

TDE

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TPO 21-24

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泰迪教育

Speaking

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※Speaking※

Exercise 21

Question 1

Talk about an important news event that happened recently in your country. Describe the event and explain why it was important.

Preparation time: 15 Seconds

Response time: 45 Seconds

Question 2

Do you agree or disagree with the following statement.

Your friends are the most important influence in your life.

Use details examples to explain your opinion.

Preparation time: 15 Seconds

Response time: 45 Seconds

Question 3

Reading Time: 45 Seconds

Daily E-mail with Campus Activities

The university will now send all students a daily e-mail containing information about campus events and activities. Rather than getting information about activities once a week in the campus newspapers, students will get the information every day, thus ensuring that it is always up-to-date. According to the university spokesperson who announced the plan, "For all of us now, e-mail is part of our daily lives. Students in particular have become used to relying on e-mail and the internet for most communication, so this is a logical change that will benefit everyone."

The woman expresses her opinion about the university's plan. Briefly summarize the plan. Then state her opinion about the plan and explain the reasons she gives for holding that opinion.

Preparation time: 30 Seconds

Response time: 60 Seconds

Question 4

Reading Time: 45 Seconds

Questioning Awareness of Effect

When a student engages in disruptive behavior in the classroom, it negatively impacts both the

teachers' ability to teach and other students' ability to learn. One way a teacher can correct disruptive behavior is by questioning awareness of effect. With this technique, when a student disrupts the class, the teacher asks the student a question that draws attention to the negative effect of the students' behavior. The teacher then does not wait for an answer, but immediately continues teaching. By thus simply drawing attention to the effect of the students' behavior, the teacher can often lead the student to discontinue the behavior.

Explain how the example from the lecture illustrates the technique of questioning awareness of effect.

Preparation time: 30 Seconds

Response time: 60 Seconds

Question 5

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

Preparation time: 20 Seconds

Response time: 60 Seconds

Question 6

Using points and examples from the talk, describe two changes that occurred after machines began to be used for manufacturing goods.

Preparation time: 20 Seconds

Response time: 60 Seconds

Exercise 22

Question 1

Talk about one way your personality has changed since you were a child. Use examples and details to explain your answer.

Preparation time: 15 Seconds

Response time: 45 Seconds

Question 2

Do you agree or disagree with the following statement.

Children should be required to learn practical skills in school, such as cooking or personal finance, in addition to academic subjects.

Preparation time: 15 Seconds

Response time: 45 Seconds

Question 3

Reading Time: 45 Seconds

University Announces Change in Campus Tour Guides

Traditionally, staff members from the admissions office have led the campus tours for secondary-school students who are considering attending the university. Beginning next semester, however, current students will lead these guided walks around the campus instead. "The staff of the admissions office no longer have time to lead the campus tours. We need to focus our resources on our other responsibilities," explains Christine Tanner, the director of admissions. "Furthermore, we feel that current students will offer unique and valuable insight to our visitors during these campus tours."

The woman expresses her opinion about the university's plan. Briefly summarize the plan. Then state her opinion about the plan and explain the reasons she gives for holding that opinion.

Preparation time: 30 Seconds

Response time: 60 Seconds

Question 4

Reading Time: 45 Seconds

Irrational Commitment

When people have devoted time or resources to a certain project, they generally want to see it

succeed. However, they may grow so attached to the idea of a successful outcome that even if it starts to look like the project will fail, and the disadvantages are outweighing the benefits, they will nevertheless increase their commitment to the project rather than give up. This is known as irrational commitment. This tendency to continue with a project when it would make better sense to quit can be especially strong when people feel they may be judged by others for their eventual success or failure with the project.

Explain how the example from the professor's lecture illustrates irrational commitment.

Preparation time: 30 Seconds

Response time: 60Seconds

Question 5

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

Preparation time: 20 Seconds

Response time: 60Seconds

Question 6

Using the example of the mole, explain two different types of underground adaption.

