the professor, why do researchers study television?

- (A) To learn about the types of programs
- (B) To understand the culture of the society
- (C) To decide which programs to export
- (D) To measure how well it sells products

8. According to the professor, why do advertisers have control over television programming?

- (A) Advertisers have the best ideas about what viewers want.
- (B) The television industry depends on money from advertisers.
- (C) The government permits advertisers to vote for programs.
- (D) Most television stations are owned by large corporations.

9. Listen again to part of the lecture. Then answer the question.

Why does the professor say this: 

- (A) To argue that television images of life lack depth and meaning
- (B) To warn students not to spend more money than they can afford
- (C) To show that television programs can contribute to personal growth
- (D) To recommend that students watch only high-quality programs

10. What is the professor's opinion of television?

- (A) Television is the best way to advertise products and services.
- (B) Television has had a mostly negative effect on society.
- (C) Television has been unfairly criticized by intellectuals.
- (D) Television deserves credit for creating an affluent society.



Answers to Listening Quiz 3 are on page 580.

Record your score on the Progress Chart on page 694.

2.4 Making Inferences and Predictions



03-LISTENING, Track 1

1. What does the professor imply about the student's paper?

- ☐ It contains grammatical errors.
- ☐ It does not meet the assignment.
- ☐ It deals with a strange topic.
- ☐ It needs a stronger ending.

2. What will the student probably do?

- ☐ Write about a different topic
- ☐ Rewrite the conclusion
- ☐ Correct the sentence errors
- ☐ Make the introduction longer



Stop

Question 1 asks you to determine the professor's message to the student about her paper. The professor says:

...I can't tell where you're going with it.

You start out strong... The middle part, too...that's very engaging... But after that... well, I'm lost. What does it all mean? It just gets a little vague.

Well, it's a little too open. You need to tie it all together... leave your reader with one clear thought....

The professor does not directly state what he means. Rather, he implies his meaning. The professor implies that the student's paper lacks a strong ending. Therefore, the correct answer is *It needs a stronger ending*.

Question 2 asks you to predict what the student will do. The student says:

Do you mean my conclusion's not clear?

Oh well, I see. Um... maybe I'd better work on that part some more.

The professor implies that the student's paper needs a stronger ending, so the student will probably rewrite that part. The correct answer is *Rewrite the conclusion*.

In each question, you can infer the correct answer from what the speakers say. The other answers are incorrect because you cannot reasonably infer them from the conversation.



DO YOU KNOW...?

1. An **inference** is a conclusion that you make when something is not directly stated. An inference is a “hidden” idea. To make an inference, you must interpret a message that is not stated directly. When a speaker *implies* or *suggests* something, you must *infer* the meaning. You infer the meaning from the information that the speaker gives. You infer the message behind the speaker’s words.
2. TOEFL questions about inferences sound like this:

What can be inferred about ____?
 What does the speaker imply about ____?
 What is probably true about ____?
 What can be concluded about ____?
 What can be inferred from the talk?
 How does the student probably feel?

3. A **prediction** is a type of inference in which you determine what will probably happen in the future. You make a prediction when you know what a speaker will probably do in the future, based on what he or she says.

For example, when someone says...

“I’d better see a dentist about my toothache”

...you can reasonably predict that he or she will make an appointment with a dentist.

When a student says...

“I have a lot of material to review for my chemistry test tomorrow”

...you can predict that the student will probably study for the test.

4. TOEFL questions about predictions sound like this:

What will the woman probably do?
 What will the student probably do next?
 What will probably happen next?
 What will the professor probably discuss next?
 What will the next lecture probably be about?

5. To make inferences and predictions, use key ideas and your overall understanding of the topic and context, as well as logic and common sense.

Listen again to the recording for the Focus exercise. Look at the script on page 250. Listen for key words and phrases that help you infer the professor’s meaning and predict what the student will do.



03-LISTENING, Track 1

- W: Professor Elliott, did you read the draft of my paper yet?
- M: Why hello, Amy. Uh, yes, I did read it. As a matter of fact, I wanted to talk to you about it. I'm glad you stopped by. I think I have your paper... here we go, I have it right here.
- W: Is there something wrong with it?
- M: No, not terribly, but... I can't tell where you're going with it.
- W: Oh. I'm not sure I understand.
- M: Let me put it like this. You start out strong. In fact, your introduction is done quite well. You really get your teacher interested in technology and society and how they're related and all. The middle part, too—where you interview the engineer—that, that's very engaging. Lots of good and original ideas. But after that... well, I'm lost. What does it all mean? It just gets a little vague.
- W: Oh, I think I see what you mean. Do you mean my conclusion's not clear?
- M: Well, it's a little too open. You need to tie it all together... leave your reader with one clear thought, one new way of thinking about technology.
- W: Oh well, I see. Um... maybe I'd better work on that part some more. I really appreciate your comments. This helps me a lot. Thanks, Professor Elliott.
- M: My pleasure. Any time.



Stop

6. Some questions ask you to identify a paraphrase of something that a speaker says. A **paraphrase** is the restatement of a message in different words. To **paraphrase** is to say the same thing in another way. A paraphrase has the same general meaning as the original message.

TOEFL questions about paraphrases sound like this:

What does the professor mean by this statement:

What does the student mean when she says this:

What does the professor imply when he says this:

Select the sentence that best expresses how the student probably feels.

- For example, when a student says to another student...

"What? I don't know...are you sure that's right? I thought the TA said first we need to calculate the present value of an asset"

...you can infer that the student probably means:

"I disagree with your solution to the problem."

7. Some questions ask you to make a generalization based on what a speaker says. A **generalization** is a type of inference in which you make a general statement about the information that you hear. To **generalize** is to state a general principle or to draw a general conclusion about information.

TOEFL questions involving generalization sound like this:

Would the professor most likely agree or disagree with each statement below?

Based on the information in the talk, indicate whether each statement below describes _____.

Based on the information in the lecture, indicate whether each statement below reflects the ideas of _____.

For example, here is part of a lecture:

The philosophy of pragmatism, which has had a tremendous influence on American education, holds that the meaning and truth of any idea is a function of its practical outcome. Knowledge that is useful has value. Pragmatists believe there's a vital relationship between experience and knowledge, and so we need to interact with both our natural environment and our society. The pragmatist thinks that education should focus on solving problems. It should involve experimentation. Education is a process—it's continuous experiment—a continuous process where experience and knowledge build on each other.

Here is a sample question:

Based on the information in the lecture, indicate whether each statement below reflects the philosophy of pragmatism.

For each sentence, click in the correct box.

	Yes	No
Ideas with a practical use are important to society.	✓	
Students should believe the ideas of their teachers.		✓
Experience is central to learning.	✓	

You should click in the "Yes" column next to *Ideas with a practical use are important to society* and *Experience is central to learning* because these statements reflect what the professor says and can be supported by the information in the lecture. You should click in the "No" column next to *Students should believe the ideas of their teachers* because you cannot conclude this from what the professor says.

8. In questions about inferences and predictions, an answer choice may be incorrect because it:
- ✎ is not supported by what the speakers state or imply;
 - ✎ cannot reasonably be concluded from what the speakers say;
 - ✎ repeats some of the speakers' words but has a different message;
 - ✎ is incorrect or inaccurate, according to the speakers; or
 - ✎ is about something that the speakers do not mention.

Remember, you can answer all of the questions based on the information you hear in the conversations and lectures. You can infer the correct answer from what the speakers say.

2.4 INFERENCES AND PREDICTIONS

PRACTICE

Exercise 2.4.A

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



03-LISTENING, Track 2

1. Why does the student go to see his adviser?
 - (A) To enroll in her geometry class next quarter
 - (B) To discuss an assignment for his history class
 - (C) To get extra help with a difficult problem
 - (D) To obtain advice about dropping a class
2. What will the student probably do?
 - (A) Make up a geometry test
 - (B) Transfer to another school
 - (C) Not continue in his history class
 - (D) Not enroll in classes next quarter
3. What is the man's problem?
 - (A) He can't afford to be a full-time student.
 - (B) There is an unpaid charge on his account.
 - (C) His charge account is no longer valid.
 - (D) All of the courses he needs are closed.
4. What will the man probably do?
 - (A) Pay his roommate to fix the shower door
 - (B) Have an argument with his roommate
 - (C) Speak to someone in the accounting office
 - (D) Try to register for next quarter in person
5. Why does the student go to see her professor?
 - (A) There was a problem with her registration.
 - (B) She will miss the beginning of the summer term.
 - (C) She wants advice about joining a study group.
 - (D) She would like to discuss her research project.
6. What does the professor imply?
 - (A) It is not acceptable to miss class time.
 - (B) The first day of class has been changed.
 - (C) Students are required to take the course.
 - (D) The summer course has been canceled.
7. What will the student probably do?
 - (A) Take the course during the fall
 - (B) Make up the work she misses
 - (C) Join an available study group
 - (D) Cancel her trip to Vancouver
8. What are the students mainly discussing?
 - (A) Problems with parking on campus
 - (B) Off-campus apartments for students
 - (C) Free bus transportation to campus
 - (D) Ways for students to manage money
9. What can be inferred about the woman?
 - (A) She does not own a car.
 - (B) She has a roommate.
 - (C) She is not married.
 - (D) She has a job off campus.
10. What will the man probably do?
 - (A) Transfer to a different university
 - (B) Look for a less expensive car
 - (C) Move to a building for married students
 - (D) Find out more about the apartments



Stop

Exercise 2.4.B

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



03-LISTENING, Track 3

LISTENING

- What does the instructor imply about composition?
 - (A) Composition in painting is similar to composition in writing.
 - (B) Composition is less important than shape, tone, and color.
 - (C) Composition must be complex in order to be interesting.
 - (D) Composition is the only concept that artists must understand.
- Would the instructor most likely agree or disagree with each statement below?

For each sentence, click in the correct box.

	Agree	Disagree
A composition must contain numerous subjects to be interesting.		
If a picture is too crowded, it does not possess the element of unity.		
A successful composition conveys a single, clear message.		

- What is the main purpose of the talk?
 - (A) To explain why people become scientists
 - (B) To describe different scientific disciplines
 - (C) To persuade students to become biologists
 - (D) To introduce students to the course
- According to the professor, why is biology the most demanding of all sciences?

Click on two answers.

 - (A) Biology studies complex living systems.
 - (B) Biology deals with controversial issues.
 - (C) Biology requires knowledge of other sciences.
 - (D) Biology cannot answer every question about life.
- What does the professor imply about scientists?
 - (A) Scientists are motivated to save the environment.
 - (B) Scientists are more intelligent than artists.
 - (C) Scientists are fascinated by scientific technology.
 - (D) Scientists are enthusiastic in their study of nature.
- What is probably true about the students in this course?
 - (A) They are students at a community college.
 - (B) They plan to apply to medical school.
 - (C) They are pursuing various fields of study.
 - (D) They have never taken a science course before.
- What do plant hormones do?
 - (A) Regulate the plant's temperature
 - (B) Transport water through the plant
 - (C) Stimulate responses in cells and tissues
 - (D) Make the plant unattractive to animals
- Which picture illustrates phototropism?

(A)

(C)

(B)

(D)

2.4 INFERENCES AND PREDICTIONS

9. Which grass seedlings would probably NOT bend toward light?

Click on two answers.

- ☐ A Seedling in a moist ecosystem
- ☐ B Seedling with the tip cut off
- ☐ C Seedling wearing a black cap
- ☐ D Seedling with multiple shoots

10. What can be inferred about the tip of a plant's stem?

- ☐ A It stops growing once the plant produces real leaves.
- ☐ B It plays an important role in temperature control.
- ☐ C It can be removed with no influence on the plant.
- ☐ D It produces a hormone that affects the stem's growth.



Stop

Exercise 2.4.C

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.




03-LISTENING, Track 4

1. What is the man's problem?

- ☐ A He will not have time to finish his paper.
- ☐ B He is confused by cultural differences.
- ☐ C He cannot think of a topic for his paper.
- ☐ D He thinks the assignment is too artificial.

2. What will the man probably do?

- ☐ A Describe his hometown culture
- ☐ B Move to a different community
- ☐ C Ask his professor for more time
- ☐ D Write about culture shock

3. Why does the professor say this: 

- ☐ A She will not be in class the next day.
- ☐ B The student has to drop out of school.
- ☐ C There was a death in the student's family.
- ☐ D The coursework is very difficult.

4. What will the student probably do next?

- ☐ A Arrange to take the test next week
- ☐ B Apply for a job in the office
- ☐ C Look for a tutor to help him study
- ☐ D Change the time of his appointment

5. What is the man's problem?

- ☐ A The university bookstore does not have a book he needs.
- ☐ B He just bought more books than he is able to read.
- ☐ C The books that he needs are a strain on his finances.
- ☐ D The third edition of the chemistry book is not available.

6. What can be inferred about the man?

- ☐ A He finds science courses very difficult.
- ☐ B He lives in the Pioneer District.
- ☐ C He enjoys studying with the woman.
- ☐ D He is taking a chemistry course.

7. What will the man probably do?

- ☐ A Look for a cheaper copy of the chemistry book
- ☐ B Return all of the books to the university bookstore
- ☐ C Buy a different edition of the chemistry book
- ☐ D Complain to the university about the cost of books

8. What does the man imply about the medication?

- ☐ A It may be dangerous if taken incorrectly.
- ☐ B It is the least expensive allergy medication.
- ☐ C It should be available only by prescription.
- ☐ D It is an effective remedy for many illnesses.

10. What will the woman probably do?

- ☐ A Complain to the manager of the pharmacy
- ☐ B Go back to the nurse for additional advice
- ☐ C Buy a different medicine and hope it works
- ☐ D Take the medicine a few hours before the test

9. Listen again to part of the conversation.
Then answer the question.

Select the sentence that best expresses how
the woman probably feels.

- ☐ A "I don't like other people telling me what to do."
- ☐ B "I'm concerned about taking this medicine before the test."
- ☐ C "I appreciate your thoughtful advice about the dangers."
- ☐ D "I don't understand your instructions about the drug."



LISTENING

Exercise 2.4.D

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



03-LISTENING, Track 5

1. What problem does the man have?

- ☐ A He is failing in his biology class.
- ☐ B He owes a fee for his lab section.
- ☐ C His attendance in class has been poor.
- ☐ D He cannot afford to pay all his fees.

3. What are the students discussing?

- ☐ A Houses
- ☐ B Fruit
- ☐ C Birds
- ☐ D Stars

2. What will the man probably do next?

- ☐ A Change his biology lab section
- ☐ B Show the woman his tuition bill
- ☐ C Go to the cashier's office
- ☐ D Pay for his biology textbooks

4. What can be inferred about starlings?

Click on two answers.

- ☐ A They live in rural and urban areas.
- ☐ B They are a problem for fruit growers.
- ☐ C They have a beautiful song.
- ☐ D They are killed for their feathers.

2.4 INFERENCES AND PREDICTIONS

5. Why does the student want to leave a message for Dr. Owada?

- (A) He would like to apply for a job.
- (B) He needs to discuss his grade.
- (C) He will not attend class today.
- (D) He wants to record her lecture.

6. What does the secretary imply about Dr. Owada?

- (A) Dr. Owada will be absent until the next day.
- (B) Dr. Owada does not like students to call her.
- (C) Dr. Owada is visiting Professor Strong's class.
- (D) Dr. Owada answers her mail every morning.

7. What will the student probably do?

- (A) Return to the office after class
- (B) Change his schedule of classes
- (C) Write a note to his professor
- (D) Miss the lecture by Professor Strong

8. What are the people discussing?

- (A) A textbook
- (B) A college course
- (C) A television series
- (D) A government agency

9. What can be inferred about the United States in the nineteenth century?

- (A) There were few large cities.
- (B) A great natural disaster occurred.
- (C) Baltimore was founded.
- (D) The population grew rapidly.

10. What can be inferred about New York City?

Click on two answers.

- (A) It was originally five cities.
- (B) It used to be part of Baltimore.
- (C) It is a progressive city.
- (D) It has a borough called Brooklyn.



Stop

Exercise 2.4.E

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



03-LISTENING, Track 6

1. What can be inferred about the course in which the talk is given?

- (A) It is a course for graduate students.
- (B) It is a course that many students fail.
- (C) It is the most popular science course.
- (D) It is a general course in life science.

2. What does the professor imply about the videotape?

- (A) It cannot be checked out of the library.
- (B) It covers material that will be on the next test.
- (C) It will be shown on television later that week.
- (D) It contains examples of the professor's research.

3. For which course would the talk be most appropriate?

(A) Classical Europe
(B) Global Economics
(C) Music History
(D) American Literature

4. What does the instructor imply about the style of music known as the blues?

(A) It originated in Chicago in the 1920s.
(B) It contributed to European classical music.
(C) It changed and developed over time.
(D) It made many musicians wealthy.

5. According to the instructor, why is the song "St. Louis Blues" significant?

(A) It combined elements of different musical styles.
(B) It was the first song ever to be recorded.
(C) It gave its name to the decade of the 1920s.
(D) It was never accepted by classical musicians.

6. Based on the information in the talk, indicate whether each statement below accurately describes jazz.

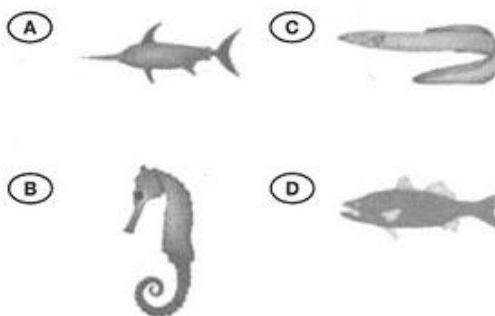
For each sentence, click in the correct box.

	Yes	No
Jazz was one of the most popular styles of music in the 1920s.		
Jazz originated in the electric style of blues from Chicago.		
Jazz includes sounds from folk, popular, and classical music.		

7. What is the main purpose of the lecture?

(A) To compare land animals and sea animals
(B) To explain why fish are excellent swimmers
(C) To describe how various sea animals move
(D) To review material that will be on a test

8. Select the drawing of the creature that is probably the fastest swimmer.



9. Listen again to part of the lecture. Then answer the question.

What is probably true about whales and dolphins?

(A) They can swim faster than most fish.
(B) They move their tails as land mammals do.
(C) They swim to great depths underwater.
(D) They would prefer to live on land.

10. What can be inferred about creatures that live on the bottom of the ocean?

(A) They swim fast to catch food.
(B) They are less than one foot long.
(C) They have flattened fins and tails.
(D) They move slowly and fluidly.



Answers to Exercises 2.4.A through 2.4.E are on page 581.

2.4 INFERENCES AND PREDICTIONS



EXTENSION

1. Listen again to the conversations in Exercise 2.4.A (03-LISTENING, Track 2). With your classmates, discuss the meaning of the underlined expressions in the script below. In what other situations might these expressions be used?

a hard time ...I'm having a hard time keeping up in geometry.

keep up ...I'm having a hard time keeping up in geometry.

drop a class ...why not drop your history class?

catch up If I drop history, maybe then I'll be able to catch up in geometry.

run into I ran into a problem when I tried to register by telephone.

clear it up You'd better go to the accounting office and try to clear it up.

make sure I'd better make sure my roommate pays for the damage.

make up Could I... um... make up the work when I get back?

can't afford Summer session is only six weeks, and you can't afford to get a late start.

see (someone) around I haven't seen you around lately.

look into Maybe I'll look into that.

Why not? Why not? The apartments are nice and spacious....

2. Listen again to the conversations in Exercise 2.4.C (03-LISTENING, Track 4). With your classmates, discuss the meaning of the underlined expressions in the script below. In what other situations might these expressions be used?

come up with I'm having trouble coming up with a good idea.

What about What about the culture of your family?

grow up I grew up in a small town....

Bingo! Bingo! Write about the culture of the orchard community.

pass away My great aunt passed away and her funeral is tomorrow.

make-ups Eric handles all make-ups. He's the instructional aide....

stop by Can you stop by the office today...?

out of sight Science books are always out of sight.

not a bad idea That's not a bad idea. Where did you say that was again?

drive (someone) crazy I've been having sneezing fits, and it's driving me crazy.

It doesn't matter It doesn't matter. Hmm... capsules, I guess.

knock (someone) out Do you have anything else that's effective but won't knock me out?

3. Listen again to the conversations in Exercise 2.4.D (03-LISTENING, Track 5). With your classmates, discuss the meaning of the underlined expressions in the script below. In what other situations might these expressions be used?

show up	The fee probably didn't <u>show up</u> on your bill because....
I'm afraid	<u>I'm afraid</u> you'll have to pay it at the cashier's office.
take care of	OK, I'd better <u>take care of</u> it right away.
let (someone) know	Thanks for <u>letting me know</u> .
write down	Well, maybe you're right. We'd better <u>write it down</u> anyway.
put a question mark by	I'll <u>put a question mark by</u> it.
miss	Oh, it's too bad I'll <u>miss</u> that. He's a great speaker.
catch	Did anyone happen to <u>catch</u> "The American Metropolis"...?

4. Listen again to the first lecture in Exercise 2.4.B. As you listen, write the correct words on the blank lines in the script below. Check your answers with the audio script on page 629.



03-LISTENING, Track 3

Listen to an art instructor talk about composition.

Composition is the _____ of shapes and forms into a _____—
an expressive whole. The elements of composition—_____, shape, tone, and
_____—need to be well-arranged, need to be _____. They need to be
coherent... just like the _____ and phrases and sentences in a piece of
_____.

All paintings have a compositional _____. Successful paintings sort of suggest
the _____ dimension, the sense that the _____ goes beyond the picture
frame. A picture's _____—which includes the shapes, _____ and colors—
is linked to what the _____ has to say. The artist's message is strongest when it's
_____. A composition is better if it says one thing _____ than if it tries
to say too many things. A _____ composition is sort of fussy and splintered and
_____ unity. Even a painting of a _____ object needs thoughtful
composition so the _____ of the object is present in every _____.



2.4 INFERENCES AND PREDICTIONS

5. Listen again to the first lecture in Exercise 2.4.E. As you listen, write the correct words on the blank lines in the script below. Check your answers with the audio script on page 632.



03-LISTENING, Track 6

Listen to part of a talk in a science class.

As you _____ from our previous discussion, the _____ of life is organized into metabolic _____. Next year, in your organic chemistry _____, you'll go into this—into metabolism—in more depth. Since this is an _____ course, you need only a general _____ of the process for now.

There's a wonderful _____ I'd like you to know about that will help you _____ for the test next week. It's part of the "Transformations" series that was on _____ about a year ago. The episode you should _____ is called "The Industry of a _____." I strongly urge you to see it. I believe our _____ has more than one copy.

It shows lots of _____—the many ways that cells use _____ for metabolism. For example, it shows how _____ in the "headlight" of a certain _____—how these bacteria take the energy stored in _____ and convert it into light, in a _____ called bioluminescence. You should all try to see this program before next _____. I highly recommend it. In fact, you can expect to see examples from it on the _____.



Stop

6. Listen again to each lecture in Exercise 2.4.E (03-LISTENING, Track 6). Imagine that you are in class, listening to the professor speak. While you are listening, take notes about the important ideas and details. Do not try to write down every word or memorize the lecture. After each lecture, use your notes and your own words to (1) write a short summary, and (2) orally summarize the main ideas of the lecture.
7. Obtain an audio recording of a real university lecture. In class, listen to a four-minute section of the tape. While you are listening, take notes about the information that you hear. Take notes about (1) topics and main ideas, and (2) details and facts. Form groups of three or four students. Compare your notes with those of the students in your group. Then, with your group, write a list of statements that you can infer, conclude, or generalize from the information. What is the probable purpose of the lecture? Who is the probable audience? Is it easy or difficult to make inferences? Why?



PROGRESS – 2.1 through 2.4

QUIZ 4

Time – approximately 10 minutes

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear the first question for each set, uncover the questions and answers.



03-LISTENING, Track 7

LISTENING

- What is the conversation mainly about?
 - ☐ A A job opening in the computer lab
 - ☐ B An interesting television program
 - ☐ C An application for a scholarship
 - ☐ D An opportunity at a television station
- Why does the man want to get the internship?

Click on two answers.

 - ☐ A He will earn a high internship wage.
 - ☐ B He would like television work in the future.
 - ☐ C He likes the other people who work there.
 - ☐ D He will gain production experience.
- Listen again to part of the conversation. Then answer the question.

Select the sentence that best expresses how the man probably feels.

