How to Master Skills for the TOEFL® iBT® Speaking

Intermediate

Michael A. Putlack | Will Link | Stephen Poirier

Chuyên ngữ học ở ngoài
Lê Huy Lắm

NHA XUẤT BẢN TỔNG HỢP THÀNH PHỐ HỒ CHÍ MINH
How to Master Skills for the TOEFL IBT Speaking Intermediate
How to Master Skills for the TOEFL® iBT Speaking Intermediate

Michael A. Putlack | Will Link | Stephen Poirier

Nhà Xuất Bản Tổng Hợp Thành Phố Hồ Chí Minh
# Contents

**Introduction** 6  
**How to Use This Book** 12

## PART 1  Independent Speaking

### Chapter 1  Personal Experience
- **Unit 1** People 20  
- **Unit 2** Places 22  
- **Unit 3** Events 24  
- **Unit 4** Objects 26

### Chapter 2  Personal Preference
- **Unit 8** Education 38  
- **Unit 9** Welfare 40  
- **Unit 10** School 42  
- **Unit 11** Studying 44

## PART 2  Integrated Speaking I

### Chapter 3  Reading & Conversation
- **Unit 15** School Facilities 60  
- **Unit 16** University Construction 63  
- **Unit 17** School Appointments 66  
- **Unit 18** School Policies 69

### Chapter 4  Reading & Lecture
- **Unit 22** Biology I 86  
- **Unit 23** Sociology I 89  
- **Unit 24** Psychology I 92  
- **Unit 25** Biology II 95

## PART 3  Integrated Speaking II

### Chapter 5  Conversation
- **Unit 29** Student Life I 114  
- **Unit 30** Internships 116  
- **Unit 31** Part-time Jobs 118  
- **Unit 32** Transportation 120

### Chapter 6  Lecture
- **Unit 36** Writing 134  
- **Unit 37** Botany 136  
- **Unit 38** Education 138  
- **Unit 39** Earth Science 140

**Expressions & Collocations** 148  
**Actual Tests** 163  
**Answer Book** 185
## A. Information on the TOEFL® iBT

### The Format of the TOEFL® iBT

<table>
<thead>
<tr>
<th>Section</th>
<th>Number of Questions</th>
<th>Timing</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><em>3–5 Passages</em>&lt;br&gt;- approximately 700 words each&lt;br&gt;- 12–14 questions per passage</td>
<td>60–100 min.</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td><em>2–3 Conversations</em>&lt;br&gt;- 12–25 exchanges each (3 min.)&lt;br&gt;- 5 questions per conversation&lt;br&gt;<em>4–6 Lectures</em>&lt;br&gt;- 500–800 words each (3–5 min.)&lt;br&gt;- 6 questions per lecture</td>
<td>60–90 min.</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>BREAK</strong></td>
<td></td>
<td>10 min.</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td><em>2 Independent Tasks</em>&lt;br&gt;(preparation: 15 sec. / response: 45 sec.)&lt;br&gt;- 1 personal experience&lt;br&gt;- 1 personal choice/opinion&lt;br&gt;<em>2 Integrated Tasks: Read-Listen-Speak</em>&lt;br&gt;(preparation: 30 sec. / response: 60 sec.)&lt;br&gt;- 1 campus situation topic&lt;br&gt;  - reading: 75–100 words (45 sec.)&lt;br&gt;  - conversation: 150–180 words (60–80 sec.)&lt;br&gt;- 1 academic course topic&lt;br&gt;  - reading: 75–100 words (45 sec.)&lt;br&gt;  - lecture: 150–220 words (60–90 sec.)</td>
<td>20 min.</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><em>1 Integrated Task: Read-Listen-Write (20 min.)</em>&lt;br&gt;- reading: 230–300 words (3 min.)&lt;br&gt;- lecture: 230–300 words (2 min.)&lt;br&gt;- a summary of 150–225 words&lt;br&gt;<em>1 Independent Task (30 min.)</em>&lt;br&gt;- a minimum 300-word essay</td>
<td>50 min.</td>
<td>30 points</td>
</tr>
</tbody>
</table>
B. Information on the Speaking Section

The Speaking section of the TOEFL® iBT measures test takers’ English speaking proficiency. This section takes approximately 20 minutes and has six questions. The first two questions are called Independent Speaking Tasks, and you will be asked to speak about some familiar topics based on your personal experiences and preferences. The remaining four questions are Integrated Speaking Tasks, and you will be required to integrate different language skills—listening and speaking or listening, reading, and speaking.

1. Types of Speaking Tasks

[ Independent Tasks ]

(1) Task 1: Personal Experience
   _ This task will ask you to speak about something that is familiar to you. You need to describe it and give some reasons to defend your response.
   _ You will be given 15 seconds to prepare your answer and 45 seconds to speak on the question.

(2) Task 2: Personal Preference
   _ This task will ask you to make and defend a personal choice between two possible opinions, actions, or situations. You should justify your choice with reasons and details.
   _ You will be given 15 seconds to prepare your answer and 45 seconds to say which of the two options you think is preferable.

[ Integrated Tasks ]

(3) Task 3: Reading & Conversation
   _ This task will ask you to respond to a question based on what you have read and heard. You will first read a short passage presenting a campus-related issue and will then listen to a dialogue on the same topic. Then, you will be asked to summarize one speaker’s opinion within the context of the reading passage.
   _ You will be given 30 seconds to prepare your answer and 60 seconds to speak on the question. You should be careful not to express your own opinion in your response.

(4) Task 4: Reading & Lecture
   _ This task also asks you to respond to a question based on what you have read and heard. You will first read a short passage about an academic subject and will then listen to an excerpt from a lecture on that subject. Then, you will be asked to combine and convey important information from both the reading passage and the lecture.
   _ You will be given 30 seconds to prepare your answer and 60 seconds to speak on the question.
(5) Task 5: Conversation
_ In this task, you will first listen to a conversation about a student-related problem and two possible solutions. Then, you will be asked to describe the problem, choose a preferred solution, and explain why you have chosen that solution.
_ You will be given 20 seconds to prepare your answer and 60 seconds to respond to the question.

(6) Task 6: Lecture
_ In this task, you will first listen to an excerpt from a lecture that explains a term or concept and gives some examples to illustrate it. Then, you will be asked to summarize the lecture and explain how the examples are connected with the overall topic.
_ You will be given 20 seconds to prepare your answer and 60 seconds to respond to the question.

2. Types of Speaking Topics

(1) Personal Experience and Preference
_ Questions in Task 1 will be about a person, place, event, activity, or object that is important to test takers. For example, a question may ask about a place you like to visit, the most memorable event in your life, or the person that you admire most.
_ Questions in Task 2 will be about everyday issues of general interest to test takers. For example, a question may ask about a preference between studying at home and at the library, a preference between living in a dormitory and an off-campus apartment, or a preference between a class with a lot of discussion and one without discussion.

(2) Campus Situations
_ Questions in Task 3 will be about campus-related issues. For example, a question may ask about a university policy, rule, or procedure, future university plans, campus facilities, or the quality of life on campus.
_ Questions in Task 5 will be about student-related problems on campus. For example, a question may ask about a scheduling conflict, an unavoidable absence, an unavailable resource, a student election, financial difficulties, or a student’s course load.

(3) Academic Course Content
_ Questions in Task 4 will be about academic subjects. For example, a question may ask about a life science, a social science, a physical science, or a topic in the humanities like animal domestication or economics.
_ Questions in Task 6 will also be about academic-related topics. For example, a question may ask about a process, a method, a theory, an idea, or a phenomenon of any type in fields like natural science, social science, or psychology.
3. Important Features of Evaluation

(1) Delivery
Delivery means how clear your speech is. In order to get good grades on the speaking tasks, you should speak smoothly and clearly, have good pronunciation, pace yourself naturally, and have natural-sounding intonation patterns.

(2) Language Use
Language use is about the effectiveness of your use of grammar and vocabulary to express your ideas. In order to get good grades on the speaking tasks, you should be able to use both basic and more complex language structures and choose the appropriate words.

(3) Topic Development
Topic development is related to how fully you respond to the question and how coherently you give your ideas. In order to get good grades on the speaking tasks, you should make sure that the relationship between your ideas and your progression from one idea to the next is clear and easy to follow.
4. Speaking Scoring Rubrics

(1) Independent Tasks (Questions 1 & 2)

Your responses to the Independent Tasks will be scored according to these criteria:

<table>
<thead>
<tr>
<th>Score</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A response at this level addresses the task in a highly clear, sustained manner. It is well developed with ideas explained clearly and coherently. It displays fluid speech that is easy to understand and shows effective use of grammar and vocabulary. Though it may have minor errors in pronunciation or language use, they do not affect the overall intelligibility or meaning.</td>
</tr>
<tr>
<td>3</td>
<td>A response at this level addresses the task appropriately but is not fully developed. It displays generally clear speech with some fluidity of expression and shows somewhat effective use of grammar and vocabulary. But minor problems with pronunciation, pace of speech, language structures, or word choice may result in occasional listener effort to understand and occasional lapses in fluency.</td>
</tr>
<tr>
<td>2</td>
<td>A response at this level addresses the task but shows limited development of ideas. Ideas are expressed vaguely and not well connected with each other, and the use of grammar and vocabulary remains only at a basic level. Also, the response displays basically clear speech but requires significant listener effort due to errors in pronunciation, intonation, or pace of speech.</td>
</tr>
<tr>
<td>1</td>
<td>A response at this level is very short and practically not related to the task. It lacks substance beyond the expression of very basic ideas and is hard for the listener to understand due to consistent pronunciation, stress, and intonation problems and a severely limited control of grammar and vocabulary.</td>
</tr>
<tr>
<td>0</td>
<td>A response at this level is not relevant to the task or has no substance.</td>
</tr>
</tbody>
</table>
(2) **Integrated Tasks (Questions 3–6)**

Your responses to the Integrated Tasks will be scored according to these criteria:

<table>
<thead>
<tr>
<th>Score</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A response at this level effectively addresses the task by presenting the necessary information and appropriate details. It generally shows clear, fluid, sustained speech and effective control of grammar and vocabulary. Though it may have minor errors in pronunciation, intonation, or language use, they do not affect the overall intelligibility or meaning.</td>
</tr>
<tr>
<td>3</td>
<td>A response at this level addresses the task appropriately but is not fully developed. It conveys the necessary information but does not include sufficient details. It shows generally clear speech with some fluidity of expression, but minor problems with pronunciation, intonation, or pacing may result in some listener effort. It also displays somewhat effective use of grammar and vocabulary despite the existence of some incorrect word choice or language structures.</td>
</tr>
<tr>
<td>2</td>
<td>A response at this level conveys some relevant information, but the ideas are not well connected. It omits key ideas, shows limited development, or exhibits a misunderstanding of key ideas. It shows clear speech occasionally but mostly demonstrates difficulties with pronunciation, intonation, or pace of speech—problems that require significant listener effort. It also displays only a basic level of grammar and vocabulary, which results in the limited or vague expression of ideas or unclear connections.</td>
</tr>
<tr>
<td>1</td>
<td>A response at this level is very short and practically not related to the task. It fails to provide much relevant content and contains inaccurate or vague expressions of ideas. It is characterized by fragmented speech with frequent pauses and hesitations and consistent pronunciation and intonation problems. It also shows a severely limited range and control of grammar and vocabulary.</td>
</tr>
<tr>
<td>0</td>
<td>A response at this level is not relevant to the task or has no substance.</td>
</tr>
</tbody>
</table>
How to Master Skills for the TOEFL® iBT Speaking Intermediate is designed to be used either as a textbook for a TOEFL® iBT speaking preparation course or as a tool for individual learners who are preparing for the TOEFL® test on their own. With a total of six chapters, this book is organized to prepare you for the test by providing you with a comprehensive understanding of the test and a thorough analysis of every question type. Each chapter consists of seven units and includes numerous exercises that will help you develop your test-taking abilities. At the back of the book are two actual tests of the Speaking section of the TOEFL® iBT.

1 Sample IBT Question
This part is designed to prepare you for the type of question the chapter covers. You will be given a full sample question and a model answer in an illustrative structure. You will also be given information on time allotments. This part will also provide you with usable speaking expressions you need to remember while working on each task.

2 Tasks 1 & 2
In Chapters 1 and 2, you will practice responding to independent speaking tasks which ask you to describe your personal experience or express your preference. After doing some warm-up activities, you will make your own responses and then compare them with sample responses in a step-by-step manner.
3 **Tasks 3, 4, 5, & 6**

In Chapters 3 to 6, you will practice responding to integrated speaking tasks which are related to campus situations and academic subjects. You will first be guided to understand the reading and/or listening passages properly. Then, you will make your own responses and compare them with sample responses in a step-by-step manner.

4 **Expressions & Collocations**

There are a number of expressions and collocations that are typically used in every task and topic. This supplementary part will provide you with a chance to review the expressions and collocations you need to remember while working on each chapter.

5 **Actual Tests**

This part will give you a chance to experience an actual TOEFL® iBT test. You will be given two sets of tests that are modeled on the Speaking section of the TOEFL® iBT. The topics are similar to those on the real test, as are the questions. This similarity will allow you to develop a sense of your test-taking ability.
The independent speaking section consists of 2 chapters, which are called personal experience and personal preference. As the word independent illustrates, these tasks require you to draw entirely on your own ideas, opinions, and experiences when responding. There is no requirement to read or listen to other material. You have 45 seconds to respond to each question while you are given 15 seconds to prepare after each question is presented.

**Chapter 1 Personal Experience**
- Unit 1 People
- Unit 2 Places
- Unit 3 Events
- Unit 4 Objects

**Chapter 2 Personal Preference**
- Unit 5 Transportation
- Unit 6 Actions
- Unit 7 Qualities
- Unit 8 Education
- Unit 9 Welfare
- Unit 10 School
- Unit 11 Studying
- Unit 12 Travel
- Unit 13 Money
- Unit 14 Computers
This task is about personal experiences. It requires you to speak about a person, place, object, or event that is familiar to you. Even though the topics will vary, you will always be asked to base your response on a personal experience or familiar topic. On question structure, this task will require you to give some details and examples as well as reasons to rationalize your answer.
Sample iBT Question

Choose your favorite place in your hometown and explain why this is your favorite place. Please include specific examples and details in your explanation.

Preparation Time: 15 Seconds

Response Time: 45 Seconds

Sample Answer

My favorite place in my hometown is the main park located downtown. First of all, I like it because it’s a beautiful place to visit. It’s full of life. For instance, there are many trees, plants, and flowers, and they make the park very colorful and add to its beauty. Also, the park always looks wonderful no matter what the season. Second of all, I like the park because it’s a very quiet place, so I never get disturbed when I’m there. For example, I can go there to read, study, or simply relax. For these reasons, the main park is my favorite place to visit in my hometown.
## Useful Expressions

1. **Expressions that can be used in telling one’s opinion**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I believe that...</td>
</tr>
<tr>
<td>2.</td>
<td>In my opinion,</td>
</tr>
<tr>
<td>3.</td>
<td>I think that...</td>
</tr>
<tr>
<td>4.</td>
<td>I consider...</td>
</tr>
<tr>
<td>5.</td>
<td>It is my estimation that...</td>
</tr>
<tr>
<td>6.</td>
<td>For me,</td>
</tr>
<tr>
<td>7.</td>
<td>My favorite...</td>
</tr>
<tr>
<td>8.</td>
<td>The best...</td>
</tr>
<tr>
<td>9.</td>
<td>It is my opinion that...</td>
</tr>
<tr>
<td>10.</td>
<td>I strongly feel that...</td>
</tr>
</tbody>
</table>

2. **Expressions that can be used in telling reasons**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Firstly,</td>
</tr>
<tr>
<td>2.</td>
<td>To begin with,</td>
</tr>
<tr>
<td>3.</td>
<td>First (Second) of all,</td>
</tr>
<tr>
<td>4.</td>
<td>One reason is...</td>
</tr>
<tr>
<td>5.</td>
<td>Secondly,</td>
</tr>
<tr>
<td>6.</td>
<td>For one thing,</td>
</tr>
<tr>
<td>7.</td>
<td>I feel this way because...</td>
</tr>
<tr>
<td>8.</td>
<td>The main reason is...</td>
</tr>
<tr>
<td>9.</td>
<td>In addition,</td>
</tr>
<tr>
<td>10.</td>
<td>Another reason is...</td>
</tr>
</tbody>
</table>

3. **Expressions that can be used in telling details and supporting ideas**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>For example,</td>
</tr>
<tr>
<td>2.</td>
<td>Therefore,</td>
</tr>
<tr>
<td>3.</td>
<td>For instance,</td>
</tr>
<tr>
<td>4.</td>
<td>Not only that, but... also...</td>
</tr>
<tr>
<td>5.</td>
<td>Because of him (her),</td>
</tr>
<tr>
<td>6.</td>
<td>An example of this is...</td>
</tr>
<tr>
<td>7.</td>
<td>As a result,</td>
</tr>
<tr>
<td>8.</td>
<td>This means that...</td>
</tr>
<tr>
<td>9.</td>
<td>As an example,</td>
</tr>
<tr>
<td>10.</td>
<td>Consequently,</td>
</tr>
</tbody>
</table>
Choose the teacher that you admire the most and explain why you admire him or her. Please include specific examples and details in your explanation.

Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.

1. Why does Joe like his history teacher?

2. How does Mr. Kennedy make his students enjoy class?

3. What is Joe's friend's opinion about her history class?

4. What can you infer about what Joe's friend will do this afternoon?

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.

1. What is the poll about?

2. What are the two main reasons people admire teachers?

3. Why do you think athletes rank higher than teachers?

4. What can you infer from the sentence "a teacher inspired them to go to college, and this decision has influenced their whole lives"?
Organizing | Ask yourself the following questions and organize your ideas.

1. Who was the teacher you admired the most?
2. What are some characteristics of this teacher?
3. Give some supporting details about the character of the teacher.

Response | Make your response using the above information.

The teacher I admire

To begin with,

In addition,

so

Compare | Listen to a sample response, and compare it with yours.
Unit 2. Places

Choose the most memorable city that you ever visited and explain why you believe it is so memorable. Please include specific examples and details in your explanation.

Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.

1. What did Susan do on her vacation?

2. Did she enjoy her vacation?

3. How did she describe her vacation?

4. Do you think Susan's friend will go to Mexico in the future?

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.

1. Which country had the most tourists last year?

2. Why does New York attract many tourists?

3. In what aspect of tourism is the United States ahead of France and Spain?

4. What do you think tourists spent money on in the United States?
Chapter 1 | Personal Experience

Organizing | Ask yourself the following questions and organize your ideas.

1 Which city that you visited was the most memorable?
2 Which aspects of this city made it a memorable place?
3 Give some supporting details about these aspects.

Response | Make your response using the above information.

In my opinion, Firstly,

Secondly,

Consequently,

Compare | Listen to a sample response, and compare it with yours.
What was a social event that you participated in that you cannot forget? Explain why you cannot forget it. Please include specific examples and details in your explanation.

Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.

1. Who got married on the weekend?

2. What was special about the wedding?

3. What did they have at the wedding reception?

4. How do you think Fred felt the next day after dancing all night long?

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.

1. How many special events do Americans take part in each year?

2. What are the most common social events for Americans?

3. What do people do at some special events?

4. How do you think many Americans prepare food on the Fourth of July?
Organizing | Ask yourself the following questions and organize your ideas.

1. What is a very memorable social event you participated in?
2. What aspects of this event made it memorable?
3. Give some supporting facts about these aspects.

Response | Make your response using the above information.

It is my opinion that One reason is
Another reason is
As a result,

Compare | Listen to a sample response, and compare it with yours.
Choose the most remarkable book that you ever read and explain why the book was so remarkable. Please include specific examples and details in your explanation.

Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.

1. What problem does Kay have?

2. What does her father suggest?

3. What kind of books does Kay like?

4. What do you think she will do when she sees her teacher?

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.

1. What did the professor say is overwhelming our society?

2. What types of books are popular?

3. What three things did readers say attracted them to a writer or book?

4. Why do you think the number of readers is fewer than in the past?
**Organizing** | Ask yourself the following questions and organize your ideas.

1. What is a remarkable book you have read?
2. What aspects of the book made it remarkable?
3. Give some supporting facts about these aspects.

<table>
<thead>
<tr>
<th>1 The book I found most remarkable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-1 First reason</td>
</tr>
<tr>
<td>3-1 Details</td>
</tr>
<tr>
<td>2-2 Second reason</td>
</tr>
<tr>
<td>3-2 Details</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>Make your response using the above information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consider</td>
<td>I feel this way because</td>
</tr>
<tr>
<td></td>
<td>Therefore,</td>
</tr>
<tr>
<td></td>
<td>In addition,</td>
</tr>
</tbody>
</table>

**Compare** | Listen to a sample response, and compare it with yours.
What is the best way to commute in your city? Explain why it is such a good way to commute. Please include specific examples and details in your explanation.

Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.

1. Why was Pete late for class?
2. How many times has Pete been late this month?
3. Why does his teacher suggest he use public transportation?
4. How do you think Pete will come to school tomorrow?

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.

1. How many cars are on the planet?
2. When and where was the first subway built?
3. Where is the world’s biggest subway system?
4. What can you infer about the buses of the future?
Organizing | Ask yourself the following questions and organize your ideas.

1. What is the best way to commute in your city?
2. What aspects of this method make it the best?
3. Give some supporting facts about these aspects.

1. The best way to commute

2-1 First reason

3-1 Details

2-2 Second reason

3-2 Details

Response | Make your response using the above information.

It is my estimation that

For one thing,

As an example,

Secondly,

Compare | Listen to a sample response, and compare it with yours. 1-16
What was the biggest decision that you have made in your life? Explain why it was such a big decision. Please include specific examples and details in your explanation.

Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.

1. What decision is Rita trying to make?

2. What do her parents want her to do?

3. What does Mr. Roberts suggest?

4. What do you think Mr. Roberts' job is?

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.

1. What is the professor talking about?

2. What are some examples of simple decisions?

3. What are some examples of more life-influencing decisions?

4. What are some possible fears people have when making decisions?
Organizing | Ask yourself the following questions and organize your ideas.

1. What was the biggest decision you've ever made?
2. What aspects of this choice made it such a big decision?
3. Give some supporting facts related to this decision.

1. The biggest decision in my life
   
2-1. First reason
   
3-1. Details

2-2. Second reason
   
3-2. Details

Response | Make your response using the above information.

I strongly feel that ____________________________ The main reason is ____________________________

For instance,

Another reason is ____________________________

Compare | Listen to a sample response, and compare it with yours.
What are the qualities required for a person to be a good leader? Explain why these qualities are important. Please include specific examples and details in your explanation.

Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.

1. Why does Jack need some advice?

2. What does his mother say makes a good leader?

3. What are some examples of good leaders she gives?

4. How do you think Jack feels after talking with his mother?

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.

1. When was Abraham Lincoln president of the United States?

2. What were Lincoln's two greatest achievements?

3. What characteristics were used to describe Lincoln's leadership style?

4. What can be inferred about how the assassin killed Lincoln?
1 The qualities of a good leader

2-1 First reason

3-1 Details

2-2 Second reason

3-2 Details

Response | Make your response using the above information.

For me, ___________________________ First of all,

For example, ________________________________________

Second of all, ___________________________

Compare | Listen to a sample response, and compare it with yours.
This task is about personal preference. It asks you to express your preference from a given pair of choices. In this task, the questions mostly ask you to express an opinion and support it. Some other questions let you take a position and defend it. When responding to this question, you are to give some details and examples as well as reasons to rationalize your answer.
Some people prefer to shop for fruit and vegetables in supermarket chains. Others prefer outdoor markets. Which do you think is better and why? Use specific reasons and examples to support your preference.

Preparation Time: 15 Seconds
Response Time: 45 Seconds

Sample Answer

Personally, I prefer to shop for my fruits and vegetables at outdoor markets instead of at supermarkets. The first reason is that the produce I purchase at outdoor markets is often fresher than the produce sold at supermarkets. For example, many times, the people selling the fruits and vegetables are the farmers who grew the products. Since they came straight from the farm, I know that they're fresh. Another important thing is that you can often negotiate the price at outdoor markets, which is something you can't do when you shop at supermarkets. By negotiating the price, this lets you save money, especially when you buy large amounts of produce.
Useful Expressions

1. Expressions that can be used in telling one’s preference

(1) I prefer to...
(2) I believe that...
(3) Personally, I prefer...
(4) I’m the kind of person who...
(5) Of the two options, I would...
(6) In my opinion,
(7) I would rather...
(8) If presented with these two choices, I would...
(9) I think it is better to...
(10) My preference is to...

2. Expressions that can be used in telling reasons

(1) To begin with,
(2) First off,
(3) For starters,
(4) In addition,
(5) One reason I prefer this is...
(6) The first reason is...
(7) One of the main reasons...
(8) Another important thing is...
(9) Additionally,
(10) Another good point is...

3. Expressions that can be used in telling details and supporting ideas

(1) Therefore,
(2) For example,
(3) In other words,
(4) ...such as...
(5) However, by...
(6) Thanks to...
(7) This would enable me to...
(8) That way,
(9) On the other hand,
(10) Simply put,
Some students prefer to study in traditional school classrooms. Others prefer to take classes over the Internet. Which method of study do you think is better and why? Use specific reasons and examples to support your preference.

Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.

1 What kind of day did Sue have?

2 What does Sue wish her professor would do?

3 According to Sue, what is the professor probably afraid of?

4 What can you infer about why the students still attend the professor's lecture?

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.

1 What are the two areas of education that the Internet has influenced?

2 What is one method of online study the lecturer mentioned?

3 What warning does the professor give the students?

4 What kind of trouble do you think a student caught cheating could get in?
Organizing  Ask yourself the following questions and organize your ideas.

1 Which of the two choices do you prefer?
2 Why do you find this choice more preferable?
3 Give some supporting details for your choice.

1 I prefer __________________________

2-1 First reason __________________________
3-1 Details __________________________

2-2 Second reason __________________________
3-2 Details __________________________

Response  Make your response using the above information.

I prefer to __________________________ One reason I prefer this is __________________________

Another important thing is __________________________

Simply put, __________________________

Compare  Listen to a sample response, and compare it with yours.
Some people believe that cities should help their poor by providing them with money. Others believe that the poor should be provided with actual goods like food. Which method of assistance do you prefer and why? Use specific reasons and examples to support your preference.

**Before you start**

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.

1. Why is Catherine sad?

2. What does her friend suggest she do to help?

3. What does Catherine think the city should do to help the poor and homeless?

4. What can you infer from the dialogue as to why some people are homeless?

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.

1. What is the poverty line?

2. What three things does the professor mention as necessities of life?

3. Why do some people think too much money is spent to help the poor?

4. What can be inferred about the difference in the poverty line for a family of three and a family of seven?
Organizing | Ask yourself the following questions and organize your ideas.

1 Which of the two choices do you believe is better?
2 Why do you find this choice more preferable?
3 Give some supporting details for your choice.

1 I believe
2-1 First reason
3-1 Details
2-2 Second reason
3-2 Details

Response | Make your response using the above information.

I think it is better to
First off,
For example,
Another important thing is

Compare | Listen to a sample response, and compare it with yours.
Some students live with a roommate in a dormitory. Other students live alone in a place that is near the campus. What kind of living situation do you prefer and why? Use specific reasons and examples to support your preference.

Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject. 

1. What problem does David have? 

2. What is causing David this problem? 

3. Why can David not move off campus this year? 

4. What can you infer about David's habits from the conversation? 

Now listen to the lecture. Then, answer the questions to get some ideas about the subject. 

1. What two factors are important for students in deciding where to live? 

2. What reason is given for people who want to live alone? 

3. What is one problem students have in living off campus? 

4. What can be inferred from the lecture about where most of the university juniors and seniors live?
Organizing | Ask yourself the following questions and organize your ideas.

1. Which of the two choices do you prefer?
2. Why do you find this choice more preferable?
3. Give some supporting details for your choice.

1. I prefer _____________________________.
   
   2-1 First reason _____________________________.
   
   3-1 Details _____________________________.

   2-2 Second reason _____________________________.
   
   3-2 Details _____________________________.

Response | Make your response using the above information.

I'm the kind of person who _____________________________. One of the main reasons is _____________________________.

   Additionally, _____________________________.

   That way, _____________________________.
Do you agree or disagree with the following statement? Music and art should have the same value as other subjects at school such as math and science. Give specific reasons and examples to support your opinion.

Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.

1 Why is Betty failing her art class?

2 Why is Betty so concerned about failing her art class?

3 What is her friend's opinion of her drawings and paintings?

4 What can you infer about why Betty's art teacher is failing her?

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.

1 What is the controversy in education the professor examines?

2 What was the problem with the curriculums at some universities in the 1960s and 1970s?

3 What did Harvard do in the 1980s?

4 What can be inferred about Harvard graduates' readiness for the workforce after Harvard made its reforms?
Organizing | Ask yourself the following questions and organize your ideas.

1. Which of the two positions do you agree with?
2. Why do you agree with this position?
3. Give some supporting details for your position.

1. I agree

2-1 First reason
3-1 Details

2-2 Second reason
3-2 Details

Response | Make your response using the above information.

Of the two options, I would The first reason is

Another good point is  In other words,

Compare | Listen to a sample response, and compare it with yours.
Some people take trips by themselves. Others take trips with groups of people. Which kind of trip do you prefer and why? Use specific reasons and examples to support your preference.

Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.

