The relationship between field-specific knowledge and language proficiency in speaking test scores

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The relationship between field-specific knowledge and language proficiency in speaking test scores

by

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1. INTRODUCTION

The research question of this thesis was suggested by Prof. Lyle Bachman at the AAAL Annual Meeting (1993) in Atlanta, during the discussion of conference paper "Testing Spoken English Ability in an Agribusiness Context" presented by Dan Douglas and the present author. This paper described the developed test of ability to speak English about agriculture -- AGSPEAK, and self-evaluation instruments, theoretical background, analysis of results and considerations for the future development. The analysis of the AGSPEAK and self-assessment results suggested that there is a strong relationship between overall test performance and perceptions of ability to comprehend agriculture lectures and discuss agricultural issues. There is also evidence that learner perceptions of discourse ability is positively related to AGSPEAK comprehensibility, which suggests that AGSPEAK goes beyond measuring just linguistic competence. During the discussion of AGSPEAK and the future study of its validity Prof. Bachman suggested a study of the role of field-specific knowledge and language proficiency in determining the AGSPEAK scores.

Testing of ESL/EFL proficiency plays a critical role in the academic life of international students studying in American universities. Often it is the language proficiency and not the field-specific knowledge that is the crucial factor in decision-making -- whether the student will be admitted for studies or not. The test of EFL proficiency should demonstrate both receptive and productive language skills of the testee. If the test content is related to the specific subject area that international students study they will be able to better demonstrate their knowledge of their field. TOEFL and TSE/SPEAK (for ITAs) are tests of general English proficiency. There are complaints of students and advisors that a test of field-specific English skills, that is a test of their ability
to communicate in their field of study, would provide for more valid measure of language ability and be a better predictor of further academic performance.

In language testing there has been a demonstrated interest in testing field-specific communicative language ability. Testing language for specific purposes, in hypothesis, requires the engagement of discourse domain (Douglas and Selinker, 1985), involving the language user's assessment of a contextualized communicative situation and the subsequent planning of a linguistic response to the situation. In natural communicative changes of situation in discourse domain are demonstrated through changes in code, topic, style, voice tone, pitch, tempo, rhythm, and through non-language means such as posture, gaze and facial expression. In language testing such cues are realized as test method facets (Bachman 1990) such as test environment, instructions and language.

AGSPEAK, a specific purpose test, was produced according to these principles. Features of the test environment, instructions and language were used to engage the testees in an agricultural discourse domain in order to assess their English speaking ability in this field. The test was used in two agricultural exchange programs: the Farmer-to-Farmer exchange program at Iowa State University, where it was given to 100 candidates in the states of the former Soviet Union for the purpose of selecting exchange participants; and 24 students, participants of the International Agricultural exchange program for diagnostic purposes.

The purpose of this study is to investigate the following question:

To what extent do the scores on a field-specific language test depend on field specific knowledge, and to what extent do they depend on language proficiency?

The proposed research will be an attempt to find the answer to the following operationalized question:
To what extent is the AGSPEAK score determined by the testee's knowledge of agriculture, and to what extent is it determined by his/her language proficiency?

In order to answer this question the results of three tests, AGSPEAK, SPEAK and TOEFL, and a self-assessment questionnaire for a group of international students will be compared with each other and with data obtained from two groups of native speakers: proficient and not proficient in the field of agriculture.

The obtained data will be analyzed both qualitatively and quantitatively. The analysis will include the following stages:

1. A statistical analysis of AGSPEAK, SPEAK, and TOEFL scores of the international group and of the data of the self-assessment questionnaire.
2. A statistical analysis of AGSPEAK and SPEAK scores of the two groups of native speakers (proficient and not-proficient in agriculture).
3. A comparative content analysis of the AGSPEAK test performance data of all three groups.

The proposed research will help to estimate the comparative roles of field-specific knowledge and language proficiency in specific purpose language tests. It will also benefit the exchange program by providing valuable information on language proficiency of the exchange participants and helping to select future candidates for international agricultural exchange programs.
2. LITERATURE REVIEW

The present thesis involves the use of general and field-specific tests of spoken language ability, this review of research literature will cover the following topics: methods of testing spoken English, communicative language ability and English for specific purposes.

Communicative Language Ability

It is common knowledge that language is a tool for communication and whereas grammatical patterns play a crucial role in communication, the majority of learners need not a theoretical or analytical knowledge of the target language, but an ability to understand and be understood while communicating in that language. The development of tests for assessing communicative ability has been influenced by ideas about the role of language knowledge in communication and by the implication of those ideas for the teaching and testing of languages.

As a test of ESL/EFL proficiency should be a test of communicative language ability, first of all we must understand what communicative language ability is as an attribute of a language learner.

The validity of communicative tests depends on the understanding of communication and communicative ability by the test constructor. There is no unanimous agreement of what components constitute "communicative competence" (Carroll, 1980) or "communicative language ability" (Bachman, 1989) or "capacity" (Widdowson, 1983). Chomsky defines competence as a knowledge of sentences possessed by an ideal speaker/listener in a homogeneous speech community (quoted by Widdowson, 1983). Hymes
(1972) takes competence as the most general term for the capabilities of a person. "Competence is dependent upon both (tacit) knowledge and (ability for) use. Knowledge is distinct, then, both from competence (as its part) and from systematic possibility (to which its relation is an empirical matter)" (Hymes, 1972, p. 282). Knowledge is also understood as subtending four parameters of communication:

- possibility, expressing the essential concern of the linguistic theory for the openness of the language and generalizing it for cultural systems;
- feasibility, dealing with psycholinguistic factors such as memory limitation, perceptual device, effects of nesting, embedding, and the like;
- appropriateness, suggesting the required sense of relation to contextual features;
- "doneness" (whether something is done or not), as capabilities of language users include knowledge of probabilities and shifts into them as indicators of style or response (Hymes, 1972).

Hymes concludes that the "goal of a broad theory of competence can be said to be to show the ways in which the systematically possible, the feasible, and the appropriate are linked to produce and interpret actually occurring cultural behavior" (Hymes, 1972, p. 286).

Canale and Swain (1980) took communicative competence to include grammatical competence, sociolinguistic competence and strategic competence. In 1983 this model was updated by Canale who proposed a four-dimensional model comprising linguistic, sociolinguistic, discourse and strategic competencies; the additional distinction was made between sociolinguistic and discourse competence (Weir, 1990).

Carroll (1980), speaking about assessing communicative performance, stressed the importance of the place accorded to usage and use in interpersonal communication. Concentration on usage is concerned primarily with formal language patterns, while use
is concerned with communicative function, with how the language is used. He wrote that the *objective* of language learning is the *use* of the language, while *usage* concerned with formal language patterns is a *means* of achieving this objective. Therefore the ultimate criterion of language mastery is the learner's effectiveness in communication for the settings he finds himself in. But the relationship between usage and use is a complex one: Carroll extended the Hymes (1974) assertion that "there are rules of use without which the rules of grammar would be useless," adding "there are rules of grammar without which the rules of use would be inoperable" (Carroll, 1980, p. 16).

Communicative language ability consists of both knowledge, or competence, and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use. The framework of communicative language ability proposed by Bachman (1990; based on Faerch and Kasper, 1983) includes language competence, strategic competence, and psychophysiological mechanisms (Fig. 2.1). Language competence comprises a set of specific knowledge components utilized in communication via language. Strategic competence characterizes the mental capacity to implement the components of the language competence in contextualized communicative language use, thus providing the means for relating language competencies to features in the context of situation and to the language user's knowledge structures. It performs assessment, planning, and execution functions in determining the most effective means of achieving a communicative goal. Psychophysiological mechanisms refer to the neurological and psychological processes involved in the actual execution of language as a physical phenomenon; they characterize the channel (auditory or visual) and mode (receptive or productive) in which competence is implemented.
According to Bachman (1990), language competence includes organizational competence and pragmatic competence (Fig. 2.2). Components of organizational competence describe the organization of the linguistic signals used in communication and how these signals are used to refer to persons, objects, ideas and feelings. They include grammatical competence (vocabulary, morphology, syntax and phonology/graphology), governing the choice of words, their forms, their arrangement and their physical realization, and textual competence, including the knowledge of the conventions for joining utterances together to form a text: cohesion and rhetorical organization. Pragmatic competence consists of illocutionary competence and sociolinguistic competence; it includes the types of knowledge that, in addition to organizational competence, are
employed in the contextualized performance and interpretation of the socially appropriate illocutionary acts in discourse. Pragmatic competence is concerned with the relationships between the utterances and the acts or functions that language users intend to perform through these utterances, which can be called the illocutionary force of the utterances, and the characteristics of the contents of the language use that determine the appropriateness of the utterances, or sociolinguistic competence. Illocutionary competence includes the ideational functions, used to express meaning; the manipulative functions, used to affect the world around us; the heuristic function, pertaining to the use of language to extend our knowledge of the world around us; and the imaginative function, enabling us to create or extend our own environment for humorous or esthetic purposes. Sociolinguistic competence comprises sensitivity to differences in dialect or variety, sensitivity to differences in register, sensitivity to naturalness and ability to interpret cultural references and figures of speech (Fig. 2.2).