 - ☐ A "I'm the most qualified person for the job."
 - ☐ B "I wish I knew people who could help me."
 - ☐ C "I'm not confident about getting the internship."
 - ☐ D "I'm worried that my work will be criticized."
- Why does the woman tell a story about her friend?
 - ☐ A To reassure the man about his chance of getting the position
 - ☐ B To find out if the man would like to meet her friend
 - ☐ C To encourage the man to apply for a different internship
 - ☐ D To impress the man with her political connections
- What does the man want the woman to do?
 - ☐ A Give him an internship application
 - ☐ B Help him with an assignment
 - ☐ C Watch a television program
 - ☐ D Write a letter of recommendation

QUIZ 4


6. What is the discussion mainly about?

- ☐ (A) Hiking safely in bear habitat
- ☐ (B) Why bears are aggressive
- ☐ (C) Training bears to trust humans
- ☐ (D) Ways to predict bear behavior

7. What does the naturalist think of bear bells?

- ☐ (A) They are not effective in keeping away bears.
- ☐ (B) They destroy the peace and quiet of the woods.
- ☐ (C) They sound like the language of bears.
- ☐ (D) They trick bears into thinking you are a bear.

8. Listen again to part of the discussion.
Then answer the question.

Why does the naturalist say this: 

- ☐ (A) To explain why certain trails have become overused
- ☐ (B) To list the resources that bears need to survive
- ☐ (C) To warn that bears may not notice you in certain conditions
- ☐ (D) To recommend the most interesting places to observe bears

9. What can be inferred about the behavior of bears?

- ☐ (A) Bears may respond to people suddenly.
- ☐ (B) Bears growl fiercely before they attack.
- ☐ (C) Bears like to socialize in large groups.
- ☐ (D) Bear behavior is very predictable.

10. Which situations should hikers avoid?

Click on two answers.

- ☐ (A) Carrying bear bells
- ☐ (B) Approaching a bear
- ☐ (C) Shouting at a bear
- ☐ (D) Hiking when it is dark



Answers to Listening Quiz 4 are on page 583.

Record your score on the Progress Chart on page 694.



PROGRESS – 2.1 through 2.4

QUIZ 5


Time – approximately 10 minutes

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear the first question for each set, uncover the questions and answers.



03-LISTENING, Track 8

LISTENING

- What is the discussion mainly about?
 - ☐ (A) Science as a process of discovery
 - ☐ (B) How science and technology are connected
 - ☐ (C) Ways that technology has harmed society
 - ☐ (D) Responsibilities of scientists to society
- What does the electron microscope provide an example of?
 - ☐ (A) How technology applies scientific knowledge
 - ☐ (B) How inventions improve our standard of living
 - ☐ (C) How governments control science and technology
 - ☐ (D) How science can advance without technology
- Why does the professor mention tools, pottery, and musical instruments?
 - ☐ (A) To compare past technology with current technology
 - ☐ (B) To list inventions that scientists helped to design
 - ☐ (C) To show that art and science are not separate activities
 - ☐ (D) To give examples of technology that came before science
- Listen again to part of the discussion. Then answer the question.
What does the professor mean by this statement: 
 - ☐ (A) Technology has created powerful weapons.
 - ☐ (B) Technology can cure every human problem.
 - ☐ (C) Technology has both helped and harmed us.
 - ☐ (D) Technology cannot exist without science.
- Why does one of the students plan to get a master's degree in public policy?
 - ☐ (A) He wants to convince the government to support technology.
 - ☐ (B) He believes scientists should inform people about technology.
 - ☐ (C) He would like to teach in a graduate school of technology.
 - ☐ (D) He thinks technology has caused more damage than good.

Quiz 5


6. What is the talk mainly about?

Click on two answers.

- ☐ A Forestry as a profession
- ☐ B Different forest ecosystems
- ☐ C Where foresters work
- ☐ D Job openings in forestry

7. What can be inferred about the profession of forestry?

- ☐ A It is a broad field requiring diverse skills.
- ☐ B It has donated land to the government.
- ☐ C It hires over 700 new employees each year.
- ☐ D It requires a master's degree in biology.

8. Why does the student say this: 

- ☐ A He would like the forester to recommend places to camp and hike.
- ☐ B He wants to understand how national parks and forests are different.
- ☐ C He wants to share his personal experiences with the class.
- ☐ D He doesn't think camping should be allowed in national forests.

9. Listen again to part of the talk.
Then answer the question.

What can be inferred about national parks?

- ☐ A National parks administer their own schools of forestry.
- ☐ B National parks have more employees than national forests.
- ☐ C National parks do not allow hiking and recreation.
- ☐ D National parks do not supply commercial wood products.

10. Listen again to part of the talk.
Then answer the question.

Why does the forester say this: 

- ☐ A To encourage students to major in forestry management
- ☐ B To impress students with his knowledge of biology
- ☐ C To show that foresters and biologists have shared interests
- ☐ D To discuss controversial policies of the national parks



Stop

Answers to Listening Quiz 5 are on page 583.

Record your score on the Progress Chart on page 694.

2.5 Categorizing Information



04-LISTENING, Track 1*

LISTENING

Match each biome with the correct description.

Drag each answer choice to the correct box.

Taiga	Arctic tundra	Alpine tundra
Northern limit for plant growth	High mountaintop with strong winds	Evergreen forests with snow



Stop

The speaker describes three types of biomes: taiga, arctic tundra, and alpine tundra. The speaker says:

The taiga—also known as boreal or evergreen forest—is a broad band across North America, Europe, and Asia. Winters are long and cold.... Precipitation here is mostly in the form of snow.

...the arctic tundra here, which extends northward from the taiga.... The tundra is the northernmost... uh... limit... for plants to grow.

...alpine tundra, a biome found on high mountaintops.... Here, above the tree line, strong winds and cold temperatures create plant communities similar to those of the arctic tundra.

This question asks you to categorize information by matching the name of each biome with the correct description. The correctly matched items are:

Northern limit for plant growth	High mountaintop with strong winds	Evergreen forests with snow
<i>Arctic tundra</i>	<i>Alpine tundra</i>	<i>Taiga</i>



DO YOU KNOW...?

1. A **category** is a general class of things or ideas. To **categorize** information is to put it into categories, classes, divisions, or types.

TOEFL questions about categorizing sound like this:

Match each term with the correct definition.

Match each type of _____ with the correct description.

Which _____ is associated with each _____?

Based on the speaker's description, classify the following _____.

Based on the information in the talk, indicate whether each phrase below describes _____ or _____.

2. Questions about categorizing have special directions. Here is an example:

Match each animal with the correct classification.

Drag each answer choice to the correct box.

Frog

Lizard

Eel

Fish	Amphibian	Reptile

In this type of question, you use the computer mouse to drag words or phrases to the correct place in the table. You must match all of the items correctly to answer the question correctly. The correctly matched items are:

Fish	Amphibian	Reptile
<i>Eel</i>	<i>Frog</i>	<i>Lizard</i>

3. Here is another example:

Indicate whether each animal below is a fish or an amphibian.

For each animal, click in the correct box.

	Fish	Amphibian
Frog		✓
Shark	✓	
Eel	✓	
Toad		✓

In this type of question, you click in one box in each row of the table. When you click in a box, a ✓ will appear there. The correct answers are shown above.

4. Some questions are worth more than one point. Here is an example:

Sensations—and the perceptions they evoke in the brain—begin with the sensory receptors. There are several types of sensory receptors. One way of looking at them is in terms of the energy stimulus they respond to. Mechanoreceptors, for example, detect stimuli like touch, pressure, motion, and sound—all forms of mechanical energy. The hair cell is a common type of mechanoreceptor that detects motion. Some sensory receptors respond to chemicals. Chemoreceptors—like taste and smell receptors—respond to groups of related chemicals, which we often define as sweet, sour, salt, or bitter. Another type of sensory receptor—electromagnetic—detects various forms of electromagnetic energy: light, electricity, and magnetism. Electromagnetic receptors that detect visible light are often organized into eyes. Some animals—rattlesnakes, for example—have extremely sensitive infrared receptors that can detect the body heat of prey standing out against a colder background.

Based on the information in the lecture, indicate whether each sentence below describes mechanoreceptors, chemoreceptors, or electromagnetic receptors.

For each sentence, click in the correct box. This question is worth 2 points.

	Mechanoreceptors	Chemoreceptors	Electro-magnetic receptors
They can detect sweet and sour tastes.		✓	
They help snakes locate the body heat of prey.			✓
The hair cell is an example that detects motion.	✓		
They detect electricity and magnetism.			✓

In this type of question, you click in one box in each row of the table. When you click in a box, a ✓ will appear there. The correct answers are shown above.

This question is worth 2 points, and it is possible to receive partial credit. If you choose all four correct answers, you earn 2 points. If you choose three correct answers, you earn 1 point. If you choose two or fewer correct answers, you receive no credit for the question.

5. On the TOEFL, questions about categorizing information may seem more difficult than the examples in this book. This is because on the real test:

- ✎ you will not see the table during the lecture, and
- ✎ you will not hear the question until after the lecture.

However, on the real test, you may take notes while you are listening to the lecture. If you hear a speaker discuss types, classes, or categories of something, you may want to take notes about characteristics and examples of each category.

2.5 CATEGORIZING INFORMATION



PRACTICE

Exercise 2.5.A

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.

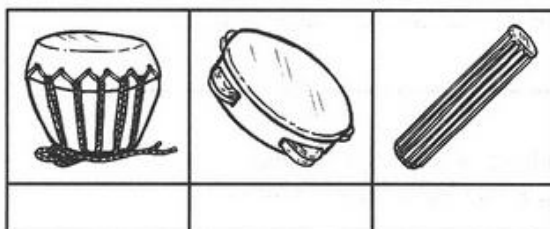


04-LISTENING, Track 2

1. Match each type of drum with the correct picture.

Drag each answer choice to the correct box.

- (A) Tubular (B) Vessel (C) Frame



2. Which creatures have lived in each cave zone?

Drag each answer choice to the correct box.

- (A) Shrimp (B) Bats (C) Early humans

Entrance Zone	Twilight Zone	Dark Zone

3. Indicate whether each item below characterizes the dark zone of a cave.

For each phrase, click in the correct box.

	Yes	No
Warm temperatures		
Blind animals		
Few air currents		
Green plants		

4. Indicate whether each phrase below describes an extravert or an introvert.

For each phrase, click in the correct box.

	Extravert	Introvert
Prefers looking outward to the world		
Prefers learning in private, individual ways		
Has a variety of interests		
Has fewer interests, but on a deeper level		

5. What type of assignment would an introverted student probably prefer?

- (A) Reflective journal writing
(B) Competitive team game
(C) Large group discussion
(D) Humorous performance

6. What is the main purpose of the talk?

- (A) To list major economic problems
(B) To discuss some effects of inflation
(C) To explain why bread prices increase
(D) To classify the types of inflation

7. Why does the instructor talk about a loaf of bread?

- (A) To complain about the price of bread
(B) To illustrate the effect of price changes
(C) To compare bread with other foods
(D) To explain social and political turmoil

8. What happens when prices go up but salaries remain the same?

- (A) The government will regulate the economy.
- (B) People will save money rather than spend it.
- (C) Workers might lose their jobs if they complain.
- (D) People must work longer to buy the same things.

9–10. Based on the information in the talk, indicate whether each sentence below describes moderate inflation, galloping inflation, or hyperinflation.

For each sentence, click in the correct box. This question is worth 2 points.

	Moderate inflation	Galloping inflation	Hyper-inflation
People try to get rid of their currency.			
Incomes and relative prices rise slightly.			
Inflation occurs at a rate of 100 percent in a year.			
There is social and political disorder.			



Stop

Exercise 2.5.B

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



04-LISTENING, Track 3

1. What is the purpose of the talk?

- (A) To train new college administrators
- (B) To recommend becoming a specialist
- (C) To assist students in career planning
- (D) To suggest places to look for a job

2. According to the speaker, which people are likely to be specialists?

Click on two answers.

- (A) Engineers
- (B) Managers
- (C) Writers
- (D) Accountants

3. Based on the information in the talk, indicate whether each characteristic below more accurately describes a specialist or a generalist.

For each phrase, click in the correct box.

	Specialist	Generalist
Skilled in directing other people		
Concerned with tools and techniques		
Trained in a technical or professional field		
Must be able to make overall judgements		

2.5 CATEGORIZING INFORMATION

4. According to the speaker, why are generalists needed in administrative positions?

- (A) Generalists have a better education than specialists.
- (B) Generalists are skilled in leadership and coordination.
- (C) Generalists prefer the higher salaries of administrators.
- (D) Generalists receive advanced training in technology.

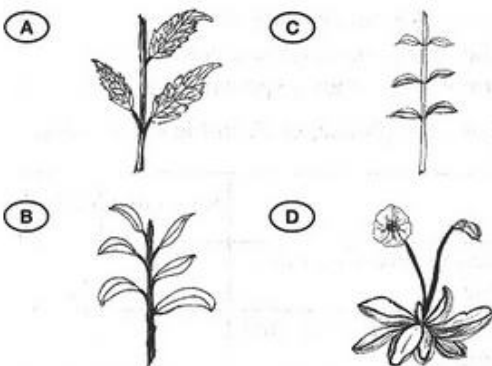
5. What can be inferred from the talk?

- (A) Specialists are more intelligent than generalists.
- (B) The speaker was educated as a generalist.
- (C) Government workers are usually specialists.
- (D) Both specialists and generalists can find jobs.

6. How does the instructor organize the information that she presents?

- (A) She explains the scientific method of classifying leaves.
- (B) She discusses the annual growth a wildflower's leaves.
- (C) She compares leaf arrangements of flowers, shrubs, and trees.
- (D) She describes each leaf arrangement and gives an example.

7. Select the drawing that best shows the alternate leaf arrangement.



- 8–9. Based on the information in the talk, indicate whether each sentence below describes the alternate, opposite, or basal leaf arrangement.

For each sentence, click in the correct box.
This question is worth 2 points.

	Alternate	Opposite	Basal
The plant's leaves are paired on the opposite sides of the stem.			
All the plant's leaves are at ground level.			
Each leaf is attached at a different level on the stem.			
The leaves are attached at the same level on the stem, but on different sides.			

10. What will the students probably do next?

- (A) Bring flowers to class
- (B) Look at flower samples
- (C) Count a flower's leaves
- (D) Draw pictures of flowers



Answers to Exercises 2.5.A through 2.5.B are on page 584.

How to score Multiple-Point Questions		
Points Possible	Answers Correct	Points Earned
2 points	4	2
	3	1
	0 – 2	0



EXTENSION

1. Work in a group of three students. Choose one of the topics from the list below.

Agriculture

Fields of Study

Movies

Animals

Forms of Government

Music

Cities

Industries

Technology

Brainstorm ideas about your topic. Divide the topic into various categories. Choose three categories to focus on. For each category, think of an example, description, or characteristic. Write a few sentences about each category. Then choose someone in your group who will read the sentences to the whole class. The class listens to each group's "lecture" and takes notes. After each lecture, you and your classmates must (1) identify the categories, and (2) list key details about each category.

2.6 Summarizing a Process



FOCUS



04-LISTENING, Track 4

The professor explains how a film is made. Summarize the process by putting the steps in the correct order.

Drag each sentence to the space where it belongs.

The director supervises the camera work.

The editor cuts and reorders the film.

The script is developed into a storyboard.

The producer and the director plan the film.

1	
2	
3	
4	



Stop

The professor summarizes the process of making a film. The professor says:

The producer hires a director to make the creative decisions. The producer and the director work together to plan the film.

They hire writers to develop a script for the film. Then, from the script comes the storyboard, an important step in the planning.

Then comes the production, when the filming takes place. ...the director and crew concentrate on getting the perfect camera shot.

After the filming is done.... This is the post-production phase, and includes editing the film. The editor's job is to cut up the various film sequences and then put them together in the right order....

The correct order is:

1	<i>The producer and the director plan the film.</i>
2	<i>The script is developed into a storyboard.</i>
3	<i>The director supervises the camera work.</i>
4	<i>The editor cuts and reorders the film.</i>



DO YOU KNOW...?

1. A **process** is a series of steps or actions that take place over time. A process ends with a result or a product.

Some examples of processes are:

How to take a photograph

How a computer works

How a plant grows

How to write a research paper

What happens during a thunderstorm

How television was invented

2. A **summary** is a brief report of major points or important events. **Summarizing a process** is briefly stating the main steps of the process in the correct order. On the TOEFL, you will hear a speaker describe a process, and then you will answer a question that involves a summary of the process.
3. TOEFL questions about summarizing a process sound like this:

The professor briefly explains how _____. Summarize the process by putting the steps in the correct order.

The speaker describes a sequence of events. Put the events in the correct order.

The professor briefly describes the process of _____. Determine whether the sentences below are steps in the process.

4. Questions about summarizing a process have special directions. Here is an example:

One product of a thunderstorm is the onset of a hailstorm. Inside the clouds, violent air drafts cause water droplets to become supercooled. At zero degrees, the water droplets turn to ice crystals if there's also a catalyst present, in the form of tiny particles of solid matter. Ice forms around the particles, and supercooled water continues to coat them. They grow into rounded icy masses, becoming hailstones when they reach a diameter of 5 millimeters. Hailstones hit the ground with a loud rattle when they hit buildings and roads. Think of a hailstorm as a giant pummeling machine. It can be the most damaging part of a thunderstorm because of the damage it causes to crops.

The professor describes how a hailstorm develops. Summarize the process by putting the steps in the correct order.

Drag each sentence to the space where it belongs.

Water freezes around particles of solid matter.

Hailstones strike the ground with force.

Rounded icy particles grow into hailstones.

Water droplets in a cloud become supercooled.

2.6 SUMMARIZING A PROCESS

In this type of question, you use the computer mouse to drag sentences to the correct place in the table. You must put all of the sentences in the correct order to answer the question correctly. The correct order is:

1	<i>Water freezes around particles of solid matter.</i>
2	<i>Hailstones strike the ground with force.</i>
3	<i>Rounded icy particles grow into hailstones.</i>
4	<i>Water droplets in a cloud become supercooled.</i>

5. Here is another example:

The instructor briefly explains how a hailstorm develops.
Indicate whether each sentence below is a step in the process.

For each sentence, click in the correct box.

	Yes	No
Water droplets in a cloud become supercooled.	✓	
Water droplets freeze when they hit the ground.		✓
Rounded icy particles grow into hailstones.	✓	
Ice re-crystallizes by melting and refreezing.		✓

In this type of question, you click in one box in each row of the table. When you click in a box, a ✓ will appear there. The correct answers are shown above.

6. On the TOEFL, questions about summarizing a process may seem more difficult than the examples in this book. This is because on the real test:

- ✎ you will not see the table during the lecture, and
- ✎ you will not hear the question until after the lecture.

However, on the real test, you may take notes while you are listening to the lecture. If you hear a speaker discuss a process, you may want to take notes about what happens at each step in the process.



PRACTICE

Exercise 2.6.A

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



04-LISTENING, Track 5

LISTENING

1. What is the purpose of the talk?

- ☐ A To compare a chair with a violin
- ☐ B To compare two techniques of drawing
- ☐ C To explain how to draw with pen and ink
- ☐ D To explain why drawing with a pen is difficult

2. The instructor briefly explains how to draw the subject. Indicate whether each sentence below is a step in the process.

For each sentence, click in the correct box.

	Yes	No
Draw the outline of the violin.		
Take a photograph of the subject.		
Study the subject for a few minutes.		
Rub the violin strings with a bow.		

3. According to the professor, why is it important to control an avalanche when it is small?

- ☐ A A small avalanche requires fewer technicians.
- ☐ B A small avalanche is easy to videotape.
- ☐ C A large avalanche has several types of snow.
- ☐ D A large avalanche can bury the highway.

4. What are the natural causes of an avalanche?

Click on two answers.

- ☐ A The weight of the snow
- ☐ B The slope of the road
- ☐ C The pull of gravity
- ☐ D The size of the gun

5. The professor explains how a controlled avalanche is achieved. Summarize the process by putting the steps in the correct order.

Drag each sentence to the space where it belongs.

- ☐ A All traffic is removed from the highway.
- ☐ B Large guns fire shells into the snow slopes.
- ☐ C A team decides when the snow will slide.
- ☐ D Shock waves cause the snow to slide.

1	
2	
3	
4	

6. The professor explains what happens during the salmon's run. Indicate whether each sentence below is a step in the process.

For each sentence, click in the correct box.

	Yes	No
Salmon compete with eagles for food.		
Young fry swim downstream in rivers.		
Adult salmon migrate home to spawn.		
Salmon die from pollution in rivers.		


7. How do salmon find their way to their home stream?

Click on two answers.

- ☐ A By following other fish
- ☐ B By seeing the sun's position
- ☐ C By listening for waterfalls
- ☐ D By smelling the water

2.6 SUMMARIZING A PROCESS


8. Listen again to part of the discussion. Then answer the question.

Why does the student say this: 

- (A) She saw one large fish eat many smaller fish.
- (B) She felt sick after seeing dead fish in the river.
- (C) The sight of leaping salmon amazed her.
- (D) There were more salmon than she could count.

9. According to the professor, why are salmon an important link in the food chain?

- (A) They eat small fish that make other animals sick.
- (B) They move vegetation downstream to the sea.
- (C) They produce more eggs than they need.
- (D) They carry nutrients from the ocean to streams.

10. What can be concluded from this statement: 

- (A) Baby salmon eat the bodies of dead salmon.
- (B) Several natural food sources are endangered.
- (C) Salmon eat a variety of other life forms.
- (D) An adult salmon reproduces several times.



Exercise 2.6.B

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear each question, uncover that question and answers.



04-LISTENING, Track 6

1. Which of the following best describes the organization of the lecture?

- (A) A list of causes and effects
- (B) A comparison of two things
- (C) A definition with examples
- (D) A description of a process

2. What must be present for photosynthesis to begin?

Click on two answers.

- (A) Carbon dioxide
- (B) Nitrogen
- (C) Water
- (D) Glucose

3. The professor briefly explains what happens during photosynthesis. Indicate whether each sentence below is a step in the process.

For each sentence, click in the correct box.

	Yes	No
Chlorophyll absorbs light from the sun.		
The leaves take in water and carbon dioxide.		
The plant pushes roots through the soil.		
Hydrogen combines with carbon dioxide.		

4. According to the professor, why are psychologists interested in developing laws?

- (A) To raise the status of psychology as a serious science
- (B) To be able to make predictions about human behavior
- (C) To permit scientists to experiment with human subjects
- (D) To help students understand the art of psychology

5. According to the professor, what assumption do psychologists make?

- (A) There are patterns to human behavior.
- (B) There are few laws that can be proven.
- (C) People like to participate in experiments.
- (D) People obey only the laws they agree with.

6. Which behavior illustrates the Law of Effect?

- (A) A boy notices a stray cat while he is walking to school.
- (B) A boy stops pulling a cat's tail when the cat bites him.
- (C) A boy forgets where he put a gift from his grandmother.
- (D) A boy teaches his grandmother how to use a computer.

7. The professor explains how psychologists develop laws. Summarize the process by putting the steps in the correct order.

Drag each sentence to the space where it belongs.

- (A) State the law.
- (B) Conduct an experiment.
- (C) Make a hypothesis.
- (D) Repeat the experiment.

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8. According to the professor, which type of vegetation grows in marshes?

- (A) Shrubs
- (B) Grasses
- (C) Vegetables
- (D) Trees

9. The professor briefly describes a biological process that occurs in a marsh. Indicate whether each sentence below is a step in the process.

For each sentence, click in the correct box.

	Yes	No
Dead plants and animals contribute energy to the food chain.		
Acids from decaying vegetation turn the water brown.		
The marsh is drained for agricultural development.		
Bacteria and fungi break down organic matter in the water.		

10. Why have so many wetlands been destroyed?

Click on two answers.

- (A) Wetlands have no ecological importance.
- (B) People could not eat plants from wetlands.
- (C) Wetlands were thought to cause disease.
- (D) Land was needed for agriculture.



Answers to Exercises 2.6.A through 2.6.B are on page 585.

2.6 SUMMARIZING A PROCESS



EXTENSION

1. Work in a group of three students. Choose one of the processes from the list below.

How to apply for university admission

How to bake bread

How to check the oil in a car

How to conduct a simple experiment

How to give a dog a bath

How to install software on a laptop

How to make soup

How to plant seeds

How to send a package to another country

How to use an automatic teller machine

Think about the steps in the process. Write them down in a list. What is the best order? Now, try to limit the number of steps to the four most important ones. Then choose someone in your group who will read the process to the whole class. The class listens to each group's process and takes notes. After each "lecture," you and your classmates must (1) write a short summary of the process, or (2) orally summarize the process.



PROGRESS – 2.5 through 2.6

QUIZ 6

Time – approximately 10 minutes

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear the first question for each set, uncover the questions and answers.



