

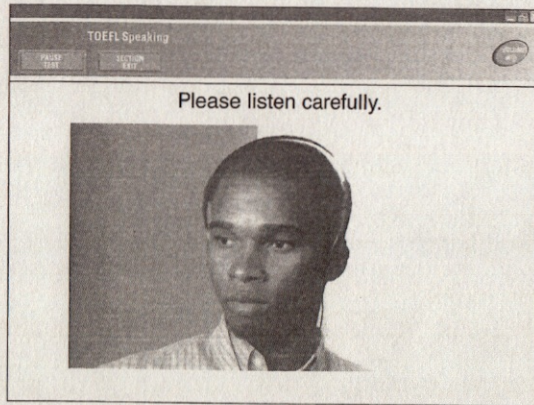
## Chapter 14

# Speaking Practice Drills

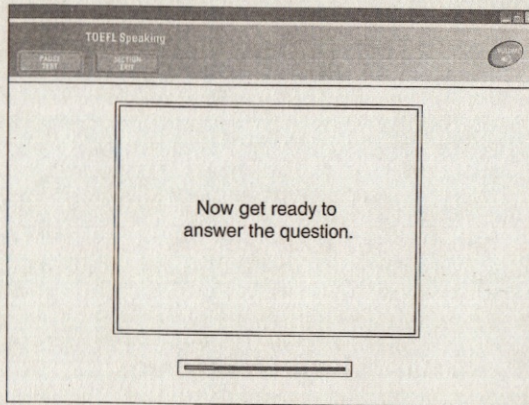
Now we're ready to practice the Speaking section. If possible, record or ask a friend to record your responses so you can review them later. Remember to use the templates we covered in the previous chapter.



Throughout the Speaking section on the actual test, you will be instructed to listen carefully with a screen that looks like the one below.



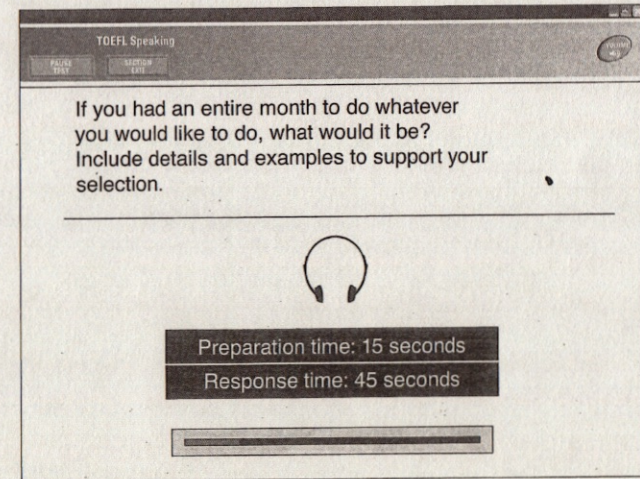
Questions will be introduced by a screen that looks like the one shown here.



You will also see photographs of relevant scenes with each question. Some examples are included here with the question templates.

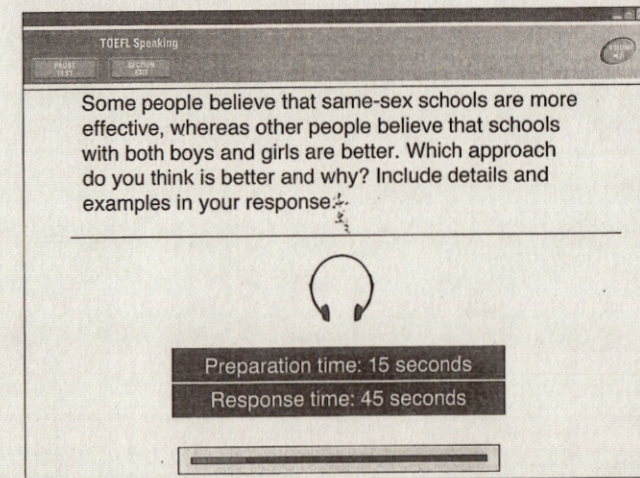
## Personal Preference Question (Template #1)

Listen to Track 17 on the accompanying CD (or in your Student Tools). After the narrator reads the question, the track is finished, so you should pause the CD. Here's the question.



## Choose an Option Question (Template #2)

Listen to Track 18 on the accompanying CD (or in your Student Tools). After the narrator reads the question, the track is finished, so you should pause the CD. Here's the question.

