

Teacher Materials

# CLASSROOM ACTIVITIES

# LONGMAN PREPARATION COURSE FOR THE TOEFL IBT<sup>®</sup> TEST, 3E

DEBORAH PHILLIPS

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**Longman Preparation Course for the TOEFL iBT® Test: CLASSROOM ACTIVITIES, 2e**

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# INTRODUCTION

The *Teacher Materials* books that supplement the *Longman Preparation Course for the TOEFL iBT® Test, Third Edition* provide teachers with specific ideas and suggestions for improving the effectiveness of their preparation courses for the TOEFL iBT® test (Internet-Based Test). This *Classroom Activities* book is one of the books in the *Teacher Materials* series.

## ABOUT THIS BOOK

### PURPOSE OF THE BOOK

The purpose of this book is to help teachers increase student-student and student-teacher interaction in their preparation courses for the TOEFL iBT® test. One of the most effective ways to enhance preparation for the this test is through a high degree of interactivity in the classroom. Students need strong communicative skills to succeed on the test, and these skills are best strengthened by increasing the interactivity of the classroom in every way possible.

**Longman Preparation Course for the TOEFL iBT® Test: Classroom Activities** is intended to be used by a teacher to improve interaction and communication in a TOEFL iBT® course with *Longman Preparation Course for the TOEFL iBT® Test, Third Edition* as its main text. It can be used with or without the **Lesson Plans** book that is part of the Teacher Materials series.

## WHAT IS IN THE BOOK

This book provides two activities for each of the forty-nine language skills in *Longman Preparation Course for the TOEFL iBT® Test, Third Edition*. The book features the following:

- A **warm-up activity** for each of the forty-nine languages skills in the student book
- A **follow-up activity** for each of the forty-nine language skills in the student book

- Step-by-step instructions for preparing and implementing the activities in the classroom
- Reproducible activity sheets
- **Answers** for all the activities that need them

## MATERIALS TO ACCOMPANY THE BOOK

This book is designed to accompany the texts in Longman's Preparation Course for the TOEFL iBT<sup>®</sup> test. It may be used in conjunction with the complete version of the Longman iBT program.

*Longman Preparation Course for the TOEFL iBT<sup>®</sup> Test, Third Edition* is a book that thoroughly prepares students for the Internet-based version of the TOEFL test. This book covers the four sections of the TOEFL iBT<sup>®</sup> test (Reading, Listening, Speaking, Writing).

- **Website:** The complete audio program to accompany this book is now included on the text's website at: [www.pearsonelt.com/TOEFLiBT](http://www.pearsonelt.com/TOEFLiBT) and contains all of the recorded materials from the Listening, Writing, and Speaking sections as well as the Mini-Tests and Complete Tests.
- **Audio Transcripts:** All audio transcripts are now available to download or print from the website.
- **Answer Key:** The answer keys are available on the website only for those who have purchased the text with access to the answer keys.
- This text comes with access to the *MyEnglishLab for the TOEFL iBT<sup>®</sup> Test*, an online component designed to provide additional interactive practice for the test. A range of activities are provided to master the skills necessary to succeed on the TOEFL iBT<sup>®</sup> test. Both skill-specific activities and authentic test-style questions are incorporated, providing maximum exposure to the specific question types students will encounter. Special features include tips for answering question types, correct and incorrect answer feedback, and video presentations covering the material students will encounter on the test. Complete practice tests and mini-tests allow for teacher assessment and self-study assessment.

This book may be used *with* or *without* the lesson plans book that is part of the Teacher Materials series of the Longman iBT program:

*Longman Preparation Course for the TOEFL iBT<sup>®</sup> Test, Lesson Plans* provides interactive lesson plans for each of the forty-nine language skills in the complete student book and the individual skills components (Reading, Listening, Speaking, Writing). Each lesson plan includes a skill introduction section with an interactive method of introducing the skill, step-by-step instructions for setting up and reviewing the exercises, and assignments that provide additional practice upon completion of a skill.

## OTHER AVAILABLE MATERIALS

Longman publishes a full suite of materials for TOEFL iBT<sup>®</sup> test preparation. Materials are available for the TOEFL iBT<sup>®</sup> test at both intermediate and advanced levels. Please contact Longman's website at [www.longman.com](http://www.longman.com) for a complete list of available TOEFL iBT<sup>®</sup> test products.

## ABOUT THE TOEFL iBT<sup>®</sup> TEST

### OVERVIEW OF THE TOEFL iBT<sup>®</sup> TEST

The TOEFL iBT<sup>®</sup> test is an exam to measure the English proficiency and academic skills of non-native speakers of English. It is required primarily by English-language colleges and universities. Additionally, institutions such as government agencies, businesses, or scholarship programs may require this test.

The TOEFL iBT<sup>®</sup> test currently has the following four sections:

- The **Reading** section consists of three long passages and questions about the passages. The passages are on academic topics; they are the kind of material that might be found in an undergraduate university textbook. Students answer questions about stated and unstated details, inferences, sentence restatements, sentence insertion, vocabulary, pronoun reference function, fact and negative fact, and overall organization of ideas.
- The **Listening** section consists of six long passages and questions about the passages. The passages consist of two campus conversations and four academic lectures or discussions. The questions ask students to determine main ideas, details, function, stance, inferences, and overall organization.
- The **Speaking** section consists of six tasks, two independent tasks and four integrated tasks. In the two independent tasks, students must answer opinion questions about some aspect of academic life. In the two integrated reading, listening, and speaking tasks, students must read a passage, listen to a passage, and speak about how the ideas in the two passages are related. In the two integrated listening and speaking tasks, students must listen to long passages and then summarize and offer opinions on the information in the passages.
- The **Writing** section consists of two tasks, one integrated task and one independent task. In the integrated task, students must read an academic passage, listen to an academic passage, and write about how the ideas in the two passages are related. In the independent task, students must write a personal essay.

The format of a TOEFL iBT® test is outlined in the following chart.

|           | iBT                            | APPROXIMATE TIME |
|-----------|--------------------------------|------------------|
| READING   | 3 passages and 36–42 questions | 60 minutes       |
| LISTENING | 6 passages and 34 questions    | 60 minutes       |
| SPEAKING  | 6 tasks and 6 questions        | 20 minutes       |
| WRITING   | 2 tasks and 2 questions        | 60 minutes       |

It should be noted that at least one of the sections of the test will include extra, uncounted material. Educational Testing Service (ETS) includes extra material to try out material for future tests. If students are given a longer section, they must work hard on all of the materials because they do not know which material counts and which material is extra. (For example, if there are four reading passages instead of three, three of the passages will count and one of the passages will not count. It is possible that the uncounted passage could be any of the four passages.)

## TO THE TEACHER

### WHAT TO INCLUDE IN A LESSON

The material in the Longman program is divided into individual skills that students need to master in order to succeed on the TOEFL iBT® test. The teacher should make every effort to maximize the amount of student-student and student-teacher interaction in lessons presenting these skills. The following components of a lesson can help maximize the interactivity of the lesson:

- A **Warm-Up Activity** at the beginning of a lesson can begin the process of encouraging student interaction and can help set the tone of the classroom as one in which interaction is to be maximized. Warm-up activities may work on general reading, listening, speaking, or writing skills; they may review previously taught skills; or they may serve to introduce the skill that will be taught in the lesson.
- The **Skill Introduction** section of a lesson should be as interactive as possible. The dual purposes of interactive skill introduction are to introduce the skill in the clearest way possible and also to provide students with the opportunity to improve their general ability to interact with the teacher.
- The **Exercises** section of a lesson should also be as interactive as possible. The dual purposes of interactive exercises are to provide the students with the opportunity to use the information they have learned in the skill introduction section of the lesson and also to provide them with the

opportunity to improve their general ability to interact with the teacher and with other students.

- A **Follow-up Activity** at the end of a lesson can provide additional student interaction and can also help to reinforce the idea that your classroom is one in which interaction is to be maximized. Follow-up activities may be activities that review the skill that was just taught or review a number of previously taught skills together; they may also work on general reading, listening, speaking, or writing skills.
- The **Assignments** that follow a lesson may also provide an opportunity for further interaction. Assignments may review the skill that was just taught or review a number of previously taught skills together; they may also work on general reading, listening, speaking, or writing skills.

## HOW TO INCREASE INTERACTION IN THE TOEFL iBT® TEST CLASSROOM

The teacher should make every effort to maximize the interactivity of each component of a lesson. Consider the following suggestions for various ways to increase interactivity in your lessons.

### Warm-up Activities

A great deal of interaction is possible in a warm-up activity. This interaction may be student-teacher interaction (with the teacher interacting with individual students in a classroom setting) or student-student interaction (with students in pairs or in groups of three or four or more).

For each warm-up activity, you should decide on the optimal kind of interaction for the specific activity. When the purpose of a specific activity is to introduce a new skill, students may be more comfortable interacting with the teacher rather than with other students. When the purpose of an activity is to review previously taught skills or to enhance general reading, listening, speaking, or writing skills, it may be more effective to have students interact with each other in pairs or in groups.

### Skill Introduction

Skill introduction is a wonderful place to add interaction into lessons. Because a skill is being introduced and the material is new, interaction in this part of the lesson will most likely be between the teacher and students in the classroom as a whole rather than between students. In introducing a new skill, teachers should work to develop the art of asking leading questions; that is, teachers should try to ask questions that lead the students to an understanding of the new material and provide them with an approach for answering questions that test this skill.

The skill introduction questions that are provided in the lesson plans in this book are just such leading questions. The teacher can lead the students to an

understanding of the skill by asking an appropriate series of leading questions. After students have been led through the introduction of the skill by the teacher, they will then be equipped with a methodology for discussing the answers to questions with other students and for determining the answers to questions on their own.

## Exercises

The exercises provide a huge opportunity for interaction. Different kinds of interaction may be desirable in the exercises themselves and in the review that follows the exercises. When students are completing the actual exercises, they should work on the exercises individually or with other students. You may want to have students work together (in pairs or in groups) on a specific exercise early on in the course as they are becoming more familiar with the skills. You may want to have students work individually on the exercises later on in the course as the date of the actual test approaches.

Review of the exercises should, as a rule, include a lot of interaction. It can work well to have the students review a particular exercise with other students before you review the exercise with the class. To encourage student interaction as students review an exercise together, you may want to try any of the following ideas that are appropriate in your situation:

- Ask students to compare their answers with other students before you give them the correct answers.
- Give students clues to the answers before you give them the actual answers. (Tell them, for example, that four of the questions in an exercise have “A” answers but do not tell them which questions. Have them figure out with other students which four questions have “A” answers.)
- Set up situations where students debate the merits of different answers. (Ask, for example, which students chose answer A and which students chose answer B, and have the students debate the merits of each answer.)
- Turn exercise review into a contest. (Put students into groups after an exercise, for example, and tell the groups that there will be a contest to see which group has the most correct answers.)

## Follow-up Activities

A great deal of interaction is also possible in a follow-up activity. Since a follow-up activity is often either a review of the skill that has just been taught or a group of previously taught skills, it is often quite effective to have students interact with each other in pairs or in groups.

## Assignments

Because assignments are generally to be completed outside of the classroom, they are often completed individually. However, you may want to look for ways to make student interaction a part of assignments. Here are some ideas:



- Ask students to complete a particular assignment in pairs or in groups. (Instead of asking each student to complete an exercise and turn the answers in, assign groups to complete the exercise and submit group answers. Instead of asking each student to write a paper and turn the paper in, assign groups to write the paper and submit group papers. Instead of asking individual students simply to listen to a newscast or television program, assign groups to listen to and discuss the newscast or television program.)
- Make students responsible for other students' assignments. (Assign students to compare and discuss the answers to a particular exercise outside of class. Assign the students to have a writing assignment checked by another student or other students before turning it in.)
- Make student interaction a specific assignment. (Have the actual assignment be for students to get together and talk or write. Have the actual assignment be for students to interact in English with non-students outside of the classroom.)

## HOW TO USE THE ACTIVITIES IN THE BOOK

The activities can be used in different ways, depending on your teaching style and the needs of the students in your class. The following is a possible way to use the activities:

### Before Class

1. Decide which activity you are going to use. Each activity is labeled with a skill number and is designated as either a **warm-up activity** (to be used before a skill is introduced) or a **follow-up activity** (to be used after a skill has been introduced and the exercise related to that skill has been completed).
2. Read through the activity you are planning to use.
3. Prepare any handouts that are required.
4. Familiarize yourself with the directions for implementing the activity in class. Make any adjustments that you feel are necessary for your class.
5. Familiarize yourself with the activity itself and with any answers or suggested answers.

### In Class

1. Implement the activity.
2. Have fun!



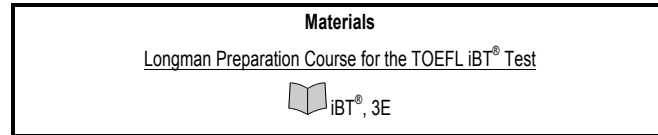
## SECTION ONE

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# READING

## Activity R1A: Understanding Vocabulary from Context

### WARM-UP ACTIVITY



The purpose of this activity is to introduce Reading Skill 1: UNDERSTAND VOCABULARY FROM CONTEXT.

#### Before class:

No preparation is necessary.

#### In class:

1. Write these words on the board.

|          |        |
|----------|--------|
| gamut    | square |
| taciturn | steam  |
| engender | pride  |
| baobob   | fold   |
| gossamer | freeze |

2. Explain that vocabulary questions test both difficult words that students have never seen before and easier words with more than one meaning and that the context can help students understand both kinds of vocabulary words.
3. Explain that the words in the first column are more difficult words and that the words in the second column are easier words with more than one meaning.
4. Ask students to think about what each word means.
5. Give students a brief bit of context for each word and ask them what each word means after they hear the context.

#### Context for more difficult words

the entire **gamut** of questions, from easy to hard (*range*)

a **taciturn** rather than outspoken person (*quiet*)

mean comments that **engender** negative feelings (*cause*)

under the **baobob**'s long branches (*kind of tree*)

the **gossamer** layers of the bridal gown (*delicate/light*)

Context for easier words

a **square** meal with all the food groups (*balanced*)

yell and scream to let off **steam** (*emotion/anger*)

a **pride** of lions, including young and old (*group*)


a struggling business that may **fold** (*fail*)

**freeze** rents instead of raising them (*fix*)

6. Discuss the use of context in determining the meanings as a class.

## Activity R1B: Using Context to Understand Vocabulary

### FOLLOW-UP ACTIVITY

|  |
|--|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® Test</u></p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet R1B on page A 160</p> |
|--|

The purpose of this activity is to reinforce the information in **Reading Skill 1: UNDERSTAND VOCABULARY FROM CONTEXT**.

#### Before class:

Prepare handouts of **Activity Sheet R1B** on page A 160. You will need one handout for every two students.

#### In class:

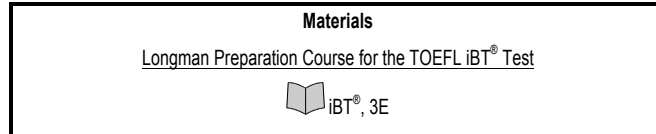
1. Put students in pairs and give each pair a handout.
2. Ask students to determine the meanings of the highlighted vocabulary.
3. Discuss the meanings together as a class.

#### Possible answers

- (1) small amount
- (2) active during the day
- (3) period
- (4) think/contemplate
- (5) postpone
- (6) dignified
- (7) matter
- (8) break
- (9) food and lodging
- (10) predicts

## Activity R2A: Listing Pronouns

### WARM-UP ACTIVITY



The purpose of this activity is to introduce **Reading Skill 2: RECOGNIZE REFERENTS**.

#### Before class:

No preparation is necessary.

#### In class:

1. Divide the class into groups of 3–4. Then ask students in each group to work together for 3 minutes to list all the pronouns they know.
2. Go over the answers with the class.

#### Possible answers

Subject pronouns: I, you, he, she, it, we, they

Object pronouns: me, you, him, her, it, us, them

Possessive pronouns: mine, yours, his, hers, ours, theirs

Reflexive pronouns: myself, yourself, himself, herself, ourselves, yourselves, themselves

Relative pronouns: who, which, that, what

Demonstrative pronouns: this, that, these, those

Quantifiers: one, some, none, many, much, a few, a lot, a little (other quantifiers could be used as pronouns)


**Optional:** Turn this activity into a competition by adding 1 point for each correctly listed pronoun and subtracting 1 point for each incorrectly listed pronoun.

## Activity R2B: Pronoun and Referent Hunt

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet R2B on page A 161

The purpose of this activity is to reinforce the information in **Reading Skill 2: RECOGNIZE REFERENTS**.

#### Before class:

Prepare handouts of Activity Sheet R2B on page A 161. You will need one handout for every two students.

**Optional:** Use any reading passage, such as a newspaper article, a short story, or a reading passage from students' textbook.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Ask students to work with their partner for 5 minutes to underline the pronouns and draw arrows to the referents.
3. Go over the answers with the class.

#### Answers

- (1) *he* refers to *Mr. Hale*  
*he* refers to *Mr. Hale*  
*which* refers to *fine*
- (2) *His* refers to *Mr. Hale*  
*He* refers to *Mr. Hale*  
*he* refers to *Mr. Hale*  
*them* refers to *changes*  
*it* refers to *system*  
*His* refers to *Mr. Hale*  
*him* refers to *Mr. Hale*  
*his* refers to *Mr. Hale*  
*those* refers to *grades*




- (3) *his* refers to *Mr. Hale*  
*himself* refers to *Mr. Hale*  
*His* refers to *Mr. Hale*  
*one* refers to *business plan*  
*It* refers to *business plan*  
*them* refers to *officials*  
*it* refers to *scheme*  
*she* refers to *girlfriend*  
*which* refers to *steps*
- (4) *his* refers to *Mr. Hale*  
*he* refers to *Mr. Hale*  
*his* refers to *Mr. Hale*  
*He* refers to *Mr. Hale*  
*That* refers to *responsibility*  
*them* refers to *students*
- (5) *he* refers to *Mr. Hale*  
*We* refers to *officials*  
*it* refers to *talent*  
*him* refers to *Mr. Hale*  
*his* refers to *Mr. Hale*

**Optional:** Turn this activity into a competition by adding 1 point for each correctly listed pronoun and subtracting 1 point for each incorrectly listed pronoun.

## Activity R3A: Dividing Sentences into Meaningful Parts

### WARM-UP ACTIVITY

|  |
|--|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® Test</u></p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet R3A on page A 162</p> |
|--|

The purpose of this activity is to introduce **Reading Skill 3: RECOGNIZE PARAPHRASES**.

#### Before class:

Prepare handouts of Activity Sheet R3A on page A 162. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Explain that this skill involves simplifying the meanings of sentences and that the first step in this skill is to divide sentences into meaningful parts.
3. Ask students to work with their partners to divide the sentences into meaningful parts.
4. Discuss the answers with the class.

#### Possible answers

- (1) While the drinking of hot tea beverages has been around for at least five millennia / the sipping of the iced version of the drink / has been around for little more than a century.
- (2) The Tiffany diamond, / extracted from the Kimberley mines in South Africa in 1877, / is the largest flawless and perfectly colored canary, or yellow, diamond that has ever been mined.


- (3) The popcorn kernel has a hard shell with microscopic drops of water sealed inside / that, when heated above 212°F, / turns to steam and creates enough pressure to cause the hard shell to pop.
- (4) The conventional picture of class politics is composed of the Haves, / who favor stability to keep what they have, /and the Have-Nots, / / who want a touch of instability and change / in which to scramble for things they have not.
- (5) When the Empire State Building opened for business in 1931 during the Great Depression, / fewer than a quarter of the offices were occupied, / but building management turned on lights in many of the empty offices / so that no one would know how empty the building was,

## Activity R3B: Understanding the Meaningful Parts of Sentences

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet R3B on page A 163

The purpose of this activity is to reinforce the information in **Reading Skill 3: RECOGNIZE PARAPHRASES**.

#### Before class:

Prepare handouts of **Activity Sheet R3B** on page A 163. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Remind students that it is important to divide sentences into meaningful parts before trying to paraphrase the meanings of the sentences.
3. Ask students to work with their partners to divide the sentences into meaningful parts and then, in their own words, determine what each part means.
4. Discuss the answers with the class.


#### Possible answers

- (1) The outdated custom of giving an apple to the teacher developed during the days (*it was customary to give an apple to the teacher*) / when teachers were paid little or no cash, (*when teachers received low pay*) / and parents gave them whatever goods or services they could in lieu of cash, (*parents found ways other than cash to help them*)
- (2) In the early days of its use, (*in the beginning*) / before people were fully cognizant of its effects, (*before its effects were understood*) / heroin was believed to be a non-addictive substitute for very addictive morphine; (*people thought heroin was a safe replacement for morphine*) / the name

- “heroin” was chosen to describe the heroic pain-killing properties of the drug. *(its name was chosen because it was believed to be heroic)*
- (3) People once believed that their souls could escape through their open mouths when they yawned, *(people thought they lost their souls when they yawned)* / so the custom of covering one’s mouth when one yawned developed *(they began covering their mouths when they yawned)* / not so much as a way of preventing others from seeing one’s open mouth / but from the desire to bar the soul’s path of exit. *(this was to keep their souls inside)*
  - (4) Democracy advocates both individualism and responsibility to society; *(duty to self and to society are both part of democracy)* / however, the democratic self is torn between the duty to self, which is implied by the concepts of equality and fraternity, *(equality and fraternity mean duty to society)* / and the duty to society / which is implied by the concept of liberty. *(liberty means duty to self) / (but these two duties are conflicting)*
  - (5) Having been rescued by some literary critics from neglect *(literary critics started paying attention to Jane Austen)* / and indeed gradually lionized by some, *(and some had a really high opinion of her)* / Jane Austen steadily reached, by the mid-nineteenth century, the enviable pinnacle *(by the 1850s she had reached the high point)* of being considered controversial. *(critics debated her value)*

## Activity R4A: Using Transitions to Order Short Passages

### WARM-UP ACTIVITY

|   |
|---|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;">Longman Preparation Course for the TOEFL iBT® Test</p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet R4A on page A 164</p> |
|---|

The purpose of this activity is to introduce Reading Skill 4: INSERT SENTENCES INTO THE PASSAGE.

#### Before class:

Prepare handouts of **Activity Sheet R4A** on page A 164. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Explain that it is important to notice transitions and repeated ideas to understand the order of sentences in a paragraph.
3. Have pairs number the sentences in each paragraph in the correct order.
4. Ask students to work with their partner to underline the transitions and repeated ideas that help them understand the correct order of the sentences in the paragraphs.
5. Discuss the answers with the class.

#### Answers

##### *Paragraph A*

- (1) Before 1930 only men worked on the planes belonging to United Airlines.
- (2) A woman named Ellen Church decided to change this situation.
- (3) She convinced the managers of United Airlines to hire some women.
- (4) She convinced them that more men would ride planes if women were on them.

- (5) These men would be less fearful of taking planes if they knew that women were not afraid to fly.

*Paragraph B*

- (6) There were many requirements for early female flight attendants.  
(7) First, they had to be small in size.  
(8) This was not just because it was considered attractive but because the planes could not handle too much weight.  
(9) They also had to be single because it was believed that married women would not be as loyal to their employers as single women.  
(10) Last but not least, they had to be registered nurses in order to care for the passengers and crew.

*Paragraph C*


- (11) Early female flight attendants earned a relatively small wage for a tremendous amount of work.  
(12) They earned \$125 for 100 hours of flying.  
(13) They had to work really hard to earn this money, both in the air and on the ground.  
(14) In the air, they had to serve and care for the passengers.  
(15) In addition to these responsibilities in the air, they also had responsibilities on the ground, including cleaning the inside and outside of the plane, loading and unloading luggage, and pushing the plane in and out of the hangar.

## Activity R4B: Using Transitions to Order a Long Passage

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet R4B on page A 166

The purpose of this activity is to reinforce the information in **Reading Skill 4: INSERT SENTENCES INTO THE PASSAGE.**

#### Before class:

Prepare handouts of **Activity Sheet R4B** on page A 166. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Remind students that it is important to notice transitions and repeated ideas to understand the order of sentences in a paragraph.
3. Have pairs number the sentences in the correct order.
4. Ask students to work with their partner to underline the transitions and repeated ideas that help them understand the correct order of the sentences in the paragraphs.
5. Discuss the answers with the class.

#### Answers

- (1) You might not believe the story I'm going to tell you, but it is a true story.
- (2) This strange but true story has to do with an unusual will.
- (3) A will is a document showing what will happen with your money after your death, and this was the will of a female member of a well-known business family.
- (4) The woman in question was Daisy Singer Alexander, a member of the family that created Singer Sewing Machines.
- (5) Daisy was living in London, England, in 1937.




- (6) In that year she decided she needed to write a will, given that she was worth a fair amount of money.
- (7) The will that she wrote said, in part: “I leave my entire estate to the person who finds this bottle,” and she stuffed the will into a bottle.
- (8) She took the bottle with the will in it down to the Thames River near her home.
- (9) She threw the bottle into the river.
- (10) From its starting point in the river, the bottle eventually made its way to the other side of the world.
- (11) After a twelve-year trip, the bottle landed on a beach in San Francisco, California.
- (12) A man walking along this particular California beach found the bottle.
- (13) The man’s name was Jack.
- (14) Jack opened the bottle and read the message.
- (15) He decided to investigate whether the message was true.
- (16) He found out that the message was indeed real and that he had millions of dollars coming to him.

## Activity R5A: Finding Detail Answers

### WARM-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet R5A on page A 167

The purpose of this activity is to introduce **Reading Skill 5: FIND FACTUAL INFORMATION**.

#### Before class:

Prepare handouts of Activity Sheet R5A on page A 167. You will need one handout for each student.

#### In class:

1. Give each student a handout and then explain that the most important first step in answering detail questions is finding the part of the passage where the question is answered.
2. Have students choose key words or ideas from the questions and scan the passage for those key words or ideas.
3. Ask students to find answers to the questions as quickly as possible (without reading the entire passage).
4. Go over the answers with the class.

#### Answers

##### Paragraph A

- (1) in the 1960s
- (2) seventeen
- (3) to pay for his studies
- (4) salesclerks, waitpersons, lifeguards, camp counselors

##### Paragraph B

- (5) Bridgeport
- (6) Connecticut
- (7) \$2,000
- (8) from a friend of his family

Paragraph C


- (9) not very; things did not work out well
- (10) little planning and limited time
- (11) processes to deal with finances, inventory, and marketing
- (12) He was a student at the University of Bridgeport.

Paragraph D

- (13) through trial and error
- (14) to have a business plan and to have control over processes
- (15) to open more sandwich shops
- (16) sixteen
- (17) 200
- (18) tens of thousands

## Activity R5B: Finding and Restating Detail Answers

### FOLLOW-UP ACTIVITY

|  |
|--|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® Test</u></p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet R5B on page A 169</p> |
|--|

The purpose of this activity is to reinforce the information in **Reading Skill 5: FIND FACTUAL INFORMATION**.

#### Before class:

Prepare handouts of **Activity Sheet R5B** on page A 169. You will need one handout for each student.

#### In class:

1. Divide the class into groups of 3–4 and give each student a handout. Then remind them that answers to detail questions will most likely be restatements of the information in the passage.
2. Have students choose key words or ideas from the questions and scan the passage for those key words or ideas.
3. Ask students to find answers to the questions as quickly as possible (without reading the entire passage). Then have students in each group discuss ways to restate the answers they find in the passage.
4. Go over the answers with the class.

#### Possible answers

##### Paragraph A

- (1) “in the maturation process” (as the baby ages from newborn to adult)
- (2) “somewhere in the neighborhood of 270 to 300 bones” (most likely more than 270 and less than 300)
- (3) “approximately 206” (in the neighborhood of 206)

Paragraph B

- (4) “because of processes that occur as a baby grows to maturity” (due to what happens as a baby ages)
- (5) “soft” and “small” (not very hard and tiny)
- (6) “calcium from milk and other dairy products” (any foods that contain calcium, such as dairy products)
- (7) “growth of the bones eventually ceases . . . something that tends to occur earlier in females than in males” (in girls)

Paragraph C


- (8) “Bone fusion . . . the processes of bone growth and hardening” (bones hardening and some growing together)
- (9) “these two sides of the skull” (the bones at the top of the head)
- (10) “the collarbone is generally the last bone to fuse” (bones connecting the arms to the body)
- (11) “approximately five percent” (one out of twenty)

## Activity R6A: Understanding Information That Is Not True and Not Mentioned

### WARM-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet R6A on page A 171

The purpose of this activity is to introduce **Reading Skill 6: IDENTIFY NEGATIVE FACTS**.

#### Before class:

Prepare handouts of **Activity Sheet R6A** on page A 171. You will need one handout for each student.

#### In class:

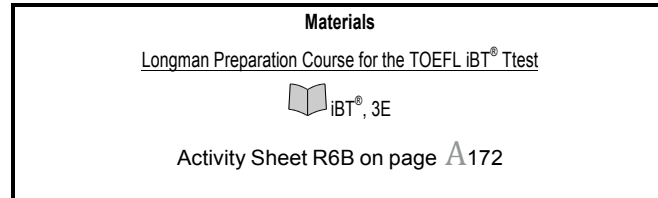
1. Give each student a handout.
2. Explain that “negative facts” questions may be either *not mentioned* in the passage (not in the passage) or *not true* (untrue according to the passage).
3. Have students read the passage.
4. Discuss with students whether each statement below the passage is *true* (T), *not true* (NT), or *not mentioned* (NM).

#### Answers

- (1) not mentioned (NM)  
true (T)
- (2) true (T)  
not mentioned (NM)
- (3) not true (NT)  
not mentioned (NM)
- (4) not mentioned (NM)  
not true (NT)
- (5) not true (NT)  
not mentioned (NM)

## Activity R6B: Identifying Information That Is Not True and Not Mentioned

### FOLLOW-UP ACTIVITY



The purpose of this activity is to reinforce the information in **Reading Skill 6: IDENTIFY NEGATIVE FACTS**.

#### Before class:

Prepare handouts of **Activity Sheet R6B** on page A 172. You will need one handout for each student.

#### In class:

1. Divide the class into groups of 3–4 and give each student a handout.
2. Remind students that “negative facts” questions may be either *not mentioned* in the passage (not in the passage) or *not true* (untrue according to the passage).
3. Have students read the passage.
4. Ask students in each group to discuss whether each statement below the passage is *true* (T), *not true* (NT), or *not mentioned* (NM).

#### Answers

##### Paragraph A

- (1) true (T)
- (2) not true (NT)
- (3) not mentioned (NM)
- (4) not true (NT)

##### Paragraph B

- (5) not true (NT)
- (6) not true (NT)
- (7) not mentioned (NM)
- (8) true (T)
- (9) not true (NT)

*Paragraph C*

(10) not mentioned (NM)

(11) true (T)

(12) not true (NT)

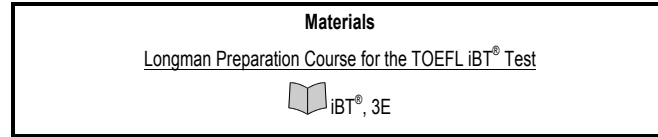
(13) not mentioned (NM)

(14) true (T)



## Activity R7A: Making Inferences from Statements

### WARM-UP ACTIVITY



The purpose of this activity is to introduce Reading Skill 7: MAKE INFERENCES FROM STATED FACTS.

#### Before class:

No preparation is necessary.

#### In class:

1. Explain that an inference is not directly stated but is instead a conclusion that is drawn from a stated fact.
2. Give students a stated fact (by saying it aloud or writing it on the board).
3. Have students suggest possible inferences that can be drawn from this stated fact.

### STATED FACTS

- (1) Bob rode his bike to work instead of driving a car.
- (2) Cathy did not come home on time.
- (3) The mother had tears in her eyes.
- (4) Steve kept looking at his watch.
- (5) The teacher had a funny look on her face.

#### Possible answers

- (1) Bob's car had broken down.  
Bob wanted to get some exercise.  
Bob could not afford gas.  
Bob was interested in protecting the environment.
- (2) Cathy was not punctual.


Cathy had an accident.  
Cathy stayed late at work.  
Cathy had a secret meeting with her boyfriend.  
(3) The mother was upset.  
The mother was very happy.  
The mother had gotten something in her eyes.  
The mother was chopping an onion.  
(4) Steve was a nervous person.  
Steve was worried he was going to be late.  
Steve was bored.  
Steve had a new watch.  
(5) She was feeling a little sick.  
She was worried.  
Students had given a funny answer.  
Students had given a strange answer.

## Activity R7B: Making Inferences from a Passage

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet R7B on page A 174

The purpose of this activity is to reinforce the information in **Reading Skill 7: MAKE INFERENCES FROM STATED FACTS.**

#### Before class:

Prepare handouts of **Activity Sheet R7B** on page A174. You will need one handout for each student.

#### In class:

1. Put students in groups of 3–4 and give each student a handout.
2. Have each group select one member to record its inferences.
3. Have the groups draw possible inferences from the passage.
4. Review the answers as a class.

#### Possible answers

##### Paragraph A

The Latin word meaning “and” is “*et*.”

The ampersand does not look exactly like an “e” and a “t.”

##### Paragraph B

The ampersand was the last letter in the alphabet in the early nineteenth century.

The alphabet in the early nineteenth century had twenty-seven letters.

##### Paragraph C

The name for the symbol developed by chance/informally.

The word “ampersand” came from the expression *and per se* “*and.*”

##### Paragraph D

The ampersand used to be used as a general replacement for *and*.


The ampersand is used in specific rather than general situations today.

# Activity R8A: Determining Rhetorical Purpose

## WARM-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet R8A on page A 175

The purpose of this activity is to introduce Reading Skill 8: INFER RHETORICAL PURPOSE QUESTIONS.

### Before class:

Prepare handouts of **Activity Sheet R8A** on page A 175. You will need one handout for each student.

### In class:


1. Put students in groups of 3–4 and give each student a handout.
2. Explain that purpose questions are asking *why* something appears in a reading passage.
3. Have the groups discuss the purpose of each of the expressions in **bold** in the passage and then match their responses with the purpose answers following the passage.
4. Review the answers as a class.

### Answers

- (1) D
- (2) A
- (3) H
- (4) F
- (5) B
- (6) E
- (7) C
- (8) G

## Activity R8B: Completing Rhetorical Purpose Ideas

### FOLLOW-UP ACTIVITY

|   |
|---|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;">Longman Preparation Course for the TOEFL iBT® Test</p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet R8B on page A 176</p> |
|---|

The purpose of this activity is to reinforce the information in **Reading Skill 8: INFER RHETORICAL PURPOSE QUESTIONS**.

#### Before class:

Prepare handouts of **Activity Sheet R8B** on page A 176. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Have pairs discuss ways to complete each numbered item. Pairs should pay careful attention to the purpose of the expression in **bold** in each item.
3. Review the answers as a class.