04-LISTENING, Track 7

LISTENING

1. According to the professor, what characterizes the ocean's upper zone?

Click on two answers.

- ☐ A Plant life
☐ B Pollution
☐ C Cold water
☐ D Sunlight

2. The professor briefly describes the ocean's food chain. Indicate whether each sentence below is a step in the process.

For each sentence, click in the correct box.

	Yes	No
Large fish regulate their body temperature.		
Animal plankton eats plant plankton.		
Microscopic plants grow in sunlit water.		
Large schools of fish feed on plankton.		

3. How does the professor describe each layer of the ocean's waters?

Drag each answer choice to the correct box.

- ☐ A Completely dark
☐ B Clear and bright
☐ C Dimly lit

Top	Middle	Bottom

4. What tasks does the worker bee perform?

Click on two answers.

- ☐ A Laying the eggs
☐ B Stinging the queen
☐ C Defending the colony
☐ D Gathering the food

5. The professor describes the stages of a worker bee's development. Summarize the process by putting the events in the correct order.

Drag each sentence to the space where it belongs.

- ☐ A The egg hatches into a larva.
☐ B The larva enters the pupa state.
☐ C The adult worker emerges.
☐ D The egg is placed in the worker cell.

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6. What segment of the bee's body contains the feature necessary for each activity?

Drag each sentence to the space where it belongs.

- ☐ A Head ☐ B Thorax ☐ C Abdomen

Stinging	Working	Flying

QUIZ 6

7. What topics does the speaker discuss?

Click on two answers.

- ☐ A Recipes for baking bread
- ☐ B Where bread originated
- ☐ C Grains that are grown today
- ☐ D How people harvest cereal

8. The speaker traces the history of bread.

Indicate whether each sentence below describes an event in the history.

For each sentence, click in the correct box.

	Yes	No
People discover that yeast makes bread rise.	<input type="checkbox"/>	<input type="checkbox"/>
Beer is commonly used in making bread.	<input type="checkbox"/>	<input type="checkbox"/>
Primitive bread is made on heated stones.	<input type="checkbox"/>	<input type="checkbox"/>
The Egyptians invent the art of baking.	<input type="checkbox"/>	<input type="checkbox"/>

9. Why did people stamp their bread with the family name?

- ☐ A To make it more attractive than other loaves
- ☐ B To advertise the baking skill of their family
- ☐ C To identify their bread in a communal bakery
- ☐ D To encourage customers to buy their bread

10. Based on the information in the talk, indicate whether each phrase below describes wheat or oats.

For each phrase, click in the correct box.

	Wheat	Oats
Mainly fed to cattle	<input type="checkbox"/>	<input type="checkbox"/>
Used to make bread and pasta	<input type="checkbox"/>	<input type="checkbox"/>
Rich in a protein called gluten	<input type="checkbox"/>	<input type="checkbox"/>



Stop

Answers to Listening Quiz 6 are on page 586.

Record your score on the Progress Chart on page 694.



PROGRESS – 2.1 through 2.6

QUIZ 7

Time – approximately 10 minutes

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear the first question for each set, uncover the questions and answers.



04-LISTENING, Track 8

LISTENING

1. Why is improvisation difficult to define?

Click on two answers.

- ☐ A There are several kinds of improvisation.
- ☐ B People disagree about what improvisation is.
- ☐ C No musicians have recorded improvisation.
- ☐ D The dictionary does not define improvisation.

2. How does the professor develop the topic of improvisation?

- ☐ A By analyzing improvisation in classical music
- ☐ B By giving the correct definition of improvisation
- ☐ C By discussing the history of improvisation
- ☐ D By demonstrating improvisation on the organ

3. Who first improvised when playing music?

- ☐ A Jazz musicians
- ☐ B Italian organists
- ☐ C Prehistoric people
- ☐ D Military bandsmen

4. Based on the information in the discussion, indicate whether each phrase below describes prehistoric humans or jazz musicians.

For each phrase, click in the correct box.

	Prehistoric humans	Jazz Musicians
Made music for work, play, and war		
Combined their own music with stock melodies		
Used music as a force to show relationships		
Improvised on the music of other bands		

5. What does the professor imply about early jazz improvisation?

- ☐ A It copied the music of ancient people.
- ☐ B It was an entirely new way to make music.
- ☐ C It changed the nature of popular music.
- ☐ D It was developed by trained musicians.

QUIZ 7


6. What is the main idea of the lecture?

- (A) Children do not care much about the feelings of other people.
- (B) Children need guidance in developing their social skills.
- (C) Children become more egocentric when they are teenagers.
- (D) Children go through stages of mental and social development.

7. At what age is a child least able to recognize the thoughts of other people?

- (A) Four
- (B) Eight
- (C) Twelve
- (D) Fifteen

8. Listen again to part of the lecture. Then answer the question.

Why does the professor say this: 

- (A) To explain why children are sometimes rude to other people
- (B) To illustrate how children must experience directly to understand
- (C) To give examples of enjoyable classroom activities for children
- (D) To challenge a conventional theory about abstract thinking

9. What can be inferred about children in the multiple role-taking stage?

- (A) They know that different social roles require certain behavior.
- (B) They prefer taking roles that younger children will admire.
- (C) They understand that every person has only one social role.
- (D) They know how to amuse their classmates by role playing.

10. The professor briefly explains the stages of social development in children. Indicate whether each sentence below is a stage in the process.

For each sentence, click in the correct box.

	Yes	No
The child understands actions as others see them.		
The child prefers large crayons and paint brushes.		
The child is interested in learning about nature.		
The child can judge actions as they affect all people.		



Answers to Listening Quiz 7 are on page 587.

Record your score on the Progress Chart on page 694.



PROGRESS – 2.1 through 2.6

QUIZ 8

Time – approximately 10 minutes

Listen to the recording. Choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation and lecture. When you hear the first question for each set, uncover the questions and answers.



04-LISTENING, Track 9

LISTENING

1. Why does the woman go to see her professor?

- ☐ A To find out how her project will be graded
- ☐ B To discuss a problem she has with her boss
- ☐ C To talk about ideas for her project
- ☐ D To ask for more time to finish her project

2. When is the project plan due?

- ☐ A The following day
- ☐ B The next week
- ☐ C At the end of the month
- ☐ D On the first of next month

3. Listen again to part of the conversation.
Then answer the question.

Select the sentence that best expresses how the woman probably feels.

- ☐ A "I'm sorry to disagree with you."
- ☐ B "I don't understand the assignment."
- ☐ C "I like what I'm learning in this class."
- ☐ D "I'm concerned about my grade."

4. What topics will the woman write about?

Click on two answers.

- ☐ A An economic development organization
- ☐ B Why all women should have an education
- ☐ C How an organization promotes social change
- ☐ D A group of women company presidents

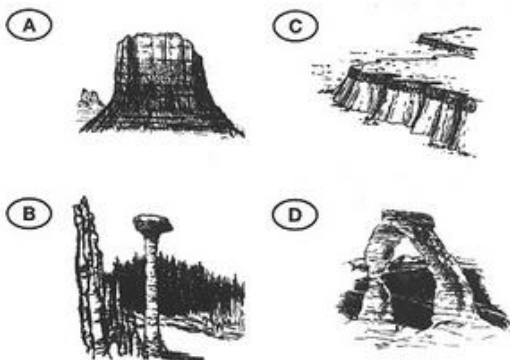
5. What information will the woman include in her project?

For each phrase, click in the correct box.

	Include	Not include
Photographs of art		
Information from a Web site		
An interview with her boss		
A product catalog		

QUIZ 8

6. Which picture represents a mesa?




7. What reasons are given for the erosion of a mesa?

Click on two answers.

- ☐ A The rock on the sides is softer than that on the top.
- ☐ B Strong earthquakes frequently shake the region.
- ☐ C Plants dissolve the cements in the surface rock.
- ☐ D The force of water cuts away the softer rock.

8. Listen again to part of the talk.
Then answer the question.

Why does the professor say this: 

- ☐ A To show similarities between spires and sand
- ☐ B To describe the appearance of spires
- ☐ C To identify the material on the classroom floor
- ☐ D To warn students not to step on rocks

9. The professor briefly explains how erosion changes landforms. Summarize the process by putting the stages in the correct order.

Drag each sentence to the space where it belongs.

- ☐ A Soft stone is washed away, leaving a spire.
- ☐ B The rocks break down into pebbles and sand.
- ☐ C Water cuts a mesa into smaller landforms.
- ☐ D A spire is reduced and falls to the ground.

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10. What can be concluded about erosion?

- ☐ A Erosion was discovered by Spanish explorers.
- ☐ B Erosion continually changes the shape of rock.
- ☐ C Erosion occurs only in the presence of water.
- ☐ D Erosion is a topic of scientific debate.



Answers to Listening Quiz 8 are on page 587.

Record your score on the Progress Chart on page 694.

PART 3 – SPEAKING

The Speaking section measures your ability to speak in English about a variety of topics. There are six questions in this section. All of the questions are about topics that are appropriate for international students. You do not need special knowledge of any subject to respond to the questions.

The first two questions are independent speaking tasks in which you will speak from your own personal knowledge and experience. The next two questions are integrated-skills tasks in which you will read a passage, listen to a conversation or lecture, and then speak in response to a question about what you have read and heard. The last two questions are integrated-skills tasks in which you will listen to a conversation or lecture, and then speak in response to a question about it.

SPEAKING SECTION				
Question	Reading Time	Listening Time	Preparation Time	Writing Time
Independent Task 1	—	—	15 seconds	45 seconds
Independent Task 2	—	—	15 seconds	45 seconds
Integrated Task 1	45 seconds	1 – 2 minutes	30 seconds	60 seconds
Integrated Task 2	45 seconds	1 – 2 minutes	30 seconds	60 seconds
Integrated Task 3	—	1 – 2 minutes	20 seconds	60 seconds
Integrated Task 4	—	1 – 2 minutes	20 seconds	60 seconds

THE TEST EXPERIENCE

The entire Speaking section takes approximately 20 minutes to complete. This includes the time that you spend reading the directions, reading the passages, listening to the conversations and lectures, preparing your responses, and recording your responses. For the integrated-skills tasks, you will use headphones to listen to the conversations and lectures. You will be able to change the volume of the sound.

You may take notes on paper, and you may use your notes to help you respond to the tasks. However, at the end of the test you must give all of your notes to the test supervisor. Your notes will not be scored; only what you say during the recording time will be scored.

For each speaking task, you will both hear and see the question. You will have time to prepare your response before you begin speaking. A clock shows how much preparation time you have left. When the preparation time is up, you will hear a beep. The beep is your signal that the recording time will begin immediately.

You will answer the questions by speaking into a microphone. You have 45 or 60 seconds to record each response. A clock shows how much recording time you have left. When the response time is up, the computer will take you to the next question.

INDEPENDENT SPEAKING TASKS

There are two independent speaking tasks on the test. Each task measures your ability to speak in response to a question about a familiar topic. You must use your own knowledge and experience to develop your ideas.

In your responses, you must demonstrate your ability to:

- state and support an opinion;
- develop points with appropriate details and explanation;
- express ideas coherently; and
- make yourself understood by speaking clearly and fluently.

Two qualified evaluators will listen to each of your responses. They will assign to each a score on a scale of 1 to 4, with 4 being the highest score possible. You will receive a score of 0 if you do not respond to the given question. Your score on the independent speaking tasks will be combined with your scores on the integrated speaking tasks. The total number of points you earn for all six speaking questions will be converted to a Speaking section score of 0 to 30.

Here is an example of an independent speaking task:

Title	Question	Testing Tools
Speaking	1 of 6	Volume Help OK Next
<p>What new skill would you like to learn? Explain why this skill would be good for you to have. Include details and examples in your explanation.</p> <hr style="width: 50%; margin: 20px auto;"/> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 20px auto;"> Preparation Time: 15 seconds Response Time: 45 seconds </div> <div style="text-align: center; margin-top: 20px;"> </div>		

During the preparation time and the response time, the clock will count down the seconds remaining. When the time is up, the computer will begin the next question.

INTEGRATED SPEAKING TASKS

There are four integrated-skills speaking tasks on the test. Each task measures your ability to understand key information from one or more sources and to speak in response to a question about this information. The sources include reading passages, conversations, and lectures. The reading passages will be timed, and you will hear each conversation and lecture only one time. You may take notes and you may use them to help you answer the questions. You must determine what information in the sources is relevant to the question.

In your responses, you must demonstrate your ability to:

- convey relevant information from one or two sources;
- develop points with appropriate details and explanation;
- express ideas coherently; and
- make yourself understood by speaking clearly and fluently.

Two qualified evaluators will listen to each of your responses. They will assign to each a score on a scale of 1 to 4, with 4 being the highest score possible. You will receive a score of 0 if you do not respond to the given question. Your score on the integrated speaking tasks will be combined with your scores on the independent speaking tasks. The total number of points you earn for all six speaking questions will be converted to a Speaking section score of 0 to 30.

There are two different types of integrated-skills speaking tasks: reading-listening-speaking and listening-speaking.

Task Type 1 – Reading–Listening–Speaking

For this type of task, you will read a short passage, listen to a conversation or lecture, and then speak in response to a question about what you have read and heard. After the question appears, you will have 30 seconds to prepare your response and 60 seconds (1 minute) to speak.

First, you have 45 seconds to read a passage. Here is an example:

Title	Question	Time	Testing Tools
Speaking	4 of 6	00 : 00 : 43	Volume Help OK Next

READING TIME – 45 SECONDS

Socialization

Socialization is the process by which individuals learn a world of meaning as the one and only way to view things and interpret their experiences. As individuals develop from infant to child to adult, they literally “learn their place,” including the positions they will occupy and the roles attached to those positions in social systems. Socialization involves receiving the necessary information and having opportunities to practice social roles. Networks of individuals and institutions act as agents of socialization that transmit all the knowledge individuals need to function as adults.

After 45 seconds have passed, the passage will disappear from the screen, and you will not see it again. You will then listen to a conversation or lecture about the same topic. While you are listening, you will see a picture of the speaker or speakers:



(Narrator) Now listen to part of a talk in a sociology class.

(Professor) Agents of socialization are the people and institutions that teach you about the culture you live in, including its rules. The first agents of socialization are your parents or other adults who take care of you when you're a baby. Your parents give you the first important lessons in how to behave in society.

When you're a teenager, your peers—your friends and classmates—are agents of socialization. Your peers support you and help you grow up and out of your family's nest. Your parents and peers are important in different ways. Your parents give you guidance on long-term goals, like career choice, but your peers are more likely to influence your immediate lifestyle choices, like how you dress and what you do for fun.

And since you spend so many years in school under the guidance of teachers, teachers are also agents of socialization. Teachers give you knowledge and also serve as models for responsible adulthood. Institutions—like clubs and religious organizations—are also agents of socialization. So are the mass media—television, magazines, popular music, and the Internet.

Then you will both *hear* and *see* the speaking question:

Title	Question	Testing Tools			
Speaking	4 of 6	Volume	Help	OK	Next

Define agents of socialization, and explain how specific agents of socialization influence an individual.

Preparation Time: 30 seconds

Response Time: 60 seconds

During the preparation time and the response time, the clock will count down the seconds remaining. When the time is up, the computer will begin the next question.

Task Type 2 – Listening–Speaking

For this type of task, you will listen to a conversation or lecture and then speak in response to a question about it. The listening part is one to two minutes long. After the question appears, you will have 20 seconds to prepare your response and 60 seconds (1 minute) to speak.

Here is an example. While you are listening, you will see a picture of the speaker or speakers:



SPEAKING

(Narrator) Listen to part of a conversation between two students.

(Man) How do you like living in the campus apartments?

(Woman) Well ... it's OK. I mean, I like the apartment, but my roommate is kind of a problem. Sometimes she uses my things without asking—mostly little things, like paper and toothpaste, but once it was my favorite sweater. And she never cleans the bathroom when it's her turn.

(Man) Have you sat down with her and had a good talk about these things?

(Woman) Maybe if I saw her more often. The problem is, she's hardly ever home.

(Man) Try leaving her a note.

(Woman) I did, but it didn't help.

(Man) Isn't there an apartment manager, someone who will help you sort out problems like this?

I don't know ... like set up a meeting with your roommate?

(Woman) I didn't know the manager does that kind of thing. I guess I could find out.

(Man) And if that doesn't work ... if talking it over doesn't help, then you should probably just move out, find another place. There's always someone looking for a roommate.

Then you will both *hear* and *see* the speaking question:

Title	Question	Testing Tools			
Speaking	5 of 6	Volume	Help	OK	Next

Describe the woman's problem with her roommate and the suggestions the man makes about how she could deal with it. What do you think the woman should do, and why?

Preparation Time: 20 seconds
 Response Time: 60 seconds

During the preparation time and the response time, the clock will count down the seconds remaining. When the time is up, the computer will begin the next question.

STRATEGIES FOR THE SPEAKING SECTION

Before the Test

- ✎ Work on building your spoken vocabulary. Practice using transitions—connecting words and expressions—to make your speech more fluent and coherent.
- ✎ Work to improve your pronunciation. Pay special attention to stress and intonation.
- ✎ Record your voice, and listen to the recording. Ask yourself this question: *Will other people understand what I am saying?*
- ✎ Listen to a variety of recorded materials that use academic English, such as university lectures, documentaries, and in-depth radio news programs. Practice taking notes as you listen. Practice summarizing in your own words the information that you hear.
- ✎ Your own best strategy: _____

During the Test – Independent Tasks

- Use the preparation time wisely. Read the question carefully and note everything that it asks you to do. Think about what you want to convey in a simple, organized way. Write down a simple plan of a few key details or examples that you want to include.
- During the recording time, speak clearly into the microphone. Pronounce words carefully, especially important content words. Speak at a normal speed—not too fast and not too slow. Keep the structure of your sentences fairly simple. Use appropriate transitions, such as *first*, *second*, *next*, *also*, *finally*, and *most importantly*.
- Watch how much time you have left. Pace yourself so you are able to say everything you want to say.
- Your own best strategy: _____

During the Test – Integrated Tasks

- While you are reading the short passages, focus on the topic and general message. Do not try to memorize every detail.
- While you are listening to the conversations and lectures, focus on major ideas. Listen for key words and concepts that the speakers emphasize or repeat.
- Take notes only about the information that will be important to remember: key points, examples, and reasons. Do not try to write down everything you hear. Do not allow your writing to detract from your listening.
- Use the preparation time wisely. Read the question carefully and note everything that it asks you to do. Do not try to write a response. Review your notes, and concentrate on what you will say. Plan to state and support two or three points.
- During the recording time, respond to each part of the question. Use key ideas and relevant details from the conversation or lecture to support your points.
- Speak clearly into the microphone. Pronounce words carefully, especially important content words. Speak at a normal speed—not too fast and not too slow. Keep the structure of your sentences fairly simple. Use appropriate transitions to make your speech more fluent and coherent. Use the vocabulary that you are familiar with.
- Pace yourself so you have enough time to cover all of your points. Watch how much time you have left. If you finish answering but still have recording time left, you may add a brief conclusion or summary of your points.
- Your own best strategy: _____

3.1 Independent Speaking: Developing a Topic



Imagine you are having a conversation with an older friend who advises you about many important things. Your friend asks you the following question:

What new skill would you like to learn? Explain why this skill would be good for you to have.

How would you respond to this question? Check all of the things that you would do:

- ☐ Take a few seconds to think about what you will say.
- ☐ Change the subject and talk about something else.
- ☐ Describe all of the skills that you already have.
- ☐ Choose one new skill that you would like to have.
- ☐ Think of two or three ways that this skill would help you.

When faced with a serious question like this, it is wise to take a few seconds to think. Thinking will allow you to make a choice and to organize your thoughts.

It is not a good idea to change the subject and talk about something else, nor to describe all of the skills you already have. Neither of these actions would satisfy your friend with a direct answer.

Your friend has asked you to (1) name a skill that you would like to learn, and (2) explain why you would choose to learn this skill. The best way to respond is to answer directly. Choose one new skill you would like to have. Think of two or three reasons for learning this skill—these reasons will support your choice.



DO YOU KNOW...?

1. The first two speaking questions are independent speaking tasks in which you will state, explain, and support your opinion about a familiar topic. You must use your own personal knowledge and experience to develop the topic. In the first of these tasks, you will be asked to choose a relevant person, place, object, or event. You will present your opinion about this person, place, object, or event, and provide details that support your choice.
2. After the speaking question is presented, you will have 15 seconds to prepare your response and 45 seconds to speak. You will record your response by speaking into a microphone. Your response will be evaluated on how well you speak and on how well you develop the topic.

3. Use the preparation time to choose the information that you want to convey about the topic. For example, if the question asks you to describe a person that you admire, the first thing to do is choose a person to talk about. Then, plan at least two points that you want to make about that person. Think of examples, reasons, and other details that will develop your points. Here is an example:

Describe a person that you admire. Explain why you admire this person. Include details and examples to support your explanation.

Task

Describe a person that you admire.

Opinion

I admire my grandfather.

Supporting Points and Details

(why you admire your grandfather)

- two jobs to support family
 - railroad worker
 - night clerk in hotel
- interesting stories
 - family history
 - people he met at work
 - funny

4. You have 45 seconds to record your response. This is enough time to answer the question effectively. It is enough time to state your opinion about the topic and develop it with examples, explanation, and personal experience. Forty-five seconds is enough time to make at least six or seven statements.
5. Here is an example of an independent speaking task and a student's response:

What new skill would you like to learn? Explain why this skill would be good for you to have. Include details and examples in your explanation.

"I would like to learn how to play the guitar. Now I can't play a musical instrument, so this would be a new skill for me. It would be a good skill to have because I could take my guitar to parties and play music for my friends. Also, I could join a band and play songs with other musicians. Maybe I could make money that way, but the main reason is I enjoy music and want to understand it better."

The student's response is successful because it clearly states an opinion:

"I would like to learn how to play the guitar."

The response gives appropriate reasons for this choice:

"...I could take my guitar to parties and play music for my friends."

"...I could join a band and play songs with other musicians."

"...I could make money that way..."

"...the main reason is I enjoy music and want to understand it better."

3.1 DEVELOPING A TOPIC



PRACTICE

Exercise 3.1.A

For each independent speaking question below, allow 15 seconds to prepare your response and 45 seconds to speak. Record your response on a cassette.

Preparation Time – 15 seconds

Response Time – 45 seconds

1. What was your favorite toy when you were a child? Describe this toy and explain why it was important to you. Include details and examples to support your explanation.
2. What famous person would you like to visit for one hour? Explain why you would like to meet this person and what you would talk about. Include details and examples in your explanation.
3. Describe a place where you go for rest and relaxation. Explain why it is a good place for you to relax. Include details and examples in your explanation.
4. What event in your life made you very happy? Explain what happened to you, and why you felt so happy. Include details and examples in your explanation.
5. Describe an object that is very special in your life. Explain why this object is important to you. Include details and examples in your explanation.
6. What important lesson have you learned from a family member? Explain the significance of this lesson in your life. Include details and examples in your explanation.

Answers to Exercise 3.1.A will vary.



EXTENSION

1. With your teacher and classmates, discuss the characteristics of a good speaker. On the board, write the names of good speakers that you know. They can be famous people or people that you know personally. Next to each name, list the qualities that make that person a good speaker. Which qualities on your list will be important when you take the TOEFL?
2. Share and discuss your recorded response to one of the speaking questions in Exercise 3.1.A. Work in a group of three or four students. Listen to each student's recorded response. Discuss each student's response by answering the following questions:
 - a. Does the speaker present an opinion about the given topic? What is the speaker's opinion?
 - b. What points does the speaker make to support this opinion?
 - c. What specific details, examples, or reasons develop the speaker's ideas?
 - d. Does the response answer the question effectively? Why or why not?

Make suggestions that will help each student improve in the future.

3.2 Independent Speaking: Stating and Supporting a Position



Imagine you are having a discussion with some of your friends. You are all students, and you are discussing the following question:

Sometimes students have to write papers. Sometimes they have to give oral presentations. Which activity do you think is better for students, and why? Include details and examples in your explanation.

SPEAKING

How would you respond to this question? How would you expect other students to respond? If one of your friends had an opinion that differed from yours, would you want to know your friend's reasons for holding that opinion?

We all have opinions about things that affect us. We have reasons for holding our opinions. We express our opinions at times, and we explain why we hold these opinions.

Sometimes we face choices in life. Sometimes we must decide which of two activities is better. Making such choices involves evaluating the two activities and having reasons for choosing one over the other.

One speaking question on the TOEFL requires you to choose between two possible options. In this question, you must state your choice and support that choice with examples and explanation.



DO YOU KNOW...?