Preparation time: 20 Seconds

Response time: 60Seconds

Exercise 23

Question 1

There can be several advantages to spending time living in another country. Talk about one advantage and explain how living in another country provides that advantage. Use details and examples in your response.

Preparation time: 15 Seconds

Response time: 45 Seconds

Question 2

Some people enjoy spending their free time alone in activities such as reading, thinking, or writing. Others enjoy spending their free time in shared activities with other people. Which do you prefer and why?

Preparation time: 15 Seconds

Response time: 45 Seconds

Question 3

Reading Time: 45 seconds

No More International News

For the past few years, the daily campus newspaper has included a one-page international news section covering a few of the major stories in world news. Starting next month, the section will be eliminated. One of the reasons the newspaper editors gave for the decision to cut the section is that other news sources are better able to provide wider and more up-to-date international news coverage. The editors also noted that the change would create space for a new calendar page that will list events and activities around campus.

The woman expresses her opinion about the plan announced in the article. Briefly summarize the plan. Then state her opinion about the plan and explain the reasons she gives for holding that opinion.

Preparation time: 30 Seconds

Response time: 60 Seconds

Question 4

Reading Time: 45 seconds

Reference Groups

Our thinking and behavior are often influenced by other people. When we admire and respect

someone, we naturally try to imitate their behavior and attitudes. Groups of people whom we admire and whose behavior and attitudes we tend to imitate are known as reference groups. Reference groups provide a model--a frame of reference--that can shape how we think and behave. Over the course of a lifetime, we may be influenced by many different reference groups. As we grow older, or encounter new circumstances, our reference groups may change, and our attitudes and behavior may change accordingly.

Using the example from the lecture, explain how people's behavior is affected by reference groups.

Preparation time: 30 Seconds

Response time: 60 Seconds

Question 5

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

Preparation time: 20 Seconds

Response time: 60 Seconds

Question 6

Using the examples of the Venus flytrap and the sundew, describe two ways that carnivorous plants get their nutrients.

Preparation time: 20 Seconds

Response time: 60 Seconds

Exercise 24

Question 1

Talk about a popular gathering place in your town where people like to go. Describe the place and explain why people enjoy going there

Preparation time: 15 Seconds

Response time: 45 Seconds

Question 2

Do you agree or disagree with the following statement? Students benefit more from classes with a large number of students than they do from smaller classes. Use specific examples and details to support your opinion

Preparation time: 15 Seconds

Response time: 45 Seconds

Question 3

Reading Time: 50 seconds

Close the Campus Coffee house

I propose that the university close the campus coffeehouse. Coffeehouses are great, if people actually use them, like to socialize with friends, while enjoying a cup of coffee and a snack. But students are not using our campus coffeehouse. There are usually lots of empty tables when I pass by the place.

It is just a waste of space that could be used for other things. Also, the food at the coffeehouse is not very good. The last time I was there, the cakes and muffins my friends and I ordered were dry and didn't have much flavor.

Sincerely,

Greg Smith

The woman expresses her opinion about the student's proposal. State her opinion and explain the reasons she gives for holding that opinion.

Preparation time: 30 Seconds

Response time: 60 Seconds

Question 4

Reading Time: 45 seconds

Flagship Species

Environmental organizations work to protect plants and animals whose natural habitats are threatened by human activity. One way they do this is by selecting a particular species to represent the threatened habitat to the general public. This species, called a flagship species, is one that people are likely to find attractive and interesting. The flagship species is used to raise public awareness and motivate people to take action to protect the threatened habitat. People's support of the flagship species results in protection for all the plant and animal species living in the threatened area

Using the example of the macaw from the lecture, explain the concept of a flagship species.

Preparation time: 30 Seconds

Response time: 60 Seconds

Question 5

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

Preparation time: 20 Seconds

Response time: 60 Seconds

Question 6

Using the examples from the lecture, discuss two types of narrators that an author of fiction might use.