#### Possible answers

- (1) *they got good grades* (A result will follow **consequently**.)
- (2) *the theory is probably not true* (The opposite will follow **however**.)
- (3) *the whale is a mammal that lives in the ocean* (An example will follow **for instance**.)
- (4) *it also practices on the weekends* (Additional information follows **moreover**.)
- (5) *she is a multimillionaire* (Information for emphasis will follow **in fact**.)
- (6) *gave us positive comments* (The opposite will follow **on the other hand**.)
- (7) *we had no idea we would do so well* (A restatement will follow **that is to say**.)
- (8) *the project was unsuccessful* (Something unexpected follows **nonetheless**.)
- (9) *the business failed* (The opposite will follow **instead**.)


(10) *I was admitted to eight different schools* (Information for emphasis will follow **indeed.**)

## Activity R9A: Filling in a Summary Chart

### WARM-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet R9A on page A 177

The purpose of this activity is to introduce **Reading Skill 9: SELECT SUMMARY INFORMATION**.

#### Before class:

Prepare handouts of **Activity Sheet R9A** on page A 177. You will need one handout for each student.

#### In class:

1. Give each student a handout.
2. Explain that every reading passage on the test will be accompanied by either a summary chart or a schematic table, that summary charts will be covered here, and that a summary chart consists of an introductory statement and three main points.
3. Explain that this type of question is about the major points and critical supporting details and that the information is found throughout the passage.
4. Have students look at the given summary chart. Ask them how many introductory statements there will be (*one*) and how many main points there will be (*three*).
5. Ask students to read the passage and fill in the chart with the introductory statement and three main points.
6. Discuss the answers together as a class.

#### Possible answer

There are reasons that Acoma, New Mexico, and not St. Augustine, Florida, should be considered the oldest city in the United States.


- It is indeed centuries older.
- It has been continuously occupied.
- It is in the continental United States. Activity R9B: Creating Summary Charts

## Activity R9B: Filling in a Summary Chart

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet R9B on page A 178

The purpose of this activity is to reinforce the information in **Reading Skill 9: SELECT SUMMARY INFORMATION**.

#### Before class:

Prepare handouts of **Activity Sheet R9B** on page A 178. You will need one handout for each student.

#### In class:

1. Put students in groups of 3–4 and give each student a handout.
2. Have the groups read the passages and create a summary chart for each of the passages.
3. Ask the groups to share their summary charts with other groups by drawing them on the board or on large pieces of paper posted around the room.
4. Have the class as a whole discuss the strengths and weaknesses of the summary charts.

#### Possible answers

##### **PASSAGE A: Superglue**

**There are varied uses for superglue.**

- to create strong bonds
- to seal wounds (doctors)
- to check for fingerprints (detectives)

##### **PASSAGE B: Lightning**

**There are many misconceptions about lightning.**

- occurs only during thunderstorms



- never strikes the same place twice
- always strikes the tallest object


### **PASSAGE C: Hyperpolyglots**

**Some results of studies on hyperpolyglots are surprising.**

- they have native proficiency in only seven to ten languages
- they do not necessarily have high intelligence
- their brains have a different structure than the brains of monolingual speakers

## Activity R10A: Completing a Schematic Table

### WARM-UP ACTIVITY

|  |
|--|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;">Longman Preparation Course for the TOEFL iBT® Test</p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet R10A on page A 180</p> |
|--|

The purpose of this activity is to introduce Reading Skill 10: COMPLETE ORGANIZATIONAL (SCHEMATIC) TABLES.

#### Before class:

Prepare handouts of **Activity Sheet R10A** on page A 180. You will need one handout for each student.

#### In class:

1. Give each student a handout.
2. Explain that every reading passage on the test will be accompanied by either a summary chart or a schematic table, that schematic tables will be covered here, and that a schematic table consists of two or three categories and five or seven pieces of information about these categories.
3. Explain that this type of question is about the major points and critical supporting details and that the information is found throughout the passage.
4. Have students look at the given schematic table on Activity Sheet R10A. Ask them how many categories there are in this table (*three*) and how many pieces of information there will be about these categories (*seven*).
5. Have students read the passage and fill in the schematic table with the categories and pieces of information.
6. Discuss the answers together as a class.

#### Possible answers

François-Marie Arouet

- used a pen name to protect himself and his family
- used the pen name Voltaire

Mary Ann Evans


- used a pen name to have her work taken seriously
- used the male pen name George Eliot

Samuel Clemens

- used a pen name because it was fashionable
- used a pen name to honor the Mississippi River
- used the pen name Mark Twain

## Activity R10B: Creating Schematic Tables

### FOLLOW-UP ACTIVITY

|  |
|--|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® test</u></p> <p style="text-align: center;"> iBT, 3E</p> <p style="text-align: center;">Activity Sheet R10B on page A 181</p> |
|--|

The purpose of this activity is to reinforce the information in **Reading Skill 10: COMPLETE ORGANIZATIONAL (SCHEMATIC) TABLES**.

#### Before class:

Prepare handouts of **Activity Sheet R10B** on page A 181. You will need one handout for each student.

#### In class:

1. Put students in groups of 3–4 and give each student a handout.
2. Ask the groups to read the passages and create a schematic table for each of the passages.
3. Have the groups share their schematic tables with other groups by drawing them on the board or on large pieces of paper posted around the room.
4. Invite the class as a whole to discuss the strengths and weaknesses of the schematic tables.

**Possible answers**

**PASSAGE A: Poisonous Snakes**

**king cobra**

- lives in southern Asia
- is the largest poisonous snake (up to six meters in length)

**taipan**

- lives in Australia
- measures approximately three meters in length
- has the most toxic venom

**black mamba**

- lives in Africa
- measures up to five meters in length

**PASSAGE B: Lead Pencils**

**in the past**

- lead rods were used as writing implements during the times of the ancient Egyptians and Romans
- lead rods made light marks that were difficult to read

**in more recent times**

- pencils contain graphite
- graphite makes dark marks that are easier to read
- graphite needs a wooden casing because it is soft

## **PASSAGE C: The Young U.S. Democracy**

### **Locke**

- believed that individuals had natural rights
- believed that natural rights were rights of life, liberty, and property
- believed that citizens had a right to replace the government if the government did not respect the citizens' natural rights

### **Montesquieu**

- believed that power in government had to be balanced
- believed that the best way to balance power was to separate power into three branches of government


## SECTION TWO

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# LISTENING

## Activity L1A: Choosing a Gist Statement

### WARM-UP ACTIVITY

|  |
|--|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® Test</u></p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet L1A on page A 184</p> |
|--|

The purpose of this activity is to introduce **Listening Skill 1: UNDERSTAND THE GIST**.

#### Before class:

Prepare handouts of **Activity Sheet L1A** on page A 184. You will need one handout for each student.

#### In class:

1. Read the following passage on European Eels to the class and have students take notes on the main points of the passage as you read it.
2. Review the notes together as a class.
3. Put students in pairs and give each pair a handout.
4. Have pairs discuss the strengths and weaknesses of the possible gist statements on the handout.
5. Review the answers as a class.

#### **PASSAGE: European Eels**

The European eel is a snake-like fish that can grow to lengths of a meter or more. A mystery surrounding this creature, one related to where it gave birth to and raised its young, is now better understood. The reason that there was a question in the past about where young European eels were found was that, while full-grown eels existed in the rivers of Europe in great numbers, no young eels had ever been found there.

In the beginning of the twentieth century, scientists discovered that there was a good reason why no young eels were found in the rivers of Europe. This reason was that European eels migrated far from the rivers and out into the middle of the Atlantic Ocean to bear their young; the young eels then reached maturity on the long trip back to the rivers of Europe. The migration that the eels undergo is quite a lengthy process. It is a migration that takes three years to complete and covers the 5,000 to 6,000 miles between Europe and the area in the middle of the Atlantic Ocean where the eels go to bear their young.

### Sample notes

TOPIC: solved mystery about the European eel

main points about this solved mystery:

- mystery (why no young European eels in European rivers)
- solution to mystery (that European eels migrated to bear young)


### Answers

- (1) incorrect—too general
- (2) incorrect—inaccurate information
- (3) incorrect—too specific
- (4) incorrect—too general
- (5) incorrect—inaccurate information
- (6) correct
- (7) incorrect—too specific
- (8) incorrect—inaccurate information



## Activity L1B: Coming Up with Gist Statements

### FOLLOW-UP ACTIVITY

|  |
|--|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® Test</u></p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet L1B on page A 185</p> |
|--|

The purpose of this activity is to reinforce the information in **Listening Skill 1: UNDERSTAND THE GIST**.

#### Before class:

Prepare handouts of **Activity Sheet L1B** on page A 185. Cut the handouts so that each passage can go to a different student. You will need one set of passages for each group of 3–6 students.

#### In class:

1. Put students in groups of 3–6 and give one student in each group the first passage.
2. Have the designated students read the first passage to the group and ask the other members of the group to take notes on the details of the passage.
3. Have the groups review their notes together. Group members may ask the reader questions about the passage but may not look at the passage.
4. Collect the passage from the reader in each group.
5. Tell groups to come up with a gist statement for the passage.
6. Continue the same way for the remaining two passages.
7. Review the answers as a class.

#### PASSAGE A: Listerine

##### Sample notes

TOPIC: possible confusion about Listerine  
main points about this possible confusion:

- product was created by Joseph Lawrence and not by Joseph Lister

- product was named after Joseph Lister (surgeon well known for his work on the need for cleanliness in medicine)

**Answer**

The gist statement should include these ideas: possible confusion about Listerine, product named for Lister but not created by Lister

**PASSAGE B: Ceruse**

**Sample notes**

TOPIC: ceruse (dangerous sixteenth-century product to whiten skin)

main points about ceruse:

- could whiten skin (fashionable at the time)
- caused lead poisoning (resulting in many health problems, including death)

**Answer**

The gist statement should include these ideas: ceruse was fashionable but dangerous.

**PASSAGE C: The Canary Islands**

**Sample notes**

TOPIC: an inaccurate belief about the name of the Canary Islands

main points about this incorrect belief:

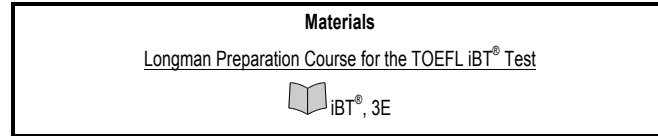
- name came from dogs there (Latin *canus* means “dog”)
- name didn’t come from birds there (birds named after island)

**Answer**

The gist statement should include these ideas: incorrect belief about Canary Islands, name from dogs and not from birds.

## Activity L2A: Listening for Details

### WARM-UP ACTIVITY



The purpose of this activity is to introduce **Listening Skill 2: UNDERSTAND THE DETAILS**.

#### Before class:

No preparation is necessary.

#### In class:

1. Read the passage on **Earth** to the class and have students take notes on the details of the passage as you read it.
2. Review the notes together as a class.
3. Read the questions to the class and have students answer the questions based on the notes they took.
4. Review the answers as a class.

#### **PASSAGE: Earth**

In size, Earth is only the fifth largest of the planets that orbit our Sun. Jupiter is the largest planet and is much larger than Earth. The relative diameters of Earth and Jupiter clearly show how much larger Jupiter is than Earth. Diameter is a measurement across a circle through its center. The diameter of Earth is 13,000 kilometers, while the diameter of Jupiter is more than ten times that of Earth. Statistics about circumference also clearly demonstrate the relative sizes of Earth and Jupiter. Circumference is the measurement around a circle. The circumference of Earth is in the neighborhood of 40,000 kilometers, while the circumference of Jupiter is around 450,000 kilometers.

In terms of shape, we think of Earth as spherical, or ball-shaped, but Earth does not have the shape of a perfect sphere. Earth's shape is somewhat flattened out, so its circumference is slightly bigger around the equator than when the circumference is measured from north to south and back around the planet through the North and South poles.

Earth is constantly moving around the Sun on a path that is called an orbit. It takes one year, or around 365 days, for Earth to complete one orbit around the Sun. The path of Earth's orbit, or the distance it travels around the Sun, is tremendous. In fact, Earth's orbit is 940 million kilometers. That's right, Earth travels just under a billion kilometers as it orbits the Sun each year. Although it is difficult for someone standing on Earth's surface to tell this, Earth is actually moving at a tremendous rate of speed as it orbits the Sun. Earth travels more than 30 kilometers every second, or more than 100,000 kilometers per hour as it moves around the Sun.

### Sample notes

TOPIC: statistics about Earth

#### Earth's size

- fifth largest of Sun's planets
- diameter = 13,000 km. (less than 1/10 that of Jupiter)
- circumference = 40,000 km. (less than 1/10 that of Jupiter)

#### Earth's shape

- is not a perfect sphere
- is slightly flat at top and bottom
- has bigger circumference east to west than north to south

#### Earth's orbit

- 365 days to orbit the Sun
- 940 million km. to orbit Sun
- 30 km. per second (100,000 km. per hour) to orbit Sun

## QUESTIONS

- (1) How many of the Sun's planets are larger than Earth?
- (2) What is the measurement of Earth through its center?
- (3) How much larger is Jupiter's diameter than Earth's?
- (4) What is the measurement of Earth around its center?
- (5) How much larger is Jupiter's circumference than Earth's?
- (6) Earth is almost shaped like what?
- (7) Where is Earth slightly flattened?
- (8) Where is Earth's circumference the biggest?
- (9) Where is Earth's circumference the smallest?
- (10) Where does Earth's orbit take it?

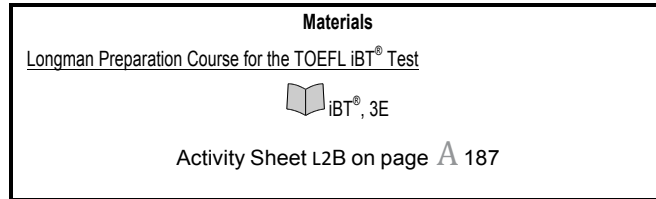
- (11) How long does Earth's orbit take?  
(12) How fast does Earth travel on its orbit?

**Answers**

- (1) four  
(2) 13,000 kilometers  
(3) more than ten times  
(4) 40,000 kilometers  
(5) more than ten times  
(6) like a sphere, or ball  
(7) at the poles  
(8) through the equator, measured from east to west  
(9) measured from north to south  
(10) around the Sun  
(11) 365 days, or one year  
(12) 30 kilometers per second, or 100,000 kilometers per hour

## Activity L2B: Listening for Details

### FOLLOW-UP ACTIVITY



The purpose of this activity is to reinforce the information in **Listening Skill 2: UNDERSTAND THE DETAILS**.

#### Before class:

Prepare handouts of **Activity Sheet L2B** on pages A 187. Cut the handouts so that each passage and each set of questions can go to a different student. You will need one set of passages and one set of questions for each group of 3–6 students.

#### In class:

1. Put students in groups of 3–6 and give one student in each group the first passage.
2. Have the designated student read the first passage to the group and have the group take notes on the details of the passage.
3. Have the groups review their notes together. Group members may ask the reader questions about the passage but may not look at the passage.
4. Collect the passage from the reader in each group and distribute the first set of questions to the reader (or to a different member of each group).
5. Have the reader ask the group questions. The other students in the group should answer the questions.
6. Continue the same way for the other passage.
7. Review the answers as a class.

## Answers

### PASSAGE A: An Antique

- (1) in 1988
- (2) an antique shop
- (3) dirty and old
- (4) a Bostonian
- (5) \$18
- (6) \$15
- (7) Edgar Allan Poe
- (8) Poe's early poems
- (9) sold it at an auction
- (10) \$200,000

### PASSAGE B: American Football

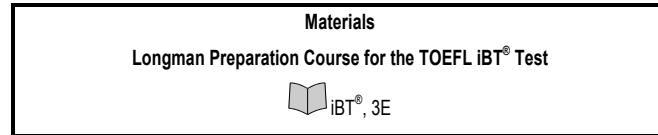
- (1) in 1874
- (2) it was the beginning of American-style football
- (3) McGill University and Harvard University
- (4) football using the feet to handle the ball
- (5) football using the hands to handle the ball
- (6) to play different kinds of football in the two halves of the game
- (7) mainly with their feet
- (8) mainly with their hands
- (9) Harvard's rules
- (10) McGills's rules

### Optional:

Turn this activity into a competition by adding 1 point for each correct answer and subtracting 1 point for each incorrect answer.

## Activity L3A: Understanding Functions of Statements

### WARM-UP ACTIVITY



The purpose of this activity is to introduce **Listening Skill 3: UNDERSTAND THE FUNCTION**.

#### Before class:

No preparation is necessary.

#### In class:

1. Explain that function questions are asking *why* the speaker says something.
2. Read each statement one at a time to the class.
3. Have students guess the function (why the speaker might say this).

### FUNCTION STATEMENTS

- (1) Excuse me, but could you repeat that?
- (2) What's up?
- (3) Some of you seem to think that class starts at 9:05.
- (4) Excuse me, but . . .
- (5) You've made a good point, but . . .
- (6) If I had time, I'd do it . . . really.
- (7) I'll be with you in a minute.
- (8) Now let me switch gears . . .
- (9) We'll see.
- (10) I'll call you sometime.




**Possible answers**

- (1) to show he/she doesn't understand
- (2) to open a conversation
- (3) to remind students not to be late to class
- (4) to interrupt
- (5) to disagree
- (6) to refuse
- (7) to show he/she is not ready
- (8) to change a topic
- (9) to end a conversation
- (10) to put someone off

## Activity L3B: Determining Functions in Passages

### FOLLOW-UP ACTIVITY

|  |
|--|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® Test</u></p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet L3B on page A 189</p> |
|--|

The purpose of this activity is to reinforce the information in **Listening Skill 3: UNDERSTAND THE FUNCTION**.

#### Before class:

Prepare handouts of **Activity Sheet L3B** on page A 189. You will need one handout for each student.

#### In class:

1. Put students in groups of 3–4 and give each student a handout.
2. Have one pair in each group read the first dialogue to the group.
3. Ask the groups to discuss the function of each of the numbered expressions in **bold**.
4. Continue the same way for the remaining two dialogues.
5. Review the answers as a class.

#### Answers

##### DIALOGUE A: Exam

- (1) to show that he/she already knows this
- (2) to suggest studying together
- (3) to clarify what he/she just said
- (4) to suggest someone else he/she could prepare with

##### DIALOGUE B: Library

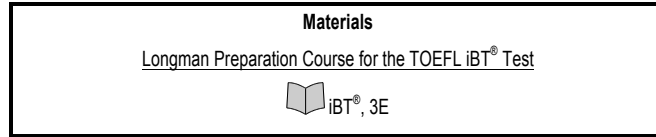
- (1) to ask for help
- (2) to show that there is a good reason for what happened
- (3) to indicate agreement
- (4) to change the topic

**DIALOGUE C: Paper**

- (1) to start with something positive before getting to the negative points
- (2) to say that the assignment was done incorrectly
- (3) to clarify what the teacher just said
- (4) to offer a suggestion

## Activity L4A: Guessing the Speaker's Stance

### WARM-UP ACTIVITY



The purpose of this activity is to introduce Listening Skill 4: UNDERSTAND THE SPEAKER'S STANCE.

#### Before class:

No preparation is necessary.

#### In class:

1. Explain that stance questions are asking *how* the speaker *feels*.
2. Read each statement one at a time to the class.
3. Have students try to determine the speaker's stance (how the speaker might feel).

### STANCE STATEMENTS

- (1) Perhaps you should have spent more time on this.
- (2) It costs *how* much?
- (3) I'm so sorry that happened to you.
- (4) You have come to . . . uh . . . an interesting conclusion.
- (5) I don't know if I could have done any better!
- (6) I like the way you *started* the paper.
- (7) The paper's due in only two days.
- (8) Six of one, half dozen of the other.
- (9) That's what happens when you act without thinking.
- (10) It's the thought that counts.

**Answers**


- (1) unimpressed
- (2) surprised
- (3) sympathetic
- (4) not in agreement
- (5) impressed
- (6) unimpressed with the rest
- (7) worried
- (8) unconcerned or ambivalent
- (9) unsympathetic
- (10) appreciative of the effort

## Activity L4B: Determining the Speaker's Stance

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet L4B on pages A 191

The purpose of this activity is to reinforce the information in **Listening Skill 4: UNDERSTAND THE SPEAKER'S STANCE**.

#### Before class:

Prepare handouts of **Activity Sheet L4B** on pages A 191. The handouts are on separate sheets so that each passage can go to a different pair of students. You will need one set of passages for each group of 3–6 students.

#### In class:

1. Put students in groups of 3–6 and give one student in each group the first passage.
2. Have one pair read a dialogue to the group and have the group take notes on the dialogue.
3. Have the groups review their notes together.
4. Ask the groups to determine the stance of each of the speakers in the dialogue.
5. Have the groups come up with statements that represent each speaker's stance.
6. Continue the same way for the remaining two dialogues.
7. Review the answers as a class.

#### Possible answers

##### DIALOGUE A: Major

The student's stance: is eager to procrastinate

The student might say: "Why do something now when I can put it off until later?"

The advisor's stance: is adamant or definite about getting it done now

The advisor might say: “Why put it off when you can do it now?”

### **DIALOGUE B: Presentation Preparation**

Student 1’s stance: is underconfident and overprepared

Student 1 might say: “I can never prepare enough. I always need to do more.”

Student 2’s stance: is too relaxed and overconfident

Student 2 might say: “It’s best to relax. I don’t need to try so hard.”

### **DIALOGUE C: Research Paper**

The student’s stance: is worried the assignment is impossible


The student might say: “I don’t think this can be done!”

The professor’s stance: is confident the assignment can be done

The professor might say: “It’s difficult, but you can do it!”

## Activity L5A: Understanding Listening Organization Questions

### WARM-UP ACTIVITY

|   |
|---|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® Test</u></p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet L5A on pages A 194</p> |
|---|

The purpose of this activity is to introduce **Listening Skill 5: UNDERSTAND THE ORGANIZATION**.

#### Before class:

Prepare handouts of **Activity Sheet L5A** on pages A 194. You will need one handout for each student.

#### In class:

1. Give each student a handout.
2. Explain that there are different types of organization questions in the Listening section based on the kind of information in the listening passages.
3. Ask students to look at the first kind of listening organization question on the activity sheet and ask the following question: *How is the information in the listening passage most likely organized?*
4. Read the passage to the class and have students finish writing the question with information from the passage.
5. Review the answers as a class.
6. Continue this way for the remaining three passages.



### **PASSAGE A: Formation of Coal**

Coal is a fossil fuel that was created millions of years ago. It is called a fossil fuel because it formed from the fossilized remains of formerly living beings. Coal started out as plants in the hot, swampy forests of the young Earth. Much of today's coal actually started out as large ferns in the swamplands of the prehistoric world. The next step in the process was that these living plants eventually died. After the prehistoric ferns died, they piled up in the muddy waters of the swamplands. The final step in the process, a step that took millions of years, was that the pressure on the dead plants built up. The result of the millions of years of pressure is something that resembles a shiny black rock but is actually the fossilized remains of ferns from millions of years ago.

#### **Answer**

The information in the passage is most likely in process order or chronological order.

#### **Sample notes**

TOPIC: the formation of coal  
steps in the process:

- ferns were living millions of years ago
- ferns died
- dead ferns piled up
- dead ferns were pressurized

### **PASSAGE B: Kinds of Volcanoes**

Volcanoes can be classified as either active, dormant, or extinct. An active volcano is one that has erupted recently and looks like it may erupt again relatively soon. A dormant volcano is one that has been quiet for a long time but may possibly erupt again sometime. An extinct volcano is one that has not erupted for a long time and, it is believed, will never erupt again. Interestingly, the Hawaiian Islands have examples of each of these three kinds of volcanoes. Kilauea is an active volcano, one that has been erupting constantly since 1983, Mauna Kea is a dormant volcano that last erupted 4,500 years ago, and Kohala is an extinct volcano that began erupting half a million years ago.

#### **Answer**

The information in the passage is most likely a classification into categories.

#### **Sample notes**

TOPIC: classification of volcanoes  
kinds of volcanoes:

- active: has erupted recently and will probably erupt soon (Kilauea)
- dormant: has not erupted for a while but may erupt sometime (Mauna Kea)
- extinct: has not erupted for a long time and won't erupt again (Kohala)

### **PASSAGE C: Protection of the Eyes**

Vision is so important in the life of a human that the human body has a variety of ways to protect the eyes and maintain the ability of a person to see. First of all, the eyes are surrounded by bone. The bone surrounding the eyes is important in protecting the eyes from injury. The eyelids also help protect a person's eyes and vision. The eyelids can close in a millisecond if needed to protect the eyes, and the eyelids also help to spread fluid over the eyes to keep them clean and moist. Even the eyebrows have a role in protecting the eyes. The eyebrows above the eyes help to keep the sweat that rolls down one's forehead out of the eyes.

#### **Answer**

The information in the passage is most likely a topic and three supporting ideas.

**Sample notes**

TOPIC: protection of the eyes by the human body

ways human body protects eyes:

- bone around eyes (protects eyes from damage)
- eyelids (close to protect eyes, spread fluid to clean and moisturize eyes)
- eyebrows (keep sweat out of eyes)

**PASSAGE D: Lincoln and the Young Fan**

During the election of 1860, Abraham Lincoln was trying to get elected as president of the United States. The election was very closely contested. A young eleven-year-old girl was a firm supporter of Lincoln, and she wanted to do her part to get him elected. Lincoln did not have a beard at the time, and the young lady believed that his face was too thin, so she wrote a letter to Lincoln suggesting that he would look better in a beard. Lincoln did win the election, though it was without a beard. After the election, Lincoln actually did start growing a beard, at least in part because of his young fan. When he started growing his beard, he wrote a letter to the young lady thanking her for her advice.

**Answer**

The information in the passage is most likely groupings of details.

**Sample notes**

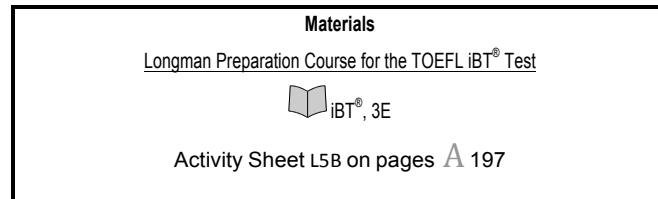
TOPIC: Lincoln and a young fan

main points about topic:

- Lincoln was running for president in 1860 (without a beard)
- young girl wrote suggesting Lincoln grow beard
- Lincoln was elected president (without a beard)
- Lincoln added new beard and wrote to thank girl

## Activity L5B: Creating Listening Organization Questions

### FOLLOW-UP ACTIVITY



The purpose of this activity is to reinforce the information in **Listening Skill 5: UNDERSTAND THE ORGANIZATION**.

#### Before class:

Prepare handouts of **Activity Sheet L5B** on pages A 197. Cut the handouts so that each passage can go to a different student. You will need one set of passages for each group of 3–4 students.

#### In class:

1. Put students in groups of 3–4 and give one student in each group the first passage.
2. Have the designated student read the first passage to the group and have the group take notes on the passage.
3. Ask students in each group to review their notes together. Group members may ask the reader questions about the passage but may not look at the passage.
4. Collect the passage from the reader in each group.
5. Have the groups create a TOEFL-style listening organization question based on the passage.
6. Share the questions with the other groups (either by having the groups describe their questions orally or by having the groups write their questions on the board).
7. Have the class discuss the effectiveness of each question.
8. Continue the same way for the remaining three passages.

## PASSAGE A: Formation of the Moon

### Sample notes

TOPIC: formation of the moon  
steps in process:

- large object (perhaps planet) hit Earth
- pieces broke off Earth
- pieces began orbiting Earth
- pieces joined together to form Moon

### Possible question

Put the following four steps in order:

1. The pieces joined together to form the Moon.
2. A large object, perhaps a planet, hit Earth.
3. The pieces began orbiting Earth.
4. Pieces broke off Earth.

### Answers

2, 4, 3, 1

## PASSAGE B: Casablanca

### Sample notes

TOPIC: what did and did not happen in the movie *Casablanca*  
main points about the topic:

- line “Play it again, Sam” was not in movie
- line “Play it, Sam. Play *As Time Goes By*” was in movie
- line was not said by Rick (Humphrey Bogart)
- line was said by Ilse (Ingrid Bergman)

### Possible question

Is each of these true? Yes or no?

The line “Play it again, Sam” was in the movie.

The line “Play it, Sam” was in the movie.

The line was said by Rick, the character played by Humphrey Bogart.

The line was said by Ilse, the character played by Ingrid Bergman.

### Answers

N, Y, N, Y

## PASSAGE C: Benefits of Chocolate

### Sample notes

TOPIC: benefits of dark chocolate with high cocoa content  
benefits:

- increased blood flow to brain (improved brain function)
- lowered blood pressure (reduced hypertension)
- lowered cholesterol

### Possible question

Which of the following are true about dark chocolate?  
Choose three answers.

1. It causes the blood flow to the brain to decrease.
2. It causes the brain to function better.
3. It causes blood pressure to decrease.
4. It causes increased hypertension.
5. It causes cholesterol to go down.

### Answers

2, 3, 5

## PASSAGE D: New Vocabulary

### Sample notes

TOPIC: changing English vocabulary  
ways English vocabulary changes:

- creating new words (Internet, cell phone)
- importing words from other languages (pyjamas, tsunami)
- changing meanings of existing words (silly, nice)

### Possible question

How do the following match up?

a created word

*tsunami*

an imported word

*silly*

a word with a changed meaning

*cellphone*

**Answers**

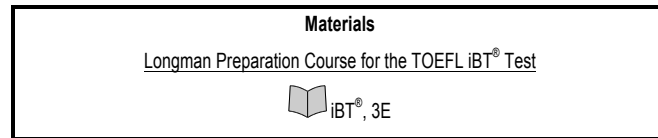
a created word = *cellphone*

an imported word = *tsunami*

a word with a changed meaning = *silly*

## Activity L6A: Drawing Conclusions from Multiple Statements

### WARM-UP ACTIVITY



The purpose of this activity is to introduce Listening Skill 6: UNDERSTAND RELATIONSHIPS: INFERENCES AND DRAWING CONCLUSIONS.

#### Before class:

No preparation is necessary.

#### In class:

1. Explain that relationship questions are about drawing conclusions from several pieces of information.
2. Read each group of statements to the class.
3. Have students draw conclusions from the group of statements.

### GROUPS OF STATEMENTS TO READ

(1) Thirty students took an exam yesterday.

Ten of students did not pass the exam.

(2) There was a meeting that started at 3:00.

It is 3:30 now.

He thought the meeting would start at 4:00.

(3) There are rose bushes in the garden.

Rose bushes die at temperatures below 32 degrees Fahrenheit.

The temperature has gotten down to 28 degrees Fahrenheit every night this week.



(4) The red chair is less expensive than the blue chair.

The blue chair is not as expensive as the green chair.

(5) Al does not like Professor Fuller.

Al needs to take Chemistry 201.

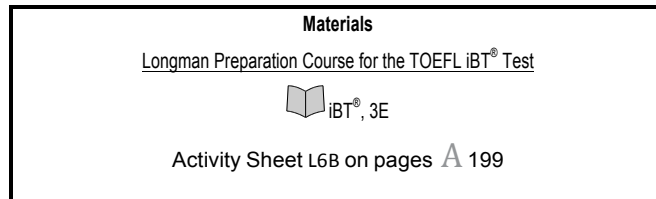
Professor Fuller is the only professor who teaches Chemistry 201.

**Possible answers**

- (1) Twenty students passed the exam.
- (2) He probably missed the meeting.
- (3) The rose bushes have probably died.
- (4) The red chair is less expensive than the green chair. / The green chair is more expensive than the red chair.
- (5) Al must take the class from Professor Fuller. / Al must take a class from a professor he doesn't like.

## Activity L6B: Drawing Conclusions from Passages

### FOLLOW-UP ACTIVITY



The purpose of this activity is to reinforce the information in Listening Skill 6: UNDERSTAND RELATIONSHIPS: INFERENCES AND DRAWING CONCLUSIONS.

#### Before class:

Prepare handouts of **Activity Sheet L6B** on pages A 199. Cut the handouts so that each passage can go to a different student. You will need one set of passages for each group of 3–6 students.

#### In class:

1. Put students in groups of three to six and give one student in each group the first passage.
2. Have the designated student read the first passage to the group and have the group take notes on the passage.
3. Ask students in each group to work together to review their notes. Group members may ask the reader questions about the passage but may not look at the passage.
4. Collect the passage from the reader in each group.
5. Have groups come up with conclusions drawn from the passage.
6. Continue the same way for the remaining two passages.
7. Review the answers as a class.

**Possible answers**

**PASSAGE A: Giant Squid**

Giant squid as long as 30 meters in length have not been proven to exist.  
Terrified sailors may have overstated the length of the squid they saw.  
Even larger squid may still be found.

**PASSAGE B: Macaroni and Cheese**

Kraft Macaroni and Cheese products were created by accident.  
Customers didn't like Kraft's powdered cheese product.  
When Kraft packaged the cheese with macaroni, sales took off.

**PASSAGE C: Insomnia**

Researchers' traditional belief about insomnia is not correct.  
Insomnia causes depression more often than it results from depression.

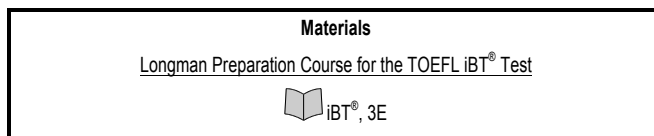
## SECTION THREE

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# SPEAKING

## Activity S1A: Speaking Individually

### WARM-UP ACTIVITY



The purpose of this activity is to improve general spoken fluency in preparation for Speaking Skill 1: USE YOUR NOTES TO PLAN THE FREE-CHOICE RESPONSE TO SPEAKING QUESTION 1.

#### **Before class:**

No preparation is necessary.

#### **In class:**


1. Give students a topic. (Describe your hometown.)
2. Give students 1 minute to write down some notes on this topic.
3. Have students all speak at the same time for 45 seconds on this topic. (Each student should focus on what he or she is saying and not on what his or her neighbors are saying.)
4. Encourage students to speak for the entire 45 seconds without pausing.

## Activity S1B: Selecting Ideas for a Logical Plan

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet S1B on page A 201

The purpose of this activity is to reinforce the information in Speaking Skill 1: USE YOUR NOTES TO PLAN THE FREE-CHOICE RESPONSE TO SPEAKING QUESTION 1.

#### Before class:

Prepare handouts of **Activity Sheet S1B** on page A 201. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Ask pairs to select from the given ideas to create a logical plan for a spoken response.
3. Have pairs fill in the plan at the bottom of the page with the numbers of the ideas that create a logical plan.
4. Discuss the answers together as a class.

#### Answers

(NOTE: the selected supporting ideas may be in a different order)

INTRODUCTION: **Topic:** (4)

**Organization of support:** (8)

SUPPORTING IDEA 1: **Reason:** (9)

**Detail:** (5)


SUPPORTING IDEA 2: **Reason:** (1)

**Detail:** (12)

CONCLUSION: **Summary:** (6)

## Activity S2A: Speaking Individually

### WARM-UP ACTIVITY

| Materials |  |
|-----------|--|
| •         | Longman Preparation Course for the TOEFL   |
| iBT® Test |  iBT®, 3E |

The purpose of this activity is to improve general spoken fluency in preparation for Speaking Skill 2: USE YOUR PLAN TO MAKE THE FREE-CHOICE RESPONSE TO SPEAKING QUESTION 1.