1. The first two speaking questions are independent speaking tasks in which you will state, explain, and support your opinion about a familiar topic. In the second of these tasks, you will be presented with two possible actions or situations. You must choose which position you prefer and explain the reasons for your choice. You must state your opinion clearly and support it with appropriate details.
2. You have 15 seconds to prepare your response. Use the preparation time to choose a position on the topic and to plan at least two supporting points that you will make. Think about how best to develop your points. What examples from your own knowledge and experience will explain your position? Think about what you will say, and in what order you will say it.
3. You have 45 seconds to record your response. This is enough time to answer the question effectively. It is enough time to state your position and support it with examples and explanation. It is enough time to make six or more complete statements.
4. Your response will be evaluated on how well you speak and on how well you support your position. The evaluators who listen to your response are not interested in *which* position you choose but rather in *how* you support your choice. Do not be concerned about whether the evaluators will agree with your position. Be concerned about whether you state your position clearly and support it with appropriate reasons and examples.

3.2 STATING AND SUPPORTING A POSITION

5. Here is an example of an independent speaking task:

Sometimes students have to write papers. Sometimes they have to give oral presentations. Which activity do you think is better for students, and why? Include details and examples in your explanation.

Here is one position on the topic:

Task	Choose which is better: writing papers or giving oral presentations.
Opinion	Writing papers is better for students.
Supporting Points and Details (why writing papers is better)	<ul style="list-style-type: none">• need strong writing skills<ul style="list-style-type: none">• reading and writing• prepare for exams• show understanding<ul style="list-style-type: none">• more time to explain• think deeply

STUDENT'S RESPONSE

"I think writing papers is better for students. We need to develop strong writing skills. We go to school mainly to learn reading and writing, so we need a lot of practice. Examinations require a lot of writing, so writing papers is good preparation. Also, I think writing is a better way to show that I understand. When I write a paper, I can think deeply because I have more time to explain my ideas."

Here is a different position on the topic:

Task	Choose which is better: writing papers or giving oral presentations.
Opinion	Giving oral presentations is better for students.
Supporting Points and Details (why giving oral presentations is better)	<ul style="list-style-type: none">• easier<ul style="list-style-type: none">• less time to prepare• interesting for other students• important job skill<ul style="list-style-type: none">• confidence

STUDENT'S RESPONSE

"Students have to write papers and give oral presentations. I think oral presentations are better because they are easier and take less time to prepare. Another reason is oral presentations are interesting for other students who are listening. Finally, many jobs require oral presentations, so students can learn an important skill and develop confidence in speaking to a group."

Both students have responded to the question effectively. Both state their position clearly and support their position with appropriate examples and reasons.



Exercise 3.2.A

For each independent speaking question below, allow 15 seconds to prepare your response and 45 seconds to speak. Record your response on a cassette.

Preparation Time – 15 seconds

Response Time – 45 seconds

1. Some people eat their main meal of the day around noon. Others have their main meal in the evening. What time of day do you think is better, and why? Include details and examples in your explanation.
2. Some people take one long vacation each year. Others take several short vacations. Which do you prefer and why? Include details and examples in your explanation.
3. Some people like going to large parties where there are many people they don't know. Other people prefer small parties with a few close friends. Which type of party do you prefer and why? Include details and examples in your explanation.
4. Some high schools require students to wear uniforms. Others allow students to wear clothing of their own choice. Which situation do you think is better and why? Include details and examples in your explanation.
5. Some people like going to concerts to hear music played live. Others prefer listening to recorded music. Which musical experience do you think is better, and why? Include details and examples in your explanation.
6. Some people get up early in the morning and go to bed early at night. Others get up late in the morning and stay up until late at night. Which do you think is better and why? Include details and examples in your explanation.

SPEAKING

Answers to Exercise 3.2.A will vary.

3.2 STATING AND SUPPORTING A POSITION



EXTENSION

1. With your teacher and classmates, discuss situations when you must choose between two options. For example, you may have to choose whether to live in a dormitory on campus or in an apartment off campus. Write a list of situations on the board. Next to each situation, write two possible choices. Now, conduct an oral exercise in which the teacher or a student selects one of the situations. Other students take turns stating which of the two choices they prefer and giving at least two reasons for their choice.
2. Share and discuss your recorded response to one of the speaking questions in Exercise 3.2.A. Work in a group of three or four students. Listen to each student's recorded response. Discuss each student's response by answering the following questions:
 - a. Does the speaker present an opinion about the given topic? What is the speaker's opinion?
 - b. What points does the speaker make to support this opinion?
 - c. What specific details, examples, or reasons develop the speaker's ideas?
 - d. Does the response answer the question effectively? Why or why not?

Make suggestions that will help each student improve in the future.

3.3 Speaking Clearly and Coherently



Look at the following independent speaking task and a student's response to it:

Describe a person that you admire. Explain why you admire this person. Include details and examples to support your explanation.

"I admire Nelson Mandela for several reasons. First, he is an excellent speaker, and his ideas inspire many people. Second, he spent over twenty years in jail as a political prisoner. However, that experience didn't stop his dream. Third, he became the president of South Africa when he was seventy years old. I admire Nelson Mandela because he was a strong leader for his country at a time of change."

SPEAKING

Which of the following statements apply to the student's response? Check all of the statements that are true:

- ☐ The student's opinion is difficult to understand.
- ☐ Each sentence conveys a complete thought.
- ☐ The student uses some words incorrectly.
- ☐ Each point is developed with appropriate details.
- ☐ The student expresses ideas coherently.

Without taking the student's pronunciation into account, most people would think the student has provided a clear and coherent response. The student's opinion is clearly stated at the beginning:

"I admire Nelson Mandela for several reasons."

The student then clearly states three reasons:

"First, he is an excellent speaker, and his ideas inspire many people."

"Second, he spent over twenty years in jail as a political prisoner. However, that experience didn't stop his dream."

"Third, he became the president of South Africa when he was seventy years old."

Each sentence conveys a complete thought, and each point is developed with appropriate details. The student expresses ideas coherently. The transitions *first*, *second*, and *third* help to make the student's points clear and coherent.



DO YOU KNOW...?

1. Two trained evaluators will listen to your responses to the independent speaking tasks. They will rate your speaking on how well you:
 - ✎ state and support an opinion;
 - ✎ develop points with appropriate details and explanation;
 - ✎ express ideas coherently; and
 - ✎ make yourself understood by speaking clearly and fluently.

3.3 SPEAKING CLEARLY AND COHERENTLY

2. To convey your opinion, you must speak clearly and coherently. Think of your listeners and try to make your response easy for them to understand. Your speech will be easier to understand if:
- ✓ each sentence conveys a complete thought;
 - ✓ your sentence structure is fairly simple;
 - ✓ you use vocabulary correctly;
 - ✓ you pronounce words clearly and correctly; and
 - ✓ you speak at a normal speed.
3. Your response will be easier to understand if your speech is coherent. **Coherence** is the quality of order in speech. When speech is coherent, it is more likely that listeners will understand the message. The following **transitions** will help you convey examples and reasons coherently.

Give Examples

for example
such as

one example
another example

also
in addition

Give Reasons

because
so (that)

one reason
another reason

first, second, third...
finally

4. Your response will be easier to understand if you speak in phrases. This means grouping words into idea units—according to their meaning and connection to each other. For example, look at this sentence:

"I admire Nelson Mandela because he was a strong leader for his country at a time of change."

This sentence is easier to understand if it is spoken in phrases, like this:

"I admire / Nelson Mandela / because he was / a strong leader / for his country / at a time / of change."

5. Your response will be easier to understand if you pronounce words clearly and correctly, especially key transitions and **content words**: nouns, verbs, and adjectives that convey important information. Use voice stress to emphasize key words.

"I admire **Nelson Mandela** for **several reasons**. **First**, he is an **excellent speaker**, and his ideas **inspire** many people. **Second**, he spent over **twenty years** in **jail** as a **political prisoner**. However, that experience **didn't stop** his **dream**. **Third**, he became the **president** of **South Africa** when he was **seventy** years old. I **admire** Nelson Mandela because he was a **strong leader** for his country at a **time of change**."



PRACTICE

Exercise 3.3.A

For each independent speaking question below, allow 15 seconds to prepare your response and 45 seconds to speak. Record your response on a cassette.

Preparation Time – 15 seconds

Response Time – 45 seconds

1. How do you like to spend your leisure time? Choose a leisure activity and explain why you like to do it. Include details and examples in your explanation.
2. Some students like to take classes early in the morning. Others prefer having classes later in the day. Which time of day is better for you and why? Include details and examples in your explanation.
3. What type of animal would you like to have, either as a pet or for some other reason? Choose an animal and explain why you would like to own this type of animal. Include details and examples in your explanation.
4. Some people plan every detail of their vacation in advance. Others prefer to leave most details flexible or open to chance. Which do you think is better and why? Include details and examples in your explanation.
5. What place or landmark in your country do you recommend that other people visit? Explain why you think people should go there. Include details and examples to support your explanation.
6. Some people like to eat most of their meals with other people. Others prefer eating most of their meals alone. Which do you prefer and why? Include details and examples in your explanation.

SPEAKING

Answers to Exercise 3.3.A will vary.



EXTENSION

1. Share and discuss your recorded response to one of the speaking questions in Exercise 3.3.A. Work in a group of three or four students. Listen to each student's recorded response. Discuss each student's response by answering the following questions:
 - a. Does the speaker clearly state an opinion about the topic? What is the speaker's opinion? Is the opinion supported?
 - b. What examples, explanation, or other details are included? Do they successfully develop the topic?
 - c. Can the response be easily understood? Why or why not?
 - d. Is the response coherent? Why or why not?
 - e. Does the response answer the question effectively? Why or why not?

Make suggestions that will help each student improve in the future.

3.4 Evaluating Independent Speaking



If you ask someone for information, what do you want to hear? What does a speaker do to make you understand? What makes a speaker a good communicator?

Circle **T** if the statement is true. Circle **F** if the statement is false.

- | | | |
|----------|----------|--|
| T | F | A good communicator listens and responds to what I am asking. |
| T | F | I understand better if the speaker uses a strong, clear voice. |
| T | F | It's better if the speaker uses big words and complex sentences. |
| T | F | Good speakers pronounce words distinctly and correctly. |
| T | F | It's easier to understand if the speaker gives numerous details. |
| T | F | A good communicator conveys more information by talking fast. |
| T | F | A good speaker avoids saying "um" or "ah" too many times. |

Which statements are true? If you circled **T** for these sentences...

- A good communicator listens and responds to what I am asking.
- I understand better if the speaker uses a strong, clear voice.
- Good speakers pronounce words distinctly and correctly.
- A good speaker avoids saying "um" or "ah" too many times.

...you would find that most people agree with you.

Good speakers make themselves understood to their listeners. They speak to be understood. They provide all of the information that is requested. They speak in a clear voice, and they pronounce important words distinctly. They avoid saying "um" and "ah." Good speakers do not force their listeners to work hard to understand them.



DO YOU KNOW...?

1. When you take the TOEFL, two trained evaluators will listen to your response to each independent speaking question. They will evaluate your speech and assign a score of 1 to 4, with 4 the highest score possible. Each response will be judged on your ability to state and support an opinion on a familiar topic and on the clarity and coherence of your speech.
2. The evaluators will use the criteria in the following table as they score your responses.

INDEPENDENT SPEAKING TASK Description of Score Levels	
4	A response at this level <ul style="list-style-type: none"> effectively addresses the task and is generally well developed and coherent; and demonstrates effective use of grammar and vocabulary, but may contain minor language errors that do not interfere with meaning; and demonstrates clear, fluid speech with high overall intelligibility, but may contain minor problems with pronunciation or intonation.
3	A response at this level <ul style="list-style-type: none"> conveys ideas and information relevant to the task, but overall development is somewhat limited, and connections among ideas are sometimes unclear; or demonstrates somewhat effective use of grammar and vocabulary, but may contain language errors that do not seriously interfere with meaning; or demonstrates generally clear, somewhat fluid speech, but may contain minor problems with pronunciation, intonation, or pacing and may occasionally require some listener effort.
2	A response at this level <ul style="list-style-type: none"> is related to the task, although the development of ideas is limited, and connections among ideas are unclear; or demonstrates a limited range and control of grammar and vocabulary; or demonstrates some clear speech, but contains problems with pronunciation, intonation, or pacing and may require significant listener effort.
1	A response at this level <ul style="list-style-type: none"> fails to provide much relevant content because ideas that are expressed are inaccurate, limited, or vague; or demonstrates a limited control of grammar and vocabulary that severely limits expression of ideas and connections among ideas; or demonstrates fragmented speech with frequent pauses and consistent problems with pronunciation and intonation that obscure meaning and require great listener effort.
0	A response at this level <ul style="list-style-type: none"> is not related to the topic; or is absent.

3.4 EVALUATING INDEPENDENT SPEAKING



PRACTICE

Exercise 3.4.A

For each independent speaking question below, allow 15 seconds to prepare your response and 45 seconds to speak. Record your response on a cassette.

Preparation Time – 15 seconds

Response Time – 45 seconds

1. Describe a place that you consider to be beautiful. Explain why certain qualities of this place make it beautiful. Include details and examples to support your explanation.
2. Some people relax by staying home. Others relax by going out. Which type of relaxation is better for you and why? Include details and examples in your explanation.
3. Describe an occasion when you were surprised. What happened to you, and why did you feel surprised? Include details and examples in your explanation.
4. Some students prepare for tests by studying alone. Others prepare for tests by studying with other students or a tutor. Which study method do you think is better, and why? Include details and examples in your explanation.
5. What type of home would you like to live in? Describe the characteristics of such a home, and explain why you would like to live there. Include details and examples in your explanation.
6. Some people exercise early in the morning. Others exercise in the afternoon or evening. Which time of day do you think is better for exercising and why? Include details and examples to support your explanation.

Answers to Exercise 3.4.A will vary.



EXTENSION

1. Study the descriptions of the four score levels on page 303. Make sure you understand the descriptions for each level. Check your understanding of the meaning of these words and phrases:

addresses the task	fluid speech	pacing
coherent	intelligibility	listener effort
minor	intonation	vague
interfere	limited	fragmented speech

2. Review your recorded responses to the integrated speaking questions in units 3.1 through 3.4. Evaluate each response according to the descriptions of the four levels on page 303. What score would your response receive? What are the areas of strength in your speaking? What are your most serious problems? What can you do to improve your speaking and earn a high score for the independent speaking questions on the TOEFL?



PROGRESS – 3.1 through 3.4

QUIZ 1

Time – approximately 5 minutes

There are two questions in this quiz. Use your own personal knowledge and experience to answer each question. After you hear the question, you have 15 seconds to prepare your response and 45 seconds to speak. Record your response to each question on a cassette. Each response will earn a score of 1, 2, 3, or 4, with 4 the highest score. Add the two scores to obtain your total score.

QUESTION 1



SPEAKING, Track 1

What is the most interesting class you have ever taken? Explain the aspects of the class that made it interesting. Include details and examples in your explanation.



Stop

Preparation Time – 15 seconds

Response Time – 45 seconds

QUESTION 2



SPEAKING, Track 2

Some people like to read classic works of literature. Others prefer watching film versions of the same stories. Which do you prefer and why? Include details and examples in your explanation.



Stop

Preparation Time – 15 seconds

Response Time – 45 seconds

Record your total score on the Progress Chart on page 695.

SPEAKING

QUIZ 2



PROGRESS – 3.1 through 3.4

QUIZ 2

Time – approximately 5 minutes

There are two questions in this quiz. Use your own personal knowledge and experience to answer each question. After you hear the question, you have 15 seconds to prepare your response and 45 seconds to speak. Record your response to each question on a cassette. Each response will earn a score of 1, 2, 3, or 4, with 4 the highest score. Add the two scores to obtain your total score.

QUESTION 1



SPEAKING, Track 3

Describe a city or town where you have lived. Explain why this place is either a good place or not a good place to live. Include details and examples in your explanation.



Stop

Preparation Time – 15 seconds

Response Time – 45 seconds

QUESTION 2



SPEAKING, Track 4

Some students take one long examination at the end of a course. Others have several shorter tests throughout the course. Which situation do you think is better for students, and why? Include details and examples in your explanation.



Stop

Preparation Time – 15 seconds

Response Time – 45 seconds

Record your total score on the Progress Chart on page 695.



PROGRESS – 3.1 through 3.4

QUIZ 3

Time – approximately 5 minutes

There are two questions in this quiz. Use your own personal knowledge and experience to answer each question. After you hear the question, you have 15 seconds to prepare your response and 45 seconds to speak. Record your response to each question on a cassette. Each response will earn a score of 1, 2, 3, or 4, with 4 the highest score. Add the two scores to obtain your total score.

QUESTION 1



SPEAKING, Track 5

Describe your idea of the perfect job. Explain why this job would be appealing to you. Include details and examples in your explanation.



Stop

Preparation Time – 15 seconds

Response Time – 45 seconds

QUESTION 2



SPEAKING, Track 6

Some people like taking their vacation in the city. Others prefer spending their vacation in the countryside. Which do you prefer and why? Include details and examples in your explanation.



Stop

Preparation Time – 15 seconds

Response Time – 45 seconds

Record your total score on the Progress Chart on page 695.

3.5 Integrated Speaking: Connecting Information from Two Sources



Imagine you are attending a university, and you see the following notice posted on a campus bulletin board:

NOTICE OF VOTE ON CAMPUS FOOD SERVICE

Students are encouraged to vote on the university's proposal to change the food service on campus. Students should vote for which of two options they prefer. Option 1 would expand the main cafeteria in the Student Center, including the addition of more food choices and more dining space; this option would also close the two snack bars on campus. Option 2 would close the cafeteria in the Student Center but would maintain the two snack bars, and would add five food service areas across campus, including two cafes, a deli, a barbecue grill, and a fine dining room.

How would you respond to the notice? Check all of the things that you would do.

- ☐ Ignore the notice.
- ☐ Discuss the two food service options with your friends.
- ☐ Write to the university president about the food service.
- ☐ Listen to various opinions about the options.
- ☐ Decide which of the two options you prefer.

Some students would ignore the notice. However, students who regularly eat on campus would probably discuss the two options with their friends. They would listen to various opinions about the options before they decide which of the two options they prefer.

One type of speaking question on the TOEFL deals with similar topics of campus-related interest. In the integrated reading-listening-speaking task, you will read a short passage, listen to one or two speakers discussing the topic, and then speak about what you have just read and heard.



DO YOU KNOW...?

1. The first two integrated speaking tasks involve the three language skills of reading, listening, and speaking. In each reading–listening–speaking task you will:
 - ✎ read a short passage of around 100 words about either a campus situation or an academic topic;
 - ✎ listen to a short conversation or lecture about the same topic; and
 - ✎ speak in response to a question about information in the two sources.
2. You have 45 seconds to read the passage. Then the passage will disappear from the screen, and you will not see it again. You will see a picture of the speakers as you listen to the conversation or lecture. After that, you will see and hear the speaking question. The question requires you to connect information from the conversation or lecture with information from the reading. It does not ask for your opinion on the topic.
3. The reading passage provides general background information on the topic. The conversation or lecture is from one to two minutes long. The conversation or lecture does not merely repeat information from the reading passage; rather, it develops and expands on the reading in some way. For example, a speaker may:
 - ✎ express an opinion about the topic of the reading;
 - ✎ offer a different view or explanation of the reading; or
 - ✎ illustrate a general point in the reading with a specific example.
4. After the speaking question is presented, you have 30 seconds to prepare your response and 60 seconds to speak. You will record your response by speaking into a microphone. Your response will be evaluated on how well you speak and on how well you convey relevant information from the two sources to answer the question.
5. Here is an example of an integrated reading–listening–speaking task:

READING (*Time – 45 seconds*)**NOTICE OF VOTE ON CAMPUS FOOD SERVICE**

Students are encouraged to vote on the university's proposal to change the food service on campus. Students should vote for which of two options they prefer. Option 1 would expand the main cafeteria in the Student Center, including the addition of more food choices and more dining space; this option would also close the two snack bars on campus. Option 2 would close the cafeteria in the Student Center but would maintain the two snack bars, and would add five food service areas across campus, including two cafes, a deli, a barbecue grill, and a fine dining room.

LISTENING AND SPEAKING

**SPEAKING, Track 7**

(Narrator)

Now listen to two students as they discuss the campus food service.

W: Have you voted on the food service yet?

M: No, but I intend to. I'm going to vote for the second option.

W: That's the one that closes the main cafeteria, isn't it?

M: Right.

W: But the main cafeteria is in the Student Center. That's where everyone goes at lunchtime. Doesn't it make sense to have food there?

M: But it's always so crowded in there at lunchtime. You have to wait a long time in the food line. And there are never enough places to sit.

W: That's true, but they say they'll add more tables.

M: There aren't enough bike racks outside either. I have no place to put my bike. Most of the time I eat at one of the snack bars. Besides, I like the idea of having several smaller eating places all over campus. That seems a lot more convenient, since we have classes all over campus anyway. It also means less crowding, and you don't have to wait as long to get your food. More food choices, too—I kind of like the idea of barbecue on campus.

W: Yeah, that does sound good, doesn't it?

(Narrator)

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

**Stop**

Preparation Time – 30 seconds

Response Time – 60 seconds

6. The above task requires you to do two things: (1) state the man's opinion about the campus food service, and (2) explain the reasons he gives for holding that opinion. To respond to the question completely and effectively, you must connect information from the conversation and the reading.

The key points in the reading and conversation are:

- Option 1 for the campus food service would expand the main cafeteria and close the snack bars.
- The man does not like Option 1 because he thinks the cafeteria is too crowded, there is a long wait for food, there are not enough places to sit, and there are not enough bike racks outside.
- Option 2 would close the main cafeteria but would add several more food service areas across campus.
- The man plans to vote for Option 2 because he likes the idea of several smaller eating places all over campus. He believes this will be more convenient and less crowded, and there will be more food choices.

Here is a successful response by a student:

"The man's opinion about the campus food service is that Option 2 is better. The man likes this option because it adds several more places to get food. He will not vote for Option 1 because he doesn't like the cafeteria. The cafeteria is too crowded and there is no place to put his bike. He prefers having many places to eat on campus because this will be less crowded and more convenient. Also, there will be more food choices, such as barbecue."



PRACTICE

Exercise 3.5.A

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question while you are listening. You may take notes, and you may use your notes to help you answer the question. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak. Record your response on a cassette.

Reading Time – 45 seconds

TRAINING COURSE FOR TUTORS

Western University announces a new course in the practice of professional tutoring. The course combines a discussion class with practical experience in either the Math Center or the Writing Center. In the discussion class, students will explore tutoring theories, examine the role of the peer tutor, and develop effective tutoring practices. In their practical experience, students will observe peer tutoring and advance to supervised tutoring. Students who are considering graduate school in related fields will benefit from this course. Enrollment is limited to 40 and requires the signature of an academic adviser.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 8

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



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

3.5 CONNECTING INFORMATION

Exercise 3.5.B

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question while you are listening. You may take notes, and you may use your notes to help you answer the question. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak. Record your response on a cassette.

Reading Time – 45 seconds

PROPOSAL TO CHANGE THE PHYSICAL EDUCATION REQUIREMENT

The college is considering a proposal from the dean's office that would increase the physical education requirement of the core curriculum from one course to two courses. If approved by a vote of the administration, the new requirement will become effective in the fall semester. At the same time, the college will offer several new physical education courses, including martial arts, dance, and team sports. Students are invited to express their views on the proposed change at a meeting in Room 100 of the Administration Building at 2:00 this Friday.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 9

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



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

Exercise 3.5.C

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question while you are listening. You may take notes, and you may use your notes to help you answer the question. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak. Record your response on a cassette.

Reading Time – 45 seconds

COMMUNITY COURSE IN THEATER

Members of the community are invited to join students in the Baxter College Theater Arts program in a fully staged college theater production. In this course, you will learn theory, methods, and an analysis of theater production in acting or technical theater. You will assist with scenery construction and costumes, box office procedures, and lighting and sound systems during the production of a play. The instructor has extensive experience in the performing arts and is director of the college's Theater Arts program. This course is not open to full-time or part-time students of Baxter College.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 10

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



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

3.5 CONNECTING INFORMATION

Exercise 3.5.D

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question while you are listening. You may take notes, and you may use your notes to help you answer the question. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak. Record your response on a cassette.