So, there are different understandings of the notion of communicative competence. For Hymes (1972) competence is the most general term for the capabilities of a person. The model of communicative competence suggested by Canale and Swain (1980) includes grammatical competence, sociolinguistic competence and strategic competence. Later, in 1983 this model was updated by Canale who proposed a four-dimensional model comprising linguistic, sociolinguistic, discourse and strategic competencies; with the additional distinction made between sociolinguistic and discourse competence (Weir, 1990). What these models leave out is the "knowledge structures" (Bachman, 1990, p. 85), the real-world knowledge that plays an important role in communicating in the real world.
Fig. 2.2: A framework for describing communicative language ability (Bachman, 1988, p. 132).
Methods of Testing Spoken English

Weir (1990) argues that testing speaking ability requires the following for meeting the criteria for communicative testing:

- tasks developed within this paradigm should be purposive, interesting and motivating, with a positive washback effect on teaching that precedes the test;
- interaction should be a key feature;
- there should be a degree of intersubjectivity among participants, that is, the tasks should involve the candidates both as language recipients and language producers and the produced language should be modified according to their expectations of the addressee;
- the output should be to a certain extent unpredictable;
- a realistic context should be provided;
- processing should be done in real time.

But there are enormous practical constraints on the large-scale testing of spoken language proficiency, for example the administrative costs and difficulties, and the resources necessary for standardizing and paying a large number of examiners (Weir, 1990). AGSPEAK test has three formats out of seven given above: the controlled interview (Section One, Four), information transfer (Section Three) and role play (Section Five).

There are a number of test formats that can be used for testing speaking ability:

1. verbal essay, when the candidate is asked to speak for three minutes on either one or more specified topics;
2. oral presentation, when the candidate is to give a short talk on a topic which he has either been asked to prepare beforehand or has been informed shortly of before the test;

3. the free interview when the conversation unfolds in unstructured fashion and no set of procedures is laid down in advance;

4. the controlled interview in which a set of procedures is determined in advance to elicit performance (e.g., FSI interview);

5. information transfer: e.g., description of a picture sequence or questions on a single picture;

6. interaction tasks:
   - information gap, student -- student: in these tasks students normally work in pairs and each is given only part of the information necessary for completion of the task; the students have to communicate to fill in the information gap in a meaningful situation in order to complete the task;
   - information gap, student -- examiner: the student's task is to request the missing information from the examiner;

7. role play: the candidate is expected to play one of the roles in an interaction that might be reasonably expected of him in the real world. (Weir, 1990).

The testing of spoken English has been discussed frequently in the literature. Clark (1975) identifies and discusses some of the major theoretical and practical considerations in the development and use of oral proficiency tests. He defines a proficiency test as any measurement procedure aimed at determining the testee's ability to receive or transmit information in the test language for some pragmatically useful purpose within a real life context. In the testing of oral proficiency, possible real-life contexts include such activities
as reading aloud (as in giving a prepared speech), dictating on a tape recorder, talking on the telephone, and conversing face-to-face with one or more interlocutors. As face-to-face conversation is definitely the most frequent of the speaking activities, the term "oral proficiency" is often thought of in terms of a conversational situation. Further the distinction is drawn between two major subcategories of proficiency testing: direct and indirect. In direct proficiency testing, the testing format and procedure attempts to duplicate as closely as possible the setting and operation of the real-life situations in which the proficiency is normally demonstrated. Indirect tests do not require the establishment of a highly face-valid and representative testing situation and may have no formal correspondence to real-life language activities, but they have a congruent or concurrent, validity and are easier to administer and score.

Lazaraton and Riggenbach (1990) discuss the development, implementation, and evaluation of a semi-direct test of oral proficiency: the Rhetorical Task Examination (RTE). Many of the commonly used speaking instruments assess oral proficiency in terms of either discreet linguistic components or in terms of a single, global ability rating. The RTE proposes a compromise approach to rating oral skills by having two scales: one that ascertains the functional ability to accomplish a variety of rhetorical tasks, the other to address the linguistic competence displayed in performance.

The subjects of the study were 52 students representing three levels of a university ESL program. They performed six tasks related to the rhetorical modes covered in their coursework: short questions and answers, description, narration, giving directions, opinion and comparison-contrast. The construction and justification of both the instrument and the rating scales are explained; data obtained from administering the RTE across classes as well as before and after instruction are presented; and the relevant measurement characteristics of the test are discussed.
Among the most frequently used tests of spoken English ability are the FSI interview and TSE/SPEAK. The FSI interview was developed in the late 1950's by the Foreign Service Institute of the US Department of State (Wilds, 1975). It is a structured conversation that lasts from 15 to 25 minutes between the testee and a trained interviewer who is either a native or near-native speaker of the test language. The conversation begins at a simple level and becomes more and more demanding, according to the demonstrated level of the testee's language proficiency. Though experienced interviewers can determine the approximate level of the language proficiency in the first five - seven minutes of the conversation the interview is continued until the interviewer is satisfied that the examinee has demonstrated the highest level of language use of which he or she is capable. Performance on the interview is globally rated on a scale ranging from 0 to 5 with 0 representing no functional ability in the language and 5, a native speaker-like command of the language. In addition a two-way grid of "Factors in Speaking Proficiency" characterizing the testee's performance in areas of pronunciation, grammar, vocabulary, fluency and comprehension for all five levels is available to the rater. These descriptions are not an official component of the scoring process, but they may be consulted by the rater in making the final global decision. (Clark and Swinton, 1980). The problems of the Oral Interview Test, according to Wilds (1975) are the following: the question of acceptance of social dialects; stability of performance with different sets of interviewers; possibility of too active participation of the interviewers in the dialog; the continuing possibility that the examinee may not be given an opportunity to provide a fully adequate sample of his/her speech and that the sample that he does provide is not examined with adequate attention; difficulties caused because the language is tested very rarely.

The Test of Spoken English (TSE) was developed by ETS (Clark and Swinton, 1980). It is administered in the tape-recorded form. The testee's speech is tape-recorded
and rated later. The test consists of seven sections, each involving a particular speaking activity on the part of the examinee. The first section of the test is an unscored "warm-up" in which the testee answers four biographical questions. The purpose of this section is to let the testee get accustomed to the tester's voice and tempo of speech. In the second section the testee reads aloud a short paragraph. The third section is the completion of partial sentences. The fourth section consists of a set of pictures. After a brief study of pictures the testee is asked to tell the story that the pictures show. In the fifth section the testee answers for questions about a picture constructed to elicit answers with the use of Present Indefinite, Present Continuous and Subjunctive Mood. In the sixth section the testee answers open-ended questions. In the seventh and final section the examinee sees a class schedule and is asked to describe the schedule aloud, as if explaining it to the class. The test is tape recorded and scored by the trained scorers using a scoring scale based on separate evaluations of pronunciation, grammar, fluency, and overall comprehensibility.

Both TSE and FSI scores are strong predictors of communicative performance in English, but in general FSI scores were found to be slightly more highly predictive of communicative effectiveness than the TSE scores (Clark and Swinton, 1980). It is necessary to note that FSI can deal with field-specific tasks while TSE/SPEAK is a test of general English only.

**English for Specific Purposes**

As AGSPEAK is intended to be a test of field-specific English language skills the definition of language for special purposes is necessary.

Widdowson (1983) offers the following as a working definition of ESP is as follows: 'ESP entails the provision of English language instruction:'
(i) devised to meet the learner's particular needs;

(ii) related in themes and topics to designated occupations or areas of study;

(iii) selective (i.e. 'not general') as to language content;

(iv) when indicated, restricted as to the language 'skills' included.' (Strevens 1980, quoted by Widdowson, 1983).