1. What are they discussing?

2. Where is the group of students planning to go?

3. Why doesn't Henry want to go on the trip?

4. Do you think Henry enjoys skiing?

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.

1. Which two groups of people does the lecturer compare?

2. What is one advantage of traveling in a large group?

3. Why are young people advised to travel with others?

4. What can be inferred about the schedule of a tour group?
Organizing | Ask yourself the following questions and organize your ideas.

1. Which of the two choices do you prefer?
2. Why do you find this choice more preferable?
3. Give some supporting details for your choice.

1. I prefer

2.1 First reason
2.2 Second reason

3.1 Details
3.2 Details

Response | Make your response using the above information.

I would rather

One reason I prefer this is

On the other hand,

Another good point is

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

Some people save all of their extra money. Others spend their extra money on purchasing various things. Which kind of person are you and why? Use specific reasons and examples to support your preference.

Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.

1 Why is Joanne happy?

2 What three warnings does Joanne’s friend give her?

3 Why does Joanne spend most of her money?

4 What do you think Joanne will do with her money this payday?

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.

1 What does the professor say is a large portion of the national income?

2 What are two reasons given for why people do not save money?

3 What are some examples of insurance the professor gives?

4 What can be inferred about why young people are less likely to save any money?
Chapter 2 | Personal Preference

Organizing | Ask yourself the following questions and organize your ideas.

1. Which of the two choices do you prefer?
2. Why do you find this choice more preferable?
3. Give some supporting details for your choice.

1. I prefer

2-1 First reason
3-1 Details

2-2 Second reason
3-2 Details

Response | Make your response using the above information.

Personally, I prefer ___________________________ To begin with, ________________

__________________________ For example,

Another important thing is

Compare | Listen to a sample response, and compare it with yours.
Do you agree or disagree with the following statement? Computers have made people's lives better. Give specific reasons and examples to support your opinion.

Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.

1. What gift did Alan get for his birthday?

2. What are some of the details of his new gift?

3. What does Alan's father want him to use the computer for?

4. What do you think Alan might do when his father isn't around?

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.

1. What are the benefits of computers?

2. What are two problems with computers?

3. How many people in America are believed to be computer addicts?

4. What can be inferred about the amount of money lost to Internet fraud in the future?
Organizing | Ask yourself the following questions and organize your ideas.

1. Which of the two positions do you agree with?
2. Why do you agree with this position?
3. Give some supporting details for your choice.

1. I agree

2-1 First reason

3-1 Details

2-2 Second reason

3-2 Details

Response | Make your response using the above information.

If presented with these two choices, I would

One reason I prefer this is

In addition,

Another good point is

Compare | Listen to a sample response, and compare it with yours.
Read, Listen, & Speak is the first of the two integrated sections. As the word integrated illustrates, this section tests your ability to integrate information from two sources—the reading passage and the listening conversation or lecture. So you must combine more than one skill when responding. Topics will come from a variety of fields, and you will be required to speak in relation to the information from the reading and listening. You will be given 30 seconds to prepare and 60 seconds to respond.

- **Chapter 3 Reading & Conversation**
  - Unit 15 _ School Facilities
  - Unit 16 _ University Construction
  - Unit 17 _ School Appointments
  - Unit 18 _ School Policies

- **Chapter 4 Reading & Lecture**
  - Unit 22 _ Biology I
  - Unit 23 _ Sociology I
  - Unit 24 _ Psychology I
  - Unit 25 _ Biology II
  - Unit 19 _ Bus Routes
  - Unit 20 _ Library Construction
  - Unit 21 _ Student Affairs
  - Unit 26 _ Philosophy
  - Unit 27 _ Sociology II
  - Unit 28 _ Psychology II
For this task, you will read a short passage of campus-related interest, and you will listen to two people having a conversation about it. Then you will be asked a question based on the reading and listening. The question will require you to state the opinion of one of the speakers and to summarize the reasons behind it. So, it is important to remember this task does not require you to state your own opinion and thoughts about the reading or listening.
Sample iBT Question

Read a short passage about a campus situation.

University to Build New Stadium

The university is going to begin construction on a new multimillion dollar stadium on July 1. Construction of the stadium should take approximately eleven months to complete. The school feels that the current facilities are inadequate and must be modernized immediately. Both athletes and students will profit from these updated facilities. In addition, since the school is now able to offer athletic scholarships, the new stadium should be able to help our sports teams attract more talented student-athletes. By improving our school’s athletic performances, we will be able to garner more nationwide attention.

Listen to a conversation about the same topic.
Script

M: I'm so glad the school's building a new stadium. It's about time.
W: I couldn't disagree more. We already have a stadium here at the university.
M: Yeah, but it's too old and needs to be updated.
W: Not really. I go there all the time to use the facilities, and I've never noticed anything wrong with it. It's not the best stadium around, but it definitely serves the needs of the school.
M: But what about the football team? They could really use a new stadium. You know, so then we'd get a better team.
W: That's not important to me at all. This stadium is going to cost millions of dollars. The school should be spending all of that money to construct a new science library.
M: A science library?
W: Yes, exactly. Most good universities have specialized libraries, and we could really use one for all of the science departments. It would be much better than having the science majors go to the main library. They could really use their own specialized library.
M: I don't know. That new stadium sounds really nice.

Question

The woman expresses her opinion of the new sports stadium. State her opinion and explain the reasons she gives for holding that opinion.

Sample Response

The woman is strongly opposed to the university's decision to construct a new, expensive sports stadium. First of all, she claims that the university's current stadium is fine. While she agrees that it isn't the best stadium, she claims that she uses it all the time and it seems fine to her. Likewise, she declares that it serves the needs of the school and students using it. She also believes that, instead of spending millions of dollars on a new stadium, the school ought to take that money and build a science library with it. The woman says that good universities should have specialized libraries like that one would be. She also declares that the science majors should be studying in a specialized library instead of having to go to the main library to do their studying.
Useful Expressions

1. Expressions that can be used in telling about the subject

(1) The notice is about...
(2) The notice describes...
(3) In the notice, the university...
(4) The subject of the announcement is...
(5) The students talk about...
(6) The topic of the notice is...
(7) The announcement mentions...
(8) The notice covers...
(9) According to the announcement, ...
(10) The matter the notice discusses is...

2. Expressions that can be used in giving the student's opinion in the conversation

(1) The male student opposes...
(2) The woman thinks...
(3) The male student does not believe...
(4) The man agrees that...
(5) The male student dislikes...
(6) In the man’s mind, ...
(7) The man’s opinion is that...
(8) The woman supports...
(9) The man fully supports...
(10) In the woman’s mind, ...

3. Expressions that can be used in explaining the reasons for holding an opinion

(1) More than anything else, it is because...
(2) The man thinks that...
(3) The reason for this is...
(4) One reason she gives is that...
(5) The first reason is that...
(6) The woman says...
(7) The man claims that...
(8) The woman believes...
(9) The man expresses his opposition by saying...
(10) Another reason is...
4. Expressions that can be used in telling details

| (1) According to the woman, | (2) One thing the student points out is... |
| (3) First, the student argues... | (4) During the conversation, |
| (5) To begin with, | (6) First (Second) of all, |
| (7) He claims that... | (8) Furthermore, |
| (9) The woman states that... | (10) The male student mentions... |

5. Expressions that can be used in making comparative remarks

| (1) The woman thinks... is superior to... | (2) The man wants to... as opposed to... |
| (3) It is more important to... than to... | (4) The woman's preference is... to... |
| (5) She believes... is better than... | (6) It is better to... than to... |
| (7) On the contrary, | (8) ...is more important than... |
| (9) ...is a better choice than... | (10) The school ought to... instead of... |
The new university tutoring system begins on August 22. Students will no longer have face-to-face tutoring sessions. Instead, an online tutoring system will be implemented. The computer-based tutoring system will allow students to receive tutoring help twenty-four hours a day, seven days a week, instead of only during regular school hours. Students will benefit from expanded access to tutors. Also, the computer-based system will relieve students of stress from the crowded tutoring centers. Students will no longer need to be present on campus for tutoring. They will be able to access the computer-based system from any computer with an Internet connection.

Comprehending

1 What is the notice about?
2 What is the first reason for the new tutoring system?
3 According to the notice, how will it benefit the students?
4 What is another reason for the new tutoring system?
5 According to the notice, how will it benefit the students?

Issue

First reason

Details

Second reason

Details
The woman expresses her opinion of the new computer-based tutoring system. State her opinion and explain the reasons she gives for holding that opinion.

Organizing | Ask yourself the following questions and organize your ideas.

1. What is the woman's opinion of the new tutoring system?
2. What does the woman say about students' typing skills?
3. Why is this important to the new tutoring system?
4. What does the woman say about computers?
5. Why does she think it will be difficult for some students to buy new computers?
<table>
<thead>
<tr>
<th>Response</th>
<th>Make your response using the above information.</th>
</tr>
</thead>
</table>

The notice describes

The woman thinks

One reason is

During the conversation, the woman says

Another reason is

The woman states that

| Compare | Listen to a sample response, and compare it with yours. | 1-48 |
Reading | Read the following passage about a campus situation.

**Wall of Art Demolition**

University officials have decided to take down the wall separating the art building with the university theater. The demolition will be completed by the end of May. Once the wall is down, access between the buildings will be easier. Students and visitors will no longer have to walk a block to get around the wall. Also, the wall initially began to feature the work of student artists. Lately, it has merely featured graffiti. This has made it an eyesore on campus, and we wish to beautify our campus. The university apologizes for any inconvenience to students during the removal process.

<table>
<thead>
<tr>
<th>Words and Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>demolition (n)</td>
</tr>
<tr>
<td>destruction</td>
</tr>
<tr>
<td>initially (ad)</td>
</tr>
<tr>
<td>from the beginning; at first</td>
</tr>
<tr>
<td>graffiti (n)</td>
</tr>
<tr>
<td>writing on walls</td>
</tr>
<tr>
<td>eyesore (n)</td>
</tr>
<tr>
<td>something unpleasant to look at</td>
</tr>
</tbody>
</table>

Comprehending | Answer the following questions to make sure you understand the reading.

1. What is the notice about?
2. What is one reason the wall is being taken down?
3. What is another reason the wall is being taken down?
4. What is the way that students will benefit from the demolition?
5. What is the way in which the school will benefit from the demolition?

1. Issue
2. First reason
4. Details
3. Second reason
5. Details
### Note Taking

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Words and Expressions

- **historic** [a]
  - significant; relating to history
- **knock something down** (phr)
  - to destroy something; to tear something down
- **showcase** [n]
  - an exhibit; a display
- **exposure** [n]
  - coverage; contact

---

**Q**

The man expresses his opinion of the destruction of the wall of art. State his opinion and explain the reasons he gives for holding that opinion.

### Organizing

**Ask yourself the following questions and organize your ideas.**

1. What is the man's opinion on the destruction of the wall of art?
2. What does the man say about the wall of art?
3. Why is the wall's age of importance?
4. How has the wall of art benefitted the school's students?
5. What effect will its destruction have on art students?

---

1. **Opinion**

2. **First reason**

3. **Details**

4. **Second reason**

5. **Details**
Response | Make your response using the above information.

The male student opposes In the notice, the university

The man thinks that

More than anything else, it is because

Secondly,

In the man’s mind,

Compare | Listen to a sample response, and compare it with yours.
# Unit 17. School Appointments

**Reading** 
Read the following passage about a campus situation.

<table>
<thead>
<tr>
<th>Dean of Humanities Department Appointment</th>
<th>Words and Expressions</th>
</tr>
</thead>
</table>
| Dr. William Reynolds has been appointed the new dean of the Humanities Department. Dr. Reynolds has been an associate professor in the department for fifteen years. His reputation as a scholar throughout the country is unparalleled. His appointment will help attract some of the best professors in the field and boost the department's academic reputation. Dr. Reynolds has also won the university distinguished teacher and advisor award for the past five years, which will ensure that students receive excellent advice for their studies and future goals. Let us all welcome Dr. Reynolds and support him in his new position. | reputation [n]  
a standing; a status  
boost [v]  
to increase; to raise  
academic [a]  
scholarly; educational  
distinguished [a]  
renowned; best |

**Comprehending** 
Answer the following questions to make sure you understand the reading.

1. What is the announcement about?  
2. What is the first reason Dr. Reynolds has been appointed dean of the Humanities Department?  
3. What is the second reason he has been appointed dean?  
4. What is the first way the university will benefit from Dr. Reynolds's appointment?  
5. What is the second way the university will benefit from his appointment?  

| 1 Issue | 2 First reason | 4 Details | 3 Second reason | 5 Details |
Chapter 3 | Reading & Conversation

| Listening | Listen to a conversation about the same topic, and take notes. ◇ 1-51 |

Note Taking

<table>
<thead>
<tr>
<th>Words and Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>appoint (v)</strong></td>
</tr>
<tr>
<td>to hire; to assign</td>
</tr>
<tr>
<td><strong>seldom (ad)</strong></td>
</tr>
<tr>
<td>rarely; hardly ever</td>
</tr>
<tr>
<td><strong>scholar (n)</strong></td>
</tr>
<tr>
<td>an academic; a researcher</td>
</tr>
<tr>
<td><strong>attract (v)</strong></td>
</tr>
<tr>
<td>to lure; to draw toward something or someone</td>
</tr>
</tbody>
</table>

Q The man expresses his opinion of the professor’s new appointment. State his opinion and explain the reasons he gives for holding that opinion.

Organizing | Ask yourself the following questions and organize your ideas.

1. How does the man feel about Dr. Reynolds’s appointment to dean?
2. How does the man respond to the woman’s claim that Dr. Reynolds is a bad advisor?
3. What does the man say about his roommate’s comments?
4. According to the man, what is Dr. Reynolds’s academic reputation?
5. How will his standing as a scholar improve the school?

1. Opinion
2. First reason
3. Details
4. Second reason
5. Details
The subject of the announcement

The man thinks that

The reason for this is

The man claims that

Another thing the man points out is

According to the man,
Reading | Read the following passage about a campus situation.

**University Dormitory Policy**

Beginning this spring, the university will implement a new dormitory policy. The floors of each dormitory will become major-specific, meaning that students with the same majors will live together. This policy will allow students to study more effectively. Because they will live in close proximity to one another, students with the same majors will be able to create study groups more easily. Also, students will make closer connections with others with the same majors. The school believes students with the same majors should spend more time together outside of class. This will promote both academic and social interaction.

Words and Expressions

- **implement** (v) to put into practice
- **proximity** (n) nearness; closeness
- **promote** (v) to encourage; to support
- **interaction** (n) contact; relations

Comprehending | Answer the following questions to make sure you understand the reading.

1. What is the notice about?
2. What is the first reason the university is implementing the new dormitory policy?
3. What is the second reason for the university's new dormitory policy?
4. What is the first way that students will benefit from the university's new policy?
5. What is the second way that students will benefit from the new policy?
Listening | Listen to a conversation about the same topic, and take notes.

<table>
<thead>
<tr>
<th>Note Taking</th>
<th>Words and Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>definitely (ad)</td>
</tr>
<tr>
<td></td>
<td>surely; absolutely</td>
</tr>
<tr>
<td></td>
<td>diverse (a)</td>
</tr>
<tr>
<td></td>
<td>different; various</td>
</tr>
<tr>
<td></td>
<td>stimulate (v)</td>
</tr>
<tr>
<td></td>
<td>to inspire; to motivate</td>
</tr>
<tr>
<td></td>
<td>perspective (n)</td>
</tr>
<tr>
<td></td>
<td>a view or manner of thinking</td>
</tr>
</tbody>
</table>

Q The woman expresses her opinion of the new dormitory policy. State her opinion and explain the reasons she gives for holding that opinion.

Organizing | Ask yourself the following questions and organize your ideas.

1 What does the woman think of the new dormitory policy?
2 How does the woman feel the new decision will affect students' grades?
3 Why does the woman believe students need to interact with others who have different majors?
4 What does the woman think about the potential for students living on the same floor to have good discussions together?
5 Why does the woman feel the discussions will not be positive?

1 Opinion
2 First reason
3 Details
4 Second reason
5 Details
According to the announcement, 

The woman believes  

One thing the student points out is  

Another reason she gives is that  

She claims that  

Simply put,
Bus Route Change

The university bus system will begin additional routes and stops at the beginning of the fall semester. The new routes will be in effect between 8 a.m. and 5 p.m. After 5 p.m., the old routes will start to be followed. The new routes will speed up transportation between major points on campus. Students will no longer have to wait for more than three minutes in between buses. Also, having more stops will decrease pedestrian traffic on campus. Students will have more options to get off in previously isolated areas of campus and will not have to walk great distances.

Comprehending

1. What is the notice about?
2. What is the first reason that the bus routes are being changed?
3. What is the second reason that the bus routes are being changed?
4. What is the first way the students will benefit from the new routes?
5. What is the second way the students will benefit from the new routes?
Listening | Listen to a conversation about the same topic, and take notes.

Note Taking

Words and Expressions

look forward to (phr)
to anticipate; to expect
considerably (ad)
greatly; very much
unlimited (a)
without a limit; infinite
fund (n)
money

The woman expresses her opinion of the new bus routes on campus. State her opinion and explain the reasons she gives for holding that opinion.

Organizing | Ask yourself the following questions and organize your ideas.

1. How does the woman feel about the new bus routes?
2. What does the woman say about the current number of buses on campus?
3. How will the new buses help the woman?
4. What does the woman say about night school students not having access to the new bus routes?
5. Why does the woman feel the day students are more important?

1. Opinion

2. First reason

3. Details

4. Second reason

5. Details
The topic of the notice is

The female student argues

It is because first

In the woman’s mind,

Secondly,

According to the woman,

Response Make your response using the above information.

Compare Listen to a sample response, and compare it with yours. 2-02
Reading | Read the following passage about a campus situation.

New Café at Library

The university is beginning construction on a student café in the library basement. It will be ready for service by October 31. The café will provide students with easy access to snacks and beverages. Students will no longer have to leave campus for food and drinks. Now they can take quick breaks right on the library's premises and then resume studying. The refreshments will also be inexpensive. So long as customers present a valid student ID, all menu items will be discounted. The university looks forward to students taking advantage of the new café once it opens.

Words and Expressions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>beverage</td>
<td>a drink</td>
</tr>
<tr>
<td>premise</td>
<td>an area; a place</td>
</tr>
<tr>
<td>resume</td>
<td>to restart; to start again</td>
</tr>
<tr>
<td>valid</td>
<td>legitimate; legal</td>
</tr>
</tbody>
</table>

Comprehending | Answer the following questions to make sure you understand the reading.

1 What is the notice about?
2 What is the first reason the new café is being built?
3 What is the second reason the new café is being built?
4 What is the first way students will benefit from the new café?
5 What is the second way students will benefit from the new café?
Listening | Listen to a conversation about the same topic, and take notes.

<table>
<thead>
<tr>
<th>Note Taking</th>
<th>Words and Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>junk food (n)</td>
</tr>
<tr>
<td></td>
<td>unhealthy food like candy, chocolate, and potato chips</td>
</tr>
<tr>
<td></td>
<td>alternative (n)</td>
</tr>
<tr>
<td></td>
<td>an option; a choice</td>
</tr>
<tr>
<td></td>
<td>procrastinate (v)</td>
</tr>
<tr>
<td></td>
<td>to avoid; to delay</td>
</tr>
<tr>
<td></td>
<td>hang out with (phr)</td>
</tr>
<tr>
<td></td>
<td>to spend time with others, often doing nothing important</td>
</tr>
</tbody>
</table>

Q

The man expresses his opinion of the new café being constructed in the basement of the university library. State his opinion and explain the reasons he gives for holding that opinion.

Organizing | Ask yourself the following questions and organize your ideas.

1. What does the man think of the new café in the school’s library?
2. What does the man say about the food the café will be selling?
3. Why does he think these foods are not good options?
4. How does the man think students will act when the café opens?
5. Why does he feel that the students’ behavior will not be helpful?

1. Opinion

2. First reason

3. Details

4. Second reason

5. Details
Response | Make your response using the above information.

According to the announcement, The male student opposes One reason the man gives is that

The man thinks that The second reason the man gives is that

He claims that

Compare | Listen to a sample response, and compare it with yours.
The Student Activities Office is changing the date to elect student representatives to the student council. While elections have traditionally been held in May, the representatives for the new school year will now be elected in September. This will give freshmen the opportunity to help select the student representatives, something they have often complained about not being able to do. Additionally, since elections will not be in May, they will no longer distract students from studying for their final exams, which is a common excuse students give for not voting. This should serve to increase voter turnout for the elections.

**Words and Expressions**

- **representative** (n): a leader; a delegate
- **traditionally** (ad): typically; usually
- **distract** (v): to bother; to keep a person from doing something
- **voter turnout** (phr): the percentage of voters participating in an election

**Comprehending**

**Answer the following questions to make sure you understand the reading.**

1. What is the notice about?
2. Why has the Student Activities Office changed the date of the election?
3. How will this change benefit freshmen at the school?
4. Why have students often not voted in the past?
5. How will the change in the date of the election change the voter turnout?

1. Issue
2. First reason
3. Details
4. Second reason
5. Details
Chapter 3 | Reading & Conversation

Listening | Listen to a conversation about the same topic, and take notes. (2-06)

<table>
<thead>
<tr>
<th>Note Taking</th>
<th>Words and Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>spectacular (a)</td>
</tr>
<tr>
<td></td>
<td>excellent</td>
</tr>
<tr>
<td></td>
<td>be occupied with (phr)</td>
</tr>
<tr>
<td></td>
<td>to be busy doing something</td>
</tr>
<tr>
<td></td>
<td>have a point (phr)</td>
</tr>
<tr>
<td></td>
<td>to make a good observation</td>
</tr>
<tr>
<td></td>
<td>candidate (n)</td>
</tr>
<tr>
<td></td>
<td>a person running for an elected office</td>
</tr>
</tbody>
</table>

Q The man expresses his opinion on the change in the date for the election of student representatives. State his opinion and explain the reasons he gives for holding that opinion.

Organizing | Ask yourself the following questions and organize your ideas.

1 What is the man’s opinion of the decision to move the election date?
2 What does the man say about students’ schedules in September?
3 How does he feel this will affect students with regards to voting?
4 What does the man think about freshmen getting to vote?
5 How does he feel their knowledge of school issues will affect their voting?

1 Opinion
2 First reason
3 Details
4 Second reason
5 Details
The man feels negatively toward [space for response]. The announcement mentions [space for response]. The man expresses his opposition by saying [space for response].

In the man’s mind, [space for response]. The man’s second reason is [space for response]. He claims that [space for response].

Listen to a sample response, and compare it with yours.
For this task, you will read a short passage about an academic subject and listen to a professor give a brief excerpt from a lecture on that subject. Then you will be asked a question based on the passage and lecture. Although the topics are academic in nature, none of the passages or lectures requires you to have prior knowledge of any academic field in particular. You only need to integrate and convey the key information from both sources.
Sample iBT Question

Read a short passage about an academic subject.

Dormancy
Some animals go through periods of their lives where they stop developing for some time. This period of time is called dormancy. When an animal is lying dormant, it has two primary characteristics. First, the animal engages in a very small amount of physical activity. Often, it barely moves, as it tends to stay in one place. Also, a dormant animal has very little need for nourishment. This is connected to the fact that it is not moving and not being active. For example, when bears hibernate in winter, they are engaging in a period of dormancy.

Listen to a lecture about the same topic. 🎙️
Now, most of you have probably heard about the lungfish and know that it is a species of fish that is actually capable of breathing air, hence the name lungfish. Well, that capability is integral to the survival of lungfish that live in Africa and South America. Here, let me tell you about what they do.

Well, as you know, various places in Africa and South America have both rainy and dry seasons. During the dry season, the pools of water where the lungfish live often simply evaporate from the heat. So, what do the lungfish do in order to survive? Well, they dig holes deep in the ground and cover themselves in slime and mud. This helps keep them cool in the heat.

After that, they enter a period of dormancy. This slows down their body functions considerably. For example, their hearts might beat only three times a minute. Incredible, huh? And they might only breathe twice an hour. Simply put, they engage in almost no physical activity. They remain in this state for as long as the dry season lasts. Once the rain starts falling and the water returns, the lungfish can return to their normal existence of living in the water.

**Question**

The professor describes the behavior of the lungfish during the dry season. Explain how the lungfish's behavior relates to dormancy.

**Sample Response**

In his lecture, the professor focuses on the lungfish, a species of fish in Africa and South America that can breathe air. When the dry season comes and its pools of water evaporate, the lungfish has to dig a hole deep in the ground to live in. It then covers itself with dirt and slime and promptly enters a period of dormancy. Dormancy is a time when an animal ceases developing and slows down its bodily functions. This is exactly what the lungfish does. It doesn't move, it slows down its heart rate, and it breathes only two times an hour. Because it is lying dormant, it doesn't need any physical nourishment. This allows the lungfish to survive until the rains come back and create more pools of water for it to live in.
Useful Expressions

1. Expressions that can be used in telling about the lecture subject

(1) The lecturer describes...
(2) In the course of the lecture, the professor...
(3) The subject of the talk is...
(4) During his lecture, the professor mentions...
(5) The professor gives a lecture on...
(6) The professor lectures on...
(7) The lecture is mostly about...
(8) The topic of the lecture is...
(9) In the lecture, the professor focuses on...
(10) The professor’s talk mentions...

2. Expressions that can be used in telling about the lecture details

(1) If you look at the details,
(2) The professor gives several examples.
(3) The first was...
(4) One thing the professor mentions is...
(5) First, the professor says...
(6) The reason for this is...
(7) Something else to remember is...
(8) The first reason is that...
(9) It is often the case that...
(10) The professor states that...

3. Expressions that can be used in referring and quoting remarks

(1) The professor says, “…”
(2) According to the lecturer,
(3) The professor thinks that...
(4) The lecturer remarks that...
(5) She mentions, “…”
(6) In his opinion,
(7) The professor discusses...
(8) The reading mentions that...
(9) In the reading, the author writes...
(10) In the professor’s words, “…”
4. Expressions that can be used in making relations

(1) This is a part of... in the reading because...
(2) This represents the idea of... in the reading.
(3) This relates to the reading passage in that...
(4) This is a classic instance of...
(5) The professor's example is connected to the reading in that...
(6) The reading passage describes this instance as...
(7) An example of this is found in the reading, which mentions...
(8) The relation between the reading and lecture is...
(9) This fact is strongly related to...
(10) The connection the professor makes to the reading is...

5. Expressions that can be used in telling about the reading passage

(1) According to the reading,
(2) The reading states that...
(3) In the reading,
(4) It is considered to be a fact that...
(5) The reading covers...
(6) The reading passage describes...
(7) As described in the reading,
(8) The topic covered in the reading is...
(9) This concept is covered in the reading, which states...
(10) The reading focuses on...

6. Expressions that can be used to connect the lecture examples to one another

(1) Both instances...
(2) In both cases,
(3) These are two methods...
(4) The two examples both...
(5) The lecturer's two examples...
(6) The professor's two instances...
(7) Both of the professor's examples...
(8) The two examples mentioned both...
(9) This shows how the two instances...
(10) These are both examples of...
Keystone Species

Some animals have disproportionate, yet positive, effects upon their environments for a number of reasons. These animals are referred to by scientists as keystone species. They receive this moniker because, just like the keystone is the crucial stone in an arch that keeps it from falling, without the presence of a keystone species, a particular habitat would be changed considerably, often for the worse. Animals can be keystone species for many reasons. The most prominent keystone species are predators, but other animals can positively change their habitats in other ways, like changing the environment or spreading nutrients through their habitats.

Words and Expressions

- disproportionate [ə] unequal; larger than normal
- moniker [n] a name
- prominent [ə] famous; well-known
- spread [v] to pass out; to strew

1. What is a keystone species?
2. What is the importance of the word "keystone"?
3. What would happen to a habitat without the presence of a keystone species?
4. What is the main way in which animals serve as keystone species?
5. What are some other ways in which animals can be keystone species?
The professor describes the importance of elephants to their habitats. Explain how the elephant's importance relates to keystone species.

**Organizing** | Ask yourself the following questions and organize your ideas.

1. What is the keystone species in Africa?
2. What is the importance of elephants eating so much vegetation daily?
3. What is the importance of elephants defecating in various places?
4. How do keystone species relate to elephants?

<table>
<thead>
<tr>
<th>Note Taking</th>
<th>Words and Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>environment (n)</td>
</tr>
<tr>
<td></td>
<td>a specific area or region</td>
</tr>
<tr>
<td></td>
<td>prodigious (a)</td>
</tr>
<tr>
<td></td>
<td>enormous; very large</td>
</tr>
<tr>
<td></td>
<td>vegetation (n)</td>
</tr>
<tr>
<td></td>
<td>plant life; any kind of plants, but primarily small bushes and grasses</td>
</tr>
<tr>
<td></td>
<td>defecate (v)</td>
</tr>
<tr>
<td></td>
<td>to release solid waste from one's body</td>
</tr>
</tbody>
</table>
Response | Make your response using the above information.

The professor begins by telling

According to the lecturer,

In the reading,

This represents the idea of

If you look at the details,

Something else to remember is

Compare | Listen to a sample response, and compare it with yours.
Role Conflict

When a situation presents itself to an individual, he often has his choice of actions to take. In many cases, before settling on what to do, he must first decide which role he will play. Oftentimes, people experience cases of role conflict. In these situations, an individual is faced with a particular situation, and he must choose from between two or more different roles—like those of parent, child, employer, or employee—when deciding how to react to the situation. In most cases of role conflict, the possible actions are either opposite or quite different, which thereby creates role conflict.