Reading Time – 45 seconds

CHILDCARE ON CAMPUS

Students can use an on-campus childcare center for children from 12 months to 6 years. Hours of operation are 6:45 a.m. to 9:00 p.m., Monday through Thursday, and 6:45 a.m. to 6:00 p.m., Friday. The Child Care Center is conveniently located near the main classroom buildings and the library. The Center offers safe playrooms, an outdoor playground, trained staff, and a safe and caring environment. Full-time students have priority to enroll their children at the center. For enrollment and rate information, call 305-1144. Space is limited, so we recommend that you enroll your children early.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 11

The woman expresses her opinion on the on-campus childcare. State her opinion and explain the reasons she gives for holding that opinion.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

Key points for Exercises 3.5.A through 3.5.D are on page 588.



EXTENSION

1. Share and discuss your recorded response to one of the speaking questions in Exercises 3.5.A through 3.5.D. Work in a group of three or four students. Listen to each student's recorded response. Discuss each student's response by answering the following questions:
 - a. What information from the conversation and the reading does the response include? Is the information accurate?
 - b. Can the response be easily understood? Why or why not?
 - c. Does the response answer the question effectively? Why or why not?

Make suggestions that will help each student improve in the future.

3.6 Integrated Speaking: Taking Notes



Read the following passage:

FUNGI AND PLANT DISEASE

Of all the organisms responsible for diseases in plants, fungi cause the most problems. Although a fungus is technically a small plant, it cannot make its own food and therefore survives by being a parasite—living off other plant hosts. A common fungus, southern blight, affects many vegetables, including tomatoes and potatoes. It appears as a fuzzy white growth on the plant's stem near soil level. When the plant is infected with the blight, it wilts and then dies. The fungus may spread to the soil, where it can survive for years.

SPEAKING

Now listen to part of a lecture on this topic in a botany class. What information from the lecture will be important to remember? Write down information that you think is important.



SPEAKING, Track 12



Stop

Some important words and phrases you may have heard are:

fungus can survive	six centimeters of soil
control disease	wash off tools
remove and destroy	cleanup

While listening to a lecture, your most important task is to note and record essential information. When you take notes, concentrate on terms, concepts, examples, and other details that you think will be important to remember.

3.6 TAKING NOTES



DO YOU KNOW...?

1. **Taking notes**, or **note taking**, is writing down key information that you hear. Note taking is an essential academic skill. During your university experience, you will take notes to help you remember important information from lectures and class discussions.
2. When you take the TOEFL, the test supervisor will give you paper to write on. You may take notes, and you may use your notes to help you answer the speaking questions. Your notes will not be scored. Only what you say into the microphone will be scored.
3. You will not know the question until after the conversation or lecture. While you are listening, focus on the major ideas and take notes about them. Do not try to write down everything. Limit your note taking to examples, reasons, and other details that you think will be useful to remember. Do not allow your writing to detract from your listening.
4. Sometimes a speaker emphasizes certain words or repeats certain ideas. Listen for information that a speaker emphasizes or repeats. A speaker may use certain expressions to identify important ideas. For example, the speaker may state that something is *important to know* or *necessary to keep in mind*. Listen for what follows, and take notes about this information.
5. A speaker may use the following words to point to important information:

one	essential	cause	characteristic
another	important	consequence	feature
first	key	effect	function
second	main	example	idea
third	necessary	problem	point
next	primary	reason	quality
finally	significant	result	role

6. Here is an example of an integrated reading–listening–speaking task:

READING

FUNGI AND PLANT DISEASE

Of all the organisms responsible for diseases in plants, fungi cause the most problems. Although a fungus is technically a small plant, it cannot make its own food and therefore survives by being a parasite—living off other plant hosts. A common fungus, southern blight, affects many vegetables, including tomatoes and potatoes. It appears as a fuzzy white growth on the plant's stem near soil level. When the plant is infected with the blight, it wilts and then dies. The fungus may spread to the soil, where it can survive for years.

LISTENING AND SPEAKING

**SPEAKING, Track 13**

(Narrator)

Now listen to part of a lecture in a botany class.

(Professor)

Because a fungus can survive for years in the soil, the best way to control such a disease is to remove and destroy the infected plants, as well as six centimeters of soil around them. Avoid spreading disease by washing off your tools and your shoes when you go from an infected area to a healthy part of your garden. At the end of the gardening season, do a complete cleanup.

You can also keep disease away by rotating crops. Crop rotation can be effective in preventing soil-borne disease, especially when the disease is caused by a fungus that likes specific plants. For example, the fungus that causes southern blight is attracted to tomatoes. Once this fungus is present, it will thrive in the soil from year to year, attacking the tomato plants.

With crop rotation, you don't grow the same plant in the same place for at least three consecutive years. So, for example, if you grow tomatoes one year, the next year you shouldn't plant tomatoes in the same place. By planting something else the second and third years, any tomato-loving fungus that survived the winter wouldn't have any tomato plants to feed on. With three years between planting tomatoes, the fungus will die off from lack of a host plant.

(Narrator)

Explain ways that a gardener can control plant disease caused by a fungus, and explain why these methods work.

**Stop***Preparation Time – 30 seconds**Response Time – 60 seconds***SPEAKING**

7. Here are the notes that two students took during the sample lecture. Add other words and phrases that you think are important to remember about the lecture.

STUDENT 1

fungus – soil – years
 destroy plants, soil around
 wash tools, shoes
 specific – tomato blight
 crop rotation –
 tomatoes
 don't plant same place
 sev. yrs betw. –
 fungus die off

STUDENT 2

control fungus
 remove 6 cm soil
 crop rotation
 fungus cause disease
 soil – year to year
 3 year
 1 tomato
 2 other plant
 3 " "
 fungus die – lack host

For examples of responses to this speaking question, see page 325.

3.6 TAKING NOTES



PRACTICE

Exercise 3.6.A

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question while you are listening. You may take notes, and you may use your notes to help you answer the question. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak. Record your response on a cassette.

Reading Time – 45 seconds

EMOTIONAL INTELLIGENCE

Emotional intelligence consists of self-awareness, self-control, self-motivation, enthusiasm, and social ability. People with emotional intelligence understand their feelings and manage them in ways that are positive and helpful. They make decisions about life—what job to pursue, what direction to take, and whom to marry—with greater confidence and skill than people with low or no emotional intelligence. Their people skills make them more likely to succeed at relationships, cooperation, and leadership, and less likely to engage in risky or criminal behavior.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 14

The professor discusses a study on emotional intelligence. Explain how emotional intelligence affects the experiences of young people like those in the study.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

Exercise 3.6.B

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question while you are listening. You may take notes, and you may use your notes to help you answer the question. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak. Record your response on a cassette.

Reading Time – 45 seconds

BOYCOTTS

Boycotts are a form of nonviolent protest, the practice of applying power to achieve sociopolitical goals, without the use of physical force. People who participate in a boycott refuse to buy, sell, or otherwise trade with an individual or business that they believe to be doing something morally wrong. The purpose of a boycott is to call attention to a wrong and to punish those responsible for the wrong. Usually, the punishment is economic, but sometimes it brings shame to the offenders. When a boycott is long-term and widespread, it can be a factor in causing social change.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 15

Explain what happens during a boycott, and explain the causes and effects of the boycotts discussed in the lecture.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

3.6 TAKING NOTES

Exercise 3.6.C

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question while you are listening. You may take notes, and you may use your notes to help you answer the question. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak. Record your response on a cassette.

Reading Time – 45 seconds

SOCIAL ROLES

In sociological terms, every person has a position in a social system. One person may have a number of positions because he or she belongs to various social systems, such as home, school, workplace, and community. The behavior attached to each position is called a social role. A person in a particular social role will follow the script for that role; for example, the role of student requires one to study. Each role in a social system is related to other roles in the system. Relationships such as student and teacher, supervisor and staff, and husband and wife are known as role partners.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 16

Explain the concept of role conflict, and explain when and why a person experiences role conflict.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

Exercise 3.6.D

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question while you are listening. You may take notes, and you may use your notes to help you answer the question. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak. Record your response on a cassette.

Reading Time – 45 seconds

SPATIAL MEMORY

An important survival skill of animals is their ability to remember and recognize objects in the environment. Animals use their spatial memory to assemble a list of paths that lead to various goals. For an animal, navigating by a series of landmarks is a simple but quite effective procedure. An animal basically learns from experience that turning right at the rock and then left at the tall tree leads to home. Some animals can recognize a landmark from several different directions, making it possible to find their way to a familiar goal even when approaching from an unfamiliar direction.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 17

Explain how the skill of spatial memory influences the behavior of specific animals.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

Key points for Exercises 3.6.A through 3.6.D are on page 589.

3.6 TAKING NOTES



EXTENSION

1. Share and discuss your recorded response to one of the speaking questions in Exercises 3.6.A through 3.6.D. Work in a group of three or four students. Listen to each student's recorded response. Discuss each student's response by answering the following questions:
 - a. What key points from the lecture does the response convey?
 - b. What examples, explanation, or other details does the response include? Do these details accurately convey information from the lecture?
 - c. Can the response be easily understood? Why or why not?
 - d. Does the response answer the question effectively? Why or why not?

Make suggestions that will help each student improve in the future.

2. As you listen to the conversations and lectures for units 3.7 through 3.10, take notes about the main idea, key points, and important details. Use the format shown below. Do not try to write down every word that you hear. Train your listening to focus on the essential information.

Main idea/problem: _____

Key points: _____ Details: _____

3. Obtain permission to make a tape recording of a real college or university lecture. (Topics in history, anthropology, sociology, and psychology are good choices.) Bring your tape to class. In class, everyone listens to two minutes of the recording. While listening, everyone takes notes about the important information in the lecture. Don't try to write down everything. Write only the key words and phrases that you think are important to remember.

Then break into groups of three or four students each. Compare your notes with the notes taken by the other students in your group. Listen again to the same two-minute recording. In your group, try to agree on the key points of the lecture. Choose a student to read your group's list of key points to the whole class.

3.7 Integrated Speaking: Developing a Topic



Listen to part of a lecture in a botany class:



SPEAKING, Track 18



SPEAKING



Stop

In the lecture, the professor makes the point that crop rotation can help control plant disease caused by a fungus. How is this point developed?

The professor develops the point with examples, facts, and explanation:

- Crop rotation can be effective against a fungus that likes specific plants, such as southern blight.
- Crop rotation means not growing the same plant in the same place in consecutive years.
- With crop rotation, the fungus will die off from lack of a host plant.

For each integrated speaking question on the TOEFL, you will listen to a conversation or lecture. You must listen for the major points and for details that support these points. You must take good notes about this key information because you will be required to speak about it.



DO YOU KNOW...?

1. You have 60 seconds (1 minute) to speak in response to each of the two integrated reading–listening–speaking questions. Your responses should include key information from the conversation or lecture and the reading that will answer the question completely.
2. The reading–listening–speaking tasks do not ask for your opinion about the topic. For these tasks, your opinion is irrelevant and should not be included in your responses. Your responses should be based on only what you have just read and heard.

3.7 DEVELOPING A TOPIC

3. Each reading–listening–speaking task requires you to do more than one thing. For example, it may ask you to (1) state an opinion expressed in a conversation, and (2) summarize the reasons the speaker gives to support that opinion. Or it may ask you to (1) describe something a professor discusses, and (2) explain how this relates to information in the reading. You must address each part of the question.
4. Two trained evaluators will listen to your responses. They will rate your speaking on how well you:
 - convey relevant information from two sources;
 - develop points with appropriate details and explanation;
 - express ideas coherently; and
 - make yourself understood by speaking clearly.
5. For each reading–listening–speaking task, you have 30 seconds to prepare your response. Read the question carefully. Review your notes and select information from the conversation or lecture that you can use to answer the question. Think about the important ideas you want to convey. Plan to make two or three points, and choose relevant details to develop these points. Think about what you will say.
6. You have 60 seconds to record your response. This is enough time to address all parts of the question. Speak at a natural speed—as if you were talking to your parents or a teacher. Do not try to rush. Watch the countdown clock. If you plan to make three points, you have approximately 20 seconds to state and develop each point.
7. Your response will be evaluated on the coherence of your speech. **Coherence** is the quality of order in speech. Speech is coherent when sentences flow naturally, one after the other, following a logical order. Coherent speech is generally easy for listeners to understand. The following words and expressions will help you express yourself coherently.

Introduce Key Points from the Two Sources

The man's opinion is that
The woman believes that
According to the lecture,
The professor made the point that
The reading stated that

Give Examples

for example	one example is	also
such as	another example is	in addition

Give Reasons

because	one reason is	first, second, third...
since	another reason is	next
so that	most importantly	finally

8. Your response will be evaluated on well you make yourself understood. Your speech will be easier to understand if:
 - each sentence conveys a complete thought;
 - your sentence structure is fairly simple;
 - you use vocabulary correctly;
 - you pronounce words clearly and correctly; and
 - you speak at a normal speed.

9. Here is an example of an integrated reading–listening–speaking task:

READING

FUNGI AND PLANT DISEASE

Of all the organisms responsible for diseases in plants, fungi cause the most problems. Although a fungus is technically a small plant, it cannot make its own food and therefore survives by being a parasite—living off other plant hosts. A common fungus, southern blight, affects many vegetables, including tomatoes and potatoes. It appears as a fuzzy white growth on the plant's stem near soil level. When the plant is infected with the blight, it wilts and then dies. The fungus may spread to the soil, where it can survive for years.

LISTENING AND SPEAKING



SPEAKING, Track 13

Explain ways that a gardener can control plant disease caused by a fungus, and explain why these methods work.



Stop

10. The key points in the above reading and lecture are:

- A fungus survives by living off other plant hosts.
- A fungus can survive in the soil for several years.
- The best way to control a fungus is to remove and destroy the infected plants and six centimeters of soil around them.
- Washing off tools and shoes can control disease caused by a fungus.
- Crop rotation can control disease caused by a fungus because the fungus will die off from lack of a host plant.

RESPONSE BY STUDENT 1

"A gardener can control plant disease caused by a fungus. One way is to destroy sick plants and also destroy the soil around plants. This method works because a fungus lives in the soil. Another way is to wash tools and shoes. This will avoid spreading the disease. Another way is to use crop rotation for a tomato blight. Don't plant tomatoes in the same place every year. This method works because the fungus will die off. The reason is there are no tomato plants to eat."

RESPONSE BY STUDENT 2

"A fungus kills plants because it lives in the soil. You can control fungus by removing infected plants and six centimeters of the soil. Also, crop rotation can control plant disease caused by a fungus. The fungus lives in soil year to year, so crop rotation is three years. For example, plant tomatoes in the first year. In the second and third year, plant other plants. Crop rotation causes the fungus to die because it lacks a host plant."

Both students have responded to the question effectively. Both convey relevant points from the two sources, develop these points with appropriate details, and express their ideas coherently.

3.7 DEVELOPING A TOPIC



PRACTICE

Exercise 3.7.A

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question while you are listening. You may take notes, and you may use your notes to help you answer the question. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak. Record your response on a cassette.

Reading Time – 45 seconds

ON-CAMPUS HOUSING

Most first-year students live on campus, and virtually all of them have one or more roommates. Living on campus has many advantages, with varying accommodations available through the Housing Office. On-campus housing includes four apartment buildings and eight dormitories. With living units ranging from one-, two-, and four-bedroom apartments, to single and double dormitory rooms, students are close to classrooms and other campus facilities. The university also offers “specialty dorms” designated by academic major; these are good ways to meet people with interests similar to yours.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 19

The man expresses his opinion about the woman's desire to live on-campus. State his opinion and explain the reasons he gives for holding that opinion.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

Exercise 3.7.B

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question while you are listening. You may take notes, and you may use your notes to help you answer the question. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak. Record your response on a cassette.

Reading Time – 45 seconds

DEPRESSION

When a person is overwhelmed by an emotional crisis and cannot cope with daily life, he or she may be suffering from depression. Depression ranges in severity but affects approximately 20 percent of adults. Symptoms include feelings of hopelessness, sadness, and despair; loss of interest and pleasure in things; weight loss or weight gain; difficulty falling asleep or sleeping more than usual; lack of motivation; and loss of energy. In cases of mild or situational depression, the symptoms usually decline with a change of scenery or routine, or once the problem that caused the depression disappears.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 20

Describe the form of depression discussed in the lecture, explaining its causes, symptoms, and treatment.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

3.7 DEVELOPING A TOPIC

Exercise 3.7.C

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question while you are listening. You may take notes, and you may use your notes to help you answer the question. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak. Record your response on a cassette.

Reading Time – 45 seconds

THE PROGRAM SEMINAR

The program seminar is the primary mode of instruction for students at Central College. A program of study might involve 80 students and four faculty members, but most of class time is spent in small group discussions—the seminar. Seminar content centers on a theme or issue relevant to the program. For students, the close interaction with faculty and fellow students provides perspective through differing viewpoints, and depth through concentrated group effort. Students learn to express themselves and to work cooperatively—two traits that our graduates have found particularly helpful in their lives and careers.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 21

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



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

Exercise 3.7.D

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question while you are listening. You may take notes, and you may use your notes to help you answer the question. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak. Record your response on a cassette.

Reading Time – 45 seconds

ABSTRACT EXPRESSIONISM

Abstract expressionism was a movement in painting that emerged in New York City in the 1940s and attained prominence in American art in the following decade. It emphasized personal expression, freedom from accepted artistic values, attention to surface qualities of paint such as brushstroke and texture, and the use of huge canvases. Abstract expressionism valued the act of painting itself, including the accidents that happen while painting. For this reason, it is sometimes also called action painting. The movement influenced many later schools of art, especially in the use of color and material.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 22

The professor describes the painting style of Jackson Pollock. Explain how Pollock's style made him a leading artist of the movement called abstract expressionism.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

Key points for Exercises 3.7.A through 3.7.D are on page 589.

3.7 DEVELOPING A TOPIC



EXTENSION

1. Share and discuss your recorded response to one of the speaking questions in Exercises 3.7.A through 3.7.D. Work in a group of three or four students. Listen to each student's recorded response. Discuss each student's response by answering the following questions:
 - a. What key points does the speaker make in the response? Do these points accurately convey information from the conversation/lecture and reading?
 - b. What examples, explanation, or other details from the conversation/lecture are included? Do they successfully develop the speaker's points?
 - c. Can the response be easily understood? Why or why not?
 - d. Is the response coherent? Why or why not?
 - e. Does the response answer the question effectively? Why or why not?

Make suggestions that will help each student improve in the future.

2. Choose one of the reading passages from Exercises 3.7.A through 3.7.D as the topic of a small group discussion. Work in a group of three or four students. Read the passage and then talk about it in your group for five minutes. What did you already know about the topic? What is your opinion of the topic? Do you have any personal knowledge or experience of the topic? Do you know of any similar concepts or examples? At the end of five minutes, allow five more minutes to summarize three or four points that your group made about the topic. Write down these points, and choose a member of your group to read them to the whole class.

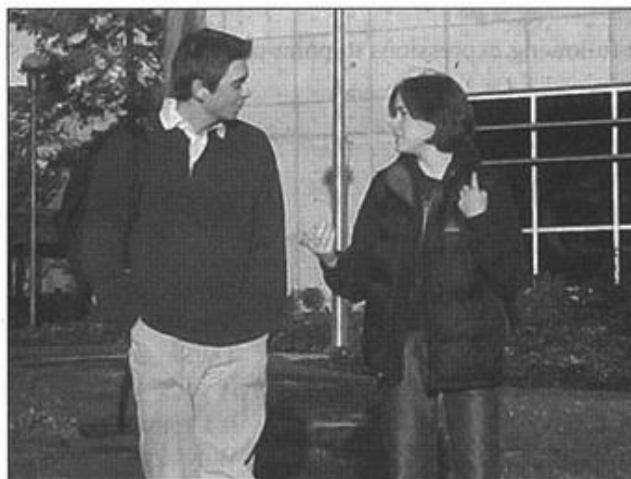
3.8 Integrated Speaking: Summarizing a Problem and Solutions



Listen to a conversation between two students:



SPEAKING, Track 23



SPEAKING



Stop

What is the topic of the conversation? _____

What problem does the woman have? _____

What does the man suggest the woman do? _____

What do you think of the man's suggestions? _____

What do you think the woman should do? _____

Why do you think she should do that? _____

One type of speaking question on the TOEFL will have a similar discussion of a problem and solutions. You will listen to a conversation and then speak about what you have heard. You will describe the problem and talk about possible solutions, including your own opinion on how to solve the problem.

3.8 SUMMARIZING A PROBLEM



DO YOU KNOW...?

1. Two of the integrated speaking tasks on the TOEFL involve the two language skills of listening and speaking. In the first listening–speaking task you will:
 - listen to a short conversation in which the speakers discuss a problem and solutions;
 - summarize the situation that the speakers discuss; and
 - state your opinion about the solution to the problem.
2. A **summary** is a brief report of the important ideas. To **summarize** is to state the major ideas from the conversation in a shorter form. In the first listening–speaking task, the major ideas will concern a problem and suggestions for how to solve it. Listen for a description of the problem. Listen for possible solutions to the problem. Take notes about the problem and suggested solutions.
3. Speakers may use the following expressions to point out problems and possible solutions.

Describe Problems

The problem is _____.

I need help with _____.

I'm having trouble _____.

I can't figure out _____.

I'd like to _____ but _____.

If I _____, then I can't _____.

Suggest Solutions

You need to _____.

You could _____.

You should _____.

You'd better _____.

Try _____.

Couldn't you _____?

Here's what you could do.

One thing you can do is _____.

The best thing to do would be _____.

If you _____, it might _____.

If I were you, I'd _____.

Why don't you _____?

4. For the listening–speaking task, you have 20 seconds to prepare your response. Read the question carefully. Review the notes you took while listening. Select information from the conversation that you can use to answer the question. Think about what you will say.
5. Two trained evaluators will listen to your response. They will rate your speaking on how well you:
 - convey relevant information from the conversation;
 - state and support your opinion about the problem;
 - express ideas coherently; and
 - make yourself understood by speaking clearly.
6. Your response will be easier to understand if each sentence conveys a complete thought. Keep the structure of your sentences fairly simple. Use transitions to connect ideas and make your speech more coherent. Use the vocabulary that you are familiar with.
7. Your response will be easier to understand if you speak in phrases. This means grouping words together into idea units. For example, look at this sentence:

"However, her landlord said she can't have a pet, but the woman wants to keep the cat."

This sentence is easier to understand if it is spoken in phrases, like this:

"However, / her landlord said / she can't have a pet, / but the woman wants / to keep the cat."

8. Listen again to the sample conversation. Listen for key words and expressions that identify the problem and possible solutions:



SPEAKING, Track 24

(Narrator)

Listen to a conversation between two students.

W: Say, Lenny, do you know anyone who wants a cat?

M: A cat? No. Why?

W: Well, this poor little cat showed up outside my apartment one day. He was hungry and cold, so I gave him some cheese, and now he's still hanging around. My landlord found out and said I have to get rid of it because pets aren't allowed.

M: You shouldn't be feeding it. If you stop giving it food, it will go away.

W: I know, I know, but he's so hungry. I like the cat, and I want him to have a good home. Actually, I'd like to keep him myself.

M: Well, if that's the case, then you'd better look for another apartment—one that allows pets.

W: I hate to do that. My apartment is so close to campus.

M: Why don't you give the cat to your mother? She likes animals.

W: My mother already has two cats, so I don't know...

M: Well, you'd better do something fast, or your landlord will throw you out.

(Narrator)

Describe the woman's problem and the suggestions the man makes about how to solve it. What do you think the woman should do, and why?



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

9. The above task requires you to do four things: (1) describe the woman's problem, (2) describe the man's suggestions about what to do, (3) state your opinion about what the woman should do, and (4) explain why you think the woman should do that.

The key points in the conversation are:

- The woman's problem is that she has found a cat but cannot keep it because pets are not allowed in her apartment.
- The man suggests that she stop feeding the cat so it will go away.
- The man suggests that she look for an apartment that allows pets.
- The man suggests that she give the cat to her mother.

Here is a successful response by a student:

"The woman has a problem. It's a cat that is hungry. However, her landlord said she can't have a pet, but the woman wants to keep the cat. The man makes one suggestion to look for another apartment. The man also suggests she give the cat to her mother. However, her mother already has two cats, so it's a problem. I think the woman should ask her mother please take care of the cat. The reason is she can visit the cat, and later she can look for an apartment."

3.8 SUMMARIZING A PROBLEM



PRACTICE

Exercise 3.8.A

Listen to the recording for each question below. To make this practice more like the real test, cover the question while you are listening. You may take notes, and you may use your notes to help you answer the question. When you hear the question, uncover the question and begin preparing your response. You have 20 seconds to prepare and 60 seconds to speak. Record your response on a cassette.

QUESTION 1



SPEAKING, Track 25

Describe the man's problem and the suggestions the woman makes about what he should do. What do you think the man should do, and why?