Preparation time: 20 Seconds

Response time: 60 Seconds

附录 Script for Speaking

TPO21 Listening Script for Speaking:

Speaking Question 3:

Narrator: Now listen to two students discussing the announcement.

Female student: Did you read about the new plan?

Male student: Yes. What do you think?

Female student: I think it is a great idea.

Male student: Really? Why?

Female student: Well, I just don't think the newspaper gives the most up-to-date information about activities.

Male student: Well, the paper comes out weekly. What's the problem?

Female student: The fact that it comes out just once a week is the problem. I read the paper every Monday, but then I forget that there having a concert or showing a film, whatever, like on Thursday or Friday. And it'll always give me reminder on the day of events.

Male student: Yes, that you wouldn't forget.

Female student: And like this something gets cancelled at the last minute, well that you would know, and you wouldn't waste time showing up and went there.

Male student: I haven't thought of that. That would be really helpful. But do you think students are actually gonna read the e-mail?

Female student: Are you kidding? Everyone checks their e-mail at least once a day, and if maybe they also include the cafeteria menu for the day in the e-mail, well, then people are definitely gonna read it.

Male student: You are so right. I can't wait until they start.

Speaking Question 4:

Narrator: Now listen to a part of lecture in an education class.

Professor:

So, I used to teach a class of eight year olds, and one problem I sometimes had was getting kids to raise their hands when they wanted to answer a question. Like lots of teachers, I had the rule that if a student wanted to answer a question, they needed to raise their hands in the air and waited till I called their name before speaking. That gave all the students a chance to participate, which helped everyone get more out of the discussion. But, some kids had trouble following the rule. I remembered there was one girl, Sarah, who didn't raise her hands when she wanted to answer a question. She would just call out the answer. And this was frustrating for the other children who were waiting patiently with their hands raised. So, one day when Sarah called out, I asked her if she knew that calling out was unfair to the other students. I said to her: "Sarah, do you realize that when you call out answers without raising your hands, you are not being fair to the other students. You are not giving them a chance to answer

questions too.” And I didn’t wait for her to answer, I just continued teaching the class. And after that, anytime I asked class a question, Sarah didn’t call out the answer. She raised her hands along with everyone else.

Speaking Question 5:

Narrator: Listen to a conversation between two students.

Male student: Hey, Sarah. When did your play open? The one you wrote and are directing.

Sarah: In one week.

Male student: And how’s it coming along?

Sarah: Well, the rehearsals have been going pretty well. There is just one problem.

Male student: What’s that?

Sarah: We have a guy named Bill playing one of these supporting roles, one of the minor characters. And he just can’t remember his lines. All the other actors have their parts memorized except Bill. We’ll be in the middle of rehearsing a big scene and he will forget what he is supposed to say next. I thought he’d eventually improve, but now I am not sure he will be ready for opening night.

Male student: Oh, no. That’s not good. What can you do at this point?

Sarah: Well, I could replace him. There are other actors on campus, actors who could play the part.

Male student: Yeah, since it is such a minor role, another actor could probably learn the part in time.

Sarah: That’s true. It’s just that I don’t know how he’d feel about that. Removing him from the play could hurt his feeling. He is just really looking forward to being in it.

Male student: I see, well. Could you? I mean, maybe another thing you could do is spend time with him, after rehearsals. You know, work with him to help him learn and remember his lines.

Sarah: Yeah, I could do that, but there are other parts of the production I try to take care of after rehearsals. So it will take away from other things that I need to do before opening night.

Speaking Question 6:

Narrator: Listen to a part of lecture from a history class. The professor is talking about the industrial revolution.