Words and Expressions

settle [v]
to decide on something

case [n]
a situation

be faced with [phr]
to have to deal with; to be presented with

thereby [ad]
therefore; accordingly

Comprehending

Answer the following questions to make sure you understand the reading.

1. What can a person do when he is faced with a certain situation?
2. What must a person do before responding to a particular situation?
3. When does role conflict occur?
4. What are some different roles that people can play?
5. What often happens in cases of role conflict?
The professor describes two instances in which people must determine the role that they will play. Explain how these instances relate to role conflict.

Organizing | Ask yourself the following questions and organize your ideas.

1 What conflict does the student have?
2 What are the choices that are available to the student?
3 What conflict does the professor have?
4 What are the choices that are available to the professor?
Response | Make your response using the above information.

The professor describes two situations. The first involves

The second situation involves

The two examples both

According to the reading,

| Compare | Listen to a sample response, and compare it with yours. | 2:12 |
Impression Management

People are often concerned with what others think of them. In many cases, both consciously and unconsciously, they employ impression management to create positive images of themselves. There are many ways to accomplish this, but the most common is to control the flow of information a person reveals about oneself. When people engage in impression management, they typically do not show any of their unflattering or negative characteristics. While this does not necessarily present a person in a completely honest light, it is commonly used, especially when meeting someone for the first time or at an important event.

Words and Expressions

be concerned with (phr)
to care about; to be interested in
employ (v)
to use
flow (n)
a passage
light (n)
an appearance

Comprehending

Answer the following questions to make sure you understand the reading.

1. In what ways do people use impression management?
2. Why do people use impression management?
3. What is the most common way people use impression management?
4. What does a person not reveal about himself when using impression management?
5. When do people most often use impression management?
Listening | Listen to a lecture about the same topic, and take notes.  

Note Taking

Words and Expressions

- consciently (ad)
  - on purpose; deliberately
- surely (ad)
  - definitely; certainly
- dress the part (phr)
  - to wear the appropriate clothes for the appropriate situation
- dean (n)
  - a high-ranking college official

Q | The professor describes two instances in which people must be conscious of how they act. Explain how these instances relate to impression management.

Organizing | Ask yourself the following questions and organize your ideas.

1. What kind of role does impression management play for people?
2. When do people use impression management?
3. Why do the students need to wear formal clothes for their presentations?
4. What was the importance of the professor changing her behavior around the dean?
<table>
<thead>
<tr>
<th>Response</th>
<th><strong>Make your response using the above information.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>In the course of the lecture,</strong></td>
</tr>
<tr>
<td></td>
<td>___________________________________________</td>
</tr>
<tr>
<td></td>
<td>___________________________________________</td>
</tr>
<tr>
<td></td>
<td><strong>She first mentioned</strong></td>
</tr>
<tr>
<td></td>
<td>___________________________________________</td>
</tr>
<tr>
<td></td>
<td>___________________________________________</td>
</tr>
<tr>
<td></td>
<td><strong>She says</strong></td>
</tr>
<tr>
<td></td>
<td>___________________________________________</td>
</tr>
<tr>
<td></td>
<td>___________________________________________</td>
</tr>
<tr>
<td></td>
<td><strong>The two examples both</strong></td>
</tr>
<tr>
<td></td>
<td>___________________________________________</td>
</tr>
</tbody>
</table>

| Compare | **Listen to a sample response, and compare it with yours.** |
Population Growth

In order to increase in numbers, all species must engage in population growth. This is the rate at which a species, be it human or other, increases in numbers. As a general rule, all species increase at consistent rates. However, there are always factors, such as disease, drought, famine, or predators, which help to limit a species' population growth. Should a species' population increase or decrease too rapidly, this often has an effect on other species living in the same environment. These effects can be either positive or negative, depending upon the species that is involved.

Words and Expressions

- **engage in** (phr): to practice; to take part in
- **consistent** (adj): regular; reliable
- **drought** (n): a long period of time with no rain
- **famine** (n): a long period of time with no food

Comprehending

Answer the following questions to make sure you understand the reading.

1. How can species become more numerous?
2. What is population growth?
3. What factors can cause a species to grow at a slower rate?
4. What happens if a species' population grows or declines too rapidly?
5. What can be the results of a rapid increase or decline in population?
The professor describes how pine trees and deer can increase their numbers at very high rates. Explain how this is related to population growth.

Ask yourself the following questions and organize your ideas.

1. What are the effects of rapid rates of increase of various species?
2. What does the professor say about the rate of increase of pine trees?
3. What helps to limit the population growth of pine trees?
4. What does the professor say about the rate of increase of deer?
5. What helps to limit the population growth of deer?
Response | Make your response using the above information.

During his lecture, the professor mentions _______ The professor states that _______.

The professor’s example is connected to the reading in that _______.

The reading states that _______.

The two examples mentioned both _______.

Compare | Listen to a sample response, and compare it with yours.
Occam’s Razor

William of Occam was a Franciscan monk who lived in the thirteenth and fourteenth centuries. While he was involved in various papal controversies then, he is remembered nowadays for the principle known as Occam's razor. While William himself did not create it, his name has come to be associated with it from his using it. Occam's razor proposes that, when a person is faced with a problem, he should eliminate everything unnecessary to solve it, thereby “shaving” any unneeded factors. In simplest terms, Occam’s razor can be shortened to state that the simplest solution is often the best.

Words and Expressions

monk (n)  
a holy man in Christianity who lives at a monastery

papal (a)  
relating to the pope

eliminate (v)  
to erase; to discount; to do away with

shave (v)  
to reduce; to cut

Comprehending

1. Who was William of Occam?
2. Why do people remember William of Occam?
3. Why do people associate him with Occam's razor?
4. What is Occam’s razor?
5. What is the easiest way to state Occam’s razor?
The professor describes a fire and two possible conclusions concerning the starting of that fire. Describe how Occam's razor is related to these conclusions.

1. What is the situation that the professor describes?
2. What is the first conclusion the professor arrives at as to how the fire started?
3. What variables does the professor describe concerning the first conclusion?
4. What is the second conclusion the professor arrives at as to how the fire started?
5. Which conclusion does the professor believe is more logical?
Response | Make your response using the above information.

The professor tells the class about

First, the professor says

The second is that

The professor’s example is connected to the reading in that

The reading states that

This shows how the two instances

Compare | Listen to a sample response, and compare it with yours.
Diffusion of Responsibility

Most people have a number of different responsibilities to their families, employers, or other organizations. However, in some cases, particularly ones involving large groups of people, responsibility is not assigned to one particular person. In these situations, this leads to a phenomenon known as diffusion of responsibility. In most cases, the diffusion of responsibility leads to people having a lessened sense of personal responsibility. This is used by some people to excuse themselves from doing tasks that they do not wish to do or to exonerate themselves for having participated in activities that are illegal, improper, or embarrassing.

Words and Expressions

- be assigned to (phr) to be given to someone
- phenomenon (n) an event; an occurrence
- diffusion (n) dispersal; the spreading out of something
- lessened (a) decreased; smaller

Comprehending

1. To whom or what do people have responsibilities?
2. What is common about responsibilities when there are large groups of people?
3. What is a result of the diffusion of responsibility?
4. How do people use the diffusion of responsibility?
5. In which kinds of situations might people rely upon the diffusion of responsibility?
**Note Taking**

<table>
<thead>
<tr>
<th>Words and Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>commute</strong> (v)</td>
</tr>
<tr>
<td>to travel from home to work and back</td>
</tr>
<tr>
<td><strong>render</strong> (v)</td>
</tr>
<tr>
<td>to provide; to engage in</td>
</tr>
<tr>
<td><strong>motorist</strong> (n)</td>
</tr>
<tr>
<td>a person who is driving a vehicle like a car, truck, or motorcycle</td>
</tr>
<tr>
<td><strong>likelihood</strong> (n)</td>
</tr>
<tr>
<td>a probability; a chance</td>
</tr>
</tbody>
</table>

---

The author of the passage describes people’s reactions to two different traffic accidents. Describe how these two reactions relate to the diffusion of responsibility.

**Organizing** | Ask yourself the following questions and organize your ideas.

1. What are the times of the two accidents the professor describes?
2. According to statistics, in which accident is an injured person likely to receive assistance?
3. Why do many people not help those involved in the morning accident?
4. Why is a passing motorist more likely to help in the night accident?
The subject of the talk is ____________________________________________________ According to the professor's statistics, ____________________________________________________

This fact is strongly related to ____________________________________________________

In the morning accident, ____________________________________________________

But at night, ____________________________________________________

Compare | Listen to a sample response, and compare it with yours.
Reading | Read the following passage about an academic subject.

**Buyer’s Remorse**

People make numerous purchases without giving them any thought throughout a typical day. In some cases, though, particularly when a person makes a large or expensive purchase, the individual may experience buyer’s remorse. This is a feeling of deep regret for making a specific purchase. The reason for this feeling typically revolves around an item’s price; however, a person may also experience buyer’s remorse out of a notion that the purchase is not appropriate for him. In these situations, buyers will either convince themselves that they should not feel guilty or will attempt to return their purchase.

**Words and Expressions**

- **remorse (n)**
  a feeling of regret or sorrow
- **revolve around (phr)**
  to concern
- **notion (n)**
  an idea; a thought
- **appropriate (a)**
  right; proper

Comprehending | Answer the following questions to make sure you understand the reading.

1. How often do people make purchases?
2. When might someone experience buyer’s remorse?
3. What is buyer’s remorse?
4. Why do people experience buyer’s remorse?
5. What are the usual two results after a person experiences buyer’s remorse?
Listen to a lecture about the same topic, and take notes.

Note Taking

Words and Expressions

- get promoted (phr) to be moved up to a higher position at one's workplace
- splurge (v) to spend a greater than normal amount of money
- impulse (n) an urge; a sudden desire
- point out (phr) to mention; to declare

The professor describes two different reactions to the purchase of an automobile. Describe how these two reactions relate to buyer's remorse.

Organizing | Ask yourself the following questions and organize your ideas.

1. Why does the professor mention buyer's remorse?
2. How did the professor feel at first after purchasing a new car?
3. How did the professor later feel about his purchase?
4. What did the professor do after he began to feel differently?
5. What did the dealer do to convince the professor to keep the car?
### Response

Make your response using the above information.

<table>
<thead>
<tr>
<th>The professor gives a personal example of</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professor says</td>
</tr>
<tr>
<td>This is a classic instance of</td>
</tr>
<tr>
<td>According to the reading,</td>
</tr>
</tbody>
</table>

### Compare

Listen to a sample response, and compare it with yours. 😊😊😊
Listen & Speak is the second of the two integrated sections. In this section, you will not have to read a reading passage. Instead, you will only listen to a short conversation or a lecture and will then be required briefly to respond to the question about the listening part. As in the first integrated part, the topics will be drawn from a variety of fields but will not require you to have prior knowledge of any academic field in particular.

- **Chapter 5  Conversation**
  - Unit 29  _ Student Life I_
  - Unit 30  _ Internships_
  - Unit 31  _ Part-time Jobs_
  - Unit 32  _ Transportation_

- **Chapter 6  Lecture**
  - Unit 36  _ Writing_
  - Unit 37  _ Botany_
  - Unit 38  _ Education_
  - Unit 39  _ Earth Science_
  - Unit 33  _ Campus Tours_
  - Unit 34  _ Student Life II_
  - Unit 35  _ Makeup Exams_
  - Unit 40  _ Ecology_
  - Unit 41  _ Geography_
  - Unit 42  _ Marketing_
Chapter 5

Conversation

For this task, you will listen to a short conversation about a campus-related situation and respond to a question based on what you have heard. In the conversation, two people typically discuss a problem and two possible solutions. After you listen to the conversation, you will be asked briefly to describe the situation and to give your own opinion about the solution to the problem. You will have 20 seconds to prepare your response and 60 seconds to speak.
Conversation

Sample iBT Question

Listen to a conversation between two students.

Script

M: I can't believe what just happened!
W: What's the matter? Did you lose something?
M: Well, I may have lost my financial aid. The deadline to apply for financial aid from the university was yesterday, but I was out of town and didn't get my application in. I might have to drop out of school now.
W: Well, why don't you just go down to the Financial Aid Office and explain to them what happened? I'm sure they'll accept your application, and then you'll be able to get money for your classes and books.
M: I don't know. I had a friend who forgot and submitted his application late, but they weren't very understanding of his situation. They might do the same thing to me.
W: Okay, in that case, why don't you just ask your parents to help pay for your tuition? I'm sure that they'd either give you the money or loan it to you.
M: Yeah, they do have the money, but my parents are planning on taking a trip to Europe this summer. If they lend me the money, they won't be able to go on that trip, and they've been planning it for almost a year now.
The woman suggests two possible solutions to the man's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Sample Response

The male student's problem is that he missed the deadline to apply for financial aid and may have to quit attending school if he loses his financial support. In my opinion, the best solution to his problem is for him to go to the Financial Aid Office and explain his situation. First, he was out of town when the deadline passed. The university should accept that as a legitimate excuse and allow him to submit his application one day late. Furthermore, while the man could ask his parents for money, that would interrupt their vacation plans. Instead, he should try to get the university to provide him with a scholarship that would pay the costs of his tuition and books. This is much better than asking for money he'd have to pay back later.
Useful Expressions

1. Expressions that can be used in describing the problem

(1) The man's problem is...
(2) The problem is that...
(3) The main issue for the woman is...
(4) What's bothering the man is...
(5) What happened to the man is...
(6) The woman's complaint is...
(7) The primary issue is...
(8) The female student has a problem in that...
(9) The issue the woman is dealing with is...
(10) The problem the man is dealing with is...

2. Expressions that can be used in telling about solutions

(1) The female student believes that...
(2) In order to solve the problem, the man...
(3) The man suggests that...
(4) One suggestion the man makes is to...
(5) The man encourages the woman to...
(6) The man thinks the woman ought to...
(7) The woman tells the man to...
(8) One solution the woman proposes is to...
(9) According to the man,
(10) The better solution the man can make is...

3. Expressions that can be used in referring and quoting remarks

(1) The woman says, "..."
(2) Saying, "..."
(3) The man suggests the woman...
(4) In their conversation, the man tells the woman to...
(5) He mentions, "..."
(6) In her opinion,
(7) The man says that...
(8) While proposing solutions, the man says, "..."
(9) During the conversation, the woman says, "..."
(10) The woman proposes that the man...
4. Expressions that can be used in giving opinions and suggestions

(1) I agree with the man's suggestion that...
(2) The better option is to...
(3) I strongly feel that...
(5) The man needs to...
(7) I support this decision because...
(9) The woman should decide to...
(4) What should happen is...
(6) I agree with the woman that...
(8) Furthermore, he should...
(10) What the woman should be thinking of is...

5. Expressions that can be used in giving reasons for the opinion

(1) The reason for this is...
(3) To begin with,
(5) One reason she should do this is...
(7) Additionally,
(9) The woman should do this because...
(2) First (Second) of all,
(4) By doing this, the man could...
(6) This is important since (because)...
(8) Furthermore,
The speakers discuss two possible solutions to the man’s problem. Describe the problem and the two solutions. Then explain what you think the man should do and why.

1. What problem does the male student have?
2. What solution does the woman suggest?
3. What does the man say about the woman’s suggestion?
4. What solution does the man suggest?
5. What is the drawback to the man’s suggestion?
Opinion | Ask yourself the following questions and organize your opinion.

1 Which of the two solutions do you prefer?
2 How will this solution benefit the man and his roommates?
3 How can the man counter the drawback to this solution?
4 What is a possible advantage to this solution?
5 Why do you feel that this will benefit the man and his roommates?

Your choice

First reason
Details

Second reason
Details

Response | Make your response using the organized ideas.

The man's problem is that In my opinion,

Although
Second of all,
However,

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

115
Unit 30. Internships

Listening | Listen to a conversation and take notes. (2-27)

<table>
<thead>
<tr>
<th>Note Taking</th>
<th>Words and Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>internship (n)</td>
</tr>
<tr>
<td></td>
<td>a low or nonpaying junior position for students at a company</td>
</tr>
<tr>
<td></td>
<td>awesome (a)</td>
</tr>
<tr>
<td></td>
<td>excellent; wonderful</td>
</tr>
<tr>
<td></td>
<td>dilemma (n)</td>
</tr>
<tr>
<td></td>
<td>a problem; an issue</td>
</tr>
<tr>
<td></td>
<td>barely (ad)</td>
</tr>
<tr>
<td></td>
<td>hardly</td>
</tr>
</tbody>
</table>

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

Organizing | Ask yourself the following questions and organize your ideas.

1. What is the female student’s problem?
2. What does the man suggest that the woman say to her new employer?
3. Why does he feel that this solution will be successful?
4. What does the man suggest the woman do to supplement her income?
5. Why is the woman not sure about following this suggestion?
Opinion | Ask yourself the following questions and organize your opinion.

1. Which of the man's two solutions do you prefer?
2. Why do you believe this solution is better for the woman?
3. What hardship will the woman suffer by following this suggestion?
4. How will the woman best be able to keep her internship?
5. Why is keeping her internship probably important to the woman?

Your choice

First reason
Details

Second reason
Details

Response | Make your response using the organized ideas.

The female student's complaint is that

I agree with

In addition,
So

Compare | Listen to a sample response, and compare it with yours.
The man suggests two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Organizing | Ask yourself the following questions and organize your ideas.

1. What is the woman's problem?
2. What does the man first advise the woman to do?
3. Why does he think his solution is a good idea?
4. What does the man suggest the woman say to her professor?
5. Why is the woman hesitant to follow his advice?
**Opinion** | **Ask yourself the following questions and organize your opinion.**

1. Which of the two solutions the man suggests do you prefer?
2. Why are you in favor of this solution?
3. What will be a result of the woman following this solution?
4. How could this solution benefit the woman in the future?
5. Why is it important for the woman to follow this suggestion?

<table>
<thead>
<tr>
<th>Your choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>First reason</td>
</tr>
<tr>
<td>Details</td>
</tr>
<tr>
<td>Second reason</td>
</tr>
<tr>
<td>Details</td>
</tr>
</tbody>
</table>

**Response** | **Make your response using the organized ideas.**

The female student has a problem in that

I strongly feel

Additionally,

Since

**Compare** | **Listen to a sample response, and compare it with yours.**
Unit 32. Transportation

Listening | Listen to a conversation and take notes.  

Note Taking

<table>
<thead>
<tr>
<th>Words and Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>fracture (v)</td>
</tr>
<tr>
<td>to break</td>
</tr>
<tr>
<td>cast (n)</td>
</tr>
<tr>
<td>a rigid surgical dressing for broken bones</td>
</tr>
<tr>
<td>be stuck (phr)</td>
</tr>
<tr>
<td>to have no choice; not to be able to do something</td>
</tr>
<tr>
<td>lift (n)</td>
</tr>
<tr>
<td>a ride</td>
</tr>
</tbody>
</table>

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

Organizing | Ask yourself the following questions and organize your ideas.

1. What is the female student's problem?
2. Why does the woman mention her friend?
3. What does the man say about that idea?
4. What is the second idea that the woman proposes?
5. Why does the man say it might not be a good idea?
Opinion | Ask yourself the following questions and organize your opinion.

1. Which of the woman’s two solutions do you think is better?
2. Why do you like this solution?
3. What makes you think it will produce a better result?
4. Why should the woman not be worried about using this solution?
5. What will be the probable result of her solution?

Your choice

First reason
Details

Second reason
Details

Response | Make your response using the organized ideas.

What happened to the woman is that I agree with

To begin with,
Second of all,
Since

Compare | Listen to a sample response, and compare it with yours.
Unit 33. Campus Tours

Listening | Listen to a conversation and take notes.

<table>
<thead>
<tr>
<th>Note Taking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Words and Expressions

pick up (phr)
to meet someone to take that person somewhere

minor (a)
small; not particularly important

general (a)
broad; unfocused

arrangement (n)
a plan; an agreement

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

Q.

<table>
<thead>
<tr>
<th>Organizing</th>
<th>Ask yourself the following questions and organize your ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What problem does the man tell the woman he has?</td>
<td></td>
</tr>
<tr>
<td>2 What does the woman say about taking a tour?</td>
<td></td>
</tr>
<tr>
<td>3 Why does the man feel that a tour might not be a good idea?</td>
<td></td>
</tr>
<tr>
<td>4 What does the woman suggest the man do on Sunday?</td>
<td></td>
</tr>
<tr>
<td>5 Why does the man think he might not be able to follow her suggestion?</td>
<td></td>
</tr>
</tbody>
</table>

1
2
3
4
5
Opinion | Ask yourself the following questions and organize your opinion.

1. Which solution do you prefer?
2. Why do you think this is the better solution?
3. What benefits will this provide for the man’s cousin?
4. What should the man think about?
5. What will be the result of the man’s decision?

Your choice

First reason
Details

Second reason
Details

Response | Make your response using the organized ideas.

The man’s problem is that
__________________________________________

In my opinion,

I support this decision because

In addition,

Compare | Listen to a sample response, and compare it with yours.
The speakers discuss two possible solutions to the woman’s problem. Describe the problem and the two solutions. Then explain what you think the woman should do and why.

1. What problem does the woman have?
2. What does the man suggest that she do?
3. Why does the woman not want to follow his suggestion?
4. What solution does the woman propose to the problem?
5. What does the man say in response to her suggestion?
Opinion | Ask yourself the following questions and organize your opinion.

1. Which of the two solutions do you believe is better?
2. Why do you think this is the better solution?
3. What is the woman's roommate obliged to do?
4. What kind of rights does the woman have in the dormitory?
5. How is this important to the woman's problem?

Your choice

First reason
Details

Second reason
Details

Response | Make your response using the organized ideas.

The issue that the woman is dealing with is

Clearly, the better suggestion the man makes is

Second of all,
So

Compare | Listen to a sample response, and compare it with yours.
Unit 35. Makeup Exams

Listening | Listen to a conversation and take notes. 

Note Taking

Words and Expressions

- big (a)
  important; major
- break down (phr)
  to stop working; to malfunction
- makeup exam (n)
  a test given after the regular test date
- Dean's List (n)
  an award students with high grades receive

Q

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

Organizing | Ask yourself the following questions and organize your ideas.

1. What problem does the male student have?
2. What does the man say that he could do to solve his problem?
3. Why might this solution not be effective?
4. What solution does the woman suggest?
5. Why is the man not sure about following her advice?
Opinion | Ask yourself the following questions and organize your opinion.

1. Which of the two solutions do you prefer?
2. Why do you feel this is the best possible solution?
3. What should be the result of this solution?
4. Why should the man not follow the other solution?
5. What makes you think that way?

Your choice

First reason

Details

Second reason

Details

Response | Make your response using the organized ideas.

The problem is that

During the conversation,

I agree with her. First,

Furthermore,

Compare | Listen to a sample response, and compare it with yours.
Lecture

For this task, you will first listen to a professor present a brief lecture on an academic subject, and then you will be asked a question about what you have heard. The topics will vary but will not require you to have any prior knowledge of any field in particular. The professor will typically introduce a concept and go on to discuss examples about it. You will be asked to explain the main concept using the given examples in the lecture.
Sample iBT Question

Listen to a lecture about an academic subject.

Script

Now I'd like to talk about how to improve your acting, especially since you're going to be putting on a performance soon in which you'll need good acting to get a, well, a good grade. So, when you're acting, you need to become that character. It's, uh, imperative for you to think and feel just like that character would. These acts can make your character genuine and believable.

For example, say you're going to play the title role of Shakespeare's play Henry VIII. Well, if you're going to be a king, then you'll have to act like one. You have to carry yourself like one. You think, no, you know that you're better than the rest of the people on stage. Henry was a proud man, convinced that his actions were right. You actually need to feel that kind of confidence in order to be a convincing king. If you can't do that, well, then you're not going to be believable. The audience will recognize that, and your performance, and the overall play, will suffer.

Let me give you another example. Imagine you're going to play the role of Hamlet from Shakespeare's masterpiece. Well, it's a complicated role since, remember, Hamlet keeps seeing the ghost of his murdered father, and he is pretending to be insane. So, you've got to feel like Hamlet. How are you going to act? You've got to appear to be insane during some scenes yet appear sane in others. You've simply got to become Hamlet in this role. Feel what he feels. Think what he thinks. Become him, and you'll have mastered the role and become a real actor.
Using points and examples from the lecture, explain what actors must do to make their acting more believable to their audience.

Sample Response

The professor provides a couple of examples of how an actor can become more convincing to the audience when playing various roles. He uses two different examples from Shakespeare in his lecture. First, he discusses Henry VIII from the play with the same name. He declares that an actor must act completely like a king in order to get that role right. Since Henry was very proud and confident, an actor must convey those same feelings in order to be a convincing king. The next example the professor uses is the role of Hamlet. He mentions that Hamlet is a complicated role since he is seeing ghosts and pretending to be insane. The professor insists that the actor must actually become Hamlet by feeling the things he feels and thinking the thoughts he thinks.
## Useful Expressions

1. Expressions that can be used in telling about the subject

| (1) The professor discussed... | (2) The lecturer talked about... |
| (3) The entire lecture covered... | (4) The topic of the lecture was... |
| (5) The majority of the talk was about... | (6) The professor told her students about... |
| (7) The professor's lecture mentions... | (8) He focused on... |
| (9) The main idea was... | (10) The professor looked into... |

2. Expressions that can be used in telling about the first example

| (1) The first example is... | (2) He first cites... |
| (3) First, the lecturer... | (4) In her first example, she mentions... |
| (5) The first is that... | (6) First, he discusses... |
| (7) First of all, he covers... | (8) She first discusses... |
| (9) The first one he mentions is... | (10) His first explanation is... |

3. Expressions that can be used in telling about the second example

| (1) The second example is about... | (2) Next, the professor mentions... |
| (3) On the other hand, | (4) The lecturer then discusses... |
| (5) Another thing she covers is... | (6) The second example cited is... |
| (7) After that, the professor talks about... | (8) The second theory is that... |
| (9) The professor's next point is... | (10) The second explanation deals with... |
4. Expressions that can be used in telling about relations

| (1) Another similarity is...       | (2) Something else similar is... |
| (3) On the same topic,             | (4) This is connected to...      |
| (5) You can see the relationship between... | (6) The two are connected by... |
| (7) They are related because...    | (8) By the same token,           |
| (9) Another thing to consider is...| (10) This is just like...        |

5. Expressions that can be used in telling details

| (1) He declares that...            | (2) What happens is...            |
| (3) However, she...                | (4) As a matter of fact,          |
| (5) The professor points out that...| (6) The reason is that...         |
| (7) Once this happens,             | (8) Because of this,              |
| (9) He brings up the point that... | (10) This leads to...             |
Using points and examples from the lecture, explain the two different literary conventions and how people can use them.

Organizing | Ask yourself the following questions and organize your ideas.

1. What is the lecture about?
2. What is exaggeration?
3. Why do people use exaggeration?
4. What is understatement?
5. Why do people use understatement?
Response | Make your response using the organized ideas.

During the lecture, These two conventions are


First,

On the other hand,

Compare | Listen to a sample response, and compare it with yours.
Using points and examples from the lecture, explain the two ways in which the acacia can harm other trees and plants in forests which it invades.

Q

Organizing  Ask yourself the following questions and organize your ideas.

1. What is the topic of the professor’s lecture?
2. What is the first physical characteristic of acacias that the professor mentions?
3. How does this characteristic affect other plant life in the forest?
4. What is the second physical characteristic of acacias that the professor mentions?
5. In what way does the acacia’s height affect other plant life near it?
Response | Make your response using the organized ideas.

The professor’s lecture mentions that

To begin with,

In fact,

Because of this,

Compare | Listen to a sample response, and compare it with yours.
Unit 38. Education

Listening | Listen to a lecture, and take notes.

<table>
<thead>
<tr>
<th>Note Taking</th>
<th>Words and Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>entice (v)</td>
</tr>
<tr>
<td></td>
<td>to persuade; to lure</td>
</tr>
<tr>
<td></td>
<td>consider (v)</td>
</tr>
<tr>
<td></td>
<td>to think about; to ponder</td>
</tr>
<tr>
<td></td>
<td>prospect (n)</td>
</tr>
<tr>
<td></td>
<td>a possibility; a chance; an opportunity</td>
</tr>
<tr>
<td></td>
<td>enamored (a)</td>
</tr>
<tr>
<td></td>
<td>enthusiastic; interested; captivated</td>
</tr>
</tbody>
</table>

Q Using points and examples from the lecture, explain how giving rewards to children can have either a positive or a negative effect.

Organizing | Ask yourself the following questions and organize your ideas.

1. What is the main point of the professor's lecture?
2. What reward do the parents offer their daughter to clean her room?
3. How does the daughter react to their offer of a reward?
4. What reward do the parents of the piano-playing girl give her?
5. What is the result of the rewards given to the piano-playing girl?
Response | Make your response using the organized ideas.

The professor says that

In his first example,

The second example is about

This is an example of

Compare | Listen to a sample response, and compare it with yours. 🎧
Using points and examples from the lecture, explain the two different theories on why the dinosaurs became extinct.