The term "language for special purposes" is generally used to refer to the teaching of second or foreign language for a clearly utilitarian purpose. This purpose is usually defined with reference to some occupational requirement or some academic or professional study. This field of English language teaching possesses two important characteristics that influence the methodology both of materials production and of classroom activity: the close association of special purpose language teaching with adult learners and the important auxiliary role that the English language is called upon to play in such cases. The language learners require English as a means of furthering their specialist education or as a means of performing a social or working role. That use is frequently associated with an occupational, academic or professional requirement; without a knowledge of a foreign language the development of learners in their chosen sphere of work could be restricted or at least adversely affected. According to MacKay (Mackay, 1979) English for Special Purposes implies a special aim that may determine the precise area of language required, skills needed and the range of functions to which language is to be put, but it need not imply a special language. It is only vocabulary that is 'special', but not morphology, syntax and phonology. So, the emphasis of the word 'special' then, in English for Special Purposes should be firmly placed upon the purpose of the learner for learning the language, not on the language he or she is learning. (MacKay, 1979). It is correct only as far as grammatical competence only is concerned, but this statement completely ignores textual competence, dealing with cohesion and rhetorical organization,
pragmatic competence and knowledge structures. All of these, especially knowledge structures, the "real-world" knowledge, play a very important role.

Widdowson (1983) suggests that ESP is "essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks... With ESP the prospect of actual language use is brought immediately in the foreground and into focus, so that it serves both a the immediate objective and the eventual aim of learning" (Widdowson, 1983, p. 6). But the learner, acquiring the required language competence in the sphere of his or her activity, develops at the same time a potential for later (or simultaneous) transfer of his/her knowledge to other spheres of activity, those of general or specific character.

Smith (1992) defines a general topic as one that all speakers within a language community, no matter what their individual areas of expertise are able to discuss. Smith does not discuss speakers of what level of language proficiency are meant here, but we can assume that it is the language proficiency and not the individual area of expertise and level of expertise in the subject being discussed that determines the ability to discuss this subject. A field-specific topic is one that members of a particular discipline both recognize as subject matter from that discipline and are able to discuss with a minimum level of expertise. Topics within an academic field range along a continuum from the more general to the more specific (Smith, 1992).

Speaking about ESP the notion of schemata cannot be ignored. Schemata can be defined as cognitive constructs of configurations of knowledge that we place over events to bring them into alignment with familiar patterns of experience and belief. Therefore they serve as devices for categorizing and arranging information so that it can be interpreted and retained (Widdowson, 1983). Schematic knowledge is involved not only in the processing of incoming information but also in anticipating the information that is to
come. If anticipations based on schematic projection fail, there should be a rapid reappraisal of schematic projections. Such reappraisal can cause either positive or negative reaction. So, when we use the following beginning of the sentence in the AGSPEAK test (section two: completion of sentences):

When the soil is soft...

Here completions connected with agricultural, most probably agronomic types of activities are naturally expected. This is one of the ten partial sentences included in Section Two of AGSPEAK. All the tasks of the test deal with agriculture, and instructions and directions repeatedly stress that as it is said in the general directions for the test "this is the test of your ability to speak about agriculture." The unexpected: "it is easy to bury the bodies" may and will cause a moment delay in understanding, or rather in realization of the change of situation leading to the switch of the tester's schemata from agricultural to criminal.

Recently there has been increasing agreement among testers that language proficiency tests should be related to the testee's language needs, that is, in many cases concerning mostly adult learners, the tests should be field specific. But this leads to the following question: how much should the subject matter of the test vary according to the discipline of the testee and how much background knowledge affects test results.

Peter Skehan (1984) examines approaches to communicative language testing, and in particular, the testing of English for specific purposes. In the first section of his paper "Issues in the Testing of English for Specific Purposes" he discusses two approaches to language testing research: Oller's unitary competence hypothesis and Munby and Carroll's diverse microskills. According to Oller's (1976, 1983) unitary competence hypothesis, factor analysis of language tests suggests the existence of one very large general factor which underlies relationships between all the tests in the battery, and which therefore suggests that there is evidence for the existence of a general ability with language, but not
for sets of skills or levels or any other analytic scheme. Oller (1976, 1983) demonstrates that the relatively recent switch in emphasis towards language use, and the purposes for which the language is employed, has changed our understanding of what knowing the language really means. Now the concern is not with isolated elements but with language as a functional system, operating at the discourse level (Skehan, 1984).

However if we assume that there is only a general ability with language, testing of English for Specific Purposes simply is no longer needed, as testing general English will give us all the information about the testee's language proficiency we need. However the questions of whether general English testing is sufficient is presently under discussion.

The Munby (1978) model suggests the existence of 54 language skills that often subdivide, giving the total number of subskills to be 238. The Munby model is purely linguistic, attempting to codify the different features of the text that may be relevant for any textual analysis in the academic area. However, it is not only linguistic analysis that is important in comprehension, many other processes are also at work. In fact it ignores the role of the background knowledge. This model does not take into account actual psycholinguistic processes that are important in language functioning. At the extreme this model provides for the case of one learner with a pattern of needs specified for a particular situation. The extreme can be modified for groups larger than one, but since the relationship of the skills to one another is not known, and we have little guidance as to their relative importance, we do not know how to group skills together and how to sample. Consequently, the basis on which we select particular skills for as important for particular ESP roles is not quite clear. The solution to this problem taken in Carroll (1980) is to use a two-tier system, in which the basic 'first-tier' instrument is a wide coverage test to assess linguistic competence in terms of usage, drawing on generally needed language skills and contexts. This test does not fully cover the specific communicative needs of the
learners and is supplemented by a 'second-tier' test, suggested to be the true ESP test, specifically designed to assess the skills and content areas needed (Carroll, 1980).

Skehan (1984) also refers to the evidence that foreign language users are also considerably affected by their skill in bringing background knowledge to bear on the problem of text comprehension, with poor language speakers who are subject specialists comprehending more than highly competent speakers who do not have relevant background knowledge. There is a number of studies investigating whether background knowledge affects test results, but none has given conclusive evidence either for or against the use of ESP tests.

Alderson and Urquhart (1985) describe three studies of the effect of students' background knowledge on reading comprehension. The results of the first study indicated that the background knowledge positively affected the testees' performance: engineers outperformed development administration and finance specialists on engineering texts, while development administration and finance specialists did better on the texts in their field than engineers. Science and mathematics subjects were close to engineers, and the liberal arts group performed similarly to development administration and finance specialists. As the groups were small (from 15 to 5 subjects in each group) no calculation of significance was carried out. In the second study the numbers were much larger, ranging from 22 to 38 per group. This time, broadly speaking, development administration, finance and economics specialists (DAFE) performed similarly to liberal arts (LA) group, and engineers (ENG) similarly to the science and mathematics (SM) group. But ENG did not score higher than DAFE on the ENG texts, the fact rather difficult to explain. The following explanations are given in the paper: (a) linguistic proficiency of the subjects; (b) rank order of difficulty of the texts. It was shown that a background knowledge effect was operating, but that it was not consistent. Linguistic
proficiency also seems to have been a factor. The subjects of the third study were students on study skills courses of the same four groups: DAFE (41), ENG (14), SM (21) and LA (41). The results of the studies show that academic background knowledge can play an important role in test performance, but the effect was not consistent and the reasons of this inconsistency were not (and are not) apparent.

Hale (1988) hypothesized that a student's academic discipline would interact with the text content in determining performance on the reading passages of the test of English as a Foreign Language (TOEFL). To test this hypothesis, performance on the reading passages in TOEFL forms used in four operational test administrations was examined. The results supported the hypothesis, as students in the two key major-field groups (the humanities/social sciences and biological/physical sciences) performed better on the passages related to their own groups than on other passages. The effect was relatively small in each case, probably because TOEFL reading passages are drawn from general readings rather than specialized textbooks.

Smith (1989, 1992) examined the role of speaker topic in measuring the second language oral proficiency, linking the study of variation in the second language acquisition with the field of the second language oral proficiency testing. In examining the relationship between speaker topic and the measurement of the spoken English proficiency, this study asks whether individual speakers vary significantly in their second language performance when speaking on a general topic as opposed to one in which they have special expertise. Subjects of the study were 38 international graduate students from the departments of physics, chemistry, and mathematics, most of whom had just completed a three week intensive pre-academic ITA training program, which was designed to prepare them in the general English and field-specific oral language skills needed to teach in university classrooms. Results of the study indicate that the ITAs as a group did not differ
significantly in performance across the two tests but that four ITAs passed the SPEAK test but would have failed the field-specific test, and four ITAs would have passed the field-specific test, but failed the general SPEAK test. This study once again does not succeed in showing conclusively the effect of field-specific background knowledge in test performance.