Back in the eighteenth century and the time known as the industrial revolution, some countries, well England in particular, started using new technology like steam power machine to produce goods. And the use of these machines brought about some significant changes. Let’s go over two main changes that occurred. One change was that the center of production moved from home to factories. Let’s take fabric or clocks as an example. Historically, for a very long time, people had to make a clock by hand

in their home, earning a little money from their home-based clock production. But then these new steam powered machine for reading clock invented and placed in factories, and these machines could read clock much more quickly and efficiently. So there wasn't any reason to keep making clock slowly in home when it could be made faster on factories machines. Thus, the majority of clock production shifted from home-based businesses to factory production. Another result of the new technology is that cities started forming around factories. Like let's say, there was a clock factory that was built in a certain small village. Now, of course, the factory needed workers to operate the machine used in clock production. So the factory would hire a lot of rural workers who would then move from the countryside to the village. So instead of being spread out all over the countryside, the workers started to congregate in the village of the factory. As a result, the village got bigger and bigger, and eventually grew into a city.

TPO22 Listening Script for Speaking:

Speaking Question 3:

Narrator: So what do you think of this?

Female student: Well, I think it's a good idea, necessary too.

Male student: Why is that?

Female student: Well, you know I've actually been up to the admissions office a couple of times, like to pick up some information for a friend, you know and every time I've ever been there, wow, you can tell they are really busy.

Male student: Oh, really?

Female student: Yeah. Those staff members are running around like crazy: on the phone, doing interviews, dealing with tons of paperwork so I can totally believe what they're saying about the time factor. Seems like one having one last thing to worry about would be a good thing.

Male student: I see. Our point of view might be helpful.

Speaking Question 4:

Narrator: Listen to part of a lecture from a psychological class.

Professor: So I have a personal example. Some years back, my wife and I were looking for a house to buy. We found this great old house out in the country but my wife had her doubts about it. She noticed the house wasn't in very good condition: it was a little rundown and probably needed some repairs but I really fell in love with the architecture of the house: the unusual way it was designed and built so I convinced my wife that we can hire people to fix it up and you know make the house nice. We decided to buy it and live there after the repairs were finished. Well, the

workers we hired to repair the house soon discovered things were worse than I thought. It turned out that the roof was damaged and needed expensive problems: most of the wiring was bad and would have to be replaced at a huge cost. Well, at this point my wife reminded me of her earlier doubts about the house and wondered if we could get it into shape but I just became more determined than ever. I paid for all the wiring to be replaced by an electrician. But it gets worse, the electrician noticed that insects had eaten into some of the walls and they would also have to be torn out and replaced. This was going to be more expensive than all the other repairs but by this point I felt determined to keep going. I kept thinking I have to do it. If I stopped now, my wife will think I was wrong for not following her advice.

Speaking Question 5:

Narrator: Listen to a conversation between two students.

Male student: Hey, Jane. Did you finish your research paper for class?

Jane: I've printed it out this morning.

Male student: Why do you look worried then?

Jane: Well, I was just in the cafeteria, eating lunch and reading it over one last time. When I spilt some soup on it, and the class starts in fifteen minutes.

Male student: How bad is it?

Jane: It is not huge, but you can't definitely see it and several of the pages got white.

Male student: What are you gonna do?

Jane: I could just go ahead and hand it in like this and explain to the professor what happened. I mean, you can still read the paper and the pages should dry out a little by the time class begins, but they will still be sort of sticky and wrinkled.

Male student: Well, not all professors care that much about how the paper looks. At least, it is being on time.

Jane: I know, it is just that Professor Adam is kind of strict when it comes to handing in our research papers. I mean the format he gave us for putting this paper together was really specific, so the way it looks seems important.

Male student: Yeah, well, how about going to the computer lab to print another copy?

Jane: I could, then I'll have a clean copy to hand in, and I wouldn't have to worry about how the paper looks.

Male student: You'd better hurry though, because there is usually a line over there.

Jane: I know, and by the time I get there, wait in line for a computer, print the paper out and come back to class, I'd be late for class. And Professor Adam is strict about lateness too.

Male student: I see what you mean.

