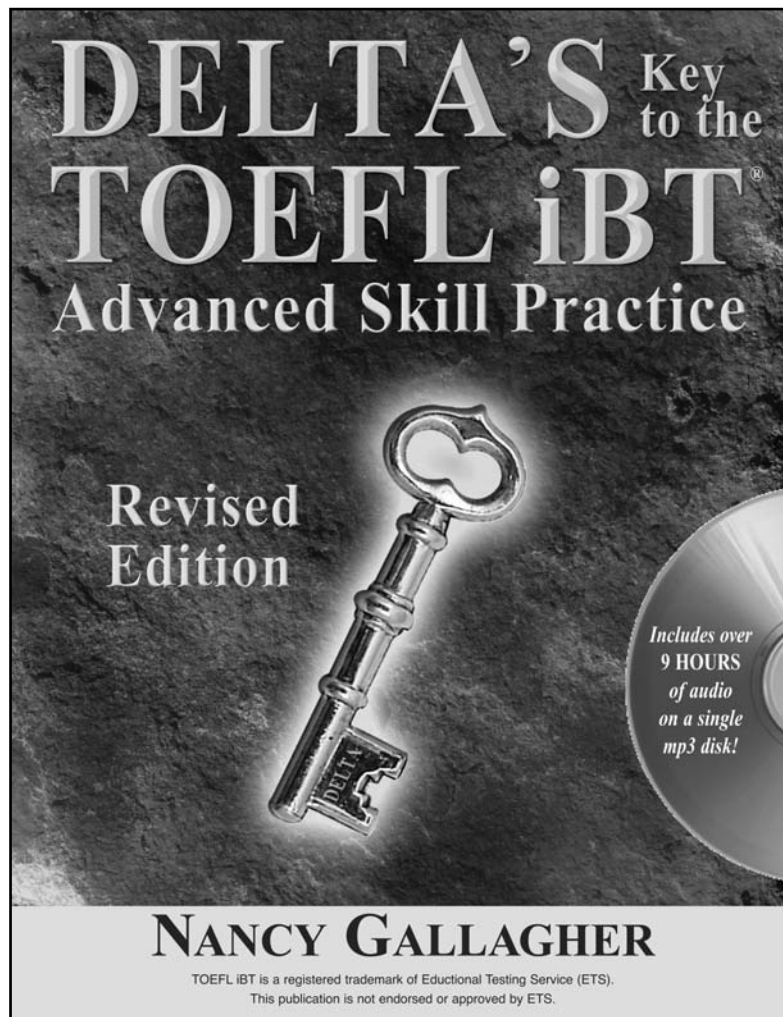


DELTA'S ^{Key} to the
TOEFL iBT[®]

Advanced Skill Practice
Revised Edition



SAMPLE PAGES

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INTRODUCTION

The TOEFL iBT®

The Test of English as a Foreign Language® (TOEFL®) is a standardized test that measures the English proficiency of students who wish to enter college and university programs where English is the language of instruction. The TOEFL is also a requirement of many employers. The TOEFL is produced and administered by Educational Testing Service, a professional test development organization in Princeton, New Jersey, USA.

The Internet-based TOEFL iBT® was introduced in 2005. The TOEFL iBT replaced the computer-based test (CBT) and the paper-based test (PBT). The TOEFL iBT has four sections, which assess reading, listening, speaking, and writing. The test is approximately four hours long, with one ten-minute break following the Listening section.

TOEFL iBT®			
Section	Content	Number of Questions	Approximate Time
Reading	3–5 passages (12–14 questions each)	36–70	60–100 minutes
Listening	2–3 conversations 4–6 lectures (5–6 questions each)	34–51	60–90 minutes
Break			10 minutes
Speaking	2 independent tasks 4 integrated-skills tasks	6	20 minutes
Writing	1 integrated-skills task 1 independent task	2	55 minutes

In the Reading section, test takers read three to five passages and answer questions about them. In the Listening section, they listen to two or three conversations and four to six lectures and then answer questions about them. In the Speaking section, test takers speak in response to two questions about their own experience and four questions about texts that they listen to or read during the test. In the Writing section, test takers complete two writing tasks. One task is about a reading passage and a lecture, and the other is an essay question about a general topic.

The major differences between the TOEFL iBT and previous versions of the test are:

- Note taking is permitted during the test.
- Speaking skills are evaluated.
- Some tasks integrate skills, such as reading, listening, and speaking.
- Knowledge of grammar is not tested separately but is tested indirectly in all sections of the test.

The content of the TOEFL iBT reflects the language used in real college and university settings. Reading passages are similar to those in textbooks and other course materials. Listening content includes conversations, lectures, and discussions about campus situations and academic topics.

INTRODUCTION

The Speaking and Writing sections include some tasks that combine skills. For example, a test taker will read a passage, listen to a lecture, and then write or speak in response. The integrated-skills tasks reflect how people use language in real life. They are a useful measure of how well prospective students will be able to communicate in an English-speaking environment.

The TOEFL iBT does not have a separate grammar section; however, knowledge of English grammar is important in all four sections of the test.

For the most current information about the TOEFL iBT, including information about registration and test dates, go to the official TOEFL Web site: www.ets.org/toefl.

THE TEST SCORE

The TOEFL score is a measure of English proficiency for academic study and employment. Educational institutions use TOEFL scores when evaluating prospective students for admission. The admissions officer will look at a student's section scores and total test score to determine if the student's English skills are adequate for enrollment in a specific program of study. There is no single passing score for all institutions; rather, each institution sets its own standards for admission. Generally, graduate programs require a higher score than do undergraduate programs.

In each section of the test, the number of raw points earned is converted to a scaled section score of 0 to 30. The four section scores are combined to obtain the total test score of 0 to 120.

The TOEFL iBT score report will show:

- a section score of 0 to 30 for each of the four language skills;
- a total test score of 0 to 120.

TOEFL iBT® SCORES				
Section	Number of Questions	Raw Points per Correct Answer	Raw Points Possible	Scaled Section Score
Reading	36–42	1–4	40–46	0–30
Listening	34	1–2	34–36	0–30
Speaking	6	1–4	24	0–30
Writing	2	1–5	10	0–30
Total Test Score				0–120

In the Reading section, most correct answers will earn 1 raw point each, but some questions are worth 2, 3, or 4 points. In the Listening section, most correct answers will earn 1 raw point, but some questions may be worth 2 points. In the Speaking section, each of the six responses will earn a raw score of 1 to 4 points. In the Writing section, the two responses will each earn a raw score of 1 to 5 points.




The scoring scale of the TOEFL iBT is different from the scoring scale of the paper-based TOEFL (PBT). The table on the next page shows a general comparison of the total test scores in the two scales.

TOTAL SCORE COMPARISON	
TOEFL iBT®	TOEFL® PBT
120	677
100	600
80	550
61	500
46	450

HOW TO USE THIS BOOK

Delta's Key to the TOEFL iBT: Advanced Skill Practice is a complete test preparation course for advanced and high-intermediate learners of English. The course has two objectives: (1) to prepare students to take the TOEFL iBT, and (2) to build the language skills necessary for success in college and university.

Advanced Skill Practice contains 35 skill units and four full-length practice tests, with 1,200 questions that are similar in form and content to those on the TOEFL iBT. There is ample material for 15 weeks of study. The book and audio can be used in many ways:

-  as the primary text in a comprehensive TOEFL preparation course;
-  as the primary or secondary text for courses in reading, listening, speaking, or writing skills; or
-  as a resource for independent study, laboratory, or tutoring.

Advanced Skill Practice is inspired by cognitive learning theory and designed around how people learn language. Its organizing scheme is the five-part unit composed of *Focus*, *Study*, *Practice*, *Extension*, and *Progress*.

Focus

Each unit begins with an exercise to focus attention, activate prior learning, and help students predict the content. *Focus* presents a short text—a reading passage, a conversation, a lecture, or part of an essay—and challenges the learner to identify a relevant principle. *Focus* stimulates inductive thinking. The exercises can be done in class or as homework.