Douglas and Selinker (1992, 1993) investigated the following research question: Would a field-specific language test of oral language proficiency be more useful than a general purpose test in predicting subsequent field-specific performance? They have created and administered two field-specific tests: MATHSPEAK and CHEMSPEAK, mathematics- and chemistry-based versions of the SPEAK tests. In this study MATHSPEAK and SPEAK were administered to 15 subjects, twelve of whom majored in mathematics, two in statistics and one in economics. Of the twelve mathematics subjects, seven scored higher on the MATHSPEAK than on the SPEAK, four scored higher on the SPEAK than on MATHSPEAK, and one stayed the same. Out of 31 Chinese chemistry graduate students who were given the field-specific CHEMSPEAK, the general purpose SPEAK and a chemistry teaching performance TEACH tests, 15 scored higher on SPEAK than on CHEMSPEAK, 10 scored higher on SPEAK than on CHEMSPEAK, and six scored the same. The intercorrelations within the three tests in this study were fairly high, suggesting a high degree of consistency between the two tests. The CHEMSPEAK subscores correlated significantly with their counterparts on SPEAK and TEACH, except on grammar. CHEMSPEAK comprehensibility correlated significantly with SPEAK comprehensibility, but not with TEACH comprehensibility. All the CHEMSPEAK scores correlated significantly with the TEACH scores. All the test scores correlated significantly with the Graduate College final recommendation. It was found that the field specific test
was a better predictor of the rater's recommendation of testee's performance as a teacher of his/her subject than the general purpose test.

The studies discussed above show that the performance of testees on field-specific and general topic tests differs. In some cases the use of field-specific tests was beneficiary for the testees, in some cases the use of general tests gave benefits to the testees. Still there is no answer to the question whether using one test versus the other yields a psychometric advantage.

The present study differs from the others discussed in this chapter in that it examines the role of the field-specific knowledge and language proficiency in determining test scores.
3. METHOD

Three groups of students of Iowa State University took two different oral proficiency tests: the SPEAK test, the institutional version of Educational Testing Service's Test of Spoken English, and AGSPEAK, a field-specific test asking the subjects to perform various speaking tasks on agricultural topics. The group of the non-native speakers also answered the questions of the self-assessment questionnaire.

Subjects

Permission to do research with human subjects was given by the Human Subjects Committee of the Graduate College of Iowa State University in July 1993. Subjects of the present study were twenty-six students of Iowa State University. Basing on their knowledge of agriculture and their language proficiency, they were separated into three groups: Group A, Group B and Group C.

Group A includes twelve international students, participants of international agricultural exchange program. The native language of these students is Ukrainian. All of them were students of different departments of the Ukrainian Agricultural University, they had at least four years of studying agriculture, and their GPA was not less than 4.5 on the 5.0 scale that corresponds to not less than 3.5 on the 4.0 scale. Nine out of twelve students lived on the farm before they entered the University. So they were assumed to have the knowledge of agriculture sufficient to cope with the field-specific problems of AGSPEAK test. None of the students in Group A have ever studied in the English-medium University, and, as it was learnt later, none had ever been to an English-speaking country. All the students of Group A studied English in school and in the University, with
the length of study varying but not less than four years. The main criterion for selecting exchange participants was their success in agricultural studies. They were encouraged to study English, but their ability to speak English on general topics or about agriculture was not tested in the process of selection. Though this group of students seemed to be sure that since they are already in the United States they will not be sent home, whatever their test scores are, they took the tests quite seriously.

Group B consisted of nine graduate students of the English Department. All of them were native speakers of English, and none of them claimed to have any special knowledge of agriculture (more than you can learn from TV, radio, and non-special newspapers). Five of them were teaching assistants at Iowa State University, and they had some knowledge of the SPEAK test. One of the subjects had experience of scoring it. This field-specific knowledge could play a role in determining their performance on the SPEAK test. However the SPEAK scores of the students of this group who were not teaching assistants and did not score the SPEAK test were as high as of those having this field-specific knowledge: the maximum score possible -- 300.

Group C consisted of five students, native speakers of English who had special knowledge of agriculture. Subject 1C had a farm and was majoring in Agricultural Economics and Law; subject 2C was raised on the farm, subject 3C had a farm, subject 4C worked in the agricultural program in Iowa State University and subject 5C had a farm and was majoring in agriculture.

Materials

General Topic SPEAK Test
The SPEAK test, based on the Test of Spoken English, consists of seven sections. In the first, an unscored "warm-up" section, the testee answers four questions, two of which are very simple (e.g., "Hello. How are you?") and can be answered practically automatically, and two require some thinking (e.g., "What do you hope to be doing five years from now?"). The purpose of this part is to let the testee and, later the rater, get accustomed to the voice and manner of speaking correspondingly of the test tape and the testee, and to help the testee relax and prepare to do his or her best. In the second section the testee reads a printed paragraph aloud, paying attention to pronunciation and clear speech. The testee is given one minute to study the paragraph silently and one minute to read the paragraph aloud. In the third section the testee is asked to complete ten partial sentences, constructed to elicit complex sentences with clauses of time, condition, concession, reason and purpose. The fourth section consists of six line drawings that "tell a continuous story." The testee is asked to "tell the story that the pictures show" after he studies the pictures silently for some time. In the fifth section the testee is asked to answer four questions about a single picture (different from the pictures in Section 4). Two questions are about the picture itself ("Where is this scene taking place?" and "What is the dog doing"), one question about the future consequences ("What is going to happen to the lamp on the table?") and one question about the viewer's thoughts or / and attitude ("How this situation could have been prevented?"). The sixth section consists of three open-ended questions, two requiring a straightforward description of certain objects ("Describe the things that you think make up a perfect meal" and "Describe a bicycle in as much detail as you can"). The third question in this section is to elicit an expression of opinion (e.g., "What do you think is the best way to finish the food shortage throughout the world?"). The instructions for this section remind the testee that "this is simply a test of spoken English. When it is graded the graders will be interested in the way you express your
ideas, not the actual ideas." In the seventh and final section the testee is asked to describe a schedule of an imaginary course, including lecture and laboratory hours, required textbooks, final examination day, University holidays and other information. The SPEAK test is scored according to a scoring scale based on separate evaluations of pronunciation, grammar, fluency and comprehensibility. Pronunciation, grammar and fluency are scored on a scale of 0.0-3.0 and comprehensibility on a scale of 0-300 (Clark and Swinton, 1980). The SPEAK test is given in Appendix A.

AGSPEAK

The AGSPEAK test format was modeled on the Test of Spoken English (ETS, 1986), and on previous work with similar tests of spoken English in specific purpose contexts (Smith, 1992; Douglas and Selinker, 1992, 1993). AGSPEAK test was developed for testing candidates for international agricultural exchange program. There are two versions of the test: crop production and livestock production, and the testees were free to choose the version closest to their field of study.

The test consists of five sections, with general directions given before the beginning of the test and special instructions before each section. Both general directions and special instructions closely follow directions and instructions of the SPEAK test. Section Two (reading a printed paragraph aloud) and Section Four ("Tell a continuous story that the pictures show") of the SPEAK test are not included in AGSPEAK as these types of speech activities seldom occur in the natural speech of farmers. It is also important to note that the score for Section Two of the SPEAK test is usually noticeably higher than the scores for other sections of this test and the final test score. The first section of AGSPEAK is an unscored "warm-up", the testee is asked to answer three
biographical questions. In the second section the testee is asked to complete ten partial sentences the syntax of which replicates the syntax of the partial sentences given in the general topic test. The content of the sets of sentences differs in two versions of AGSPEAK test, but grammatical structures that are to be elicited are the same: complex sentences with clauses of time, condition, concession, reason and purpose. In the third section the testee sees a picture (a veterinarian measuring back fat of a pig or a tractor driver spreading fertilizer) and is asked to answer four questions about the picture. The first two questions are about the picture itself ("What is the woman's job?" and "What is the woman doing?"), the third question is about the future consequences and the fourth is about the testee's opinion about this situation. In the fourth section the testee is asked to answer two open-ended questions, the same for both versions of the test: one to express opinion ("What do you like most about agriculture?") and to describe an experience ("Describe an accident that happened to you while you were working"). In the fifth section the testee is asked to describe a diagram of dairy profit trends for ten years or of dry matter yield and digestible protein of smooth bromegrass harvested at various stages of maturity. Both versions of the test are given in Appendix B. AGSPEAK test is scored according to a scoring scale based on separate evaluations of pronunciation, grammar, fluency and comprehensibility. They are scored on a scale of 0.0-3.0 with 0 and 1 levels meaning negative rating (unintelligible) and 2 and 3 meaning positive ratings (intelligible). The comprehensibility score is multiplied by 100 and then rounded to the nearest 10 unit. The comprehensibility score is used for decision making while the scores for pronunciation, grammar and fluency are used for diagnostic purposes.
Self-Assessment Questionnaire