#### Before class:


No preparation is necessary.

#### In class:

1. Give students a topic. (Describe your classroom.)
2. Give students 1 minute to write down some notes on this topic.
3. Have students all speak at the same time for 45 seconds on this topic. (Each student should focus on what he or she is saying and not on what his or her neighbors are saying.)
4. Encourage students to speak for the entire 45 seconds without pausing.

## Activity S2B: Noting Features of a Good Response

### FOLLOW-UP ACTIVITY

|   |
|---|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® Test</u></p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet S2B(1) and S2B(2) on pages A 203 and 204</p> |
|---|

The purpose of this activity is to reinforce the information in Speaking Skill 2: USE YOUR PLAN TO MAKE THE FREE-CHOICE RESPONSE TO SPEAKING QUESTION 1.

#### Before class:

Prepare handouts of **Activity Sheet S2B (1)** on page A 203 and **Activity Sheet S2B (2)** on page A 204. You will need one handout of **Activity Sheet S2B (1)** for each group and one handout of **Activity Sheet S2B (2)** for each student.

#### In class:

1. Put students in groups of 3–4.
2. Give one designated student in each group a handout of **Activity Sheet S2B (1)**.
3. Give each student a handout of **Activity Sheet S2B (2)**.
4. Have the designated student read the response on **Activity Sheet S2B (1)** to the group, one paragraph at a time. (You may want to have different students in the group read each paragraph.)
5. Have the group members note the features of the response on **Activity Sheet S2B (2)** and discuss their responses.
6. Have the group members discuss the “QUESTION FOR DISCUSSION.”
7. Discuss the answers together as a class.



### **Possible answers**

#### Paragraph 1

- (1) to introduce the response
- (2) the most important technological advance I foresee happening in the future
- (3) the ability of individuals to travel into space
- (4) two important reasons

#### Paragraph 2

- (5) to give the first reason
- (6) the necessity of understanding our solar system
- (7) one reason
- (8) we live in only a part of the solar system, and we need to understand the rest of the solar system

#### Paragraph 3

- (9) to give the second reason
- (10) the importance of a new perspective on our planet
- (11) however, it is not only to improve our understanding of our solar system that space travel is important
- (12) the perspective from outer space will show us that Earth is one planet where everyone needs to work together

#### Paragraph 4

- (13) to conclude the response
- (14) only if there is time

## Activity S3A: Speaking Individually

### WARM-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test



The purpose of this activity is to improve general spoken fluency in preparation for Speaking Skill 3: USE YOUR NOTES TO PLAN THE PAIRED-CHOICE RESPONSE TO SPEAKING QUESTION 2.

#### **Before class:**


No preparation is necessary.

#### **In class:**

1. Give students a topic. (Is it easier to speak or write in English?)
2. Give students 1 minute to write down some notes on this topic.
3. Have students all speak at the same time for 45 seconds on this topic. (Each student should focus on what he or she is saying and not on what his or her neighbors are saying.)
4. Encourage students to speak for the entire 45 seconds without pausing.

## Activity S3B: Selecting Ideas for a Logical Plan

### FOLLOW-UP ACTIVITY

**Materials**  
Longman Preparation Course for the TOEFL iBT® Test  
 iBT®, 3E  
Activity Sheet S3B on pages A 205

The purpose of this activity is to reinforce the information in Speaking Skill 3: USE YOUR NOTES TO PLAN THE PAIRED-CHOICE RESPONSE TO SPEAKING QUESTION 2.

#### Before class:

Prepare handouts of **Activity Sheet S3B** on page A 205. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Ask students to work with their partners to select ideas from the given ideas to create a logical plan for the response.
3. Have pairs fill in the plan at the bottom of the page with the numbers of the ideas that create a logical plan.
4. Discuss the answers together as a class.

#### Answers

(NOTE: the selected supporting ideas may be in a different order)

INTRODUCTION: **Topic:** (4)

**Organization of support:** (10)

SUPPORTING IDEA 1: **One side of issue:** (3)

**Reason:** (1)

SUPPORTING IDEA 2: **Other side of issue:** (12)

**Reason:** (7)

CONCLUSION: **Summary:** (5)

## Activity S4A: Fluency Lines

### WARM-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test



The purpose of this activity is to improve general spoken fluency in preparation for Speaking Skill 4: USE YOUR PLAN TO MAKE THE PAIRED-CHOICE RESPONSE TO SPEAKING QUESTION 2.

#### **Before class:**

No preparation is necessary.

#### **In class:**


1. Have students stand in two lines facing each other so that each student has a partner. (You can join in if you have an odd number of students.)
2. Give students a question. (Do you prefer playing sports or listening to music?)
3. Have students all discuss the topic with their partners for 1 minute.
4. Ask students to move one position to the left so that each student is facing a new partner.
5. Have students discuss the same topic with their new partners for 1 minute.
6. Continue this way until students have discussed the same topic with 4–5 partners. Each time they change partners, they should be developing new ideas and vocabulary as well as better fluency and comprehensibility.
7. Finish the activity by having some of students share their ideas with the class as a whole.

## Activity S4B: Noting Features of a Good Response

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet S4B(1) and S4B(2) on pages A 207 and 208

The purpose of this activity is to reinforce the information in Speaking Skill 4: USE YOUR PLAN TO MAKE THE PAIRED-CHOICE RESPONSE TO SPEAKING QUESTION 2.

#### Before class:

Prepare handouts of **Activity Sheet S4B (1)** on page A 207 and **Activity Sheet S4B (2)** on page A 208. You will need one handout of **Activity Sheet S4B (1)** for each group and one handout of **Activity Sheet S4B (2)** for each student.

#### In class:

1. Put students in groups of 3–4.
2. Give one designated student in each group a handout of **Activity Sheet S4B (1)**.
3. Give each student a handout of **Activity Sheet S4B (2)**.
4. Have the designated student read the response on **Activity Sheet S4B (1)** to the group, one paragraph at a time. (You may want to have different students in the group read each paragraph.)
5. Have the group members note the features of the response on **Activity Sheet S4B (2)** and discuss their responses.
6. Have the group members discuss the QUESTION FOR DISCUSSION.
7. Discuss the answers together as a class.

## **Possible answers**

### Paragraph 1

- (1) to introduce the response
- (2) this question about the importance of staying well informed about current events
- (3) there are two possible answers . . . I believe the less obvious answer
- (4) an obvious answer . . . a less obvious answer

### Paragraph 2

- (5) to provide the obvious answer
- (6) that a good citizen should always try to stay informed about important issues
- (7) the obvious answer
- (8) that a good citizen has to understand the world around him or her

### Paragraph 3

- (9) to provide the less obvious answer
- (10) that people can have a problem if they spend too much time trying to stay well informed
- (11) a less obvious answer
- (12) that people can spend so much time understanding others that they do not live their own lives

### Paragraph 4

- (13) to conclude the response
- (14) only if there is time

## Activity S5A: Fluency Lines

### WARM-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test



The purpose of this activity is to improve general spoken fluency in preparation for **Speaking Skill 5: NOTE THE MAIN POINTS AS YOU READ FOR SPEAKING QUESTION 3.**

#### **Before class:**


No preparation is necessary.

#### **In class:**

1. Have students stand in two lines facing each other so that each student has a partner. (You can join in if you have an odd number of students.)
2. Give students a question. (Do you prefer weather that is really hot or really cold?)
3. Have students all discuss the topic with their partners for 1 minute.
4. Ask students to move one position to the left so that each student is facing a new partner.
5. Have students discuss the same topic with their new partners for 1 minute.
6. Continue this way until students have discussed the same topic with 4–5 partners. Each time they change partners, they should be developing new ideas and vocabulary as well as better fluency and comprehensibility.
7. Finish the activity by having some of students share their ideas with the class as a whole.

## Activity S5B: Taking Notes on Reading Passages

### FOLLOW-UP ACTIVITY

|  |
|--|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® Test</u></p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet S5B on page A 209</p> |
|--|

The purpose of this activity is to reinforce the information in Speaking Skill 5: NOTE THE MAIN POINTS AS YOU READ FOR SPEAKING QUESTION 3.

#### Before class:

Prepare handouts of **Activity Sheet S5B** on page A 209. You will need one handout for each student.

#### In class:

1. Put students in groups of 3–4 and give each student a handout.
2. Ask students to read the first passage and take notes on the topic and main points of the passage.
3. Have the groups discuss the notes they took.
4. Review the notes together as a class.
5. Continue the same way for the remaining two passages.

#### Possible answers

##### **PASSAGE A: Exam to Retake**

TOPIC: notice about need to retake exam

main points about the topic:

- exam already taken by students
- some exams accidentally thrown away
- exam needs to be retaken by all students



**PASSAGE B: Late to Class**

TOPIC: notice about late arrivals to class

main points about the topic:

- class has already started
- door is locked
- students should come on time or not come at all

**PASSAGE C: No Books in Bookstore**

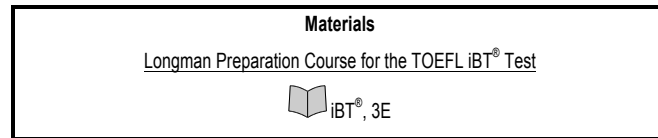
TOPIC: sign posted in bookstore about text for Ecology 201

main points about this topic:

- book currently out of stock
- “inadequate number” of books ordered
- book to be obtained through special order
- special orders handled “expeditiously”

## Activity S6A: Fluency Lines

### WARM-UP ACTIVITY



The purpose of this activity is to improve general spoken fluency in preparation for **Speaking Skill 6: NOTE THE MAIN POINTS AS YOU LISTEN FOR SPEAKING QUESTION 3.**

#### Before class:

No preparation is necessary.

#### In class:


1. Have students stand in two lines facing each other so that each student has a partner. (You can join in if you have an odd number of students.)
2. Give students a question. (If you could choose, would you choose to be a really talented musician or a really talented athlete?)
3. Have students all discuss the topic with their partners for 1 minute.
4. Ask students to move one position to the left so that each student is facing a new partner.
5. Have students discuss the same topic with their new partners for 1 minute.
6. Continue this way until students have discussed the same topic with 4–5 partners. Each time they change partners, they should be developing new ideas and vocabulary as well as better fluency and comprehensibility.
7. Finish the activity by having some of students share their ideas with the class as a whole.

## Activity S6B: Taking Notes on Listening Passages

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet S6B on page A 210

The purpose of this activity is to reinforce the information in Speaking Skill 6:  
NOTE THE MAIN POINTS AS YOU LISTEN FOR SPEAKING QUESTION 3.

#### Before class:

Prepare handouts of **Activity Sheet S6B** on page A 210. You will need one handout for each student.

#### In class:

1. Put students in groups of 3–4 and give each student a handout.
2. Have one pair in each group read the first dialogue to the group.
3. Ask students in each group to take notes on the topic, main points, and speakers' opinions of the dialogue.
4. Have the groups discuss the notes they took.
5. Review the notes together as a class.
6. Continue the same way for the remaining two dialogues.

#### Possible answers

##### **PASSAGE A: Exam to Retake**

TOPIC: student discussion of notice

main points about the topic:

- S1 happy to retake exam (can do better with more preparation)
- S2 unhappy to retake exam (did as well as possible first time)

**PASSAGE B: Late to Class**

TOPIC: student discussion of memo

main points about the topic:

- S2 was on time and was in class (and thinks the notice was good)
- S1 was late and could not get into class (and accepts that it is necessary to come on time in the future)

**PASSAGE C: No Books in Bookstore**

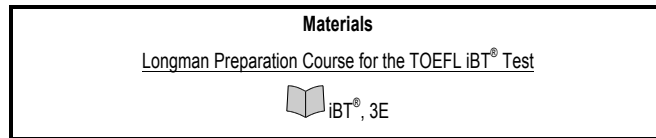
TOPIC: student discussion of things that seem funny about the sign

main points about the topic:

- sign says “inadequate” number of books ordered (but none seem to have been ordered)
- sign says orders handled “expeditiously” (but orders take 3–4 weeks)

## Activity S7A: Targeting Spoken Fluency

### WARM-UP ACTIVITY



The purpose of this activity is to improve general spoken fluency in preparation for **Speaking Skill 7: USE YOUR NOTES TO PLAN THE RESPONSE FOR SPEAKING QUESTION 3.**

#### Before class:


No preparation is necessary.

#### In class:

1. Put students in groups of 3–4 and explain to students that the purpose of the activity is to improve spoken fluency.
2. Give students a topic. (Describe your dream house.)
3. Give students 1 minute to write down some notes on this topic.
4. Have each student speak on this topic for 45 seconds to his or her group.
5. Have the group assist the speaker in making the response more fluent.
6. Invite some students share their responses with the class as a whole.

## Activity S7B: Synthesizing Ideas

### FOLLOW-UP ACTIVITY

|   |
|---|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;">Longman Preparation Course for the TOEFL iBT® Test</p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet S7B on page A 212</p> |
|---|

The purpose of this activity is to reinforce the information in Speaking Skill 7: USE YOUR NOTES TO PLAN THE RESPONSE FOR SPEAKING QUESTION 3.

#### Before class:

Prepare handouts of **Activity Sheet S7B** on page A 212. You will need one handout for every two students.

#### In class:

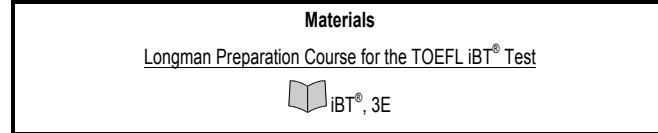
1. Put students in pairs and give each pair a handout.
2. Remind students that an important component of this skill is the ability to determine the relationship between the topics of two passages (a reading passage and a listening passage).
3. Have pairs study each pair of ideas and determine the relationship between the two ideas.
4. Discuss the answers together as a class.

#### Possible answers

- (1) effect (result) / cause
- (2) concept / example
- (3) chronological relationship
- (4) problem / solution
- (5) cause / effect (result)
- (6) group / member of the group
- (7) past / present (chronological changes)
- (8) cause / unexpected effect (result)
- (9) contrast relationship
- (10) rule/exception to the rule

## Activity S8A: Targeting Spoken Grammar

### WARM-UP ACTIVITY



The purpose of this activity is to improve spoken grammar in preparation for **Speaking Skill 8: USE YOUR PLAN TO MAKE THE RESPONSE FOR SPEAKING QUESTION 3.**

#### Before class:

No preparation is necessary.

#### In class:


1. Put students in groups of 3–4 and explain to students that the purpose of the activity is to improve spoken grammar.
2. Give students a topic. (Describe your dream job.)
3. Give students 1 minute to write down some notes on this topic.
4. Have each student speak on this topic for 45 seconds to his or her group.
5. Have the group assist the speaker in making the response more grammatically correct.
6. Invite some students share their responses with the class as a whole.

## Activity S8B: Noting Features of a Good Response

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet S8B(1) and S8B(2) on pages A 214–215  
and 216–217

The purpose of this activity is to reinforce the information in Speaking Skill 8: USE YOUR PLAN TO MAKE THE RESPONSE FOR SPEAKING QUESTION 3.

#### Before class:

Prepare handouts of **Activity Sheet S8B(1)** on pages A 214-215 and **Activity Sheet S8B(2)** on pages A 216-217. You will need one handout of **Activity Sheet S8B(1)** for each group and one handout of **Activity Sheet S8B(2)** for each student.

#### In class:

1. Put students in groups of 3–4.
2. Give one designated student in each group a handout of **Activity Sheet S8B(1)**.
3. Give each student a handout of **Activity Sheet S8B(2)**.
4. Have the designated student read the first response on **Activity Sheet S8B(1)** to the group, one paragraph at a time.
5. Have the group members note the features of the response on **Activity Sheet S8B(2)** and discuss their responses.
6. Continue the same way for the remaining two responses, with a different group member designated as the reader for each response.
7. Discuss the answers together as a class.

#### Possible answers

#### RESPONSE A: Exam to Retake

##### Paragraph 1

- (1) to present a topic statement
- (2) yes
- (3) yes
- (4) a notice and a discussion of the notice

##### Paragraph 2



- (5) to explain the relationship between the reading passage and the listening passage through details about the topic and main points
- (6) a notice about an exam that needs to be retaken
- (7) that some exams were accidentally thrown away and that all students need to retake the exam

Paragraph 3

- (8) to further explain the relationship between the listening passage and the reading passage through details about the topic and main points
- (9) a student discussion of the notice
- (10) that one student is happy to reschedule the exam because he/she can do better the next time and that the other student is not happy to retake the exam because he/she cannot do better the next time

**RESPONSE B: Late to Class**

Paragraph 1

- (1) to present a topic statement
- (2) yes
- (3) yes
- (4) a memo and a discussion of the memo

Paragraph 2

- (5) to explain the relationship between the reading passage and the listening passage through details about the topic and main points
- (6) a memo for students who came late to a certain professor's class
- (7) that it is after 9:00, that the door is locked, and that students must come on time or not come at all

Paragraph 3

- (8) to further explain the relationship between the listening passage and the reading passage through details about the topic and main points
- (9) a student discussion of the memo
- (10) that one student came on time and likes the professor's policy and that the other student was late and could not get in but accepts this and will change in the future

**RESPONSE C: No Books in Bookstore**

Paragraph 1

- (1) to present a topic statement
- (2) yes
- (3) yes

(4) a sign and a discussion of the sign

Paragraph 2

(5) to explain the relationship between the reading passage and the listening passage through details about the topic and main points

(6) a sign at the bookstore about books that are out of stock

(7) that the books are out of stock, that not enough books were ordered, and that books can be ordered speedily through special orders

Paragraph 3

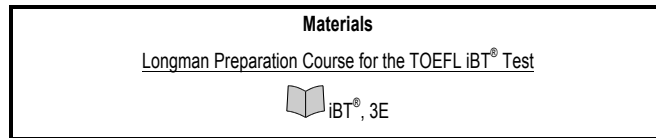
(8) to further explain the relationship between the listening passage and the reading passage through details about the topic and main points

(9) a student discussion of some funny points on the sign

(10) that maybe no books were ordered instead of an inadequate number and that special orders do not seem to be speedy

## Activity S9A: Targeting Pronunciation

### WARM-UP ACTIVITY



The purpose of this activity is to improve pronunciation in preparation for **Speaking Skill 9: NOTE THE MAIN POINTS AS YOU READ FOR SPEAKING QUESTION 4.**

#### Before class:

No preparation is necessary.

#### In class:


1. Put students in groups of 3–4 and explain to students that the purpose of the activity is to improve spoken pronunciation.
2. Give students a topic. (Describe your dream vacation.)
3. Give students 1 minute to write down some notes on this topic.
4. Have each student speak on this topic for 45 seconds to his or her group.
5. Have the group assist the speaker in improving the pronunciation of the response.
6. Invite some students share their responses with the class as a whole.

## Activity S9B: Taking Notes on Reading Passages

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet S9B on page A 218

The purpose of this activity is to reinforce the information in Speaking Skill 9:  
NOTE THE MAIN POINTS AS YOU READ FOR SPEAKING QUESTION 4.

#### Before class:

Prepare handouts of **Activity Sheet S9B** on page A 218. You will need one handout for each student.

#### In class:

1. Put students in groups of 3–4 and give each student a handout.
2. Have students read the first passage and take notes on the topic and main points of the passage.
3. Ask groups to discuss the notes they took.
4. Review the notes together as a class.
5. Continue the same way for the remaining two passages.

#### Possible answers

##### **PASSAGE A: Out of the Frying Pan**

TOPIC: expression out of the frying pan and into the fire

main points about this topic:

- is an idiomatic expression (is not used in situations with frying pans and fires)
- is used in situations that have gone from bad to worse

##### **PASSAGE B: 7-Up**

TOPIC: drink in 1929 (year the stock market crashed)

main points about this drink:

- was called Bib-Label Lithiated Lemon-Lime Soda
- was heavily carbonated (contained lots of bubbles)
- contained lithium (drug prescribed today to treat depression and bipolar disorder)

**PASSAGE C: Black Tea**

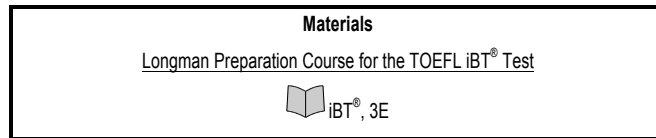
TOPIC: drinking black tea, which contains flavonoids (chemical antioxidants)

main points about the topic:

- 3/4 of tea worldwide is black tea
- black tea contains 200 mg of flavonoids per cup
- black tea contains more flavonoids than green tea

## Activity S10A: Practicing with a Partner

### WARM-UP ACTIVITY



The purpose of this activity is to improve general spoken fluency and comprehensibility in preparation for **Speaking Skill 10: NOTE THE MAIN POINTS AS YOU LISTEN FOR SPEAKING QUESTION 4.**

#### Before class:

No preparation is necessary.

#### In class:


1. Put students in pairs.
2. Write the following questions on the board.
  - What is the most important characteristic for success in business? Why?
  - You have the opportunity to prepare your favorite meal for the class. Describe this meal.
  - What will your most important accomplishments be by the end of your life?
3. Explain that students will have the opportunity to work on developing answers to these questions in pairs before presenting their answers to the class.
4. Give pairs a few minutes to practice answers to these questions.
5. Have various students present their answers to the class.

## Activity S10B: Taking Notes on Listening Passages

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet S10B on page A 219

The purpose of this activity is to reinforce the information in Speaking Skill 10: NOTE THE MAIN POINTS AS YOU LISTEN FOR SPEAKING QUESTION 4.

#### Before class:

Prepare handouts of **Activity Sheet S10B** on page A 219. You will need one handout for each group of 3–4 students.

#### In class:

1. Put students in groups of 3–4 and give one student in each group the first passage.
2. Have the designated student read the first passage to the group and have the group take notes on the topic and main points of the passage. Group members may ask the reader questions about the passage but may not look at the passage.
3. Have the groups discuss the notes they took.
4. Review the notes together as a class.
5. Continue the same way for the remaining two passages.

#### Possible answers

#### PASSAGE A: Out of the Frying Pan

TOPIC: an example of this expression (Mike)

main points about Mike:

- quit a job that was not so good (boring, repetitive, unchallenging, unexciting)
- moved into a job that was awful (boss who yelled, found fault, blamed)

**PASSAGE B: 7-Up**

TOPIC: drink in the 1940s

main points about this drink:

- was called 7-Up (7-ounce bottle, bubbles rising up to the top)
- was less carbonated
- no longer contained lithium

**PASSAGE C: Black Tea**

TOPIC: effects of drinking black tea with flavonoids

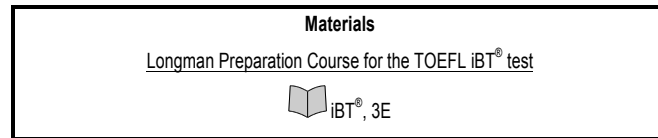
main points about this topic:

- 3 cups of black tea per day increase flavonoids in blood by 25 percent
- increase of flavonoids in blood reduces risk of heart disease



## Activity S11A: Practicing with a Partner

### WARM-UP ACTIVITY



The purpose of this activity is to improve general spoken fluency and comprehensibility in preparation for **Speaking Skill 11: USE YOUR NOTES TO PLAN YOUR RESPONSE FOR SPEAKING QUESTION 4.**

#### Before class:

No preparation is necessary.

#### In class:


1. Put students in pairs.
2. Write the following questions on the board.
  - Does a dog or a cat make a better pet? Why?
  - Is it always important to be nice, or is niceness not always the best answer?
  - Is it easier for you to give compliments or to receive them?
3. Explain that students will have the opportunity to work on developing answers to these questions in pairs before presenting their answers to the class.
4. Give pairs a few minutes to practice answers to these questions.
5. Have various students present their answers to the class.

## Activity S11B: Synthesizing Ideas

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® test

 iBT®, 3E

Activity Sheet S11B on page A 221

The purpose of this activity is to reinforce the information in Speaking Skill 11: USE YOUR NOTES TO PLAN YOUR RESPONSE FOR SPEAKING QUESTION 4.

#### Before class:

Prepare handouts of **Activity Sheet S11B** on page A 221. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Remind students that an important component of this skill is the ability to determine the relationship between the topics of two passages (a reading passage and a listening passage).
3. Have pairs study each pair of ideas and determine the relationship between the two ideas.
4. Discuss the answers together as a class.

**Possible answers**


- (1) classification / member
- (2) cause / effect (result)
- (3) problem / solution
- (4) past / present (chronological relationship)
- (5) contrast relationship
- (6) concept / example
- (7) chronological relationship
- (8) group / member of the group
- (9) rule / exception to the rule
- (10) cause / unexpected effect (result)

## Activity S12A: Describing Objects

### WARM-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet S12A on pages A 223

The purpose of this activity is to improve general spoken fluency and comprehensibility in preparation for **Speaking Skill 12: USE YOUR PLAN TO MAKE THE RESPONSE FOR SPEAKING QUESTION 4.**

#### Before class:

Prepare handouts of **Activity Sheet S12A** on page A 223. You will need one for every two students. Cut the handouts in half to give List A and List B to each pair.

#### In class:


1. Put students in pairs.
2. Give List A to one student in each pair. Give List B to the other student in the pair. Instruct students to hold their lists so that their partners cannot see them.
3. Have the student holding List A describe the first object on the list to his or her partner. The student must describe the object without saying its name.
4. Have the partner try to guess what the object is from the description. The student should continue describing the object, and the partner should continue trying to guess what the object is, until the partner has come up with the correct response.
5. Have the student holding List B then describe the first object on the list to his or her partner.
6. Continue this way until pairs have successfully described and guessed the objects on each list.

## Activity S12B: Noting Features of a Good Response

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet S12B(1) and S12B(2) on pages A 224 and 226

The purpose of this activity is to reinforce the information in Speaking Skill 12: USE YOUR PLAN TO MAKE THE RESPONSE FOR SPEAKING QUESTION 4.

#### Before class:

Prepare handouts of **Activity Sheet S12B(1)** on page A 224 and **Activity Sheet S12B(2)** on page A 226. You will need one handout of **Activity Sheet S12B(1)** for each group and one handout of **Activity Sheet S12B(2)** for each student.

#### In class:

1. Put students in groups of 3–4 and give one designated student in each group a handout of **Activity Sheet S12B(1)**.
2. Give each student a handout of **Activity Sheet S12B(2)**.
3. Ask the designated student to read the response on **Activity Sheet S12B(1)** to the group, one paragraph at a time.
4. Have the group members note the features of this response on **Activity Sheet S12B(2)** and discuss their responses.
5. Continue the same way for the remaining two responses, with a different group member designated as the reader for each response.
6. Discuss the answers together as a class.

#### Possible answers

#### **RESPONSE A: Out of the Frying Pan**

##### *Paragraph 1*

- (1) to present a topic statement
- (2) yes
- (3) yes
- (4) an expression and an example of the expression

##### *Paragraph 2*

- (5) to explain the relationship between the reading passage and the listening passage through details about the topic and main points
- (6) the expression *out of the frying pan and into the fire*
- (7) that this is an idiomatic expression and that it is used in situations that have gone from bad to worse

Paragraph 3

- (8) to further explain the relationship between the listening passage and the reading passage through details about the topic and main points
- (9) an example of this expression about someone named Mike
- (10) that he jumped out of the frying pan by leaving a boring job and that he jumped into the fire by taking a much worse job

**RESPONSE B: 7-Up**

Paragraph 1

- (1) to present a topic statement
- (2) yes
- (3) yes
- (4) a chronological relationship

Paragraph 2

- (5) to explain the relationship between the reading passage and the listening passage through details about the topic and main points
- (6) the drink in 1929
- (7) that it had a long name, that it was heavily carbonated, and that it contained lithium

Paragraph 3

- (8) to further explain the relationship between the listening passage and the reading passage through details about the topic and main points
- (9) changes to the drink in the 1940s
- (10) that it had a shorter name, that the carbonation was decreased, and that it did not contain lithium

## **RESPONSE C: Black Tea**

### *Paragraph 1*

- (1) to present a topic statement
- (2) yes
- (3) yes
- (4) a cause-and-effect relationship

### *Paragraph 2*

- (5) to explain the relationship between the reading passage and the listening passage through details about the topic and main points (6) drinking black tea (with flavonoids)
- (7) that three-fourths of tea worldwide is black tea and that black tea contains 200 milligrams of flavonoids per cup

### *Paragraph 3*


- (8) to further explain the relationship between the listening passage and the reading passage through details about the topic and main points (9) an effect of drinking black tea (with flavonoids)
- (10) that drinking three cups of black tea per day increases flavonoids in the blood by 25 percent and that this amount of tea reduces the risk of heart disease

## Activity S13A: Adding Details to a Basic Story

### WARM-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet S13A on page A 228

The purpose of this activity is to improve general spoken fluency and comprehensibility in preparation for **Speaking Skill 13: NOTE THE MAIN POINTS AS YOU LISTEN FOR SPEAKING QUESTION 5.**

#### **Before class:**

Prepare handouts of **Activity Sheet S13A** on page A 228. You will need one handout for every two students.

#### **In class:**

1. Put students into pairs and give each pair a handout.
2. Have pairs read each basic story and add details to the story orally.
3. Invite pairs to share their stories orally with the whole class.




## Activity S13B: Taking Notes on Listening Passages

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet S13B on page A 230

The purpose of this activity is to reinforce the information in Speaking Skill 13:  
NOTE THE MAIN POINTS AS YOU LISTEN FOR SPEAKING QUESTION 5.

#### Before class:

Prepare handouts of **Activity Sheet S13B** on page A 230. You will need one handout for each student.

#### In class:

1. Put students in groups of 3–4 and give each student a handout.
2. Have one pair in each group read the first dialogue to the group while students take notes on the topic and main points of the dialogue. Then have groups discuss the notes they took.
3. Review the notes together as a class.
4. Continue the same way for the remaining two dialogues, with a different student reading each dialogue.

#### Possible answers

##### **PASSAGE A: Foreign Language Requirement**

TOPIC: the dropping of the school's foreign language requirement

main points about the topic:

- S1 has already fulfilled requirement (and thinks requirement should stay)
- S2 has not yet fulfilled requirement (and thinks requirement should be dropped)

**PASSAGE B: Sports Championship**

TOPIC: team playing in championship game out of town

main points about the topic:

- S1 wants to go (and thinks classes should be cancelled)
- S2 doesn't want to go (and thinks each professor should decide)

**PASSAGE C: Snowstorm**

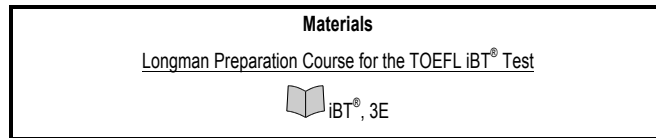
TOPIC: snowstorm that affected an exam

main points about the topic:

- snowstorm kept some students from an exam
- professor said "no makeups"
- students felt it was unfair and discussed what to do

## Activity S14A: Designing a New Classroom

### WARM-UP ACTIVITY



The purpose of this activity is to introduce Speaking Skill 14: USE YOUR NOTES TO PLAN THE RESPONSE FOR SPEAKING QUESTION 5.

#### Before class:


No preparation is necessary.

#### In class:

1. Put students in groups of 3–4 and explain that the school is going to add a new classroom and needs their help in designing the classroom.
2. Have each student make a rough drawing of a new classroom and then share their drawings with their group.
3. Have the groups discuss their ideas and come up with one overall drawing that reflects the group's ideas.
4. Have the groups present their drawings to the class.

## Activity S14B: Expressing Opinions

### FOLLOW-UP ACTIVITY

|   |
|---|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® Test</u></p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet S14B on page A 232</p> |
|---|

The purpose of this activity is to reinforce the information in Speaking Skill 14: USE YOUR NOTES TO PLAN THE RESPONSE FOR SPEAKING QUESTION 5.

#### Before class:


Prepare handouts of **Activity Sheet S14B** on page A 232. You will need one handout for each student.

#### In class:

1. Put students in groups of 3–4 and give each student a handout.
2. Remind students that the ability to express opinions can be an important part of the speaking task that this skill is part of.
3. Review the functional expressions for *expressing an opinion*, *agreeing*, and *disagreeing* at the top of the handout.
4. Ask one student in each group to express an opinion about the first statement on the activity sheet.
5. Have the remaining students agree or disagree with this opinion.
6. Have the groups continue this way for the remaining statements.

## Activity S15A: Discussing a Newspaper Article

### WARM-UP ACTIVITY

|  |
|--|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® Test</u></p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet S15A on page <b>A</b> 233</p> |
|--|

The purpose of this activity is to introduce Speaking Skill 15: USE YOUR PLAN TO MAKE THE RESPONSE FOR SPEAKING QUESTION 5.

#### **Before class:**


Prepare handouts of **Activity Sheet S15A** on page **A** 233. You will need one copy of the article for each student.

#### **In class:**

1. Put students into groups of 3–4 and give each student a copy of the article.
2. Have students read the article and then discuss it with their group.
3. Ask students in each group to discuss answers to the questions that follow the article.
4. Review the answers as a class.

## Activity S15B: Noting Features of a Good Response

### FOLLOW-UP ACTIVITY

|  |
|--|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® Test</u></p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet S15B(1) and S15B(2) on pages <b>A</b> 234 and 236</p> |
|--|

The purpose of this activity is to reinforce the information in Speaking Skill 15: USE YOUR PLAN TO MAKE THE RESPONSE FOR SPEAKING QUESTION 5.

#### Before class:

Prepare handouts of **Activity Sheet S15B (1)** on page **A** 234 and **Activity Sheet S15B (2)** on page **A** 236. You will need one handout of **Activity Sheet S15B (1)** for each group and one handout of **Activity Sheet S15B (2)** for each student.

#### In class:

1. Put students in groups of 3–4.
2. Give one designated student in each group a handout of **Activity Sheet S15B (1)**.
3. Give each student a handout of **Activity Sheet S15B (2)**.
4. Have the designated student read the response on **Activity Sheet S15B (1)** to the group, one paragraph at a time.
5. Have the group members note the features of the response on **Activity Sheet S15B (2)** and discuss their responses.
6. Ask students in each group to discuss the QUESTION FOR DISCUSSION.
7. Continue the same way for the remaining two responses, with a different group member designated as the reader for each response.
8. Discuss the answers together as a class.