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

QUESTION 2



SPEAKING, Track 26

Describe the woman's problem and the suggestions her adviser makes about how to solve it. What do you think the woman should do, and why?



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

QUESTION 3



SPEAKING, Track 27

Describe the man's problem and the suggestions the woman makes about how he should deal with it. What do you think the man should do, and why?



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

QUESTION 4



SPEAKING, Track 28

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.



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

QUESTION 5



SPEAKING, Track 29

Describe the man's situation and the suggestions his professor makes about what he should do. What do you think the man should do, and why?



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

Key points for Exercise 3.8.A are on page 590.

3.8 SUMMARIZING A PROBLEM



EXTENSION

1. Listen again to the conversations in Exercise 3.8.A. As you listen, fill in the missing information on the blank lines in the script below. Do not try to write down every word. Take brief notes that will help you remember only the key information. Check your answers with the audio script on page 647.

CONVERSATION 1



SPEAKING, Track 25

- W: Is something wrong with _____?
- M: Oh, not really, it's just that _____.
- W: What happened to it?
- M: It's _____.
- W: Well, you'd better _____.
- Are you free right now?
- M: Yes, for a little while.
- W: Well, come on then. I'll walk over there with you. I'm already heading that way.
- M: I can't _____.
- W: Baseball practice! You shouldn't _____.
- M: I know, but I can't afford to _____. I've missed a lot already, and _____.
- W: You need to _____.
- And _____.
- M: There isn't anything else to do at my job.
- W: Well, then you'd better _____.
- M: I know, I know.



Stop

CONVERSATION 2



SPEAKING, Track 26

- W: I need help with _____.
- M: OK. What can I do for you?
- W: I still need to _____, but _____.
- _____.

- M: Hmm. I see what you mean. You've already got a full schedule. Why don't you _____?
- W: Because I'll be _____.
- M: Hmm. Well ... you could _____. There are lots of _____, in both Winter and Spring Quarters.
- W: An evening course ... ough ... I _____.
- M: Well, with your schedule, this may be your only choice. Another possibility, of course, is _____.
- Will you be around this summer?
- W: I hope to _____, and then _____. So this is kind of a problem for me.



Stop

CONVERSATION 3



SPEAKING, Track 27

- W: How are your classes going?
- M: All right mostly, that is, except for _____. The class is fine, but _____.
- W: That's not good. You need to _____. You can't _____.
- You need to _____. He has to take responsibility for his part of the project.
- M: That's for sure. He's hard to get a hold of, too. I've left several messages on his answering machine.
- W: You'd better _____. Maybe _____.
- M: It's kind of late for that. Besides, _____.
- W: You never know. Maybe you could _____. But I would _____.



Stop

3.8 SUMMARIZING A PROBLEM

CONVERSATION 4



SPEAKING, Track 28

- M: Hi, Nicole. How's it going?
- W: My classes are going well. _____.
- M: What's wrong with your _____?
- W: I'm not sure, exactly. It just _____. It gave me a lot of trouble this morning. It _____.
_____. I need to have it checked out, but _____.
- M: You could _____. They have _____.
- W: But I'm not _____.
- M: Check it out anyway. Maybe you don't have to be _____.
_____. Just tell them you're a student.
- W: Well, maybe.
- M: Another place you could try is _____. People sometimes advertise services like this. Maybe you can _____.
- W: Hmm. Maybe. Thanks for the tips.
- M: No problem. Good luck.



Stop

CONVERSATION 5



SPEAKING, Track 29

- M: Professor Fisher, I'm _____, so I'll _____.
I was wondering if _____.
- W: Well, you know my policy is not to _____. If you _____,
then you can try to _____. But ... haven't you already _____?
- M: Um ... yeah, I _____ a few weeks ago.

3.8 SUMMARIZING A PROBLEM

W: Then try not to _____, and try to do well on it too. Your test scores so far have not been strong. You could be _____.

M: Do you mean I might _____?

W: At this point, you need to _____. Why don't you _____, or _____?

M: Well, I guess I could. But, to tell the truth, I don't have _____.

W: Then, in that case, you need to _____. If you're too busy to _____, you should _____.



Stop

SPEAKING

2. Share and discuss your recorded response to one of the speaking questions in Exercise 3.8.A. Work in a group of three or four students. Listen to each student's recorded response. Discuss each student's response by answering the following questions:

- Does the response accurately convey information from the conversation about the problem and solutions?
- Does the speaker state an opinion about the solution to the problem? What is the speaker's opinion? What reason is given for this opinion?
- Can the response be easily understood? Why or why not?
- Is the response coherent? Why or why not?
- Does the response answer the question effectively? Why or why not?

Make suggestions that will help each student improve in the future.

3.9 Integrated Speaking: Summarizing Important Ideas



Imagine you have just listened to a lecture in a world history class. The professor spoke about mass migrations of people in the nineteenth century. While you were listening, you took notes on the key points. Now a teaching assistant writes the following question on the board and wants you to respond orally:

Using points and examples from the lecture, describe the mass migrations of people in the nineteenth century, and explain why these migrations occurred.

You are given 20 seconds to prepare your response before you begin to speak. How would you use this preparation time?

- ☐ Close your eyes and relax for a few seconds.
- ☐ Panic and forget everything that you heard in the lecture.
- ☐ Write a response that you will read aloud.
- ☐ Plan to answer only the first part of the question.
- ☐ Review your notes and think about what you will say.

Is it a good idea to close your eyes and relax? We all need to relax, but taking a break during your preparation time is probably not a good choice. Also, if you have enough practice with this type of activity, you will not panic and forget everything you just heard.

Should you write your response, and then read it aloud? You do not have enough time to do this. No one can write that fast. Should you plan to answer only one part of the question and hope that will be good enough? Definitely not—doing that would make your response incomplete. The task requires you to do two things: (1) describe mass migrations, and (2) explain why they occurred.

The best way to use your preparation time is to review your notes and think about what you will say. Think about what the professor said about mass migrations. Scan your notes for ideas and details that will help you describe mass migrations and explain why they occurred. Organize your thoughts and get ready to speak.



DO YOU KNOW...?

- Two of the integrated speaking tasks involve the two language skills of listening and speaking. In the second listening–speaking task you will:
 - listen to a short lecture about an academic topic; and
 - summarize the important information in the lecture.
- A **summary** is a brief report of the important points. The question will require you to **summarize**, to explain the major ideas and important supporting information from the lecture. For this task, your opinion is irrelevant and should not be included in your response. Your response should be based only on the information in the lecture.
- You will not know what the speaking question is until after you have listened to the lecture. However, you can expect that the question will ask about key ideas. While you are listening to the lecture, focus on the ideas that you think are most important, and take notes about them. Do not try to write down everything. Limit your notes to key ideas and a few important details.
- You have 20 seconds to prepare your response. Read the question carefully. Review your notes and select information from the lecture that you can use to answer the question. Plan to make two or three points. Choose relevant details to develop your points. Think about what you will say.
- You have 60 seconds to record your response. This is enough time to address all parts of the question. Speak at a natural speed, and watch the countdown clock. If you plan to make three points, you have approximately 20 seconds to state and develop each point.
- There is no single correct answer to the question. There are several ways to answer the question successfully. An effective response will:
 - convey relevant information from the lecture;
 - develop points with appropriate details and explanation;
 - express ideas coherently; and
 - be easy for listeners to understand.
- Your response will be easier to understand if you pronounce words clearly and correctly, especially key **content words** from the lecture. Use voice stress to emphasize the key content words—nouns, verbs, and adjectives—that supply relevant information.

"There were **several reasons** for the **mass migrations**. **One** reason was the new types of **transportation**, such as the **railroad** and **steamship**. **Another** reason was the people could get **free land**, for example, in the **United States** and **Canada**."

3.9 SUMMARIZING IMPORTANT IDEAS

8. Here is an example of an integrated listening–speaking task:



SPEAKING, Track 30

(Narrator)

Listen to part of a lecture in a world history class. The professor is talking about mass migrations of people.

(Professor)

In the nineteenth century, there were several periods when large numbers of people moved from one place to another around the world. In many cases, people moved to another continent. These mass migrations were on a much larger scale than any previous migrations in history. One major movement was from Europe to the Americas, Australia, and Africa. This migration of Europeans involved around 60 million people over one hundred years. Another mass migration was from Russia to Siberia and Central Asia. Another was from China, India, and Japan to Southeast Asia.

These large movements of people were made possible by the new cheap and fast means of transportation, specifically railroads and steamships. Another important factor was the rapid growth in banking and capital, by which large investors financed a lot of the settlement. In some places, immigrants were given free land and other benefits if they settled there. This is what encouraged a lot of people—both immigrant and native-born—to move westward in the United States and Canada. Thus, most regions of the U.S. and Canada were populated by the end of the nineteenth century.

The majority of the people in these mass migrations came from the lower social and economic classes of society. The immigrants were motivated mainly by the hope of a better life for themselves and their children. Since most of the immigrants were unskilled workers, their main contribution to their new countries was the labor they supplied. It was the hard work and high hopes of the immigrants that contributed to the economic growth of their new countries.

(Narrator)

Using points and examples from the lecture, describe the mass migrations of people in the nineteenth century, and explain why these migrations occurred.



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

9. The above task requires you to do two things: (1) describe the mass migrations of people in the nineteenth century, and (2) explain why these migrations occurred.

The key points in the lecture are:

- ✍ People moved from one part of the world to another on a much larger scale than any previous migrations.
- ✍ The mass migrations occurred because of new cheap and fast means of transportation.
- ✍ The migrations occurred because large investors financed a lot of the settlement and gave immigrants free land.
- ✍ Most immigrants were motivated mainly by the hope of a better life for themselves and their children.

Here is a successful response by a student:

"Mass migrations of people occurred in the nineteenth century. Many people moved from Europe to other countries, also from China and Japan to other countries. There were several reasons for the mass migrations. One reason was the new types of transportation, such as the railroad and steamship. Another reason was the people could get free land, for example, in the United States and Canada. Also, the people wanted a better life for their children, so they moved to another country. They worked hard to have a better life and build their new country."

PRACTICE

Exercise 3.9.A

Listen to the recording for each question below. To make this practice more like the real test, cover the question while you are listening. You may take notes, and you may use your notes to help you answer the question. When you hear the question, uncover the question and begin preparing your response. You have 20 seconds to prepare and 60 seconds to speak. Record your response on a cassette.

QUESTION 1



SPEAKING, Track 31

Using points and examples from the talk, describe the duties of different types of managers in large hotels.



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

3.9 SUMMARIZING IMPORTANT IDEAS

QUESTION 2



SPEAKING, Track 32

Using points and examples from the lecture, explain how two features of the earth's surface influence climate.



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

QUESTION 3



SPEAKING, Track 33

Using points and examples from the talk, describe traditional beliefs about trees, and explain why people have thought of trees as special.



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

QUESTION 4



SPEAKING, Track 34

Using points and details from the talk, describe the physical differences that animals had to adapt to when they moved from water to land.



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

QUESTION 5



SPEAKING, Track 35

Using points and details from the lecture, describe the Flatiron Building and explain how it got its name.



Stop

*Preparation Time – 20 seconds**Response Time – 60 seconds*

Key points for Exercise 3.9.A are on page 590.

3.9 SUMMARIZING IMPORTANT IDEAS



EXTENSION

1. Listen again to the sample lecture. As you listen, fill in the missing information on the blank lines in the script below. Do not try to write down every word. Take brief notes that will help you remember only the key information. Check your answers with the audio script on page 648.



SPEAKING, Track 30

Listen to part of a talk in a world history class. The professor is talking about _____

_____.

In the nineteenth century, there were several periods when large numbers of people

_____.

_____. These mass migrations were _____.

One major movement was _____. This migration of Europeans involved around _____. Another mass migration was _____. Another was _____.

These large movements of people were made possible by _____

_____. Another important factor was _____.

_____. In some places, immigrants were _____. This is what encouraged a lot of people—both immigrant and native-born—_____.

_____.

_____.

The majority of the people in these mass migrations came from _____

_____. The immigrants were motivated mainly by _____.

_____.

Since most of the immigrants were unskilled workers, _____.

_____.

_____.



Stop

2. Share and discuss your recorded response to one of the speaking questions in Exercise 3.9.A. Work in a group of three or four students. Listen to each student's recorded response. Discuss each student's response by answering the following questions:
 - a. Does the response accurately summarize the major ideas from the lecture?
 - b. Does the response include relevant supporting details and explanation from the lecture?
 - c. Is the response coherent? Why or why not?
 - d. Can the response be easily understood? Why or why not?
 - e. Does the response answer the question effectively? Why or why not?

Make suggestions that will help each student improve in the future.

3. Obtain permission to make a tape recording of a real college or university lecture. (Topics in history, anthropology, sociology, and psychology are good choices.) Bring your tape to class. In class, everyone listens to two minutes of the recording. While listening, everyone takes notes about the important information in the lecture. Don't try to write down everything. Write only the key information that you think is important to remember.

Then break into groups of three or four students each. Compare your notes with the notes taken by the other students in your group. Listen again to the same two-minute recording. In your group, summarize the key points of the lecture. Choose a student from your group to present your summary to the whole class.

3.10 Evaluating Integrated Speaking



Lee and Robin are two students who take the TOEFL. For one of the integrated speaking questions, this is how each student performs:

Lee...

- ✎ discusses ideas from the lecture accurately and appropriately.
- ✎ speaks continuously and in complete sentences.
- ✎ mispronounces some words.
- ✎ uses some words inaccurately.

Robin...

- ✎ accurately conveys information from the lecture, but omits an important idea.
- ✎ pauses a few times and says "uh" before continuing.
- ✎ pronounces English like a native speaker.
- ✎ uses a large vocabulary correctly.

What kind of score will Lee and Robin receive? Will one student receive a higher score than the other? How would you rate their speaking?

In fact, both Lee and Robin will probably receive a high score—3 or 4—for their speaking. Although each student makes a few mistakes or omissions, they generally perform well.

On the TOEFL, your speaking does not have to be perfect. A few small mistakes will not necessarily lower your score. If your response communicates ideas accurately and appropriately, if it fulfills the task, and if your evaluators can easily understand you, then your response will receive a favorable score.



DO YOU KNOW...?

1. When you take the TOEFL, two trained evaluators will listen to your response to each integrated speaking question. They will evaluate your speech and assign a score of 1 to 4, with 4 the highest score possible. Each response will be judged on the clarity and coherence of your speech as well as your ability to answer the question by presenting relevant information from the listening and reading texts.
2. The evaluators will use the criteria in the following table as they score your responses.

INTEGRATED SPEAKING TASK Description of Score Levels	
4	A response at this level <ul style="list-style-type: none"> effectively addresses the task by conveying relevant information and appropriate details from the listening and reading texts; and demonstrates a coherent expression of ideas, with appropriate grammar and vocabulary, but may contain some minor language errors; and demonstrates clear, fluid speech with high overall intelligibility, but may contain minor problems with pronunciation or intonation.
3	A response at this level <ul style="list-style-type: none"> conveys information relevant to the task, but shows some incompleteness, inaccuracy, or lack of detail; or demonstrates a fairly coherent expression of ideas, but may contain some errors in grammar or vocabulary that do not seriously interfere with meaning; or demonstrates generally clear, somewhat fluid speech, but may contain minor problems with pronunciation, intonation, or pacing and may occasionally require some listener effort.
2	A response at this level <ul style="list-style-type: none"> conveys some relevant information but omits key ideas, shows limited development, or shows misunderstanding of key ideas; or demonstrates a limited expression of ideas, inaccurate or unclear connections among ideas, or limited or inaccurate grammar and vocabulary; or demonstrates some clear speech, but contains problems with pronunciation, intonation, or pacing and may require significant listener effort.
1	A response at this level <ul style="list-style-type: none"> fails to provide much relevant content because ideas that are expressed are inaccurate, limited, or vague; or demonstrates a limited control of grammar and vocabulary that severely limits expression of ideas and connections among ideas; or demonstrates fragmented speech with frequent pauses and consistent problems with pronunciation and intonation that obscure meaning and require great listener effort.
0	A response at this level <ul style="list-style-type: none"> is not related to the topic; or is absent.

3.10 EVALUATING INTEGRATED SPEAKING



PRACTICE

Exercise 3.10.A

Read the passage and listen to the recording of the lecture and question. Then read the text of a student's response.

Reading Time – 45 seconds

SOCIALIZATION

Socialization is the process by which individuals learn a world of meaning as the one and only way to view things and interpret their experiences. As individuals develop from infant to child to adult, they literally “learn their place,” including the positions they will occupy and the roles attached to those positions in social systems. Socialization involves receiving the necessary information and having opportunities to practice social roles. Networks of individuals and institutions act as agents of socialization that transmit all the knowledge individuals need to function as adults.



SPEAKING, Track 36

Define agents of socialization, and explain how specific agents of socialization influence an individual.



Stop

STUDENT'S RESPONSE

“Agents of socialization are people, for example, your parents, who teach you how to live. Parents take care of you and teach the correct way to behave. Parents are very important because they help you make the right choices in life. Also, your peers are important agents because they are your friends. Your friends influence you, for example, how you dress. Also, teachers are important because they teach you knowledge. Television and the Internet—they also influence an individual and teach socialization.”

Now answer the following questions. Discuss your answers with your teacher and classmates.

1. What key points does the student make in the response? Does the response accurately convey information from the lecture and reading?
2. What examples, reasons, or other details from the lecture are included?
3. What transitions and other expressions make the speech coherent and easy to follow?
4. Does the response answer the question effectively?
5. Evaluate the response according to the descriptions of the four levels on page 349. If the student speaks clearly and generally uses good pronunciation, what score should the response receive?

Exercise 3.10.B

Listen to the recording of the conversation and question. Then read the text of a student's response.



SPEAKING, Track 37

Describe the woman's problem with her roommate and the suggestions the man makes about how she could deal with it. What do you think the woman should do, and why?



Stop

SPEAKING

STUDENT'S RESPONSE

"The woman has a problem with her roommate because her roommate uses her things but doesn't ask for permission. Also, her roommate doesn't clean the bathroom. So the woman is not happy about the situation. The man suggests the woman discuss the problem with her roommate. He suggests the apartment manager can help. Another suggestion is to find another apartment. I think the woman should find another apartment. I think this because I had the same problem. It's a better way to solve the problem when you move out and get a new roommate."

Now answer the following questions. Discuss your answers with your teacher and classmates.

1. Does the response accurately convey information from the conversation about the problem and solutions?
2. What examples and reasons from the conversation are included?
3. Does the student's response state an opinion about the solution to the problem? What is the student's opinion? What reason is given for this opinion?
4. What transitions and other expressions make the speech coherent and easy to follow?
5. Does the response answer the question effectively?
6. Evaluate the response according to the descriptions of the four levels on page 349. If the student speaks clearly and generally uses good pronunciation, what score should the response receive?

Answers to Exercise 3.10.A and 3.10.B are on page 591.

3.10 EVALUATING INTEGRATED SPEAKING



EXTENSION

1. Study the descriptions of the four score levels on page 349. Make sure you understand the descriptions for each level. Check your understanding of the meaning of these words and phrases:

addresses the task	incompleteness	listener effort
coherent	inaccuracy	key ideas
fluid speech	lack of detail	vague
intelligibility	pacing	fragmented speech

2. Review your recorded responses to the integrated speaking questions in units 3.5 through 3.9. Evaluate each response according to the descriptions of the four levels on page 349. What score would your response receive? What are the areas of strength in your speaking? What are your most serious problems? What can you do to improve your speaking and earn a high score for the integrated speaking questions on the TOEFL?



PROGRESS – 3.5 through 3.10

QUIZ 4

Time – approximately 15 minutes

There are four questions in this quiz. You may take notes, and you may use your notes to help you answer the questions. Record your response to each question on a cassette. Each response will earn a score of 1, 2, 3, or 4, with 4 the highest score. Add the four scores to obtain your total score.

QUESTION 1

In this question, you will read a short passage about a campus situation, listen to a conversation, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

NOTICE OF FREE CAREER WORKSHOP

Taylor University invites all students and prospective students to take part in a free career workshop and resource fair, on Saturday, February 10. The purpose of the daylong event is to provide resources to students who want to pursue careers in business, health services, or community development. Dr. Janis Morris, past president of the college, will give the opening address. The resource fair will provide information on employment in the region and educational programs at the university. Employers and career counselors will answer questions.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 38

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



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

SPEAKING

QUIZ 4

QUESTION 2

In this question, you will read a short passage on an academic subject, listen to a lecture on the same topic, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

SLEEP AND LEARNING

Scientists have long hypothesized that sleep has an impact on learning. People learn better if they learn smaller bits of information over a period of days rather than if they learn a large amount all at once. Periods of sleep between sessions of learning will help people retain what they learn. Sleep has at least two separate effects on learning: sleep consolidates memories, protecting them against later interference or loss, and it also appears to recover or restore memories. Brain activity during sleep promotes higher-level types of learning, such as the ability to learn language.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 39

The professor describes a study about the effects of sleep. Explain how the study supports the connections between sleep and learning.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

QUESTION 3

In this question, you will listen to a conversation. You will then be asked to talk about the information in the conversation and to give your opinion about the ideas presented. To make this practice more like the real test, cover the question during the conversation. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



SPEAKING, Track 40

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



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

SPEAKING

QUESTION 4

In this question, you will listen to part of a lecture. You will then be asked to summarize important information from the lecture. To make this practice more like the real test, cover the question during the lecture. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



SPEAKING, Track 41

Using points and examples from the talk, describe the uses of gestures and facial expressions in human communication.



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

Key points for Speaking Quiz 4 are on page 591.

Record your total score on the Progress Chart on page 695.

QUIZ 5



PROGRESS – 3.5 through 3.10

QUIZ 5

Time – approximately 15 minutes

There are four questions in this quiz. You may take notes, and you may use your notes to help you answer the questions. Record your response to each question on a cassette. Each response will earn a score of 1, 2, 3, or 4, with 4 the highest score. Add the four scores to obtain your total score.

QUESTION 1

In this question, you will read a short passage about a campus situation, listen to a conversation, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

BASIC COLLEGE WRITING

The objective of this course is to write effective college essays that integrate assigned readings, class discussions, and the writer's knowledge and experience. Students will produce a total of six essays. Each week, students will have two hours of lecture and discussion, two hours in a writing workshop, and one hour in a peer feedback group. In the feedback group, students will read and respond to each other's writing. The course will help students prepare for future study and/or careers in writing, humanities, literature, and teaching.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 42

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



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

QUESTION 2

In this question, you will read a short passage on an academic subject, listen to a lecture on the same topic, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

COHORTS

Social scientists use the term “cohort” to describe a group of individuals who were born within a narrow band of years. “Cohort flow” describes the movement through history of people who are members of the same cohort. Members of the same cohort share certain historical and cultural influences since they experience major events at the same age. The life experiences of one cohort will be different from those of another cohort, simply because society changes continuously in terms of educational opportunities, occupational openings, and other factors.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 43

Describe the effect of historical events on different cohorts, and explain how the Great Depression influenced two cohorts that were close in age.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

QUIZ 5

QUESTION 3

In this question, you will listen to a conversation. You will then be asked to talk about the information in the conversation and to give your opinion about the ideas presented. To make this practice more like the real test, cover the question during the conversation. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



SPEAKING, Track 44

Describe the woman's problem and the two suggestions the man makes about how to deal with it. What do you think the woman should do, and why?



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

QUESTION 4

In this question, you will listen to part of a lecture. You will then be asked to summarize important information from the lecture. To make this practice more like the real test, cover the question during the lecture. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



SPEAKING, Track 45

Using points and examples from the talk, describe two types of organizational charts, and explain what they reveal about an organization.



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

Key points for Speaking Quiz 5 are on page 591.

Record your total score on the Progress Chart on page 695.



PROGRESS – 3.5 through 3.10

QUIZ 6

Time – approximately 15 minutes

There are four questions in this quiz. You may take notes, and you may use your notes to help you answer the questions. Record your response to each question on a cassette. Each response will earn a score of 1, 2, 3, or 4, with 4 the highest score. Add the four scores to obtain your total score.