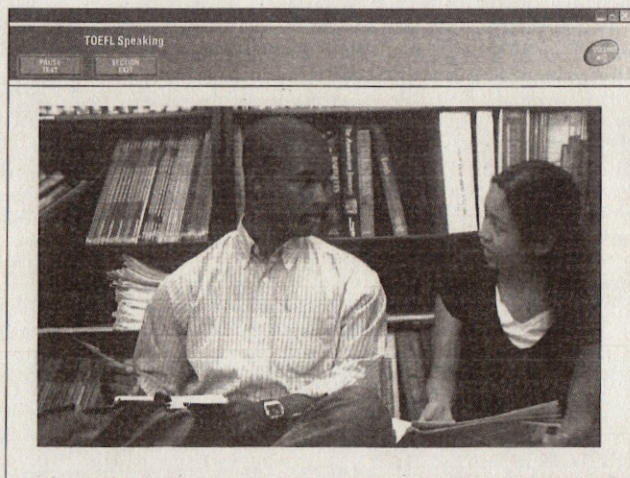




## Summarize An Opinion Question (Template #3)

For the summarize-an-opinion questions on the actual test, you will see a series of screens similar to the ones that follow and hear a prompt to read a passage in 45 seconds. For our purposes here, you will need to stop the audio to read the passage and either time yourself or ask a friend to time you. After 45 seconds, resume the audio and listen to the conversation. After the narrator reads the question, the track is finished, so you should pause the audio at that point.

Now listen to Track 19 on the accompanying CD or in your Student Tools (a transcript is also provided below).



**Narrator:** The University of Hartsdale has responded to budget constraints by eliminating some academic departments from its College of Liberal Arts. The campus newspaper printed the following report about the announcement of the department cuts. You have 45 seconds to read the report. Begin reading now.

[Stop the CD for 45 seconds.]

The university has announced that, effective at the beginning of the fall semester, three departments will be eliminated from the College of Liberal Arts: Ecology, Folklore Studies, and Textile Sciences. Arrangements have been made to ensure that currently enrolled majors will receive their degrees as planned, but no new major applications have been approved for the affected departments during this past academic year. A statement by the dean of the College of Liberal Arts expressed confidence that the money thus saved would be put to good use elsewhere in the university.

[Restart the audio.]

**Narrator:** Now listen to two students as they discuss the announcement.

**Woman:** Did you see about those three departments being cut next year? It's a shame.

**Man:** Maybe. But you know, there were only two or three professors in each of those programs, and none of them are being let go. They're just being moved to bigger departments—you know, like, the folklore professors are going to be in anthropology. They'll still do the same research and teach the same classes.

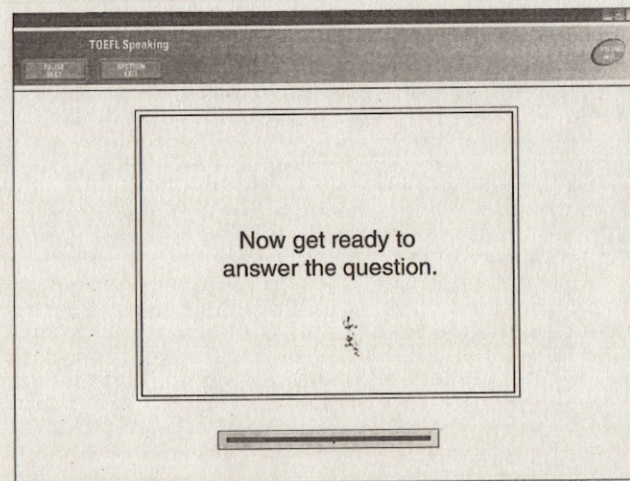
**W:** They haven't let any professors go? I thought this was supposed to save money.

**M:** Well, it will. Each department has to have an administrative office, with a secretary and a budget manager. Those things add up. Moving the professors to bigger departments means a big savings on operations.

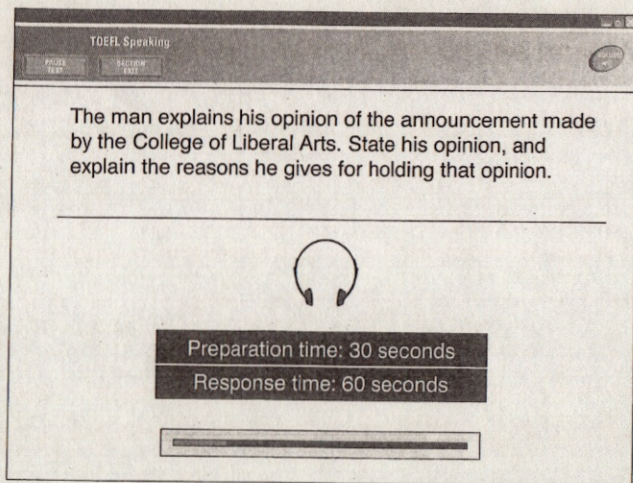
**W:** But it still means students have fewer options for majors.