#### Possible answers

#### **RESPONSE A: Foreign Language Requirement**

#### Paragraph 1

- (1) to summarize the topic, main points, and speakers' opinions of the listening passage
- (2) the foreign language requirement the school may drop
- (3) that one student has fulfilled the requirement and that it should remain and that the other student has not fulfilled the requirement and thinks it should be dropped

Paragraph 2

- (4) to present a personal opinion of the situation
- (5) that the requirement should remain
- (6) that everyone should have some understanding of other languages and that foreign language study should be part of a university curriculum

**RESPONSE B: Sports Championship**

Paragraph 1

- (1) to summarize the topic, main points and speakers' opinions of the listening passage
- (2) a championship game that will be played out of town
- (3) that one student who wants to attend the game thinks the school should cancel classes and that the other student, who does not want to attend the game, thinks that professors should decide what to do

Paragraph 2

- (4) to present a personal opinion of the situation
- (5) that the school should not cancel classes
- (6) that each professor should decide because each class has a different situation

**RESPONSE C: Snowstorm**

Paragraph 1

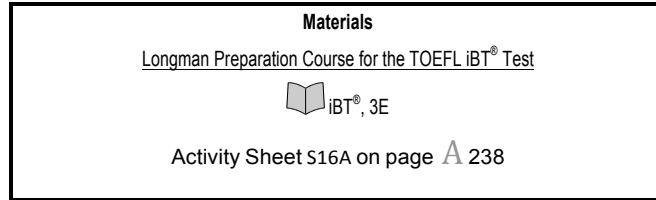
- (1) to summarize the topic, main points and speakers' opinions of the listening passage
- (2) a snowstorm and its effect on an exam
- (3) that a snowstorm kept some students from taking an exam, that the professor had said "no makeups," and that students who had missed the exam were not sure what to do

Paragraph 2

- (4) to present a personal opinion of the situation
- (5) that the professor should make an exception and that students should see the professor immediately
- (6) that a snowstorm is something beyond students' control and that students should deal with this as soon as possible

# Activity S16A: Drawing from an Oral Description

## WARM-UP ACTIVITY



The purpose of this activity is to introduce Speaking Skill 16: NOTE THE MAIN POINTS AS YOU LISTEN FOR SPEAKING QUESTION 6.

### Before class:

Prepare handouts of **Activity Sheet S16A** on page A 238. You will need one activity sheet for every two students. Cut the handouts in half to give Drawing A and Drawing B to pair members.

### In class:

1. Put students in pairs.
2. Give Drawing A to one student in each pair. Instruct the student to hold the drawing so that his or her partner cannot see it.
3. Have the student holding the drawing describe it to his or her partner.
4. Have the partner draw the picture based on the partner's description.
5. The student who is drawing may ask questions, and the student who is giving the description may offer comments.
6. Compare the student's drawing with Drawing A to see how close the student's drawing is to Drawing A.
7. Give Drawing B to the other student in each pair and repeat the process.


### Optional:

Have students share their drawings with the class and have the class vote on which drawing is best.



## Activity S16B: Taking Notes on Listening Passages

### FOLLOW-UP ACTIVITY

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|--|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® Test</u></p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet S16B on page <b>A</b> 239</p> |
|--|

The purpose of this activity is to reinforce the information in Speaking Skill 16:  
NOTE THE MAIN POINTS AS YOU LISTEN FOR SPEAKING QUESTION 6.

#### Before class:

Prepare handouts of **Activity Sheet S16B** on page **A** 239. You will need one passage for each student. Cut the handouts to give each student a passage.

#### In class:

1. Put students in groups of 3–4 and give one student in each group the first passage.
2. Have the designated student read the first passage to the group and have the group take notes on the topic and main points of the passage. Group members may ask the reader questions about the passage but may not look at the passage.
3. Have the groups discuss the notes they took.
4. Review the notes together as a class.
5. Continue the same way for the remaining two passages.

#### Possible answers

##### **PASSAGE A: Banyan Tree**

TOPIC: how the banyan tree develops a huge size and huge number of trunks

main points about the topic:

- starts out with one trunk

- creates new trunks by sending shoots down from existing tree
- can be centuries old, measure hundreds of meters around, and have more than 1,700 trunks

### **PASSAGE B: Morton Salt Company**

TOPIC: Morton Salt Company's introduction of salt in a shaker (early 20th century)

main points about the topic:

- salt originally served in bowl because of clumping
- salt served in shaker after MSC developed chemical coating for salt
- slogan used by MSC: when it rains (the weather) it pours (the salt)

### **PASSAGE C: Left versus Right**

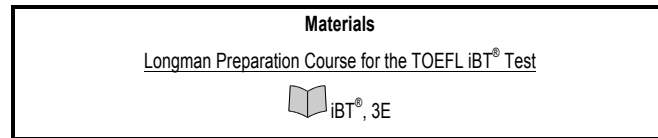
TOPIC: development of political terms "left" and "right"

main points about the topic:

- today "left" refers to liberal politics (desiring change) and "right" refers to conservative politics (desiring no change)
- terms developed from seating positions in National Assembly of France (nobles or conservatives on right and non-nobles or liberals sitting on left)

## Activity S17A: Telling a Circular Story

### WARM-UP ACTIVITY



The purpose of this activity is to improve general spoken fluency and comprehensibility in preparation for **Speaking Skill 17: USE YOUR NOTES AS YOU PLAN THE RESPONSE FOR SPEAKING QUESTION 6.**

#### Before class:

No preparation is necessary.

#### In class:


1. Have students place their chairs so that they are seated in one large circle (or in several smaller circles).
2. Tell students the first line of a story: *It was a dark and stormy night.*
3. Have one student in the circle repeat the first line of the story and add a second line to the story.
4. Have the student to the left repeat the first two lines of the story and add a third line.
5. Have the next student to the left in the circle repeat the first three lines of the story and add a fourth line.
6. If any student has trouble remembering the lines that came before, the other students can help.
7. Continue this way until the story is complete.
8. Repeat this process with several other stories if you would like:
  - I was standing at the top of a mountain.
  - You would not believe what happened at the party last night.
  - I have one of the most exciting jobs in the world.

## Activity S17B: Paraphrasing Ideas

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet S17B on page A 241

The purpose of this activity is to reinforce the information in Speaking Skill 17: USE YOUR NOTES AS YOU PLAN THE RESPONSE FOR SPEAKING QUESTION 6.

#### Before class:

Prepare handouts of **Activity Sheet S17B** on page A 241. You will need one handout for each student.

#### In class:

1. Put students in groups of 3–4 and give each student a handout.
2. Remind students that the ability to paraphrase ideas (put them in your own words) can be an important part of the speaking task that this skill is part of.
3. Have the groups discuss ways to paraphrase each of the statements on the activity sheet.
4. Discuss the answers together as a class.

**Possible answers**


- (1) The date we leave was delayed more than a month.
- (2) They were confident everyone else would help.
- (3) It was easier to believe one of the main points than the other.
- (4) Scientists are close to finding a way to heal some kinds of cancer.
- (5) I was surprised the lecture was so interesting.
- (6) The university does not want to say if tuition is going up.
- (7) The administration's approach looks practical.
- (8) The problem with the budget requires a solution.
- (9) It is true that everyone involved was able to say what they thought.
- (10) I will agree only if there is no other way to do it.

## Activity S18A: Discussing a Newspaper Article

### WARM-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet S18A on page A 242

The purpose of this activity is to introduce Speaking Skill 18: USE YOUR PLAN TO MAKE THE RESPONSE FOR SPEAKING QUESTION 6.

#### **Before class:**

Prepare handouts of **Activity Sheet S18A** on page A 242. You will need one handout for each student.

#### **In class:**


1. Put students into groups of 3–4 and give each student a handout.
2. Have students read the article and then discuss it with the members of their group.
3. Ask groups to discuss answers to the questions that follow the article.
4. Review the answers as a class.

## Activity S18B: Noting Features of a Good Response

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet S18B(1) AND S18B(2) on page A 243 and 245

The purpose of this activity is to reinforce the information in Speaking Skill 18: USE YOUR PLAN TO MAKE THE RESPONSE FOR SPEAKING QUESTION 6.

#### Before class:

Prepare handouts of **Activity Sheet S18B (1)** on page A 243 and **Activity Sheet S18B (2)** on page A 245. You will need one handout of **Activity Sheet S18B (1)** for each group and one handout of **Activity Sheet S18B (2)** for each student.

#### In class:

1. Put students in groups of 3–4 and give one designated student in each group a handout of **Activity Sheet S18B (1)**.
3. Give each student a handout of **Activity Sheet S18B (2)**.
4. Have the designated student read the response on **Activity Sheet S18B (1)** to the group, one paragraph at a time.
5. Have the group members note the features of the response on **Activity Sheet S18B (2)** and discuss their responses.
6. Continue the same way for the remaining two responses, with a different group member designated as the reader for each response.
7. Discuss the answers together as a class.

**Possible answers**

**RESPONSE A: Banyan Tree**

Paragraph 1

- (1) to present the topic of the listening passage
- (2) an unusual kind of tree, the banyan tree

Paragraph 2

- (3) to present the first main point in support of the topic
- (4) that the banyan tree can grow many new trunks and increase in size

Paragraph 3

- (5) to present the second main point in support of the topic
- (6) that one example of a banyan tree in India measures hundreds of meters around and has more than 1,700 trunks

**RESPONSE B: Morton Salt Company**

Paragraph 1

- (1) to present the topic of the listening passage
- (2) how salt came to be served in a shaker

Paragraph 2

- (3) to present the first main point in support of the topic
- (4) that salt used to be served in bowls because it clumped and that Morton Salt Company developed a kind of salt that could be used in shakers

Paragraph 3

- (5) to present the second main point in support of the topic
- (6) that Morton Salt Company developed the advertising slogan “When it rains it pours,” which it still uses today

**RESPONSE C: Left versus Right**

Paragraph 1

- (1) to present the topic of the listening passage
- (2) the development of the political terms “left” and “right”

Paragraph 2

- (3) to present the first main point in support of the topic



- (4) that the term “left” refers to liberal politics and the term “right” refers to conservative politics

*Paragraph 3*

- (5) to present the second main point in support of the topic
- (6) that these terms developed from seating positions in the National Assembly of France

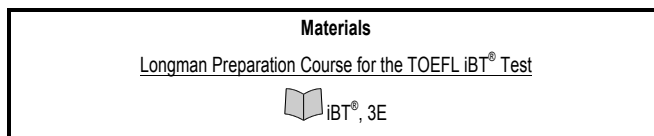
## SECTION FOUR

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# WRITING

## Activity W1A: Targeting Written Fluency

### WARM-UP ACTIVITY



The purpose of this activity is to improve general written fluency in preparation for **Writing Skill 1: NOTE THE MAIN POINTS AS YOU READ.**

#### Before class:

No preparation is necessary.

#### In class:


1. Tell students to have a piece of paper and a pen or pencil ready.
2. Tell students that the purpose of the activity is to write as much as they can in a short period of time and that no one will read what they write.
3. Give students a topic. (Describe how you will spend your day today.)
4. Give students 30 seconds to think about this topic.
5. Have students write on this topic for 2 minutes.
6. Have students count the number of words that they produced.

#### Optional:

You may want to have students complete this activity in a computer lab if you have access to one. (Students will have to write on computers during the test, so you may want to have them work on fluency on computers, if possible.) Also, you may want to have students keep track of the number of words that they produce during each fluency activity so that they can track their progress.

# Activity W1B: Taking Notes on Reading Passages

## FOLLOW-UP ACTIVITY

**Materials**  
Longman Preparation Course for the TOEFL iBT® Test  
 iBT®, 3E  
Activity Sheet W1B on page A 248

The purpose of this activity is to reinforce the information in **Writing Skill 1: NOTE THE MAIN POINTS AS YOU READ.**

### Before class:

Prepare handouts of **Activity Sheet W1B** on page A 248. You will need one handout for each student.

### In class:

1. Put students in groups of 3–4 and give each student a handout.
2. Have students read the first passage and take notes on the topic and main points.
3. Ask the groups to discuss the notes they took. Then review the notes together as a class.
4. Continue the same way for the remaining two passages.

### Possible answers

#### **PASSAGE A: Giant Pandas**

TOPIC: the resemblance of the giant panda to the bear, cat, or raccoon

main points about the topic:

- resembles bear in size and shape
- resembles raccoon in black fur around eyes
- resembles cat in vertically slit pupils

**PASSAGE B: Video Games**

TOPIC: study about the positive effects of playing video games

main points about the topic:

- 100 university students played video games for 10 hours
- students were asked to report on positive feelings
- 100 percent reported experiencing positive feelings

**PASSAGE C: Hillary and Yeti**

TOPIC: Yeti tracks Hillary believed he found

main points about the topic:

- some tracks found by Hillary were much larger than the footprints of any known animal
- tracks believed by Hillary to be those of a Yeti

**PASSAGE D: Columbus**

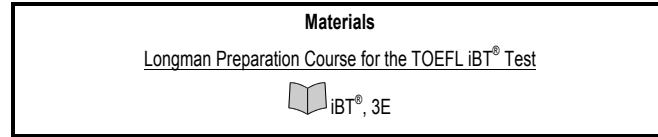
TOPIC: Columbus's belief about the shape of the Earth

main points about the topic:

- many others believed the world was flat
- Columbus believed the world was a globe

## Activity W2A: Targeting Written Fluency

### WARM-UP ACTIVITY



The purpose of this activity is to improve general written fluency in preparation for **Writing Skill 2: NOTE THE MAIN POINTS AS YOU LISTEN.**

#### Before class:

No preparation is necessary.

#### In class:

1. Tell students to have a piece of paper and a pen or pencil ready.
2. Tell students that the purpose of the activity is to write as much as they can in a short period of time and that no one will read what they write.
3. Give students a topic. (Describe what you did last weekend.)
4. Give students 30 seconds to think about this topic.
5. Have students write on this topic for 2 minutes.
6. Have students count the number of words that they produced.

#### Optional:


You may want to have students complete this activity in a computer lab if you have access to one. (Students will have to write on computers during the test, so you may want to have them work on fluency on computers, if possible.) Also, you may want to have students keep track of the number of words that they produce during each fluency activity so that they can track their progress.

## Activity W2B: Taking Notes on Listening Passages

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet W2B on page A 250

The purpose of this activity is to reinforce the information in **Writing Skill 2: NOTE THE MAIN POINTS AS YOU LISTEN.**

#### Before class:

Prepare handouts of **Activity Sheet W2B** on page A 250. You will need one handout for each student.

#### In class:

1. Put students in groups of approximately 3–4 and give one student in each group the first passage.
2. Have the designated student read the first passage to the group and have the group take notes on the topic and main points of the passage. Group members may ask the reader questions about the passage but may not look at the passage.
3. Have the groups discuss the notes they took.
4. Review the notes together as a class.
5. Continue the same way for the remaining three passages, having a different student read each one.

#### Possible answers

##### **PASSAGE A: Giant Pandas**

TOPIC: DNA studies showing that the giant panda is related to the bear

main points about the topic:

- DNA of giant panda matches bear and not cat or raccoon
- DNA is better than visual assessment in determining scientific classification

### **PASSAGE B: Video Games**

TOPIC: weaknesses of the study

main points about the topic:

- does not ask about negative feelings or about percentage of time positive feelings were experienced
- results of studies about other leisure activities such as sports were omitted from the study

### **PASSAGE C: Hillary and Yeti**

TOPIC: explanation casting doubt on validity of tracks

main points about the topic:

- found that tracks became larger when they melted and then refroze
- concluded that tracks had been made by a small animal (and not Yeti)

### **PASSAGE D: Columbus**

TOPIC: proof of Columbus's beliefs


main points about the topic:

- familiarity with Greek texts describing spherical Earth
- Columbus's plan to travel to India by heading west
- logs showing Columbus's beliefs about measurements (circumference of the Earth and distance to Asia)



## Activity W3A: Understanding Doubt and Support

### WARM-UP ACTIVITY

**Materials**  
Longman Preparation Course for the TOEFL iBT® Test  
 iBT®, 3E  
Activity Sheet W3A on page A 252

The purpose of this activity is to introduce Writing Skill 3: PLAN A POINT-BY-POINT RESPONSE USING YOUR NOTES.

#### Before class:

Prepare handouts of **Activity Sheet W3A** on page A 252. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Explain that this skill requires students to differentiate between ideas that *cast doubt* (or *challenge*) and ideas that *support* (or *add to*).
3. Have students study each pair of sentences and decide whether the second sentence *casts doubt on* or *supports* the first sentence.
4. Discuss the answers together as a class.

#### Answers


- (1) casts doubt
- (2) supports
- (3) casts doubt
- (4) supports
- (5) casts doubt

## Activity W3B: Recognizing Doubt and Support in News Stories

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet W3B on page A 253

The purpose of this activity is to reinforce the information in **Writing Skill 3: PLAN A POINT-BY-POINT RESPONSE USING YOUR NOTES**.

#### Before class:

Prepare handouts of **Activity Sheet W3B** on page A 253. You will need enough handouts so that each half of the class has a copy of either the top or bottom version of the three news stories.

#### In class:

1. Put students into groups of approximately four students each.
2. Give some of students in each group **version 1 of STORY A: Robbery**, and give the other students in the group **version 2 of STORY A: Robbery**.
3. Have the groups discuss whether their information casts doubt on or supports the information the others have.
4. Review the information as a class.
5. Repeat this process with the **Weather** story and the **Sports** story.

#### Possible answers

##### STORY A: Robbery

Story A version 2 *supports* Story A version 1 in the following ways:

- that there was a crime
- that a business was robbed
- that money was taken
- that two robbers were arrested by the police

Story A version 2 *casts doubt on* Story A version 1 in the following ways:

- the time the crime took place
- the kind of business that was robbed
- the amount of money that was taken
- the number of robbers

### **STORY B: Weather**

Story B version 2 *supports* Story B version 1 in the following ways:

- that a series of tornadoes struck yesterday
- that the most powerful tornado was on the ground for at least 20 minutes
- that some people were seriously injured

Story B version 2 *casts doubt on* Story B version 1 in the following ways:

- when the tornadoes struck
- how long the most powerful tornado was on the ground
- how many people were seriously injured
- what the National Weather Service's prediction is for today

### **STORY C: Sports**

Story C version 2 *supports* Story C version 1 in the following ways:

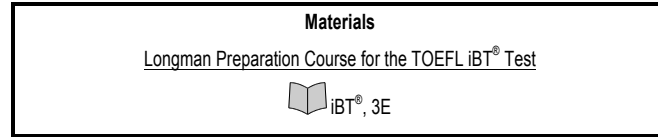
- that the local team played sometime yesterday
- that the local team won
- that the number of fans watching the game was around 500
- how both sets of fans reacted to the results

Story C version 2 *casts doubt on* Story C version 1 in the following ways:

- when the local team played yesterday
- where the local team played
- how many points the local team won by
- exactly how many fans watched the game

## Activity W4A: Targeting Written Fluency

### WARM-UP ACTIVITY



The purpose of this activity is to improve general written fluency in preparation for **Writing Skill 4: WRITE A POINT-BY-POINT RESPONSE USING YOUR PLAN.**

#### Before class:

No preparation is necessary.

#### In class:

1. Tell students to have a piece of paper and a pen or pencil ready.
2. Tell students that the purpose of the activity is to write as much as they can in a short period of time and that no one will read what they write.
3. Give students a topic. (Describe the kinds of clothes you like to wear.)
4. Give students 30 seconds to think about this topic.
5. Have students write on this topic for 2 minutes.
6. Have students count the number of words that they produced.

#### Optional:


You may want to have students complete this activity in a computer lab if you have access to one. (Students will have to write on computers during the test, so you may want to have them work on fluency on computers, if possible.) Also, you may want to have students keep track of the number of words that they produce during each fluency activity so that they can track their progress.

## Activity W4B: Choosing Supporting Paragraphs

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet W4B on page A 256

The purpose of this activity is to reinforce the information in **Writing Skill 4: WRITE A POINT-BY-POINT RESPONSE USING YOUR PLAN.**

#### Before class:

Prepare handouts of **Activity Sheet W4B** on page A 256. You will need one handout for every two students.

#### In class:

1. Put the students in pairs and give each pair a handout.
2. Have the pairs read each set of supporting paragraphs on reading and then discuss the strengths and weaknesses of each supporting paragraph.
3. Have the pairs decide which supporting paragraph in each set is best.
4. Review the answers as a class.

#### Possible answers

##### SET A: Hillary and Yeti


- (1) does not include the topic
- (2) does not include all the points
- (3) has inaccurate information
- (4) is the best supporting paragraph on reading
- (5) has extra information

##### SET B: Columbus

- (1) has an inaccurate point
- (2) is the best supporting paragraph on reading
- (3) is too simple
- (4) does not include a clear subject
- (5) has extra information

## Activity W5A: Completing Dialogues

### WARM-UP ACTIVITY

**Materials**  
Longman Preparation Course for the TOEFL iBT® Test  
 iBT®, 3E  
Activity Sheet W5A on page A 258

The purpose of this activity is to improve general written fluency in preparation for **Writing Skill 5: USE AN ALTERNATIVE METHOD TO WRITE YOUR RESPONSE: BLOCK METHOD.**

#### Before class:

Prepare handouts of **Activity Sheet W5A** on page A 258. You will need one handout for each student.

#### In class:


1. Put the students in pairs and give each student a handout.
2. Have each student read the first line of the first dialogue and then write another line to add to the dialogue.
3. Ask students to exchange papers with their partner and then add a new line to the dialogue and exchange papers again.
4. Continue this way until the first dialogue is complete.
5. Give students time to read the completed dialogues.
6. Complete the second and third dialogues in the same way, with either the same partners or with new partners.

## Activity W5B: Choosing Supporting Paragraphs

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet W5B on page A 261

The purpose of this activity is to reinforce the information in Writing Skill 5: USE AN ALTERNATIVE METHOD TO WRITE YOUR RESPONSE: BLOCK METHOD.

#### Before class:

Prepare handouts of **Activity Sheet W5B** on page A 261. You will need one handout for every two students.

#### In class:

1. Put the students in pairs and give each pair a handout.
2. Have the pairs read each set of supporting paragraphs on reading and then discuss the strengths and weaknesses of each supporting paragraph.
3. Have the pairs decide which supporting paragraph in each set is best.
4. Review the answers as a class.

#### Possible answers

##### SET A: Hillary and Yeti

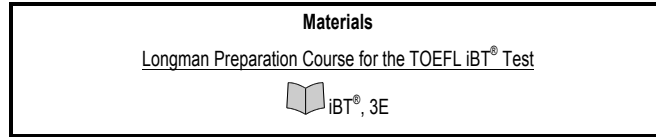
- (1) has sentence structure that is too simple
- (2) has an inaccurate conclusion
- (3) does not include information from the reading passage
- (4) does not include the topic
- (5) is the best supporting paragraph on listening

##### SET B: Columbus

- (1) is the best supporting paragraph on listening
- (2) does not include the topic
- (3) does not include information from the reading passage
- (4) is missing a major point
- (5) makes an inaccurate conclusion

## Activity W6A: Targeting Written Fluency

### WARM-UP ACTIVITY



The purpose of this activity is to improve general written fluency in preparation for **Writing Skill 6: WRITE A TOPIC STATEMENT AND CONCLUSION.**

#### Before class:

No preparation is necessary.

#### In class:

1. Tell students to have a piece of paper and a pen or pencil ready.
2. Tell students that the purpose of the activity is to write as much as they can in a short period of time and that no one will read what they write.
3. Give students a topic. (*Describe your teacher.*)
4. Give students 30 seconds to think about this topic.
5. Have students write on this topic for 2 minutes.
6. Have students count the number of words that they produced.

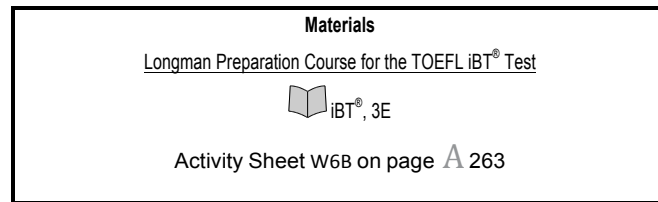
#### Optional:

You may want to have students complete this activity in a computer lab if you have access to one. (Students will have to write on computers during the test, so you may want to have them work on fluency on computers, if possible.) Also, you may want to have students keep track of the number of words that they produce during each fluency activity so that they can track their progress.



# Activity W6B: Choosing Topic Statements

## FOLLOW-UP ACTIVITY



The purpose of this activity is to reinforce the information in **Writing Skill 6: WRITE A TOPIC STATEMENT AND CONCLUSION.**

### Before class:

Prepare handouts of **Activity Sheet W6B** on page A 263. You will need one handout for every two students.

### In class:

1. Put the students in pairs and give each pair a handout.
2. Have the pairs read each set of topic statements and then discuss the strengths and weaknesses of each topic statement in a set.
3. Have the students decide which topic statements in each set are good.
4. Review the answers as a class.

#### Possible answers

##### SET A: Hillary and Yeti

- (1) is too general
- (2) is a good topic statement
- (3) has too much information
- (4) is a good topic statement
- (5) contains an inaccurate idea
- (6) has incorrect sentence structure
- (7) is a good topic statement
- (8) is too general

**SET B: Columbus**


- (1) has incorrect sentence structure
- (2) is too general
- (3) does not show relationship between two passages
- (4) is a good topic statement
- (5) contains an inaccurate idea
- (6) is a good topic statement
- (7) provides too much information
- (8) is a good topic statement

## Activity W7A: Completing Sentence Structures

### WARM-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet W7A on page A 265

The purpose of this activity is to introduce **Writing Skill 7: REVIEW SENTENCE STRUCTURE**.

#### Before class:

Prepare handouts of **Activity Sheet W7A** on page A 265. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Have pairs work together to fill in the blanks in the sentences.
3. Review the answers as a class.

#### Answers

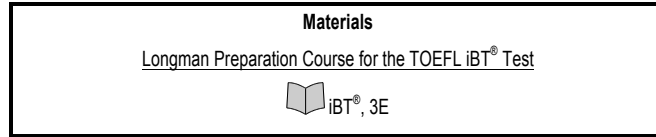
- (1) so
- (2) however
- (3) Since
- (4) Unfortunately
- (5) What
- (6) but
- (7) who
- (8) Even though
- (9) therefore
- (10) how
- (11) which
- (12) by the time

#### Optional:

Turn this activity into a competition by giving pairs one point for each correct answer.

## Activity W7B: Targeting Written Sentence Structure

### FOLLOW-UP ACTIVITY



The purpose of this activity is to reinforce the information in **Writing Skill 7: REVIEW SENTENCE STRUCTURE**.

#### Before class:

No preparation is necessary.

#### In class:


1. Tell students to have a piece of paper and a pen or pencil ready.
2. Tell students that the purpose of the activity is to use a variety of sentence structures in their writing and that some of their classmates will read what they write.
3. Give students a topic. (Describe your favorite holiday.)
4. Give students 30 seconds to think about this topic.
5. Have students write on this topic for 2 minutes.
6. Put students in groups and ask students to pass their papers around the group.
7. Have students count the number of simple, compound, and complex sentences in the papers they have received.
8. Students should pass the papers around the group one more time.
9. Have students check the counts in the papers they have received.

## Activity W8A: Editing Grammar

### WARM-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E

Activity Sheet W8A on page A 266

The purpose of this activity is to introduce **Writing Skill 8: REVIEW GRAMMAR**.

#### Before class:

Prepare handouts of **Activity Sheet W8A** on page A 266. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Have pairs work together to correct the errors in the sentences.
3. Review the answers as a class.

#### Answers

- (1) *honester* should be *more honest*
- (2) *scheduled* should be *is scheduled*
- (3) *has already began* should be *has already begun*
- (4) correct
- (5) *completed quickly* should be *quickly completed* (or *completed the assignment quickly*)
- (6) *will all leave* should be *would all leave* (or *knew* should be *knows*)
- (7) correct
- (8) *about it* should be *about them*
- (9) *less calories* should be *fewer calories*
- (10) *lesson* should be *a lesson*
- (11) correct
- (12) *an interesting analyses* should be *an interesting analysis* (or *interesting analyses*)
- (13) correct
- (14) *they must be neat* should be *neat*

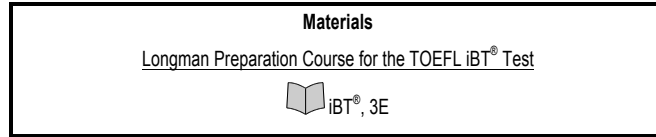
- (15) *is* should be *are*
- (16) *the worse one* should be *the worst one*
- (17) *amount* should be *number*
- (18) correct
- (19) *we have seen* should be *have we seen*
- (20) *A back* should be *The back*

**Optional:**

Turn this activity into a competition by giving pairs one point for each correct answer.

## Activity W8B: Targeting Written Grammar

### FOLLOW-UP ACTIVITY



The purpose of this activity is to introduce **Writing Skill 8: REVIEW GRAMMAR**.

#### Before class:

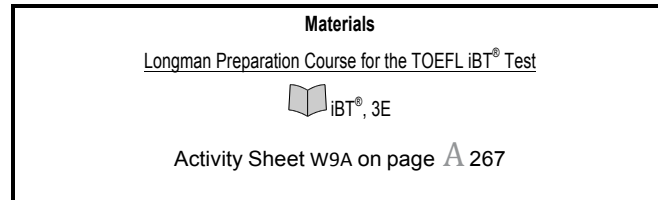
No preparation is necessary.

#### In class:

1. Tell students to have a piece of paper and a pen or pencil ready.
2. Tell students that the purpose of the activity is to use correct grammar in their writing and that some of their classmates will read what they write.
3. Give students a topic. (*Describe your family.*)
4. Give students 30 seconds to think about this topic.
5. Have students write on this topic for 2 minutes.
6. Put students in groups of 4–5 and ask students to pass their papers around the group.
7. Have students check the grammar in the papers they have received.
8. Have students pass the papers around the group one more time and check the papers they have received.
9. Continue this way until each group member has seen each paper.

## Activity W9A: Writing a Circular Story

### WARM-UP ACTIVITY



The purpose of this activity is to improve general written fluency in preparation for **Writing Skill 9: DECODE THE ESSAY PROMPTS**.

#### Before class:

Prepare handouts of **Activity Sheet W9A** on page **A** 267. You will need one handout for each student.

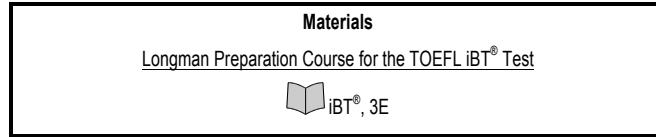
#### In class:

1. Have the students place their chairs so that they are seated in one large circle (or in several smaller circles).
2. Give each student a handout and ask them to write their names on the Activity Sheet.
3. Have each student read the first line of the story at the top of the page and then add another line to the story.
4. Each student should pass the paper to the student seated to the left, then read what the previous student wrote, and add an additional line to the story.
5. Continue this way until each student has written a line.
6. Return the papers to the students whose names are written on the papers.



## Activity W9B: Writing Listening Questions

### FOLLOW-UP ACTIVITY



The purpose of this activity is to reinforce the information in **Writing Skill 9: DECODE THE ESSAY PROMPTS**.

#### Before class:

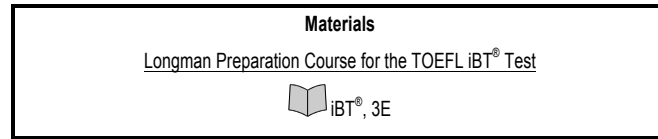
No preparation is necessary.

#### In class:

1. Divide the class into groups of 3–4.
2. Write the following types of writing questions that students are likely to find on the TOEFL iBT® test: *opinion, preference, hypothetical, explain / describe, comparison advantages*.
3. As a class, brainstorm specific language that is used in each type of question.
4. Have students in each group work together to write two of each type of question, underlining the verb and key vocabulary.

## Activity W10A: Writing Notes

### WARM-UP ACTIVITY



The purpose of this activity is to improve general written fluency in preparation for **Writing Skill 10: PLAN BEFORE YOU WRITE: OUTLINING.**

#### Before class:

Prepare pieces of scrap paper so that students can write notes. You will need enough pieces for each student to write 10 to 12 notes.

#### In class:


1. Pass out several pieces of paper to each student.
2. Explain to students that the purpose of the activity is to help them improve their writing fluency (ability to produce a lot of written material quickly) and comprehensibility (ability of others to understand what you have written).
3. Tell students that they may not talk at all during this activity. They may communicate only in writing.
4. Tell students that they may write notes to any students in the class. They should include their names on the notes they write.
5. Tell students that they may write notes in response to any notes they receive.
6. Encourage students to write as many notes as they can.
7. Give students about 10 minutes to communicate back and forth with their classmates in writing.

## Activity W10B: Selecting Ideas for a Logical Plan

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet W10B on page **A** 268

The purpose of this activity is to reinforce the information in **Writing Skill 10: PLAN BEFORE YOU WRITE: OUTLINING**.

#### Before class:

Prepare handouts of **Activity Sheet W10B** on page **A** 268. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Ask students to select ideas from the given ideas to create a logical plan for an essay.
3. Have students fill in the plan at the bottom of the page with the numbers of the ideas that create a logical plan.
4. Discuss the answers together as a class.

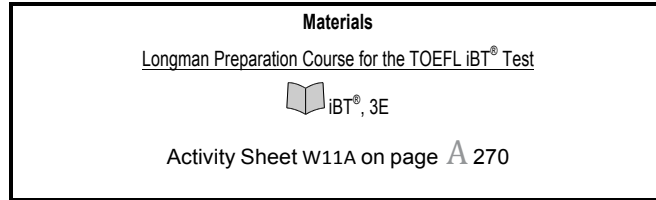
#### Answers

(NOTE: the selected reasons and details may be in a different order)

- I. Introduction: 11
- II. Reason 1: 2  
    Details: 14, 8, 17
- III. Reason 2: 13  
    Details: 4, 10, 18
- IV. Conclusion: 15

# Activity W11A: Reacting to a Situation

## WARM-UP ACTIVITY



The purpose of this activity is to improve general written fluency in preparation for **Writing Skill 11: WRITE UNIFIED SUPPORTING PARAGRAPHS.**

### Before class:

Prepare handouts of **Activity Sheet W11A** on page **A 270**. You will need one handout for each student.

### In class:


1. Have students place their chairs so that they are seated in one large circle (or in several smaller circles).
2. Give each student a handout and ask each student to write his or her name at the top of the Activity Sheet.
3. Have students read the situation at the top of the Activity Sheet and then write a sentence or two in reaction to the situation.
4. Each student should pass the paper to the student seated to the left, read what the previous student wrote, and react to what that student has written.
5. Have each student pass the paper to the left and add a comment addressing both the original reaction and the first comment to the new paper he or she receives.
6. Continue this way until five students have commented.
7. Return the papers to students whose names are written on the papers and give them time to read the comments the other students have added.

## Activity W11B: Choosing the Best Supporting Paragraphs

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT, 3E

Activity Sheet W11B on page A 271

The purpose of this activity is to reinforce the information in **Writing Skill 11: WRITE UNIFIED SUPPORTING PARAGRAPHS.**

#### Before class:

Prepare handouts of **Activity Sheet W11B** on page A 271. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Have pairs read each set of supporting paragraphs and then discuss the strengths and weaknesses of each supporting paragraph.
3. Ask pairs to decide which supporting paragraph in each set is the best.
4. Review the answers as a class.

