

Vocabulary Exercise 17

- | | |
|------------------|--------------------|
| 1. (C) warp | 9. (A) wake |
| 2. (B) wholesome | 10. (B) whiff |
| 3. (B) yields | 11. (C) wrinkles |
| 4. (C) wary | 12. (A) widespread |
| 5. (A) wares | 13. (C) zone |
| 6. (C) witty | 14. (B) well-to-do |
| 7. (A) wage | 15. (A) woes |
| 8. (C) wisely | |

Section 2: Guide to Listening

(The TOEFL iBT does not use the letters A, B, C, and D for the multiple-choice items. However, in these answer keys, A corresponds to the first answer choice, B to the second, C to the third, and D to the fourth.)

Preview Test

Answer Explanation

- | | |
|------------|---|
| 1. B | The student gets some basic information from the professor about the research paper that she must write for her geology class. The student then discusses a possible topic for that paper (predicting earthquakes through animal behavior) with the professor. |
| 2. C | The student says, "Professor Dixon? I'm Brenda Pierce. From your Geology 210 class . . . ?" Her questioning tone of voice indicates that she is not sure if Professor Dixon recognizes her. (Professor Dixon says that it is a large class.) |
| 3. A | The professor asks, "Did you oversleep? That's one of the problems with an eight o'clock class. I almost overslept myself a couple of times." This indicates that the professor assumes (believes) that the student missed class because she got up too late. |
| 4. D | The student says, "I saw this show on television about earthquakes, and it said that in uh, China, I think it was, they <i>did</i> predict an earthquake because of the way animals were acting." |
| 5. B | The student worries that the professor thinks her topic is not a good one. However, the professor says, ". . . just because this theory hasn't been proven doesn't mean you couldn't write a perfectly good paper about this topic . . . on the notion that animals can predict earthquakes. Why not? It could be pretty interesting. But to do a good job, you . . . you'll need to look at some serious studies in the scientific journals . . ." |
| 6. D | The professor says that the taiga is ". . . also called the 'boreal forest.'" |
| 7. B | The professor says, "This sub-zone—well, if you like variety, you're not going to feel happy here. You can travel for miles and see only half a dozen species of trees. In a few days, we'll be talking about the tropical rain forest; now <i>that's</i> where you'll see variety." The professor is emphasizing that there are very few species of trees in the closed forest by comparing it with tropical rain forests, where there are many species. |
| 8. B, C, A | The professor says that the closed forest, choice B, has "bigger needle-leaf trees growing closer together." In the mixed forest, choice C, "The trees are bigger still here, and you'll start seeing some broad-leaved trees, deciduous trees. You'll see larch, aspen, especially along rivers and creeks, in addition to needle-leaf trees." In the open forest, |

choice A, "The only trees here are needle-leaf trees—you know, evergreen trees, what we call coniferous trees. These trees tend to be small and far apart."

- | | |
|----------------|--|
| 9. B, D, E | The professor mentions the trees' dark green color (which absorbs the sun's heat), their conical shape (which prevents too much snow from accumulating on their branches), and the fact that they are "evergreen" trees (which allows them to start photosynthesizing right away in the spring) as adaptations to the cold. There is no mention of their bark or of their root systems. |
| 10. B | According to the professor, "There's one thing all these predators have in common, the ones that live there all year round . . . they all have thick, warm fur coats . . ." |
| 11. C | The professor says, ". . . only young moose are at risk of being attacked. The adult moose is the biggest, strongest animal found in the taiga, so a predator would have to be feeling pretty desperate to take on one of these." |
| 12. C, D, B, A | According to Professor Speed, Professor Longdell, who invented the case study method, "insisted that it was based on a system used by Chinese philosophers thousands of years ago." Professor Longdell first began using the case study method at Harvard School of Law in the 1870's. It was first used at Columbia University Law School "a couple of years after that." It was not used at Harvard School of Business until "probably about 1910, 1912, something like that." |
| 13. D | Professor Speed explains exhibits this way: "Exhibits . . . those are documents, statistical documents, that explain the situation. They might be, oh, spreadsheets, sales reports, umm, marketing projections, anything like that." |
| 14. B | The best answer is B; the professor is not <i>exactly</i> sure when case study was first used at Harvard Business School. That's why he says, ". . . When was it? Uh, probably about 1910, 1912, something like that . . ." Notice that choice A is not correct because, although he does ask a question ("When was it?"), he does not ask the class, he asks himself. |
| 15. A | Professor Speed says that the case study method is used in many fields of study. "For example, my wife . . . she teaches over at the School of Education . . . she uses cases to train teachers." |

