

To the Student

The speaking exercises in this text allow you to discuss and debate a wide variety of serious topics. These are of general interest; however, they will also prepare you for many of the issues you will discuss or write about as you attend college. There is a lot of new vocabulary, and the most difficult words (which will appear in bold) appear in the Vocabulary Gloss sections. Many of the activities include writing assignments.

Although many of the new vocabulary words are defined for you, you will undoubtedly find some that you do not know. When this occurs, ask other students the meanings of these words. Use this opportunity to teach each other. If possible, use the context to help understand unknown words. The section on **Coercion/Paternalism** (pages 53–62) shows you how to do this.

In each section you will be asked questions that are designed to stimulate differences of opinion. In most cases, there is no answer that is clearly the right one. You can learn as much from one another as you can from simply listening to a teacher's opinion on an issue.

By doing the exercises included in each section, you will improve your problem-solving and critical-thinking abilities. You will also improve your negotiating skills and learn some concepts that are entirely new. You will learn to articulate your opinions on concepts you already know. You will learn a lot about American culture and about how it might differ from yours. You will learn something about the cultures of your classmates as well, especially in The International View sections, where you consider the topics entirely from your own perspective, taking the discussion in any direction you want.

You will also learn many **Conversation Cues**. These are words or phrases that we regularly use for speech functions like interrupting or disagreeing. Knowing some of these will make your conversation flow more smoothly and sound more like the conversation of a native speaker.

With a few exceptions, each unit should be prepared at home, before class. You will make your personal decision on an issue or issues, and then you will share your decision with the class in general or with small groups of students. Finally, you will enjoy engaging in the debates that the exercises in this book will stimulate.

To get into college, many of you will have to take the TOEFL® iBT, which includes a speaking section with two tasks; you will practice each in the chapters of this book. In the independent speaking task, you will be asked questions about familiar topics and will respond using personal knowledge. In the integrated speaking task, you will read a short passage and then hear a short passage. Taking notes on both, you will have a short time to prepare a response that incorporates both listening and reading notes.

Strategies for Speaking Sections of TOEFL®

You will sometimes be asked to **summarize**. Here are a few handy summarizing phrases that you can memorize and use.

1. *The crux of the issue is* _____.
(*crux means most important, crucial, point*)
2. *What this all boils down to is* _____.
3. *The issue at hand is, basically,* _____.
4. *What the speaker is saying, essentially, is* _____.
5. *What this question is asking, basically, is* _____.
6. *What the passage is telling us is, essentially,* _____.
paragraph

You will also be asked to **present both sides** of an issue or a plan, its advantages and disadvantages. For these cases it can help to have an organizational structure in mind because one of the criteria for judging your score is coherency.

There are pros and cons to the issue of _____.

The pros include _____.

The cons include _____.

On the whole, I favor _____.

or

On the whole, I'm inclined to side with those who think that _____.

You could memorize this or prepare your own organizational framework for such a speech.

Being silent is the worst thing you can do on a speaking test. You need to be prepared if you do not know what else to say. If you know that you are leaving a long block of silence, you have two options: repetition and circumlocution. Both are better than silence.

Repetition

Use one of these phrases, and then say what you already have said.

1. *Let me make perfectly clear what I am saying here:*
2. *In a nutshell, that's what I am saying. To make this perfectly clear, let me reiterate*

my main points:

my main arguments:

the gist of what I've been saying:

the points I've been trying to get across:

Circumlocution

This means talking around a subject, not coming directly to a point. It's filling in the empty spaces with words. Repetition is probably a better strategy for dealing with large gaps of silence, but what do you do when you have little to repeat because you don't understand a subject? You circumlocute. It is best if you create and memorize your own circumlocutions, but here is an example to give you an idea.

It is not clear to me that I have anything prescient to say about _____ . In fact, it strikes me as a pretty boring topic. I wish the test-designers had come up with something more interesting.

Praise the Messenger

Secretary General of the United Nations Ban Ki Moon, a former student of mine at the Kennedy School of Government at Harvard University, used to laugh at how often teachers would say, "Good question" in response to student queries. Indeed, it is another old rhetorical trick to **praise the messenger** when you don't have much to say about the message. The tact is often advisable even when you do have something to say about the message. It can never hurt

to praise the intelligence of a question. Here are a couple of phrases you can use to begin your response:

The question is a fascinating one.
a multifaceted one.
an intriguing one.

Or put two together:

The question is a fascinating and multifaceted one.

Such a beginning shows that you know something about rhetoric and shows some good vocabulary knowledge. You might think of an introductory sentence of your own.

What's New in This Edition?

The most significant change in the second edition is the addition of a great amount of material aimed at helping students prepare for the speaking section of the iBT. Each unit has exercises based on the independent speaking task and the integrated speaking task.

Two newspaper articles have been replaced with updated ones on the subject of marriage and Internet material, not available for the first edition, has been incorporated. Further, the dilemma of organ transplantation is addressed because it is so frequently in the news, and the ethical and practical aspects of the issue have been addressed in new ways, which allow for strong argumentation on both sides.

The section on Synergy (Lost at Sea) has been moved to the first unit for two reasons: First, the topic doesn't fit neatly into any of the academic disciplines of the subsequent units and, second, because it is easy and a student favorite.

The psychology unit has been moved from Unit 2 to Unit 5 because it is a little more difficult than the material that now precedes it. However, teachers are encouraged to pick the units they do in whatever order seems best for them. If they have a strong interest in psychology, then that unit can be done earlier.

The business negotiation unit now precedes the linguistics unit (the last two units) because, based on my experience, students tend to be more interested in business and because the linguistics unit is a bit more difficult.