The model of language abilities applied in this study allowed us to measure subjects' perception (Group A only) of the main components of their language abilities:

The self-assessment questionnaire contains 20 items of the type, "When speaking English I can ..." The subjects were instructed to indicate the level of agreement with each statement by circling a number from one, "strongly disagree", to five, "strongly agree". It approximately corresponds to the system of marks used in the former Soviet Union: "5" -- "excellent", "4" -- "good", "3" -- "satisfactory", "2" -- "non satisfactory" or "bad", "1" -- is supposed to mean "very bad", but practically it was used only in cases of complete ignorance of the subject. The questionnaire items covered the following features of English use:

- past grammar
- future grammar
- basic grammar
- abstract topics and hypothetical situations
- general English vocabulary
- pronunciation
- extended speech
- casual conversation
- social conventions
- clarification
- routine situations
- unexpected social situations
- general group discussions
• political discussions
• agricultural discussions
• express opinion
• agricultural English vocabulary
• agriculture lectures
• reading agricultural materials

The self-assessment questionnaire is given in Appendix C.

Testing Procedure

The general topic SPEAK (Form 1) and field-specific AGSPEAK were administered to group A correspondingly four and five days after they came to the United States. On the third day after arrival, that is one day before they took the SPEAK test, they took the TOEFL test. The students seemed to feel that they would not be sent home whatever their scores on any of these tests were and so their scores would not play a decisive role in whether they will be enrolled in ISU or not, but they were allowed to assume that all the tests will determine the level on which they will study. The SPEAK and AGSPEAK tests were given in the language laboratory, where groups of students up to twelve were able to take the test at the same time.

The SPEAK test was given to all twelve students simultaneously in the tape-recorded form. This procedure ensured that all the students received the same instructions at the same moment and were given the same amount of time to answer the questions of the test. The drawback of this procedure was the peer pressure: the students began and finished speaking at the same time, and some pauses before or after answers were caused by the peer pressure: it appeared to be psychologically difficult for students to speak
while the rest of the group was silent. Another serious drawback was that the students had a chance to communicate, in English or in their native language, or on the level of mimics and gestures. In one case the testee answered the first question of sections four of AGSPEAK test in the time allotted for the second question of the same section. It seems probable that the testee did not understand the question, but later he received explanation, or more likely, translation of the question during the pause between the first and the second question. As his answer did not repeat any answer given by other students in the group, it was scored, but the mark was low, and as there was no answer to the second question of this section, due to lack of time or poor understanding of the question, the score for the section was very low. There was also a case when a testee gave an additional explanation - translation to the other testees. In Section 2 of the speak test one of the subjects whispered in Russian: "Read silently! Read silently, I tell you!". It was not heard by the test supervisor, and it was recorded on his tape only, so it is impossible to estimate now the role it played, if it played any role at all in the test results of other students.

AGSPEAK test was given to the students on the next day after they took the SPEAK test. The students voluntarily divided into two groups (crop production and livestock production), though some of the students stressed that since they major in Agricultural Economics or in Agricultural Engineering, they would prefer to take a test reflecting their specialization, but finally they made their choice. The test was given in the "live" form, with careful control of the time allotted for each question in each section. No communication of students was noticed during the test or while scoring the tapes, but peer pressure was obvious. After the test the students answered the questions of the self-assessment questionnaire.

Students of Groups B and C were given the tests in a less formal setting. The tests were given individually and the time control was not as strict as for Group A. But as the
native speakers answered the questions faster and did not take time to "read the paragraph silently to yourself" and "to study the picture", (that is to prepare, to find the necessary words, to plan the answer, etc.) each of the tests took from four to six minutes less than for Group A. The atmosphere during the test-taking was very relaxed. Though some of the students admitted that they were anxious before the test (a usual test-taker's anxiety, though they knew that the tests will be easy for them, simply because they are native speakers, and that the results of the tests will not affect his or her academic standing in any way and that they could withdraw from the project at any time with no penalty) by Section Three of the SPEAK test (sentence completion) they were already their usual selves.

**AGSPEAK and SPEAK Test Scoring**

Each section of AGSPEAK and SPEAK tests were scored in the areas delineated in Table 3.1.

After the items within a section are scored a mean score for each scoring area in this section is obtained. Then the mean section scores are averaged to obtain the final score for each scoring area. Each of the four score areas is rated on a 0-3 scale. 0 and 1 levels are negative ratings (unintelligible) and 2 and 3 are positive ratings (intelligible). The comprehensibility score is multiplied by 100 and rounded to the nearest 10 unit. This score is used for decision making, while the pronunciation, fluency and comprehensibility scores are used for diagnostic purposes.
Table 3.1: AGSPEAK and SPEAK scoring areas.

<table>
<thead>
<tr>
<th>Section</th>
<th>AGSPEAK</th>
<th>SPEAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>not scored</td>
<td>not scored</td>
</tr>
<tr>
<td>2</td>
<td>Sentence Completion:</td>
<td>Reading aloud:</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>Pronunciation</td>
</tr>
<tr>
<td></td>
<td>Comprehensibility</td>
<td>Fluency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehensibility</td>
</tr>
<tr>
<td>3</td>
<td>Questions about a picture:</td>
<td>Sentence Completion:</td>
</tr>
<tr>
<td></td>
<td>Pronunciation</td>
<td>Grammar</td>
</tr>
<tr>
<td></td>
<td>Fluency</td>
<td>Comprehensibility</td>
</tr>
<tr>
<td>4</td>
<td>Open-ended questions:</td>
<td>Picture Sequence:</td>
</tr>
<tr>
<td></td>
<td>Pronunciation</td>
<td>Pronunciation</td>
</tr>
<tr>
<td></td>
<td>Fluency</td>
<td>Fluency</td>
</tr>
<tr>
<td></td>
<td>Comprehensibility</td>
<td>Comprehensibility</td>
</tr>
<tr>
<td>5</td>
<td>Diagram:</td>
<td>Questions about a picture:</td>
</tr>
<tr>
<td></td>
<td>Pronunciation</td>
<td>Pronunciation</td>
</tr>
<tr>
<td></td>
<td>Fluency</td>
<td>Fluency</td>
</tr>
<tr>
<td></td>
<td>Comprehensibility</td>
<td>Comprehensibility</td>
</tr>
<tr>
<td>6</td>
<td>Free-response questions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schedule:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. QUANTITATIVE ANALYSIS OF RESULTS

The research question for the present study focuses on the investigation of the relative roles of field-specific knowledge and language proficiency in determining speaking test scores. All subjects of the study took AGSPEAK and SPEAK tests and the international students also took TOEFL test and answered the questions of a self-assessment questionnaire. The quantitative analysis of the obtained data performed with the use of SPSS-X was to provide answers to the following questions:

1. How did the international students perform on the SPEAK, AGSPEAK and TOEFL test and how did they answer the questions of a self-assessment questionnaire?
2. What was the internal consistency for each of the tests including the self-assessment questionnaire for the international group?
3. How did the tests results correlate with each other?
4. How did the native speakers perform on AGSPEAK and SPEAK tests?

Question One: How did the International Students Perform on the SPEAK, AGSPEAK and TOEFL Tests and How did They Answer the Questions of a Self-assessment Questionnaire?