**M:** You could say that, I guess. On the other hand, each of those departments only had, like, one major per year to begin with. They just weren't very popular. I really don't think we're going to be losing any important scholarship just because those things aren't full departments anymore.

**Narrator:** The man explains his opinion of the announcement made by the College of Liberal Arts. State his opinion, and explain the reasons he gives for holding that opinion.



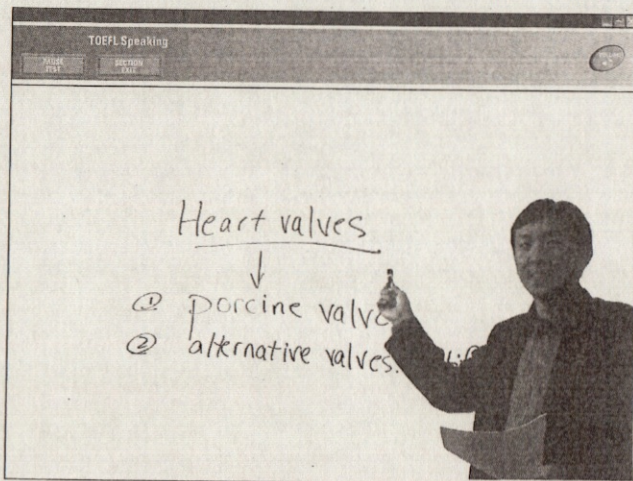




## Summarize/Contrast Question (Template #4)

Now, let's look at a contrast question. On the actual test, you will see a series of screens similar to the ones that follow and hear a prompt that will ask you to read a passage in 45 seconds. For our purposes here, you will need to stop the audio to read the passage and either time yourself or ask a friend to time you. After 45 seconds, resume the audio for the listening passage. After the narrator reads the question, the track is finished, so you should pause the CD.

Listen to Track 20 on the accompanying CD or in your Student Tools (a transcript is also provided on the next page).



*Narrator:* Now read the passage about surgery to replace heart valves. You have 45 seconds to read the passage. Begin reading now.

[Stop the audio for 45 seconds.]

### Heart Valve Replacement

Valves in the heart regulate the flow of blood, like gates or the locks of a canal. When a valve malfunctions and needs to be replaced, several factors need to be considered. The biggest is the age of the patient. Younger patients require valves that will last for many years; they also tend to be healthy enough to withstand courses of supplementary treatment that are hard on the body. Older patients, on the other hand, are often too weak for such supplementary treatments and can make do with replacement valves that are less durable.

[Restart the audio.]

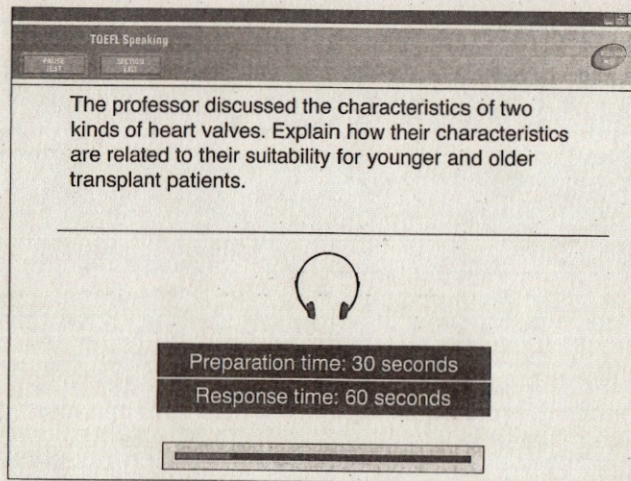
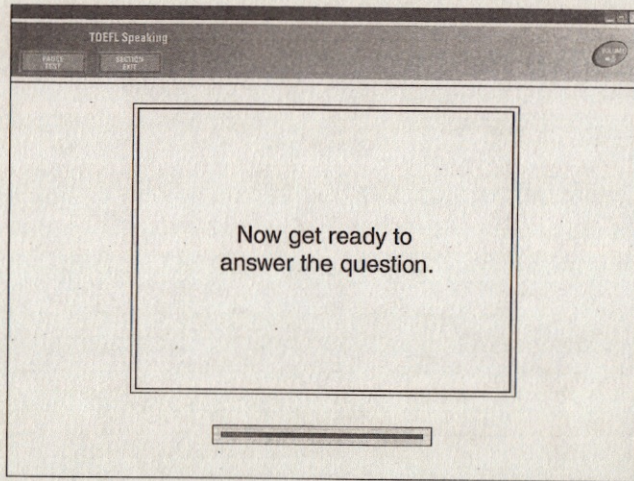
*Narrator:* Now listen to part of a lecture on this topic given in a biology class.