1. What is the topic of the professor's lecture?
2. According to the professor, what happened when a meteor or asteroid struck Earth?
3. Why do people believe that this strike caused the dinosaurs to become extinct?
4. What do scientists say were the results of the eruption of a super volcano?
5. How did the greenhouse effect make the dinosaurs extinct?
The professor states that dinosaurs once

The first is that

The second theory is that

So

Compare | Listen to a sample response, and compare it with yours.
Listening | Listen to a lecture, and take notes.  

Note Taking

Words and Expressions

contrary to common belief (phr)
contrary to what most people think

be subjected to (phr)
undergo; to suffer

rejuvenate (v)
to make stronger; to enliven

crowd out (phr)
to push out; to force out

Q Using points and examples from the lecture, explain the two ways in which forest fires can be beneficial to the forests that they burn.

Organizing | Ask yourself the following questions and organize your ideas.

1. What is the main point of the professor’s lecture?
2. What does the professor say about pine cones?
3. How does fire help some trees to become more plentiful?
4. What does the professor say about forest fires and their burning down of trees and bushes?
5. Why does the professor believe that the aftereffects of forest fires are good?
Response | Make your response using the organized ideas.

The professor claims that

The reason is that

The second example cited is that

Also,
Using points and examples from the lecture, explain how distances recorded on maps and globes are different from distances in reality.

Organizing | Ask yourself the following questions and organize your ideas.

1. What main point does the professor emphasize?
2. What example with a globe does the professor use?
3. What conclusion does the professor reach concerning measuring distances with globes?
4. What example with a map does the professor use?
5. What does the professor say about differences in distances measured on maps and in reality?
Response | Make your response using the organized ideas.

The professor tells the class that

__________________________

She first discusses

__________________________

She then tells the class to observe

__________________________

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

1:36
Unit 42. Marketing

Listening | Listen to a lecture, and take notes. 

<table>
<thead>
<tr>
<th>Note Taking</th>
<th>Words and Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>display (v)</td>
</tr>
<tr>
<td></td>
<td>to show; to exhibit</td>
</tr>
<tr>
<td></td>
<td>prominently (ad)</td>
</tr>
<tr>
<td></td>
<td>obviously</td>
</tr>
<tr>
<td></td>
<td>ingenious (a)</td>
</tr>
<tr>
<td></td>
<td>intelligent; brilliant; clever</td>
</tr>
<tr>
<td></td>
<td>symbolize (v)</td>
</tr>
<tr>
<td></td>
<td>to represent something; to stand for something</td>
</tr>
</tbody>
</table>

Q Using points and examples from the lecture, explain why stores often put their expensive and inexpensive products for sale in different locations.

Organizing | Ask yourself the following questions and organize your ideas.

1. What is the main point of the professor's talk?
2. Where does the professor say that stores put their more expensive items?
3. What is the psychological importance of the location of expensive products?
4. According to the professor, where do stores often put cheaper-priced items?
5. What is the psychological importance of the location of cheaper products?
Response | Make your response using the organized ideas.

During his lecture, the professor emphasizes ____________________________________________
_________________________________________________________ First, he discusses

The reason is that ________________________________________________________________

The second explanation deals with ____________________________________________

Compare | Listen to a sample response, and compare it with yours. ☞ 3-06
This part provides some essential expressions and collocations that can be used in each unit. They will be given with sample sentences through which their applications as well as meanings can be clarified. Once in your memory, these lexical chunks will help you give sophisticated responses.
### Useful Expressions for the Speaking Tasks

#### Task 1  **Personal Experience**

1. **Stating Your Opinion**
   - I think/believe/feel (that) \( S+V \) ~ Tôi nghĩ/tin/thanken là ~
   - I think the most important quality of a good friend is trustworthiness. Tôi nghĩ rằng phẩm chất quan trọng nhất của một người bạn tốt là sự đáng tin cậy.
   - In my opinion, \( S+V \) ~ Theo ý kiến của tôi, ~
   - In my opinion, the most important invention in the 20th century was the computer. Theo ý kiến của tôi, phát minh quan trọng nhất ở thế kỷ 20 là máy vi tính.
   - Based on my experience, \( S+V \) ~ Dựa theo kinh nghiệm của tôi, ~
   - Based on my experience, history was one of the most valuable classes. Dựa theo kinh nghiệm của tôi, lịch sử là một trong những môn học giá trị nhất.
   - As far as I am concerned, \( S+V \) ~ Về phần tôi, ~
   - As far as I am concerned, the subway is the most convenient method of transportation. Về phần tôi, tàu điện ngầm là phương tiện giao thông tiện lợi nhất.
   - To me, the most ... is ~ Tôi với, ... nhất là ~
   - To me, the most memorable book is *The Adventures of Huckleberry Finn* by Mark Twain. Tôi với, cuốn sách đáng nhớ nhất là cuốn *The Adventures of Huckleberry Finn* của Mark Twain.
   - I consider ... to be the most ~ Tôi xem ... là ~ nhất
   - I consider Paris to be the most attractive city I’ve ever been to. Tôi xem Paris là thành phố hấp dẫn nhất mà tôi đã từng đến.

2. **Giving Reasons**
   - What I like about ... is that \( S+V \) ~ Điều tôi thích ở ... là ~
   - What I like about my math teacher is that he has a great sense of humor. Điều tôi thích ở giáo viên dạy toán của tôi là thay ấy rất hài hước.
   - There are several reasons why \( S+V \) ~ Có nhiều lý do giải thích tại sao ~
   - There are several reasons why I admire Mother Teresa. Có nhiều lý do giải thích tại sao tôi ngưỡng mộ Mẹ Teresa.
   - One reason why \( S+V \) ~ is that \( S+V \) ~ Một lý do tại sao ~ là vì ~
   - One reason why I like amusement parks is that I can enjoy various kinds of rides there. Một lý do tại sao tôi thích các công viên giải trí là vì tôi có thể chơi dủ kiểu xe suốt cả ngày.
   - Another reason is that \( S+V \) ~ Một lý do khác là ~
   - Another reason is that I can watch fantastic performances and parades. Một lý do khác là tôi có thể xem các buổi biểu diễn và các cuộc diễu hành tuyệt vời.
That's because S+V ~ | Đó là do ~
To me, the most memorable event is the 2002 FIFA World Cup Korea-Japan. That's because Korea advanced to the semifinals.
Đó với tôi, sự kiện đáng nhớ nhất là Giải vô địch thế giới của FIFA tổ chức ở Nhật và Hàn Quốc năm 2002. Đó là do Hàn Quốc vào đến bán kết.

3. Giving Supporting Details

(1) Giving Examples

For example/instance, S+V ~ | Ví dụ, ~
My teacher is a very organized person. For example, his desk is always neat and clean.
Thầy giáo của tôi là người rất ngăn nắp. Ví dụ, bàn làm việc của thầy luôn luôn gọn gàng và sạch sẽ.

~ such as ~ | ~ như là ~
I want to learn some practical skills, such as cooking, driving, and computer programming.
Tôi muốn học một vài kỹ năng thực tế như nấu ăn, lái xe, và lập trình vi tính.

(2) Clarifying

In other words, S+V ~ | Nói cách khác, ~
I'm a night person. In other words, I'm more efficient when studying at night than in the morning.
Tôi là người睡夜. In other words, tôi học giỏi hơn khi học vào buổi tối hơn.

I mean S+V ~ | Ý tôi là ~
I admire firefighters but don't want to be one myself. I mean their job is too dangerous.
Tôi ngưỡng mộ những người lính cứu hỏa nhưng bản thân tôi không muốn trở thành một người lính cứu hỏa.
Ý tôi là công việc của họ quá nguy hiểm.

Task 2 Personal Preference

1. Stating Your Preference

I prefer A to B | Tôi thích A hơn B
I prefer history to mathematics since I like old stories.
Tôi thích lịch sử hơn vì tôi thích các câu chuyện xưa.

I like A better/more than B | Tôi thích A hơn B
I like summer vacation more than winter vacation since I can do more outdoor activities in summer.
Tôi thích kỳ nghỉ hè hơn kỳ nghỉ đông nếu vào mùa hè tôi có thể tham gia nhiều hoạt động ngoài trời hơn.

I'd rather A than B | Tôi thay/thích A hơn B
I'd rather read fiction than nonfiction because novels and short stories stimulate my imagination.
Tôi thích đọc tiểu thuyết hư cấu hơn truyện ngắn vì tiểu thuyết và truyện ngắn kích thích trí tưởng tượng của tôi.

I think/believe (that) A is better than B | Tôi nghĩ/tin rằng A thì tốt/hay hơn B
I think going on a field trip is better than just studying at school.
Tôi nghĩ rằng đi tham gia một chuyến đi thực tế tốt hơn là chỉ học ở trường.

In my opinion, A is better than B | Theo ý kiến của tôi, A thì tốt/hay hơn B
In my opinion, action movies are better than romantic movies.
Theo ý kiến của tôi, phim hành động thì hay hơn phim tình cảm làm mặn.

Given the choice of A and B, I would choose ~ | Nếu được chọn giữa A và B, tôi sẽ chọn ~
Given the choice of watching news on TV and reading it in the newspaper, I would choose the TV news.
Nếu được chọn giữa xem tin tức trên tivi và đọc tin tức trên báo, tôi sẽ chọn xem tivi.

2. Giving Reasons

I prefer ~ because S+V ~ | Tôi thích ~ hơn bởi vì ~
I prefer DVDs to videos because DVDs show clearer pictures and are easier to search for particular scenes.
Tôi thích phim DVD hơn video bởi vì hình ảnh trên đĩa DVD rõ ràng hơn và dễ tìm các cảnh phim cụ thể hơn.
There are several reasons why I prefer wearing a school uniform to casual clothes.

The first reason is that I don't have to care about what to wear every morning. The first reason is that I don't have to care about what to wear every morning.

The second reason is that I feel connected with other students who wear the same uniforms.

The last reason is that I can mingle more easily with other students from different economic backgrounds.

3. Giving Supporting Details

(1) Comparing & Contrasting

Some people think college education is essential for one's success in life, but I don't think so.

I prefer going to college in a small town while many other students want to go to college in a big city.

On the other hand, I prefer going to college in a small town while many other students want to go to college in a big city.

In contrast, Evergreen trees keep their leaves all year round.

Although attending school gives a lot of benefits, home schooling also has its advantages.

(2) Clarifying

Some people spend their entire lives in one place. That means they might be exclusive.

What I'm saying is that it is better to travel to as many places as possible.

Task 3 Reading & Conversation

1. Stating the Speaker's Position

The man agrees with that.

The woman agrees with the university's policy to renovate the art building instead of constructing a new one.
The man/woman approves of - The man approves of the school's decision to change the grading policy.

The man/woman supports - The woman supports the school's decision to provide milk and water instead of soft drinks.

The man/woman thinks/believes - The man believes having the library open 24 hours a day during final exams is a good idea.

The man/woman likes the idea of V-ing / that S+V - The woman likes the idea of prohibiting cars from the on-campus street during part of the day.

Disagreeing

The man/woman disagrees with - The woman disagrees that freshman students should be allowed to live off campus instead of living in the dormitory for a semester.

The man/woman is against - The woman is against the university's decision to raise tuition by as much as 5 percent.

The man/woman opposes - The man opposes the library's policy of banning laptops as well as MP3 players.

Talking about the Reasons

He/She gives two reasons why he/she - He gives two reasons why he cannot pay money to use the university health club.

The/His/Her first reason is that S+V - His first reason is that the school is charging the students for lots of different things.

The/His/Her other reason is that S+V - His other reason is that it is unfair that members of the school's sports teams do not pay for the university health club.

Quoting

According to the announcement/letter/article, S+V - According to the letter, students are not allowed to drive cars on campus.

The announcement/letter/article says (that) S+V - The announcement says (that) the upcoming school holiday has been cancelled.

According to the student/man/woman, S+V - According to the man, he can learn more things if he shares a room with someone from a different major.

He/She mentions (that) S+V - He mentions (that) it is unfair for the university to raise the parking price by a third in just one semester.
He/She points out (that) S+V ~  Anh ấy/Cô ấy chỉ ra rằng
She points out (that) poor students are not able to participate in the student exchange program.
Cô ấy chỉ ra rằng sinh viên nghèo không thể tham gia chương trình trao đổi sinh viên đó.

He/She argues (that) S+V ~  Anh ấy/Cô ấy lý luận rằng
He argues (that) the online tutoring system costs him a lot because he needs to buy a new computer to get the service.
Anh ấy lý luận rằng hệ thống phụ đạo trên mạng làm anh ấy tốn nhiều tiền vì anh ấy cần phải mua một cái máy tính mới để sử dụng được dịch vụ đó.

Task 4  Reading & Lecture

1. Talking about the Topic

The reading defines A as B  Bài đọc định nghĩa A là B
The reading defines symbiosis as a situation in which two kinds of organisms live together.
Bài đọc định nghĩa sự sinh sống là tình trạng có hai loại sinh vật cùng tồn tại song song.

According to the reading, S+V ~  Theo bài đọc, ~
According to the reading, our decision about a certain thing changes depending on the way it is presented.
Theo bài đọc, quyết định của chúng ta về một điều nào đó thay đổi tùy theo cách nó được trình bày.

The professor explains ~  Giáo sư giải thích ~
The professor explains the concept of audience effects in more detail.
Giáo sư giải thích chi tiết hơn hiện tượng ảnh hưởng của khán giả.

The professor talks about ~  Giáo sư bàn về ~
The professor talks about the balance of the food chain in the ecosystem.
Giáo sư bàn về sự cân bằng của chuỗi sự sống của sinh vật (*) trong hệ sinh thái.
(*) food chain: the complex of living organisms that live together and transfer energy.

According to the professor, S+V ~  Theo giáo sư, ~
According to the professor, certain chemicals give off a distinct color when exposed to an open flame.
Theo giáo sư, một số chất hóa học phát ra một màu đặc trưng khi được tiếp xúc với không khí.

The lecture is about ~  Bài giảng nói về ~
The lecture is about the gestation period of various land mammals.
Bài giảng nói về giai đoạn thai nghén của các loại động vật chiến hành khác nhau sống trên cạn.

According to the lecture, S+V ~  Theo bài giảng, ~
According to the lecture, different kinds of clouds can be found in the atmosphere.
Theo bài giảng, có nhiều loại mây khác nhau trong bầu khí quyển.

2. Explaining the Details

(1) Talking about Subtopics

There are two main ~ of ~  Có hai ~ chính
There are two main principles of interior design.
Có hai nguyên tắc thiết kế nội thất chính.

One is ~, and the other is ~  Một là ~, còn ~ kia là ~
One is the principle of unity, and the other is the principle of contrast.
Một là nguyên tắc đồng nhất, còn nguyên tắc kia là nguyên tắc tương phản.

There are two (different) kinds of ~  Có hai loại/kiểu ~ (khác nhau)
There are two (different) kinds of theories of animal communication.
Có hai loại lý thuyết (khác nhau) về sự giao tiếp của động vật.

The first (one) is ~, and the second (one) is ~  (Loại) thứ nhất là ~, còn (loại) thứ hai là ~
The first (one) is information transfer theory, and the second (one) is behavioral manipulation theory.
(Loại) thứ nhất là lý thuyết truyền thông tin, còn (loại) thứ hai là lý thuyết điều khiển hành vi.
(2) Talking about Examples

The professor talks about as an example of ~

The professor talks about the dead grass and animals as an example of drought.

The professor gives an example of by discussing ~

The professor gives an example of the 'nature-nurture' controversy by discussing children’s behavior in a classroom setting.

The professor bases his/her example on ~

The professor bases his examples on the research by the famous architect, Frank Lloyd Wright.

The professor discusses to demonstrate/illustrate ~

The professor discusses animal echolocation to demonstrate how it has been applied to human life.

The first example shows how S+V ~

The first example shows how migratory birds can fly exactly to their winter homes.

Another example the professor gives is ~

Another example the professor gives is a robin’s ability to feel the vibration of worms underground.

Task 5 Conversation

1. Stating the Problem

The man/woman’s problem is (that) S+V ~

The woman’s problem is that she cannot decide whether to stay in the dormitory or to get a house off campus.

The man/woman has difficulty/trouble with ~

The man has difficulty with the registration for his major course.

The man/woman is having a hard time V-ing ~

The woman is having a hard time studying calculus.

The man/woman is struggling with ~

The man is struggling with the new school policy which prohibits the use of calculators in math class.

The problem they discuss is (that) S+V ~

The problem they discuss is (that) there are too many people attending the presentation and not enough seating.

2. Stating the Solutions

The man/woman suggests two solutions to the problem. One is ~, and the other is ~

The man suggests two solutions to the problem. One is to postpone the woman’s trip to the museum. The other is to borrow a car from her friend.

There are two solutions presented. The first is to take an oral exam instead of a written exam, and the other is to write a report.

The man/woman suggests that she/he either - or -

The woman suggests that he should either spend the money and take part in the study abroad program or save it and stay on campus.

The man/woman advises him/her either to - or -

The man advises her either to attend the school play or the band concert.

3. Explaining Your Position

(1) Stating Your Preference

I think the man/woman should -

If I were him/her, I would -

Between the two solutions, I prefer - (to -)

(2) Giving Reasons

One reason (why I prefer this solution) is that -

Another reason is that -

Moreover, he can save time to go to classes.

The professor talks about -

Task 6 Lecture

1. Stating the Topic of the Lecture

The lecture is (mainly) about -

The topic of the lecture is -

The professor talks about -
2. Explaining the Details

(1) Talking about Subtopics

The professor says there are two ways to-V
The professor says there are two ways for flowers to attract insects.

The first (one) is -, and the second (one) is -
(Cách) thu nhất là ~, còn (cách) thu hai là ~
The first one is by fragrance, and the second one is by color.

According to the professor, there are two types/kinds of -
According to the professor, there are two kinds of utility in economics.

According to the lecture, there are two factors in -
According to the lecture, there are two factors in food decay.

One is ~, and the other is -
One is proper temperature, and the other is a proper level of moisture.

(2) Talking about Examples

The professor gives two examples of -
The professor gives two examples of plants' adaptation to the environment.

The professor explains - by giving two examples.
The professor explains the extinction of dinosaurs by giving two examples.

The professor talks/speaks about - as an example of -
The professor talks about the horn frog as an example of an animal that changes its skin color.

The professor gives - as an example of -
The professor gives a cereal box design as an example of marketing.

The professor gives one more example that shows -
The professor gives one more example that shows the different color varieties of the begonia flower.

The other example (of ~) is -
The other example of overgeneralization is the case in which a child regards every four-legged animal as a dog.
1. Everyday Life

**a city attraction**  
**một điểm thu hút khách ở thành phố**

In my country, there are many city attractions that can be introduced to foreigners. In my country, there are many city attractions that can be introduced to foreigners.

**a positive attitude**  
**một thái độ tích cực**

From my point of view, the best way to face a challenge is to have a positive attitude. Theo quan điểm của tôi, cách tốt nhất để đương đầu với một thách thức là có thái độ tích cực.

**a sense of accomplishment**  
**cảm giác thành công**

I feel a big sense of accomplishment when I get high scores on tests. Tôi cảm thấy rất vui khi có điểm cao.

**a waste of time**  
**một sự lãng phí thời gian**

I think watching TV is a waste of time. Tôi nghĩ xem tivi là một sự lãng phí thời gian.

**bump into**  
**tình cờ gặp**

I bumped into my elementary school teacher at the shopping mall. Tôi tình cờ gặp cô giáo dạy tiểu học của tôi ở trung tâm mua sắm.

**come up with**  
**nghi ra**

I couldn't come up with any idea to solve the problem. Tôi không nghĩ ra ý tưởng gì giải quyết vấn đề đó cả.

**counsel - on/about - I chi bao/khuyến bao -**  
**với -**

The math teacher counseled me about my math exam. Thầy dạy toán chỉ bảo cho tôi cách giải bài thi toán.

**deal with**  
**giải quyết, xử lý**

I have to deal with many different subjects to prepare for the final exam. Tôi phải học nhiều môn khác nhau để chuẩn bị cho kỳ thi cuối cấp.

**do indoor activities**  
**tham gia các hoạt động (thể thao) trong nhà**

I love doing indoor activities, especially during the wintertime. Tôi rất thích tham gia các hoạt động trong nhà, đặc biệt là vào mùa đông.

**do - for recreation**  
**làm - để giải trí**

We played soccer just for recreation, not serious competition. Chúng tôi chơi đá bóng chỉ để giải trí, không phải để thi đấu nghiêm túc đâu.

**entertain - with - giúp vui - bằng -**

My brother and I entertained our parents with dancing and songs on Parents' Day. Anh trai tôi và tôi giúp vui cho bố mẹ bằng (cách) ca múa mừng Ngày của Cha Mẹ.

**experience failure**  
**trải nghiệm sự thất bại**

Experiencing failure should not dissuade you from trying to reach your goals. Trải nghiệm sự thất bại không nên ngăn bạn cố gắng đạt được mục đích của mình.

**gain weight**  
**tăng cân**

Many students gain weight during their first year of college. Nhiều sinh viên tăng cân trong năm đầu học đại học.

**gather together**  
**tập hợp**

The girl Scouts gather together at school every Friday. Thị sĩ nữ áo các nữ huynh được cùng tập hợp ở trường.
get into debt | làm vào cảnh nợ nần
My friend's family got into debt due to his father's business failure.
Gia đình của bạn tôi làm vào cảnh nợ nần do sự thất bại trong kinh doanh của bố cậu ấy.

give a lesson in | dạy, hướng dẫn
Our school librarian gave us lessons in how to use the library.
Nhân viên thư viện trường hướng dẫn cho chúng tôi cách sử dụng thư viện.

give support to | hỗ trợ
My parents are always trying to give support to me.
Bố mẹ tôi luôn luôn cố gắng hỗ trợ tôi.

have a chat with | tán gẫu với, trò chuyện thân mật với
Father had a chat with my younger sister about her behavior at school.
Bố trò chuyện thân mật với em gái tôi về cách cư xử của nó ở trường.

have a passion for | say mê
I really have a passion for music.
Tôi thật sự say mê âm nhạc.

have an influence on | có ảnh hưởng đối với
Friends have a very strong influence on teenagers.
Bạn bè có ảnh hưởng sâu sắc đối với thanh thiếu niên.

have experience in | có kinh nghiệm về
Our teacher has a lot of experience in teaching teenagers.
Thầy tôi có nhiều kinh nghiệm dạy dỗ thanh thiếu niên.

have fun with | vui với
I really had fun with my new friends at the summer camp.
Tôi thật sự rất vui với các bạn mới ở trại hè.

have many functions | có nhiều chức năng
I prefer a cell phone which has many functions.
Tôi thích một chiếc điện thoại di động có nhiều chức năng hơn.

have trouble with | gặp rắc rối với
I had trouble with time management when I took the English exam.
Tôi gặp rắc rối với việc sắp xếp thời gian khi tôi thi môn tiếng Anh.

hold a celebration | tổ chức lễ mừng
My family held a celebration of my grandmother's seventieth birthday.
Gia đình tôi tổ chức lễ mừng sinh nhật lần thứ 70 của bà tôi.

lead a busy life | có một cuộc sống bận rộn
My uncle leads a very busy life working for an accounting company.
Chú tôi rất bận rộn với công việc ở một công ty kinh doanh.

learn a useful lesson | học được một bài học hữu ích
I learned a useful lesson about life from my history class today.
Hôm nay trong giờ lịch sử tôi đã học được một bài học hữu ích về cuộc sống.

lower one's standards | hạ thấp tiêu chuẩn của mình
I won't lower my standards in my studies.
Tôi sẽ không hạ thấp tiêu chuẩn học tập của mình.

make a budget | cần đội chi tiêu
I made a budget to buy a new MP3 player next month.
Tôi đã cần đội chi tiêu để mua một máy nghe nhạc MP3 mới vào tháng tới.

make a hasty decision | ra một quyết định vội vã
Many people make hasty decisions due to a lack of time.
Những người quay quyết định vội và vội thiếu thời gian.

make a plan | lập kế hoạch
I try to make a well-organized plan before I start a new subject.
Tôi cố gắng lập kế hoạch kỹ lưỡng trước khi bắt đầu một môn học mới.
make an effort to-V | nó lực để
It is important to make an effort to achieve your goal.
Điều quan trọng là phải nỗ lực để đạt được mục đích của bạn.

make history | đi vào lịch sử
I want to make history when I become a scientist in the future.
Tôi muốn đi vào lịch sử khi tôi trở thành một nhà khoa học trong tương lai.

mean a lot to | rất có ý nghĩa đối với
My ring really means a lot to me because my grandmother gave it to me.
Chiếc nhẫn thật sự rất có ý nghĩa đối với tôi bởi vì bà tôi đã tặng nó cho tôi.

personal belongings | đồ dùng cá nhân
I had too many personal belongings to be packed for my field trip.
Tôi có quá nhiều đồ dùng cá nhân phải đem theo cho chuyến đi thực tế của tôi.

provide for | chuẩn bị đầy đủ, dự phòng
Our school always provides for emergencies such as fires.
Trường tôi luôn luôn dự phòng các trường hợp khẩn cấp như hỏa hoạn chẳng hạn.

put pressure on | tạo áp lực lên
Many parents put pressure on their children to get better grades.
Những bố mẹ tạo áp lực buộc con cái phải đạt được điểm cao hơn.

receive a meaningful present | nhận được một món quà ý nghĩa
On my birthday I received a meaningful present from Mom - a digital camera.
Ngày sinh nhật tôi, tôi nhận được một món quà ý nghĩa của mẹ - một máy ảnh kỹ thuật số.

sacrifice - for - | hy sinh cho -
Most parents sacrifice their time and money for their children.
Hầu hết các bậc cha mẹ đều hy sinh thời gian và tiền bạc cho con cái của mình.

set a high value on | đánh giá cao
My homeroom teacher sets a high value on honest behavior.
Giao viên chủ nhiệm của tôi đánh giá cao cách cư xử trung thực.

shop for | đi mua
I have to shop for a birthday present for my best friend.
Tôi phải đi mua một món quà sinh nhật để tặng người bạn thân nhất của tôi.

show improvement | thể hiện sự tiến bộ
Many students hope to show improvement in their test results.
Niều sinh viên hy vọng thể hiện sự tiến bộ trong kết quả thi của họ.

show generosity | tỏ ra rộng lượng
It is a good thing to teach children how to show generosity to others.
Đây con cái tỏ ra rộng lượng với người khác là một điều tốt.

spend one's free time | V-ing | trai qua/dành thời gian rảnh làm gì
I usually spend my free time playing basketball.
Tôi thường dành thời gian rảnh chơi bóng rổ.

spend time together | có nhiều thời gian bên nhau
My father and I cannot spend time together very often due to his job.
Bố tôi và tôi không thể có nhiều thời gian bên nhau do bố làm việc.

study in a group | học nhóm
Though many people recommend studying in a group, I still prefer to study alone.
Mặc dù nhiều người khuyên nên học nhóm, tôi vẫn thích học một mình hơn.

surf the Internet | luot mang Internet
One of my pastimes is surfing the Internet.
Một trong những thú tiêu khiển của tôi là lướt mạng Internet.

take a trip | đi chơi một chuyến
My family took a trip before my brother entered university.
Gia đình tôi đã đi chơi một chuyến trước khi anh tôi vào đại học.
take advantage of  lợi dụng
It is a bad thing to take advantage of others' weaknesses.
Lợi dụng điểm yếu của người khác là một điều xấu.

take ~ into consideration  xét đến, lưu ý đến, tính đến ~
It's important to take your aptitude into consideration when you choose what you will study.
Điều quan trọng là phải lưu ý đến năng khiếu của bạn khi bạn chọn ngành học cho mình.

think highly of  đánh giá cao
My parents always think highly of my efforts to get good grades.
Bố mẹ tôi luôn luôn đánh giá cao nỗ lực đạt được điểm cao của tôi.

2. School Life

a part-time employee  một nhân viên bán thời gian
The school decided to hire another part-time employee to work in the cafeteria.
Nhà trường quyết định muốn một nhân viên bán thời gian khác làm việc ở nhà ăn tự phục vụ.

a school health clinic  trung tâm y tế của trường
The woman went to the school health clinic to get some antibiotics for her ear infection.
Người phụ nữ đi đến trung tâm y tế của trường để lấy một ít thuốc kháng sinh cho bệnh nhiễm tấy.

a sports facility  một trung tâm rèn luyện thể thao
In my opinion, our school is in bad need of a sports facility.
Theo ý kiến của tôi, nhà trường rất cần một trung tâm rèn luyện thể thao.

a student election  một cuộc bầu cử sinh viên
Holding a student election is a good way to teach students about the running of government.
Tổ chức một cuộc bầu cử sinh viên là một cách hay để dạy sinh viên cách điều hành chính phủ.

an effective approach to  một cách/phương pháp hiệu quả để
Asking questions is an effective approach to solving problems.
Đặt câu hỏi là một phương pháp hiệu quả để giải quyết vấn đề.

an unattainable goal  một mục tiêu không thể đạt được
You should be careful not to set an unattainable goal when you make a study plan.
Bạn phải cẩn thận đừng đặt ra một mục tiêu không thể đạt được khi bạn lập kế hoạch học tập.

apply for a scholarship  nộp đơn xin học bổng
In my view, every eligible student should apply for an academic scholarship.
Theo quan điểm của tôi, mỗi sinh viên đủ khả năng nên nộp đơn xin học bổng đại học.

background knowledge  kiến thức cơ bản
The professor gave the students plenty of background knowledge about the life cycle of earthworms.
Giáo sư cung cấp cho sinh viên nhiều kiến thức cơ bản về vòng đời của giun đất.

be available to ~  sẵn có để dùng, sẵn sàng để dùng
The school gym should be available to anyone who wants to exercise.
Phòng tập thể dục của trường sẵn sàng phục vụ bất cứ sinh viên nào muốn tập thể dục.

be concerned with  quan tâm đến
Teachers should be concerned with providing their students with a proper learning environment.
Giáo viên nên quan tâm đến việc cung cấp cho học viên một môi trường học tập thích hợp.

be eligible for  đủ khả năng/đủ năng lực/đủ điều kiện để
Part-time students are not eligible for scholarships.
Sinh viên bán thời gian không đủ điều kiện xin học bổng.

be known for  nổi tiếng về
Our school is well known for soccer.
Trường của chúng tôi nổi tiếng về bóng đá.

build an extension to  xây thêm phần mở rộng với
The school board decided to build an extension to the main building.
Ban lãnh đạo nhà trường quyết định xây thêm phần mở rộng với tòa nhà chính.
At the beginning of each class, the professor calls roll to check who is not present.

