

Part 1: Speaking



Independent Speaking, Type A

Respond to a question from a professor.

Independent Speaking, Type B

Respond to a question from a professor.

Speaking on a Visual

Describe and discuss a diagram.

Total time: 7–10 minutes

Part 2: Integrated Reading



Short Reading

Read a passage and answer questions.

Long Reading

Read a passage about an academic topic and answer questions.

Speaking on the Long Reading

Answer a question based on the academic reading.

Total time: 35–50 minutes

Part 3: Integrated Listening



Short Listening

Listen to a presentation and answer questions.

Long Listening

Listen to a lecture about an academic topic and answer questions.

Speaking on the Long Listening

Answer a question about the academic lecture.

Total time: 25–35 minutes

Part 4: Academic Unit A



Long Reading

Read a passage about an academic topic and answer questions.

Long Listening

Listen to a lecture about the same academic topic and answer questions.

Long Writing

Write a response to a question about ideas presented in the reading passage and the lecture.

Total time: 60–70 minutes

Part 5: Academic Unit B



Long Reading

Read a passage about an academic topic and answer questions.

Long Listening

Listen to a lecture about the same academic topic and answer questions.

Short Writing

Write a short response to a question about ideas presented in the reading passage or the lecture.

Total time: 40–45 minutes

Part 4: Long Writing

Time Remaining: 35 minutes

NEXT

Instructions

Reading Passage

Lecture Notes

i Answer the essay question by typing your response on the right.

- Using the tabs above, you may refer to the reading passage and lecture notes.
- Support your answer with details and examples from the source materials.
- Use the source information but **do not** copy directly.
- Your response should be at least 250 words.
- You will be evaluated on:
 - the content and structure of your response
 - the accuracy of your language
 - your use of the source material

Should scientists go back and reanalyze established conclusions and facts? Should we spend time on new questions and new research instead? Explain your position, build an argument, and provide support.

B*I*U

Word Count: 5

This is where you type...|

Lesson 4	Resource 4C	Long Writing: Checklist
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Content				
1. Does the writer remain on topic?	Yes Sometimes No	Y S N	Y S N	
2. Does the writer use specific details and examples to support ideas?	Yes Sometimes No			
3. Is the writer's viewpoint clearly expressed?	Yes Sometimes No			
4. Does the writer fully answer the question(s)?	Yes No			
5. Is the length sufficient to provide a fully developed response?	Yes No			
6. Does the writer avoid repeating ideas?	Yes Sometimes No			
7. Does the writer use information from the Reading section to support and develop ideas?	Yes Sometimes No			
8. Does the writer use information from the Listening section to support and develop ideas?	Yes Sometimes No			
9. Does the writer use information from the Reading and Listening sections in a balanced way?	Yes Sometimes No			
10. Is the writer able to restate ideas in his or her own words?	Yes Sometimes No			
Structure				
1. Does the response have an introductory statement?	Yes No			
2. Are logical transitions (furthermore, in addition, etc.) used to link ideas?	Yes Sometimes No			
3. Is the response well organized and easy to follow?	Yes Sometimes No			
4. Does the response have appropriate paragraphing?	Yes No			
Language Use				
1. Do errors in spelling and usage impede comprehension?	Yes Sometimes No			
2. Do grammatical structures (verb tense, subject-verb agreement, articles, etc.) support meaning?	Yes Sometimes No			
3. Is a variety of sentence types used?	Yes Sometimes No			
4. Does the writer avoid repetition by using a range of vocabulary?	Yes Sometimes No			
5. Are vocabulary and tone suitable for an academic context?	Yes Sometimes No			

Opening statement (my perspective)

Main idea 1

- Detail/example from Listening
- Detail/example from Reading

Main idea 2:

- Detail/example from Reading
- Detail/example from Listening

Conclusion

Part 4: Long Reading

Time Remaining: 20 minutes

NEXT

The Achaemenid Empire

History should not be seen as fully objective, as historical accounts are written by people who have their own standpoints on social, religious, and political issues, as well as personal biases. One example of a less objective account is the history of the Persian Empire. Persians were and still are often viewed as “the other” or “the enemy” in the Western historical and political tradition. This is not surprising, however, considering that most historical accounts come from ancient Greek historians and philosophers. Only recently have scientists been able to revisit historical evidence and critically analyze Greek sources.

Origins of the Empire

The Achaemenid Empire, also known as the First Persian Empire, was a powerful ancient empire in Western Asia, founded by Cyrus the Great around 500 BCE. The name Persians (parsua in the Greek pronunciation) comes from a territory named Persis. Persians were nomadic Iranian people: they had no fixed home, and they moved according to the seasons from place to place in search of food, water, and grazing land.

Before the Achaemenid Empire, there existed a short-lived Iranian state, the Median Empire, ruled by another group of ancient Iranian people called the Medes. Cyrus the Great rose in rebellion against the king of the Median Empire around 550 BCE, leading to the creation of the Persian Empire. Being a very talented military strategist, Cyrus conquered neighbouring territories, including Lydia and Babylonia. The Achaemenid Empire was notable for its size. One of the biggest empires ever created,

← 1 2 3 4 5 →

1. According to the passage, Persians were viewed as “the other” in history because of _____.

2. Cyrus is regarded as the _____ of the First Persian Empire.

3. Which phrase best describes Cyrus’s political approach?

- ☐ treating the conquered with respect
- ☐ promoting Persian value systems
- ☐ securing borders with walls
- ☐ focusing on political development

Part 4: Long Listening

Time Remaining: 11 minutes

NEXT

An audio clip will play automatically after the preparation time.



Preparation Time

150

second(s)



1. Match the following animals with the periods in which they were domesticated.

Dogs

Cats

Pigs

Oxen

12,000 years ago

4000 BC

3000 BC

9000 - 7000 BC

Part 4: Long Writing

Time Remaining: 35 minutes

NEXT

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Should scientists go back and reanalyze established conclusions and facts? Should we spend time on new questions and new research instead? Explain your position, build an argument, and provide support.

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Word Count: 0

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Part 4: Long Writing

Time Remaining: 35 minutes

NEXT

Instructions

Reading Passage

Lecture Notes

World History

- History of animal domestication
 - Multiple domestication theories
 - Oasis Theory
 - Joel Cohen's theory
 - Types of animals
 - Dogs
 - Cattle
 - Sheep
 - Cats
- Reasons for domestication
 - Food source
 - Partnership
 - Religious purposes

Should scientists go back and reanalyze established conclusions and facts? Should we spend time on new questions and new research instead? Explain your position, build an argument, and provide support.

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