	Yes	No
Analyze the business situation and exhibits	✓	
Role-play	✓	
Run a computer simulation		✓
Give a presentation and write a report	✓	
Visit a real business and attend a meeting		✓

The first phrase should be marked **Yes** because it is part of the process of case study. Professor Speed says that ". . . you have to analyze the situation, the data . . . Then you have to make decisions about how to solve these problems." The second phrase should also be marked **Yes** because the professor

says, "... solving the problem usually involves role-playing, taking on the roles of decision-makers at the firm." The third phrase should be marked **No**. Computer simulation is *another* method of studying business; it is not part of the case study method. The fourth phrase should be marked **Yes**. When Professor Speed is asked by a student how grades are calculated, Professor Speed tells him, "You give a presentation, an oral presentation ... and then you write a report as well. You get a grade, a group grade, on the presentation and the report." The last phrase should be marked **No**. Professor Speed does not mention that students will be visiting real businesses or attending meetings as part of the case study process.

17. A, D Choice A is correct because Professor Speed says, "That's the beauty of this method. It teaches teamwork and cooperation." Choice D is also a correct answer because a student asks the professor, "So *that's* why we study cases? I mean, because managers need to be able to make decisions ... and solve problems?" and the professor responds, "Exactly ... well, that's a big part of it, anyway."
18. B The presenter introduces the topic of Venus by saying, "Okay, to start off, I'm going to tell you what people, what they used to think about Venus." He goes on to explain several old beliefs about the planet.
19. A, D Choice A is correct. The presenter explains that, in the distant past, people thought that the object we now know as Venus was once thought to be two stars, Phosphorus, the morning star, and Hesperus, the evening star. Choice D is also correct. The speaker says, "a lot of people believed, for some reason, that there were these creatures on Venus who were superior to us, almost perfect beings, like angels or something."

	Similarity	Difference
Their ages	✓	
The directions in which they spin around their axes		✓
Their atmospheric pressures		✓
The presence of volcanoes	✓	
Their sizes	✓	

The first phrase is a **similarity**. The presenter says, "Venus is about the same size as Earth." The second phrase should be considered a **difference** between the two planets. The presenter says, "All the planets of the solar system turn on their axis in the same direction as they orbit the Sun. All except Venus, of course!" The third phrase is also a **difference**. According to the presenter, the atmosphere on Venus is "really thick ... so thick, it's like being at the bottom of an ocean on Earth." The fourth phrase should be considered a **similarity**. The presenter says that the space probe Magellan "found out that there are all these volcanoes on Venus, just like there are on Earth." The last phrase should likewise be considered a **similarity** because the presenter says that "Venus is about the same size as Earth."

21. B Choice A is true, so it is not the right answer. On Earth, a day lasts 24 hours, but a day on Venus lasts 243 Earth days. Choice B is *not* true and is the best answer. A year on Venus lasts 225 Earth days, but an Earth year last 365 Earth days. Choice C is true. A year on Venus lasts 225 Earth days, but a day on Venus lasts 243 Earth days. Choice D is also true. According to the speaker, a day on Venus is longer than a day on any planet in the solar system, including giant gas planets such as Jupiter.
22. A, D, C, B The presenter says that "The first one to go there, the first probe to go there successfully was Mariner 2 in, uh, 1962," so choice A should be listed first. Choice D should be placed in the second box. According to the presenter, the Soviet probe Venera 4 was sent to Venus in 1967. The presenter says Choice C, Venus Pioneer, was launched in 1978. Choice B, Magellan, should be placed in the last box because this probe went to Venus in 1990. However, although Magellan should be listed last, it is mentioned first in the presentation.
23. C The presenter says, "Well, Caroline will be giving the next report, which is about the third planet, and since we all live here, that should be pretty interesting." Since Caroline's presentation is about the planet where we all live, it must be about the Earth.