One way to get information from a large group of people is to carry out a survey.

Many people communicate online when they take off-campus courses.

New students can make friends more quickly if they do club activities.

Some students drop out of school because of their poor academic performance.

Many teachers encourage discussion to develop students' thinking ability.

Every student should enroll in some type of science course.

I asked the math teacher to extend the deadline for my homework assignment to Friday.

An effective way to learn a foreign language is to get face-to-face tutoring.

I am not worried about failing the exam because I am well prepared for the test.

In order to fix a computer, you must first decide if the problem lies with the hardware or with the software.

The professor gave a lecture about animal communication.

The woman decided to have a break from school so that she could travel abroad for a semester.

The man is curious about ancient Egypt.

All students should be allowed to have access to the Internet at school.

My science teacher has an in-depth knowledge of computers.

I think it should be compulsory that freshman students live in a dormitory.
make a policy  |  đưa ra chính sách
The school needed to make a policy against students throwing food in the cafeteria.
Nhà trường cần phải đưa ra chính sách đối với việc sinh viên ném thức ăn trong nhà ăn tự phục vụ.

make a presentation  |  thuyết trình, trình bày (chủ đề, bản báo cáo)
The professor offered the students a choice between writing a paper or making a presentation.
Giáo sư đưa ra cho sinh viên hai lựa chọn – viết bài hoặc thuyết trình chủ đề đó.

make an announcement  |  tuyên bố
The principal made an announcement that he would be retiring in the spring.
Hiệu trưởng tuyên bố rằng ông sẽ về hưu vào mùa xuân.

make an evaluation  |  đánh giá
Professors make evaluations of their students at the end of each semester.
Giáo sư đánh giá sinh viên của mình vào cuối mỗi học kỳ.

miss class  |  bỏ giờ học
The professor made it very clear that it was important not to miss class.
Giáo sư nói rất rõ là không được bỏ giờ học.

organize a field trip  |  tổ chức một chuyến đi thực tế
Our science teacher organized a field trip to the water treatment plant.
Giáo viên khoa học của chúng tôi tổ chức một chuyến đi thực tế đến nhà máy xử lý nước.

perform an experiment on  |  tiến hành/làm thí nghiệm về
The man chose to perform an experiment on different types of sea crabs for his biology class.
Người thanh niên đã chọn làm thí nghiệm về các loại cua biển khác nhau cho lớp sinh vật của anh ấy.

reliable research  |  nghiên cứu đáng tin cậy
According to reliable research, girls are better at learning languages than boys.
Theo nghiên cứu đáng tin cậy, con gái học ngôn ngữ tốt hơn con trai.

remodel a building  |  tu sửa một tòa nhà
The school announced its plan to remodel the library.
Nhà trường đã công bố kế hoạch tu sửa thư viện.

specialize in  |  chuyên về
I want to specialize in chemistry in university.
Tôi muốn học ngành hóa ở trường đại học.

study in a library  |  học ở thư viện
Studying at home is better for me than studying in a library.
Tôi thấy học ở nhà tốt hơn học ở thư viện.

teacher-centered education  |  nền giáo dục lấy giáo viên làm trung tâm
Compared to student-centered education, teacher-centered education has many weaknesses.
So với nền giáo dục lấy sinh viên làm trung tâm, nền giáo dục lấy giáo viên làm trung tâm có nhiều điểm yếu.

trade ideas  |  trao đổi ý tưởng
I usually trade creative ideas with my friends when we do a group project.
Tôi thường trao đổi những ý tưởng sáng tạo với bạn bè khi chúng tôi thực hiện một dự án nhóm.

tutor  |  dạy kèm
During the vacation, the man is going to tutor some middle school students in English.
Trong suốt kỳ nghỉ, người thanh niên sẽ dạy kèm một số học sinh trung học môn tiếng Anh.

volunteer for  |  xung phong/tính nguyện
Many students volunteered to spend a day helping the homeless.
Niều sinh viên tình nguyện dành một ngày giúp đỡ những người vô gia cư.

vote in favor of  |  bỏ phiếu ủng hộ
The students voted in favor of having an extended lunch period.
Sinh viên bỏ phiếu ủng hộ việc kéo dài thêm giờ ăn trưa.

work out a solution  |  nghĩ ra/tìm ra lời giải
The students were given twenty minutes to work out a solution to the math problem.
Các sinh viên được cho hai mươi phút để tìm ra lời giải bài toán.
In this section of the test, you will demonstrate your ability to speak about a variety of topics. You will answer six questions by speaking into the microphone. Answer each of the questions as completely as possible.

In questions 1 and 2, you will speak about familiar topics. Your response will be scored on your ability to speak clearly and coherently about the topics.

In questions 3 and 4, you will respond to questions based on what you have read and heard. First you will read a short text. The text will go away and you will then listen to a talk on the same topic. You will then be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer to the question. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you read and heard.

In questions 5 and 6, you will respond to questions based on what you have heard. First you will listen to part of a conversation or a lecture. You will then be asked a question about what you have heard. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help prepare your responses. Your notes will not be scored.

Listen carefully to the directions for each question. The directions will not be shown on the paper.
Choose a time in your life when you were happiest and explain why you were happiest at that time. Please include specific examples and details in your explanation.
Task 2

Some people like to buy books from a bookstore. Others like to borrow them from the library. Which do you prefer and why?
Number of Sculpture Classes to Decrease

The Fine Arts Department has regretfully decided to cut the number of sculpture classes offered next semester from thirty to fifteen. While the department is not pleased to decrease its sculpture classes by fifty percent, there are two reasons for this choice. First, due to the department’s limited number of sculpture professors, our instructors have been teaching too many classes each semester. This has disrupted their ability to provide quality individual instruction for students. Furthermore, due to cutbacks in the department’s budget, there are simply not enough supplies available to offer such a large number of classes.
The man expresses his opinion of the decrease in sculpture classes. State his opinion and explain the reasons he gives for holding that opinion.
Positive Externality

In business, most companies aspire to make as much profit as they can. However, there are some instances where the social benefits of their actions actually outweigh the financial benefits. When something like this occurs, it is referred to as a positive externality. Positive externalities can occur in the guise of many different benefits, including education, the environment, health, and technology. As a general rule, companies do not specifically seek them out, but they do welcome their existence.
The professor describes the benefits of the new buses to the environment. Explain how these benefits are related to positive externalities.
Task 5

→ Listening

TOEFL iBT Speaking

Question 5 of 6
The woman suggests two possible solutions to her problem. Describe the problem. Then state which of the two solutions you prefer and explain why.
Task 6

→ Listening

TOEFL iBT Speaking

Question 6 of 6

172
Using points and examples from the lecture, explain the two documents that are necessary in order to convince people to invest in a new business.
Choose the subject that was your favorite in high school and explain why it was your favorite. Please include specific examples and details in your answer.

| Preparation Time: 15 Seconds |
| Response Time: 45 Seconds |
Some students prefer to eat lunch in a school cafeteria. Others prefer to make a lunch at home and take it to school. Which do you prefer and why?
Jonathan Davis to Speak at Graduation

Central University is proud to announce Jonathan Davis will be the commencement speaker at the graduation ceremony to be held on May 15. Mr. Davis is a leader in the world of business. He took his company, DP Solutions, out of bankruptcy and promptly turned it into the most prominent financial corporation in the world. He will surely have some words of wisdom about business for our graduating seniors. Mr. Davis is also a graduate of Central University, and the school is looking forward to honoring one of its own and acknowledging his contributions to society.
The woman expresses her opinion of the school's choice of commencement speakers. State her opinion and explain the reasons she gives for holding that opinion.
Long-Term Memory

Every day, the human brain processes an enormous amount of information. It discards most of it but still retains many items. Some information is available for immediate recall, called short-term memory. Other information remains in the brain awaiting recall, sometimes years later. This is long-term memory. For this, the brain must catalog the information—often by sensory input or associative addressing. Thanks to long-term memory, people are able to remember not only various facts but also how to do certain actions, even ones as simple as riding a bicycle. Without long-term memory, humans would simply not be able to function.
The professor describes two kinds of memory and how people utilize them. Explain how they are related to long-term memory.
The speakers discuss two possible solutions to the woman's problem. Describe the problem and the two solutions. Then explain what you think the woman should do and why.
Task 6

Listening

TOEFL iBT Speaking

Question 6 of 6

182
Using points and examples from the lecture, explain how people often read books both before and after Johannes Gutenberg's invention of movable type.
# Contents

## PART 1  Independent Speaking

### Chapter 1  Personal Experience
- **Unit 1** People 187
- **Unit 2** Places 187
- **Unit 3** Events 188
- **Unit 4** Objects 189

### Chapter 2  Personal Preference
- **Unit 8** Education 192
- **Unit 9** Welfare 193
- **Unit 10** School 194
- **Unit 11** Studying 195

## PART 2  Integrated Speaking I

### Chapter 3  Reading & Conversation
- **Unit 15** School Facilities 199
- **Unit 16** University Construction 200
- **Unit 17** School Appointments 201
- **Unit 18** School Policies 201

### Chapter 4  Reading & Lecture
- **Unit 22** Biology I 204
- **Unit 23** Sociology I 205
- **Unit 24** Psychology I 206
- **Unit 25** Biology II 206

## PART 3  Integrated Speaking II

### Chapter 5  Conversation
- **Unit 29** Student Life I 210
- **Unit 30** Internships 210
- **Unit 31** Part-time Jobs 211
- **Unit 32** Transportation 212

### Chapter 6  Lecture
- **Unit 36** Writing 214
- **Unit 37** Botany 215
- **Unit 38** Education 216
- **Unit 39** Earth Science 216

## Actual Tests 219
**Chapter 1**

**Personal Experience**

**Sample iBT Question**

>> **Sample Response**

My favorite place in my hometown is the main park located downtown. First of all, I like it because it's a beautiful place to visit. It's full of life. For instance, there are many trees, plants, and flowers, and they make the park very colorful and add to its beauty. Also, the park always looks wonderful no matter what the season. Second of all, I like the park because it's a very quiet place, so I never get disturbed when I'm there. For example, I can go there to read, study, or simply relax. For these reasons, the main park is my favorite place to visit in my hometown.

**Unit 1. People**

>> **Dialogue**

W: Hi, Joe. Want to skip class now? I've got history, and I can't stand it.
M: No way. I've got history too, and I need to take some notes for the exam.
W: Oh, what's the point? Just read the textbook.
M: I know, but I also find the class very interesting.
W: Really? History bores me to tears.
M: Too bad you don't have Mr. Kennedy. He has a great way of presenting the material. He tells lots of stories and makes us laugh.
W: You're lucky. My teacher just gets us to read from the textbook and then talks in the most boring voice. Those afternoon classes always make me sleepy.
M: Hey, sorry, but I'm late for class. Catch you later.

1. He presents the material in an interesting way.
2. He tells stories and makes them laugh.
3. She thinks it's really boring.
4. She will most likely not attend her history class.

>> **Lecture**

According to a recent poll, teachers rank very high among people admired by society. They were in fourth place after athletes, movie stars, and the clergy, you know, priests, people of religion. At the bottom of the list were lawyers, politicians, and telemarketers. Now, why would teachers rank so high? According to the poll, 35% stated that a teacher inspired them to go to college, and this decision has influenced their whole lives. Another 30% stated that a teacher who was kind and understanding helped them enjoy otherwise boring or difficult subjects, like math.

1. It is about the people who are admired by society.
2. Teachers inspired them to go to college and to enjoy certain subjects.
3. Athletes are famous, make a lot of money, and appear to be heroes to many people.
4. Having a university degree helped people have better lives, get good jobs, make lots of money, and meet more people.

>> **Organizing**

1. The teacher I admire the most: Mr. David McIntyre
2-1. He was very fair and just. He supported our work and ideas.
3-1. Everyone in his class was equal. He had no favorite students. He encouraged everyone to do his or her best and helped those in trouble.
2-2. He was very smart. He was quite knowledgeable about history and English.
3-2. He knew the answer to any question. He never said, "I don't know." He is the reason I love history and my inspiration for wanting to study history at college.

>> **Sample Response**

The teacher I admire the most is Mr. David McIntyre. When I was in the sixth grade in elementary school, I was in his history class and advanced reading class. He was very fair and treated us all the same way. He didn't have any favorite students. In addition, he encouraged us to do our best and helped those who were struggling. Not only that, but he was also very intelligent and knew a lot about history and English literature. He always had an answer and never said, "I don't know." Because of him, I have a lifelong love of history and reading. He is my inspiration, and, thanks to him, I now want to study history at college.

**Unit 2. Places**

>> **Dialogue**

M: So, what did you do on your vacation, Susan?
W: My family and I went to a beach resort on an island in Mexico.
M: Mexico! How was it?
W: Oh, the weather was fantastic. It never rained once. The beach was so beautiful, too.
M: How about the food?
W: Mexican food is fantastic. We ate a lot of vegetables and fruit. It was very healthy.
M: Was it expensive?
W: No, it was really cheap, and the hotel was brand new, so I was surprised. We rented a car, but it wasn’t expensive at all.
M: Sounds great. Were the people friendly?
W: Oh, yes. Everyone smiled and was happy. We had a great time.

1. She went to Mexico with her family.
2. Yes, she had a great time.
3. She said the weather was fantastic, the beach was beautiful, the people were friendly, and the prices were low.
4. Yes, he will probably go to Mexico based on Susan’s experience.

>> Sample Response
In my opinion, the city I’ve visited that is the most memorable is St. Petersburg, Russia. It is the second largest city in Russia and used to be the capital, so there are many beautiful buildings, especially palaces and museums. The prices are very low; therefore, for just a few dollars, you can visit museums, go shopping, or have a good night on the town. There are plenty of good nightclubs, discos, and theaters. The weather in the summer is beautiful, with lots of sunshine and hardly any rain. St. Petersburg is very far north, so, in summer, the sun only sets for a few hours. Russian people call this time “White Nights.” It’s the best time to visit.

Unit 3. Events

>> Dialogue
W: What did you do on the weekend, Fred?
M: My cousin got married, so I went to the wedding.
W: That must have been a good time.
M: You bet. His wife is from Greece, so it was a Greek style wedding.
W: What do you mean?
M: They had the ceremony in a Greek church.
W: What about the reception after the wedding?
M: They played Greek music, and we had to dance these traditional Greek dances. Also, we ate Greek food and had some traditional Greek drinks.
W: How did the food and drinks taste?
M: They were fantastic. It was the best wedding I’ve ever been to. We danced all night.

1. Fred’s cousin got married.
2. The bride was from Greece, so they had a Greek wedding.
3. Everything was Greek, including the music, dances, food, and drinks.
4. He probably felt tired.

>> Lecture
Getting together with friends and family to participate in an event is one of the joys of life. On average, Americans take part in twenty to thirty special events per year. The most common events are birthday parties, wedding ceremonies, and regular holidays, such as Thanksgiving, Christmas, New Year’s, and the Fourth of July. Less common are wedding anniversaries, bridal and baby showers, graduation proms and parties, and work-related parties. Giving and receiving gifts are common activities at many social events. In addition, people often prepare...
special food and drinks for these events, such as turkey for Thanksgiving and Christmas and steaks and burgers for barbecues for summer events.

1. They take part in around twenty to thirty special events.
2. The most common events are birthday parties, wedding ceremonies, and regular holidays.
3. They give gifts and prepare special food and drinks.
4. They have barbecues.

>> Organizing
1. A memorable social event: My uncle’s fiftieth birthday party
2-1. The food was plentiful and first-rate.
3-1. There were wonderful barbecued hamburgers and steaks prepared by a chef. There were some fantastic potato salad, lots of drinks, and a massive birthday cake.
2-2. There were live music and fireworks.
3-2. A live band played lots of old music my uncle loved. Afterwards, we had a fireworks display as we sang happy birthday.

>> Sample Response
One of the most memorable social events I went to was a party for my uncle on his fiftieth birthday. It was held at my uncle’s house in the summer. To begin with, I remember it so well because we had a great barbecue. It was prepared by a chef who worked at a restaurant in town. As a result, there were plenty of delicious hamburgers and steaks, first-rate salads, and cold drinks. Secondly, they had a live band, which played all of my uncle’s favorite rock music from when he was a teenager. Everyone danced and had a great time. Finally, they brought out an enormous cake and shot off fireworks as we all sang happy birthday. It was a fantastic party.

Unit 4. Objects

>> Dialogue
W: I'll never get through this book!
M: What's the matter with it, Kay?
W: It's too boring, Dad. All of the main characters are men, and all they do is talk. And I have an assignment due on it next week.
M: Can you change books?
W: Maybe. I'll have to ask my teacher.
M: Well, I suggest you pick something that's more interesting. Maybe it could have a character like you or be in a genre you enjoy.
W: I really like mystery novels and crime stories.

M: Perhaps you could try a Nancy Drew story. She's a detective who is about your age.
W: Really? That's a great idea. Thanks, Dad.

1. The book she chose for an assignment is too boring.
2. He suggests that she change books to something she likes.
3. She likes mysteries and crime stories.
4. She'll ask her teacher if she can change the book she is reading.

>> Lecture
Despite our society being overwhelmed by TV and other visual media, reading is still popular, and book sales are still strong. Although the number is less than in the past, in a recent poll, over ninety-six million Americans said they read regularly. The biggest sellers are romance and science fiction, followed by true crime and biographies. This indicates that people are looking for a little love, fantasy, and mystery in their lives. Heroic characters involved in complex storylines are still strong sellers. In the poll, readers indicated that they are drawn to a certain writer or book by three main things: the plot, the characters, and the dialogue.

1. She said TV and other visual media are overwhelming our society.
2. Romance, science fiction, true crime, and biographies are the most popular.
3. The plot, characters, and dialogue attract readers.
4. People spend more time watching TV and other visual media nowadays.

>> Organizing
1. The book I found most remarkable: The most remarkable book I have read is The Lord of the Rings.
2-1. It's on a grand scope and scale with an intricate plot.
3-1. The author created an imaginative fantasy world of immense scale. The intricate plot centers on a heroic quest to save the world from evil.
2-2. The story is highly dramatic and believable, making it a real page-turner.
3-2. The story has many battles, a heroic quest, and plenty of wonderful characters. Once you start reading it, you can't stop.

>> Sample Response
For me, the most remarkable book I've ever read is italing by J.R.R. Tolkien. The main reason is that the story takes place in a fantasy world of immense scope and scale, with a battle between good and evil as its central plot. The writer used his great imagination to create this world
and make it believable. Another reason is that it is a very dramatic book, with lots of battles, a heroic quest, and a great number of wonderful characters, whom the reader comes to care about a great deal. The book is difficult to put down after you start reading it, making it a wonderful page-turner. I highly recommend it to anyone who loves fantasy.

Unit 5. Transportation

>> Dialogue
M1: How come you’re late for class, Pete?
M2: Sorry, sir. I got stuck in traffic.
M1: That’s four times this month. I think you should start using public transportation from now on.
M2: Do you think it’s better?
M1: Well, for instance, there are no traffic jams in the subway.
M2: That’s true. How are the buses?
M1: Not as fast, but there are bus-only lanes, so that helps.
M2: I understand, sir, but I really love driving my car.
M1: I think getting here on time should be more important, don’t you?
M2: Yes, sir.

1. He drove his car and got stuck in traffic.
2. He has been late four times.
3. It is faster than driving, and he’ll arrive to school on time.
4. He will probably take the subway or bus.

>> Lecture
In the world today, there are over 500 million cars. They are one of the biggest causes of the pollution and global warming we are currently experiencing. But there is a solution: public transportation. The first subway was built in London in the nineteenth century. Today, almost every major metropolis has a subway system, with Moscow’s being the largest in the world. Over three billion rides were taken on Moscow’s subway system last year. Buses also cause pollution, but a new generation of hydrogen fuel cell-powered buses will help eliminate this problem.

1. There are over 500 million cars on the planet.
2. The first subway was built in London in the nineteenth century.
3. The world’s biggest subway system is in Moscow.
4. They will have hydrogen fuel cells and cause less pollution.

>> Sample Response
The best way to commute in my city is by public transportation. To begin with, our city has too many cars, and everyone drives at the same time, so there are lots of traffic jams. The subway is a lot faster and almost always arrives on time. In addition, there are bus-only traffic lanes; consequently, the buses are faster. Secondly, public transportation is less expensive than driving a car. This means that I don’t have to worry about paying for gas, repairs, insurance, or parking fees. In fact, finding a parking space is almost impossible sometimes, especially during the day. Therefore, public transportation is the best way to commute in my city.

Unit 6. Actions

>> Dialogue
W: Mr. Roberts, I was wondering if you could help me.
M: Yes, Rita. What’s on your mind?
W: I need to make a decision about university. If I go to the university in our city, it will be less expensive. However, if I go to a famous school, I’ll get a better job in the future.
M: Yes, it’s tough to decide. What did your parents say?
W: They think I should go to the local university. I can live at home and save money.
M: Well, why don’t you apply to several universities and then make a decision? You might get a scholarship.
W: That’s a great idea. Thanks for your help.

1. She’s trying to decide where she should go to university.
2. They want her to go to a local university to save money.
3. He thinks she should apply to several schools and then decide.
4. He is probably a teacher or guidance counselor.

>> Lecture
One of the hardest things to do in life is to make decisions. Some people are good at it, but others are
terrible at doing so. It is estimated that a person changes his or her mind about something up to ten times a day. Simple things, such as what clothes to wear or what to have for lunch, are not important, but others are. Where to go to school, what career to have, where to live, and when to get married and have children are all choices that can have strong influences on our lives. Perhaps two or three percent of people get so paralyzed by indecision that their lives go nowhere. Fear is the biggest factor influencing people’s decision making.

1. The professor is talking about decision making.
2. Some examples of simple decisions are choosing what clothes to wear and what to have for lunch.
3. Some examples of life-influencing decisions are about school, careers, where to live, and when to get married and have children.
4. They are afraid to fall, make mistakes, get hurt, or lose out on opportunities.

>> Organizing

1. The biggest decision in my life: The biggest decision in my life was deciding which university to attend.
2-1. The university was the best one in our state.
3-1. It had the best facilities and professors and a good reputation.
2-2. I made friends and got a great job.
3-2. I made a lot of lifelong friends at my university. A professor helped me get a great job.

>> Sample Response

The biggest decision I ever made in my life was deciding which university to attend. I had a choice of two universities, one near my home and one far away. The one far away had good facilities, the best professors, and a good reputation. Eventually, I decided to go there even though it was expensive. It was a tough choice, but it has influenced my whole life. First, because of this choice, I met some wonderful people who became friends for life. Second, I studied with some excellent professors, and one of them helped me get a great job after I graduated. If I hadn’t gone to this university, my whole life would have been different.

Unit 7. Qualities

>> Dialogue

M: Hey, Mom. I need some advice. I’ve been asked to run for class president at school.
W: Really? That’s wonderful, Jack.
M: Maybe. I don’t know if I’d be a good leader.

W: Remember, if you win, you are working for the other students, not for yourself.
M: I guess a good leader can’t think about himself first.
W: No, he needs to lead by example. Second, listen when people talk. A good listener understands things and gets more respect than someone who always interrupts or speaks without listening.
M: Who is an example of a good leader?
W: There are lots from history. But you know a lot of leaders right here, such as your father, your baseball coach, and your teachers.
M: And you!

1. He wants to run for class president in school but doesn’t think he’d be a good leader.
2. She says a good leader is someone who works for others and listens to them.
3. She mentions Jack’s father, baseball coach, and teachers.
4. He probably feels better and now wants to be class president.

>> Lecture

One of the greatest leaders in American history was Abraham Lincoln. He was the president during the greatest crisis our nation ever faced. This was the Civil War. Between 1861 and 1865, over 500,000 Americans died while fighting each other. Lincoln’s unselfish self-sacrifice, his leadership by example, and his determination to preserve the United States are testaments to his leadership skills. His crowning achievement was the freeing of over four million slaves with the Emancipation Proclamation in 1863. Sadly, Lincoln never received the accolades he deserved in his lifetime since he died from an assassin’s bullet shortly after the war ended.

1. He was president during the American Civil War from 1861-1865.
2. He preserved the United States and freed the slaves.
3. Lincoln’s leadership style included unselfish self-sacrifice, leadership by example, and determination.
4. The assassin shot Lincoln.

>> Organizing

1. The qualities of a good leader: A good leader needs to be unselfish, to lead by example, and to be a good listener.
2-1. A leader should be unselfish and lead by example.
3-1. A leader can’t think about what he wants but instead must think about what the group wants. A leader must do what the group does.
2-2. A leader should listen to the opinions of others.
3-2. A leader needs to be a good listener and listen to others’ opinions. He must consider the opinions of the group before making decisions.

Sample Response

I strongly feel that a good leader needs to be unselfish, to lead by example, and to be a good listener. Firstly, a leader shouldn’t be selfish and only think about what is good for him. He needs to do what is best for the group he is leading. Secondly, he must lead by example. This means that he has to do exactly what he asks others to do. Finally, a leader must be a good listener. He can’t just do what he thinks is right. He should listen to the opinions of others. Of course, the final decisions are his, but he needs to understand the opinions of the group he is leading.

Chapter 2
Personal Preference

Sample iBT Question

Sample Response

Personally, I prefer to shop for my fruits and vegetables at outdoor markets instead of at supermarkets. The first reason is that the produce I purchase at outdoor markets is often fresher than the produce sold at supermarkets. For example, many times, the people selling the fruits and vegetables are the farmers who grew the products. Since they came straight from the farm, I know that they’re fresh. Another important thing is that you can often negotiate the price at outdoor markets, which is something you can’t do when you shop at supermarkets. By negotiating the price, this lets you save money, especially when you buy large amounts of produce.

Unit 8. Education

Dialogue

M: How was your day, Sue?
W: It was so boring. My professor just went on and on about nothing.
M: Yeah, I know what you mean. I’ve had a few classes like that.
W: And he’s so out of touch with technology. He won’t even put his lecture notes on the class website.

M: Really? Why not?
W: He said that if he did that, there would be no reason to have a lecture.
M: I guess he has a point.
W: He just knows that he’s so boring that no students would come if they didn’t have to.

1. Her day was boring because of a university lecture she attended.
2. She wishes he would put his lecture notes on the class website.
3. He’s afraid no one will come to class if he puts his notes on the website.
4. They attend class because they need to take notes on his lectures.

Lecture

The explosion of the Internet over the last ten years has led to a dramatic change in many things we do nowadays. At present, there are over 100 million websites worldwide. One of the main areas that has been influenced is education. Almost every university has a correspondence course department. This means that students can take classes online. Sometimes they can even watch a lecture that has been prerecorded. Unfortunately, the Internet has led to problems with plagiarism, which is basically cheating. Students can easily find completed papers online or can copy information directly onto an essay. It is estimated that almost 60% of students have cheated at one point in their university lives. I strongly discourage this because it’s wrong and you could get into serious trouble.

1. It has influenced online classes and cheating.
2. Students can watch prerecorded lectures online.
3. They should not use the Internet for cheating.
4. A student caught cheating could be expelled from school, kicked out of the class, or given a low grade on the assignment.

Organizing

Practice A

1. To study in a class
2-1. The quality of studying is better.
3-1. Studying with a professor and other students allows more interaction, and I can ask questions and get immediate answers.

2-2. The professor can be a mentor.
3-2. A professor can become a mentor who helps you with your studies. He can also help you in the future by providing references for graduate school or employment.
Practice B

1. To study online
2-1. I can save money by taking online classes.
3-1. I don't have to live on or near the campus, so I could possibly save money. I don't have to spend money and time on transportation to the campus to attend classes.
2-2. It's more convenient to take online classes.
3-2. I can stay in my hometown. I can have a job at the same time as I study. I don't have to change my whole life just to take some classes.

Sample Response

I'm the kind of person who prefers to take traditional classes when I study. To begin with, the quality of the instruction is better in traditional classes. I find it easier to understand a subject by listening to the professor's lecture and by interacting with the other students in class. When I don't understand something, I can ask a question and get an immediate answer. Second of all, it helps to know your professor so that he can become your mentor. Having a mentor is very important for a student. For instance, the professor could provide references for you to get into graduate school or to get a job after graduating. So, for those reasons, I would much rather take traditional classes than online classes.

