**TOELF 1: Listen to a conversation between a student and the professor**

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| **Student** | Excuse me, Professor Thomson, I know your office hours are tomorrow, but I was wondering if you had a few minutes free now to discuss something. |
| **Professor** | Sure John!  What do you want to talk about? |
| **Student** | Well!  I have some quick questions about how to write up the research project I did this semester, about climate variations. |
| **Professor** | Oh! Yes!  You were looking at variations in climate in the grant city area, right? How far along have you gotten? |
| **Student** | I’ve got all my data, so I’m starting to summarize it now, preparing graphs and stuff.  But I’m just, I’m looking at it and I’m afraid that it’s not enough, but I’m not sure what else to put in the report. |
| **Professor** | I hear the same thing from every student.  You know, you have to remember now, that you’re the expert on what you’ve done.  So, think about what you’ve need to include if you were going to explain your research project to someone with general or casual knowledge about the subject, like… like your parents.    That’s usually my rule of thumb: Would my parents understand this? |
| **Student** | Ok, I get it! |
| **Professor** | I hope you can recognize by my saying that how much you do know about the subject. |
| **Student** | Right, I understand.  I was wondering if I should also include the notes from the research journal you suggested I keep. |
| **Professor** | Yes, definitely!  You should use them to indicate what your evolution in thought was through the time.  So, just set up, you know, what was the purpose of what you ware doing to try to understand the climate variability of this area and what you approach was. |
| **Student** | Ok!  So, for example, I studied meteorological records.  I looked the climate charts, I used different methods for analyzing the data like certain statistical tests.  And then discuss the results. Is that what you mean? |
| **Professor** | Yes, that’s right.  You should include all of that. The statistical tests are especially important.  And also, be sure you include a good reference section where all you published and unpublish data came from,  ´cause you have a lot of unpublish climate data. |
| **Student** | Hmmm. Something just came into my mind and went out the other side. |
| **Professor** | That’s happens to me a lot, so I’ve come up with a pretty good memory management tool.  I carry a little pad with me all the time and jot down questions or ideas that I don’t want to forget.  For example, I went to the doctor with my daughter and her baby son last week and we knew we wouldn’t remember everything we wanted to ask the doctor, so we actually made a list of five things we wanted answers to. |
| **Student** | A notepad is a good idea, since I’m so busy now at the end of the semester, I’m getting pretty forgetful these days. I just remembered what I was trying to say before. |
| **Professor** | Good.  I was hoping you’ve come up with it. |
| **Student** | Yes, It ends up that I have data on more than just the immediate Grant City area, so I also included some regional data in the report.  With everything else it should be a pretty good indicator of the climate in this part of the state. |
| **Professor** | Sounds good.  I’d be happy to look over a draft version before you hand in the final copy, if you wish. |
| **Student** | Great!  I’ll plan to get you a draft of the paper by next Friday. Thanks very much.  Well, See you! |
| **Professor** | OK! |
|  | **Research**:  **Stuff**: Materia, cosa.  **Thumb**: Pulgar  **Pad**: Block  **Jot Down**: Anotar, apuntar. |
|  | **1 - Why does the man go to see the professor?**  C (To talk about report he’s writing).  **2 – What information will the man include in his report?**  ABAA  **3 – Why does the professor tell the man about the appointment at the doctor’s office?**  A (To demonstrate a way of remembering things).  **4 – What does the professor offer to do for the man?**  D (Review the first version of his report)  **5 – Why does the professor say this?**  B (To offer encouragement) |