Lesson 9: Main-Topic and Main-Purpose Questions

Exercise 9.1

1. C 3. C 4. A 5. A
2. B

Exercise 9.2

1. D 4. D 6. A 8. B
2. B 5. C 7. C 9. D
3. A

Lesson 10: Factual, Negative Factual, and Inference Questions

Exercise 10.1

1. A 7. A 13. A 19. A
2. D 8. B, C 14. B 20. C
3. C 9. D 15. B, D 21. A, B
4. B 10. B 16. D 22. D
5. C 11. C 17. D
6. D 12. A, D 18. D

Exercise 10.2

1. A, C 12. D 23. D 34. B
2. B 13. A 24. A, D 35. B
3. C 14. A 25. B 36. A
4. B 15. B 26. A 37. B
5. A, D 16. B 27. B 38. D
6. D 17. A, C 28. D 39. B, C
7. A 18. C 29. C, D 40. A
8. C 19. D 30. A 41. D
9. A 20. B 31. C 42. C
10. A, D, E 21. B, D 32. D
11. B 22. C 33. C

Lesson 11: Purpose, Method, and Attitude Questions**Exercise 11.1**

1. D 3. B 5. C 6. A
2. A 4. A

Exercise 11.2

1. C 5. D 8. A 11. B
2. C 6. B 9. C 12. D
3. D 7. C 10. A 13. B
4. A

Lesson 12: Replay Questions**Exercise 12.1**

1. T 4. T 7. T 10. F
2. F 5. F 8. F 11. T
3. T 6. T 9. T 12. F

Exercise 12.2

1. A 5. D 8. C 11. D
2. A 6. A 9. A 12. C
3. B 7. D 10. C 13. B
4. B

Exercise 12.3

1. D 5. C 9. A 13. B
2. B 6. B 10. B 14. B
3. D 7. D 11. A 15. C
4. A 8. C 12. D

Lesson 13: Ordering and Matching Questions**Exercise 13.1**

1. C, D, A, B 6. A, D, B, C 11. B, C, A
2. B, A, C 7. A, C, B 12. A, B, C
3. C, A, B 8. B, A, C 13. C, A, D, B
4. B, D, C, A 9. D, B, A, C
5. C, B, A 10. D, C, A, B

Lesson 14: Completing Charts**Exercise 14.1**

1.		Yes	No
	Plentiful parking is provided in large parking lots.		✓
	Residents can walk easily to work or shopping areas.	✓	
	Residences, shops, and offices are all found on the same block.	✓	
	Communities are located only in large urban centers.		✓
	Streets are generally laid out in a grid pattern.	✓	

2.

	Yes	No
Housing is less expensive in New Urban communities than in typical suburbs.		✓
There is less crime in New Urban communities.	✓	
Most New Urban communities are conveniently located close to large suburban shopping malls.		✓
Residents of New Urban communities get more exercise.	✓	
Most houses in New Urban communities feature garages that allow direct access to the house.		✓
There is less air pollution in New Urban communities.	✓	

3.

	Myth	Reality
It created the first democratic society in England.	✓	
It confirmed the rights of the English barons.		✓
It established the first British Parliament.	✓	
It established courts in which citizens were tried by their peers.	✓	
It was signed by King John himself.		✓

4.

	Yes	No
Tend to be found in horizontal caves with small entrances	✓	
Contain only herbivore fossils		✓
May have had both herbivores and carnivores living in them		✓
Usually have a greater variety of fossils than natural traps	✓	
Generally contain well-preserved fossils		✓

5.

	Yes	No
This cave was discovered by professional palaeontologists.		✓
Animals that fell in here died from the impact of the fall.		✓
Its entrance was covered by plants.	✓	
This cave features the fossil bones of a previously unknown giant cat.		✓
This cave contains a greater variety of fossils than most natural traps.	✓	

6.