At first the statistical analysis of the international group scores on AGSPEAK, SPEAK, with reference to TOEFL, and of the self-assessment questionnaire will be discussed. Table 4.1 shows descriptive statistics for AGSPEAK, SPEAK and TOEFL tests and answers to the questions of the self-assessment questionnaire based on ten subjects of group A that took all three tests.
Table 4.1: Descriptive Statistics for AGSPEAK, SPEAK and TOEFL for Group A.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cases</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Alpha</th>
<th>Max possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGSPEAK</td>
<td>10</td>
<td>106.0</td>
<td>68.0</td>
<td>.97</td>
<td>300</td>
</tr>
<tr>
<td>SPEAK</td>
<td>10</td>
<td>119.0</td>
<td>63.3</td>
<td>.98</td>
<td>300</td>
</tr>
<tr>
<td>TOEFL</td>
<td>10</td>
<td>410.8</td>
<td>65.1</td>
<td>.87</td>
<td>700</td>
</tr>
<tr>
<td>QUESTIONNAIRE</td>
<td>10</td>
<td>3.292</td>
<td>.551</td>
<td>.91</td>
<td>5</td>
</tr>
</tbody>
</table>

The cronbach's coefficient alpha of AGSPEAK and SPEAK was calculated on the basis of scores on the scoring areas of the tests, alpha of TOEFL was calculated on the basis of scores on different sections of the test, and alpha of the questionnaire was calculated on the basis of answers to all twenty questions included in the self-assessment questionnaire. The mean scores suggest that the spoken English ability of this group is quite low, although some individuals scored quite well: for example, the highest score for AGSPEAK was 220, for SPEAK - 260. At the same time the lowest scores for the same tests were correspondingly 20 and 50. The difference in scores on AGSPEAK and SPEAK was statistically not significant: the t-test of AGSPEAK and SPEAK of group A gave $t = 1.23$ with probability .249. Figs. 4.1-4.4 show distribution of scores on AGSPEAK, SPEAK, TOEFL and the self-assessment questionnaire in group A.
<table>
<thead>
<tr>
<th>Count</th>
<th>Midpoint</th>
<th>One symbol equals approximately .10 occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30.00</td>
<td>**<em><em>.</em>.</em></td>
</tr>
<tr>
<td>1</td>
<td>50.00</td>
<td>*********</td>
</tr>
<tr>
<td>1</td>
<td>70.00</td>
<td>*********</td>
</tr>
<tr>
<td>2</td>
<td>90.00</td>
<td>**<strong><strong><strong><em>:</em>;</strong></strong></strong></td>
</tr>
<tr>
<td>2</td>
<td>110.00</td>
<td>**<strong><strong><strong><em>:</em>;</strong></strong></strong></td>
</tr>
<tr>
<td>0</td>
<td>130.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>150.00</td>
<td>*********</td>
</tr>
<tr>
<td>0</td>
<td>170.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>190.00</td>
<td>*********</td>
</tr>
<tr>
<td>1</td>
<td>210.00</td>
<td><strong>:</strong>*****</td>
</tr>
</tbody>
</table>

**Histogram frequency**

Valid cases 10  Missing cases 0

Fig. 4.1. Histogram of AGSPEAK scores (group A).

**SPEAK**

<table>
<thead>
<tr>
<th>Count</th>
<th>Midpoint</th>
<th>One symbol equals approximately .10 occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60.00</td>
<td>**<em><em>.</em>.</em></td>
</tr>
<tr>
<td>3</td>
<td>80.00</td>
<td><strong>:</strong>*****</td>
</tr>
<tr>
<td>2</td>
<td>100.00</td>
<td>**<strong><strong><strong><em>:</em>;</strong></strong></strong></td>
</tr>
<tr>
<td>0</td>
<td>120.00</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>140.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>160.00</td>
<td>**<strong><strong><strong><em>:</em>;</strong></strong></strong></td>
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<tr>
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<tr>
<td>0</td>
<td>240.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>260.00</td>
<td><strong>:</strong>*****</td>
</tr>
</tbody>
</table>

**Histogram frequency**

Valid cases 10  Missing cases 0

Fig. 4.2: Histogram of SPEAK scores (group A)
TOEFLTOT

<table>
<thead>
<tr>
<th>Count</th>
<th>Midpoint</th>
<th>One symbol equals approximately .10 occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>350.00</td>
<td><strong><strong><strong><strong><strong><strong>:</strong></strong></strong></strong></strong></strong></td>
</tr>
<tr>
<td>2</td>
<td>370.00</td>
<td><strong><strong><strong><strong><strong><strong>:</strong></strong></strong></strong></strong></strong></td>
</tr>
<tr>
<td>2</td>
<td>390.00</td>
<td><strong><strong><strong><strong><strong><strong>:</strong></strong></strong></strong></strong></strong></td>
</tr>
<tr>
<td>0</td>
<td>410.00</td>
<td>.</td>
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<td>0</td>
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</tr>
<tr>
<td>2</td>
<td>450.00</td>
<td><strong><strong><strong><strong><strong><strong>:</strong></strong></strong></strong></strong></strong></td>
</tr>
<tr>
<td>1</td>
<td>470.00</td>
<td><strong><strong><strong><strong><strong><strong>:</strong></strong></strong></strong></strong></strong></td>
</tr>
<tr>
<td>0</td>
<td>490.00</td>
<td>.</td>
</tr>
<tr>
<td>0</td>
<td>510.00</td>
<td>.</td>
</tr>
<tr>
<td>0</td>
<td>530.00</td>
<td>.</td>
</tr>
<tr>
<td>1</td>
<td>547.00</td>
<td>:************</td>
</tr>
</tbody>
</table>

Histogram frequency

Valid cases 10            Missing cases 0

Fig. 4.3: Histogram of TOEFL scores (group A).

Fig. 4.4: Histogram of self-assessment questionnaire scores (group A).
Histograms of AGSPEAK, SPEAK and TOEFL scores show that the language proficiency of the majority of students was low and that these tests were too difficult for them. At the same time the language proficiency of two students was noticeably better than that of the other students of this group. The "fork" shape of the histogram curve makes this division of group A on subgroups more apparent.

Table 4.2: Self-assessment questionnaire means and standard deviations

<table>
<thead>
<tr>
<th>Questions</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. past grammar</td>
<td>3.00</td>
<td>0.63</td>
</tr>
<tr>
<td>2. future grammar</td>
<td>3.73</td>
<td>0.79</td>
</tr>
<tr>
<td>3. basic grammar</td>
<td>2.64</td>
<td>0.67</td>
</tr>
<tr>
<td>4. abstract topics and hypothetical situations</td>
<td>2.55</td>
<td>0.93</td>
</tr>
<tr>
<td>5. general English vocabulary</td>
<td>4.45</td>
<td>0.82</td>
</tr>
<tr>
<td>6. pronunciation</td>
<td>3.18</td>
<td>0.98</td>
</tr>
<tr>
<td>7. extended speech</td>
<td>3.64</td>
<td>0.67</td>
</tr>
<tr>
<td>8. casual conversation</td>
<td>3.09</td>
<td>0.83</td>
</tr>
<tr>
<td>9. social conventions</td>
<td>2.64</td>
<td>0.92</td>
</tr>
<tr>
<td>10. clarification</td>
<td>3.50</td>
<td>1.09</td>
</tr>
<tr>
<td>11. routine situations</td>
<td>3.75</td>
<td>0.97</td>
</tr>
<tr>
<td>12. unexpected social situations</td>
<td>3.33</td>
<td>0.84</td>
</tr>
<tr>
<td>13. general group discussions</td>
<td>3.00</td>
<td>0.85</td>
</tr>
<tr>
<td>14. political discussions</td>
<td>2.83</td>
<td>0.94</td>
</tr>
<tr>
<td>15. agricultural discussions</td>
<td>3.25</td>
<td>0.86</td>
</tr>
<tr>
<td>16. express opinion</td>
<td>3.16</td>
<td>1.02</td>
</tr>
<tr>
<td>17. agricultural English vocabulary</td>
<td>4.00</td>
<td>1.20</td>
</tr>
<tr>
<td>18. agriculture lectures</td>
<td>3.25</td>
<td>0.97</td>
</tr>
<tr>
<td>19. reading agricultural materials</td>
<td>4.00</td>
<td>0.74</td>
</tr>
<tr>
<td>20. clarification</td>
<td>3.90</td>
<td>1.13</td>
</tr>
<tr>
<td>MEAN</td>
<td>3.292</td>
<td>.551</td>
</tr>
</tbody>
</table>

Table 4.2 gives the means and standard deviations of answers for each of the twenty questions of the self-assessment questionnaire. It is interesting that the majority of students overestimated their language proficiency as indicated by the high scores on the self-assessment questionnaire: the means of only four questions are less than three, which
in the system of marks used in the former Soviet Union corresponds to "satisfactory."

These four questions deal with basic grammar, abstract topics and hypothetical situations, social conventions and political discussions. It is possible that the first two questions can be explained by the "grammar uncertainty" caused by the constantly stressed importance of grammar in the language proficiency, the third question by the realization of cultural differences leading to difference in social conventions in two countries, and the fourth ("political discussions") by non-stability of political situation. So, the first two questions with low grades can be put in the category of "language proficiency" and the second two: "field-specific proficiency." However the scores that the students gave themselves on the questions dealing with agricultural English imply a relatively high language proficiency: participation in agricultural discussions - 3.25, knowledge of agricultural English vocabulary: 4.00, understanding lectures on agriculture: 3.25, reading agricultural materials: 4.00. These scores are not consistent with low AGSPEAK scores.