**TOEFL 2: Listen to part of the psychologic lecture, the professor is discussing behaviorism**

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| **Professor** | Now, many people consider John Watson to be the founder behaviorism, and like other behaviorist, he believes that psychology should study only the behaviors they can observe and measure. They’re not interested in mental processes, while a person could describe his thoughts, no one else can see or hear them to verify the accuracy of his report. But one thing you can observe is muscular habits. What Watson did was to observe muscular habits because he viewed them as a manifestation of thinking. One kind of habit that he studied are laryngeal habits. Watson thought laryngeal habits, you know… from larynx, in other words to related to voice box… He thought those habits were and expression of thinking. He argued that for very young children thinking is really talking out loud to oneself because they talk out loud even if they’re not try to communicate with someone in particular. As the individual matures, that overt talking to oneself becomes covert talking to oneself but thinking still shows up as the laryngeal habit.  One of the bits of evidence that supports this is that when people are trying to solve a problem, they, umm, typically have increased muscular activity in the throat region. That is, if you put electrodes on the throat and measure muscle potential muscle-activity, you discover that when people are thinking, like if they’re diligently trying to solve a problem. That, there is muscular activity in the throat region. So Watson made the argument that problem solving or thinking, can be defined as a set of behaviors, a set of responses, and in this case the response he observed was the throat activity. That’s what he means when he calls it a laryngeal habit. Now, as I am thinking about what I’m going to be saying, my muscle in my throat are responding.  So, thinking can be measured as muscle activity. Now the motor theory… yes? |
| **Student** | Professor Blake, umm  Did it happen to look at people who sign? I mean deaf people? |
|  | He did indeed, and to jump ahead, what one finds in deaf individual who use sign language when they’re given problems of various kinds, they have muscular changes in their hands when they are trying to solve a problem…  Muscle changes in the hand, just like the muscular changes going on in the throat region for speaking individuals.  So, for Watson, Thinking is identical with the activity of muscles. A related concept of thinking was developed by William James. It’s called Ideomotor action. Ideomotor action is an activity that occurs without our noticing it, without our being aware of it. I’ll give you one simple example, if you think of locations, there tends to be eye movement that occurs with you thinking about that location. In particular from where we’re sitting, imagine that you’re asked to think of our university library. Well if you closed your eyes and think of the library, and if you’re sitting directly facing me, then according to this notion, your eyeball will move slightly to the left, to your left, ‘couse the library’s that general direction. James and others said that this is an idea leading to a motor action, and that was called Ideomotor action, an idea leads to motor-activity. If you wish to impress your friends and relatives, you can change this simple process into a magic trick. Ask people to do something such as I’ve just described: Think of something on their left; think of something on their right. You get them to think about two things on either side with their eye closed. And you watch their eyes very carefully. And if you do that, you’ll discover that you can see rather clearly the eye movement. That is you can see the movement of the eyeballs. Now then you say, think of either one I’ll tell which you’re thinking of.  Ok, well, Watson makes the assumption that muscular activity is equivalent to thinking. But given everything we’ve been talking about here, one has to ask, are there alternatives to his motor theory. This claim that muscular activities are equivalent to thinking? Is there anything else that might account for this change in muscular activity, other than saying that it is thinking? And the answer is clearly yes. Is there any way to answer the question definitively? I think the answer is no. |
|  | **Overt**: Abierto, Público, evidente.  **Covert**: Encubierto, secreto.  **Diligently**: Diligentemente.  **Deaf**: Sordo.  **Indeed**: En efector, en realidad, verdaderamente.  **Aware**: Conciente.  **Tend**: Tender.  **Eyeballs**: Glóbulos oculares.  **Slight**: Leve.  **Rather**: Más bien, bastante. |
|  | **6 – What is the professor mainly discussing?**  C (A theory about the relationship between muscle activity and thinking)  **7 – Why does the professor say this?**  B (To explain the meaning of a term)  **8 – Why does the professor say about people who use sign language?**  C (The muscles in their hand move when they solve a problem)  **9 – What point does the professor make when he refers to the university library?**  C (Students’ ayes will turn toward it if they think about it)  **10 – The professor describes a magic trick to the class, what does the magic trick demonstrate?**  A (An action people make that they are not aware of)  **11 – What is the professor’s opinion of the motor theory of think?**  D (It cannot be completely proved or disproved |

**TOELF 3**

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**TOEFL 4**

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**TOEFL 5**

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**TOEFL 6**

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