Practice B

I would rather take online classes than traditional ones. First, online classes are cheaper, so I can save money by taking them. For example, I don't have to live near the university, where housing is usually more expensive. I also don't have to spend any time and money on transportation, which can be expensive. Second, online classes are more convenient than traditional ones. This would enable me to stay in my hometown and live with my parents while I'm studying. I can also get a job while I study and be much more flexible. In other words, I don't have to change my entire life just to get an education. So, for these reasons, I think studying online is better than studying in a traditional classroom setting.

Unit 9. Welfare

Dialogue
M: Why the long face, Catherine?
W: Oh, there's a homeless man who always hangs out on our street. I see him every day. I want to help him, but I don't know how.
M: You could volunteer. There's a church near here that has a soup kitchen. They need help.
W: What's a soup kitchen?
M: It's a place that provides free meals to the poor and homeless.
W: That's nice, but it doesn't really help them overcome their difficulties.
M: You're right. In fact, a lot of them feel ashamed when they go there.
W: The city could provide training and help them find jobs.
M: Many of them can't keep steady jobs because they have problems with drugs and alcohol or have some kind of mental illness.

Lecture

It is estimated that almost thirty-five million people live below the poverty line in the United States. That's 12.5% of the population. The poverty line is the level of income a person needs to have the basic necessities, such as food, shelter, and clothing. It depends on the size of the family and the family's income. For example, a large family would require a greater income to remain above the poverty line. Last year, over twenty billion dollars was spent on social welfare programs, but it is still not enough. However, some think it is too much and that the poor don't help themselves because we help them so much.

Organizing

Practice A

1. Cities should help the poor by giving them money.
2-1. The poor won't feel ashamed like they would when they receive items like food.
3-1. Many poor people feel ashamed of their position.
Giving them food and other items increases their feelings of shame. Giving them money instead will help them maintain their dignity.

2-2. They can make their own decisions on what to buy.

3-2. Having money allows them to make choices. They can decide what to buy instead of simply taking what people give them.

Practice B

1. Cities should help the poor by giving them actual goods.

2-1. Addicts would spend any money given to them on their bad habits.

3-1. Alcoholics and drug addicts would spend the money on their addictions. If people give them food and other items, it will ensure that they have some things, which is very important if they have children.

2-2. It can save the city money.

3-2. Many people donate food and clothing to the needy. Since the city will spend less money, they can use the extra money for job training and other things to help the poor.

Sample Response

I believe that cities should provide money to the poor rather than give them necessities like food. For starters, giving money to the poor allows them to keep some of their dignity. Most of the poor feel some shame because of their status. By directly giving them food or items, the poor might feel more ashamed. Giving them money provides them with some power and helps them get some dignity back. In addition, giving them money allows them to make their own decisions on what to buy. If people just give them items like food and clothing, they might not like them or might not eat them for various reasons. Those are the two main reasons why I believe cities should give money to the poor instead of items.

Practice B

In my opinion, cities should provide useful items like food and clothing, not money, to the poor. Firstly, many poor people suffer from drug and alcohol addiction. They would just use the money on drugs and alcohol. However, by giving food and other items, we can ensure they and their families have some useful items. Secondly, many people donate food and clothing to help the poor. That way, cities wouldn’t need to spend lots of money on these items. Cities could use government money to build more homeless shelters and soup kitchens. Also, they could start training programs to help the poor get better jobs. So, for these reasons, I think cities should give the poor food and other items instead of money.

Unit 10. School

>> Dialogue

W: Hi. Can I help you?
M: Yes. My name is David Holmes. I live in War Memorial Residence on campus. I’d like to change housing.
W: It's difficult since it's the middle of the term. Is there a problem?
M: Yes, it's my roommate. We don’t get along.
W: Why's that?
M: He always stays up late at night, he never studies, and he's really messy.
W: I see. So have you talked to your dorm supervisor?
M: Yes, but there are no other rooms in our house, so I thought I could change dorms.
W: It may be possible. Have you thought about getting housing off campus?
M: Maybe next year. I can't really afford it right now.

1. He wants to change his dorm room.
2. His roommate is the problem.
3. He doesn’t have enough money, so he can’t afford it.
4. He probably goes to bed early, studies hard, and cleans his room.

>> Lecture

The place a person lives often represents that person’s personality. For example, someone who lives alone may at heart be a person who enjoys doing things by himself. Someone who shares housing may be terrified of being alone and may need the comfort of roommates to help support him. Another factor is cost. For example, the average cost of living for a university student is over $15,000 a year, and that’s without tuition and books. It’s easier to live with others and share the costs of living. Another problem, though, is finding suitable housing if you want to live off campus. Right here on our campus, approximately 55% of the students live in the dormitories. However, 75% of them are freshmen and sophomores.

1. The two factors are personality and money.
2. They enjoy doing things by themselves.
3. They have trouble finding suitable housing.
4. They probably live off campus.

>> Organizing

Practice A

1. To live in a dorm room with a roommate
2-1. It doesn’t cost as much to live in a dorm.
3-1. I don’t need to buy furniture or pay for utilities like electricity and gas. I don’t need to buy food or cook.
2-2. A roommate can be a friend.
We won't be lonely. We can study together. We can talk about our problems.

Practice B
1. To live alone near campus
2-1. The dorms have too many rules and are small.
3-1. Dormitories have many rules, such as when you can come home or have guests. The rooms tend to be smaller than those in regular apartments.
2-2. There is no privacy in a dorm.
3-2. You have to share a small space with another student and share the bathroom. Your roommate may be loud and messy.

Sample Response

Practice A
Personally, I prefer to live on campus with a roommate. For one, there is the issue of cost. Living in a dorm can be cheaper than living off campus. I won't have to buy things such as furniture or pay for electricity, gas, heat, or the Internet. And I won't have to cook since I can just go to the school cafeteria, so I can save a lot of money on food, too. Additionally, my roommate can also be my friend. Being in college can be a lonely experience. However, with a roommate, we can study together, talk about our problems, and just hang out together. These are the two reasons I prefer to live on campus with a roommate.

Practice B
I would rather live alone near the campus than share a dorm room. First off, living in a dorm has a lot of drawbacks. Most dorms have curfews or rules about having guests. In other words, they're too strict for me. Another drawback is the size of the dorm rooms. They can be rather small. Also, you have to share the bathrooms with everyone. Another reason is that a roommate can cause a lot of problems if you have different personalities. I like to have a clean room, go to bed early, and study hard. I wouldn't like a roommate who always has parties, smokes, and stays up very late. So, for these reasons, I prefer to live by myself near the campus.

Unit 11. Studying

Dialogue
W: I can't believe it!
M: What's the matter, Betty?
W: I'm failing my art class. It's going to drag down my overall grade point average.

M: Why are you failing art? I think your drawings and paintings are wonderful.
W: Tell that to my teacher. She doesn't think so. If my GPA is too low, I won't get into a good university.
M: Perhaps you should talk to your teacher and find out what the problem is.
W: Maybe. But I don't think she likes me.
M: Why not?
W: On the first day of class, I pointed out a mistake she made about Picasso.
1. She and her teacher don't get along well.
2. It could lower her grade point average and make it difficult for her to enter a good university.
3. Her friend thinks they are wonderful.
4. She is angry with Betty for pointing out her mistake about Picasso.

Lecture
One of the great controversies in education now is the type of curriculum to offer at universities. In the 1960s and 1970s, many universities offered courses that students were interested in but which had no practical value. Courses such as Tibetan Buddhist chanting had no practical application in the workplace. In the 1980s, Harvard University led the way in reforming its curriculum by making a strict core program that all students had to follow. It has aspects of many disciplines, including the arts, languages, and sciences. No course is considered more important than another. All are considered necessary to produce well-educated graduates.

Organizing
Practice A
1. Music and art should have the same value as other courses.
2-1. Music and art are part of our culture.
3-1. An understanding of music and art can build character and make you a better person. They can also make you more valuable in the workforce.
2-2. Music and art are part of some core programs at universities.
3-2. Some universities require students to take a core program of classes. Studying music and art can give these students more career opportunities.
Music and art should not have the same value as other courses.
1-1. They won't help a person find a job in the future.
1-2. They have no practical application. No one cares if a person is a musician or artist when that person applies for a job.
2-1. The classes are not fair to untalented people.
2-2. Many people have no talent for music or art. Low grades in these classes could ruin their chances of entering a good university or even to graduate from university.

Sample Response

I think music and art should have the same value as other courses. Firstly, they are part of our society. Appreciating music and art can make you well-rounded. On the other hand, if all we studied was math and science, we'd be like robots and never appreciate the beauty of our world. Secondly, studies have shown that people with comprehensive educations are more valuable in the workforce. Many universities now require students to take a core curriculum before they pick a major. This gives them some knowledge in many areas and provides them with flexibility in choosing their careers. For these reasons, I believe art and music should have the same value as other courses.

Practice A

I believe art and music shouldn't have the same value as other courses. First of all, they have no practical use in the real world. Simply put, no one cares if I can play the piano or draw well when I apply for a job, so art and music shouldn't be considered important classes. Another important thing is that some people have no talent for art and music, so giving grades in these classes is unfair. If a student with little artistic or musical talent got a bad grade in a class, it might affect his chances of getting into college or even graduating from college. Therefore, for these reasons, I think art and music shouldn't have the same value as other courses.

Practice B

1. To take a trip by myself
   2-1. I can be more flexible when making decisions.
   3-1. I can decide where I want to go. I can change my mind if I want to go somewhere different. I don't have to follow a tight schedule.
   2-2. I may not get along with the others in my group.
   3-2. We may have different personalities. We could have arguments about many things. I might lose a friend if I argue with one.
Practice B
1. To take a trip with others
2-1. It’s safer to travel in a group.
3-1. It’s safer to be with others when traveling. A tour group leader could help us.
2-2. We can have some shared experiences and memories.
3-2. It’s more interesting to travel with others. We can have some experiences that will provide good memories forever.

Sample Response
Of the two options, I would choose to travel alone than in a group. Firstly, by traveling alone, I can decide where to go and what to do. I don’t have to agree to do something just to make others happy. Also, I can be more flexible and change my mind. My trip can be more exciting and interesting than it would be if I had to follow a tour group’s set schedule. Secondly, I may not get along with the other people I’m traveling with. Everyone has different personalities. Some are lazy or cheap, and others can never make up their minds. If we have an argument, it could ruin the trip or even our friendship. So, I prefer to travel alone.

Practice A
I’d rather travel in a group than alone. To begin with, traveling in a group is safer than traveling alone. If I were alone, I might have some problems, yet no one could help me, especially in a foreign country where I don’t speak the language. If I’m with a tour group, the leader almost always speaks the local language. In addition, traveling with a group can give you and your travel partners many shared experiences and lots of good memories from the trip. Since it’s more interesting to travel with others, you can get memories from your trip that will last a lifetime. That is why I prefer traveling with a group of people.

Unit 13. Money

Dialogue
W: Oh, I’m glad today is payday. I’m so broke.
M: Really, Joanne? I always have a little money put aside.
W: I don’t know how you can do it. My money just flies out of my pocket.
M: You know, you should think about the future.
W: What do you mean?
M: Well, someday you may have an emergency. There may be an accident, or someone in your family might get sick.

Lecture
Personal savings represent a large, untapped portion of our national economy. Billions of dollars are saved for future rainy days. Many people also have several types of insurance, with life, health, auto, and house insurance being the most common. Unfortunately, a great many people either choose not to save money or cannot because their incomes are so low. The younger a person is, the less likely it is that the person will have any savings. A survey done recently showed that many people under the age of thirty live from paycheck to paycheck. As a person acquires more responsibilities, such as a family, car, and house, the person is more likely to think about needing some income for a future emergency.

Organizing
Practice A
1. To save all my extra money
2-1. There could be an unexpected emergency in the future.
3-1. Having extra cash gives me peace of mind. Someone in my family or I could have an accident or get sick unexpectedly.
2-2. The future is uncertain, so I could possibly lose my job.
3-2. I could lose my job in the future. I need to have some money saved to pay for the basic necessities while I look for a new job.
Practice B
1. To spend my extra money on the things I want
2-1. I love shopping and having the best of everything.
3-1. It's fun to go shopping and spend money. I like having the best clothing and other items.
2-2. I'm young and have an active social life.
3-2. I'm young and healthy and have no responsibilities. I need money to have an enjoyable social life.

Sample Response
I believe that it's better to save any extra money I have. Having that extra cash saved gives me some peace of mind. For instance, someone in my family or I could have an emergency and need the extra money since hospitals can be expensive. Also, the future is uncertain, so I could possibly lose my job. If I lost my job and had no savings, I wouldn't be able to pay for my apartment, food, or anything. Some people recommend you have at least three month's salary saved in case you lose your job. These are the main reasons I think it's better to save extra money than to spend it.

Practice B
My preference is to spend any extra money I have rather than save it. I enjoy shopping and like to have the best of everything, such as clothing and the latest technology like computers and cell phones. Additionally, I am young, so I don't have any responsibilities. I'm not married, I don't have children, and my parents have enough to take care of themselves. I'm healthy, so I never worry about being sick. Also, I have an active social life. In other words, I like to go out with my friends to nightclubs and good restaurants. So, for these reasons, I prefer to spend any extra money I have.

Unit 14. Computers

Dialogue
M1: Okay, you can open your eyes now, Alan.
M2: Wow! A new computer!
M1: Happy birthday, Son!
M2: Thanks, Dad. Can I try it?
M1: Of course. It can do anything you want. It has word processing software and an encyclopedia, and we also got you a printer for your reports.
M2: What about the Internet?
M1: It has a high-speed Internet connection, and you can use the Web for research and to e-mail or chat with your friends.
M2: Does it come with any games?

Lecture
The computer has embedded itself into our society to the extent that we can't imagine our lives without it. It has increased the speed at which the world operates. People use computers to find information, to provide entertainment, and to communicate with others. However, with this great tool have also come some serious problems. Addictions to computer games and Internet surfing are two of the most serious. A small but growing segment of society lives on the Internet for most of their waking moments. It is estimated that over five million Americans can be called computer addicts. There is also the growing problem of Internet fraud. Over one billion dollars was lost to Internet fraud just last year.

Organizing
Practice A
1. Computers have made our lives better.
2-1. It's easier to do research and write reports with them.
3-1. We can use the Internet to find lots of information. Word processing programs make it easier to write reports.
2-2. Computers provide better entertainment and communications capabilities.
3-2. We can listen to music, watch movies, and play games on computers. E-mail and chat rooms make it faster and easier to communicate with people around the world.
Practice B
1. Computers haven’t made our lives better.
2-1. People waste time on their computers and become addicted to using them.
3-1. Using computers to play games and surf the Internet wastes a lot of time. Some people have no social lives and become addicted to their computers.
2-2. There is a lot of Internet crime nowadays.
3-2. Experts can get people’s private information from their computers. A lot of people are trying to trick others into sending them money.

Sample Response

In my opinion, computers have made our lives better. First of all, now it’s easier for people to conduct research with computers and to write reports on them. For example, we can use the Internet to get information about all kinds of subjects. Plus, word processing programs make it easy to type our papers on computers. A second reason is that computers have better entertainment and communication capabilities. Thanks to computers, we can now listen to music, watch movies, and play games on computers. And we have e-mail and chat rooms, which make it faster and easier for people to communicate with others around the world. Computers have clearly made our lives much better.

Practice B
I think that computers have not made our lives better. To begin with, many people waste their time using computers to play games or to use the Internet. Simply put, they have no friends or social lives outside of their computers. Some people even lose their jobs or fail their classes because they spend all of their time using their computers for fun. Secondly, there is the problem of privacy and Internet crime. Experts can attack your computer and get your private information, such as your bank account and credit card numbers, from it. Also, there are a lot of people trying to trick others into giving them money by making false claims. Overall, these reasons prove that computers have not made our lives better.

Chapter 3
Reading & Conversation

Sample iBT Question

Sample Response
The woman is strongly opposed to the university’s decision to construct a new, expensive sports stadium. First of all, she claims that the university’s current stadium is fine. While she agrees that it isn’t the best stadium, she claims that she uses it all the time and it seems fine to her. Likewise, she declares that it serves the needs of the school and students using it. She also believes that, instead of spending millions of dollars on a new stadium, the school ought to take that money and build a science library with it. The woman says that good universities should have specialized libraries like that one would be. She also declares that the science majors should be studying in a specialized library instead of having to go to the main library to do their studying.

Unit 15. School Facilities

Comprehending
1. The notice is about how the university will change from face-to-face tutoring to a computer-based tutoring system.
2. One reason for the change is that only offering tutoring services during regular school hours is not enough for the students.
3. Students will have access to tutoring twenty-four hours a day, seven days a week.
4. Another reason for the change in the tutoring system is that it will eliminate crowded, stressful tutoring centers.
5. Students will be able to access the tutoring network from any computer with an Internet connection.

Listening
M: This new tutoring system will be great.
W: I’m not so sure about that.
M: Really? What do you mean?
W: First of all, a lot of students don’t even know how to type very fast. Some cannot even type at all. This will make the tutoring sessions really slow.
M: Right. Typing skills will be really important.
W: Sure they will. When students are tutored face to face, they don’t have to worry about typing though.
They can just focus all of their energy on what they’re learning. I think that’s more efficient.

M: You may be right.

W: There’s something else, too. Students must have a good computer at home in order to access the computer-based system. Many students will have to upgrade their current computer or even buy a new one. I know a lot of students who don’t even have a computer at home. It will be very expensive for a lot of students to get access to tutoring now.

M: That’s a good point.

W: I think it might be better to stick with the old system.

The woman does not think it is a good idea for the university to switch to a computer-based tutoring system.

The woman says that some students either cannot type or type very slowly. She claims the lack of typing skills will make the tutoring system slow.

The woman claims that students will either have to upgrade their computers or else purchase new ones. She thinks upgrading or purchasing new computers will be too expensive for students.

Sample Response

The notice describes a new university tutoring system. The woman is against the university’s decision to replace face-to-face tutoring with a computer-based tutoring system. First, she believes that students will require excellent typing skills in order to take advantage of the new tutoring system. However, she states that many students lack the ability to type well enough, so the new tutoring system will be much slower than the face-to-face system. To her, the inability to type well will hinder the learning process for some students. Second of all, she believes many students will have to upgrade their computers or else purchase new ones. According to the woman, this will be very expensive for many students. She believes the former face-to-face method of tutoring is better for students than the new computer-based tutoring system.

Unit 16. University Construction

Comprehending

1. The notice describes how the university will remove a wall of art between two buildings on campus.

2. Taking down the wall will create better access between the art building and the university theater.

3. The wall is being taken down because it often merely has graffiti instead of students’ artworks.

4. Students will benefit from the wall’s removal because they will no longer have to walk far to get around it.

5. The school will benefit because the campus will be beautified.

Listening

W: So the wall of art will be down by May.

M: Yeah, I know. I can’t believe they are actually going through with the removal.

W: Really? How come?

M: Well, for one thing, it is one of the oldest, original parts of our university.

W: Oh, I didn’t know that.

M: Sure. It is very historic. If they knock the wall down, there will be nothing left on campus that was built during the university’s first construction period. There will just be a bunch of new buildings.

W: Hmm.

M: Yeah. And there’s something else. It has always been a kind of showcase for student artists. It’s a way for them to show their work to the public for free. Now, they aren’t going to have that opportunity. I think it will really limit the exposure of some of the wonderful works of art majors.

W: Right. I didn’t think about that.

M: Well, all I can say is that if they go through with it, it will hurt the university in more ways than one.

Organizing

1. The man believes the university should not demolish the wall of art.

2. He states that the wall is one of the oldest parts of the school and is therefore an historic area.

3. The wall’s age is important because, if the school knocks it down, none of the university’s original structures will still exist.

4. Many of the school’s art students have used the wall to showcase their work to the public.

5. Without the wall, students will no longer have a free place to exhibit their work, which will cut down on the exposure art students receive.

Sample Response

The male student opposes the university tearing down the wall of art on campus. One reason he gives is that its destruction will further reduce the historic parts of the university. He claims the wall is one of the original parts of the university, making it historic and important. Without it, a vital piece of the university’s history will be lost forever. Another reason he gives is that art students
will no longer have a place to display their works to the public for free. He believes once the wall is gone, it will be difficult for art majors to have an opportunity to exhibit their works, thereby limiting their exposure. For these reasons, the male student believes the destruction of the wall of art will do much more harm than good to both the university and its students.

Unit 17. School Appointments

**Comprehending**
1. Dr. Reynolds has been appointed the new dean of the Humanities Department.
2. The first reason he has been appointed dean is that his reputation as a scholar is excellent.
3. The second reason for his appointment is that he has won awards for his teaching and advising skills.
4. The university will benefit because other professors in his field will want to teach there.
5. The university will also benefit from Dr. Reynolds's advice to students concerning their academic performances and future desires.

**Sample Response**
The subject of the announcement is that Dr. Reynolds will become the new dean of the Humanities Department. The man's opinion is that Dr. Reynolds is a good choice. The first reason is that his roommate has commented positively about Dr. Reynolds's ability as an advisor. To begin with, Dr. Reynolds always has time to meet his advisee and has given him lots of good advice. In addition, the man comments that Dr. Reynolds is an excellent scholar and is actually one of the top men in his field. The man notes that this fact will attract both top professors and students to the university since they will want to be associated with the school. In the man's mind, these two reasons justify Dr. Reynolds's appointment as the new dean.

**Listening**
W: So, do you think the university is making a good move by appointing Dr. Reynolds the new dean?
M: Yes, I do.
W: Really? But I've heard he's a terrible advisor and seldom helps students in need.
M: I disagree completely. He's my roommate John's advisor, and John can't say enough good things about Dr. Reynolds. He's said that Dr. Reynolds always has time to meet him and has given him lots of good advice. Those sound like good qualities in a dean.
W: Okay, but what about those rumors?
M: What rumors?
W: The ones that said Dr. Reynolds was going to go elsewhere if he didn't get appointed dean.
M: I don't believe them. First, Dr. Reynolds has been a teacher here for years. His family's happy here, too.
W: Yeah, but that's no reason to make him the dean.
M: Sure, you're right. But he's one of the best scholars in his field. He'll not only attract excellent professors but will also get the best students to come here. That'll definitely improve the quality of our school.

Unit 18. School Policies

**Comprehending**
1. The notice mentions that students with the same majors will now live on the same floors in their dormitories.
2. The first reason for this new policy is that students will be able to study more effectively.
3. The second reason is that students will become closer to other students with the same majors.
4. Students will benefit from living close to one another since that will make it easier for them to form study groups.
5. Students will also benefit because they will spend more time together outside of class, thereby furthering their social interactions.

**Listening**
W: I can't believe they're going to start this new dorm policy.
M: Really?
W: Do you think it's going to improve students' grades? It might actually lower them since it will definitely limit the interactions between students with diverse majors.
interests. You can learn a lot from people in other majors you know.

M: Well, maybe. I suppose so.

W: Students need to stimulate one another. One of the best ways is when students with various interests and majors live together. It broadens their minds. With this new policy, the university is taking away one of the best parts of dorm life.

M: But don't you think it would be a good thing if every student living on one floor had the same major? Think of all of the great discussions they could have together.

W: Sorry, but I don't agree with you. Students do better when they interact with others with completely different perspectives on things. If everyone living on a dorm floor has the same major, they'll all have pretty much the same perspective. That won't make them creative or think differently from others.

Unit 19. Bus Routes

>> Comprehending

1. The notice states that there will be additional bus routes and stops on campus during the daytime.
2. The first reason the routes are being changed is so that it will take less time to get to major areas on campus.
3. The second reason for the change is that pedestrian traffic on campus will decrease.
4. Students will benefit by having to wait a minimal amount of time between buses.
5. Students will also benefit by having more places to get off the buses, thus they will have to walk less across campus.

>> Listening

M: It looks as though the school's going to start those new bus routes pretty soon.
W: Yeah, I'm really looking forward to them.
M: I'm not. They're probably going to increase the noise level on campus.
W: That's true, but this is a big campus, and there aren't many buses on campus now. We really could use some more buses so that we can get to places on campus a lot quicker. Right now, I've got to walk about fifteen minutes to get to each class. Buses will cut down on that time considerably.
M: All right, but the routes won't be in effect during the evening. What about all of the night school students who won't get to make use of the program? That's not fair, is it?
W: Well, it's unfortunate, but the large majority of the students here takes classes during the day. Since the school doesn't have unlimited funds, it should take care of the largest number of students. That means the day students should come first.
M: Okay, I guess that I see your points.

>> Organizing

1. The woman thinks the university's new dormitory policy is a terrible idea.
2. She believes that the new policy will not help students improve their grades at all.
3. She thinks that if students interact with other students with different majors, it will help them learn a lot and expand their minds.
4. She believes the students will not be able to have good discussions.
5. The woman says that students with the same majors will all have the same perspectives, so they will not be creative at all.

>> Sample Response

According to the announcement, students with the same majors will have to live on the same floors of the university's dormitories. The woman thinks this is a terrible idea. One reason she gives is that the new policy won't improve students' academic performances. On the contrary, she fears it may cause them to decrease. Likewise, the students will now have fewer interactions with students in other majors, which will not enable them to learn more or broaden their minds. The woman also points out that having diverse living conditions is more beneficial than having major-specific floors. She claims that students with the same majors have similar perspectives, meaning they think similarly. She believes that because of the new policy, students will not have good discussions and will no longer be creative or think differently than others.
The topic of the notice is some bus route changes that the school will be making on its campus. The woman supports these changes for a couple of reasons. According to the woman, there are not enough buses on campus. She states that she needs fifteen minutes to walk to her classes; however, once she is able to take a bus, she will be able to get to her classes much faster than she is currently. While the man points out that the night school students will not benefit from these bus route changes, the woman counters by saying that the school doesn't have an unlimited amount of money. In the woman's mind, the school must take care of the day students first because they make up the majority of the student body.

Unit 20. Library Construction

>> Comprehending
1. The announcement states that the university is building a student café in the basement of the library.
2. The first reason for building it is that it will provide students with a closer alternative for snacks.
3. The second reason for its construction is that it will provide students with inexpensive snacks.
4. Students will benefit by not having to leave campus for food and drinks.
5. Students will also be able to save money when they purchase food and drinks at the café.

>> Listening
W: It seems they're finally putting a café in the library's basement.
M: Yeah, I heard. I can't understand why they're doing such a thing.
W: Really? Why do you say that?
M: Well, I heard it's only going to sell junk food like donuts, chips, and candy bars. You know, stuff like that.
W: What? No fruits or healthy alternatives?
M: Nope, just junk food, which is terrible for people and really unhealthy. The café should at least offer some good food and drinks, but it won't.
W: That's not good.
M: No, it isn't. Also, it's simply too close... Well, it's inside the library. How do you think that will affect students? Well, it'll give them an easy excuse to procrastinate. They'll go down there and hang out with their friends instead of focusing on their schoolwork. At least having to go off campus keeps more students in the library because the shops are far away.

W: I see your point.
M: Yeah, the more I think about it, the more I think this new café in the library isn't such a good idea.

>> Organizing
1. The man does not think a café in the library will benefit students.
2. The male student says that the café will only be selling junk food like donuts, chips, and candy bars.
3. He claims that junk food is bad for people and will harm their health.
4. The man fears that too many students will start hanging out at the café.
5. He feels that this will cause students to procrastinate and stop focusing on their studies.

>> Sample Response
According to the announcement, a new café is opening in the library's basement. The male student dislikes this idea of including a student café inside the library. First of all, he says that the café will only be selling snacks and junk food like donuts, chips, and candy bars. He claims that junk food is bad for people and is too unhealthy. The second reason he gives is that, because of its location, many students will start hanging out at the café. He feels this will cause students to procrastinate and stop focusing on their studies. In his opinion, to get students to study, it's better to have restaurants far away from the library instead of actually inside of it. That will convince students to stay in the library and study instead of going out to eat.

Unit 21. Student Affairs

>> Comprehending
1. The notice mentions that student representative elections will now be held in September instead of in May.
2. The election date has changed because many freshmen complained about not being able to vote.
3. Freshmen will now be able to help elect their student representatives.
4. Many students have not participated in past elections because they were busy studying for their final exams. Voter turnout should go up since the elections will not be held during an exam period.

>> Listening
W: Hey, this is a spectacular idea. The school is moving elections for student representatives to September. That'll let freshmen be more involved in the elections.
M: Yeah, maybe. But you know what? Lots of students are busy at the beginning of the year. They've got to fix their schedules and get used to their roommates and stuff.

W: So?

M: Well, I'm just saying that many students might not bother to vote if the elections are held too early in the school year. I probably won't vote if I'm occupied with getting used to starting school again.

W: Okay, you have a point. But what about the freshmen? Don't you think it's great that they'll get involved in the election process?

M: Hmm... It's fine that they'll get to vote, but they don't really know anything about the important issues on campus. So how can they make good decisions without knowing all the facts? And they won't know much about the candidates either. They'll be voting, but they won't have much information to go with.

W: Well, I guess I see your points.

---

Organizing

1. The man has a rather negative opinion of the decision to move the day for electing student representatives.
2. The man says that many students are busy in September since they have just come back to school.
3. He feels that many students might not be able to vote and says that even he might not vote.
4. He thinks that it is nice that freshmen get to vote.
5. He believes the freshmen will not know anything about campus issues or the candidates, so they will not be informed while they are voting.