**Question Two: What was the Internal Consistency for Each of the Tests Including the Self-assessment Questionnaire for the International Group?**

The ANOVA analysis of all the items on the three tests (AGSPEAK, SPEAK, and TOEFL) as one test battery gave a high Cronbach's coefficient alpha = 0.9534 showing a high internal consistency of performance on the given test battery. The results of analysis of variance of the scores on the scoring areas of AGSPEAK and SPEAK tests (pronunciation, grammar, fluency and comprehensibility) show significant relationship between the scoring areas of both tests.
Table 4.3: Analysis of variance of AGSPEAK and SPEAK

<table>
<thead>
<tr>
<th></th>
<th>Alpha</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGSPEAK</td>
<td>.9671</td>
<td>.0000</td>
</tr>
<tr>
<td>SPEAK</td>
<td>.9828</td>
<td>.0000</td>
</tr>
</tbody>
</table>

Analysis of variance of the self-assessment questionnaire gave a high reliability coefficient $\alpha$. It is necessary to note here that one question (#10 and #20: asking for clarification was accidentally repeated in two different parts of the questionnaire. It is interesting that the answers of the subjects varied drastically, with correlation of .22. This fact is rather difficult to interpret, however it is possible, that the testees gave themselves higher marks for a relatively easy question after difficult ones (#20) than after easy ones (#10). Nevertheless, ANOVA analysis of the questionnaire with and without these questions gave a satisfying alpha: .9092 in the first case and .9002 in the second case that suggests a high internal consistency.

**Question Three: How did the Test Results Correlate with Each Other?**

The correlational analysis of the four tests revealed a high degree of agreement between AGSPEAK, SPEAK and TOEFL, as shown in Table 4.4. It shows a high degree of agreement between AGSPEAK, SPEAK and TOEFL. However it is necessary to note that correlation of any of these tests with the results of the self-assessment questionnaire was relatively low. Questions 13 (general group discussion), 14 (agricultural discussions)
Table 4.4: Correlation coefficients

<table>
<thead>
<tr>
<th></th>
<th>AGSPEAK</th>
<th>SPEAK</th>
<th>TOEFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGSPEAK</td>
<td>1.0000</td>
<td>.8612**</td>
<td>.8925**</td>
</tr>
<tr>
<td>SPEAK</td>
<td>.8612**</td>
<td>1.0000</td>
<td>.8632**</td>
</tr>
<tr>
<td>TOEFL</td>
<td>.8925**</td>
<td>.8632**</td>
<td>1.0000</td>
</tr>
</tbody>
</table>

* - Signif. LE 05    ** - Signif. LE .01(2-tailed)

and 18 (understanding lectures about agriculture in English) had negative correlations with AGSPEAK and/or SPEAK. Only self-evaluation of pronunciation correlates with pronunciation scores both on AGSPEAK and SPEAK on p<.01 level. Questions 6 (pronunciation), 7 (ability to put several sentences together in a row), 8 (carrying on a casual conversation), 11 (dealing with routine situations) and 20 (asking for clarification) have a high correlation with AGSPEAK and/or SPEAK. In general correlations of the questions of the self-assessment questionnaire with AGSPEAK are moderate (Table 4.5).

Correlation of grammar score of the self-evaluation questionnaire (the average of grammar scores (questions 1-4)) with grammar scores of AGSPEAK and SPEAK was low, while correlation between AGSPEAK and SPEAK was high (Table 4.6). Correlation of the combined speech score (average of questions 7 through 20) of the self-assessment questionnaire with AGSPEAK and SPEAK comprehension scores was also low (Table 4.7).
Table 4.5: Correlations of the questions of the self-assessment questionnaire with AGSPEAK and SPEAK.

<table>
<thead>
<tr>
<th></th>
<th>AGSPEAK</th>
<th>SPEAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUEST1</td>
<td>.3304</td>
<td>.3543</td>
</tr>
<tr>
<td>QUEST2</td>
<td>.5250</td>
<td>.4604</td>
</tr>
<tr>
<td>QUEST3</td>
<td>.3612</td>
<td>.1482</td>
</tr>
<tr>
<td>QUEST4</td>
<td>.1874</td>
<td>.0271</td>
</tr>
<tr>
<td>QUEST5</td>
<td>.2775</td>
<td>.2024</td>
</tr>
<tr>
<td>QUEST6</td>
<td>.5982*</td>
<td>.7605*</td>
</tr>
<tr>
<td>QUEST7</td>
<td>.6376*</td>
<td>.6783*</td>
</tr>
<tr>
<td>QUEST8</td>
<td>.5061</td>
<td>.6833*</td>
</tr>
<tr>
<td>QUEST9</td>
<td>.0457</td>
<td>.2833</td>
</tr>
<tr>
<td>QUEST10</td>
<td>.3083</td>
<td>.4142</td>
</tr>
<tr>
<td>QUEST11</td>
<td>.4630</td>
<td>.6741*</td>
</tr>
<tr>
<td>QUEST12</td>
<td>.5151</td>
<td>.6248</td>
</tr>
<tr>
<td>QUEST13</td>
<td>-.1084</td>
<td>.1117</td>
</tr>
<tr>
<td>QUEST14</td>
<td>-.1041</td>
<td>-.0204</td>
</tr>
<tr>
<td>QUEST15</td>
<td>.2848</td>
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<td>.3941</td>
<td>.2615</td>
</tr>
<tr>
<td>QUEST17</td>
<td>.3014</td>
<td>.2024</td>
</tr>
<tr>
<td>QUEST18</td>
<td>-.0670</td>
<td>.3496</td>
</tr>
<tr>
<td>QUEST19</td>
<td>.2627</td>
<td>.3685</td>
</tr>
<tr>
<td>QUEST20</td>
<td>.7375**</td>
<td>.5135</td>
</tr>
</tbody>
</table>

Table 4.6: Correlation coefficients of pronunciation in AGSPEAK, SPEAK and the self-assessment questionnaire.

<table>
<thead>
<tr>
<th></th>
<th>AGSPEAK pron.</th>
<th>SPEAK pron.</th>
<th>Questionnaire pron.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGSPEAK pronunciation</td>
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<td>.8080**</td>
<td>.6963*</td>
</tr>
<tr>
<td>SPEAK pronunciation</td>
<td>.8080**</td>
<td>1.0000</td>
<td>.6798*</td>
</tr>
<tr>
<td>Questionnaire pronunciation</td>
<td>.6963*</td>
<td>.6798*</td>
<td>1.0000</td>
</tr>
</tbody>
</table>
Table 4.7: Correlations of grammar scores of AGSPEAK, SPEAK and self-assessment questionnaire

<table>
<thead>
<tr>
<th></th>
<th>AGSPEAK grammar</th>
<th>SPEAK grammar</th>
<th>Questionnaire grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGSPEAK</td>
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<td>.5538</td>
</tr>
<tr>
<td>SPEAK</td>
<td>.9407**</td>
<td>1.0000</td>
<td>.4686</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>.5538</td>
<td>.4686</td>
<td>1.0000</td>
</tr>
</tbody>
</table>

* - Signif. LE .05  ** - Signif. LE .01 (2-tailed)
Table 4.8: Correlations of speech scores of self-assessment questionnaire, AGSPEAK and SPEAK tests

<table>
<thead>
<tr>
<th></th>
<th>Questionnaire speech</th>
<th>AGSPEAK comprehensibility</th>
<th>SPEAK comprehensibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire</td>
<td>1.0000</td>
<td>.4799</td>
<td>.5924</td>
</tr>
<tr>
<td>speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGSPEAK comprehensibility</td>
<td>.4799</td>
<td>1.0000</td>
<td>.8612**</td>
</tr>
<tr>
<td>SPEAK comprehensibility</td>
<td>.5924</td>
<td>.8612**</td>
<td>1.0000</td>
</tr>
</tbody>
</table>

* - Signif. LE .05  ** - Signif. LE .01  (2-tailed)

Table 4.8 shows the only significant correlations of the questions of the self-assessment questionnaire with AGSPEAK or SPEAK comprehensibility scores, but on the whole correlations are quite low indicating that the testees do not estimate their language proficiency correctly, or if we take into account their test scores, they overestimate themselves, and it can create some problems for them.