#### Possible answers

##### SET A: The first supporting paragraph

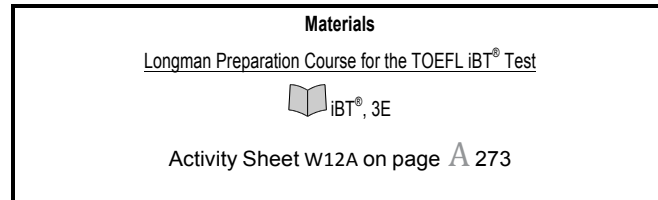
- (1) does not have enough details
- (2) does not have a clear topic (or reason)
- (3) has sentence structure and ideas that are too simple
- (4) is the best first supporting paragraph
- (5) has too much unnecessary information

##### SET B: The second supporting paragraph

- (1) is too repetitive and does not have enough details
- (2) is the best second supporting paragraph
- (3) does not have a clear topic (or reason)
- (4) has too much unnecessary information
- (5) has sentence structure and ideas that are too simple

# Activity W12A: Offering Advice

## WARM-UP ACTIVITY



The purpose of this activity is to improve general written fluency and comprehensibility in preparation for **Writing Skill 12: CONNECT THE SUPPORTING PARAGRAPHS**.

### Before class:


Prepare handouts of **Activity Sheet W12A** on page **A** 273. You will need one handout for each student.

### In class:

1. Have students place their chairs so that they are seated in one large circle (or in several smaller circles).
2. Give each student a handout and ask each student to write his or her name at the top of the Activity Sheet.
3. Have each student write a description of a problem (real or imagined) that he or she would like to share with the class and then pass the paper to the student seated to the left.
4. Have each student read the problem, offer written advice, and then pass the paper to the left and add a piece of advice to the new paper he or she received.
5. Continue this way until five students have written advice.
6. Return the papers to students whose names are written on the papers and give them time to read the pieces of advice the other students have added.

## Activity W12B: Selecting Possible Connections

### FOLLOW-UP ACTIVITY

|   |
|---|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><u>Longman Preparation Course for the TOEFL iBT® Test</u></p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet W12B on page A 274</p> |
|---|

The purpose of this activity is to reinforce the information in **Writing Skill 12: CONNECT THE SUPPORTING PARAGRAPHS**.

#### Before class:

Prepare handouts of **Activity Sheet W12B** on page A 274. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Have students look at the plan for the two supporting paragraphs of the essay on a memorable moving day and the two sets of possible connections for these two paragraphs.
3. Ask students to check the connections that function well to introduce these supporting paragraphs.
4. Review the answers together as a class.

#### Possible answers

#### POSSIBLE CONNECTIONS TO INTRODUCE SP1

- (1) is not a complete sentence
- (2) functions well as a connection
- (3) includes the idea of SP2 and should not
- (4) functions well as a connection
- (5) functions well as a connection

### **POSSIBLE CONNECTIONS TO INTRODUCE SP2**

- (1) functions well as a connection
- (2) is a run-on sentence
- (3) functions well as a connection
- (4) functions well as a connection
- (5) does not include the idea of SP1 and should




## Activity W13A: Writing a Circular Story

### WARM-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet W13A on page A 276

The purpose of this activity is to improve general written fluency and comprehensibility in preparation for **Writing Skill 13: WRITE THE INTRODUCTION AND CONCLUSION.**

#### Before class:

Prepare handouts of **Activity Sheet W13A** on page A 276. You will need one handout for each student.

#### In class:


1. Have students place their chairs so that they are seated in one large circle (or in several smaller circles).
2. Give each student a handout and have each student write his or her name on the Activity Sheet.
3. Have each student read the first part of the story at the top of the page and then add another line to the story.
4. Have each student pass the paper to the student seated to the left.
5. Have each student read what the previous student wrote and add an additional line to the story.
6. Continue this way until each story has 11 lines.
7. Return the papers to students whose names are written on the papers.

## Activity W13B: Choosing the Best Introduction and the Best Conclusion

### FOLLOW-UP ACTIVITY

**Materials**

Longman Preparation Course for the TOEFL iBT® Test

 iBT®, 3E

Activity Sheet W13B on page A 277

The purpose of this activity is to reinforce the information in **Writing Skill 13: WRITE THE INTRODUCTION AND CONCLUSION.**

#### Before class:

Prepare handouts of **Activity Sheet W13B** on page A 277. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Have pairs read the introductions and discuss the strengths and weaknesses of each one.
3. Ask pairs to decide which introductions is the best.
4. Review the answers as a class.
5. Then do the same for the conclusions.

#### Answers

##### ESSAY INTRODUCTIONS


- (1) does not include the organization
- (2) is the best introduction
- (3) gives too much information
- (4) does not start with information to interest the reader
- (5) includes only part of the organization

##### ESSAY CONCLUSIONS

- (1) has an incomplete summary
- (2) does not include the topic
- (3) has an incomplete summary
- (4) is the best conclusion
- (5) includes unnecessary information

## Activity W14A: Editing Sentence Structure

### WARM-UP ACTIVITY

|  |
|--|
| <p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;">Longman Preparation Course for the TOEFL iBT® Test</p> <p style="text-align: center;"> iBT®, 3E</p> <p style="text-align: center;">Activity Sheet W14A on page A 279</p> |
|--|

The purpose of this activity is to introduce **Writing Skill 14: REVIEW SENTENCE STRUCTURE**.

#### Before class:

Prepare handouts of **Activity Sheet W14A** on page A 279. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Have pairs work together to add punctuation and capital letters to the sentences.
3. Review the answers as a class.

#### Answers

- (1) We . . . movie.
- (2) We . . . disappointed. The . . . good.  
We . . . disappointed; the . . . good.
- (3) We . . . good.
- (4) The . . . disappointing. Therefore, we . . . movie.  
The . . . disappointing; therefore, we . . . movie.
- (5) Since . . . good, we . . . movie.
- (6) The . . . expected, so . . . disappointed.
- (7) The . . . changed, or . . . movie.
- (8) The . . . disappointing. Nonetheless, we . . . movie.  
The . . . disappointing; nonetheless, we . . . movie.
- (9) The . . . good, but . . . anyway.

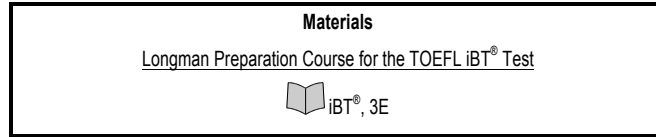
- (10) Although . . . good, we . . . it.
- (11) The . . . good. Sadly, we . . . this.  
The . . . good; sadly, we . . . this.
- (12) We . . . did. However, we . . . movie.  
We . . . did; however, we . . . movie.

**Optional:**

Turn this activity into a competition by giving pairs 1 point for each correct answer.

## Activity W14B: Targeting Written Sentence Structure

### FOLLOW-UP ACTIVITY



The purpose of this activity is to reinforce the information in **Writing Skill 14: REVIEW SENTENCE STRUCTURE**.

#### Before class:


No preparation is necessary.

#### In class:

1. Tell students to have a piece of paper and a pen or pencil ready.
2. Tell students that the purpose of the activity is to use a variety of sentence structures in their writing and that some of their classmates will read what they write.
3. Give students a topic. (Describe your career plans.)
4. Give students 30 seconds to think about this topic.
5. Have students write on this topic for 2 minutes.
6. Put students in groups of 4–5 and ask students to pass their papers around the group.
7. Have students count the number of simple, compound, and complex sentences in the papers they have received.
8. Students should pass the papers around the group one more time.
9. Have students check the counts in the papers they have received.

## Activity W15A: Editing Grammar

### WARM-UP ACTIVITY

**Materials**  
Longman Preparation Course for the TOEFL iBT® test  
 iBT, 3E  
Activity Sheet W15A on page A 280

The purpose of this activity is to introduce **Writing Skill 15: REVIEW GRAMMAR**.

#### Before class:

Prepare handouts of **Activity Sheet W15A** on page A 280. You will need one handout for every two students.

#### In class:

1. Put students in pairs and give each pair a handout.
2. Have pairs work together to correct the errors in the sentences.
3. Review the answers as a class.

#### Answers

- (1) *party* should be *a party*
- (2) *graded quickly* should be *quickly graded*  
(or *graded the papers for the students quickly*)
- (3) *less* should be *fewer*
- (4) *have just ran* should be *have just run*
- (5) correct
- (6) *is* should be *are*
- (7) correct
- (8) *interested* should be *is interested*
- (9) *then* should be *than*
- (10) correct
- (11) *they had looked* should be *it had looked*
- (12) correct
- (13) *an incredible phenomena* should be *an incredible phenomenon*  
(or *incredible phenomena*)

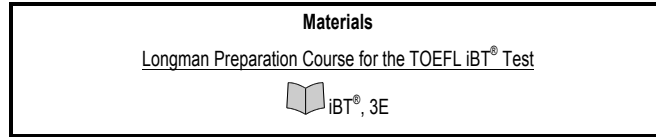
- (14) *amount* should be *number*
- (15) *a hour* should be *the hour*
- (16) *will* should be *would*
- (17) correct
- (18) *least time* should be *the least time*
- (19) *motivate* should be *motivated*
- (20) *we managed* should be *did we manage*

**Optional:**

Turn this activity into a competition by giving pairs 1 point for each correct answer.

## Activity W15B: Targeting Written Grammar

### FOLLOW-UP ACTIVITY



The purpose of this activity is to reinforce the information in **Writing Skill 15: REVIEW GRAMMAR**.

#### Before class:

No preparation is necessary.

#### In class:

1. Tell students to have a piece of paper and a pen or pencil ready.
2. Tell students that the purpose of the activity is to use correct grammar in their writing and that some of their classmates will read what they write.
3. Give students a topic. (Describe how you feel about sports.)
4. Give students 30 seconds to think about this topic.
5. Have students write on this topic for 2 minutes.
6. Put students in groups of 4–5 and ask students to pass their papers around the group, check the grammar in the papers they have received, and then pass the papers around the group one more time.
7. Have students recheck the papers they have received.
8. Continue this way until each group member has seen each paper.



# ACTIVITY SHEETS

## SECTION ONE

---

# READING

## ACTIVITY SHEET R1B

### Using Context to Understand Vocabulary

**DIRECTIONS:** Discuss the meanings of the highlighted words, and write the meanings on the lines below.

- (1) She added a **touch** of salt to the soup.

MEANING: \_\_\_\_\_

- (2) A **diurnal** animal is active during the day and sleeps at night.

MEANING: \_\_\_\_\_

- (3) We have had quite a **run** of bad luck recently.

MEANING: \_\_\_\_\_

- (4) She tends to **ruminate** considerably before coming to decisions.

MEANING: \_\_\_\_\_

- (5) We will have to **table** that idea until the next meeting.

MEANING: \_\_\_\_\_

- (6) His **august** manner gave him the appearance of a true leader.

MEANING: \_\_\_\_\_

- (7) Your opinion doesn't **count** as much as mine does.

MEANING: \_\_\_\_\_

- (8) The production is on **hiatus** for two weeks, so we can't see it.

MEANING: \_\_\_\_\_

- (9) They earned their **keep** by doing work around the house.

MEANING: \_\_\_\_\_

- (10) The company's current success **augurs** well for the future.

MEANING: \_\_\_\_\_

## ACTIVITY SHEET R2B

### Pronoun and Referent Hunt

**DIRECTIONS:** Underline the pronouns in the following passage. Draw arrows to the referents. (The number in parentheses following each paragraph indicates the number of pronouns in the paragraph.)

#### AGREEMENT REACHED IN THE HALE CASE

University City Press  
Wednesday, April 1

- 1▶ University City. The case of former university student Andrew Hale came to a close yesterday as an agreement was reached by local authorities, university officials, and attorneys for Mr. Hale. Under this agreement, Mr. Hale will not serve any time in prison, but he faces a number penalties, including expulsion from the university, house arrest, required univesty service, and a huge fine for the grade selling scheme he hatched, which will be imposed immediately. (3)
- 2▶ Mr. Hale, a computer whiz, succeeded in hacking his way into the university's computerized grade system in his freshman year, purely as a joke. He made a few changes to grades of students he did not know to see if the system could catch them, and it failed. His sophomore year found him changing his own grades but not those of other students. (9)
- 3▶ The following year Hale used his expertise to go into business for himself. His business plan was a successful one, at least in the beginning. It involved changing grades for other students for a fee. University officials found out about the scheme when Hale's former girlfriend informed them about it. As a result of the statement she made to university officials, the police were called in and steps were taken which resulted in yesterday's agreement. (9)
- 4▶ Under the agreement, Hale will be expelled immediately as a university student, will serve eight months under house arrest, and will pay a fine of \$100,000 to the university. During his term of house arrest, he must work for the university's security division, with his entire salary going toward the fine. He will have one responsibility in the security division. That will be to establish security procedures to stay ahead of students and keep them from hacking into the computer system to change grades. (5)
- 5▶ University officials put out the following statement after the agreement was struck: "Mr. Hale has amazing talent, but he unfortunately decided to use this talent for evil instead of good. We hope to benefit from it over the next few months while at the same time teaching him a lesson about the misuse of his talent." (5)

## ACTIVITY SHEET R3A

### Dividing Sentences into Meaningful Parts

**DIRECTIONS:** Divide each of the following sentences into meaningful parts.

- (1) While the drinking of hot tea beverages has been around for at least five millennia, the sipping of the iced version of the drink has been around for little more than a century.
- (2) The Tiffany Diamond, extracted from the Kimberley mines in South Africa in 1877, is the largest flawless and perfectly colored canary, or yellow, diamond that has ever been mined.
- (3) The popcorn kernel has a hard shell with microscopic drops of water sealed inside that, when heated above 212°F, turns to steam and creates enough pressure to cause the hard shell to pop.
- (4) The conventional picture of class politics is composed of the Haves, who favor stability to keep what they have, and the Have-Nots, who want a touch of instability and change in which to scramble for things they have not.
- (5) When the Empire State Building opened for business in 1931 during the Great Depression, fewer than a quarter of the offices were occupied, but building management turned on lights in many of the empty offices so that no one would know how empty the building was.

## ACTIVITY SHEET R3B

### Understanding the Meaningful Parts of Sentences

**DIRECTIONS:** Divide each of the following sentences into meaningful parts and determine the meanings of the parts of the sentences.

- (1) The outdated custom of giving an apple to the teacher developed during the days when teachers were paid little or no cash, and parents gave them whatever goods or services they could in lieu of cash.
- (2) In the early days of its use, before people were fully cognizant of its effects, heroin was believed to be a non-addictive substitute for very addictive morphine; the name “heroin” was chosen to describe the heroic pain-killing properties of the drug.
- (3) People once believed that their souls could escape through their open mouths when they yawned, so the custom of covering one’s mouth when one yawned developed not so much as a way of preventing others from seeing one’s open mouth but from the desire to bar the soul’s path of exit.
- (4) Democracy advocates both individualism and responsibility to society; however, the democratic self is torn between the duty to self, which is implied by the concept of liberty, and the duty to society, which is implied by the concepts of equality and fraternity.
- (5) Having been rescued by some literary critics from neglect and indeed gradually lionized by some, Jane Austen steadily reached, by the mid-nineteenth century, the enviable pinnacle of being considered controversial.

## ACTIVITY SHEET R4A

### Using Transitions to Order Short Passages

**DIRECTIONS:** Number the sentences in each paragraph in the correct order (from 1 to 15), and underline the transitions and repeated ideas that help you understand the correct order.

#### **PASSAGE: Early Flight Attendants**

##### Paragraph A

- \_\_\_\_\_ She convinced them that more men would ride planes if women were on them.
- \_\_\_\_\_ Before 1930 only men worked on the planes belonging to United Airlines.
- \_\_\_\_\_ She convinced the managers of United Airlines to hire some women.
- \_\_\_\_\_ These men would be less fearful of taking planes if they knew that women were not afraid to fly.
- \_\_\_\_\_ A woman named Ellen Church decided to change this situation.

#### **PASSAGE: Early Flight Attendants**

##### Paragraph B

- \_\_\_\_\_ First, they had to be small in size.
- \_\_\_\_\_ They also had to be single because it was believed that married women would not be as loyal to their employer as single women.
- \_\_\_\_\_ This was not just because it was considered attractive but because the planes could not handle too much weight.
- \_\_\_\_\_ There were many requirements for early female flight attendants.
- \_\_\_\_\_ Last but not least, they had to be registered nurses in order to care for the passengers and crew.

## **PASSAGE: Early Flight Attendants**

### Paragraph C

- \_\_\_\_\_ In the air, they had to serve and care for the passengers.
- \_\_\_\_\_ They earned \$125 for 100 hours of flying.
- \_\_\_\_\_ In addition to these responsibilities in the air, they also had responsibilities on the ground, including cleaning the inside and outside of the plane, loading and unloading luggage, and pushing the plane in and out of the hangar.
- \_\_\_\_\_ They had to work really hard to earn this money, both in the air and on the ground.
- \_\_\_\_\_ Early female flight attendants earned a relatively small wage for a tremendous amount of work.

## ACTIVITY SHEET R4B

### Using Transitions to Order a Long Passage

**DIRECTIONS:** Number the sentences in the passage in the correct order (from 1 to 16), and underline the transitions and repeated ideas that help you understand the correct order.

### PASSAGE: An Unusual Will

- \_\_\_\_\_ Daisy was living in London, England, in 1937.
- \_\_\_\_\_ The man's name was Jack.
- \_\_\_\_\_ You might not believe the story I'm going to tell you, but it is a true story.
- \_\_\_\_\_ She threw the bottle into the river.
- \_\_\_\_\_ The woman in question was Daisy Singer Alexander, a member of the family that created Singer Sewing Machines.
- \_\_\_\_\_ In that year she decided she needed to write a will, given that she was worth a fair amount of money.
- \_\_\_\_\_ Jack opened the bottle and read the message.
- \_\_\_\_\_ The will that she wrote said, in part: "I leave my entire estate to the person who finds this bottle," and she stuffed the will into a bottle.
- \_\_\_\_\_ This strange but true story has to do with an unusual will.
- \_\_\_\_\_ He found out that the message was indeed real and that he had millions of dollars coming to him.
- \_\_\_\_\_ From its starting point in the river, the bottle eventually made its way to the other side of the world.
- \_\_\_\_\_ A will is a document showing what will happen with your money after your death, and this was the will of a female member of a well-known business family.
- \_\_\_\_\_ He decided to investigate whether the message was true.
- \_\_\_\_\_ After a twelve-year trip, the bottle landed on a beach in San Francisco, California.
- \_\_\_\_\_ A man walking along this particular California beach found the bottle.
- \_\_\_\_\_ She took the bottle with the will in it down to the Thames River near her home.



## ACTIVITY SHEET R5A

### Finding Detail Answers

**DIRECTIONS:** Skim for answers to the questions as quickly as possible (without reading the passage first).

#### **PASSAGE: Subway**

##### *Paragraph A*

Subway sandwich shops are all over the world today, but they have not actually been in business for a significant length of time. The first Subway shop was founded in 1965 by Fred DeLuca, who was at the time only seventeen years old. Fred created the first Subway shop because he was trying to find a way to finance his university education. Other students his age were looking for jobs as salesclerks, waitpersons, lifeguards, or camp counselors to help pay for university, but Fred took a very different path and decided to open a sandwich shop.

- (1) In what decade was Subway established?
- (2) How old was the founder of Subway when he started the business?
- (3) Why did Fred start Subway?
- (4) What were more normal jobs for seventeen-year-olds?

#### **PASSAGE: Subway**

##### *Paragraph B*

Fred opened his first sandwich shop in Bridgeport, Connecticut, with only a \$2,000 investment from a family friend. Family and friends all pitched in to try to make the first shop a success on a very limited budget.

- (5) In which city did Fred open his first shop?
- (6) In which state did Fred open his first shop?
- (7) How much money did Fred have to start his first shop?
- (8) Where did Fred get the money to start his first shop?

**PASSAGE: Subway**

*Paragraph C*

Things did not work out well in the beginning because little planning had gone into this first venture, and Fred had only limited time to devote to it. There were no processes in place to deal with the finances of the business, or the inventory, or the marketing, and Fred was by this time a student at the University of Bridgeport who was dealing with the sandwich shop in addition to his studies.

- (9) How successful was Fred initially?
- (10) What were the reasons for Fred's initial lack of success?
- (11) What kinds of processes were lacking initially?
- (12) Why did Fred not have the time to devote to the business?

**PASSAGE: Subway**

*Paragraph D*

Through a lot of trial and error, Fred learned that it was important to have a business plan and to have control over the processes that were part of the business in order to succeed. As he learned more about business, he was able to open more sandwich shops. He had sixteen stores by 1972, and ten years later he was operating 200 shops. Today the number of Subway shops numbers in the tens of thousands worldwide.

- (13) How did Fred learn about business?
- (14) What two things did Fred learn that he needed?
- (15) What was Fred able to do after he learned more about business?
- (16) How many shops did Fred have in 1972?
- (17) How many shops did Fred have in 1982?
- (18) How many shops does Fred have today?

## ACTIVITY SHEET R5B

### Finding and Restating Detail Answers

**DIRECTIONS:** Skim for the answers to the questions as quickly as possible (without reading the passage first). Discuss ways to restate the answers that you find with your group.

#### **PASSAGE: The Bones of the Human Body**

##### *Paragraph A*

The total number of bones in the human body does not remain constant over a lifetime but instead changes. The number of bones in the human body actually decreases in the maturation process. A baby is born with somewhere in the neighborhood of 270 to 300 bones, but the number decreases to approximately 206 in a mature human adult.

- (1) When does the number of bones go down?
- (2) How many bones does a newborn have at birth?
- (3) How many bones does a full-grown adult have?

#### **PASSAGE: The Bones of the Human Body**

##### *Paragraph B*

The number of bones changes because of processes that occur as a baby grows to maturity. One process that occurs is the hardening of the bones as they grow, while another related process that occurs is the fusing, or growing together, of various bones. A baby is born with very soft bones that are, quite obviously, small; the bones begin to harden as the baby matures and grows and as calcium from milk and other dairy products becomes part of the diet. The bones continue to grow and harden throughout youth. Growth of the bones eventually ceases between the ages of fifteen and twenty-five, something that tends to occur earlier in females than in males, and the calcium layer of the bone seals when bone growth has finished.

- (4) Why does the number of bones decrease?
- (5) How can the bones of newborns be described?
- (6) What foods help a baby's bones to harden?
- (7) In which gender does bone growth tend to be completed first?

**PASSAGE: The Bones of the Human Body**

*Paragraph C*

Bone fusion is a process that occurs alongside the processes of bone growth and hardening, and these related processes together result in a decrease in the number of bones in the human body from birth to maturity. Fusion is a process by which bones grow together. Some of a baby's softer bones fuse together as the bones grow and harden. A baby is born with a soft spot at the top of the head because the skull is two pieces at the sides of the head at birth; these two sides of the skull fuse together and the soft spot disappears when the baby is between one and two years of age. The collarbone is generally the last bone to fuse, resulting in a final count of 206 bones in the average adult, though approximately five percent of adults have more than this number of bones because some bones failed to fuse before bone growth finished and the calcium layer sealed.

- (8) What processes cause the total number of bones in the human body to go down?
- (9) Which bones tend to grow together in babies?
- (10) Which bones tend to grow together last?
- (11) What fraction of adults tends to have in excess of 206 bones?

## ACTIVITY SHEET R6A

### Understanding Information That Is Not True and Not Mentioned

**DIRECTIONS:** Read the passage. Determine whether each statement below the passage is *true* (T), *not true* (NT), or *not mentioned* (NM).

#### PASSAGE: Bill and Jill

Bill Macy was a young man in his twenties. He worked as an accountant, a job he had held for five years. He lived alone in a house in the suburbs, alone that is except for a large collie, and he took the train to his job in the city every weekday.

Jill Lacy, age thirty-two, found her job as a newspaper reporter exciting and fulfilling. She had several roommates, and she shared a large apartment with them in the city. She had a car, and she and her roommates liked to take trips in her car on the weekends when she was not working.

### STATEMENTS

\_\_\_\_\_ (1) Bill enjoyed his job.

\_\_\_\_\_ Jill enjoyed her job.

\_\_\_\_\_ (2) Bill had a pet.

\_\_\_\_\_ Jill had a pet.

\_\_\_\_\_ (3) Bill lived with two other people.

\_\_\_\_\_ Jill lived with two other people.

\_\_\_\_\_ (4) Bill lived in a tiny house.

\_\_\_\_\_ Jill lived in a tiny house.

\_\_\_\_\_ (5) Bill drove his car to work.

\_\_\_\_\_ Jill drove her car to work.

## ACTIVITY SHEET R6B

### Identifying Information That Is Not True and Not Mentioned

**DIRECTIONS:** Read the passage. Discuss whether the statements below each paragraph of the passage are *true* (T), *not true* (NT), or *not mentioned* (NM).

#### **PASSAGE: Himalayas**

##### *Paragraph A*

The Himalayas are Earth's tallest mountain range and, moreover, are one of its youngest. They include Mount Everest, Earth's highest mountain, and thirteen other mountain peaks with altitudes over eight kilometers.

- (1) The Himalayas are the highest mountain range on Earth.
- (2) The Himalayas are the youngest mountain range on Earth.
- (3) Mount Everest is 8,850 meters high.
- (4) There are thirteen mountain peaks in the Himalayas.

#### **PASSAGE: Himalayas**

##### *Paragraph B*

Already Earth's highest mountain range, the Himalayas are still continuing to rise, at a rate of around 50 centimeters per century. Erosion is causing the mountains to lose some of their height, but because the increase in growth is greater than the decrease from erosion, they have an overall net gain in height.

- (5) The Himalayas have stopped growing.
- (6) Erosion is causing the Himalayas to grow.
- (7) Strong winds cause most of the erosion in the Himalayas.
- (8) The altitude of the Himalayas is increasing.
- (9) Erosion counteracts all of the effects of growth on the height of the Himalayas.

**PASSAGE: Himalayas**

*Paragraph C*

The formation of the Himalayas began around 50 million years ago. The precipitating event in the creation of the Himalayas occurred when India and the Asian continent slammed into each other. India was, at the time, a continent in its own right and was moving northward toward the Asian continent as Asia meandered southward toward it. Parts of both continents pushed upward as they crashed into each other to form the Himalayas.

- (10) By 40 million years ago, the Himalayas were fairly tall mountains.
- (11) The Himalayas developed when two continents moved into each other.
- (12) India was part of the Asian continent 50 million years ago.
- (13) Asia was traveling faster than India.
- (14) The material in the Himalayas came from both India and Asia.

## ACTIVITY SHEET R7B

### Making Inferences from a Passage

**DIRECTIONS:** Read the passage. Draw possible inferences from the information in the passage.

#### **PASSAGE: Ampersand (&)**

##### *Paragraph A*

The ampersand (&) is a symbol that can be used to represent the idea of “and.” The symbol itself is a stylized creation based on the letters “e” and “t,” which together make up the Latin word meaning “and.”

#### **PASSAGE: Ampersand (&)**

##### *Paragraph B*

At the beginning of the nineteenth century, this symbol was actually a part of the American English alphabet, appearing after the letter “z.” Thus, the alphabet at the time had one more letter than today’s alphabet does.

#### **PASSAGE: Ampersand (&)**

##### *Paragraph C*

The & letter in the alphabet did not have an actual name, so schoolchildren created one as part of their recitation of the alphabet. They would recite the alphabet by saying *x, y, z, and per se “and,”* where *per se* is Latin for the expression “which means.” The unusual name of this symbol developed in this way.

#### **PASSAGE: Ampersand (&)**

##### *Paragraph D*

Today, the ampersand is no longer used as a general replacement for the word “and” in formal writing. However, it does have some specific uses today. It is correctly used in titles such as “Mr. & Mrs. Reed” or “the law firm of Barton & James.” It is used as formal logic in computer programs, and it is used in the more casual shorthand language of modern electronic devices.



## ACTIVITY SHEET R8A

### Determining Rhetorical Purpose

**DIRECTIONS:** Discuss the rhetorical purpose of each of the numbered expressions in **bold** in the passage. Match your responses with the purpose answers following the passage.

#### PASSAGE: Clinking Glasses

(1) **A certain custom of today has an interesting historical background.** This custom is one of clinking glasses together and saying “cheers” before a group takes a drink together in a social situation. It seems like a nice custom, a gesture of friendship. (2) **However**, this seemingly nice custom of today developed from a situation that was not so nice.

In the past, one way that someone got rid of an enemy was to sit down to a nice meal with the enemy and then, (3) **can you believe it**, slip some poison in the enemy’s drink. To prevent (4) **this sort of poisoning** when groups got together, the habit of sharing drinks developed. Each man in the group put his glass in the center of the table and poured some of his drink into everyone else’s glasses. (5) **Consequently**, if anyone had put poison in one of the glasses, then everyone would share the poison.

In reality, (6) **if you think about it**, it was a gesture of friendship to share one’s drink this way. (7) **Why is this the case?** Only someone who had not put poison in someone else’s drink and was sure that his own drink had not been poisoned would be willing to share his drink.

Over time, the actual sharing of drinks ended, but the custom of clinking glasses together in the center of the table before drinking has remained as a gesture of friendship. (8) **This is how the custom of clinking glasses came to be.**

### Purpose answers

- (A) to announce that a contrast follows
- (B) to announce that a result follows
- (C) to indicate that an explanation follows
- (D) to announce the topic
- (E) to show that the following idea may be difficult to follow
- (F) to refer to the idea in the previous sentence
- (G) to end with a summary of the main point
- (H) to indicate that something surprising follows

## ACTIVITY SHEET R8B

### Completing Rhetorical Purpose Ideas

**DIRECTIONS:** Complete each sentence, paying careful attention to the purpose of the word or expression in bold.

(1) The students worked really hard; consequently,

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(2) People believe this theory; however,

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(3) A number of mammals live in the ocean. For instance,

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(4) The team practices every weekday; moreover,

---

(5) She made a lot of money. In fact,

---

(6) The director criticized our work. The assistant director, on the other hand,

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(7) The results couldn't have been more unexpected. That is to say,

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(8) The entire staff worked long hours on the project. Nonetheless,

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(9) He thought his business would succeed. Instead,

---

(10) I applied successfully to a number of graduate schools; indeed,

---

## ACTIVITY SHEET R9A

### Filling in a Summary Chart

**DIRECTIONS:** Read the passage, and fill in the summary chart with an appropriate introductory statement and main points.

#### **PASSAGE: Acoma, New Mexico**

If asked which city is the oldest city in the United States, most people will respond that St. Augustine, Florida, holds that honor because most textbooks and reference books list that city as the oldest. However, one could make a serious argument that Acoma, New Mexico, and not St. Augustine, Florida, is the oldest city in the United States. Acoma, New Mexico, arguably meets all the necessary criteria. It is certainly within the continental United States, in the present-day state of New Mexico, and it has been continuously occupied since its inception. Most importantly, it is centuries older than St. Augustine. St. Augustine was established in 1565, while Acoma had been founded some 500 years earlier. Thus, while St. Augustine has been in existence for a few decades over 500 years, Acoma has been a continuously inhabited community for more than a millennium.

**[Introductory Statement]**

**[Main Points]**

- 
- 
-

## ACTIVITY SHEET R9B

### Creating Summary Charts

**DIRECTIONS:** Read each passage, and create a summary chart for each of the passages.

#### **PASSAGE A: Superglue**

Superglue is an amazing product developed in the 1940s by a research scientist at Eastman Kodak. Since the product was invented, it has come to be used in a variety of ways in remarkably different fields of endeavor. Superglue is known primarily because it forms such a strong bond. It has been shown in various tests that a few drops of superglue can create a bond that is so strong that a ton of bricks will not break the bond. Another use for superglue developed in the 1960s when superglue was first used on the battlefield to help seal the wounds of injured soldiers and prevent them from bleeding to death. Specialized versions of superglue are still in use today in hospitals and medical units around the world. Detectives put superglue to a very different use when they are investigating crimes that have been committed. Superglue is used by detectives to obtain fingerprints left by criminals at crime scenes.

#### **PASSAGE B: Lightning**

Many of us hold beliefs about lightning that are not actually true. One common misconception about lightning is that it occurs only during thunderstorms. However, this is most definitely not the case. Lightning can occur during snowstorms or during volcanic eruptions and can even occur when the sky is blue and there are no apparent disturbances. Another old wives tale about lightning is that it never strikes the same place twice, but this belief is equally inaccurate. The Empire State Building in New York City, for example, has been hit by lightning an average of more than twenty times per year. Another fallacious belief about lightning is that it strikes the tallest object around; however, this belief has been proven wrong more often than it has been supported. There are numerous instances where lightning, for example, has struck metal golf clubs that are only a meter in height rather than striking the much taller trees on the golf course.

### **PASSAGE C: Hyperpolyglots**

Polyglots are those people who know several languages, and hyperpolyglots are polyglots who know an astoundingly high number of languages, perhaps 20 or 40 or 60 or more languages. Studies conducted on hyperpolyglots have come up with some perhaps surprising results. One result of studies conducted on hyperpolyglots is that, while it is possible for someone to learn an extraordinarily high number of languages, hyperpolyglots are generally not able to learn a high number of languages with near native proficiency. Brazilian linguist Carlos do Amaral Freire is able to translate 60 languages, and interpreter Emil Krebs was said to understand 100 languages. However, hyperpolyglots seem to have close to native proficiency in no more than seven to ten languages. A second result of studies conducted on hyperpolyglots is that a really high IQ is not a characteristic shared by all of them. High intelligence is not a necessary requirement for someone to learn a large number of languages. It is not the case that hyperpolyglotism exists only in those with extremely high intelligence. A third result of these studies is that the structure of the area of the hyperpolyglot's brain that deals with speech differs from that of monolingual speakers. It is not known whether hyperpolyglots are able to learn so many languages because their brain structure is different or whether the learning of many languages causes their brain structure to change, but the assumption is that the latter is the case.