Speaking Question 6:

Narrator: Listen to a part of lecture in a biology class.

Professor:

Many animals live underground in the soil. Not just little animals like worms, but also bigger animals like mammals. Living underground has advantages. It protects animals from aboveground predators. However, the underground environment also presents challenges. And animals that live underground have developed physical adaptations to deal with them. One challenge is, well, simply how to move underground through the dirt. Another challenge for the animal is to protect vulnerable parts of its body from the environment that is moving through. Now, moving through soil is not like moving through air or water, because soil-earth is thick and dense, so animals that live underground have evolved physical features that help them move through dirt efficiently. For example, the mole, a small furry mammal, has really wide super strong front feet with big claws. The mole's feet act like shovels, so it can dig through the dirt. The claws cut into the dirt, loosen it up and then once the dirt is loosened up, the broad feet throw the dirt behind the mole as it moves forward. These shovel-like front feet, allow a mole to dig its way through the dirt astonishingly quickly.

But even for an animal that can move efficiently through the dirt, living underground can still be problematic, because it is easy for particles to get caught in sensitive parts of the animal's body, like for mammals, in their eyes, so underground animals have developed adaptations to prevent this. Again, let's take the example of the mole. To begin with, moles have tiny eyes, and these eyes are covered with a thin skin, a protective membrane that actually got hair on it. These hairs protect the mole's eyes from dirt particles. So as the mole goes digging into the dirt with its head push forward, the dirt particles come into contact with the hairy membrane covering the mole's tiny eyes. And the particles just slide by, don't get caught in the mole's eyes. So the eyes, the most sensitive parts, are protected.

TPO23 Listening Script for Speaking:**speaking Question 3:**

Narrator: Now listen to two students discussing the article.

Male student: Hey, what do you think of this?

Female student: You mean the editor's decision?

Male student: Right.

Female student: oh, I think they are right. It's the thing to do.

Male student: Really? Why?

Female student: Well, hardly anyone read the section.

Male student: You don't think so?

Female student: Not really. I mean they only cover a couple of stories and most people already know about them before they even get around to reading the campus paper.

Male student: True, if you get the local paper, or use the Internet, you already know about the major stories.

Female student: Exactly. And the coverage is better. I think we should just stick with campus news and stuff.

Male student: So do you think what they are gonna replace it with is better?

Female student: Definitely. Right now how do you learn about what's happening on campus?

Male student: Mostly from posters in different buildings or in the student center.

Female student: Right. The information is everywhere. But it's hard to keep track of it. I see stuff posted but then I forgot about it half the time.

Male student: So you are saying with this new section...

Female student: You could just cut it out from the newspaper and carry it around and check it anytime and know what's taking place, when and where.

Speaking Question 4:

Narrator: Listen to part of a lecture in a sociology class on this topic.

Professor: I have an example from my own life that illustrates this. When I first began my university studies, I became friends with a bunch of art students. They were older and fun and very creative and I thought they were really cool and they all liked to dress really casually in T-shirts and jeans and sneakers. That's what they wore all the time, to class, to the library, to dinner, T-shirts, and jeans and sneakers. So that's what I started wearing too and I fit right in and I felt really cool. But then I graduated, moved to Chicago and got a job and I started working with some really bright young people who'd already been working at the company for a few years, who were already handling major responsibilities for the company, really impressive and sometimes some of us would get together on the weekend, maybe for a concert or baseball game or something. And at first I just wear a T-shirt and jeans and sneakers. That was, you know, how I was used to dressing. But I soon noticed that my co-workers prefer to dress up a little bit. The men would wear a nice pair of pants, button-up shirt; the woman might wear a fashionable dress and some nice shoes. They dressed in clothes a lot nicer than what I was used to wearing. And I started thinking, you know that looks really classy, really sharp. And so I started to dress the same way they did. You know, nicer and a little more formal. And I don't know, my T-shirt, jeans and sneakers didn't seem as cool to me anymore.