Study

Study provides instruction in one of the four skill areas: reading, listening, speaking, or writing. *Study* defines relevant terms and concepts, explains how the skill will be tested, provides sample questions, explains answers, and suggests useful strategies. The content can form the basis of classroom instruction, or it can be studied independently.

Practice

Practice consists of sets of test questions that challenge students to apply their skills. The exercises foster ease with TOEFL form and content and build confidence and skill retention. They can be done in class or assigned as homework.

INTRODUCTION

*Extension*

People acquire language through social interaction, and *Extension* presents activities that foster cooperation, stimulate discussion, extend skill practice, guide peer review, and link the classroom with the real world. *Extension* activities are student-centered, and many of them engage students in finding or creating their own TOEFL-like texts.

*Progress*

Regular assessment is an integral part of skill building. Thirty-four timed quizzes simulate parts of the TOEFL, with each quiz assessing the skills studied in one or more units. Quiz content builds cumulatively, with some quizzes covering material from several units.

*Tests*

The four full-length tests contain questions that are similar in form and content to the questions on the TOEFL iBT. One test can be administered as a pre-test at the beginning of a test preparation course. The other tests can be used to review course material and to assess readiness for taking the real TOEFL iBT.

*Answer Key*

The *Answer Key* provides the correct answers for all exercises, quizzes and tests. The *Answer Key* includes short explanations and references to relevant units for further study.

*Audio Scripts*

The *Audio Scripts* are the transcripts for the companion audio. The scripts can be used to check answers. They can also be used in other ways. For example, students can read the conversations aloud in class, or they can study vocabulary and idioms in context.

*Progress Charts*

Students can graph their scores for all quizzes and tests on the *Progress Charts* in the back of the book. The charts motivate students and encourage them to set goals for achievement.

*Companion Audio*

The companion audio is presented in mp3 format on a single disk. The audio files are the listening component for all exercises, quizzes, and tests in the book. In addition to being used for TOEFL preparation, the recordings can be used for practice in note taking and summarizing and for the study of pronunciation, vocabulary, idioms, and English for academic purposes.

SAMPLE COURSE OUTLINES

15-week Test Preparation Course 75 hours of instruction			
Week	Units	Topics	Quiz or Test
1	— 1.1 – 1.2	Pre-testing Reading: Facts & Details; Negative Facts	Test 1 Reading Quiz 1 & 2
2	1.3 2.1 – 2.2	Reading: Vocabulary in Context Listening: Topic & Main Idea; Details	Reading Quiz 3 & 4 Listening Quiz 1
3	1.4 – 1.5 2.3	Reading: Inferences; Purpose Listening: Attitude & Purpose	Reading Quiz 5 & 6 Listening Quiz 2 & 3
4	1.6 2.4	Reading: Paraphrases Listening: Inferences & Predictions	Listening Quiz 4 & 5
5	1.7 2.5 – 2.6	Reading: Coherence Listening: Function; Organization	Reading Quiz 7 & 8 Listening Quiz 6
6	1.8 – 1.9	Reading: Summarizing; Organizing	Reading Quiz 9 Listening Quiz 7 & 8
7	—	Review and evaluation	Reading Quiz 10 Test 2
8	3.1 – 3.4	Speaking: Independent Tasks	Speaking Quiz 1, 2 & 3
9	3.5 4.1 – 4.3	Speaking: Integrated Tasks Writing: Integrated Tasks	—
10	3.6 – 3.7 4.4 – 4.5	Speaking: Integrated Tasks Writing: Sentences; Evaluating Writing	Writing Quiz 1, 2 & 3
11	3.8 – 3.9 4.6 – 4.8	Speaking: Integrated Tasks Writing: Independent (Essay)	—
12	4.9 – 4.10	Writing: Sentences; Evaluating the Essay	Writing Quiz 4, 5 & 6
13	3.10	Speaking: Evaluating Integrated Tasks	Speaking Quiz 4, 5, 6, 7 & 8 Writing Quiz 7
14	—	Review and evaluation	Writing Quiz 8 Test 3
15	—	Review and evaluation	Test 4

INTRODUCTION

4-week Intensive Course 24 – 32 hours of instruction		
Week	Topics	Quiz or Test
1	Diagnostic pre-testing Reading: selected units as needed	Test 1 Select from Reading Quiz 1 – 10
2	Listening: selected units as needed Speaking: selected units as needed	Select from Listening Quiz 1 – 8 Select from Speaking Quiz 1 – 8
3	Writing: selected units as needed Review and evaluation	Select from Writing Quiz 1 – 8 Test 2
4	Review and evaluation	Test 3 Test 4

Generally, TOEFL preparation should include practice in all four skill areas: reading, listening, speaking, and writing. Depending on student need, some skill areas may require greater attention than do others.

The 15-week Test Preparation Course is suitable for a typical semester of study, in which a class meets for five hours per week. For shorter terms of study, the course outline can be divided into two terms of six to eight weeks each, or it can be condensed to fit a 10-week quarter.

The 4-week Intensive Course is suitable for situations where students have a shorter period to prepare for the TOEFL. In such cases, using one of the full-length tests as a diagnostic pre-test will reveal skill areas requiring attention. Content can be selected based on student need.

1.6 PARAPHRASES

1.6 Recognizing Paraphrases



Read the following passage and answer the question:

Global warming has already left its fingerprint on the natural world. Teams of researchers have been tracking changes in the range and behavior of plant and animal species in Europe and North America. They have found ample evidence of plants blooming and birds nesting earlier in the spring, leading them to conclude that rising global temperatures are shifting the ranges of hundreds of species northward. These studies are hard evidence that the natural world is already responding dramatically to climate change, even though the change has just begun. If global warming trends continue, changes in the environment will have an enormous impact on world biology. Birds especially play a critical role in the environment by pollinating plants, dispersing seeds, and controlling insect populations, and changes in their populations will reverberate throughout the ecosystems they inhabit.

Which sentence below best expresses the essential information in the highlighted sentence?

- It is difficult for researchers to find reliable evidence of climate change.
- The natural world has always responded to sudden changes in climate.
- Scientists do not understand why environmental changes are so dramatic.
- Climate change is recent, but there is strong proof that species are reacting.

The question asks you to identify the answer that best conveys the meaning of this sentence:

These studies are hard evidence that the natural world is already responding dramatically to climate change, even though the change has just begun.

Look at the ideas in each part of the sentence:

These studies are hard evidence...
 ...the natural world is already responding dramatically to climate change...
 ...even though the change has just begun.

The correct answer is *Climate change is recent, but there is strong proof that species are reacting*. Compare the ideas in both sentences:

These studies are hard evidence...	...there is strong proof...
...the natural world is already responding dramatically to climate change...	...species are reacting.
...even though the change has just begun.	Climate change is recent...

The correct answer is a *paraphrase* of the original sentence. It expresses the same ideas in different words.



STUDY

1. Paraphrases

A **paraphrase** is a restatement of another sentence that gives the same information as the original sentence but in a different way. Paraphrases may have different sentence structure or use different words. They often use **synonyms**, words that have the same meaning, or nearly the same meaning, as the words in the original sentence.

You can identify the paraphrase of a sentence by focusing on the essential information in the original sentence. **Essential information** is the most important information in the sentence. It includes the ideas that are basic to understanding the author's message and purpose.

Paraphrase questions look like this:

Which sentence below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

2. Sentence Structure

A paraphrase may have different sentence structure, or it may put the clauses in a different order.

Original Sentence

Despite the social, technical, and functional aspects of buildings—those that link architecture most closely to history—architecture exists in the realm of the visual arts.

Most birds have body temperatures between 40 and 42 degrees Celsius, while most mammals have body temperatures between 36 and 38 degrees.

Paraphrase

Architecture is one of the visual arts, even though the social, technical, and functional aspects of buildings link architecture to history.