## ACTIVITY SHEET R10A

### Completing a Schematic Table

**DIRECTIONS:** Read the passage, and fill in the schematic table with appropriate categories and pieces of information.

#### PASSAGE: Pseudonyms

Pen names, or pseudonyms, are false names that authors may choose to use on their writings instead of using their real names. “*Pseudo-*” and “*-nym*” are Greek words meaning “false” and “name” respectively, so a pseudonym is quite literally a false name. Authors have, over time, chosen to use pen names on their work for a mixed bag of reasons. François-Marie Arouet was an eighteenth-century French writer who used a pen name to protect himself and his family. He poked fun at, or outright criticized, the ruling class of nobility and royalty in his writings and justifiably felt that he and his loved ones might need to be protected from their wrath. You might know François-Marie Arouet from his pseudonym, Voltaire. In the nineteenth century, English writer Mary Ann Evans also used a pseudonym on her writings, but for a somewhat different reason. It was believed at the time that women’s writings were less substantive and serious than those of men, and Evans wanted her writings to be taken seriously, so she used a male name on her writing, the name George Eliot. An American writer of the nineteenth century also became quite well known using a pen name rather than his real name, but his reasons for putting a name other than his own on his writings differed from those of Arouet and Evans. One reason that Samuel Clemens used a pen name was that pen names were fashionable at the time. Another reason Clemens used a pen name was to honor the Mississippi River, where he himself had worked in his youth and which was the setting for some of his writings. A steamship pilot on the Mississippi River would call out “Mark twain” to show that the depth of the water was at least two fathoms and the steamboat could safely continue. Mark Twain was the pen name that this author used.

|              |   |
|--------------|---|
| [category 1] | <ul style="list-style-type: none"><li>•</li><li>•</li></ul>           |
| [category 2] | <ul style="list-style-type: none"><li>•</li><li>•</li></ul>           |
| [category 3] | <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> |

## ACTIVITY SHEET R10B

### Creating Schematic Tables

**DIRECTIONS:** Read each passage, and create a schematic table for each passage.

#### PASSAGE A: Poisonous Snakes

Three of the world's most poisonous snakes are the king cobra, the taipan, and the black mamba. These three kinds of poisonous snakes inhabit different areas of the world. The king cobra is found in southern Asia, while the taipan lives in Australia, and the black mamba is an inhabitant of Africa. The king cobra is the largest poisonous snake, one that can measure up to six meters in length. The black mamba can be almost as long as the king cobra, with some black mambas measuring up to five meters in length; the taipan is about half the length of the king cobra. Of these three poisonous snakes, the taipan has the most toxic venom, though all three kinds of snakes are capable of killing a human many times over. Antivenom to counteract the venom of each of these kinds of poisonous snakes is available, but it must be administered in time to keep the victim of a snake bite alive.

#### PASSAGE B: Lead Pencils

The writing implements that we use today are often called lead pencils even though they do not contain lead. In the past, during the times of the ancient Egyptians and Romans, writing implements made of lead were sometimes used, but they were not like the pencils of today. They were rods of lead that were used to make marks on papyrus. The markings from the lead rods were quite light and were therefore not easy to read. Today's pencils contain graphite rather than lead. Graphite came into wide use in writing implements in the sixteenth century after a large deposit of graphite was discovered in England. An advantage of graphite was that it made much darker markings than lead, so graphite markings were much easier to read than lead markings. A disadvantage of graphite was that it was too soft and too easily broken if one tried to write with a rod of graphite. The graphite had to be encased in a wooden holder to make it usable.

### **PASSAGE C: The Young U.S. Democracy**

Certain concepts that helped shape the fledgling U.S. democracy in the eighteenth century came from philosophers of Europe. An understanding of the beliefs of philosophers such as John Locke and Baron Charles de Montesquieu had an impact on the way the young country was structured. Englishman John Locke was a seventeenth-century philosopher whose ideas had an impact on the young American democracy. Locke believed that citizens in a society had natural rights, rights that a government could not take away. Locke defined these natural rights as the rights to life, liberty, and property. His belief in the natural rights of a nation's citizens was adopted by the young United States, though those rights were redefined as the rights to life, liberty, and the pursuit of happiness. Locke further believed that any government needed to respect the rights of its citizens and that citizens had the right to replace a government that did not respect the rights of its citizens, a belief held by the revolutionaries who were fighting to replace the British crown with a democratic American government. Baron Charles de Montesquieu was a French philosopher whose ideas in the earlier part of the eighteenth century also had a profound effect on the establishment of the structure of the government of the young United States later in the century. One of Montesquieu's strongest beliefs was that any power in government needed to be balanced by some sort of counteracting power and that the best way to balance power in government was by separating power into three distinct branches of government: the executive branch, the judicial branch, and the legislative branch. The young government of the United States was established in just this way.



# ACTIVITY SHEETS

## SECTION TWO

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# LISTENING

## ACTIVITY SHEET L1A

### Choosing a Gist Statement

**DIRECTIONS:** Listen to the passage as your teacher reads it, and take notes on the main points of the passage. Using your notes, discuss the strengths and weaknesses of each of the following possible gist statements, and decide which one is best.

### POSSIBLE GIST STATEMENTS:

- (1) The European eel is one kind of eel.
- (2) Scientists are still trying to solve a mystery about the European eel.
- (3) The migration of the European eel is very lengthy.
- (4) The passage answers a question some scientists had.
- (5) European eels have been migrating only since the beginning of the twentieth century.
- (6) That European eels migrate to bear their young answers a question.
- (7) Only adult eels are found in European rivers.
- (8) Scientists now know that European eels bear their young in the rivers of Europe.

## ACTIVITY SHEET L1B

### Coming Up with Gist Statements

**DIRECTIONS:** Read the passage to your group. Have your group determine the gist of the passage.

#### PASSAGE A: Listerine

A certain product that has been available since the end of the nineteenth century is named Listerine. Listerine is a mouthwash, a product that is used to kill germs in a person's mouth and keep his or her breath fresh. When you hear the product name, it may make you think of Sir Joseph Lister, the Scottish surgeon who was known for his ideas on keeping hospitals sterile because the product name sounds like a variation of the name Lister. You might think that the product was named Listerine because Lister invented it, but that would be inaccurate. There is a relationship between the name of the product and Joseph Lister, but this relationship is not that Lister invented the product. Instead, the product was invented by an American chemist named Joseph Lawrence and not by the British surgeon. Joseph Lawrence decided to name the product after Sir Joseph Lister because Lister was famous for making medical practices and hospitals more clean and sanitary.

*cut along this line*

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**DIRECTIONS:** Read the passage to your group. Have your group determine the gist of the passage.

#### PASSAGE B: Ceruse

In sixteenth-century Europe, women of a certain class wanted to have the whitest skin possible. If they were not born with the pale, pale skin they wanted, then they might take extreme measures to achieve the look that was in fashion. One product women of the time used to whiten their skin was a product called *ceruse*. This product could be effective in whitening one's skin, but it also had another effect that was much less desirable. This undesirable effect was that ceruse could cause lead poisoning. Lead poisoning could have quite a severe effect on the women who suffered from it. Lead poisoning could result in problems with the nervous, cardiovascular, and digestive systems of the body; it could lead to problems with bones, joints, and muscles; it could cause fatigue, depression, and anxiety; it could cause cancer, and it could lead to death. Somehow, it seems like this might have been too high a price to pay simply to maintain a fashionable look.

**DIRECTIONS:** Read the passage to your group. Have your group determine the gist of the passage.

**PASSAGE C: The Canary Islands**

The Canary Islands are a group of islands about 100 kilometers off the northwest coast of Africa that are part of the kingdom of Spain. Based on the name of the islands, many people have made an incorrect assumption about what can be found on the islands and about where the name must have come from. Canaries are a kind of songbird, and most people assume that the Canary Islands were so named because of the large number of these birds living there. However, something very different actually happened. The islands were named the Canary Islands because of the large dogs that were found there and not because of any birds. The Latin word for “dog” is *canus*, and the name of the islands came from this Latin word. The birds that are found there were named for the islands, which were named for the dogs found there. Thus, the islands were not named after the birds but were instead named after the dogs that were found there, and the birds were named after the islands and not the other way around.

## ACTIVITY SHEET L2B

### Listening for Details

**DIRECTIONS:** Read the passage to your group.

#### **PASSAGE A: An Antique**

Shopping for antiques can prove to be profitable for someone who is knowledgeable and perhaps a little lucky. One such knowledgeable and fortunate antique shopper made quite a find in 1988. The shopper came into an antique shop in New England in that year. He saw a dirty old book that, according to the book cover was written “by a Bostonian.” The author’s name was not given. The book said only that a Bostonian, or someone from Boston, had written the book. The price tag that the shop owner had placed on the book was for \$18, and the shopper managed to bargain with the shop owner to reduce the listed price by \$3.

Sometime later, the shopper realized what he had purchased. The Bostonian who was listed as the author of the old book was actually Edgar Allan Poe, and the book was Poe’s first book of poetry, one that was extremely rare. The man who had bought the book in the antique shop arranged to have his find sold at an auction, where rare book collectors were very eager to get hold of it. The book sold at auction for almost \$200,000, quite a profit for the antique shopper.

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**DIRECTIONS:** Read the questions to your group. Have your group answer the questions.

#### **PASSAGE A QUESTIONS**

- (1) In what year did this take place?
- (2) What kind of a store did the shopper go into?
- (3) What did the book the shopper find look like?
- (4) What was the name of the author on the book cover?
- (5) How much was the shop owner asking for the book?
- (6) What was the price the shop owner accepted?
- (7) Who was really the author of the book?
- (8) What was in the book?
- (9) What did the shopper do with the book?
- (10) How much money did the shopper get for the book?

**DIRECTIONS:** Read the passage to your group.

**PASSAGE B: American Football**

American football is a game in which players actually handle the ball with their hands and not their feet. The game that marked the introduction of American-style football took place in 1874. It was a game that was played between McGill University, a school in Montreal, Canada, and Harvard University in the United States.

At the time, American colleges and universities were playing a kind of football that resembled the football of their European cousins. That is, they were playing a variation of football in which players handled the ball with their feet and not with their hands. McGill University, however, was playing a game that was closer to rugby, one that allowed players to use their hands to handle the ball.

The two teams decided to play different versions of the game in each of the two halves of the game. They played according to Harvard rules in the first half of the game; that is, they handled the ball primarily with their feet in the first half of the game. Then, in the second half, they changed and played the McGill style of football, a style in which players could handle the ball with their hands. This game marked a turning point in the direction that football took in America.

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**DIRECTIONS:** Read the questions to your group. Have your group answer the questions.

**PASSAGE B QUESTIONS**

- (1) In what year did the game in question take place?
- (2) What was the importance of this game?
- (3) What two schools took part in this game?
- (4) When this game took place, what type of football were most U.S. schools playing?
- (5) When this game took place, what type of football was the Canadian school playing?
- (6) What did the two schools decide to do during this game?
- (7) How did they handle the ball in the first half of the game?
- (8) How did they handle the ball in the second half of the game?
- (9) Whose rules did they follow in the first half of the game?
- (10) Whose rules did they follow in the second half of the game?

## ACTIVITY SHEET L3B

### Determining Functions in Passages

**DIRECTIONS:** Read each dialogue to your group. Determine the function of each of the numbered expressions in bold.

DIALOGUE A: Exam

(student 1) We have an exam coming up really soon in our economics class.

(student 2) (1) **You don't have to tell me that.** I've been preparing for it for the last two weeks straight.

(student 1) I was hoping you might want to get together and prepare for the exam together. I mean, (2) **why not get together and study together?**

(student 2) Uh, maybe that's not the best idea. (3) **What I mean is, well,** I've been preparing already for two weeks.

(student 1) Yes, you did say that already.

(student 2) Well, uh, how long have you been preparing for it?

(student 1) I was thinking, you know, that I could start preparing tonight.

(student 2) Maybe it would be best for you to work with someone who's working on the same things you are. (4) **Listen, I heard Sally say that she was looking for someone to study with. Maybe you should try her.**

(student 1) Thanks for the idea.

DIALOGUE B: Library

(student) (1) Excuse me, do you have a moment?

(librarian) Sure, how can I help?

(student) I was on the second floor looking for an engineering book, and I couldn't find the book I was looking for.

(librarian) (2) **I'm not surprised.** That's because the engineering books aren't on the second floor. They're on the third floor.

(student) Oh, thanks. And where can I find the engineering journals?

(librarian) On the second floor.

(student) I thought the reference books were on the second floor.

(librarian) Uh, no, they're on the first floor. . . . You seem to be a little confused about what's on the different floors of the library.

(student) (3) You can say that again.

(librarian) Have you got it now?

(student) I think so. I'm not sure.

(librarian) The reference books are on the first floor, the journals are on the second floor, and the books are on the third floor. . . (4) **By the way,** do you know that there's a tour of the library every afternoon at 4:00 this week? You might want to check it out.

DIALOGUE C: Paper

(teacher) Randy, could you stay after class and talk with me?

(student) Sure. What do you want to talk about?

(teacher) I'd like to talk about the paper you turned in.

(student) What about it?

(teacher) (1) Well, first let me say how much I enjoyed the topic you chose . . . and the . . . uh . . . story you told.

(student) Thank you.

(teacher) (2) But . . . I'm not really sure you understood the assignment.

(student) What do you mean?

(teacher) The assignment was to choose a topic . . .

(student) I did that. You said you liked the topic I chose.

(teacher) I did. But the assignment was to research the topic and describe the results of your research, and you . . . well . . . wrote a story.

(student) (3) You mean, it's not OK that I wrote a story instead of researching the topic?

(teacher) Not when the assignment is to research a topic. You know, (4) you might want to consider checking with me before you decide to make a change to an assignment.

(student) OK, I will.

(teacher) And you might want to consider working some more on this particular assignment.



## ACTIVITY SHEET L4B

### Determining the Speaker's Stance

**DIRECTIONS:** Read the dialogue to your group. Have your group determine the stance of each of the speakers in the dialogue.

DIALOGUE A: Major

(student) You wanted to see me?

(advisor) Oh, hi, Sam, come on in.

(student) What did you want to see me about?

(advisor) It's about your major.

(student) My major?

(advisor) Yes, your major.

(student) But I don't have a major. . . . I haven't declared a major yet.

(advisor) Uh, I know. That's why I wanted to see you. You really need to declare a major.

(student) When?

(advisor) Now.

(student) But I'm not ready to declare a major.

(advisor) Well, your time's run out.

(student) Can't I wait until next semester?

(advisor) Uh, no.

(student) Next month?

(advisor) Uh, no.

(student) Next week?

(advisor) Uh, no. Time has run out. How about right now?

**DIRECTIONS:** Read the dialogue to your group. Have your group determine the stance of each of the speakers in the dialogue.

**DIALOGUE B:      Presentation Preparation**

(student 1) Are you ready for the presentation tomorrow?

(student 2) Oh, sure. I spent a little time preparing for it. I'm ready.

(student 1) A little time? You spent a *little* time preparing for it?

(student 2) I did. You didn't prepare for it?

(student 1) I did prepare. But I didn't spend just a *little* time. I spent a *lot* of time preparing for it.

(student 2) You did? Why? I didn't think much preparation was necessary. I mean, all we have to do is make a point and defend the point for three minutes.

(student 1) Three minutes is a long time. I spent hours deciding what I wanted to say and doing some research, and organizing how I would present all this.

(student 2) Really? I just jotted down a few notes. That took me only a couple of minutes. I'll look the notes over for a few minutes before class tomorrow, and I'll be fine.

(student 1) You don't think you need to spend time this evening preparing some more?

(student 2) Uh . . . not really.

(student 1) Well, I'm going to spend my evening preparing even more.

**DIRECTIONS:** Read the dialogue to your group. Have your group determine the stance of each of the speakers in the dialogue.

**DIALOGUE C: Research Paper**

(student) Excuse me, Professor Roberts. Could I ask you a question?

(professor) Sure. What's your question?

(student) It's about the research paper . . . you said that the research paper should be a maximum of five pages.

(professor) That's right.

(student) And you also said that we should have a minimum of ten references.

(professor) That's right, too. It sounds like you understood the assignment.

(student) I understood what you said about the assignment, but I'm finding it rather hard to do.

(professor) It is hard to do.

(student) I don't actually mean that it's hard to do. I mean that it's impossible. It is impossible to include that many references in a paper that is so short.

(professor) Oh, it's not impossible, but it will take some work. I want you to refer to a large number of articles, and I want you to make your paper concise.

(student) Would it be possible to reduce the number of references that are included? To perhaps five?

(professor) Uh, no. I really want ten references.

(student) Then would it be possible to increase the number of pages to ten?

(professor) Uh, no on that, too. I want you to keep the paper to a maximum of five pages.

(student) You're sure this can be done?

(professor) Absolutely. You're not?

(student) Not really.

## ACTIVITY SHEET L5A

### Understanding Listening Organization Questions

**DIRECTIONS:** For each passage explain how you think the information in the passage will be organized. Then take notes on the passage, and finish writing the question with information from your notes.

#### PASSAGE A: Formation of Coal

*How was coal formed?*

Click on a sentence. Then drag it to the space where it belongs. Use each sentence only once.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

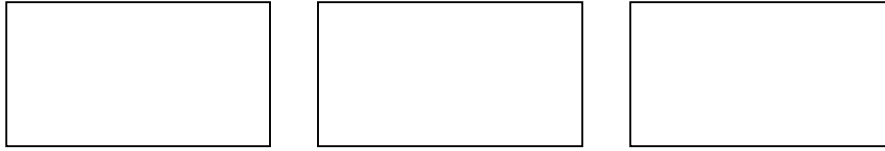
**PASSAGE B: Kinds of Volcanoes**

Describe the different kinds of volcanoes

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Click on a phrase. Then drag it to the space where it belongs. Each answer will be used one time only.

**PASSAGE C: Protection of the Eyes**

*How are the eyes protected?*

A \_\_\_\_\_

B

C

D

E

Click on 3 answers.

**PASSAGE D: Lincoln and the Young Fan**

*Which answers are true?*

|  | <b>YES</b> | <b>NO</b> |
|--|------------|-----------|
|  |            |           |
|  |            |           |
|  |            |           |
|  |            |           |
|  |            |           |

For each statement, click in the YES or NO column.

## ACTIVITY SHEET L5B

### Creating Listening Organization Questions

**DIRECTIONS:** Read the passage to your group. Have your group create a TOEFL iBT® test-style listening organization question based on this passage.

#### PASSAGE A: Formation of the Moon

The early Earth did not have a moon. Earth's one and only moon probably started out as part of Earth. It is most likely true that the Moon was originally part of Earth because they are both made of rock that is 4.5 billion years old. Sometime after Earth was formed, the part of Earth that would become its moon ripped from Earth in pieces. These pieces most likely broke off from Earth when a large object collided with Earth. The object that collided with Earth had to be very large to break off enough pieces of Earth to form the Moon. The object was most likely a planet, something the size of the planet Mars. Many pieces of Earth were thrown into space by the collision. These many pieces began orbiting Earth because of the strong pull of Earth's gravity. These pieces eventually formed one body, the single Moon that orbits Earth.

*cut along this line*

---

**DIRECTIONS:** Read the passage to your group. Have your group create a TOEFL iBT® test-style listening organization question based on this passage.

#### PASSAGE B: Casablanca

A certain famous line from a certain famous movie actually does not exist as most people think it does in the movie. The line that many moviegoers would swear exists but doesn't actually exist is the line "Play it again, Sam" in the 1943 movie *Casablanca*. Most fans would swear that Rick, the male lead character played by actor Humphrey Bogart, says this line to the pianist in the movie to request that the piano player Sam play the song "As Time Goes By" one more time. However, this is just not the case.

There are a couple of major problems with the belief that Humphrey Bogart's character Rick says the line "Play it again, Sam" to the piano player. First of all, the actual line is not "Play it again, Sam." Instead the line is "Play it, Sam. Play *As Time Goes By*." Another problem is that the line is not delivered by Bogart's character Rick. The line is not said by the male lead character but is instead a line by the female lead, Ingrid Bergman, who was the actress playing the character Ilsa.

Thus, the line itself that most people believe was in the movie is not actually accurate, and the belief about who actually says the line is equally inaccurate.

**DIRECTIONS:** Read the passage to your group. Have your group create a TOEFL iBT® test-style listening organization question based on this passage.

### PASSAGE C: Benefits of Chocolate

Recent research on chocolate shows that chocolate can have many potential benefits to health, though it is dark chocolate with a high cocoa content that has these benefits and not lighter or milk chocolate. One benefit that has been demonstrated in the research on dark chocolate with a high cocoa content is that consumption of this kind of chocolate increases blood flow to the brain, which improves the functioning of the brain. The increased blood flow following the consumption of dark chocolate has been shown to last for a period of two to three hours. A second benefit of dark chocolate that has been demonstrated in research is that it tends to lower blood pressure. Because of this lowering of blood pressure, there is a positive effect on those suffering from hypertension. A third benefit of dark chocolate that has shown up in research was unexpected. This third benefit is that dark chocolate seems to have a positive effect on cholesterol. Consumption of small amounts of dark chocolate seems to lower cholesterol levels slightly, an unforeseen but positive result of eating dark chocolate.

*cut along this line*

---

**DIRECTIONS:** Read the passage to your group. Have your group create a TOEFL iBT® test-style listening organization question based on this passage.

### PASSAGE D: New Vocabulary

The vocabulary of English is not a fixed set of words. Instead, the vocabulary of English is always changing.

One way the vocabulary changes is through the creation of new words. New words are created all the time, particularly words that keep up with new advances in science and technology. The words *Internet* and *cell phone*, for example, did not exist in the recent past but are now words that are widely used and understood in English.

Another way that vocabulary changes is by borrowing words from other languages. Many words have been added to English in this way. The word *pyjamas*, which refers to a matched set of night clothes in English, is an example of a word that came into English from the Persian language. Another example of the many words that have been borrowed from other languages is the word *tsunami*, or a tidal wave, which came into English from Japanese.

A third way that the vocabulary of English can change is that existing words in English can change their meanings over time, sometimes quite dramatically. The word *silly* used to have a positive meaning and now has a negative one. It used to mean “blessed” but now means “foolish.” The word *nice* used to have a negative meaning and now has a positive one. It used to mean someone who was overly concerned about something, as in someone who was too nice about his appearance or too nice over what other people thought. It now refers to someone who is kind.



## ACTIVITY SHEET L6B

### Drawing Conclusions from Passages

**DIRECTIONS:** Read the passage to your group. Have your group come up with conclusions based on this passage.

#### PASSAGE A: Giant Squid

The giant squid was an animal of myth and legend, one about which little has been proven or documented. Giant squid as big as 30 meters in length have been rumored to exist, from accounts given by terrified sailors who claimed to have seen them from their ships. In the second half of the nineteenth century a number of giant squid washed ashore; the largest of these giant squid to wash ashore was 13 meters in length. More recently giant squid have been photographed deep in the ocean; the largest giant squid to have been photographed are 13 meters in length.

.....*cut along this line.*.....

**DIRECTIONS:** Read the passage to your group. Have your group come up with conclusions based on this passage.

#### PASSAGE B: Macaroni and Cheese

One of Kraft Food's most successful products today is Kraft Macaroni and Cheese, a product that consists of a box of macaroni and a packet of powdered cheese. In the 1930s Kraft initially tried to market packets of cheese products, but this was not successful. The company decided to discontinue its powdered cheese product because it could not sell it. Someone at Kraft decided to attach the powdered cheese packets to boxes of macaroni in order to get rid of the final quantities of powdered cheese packets. It was after the packets were attached to boxes of macaroni that sales began to grow.

.....*cut along this line.*.....

**DIRECTIONS:** Read the passage to your group. Have your group come up with conclusions based on this passage.

#### PASSAGE C: Insomnia

Insomnia is the persistent inability to get adequate sleep. Insomnia does not refer to an occasional sleepless night but is instead said to exist when the sleepless nights extend for a period of weeks. Researchers have long known that insomnia is often accompanied by depression and have long believed that insomnia is a symptom of depression. That is, they have traditionally believed that insomnia occurs as a result of depression. A recent study, however, presented some interesting results on the relationship between insomnia and depression. In this study, insomnia preceded depression in many more cases than the other way around.

# ACTIVITY SHEETS

## SECTION THREE

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# SPEAKING

## ACTIVITY SHEET S1B

### Selecting Ideas for a Logical Plan

**DIRECTIONS:** Study the question. Then select from the given ideas to create a logical plan for a spoken response. Fill in the plan at the bottom of the page with the numbers of the ideas that create a logical plan.

#### QUESTION

What is the most important technological advance you foresee happening in the future? Give the reasons you think this advance is important and should happen. Use details in your response.

#### IDEAS

- (1) a new perspective on our planet that comes from space travel
- (2) the steps necessary for this to happen
- (3) understanding our planet, the solar system, and the entire universe
- (4) regular people traveling in space as most important future technological advance
- (5) the ability to see the parts of the solar system that we do not inhabit
- (6) an improvement in the understanding of both our solar system and our planet through space travel
- (7) the importance of solving problems on Earth before traveling into space
- (8) the reasons for this to happen
- (9) an understanding of our solar system that comes from space travel
- (10) reinforcement of the idea that the Earth is flat
- (11) astronauts traveling in space as most important future technological advance
- (12) a new understanding of Earth as one unified planet

**PLAN**

INTRODUCTION:      **Topic:** \_\_\_\_\_

**Organization of support:** \_\_\_\_\_

SUPPORTING IDEA 1: **Reason:** \_\_\_\_\_

**Detail:** \_\_\_\_\_

SUPPORTING IDEA 2: **Reason:** \_\_\_\_\_

**Detail:** \_\_\_\_\_

CONCLUSION:      **Summary:** \_\_\_\_\_

## ACTIVITY SHEET S2B (1)

### Noting Features of a Good Response

**DIRECTIONS:** Read each paragraph of the response to your group. Wait after each paragraph while the group members take notes on the features of the response.

#### **RESPONSE:**

##### Paragraph 1

The most important technological advance I foresee happening in the future is the ability of a large number of everyday people to travel in space. Companies are already working on building spacecrafts for tourists, and soon space travel will be available to many more people. I see two important reasons that regular people should be able to travel into space.

#### **RESPONSE:**

##### Paragraph 2

One reason that it is important for people to travel into space is that it is necessary to understand our solar system. We live in only one small part of our solar system, and we should do as much as we can to understand the rest of the solar system.

#### **RESPONSE:**

##### Paragraph 3

However, it is not only to improve our understanding of our solar system that space travel is important. I think that anyone who travels into space will have a new perspective on our planet and a new understanding of our planet. The perspective from outer space will show us that Earth is one planet where everyone needs to work together.

#### **RESPONSE:**

##### Paragraph 4

From this, you can see that I think the ability of regular people to travel in space is important. We need to have a better understanding of our planet and our solar system, and this can help.

## ACTIVITY SHEET S2B (2)

### Noting Features of a Good Response

**DIRECTIONS:** Listen to each paragraph of the response. Then answer the following questions on the features of each paragraph of the response.

### **RESPONSE:**

#### Paragraph 1

- (1) What is the purpose of Paragraph 1 of the response?
- (2) Where in the introduction does the speaker state the topic from the question?
- (3) Where in the introduction does the speaker state the main point about the topic?
- (4) Where in the introduction does the speaker state how the support will be organized?

### **RESPONSE:**

#### Paragraph 2

- (5) What is the purpose of Paragraph 2 of the response?
- (6) What is the first reason the speaker gives?
- (7) What transition does the speaker use to show that this is the first reason?
- (8) How does the speaker support this reason?

### **RESPONSE:**

#### Paragraph 3

- (9) What is the purpose of Paragraph 3 of the response?
- (10) What is the second reason the speaker gives?
- (11) What transition does the speaker use to show that this is the second reason?
- (12) How does the speaker support this reason?

### **RESPONSE:**

#### Paragraph 4

- (13) What is the purpose of Paragraph 4 of the response?
- (14) Is this paragraph necessary?

### **QUESTION FOR DISCUSSION:**

What other topics might you use to answer this question?

## ACTIVITY SHEET S3B

### Selecting Ideas for a Logical Plan

**DIRECTIONS:** Study the question. Then select from the given ideas to create a logical plan for a spoken response. Fill in the plan at the bottom of the page with the numbers of the ideas that create a logical plan.

#### QUESTION

Is it important or unimportant to you to keep yourself informed on current events? Discuss both sides of the issue and decide which side you agree with and why.

#### IDEAS

- (1) the need for citizens who vote to understand current events
- (2) an issue with only one possible answer
- (3) the argument in favor of being informed about current events
- (4) being knowledgeable about events in the world
- (5) my belief in one side of the issue over the other
- (6) taking part in public events
- (7) the need for individuals to pay more attention to themselves than to others
- (8) my belief in neither side of the issue
- (9) the argument in favor of taking part in public elections
- (10) an issue with two sides to it
- (11) the need for good citizens to take action
- (12) the argument against being informed about current events

#### PLAN

INTRODUCTION:      **Topic:** \_\_\_\_\_

**Organization of support:** \_\_\_\_\_

SUPPORTING IDEA 1: **One side of issue:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

SUPPORTING IDEA 2: **Other side of issue:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

CONCLUSION: **Summary:** \_\_\_\_\_



## ACTIVITY SHEET S4B (1)

### Noting Features of a Good Response

**DIRECTIONS:** Read each paragraph of the response to your group. Wait after each paragraph while the group members take notes on the features of the response.

#### **RESPONSE:**

##### Paragraph 1

There are two possible answers to this question about the importance of staying well informed about current events. There is an obvious answer, and there is a less obvious answer. I believe the less obvious answer.

#### **RESPONSE:**

##### Paragraph 2

The obvious answer to this question is that, of course, a good citizen should always try to stay informed about important issues. If I want to be a good citizen, then I should make the effort to understand what is going on in the world.

#### **RESPONSE:**

##### Paragraph 3

It is a less obvious answer that a serious problem can arise when people spend too much time trying to stay well informed. This problem is that they put so much time and effort into trying to understand what other people are doing that they do not spend enough time living their own lives.

#### **RESPONSE:**

##### Paragraph 4

I think that sometimes it is better just to concentrate on your own life and make sure that you are living your own life the best way possible and not to spend so much time trying to understand what everyone else is doing. This means that perhaps you will not be well informed about events outside your life but you will be a better person in living your life.

## ACTIVITY SHEET S4B (2)

### Noting Features of a Good Response

**DIRECTIONS:** Listen to each paragraph of the response. Then answer the following questions on the features of each paragraph of the response.

### **RESPONSE:**

#### Paragraph 1

- (1) What is the purpose of Paragraph 1 of the response?
- (2) Where in the introduction does the speaker state the topic from the question?
- (3) Where in the introduction does the speaker give the answer to the question?
- (4) Where in the introduction does the speaker state how the support will be organized?

### **RESPONSE:**

#### Paragraph 2

- (5) What is the purpose of Paragraph 2 of the response?
- (6) What is this answer?
- (7) What transition does the speaker use to introduce this answer?
- (8) How does the speaker support this reason?

### **RESPONSE:**

#### Paragraph 3

- (9) What is the purpose of Paragraph 3 of the response?
- (10) What is this answer?
- (11) What transition does the speaker use to introduce this answer?
- (12) How does the speaker support this reason?

### **RESPONSE:**

#### Paragraph 4

- (13) What is the purpose of Paragraph 4 of the response?
- (14) Is this paragraph necessary?

### **QUESTION FOR DISCUSSION:**

What other topics might you use to answer this question?

## ACTIVITY SHEET S5B

### Taking Notes on Reading Passages

DIRECTIONS: Read each passage, and take notes on the topic and main points of the passage. Discuss your notes with your group.

#### **PASSAGE A: Exam to Retake**

*Notice from the professor*

The exam that you took last week on Chapters 5–8 of the textbook will need to be retaken by everyone. Unfortunately, some of the exam papers were thrown away by accident. The best solution in this situation seems to be to have everyone take the exam over again. The makeup exam will therefore be given next Thursday from 1:00 to 3:00.

#### **PASSAGE B: Late to Class**

*Memo on the door of a classroom*

This class starts promptly at 9:00 a.m. It is unacceptable to arrive at this class late and disrupt the professor, who has started class on time, and the students who have managed to arrive on time. If you are reading this note, then it is obviously after 9:00 a.m., and this is the reason that the door to the classroom is now locked. If you cannot manage to come on time to class, do not bother to come at all.

#### **PASSAGE C: No Books in Bookstore**

*Sign posted on a shelf in the bookstore*

The textbook for Ecology 201 is no longer in stock at the bookstore. An inadequate number of books was ordered for this class. Any student who still needs this textbook should come to the bookstore office and place a special order for the book. No more of these books will be stocked on the bookstore shelves. The only way to get a copy of this book is through a special order. Special orders are handled expeditiously and should take only three to four weeks to fill.

## ACTIVITY SHEET S6B

### Taking Notes on Listening Passages

**DIRECTIONS:** Read each dialogue to your group. Have your group take notes on the topic, main points, and speakers' opinions in the dialogues.

#### PASSAGE A: Exam to Retake

- (student 1) Did you see the notice from the professor?  
(student 2) The one about the exam?  
(student 1) Yeah.  
(student 2) I did. It's certainly too bad.  
(student 1) You think so? I don't.  
(student 2) You're happy you have to take the exam over again?  
(student 1) Yes, I am.  
(student 2) How can you be happy you have to take the exam over again?  
(student 1) Well, I didn't do as well as I could have the first time around.  
(student 2) So, you mean you'll have another chance to do better?  
(student 1) That's right. I have time to prepare some more and do better the second time around.  
(student 2) That sounds like a good opportunity for you then. I'm not looking forward to it, however, and it doesn't seem fair that I have to take it over again.  
(student 1) You think you did as well as you could have the first time around?  
(student 2) Yeah. I don't think I can do any better next Thursday. I'll just have to spend the time preparing again, but I don't think my grade will go up.  
(student 1) That's too bad for you and for the students who prepared enough the first time around. But it's a good opportunity for me and for the others who didn't prepare so much last time.

#### PASSAGE B: Late to Class

- (student 1) Were you in history class today?  
(student 2) I was, but I didn't see you there. Were you there?  
(student 1) I came to class, but I couldn't get in.  
(student 2) You couldn't get in?  
(student 1) No, the door was locked.  
(student 2) The door was locked? Did you knock on the door? I'm sure someone would have let you in.  
(student 1) I don't think so.  
(student 2) Why not?  
(student 1) There was a memo on the door.  
(student 2) A memo? What did the memo say?  
(student 1) The memo said that class started promptly, that the door was locked, and that students who arrived late could not come in.  
(student 2) Really?  
(student 1) Really!  
(student 2) I think that's great!

- (student 1) You do?
- (student 2) Yes, I mean, I'm sorry you missed class today, but I don't like it when people come in late and disrupt class.
- (student 1) Apparently the professor doesn't like that either. I really have to make an effort to get to class on time from now on.
- (student 2) If you want to be able to get in, that is.

**PASSAGE C: No Books in Bookstore**

- (student 1) Could I ask you a favor? Could I borrow your ecology textbook?
- (student 2) My ecology textbook? (*laughs*) No, sorry.
- (student 1) Why not?
- (student 2) I don't *have* an ecology textbook to lend you.
- (student 1) You don't? I don't either.
- (student 2) I don't think anyone does. I've asked the other students in the class, and no one has the book.
- (student 1) But the sign in the bookstore said that an "inadequate" number of books had been ordered. That means that some books were ordered, but not enough.
- (student 2) I know what "inadequate" means. But I'm telling you, none of the students could get the book.
- (student 1) So, you mean "inadequate" in this case is not quite accurate? *No* books were ordered?
- (student 2) It looks that way . . . And there's something else on the sign that doesn't look quite right.
- (student 1) What is that?
- (student 2) The sign also says that orders will be handled "expeditiously."
- (student 1) Speedily, you mean?
- (student 2) Yes. But special orders are going to take three to four weeks. That doesn't sound very expeditious to me.
- (student 1) To me either.