*Professor:* People with defective heart valves need them replaced, and what's often used is the heart valve from a pig. It's called a "porcine valve" because of that. A pig's valve is very similar to a person's, and because pig valves are natural and tend to be accepted by the body, patients who receive them require little treatment after surgery...relatively, for transplant patients, I mean. Now, there are problems. For example, pig valves tend to last around ten years—not very long.

Actually, now that I'm on that topic, I might mention that porcine valves are not the only option. Alternative valves have been developed that are entirely artificial. They're made of plastic and metal. These valves can last for decades, certainly a lot longer than pig valves. But the human body recognizes that plastic and metal are artificial. So what happens is that blood sticks to them, and blood clots form around them. These clots are dangerous because they can block the flow of blood. For that reason, patients who receive artificial valves spend the rest of their lives taking drugs that prevent blood from clotting. The drugs can be tough for the body to handle, but they're worth it for the sake of having a functioning heart valve.

*Narrator:* The professor discussed the characteristics of two kinds of heart valves. Explain how their characteristics are related to their suitability for younger and older transplant patients.

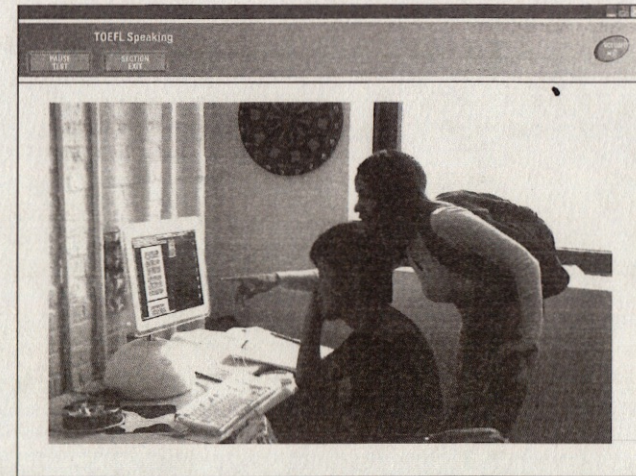




## Summarize/Preference Question (Template #5)

For summarize/preference questions on the actual test, you will see a series of screens similar to the ones that follow and hear a prompt to listen to a conversation. For our purposes, after the narrator reads the question, the track is finished, so you should pause the audio at that point.

Now listen to Track 21 on the accompanying CD or in your Student Tools (a transcript is also provided below).



*Narrator:* Now listen to a conversation between two students.

*Woman:* How's that paper coming along, Chris?

*Man:* Coming along? You're joking, right?

*W:* Stuck, huh?

*M:* Yeah. The problem is, I can't get started. I mean, I have all the information I want to use—that's the frustrating thing. For once, I started my research early rather than leaving it to the last minute.

*W:* Uhhhh.... Have you considered just sitting at the computer and making yourself type? Sometimes that helps if you have writer's block.

*M:* Just typing whatever comes to mind?

*W:* Uh-huh. You can't force inspiration, but if you just let yourself relax and let your thoughts flow and type them out, you'll eventually get into the rhythm, and you'll start writing good stuff for your paper.



M: I don't know.

W: Okay, well, the other thing is, what about making an outline?