The body temperatures of most mammals are between 36 and 38 degrees Celsius, and those of birds are between 40 and 42 degrees.

3. Synonym Clues

A paraphrase may contain synonyms. A **synonym** is a word or phrase with the same meaning as another word or phrase. Here are some examples, with synonyms shown in *italics*.

Original Sentence

Generally, most adult human stomachs hold *slightly more than* four cups of food, but the stomach can *expand to accommodate* as many as 16 cups.

The supply of natural ice was an *industry unto itself* in the late nineteenth century, and refrigeration with ice became *more inexpensive and accessible*.

Paraphrase

The stomach of an adult person is usually full when it contains *just over* four cups of food, but it can *stretch to hold* up to 16 cups.

Natural ice supply was a *separate business* in the late nineteenth century, and refrigeration with ice became *cheaper and more available*.

1.6 PARAPHRASES

4. Pronoun Clues

A pronoun in the highlighted sentence may refer to something in a previous sentence. The correct paraphrase may use the referent instead of the pronoun. Here are some examples, with pronouns and their referents shown in *italics*:

Original Sentence

Culture consists of the *language, values, norms, and artifacts* that define and unite a society. *These* can be spread from one society to another through culture contact.

Paraphrase

Contact with other cultures is a way of spreading language, values, norms, and artifacts.

In 1889, an Austrian physicist named *Ernst Mach* created a system of numbers for measuring "*supersonic*" speeds.

This is why when a plane travels at a speed faster than the speed of sound, its speed is referred to as Mach 1.

A plane moving faster than the speed of sound has a speed of Mach 1, after the inventor of the numbering system.

5. Answer Choices

In paraphrase questions, the incorrect answer choices may be incorrect because they:

- ✘ have a different meaning from that of the original sentence;
- ✘ omit information or ideas that are necessary to the meaning of the original sentence; or
- ✘ include information or ideas that are not in the original sentence.

6. Sample Questions

Test Section	Question	Time	Testing Tools			
Reading	1 of 2	20:00	Review	Help	Back	Next
<p>Which sentence below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.</p> <p><input type="radio"/> Food cannot be grown in some regions because the soil is too poor.</p> <p><input type="radio"/> Refugees are unable to produce food, and poor people cannot afford food.</p> <p><input type="radio"/> People cannot survive solely on root crops, which are poor in nutrients.</p> <p><input type="radio"/> Some people can relocate to find food, but poor people have nowhere to go.</p>			<p>The Distribution of World Resources</p> <p>The uneven distribution of food resources is a large and growing problem in the world today. Starvation is widespread in the Third World because of climate change, natural disasters, political turmoil, and wars—all of which disrupt food production and cause mass migrations of refugees. People who are uprooted cannot grow food, and those who are poor cannot buy it. At the other end of the scale, modern industrial societies account for most of the consumption of the world's resources, although within these societies the resources are distributed unevenly among people of different classes. Both wealthy societies and wealthy individuals consume most goods and services, but they also produce most of the world's hazardous waste.</p> <p>Are there enough resources to go around? The question concerns our planet's carrying capacity, that is, the number of people that</p>			

1.6 PARAPHRASES

The question asks you to identify the paraphrase of the highlighted sentence. The correct answer is *Refugees are unable to produce food, and poor people cannot afford food*. Look at the information in the original sentence and how it is paraphrased in the correct answer:

Original Sentence

People who are uprooted cannot grow food

those who are poor cannot buy it

Paraphrase

Refugees are unable to produce food

poor people cannot afford food

Why are the other three answers incorrect? *Food cannot be grown in some regions because the soil is too poor* and *People cannot survive solely on root crops, which are poor in nutrients* both have a different meaning from that of the original sentence. *Some people can relocate to find food, but poor people have nowhere to go* has a new idea, *poor people have nowhere to go*, which is not in the original sentence.

The screenshot shows a TOEFL iBT test interface. At the top, it displays 'Test Section: Reading', 'Question: 2 of 2', and 'Time: 20:00'. On the right, there are 'Testing Tools' including 'Review', 'Help', 'Back', and 'Next'. The main content area contains a question: 'Which sentence below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.' Below the question are four radio button options. To the right of the options is a passage excerpt: 'account for most of the consumption of the world's resources, although within these societies the resources are distributed unevenly among people of different classes. Both wealthy societies and wealthy individuals consume most goods and services, but they also produce most of the world's hazardous waste. Are there enough resources to go around? The question concerns our planet's carrying capacity, that is, the number of people that Earth can support. Estimates range from a few billion to over 40 billion people. However, it is difficult to reach a precise figure since there are so many factors involved. For example, are we talking about staying alive or living with dignity? If we factor in the quality of life, then the carrying capacity of Earth will be much smaller than if we simply estimate how much food it takes to avoid starvation.'

The correct answer is *Earth can support fewer people if the quality of life is considered and more people if avoiding starvation is most important*. Look at the information in the original sentence and how it is paraphrased in the correct answer:

Original Sentence

If we factor in the quality of life

then the carrying capacity of Earth will be much smaller than

if we simply estimate how much food it takes to avoid starvation

Paraphrase

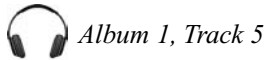
if the quality of life is considered

Earth can support fewer people

if avoiding starvation is most important

The other three answers do not accurately express the essential information in the original sentence.

2.2 Listening for Details



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

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

2. Which sounds could contribute to hearing loss?

Click on 2 answers.

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



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

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

Therefore, the correct answer is *90 decibels*.

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

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

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

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

2.2 DETAILS



1. Details

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

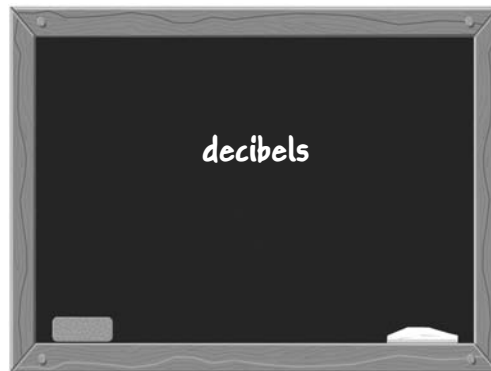
TOEFL questions about details sound like this:

What does the woman want to know?
 What does the man suggest the woman do?
 What reason is given for ____?
 What does the professor say about ____?
 How does the speaker describe ____?
 What point does the professor make about ____?
 What ____?
 Who ____?
 Where ____?
 When ____?
 Which ____?
 How ____?
 Why ____?

2. Taking Notes

During the test, you will hear each conversation and lecture only one time. You may take notes while you listen. Taking notes will help you remember important details, so it is a useful skill to develop.

In lectures, the speaker will often define and explain key terms. Sometimes you will see a blackboard with key words or phrases. Whenever you see a blackboard, listen carefully and take notes about that information because there is likely to be a question about it.



3. Content Words

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



Album 1, Track 5

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

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

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



Stop

LISTENING

4. Answer Choices

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

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

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

2.2 DETAILS

Exercise 2.2.C

Listen to the recording and choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each lecture.



Album 1, Track 8

- What is a pigment?
 - A chemical used for cleaning painting equipment
 - A cover to protect paintings from the effects of sunlight
 - A substance that gives its color to another material
 - A synthetic fabric that is suitable for painting on
- According to the instructor, what characteristic should a pigment have?
 - Ability to be applied at any temperature
 - Ability to dry quickly after application
 - No loss of strength when dissolved
 - No harmful reaction with other pigments
- How are pigments generally classified?
 - By origin
 - By texture
 - By color
 - By quality
- Which natural pigment did the Romans obtain from a shellfish?
 - Raw umber
 - Indigo
 - Tyrian purple
 - Ochre
- According to the instructor, why are synthetic pigments superior to natural pigments?

Click on 2 answers.