## ACTIVITY SHEET S7B

### Synthesizing Ideas

**DIRECTIONS:** Study each pair of ideas and determine the relationship between the two ideas.

- (1) • bad grades  
• lack of study

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (2) • visual learning  
• a student who must see things to learn them

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (3) • a student in her freshman year  
• the same student in her sophomore year

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (4) • a student who failed the first exam  
• a resolution by this student to study a lot more for the second exam

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (5) • a student who stayed up late one night  
• the same student, who was very tired the next day

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (6) • all the students in the class  
• Isabel

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (7) • nineteenth-century one-room schools  
• the huge schools of today

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (8) • a student who stayed up all night one night  
• the same student, who was not at all tired the next day

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (9) • an assignment that can be done even without thinking  
• an assignment that is impossible to complete

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (10) • students who study hard and get good grades  
• a student who studies hard and gets bad grades

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

## ACTIVITY SHEET S8B (1)

### Noting Features of a Good Response

**DIRECTIONS:** Read each paragraph of the response to your group. Wait after each paragraph while the group members take notes on the features of the response.

#### **RESPONSE A: Exam to Retake**

##### Paragraph 1

In the listening passage, two students discuss the notice from the reading passage about a problem with an exam.

##### Paragraph 2

The notice explains that the students in a certain class need to retake an exam. The students already took the exam, but some exams were accidentally thrown away. Because of this, all the students need to retake the exam next Thursday.

##### Paragraph 3

The two students who discuss the notice in the listening passage have different views of the situation. One student could do better with more preparation and is therefore happy to retake the exam. The other student did as well as possible the first time around and is therefore unhappy to have to retake the exam.

#### **RESPONSE B: Late to Class**

##### Paragraph 1

In the listening passage, two students discuss the memo that was presented in the reading passage.

##### Paragraph 2

The memo in the reading passage is about what happens when students come late to a certain professor's class. According to the notice, class has already started, so the door is locked. The professor wants students to come on time or not come at all.

##### Paragraph 3

Of the two students discussing the memo in the listening passage, one came on time, and the other didn't. The student who came on time thinks the professor's policy is a good one; the professor should put a notice on the door and lock the door when class starts. The student who was late and was therefore locked out of the classroom seems to accept what happened and that it is necessary to come on time in the future.



## **RESPONSE C: No Books in Bookstore**

### Paragraph 1

In the listening passage, two students discuss a sign in the bookstore, which was presented in the reading passage.

### Paragraph 2

According to the reading passage, the sign about the text for Ecology 201 is posted in the bookstore. The books are out of stock. The sign says that not enough books were ordered, that the books must be obtained through a special order, and that the special order will be handled expeditiously, or speedily.

### Paragraph 3

When the two students discuss this sign, they discuss two things that seem funny about it in particular. One thing they think is funny is that the sign says the number of books ordered was inadequate, which means that some but not enough were ordered. It appears that none were ordered because no students have the books. The second funny thing is that the sign says that special orders are handled expeditiously and then says they will take three to four weeks. This period of time does not sound speedy.

## ACTIVITY SHEET S8B (2)

### Noting Features of a Good Response

**DIRECTIONS:** Listen to each paragraph of the response. Then answer the following questions on the features of each paragraph of the response.

### RESPONSE A: Exam to Retake

#### Paragraph 1

- (1) What is the purpose of Paragraph 1 of the response?
- (2) Does the speaker refer to the reading passage?
- (3) Does the speaker refer to the listening passage?
- (4) What is the relationship between the two passages?

#### Paragraph 2

- (5) What is the purpose of Paragraph 2 of the response?
- (6) What is the topic of the reading passage?
- (7) What are the main points of the reading passage?

#### Paragraph 3

- (8) What is the purpose of Paragraph 3 of the response?
- (9) What is the topic of the listening passage?
- (10) What are the main points of the listening passage?

### RESPONSE B: Late to Class

#### Paragraph 1

- (1) What is the purpose of Paragraph 1 of the response?
- (2) Does the speaker refer to the reading passage?
- (3) Does the speaker refer to the listening passage?
- (4) What is the relationship between the two passages?

#### Paragraph 2

- (5) What is the purpose of Paragraph 2 of the response?
- (6) What is the topic of the reading passage?
- (7) What are the main points of the reading passage?

#### Paragraph 3

- (8) What is the purpose of Paragraph 3 of the response?
- (9) What is the topic of the listening passage?
- (10) What are the main points of the listening passage?

## **RESPONSE C: No Books in Bookstore**

### *Paragraph 1*

- (1) What is the purpose of Paragraph 1 of the response?
- (2) Does the speaker refer to the reading passage?
- (3) Does the speaker refer to the listening passage?
- (4) What is the relationship between the two passages?

### *Paragraph 2*

- (5) What is the purpose of Paragraph 2 of the response?
- (6) What is the topic of the reading passage?
- (7) What are the main points of the reading passage?

### *Paragraph 3*

- (8) What is the purpose of Paragraph 3 of the response?
- (9) What is the topic of the listening passage?
- (10) What are the main points of the listening passage?

## ACTIVITY SHEET S9B

### Taking Notes on Reading Passages

**DIRECTIONS:** Read each passage and take notes on the topic and main points of the passage. Discuss your notes with your group.

#### PASSAGE A: Out of the Frying Pan

There is an interesting expression that is commonly used, an expression that mentions a frying pan and a fire. The expression, *out of the frying pan and into the fire*, has nothing to do with frying pans and fires, however. Instead, it is an idiomatic expression that is used in situations that progress from bad to even worse. Someone who is in a bad situation and is trying to find a solution to this problem may actually end up making the situation even worse than it had been and is said to have jumped out of the frying pan and into the fire.

#### PASSAGE B: 7-Up

In 1929, a businessman from St. Louis introduced a new beverage to the market. This beverage had a rather long and unusual name: *Bib-Label Lithiated Lemon-Lime Soda*. It was a soda, which meant that it was carbonated; the high degree of carbonation in this particular drink created a huge number of bubbles in it. In addition to the lemon and lime in the ingredients, the drink also contained lithium, which is a drug that is available only by prescription today and is used to treat depression and bipolar disorder. The drink proved popular at the time, perhaps because 1929 was the year the stock market crashed and any product that was helpful in treating depression had a ready market of interested consumers.

#### PASSAGE C: Black Tea

Researchers have been looking recently at the flavonoid content of tea, particularly black tea. Flavonoids, a group of chemical compounds found in varying quantities in a number of foods, have important antioxidant properties. Their content in black tea is of particular interest to researchers in that more than three quarters of the tea that is produced worldwide is black tea, making black tea a much more widely consumed beverage than green tea. Studies have shown that black tea contains in the neighborhood of 200 milligrams of flavonoids in each cup. This is a substantially higher concentration of flavonoids per cup than is found in green tea.

## ACTIVITY SHEET S10B

### Taking Notes on Listening Passages

**DIRECTIONS:** Read the passage to your group. Have your group take notes on the topic and main points of the passage.

#### PASSAGE A: Out of the Frying Pan

Now let me tell you about Mike, a person one could say jumped out of the frying pan and into the fire himself.

Mike was in a job he didn't like very much. It was a kind of boring job, one in which he did the same things over and over again every day. He was good at the job, but it was repetitive and not very challenging to him, and he just was not very excited to get up in the morning and go to work.

Mike decided to make a change, so he went looking for a job that would be more exciting and challenging to him. He found what he thought would be just such a job, so he quit his old job and started the new job with a great deal of enthusiasm.

Unfortunately, the new job was not what he had expected. His new boss was someone who became enraged easily and yelled a lot and picked apart everything he did and blamed him for whatever went wrong. It was difficult for Mike to go into work every day when he knew that his boss would be yelling at him before he even sat down and would find fault with whatever he did and blame him for whatever went wrong in the office even when he had nothing to do with it.

Mike started remembering his old job very fondly and wishing he were back at his old job. You can see from this that he had jumped out of the frying pan and into the fire.

### **PASSAGE B: 7-Up**

You might not recognize the drink that is described in the reading passage. However, it is a drink that is quite popular today. The drink underwent a number of changes in the 1940s, changes that made it resemble much more closely the beverage of today.

One change that occurred in the 1940s was to the name of the product. The original name was rather unwieldy, so it was changed to the much shorter 7-Up. This name was selected because the drink was sold in seven-ounce bottles and because the carbonated bubbles rose up to the top of the drink.

Another change in the 1940s was a change to the ingredients. The 1940s version of the drink was still carbonated, but it was much less carbonated than its predecessor. In addition, lithium was removed from the list of ingredients at that point. Lithium was no longer available to the public without a prescription from a physician, and the product owner wanted to sell the drink to the public without the need for a prescription.

### **PASSAGE C: Black Tea**

Now I'd like to talk about what actually happens in the body when someone drinks black tea. We know that there are 200 milligrams of flavonoids in a cup of tea. Well, if a person drinks black tea every day, this can have a huge effect on the flavonoids in the blood.

One effect is that drinking three cups of tea per day can increase the flavonoids in the blood. Three cups of tea per day can increase the flavonoids in the blood by 25 percent, which is quite a substantial increase.

This increase in flavonoids in the blood can have quite a positive effect on the risk of heart disease. An increase in flavonoids in the blood decreases the risk of heart disease. This means that when the flavonoids are increased in the blood by drinking black tea, the risk of contracting heart disease goes down substantially.

## ACTIVITY SHEET S11B

### Synthesizing Ideas

**DIRECTIONS:** Study each pair of ideas and determine the relationship between the two ideas.

- (1) • amphibians  
• frogs

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (2) • underwater earthquake  
• tsunami (tidal wave)

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (3) • taxes that are too high  
• a bill in Congress to reduce taxes

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (4) • women's rights in the eighteenth century  
• women's rights today

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (5) • motivation theory X  
• motivation theory Y

What is the relationship between these two ideas? \_\_\_\_\_

- (6) • product loyalty  
• Starbucks

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (7) • music in the eighteenth century  
• music in the nineteenth century

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (8) • galaxies  
• the Milky Way

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (9) • snakes with one head  
• a two-headed snake

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_

- (10) • testing of a new cancer-fighting drug  
• an increase in cancer in test participants

What is the relationship between these two ideas? \_\_\_\_\_

\_\_\_\_\_



## ACTIVITY SHEET S12A

### Describing Objects

**DIRECTIONS:** Describe each object on your list to your partner (without using the name of the object in your description). Continue describing each object until your partner correctly guesses the object.

#### LIST A

1. a television
2. an elephant
3. a beach
4. a railroad car
5. coins

*cut along this line*

---

**DIRECTIONS:** Describe each object on your list to your partner (without using the name of the object in your description). Continue describing each object until your partner correctly guesses the object.

#### LIST B

1. a mountain
2. a whale
3. makeup
4. a sailboat
5. a grocery store

## ACTIVITY SHEET S12B (1)

### Noting Features of a Good Response

**DIRECTIONS:** Read each paragraph of the response to your group. Wait after each paragraph while the group members take notes on the features of the response.

#### **RESPONSE A: Out of the Frying Pan**

##### Paragraph 1

The listening passage in this set of materials provides an example of the expression “out of the frying pan and into the fire,” which is defined in the reading passage.

##### Paragraph 2

The reading passage explains that the expression is an idiomatic expression, which means that it is not really about a frying pan or a fire but is about something else. This idiomatic expression is used in situations that have gone from bad to worse.

##### Paragraph 3

The listening passage provides an example of this idiomatic expression. In this example, someone named Mike was in a job that was not so good because it was boring, repetitive, unchallenging, and unexciting, so he quit it. This is the part of the example where he jumped out of the frying pan. After Mike quit his job, he moved into a job that was really awful, much worse than his original job, because he had a boss who yelled, found fault, and blamed him. This is the part of the example where Mike jumped into the fire.

#### **RESPONSE B: 7-Up**

##### Paragraph 1

In this set of materials, the listening passage provides additional information about 7-Up, a product that was introduced in the reading passage. The reading passage presents information about its early life, and the listening passage provides information about the product in a later period.

##### Paragraph 2

The listening passage explains the changes that had taken place in this product in the 1940s. In 1929, according to the reading passage, the product had a very long name, “Bib-Label Lithiated Lemon-Lime Soda.” The listening passage explains that the company shortened the name in the 1940s to “7-Up,” because it was in seven-ounce bottles with bubbles rising to the top. The listening passage also describes how the formula of the drink was changed to a much lighter carbonation than the original, which was heavily carbonated, meaning it contained lots of bubbles.

##### Paragraph 3

The final change described in the listening passage was that the product no longer contained lithium, a drug that is prescribed today to treat depression.

### **RESPONSE C: Black Tea**

#### Paragraph 1

The reading passage and the listening passage have a cause-and-effect relationship. The listening passage describes a particular effect of drinking black tea, a beverage described in the reading passage.

#### Paragraph 2

The listening passage describes a certain effect of drinking black tea, an effect related to the flavonoid content of the tea, which is described in the reading passage as 200 milligrams per cup. The reading passage explains that flavonoids are a class of chemical antioxidants, and that black tea contains more flavonoids than green tea contains.

#### Paragraph 3

According to the listening passage, drinking three cups of black tea per day provides around 600 milligrams of flavonoids and has the effect of increasing flavonoids in the blood by 25 percent. A very important effect of this increase in flavonoids in the blood is a reduced risk of heart disease. Thus, the three-quarters of tea drinkers who are drinking black tea are experiencing a reduced risk of heart disease if they are drinking at least three cups of it a day.

## ACTIVITY SHEET S12B (2)

### Noting Features of a Good Response

**DIRECTIONS:** Listen to each paragraph of the response. Then answer the following questions on the features of each paragraph of the response.

### **RESPONSE A: Out of the Frying Pan**

#### Paragraph 1

- (1) What is the purpose of Paragraph 1 of the response?
- (2) Does the speaker refer to the reading passage?
- (3) Does the speaker refer to the listening passage?
- (4) What is the relationship between the two passages?

#### Paragraph 2

- (5) What is the purpose of Paragraph 2 of the response?
- (6) What is the topic of the reading passage?
- (7) What are the main points of the reading passage?

#### Paragraph 3

- (8) What is the purpose of Paragraph 3 of the response?
- (9) What is the topic of the listening passage?
- (10) What are the main points of the listening passage?

### **RESPONSE B: 7-Up**

#### Paragraph 1

- (1) What is the purpose of Paragraph 1 of the response?
- (2) Does the speaker refer to the reading passage?
- (3) Does the speaker refer to the listening passage?
- (4) What is the relationship between the two passages?

#### Paragraph 2

- (5) What is the purpose of Paragraph 2 of the response?
- (6) What is the topic of the reading passage?
- (7) What are the main points of the reading passage?

#### Paragraph 3

- (8) What is the purpose of Paragraph 3 of the response?
- (9) What is the topic of the listening passage?
- (10) What are the main points of the listening passage?

## **RESPONSE C: Black Tea**

### Paragraph 1

- (1) What is the purpose of Paragraph 1 of the response?
- (2) Does the speaker refer to the reading passage?
- (3) Does the speaker refer to the listening passage?
- (4) What is the relationship between the two passages?

### Paragraph 2

- (5) What is the purpose of Paragraph 2 of the response?
- (6) What is the topic of the reading passage?
- (7) What are the main points of the reading passage?

### Paragraph 3

- (8) What is the purpose of Paragraph 3 of the response?
- (9) What is the topic of the listening passage?
- (10) What are the main points of the listening passage?

## ACTIVITY SHEET S13A

### Adding Details to a Basic Story

**DIRECTIONS:** Read each basic story and add details to the story.

#### STORY A

1. The student woke up.
2. The student had a problem.
3. The student had to think.
4. The student had to come to a decision.

#### STORY B

1. The professor started the lecture.
2. The professor covered a lot of information.
3. The students were confused.
4. The students didn't know what to do.

#### STORY C

1. The student read the article.
2. The student felt strongly about what was in the article.
3. The student told someone about the article.
4. The student decided to do something about what was in the article.

**STORY D**

1. The professor came into the classroom.
2. The professor had some graded exams in her hand.
3. The professor returned the exams to the students.
4. The professor said something to the students.

## ACTIVITY SHEET S13B

### Taking Notes on Listening Passages

**DIRECTIONS:** Read the dialogue to your group. Have your group take notes on the topic and main points of the passage.

#### PASSAGE A: Foreign Language Requirement

- (student 1) What do you think about the foreign language requirement?  
(student 2) What do you mean?  
(student 1) Well, the school's administration is currently involved in a debate over whether or not to keep the foreign language requirement.  
(student 2) Oh, I'd be very happy if the foreign language requirement were dropped. I haven't taken any foreign language classes, and I don't want to. It would be great for me if the university dropped the foreign language requirement.  
(student 1) You really think it's OK if the requirement is dropped? I think it's important for everyone to know at least one foreign language.  
(student 2) Well, it may be good for other people to know a foreign language, but it's not something I want to do.  
(student 1) I guess I have a different opinion.  
(student 2) Have you already studied a foreign language?  
(student 1) Yes, I have.  
(student 2) Maybe that's why you don't care if the requirement is dropped or not.  
(student 1) That might have something to do with it . . . But I do think it is important for everyone to learn a foreign language.

#### PASSAGE B: Sports Championship

- (student 1) Are you going to the championship game?  
(student 2) What championship game?  
(student 1) Our school is playing in the championship game.  
(student 2) It is?  
(student 1) Yes, it is. You must not be much of a fan.  
(student 2) No, I'm not. It sounds like you are. You must be really excited that our team is in the championship.  
(student 1) I am.  
(student 2) And are you going to the championship game?  
(student 1) I really want to, but I'm not sure I can.  
(student 2) Why not?  
(student 1) Because the game is being played out of town, and I'd have to miss class to go. I wish the school would cancel classes on the day of the game so that anyone who wanted to could go.  
(student 2) I don't think that is going to happen. It's really up to each professor, I think. If you want to go to the game, you'll need to get permission from each of your professors.  
(student 1) That could be a problem. I'm sure that some of my professors will excuse students who want to go to the championship game, but at least some of my professors won't.



**PASSAGE C: Snowstorm**

(student 1) Did you get to class on Friday?

(student 2) No, I didn't. I couldn't get to class because of the snowstorm. Were you able to go?

(student 1) No, I couldn't get there, either. The snowstorm was really bad. So you missed the exam, too?

(student 2) I did.

(student 1) Do you think everyone missed the exam?

(student 2) No, I don't. I talked to some students who made it to class and took the exam.

(student 1) How many students managed to get to class and take the exam?

(student 2) I heard that about half of them got there.

(student 1) What do you think the professor is going to do about the rest of us? I mean, half of us missed the exam because of the snowstorm.

(student 2) Well, she did say there would be no makeups for any reason.

(student 1) I know, but we couldn't get there because of a bad snowstorm. That just doesn't seem fair, does it?

(student 2) No, it doesn't. What do you think we should do about it? Should we wait until class and see what she says then?

(student 1) Maybe it's better to go find her now and talk to her before class. We may be able to talk to her before she makes up her mind about what to do.

## ACTIVITY S14B

### Expressing Opinions

**DIRECTIONS:** One student in the group should express an opinion about each statement. The other members of the group should agree or disagree with this opinion. You may want to use some of the following functional expressions when you are *expressing an opinion, agreeing, or disagreeing*.

Functional expressions for *expressing an opinion*:

*In my opinion . . .*

*I believe that . . .*

*I think that . . .*

Functional expressions for *agreeing*:

*I agree completely . . .*

*That's just what I think . . .*

*That's exactly right . . .*

Functional expressions for *disagreeing*:

*I'm not sure if I agree . . .*

*My opinion is a little different . . .*

*I don't share the same opinion. Instead, . . .*

*(The speaker) makes an interesting point, but . . .*

### STATEMENTS

- (1) It is best to marry before you are twenty years old.
- (2) You should never contradict your boss.
- (3) All university students should be required to study math and science.
- (4) A good friend will always tell you the truth.
- (5) Children must always obey their parents, at any age.
- (6) Students who fail a single class should be dropped from the university.
- (7) Universities should limit class size to no more than twenty students.
- (8) It is never a good idea to eat sweets.
- (9) It is best to wake up early each morning to get the most benefit from each day.
- (10) It is never acceptable to drive over the speed limit.

## ACTIVITY SHEET S15A

### Discussing a Newspaper Article

**DIRECTIONS:** Read the article and discuss it with your group. Discuss answers to the questions that follow the article.

#### PARKS AND NOT PARKING

State University Press

April 12

The beautiful park in the middle of campus is practically the only green spot on campus where students can go to relax, talk, study, or have lunch in the fresh air and sunshine. Unfortunately, because there is not enough parking on campus and because too many people are driving to campus, the university has decided to remove the park and replace it with a concrete parking structure. Adding insult to injury, this parking structure will not be available for student use but will instead be reserved for faculty and administration so that they can park their cars right in the middle of campus. Students should take action immediately to save the park and to prevent this travesty.

#### QUESTIONS

1. What is your opinion of the situation described in the article?
2. What reasons can you give in support of this decision?
3. What reasons can you give to challenge this decision?
4. What can the students do in this situation?
5. Do you think the students should do anything? Why?

## ACTIVITY SHEET S15B (1)

### Noting Features of a Good Response

**DIRECTIONS:** Read each paragraph of the response to your group. Wait after each paragraph while the group members take notes on the features of the response.

#### **RESPONSE A: Foreign Language Requirement**

##### Paragraph 1

In this situation, two students are discussing the school's foreign language requirement. The school is considering dropping the requirement. These two students have different perspectives on this situation. The first student has already fulfilled the requirement to take a foreign language and thinks the requirement should remain. The second student has not yet fulfilled the requirement and thinks the requirement should be dropped.

##### Paragraph 2

My opinion is that the requirement should remain. I think it is important for everyone to have some understanding of other languages, particularly in a university. University students are educated people, and study of a foreign language is part of a broad university education.

#### **RESPONSE B: Sports Championship**

##### Paragraph 1

In this conversation, two students are discussing a championship game. The school's team will be playing in this championship game out of town. One student, who is very eager to attend the game, thinks the school should cancel all classes so that students can attend the game. The other student, who is uninterested in attending the game, thinks that each professor should decide how to handle his or her classes.

##### Paragraph 2

I agree more with one student than the other about this situation. I do think it is wonderful that the school team is playing in the championship game, and I think it is too bad that the game is being played out of town. However, the school should not cancel all classes; each professor should be able to decide what to do about his or her classes. Every class has a different situation, so each professor must decide by himself or herself.

## **RESPONSE C: Snowstorm**

### Paragraph 1

In this passage, the students are describing a snowstorm and its effect on an exam. The snowstorm had kept half the students from taking an exam, including both these students. The professor had said there would be no makeups; however, it seemed unfair to the students that they could not make up the exam. The students were not quite sure what to do about this situation.

### Paragraph 2

I have an opinion about this situation, about the snowstorm, about the professor, and about the students. A snowstorm is something that neither the professor nor the students can control. It is generally OK for a professor to have a policy of no makeups, but not in a situation such as a snowstorm that is beyond everyone's control. The professor should make an exception in this case because a snowstorm is something the students could not control. The students should see the professor as soon as possible to discuss this with the professor. It is best to deal with this problem sooner rather than later.

## ACTIVITY SHEET S15B (2)

### Noting Features of a Good Response

**DIRECTIONS:** Listen to each paragraph of the response. Then answer the following questions on the features of each paragraph of the response.

### RESPONSE A: Foreign Language Requirement

#### Paragraph 1

- (1) What is the purpose of Paragraph 1 of the response?
- (2) What is the topic of the listening passage?
- (3) What are the main points of the listening passage?

#### Paragraph 2

- (4) What is the purpose of Paragraph 2 of the response?
- (5) What is the speaker's opinion?
- (6) How does the speaker support this opinion?

### QUESTION FOR DISCUSSION

What is your opinion on this topic?

### RESPONSE B: Sports Championship

#### Paragraph 1

- (1) What is the purpose of Paragraph 1 of the response?
- (2) What is the topic of the listening passage?
- (3) What are the main points of the listening passage?

#### Paragraph 2

- (4) What is the purpose of Paragraph 2 of the response?
- (5) What is the speaker's opinion?
- (6) How does the speaker support this opinion?

### QUESTION FOR DISCUSSION

What is your opinion on this topic?

## **RESPONSE C: Snowstorm**

### Paragraph 1

- (1) What is the purpose of Paragraph 1 of the response?
- (2) What is the topic of the listening passage?
- (3) What are the main points of the listening passage?

### **Paragraph 2**

- (4) What is the purpose of Paragraph 2 of the response?
- (5) What is the speaker's opinion?
- (6) How does the speaker support this opinion?

## **QUESTION FOR DISCUSSION**

What is your opinion on this topic?

**ACTIVITY SHEET S16A**

**Drawing from an Oral Description**

**DRAWING A**



*cut along this line*

---

**DRAWING B**





## ACTIVITY SHEET S16B

### Taking Notes on Listening Passages

**DIRECTIONS:** Read the passage to your group. Have your group take notes on the topic and main points of the passage.

#### PASSAGE A: Banyan Tree

The banyan tree, a tree that is native to India, is quite an interesting tree. It is so fascinating because of the huge size it can attain and because of the huge number of trunks it can grow.

When the banyan tree is young, it has one trunk, like other trees. However, after it has reached a certain stage in its growth, it begins to develop additional trunks. It creates additional trunks that grow from the tree downward rather than upward from the soil. Roots grow downward from the maturing tree; when these roots reach the soil, they burrow into the soil and then thicken to form additional trunks. The tree can spread out and become larger and larger as more and more trunks form.

An example of a really large banyan tree can be found in the Botanic Gardens in Kolkata, India. The banyan tree there is at least two centuries old and has the reputation as the world's largest banyan tree. It measures in the neighborhood of 1,000 feet (330 meters) in circumference and currently has more than 1,700 trunks.

*cut along this line*

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#### PASSAGE B: Morton Salt Company

Salt has been served on tables to flavor food for hundreds of years. Until the beginning of the twentieth century, however, salt was served in a bowl with a spoon rather than in a salt shaker. A problem with salt is that it absorbs water. In damp weather, grains of salt clump together. When salt was served in a bowl, the clumps of salt could be broken up with the utensil before it was spooned over food.

In the early part of the twentieth century, the Morton Salt Company developed a salt product that could be served in a salt shaker. The salt was coated with a chemical that prevented it from clumping, even when the weather was damp. Salt could be kept in a shaker on the table and then could be shaken over food to serve it.

The slogan that the Morton Salt Company came up with to advertise its new product was "When it rains it pours." This slogan was not exactly grammatically accurate because the pronoun "it" in the slogan refers to two different things in one sentence. The "it" in the expression "it rains" refers to the weather, and the "it" in the expression "it pours" refers to the salt. This slogan has been quite successful in spite of the fact that it was not pleasing to English teachers, and the slogan is, in fact, still in use a century later.

### **PASSAGE C: Left versus Right**

When someone talks about politics, one can use the terms “left” and “right” to refer to the two ends of the political spectrum. The right is the conservative side of the spectrum, the side of the political spectrum that is satisfied with the current system and favors the maintenance of the status quo over change.

The left is the opposite of the political spectrum, the more liberal side. The left is the side of the political spectrum that is not satisfied with the current system and favors change over maintenance of the status quo.

The use of the terms “left” and “right” to describe different sides of the political spectrum actually developed from the seating positions in the National Assembly of France in the period of time prior to the French Revolution. In the pre-revolutionary era in France, the nobility sat on the right side of the assembly and the non-noble members of the assembly sat on the left side. Since the nobles on the right side of the assembly tended to favor the status quo and those who were not part of the noble class on the left tended to favor a change in their status, the right came to refer to the political side that favors the maintenance of the status quo and the left came to refer to the political side that favors change.

## ACTIVITY SHEET S17B

### Paraphrasing Ideas

**DIRECTIONS:** Discuss ways to paraphrase each of the statements.

- (1) Our departure date has been postponed for at least a month.
- (2) They were optimistic that the rest of the group would be willing to lend a hand.
- (3) Of the two key points in the article, one was far more credible than the other.
- (4) Researchers are well on the way to discovering a cure for certain kinds of cancer.
- (5) That the lecture was so enthralling was completely unexpected.
- (6) The university has been unwilling to declare definitively whether or not tuition will be raised.
- (7) The strategy suggested by management seems feasible.
- (8) There is an issue with the budget deficit that needs to be resolved.
- (9) The fact of the matter is that all interested parties had the opportunity to voice their opinions.
- (10) Only if I have no other choice in the matter will I consent to this.

## ACTIVITY SHEET S18A

### Discussing a Newspaper Article

**DIRECTIONS:** Read the article and discuss the article with your group. Discuss answers to the questions that follow the article.

#### PARENTS HELD RESPONSIBLE FOR ABSENCES

Jackson News  
September 15

The community is facing a serious problem with an increasing dropout rate in the local high school and has decided to take extreme measures to resolve this problem, measures that involve holding parents responsible for the attendance of their children in schools. The dropout rate has increased more than ten percent in the last five years and shows signs of continuing this trend, so the town council has taken the unprecedented step of making it illegal for any child under the age of eighteen not to be in

school and to arrest the parents of any child who fails to attend school. If a child has an unexcused absence from school, the parents will be warned once. The second time the child has an unexcused absence from school, the child's parents will be arrested. Parents can expect to spend one night in jail for each unexcused absence. It is expected that this law will have the immediate effect of decreasing the number of unexcused absences from school and the dropout rate from school.

### QUESTIONS

1. What is your opinion of the situation described in this article?
2. What reasons can you give in support of this decision?
3. What reasons can you give to challenge this decision?
4. What do you think parents in this town should do about this law? Why?
5. What do you think students in this town should do about this law? Why?

## ACTIVITY SHEET S18B (1)

### Noting Features of a Good Response

**DIRECTIONS:** Read each paragraph of the response to your group. Wait after each paragraph while the group members take notes on the features of the response.

#### **RESPONSE A: Banyan Tree**

##### Paragraph 1

This passage discusses an unusual kind of tree, the banyan tree of India. This kind of tree is unusual because it becomes so big and has so many trunks.

##### Paragraph 2

The banyan tree starts out with only one trunk, but it can grow many new trunks and increase in size. It creates new trunks by sending shoots down from the existing tree.

##### Paragraph 3

One example of the banyan tree in Kolkata, India, shows how large a banyan tree can be and how many trunks it can have. This tree shows that a banyan tree can measure hundreds of meters around and have more than 1,700 trunks.

#### **RESPONSE B: Morton Salt Company**

##### Paragraph 1

This lecture explains how salt came to be served in a shaker. This happened when Morton Salt Company introduced a new salt product early in the twentieth century.

##### Paragraph 2

Salt had accompanied meals for a long time, but it had been served in bowls. The bowls made it easy to break up the clumps that formed in damp weather. This changed when Morton Salt Company developed a chemical coating for salt that prevented clumping. Salt could then be served in shakers.

##### Paragraph 3

Morton Salt Company developed an advertising slogan when it introduced salt in shakers. This slogan was “When it rains it pours.” This means that when the weather is wet the salt will still come out of the shaker. This slogan is still used today.

## **RESPONSE C: Left versus Right**

### Paragraph 1

This passage discusses the development of the terms “left” and “right.” These are terms that are used in politics today.

### Paragraph 2

Today, these terms refer to opposite political sides. The term “left” refers to the liberal side of politics, the side that desires changes in the current system. The term “right” refers to the conservative side of politics, the side that wants the system to remain basically the same.

### Paragraph 3

These terms developed from the seating positions in the National Assembly of France before the revolution there. The nobles, or conservatives, sat on the right side of the assembly; the non-nobles, or liberals, sat on the left side of the assembly.

## ACTIVITY SHEET S18B (2)

### Noting Features of a Good Response

**DIRECTIONS:** Listen to each paragraph of the response. Then answer the following questions on the features of each paragraph of the response.

### **RESPONSE A: Banyan Tree**

#### Paragraph 1

- (1) What is the purpose of Paragraph 1 of the response?
- (2) What is the topic of the listening passage?

#### Paragraph 2

- (3) What is the purpose of Paragraph 2 of the response?
- (4) What is the first key point of the listening passage?

#### Paragraph 3

- (5) What is the purpose of Paragraph 3 of the response?
- (6) What is the second key point of the listening passage?

### **RESPONSE B: Morton Salt Company**

#### Paragraph 1

- (1) What is the purpose of Paragraph 1 of the response?
- (2) What is the topic of the listening passage?

#### Paragraph 2

- (3) What is the purpose of Paragraph 2 of the response?
- (4) What is the first key point of the listening passage?

#### Paragraph 3

- (5) What is the purpose of Paragraph 3 of the response?
- (6) What is the second key point of the listening passage?

## **RESPONSE C: Left versus Right**

### **Paragraph 1**

- (1) What is the purpose of Paragraph 1 of the response?
- (2) What is the topic of the listening passage?

### **Paragraph 2**

- (3) What is the purpose of Paragraph 2 of the response?
- (4) What is the first key point of the listening passage?

### **Paragraph 3**

- (5) What is the purpose of Paragraph 3 of the response?
- (6) What is the second key point of the listening passage?



# ACTIVITY SHEETS

## SECTION FOUR

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# WRITING

## ACTIVITY SHEET W1B

### Taking Notes on Reading Passages

**DIRECTIONS:** Read each passage, and take notes on the topic and main points of the passage. Discuss your notes with your group.

#### PASSAGE A: Giant Pandas

There have been questions over time about the scientific classification of the giant panda. Many people believe that the giant panda is a kind of bear because it resembles the bear in size and shape and, in fact, may refer to it as a panda bear. The eyes of the panda, however, differ from those of a bear in that they are encircled by black hair on a white background and in that the pupils of the eyes are vertical slits rather than round like a bear's. Because of the black circles of fur, some people believe the panda looks more like a raccoon than a bear; because of the vertically-slit eyes, some believe the giant panda looks more like a cat than a bear.

#### PASSAGE B: Video Games

A certain study touts the positive effects of playing hours of video games and comes to the overall conclusion that it can be beneficial to spend leisure time in this pursuit. In this study, 100 university students were asked to play a selection of popular video games for a period of 10 hours and then report on positive feelings they experienced during this period, such as elation or a sense of accomplishment. One hundred percent of the participants in the study reported experiencing a sense of elation or a sense of accomplishment at some point during the test.

#### PASSAGE C: Hillary and Yeti

Sir Edmund Hillary made news in the late 1960s, not just because he reached the summit of Mount Everest but also because he believed he had discovered proof that Yeti existed. Also known as the Abominable Snowman, Yeti is a huge mythical animal that is rumored to exist in the high elevations of less populated areas of the world but whose existence has never been proven unequivocally. Hillary found some huge tracks frozen in the ice high up in the Himalayas. Measuring more than a foot (30 cm) wide and two feet (60 cm) in length, the footprints were much larger than the feet of any known animals and were therefore believed to have been made by an animal such as Yeti and to be physical proof of the existence of such an animal.

**PASSAGE D: Columbus**

Some people think that explorer Christopher Columbus believed the world was flat when he set out on his explorations in 1492, but this is actually not the case. It is true that many people at the time did believe that the world was flat, most likely including many of the sailors accompanying Columbus on his voyages. However, Columbus himself was not one of this group. Columbus understood that the world was in the shape of a globe, and this understanding of the shape of the world was part of the foundation of his goals as an explorer.