	Ptolemaic System	Copernican System
This system is also known as the "heliocentric system."		✓
"Epicycles" were used to help explain this system.	✓	
This system became part of the medieval system of belief.	✓	
This system was disproved by the discovery of the phases of Venus.	✓	
This system provided a good picture of the solar system but not of the universe.		✓
According to this system, music was generated by the movement of crystal spheres.	✓	

7.

	Component		
	A	B	C
A consumer visits an Internet site to get more information about tires.			✓
A man feels a bicycle will make his daughter happy.	✓		
A customer buys groceries at the store.		✓	
An investor studies the market for art before buying a painting.			✓
A woman orders a sandwich and a drink at a fast-food restaurant.		✓	

8.

	Value-expressive function	Ego-defensive function
May involve a product that protects a consumer from some threat		✓
May involve a product that consumers believe will make them more popular	✓	
May involve a product that consumers believe will make people dislike them	✓	
May involve a product that is harmful to the consumer who buys it		✓

Listening Review Test

Answer

Explanation

1. B Scott tells Professor Calhoun, "I've decided, uh, I'm going to drop your biochemistry class."
2. D Scott says that Professor Delaney has advised him to drop one class. Professor Calhoun says, "With all due respect to Doctor Delaney, I couldn't agree with him less." This means that she respects Professor Delaney but completely disagrees with his advice.
3. A Professor Calhoun agrees that the unit on atomic structure, etc., was difficult, but she says, "... here's the good news! That's as hard as it gets! It's all downhill from there!" She means that the rest of the course will be easier.
4. D Professor Calhoun suggests that Scott get tutoring (private instruction) from her teaching assistant, Peter Kim.
5. C Professor Calhoun encourages Scott to stay in the class. She tells him that she thinks he can pass the class if he gets a little help. She says, "You're going to do just fine!"
6. A Stanley asks Martha why she has come to the library, and she tells him that she has been "using the *Encyclopedia of Art*, looking up some terms for my art history class."
7. C Stanley has lost some index cards with his research notes written on them.
8. B In a surprised tone of voice, Martha asks Stanley, "You really like to get a jump on things, don't you?" *To get a jump on things* means "to get an early start."
9. C Stanley says, "The, uh, book stacks . . . that's what they call the main part of the library, where most of the books are shelved."
10. A Stanley thinks that his note cards are probably in the periodicals room (where journals and magazines are kept), and he says, "Let me run up to the periodicals room and check." After he finds his notes, he and Martha will probably go to a coffee shop on Williams Street.
11. B, C, E Choice B is correct because the professor says one sign of writing readiness is "making random marks on the page, sometimes accompanied by drawings." Choice C is also correct. The professor says, "Another sign of writing readiness . . . they ask adults to help them write something by guiding their hands." Choice E is correct because the professor says, "Some kids produce symbols that look more like printing, but with *invented letters*." Choice A is NOT correct. The professor suggests that children build up their hand muscles by using scissors and modeling clay, but this is not given as a sign of writing readiness. Choice D is not correct because this is a sign of the symbolic stage, not of writing readiness.
12. C According to the professor, "Many experts divide the process into more stages."
13. B, A, D, C The professor says, "In this system, the first stage is the symbolic stage." Later she says, "The next stage of writing is called the phonemic stage." Then she says, "After this comes the transitional stage." Finally she says, "Okay, the fourth stage is called the conventional stage."