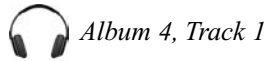
 - They last for a longer time.
 - They have a smoother surface.
 - They are less expensive.
 - They provide stronger, brighter colors.
- What is the lecture mainly about?
 - What parents should consider when buying toys for young children
 - Differences between children and monkeys in their choice of toys
 - The importance of play in the socialization of preschool children
 - The relationship of gender and toy preferences in young children
- According to the professor, what does research reveal about toy choices in the youngest children?
 - Very young children prefer brightly colored toys.
 - There are few differences between boys and girls.
 - Children do not always like the toys they are given.
 - The research on this topic has been controversial.
- According to research mentioned by the professor, what types of toys do male monkeys prefer?
 - Cars and balls
 - Paper and crayons
 - Dolls and pots
 - Blocks and sticks
- At what age do children start showing gender differences in their choice of toys?
 - Two
 - Five
 - Eight
 - Twelve
- What is the main point made in the lecture?
 - It is a sexist plot to have different toys for boys and girls.
 - Girls like playing with dolls because of social conditioning.
 - Most children do not care if their toys are for boys or girls.
 - Boys and girls naturally prefer different types of toys.




Stop

2.5 FUNCTION

2.5 Understanding Function



Why does the professor say this: 

- To invite the student to a meeting
- To suggest where the student can find more information
- To tell the student that his research is incomplete
- To signal an end to the conversation



The student is asking the professor for advice about a project. The professor makes some suggestions, but then she says:

Is that all? I have a faculty meeting in five minutes.

The professor does not directly state her true meaning. She says that she has a faculty meeting in five minutes, but her full meaning is that she must end the conversation in order to attend the meeting. Therefore, the correct answer is *To signal an end to the conversation*. You must use your understanding of the context to infer the function of her statement.



STUDY

1. Language Function

Language has a **function**, a communication purpose in a particular setting. Words, phrases, and sentences convey meaning by serving a specific function in a social context.

Speakers use language for various functions. They use language to express feelings such as likes, dislikes, agreement, disagreement, interest, surprise, disbelief, confusion, and anxiety. They also use language to manage conversations, for example, to indicate a change of topic or to end a conversation.

TOEFL questions about function sound like this:

- Why does the speaker say this: 🎧
- What can be inferred about the professor?
- What can be inferred about the student when he says this: 🎧
- What does the professor imply when she says this: 🎧
- What does the man mean when he says this: 🎧
- How does the woman feel about _____?
- Select the sentence that best expresses how the man probably feels.

Speakers may use language to perform the following functions in conversations and lectures:

- | | |
|----------------------------------|-------------------------|
| Signal a change of topic | Introduce a new concept |
| Point out a mistake | Give an example |
| Express surprise or disbelief | Emphasize importance |
| Express disagreement | Start a digression |
| Ask for clarification | Tell a personal story |
| Signal the end of a conversation | Draw a conclusion |

2. Indirect Meaning and Purpose

A speaker's true meaning and purpose may be different from what the actual words denote. A speaker may convey meaning indirectly, for example, by emphasizing key words. A speaker may use pauses and intonation to communicate his or her level of certainty. Listening carefully to a speaker's voice can help you understand the true meaning behind the words.

Understanding function sometimes requires you to make an *inference*, a conclusion based on what a speaker implies. For example, when one student says to another student:

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

You can infer that the student probably means:

“I disagree with your solution to the problem.”

When a professor tells a personal story or digresses from the main topic, he or she will sometimes indicate this. For example, the professor may say:

“Speaking of strange occurrences, that reminds me of something that happened when I was in college.”

or

“In the news today—you don't have to take notes about this—but did anyone notice the story about squirrels?”

You can infer that what the professor says after that will be a personal story or a digression from the main idea or purpose.

2.5 FUNCTION

3. Context Clues

When a speaker's meaning is not directly stated, you must infer the true meaning by considering the context in which the statement is made. Listen again to the recording for the Focus exercise. Listen for clues to the context and for key sentences that express function.



Album 4, Track 1

- M: Professor Engel, I need to ask you something about my project.
- W: All right.
- M: Could I ... uh ... I'm having trouble finding enough information to support my thesis. I mean, I found a couple of articles, but they're kind of old. There don't seem to be any studies more recent than five years ago.
- W: Did you check the list of abstracts in the database I talked about in class?
- M: Yes, but I still couldn't find much.
- W: Maybe you need to refine your search.
- M: Maybe ... uh ... all right. I guess I can keep trying. I'll also go through the articles I found more carefully. There's probably something in there I can use.
- W: Is that all? I have a faculty meeting in five minutes.
- M: Uh... There is something else I wanted to talk about, another idea I have. I'll come back tomorrow during your office hours.
- W: All right, Dylan. See you then.



Stop

The context of the conversation is an encounter between a student and a professor in which the student asks for advice about his project. After making a few suggestions, the professor signals that she does not have time to continue the conversation now. She says *Is that all? I have a faculty meeting in five minutes.* The student signals that he understands when he says *I'll come back tomorrow during your office hours.*


4. Answer Choices

In questions about function, an answer choice may be incorrect because it:

- ✎ is not supported by what the speakers state or imply; or
- ✎ cannot reasonably be concluded from the context.


PRACTICE
Exercise 2.5.A


Listen to the recording and choose the best answer to each question. To make this practice more like the real test, cover the questions and answers during each conversation.


Album 4, Track 2

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


What can be inferred about the woman?

- (A) She thinks the requirements are unfair.
- (B) She does not mind filling out forms.
- (C) She is confused by what the man said.
- (D) She does not enjoy writing essays.

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

What does the woman mean?

- (A) She is asking for clarification.
- (B) She is suggesting that he made a mistake.
- (C) She is expressing doubt in her writing ability.
- (D) She is protesting the requirements.

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


What does the man imply?

- (A) She has little chance of winning a scholarship.
- (B) An essay will strengthen her application.
- (C) It will not matter if her application is late.
- (D) The requirements are unnecessarily complex.


4. Why does the student speak to his professor?

- (A) He needs clarification about an assignment.
- (B) He wants advice about organizing his paper.
- (C) He is concerned about his grade for the course.
- (D) He wants permission for his brother to visit class.

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

What does the professor imply when she says this: 

- (A) He does not have to drive his brother all the time.
- (B) Riding the bus is less expensive than driving a car.
- (C) The bus system is confusing to some people.
- (D) She looks forward to meeting his brother.

6. Why does the student say this: 

- (A) To help the professor better understand his problem
- (B) To convince the professor that he will complete the work
- (C) To show the professor that he is not worried about his grade
- (D) To state that he will turn in his assignments the next day

 *Stop*

3.1 DEVELOPING A TOPIC

3.1 Independent Speaking: Developing a Topic



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

What new skill would you like to learn? Why do you want to learn it?

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

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

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

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

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



1. The Independent Speaking Tasks

The first two speaking questions on the TOEFL are independent speaking tasks in which you will talk about familiar topics. You must use your own personal knowledge and experience to develop the topics.

In the first of these tasks, you will be asked to choose a relevant person, place, object, or event to talk about. You will present an opinion about this person, place, object, or event, and provide details and examples to support your choice.

After the speaking question is presented, you will have 15 seconds to prepare your response and 45 seconds to speak. Your response will be evaluated on how well you speak and on how well you develop the topic.

3.1 DEVELOPING A TOPIC

2. Developing a Topic

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

3. Sample Task

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

Task	Describe a person that you admire.
Topic	grandfather
Supporting Points and Details (why you admire your grandfather)	<ul style="list-style-type: none"> • 2 jobs <ul style="list-style-type: none"> • railroad • hotel • stories <ul style="list-style-type: none"> • fam. hist. • work

You have 45 seconds to speak. This is enough time to answer the question effectively. It is enough time to state your opinion about the topic and develop it with examples and personal experience. It is enough time to make six or seven statements.

4. Sample Response

"One person I admire is my grandfather. In his long life, my grandfather has done many things to admire. When he was a young man, he worked at two jobs to support his family. He was a railroad worker during the day, and he was a hotel clerk at night. Now my grandfather is old, and he tells many interesting stories about our family history. Some stories are about people he met at the railroad."