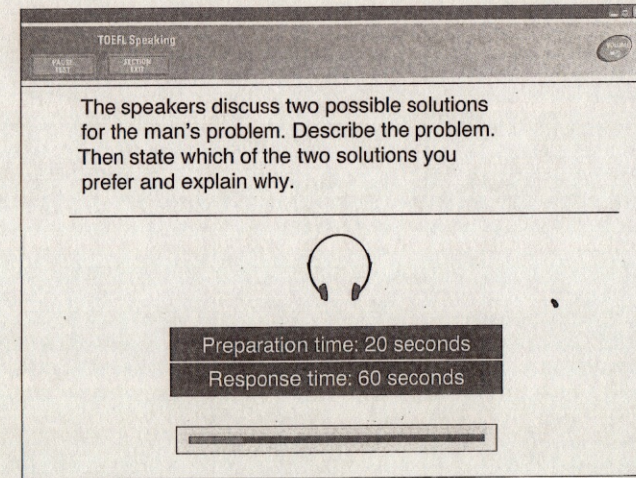
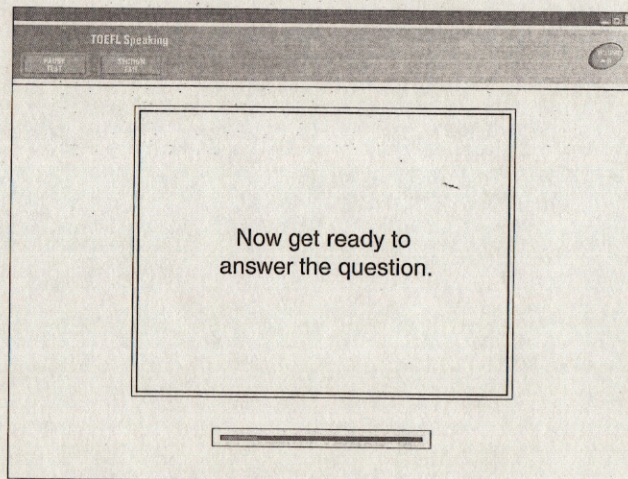
M: An outline?

W: Sure. Your research is done, right? So take your notecards and organize them on paper first. See, like, here's the main point I want to make in this paragraph, and here are the three details I want to use to support it.

M: I see.

W: And if you do that for each section of your paper, you have the structure all mapped out, and when you're writing, you just need to connect the pieces. It can be a lot easier to deal with.

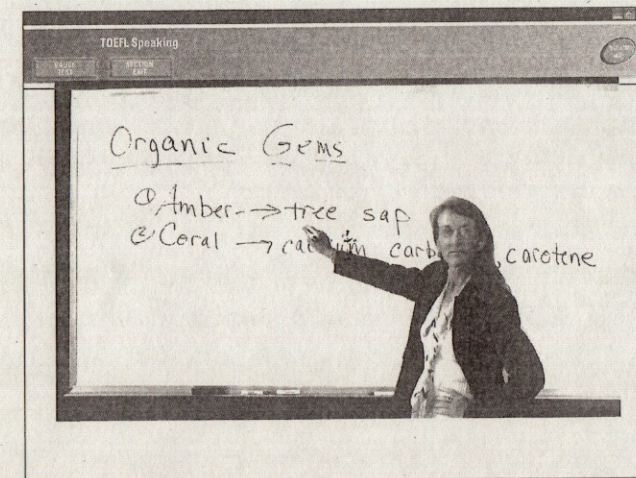
**Narrator:** The speakers discuss two possible solutions for the man's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.



## Summarize Question (Template #6)

Now let's look at a summarize question. On the actual test, you will see a series of screens similar to the ones that follow and hear a prompt that will ask you to listen to a lecture. For our purposes, after the narrator reads the question, the track is finished, so you should pause the audio at that point.

Now listen to Track 22 on the accompanying CD or in your Student Tools (a transcript is also provided below).





*Narrator:* Now listen to part of a talk in an archaeology class.

*Professor:* Most gems weren't formed by life processes, so they're very durable. If you're one of the lucky few archaeologists who discover an ancient crown inlaid with, say, rubies, you'll probably have to worry more about damage to the metal than to the stones themselves. But, some gemstones *are* organic. They're more fragile and can present special problems if you've dug them up and need to preserve them.

One example is amber, which formed millions of years ago from tree sap. The tree sap breaks down on exposure to air, but if the tree died and was buried in an airtight space before decaying, the sap could harden into amber. That's where amber gets its liquid clarity and smoothness. Uh, now, once it's hardened, you don't need to worry about oxygen breaking it down. What you do need to worry about is...well, think of it as being like hardened wax. If it comes too near to heat, it might melt or deform. Also, contact with oils or strong acids can injure the surface and make it cloudy. The basic thing to remember is, avoid sudden temperature changes and any contact with cleaning solutions and other such chemicals.

Another organic gem is coral. Coral is sort of the skeleton of creatures from the ocean floor, made of calcium carbonate, often with carotene mixed in. That's what makes it pinkish and orangish. You don't have to worry about melting coral, but you do have to worry about scratching it. Calcium carbonate is naturally rather powdery, so it chips easily. Also, it's very porous, so it absorbs liquids quickly. You need to make sure that you never soak coral in water or pour chemicals over it.

*Narrator:* Using points and examples from the talk, explain how archaeologists must take the origins of amber and coral into consideration when caring for them.