14. B The professor says, "It's easier for kids to learn to write in, say, Finnish, or Spanish, which are more or less phonetic languages."
15. C Choice A would likely be produced by a child in the writing readiness phase. Choice B includes only the most dominant sounds but does not involve separate words. This was probably written by a child at the phonemic stage. Choice D involves only some minor spelling mistakes and represents a child at the conventional stage. Choice C, the best answer, is a transition between phonemic and conventional. It involves separate words, and the writer makes an effort to record all the sounds in the words.
16. B, C The professor emphasizes two points about teaching writing skills: that "writing activities should be *fun*" and that "communication should be the main focus for writing."
17. D This lecture provides a basic description of double stars.
18. C According to the professor, "Most astronomers think about a quarter of all stars are binary stars." She also says that "some astronomers estimate as many as 75% of all stars will turn out to be binary stars."
19. A A *comes* is the dimmer star in a double star. It is the Latin word for *companion*. (The brighter star is called the *primary*.)
20. C Mizar-Alcor is a "double-double star," according to the professor, because both Mizar and Alcor are binary stars.
21. B The professor compares a double star having stars of contrasting colors to "two jewels of different colors lying on a piece of black velvet."
22. C, B, A Albireo is given as an example of a double star in which the two stars appear to be of two different colors. Algol is given as an example of an eclipsing binary, in which one star sometimes blocks the light from the other star. The professor says that Mizar-Alcor is "one of those optical pairs I was talking about."
23. C The professor says that the method he uses to classify SBUs is called the BCG method because it was developed by the Boston Consulting Group. It is also called the "Boston Box" and the "Growth-Share Matrix." It is NOT called the General Electric/Shell method, which is another system for analyzing a product portfolio.
24. C The professor says that "SBU #3's shoes aren't selling all that well. This SBU is called a *problem child*."
25. D The professor implies that the term *cash cow* is used because this type of SBU provides "a dependable flow of 'milk' " (meaning *profit*) for a company.
26. B A marketing manager would be most pleased by a move from a "dog" to a "cash cow" because a dog is both low-growth and low-market-share whereas a cash cow is low-growth but high-market-share, and a cash cow brings in substantial profits.

27.

	Yes	No
Increase market share in an SBU and turn a cash cow into a star	✓	
Reduce investment in an SBU and collect short-term profits	✓	
Buy a well-performing SBU from another company, creating a new star		✓
Sell a poorly performing SBU and get rid of a dog	✓	
Raise prices on an SBU's product and change a problem child to a cash cow		✓

The first choice should be marked **Yes**. This is the strategy Langfield-Smith calls **building**. The second choice should also be marked **Yes**. This is the strategy Langfield-Smith calls **harvesting**. The professor doesn't list buying a star as one of Langfield-Smith's strategies, so you should mark the third choice **No**. The fourth choice, which Langfield Smith calls **divesting**, should be marked **Yes**. However, the professor does not give raising prices on an SBU as one of Langfield-Smith's strategies, so the last choice should be marked **No**.

28. A

He says that, "In my opinion, though, dogs may have a place in a portfolio."

29. B, C

We know that humans became aware of the humpback whale song in 1968, so choice A is not correct, and we know that Roger Payne discovered that humpbacks sang, so choice D is not correct. The professor says, "We still aren't exactly sure how they produce the sounds," so B is a good choice. Choice C is also a good choice. A student says, "I'd like to know what these songs mean" and the professor responds, "Well, you're not the only one who would like to know that!" There are some theories, but apparently no one definitely knows the meaning of the whales' songs.

30.

	Low-frequency sound	High-frequency sound
Travels a long distance	✓	
Probably carries a lot of information		✓
Has a simple structure	✓	
Is generally considered the "song" of the humpback whale		✓

The low-frequency sounds can be heard from at least 100 kilometers away, so you should check **low-frequency** for the first choice. The high-frequency sounds "seem to contain a lot of information," so you should check **high-frequency** for the second choice. The low-frequency sound has "a relatively simple structure," so you should check **low-frequency** for the third choice. The high-frequency sounds are "what we generally think of when we think of humpbacks' songs," so you should check **high-frequency** for the fourth choice.

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31. C, D, The professor says that "The most basic unit of humpback music is a single sound, or **element**." Elements are arranged into patterns called **phrases**, consisting of three or four elements. A collection of phrases is called a **theme**. There are seven or eight themes in a **song**.
32. C The professor says that a song lasts from ten to twenty minutes.
33. D The professor says that the whales generally only sing during their winter breeding season, which is spent in warm waters, and that they sing more at night than during the day.
34. B The professor indicates that no one knows for sure what the songs of the whales mean. Therefore, she says that the student's theory (that whale songs are a form of oral history) might be correct.

Listening Tutorial: Note Taking

Note-taking Exercise 1

(Answers will vary. Any understandable abbreviation is a good answer.)