The sample response is successful because it clearly states an opinion:

"One person I admire is my grandfather."

The response gives appropriate reasons for this choice:

"...he worked at two jobs to support his family."
 "...he tells many interesting stories..."

Each reason is developed with details:

"He was a railroad worker during the day, and he was a hotel clerk at night."
 "...stories about our family history. ...about people he met at the railroad."

If you finish answering before the response time is up, restate your main idea. For example, for the task above, you might say:

"For these reasons, my grandfather is a person I admire very much."

3.1 DEVELOPING A TOPIC

 PRACTICE

Exercise 3.1.A

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

Preparation Time – 15 seconds

Response Time – 45 seconds

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

Answers to Exercise 3.1.A will vary.

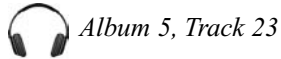
 EXTENSION

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

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

3.8 SUMMARIZING A PROBLEM

3.8 Integrated Speaking: Summarizing a Problem



What is the topic of the conversation? _____

What problem does the woman have? _____

What solutions do the speakers discuss? _____

What do you think the woman should do? _____

Why do you think she should do that? _____

One of the integrated speaking tasks on the TOEFL will have a conversation about a problem and solutions. You will listen to a conversation and then speak about what you have heard. You will describe the problem and talk about a possible solution to the problem.

3.8 SUMMARIZING A PROBLEM



STUDY

1. Integrated Listening–Speaking

On the TOEFL, two of the integrated speaking tasks involve the language skills of listening and speaking. In the first of these tasks you will:

- ✓ listen to a short conversation in which the speakers discuss a problem and possible solutions;
- ✓ summarize the problem in your own words; and
- ✓ state and support the solution you prefer.

This type of task looks like this:

Briefly summarize the problem the speakers are discussing. Then state which solution you would recommend. Explain the reasons for your recommendation.

The speakers discuss possible solutions to the man's problem. Briefly describe the problem. Then state which solution you prefer and explain why.

The students discuss a problem that the woman has. Briefly summarize the problem. Then state what you think the woman should do, and explain why.

2. Summarizing a Problem

A **summary** is a brief report of the important ideas. To **summarize** is to state the major ideas of a text in a shorter form. In the first listening–speaking task on the TOEFL, the major ideas will concern a problem and suggestions for how to solve it. Listen for a description of the problem. Listen for possible solutions to the problem. Take notes about the problem and the possible solutions.

After you listen to the conversation, the speaking task will appear. You have 20 seconds to prepare your response and 60 seconds to speak. Your response will be evaluated on how accurately you state the problem and how well you express and support the solution that you prefer.

3.8 SUMMARIZING A PROBLEM

3. Listening for Key Information

In the conversation, the speakers may use certain structures to identify the problem and to suggest solutions.

Identify Problem

I need help with _____.

I'm having trouble _____.

I just don't see how _____.

I can't figure out _____.

I'd like to _____ but _____.

If I _____, then I _____.

Suggest Solutions

You need to _____.

You should _____.

You'd better _____.

Couldn't you _____?

Why don't you _____?

Here's what you could do.

One thing you can do is _____.

Try _____.

If you _____, it might _____.

If I were you, I'd _____.

4. Making Yourself Understood

Your response will be easier to understand if each sentence conveys a complete thought. Keep your sentence structure fairly simple. Use transitions to connect ideas and make your speech coherent.

The following expressions will help you describe the problem and solutions.

The man's problem is that _____.

The woman wants to _____, but _____.

I think the woman should _____.

The solution I prefer is _____.

Your response will be easier to understand if you speak in phrases. This means grouping words together into idea units. For example, look at this sentence:

"I think the woman should quit the newspaper because then she would have more time for swimming practice."

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

"I think / the woman should / quit the newspaper / because then / she would have more time / for swimming practice."

3.8 SUMMARIZING A PROBLEM

5. Sample Task and Responses

*Album 5, Track 23*

(Narrator)

Listen to part of a conversation between two students.

M: The college newspaper is so much better now that you're the editor.

W: Thanks!

M: And you want to go to graduate school for journalism, so being editor is valuable experience.

W: Yes, I know. But, unfortunately, I might have to quit soon.

M: Quit? Why?

W: The paper takes a lot of time. There are so many meetings, and so much to do. I stay up late every night, and I have swimming practice early in the morning.

M: You can't quit the paper! You need to stay on as editor. The experience will help you get into graduate school.

W: I know. I'd like to stay at the paper, but if I quit, I'll have more time for swimming practice. My coach just recommended me for the sport scholarship, and he thinks I have a really good chance at winning this scholarship, if I just train a little harder. I'd have to get up earlier, but with my late nights at the newspaper ... well ... it's a conflict. I just don't see how I can do both.

M: Well, in that case, maybe you should leave the newspaper. Maybe the sports scholarship is more important.

W: The newspaper is important to me too, but it leaves me less time for swimming.

(Narrator)

The students discuss possible solutions to the woman's problem. Briefly describe the problem. Then state which solution you prefer and explain why.

*Stop**Preparation Time – 20 seconds**Response Time – 60 seconds*

The task requires you to do three things: (1) describe the woman's problem, (2) state your opinion about what the woman should do, and (3) explain why you think the woman should do that.

The key points in the conversation are:

- The woman has a conflict between her work as editor of the college newspaper and her chance at winning a sport scholarship. She stays up late for her newspaper work, but she has to get up early for swimming practice. She cannot continue to do both.
- One solution is to quit as editor of the newspaper so she has more time for swimming practice.
- Another solution is to stay as editor of the paper, which gives her experience that may help her get into graduate school.

3.8 SUMMARIZING A PROBLEM

The response should begin by describing the problem. Then it should state and support an opinion about which solution is better. Opinions will vary, so there is no single correct response.

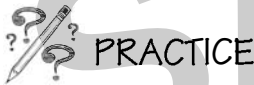
SAMPLE RESPONSE 1

"The woman's problem is a conflict between her work as editor of the newspaper and her time for swimming practice. The newspaper takes a lot of time, and she has to stay up late. However, she must get up early for swimming practice. Her coach recommended her for a sport scholarship, so she wants to quit the newspaper. I think the woman should quit the newspaper because then she would have more time for swimming practice. If she practices more, she can win a scholarship."

SAMPLE RESPONSE 2

"The woman is the editor of the college newspaper. It takes a lot of time. She has many meetings and stays up late every night. She also has a chance to win a scholarship for swimming, but she needs more time to practice. Her problem is that she must choose either to quit the newspaper or to stay. The solution I prefer is staying at the newspaper. The main reason is she wants to go to graduate school, and her experience will help her with that goal."

Both responses effectively address the task. They describe the problem clearly, state which solution is better, and support this opinion with one or more reasons.

**PRACTICE**

To make this practice more like the TOEFL, cover each question while you are listening to the audio. You may take notes, and you may use your notes to help you answer the question. When you hear the question, you may look at it and begin preparing your response. Record your response for each exercise.

Exercise 3.8.A

For this task, you will listen to a conversation. You will then be asked to talk about the information in the conversation and to give your opinion about the ideas presented. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.



Album 5, Track 24

Briefly summarize the problem the speakers are discussing. Then state which solution you would recommend. Explain the reasons for your recommendation.



Stop

Preparation Time – 20 seconds

Response Time – 60 seconds

4.3 DEVELOPING YOUR RESPONSE

4.3 Integrated Writing: Developing Your Response



Imagine you are enrolled in a university course that is studying the history of agriculture. Your class has read an article about the plow, and your professor has given a lecture on the same topic. Now your professor gives an assignment and announces that it is an “open-book” quiz. Here is the quiz:

Directions:	You have 20 minutes to plan and write your response. You may use your lecture notes and the article you read. The length of your response should be about 150 to 225 words.
Question:	Summarize the information about the plow, explaining differences between points in the article and the lecture.