QUESTION 1

In this question, you will read a short passage about a campus situation, listen to a conversation, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

VOLUNTEERS NEEDED FOR CONFERENCE

Students are needed to work as volunteers during the university's 2-day conference on global warming, April 6–7. Volunteer positions are available to set up conference rooms, assist guest speakers, and work at the information booth. Volunteers are asked to work a 2-hour shift on the day before the conference or on either day during the conference. In return, volunteers receive a free conference T-shirt and admission to the reception for guest speakers on April 7. To volunteer, go to the planning meeting on March 15 or talk to Steve in the Environmental Studies office.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 46

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



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

SPEAKING

QUIZ 6

QUESTION 2

In this question, you will read a short passage on an academic subject, listen to a lecture on the same topic, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

THE CHASE FILM

During the silent film era, filmmakers looked for original stories that they could tell expressively in the new medium of film. This was easiest if the story was simple to tell and simple for the audience to follow. These conditions were ideally fulfilled by the chase film, which flourished internationally in the years 1903 to 1913. All that filmmakers needed to do was to establish some offense—a theft, an insult, or a boy's naughty behavior—and then launch a humorous chase after the offender. The chase could be extended for several minutes, through any number of successive scenes and situations.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING, Track 47

Describe two variations on the chase film, and explain why the chase film was significant in the history of film.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

QUESTION 3

In this question, you will listen to a conversation. You will then be asked to talk about the information in the conversation and to give your opinion about the ideas presented. To make this practice more like the real test, cover the question during the conversation. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.

*SPEAKING, Track 48*

Describe the man's problem and the suggestions his adviser makes about what to do. What do you think the man should do, and why?

*Stop**Preparation Time – 20 seconds**Response Time – 60 seconds*

QUESTION 4

In this question, you will listen to part of a lecture. You will then be asked to summarize important information from the lecture. To make this practice more like the real test, cover the question during the lecture. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.

*SPEAKING, Track 49*

Using points and examples from the talk, explain how immunization works and how vaccines were developed against various diseases.

*Stop**Preparation Time – 20 seconds**Response Time – 60 seconds*

Key points for Speaking Quiz 6 are on page 592.

Record your total score on the Progress Chart on page 695.



PROGRESS – 3.1 through 3.10

QUIZ 7

Time – approximately 20 minutes

There are six questions in this quiz. You may take notes, and you may use your notes to help you answer the questions. Record your response to each question on a cassette. Each response will earn a score of 1, 2, 3, or 4, with 4 the highest score. Add the six scores to obtain your total score.

For questions 1 and 2, you will speak in response to a question about a familiar topic. Use your own personal knowledge and experience to answer each question. After you hear the question, you have 15 seconds to prepare your response and 45 seconds to speak.

QUESTION 1



SPEAKING & WRITING, Track 1

What book have you read that you would recommend to others? Explain why you think other people should read this book. Include details and examples to support your explanation.



Stop

Preparation Time – 15 seconds

Response Time – 45 seconds

QUESTION 2



SPEAKING & WRITING, Track 2

Some people have a few favorite foods that they eat most of the time. Others are always trying new dishes and styles of cooking. Which do you prefer and why? Include details and examples in your explanation.



Stop

Preparation Time – 15 seconds

Response Time – 45 seconds

QUESTION 3

In this question, you will read a short passage about a campus situation, listen to a conversation, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

PROPOSAL TO LIMIT STUDENT COURSE LOAD

The dean's office has proposed placing a limit on the number of credit hours for which students are allowed to register in a term. Currently, there is no limit on how many credits a student may pursue in a single semester. The proposal would impose a maximum course load per semester of 20 credit hours, with 12 to 20 credit hours indicating full-time status. This proposal comes in response to an increase in the number of students with heavy loads who either withdraw from courses or do not complete courses. The dean will speak about the proposal on Wednesday at 12:30 p.m. in Lecture Hall 2.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING & WRITING, Track 3

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



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

QUIZ 7

QUESTION 4

In this question, you will read a short passage on an academic subject, listen to a lecture on the same topic, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

CHEMICALS IN THE ATMOSPHERE

When a volcano erupts, debris and gases move up through the atmosphere. Volcanic substances in the lower atmosphere wash out fairly quickly, but chemicals reaching the upper atmosphere spread around the world. They undergo chemical reactions that produce a dark haze of sulfuric acid droplets. This haze reflects incoming sunlight and cools the underlying atmosphere, thereby changing the climate. The effect of a single volcanic eruption can last for several years. Scientists believe that the smoke from wildfires may have a similar effect on the chemistry of the atmosphere.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING & WRITING, Track 4

Explain how forest fires are related to climate change, and compare this to the effect of volcanic eruptions.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

QUESTION 5

In this question, you will listen to a conversation. You will then be asked to talk about the information in the conversation and to give your opinion about the ideas presented. To make this practice more like the real test, cover the question during the conversation. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



SPEAKING & WRITING, Track 5

Describe the man's problem and the two suggestions the professor makes about how to solve it. What do you think the man should do, and why?



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

QUESTION 6

In this question, you will listen to part of a lecture. You will then be asked to summarize important information from the lecture. To make this practice more like the real test, cover the question during the lecture. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



SPEAKING & WRITING, Track 6

Using points and examples from the talk, explain the three main ways that manufacturers sell goods to consumers.



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

Key points for Speaking Quiz 7 are on page 592.

Record your total score on the Progress Chart on page 695.

QUIZ 8



PROGRESS – 3.1 through 3.10

QUIZ 8

Time – approximately 20 minutes

There are six questions in this quiz. You may take notes, and you may use your notes to help you answer the questions. Record your response to each question on a cassette. Each response will earn a score of 1, 2, 3, or 4, with 4 the highest score. Add the six scores to obtain your total score.

For questions 1 and 2, you will speak in response to a question about a familiar topic. Use your own personal knowledge and experience to answer each question. After you hear the question, you have 15 seconds to prepare your response and 45 seconds to speak.

QUESTION 1



SPEAKING & WRITING, Track 7

What is the best gift you have ever received? Describe this gift and explain its importance to you. Include details and examples in your explanation.



Stop

Preparation Time – 15 seconds

Response Time – 45 seconds

QUESTION 2



SPEAKING & WRITING, Track 8

Some students like to study for a long period of hours at a time. Others divide their study time into many shorter sessions. Which method do you think is better for studying and why? Include details and examples in your explanation.



Stop

Preparation Time – 15 seconds

Response Time – 45 seconds

QUESTION 3

In this question, you will read a short passage about a campus situation, listen to a conversation, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

SCHOLARSHIP PROGRAMS

A variety of scholarship programs at Middleton College enable deserving students to attend college and lessen their financial burden. Most scholarships are available only for full-time students. Scholarships are generally awarded to prospective students who have excelled in their previous studies or made distinguished contributions in their community or other work. A separate application is required for each scholarship applied for. Scholarship applications are due in the Financial Aid Office by May 1 for the academic year beginning the following September.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING & WRITING, Track 9

The counselor expresses his views on scholarship applications. State his views and explain the reasons he gives for holding them.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

SPEAKING

QUIZ 8

QUESTION 4

In this question, you will read a short passage on an academic subject, listen to a lecture on the same topic, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds

CROWDS

Crowds are temporary gatherings of people who share a common focus and an awareness of one another. A crowd is more than a loose collection of individuals but not as structured as an authentic group. A casual crowd, such as the chance coming together of witnesses to an accident, is the most temporary kind of gathering. In a casual crowd, people look to one another for information and clues as to how to respond. In contrast, a conventional crowd is a gathering of people who are bound by the rules or conventions of their particular setting, such as the crowd at a concert, religious service, or political event.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



SPEAKING & WRITING, Track 10

Describe the emergent quality of crowd behavior, and explain why some crowds behave in certain ways.



Stop

Preparation Time – 30 seconds

Response Time – 60 seconds

QUESTION 5

In this question, you will listen to a conversation. You will then be asked to talk about the information in the conversation and to give your opinion about the ideas presented. To make this practice more like the real test, cover the question during the conversation. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



SPEAKING & WRITING, Track 11

Describe the woman's situation and the suggestions the man makes about how to manage it. What do you think the woman should do, and why?



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

QUESTION 6

In this question, you will listen to part of a lecture. You will then be asked to summarize important information from the lecture. To make this practice more like the real test, cover the question during the lecture. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



SPEAKING & WRITING, Track 12

Using points and examples from the lecture, explain how various abiotic factors in ecosystems affect plants and animals.



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

Key points for Speaking Quiz 8 are on page 593.

Record your total score on the Progress Chart on page 695.

PART 4 – WRITING

The Writing section of the TOEFL measures your ability to plan and write responses to questions in essay format. You must be able to select and convey relevant information, organize and support ideas, and demonstrate that you can use English effectively.

There are two questions in the Writing section. The first question is an integrated reading–listening–writing task, in which you will read a short passage, listen to a short lecture, and then write a response based on what you have read and heard. The second question is an independent writing task, in which you will write a response based on your own opinion and experience. Both writing questions are about topics that are appropriate for international students. You do not need special knowledge of any subject to respond to the questions.

WRITING SECTION			
Question	Reading Time	Listening Time	Writing Time
Integrated task	3 minutes	2–3 minutes	20 minutes
Independent task	—	—	30 minutes

WRITING

THE TEST EXPERIENCE

The entire Writing section takes approximately one hour to complete. This includes the time that you spend reading the directions, reading the passage, listening to the lecture, and writing your responses to both questions. A clock at the top of the screen shows how much writing time is left for each question. For the integrated writing task, you will use headphones to listen to the lecture. You will be able to change the volume of the sound. The clock does not count down while you are listening to the lecture.

You may take notes on paper during both writing tasks, and you may use your notes to help you write your responses. However, at the end of the test you must give all of your notes to the test supervisor. Your notes will not be scored; only what you type on the computer will be scored.

You must type your responses to both writing questions in the typing box on the computer screen. You will not be allowed to write your responses by hand.

THE INTEGRATED WRITING TASK

The integrated–skills writing task measures your ability to understand key ideas from an academic reading passage and a short lecture, and to write a response to a question about them. You must determine what information in the lecture relates in some way to information in the reading. Then you must organize and compose a response in standard written English.

In your response, you must demonstrate your ability to:

- organize ideas effectively in answering the question;
- draw requested connections between the lecture and the reading;
- develop ideas with appropriate examples and explanation;
- display unity and coherence; and
- use English words and sentences effectively.

Your response is expected to have about 150 to 225 words. It will be read by two qualified evaluators who will score it on a scale of 1 to 5, with 5 being the highest score possible. You will receive a score of 0 if you do not write a response, do not write about the given question, or do not write in English. Your score on the integrated writing task will be combined with your score on the independent writing task. The total number of points you earn for both writing questions will be converted to a Writing section score of 0 to 30.

First, you have three minutes to read a passage that is 250 to 300 words long. Here is an example:

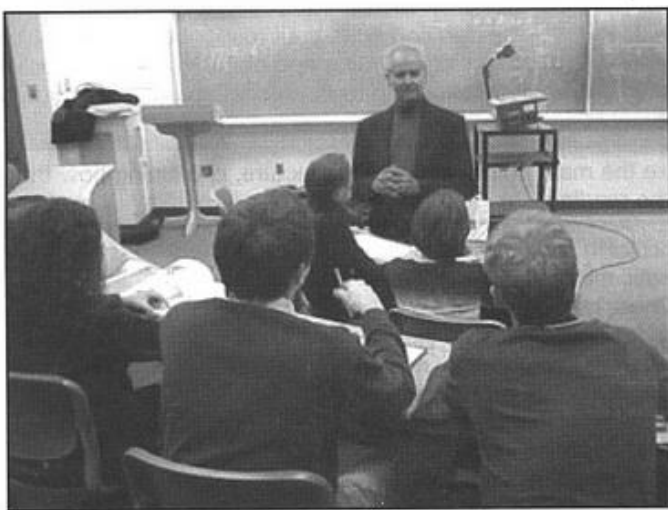
The discovery of penicillin and other antibiotic drugs is the most dramatic medical development of the twentieth century. These new drugs quickly became known as “wonder drugs” because they saved so many lives that were threatened by major forms of infection. The research that led to their development rested on the belief that chemicals could be found that would destroy specific microorganisms without injuring the human body at the same time. Advances in chemistry and in the knowledge of bacteria quickened the discovery of such chemicals.

In 1933, the first of the sulfa drugs, prontosil, was tested clinically on humans and was found to cure blood infections that would otherwise have been fatal. In 1941, the first successful human tests of penicillin were conducted on cases of streptococcus infections. The discovery of penicillin laid the foundation for even more powerful weapons against specific diseases. Within the next decade, researchers identified some 200 antibiotic substances that were effective against one or another type of bacteria. One of the most important was streptomycin, found to be potent against tuberculosis and other infections that were not affected by penicillin.

Antibiotics gave the medical profession powerful tools that could directly fight a very wide range of specific diseases. They made possible the survival of patients during and after surgery. No longer was it necessary to depend largely on the body’s own immune system to fight off major infections; these infections could be attacked directly with drugs. Among the most spectacular effects of antibiotics were reductions in the number of deaths from pneumonia and tuberculosis.

Then the passage will disappear temporarily while you listen to a short lecture on the same topic. The passage will reappear later and be available to you during the writing time.

While you are listening, you will see a picture of the professor and the class:



WRITING

(Narrator) Now listen to part of a lecture in a biology class.

(Professor) As soon as we developed antibiotics, new strains of bacteria appeared that were resistant to some or all of the drugs. Hospitals started using antibiotics regularly in the 1950s, but resistance started appearing within a few years. Today, one-third of the patients in hospitals are on antibiotics, but antibiotic resistance is increasing the danger of hospital infections—to the point where people are almost safer staying home than going to a hospital.

In the forties, penicillin really was a wonder drug. Back then, you could give a patient with bacterial pneumonia ten thousand units of penicillin four times a day and cure the disease. Today, you could give 24 million units of penicillin a day, but the patient might still die. Why? Well, in a way, bacteria are smarter than us. They evolve to counteract any drug we attack them with. A lot of bacteria are now completely resistant to penicillin.

Bacteria can evolve very effective weapons against antibiotics. Some of them develop enzymes to match every antibiotic we throw at them. All these weapons and counter-weapons match one another—just like the weapons in real military warfare. So, no matter what antibiotic we use, the bacteria will come up with a way to make it useless.

How does this happen? Well, if you douse a colony of bacteria with an antibiotic, the colony will be killed—that is, all except for a few cells. A few cells will survive because they carry a resistance gene for that particular antibiotic. The surviving cells quickly multiply, and they pass along this lucky gene to their offspring. And soon you have a new strain of bacteria that's resistant to that drug.

One consequence of antibiotic resistance is the reappearance of tuberculosis as a major illness. Twenty years ago, doctors thought tuberculosis was a defeated disease. Since then, however, new cases of tuberculosis have increased by 20 percent. And several strains of the disease are resistant to any drug we can attack them with.

(Narrator) Summarize the main points made in the lecture, explaining how they differ from points made in the reading.

Test Section	Question	Time	Testing Tools	
Writing	1 of 2	20:00	Volume	Help
<p>Directions: You have 20 minutes to plan and write your response. Your response will be evaluated on the quality of your writing and on how well you present the points in the lecture and their relationship to the reading passage. Typically, an effective response will have 150 to 225 words.</p> <p>Question: Summarize the main points made in the lecture, explaining how they differ from points made in the reading.</p>				
<p>The discovery of penicillin and other antibiotic drugs is the most dramatic medical development of the twentieth century. These new drugs quickly became known as “wonder drugs” because they saved so many lives that were threatened by major forms of infection. The research that led to their development rested on the belief that chemicals could be found that would destroy specific microorganisms without injuring the human body at the same time. Advances in chemistry and in the knowledge of bacteria quickened the discovery of such chemicals.</p> <p>In 1933, the first of the sulfa drugs, prontosil, was tested clinically on humans and was found to cure blood infections that would otherwise have been fatal. In 1941, the first successful human tests</p>			<p>Copy Cut Paste Hide WordCount 0</p>	

After the lecture, you will both *hear* and *see* the writing question. Then you have 20 minutes to plan, write, and revise your response. The reading passage is available during this time. You may use your notes from the lecture to help you write your response.

As you type, the computer will show your word count—how many words you have written. An effective response usually has approximately 150 to 225 words.

THE INDEPENDENT WRITING TASK

The independent writing task measures your ability to write an essay in response to a given topic. You must be able to generate and organize ideas, to develop and support these ideas, and to compose in standard written English.

In your essay, you must demonstrate your ability to:

- ✎ organize ideas effectively in answering the question;
- ✎ state and support an opinion;
- ✎ develop ideas with appropriate reasons, examples, and personal experience;
- ✎ display unity and coherence; and
- ✎ use English words and sentences effectively.

Your essay will be read by two qualified evaluators who will score it on a scale of 1 to 5, with 5 being the highest score possible. You will receive a score of 0 if you do not write an essay, do not write about the assigned topic, or do not write in English. Your score on the independent writing task will be combined with your score on the integrated writing task. The total number of points you earn for both writing questions will be converted to a Writing section score of 0 to 30.

Here is an example of an independent writing task:

Test No.	Questions	Time	Testing Tools	
Writing	2 of 2	30 : 00	Volume	Help

Directions: Read the question below. You have 30 minutes to plan, write, and revise your essay. Typically, an effective response will have a minimum of 300 words.

Question:

Do you agree or disagree with the following statement?

Advertising influences people's behavior in a negative way.

Use specific reasons and examples to support your opinion.

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WordCount 0

WRITING

STRATEGIES FOR THE WRITING SECTION

Before the Test

- ✎ Listen to a variety of recorded materials that use academic English, such as university lectures, documentaries, educational television programs, and in-depth radio news programs. Practice taking notes as you listen.
- ✎ Work on building your vocabulary. Practice using transitions—connecting words and expressions—to make your writing more coherent.
- ✎ Become familiar with the types of writing questions that appear on the TOEFL.
- ✎ Become familiar with the English keyboard, and practice typing on it.
- ✎ Become familiar with the TOEFL testing tools, such as **Copy**, **Cut**, and **Paste**. Practice using these keys to move text and make corrections.
- ✎ Your own best strategy: _____

During the Test—Integrated Task

- While you are reading the passage, think about its general message and organization. Notice key words and phrases that appear throughout the passage.
 - While you are listening to the lecture, focus on major ideas. Listen for terms and concepts that are repeated throughout the lecture. Take notes only about the information that will be important to remember: key points, examples, and reasons. Do not try to write down everything you hear. Do not allow your writing to detract from your listening.
 - When the integrated writing question is presented, take a few minutes to plan your response before you start writing. Think about everything the question requires you to do. Review your notes and the reading passage. Select and organize appropriate information to answer each part of the question.
 - Organize your response logically into paragraphs. Generally, each paragraph should develop one major point. Answer all parts of the question, using appropriate ideas and information from the lecture and reading. Use your own words. Do not just copy sentences from the reading passage.
 - Use your time wisely. You have 20 minutes to plan and write your response. Allow a few minutes at the end to read and revise what you have written. Check and correct your grammar, word choice, spelling, and punctuation.
 - Your own best strategy: _____
-

During the Test—Independent Task

- When the independent writing question is presented, take a few minutes to plan your essay before you start writing. Read the question carefully and make sure you understand everything it asks you to do. Organize your ideas by making an outline.
 - Write only about the given topic. Clearly state your opinion about the topic. Support all of your points with evidence: examples, facts, reasons, personal experiences, and other details.
 - Use grammatical structures and vocabulary that you are familiar with. Use transitions to make your sentences and paragraphs coherent.
 - Use your time wisely. You have 30 minutes to plan and write your essay. Allow a few minutes at the end to read and revise what you have written. Check and correct your grammar, word choice, spelling, and punctuation.
 - Do not be concerned about whether the essay readers will agree with your opinion. Be concerned about whether your essay states your opinion clearly, supports your opinion with appropriate details, shows organization and development, and uses appropriate sentence structure and vocabulary.
 - Your own best strategy: _____
-

4.1 Integrated Writing: Connecting Information from Two Sources



Imagine you are enrolled in a university course that is studying the world's water resources. Your professor has assigned reading for homework as preparation for the lecture on the following day. What do you expect from this assignment? Check all of the statements that could be true.

- ☐ The reading will be a waste of time, so you do not have to do it.
- ☐ The reading will give background information for the next day's lecture.
- ☐ The professor's lecture will be about a completely different topic.
- ☐ The lecture will provide an example to illustrate a point in the reading.
- ☐ The lecture will offer a view of the topic that differs from that in the reading.
- ☐ You will show that you understand the information in the reading and lecture.

WRITING

You can expect that the reading will give background information about the topic that will be discussed in class the next day. You can expect that the professor will discuss the reading and elaborate on it—perhaps by providing an example to illustrate a point or by offering a different view of the same topic. You can also expect that you will eventually have to show that you understand the material in the reading and the lecture. You will do this by connecting information from the two sources.

This type of activity is common in university study: you will read course material, listen to a professor talk about the material, and then demonstrate that you understand the material. This type of activity also occurs on the TOEFL in the form of the integrated reading–listening–writing task.



DO YOU KNOW...?

1. The TOEFL integrated writing task involves the three language skills of reading, listening, and writing. In the integrated writing task, you will:
 - ✎ read a short passage of 250 to 300 words about an academic topic;
 - ✎ listen to part of a lecture about the same topic; and
 - ✎ write a response to a question about information from the lecture and the reading.
2. You have 20 minutes to plan and write your response to the integrated writing question. Your response will be evaluated on the quality of your writing and on how well you convey the key points in the lecture and their relationship to information in the reading.
3. The reading passage provides general background information on the lecture topic. The lecture portion is two to three minutes long. The lecture will not merely repeat information from the reading passage; rather, it will develop and expand on the reading in some way. For example, the lecture may contradict or refute ideas in the reading; it may provide a different view or explanation; or it may illustrate a general point in the reading with a specific example.

4.1 CONNECTING INFORMATION

4. The writing question asks you to summarize the key points or describe the main idea of the lecture. The writing question is more about the lecture than the reading, but it requires you to draw a connection between the two. Among the possible types of connections between the two texts, you might be asked to explain how:
- ideas in the lecture agree or disagree with ideas in the reading;
 - the lecture presents a different view of the reading topic;
 - the lecture explains causes or effects of something in the reading;
 - information in the lecture supports or illustrates points in the reading; or
 - points in the lecture contradict, refute, depart from, or cast doubt on points in the reading.
5. Here is an example of an integrated writing task:

Reading Time – 3 minutes

Irrigation, the artificial watering of land for agriculture, uses water from a number of sources: direct rainfall, direct streamflow, water stored in lakes and reservoirs, high-quality groundwater, brackish surface water, and even seawater. Water for irrigation is diverted from rivers and lakes or pumped underground. Different crops have different irrigation requirements, so there are many forms of irrigation and types of irrigation technology.

Various methods of surface irrigation deliver water to a field directly from a canal, well, or ditch. The surface technique of flooding large fields is widely used because of low capital costs and long tradition. Furrow irrigation, practiced since ancient times, involves digging numerous U- or V-shaped open furrows through irrigated land and introducing water into them from a channel at the top of a field. As with other surface techniques, water collects into ponds on the field. In surface-pipe irrigation, the water is piped to the field and distributed via sprinklers or smaller pipes.

Border irrigation is a type of surface irrigation that involves flooding land in long parallel strips separated by earth banks built lengthwise in the direction of the slope of the land. Water flows from the highest point in the field to the lowest. Basin irrigation is similar to border irrigation but includes earth banks constructed crosswise to those used for border irrigation, dividing a field into a series of basins that can be separately irrigated.

LISTENING AND WRITING



SPEAKING & WRITING, Track 13

(Narrator)

Now listen to part of a lecture on the same topic.

(Professor)

One thing that really concerns water resource analysts is how much water agriculture uses. Agriculture uses a lot of water, more than all other water-using sectors of society. One of our greatest concerns is the very high use of water by irrigation. This is because, in most cases, the water used for irrigation can't be used afterward for other purposes, such as water supply for homes or industry.

Some forms of irrigation use water more efficiently than others. The efficiency of water use varies by region, crop, agricultural practice, and technology. The least efficient types of irrigation are the surface methods. Your reading really didn't go into this, but think of how much water it takes for a traditional surface method like field flooding. It takes a lot of water to flood a field. The water collects into ponds or basins, but then most of it either evaporates into the air or passes down through the soil into groundwater. This means that, in lots of places, less than half of all the water applied to a field is actually used by the crop. The rest is lost to evaporation or to groundwater. All of the flooding methods generally waste a lot of water—water that could otherwise be used for other purposes.

Fortunately, there are several irrigation technologies that are more efficient than the poorly controlled and highly wasteful flooding methods. They range from sprinkler systems to drip irrigation. In sprinkler systems, water is sprayed over crops, and this provides an even distribution of water. New precision sprinkler technologies have greatly improved our ability to deliver water exactly when and where it's needed. However, sprinkler systems are also a form of surface irrigation, and just as in other surface methods, some of the water is still lost to evaporation.

(Narrator)

Summarize the points made in the lecture, explaining how they cast doubt on points made in the reading.



Stop

WRITING

The task requires you to do two things: (1) summarize the key points from the lecture, and (2) explain how they cast doubt on points made in the reading. To respond to the question completely, you have to connect information from the lecture and the reading.

