

## Submitted Response

متن فایل‌های صوتی ارسال شده توسط کاربر  
(Audio Script)

1. Choose a quality you think makes someone a valuable member of a team. Explain why you think it is an important quality for a team or group member to have. Being social is a quality that makes someone a valuable member of a team first of all social person will get so much help. I remember three years ago when I worked in the south [speech not clear] in Tehran I would get so much help from my teammates because I was social. Secondly, I think a social person would make everyone happier and more productive. In this semester is health and economics class, I have teammate who is not social at all and it has ruined my life and my productivity. So I think being social is so important.
2. Some people prefer to learn about current events from watching television news programs. Others prefer to read about current events in newspapers or on the Internet. Which do you think is better watching the news or reading the news? Explain why? I think winning is better because you will have a chance to think more on challenging ideas for example three years ago when I worked in a software developer company in Tehran I read news and I was much deeper than people who just watch television. Secondly, you can get access to more intellectual sources and as an example of my teammate in economy's class always watches television. And her ideas are so terrible because of her sources. That's why I think so.
3. The reading passage says that university is going to lower temperature in all the classrooms. Because of high heat prices. The student doesn't think it's a good idea. First of all, because the classrooms are not just for holding your classes. They are for studying too, because the library in the university's too small to lets all the students study. Secondly, she thinks that buildings in the campus are so old the they are not energy efficient enough. For example, their windows are so drafty that they will lose so much energy and the university was must try to repair them. So, all in all, this student thinks that it's not a good idea to lower temperature in all classrooms.
4. The article is about franchising which the passage defines as someone who wants to open his store [speech unclear] campaigning and sells their products. The professor provides an example of pizza restaurant to illustrate this. He says that. Was someone want to open pizza store here can tax pizza chin store which hands spatial kind of pizza. And everyone knows their name and their brand and so there is no worry of failure and I it will succeed but in exchange there pizza chain store will tell him how to do everything about advertisement, tastes of pizza, and a look of store. So there is not much of the free them by undoubtedly it will succeed.
5. Woman's problem is that her supervisor have been invited to teach in France next semester and he cannot work with her. Students discuss two solutions. First, that professor Baker walk with her and second the professor green advised her from the long distance. I don't think the first solution is better because although it's not in her area of expertise. She is good and famous professor and secondly I think the second solution is not good because although it's good to look at data from long distance but someone cannot supervise her in her experiments. So, that's why I would choose this first solution.
6. Well the lecture is about defenses mechanism to defense psychological traumas and [speech not clear] the first example is fantasy there as the patient will use his or her imagination. To ... altered his story from the sad story to happy story for example at win and woman's pet which we were living with her for so much long time runs away, he may imagine that a nice family finds him and everything will be okay. In seconds thing is supplementation it is turning negative emotions to practical ones. For example, in that example the woman may construct a duck trainings cool to prevent either ducks from running away.

## Rater's Comments

Other Remarks: Please refer to the attached score sheet for more comments.

Question 1. In this question you have proposed that "being social" is the most valuable quality of a team member and you have provided 2 reasons for this:

(1) "social person will get so much help": how do you know this? The only support that you have provided for this opinion is that *you are a social person and people helped you at your job* because of that. Are we supposed to take this for granted? You need a more detailed and logical example.

(2) "social person would make everyone happier and more productive": how is this achieved? How being social makes other people happier and more productive? The example of your classmate, which in the wrong sense you call "teammate", does NOT illustrate this point. How can a classmate's lack of social ability ruin a person's life? This is simply not logical!

I think for this question, you should've chosen a personality trait which is easier to defend in the context of teamwork and collaboration e.g. sense of responsibility, punctuality, etc.

Question 2. In this question you have provided 2 reasons in favor of reading the news rather than watching the news on TV:

(1) "you will have a chance to think more on challenging ideas" Does this mean people can't think about the news when they are presented on television? What prevents them from thinking about the news they watch on TV? This reason simply doesn't make sense, especially when your supporting idea is "I was much deeper than people who just watch television", which actually is *your* rather high opinion of yourself and does not count! Do other people think you are smarter than them or a deep thinker?

(2) "you can get access to more intellectual sources" What does this mean exactly? What are a couple of examples that demonstrate the intellectual sources that are available through reading but not watching the news on TV? Again, your example of your classmate is *your* opinion and other people may not agree with you. This means it is NOT an example! Examples function to support an opinion.

Look at the following outline:

**Opinion:** Depends on the material being reported on the news.

- For some (e.g. war reports, natural catastrophes, social issues (child workers), environmental issues (drought, pollution) TV is better.

Reason: It can easily show the depth and scope of the problem

- For some (e.g. political debates, historical accounts) written news is efficient enough

Reason: People can review at their own pace

Conclusion: Today news websites mix these 2 methods (written material + video) → The best of both worlds!

Question 3. In this question you mention both of the reasons that are stated in the conversation but you don't explain them clearly with important details (e.g. the woman and her study group won't have a place to study together after classes, improving the structural problems of the buildings is a more practical long-term solution, turning off the heat will do more damage than good, etc.)

Question 4. Your definition of "franchising" is not clear (mostly due to language problems, unclear speech, and unusual intonation and pronunciation). Although you have identified the relationship between the reading and the lecture well, you have not managed to clearly explain the example about the "chain pizza store" and its important details (e.g. identifying the benefits of franchising)

Question 5. The woman's problem is NOT that her supervisor is going away. Her problem is how she can manage her work/project in the absence of her supervisor. Your reasons are exactly the ones mentioned in the conversation. In other words, you are just repeating the information from the passage which is NOT desirable and you will not receive a high score for it. Additionally, you keep saying "the first solution" and "the second solution" which makes your answer even more unclear and quite hard to follow. In each case you should mention the solution in a few words. Look at the following outline:

**Problem:** In the absence of her supervisor, the woman worries that she might not be able to complete her project.

**Solution1:** Get another supervisor

**Solution2:** Long distance

**Opinion:** Agree with "another supervisor"

-Reason1: There is someone to closely supervise her experiments; most experimental techniques in biology are fundamentally similar

-Reason2: If she runs into any problems she can always contact her supervisor in France

-Reason3: The new supervisor, as the man mentions, brings in a new perspective

Question 6. Your response shows that you have understood the overall idea of the talk but you have not been able to convey the important points clearly:

- What is the main idea of the talk? "about defenses mechanism to defense psychological traumas and [speech not clear]" is completely unclear. Suggestion: *The professor is discussing two kinds of psychological defense mechanisms that people unconsciously use to deal with their painful emotions.*
- There is not a good transition in your response. Suggestion: *She defines these two defense mechanisms using the example of a woman whose dog has run away.*

You have not been able to convey the examples mentioned in the talk effectively and more importantly you have failed to connect these examples to the definition of the defense mechanism. In case of "Sublimation" (the second mechanism), you have even used the wrong term (supplementation) to describe it.

You pronounce "dog" as "duck" (and several other pronunciation problems e.g. "school" not "cool") which renders your response completely incomprehensible to someone who is not familiar with the material.

Test Package:	TOEFL iBT Speaking	Rater:	Arman Khaki
Test Title:	N/A	Overall Score:	2.00      15
Date Received:	****		
Student's Email:	****		



	General Description	Delivery	Language Use	Topic Development	Score
Task 1 Independent	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them.	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.	2
Task 2 Integrated	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response is clearly incomplete or inaccurate. It omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.	2
Task 3 Integrated	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response is clearly incomplete or inaccurate. It omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.	2