What would you do? Check all of the things that you would do:

- Start writing quickly and stop when you have 150 words.
- Read the question carefully and think about what it asks you to do.
- Review the notes that you took during the lecture.
- Write about a topic that you like better.
- Plan what facts to present, and in what order.
- Select three points and write a paragraph about each.
- Develop important points with examples or reasons.

Is it a good idea to just start writing and stop when you have 150 words? Very few people can do that and have good results. It is better to read the question carefully and think about what it asks you to do.

Should you review your notes from the lecture? Of course! Should you write about a topic that you like better? Probably not, if you want a good score on the quiz.

Should you plan what facts to present, and in what order? Definitely yes! Should you select three points and write a paragraph about each? Good idea! Should you develop your ideas with examples and reasons? Absolutely!



1. Addressing the Task

There is no single correct response to the integrated writing question. There are several ways to address the task effectively. A successful response usually has between 150 and 225 words. A longer response is not always better than a shorter response. It is better to write a shorter response that answers the question completely than it is to write a longer response that does not answer the question completely, is filled with repetition, or contains many language errors.

4.3 DEVELOPING YOUR RESPONSE

2. Organization and Development

Your response will be evaluated on its organization, so you should present the information in a logical order. Begin with a short introduction stating the relationship of the lecture to the reading.

Each paragraph in the body of your response should convey one major point from the lecture and the reading. State the source of each point. Develop the points with relevant details. Be as thorough as you can, but use your time wisely. It is better to develop all points with minimal detail than to have an incomplete answer because you spent too much time on the first point. If you write three paragraphs, you have approximately five minutes to spend on each paragraph.

State one major point clearly in the first sentence of each paragraph. Then use the rest of the paragraph to provide examples, reasons, or other supporting details. Include at least one sentence about a relevant point from the reading. Paraphrase points from the reading in your own words as much as possible.

Your response should be clearly organized into paragraphs of approximately equal length. You can indicate the division into paragraphs in either of two ways:

- ↪ indent the first line of each paragraph; or
- ↪ leave a blank space between paragraphs.

3. Two Sample Plans

Here is one way to develop your response to the integrated writing task:

Introduction	State the relationship of the lecture to the reading.
Paragraph 1	State the first key point from the lecture. <ul style="list-style-type: none"> • Give supporting details from the lecture. • Explain how this relates to the reading.
Paragraph 2	State the second key point from the lecture. <ul style="list-style-type: none"> • Give supporting details from the lecture. • Explain how this relates to the reading.
Paragraph 3	State the third key point from the lecture. <ul style="list-style-type: none"> • Give supporting details from the lecture. • Explain how this relates to the reading.

Here is another way to organize and develop your response:

Introduction	State the relationship of the lecture to the reading.
Paragraph 1	Compare/contrast the first key point from the lecture with a point from the reading. <ul style="list-style-type: none"> • Compare/contrast details from the lecture and reading.
Paragraph 2	Compare/contrast the second key point from the lecture with a point from the reading. <ul style="list-style-type: none"> • Compare/contrast details from the lecture and reading.
Paragraph 3	Compare/contrast the third key point from the lecture with a point from the reading. <ul style="list-style-type: none"> • Compare/contrast details from the lecture and reading.

4.3 DEVELOPING YOUR RESPONSE

4. Writing Coherently

A well-organized response is coherent. **Coherence** is the quality of unity and order in a piece of writing. Writing is coherent when all of the ideas are connected logically. The following **transitions** and other expressions will help you express relationships between ideas and give your writing unity and coherence.

Connect Lecture to Reading

The lecture states that ____, while the reading states that ____.

The lecture ____. However, the reading ____.

The points in the lecture contradict/oppose/challenge/refute/cast doubt on the points in the reading.

The points in the lecture support/illustrate ideas in the reading.

Introduce Key Points

According to the lecture, ____.

The professor makes the point that ____.

The reading states that ____.

The lecture states that ____. This contradicts/opposes/challenges/refutes/casts doubt on the point in the reading that ____.

The lecture states that ____. This supports/illustrates the idea in the reading that ____.

First, ____. Second, ____. Third, ____. Finally, ____.

Introduce Examples or Reasons

because

for example

one example is

first

for instance

such as

Add Examples or Reasons

also

furthermore

next

another example is

in addition

second, third...

Show Contrast between Ideas

although

in contrast

on the contrary

but

is contrary to

on the other hand

however

is the opposite of

while

4.3 DEVELOPING YOUR RESPONSE

5. Sample Task and Responses

Read the passage and listen to the lecture and question. Then read the sample responses.

Reading Time – 3 minutes

The plow is one of our greatest inventions because it makes large-scale agriculture possible. The practice of turning the soil before planting is very old, but until the plow was invented, farming was limited to what humans could do by hand. The plow has enabled us to cultivate larger and larger areas of land, and in places where farming was previously impossible. Advances in plowing technology have made it possible to convert native grasslands into huge fields of corn and wheat.

Tilling the soil with a plow improves the soil in numerous ways. The plow turns over the upper layer of soil, bringing fresh nutrients to the surface. This also loosens and aerates the soil, improving its ability to hold moisture and nutrients. Freshly turned soil is darker in color, which enhances soil warming and thereby promotes seed germination. Turning the soil buries crop residues—the stalks, leaves, and roots remaining from the previous year's harvest—allowing them to break down more quickly. Plowing incorporates these residues into the soil, along with any manure, limestone, and commercial fertilizers that are applied. In addition, plowing creates a pattern of low and high ridges in the soil, forming water channels that allow the soil to drain properly.

The plow reduces the costs and labor requirements of agriculture. With the introduction of animal-drawn plows, fewer people were needed to till the same amount of land. In time, mechanized plowing further reduced labor requirements, permitting the labor of a few people to sustain many. The plow greatly reduced the amount of time needed to prepare a field, consequently allowing a farmer to work a larger area of land. This, in turn, increased each farmer's crop yields.

Listening



Album 6, Track 31

Writing Task

Summarize the points made in the lecture, being sure to explain how they challenge specific points made in the reading passage.



Stop

4.3 DEVELOPING YOUR RESPONSE

SAMPLE RESPONSE 1

Word count: 174

The points in the lecture challenge points in the reading. According to the lecture, the plow increases crops, but does not conserve for the future. The professor discussed no till farming, which is better. This challenges the point in the reading that the plow is a great invention because it makes large-scale agriculture possible.

Over use of the plow causes damage to the land. For example, it causes erosion by the wind. The dust bowl happened because there was no rain. As a result, the dry soil blew away in dust storms. The plow also causes erosion by water. It causes the run off of soil into lakes and rivers. This challenges the point in the reading that tilling the soil with a plow improves the soil.

Finally, the professor mentioned the economic advantages of no till farming. It saves fuel and labor costs. It requires 50% less fuel and a lower number of passes over a field. However, the reading passage states that the plow reduces the costs and labor requirements of agriculture.

SAMPLE RESPONSE 2

Word count: 208

The lecture criticizes the plow, while the reading passage discusses benefits of the plow. The lecture discusses benefits of farming without the plow.

First, the lecture states that farming without the plow can help develop sustainable agriculture. However, the reading passage emphasizes benefits of the plow for large-scale agriculture. Advances in plowing technology have made it possible to develop larger areas of land, where farming was previously impossible.

Second, the lecture states that the plow damages the soil, but the passage states that the plow improves the soil. The lecture mentions erosion; for example, the plow causes water to carry soil and fertilizer from the field. However, the passage states that plowing creates a pattern of low and high ridges in the soil, and channels allow the soil to drain properly.

Third, the lecture states that no till farming leaves crop residues on the field, and this improves the soil. However, the passage states that plowing incorporates these residues into the soil. Furthermore, plowing loosens and aerates the soil.

Finally, the lecture states that farming without the plow will save fuel and labor costs. In contrast, the reading states that the plow reduces costs. With the plow, fewer people were needed to till the same amount of land.