- bus orgs
- sole prop s. prop s p'shp
- pt'ship ptner'shp
- corp
- lmt'd lia co, l.l.c.
- advant.
- corp tx
- s. agnt
- respon'ty respon resp
- leg docs lgl docus
- dist. leg. ent.
- artif pers.
- st'hlders stkhldrs
- prof prft
- invstmnts invests
- db'l tx'tion
- exec
- brd of drctrs brd of direcs bd. dirs b.o.d.
- pop
- hyb

Note-taking Exercise 2

- | | |
|------------------------------|-----------------------------|
| 1. business organizations | 11. distinct legal entities |
| 2. sole proprietorship | 12. artificial persons |
| 3. partnership | 13. stockholders |
| 4. corporation | 14. profit |
| 5. limited liability company | 15. investments |
| 6. advantage | 16. double taxation |
| 7. corporate tax | 17. executive |
| 8. sole agent | 18. board of directors |
| 9. responsibility | 19. popular |
| 10. legal documents | 20. hybrid |

Note-taking Exercise 3

(Answers will vary. Any understandable notes are good answers.)

- Topic: most comm forms of bus structs (bus orgs)
- 1st : sole p'ship most comm & simplest
- Not much diff sole p'ship & pt'shp excpt pt'shp owned by > 1 pers
- Some pt'ships: silent parts who inv \$ in co but not invl'd w/ mg'ment decis.
- Corps are distinct lgl ent'ies artif. pers
- Most shr'holders don't attnd, give votes top corp offrs = voting by proxy

- Howev, d-to-d ops of corp perf'd by exec offrs + corp br'cracy
- BTW, CEO often chrmn of brd + top exec offer
- LLC = hyb org combines best of pt'shp + best of corp

Note-taking Exercise 4

(Answers will vary. It is not necessary to reconstruct the sentences word for word.)

- Today we're going to talk about the most common forms of business structures, the most common forms of business organizations.
- So first, let's discuss the sole proprietorship . . . did you know it's the most common form of business organization? Also the simplest.
- Basically, there's not much difference between a sole proprietorship and a partnership except that a partnership is owned by more than one person.
- In some partnerships, there are *silent partners*, partners who invest money in the company but have nothing to do with management decisions.
- Corporations are (this is an important concept) distinct legal entities. They're even called "artificial persons."
- Most shareholders don't bother to attend, and often give their votes, assign their votes, to the top corporate officers. This is called *voting by proxy*.
- The day-to-day operations of the corporation are performed by the executive officers and by the corporate bureaucracy.
- By the way, the CEO is often the chairman of the board as well as being the top executive officer.
- An L.L.C., as it's called, is a hybrid organization that combines some of the best features of a partnership and those of a corporation.

Note-taking Exercise 5

(Yes/No answers will vary.)

Sample Notes

Topic: most comm forms of bus structs (bus orgs)

In past, 3 forms:

- S. p'ship
- pt'ship
- corp.

Now, 4. lmt'd lia co.

1. S. P'ship

most common & simplest

1 owner: boss

start up @ "moment of decision" to start business

(Pl Samuelson's example of tthpaste)

Advantage: Txed @ pers inc. rate (< corp rate)

2. Pt'sthip

pt'shp ≈ S. p'ship excpt pt'shp owned by > 1 pers

Tx advant of pt'ship = that of s. p'ship

Liability: Ea part. can be "sole agnt" for pt'ship

(e.g. prob of 2 partners both buyng "widgets")

1 prt'nr liab not only for self but for all prt'nrs

Usu, parts. share mgmt but . . . Some pt'ships: silent prt'nrs who inv \$ in co but not invl'd w/ mg'ment

3. Corp

Most complex most expensive (artic of incorp'tion) but most big co's corps

Limited liability: Corps: distinct lgl ent'ies artif. pers

Corp does bus under its own name owners

(st'holders) can only lose invest, not pers prop

Txation: Corps have to pay txs & so do stckhldrs on div'dends: dble txation

Structure: 3 el'mts

- stckhlders: ultim. contrl mtgs. 1ce a yr.