Speaking Question 5:

Narrator: Listen to a conversation between two students.

Female student: How's it going Mike?

Male student: Ok, I am just trying figure out what to do about this new bus schedule.

Female student: New bus schedule?

Male student: Yeah, I take a bus from campus to my job downtown. I work there

Tuesday afternoons but the bus schedule changed. The bus I was taking is leaving earlier now and I can't get to it in time because I've got chemistry class then.

Female student: Yeah, they do change the bus schedule sometimes. It's inconvenient. So what are you gonna do?

Male student: Well, I talked to my boss and she said I could change my work hours and work at night instead. I start in the late afternoon and then work till midnight and there is a bus that'll get me there on time.

Female student: That sounds good. So you can just take a later bus to your job.

Male student: Yeah. The only thing is if I work late at night, I will be really tired and I have class early the next morning.

Female student: Yeah, But do you have any other choice?

Male student: Well, yeah another option is just to ride my bike to work after chemistry. I'll be able to get to work on time so I can keep same hours. It's not that far and it'll take about fifteen minutes.

Female student: Hum, that might be nice because you get some exercise, but it would be uncomfortable riding a bike on days when there is bad weather.

Male student: Yeah, I'll have to think about it.

Speaking Question 6:

Narrator: Now listen to part of a lecture in a biology class.

Professor: Now, plants, like animals and like us for that matter, need nutrients, substances that provide nourishment to survive, thrive and grow. We get our nutrients from the food we eat. Plants, though, most plants anyway absorb their nutrients from the soil, right, through their root systems? Ok, but there are plants that don't get their nutrients from the soil. The places they grow, the soil is bad. So they get nutrients from insects instead, from trapping and digesting insects. They're called carnivorous plants. Carnivorous plants capture insects in different ways. They have different trapping mechanisms—active traps and passive traps. A plant with an active trap, a good example is the Venus fly trap. The Venus fly trap actually moves to catch its prey or parts or it will do anyway. Its leaves, it has special leaves that are hinged in the middle, the two halves of the leaves open and close, sort of like a mouth to catch insects and on these leaves is sweet nectar that attracts insects. Insects like this sweet stuff and when they get lured in and land on the leaf, wham, the leaves spring shut. It's an active trap and the insect springs it, so to speak. The leaf quickly closes and forms a little cage, trapping the insect between the leaves. The Venus fly trap is then able to digest the insect between the leaves. The Venus fly trap is then able to digest the insect and get its nutrients. But other carnivorous plants, their methods are passive, they don't have any moving parts to trap things, they have passive traps like the sundew plant. The sundew plant also produces sweet nectar that attracts insects. Its leaves are full of little hairs that secrete the sweet substance. But what happens when insects land on the sundew's leaves to get at this sweet nectar? Well, unfortunately for the insects, the hairs on the leaves also produce a super sticky glue-like substance so an insect get stuck in them and can't get away. It basically gets glued there, allowing

the sundew to digest and absorb nutrients.

TPO24 Listening Script for Speaking:

Speaking Question 3:

Narrator: Now listen to two students discussing the letter.

Female: I don't like his proposal.

Male: Why not? There are never many students in there.

Female: But that's what I like about it. That it's never crowded.

Male: Really?

Female: Yeah, so it's a great place to study. I go there a lot. I'll read a book or bring my laptop computer and work on a paper for class. It's never very noisy.

Male: You're able to get work done there?

Female: Absolutely. In fact, I actually prefer it to the library as a place to study. And a lot of other students do too. We even study for our final exams there. And you can eat there while you work. Something you can't do at the library.

Male: OK, but you don't actually like the food there, do you? I mean he said...

Female: Well, I don't think he's been there recently. I mean it's true that it wasn't that great in the past. But I think it's a lot better now.

Male: What's changed?

Female: They had a new manager. And I guess she's made some improvement in the quality of the food. I was there last week and the food was delicious.