Both sample responses effectively address the task. Both responses accurately connect information from the lecture and reading. Both develop key points with details from the two sources. Both use transitions to make the writing coherent. Both would receive a high score on the TOEFL.

6. Things to Consider

- ✎ An effective response will generally have at least three paragraphs and a total word count of 150 to 225 words. On the TOEFL, the computer will keep a current count of how many words you write.
- ✎ As you complete each writing task in the Practice exercises of this book, count the words in your response. Most word processing software has a tool for word count. Try to write at least 150 words, with body paragraphs of approximately equal length. Write more if you can, but make sure you have at least 150 words.

ANSWER KEY

Page 14 in this Sample Packet

EXERCISE 2.2.C (p. 208)

1. C The instructor says: *...it's the pigment that gives the paint its color.*
2. D The instructor says: *A pigment should not exert a harmful chemical reaction upon the medium, or upon other color pigments it is mixed with.*
3. A The instructor says: *Generally, pigments are classified according to their origin, either natural or synthetic.*
4. C The instructor says: *...Tyrian purple, the imperial purple the Romans prepared from a shellfish native to the Mediterranean.*
5. A, D Synthetic pigments are superior because they last for a longer time: *Inorganic synthetic colors...are generally the most permanent for all uses. In contrast, pigments from natural sources are less permanent than the average synthetic color.* They also provide stronger, brighter colors: *Synthetic organic pigments provide colors of unmatched intensity and tinting strength. The synthetic counterparts of the yellow and red earths are more brilliant and...are superior in all other respects to the native products.*
6. D The professor mainly talks about the relationship of gender and toy preferences in young children. She says: *...pick their toys based on gender; ...two of the girls usually went straight to the kitchen area...; One girl usually sat at the table, coloring...; The boys usually spent most of the hour with blocks...; ...the research supports the idea that most boys and girls are naturally drawn to different types of toys.... (2.1)*
7. B The professor says: *Research shows that two-year-old boys like to play with dolls and kitchen sets as much as little girls do; ...younger children of both sexes play with both dolls and trucks, with no apparent thought of being a boy or girl.*
8. A The professor says: *...male monkeys spent more time playing with cars and balls....*
9. B The professor says: *...by age five or so, most will tell you those toys are for girls; ...around age five, the boys start moving away from kitchen play, and the girls start ignoring cars and trucks.*
10. D The professor's main point is that boys and girls naturally prefer different types of toys. She says: *I believe—and research supports this—that a child's choice of toys is a natural occurrence, not a sexist plot by society; ...the research supports the idea that most boys and girls are naturally drawn to different types of toys.... (2.1)*

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EXERCISE 2.5.A (p. 249)

1. D The man says that some scholarship applications require an essay. The woman responds with *Oh, great...my favorite thing*, but her tone of voice conveys the opposite. You can infer that she does not enjoy writing essays.
2. A The woman is asking for clarification. The man says: *You don't even have to write a different essay for each application.* However, earlier he said: *Each scholarship has its own requirements.* The woman wants him to clarify the essay requirement.
3. B The man says: *If an essay isn't required, write one anyway and attach it to your application.* You can infer that he thinks an essay will strengthen her application.
4. C The student is concerned about his grade for the course. He says: *It's about my midterm grade. I...I'm surprised it's so low. (2.3)*
5. A The professor implies that the student does not have to drive his brother all the time. The student says that he is helping his brother find a place to live. His brother does not have a car, so he must drive him everywhere. The professor mentions the bus system to suggest an alternative solution.
6. B The student's purpose is to convince the professor that he will complete the work. He asks if he may make up some assignments, and the professor agrees, but he needs to do the work as soon as possible.

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EXERCISE 3.8.A (p. 315)

Key points:

- The man's elbow is sore. He thinks he hurt it, but he doesn't want to miss baseball practice. He has already missed too much practice and is concerned the coach will put him off the team.
- One possible solution is to go to the clinic and see a doctor, but then he would miss baseball practice.
- Another solution is to go to practice, but also tell his coach about his elbow.
- Opinions about the preferred solution will vary.

Album 1, Track 5

2.2 LISTENING FOR DETAILS

Focus (p. 203)

Listen to a professor talk about hearing loss.

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

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

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

Now choose the best answer to each question.

1. At what decibel level does the risk of hearing loss begin?
2. Which sounds could contribute to hearing loss?

Album 1, Track 8

Exercise 2.2.C (p. 208)

Questions 1 through 5. Listen to a talk in an art class. The instructor is talking about pigments.

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

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

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

Today, many pigments are synthetic varieties of traditional inorganic and organic pigments. Synthetic organic pigments

provide colors of unmatched intensity and tinting strength. The synthetic counterparts of the yellow and red earths are more brilliant and, if well prepared, are superior in all other respects to the native products. Inorganic synthetic colors made with the aid of strong heat are generally the most permanent for all uses. In contrast, pigments from natural sources are less permanent than the average synthetic color.

1. What is a pigment?
2. According to the instructor, what characteristic should a pigment have?
3. How are pigments generally classified?
4. Which natural pigment did the Romans obtain from a shellfish?
5. According to the instructor, why are synthetic pigments superior to natural pigments?

Questions 6 through 10. Listen to part of a lecture in a sociology class.

So... when children grab for their favorite toys, what's guiding them? Is it social conditioning, or is it nature? Research shows that two-year-old boys like to play with dolls and kitchen sets as much as little girls do. Still, by age five or so, most will tell you those toys are for girls. The older they get, the more children will say that a certain toy is either for girls or for boys. How do they learn this?

I believe—and research supports this—that a child's choice of toys is a natural occurrence, not a sexist plot by society. Studies show that monkeys, like children, pick their toys based on gender. When male and female monkeys were given a wide choice of toys to play with, male monkeys spent more time playing with cars and balls, and females spent more time with dolls and pots.

In one study of human children, researchers observed children playing with toys in a preschool class. There were eight boys and three girls in the class. During the hour for free play, two of the girls usually went straight to the kitchen area and stayed there most of the hour. One girl usually sat at the table, coloring and drawing pictures. The boys usually spent most of the hour with blocks—building towers and then knocking them down.

I'll briefly summarize the rest of their findings. First, they observed that younger children of both sexes play with both dolls and trucks, with no apparent thought of being a boy or girl. But around age five, the boys start moving away from kitchen play, and the girls start ignoring cars and trucks. Older kids of both sexes like blocks. And ... sometimes kids will hear that they shouldn't play with something because it's a boy or girl toy. Sometimes an older kid tells them; sometimes it's a parent.

So, it seems that parents and older children do reinforce the gender stereotypes to some extent. But still, despite some minor evidence of social conditioning, the research supports the idea that most boys and girls are naturally drawn to different types of toys, and it doesn't matter what their parents and society teach them.

6. What is the lecture mainly about?
7. According to the professor, what does research reveal about toy choices in the youngest children?
8. According to research mentioned by the professor, what types of toys do male monkeys prefer?
9. At what age do children start showing gender differences in their choice of toys?
10. What is the main point made in the lecture?

Album 4, Track 1

2.5 UNDERSTANDING FUNCTION

Focus (p. 246)

Listen to a conversation between a student and a professor.

- M: Professor Engel, I need to ask you something about my project.
 W: All right.
 M: Could I ... uh ... I'm having trouble finding enough information to support my thesis. I mean, I found a couple of articles, but they're kind of old. There don't seem to be any studies more recent than five years ago.
 W: Did you check the list of abstracts in the database I talked about in class?
 M: Yes, but I still couldn't find much.
 W: Maybe you need to refine your search.
 M: Maybe ... uh ... all right. I guess I can keep trying. I'll also go through the articles I found more carefully. There's probably something in there I can use.
 W: Is that all? I have a faculty meeting in five minutes.
 M: Uh... There is something else I wanted to talk about, another idea I have. I'll come back tomorrow during your office hours.
 W: All right, Dylan. See you then.