## ACTIVITY SHEET W2B

### Taking Notes on Listening Passages

**DIRECTIONS:** Read each passage and take notes on the topic and main points of the passage. Discuss your notes with your group.

#### PASSAGE A: Giant Pandas

Recent studies on the DNA of the giant panda have been conducted, and the DNA study results are quite definitive. The DNA of the giant panda most definitely has numerous ursine features; that is, the DNA of the giant panda clearly resembles that of the bear. It does not closely resemble the DNA of either the raccoon or the cat. Since DNA is a more scientific method of classifying animals than is the visual assessment of certain characteristics, it can be stated rather unequivocally that the giant panda is a member of the *Ursidae* family.

#### PASSAGE B: Video Games

Let's look at some of the features of this study so that you can decide for yourselves how valid the conclusion of the study actually is. First, I would like to point out that participants in the study were asked about the positive feelings they experienced, but they were not asked about any negative feelings and about the percentage of the time that they experienced positive feelings. It is true that 100 percent of the participants reported experiencing positive feelings at some point during the 10-hour study, but perhaps they experienced positive feelings for only a short period of time. It would not be considered beneficial to play hours of video games if one experienced only a few minutes of positive feelings when playing for hours. Another issue I have with the study is that it discusses only video games but does not mention other kinds of leisure activities, such as sports. Other studies have shown that one experiences a higher sense of elation and accomplishment when playing a sport than when playing a video game. This calls into question the conclusion of the study that it can be beneficial to spend a lot of leisure time playing video games if there are more beneficial ways, such as sports, to spend leisure time.

**PASSAGE C: Hillary and Yeti**

After first believing that he had found proof of the existence of Yeti, Hillary discovered that there was a simple explanation for the huge footprints, an explanation that did not involve Yeti or some other huge mythical animal. Hillary discovered this explanation when he observed what happened with footprints left by members of his party and by known animals in the mountains around him. Footprints that were made in the snow were sometimes subject to direct sunlight when the clouds surrounding the mountains occasionally parted, and the direct sunlight caused the footprints to melt somewhat and to increase in size. Then, when the sun disappeared, the larger footprints refroze. Footprints that were exposed to enough sunlight enough times actually became immense. The footprints frozen in the snow that Hillary had at first assumed had been made by some huge unknown animal such as a Yeti had actually been made by a much smaller animal.

**PASSAGE D: Columbus**

There is a considerable amount of proof for what Columbus believed about the shape of the Earth, about whether he believed the Earth was flat like a pancake or spherical like a ball. Texts that had been written by the ancient Greeks described the Earth as spherical rather than flat, and Columbus was able to read and had read these Greek texts. When he developed his plan to head west, it was with the intention of traveling to India by heading west from Europe to get there, something he believed he could do because of the globular shape of the Earth. He also demonstrated his belief in the spherical shape of the Earth by showing that he believed the circumference of the Earth to be 18,000 miles (or 27,000 kilometers). Though he underestimated the circumference of the Earth by a third, and therefore could not reach his intended destination in the time he expected, he did demonstrate his belief that the Earth was a sphere with a circumference.

## ACTIVITY SHEET W3A

### Understanding Doubt and Support

**DIRECTIONS:** Study each pair of sentences and decide whether the second sentence *casts doubt on* or *supports* the first sentence.

- (1) • Lawmakers believed the best way to decrease crime was with a curfew.  
• A curfew went into effect, and crime rose 15 percent.

Does the second sentence *cast doubt on* or *support* the first sentence?

- (2) • It is believed that rubies are not as hard as diamonds.  
• Rubies are nine on the Mohs scale of hardness, while diamonds are ten.

Does the second sentence *cast doubt on* or *support* the first sentence?

- (3) • University officials worried that an increase in tuition would decrease the number of student applications.  
• Tuition was raised, and the number of students applying to the university actually increased.

Does the second sentence *cast doubt on* or *support* the first sentence?

- (4) • A certain company believed that employees would stay longer at the company if they had flexible schedules.  
• The company instituted a flex scheduling policy, and the company's retention rate went up.

Does the second sentence *cast doubt on* or *support* the first sentence?

- (5) • Some psychologists believe that temperament is more a matter of nurture than nature.  
• A study of identical twins raised separately showed that the twins tended to have remarkably similar temperaments.

Does the second sentence *cast doubt on* or *support* the first sentence?

## ACTIVITY SHEET W3B

### Recognizing Doubt and Support in News Stories

**DIRECTIONS:** Study the information about this story. Be prepared to discuss whether the information you have *casts doubt on* or *supports* the information other students have.

#### **STORY A: Robbery (from a newspaper)**

##### Version 1

The crime occurred at 10:00 p.m.

A store was robbed.

There were two robbers.

Five hundred dollars was taken.

Both of the robbers have been arrested by the police.

*cut along this line*

---

**DIRECTIONS:** Study the information about this story. Be prepared to discuss whether the information you have *casts doubt on* or *supports* the information other students have.

#### **STORY A: Robbery (from a newscast)**

##### Version 2

The crime occurred at 10:00 a.m.

A bank was robbed.

There were three robbers.

Five thousand dollars was taken.

Two of the three robbers have been arrested by the police.

**DIRECTIONS:** Study the information about this story. Be prepared to discuss whether the information you have *casts doubt on* or *supports* the information other students have.

**STORY B: Weather (from a newspaper)**

Version 1

A series of tornadoes struck yesterday morning.

At least five tornadoes struck.

The most powerful of the tornadoes was on the ground for 20 minutes.

Only two people were seriously injured.

The National Weather Service is predicting that there is no danger from additional tornadoes today.

.....  
*cut along this line*

**DIRECTIONS:** Study the information about this story. Be prepared to discuss whether the information you have *casts doubt on* or *supports* the information other students have.

**STORY B: Weather (from a newspaper)**

Version 2

A series of tornadoes struck yesterday afternoon.

No fewer than five tornadoes struck.

The most powerful of the tornadoes was on the ground for a half hour.

At least five people were seriously injured.

The National Weather Service is predicting that more tornadoes are possible today.



**DIRECTIONS:** Study the information about this story. Be prepared to discuss whether the information you have *casts doubt on* or *supports* the information other students have.

**STORY C: Sports (from a newspaper)**

Version 1

The local team played last night in our town.

The local team won by two points.

More than 500 fans watched the game.

Our fans cheered for our team and cheered for the results.

.....  
*cut along this line*  
.....

**DIRECTIONS:** Study the information about this story. Be prepared to discuss whether the information you have *casts doubt on* or *supports* the information other students have.

**STORY C: Sports (from a newspaper)**

Version 2

The local team played yesterday afternoon in a neighboring town.

The local team won five to two.

Just under 500 fans watched the game.

Their fans cheered for their team and booed the results.

## ACTIVITY SHEET W4B

### Choosing Supporting Paragraphs

**DIRECTIONS:** Read each set of supporting paragraphs. Discuss the strengths and weaknesses of each supporting paragraph and decide which supporting paragraph in each set is the best.

#### SET A: Hillary and Yeti

- (1) The reading passage discusses some tracks that Hillary found in the Himalayas. The tracks were extremely large. At more than a foot wide and two feet in length, the footprints were larger than the footprints of any known animal.
- (2) The reading passage describes a belief that Sir Edmund Hillary had about some tracks he found in the Himalayas. Hillary led a party to the summit of the Himalayas in 1953. Hillary believed he had found some tracks of Yeti, or the Abominable Snowman, frozen in the ice in the Himalayas.
- (3) The reading passage describes a belief that Sir Edmund Hillary had about something he found in the Himalayas. Hillary believed he had found a Yeti, or the Abominable Snowman, frozen in the ice in the Himalayas. He believed this because it was so large. It was larger than any animal that is known to exist.
- (4) The reading passage describes a belief that Sir Edmund Hillary had about some tracks he found in the Himalayas. Hillary believed he had found some tracks of Yeti, or the Abominable Snowman, frozen in the ice in the Himalayas. He believed this because the footprints were so large. At more than a foot wide and two feet in length, the footprints were larger than the footprints of any known animal.
- (5) The reading passage describes a belief that Sir Edmund Hillary had about some tracks he found in the Himalayas, the world's tallest mountains. Hillary was on a return trip to the Himalayas to study human physiology at high altitudes when he found the tracks, and he believed that what he had found on this trip were some tracks of Yeti, or the Abominable Snowman, frozen in the ice in the Himalayas. He came to this belief about the footprints that he found in the midst of his studies on human physiology at high altitudes because the footprints were so large. At more than a foot wide and two feet in length, the footprints were larger than the footprints of any known animal.

**SET B: Columbus**

- (1) The reading passage discusses the belief that explorer Christopher Columbus had about the shape of the Earth. Many people at the time believed that the Earth was flat, and Columbus himself shared the belief that the masses at the time held about the shape of the Earth.
- (2) The reading passage discusses the belief that explorer Christopher Columbus had about the shape of the Earth. While many people at the time believed that the Earth was flat, Columbus himself held the belief that the Earth was shaped like a globe.
- (3) The reading passage discusses a certain belief. This belief is Columbus's belief about the shape of the Earth. Many people at the time believed the Earth was flat. Columbus had a different belief. He believed that the Earth was shaped like a ball.
- (4) The reading passage discusses explorer Christopher, who is best known for his exploration of the Americas. People living during Columbus's time were not in agreement about whether the world was round or flat.
- (5) The reading passage discusses the belief that explorer Christopher Columbus had about the shape of the Earth. Columbus is best known for the four trips he made to the Americas between 1492 and 1504. While many people at the time believed that the Earth was flat, Columbus himself held the belief that the Earth was shaped like a globe.

## ACTIVITY SHEET W5A

### Completing Dialogues

**DIRECTIONS:** Read the first line of the dialogue, and write another line for the dialogue. Pass your paper to your partner. Read the dialogue you receive, and add another line to the dialogue. Continue this way until the exercise is complete.

Name \_\_\_\_\_

#### DIALOGUE A

(parent) Where have you been? It is midnight now, and you were supposed to be home at ten o'clock.

(child) \_\_\_\_\_  
\_\_\_\_\_

(parent) \_\_\_\_\_  
\_\_\_\_\_

(child) \_\_\_\_\_  
\_\_\_\_\_

(parent) \_\_\_\_\_  
\_\_\_\_\_

(child) \_\_\_\_\_  
\_\_\_\_\_

(parent) \_\_\_\_\_  
\_\_\_\_\_

**DIALOGUE B**

(boss) It is time to evaluate your work performance. Are you available to discuss this now?

(worker) \_\_\_\_\_

\_\_\_\_\_

(boss) \_\_\_\_\_

\_\_\_\_\_

(worker) \_\_\_\_\_

\_\_\_\_\_

(boss) \_\_\_\_\_

\_\_\_\_\_

(worker) \_\_\_\_\_

\_\_\_\_\_

(boss) \_\_\_\_\_

\_\_\_\_\_

**DIALOGUE C**

(teacher) Please stay after class today. I have something I would like to discuss with you.

(student) \_\_\_\_\_  
\_\_\_\_\_

(teacher) \_\_\_\_\_  
\_\_\_\_\_

(student) \_\_\_\_\_  
\_\_\_\_\_

(teacher) \_\_\_\_\_  
\_\_\_\_\_

(student) \_\_\_\_\_  
\_\_\_\_\_

(teacher) \_\_\_\_\_  
\_\_\_\_\_

## ACTIVITY SHEET W5B

### Choosing Supporting Paragraphs

**DIRECTIONS:** Read each set of supporting paragraphs on listening. Discuss the strengths and weaknesses of each supporting paragraph and decide which supporting paragraph in each set is the best.

#### SET A: Hillary and Yeti

- (1) The listening passage does not support the reading passage. The tracks in the snow had actually been smaller. They melted and then refroze several times and became larger this way. Hillary drew a conclusion from this. The tracks were probably made by a smaller animal than a Yeti. Hillary's belief was therefore not correct.
- (2) The listening passage provides an explanation that supports the belief in the reading passage. Hillary found that tracks left in the snow became larger when they melted and then refroze. He concluded from this that the huge tracks he had found in the ice high in the Himalayas had been made by a much smaller animal than a Yeti, and he concluded that his original belief that the tracks proved that the existence of Yeti was well founded.
- (3) The listening passage provides an explanation. Hillary found that tracks left in the snow became larger when they melted and then refroze. He concluded from this that the huge tracks he had found in the ice high in the Himalayas had been made by a much smaller animal than a Yeti.
- (4) The listening passage explains that tracks left in the snow became larger when they melted and then refroze. It also explains that the tracks were probably made by a much smaller animal than a Yeti.
- (5) The listening passage provides an explanation that casts doubt on the belief in the reading passage. Hillary found that tracks left in the snow became larger when they melted and then refroze. He concluded from this that the huge tracks he had found in the ice high in the Himalayas had been made by a much smaller animal than a Yeti, and he concluded that his original belief that the tracks proved that the existence of Yeti was unfounded.

### **SET B: Columbus**

- (1) The listening passage provides support for the idea that Columbus believed the Earth was not flat. Three pieces of proof are provided. First was Columbus's known familiarity with Greek texts describing the Earth as a sphere. Even more important was Columbus's plan to travel to India by heading west from Europe, something he could accomplish only if the Earth was round. Finally, Columbus entered information in his logs about the circumference of the Earth, a measurement that a flat Earth would not have. Thus, Columbus did not share the belief of the time, that the Earth was flat.
- (2) Three pieces of information are provided. First was Columbus's known familiarity with Greek texts describing the Earth as a sphere. Even more important was Columbus's plan to travel to India by heading west from Europe, something he could accomplish only if the Earth was round. Finally, Columbus entered information in his logs about the circumference of the Earth.
- (3) The listening passage provides support for this idea. Three pieces of proof are provided. First was Columbus's known familiarity with Greek texts describing the Earth as a sphere. Even more important was Columbus's plan to travel to India by heading west from Europe, something he could accomplish only if the Earth was round. Finally, Columbus entered information in his logs about the circumference of the Earth, a measurement that a flat Earth would not have.
- (4) The listening passage provides support for the idea that Columbus believed the Earth was not flat. Several pieces of proof are provided. First was Columbus's known familiarity with Greek texts describing the Earth as a sphere. Even more important was the fact that Columbus entered information in his logs about the circumference of the Earth, a measurement that a flat Earth would not have. Thus, Columbus did not share the belief of the time, that the Earth was flat.
- (5) The listening passage challenges the idea that Columbus believed the Earth was not flat. Three pieces of proof are provided. First was Columbus's known familiarity with Greek texts describing the Earth as a sphere. Even more important was Columbus's plan to travel to India by heading west from Europe, something he could accomplish only if the Earth was round. Finally, Columbus entered information in his logs about the circumference of the Earth, a measurement that a flat Earth would not have. Thus, Columbus shared the belief of the time, that the Earth was flat.



## ACTIVITY SHEET W6B

### Choosing Topic Statements

**DIRECTIONS:** Read each set of topic statements. Discuss the strengths and weaknesses of each topic statement and decide which topic statements in each set are good.

#### SET A: Hillary and Yeti

- (1) The reading passage discusses Sir Edmund Hillary's trip to the summit of Mount Everest; the listening passage challenges information from this trip.
- (2) In this set of materials, the reading passage discusses a belief by a well-known explorer, and the listening passage casts doubt on this belief.
- (3) The reading passage discusses some tracks that Sir Edmund Hillary found when he was exploring the Himalayas and explains that he believed they were proof that Yeti existed. The listening passage, on the other hand, challenges this belief by demonstrating that the tracks had actually been made by a much smaller animal than a Yeti.
- (4) The reading passage in this set of materials discusses a belief initially held by Sir Edmund Hillary. The listening passage provides information to show that this belief was not true.
- (5) In this set of materials, the reading passage discusses a belief held by a well-known explorer; the listening passage provides information to support this belief.
- (6) The reading passage discusses a belief that a well-known explorer initially held, however the listening passage provides information that casts doubt on this belief.
- (7) A belief initially held by Sir Edmund Hillary is presented in the reading passage; information to challenge this belief is presented in the listening passage.
- (8) In this set of materials, the reading passage discusses a trip to the top of Mount Everest, and the listening passage discusses a finding from that trip.

**SET B: Columbus**

- (1) In this set of materials, the reading passage describes a certain man, the listening passage adds to the information about this man.
- (2) The reading passage describes a certain man, and the listening passage adds to the information about this man.
- (3) These two passages discuss Columbus's belief that the world was round.
- (4) The reading passage in this set of materials describes a belief supposedly held by Christopher Columbus; the listening passage provides proof that this man actually held this belief.
- (5) In this set of materials, the reading passage describes a belief held by a certain explorer, and the listening passage challenges this belief.
- (6) The reading passage in this set of materials describes a certain belief by a certain well-known man. The listening passage provides support for the idea that this man actually held this belief.
- (7) The reading passage describes the belief of Christopher Columbus, the fifteenth-century explorer who, unlike many of the people living at the time who believed that the world was flat, believed that the world was a sphere. The listening passage provides pieces of proof from Columbus's knowledge of tests, and his original plan, and his logs to support this belief.
- (8) The reading passage describes a belief that Columbus supposedly held. The listening passage adds to this description with proof that he actually held this belief.

## ACTIVITY SHEET W7A

### Completing Sentence Structures

**DIRECTIONS:** Work with your partner to complete each sentence with one of the answer choices in the box at the bottom of the page.

- (1) The food in the restaurant was terrible, \_\_\_\_\_ the diners did not finish it.
- (2) The food in the restaurant was terrible; \_\_\_\_\_, the diners ate it anyway.
- (3) \_\_\_\_\_ the food in the restaurant was terrible, the diners did not eat it.
- (4) The food in the restaurant was terrible. \_\_\_\_\_, the diners ate it anyway.
- (5) \_\_\_\_\_ was served in the restaurant was terrible.
- (6) The food in the restaurant was terrible, \_\_\_\_\_ the diners ate it anyway.
- (7) The diners \_\_\_\_\_ ate the food at the restaurant wished they hadn't.
- (8) \_\_\_\_\_ the food at the restaurant was terrible, the diners ate it anyway.
- (9) The food at the restaurant was terrible; \_\_\_\_\_, the diners did not eat it.
- (10) I don't know \_\_\_\_\_ any of the diners managed to eat any of the food the restaurant served.
- (11) We didn't eat the food that we ordered, \_\_\_\_\_ was terrible.
- (12) We did not feel well \_\_\_\_\_ we left the restaurant.

#### Answer Choices

|                    |                  |                      |
|--------------------|------------------|----------------------|
| <i>but</i>         | <i>however</i>   | <i>Unfortunately</i> |
| <i>by the time</i> | <i>Since</i>     | <i>which</i>         |
| <i>Even though</i> | <i>so</i>        | <i>What</i>          |
| <i>how</i>         | <i>therefore</i> | <i>who</i>           |

## ACTIVITY SHEET W8A

### Editing Grammar

**DIRECTIONS:** Work with your partner to correct the grammatical errors in the following sentences. (Some sentences may not have any errors.)

- (1) She was honester about the problem than he was.
- (2) The meeting scheduled for 3:00 this afternoon.
- (3) The teacher has already began the lesson.
- (4) The bell announcing the start of class has already rung.
- (5) The students completed quickly the assignment.
- (6) The manager knew that the employees will all leave at 5:00.
- (7) They have either forgotten to come or gotten lost on the way.
- (8) We have serious problems, and we have to decide what to do about it.
- (9) This brand of yogurt has less fat and less calories.
- (10) Today we have lesson on grammar.
- (11) The teacher knows that some students did not turn in a few assignments.
- (12) They presented an interesting analyses.
- (13) Only once have they even offered to help us.
- (14) The pages you submit must be organized and well written, and they must be neat.
- (15) The suggestions made at the meeting to solve the problem is not easy to do.
- (16) This exam was the worse one I have ever seen.
- (17) The actor has a large amount of lines to memorize.
- (18) Each time a mistake is made, a considerable amount of time is needed to fix it.
- (19) Nowhere we have seen such an impressive sight.
- (20) A back of your hand will be stamped when you enter the concert.

## ACTIVITY SHEET W9A

### Writing a Circular Story

**DIRECTIONS:** Read the first line of the story and write another line for the story. Pass your paper to the student on your left. Read the new story you receive and add another line to that story. Pass the paper to your left again and continue this way until the exercise is complete.

Name \_\_\_\_\_

**LINE 1:** I was sitting in the library trying to study, but it was really difficult.

**LINE 2:** \_\_\_\_\_

**LINE 3:** \_\_\_\_\_

**LINE 4:** \_\_\_\_\_

**LINE 5:** \_\_\_\_\_

**LINE 6:** : \_\_\_\_\_

**LINE 7:** : \_\_\_\_\_

**LINE 8:** : \_\_\_\_\_

**LINE 9:** : \_\_\_\_\_

**LINE 10:** : \_\_\_\_\_

**LINE 11:** : \_\_\_\_\_

## ACTIVITY SHEET W10B

### Selecting Ideas for a Logical Plan

**DIRECTIONS:** Select from the given ideas to create a logical plan for an essay. Fill in the plan at the bottom of the page with the numbers of the ideas that create a logical plan.

#### IDEAS

- (1) blue sky and sunshine
- (2) bad weather
- (3) uneventful planning
- (4) dropped box (one with breakables)
- (5) the company that owned the moving truck
- (6) a day that is hard to remember
- (7) memorable because of tornadoes and flat tire together
- (8) two tornadoes
- (9) cheap cost
- (10) flat tire on the nearly full truck
- (11) a memorable moving day
- (12) friends who helped me move
- (13) bad luck
- (14) thunder, lightning, and heavy rain
- (15) memorable because of bad luck and bad weather together
- (16) the beautiful new apartment I'm moving to
- (17) flooding
- (18) the need to spend the night in the truck

**PLAN**

I. Introduction:

\_\_\_\_\_

II. Reason 1:

\_\_\_\_\_

Details:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

III. Reason 2:

\_\_\_\_\_

Details:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IV. Conclusion:

\_\_\_\_\_

## ACTIVITY SHEET W11A

### Reacting to a Situation

**DIRECTIONS:** Read the situation, and write your reaction to it. Pass your paper to the student on your left. Read the comment you receive, and add your comment to it. Pass the paper to the left again, and continue this way until the exercise is complete.

**SITUATION:** A teacher at Centerfield High School was fired yesterday for failing a group of students. The teacher caught the students cheating on an exam, so she gave them all failing grades in her course. These failing grades meant that the students could not get admitted to any of the universities they had applied to. The school principal asked the teacher to reconsider the failing grades, and when the teacher refused to change the grades she was fired.

**YOUR REACTION:**

**COMMENT:**

**COMMENT:**

**COMMENT:**

**COMMENT:**

**COMMENT:**



## ACTIVITY SHEET W11B

### Choosing the Best Supporting Paragraphs

**DIRECTIONS:** Read each set of supporting paragraphs. Discuss the strengths and weaknesses of each supporting paragraph and decide which supporting paragraph in each set is the best.

#### SET A: The first supporting paragraph

- (1) One thing that had a major impact on making this day memorable was the weather. At different times during the day, there were thunder and lightning, rain, tornadoes, and floods.
- (2) I awoke on the morning of the move to bright flashes of lightning and the sound of thunder and pouring rain. Later on in the morning, not one but two tornadoes were visible in the sky. By the afternoon, heavy rain was still continuing to fall, and many areas were flooded.
- (3) The first reason was the bad weather. There were thunder and lightning and rain in the early morning. There were two tornadoes in the late morning. There was flooding in the afternoon.
- (4) One thing that had a major impact on making this day memorable was the weather. I awoke on the morning of the move to bright flashes of lightning and the sound of thunder and pouring rain. Later on in the morning, not one but two tornadoes were visible in the sky. By the afternoon, heavy rain was still continuing to fall, and many areas were flooded. All of this bad weather helped turn what should have been an easy move into a huge problem.
- (5) One thing that had a major impact on making this day memorable was the weather. I awoke on the morning of the move to bright flashes of lightning and the sound of thunder and pouring rain. Thunder, lightning, and rain had been forecast for that day. Later on in the morning, not one but two tornadoes were visible in the sky. Tornadoes occur often in this part of the world. By the afternoon, heavy rain was still continuing to fall, and many areas were flooded. Many houses in the town had water damage. All of this bad weather helped turn what should have been an easy move into a huge problem.

#### SET B: The second supporting paragraph

- (1) There was a lot of just plain bad luck on that day, and that bad luck also played a role in making this day one that I will not forget. First of all, there was a problem in carrying one of the moving boxes. Then, there was a problem with the truck. Finally, there was a problem when I arrived at my new apartment.

- (2) It was not just the bad weather that caused the moving day to be so memorable, however. There was a lot of just plain bad luck on that day, and that bad luck also played a role in making this day one that I will not forget. First of all, I tripped when I was carrying one of the moving boxes outside to the truck I had rented for the move, and, as luck would have it, the box I dropped was the one with all of my valuable breakable items in it. The next piece of bad luck happened when the truck got a flat tire, of course when it was almost full, and I had to spend several extra hours arranging for another truck and moving everything from one truck to the other. The last straw was when I finally arrived at my new apartment with all of my possessions and the landlord was not there. I could not get into my new home, so I ended up spending the rainy night in the truck.
- (3) The first thing that happened was that I tripped when I was carrying one of the moving boxes outside to the truck I had rented for the move, and, as luck would have it, the box I dropped was the one with all of my valuable breakable items in it. The next thing that happened was that the truck got a flat tire, of course when it was almost full, and I had to spend several extra hours arranging for another truck and moving everything from one truck to the other. The last straw was when I finally arrived at my new apartment with all of my possessions and the landlord was not there. I could not get into my new home, so I ended up spending the rainy night in the truck.
- (4) It was not just the bad weather that caused the moving day to be so memorable, however. There was a lot of just plain bad luck on that day, and that bad luck also played a role in making this day one that I will not forget. First of all, I tripped when I was carrying one of the moving boxes outside to the truck I had rented for the move. It was the kind of truck that you can rent for one day when you move. Lots of people rent this kind of truck. As luck would have it, the box I dropped was the one with all of my valuable breakable items in it. The next piece of bad luck happened when the truck got a flat tire, of course when it was almost full, and I had to spend several extra hours arranging for another truck and moving everything from one truck to the other. The second truck was the same kind of truck, except that it didn't have a flat tire, and I got it from the same company as the first truck. The last straw was when I finally arrived at my new apartment with all of my possessions and the landlord was not there. The landlord managed all of the apartments in the building. I could not get into my new home, so I ended up spending the rainy night in the truck.
- (5) The day was also memorable because of bad luck. First, I tripped and dropped a box. I dropped the box with all my breakable items. These valuable items broke. Then, the truck got a flat tire. The truck was almost full at this point. I had to arrange for a new truck and move everything from one truck to the other. Finally, I went to my new apartment. However, the landlord was not there. I had to spend the night in my truck.

## ACTIVITY SHEET W12A

### Offering Advice

**DIRECTIONS:** Write a description of a problem (real or imagined) that you would like to share with your classmates. (Perhaps you are having a problem learning vocabulary, getting to class on time, understanding lectures, or doing your homework.) After you describe your problem, pass your paper to the student on your left. Read the problem you receive, and add a piece of advice. Pass the paper to your left again, and continue this way until the exercise is complete.

**YOUR PROBLEM:**

**ADVICE:**

**ADVICE:**

**ADVICE:**

**ADVICE:**

## ACTIVITY SHEET W12B

### Selecting Possible Connections

**DIRECTIONS:** Look at the plan for the two supporting paragraphs of the essay on a memorable moving day and the two sets of possible connections for these two paragraphs. Check (✓) the connections that function well to introduce these supporting paragraphs.

#### PLAN

Introduction: a memorable moving day

Supporting paragraph 1: bad weather

- thunder, lightning, heavy rain
- two tornadoes
- flooding

Supporting paragraph 2: bad luck

- dropped box (one with breakables)
- flat tire on the nearly full moving truck
- missing landlord and the need to spend the night in the truck

### POSSIBLE CONNECTIONS TO INTRODUCE SP1

- (1) One reason that the day was memorable.
- (2) The bad weather was one of the reasons the day was one I won't forget.
- (3) In addition to the bad weather I experienced on that day, I also suffered because of the bad luck.
- (4) The first reason that the day was memorable was the bad weather.
- (5) Of the two reasons that the day was memorable, the first was the amazingly bad weather.

## **POSSIBLE CONNECTIONS TO INTRODUCE SP2**

- (1) The second reason that the day was memorable was the bad luck I experienced.
- (2) One reason the day was memorable was the bad weather, the other was my amazingly bad luck.
- (3) In addition to the bad weather on that day, I also experienced a lot of bad luck.
- (4) It was not only the weather that was bad on that day; my luck was equally terrible.
- (5) An important reason that the day was memorable was the bad luck I experienced.

## ACTIVITY SHEET W13A

### Writing a Circular Story

**DIRECTIONS:** Read the first part of the story, and write another line for the story. Pass your paper to the student on your left. Read the new story you receive, and add another line to that story. Pass the paper to your left again, and continue this way until the exercise is complete.

**LINE 1:** I woke up this morning and saw it had been snowing all night. It had accumulated several inches, and more was coming down every hour. I was worried because I knew I had to get to school for a big test.

**LINE 2:**

**LINE 3:**

**LINE 4:**

**LINE 5:**

**LINE 6:**

**LINE 7:**

**LINE 8:**

**LINE 9:**

**LINE 10:**

## ACTIVITY SHEET W13B

### Choosing the Best Introduction and the Best Conclusion

**DIRECTIONS:** Read each introduction. Discuss the strengths and weaknesses of each introduction, and decide which introduction is the best.

#### ESSAY INTRODUCTIONS

- (1) I left my home country recently and traveled to a new school in a new country. It may seem like my most memorable day should be one of the days that were part of these major changes in my life. However, the recent day I remember most was the day that I moved, not from my home country to a new country, but from one apartment to another in the same small town. I had expected my moving day to be quite uneventful, but it really was not.
- (2) I have experienced many memorable days recently since I left my country and traveled to a new country and began attending a new school. With all of these memorable experiences, it may seem a bit foolish when I say that the day I remember most was the day when I tried to move to a new apartment across town. I had expected that moving would be fairly easy and quite uneventful, but I had not expected the extraordinarily bad weather and bad luck that turned out to be part of my moving day.
- (3) I have experienced many memorable days in my life with my recent move to a new country and a new school, but one day stands out above the rest. This one day that stands out above the rest is the day when I tried to move a very short distance, from one apartment to another across town. I had expected that this particular day would be uneventful, but many things caused this day to turn into something memorable. First, unbelievable bad weather that included thunder, lightning, heavy rain, tornadoes, and flooding had a role in making this day memorable. Second, extraordinarily bad luck that included broken valuables, a flat tire, and a missing landlord also had a role in making this particular day a really memorable one.
- (4) My most memorable day recently was the day when I tried to move to a new apartment on the other side of town. I had expected that moving would be fairly easy and quite uneventful, but I had not expected the extraordinarily bad weather and bad luck that turned out to be part of my moving day.
- (5) I left my country recently and traveled to a new country and began attending a new school, and I have certainly experienced a lot of memorable days because of this. With all of these memorable experiences, it may surprise you when I say that the day I remember most was the day when I tried to move to a new apartment across town. I had expected that moving would be fairly easy and quite uneventful, but I had not expected that so many examples of bad luck could be part of a single moving day.

**DIRECTIONS:** Read each conclusion. Discuss the strengths and weaknesses of each conclusion, and decide which conclusion is the best.

### **ESSAY CONCLUSIONS**

- (1) I will remember this moving day for a long time. How could I forget such a day so easily? There was such a bad storm, with thunder and lightning. Then there were some tornadoes, something I've never seen before. The afternoon flooding was the final problem that made the day so memorable.
- (2) I had to move one day. There was thunder and lightning and tornadoes and flooding. There was bad luck with a certain box and with the truck and the landlord.
- (3) I'm sure you understand why this particular day was such a memorable day for me. It is unbelievable how much bad luck one person can have on one day. It was just bad luck that the one box that got broken was the one with my valuable things in it, and it was just bad luck that the truck got a flat tire, and it was just bad luck that the landlord couldn't get to the apartment to open it. All this bad luck made this day really memorable.
- (4) This moving day was quite a memorable day for me, maybe not the memorable day you would expect when I was starting a new life in a new place but quite memorable anyway. The incredible weather played a role, and the rotten luck contributed to it, and together they made it a day I won't soon forget.
- (5) This moving day was quite a memorable day for me, maybe not the memorable day you would expect when I was starting a new life in a new place because I had left my home country and had moved to a new country to attend school, but it was quite memorable anyway. The incredible weather played a role, and the rotten luck contributed to it, along with my regrets at leaving my native country and my fear of entering a new school. Together this made it a day I won't soon forget.



## ACTIVITY SHEET W14A

### Editing Sentence Structure

**DIRECTIONS:** Work with your partner to add punctuation and capital letters to the sentences below.

- (1) we were disappointed because of the ending of the movie
- (2) we were disappointed the ending of the movie was not good
- (3) we were disappointed because the ending of the movie was not good
- (4) the ending of the movie was disappointing therefore we did not really enjoy the movie
- (5) since the ending of the movie was not good we didn't enjoy the movie
- (6) the ending of the movie was not what we had expected so we were disappointed
- (7) the ending of the movie needs to be changed or we will not recommend the movie
- (8) the ending of the movie was disappointing nonetheless we enjoyed the movie
- (9) the ending of the movie was not good but we enjoyed the movie anyway
- (10) although the ending of the movie was not good we enjoyed the rest of it
- (11) the ending of the movie was not good sadly we did not enjoy the movie because of this
- (12) we don't understand why the movie ended the way that it did however we enjoyed the rest of the movie

## ACTIVITY SHEET W15A

### Editing Grammar

**DIRECTIONS:** Work with your partner to correct the grammatical errors in the following sentences. (Some sentences may not have any errors.)

- (1) We want to have party tonight.
- (2) The teacher graded quickly the papers for the students.
- (3) There are less men in the room right now than women.
- (4) There is no more paper because we have just ran out of it.
- (5) The letter written by the manager has already been sent.
- (6) The ideas presented in the article is difficult to understand.
- (7) We were neither interested in nor impressed by the results.
- (8) Everyone in the office interested in going on vacation next month.
- (9) This idea is more important then the last one we looked at.
- (10) The manager knows that a few employees did most of the work.
- (11) The route turned out not to be as easy to follow as they had looked on the map.
- (12) Only this morning were the magazines placed in neat piles.
- (13) We witnessed an incredible phenomena in the sky.
- (14) The group came up with a large amount of ideas.
- (15) The teacher has announced a hour when the exam will start.
- (16) The researcher decided that she will try a different experiment.
- (17) Every one of these examples is filled with inconsistencies.
- (18) Our group has least time of all the groups to give our presentation.
- (19) Students who are energetic, studious, and motivate will succeed in this class.
- (20) Not once we managed to finish the race.