Male: Really?

Female: Yeah, really. And the new manager has also added a lot of really healthful food and snacks. So the food doesn't just taste good now, it's good for you too.

Male: Hmm, I'll have to try the place.

Speaking Question 4:

Narrator: Listen to part of a lecture on this topic in an environmental science class.

Professor: So, one example of this is the macaw, the great green macaw. Now, the great green macaw is a beautiful bird, a fairly large size parrot known for its colorful feathers, gorgeous green feathers with some red and blue feathers too. The macaw lives in the South American rainforest. In a part of rainforest where a lot of trees had been cut down, trees that the macaw relies on for its food and nesting. So the macaw was in trouble. And of course, along with the trees, a lot of other animals were in trouble too. Lots of birds, bats and frogs also lived in these trees. So when the trees were cut down and cleared away, these animals also didn't have a place to live any more. And their populations drastically declined. So what a concerned group of people in the area did was they started spreading words about how the macaw, you know this really beautiful bird needed help. They made little books with information about the macaw, with pictures, full colored pictures of the macaw that showed off its

beautiful feathers. And they passed out these books, these informational brochures. They distributed them to people and schools and community centers in the area. And a lot of people responded. They contributed money and helped the group set up some protective land, a special area where no one could cut down the trees. So the macaw would be safe. And the macaw's population started to increase. And other birds and bats and frogs came back to the area too. Their number increased along with the trees.

Speaking Question 5:

Narrator: Listen to a conversation between two students.

Male: Hey, Amy, have you finished moving out of your dorm room yet?

Amy: Yeah, I'm all done. I moved into my new apartment off campus yesterday.

Male: How do you like it?

Amy: It's great. There's just one problem.

Male: What's that?

Amy: Well, I don't have an Internet connection in my new apartment. So I can't use the computer to access the Internet from my room.

Male: And that's really important.

Amy: Right. I need it to do research for classes, email people, stuff like that. I use it almost everyday.

Male: So are you going to pay it to get it installed in the apartment?

Amy: Well, I've called a couple Internet companies in the area and it's no trouble for them to send someone out to my apartment to install Internet service. It's just the cost. I'd have to pay every month for the service.

Male: Well, you know there is always the computer center on campus. The computers there have free Internet access. Couldn't you use them?

Amy: I could, it's just that I don't have classes everyday. So I'd have to go to campus on Sundays just to use the Internet. And that computer center can get crowded sometimes.

Male: Hmmmm...

Amy: So I'm not sure what to do.

Speaking Question 6:

Narrator: Listen to part of a lecture in a Literature class.

Professor: Authors of fiction, short stories and novels, of course have many decisions to make when they're writing their works. One of those decisions is how they are going to narrate or tell the story. What perspective or what point of view this story will be told from? So authors need to choose a type of narrator, some person or voice to tell the story. And this narrator can affect the reader's experience when they read a story. Now the authors might choose to have an objective narrator. An objective narrator can describe what people, the characters in the story, what they do and what

they say, but that's about all. So suppose we have a story for example, that is about a man and a woman about to take a trip. When a story is told by an objective narrator, the only information that we get as readers is what the characters say to each other; what they do. They get on the train; they sit down; they look out the window; that's all. And this leaves questions that force the reader to interpret the events, to fill in information, and decide what the character's conversation and actions might mean. Another kind of narrator an author might use is an omniscient narrator. In this case, the narrator, the voice that is telling the story knows everything, and I mean everything about the characters. So let's imagine our same man and woman travelling but described by an omniscient narrator. Not only do we, the readers know what they do and say, but we also know what they are thinking. For example, we're told that the couple is going to visit an old friend of the man's and we learned what the man is thinking, that he is nervous, because he hasn't seen his friend in a long time. That he is worried if his wife will like the friend. So an omniscient narrator provides more information and answers questions that a reader might have about the characters or the action.