Why does the professor say this:
 "Is that all? I have a faculty meeting in five minutes."

Album 4, Track 2

Exercise 2.5.A (p. 249)

Questions 1 through 3. Listen to part of a conversation in a university office.

- W: Hello. Is this where I can get a scholarship application?
 M: Yes. Which scholarship are you applying for?
 W: Oh ... um, there are three that I'm interested in.
 M: Okay. Each scholarship has its own requirements. For every one, there's a form to fill out. Some of them require recommendations from faculty or a list of references—
 W: Uh—huh.
 M: —and some require an essay.
 W: Oh, great ... my favorite thing.
 M: Sorry?
 W: Oh, nothing. Well, here's the list of the scholarships I'm applying for.
 M: Okay. Let me get you those packets.
 W: Thanks. What kind of essay do they want?
 M: Oh, usually it's a general statement about what your goals are, you know, and how your program of study will help you achieve those goals. That lets the scholarship committee understand more about you.
 W: That sounds easy enough.
 M: There's nothing hard about it. You don't even have to write a different essay for each application.
 W: But didn't you just say that each one has different requirements?
 M: They do, but they're all pretty similar. All of them want to know the same things about you. You can write a basic statement about your goals and then vary it a little for each individual application.
 W: Do you think that would be enough?
 M: Oh, sure. One thing I would say, though, is you should get your applications in early. You'll go crazy if you wait until the last minute. If an essay isn't required, write one anyway and attach it to your application.
 W: Really? Do you think I should?
 M: It can't hurt.

- Listen again to part of the conversation. Then answer the question.
 "Okay. Each scholarship has its own requirements. For every one, there's a form to fill out. Some of them require recommendations from faculty or a list of references—" "Uh—huh." "—and some require an essay." "Oh, great ... my favorite thing." What can be inferred about the woman?
- Listen again to part of the conversation. Then answer the question.
 "There's nothing hard about it. You don't even have to write a different essay for each application." "But didn't you just say that each one has different requirements?" What does the woman mean?
- Listen again to part of the conversation. Then answer the question.
 "If an essay isn't required, write one anyway and attach it to your application." "Really? Do you think I should?"

“It can’t hurt.”

What does the man imply?

Questions 4 through 6. Listen to a conversation between a student and a professor.

- M: Excuse me, Dr. Kline. Do you have a minute?
 W: Hello, Daniel. Come on in. What can I do for you?
 M: It’s about my midterm grade. I ... I’m surprised it’s so low. I work hard. I, uh, spend a lot of time studying.
 W: Oh. Well, let’s have a look at your assignments ... here we go. Okay, I’ve pulled up your record. Hmm ... you had a “C” on the midterm exam and a “B” on your first paper. But unfortunately, I don’t have anything here for the second and third papers.
 M: I know ... I’ve been sort of busy. My younger brother’s starting classes here in January, and I have to show him around and help him find a place to live. He’s staying with me for now, but he doesn’t have a car, so I have to drive him everywhere.
 W: Does your brother know about the bus system?
 M: Uh, it’s kind of a problem. My parents want me to help him get settled.
 W: I see. That does make it tough for you.
 M: Would it be all right if I made up those two assignments? I started one of them, but I didn’t have time to finish typing it.
 W: Yes, of course you can make up the work, but you need to do that as soon as possible. Remember, these short papers, together with the term paper, count for 50 percent of your final grade.
 M: I know. Don’t worry. I’ll get it together.
 W: Okay then.
 M: Thanks, Dr. Kline. I appreciate your time.

4. Why does the student speak to his professor?
 5. Listen again to part of the conversation. Then answer the question.

“I know ... I’ve been sort of busy. My younger brother’s starting classes here in January, and I have to show him around and help him find a place to live. He’s staying with me for now, but he doesn’t have a car, so I have to drive him everywhere.”

“Does your brother know about the bus system?”

What does the professor imply when she says this:

“Does your brother know about the bus system?”

6. Why does the student say this:
 “Don’t worry. I’ll get it together.”

3.8 INTEGRATED SPEAKING: SUMMARIZING A PROBLEM

Focus (p. 311), Study (p. 314)

Album 5, Track 23

Listen to part of a conversation between two students.

- M: The college newspaper is so much better now that you’re the editor.
 W: Thanks!
 M: And you want to go to graduate school for journalism, so being editor is valuable experience.
 W: Yes, I know. But, unfortunately, I might have to quit soon.
 M: Quit? Why?
 W: The paper takes a lot of time. There are so many meetings, and so much to do. I stay up late every night, and I have swimming practice early in the morning.
 M: You can’t quit the paper! You need to stay on as editor. The experience will help you get into graduate school.
 W: I know. I’d like to stay at the paper, but if I quit, I’ll have more time for swimming practice. My coach just recommended me for the sport scholarship, and he thinks I have a really good chance at winning this scholarship, if I just train a little harder. I’d have to get up earlier, but with my late nights at the newspaper ... well ... it’s a conflict. I just don’t see how I can do both.
 M: Well, in that case, maybe you should leave the newspaper. Maybe the sports scholarship is more important.
 W: The newspaper is important to me too, but it leaves me less time for swimming.

The students discuss possible solutions to the woman’s problem. Briefly describe the problem. Then state which solution you prefer and explain why.

AUDIO SCRIPTS

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Exercise 3.B.A (p. 315)

Album 5, Track 24

Listen to a conversation between two students.

- W: Is something wrong with your arm?
M: Not really, it's just that my elbow is bothering me. It's been sore lately. I think I hurt it.
W: That's too bad. Why don't you go to the clinic and have someone look at it?
M: Oh, it's not that bad. It's just a little sore.
W: But you're holding your arm in a funny way. You should have a doctor check it. You could do it now. We're heading toward the clinic right now.
M: I don't have the time to go to the clinic right now. I have baseball practice at three o'clock.
W: Baseball practice! You shouldn't play baseball if your elbow hurts!
M: I can't afford to miss any more practices. I've missed too much already, and my coach will be angry. He said he'd put me off the team if I miss another practice. I don't want that to happen. Baseball is important to me. I can't let the team down.
W: Then you'd better go to practice, but be sure to tell your coach about your elbow. Tell him you hurt it. You need to give it a rest. You could make it a lot worse if you're not careful.

Briefly summarize the problem the speakers are discussing. Then state which solution you would recommend. Explain the reasons for your recommendation.

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4.3 INTEGRATED WRITING: DEVELOPING YOUR RESPONSE

Study (p. 375)

Album 6, Track 31

Now listen to part of a lecture on the topic you just read about.

The plow is responsible for larger crop yields, but there are also some problems with it. For one thing, simply producing large amounts of food is not enough. Food has to be produced in a sustainable way so natural resources are conserved for future generations. No-till agriculture—farming without the plow—has the potential to help develop a more sustainable agriculture.

Another problem is that overuse of the plow is a major cause of damage to the land. Plowing leaves the soil vulnerable to erosion by wind and water. An example is the Dust Bowl disaster, when extensive plowing, combined with long periods of no rain, caused the dry topsoil to be blown away in dust storms. Plowing also increases erosion by water, and the channels in fields promote the runoff of soil and fertilizers into lakes, rivers, and oceans.

In contrast, no-till farming minimizes soil damage. Instead of plowing under the remains of last year's crop—stalks and other litter—farmers leave it on the fields, where it acts as mulch to conserve water and protect the soil from erosion. Leaving crop residue in place increases levels of organic matter and improves soil productivity.

Finally, overuse of the plow is a threat to rural livelihoods, particularly in the developing world. No-till farming has economic advantages. For example, the number of passes over a field needed to grow and harvest a crop decreases from seven or more to about four, thereby saving fuel and labor costs. In fact, no-till farming uses 50 percent less fuel, and 30 to 50 percent less labor than plow-based farming. This means a significantly lower production cost per acre.

Summarize the points made in the lecture, being sure to explain how they challenge specific points made in the reading passage.