Sample Response

The man feels negatively toward the Student Activities Office's decision to move the date of the student representative elections from May to September. He gives two reasons for his negative feelings. First, he mentions that in September, students are still getting used to their schedules, their roommates, and simply being back at school. So many students, including the student himself, might not vote if they're too busy with back-to-school activities. Second of all, he acknowledges that while it's nice that freshmen may now vote in the elections, they will not know enough about either the important campus issues or the candidates themselves. He states that they won't know all of the necessary facts before they vote. Because of this lack of knowledge, they won't be able to make educated decisions on who to vote for.

---

Chapter 4
Reading & Lecture

Sample iBT Question

>> Listening

Now, most of you have probably heard about the lungfish and know that it is a species of fish that is actually capable of breathing air, hence the name lungfish. Well, that capability is integral to the survival of lungfish that live in Africa and South America. Here, let me tell you about what they do. Well, as you know, various places in Africa and South America have both rainy and dry seasons. During the dry season, the pools of water where the lungfish live often simply evaporate from the heat. So, what do the lungfish do in order to survive? Well, they dig holes deep in the ground and cover themselves in slime and mud. This helps keep them cool in the heat. After that, they enter a period of dormancy. This slows down their body functions considerably. For example, their hearts might beat only three times a minute. Incredible, huh? And they might only breathe twice an hour. Simply put, they engage in almost no physical activity. They remain in this state for as long as the dry season lasts. Once the rain starts falling and the water returns, the lungfish can return to their normal existence of living in the water.

>> Sample Response

In his lecture, the professor focuses on the lungfish, a species of fish in Africa and South America that can breathe air. When the dry season comes and its pools of water evaporate, the lungfish has to dig a hole deep in the ground to live in. It then covers itself with dirt and slime and promptly enters a period of dormancy. Dormancy is a time when an animal ceases developing and slows down its bodily functions. This is exactly what the lungfish does. It doesn’t move, it slows down its heart rate, and it breathes only two times an hour. Because it is lying dormant, it doesn't need any physical nourishment. This allows the lungfish to survive until the rains come back and create more pools of water for it to live in.

Unit 22. Biology I

>> Comprehending

1. A keystone species is an animal that has a greater than normal effect on its environment.
2. The keystone is the most important stone in an arch, so a keystone species is the most important animal in its environment.
3. A habitat would change in a negative way without its keystone species.
4. The major way animals serve as keystone species is as predators.
5. Other ways animals can be keystone species are by changing their environments and spreading nutrients in their areas.

>> Listening

We've talked about some of the animals in Africa and the roles they play in their environments, but let me tell you about the most important one. Are you ready? It's... the elephant. Really, I'm serious. Actually, the elephant is a keystone species in its part of Africa. Here, let me explain it.

First, elephants have prodigious appetites. Do you know how much they eat daily? They chow down about 500 pounds of vegetation. Wow. Thanks to elephants, the areas in which they live don't get overrun with plants. Why is this important? Well, if elephants weren't there, their habitat would be filled with vegetation, which would cause most other animal species either to migrate or simply become extinct. They wouldn't be able to handle the resulting new environment.

Since they eat lots, elephants also defecate a lot. Because elephants are somewhat nomadic, they spread nutrients for the soil to absorb, and, through their waste, they essentially plant seeds, which will grow up to be plants that other animals can feed upon. Clearly, then, elephants are crucial to their environment.

>> Organizing

1. Elephants are the keystone species in Africa.
2. Elephants eat vegetation and keep plants from overrunning the region, which makes for a comfortable environment for many animals.
3. When elephants defecate in different places, they provide the soil with nutrients, and they spread different plants' seeds, which will grow and then feed other animals.
4. Without elephants, Africa would be a drastically different place, so this makes them a keystone species.

>> Sample Response

The professor begins by telling the students that the keystone species in Africa is the elephant. He states that a keystone species is defined as an animal that has an incredibly large effect on its environment. While the most common keystone species are predators, there are other ways in which animals can serve as a keystone species. This is the case of the elephant. To begin with, elephants eat around 500 pounds of vegetation a day. This keeps the forest from expanding too much, something which would inconvenience other animals to the point that they would either migrate from the region or merely die off. Also, when elephants wander and defecate, they enrich the soil and plant seeds that will become other plants and trees. Animals can then use these new plants as food sources.
2. The student could either go to work and skip his class or attend class but not go to work.
3. The professor’s conflict is that he has a job offer but it is located far from his home.
4. The professor could take the job and improve his career, yet he would not see his family much, or he could stay in the same job but get to see his family much more.

>> Sample Response

The professor describes two situations. The first involves a student whose boss wants him to work at the same time he should attend class. The student must choose either to attend class or to go to his job. The second situation involves a professor with a wife and young children. If he takes a new job, he will improve his career but will not be able to spend much time with his family. These are both examples of role conflict. In role conflict, depending upon which role the person chooses, the response to a situation will be different. In these two instances, the reactions will be opposites. The student can work or not work, depending upon his choice of roles, and the professor can take or leave the job, depending upon the role he takes.

Unit 24. Psychology I

>> Comprehending

1. People use impression management both consciously and unconsciously.
2. People use impression management to give others a positive image of themselves.
3. The most common way to use impression management is to control the information that a person lets others know about him.
4. A person typically does not let others know any unflattering or negative characteristics about himself.
5. People are most likely to use it when they are meeting others for the first time or attending some kind of important event.

>> Listening

Now, I know most of you probably think that impression management doesn’t play a major role in our lives, but, if you think that, you’re definitely wrong. As a matter of fact, we use impression management all the time even if we aren’t consciously aware of doing so. Here are some examples.

Your class presentations begin next week, right? So, what are you planning to wear to them? Surely not the clothes you’re wearing now. If you showed up in a T-shirt, shorts, and, uh, sandals, do you think I’d be impressed? Hardly. Instead, you’re all likely to dress up in formal clothes like suits to try to impress me. Why? Well, you want me to take you seriously, so you’re dressing the part. You’re managing my impression of you.

Let me give you a personal example. I had to give the dean a ride home one night. I knew I was going to have to do it, so, the night before, I made sure to wash my car and threw out all the garbage in the back of my car. I even had a couple of classical music CDs in the car because I knew that’s the kind of music the dean likes. Why did I do this? Just to make a good impression.

>> Organizing

1. In the professor’s opinion, impression management has a major role in people’s lives.
2. People use impression management all of the time even though they are not necessarily aware of doing so.
3. Students should wear formal clothes to their presentation so that the professor will take them seriously, which she would not do if they wore casual clothes.
4. The professor cleaned her car and played classical music for the dean in order to give him a positive impression of her.

>> Sample Response

In the course of the lecture, the professor provides two instances in which people were conscious of the image they were projecting. She first mentioned the students’ upcoming class presentations. She told them that if they wore casual clothes like T-shirts and shorts, she wouldn’t take them seriously. Instead, they needed to wear formal clothes to give her a more favorable impression of them. Likewise, she cited a personal example. Before she drove the dean home one night, she cleaned her car and prepared some classical music to impress him. Both instances are related to impression management in that the people—the students and the professor—are trying to show themselves in the best possible light to create a positive impression. They are also preventing the person from finding out anything negative about them, another important aspect of impression management.

Unit 25. Biology II

>> Comprehending

1. Species must engage in population growth in order to become more numerous.
2. Population growth is the rate that any species, including humans or others, increases.
Disease, drought, famine, and predators can cause a species to grow at a slower rate.

4. When a species’ population grows or declines too quickly, it can affect other species that are found in the same environment.

5. The results of the rapid increase or decrease in a species’ population can be either positive or negative depending upon the situation.

>> Listening

As we know, species increase at different rates. Of course, rapid rates of increase can have tremendous effects on their environments and how nature handles these increases. Let me cite two examples, which may seem different, but are actually connected.

Let me discuss the pine tree first. This is one of the faster-growing tree species. In fact, it grows so rapidly that it can literally take over entire forests. In some cases, it has pushed out other tree species, especially because it can grow in practically any climate and any kind of soil. So, what limits its population? Well, there are diseases that kill them, and humans chop them down, but it’s mostly fire that burns them down and slows their growth. Forest fires occur naturally, and they regularly limit pine trees’ growth lest they take over entire forests.

Now let’s think about deer. Well, the deer population can increase by thirty percent in any year. So, what keeps their numbers from raging out of control? Well, as the deer population increases, so does that of predators like wolves. There are more deer to eat, so the wolves’ numbers increase. Of course, as the deer population decreases, so does the wolf population. These are just a couple of ways that nature controls the populations of her species.

>> Organizing

1. Depending upon how rapidly a species increases its numbers, it can have a great effect on its environment and how nature tries to control excessive population growth.
2. Pine trees can grow in any kind of climate and soil, so they are one of the most rapidly-growing species of trees.
3. Diseases and humans kill some pine trees, but forest fires are the way in which pine tree population growth is mostly controlled.
4. According to the professor, deer can increase their numbers by up to 30% in a year.
5. Wolves and other predators also increase in numbers at the same time, so they help control the deer population by eating them.

>> Sample Response

During his lecture, the professor mentions excessive and rapid population growth by both pine trees and deer. According to the professor, pine trees can survive almost anywhere in any climate and soil, and they also grow very rapidly, which is something that causes them to take over forests. Also, the professor mentions that deer can increase their numbers by 30% in a single year. This can also cause overpopulation problems for forests. The reading states that population growth can be controlled by many different factors, which thereby keep the balance of nature secure. Fire, caused by nature, helps to limit the number of pine trees while wolves and other predators can proliferate, thereby killing and eating the deer. These are just two methods nature uses to control the rapid population growth of various species.

Unit 26. Philosophy

>> Comprehending

1. William of Occam was a Franciscan monk from the thirteenth and fourteenth centuries.
2. People remember him because of the principle called Occam’s razor.
3. He is associated with Occam’s razor because, even though he did not develop it, he often utilized it.
4. Occam’s razor is the principle which states that a person should eliminate every unnecessary factor while trying to solve a problem.
5. The easiest way to state Occam’s razor is that the simplest solution is often the best.

>> Listening

Let me give you an example of the dangers of thinking too much. Here’s a situation. You wake up and look out your window to see the tree in front of your house is burning. After extinguishing the fire, you start thinking about how it started.

You arrive at two conclusions. First, someone went to your house and set the tree on fire. Okay, let’s run down this line of reasoning. Why did he do it? Does someone dislike you that much? I hope not. Also, only the top half of the tree caught fire. So the person must have climbed up the tree and started the fire or else climbed up a ladder to start the fire at the top of the tree. And, how did he manage to get away with no one seeing him on that busy street you live on?

Now, you arrive at a second conclusion. There was a thunderstorm with lots of lightning last night. Lightning must have struck the tree and started the fire. It’s as
simple as that. Now, which of these propositions is more logical? I'd say it's the simplest one. The first has too many variables and is highly unlikely. When you get down to it, the simplest solution tends also to be the best one.

Organizing
1. The professor describes a situation in which a person wakes up in the morning to see a tree in his front yard is burning.
2. The first conclusion as to how the fire started is that someone came to the house and started the fire intentionally.
3. The professor mentions that, for a person to have started the fire, he must dislike the homeowner very much, have climbed the tree or used a ladder, and must have escaped without being seen.
4. The professor's second conclusion is that a bolt of lightning from the previous night's thunderstorm must have started the fire.
5. The professor believes that the second conclusion is more logical because it is simpler and introduces fewer variables.

Sample Response
The professor tells the class about an incident where a person wakes up to see a tree burning in his yard. He arrives at two conclusions about the fire. The first is that someone disliked the homeowner very much, so he went to the house, climbed the tree, started the fire, and escaped unnoticed. The second is that, since there was a thunderstorm the previous night, a bolt of lightning must have struck the tree and started the fire. The reading passage describes Occam's razor, a principle that basically states that the simplest solution is the best. This is how the professor arrives at the decision that the second proposal is correct. There are too many variables and possibilities in the first conclusion, so, by using Occam's razor, he knows it was an impossible scenario, making the second conclusion right.

Listening
Let's say that two bad car accidents occur in the same place. However, one accident occurs in the morning when many people are commuting to work, and the other one occurs at night when there are few people on the road. Now... for which accident are people more likely to stop and render assistance to the injured? The morning or night accident? Anyone?

Well, surprisingly enough, statistics show that the people in the, uh, night accident are more likely to receive assistance from a passing motorist. Let me explain why. It's called diffusion of responsibility. Simply put, in the morning, there are many cars going by. While some people may want to stop, they also have other obligations, like, uh, getting to work. Since there are many other drivers, they convince themselves that someone else will stop and help the injured. Of course, in most cases, no one stops because everyone has passed on the responsibility to other passersby.

For the night accident though, there are, well, fewer people on the road. Therefore, a passing motorist may experience a stronger feeling of responsibility since the likelihood of someone else coming by is low. Again, statistics show that passing motorists on little-traveled roads are much more likely to stop. And that is how diffusion of responsibility works.

Organizing
1. The professor describes two accidents occurring at the same place, but one takes place during the morning commute, and the other takes place late at night.
2. The person more likely to receive assistance from a passing motorist is the one injured in the night accident.
3. For the morning accident, since there are many people on the road, motorists tell themselves that another driver will stop to give the injured person assistance.
4. A person is more likely to help in the night accident because there are fewer people on the road at that time, so the passing driver feels more responsible for helping the injured person.

Sample Response
The subject of the talk is two accidents that occur in the same location. However, one accident happens during the day, and the other happens late at night. According to the professor's statistics, the people injured at night are more likely to receive help than those injured during the day. This fact is strongly related to the diffusion of responsibility. This is a concept that absolves people from personal responsibility when they are in large group situations. In the morning accident, there are numerous
motorists passing by, therefore no one feels a sense of individual responsibility. These people all expect or hope that someone else will stop to help. But at night, there are fewer people driving, so there is no diffusion of responsibility. A passing driver will stop to help because he feels personally responsible for rendering assistance.

Unit 28. Psychology II

>> Comprehending
1. People make many purchases all day long.
2. Someone might feel buyer's remorse after purchasing something very large or expensive.
3. Buyer's remorse is a feeling of regret one experiences after purchasing something.
4. People experience buyer's remorse because they either spent too much money or they feel that whatever they bought does not really fit them.
5. After experiencing buyer's remorse, the person will usually either convince himself that it was okay for him to have purchased the item, or he will try to return the item he purchased.

>> Listening
I'm sure everyone has purchased something in the past and later felt bad about buying it. The reason for that feeling is buyer's remorse. And people often experience two separate reactions. Here's a personal example that should help explain this phenomenon.

Two weeks ago, I purchased a really expensive car. I just got promoted and felt like splurging. So I went and got a car that, quite frankly, cost way too much. Anyway, I felt good driving it for a few days. But, after a while, I started feeling bad. I thought that the car was, uh, too expensive and didn't fit me. My first impulse was to return the car. That's the onset of buyer's remorse.

So, I called the dealer who sold me the car and told him the truth. And do you know what he did? He kept telling me I had made the right decision. Yeah, yeah, I know. It's his job. But he pointed out a lot of things I hadn't thought of. He told me how it was the right vehicle for my family and me. And he promised to keep in touch to check up on me to make sure that the car is running well. So, yeah, he really did convince me to keep it. That's how I beat buyer's remorse.

Sample Response
The professor gives a personal example of how he purchased an expensive automobile after getting promoted. While he couldn't afford it, he still bought the vehicle and loved driving it. However, he began feeling somewhat bad, thinking that it had cost too much and that it didn't really fit him. His mood changed from good to bad. This is a classic instance of buyer's remorse. This often occurs some time after a person buys something large or expensive, which mirrors the professor's case. Typically, the person will either attempt to return the item or convince himself that he should keep it. Again, this is what the professor did. At first, he wanted to return the car, but, after talking it over with the dealer, he became convinced that he should actually keep it.

Chapter 5
Conversation

Sample iBT Question

>> Sample Response
The male student's problem is that he missed the deadline to apply for financial aid and may have to quit attending school if he loses his financial support. In my opinion, the best solution to his problem is for him to go to the Financial Aid Office and explain his situation. First, he was out of town when the deadline passed. The university should accept that as a legitimate excuse and allow him to submit his application one day late. Furthermore, while the man could ask his parents for money, that would interrupt their vacation plans. Instead, he should try to get the university to provide him with a scholarship that would pay the costs of his tuition and books. This is much better than asking for money he'd have to pay back later.
Unit 29. Student Life I

>> Listening

W: Wow. The kitchen in your dormitory is really messy.
M: Well, we thought we had it taken care of, but now we're back to square one.
W: Oh? You tried the weekly schedule with your roommates?
M: We tried it for about three days, but nobody followed it. We are all too absent-minded.
W: Well, why don't you hire someone to clean it up for you every week? Just pay someone to give it a thorough cleaning. Then you won't have to worry about it.
M: Actually, we thought of that. We called up some cleaning services, but they charge pretty high prices. We'd have trouble being able to afford it.
W: What else could you do then?
M: Well, I guess we could create a kind of sign-in board. Whenever someone uses the kitchen, he has to sign in. Then, if he doesn't clean up after himself, we'll know who made the mess. That way, nobody will have to clean up someone else's mess all the time.
W: That might work, but what if someone doesn't sign in or forgets? Then you'll be accusing each other of messing it up all over again.
M: That's true. But we'd better decide something soon though. The kitchen is a wreck.

>> Sample Response

The man's problem is that the kitchen in his dormitory is always very messy, yet he and his roommates never bother to clean it. In my opinion, the student and his roommates should hire someone to come to clean it up on a regular basis. First, by hiring a cleaning person, they would never have to worry about doing the cleaning themselves. Although it will be expensive, if the man and his roommates split the cost, hiring a cleaning person should be affordable. Second of all, a person coming to clean the kitchen would ensure that they always have a hygienic place in which to cook. This is important since a dirty kitchen can attract bugs and also smell bad. However, by having it cleaned regularly, they wouldn't have to worry about either of those problems.

Unit 30. Internships

>> Listening

M: Hey, I heard you got that internship on the marine research team at that company. Congratulations!
W: Thanks a lot. Actually, it's giving me a little bit of stress at the moment.
M: Really? What's the problem?
W: Well, it's like this. The job is awesome, but the pay isn't enough. It won't even cover my tuition for the semester. I know that if I ask for more money, they'll just replace me with someone who will work for less.
M: Oh, that's quite a dilemma. How about going to the company to discuss your situation? They'll probably give you the extra money you need to pay your tuition.
W: Do you know how many people applied for the internship? It would probably be easier for them to take on someone else.
M: Then why don't you just get a part-time job? That way you could make up the difference and pay for your tuition.
W: I've thought about that. But the internship is very demanding. It's practically a full-time position. I'll barely have enough time to study for my classes. I'm not sure I can fit a part-time job into my full schedule.
M: Yeah, this really is a complex situation, isn't it?

>> Sample Response

1. The woman's internship does not provide enough money for her to be able to pay her tuition.
2. The man tells the woman to ask her employer for some extra money to pay her tuition.
3. He feels that the company will understand she needs to pay her tuition, so they will increase her salary.
4. The man tells the woman to find a part-time job to supplement her income.
5. She is going to be busy with her internship and class schedule, so she does not believe she will have the time to do a part-time job.

**Opinion**

1. In my opinion, the woman should get a part-time job in order to get some extra income.
2. This is the best solution because working part-time would allow her to pay for her tuition.
3. If she gets a part-time job, the woman will have a very full schedule that will keep her busy.
4. By getting a part-time job, she would be able to keep her internship.
5. Keeping the internship will provide her with valuable experience that will probably be useful in the future when she is applying for jobs or to graduate schools.

**Sample Response**
The female student's complaint is that the internship she just got hired for pays so little money that she won't even be able to cover her tuition with the money she earns. I agree with the man's suggestion that she find a part-time job. Working part-time will get her the money she requires to pay for her tuition. She needs the extra money, so she really has no choice but to work, no matter how busy it makes her. In addition, if she finds a part-time job, she'll be able to keep her internship. The woman says there were many applicants for it, so it will most likely provide her with valuable working experience. When she applies for jobs or to graduate schools, her experience will benefit her greatly, so she needs to work to keep her internship.

**Organizing**

1. The woman's problem is that she only does busywork for her professor and never does any actual research.
2. First, the man tells the woman to find another research job.
3. The man thinks that if the woman finds a new job, she will be able to conduct research and stop being a secretary.
4. The man tells the woman to complain to her professor about the way she is treating the woman.
5. The woman is hesitant to follow his advice because complaining would bother her professor, who has a lot of stress because of her deadlines.

**Opinion**

1. I strongly believe that the woman should look for another research job.
2. Right now, the woman is just doing secretarial work, not research, which is what she really wants to do.
3. By finding another job, the woman would be able to get some experience conducting research.
4. Doing research at another job would also make the woman happier.
5. Since the professor is unlikely to change on her own, her best option is to quit her current job and find work elsewhere.

**Sample Response**
The female student has a problem in that she's supposed to be conducting research for a professor, but the professor has her doing secretarial jobs like making photocopies. The man encourages the woman to quit her current job and find a different one, and I strongly feel this is the best solution. The woman isn't interested in being a secretary. By finding a new job, she could get some experience conducting research, which is what she really wants to do. Additionally, doing research at another job would make the woman happier. The woman is obviously not pleased with her current situation, and she doesn't want to bother the professor with her complaints. Since the professor is unlikely to change on her own, her best option is to quit her current job and find work elsewhere.
Unit 32. Transportation

>> Listening

M: What happened to you?
W: I went skydiving with my boyfriend last weekend and fractured my ankle.
M: Skydiving! Wow.
W: I have to wear this cast for six weeks, and I just started a teaching job all the way downtown. I can’t drive my car because of this, so I’m not sure how I’m going to get there and back every day. A cab would be way too expensive.
M: What are you going to do then?
W: I could ask Shawn for a ride every day. He works downtown. I’d save money and get there and back on time.
M: That’s not a bad idea, but is it okay to ask him such a big favor? Plus, he gets off work early in the afternoon, so he might be stuck waiting around for you.
W: Oh, right. Well, I could also call the school and see if there’s a teacher near me who can give me a lift. Another teacher would be very reliable.
M: That’s a pretty good idea. But you just got hired, right? You don’t want to seem like a nuisance. The school might not get a good impression of you.

1. The woman broke her ankle and, since she cannot drive, she needs someone to drive her to her job downtown every day for six weeks.
2. The woman says that her friend Shawn could drive her there since he works downtown.
3. The man says it is a big favor to ask of Shawn and also notes that Shawn would have to wait for her every day after he finishes work.
4. The woman next proposes that she could ask the school to give her the name of a teacher living nearby who could drive her to work.
5. The man says that by asking the school for a favor, she might make a nuisance of herself, which is inadvisable since she just started working there.

>> Opinion

1. I think the best solution is for the woman to ask the school if there is another teacher in her area who could give her a ride to work.
2. The school will surely understand her situation and not consider her request to be a bother.
3. Since she needs help for a short time and accidents sometimes happen, the school should be able to help the woman.

>> Sample Response

What happened to the woman is that she broke her ankle skydiving, so her leg’s in a cast. Now she can’t drive her car, so she needs to find another way to get to her new job downtown. I agree with the woman’s suggestion that she ask the school if any teachers in her neighborhood could give her a ride to work. To begin with, this would be the most convenient way to get to work. A teacher living in her neighborhood probably wouldn’t mind giving her a ride since they’re both starting and finishing work at the same time. Also, accidents happen, so the school should understand the woman’s situation and not consider her request a bother. Since the woman will only need help for six weeks, the school shouldn’t have a problem assisting her.

Unit 33. Campus Tours

>> Listening

W: What’s the hurry?
M: Oh, I’m going to pick up my cousin at the airport. She’ll be here for the weekend.
W: That sounds nice.
M: Not really. I mean, it is, but I’ve got a minor problem. She wants to go to school here and major in art. I’d love to give her a campus tour myself, but I’ve got to work all day Saturday.
W: Oh, I see your problem. Why don’t you just have her take the tour offered by the university? You can go to work, and she can still learn all about the university and its different programs.
M: That’s a possibility. But, the tour is too general. I was hoping to show her around the Art Department personally to give her some more detailed information.
W: I see. Then, well, why don’t you just show her around campus yourself on Sunday? You can take all the time you need to explain everything to her.
M: Yes, I suppose I could do that. But the problem is I’ve already made arrangements with my friends to go to a football game. I’ll be there all day long. I can’t let my friends down, can I?

>> Organizing

1. The man’s problem is that his cousin is coming to town but he doesn’t have time personally to show her around the campus and the Art Department.
2. The woman tells the man to have his cousin take a campus tour.
3. The man is not sure about this idea because the tour is rather general, so his cousin wouldn’t get to visit the places she wants to see.
4. The woman suggests that the man show his cousin around campus on Sunday.
5. The man already has plans to watch a football game with his friends on Sunday.

Opinion
1. In my opinion, the man’s best option is to cancel his Sunday plans and show his cousin around campus on Sunday.
2. This is the best solution because it would give them lots of time to look at the campus in detail.
3. The man’s cousin would get to see the Art Department, which is important since she is thinking of majoring in art.
4. The man should think about putting his family ahead of his own personal pleasure.
5. Even though he already has plans, his friends will understand if he cancels them to help his cousin out.

Sample Response
The man’s problem is that his cousin is coming to town on the weekend. She wants to look at the school, but the man is going to be busy on both Saturday and Sunday. In my opinion, the man’s best option is to cancel his Sunday plans and show his cousin around campus on Sunday. I support this decision because touring the campus together on Sunday would give them lots of time to look at the campus in detail. The university tour is too general and won’t show everything, and his cousin would like to look at the Art Department in depth. In addition, the man should put family ahead of his own personal pleasure. Even though he already has plans, his friends will understand if he cancels them to help his cousin out.

Unit 34. Student Life II

Listening
M: What’s the matter with you?
W: It’s my roommate. She never cleans up after herself. There’s still a plate of spaghetti that she made last week sitting on the coffee table.
M: That’s pretty gross.
W: Tell me about it. I’ve talked to her about it thousands of times, and she always promises to clean up after herself, but she’s all talk.
M: You should go to the Housing Office and file a complaint against her. Then she’ll have to start cleaning, or she could get kicked out of the dorm. You have the right to live in a clean place.
W: Yeah, but I’d hate for her to get kicked out. I’m not sure she can afford off-campus housing.
M: Well, what else could you do?
W: I hate to offer this as a solution because it isn’t my fault, but I could just find a new place and live by myself. Being alone would let me live in a clean, stress-free environment.
M: That’s true, but you’d lose your security deposit for the dorm, and moving would be expensive. Plus, she is the one causing all of the problems. It should be her who moves.
W: Well, I have to do something soon. I can’t continue living like this.

Organizing
1. The woman’s problem is that her roommate never cleans up after herself.
2. The man suggests that the woman file a complaint about her roommate with the Housing Office.
3. The woman does not want to get her roommate kicked out of the dormitory because she lacks the money to live off campus.
4. The woman proposes that she move out and find her own place to live by herself.
5. The man reminds her that she would lose her security deposit and have to pay a lot of money to move.

Opinion
1. The better solution is for the woman to file a complaint about her roommate with the Housing Office.
2. If the woman’s roommate will not voluntarily clean up after herself, she should be made to do so.
3. The roommate is obliged to be respectful of the woman by cleaning up her room.
4. The woman has a right to live in a clean environment that is free from stress.
5. When you live in a dorm, you agree to follow its standards, so the woman’s roommate should either start cleaning or find another place to live.

Sample Response
The issue that the woman is dealing with is that her roommate is messy and never cleans up after herself, which has made their dorm room dirty and given the woman lots of stress. Clearly, the better suggestion the man makes is for the woman to file a complaint about her roommate with the Housing Office. If her roommate won’t voluntarily clean up after herself, she should be made to do so. When you live with another person, you’re obliged to be respectful of that person, and cleaning is one way to show respect. Second of all, the woman has a right to live in a clean environment that’s free from stress. When you live in a dorm, you agree to follow its standards, so
the woman's roommate should either start cleaning or find another place to live.

Unit 35. Makeup Exams

>> Listening
M: Jane, I've got a problem, and I was hoping you could give me some advice.
W: Sure. Go ahead.
M: You know I've got that big biology test in two hours, right? Well, unfortunately, my car broke down yesterday while I was driving, so by the time I got it fixed, I had to go to bed and couldn't study for it.
W: That doesn't sound good. So what are you going to do?
M: Well, I could simply take the makeup exam later this week. Then I could study more. The professor is permitting all the students who went on the field trip on Sunday to take the test this Friday.
W: That sounds good. Go for it.
M: But I, uh, didn't go on the field trip. So I'm not sure if Professor Taylor will allow me to take the test late.
W: Okay, that's not good... Well, why don't you just take the test today? You've attended every class, so you should be familiar with the material.
M: That's true, but I really need an A in this class. If I don't get one, I might not make the Dean's List this semester. That's what I'm shooting for.
W: Well, you'd better do something fast.

>> Organizing
1. The man's problem is that he has a biology test in a couple of hours but was not able to study for it the night before.
2. The man suggests that he could take the makeup exam on Friday.
3. The man does not qualify to take the makeup exam since he did not go on the field trip, so the professor may not let him take it.
4. The woman suggests that the man simply take the test that day.
5. The man is not sure because he needs to get an A in the class in order to make the Dean's List.

>> Opinion
1. I firmly believe that the man should take his biology test this day.
2. This is the better solution, and since he has attended all of the classes, he knows the material.
3. He is obviously a good student since he is trying to make the Dean's List, so he should be smart enough to do well on the test.
4. The man would be acting improperly by taking the makeup exam on a later date.
5. He does not qualify to take the makeup exam, so he needs to take personal responsibility for his car breaking down and simply take the exam later in the day.