The key points from the lecture are:

- ✓ Irrigation uses a lot of water that cannot be used later for other purposes
- ✓ Surface methods of irrigation are the least efficient methods.
- ✓ The surface method of field flooding wastes a lot of water.
- ✓ With field flooding, most of the water evaporates or passes into groundwater.
- ✓ Sprinkler systems are more efficient than flooding, but some water is still lost.

Generally, the points made in the lecture cast doubt on the information in the reading, which does not address the wastefulness and lack of efficiency of surface irrigation.

4.1 CONNECTING INFORMATION

The written response should answer the question by using relevant information from the lecture and the reading. An effective response would include all or most of the key ideas from the lecture and relate them correctly to information in the reading.

For examples of responses to this writing question, see page 392.



PRACTICE

Exercise 4.1.A

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question during the lecture. Listen for important information. Take notes about examples or reasons that will help you remember the key points. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write a response.

Reading Time – 3 minutes

The transparent front part of the human eye is a five-layer structure called the cornea. The cornea is dense and even in thickness, projecting like a dome beyond the white of the eye and protecting the iris and pupil.

A clear cornea is necessary for clear vision, and an injury to the cornea can pose a long-term problem. A corneal injury may lead to an ulcer, or it may leave a small area of scar tissue after it heals. The location of the injury or ulcer and the remaining scar tissue will determine whether or not there may be vision problems. The area around the edge of the cornea is not terribly important for good vision; however, if an ulcer forms at the center of the cornea, the scar tissue it leaves behind could interfere with vision. If a large ulcer occurs in the center of the cornea, it may be necessary to replace the cornea surgically in a procedure called corneal grafting, in which corneal tissue is transplanted from one human eye to another.

Symptoms of a corneal injury include eye pain, sensitivity to light, bloodshot eyes, a feeling that something is in the eye, blurred vision, and possibly a white spot on the cornea. The term keratitis is used to describe a corneal inflammation in which the outermost cells on the surface of the cornea die. With keratitis, the eyes are sensitive to light and they hurt, water, and become bloodshot. In severe cases, vision may be impaired.

To diagnose a corneal injury or ulcer, a physician will place a few drops of special liquid in the eye, turn the lights out, and shine a light on the eye while looking at the cornea through a special microscope called a slit lamp. If the surface of the cornea is broken anywhere, it will show up as a bright blue-green area.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



SPEAKING & WRITING, Track 14

Describe the causes and consequences of corneal injuries and ulcers, and explain how these problems are treated.



Stop

Exercise 4.1.B

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question during the lecture. Listen for important information. Take notes about examples or reasons that will help you remember the key points. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write a response.

Reading Time – 3 minutes

Pruning is cutting off dead or living branches of a tree to improve the tree's health, structure, or growth. A tree will be more vigorous with a few healthy branches than with many weak ones. The best time to prune is in late winter or early spring, when deciduous trees are free of foliage and the arrangement of branches is visible.

Trees are pruned for the following reasons:

- to remove diseased, dead, or broken branches;
- to remove a branch that rubs against another;
- to enhance the natural shape and beauty of the tree;
- to eliminate wild growth and shoots that sprout directly from the roots;
- to hold the tree within bounds;
- to ensure production of larger flowers or fruits.

A few principles should be kept in mind when deciding where to make the cuts. Heavy pruning on top, or topping, causes leaves and branches to grow. Cutting back the tips of new growth forces the development of side branching. Crowded branches never develop to full size; large branches compete with small branches, and the small ones become targets for disease and breakage and should therefore be removed.

Young trees need leaves to make the food they need for growth, so too many branches should not be cut off in one season. After a mature tree reaches the desirable shape, pruning should be done only to remove broken or diseased branches and to thin occasionally. Branches that might come into contact with a building or power line should be pruned. If branches are cut when small and during cool weather, the wounds will heal more quickly.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



SPEAKING & WRITING, Track 15

Summarize the points made in the talk, explaining how they depart from good pruning practices.



Stop

Key points for Exercises 4.1.A through 4.1.B are on page 593.

4.1 CONNECTING INFORMATION



EXTENSION

1. With your teacher and classmates, discuss situations in which it is necessary to write about information from different types of sources. On the board, write a list of as many situations as you can think of. (Possible situations: research papers; open-book tests; business reports.) What types of sources might be used for each writing situation?
2. Share and discuss your response to the writing question in Exercise 4.1.A or 4.1.B. Work in a group of three students. Make copies of your response, and give a copy to everyone in your group. Read and discuss each student's writing. Answer the following questions about each:
 - a. What important points from the lecture does the response convey?
 - b. What examples and explanation does the response include?
 - c. Does the response answer the question effectively?

Make suggestions that will help each student improve in the future.

4.2 Integrated Writing: Taking Notes



Listen to part of a university lecture. While you are listening, write down some words and phrases from the lecture that you think are important.



SPEAKING & WRITING, Track 16



Stop

You probably could write down only a few things. It would be impossible to write down everything the professor said. Some important words and phrases you may have heard are:

water	agriculture	a lot
concerns	very high use	irrigation
can't be used	homes	industry

While listening to a lecture, your most important task is to listen carefully for important information. When you take notes, focus on key words and phrases that will be important to remember. Limit your notes to terms, concepts, examples, and reasons that help you understand the major points the speaker is making.



DO YOU KNOW...?

1. **Taking notes**, or **note taking**, is writing down key words and information that you hear. Note taking is an essential academic skill. During your university experience, you have to take notes to help you remember important ideas and details from lectures and class discussions. You have to study and understand the information in your notes. You have to explain this information when you take written examinations.
2. When you take the TOEFL, the test supervisor will give you paper to write on. You may take notes, and you may use your notes to help you answer the integrated writing question. Your notes will not be scored. Only what you type on the computer will be scored.
3. The integrated writing question asks you to summarize key ideas from the lecture and relate them to ideas in the reading passage. You will not know what the writing question is until after the lecture. While you are listening to the lecture, focus on the ideas that you think are most important, and take notes about them. Do not try to write down everything. Limit your note taking to examples and reasons that illustrate the speaker's points. Do not allow your writing to detract from your listening.

4.2 TAKING NOTES

4. Sometimes a speaker emphasizes certain words or repeats certain ideas throughout the lecture. Listen for key words that the speaker emphasizes or repeats. Sometimes a speaker uses certain expressions to call your attention to important information. For example, the speaker may say:

There are three types/kinds/groups/classes of _____.

The key feature of _____ is _____.

The main role of _____ is _____.

One function of _____ is _____.

Another example is _____.

The main reason for this is _____.

This is primarily because _____.

First, _____.

Second, _____.

Most importantly, _____.

_____ has the advantage of _____.

_____ is interesting because _____.

_____ is defined as _____.

A related concept is _____.

If the speaker emphasizes or repeats certain terms, or if the speaker calls your attention to important ideas, take notes about these terms and ideas.

5. Listen again to the sample lecture. Listen for key words and ideas that the professor emphasizes or repeats. Look at the following notes taken by two different students. Add other words and phrases that you think are important to remember about the lecture.



SPEAKING & WRITING, Track 13

STUDENT 1

water – high use – irrigation
can't use other purpose
efficiency
lot – flood a field
evaporate, or pass down to
ground waste
sprinkl system
surface – lost to evap.

STUDENT 2

agricul. use of water
very high
water supply home industry
surface method
lot of water flood
flooding waste a lot
1/2 by crop
technology – ? more efficient
sprinkler = spray crop
surface meth



Stop

For examples of responses to this lecture, see page 392.



PRACTICE

Exercise 4.2.A

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question during the lecture. Listen for important information. Take notes about examples or reasons that will help you remember the key points. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write a response.

Reading Time – 3 minutes

The International style is the name given to the functionalist style of architecture that evolved in Europe and the United States shortly before the First World War and prevailed during most of the twentieth century. The International style is characterized by an emphasis on function and rejection of traditional decoration. It is also known as the Bauhaus style because it was refined at the famous German design school, the Bauhaus, during the 1920s. The directors of the Bauhaus, Walter Gropius and Ludwig Mies van der Rohe, reduced the urban building to a basic framework of steel, a skin of glass, and an open interior in which “curtain walls” could be moved around to suit the purposes of the user. Supporters of the Bauhaus idiom promoted a utilitarian simplicity in such phrases as “form follows function” and “less is more.”

The International style inspired both architects and ordinary citizens, and greatly influenced the mid-century building boom in the United States, particularly in New York. The beauty and simplicity of the Bauhaus idiom was evident in New York structures such as the Rockefeller Center complex. Perhaps the best known New York example is the office building of the United Nations Secretariat, completed in 1952. A Swiss-born architect known as Le Corbusier led the international group of architects that designed it. The UN Secretariat is a slab only 72 feet thick, but its blue-tinted glass walls are 287 feet wide by 544 feet high. The building has a simplicity and elegance worthy of the most prominent international organization, the United Nations. The sleek utilitarian beauty of the International style succeeded in reshaping the city, making it one of the most successful architectural movements in history.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



SPEAKING & WRITING, Track 17

Summarize the points made in the lecture, explaining how they agree or disagree with points made in the reading.



Stop

WRITING

4.2 TAKING NOTES

Exercise 4.2.B

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question during the lecture. Listen for important information. Take notes about examples or reasons that will help you remember the key points. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write a response.

Reading Time – 3 minutes

Geothermal energy is derived from the heat contained within the earth. In some places the heat is so intense that it melts mantle rock to create liquid magma. Geologists believe that the ultimate source of geothermal energy is radioactive decay occurring deep within the planet. A renewable energy resource, geothermal heat is produced primarily when water descends from the earth's surface and meets hot magma rising toward it. Some of this geothermal water circulates back up through faults and cracks in the earth's crust and reaches the surface as hot springs or geysers. However, most geothermal water remains deep underground, trapped in cracks and porous rock.

In most regions of the world, geothermal heat reaches the earth's surface in a very diffuse state, having lost much of its energy potential. However, in some areas, including significant portions of western North America, geothermal reservoirs exist close to the surface and are thus easily tapped for power generation. Geographic regions that possess well-developed geothermal systems are located in geologically active areas. Such favored regions with continuous, concentrated heat flow to the surface include Iceland, New Zealand, Japan, and the Philippines.

Tapping geothermal heat can generate electricity without harmful emissions. In geothermal power plants, heat from the earth provides the physical force that spins turbine blades to generate electricity. Thus, energy from the earth itself will likely play an important part in the renewable energy equation of the twenty-first century.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



SPEAKING & WRITING, Track 18

Describe past and present uses of geothermal energy, and explain why some regions have better potential than others for developing geothermal systems.



Stop

Key points for Exercises 4.2.A through 4.2.B are on page 593.



EXTENSION

1. Share and discuss your response to the writing question in Exercise 4.2.A or 4.2.B. Work in a group of three students. Make copies of your response, and give a copy to everyone in your group. Read and discuss each student's writing. Answer the following questions about each:
 - a. What important points from the lecture does the response convey?
 - b. What examples and explanation does the response include?
 - c. Does the response answer the question effectively?

Make suggestions that will help each student improve in the future.

2. Obtain permission to make a tape recording of a real college or university lecture. (Topics in history, anthropology, sociology, and psychology are good choices.) Bring your tape to class. In class, everyone listens to three minutes of the recording. While listening, everyone takes notes about the important information in the lecture. Don't try to write down everything. Write only the key words and phrases that you think are important to remember.

Then break into groups of three or four students each. Compare your notes with the notes taken by the other students in your group. Listen again to the same three-minute recording. In your group, try to agree on the key points of the lecture. Write a summary of the lecture. Choose a student to read your group's summary to the whole class.

4.3 Integrated Writing: Developing Ideas



Imagine you are enrolled in a university course that is studying the world's water resources. Your class has read an article about irrigation, and your professor has given a lecture on the same topic. Now your professor passes out a sheet of paper and announces that it is an "open-book" quiz. Here is the quiz:

Directions:	You have 20 minutes to plan and write your response. You may use your lecture notes and the article about irrigation. The length of your response should be about 150 to 225 words.
Question:	Summarize the facts about the use of water for irrigation, explaining why some irrigation methods are not efficient in using water.

What would you do? Check all of the things that you would do:

- ☐ Just start writing 150 words as quickly as possible.
- ☐ Read the question carefully and think about what it wants you to do.
- ☐ Review the notes you took during the lecture.
- ☐ Write about a different topic related to irrigation.
- ☐ Plan what facts to present, and in what order.
- ☐ Select three points and write a paragraph about each.
- ☐ Develop your ideas with examples and reasons.

Is it a good idea to just start writing as quickly as you can? Very few people can do that and have good results. It is better to read the question carefully and think about what it wants you to do.

Should you review the notes you took during the lecture? Of course! Should you write about a different but related topic? Probably not, if you want a good score on the quiz. If you do that, your response will not answer the question.

Should you plan what facts to present, and in what order? Definitely yes! Should you select three points and write a paragraph about each? Good idea! Should you develop your ideas with examples and reasons? Absolutely!



DO YOU KNOW...?

1. Responding to a question in essay format is an academic skill that you will use frequently during your university experience. You will write answers to essay questions when you take examinations. Your writing will demonstrate how well you understand information that you read in your textbooks and hear your professors discuss in lectures.
2. You have 20 minutes to plan, write, and revise your response to the integrated writing task. Your response should include the key information from the lecture and the reading that will answer the question completely.
3. You must type your response on the computer keyboard. Do not write your entire response on paper and then try to type it into the computer; you will not have enough time to do this. Organize your notes on paper, and plan your response. Then type your response directly into the typing box on the screen.
4. The integrated writing task does not ask for your opinion about the topic. For this task, your opinion is irrelevant and should not be included in your response. Your response should be based only on what you hear in the lecture and read in the passage. Usually, your response will include a summary of the major ideas from the lecture.
5. The integrated writing task requires you to do more than one thing. For example, it may ask you to (1) summarize key points from the lecture, and (2) explain how these points relate to information in the reading. You must answer each part of the question.
6. Two trained evaluators will read your response. They will rate your writing on how well you:
 - ✎ organize ideas effectively in answering the question;
 - ✎ draw requested connections between the lecture and the reading;
 - ✎ develop ideas with appropriate examples and explanation; and
 - ✎ display unity and coherence.
7. The best way to approach the integrated writing question is PLAN—WRITE—REVISE.

PLAN	Plan what information to present, and in what order.
WRITE	Write a separate paragraph to develop each major point. Support each point with information from the lecture and reading.
REVISE	Allow time to correct grammar and vocabulary errors.

8. Planning the response starts with reading the question carefully. Planning involves reviewing your notes from the lecture and selecting information that you can use to answer the question. It involves scanning the reading passage for key terms and other useful information. Planning concludes with deciding the most effective order to present the information.
9. Your response will be evaluated on its organization, so you should present the information in a logical order. Each paragraph should convey one major point and support it with relevant details or explanation. State the point clearly in the first sentence of the paragraph. All other sentences in the paragraph should provide examples, reasons, or other details to develop the point. Use your time wisely. It is better to develop all of your points with minimum detail than to have an incomplete answer because you spent too much time on the first point.

4.3 DEVELOPING IDEAS

10. Here is a general plan for organizing your response to the integrated writing task:

INTEGRATED WRITING TASK

General Plan

Paragraph 1

First key point from the lecture

- Examples from the lecture
- Explanation or connection to the reading

Paragraph 2

Second key point from the lecture

- Examples from the lecture
- Explanation or connection to the reading

Paragraph 3

Third key point from the lecture

- Examples from the lecture
- Explanation or connection to the reading

11. Your response should be clearly organized into paragraphs. You can indicate the division into paragraphs in either of two ways:

- indent the first line of each paragraph; or
- leave a blank space between paragraphs.

12. **Coherence** is the quality of unity and order in a piece of writing. Writing is coherent when all of the ideas are connected logically. The following **transitions** and other expressions will help you express relationships between ideas and give your writing unity and coherence.

Introduce Key Points

According to the lecture,

The reading stated that

The professor made the point that

The lecture supports/illustrates the idea that

The lecture contradicts/refutes the idea that

Introduce Examples or Reasons

because

for example

one example is

first

for instance

such as

Add Examples or Reasons

also

furthermore

next

another example is

in addition

second, third...

Show Contrast between Ideas

although

in contrast

on the contrary

but

is contrary to

on the other hand

however

is the opposite of

while

13. There is no single correct answer to the integrated writing question. There are several ways to answer the question effectively. A successful response is usually between 150 and 225 words long. A longer response is not always better than a shorter response. It is better to write a shorter response that answers the question completely than to write a longer response that has many errors or does not answer the question completely.
14. Read the passage and listen to the lecture and question. Then read the responses written by two different students:

READING

Irrigation, the artificial watering of land for agriculture, uses water from a number of sources: direct rainfall, direct streamflow, water stored in lakes and reservoirs, high-quality groundwater, brackish surface water, and even seawater. Water for irrigation is diverted from rivers and lakes or pumped underground. Different crops have different irrigation requirements, so there are many forms of irrigation and types of irrigation technology.

Various methods of surface irrigation deliver water to a field directly from a canal, well, or ditch. The surface technique of flooding large fields is widely used because of low capital costs and long tradition. Furrow irrigation, practiced since ancient times, involves digging numerous U- or V-shaped open furrows through irrigated land and introducing water into them from a channel at the top of a field. As with other surface techniques, water collects into ponds on the field. In surface-pipe irrigation, the water is piped to the field and distributed via sprinklers or smaller pipes.

Border irrigation is a type of surface irrigation that involves flooding land in long parallel strips separated by earth banks built lengthwise in the direction of the slope of the land. Water flows from the highest point in the field to the lowest. Basin irrigation is similar to border irrigation but includes earth banks constructed crosswise to those used for border irrigation, dividing a field into a series of basins that can be separately irrigated.

WRITING

LISTENING



SPEAKING & WRITING, Track 13

WRITING

Summarize the points made in the lecture, explaining how they cast doubt on points made in the reading.



Stop

4.3 DEVELOPING IDEAS

RESPONSE BY STUDENT 1

Word count: 169

Irrigation, the artificial watering of land for agriculture, has a high use of water. Water for irrigation comes from several sources, such as direct rainfall, rivers, lakes, and reservoirs. Some irrigation methods use a lot of water, such as flooding large fields. According to the reading, flooding is widely used because of low cost and long tradition. However, the lecture casts doubt on this point by stating that surface methods are not efficient.

The water that is used for irrigation can't be used for other purposes. With surface irrigation, some of the water goes to the plants; however, a lot of water evaporates or passes down into the ground. This wastes a lot of water because the water is not available for other purposes such as drinking.

The surface method of flooding large fields requires a lot of water. Some of the water evaporates when it collects into ponds on the field. Sprinkler systems are a more efficient type of surface irrigation, but they also lose water to evaporation.

RESPONSE BY STUDENT 2

Word count: 210

The professor made the point that the use of water for irrigation is very high. In general, agriculture uses a lot of water, and the water for irrigation cannot be used for other purposes. For example, it cannot be the water supply for homes and industry. The reading does not discuss this point.

Another important point is that some irrigation methods are not efficient in using water. For example, surface methods of irrigation use a lot of water. Surface methods deliver water to a field directly from a canal, well, or ditch. Examples are flooding, border irrigation, and basin irrigation. Surface methods are not efficient because they waste a lot of water. For example, the surface technique of flooding large fields requires a large amount of water. However, half of the water is used by the crop, and the rest is lost to evaporation. In general, surface methods of irrigation are not efficient, but the reading does not discuss this point.

Finally, the professor stated that some technology is more efficient than flooding. An example is the sprinkler method, which sprays crops with water. However, sprinklers are a surface method, and some water is wasted. In general, the professor discusses problems with surface irrigation that the reading does not include.

Both students have written an effective response to the question. What transitions and other expressions are used to make their writing coherent? What examples and reasons are used to develop key points?



PRACTICE

Exercise 4.3.A

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question during the lecture. Listen for important information. Take notes about examples or reasons that will help you remember the key points. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write a response.

Reading Time – 3 minutes

Most work organizations are still characterized by extreme division of labor in which tasks are divided into distinct parts, each part to be performed by an individual worker. In manufacturing, the assembly line is the ultimate in efficient labor, with each worker performing the same set of actions over and over again. In this way, workers themselves become like a machine part, dehumanized and alienated. Alienation is a sense of powerlessness, of being cut off from one's labor and from other workers. Alienation can also occur in office occupations, where most employees perform only a few specialized tasks.

However, despite the routine dullness of most jobs, the majority of workers are generally satisfied with their current jobs, although they are not totally enthusiastic. The most satisfying jobs are those with a high level of autonomy, in which employees can make their own decisions about the pacing and sequence of work with minimal supervision. Job autonomy is most often found in high-pay and high-prestige occupations. In jobs in the middle or lower levels of pay and prestige, workers generally have less autonomy. The lower the occupational status, the more heavily supervised the workers are, and the fewer decisions they can make on their own. Still, when workers are asked what is very important when taking their current job, they tend to list social and personal features of the workplace, such as co-workers and skills utilized, and family-related factors, such as health insurance and family leave. Traditional economic incentives such as pay and promotions are near the bottom of the list.

WRITING

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



SPEAKING & WRITING, Track 19

Summarize the points the professor made in the talk, explaining how they support points made in the reading.



Stop

4.3 DEVELOPING IDEAS

Exercise 4.3.B

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question during the lecture. Listen for important information. Take notes about examples or reasons that will help you remember the key points. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write a response.

Reading Time – 3 minutes

In the late eighteenth century, an Austrian physician named Franz Joseph Gall observed a relationship between certain mental characteristics and the shapes of people's heads. Gall founded the discipline called phrenology, which is based on the idea that variations in the human skull reflect differences in the size and the shape of the human brain. According to phrenology, different areas of the brain serve separate and distinct functions; therefore, by carefully examining the size and shape of an individual's skull, an expert can determine the strengths, weaknesses, and peculiarities of the person's character and intellect.

Devoting most of his life to a detailed study of the nervous system, Gall showed that the brain's white matter consists of nerve fibers. He also initiated the theory of localization—the belief that the various mental processes are centered in specific parts of the brain. Gall claimed that humans had several different forms of power for each mental process. He developed a list of “organs” of the mind that featured 37 different mental powers. Among these powers were emotional faculties such as secretiveness and the capability for love; sentiments such as hope, reverence, and self-esteem; and reflective and perceptual powers, including aptitude for language, musical ability, and sensitivity to visual properties such as shape and color.

The simple doctrine of phrenology achieved great popularity in Europe and the United States during the early nineteenth century. Many leading scientists of the period supported its basic principles and attempted to advance it as a science. The doctrine also appealed to the general public since everyone could “play the game” of reading skulls.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



SPEAKING & WRITING, Track 20

Summarize the points made in the lecture, explaining how they either support or refute points made in the reading.



Stop

Exercise 4.3.C

Read the passage and then listen to the recording. To make this practice more like the real test, cover the passage and question during the lecture. Listen for important information. Take notes about examples or reasons that will help you remember the key points. When you hear the question, uncover the passage and question. Then allow 20 minutes to plan and write a response.

Reading Time – 3 minutes

At the dawn of cinema in the 1890s, audiences were fascinated by everyday actions caught on film: a train pulling into the station, a family eating breakfast, and soldiers marching in a parade. Then the French filmmaker Georges Méliès demonstrated that films could do far more than merely record everyday life. Méliès, a professional magician and theater operator, decided that the new medium could be used effectively in his magic act. After much experimentation with a moving-picture camera, he realized that film could be manipulated in countless ways. In time, he developed such new techniques as the fade-out, overlap dissolve, stop action, superimposition, double exposure, fast and slow motion, animation, and a host of other devices that he used with invention and wit.

Méliès transformed the cinema into a storytelling medium. At a time when most filmmakers were content to photograph the real world, Méliès was creating his own fantasy world. In his specially built studio near Paris, he produced more than a thousand films between 1896 and 1914. They ranged from brief shorts that were one minute long to much longer films that ran for twenty minutes. The longer films included *Cinderella* (1899) and *A Trip to the Moon* (1902).

Very popular in their day, the trick films of Méliès were shown, often without his permission, all over Europe and North America starting around 1900. At that time, the films were regarded as charming and witty, and Méliès was respected as the first artist of cinema. Although primitive by today's standards, the films of Méliès revealed the cinema's unique and almost limitless possibilities for trickery and special effects—possibilities that continue to evolve with today's computer technology.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the passage and question and begin your response.



SPEAKING & WRITING, Track 21

Summarize the points made in the talk, explaining how they illustrate points made in the reading.



Stop

Key points for Exercises 4.3.A through 4.3.C are on page 594.