BUT usu. only biggest stckhldrs

- Most stckhldrs don't atnd, give votes top corp offcrs = voting by proxy
2. Brd of drctrs elec. by stckhldrs makes maj decis appt CEO sets policy
 3. Howev, D-to-d ops of corp done by perf'd by exec offcrs + corp br'cracy
BTW, CEO often chrnmn of brd + top exec offcr
 4. LLC incre'ly pop for smaller bus.
LLC = hyb org combines best of pt'shp + best of corp elim's dble txation

Note-taking Exercise 6

1. T
2. Limited liability company
3. F
4. there is no separate tax on the sole proprietorship (or it is taxed at personal income rates, which are lower)
5. the owner is liable for all the company's debts
6. a partnership is owned by more than one person
7. F
8. F
9. T
10. "artificial persons"
11. T
12. F
13. F
14. T
15. partnership corporation

Section 3: Guide to Speaking

The Independent Speaking Task

Exercise: Scoring the Response

Response 1

Score: 4

Comments: The speaker gives an automatic response using clear pronunciation and intonation. The response includes important details about the event, and a listener has little problem understanding her response. Although there are some hesitations, the speaker generally uses grammar and vocabulary appropriately.

Response 2

Score: 2

Comments: The intonation and pronunciation is unclear—especially the pronunciation of word endings—and this requires very close listening to understand the response. There are a number of repetitions and some grammatical problems. The focus changes from *I* to *you* to *we*, for example. The response is hesitant and choppy and there are a couple of long pauses. While this response mentions that the test is important, the speaker doesn't clearly state whether taking the test or passing the test was the most important to him or if he passed and was accepted to the university. The ideas and the connection between details are not clear.

Response 3

Score: 3

Comments: While some of the ideas are not fully developed, this is a clear, fluid response. The speaker provides some support for her answer, and the connections between the ideas are generally clear. There are minor problems with intonation and pronunciation, and there are some needless repetitions.

Independent Speaking Preview Test

1. Answers will vary, but successful answers should provide a description of an influential person and reasons why that person has had an influence on the speaker's life.

2. Answers will vary. The speaker should state whether he or she favors a Pass/Fail system or a letter-grade system and give reasons why.

Lesson 15: Personal Preference Task

Exercise 15.1

Answers will vary. The following are given as examples.

2. I think the most interesting discussion I've ever heard was a university panel discussion about the future of my country.
3. I believe that the finest restaurant I've ever eaten at is a restaurant at the Blue House Hotel in Istanbul called the Garden Restaurant.
4. In my opinion, the most important leader in history was Simon Bolivar.
5. The best known monument in my country, Thailand, is probably Wat Arun, the "Temple of the Dawn."
7. The best idea I have ever heard is the use of hydrogen in place of gasoline as fuel.
8. The most important invention, in my opinion, is the invention of the printing press.
9. The most difficult problem in my country, I think, is a lack of good roads.
11. On a nice day, my favorite place to study is under a tree in the area outside the main library.
12. My favorite kind of food is pizza.
13. My favorite singer is the Malaysian singer Jasmine Leong.
15. I like to go to the Web site "How Stuff Works." One reason I enjoy it is that it explains a lot of things that I don't understand very well, so it is a good place to do research. Another reason is that the English on this Web site is fairly easy to understand.
16. When I was a child, traditional dancing was my favorite activity. There were several reasons for this. One is that dancing is good exercise. Another is that I enjoyed learning about the culture of my country.
17. The most interesting class I ever took was a general science course that I took in high school because the teacher was excellent and I learned a lot about the basics of science. Also, it got me interested in science and technology, and later I decided to become a chemical engineer.

Exercise 15.2

Answers will vary. The following are given as examples.

2. This question asks me to name a traditional or popular food in my country and to explain why it is symbolic of my country. I should choose some food that is unique to my country and is usually eaten on special occasions.
3. This question is asking me to name some special skill (or talent) I have. I could, for example, mention my talent for organization and explain how it has helped me in school, at work, and in other situations.

Exercise 15.3

2. Answers will vary, but a good outline could include the following:

Topic (name of food)

Descrip: how taste, wht look like, whn served

Reasons why symbolic

(unique to my country, e.g.)

(served on nat'l holidays, e.g.)

3. Answers will vary, but a good outline for this prompt could include the following:

Topic (name of skill)

Descript of skill

Reasons why useful