>> Sample Response

The problem is that the man has an exam in two hours but couldn't study for it the night before since his car broke down and he had to get it fixed. During the conversation, the woman tells the man to take his biology test this day. I agree with her. First, she reasons that he's attended all of the classes, so he knows the material. He's obviously a good student since he's trying to make the Dean's List, so he should be smart enough to do well on the test. Furthermore, the man should do the right thing and take the test on the proper day. He doesn't qualify to make the makeup exam since he didn't go on the field trip. He should therefore take personal responsibility for his car breaking down and simply take the exam that day.

Chapter 6

Lecture

Sample iBT Question

>> Sample Response

The professor provides a couple of examples of how an actor can become more convincing to the audience when playing various roles. He uses two different examples from Shakespeare in his lecture. First, he discusses Henry VIII from the play with the same name. He declares that an actor must act completely like a king in order to get that role right. Since Henry was very proud and confident, an actor must convey those same feelings in order to be a convincing king. The next example the professor uses is the role of Hamlet. He mentions that Hamlet is a complicated role since he is seeing ghosts and pretending to be insane. The professor insists that the actor must actually become Hamlet by feeling the things he feels and thinking the thoughts he thinks.

Unit 36. Writing

>> Listening

Before we get started on today's writing assignment, I want to go over a couple of literary conventions I believe you'll find to be rather effective in enhancing the overall, uh, quality of your work when writing both short stories
and novels. Ironically, these two literary conventions are opposites. I’m referring, of course, to exaggeration and its opposite, understatement.

Let’s look at exaggeration first. It’s something we’ve all used. Exaggeration is, simply, overstating something. It’s saying that something is greater than what it is in reality. Why don’t I give you some examples? Have you ever been really hungry? Sure, everyone has. Well, one exaggeration would be to say, “I’m so hungry I could eat a horse.” Of course, you couldn’t really do that, but you’re exaggerating to get your point across. You might also say, “That was the greatest play I’ve ever seen,” to compliment your actor friend. It probably wasn’t... You’re just, well, overstating. But he’ll appreciate the compliment.

Now for understatement. What’s that? Well, it’s merely saying that something is less than what it is in reality. Often, in fact, your understatement may appear to be negative when you’re actually praising or complimenting someone. Here’s an example. Have you ever tasted something that was quite delicious, but, when the person asked how it was, you said, “Not bad?” This would typically indicate that the quality is low, but, in this case, you’re using understatement, so you really mean, “It’s delicious.” Also, after getting an A on a test, you might understatement your performance and merely say, “Okay,” when someone asks how you did. All right, now let’s see if we can use them in our writing.

**Organizing**

1. The lecture is about some literary conventions writers can use in both short stories and novels.
2. Exaggeration is saying that something is greater than it actually is.
3. People use exaggeration to get their points across to other people.
4. Understatement is saying that something is less than it actually is.
5. People use understatement to give compliments or praise to a person while giving the appearance of saying something negative.

**Sample Response**

During the lecture, the professor tells the students about a couple of literary conventions that they can use to improve their creative writing ability. These two conventions are exaggeration and understatement. The professor also mentions that they are opposites. First, exaggeration is saying that something is greater than it really is. Some people might say they could eat a horse when they are hungry or that something was the greatest thing they have ever seen. In both cases, they are overstating the ways that they feel. Understatement, on the other hand, is saying that something is less than it is in reality. Two examples of this are saying something is not bad when it is really delicious and saying that a grade of A on a test or paper is just okay.

---

**Unit 37. Botany**

**Listening**

Let’s move on to something different. As you are no doubt aware, nature always strives to keep everything in balance. This includes both plants and animals. By keeping a perfect balance, no one species can take over and upset the stability of an environment. However, there are some invasive species that do exactly this. The acacia is one such invader.

Acacias are a family of trees and shrubs, most of which are native to Australia. However, some of them have found their way to other countries, where they often dramatically upset the balance of nature. How? Well, there are, uh, two separate ways. First is the fact that acacias’ roots are not only strong but are also extensive. So they, well, dig deep into the soil and stretch in all directions. Imagine hundreds of hands stretching in every possible direction. Interesting, huh? What this does is it lets the acacia’s roots absorb all of the soil’s nutrients. This, in turn, starves the other trees nearby, causing them to die from a lack of nutrients.

I can explain the second way acacias harm other species by telling you about the tree called the Australian Blackwood, which is a typical member of the acacia family. It can grow to be almost 150 feet in height. Why, you may ask, is this important? Well, the leaves of the acacia help to prevent sunlight from ever reaching the ground. This, in turn, causes many smaller plants and trees to die because they don’t get exposed to enough sunlight. Unsurprisingly, much effort is currently being put into keeping the acacia out of forests where it is not native.

**Organizing**

1. The professor discusses how various invasive species like the acacia can disrupt the balance of nature that exists in most environments.
2. The professor mentions that the acacia has an extensive root system that stretches very far.
3. Because the roots absorb so many nutrients from the ground, the other plants and trees cannot get enough of them and therefore die.
4. The professor states that some acacias, like the Australian Blackwood, can grow to be very high.
5. The leaves of the high acacia trees prevent sunlight from reaching the ground, so many trees do not get exposed to enough light and then die.

Sample Response

The professor’s lecture mentions that invasive species often disrupt the balance of nature by changing the environment. He cites the acacia family of trees as one example. To begin with, the professor mentions the extensive root system of these trees. He states that they are very far-reaching and that they tend to absorb a lot of nutrients from the ground. In fact, they absorb so many nutrients that other plants and trees nearby don’t get enough, which causes them to die. He also describes the Australian Blackwood, a member of the acacia family. It can be over 150 feet high. Because of this, it has a lot of leaves, which block sunlight from reaching shorter trees and plants near the ground. Since they don’t receive any sunlight, they eventually wind up dying.

Unit 38. Education

Listening

Parents often have to resort to giving rewards to their children to entice them to do various actions. We’ve already discussed the psychological reasoning behind this. However, strangely enough, there are actually a couple of different reactions by children when they are rewarded. It basically depends upon the child’s attitude toward the action for which he is being rewarded. The results may actually, uh, surprise you.

For example, let’s consider a young girl who really hates cleaning her room. Out of all of her chores, that’s the one she dislikes the most and often refuses to do. As a result of this, her parents finally tell her that they’ll give her a reward like, uh, maybe, take her out to her favorite pizza restaurant. The little girl, excited by the prospect of having pizza for dinner, reacts positively and immediately heads to her room to clean it up. That’s an example of how rewards can work, you know, positively.

However, let’s imagine another little girl the same age as the first one. She is learning the piano and, in fact, absolutely adores playing it. Her parents are really excited about her positive attitude, so they decide to reward her by taking her out to her favorite restaurant. The girl reacts positively and goes to clean her room in anticipation of getting to eat pizza. The second example is about a girl who enjoys playing the piano. However, her parents mistakenly start rewarding her after piano practice by treating her to pizza. Because that’s the only time she ever eats it, playing the piano becomes a burden, so she starts to dislike playing it and eventually quits. This is an example of a reward with a negative result.

Unit 39. Earth Science

Listening

Okay, so that concludes my lecture on dinosaurs and their natural habitats. Now, let’s move to one of Earth’s greatest mysteries. It is, of course, what caused the dinosaurs to go extinct? After all, these were enormous creatures, much larger than anything living now. They were so strong and lived everywhere. So... What made them suddenly die? There are a couple of major theories on dinosaur extinction. Let me expand upon them for you.

The first is that there was a large meteor or asteroid that hit Earth. Some scientists have even, in their opinions, pinpointed the exact places where these celestial objects struck the planet. Anyway, what happened, they say, is that after the strike, lots of dirt and debris were thrown into the atmosphere. There was so much dust that it
actually blocked the sun. This cooled the planet, and, with a lack of sunlight, caused most plant life to die. The herbivorous dinosaurs, unable to eat, first died, and then the carnivorous ones followed them down the path to extinction.

The second theory is that a super volcano, that is, one hundreds of times more powerful than the Krakatoa explosion, erupted and filled the atmosphere with carbon dioxide. This caused a rapid onset of the greenhouse effect. So, why would this kill the dinosaurs, which were essentially giant reptiles and should like hot weather? Well, reptile eggs are very vulnerable and sensitive to heat. One thing that often happens in extreme heat is that the sex of the unborn reptile changes from female to male. Thus, there was a proliferation of males, who couldn’t reproduce. Over time, the dinosaurs all quickly died out because of this.

The professor describes two of the more popular theories on why the dinosaurs became extinct. After an object from space hit Earth, lots of dirt and debris were thrown into the air, which decreased the amount of sunlight getting through to Earth. Because there was less sunlight, plants died, so herbivorous dinosaurs no longer had a food source and died, and then the carnivores died soon afterwards. After a super volcano erupted, it spewed carbon dioxide into the atmosphere, which caused global warming to occur rapidly. The dinosaur eggs reacted badly to the heat, so more males were born, which meant that the dinosaurs could not reproduce.

The professor states that dinosaurs once ruled Earth but suddenly became extinct. She gives two different theories to explain their disappearance. The first is that a meteor or asteroid struck Earth. She even says that some scientists know where it hit. The strike sent dirt up into the atmosphere, which hid the planet from the sun. It got colder, and there was no sunlight, so all the plants died. Without food sources, the dinosaurs all died. The second theory is that there was an eruption of a super volcano. This filled the air with carbon dioxide, which caused the greenhouse effect to start on Earth. When subjected to heat, lizard and dinosaur eggs change. Females in eggs become males. So there were no more females being born, which meant that the dinosaurs couldn’t reproduce.

The professor describes two of the more popular theories on why the dinosaurs became extinct. After an object from space hit Earth, lots of dirt and debris were thrown into the air, which decreased the amount of sunlight getting through to Earth. Because there was less sunlight, plants died, so herbivorous dinosaurs no longer had a food source and died, and then the carnivores died soon afterwards. After a super volcano erupted, it spewed carbon dioxide into the atmosphere, which caused global warming to occur rapidly. The dinosaur eggs reacted badly to the heat, so more males were born, which meant that the dinosaurs could not reproduce.

The professor states that dinosaurs once ruled Earth but suddenly became extinct. She gives two different theories to explain their disappearance. The first is that a meteor or asteroid struck Earth. She even says that some scientists know where it hit. The strike sent dirt up into the atmosphere, which hid the planet from the sun. It got colder, and there was no sunlight, so all the plants died. Without food sources, the dinosaurs all died. The second theory is that there was an eruption of a super volcano. This filled the air with carbon dioxide, which caused the greenhouse effect to start on Earth. When subjected to heat, lizard and dinosaur eggs change. Females in eggs become males. So there were no more females being born, which meant that the dinosaurs couldn’t reproduce.
reasons for this. The first one he mentions is that many
trees—pine trees, for instance—cannot spread their
seeds without very high heat. The reason is that their pine
cones won't open until they're subjected to something
extremely hot. So, while the forest fire may kill the tree,
it can still spread countless seeds to allow new pine
trees to grow. The second example cited is that forest
fires help reinvigorate forests by burning down old, weak
trees. After the fire ends, new, young, strong trees start
growing. Also, since all the trees have an equal chance
to grow afterwards, the forest is more diverse, which the
professor feels is something positive.

Unit 41. Geography

>> Listening

One of the most important aspects of geography is the
ability to read a map and then apply that knowledge to
a practical purpose. While most people think it's rather
simple, on the contrary, it's not. As an example, think
about the distance between two points on a globe or
map as compared to the distance between the same two
points in reality. They are, in most cases, quite different.

Take a look at this globe... Let's say that you wanted
to go from New York City to London. If I measure the
distance with this string here... that's the distance, right?
But what route do airplanes follow? The straight one? Not
at all. They follow the curvature of the Earth, like this... so
that they can take a much shorter trip in reality. So, you
can see clearly, the straight-line distance between two
places on a globe doesn't always equal that in reality.

Okay, now let's look at this map at the distance between
this point... here and this point over... here. Can everyone
see? Good. If I measure the distance according to the
map's scale, it's about 150 miles as the crow flies. Not
too far, right? But, we're talking about actual distance.
Let's consider the geographical features involved. Here's
a big lake. Oops. Can't drive through it. Well, we'll have
to drive around it. And these mountains aren't flat of
course. Driving up and down them on a winding road
adds even more distance. So... The distances on a map
and in reality are clearly different, with actual distances
always being longer than ones shown on maps.

>> Organizing
1. The professor emphasizes that the distances
measured on globes and maps are always different
from reality.
2. The professor shows the class the distance between
New York City and London.
3. She concludes that distances as measured on globes
and in reality are different.
4. The professor measures the distance on a map
between two points but then shows how the
geographical features involved will make it a longer
trip.
5. The professor states that actual distances are always
longer than those listed on maps.

>> Sample Response

The professor tells the class that measuring distances
is not always accurate because distances measured on
globes and maps are always different from reality. She
first discusses distances on a globe. She uses a string
to measure the distance from New York City to London.
She says that it is the straight-line distance. But she says
that airplanes take different routes, ones which follow
the curvature of the Earth, so the trip will actually wind
up being shorter in reality. She then tells the class to
observe a map. She measures the distance between two
points at 150 miles. However, she then points out the
geography and mentions that a straight trip is impossible.
Instead, they have to go around a lake and up and down
mountains, which will make their trip longer.

Unit 42. Marketing

>> Listening

Have you ever considered how much thought goes
into the item display process at various stores? Quite a
lot, to tell the truth. Stores are always interested in the
impressions they make on their customers, so they try
to display all of their products according to what various
research and studies tell them.

One such example of this is the fact that many stores
display their most expensive items in the front. They
either do that, or they display their expensive items more
prominently on shelves. What is the purpose of this? It's
simple, really. Many people associate high costs with
quality. So, when they look into a store and notice the
high prices of its products, they immediately associate
that store with quality products. This, in turn, helps to
bolster the company's image with its customers. Pretty
ingenious, huh?

So, what about the cheaper products? Companies
typically put them in harder-to-find places for a couple
of reasons. The first is that they don't, as a general
rule, want to be associated with low prices, which often
symbolize low quality to many shoppers. The second
reason is actually somewhat more interesting. Many
people love shopping for bargains. So, when a shopper has to look around a bit to find a cheaper product, he feels more of a sense of achievement than he would have had the item been right in front of him. In his mind, he worked hard to find that lower-priced item. And, according to studies, he's more likely to purchase the product that he looked so hard for.

Organizing

1. The professor’s main point is that there are psychological reasons behind the locations that stores put their expensive and cheap products.
2. Stores typically put their expensive items at the front or display them prominently on shelves.
3. According to the professor, people associate price with quality, so they will think a store sells quality items if its products are expensive.
4. Stores often put their cheaper-priced items in harder-to-find places.
5. Stores hide their cheaper products to keep people from thinking that they sell low quality products and to give people a feeling of accomplishment when, after looking around, they find a low-priced object.

Sample Response

During his lecture, the professor emphasizes that stores put expensive and inexpensive products in different places for psychological reasons. First, he discusses expensive products. Stores usually put them in the front or make sure they are displayed very obviously so that people can see them clearly. The reason is that people believe expensive items are higher in quality, so they will have a positive image of a store selling expensive products. The second explanation deals with cheaper products. Stores usually make them harder to find. First, they don’t wish to be associated with low quality products since those are what people often think of as inexpensive goods. And second, if a person looks hard for something and then finds it, he is more likely not to waste his effort and will therefore probably purchase that object.

Task 1

Sample Response

The happiest time in my life happened when I was in elementary school. First off, I was a child, so I had very few responsibilities. I had to go to school, do my homework, and do some jobs around the house, but that was it. In general, I was free to do whatever I wanted to do. Secondly, being a child was fun. I had lots of friends and played baseball in the summer and hockey in the winter. We lived near the ocean, so we had lots of chances to go out and play on the beach. My friends and I would often camp on the beach, go on picnics, and just have a lot of fun together.

Task 2

Sample Response

I prefer to buy books from bookstores rather than borrow them from libraries. Firstly, unlike libraries, bookstores always have the newest books by the best authors, so you can find many great books there. I like reading books right when they come out, and bookstores are the only places I can read newly released books. Second of all, I prefer bookstores because I like to own the books I read. That way, I can read them anytime that I want. I often read books more than once, so I don’t want to have to bother checking out a book from the library again and again. Instead, I can have it sitting right on my bookshelf.

Task 3

Listening

M: Well, this isn’t very good news.
W: Are you talking about the cut in the number of sculpture classes?
M: Yeah, I’m not too pleased about it. After all, sculpture is a required class here at the school, so how are all of the students going to be able to take it now? What about all of the seniors like me who’ve waited until our last semester to sign up for it? Now we might not get in.
W: Well, that’s your fault for waiting so long. You should have gotten rid of your required classes earlier.
M: Okay, well, forget about seniors then. The announcement said that the professors have too many classes to give the students personal attention.
W: What’s your point?
M: Well, I think it's more important to have the classes than to get personal attention. I mean, I rarely talk to the professors in my other classes. They don't give me any personal attention. Why should sculpture be different?

W: Okay, you've actually got a point on that one.

**Sample Response**

According to the notice, the number of sculpture classes the university's Fine Arts Department will offer the next semester will decrease by fifty percent. The man opposes this decision for a couple of reasons. One reason he gives is that sculpture is a required course that students need to graduate. He mentions that he is a senior and has not yet taken the class. So, with fewer classes available, he might not be able to get into the class, which would cause him problems when he tries to graduate. Furthermore, the man doesn't really feel that getting personal attention in a class is that important. He claims that he never gets personal instruction in his other classes, so he asks why the sculpture classes should be different and require personal attention by the professors.

**Task 5**

M: I can't believe that we have our final exams in two weeks. It seems like the semester has gone by so quickly.

W: Yeah, I really need to get studying, but I don't have much time.

M: Not much time? Why not?

W: Well, I tutor a high school student twice a week. He lives about half an hour away from here, so I pretty much spend the entire evening helping him and therefore can't study twice a week. I've got to think of something to do.

M: Yeah, but you've got any options?

W: I've thought about temporarily reducing the time I teach him. You know, just teach him for an hour each time instead of three. But he really depends on me for his own grades, so I don't want to let him down or anything.

M: Yeah, but you've got to think of your grades first.

W: That's true. I suppose that I could find a substitute tutor for him for a couple of weeks until the exam period is over.

M: That sounds great. Then the both of you would get to study.

W: True, but he's really shy, so he might not be able to work well with another tutor. It took him a long time before he would actually open up to me.

**Sample Response**

The main issue for the woman is that her final exams are coming up, but, because of her tutoring job, she doesn't get to study twice a week. The woman claims that she could find someone else to substitute tutor for her, and
I strongly believe this is the best solution. To begin with, by getting a substitute tutor, the woman would be able to study for her tests, and her student would also be able to study as well. Additionally, while the woman mentions that her student is shy and might not take well to a new tutor, she shouldn’t have to worry about that. She needs to take care of her grades as well. The student should be able to overcome his shyness for two weeks while the woman studies for her finals.

Task 6

I imagine that, at some time in most of your lives, you will consider opening your own business. It may be something small, like a convenience store, or it may be something much larger. Nevertheless, you’ll most likely need to attract investors, especially if it’s a large business. Unless you win the lottery of course. Anyway, in order to attract investors, you’ll definitely need to prepare a couple of important documents for them.

One of the most important ones you’ll need is a business plan. Please, don’t laugh. I know that it sounds obvious, but you actually have no idea how many people simply open a business without having a solid business plan. But trust me. Without one of these, the only investor you’ll get is yourself. Or maybe a relative. So, what is a business plan? Well, it’s a comprehensive plan that includes specific content such as the product you intend to sell, the strategy you intend to employ, and various other details concerning how you plan to, well, run your business. It’s crucial. You’ll need to have this one well thought out to get any kind of significant investment.

The second thing you’ll definitely require is an executive summary. You should have heard of this one, too. It’s merely a summary of the business plan, so, obviously it’s much shorter, yet it goes right to the point and explains your objectives. This is the first document you’ll show any potential investors. You’ll need to make it as attractive as possible because this will, hopefully, induce potential investors to read your detailed business plan and then put their own money into your project.

The focus of the professor’s lecture is the two most important documents people planning to open businesses need in order to attract investors. The first explanation concerns the business plan. According to the professor, without a business plan, a person will almost never find investors. He states that a business plan is a comprehensive explanation of what the person intends to do with his business. It includes explanations on the product, strategy, and other details that pertain to the potential business. The second document the professor discusses is the executive summary. According to him, this is just a summary of the business plan, which makes it a much shorter document. The point of an executive summary is to highlight a person’s business objectives and make them attractive enough to convince potential investors to read the complete business plan.

Actual Test 02

Task 1

My favorite subject in high school was history. To begin with, I was always interested in history since I was a child. My father’s uncle had fought in World War II, so our family had lots of pictures of him in uniform, and we had some of his medals. I read a lot of books about the war and became very interested in history in general. Secondly, I had two really good history teachers in high school. They presented the subject in an interesting manner, using lots of maps, videos, and pictures as they explained things. This made history seem more real to the students. In fact, I like history so much I want to major in it in university.

Task 2

I always prefer to take my lunch to school. Firstly, taking my own lunch is healthier than eating in the cafeteria. My mother always makes my lunch, so it’s quite good. She always gives me sandwiches, some fruit, and yogurt or a granola bar. The sandwiches are healthy and very filling. Overall, my lunch is much better than the junk food the cafeteria often serves. The second reason I prefer to take my lunch is that the price of the food in the cafeteria is too high. In fact, the price is almost the same as a meal at a regular restaurant. So, by bringing my own lunch, I can save a lot of money every day.

Task 3

M: Wow, I can’t wait to hear from Jonathan Davis. I’ve read so much about him. It’ll be great to see him in person.
W: I'm not so sure. I think the university made a poor decision.
M: Why do you feel that way?
W: First, the school should have invited someone different, like, say, a famous teacher or professor.
M: What makes you say that?
W: Well, all Jonathan Davis has done is make money. Who cares about that? The purpose of a university is to educate people, so the school should invite a prominent educator to give the commencement address.
M: Uh, well, I don’t think that's too important.
W: I'm not finished yet. The school missed a really great opportunity to support some of its education programs. We could have gotten someone else who would have talked about how important education is. I bet Jonathan Davis only talks about how he made a lot of money for his company.
M: Well, why don’t we just wait until graduation and see what he talks about? Then we can decide how his speech was.

Sample Response
The students talk about the announcement that Jonathan Davis, a wealthy businessman, will be giving the school’s commencement speech at graduation. In the woman’s mind, the school has made a poor decision in its choice of speakers. First of all, the woman believes that universities only exist to teach people, so the school should not invite a businessman. She instead feels that the school should have asked a famous educator to speak to the students. The woman then continues by saying that the school should have shown some support for its education programs. By getting a speaker to talk about education, the school could have done this. She declares that it’s better for a speaker to talk about the importance of education than to talk about how much money he has made.

Task 5
Listening
W: I am so frustrated these days.
M: What’s the matter? Are you having a problem with school?
W: No, school is fine. It’s the newspaper that’s the real issue.
M: Oh, right. You’re the editor at the school paper, aren’t you? So, what’s the matter?
W: Well, the price of the paper we use to print the news has risen lately, but our budget hasn’t. We’re going to have some problems staying in business at this rate.
M: Hmm... Well, have you considered selling more advertisements in the newspaper? You could probably make a lot of money that way.
W: Yeah, we could easily do that, but we already get a lot of complaints from students that we have too many...
ads as it is. Imagine what would happen if there were even more ads.

M: Yeah, that could be a problem. Then what else could you do?

W: Some of us at the paper think we could start charging money for the newspaper. It wouldn't be too much—just twenty-five cents or so each issue.

M: I'm kind of skeptical about that idea. You'd probably lose a lot of readers. I only read the paper when I'm at lunch or have nothing to do. If I had to pay for it, I wouldn't even bother reading it.

Sample Response
The woman's problem is that the paper newspapers get printed on has become more expensive, so the school newspaper needs to raise more funds to keep itself in business. The man suggests that the newspaper sell more advertisements. I believe this is the better of the two solutions. One reason she should do this is that she indicates there are many people willing to pay to place advertisements in the school's paper. This means the newspaper could raise the extra money from sponsors, not from the students. Also, in the case of people who dislike ads, it's easy to skip over any extra ads in the paper. Student uninterested in them can simply turn the page and find the articles. So they don't have to be annoyed, yet the paper can still raise more money.

Task 6
>> Sample Response
The professor looked into the reading habits of people before and after Johannes Gutenberg's invention of movable type in the middle of the fifteenth century. First, he focuses on the time before Gutenberg. The professor stresses that books were handwritten and could take years to make. This meant that there were few books, so, naturally, few people could read. He states that often the one literate person in a group would read aloud to everyone. Instead of reading, therefore, most people listened. However, after Gutenberg created movable type, it became much faster and cheaper to produce books. Therefore, more middle class people began buying books and reading them. The professor states that as more and more people became literate, they began to read silently instead of reading out loud to others.

However, once books were being, uh, mass-produced, unsurprisingly, people's reading habits began to change. First, with countless new books on the market, their prices plunged. They were still expensive, but they were affordable to the middle class. Soon many families acquired Bibles as well as other books. This, naturally, led to an increase in the literacy rate since more people were reading now. And, without a need to read books aloud, people began reading books quietly by themselves, which is probably the way that most of you read today, right?

Sample Response
The woman's problem is that the paper newspapers get printed on has become more expensive, so the school newspaper needs to raise more funds to keep itself in business. The man suggests that the newspaper sell more advertisements. I believe this is the better of the two solutions. One reason she should do this is that she indicates there are many people willing to pay to place advertisements in the school's paper. This means the newspaper could raise the extra money from sponsors, not from the students. Also, in the case of people who dislike ads, it's easy to skip over any extra ads in the paper. Student uninterested in them can simply turn the page and find the articles. So they don't have to be annoyed, yet the paper can still raise more money.

Task 6
>> Sample Response
The professor looked into the reading habits of people before and after Johannes Gutenberg's invention of movable type in the middle of the fifteenth century. First, he focuses on the time before Gutenberg. The professor stresses that books were handwritten and could take years to make. This meant that there were few books, so, naturally, few people could read. He states that often the one literate person in a group would read aloud to everyone. Instead of reading, therefore, most people listened. However, after Gutenberg created movable type, it became much faster and cheaper to produce books. Therefore, more middle class people began buying books and reading them. The professor states that as more and more people became literate, they began to read silently instead of reading out loud to others.

Task 6
>> Listening
I believe everyone here has heard of Johannes Gutenberg, right? Of course you have. He's the man primarily responsible for the creation of the printing press in the West. Well, it was actually movable type that he created around 1450, but still we say that he invented the printing press. Anyway, his invention greatly changed people's reading habits in just a matter of decades.

Now, before Gutenberg's invention, all books were handwritten. This was a long, arduous process. It might take a scribe twenty years to write out the entire Bible. Yeah, that would take a lot of dedication. And books were ridiculously expensive, too. So, obviously, there were not that many books in existence. In addition, few people could read. So, how did people read books? I guess you could say that they listened to them instead. Oftentimes, many people would gather around one person—often the only literate individual in the group—who would then read aloud to everyone. Kind of like story time in elementary school.
How to Master Skills for the
TOEFL® Speaking

Michael A. Putlack | Will Link | Stephen Poirier

Chuyên ngữ phân chủ giải
LÊ HUY LẢM

Chỉ trách nhiệm xuất bản
NGUYỄN THỊ THANH HƯƠNG

Biên tập
Trình bày sách
Sửa bản in

HOÀNG HƯƠNG
CÔNG TY NHÂN TRÍ VIỆT
PHÚ PHƯƠNG

Nhà Xuất Bản Tổng Hợp Thành Phố Hồ Chí Minh
62 Nguyễn Thị Minh Khai – Quận 1
Tel: 8225340 – 8296764 – 8222726 – 8296713 – 8223637
Fax: 8222726 E-mail: nxbthphcm@vnn.vn

Đơn vị hợp tác xuất bản
CÔNG TY TNHH NHÂN TRÍ VIỆT
83B Trần Đình Xu, P. Nguyễn Cử Trinh, Q. 1, TP. Hồ Chí Minh
Tel: 8379344 Fax: 9200681

In 3.000 cuốn khổ 20x28 cm tại Xí nghiệp In MACHINCO – 21 Bùi Thị Xuân – Quận 1 – Thành phố Hồ Chí Minh. Số xuất bản 235-08/CXB/154-03/THTPHCM. In xong và nộp lưu chiểu tháng 4-2008.
How to Master Skills for the TOEFL® iBT

How to Master Skills for the TOEFL® iBT is designed to be used either as a textbook for a TOEFL® iBT speaking preparation course or as a tool for individual learners who are preparing for the TOEFL® test on their own. With a total of six chapters, this book is organized to prepare you for the test by providing you with a comprehensive understanding of the test and a thorough analysis of every question type. Each chapter consists of seven units and includes numerous exercises that will help you develop your test-taking abilities. At the back of the book are two actual tests of the Speaking section of the TOEFL® iBT.

Special Features:
- Step-by-step, user-friendly presentation of how to approach the speaking tasks
- Intensive speaking practice with various topics found on the TOEFL® iBT
- Lists of instantly usable TOEFL® speaking expressions
- Two complete tests that familiarize students with the actual test format
- Full answer key