In order to compare the frequencies of distribution the chi-square test was performed. The following crosstabulation table (Table 4.9) shows distribution of AGSPEAK and SPEAK scores. The scores for both tests were divided into two groups: low through 130 = 1, 131 through high = 2. 130 is the cut-off score.
Table 4.9: Chi-squared analysis of AGSPEAK and SPEAK scores

<table>
<thead>
<tr>
<th>AGSPEAK</th>
<th>SPEAK</th>
<th>Low</th>
<th>High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td></td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

Chi-Square Value, DF, Significance

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>DF</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\chi^2$</td>
<td>6.42857</td>
<td>1</td>
<td>.01123</td>
</tr>
<tr>
<td>Phi</td>
<td>.80178</td>
<td></td>
<td>p&lt;.01123*1</td>
</tr>
</tbody>
</table>

Question Four: How did the native speakers perform on AGSPEAK and SPEAK tests?

Two groups of native speakers of English took AGSPEAK and SPEAK test. Subjects included in group B were not proficient in agriculture, while subjects of group C were specialists in agriculture. The scores of groups B and C on the SPEAK test were very close. Only one of the subjects (1C) had a problem with one of the tasks ("Look at a series of pictures and tell a continuous story" -- section four), so the mean scores for this test are slightly different: 300 for group B with standard deviation 0 and 298 for group C with standard deviation 4.47. The mean scores for AGSPEAK test were 291.11 with standard deviation 23.15 for group B and 300 with standard deviation 0 for group C. Statistically difference between the results of the two groups on AGSPEAK and SPEAK tests are not significant, but the performance of the two groups varied qualitatively, and that will be described in the qualitative analysis section. The AGSPEAK and SPEAK scores of groups B and C are given in Table 4.10.
Table 4.10: AGSPEAK and SPEAK scores of groups B and C

<table>
<thead>
<tr>
<th></th>
<th>AGSPEAK</th>
<th></th>
<th>SPEAK</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Dev.</td>
<td>Mean</td>
<td>Std. Dev.</td>
</tr>
<tr>
<td>Group B</td>
<td>291.11</td>
<td>23.15</td>
<td>300</td>
<td>0</td>
</tr>
<tr>
<td>Group C</td>
<td>300</td>
<td>0</td>
<td>298</td>
<td>4.47</td>
</tr>
</tbody>
</table>

T-test of AGSPEAK and SPEAK for groups B and C showed that t-value for AGSPEAK was not significant (t = -1, DF = 4, p > 0.05). For SPEAK the results were the following: t = 1, DF = 4, p > 0.05.

The quantitative analysis of the collected data demonstrated that the international students did better on the general test than on field-specific test, that is the students' field-specific knowledge did not help them in the test taking. Both tests showed that the language proficiency of the majority of students was low -- not sufficient for study in the English-speaking university. This conclusion is supported by the TOEFL scores that are quite low. At the same time the international students perceived their language ability as satisfactory. The overestimation of their language ability could create additional problems for them during study. The reliability of the tests used in the present study is fairly high. AGSPEAK and SPEAK scores significantly correlate with each other and with the TOEFL scores, but their correlation with the self-assessment questionnaire is poor. The quantitative analysis of the AGSPEAK and SPEAK scores of the native speakers group showed that specialists in agriculture did slightly better on the field specific test than non-specialists in agriculture, that is, field-specific knowledge played some role at this level of language proficiency. Difference in scores of groups B and C on AGSPEAK test was not
significant, but content analysis revealed significant differences in the performance of the two groups. The qualitative analysis of the test results will be discussed in Chapter Five.
5. QUALITATIVE ANALYSIS OF RESULTS

Though the quantitative analysis of the collected data revealed some significant differences in the performance on AGSPEAK and SPEAK tests depending on the language proficiency and field-specific knowledge, the qualitative analysis of the data gives a more detailed answer to the research question of the thesis: To what extent do the scores on a field-specific language proficiency test depend on field-specific knowledge and to what extent do they depend on language proficiency. The comparative content analysis of the performance data on each section of AGSPEAK test with the corresponding section of the SPEAK test will be performed first for group A, then for group B and finally for group C. The content analysis of the two groups of native speakers will be performed together, if no differences in performance are found.

Section One (AGSPEAK and SPEAK)

Section One of AGSPEAK and SPEAK serves is a warm up section in both tests. The testees have to answer three (AGSPEAK) and four (SPEAK) biographical questions. The first two questions of this section in both tests require in fact only understanding of the question: the answer can be and, I believe actually is, automatic. So, the problem that four subjects in group A had with the question "Hello. How are you?" (Question 1, SPEAK) (they did not answer the question) can be explained not by their insufficient language proficiency, but by the fact that they were not psychologically ready to answer the question so quickly and they missed either the moment the question was asked, or and were not ready to answer the question in 15 seconds allotted for this question. This explanation can be supported by the phrase "Excuse me" that Subject 7A said before
answering the second question of this section. It is also necessary to note that two of the testees had problems with the tape recorders: though the tape recorders were checked by the test supervisor, they rechecked them and did not switch them on when the test began. As a result there is no recording of Section One (SPEAK) of Subject 4A and there is no recording of Sections One through Six (SPEAK) of Subject 12A.

Questions 1 and 2 of Section One of AGSPEAK did not create serious problems for group A. All the subjects gave comprehensible answers, though some of the answers were not grammatical: e.g., "I have thirty five" (1A) as the answer to "How old are you?" Such answers can imply that the testee has problems with the fundamental notions of the language.

Questions three and four of the SPEAK ("Why are you taking this test?" and "What do you hope to be doing five years from now?") and question three of AGSPEAK ("What do you want to learn in the United States?") caused some problems in understanding, up to the open "Excuse me, I don't understand the question" (1A). The most frequently occurring mistake was caused by the misunderstanding of the time referred to in question four. Four out of nine subjects (group A) who did this section gave answers referring to their actions in the present moment, but in the answer they used the Simple Present Tense instead of more appropriate for the situation Present Continuous: "I listen to the question and answer it. Now I look at my book, my English book" (10A). It is possible that the use of incorrect grammar form was provoked by the use of Simple Present Tense with referral to the future action in the question, but clearly the question was not understood. Question three of AGSPEAK caused noticeably fewer problems, the students seemed to be better prepared for it. It is quite probable that the testees thought about a problem of this type over and were psychologically ready to answer this question.
Native speakers had absolutely no problems with this section, though question three of AGSPEAK ("What do you want to learn in the United States?") caused a moment of hesitation in a couple of cases. The answers ranged from naming the field of study to "How to get out of the United States" (4B). Two subjects (5B and 9B) gave rather unexpected answers to question 4 of the SPEAK test: they had nothing to do with their major or and their present occupation: "Living in the cabin in the mountain doing absolutely nothing with my life" (4B).

Section Two (SPEAK)

Section Two of the SPEAK test (reading a paragraph aloud) will not be included in the qualitative analysis, as it is not a really good indicator of the language proficiency, and the scores for this section of this test are typically higher than for other scored sections and for the total comprehensibility. All non-native speakers made some pronunciation mistakes in this section, some of these mistakes were caused by the fact that the words were unknown to the testees. Intonation and fluency of the testees were definitely not native speaker-like, but actually this section provided very little, if any, information about the language proficiency of the testees in group A. It is natural that the native speakers' performance in this section was perfect.

Section Two (AGSPEAK) and Section Three (SPEAK): Sentence Completion

In these sections the subjects were instructed to complete 10 partial sentences formulated to elicit certain grammatical structures. Sentences of the AGSPEAK were on
agricultural topics (livestock production or crop production), sentences of SPEAK were on general topics.

Group A had many problems with this section. For comparison the sentences with similar grammar structures were selected from AGSPEAK and SPEAK tests. The mistakes that the students of group A made were usually global mistakes. In many cases the testees misunderstood the relationship of the main and subjunctive clause in the sentence. The content of the sentence seldom played a role. So, in sentences with conditional clause ("If she would read a full report" and "If a cow produces too little milk") the sentence completion was performed by the same students both on general and field-specific test. The students who did not complete the sentence of the SPEAK test either said nothing on AGSPEAK or "I don't understand." One student gave an answer revealing misunderstanding of the question ("... the farmer has beautiful feed") and there were ungrammatical answers. Ungrammaticality complicated the comprehensibility of one of the answers ("farmer to butcher it"). In sentences with time clause ("While I was waiting for the bus" and "While the farmer was milking the cow") the students did better on the general topic sentence than on the field-specific. In SPEAK they gave comprehensible answers with correct relation of the main and subjunctive clause:

While I was waiting for the bus,

I met my friend. (1A)
I read the newspaper and the books. (10A)

In AGSPEAK the same subjects could not understand the beginning of the sentence and made global mistakes:
While the farmer was milking the cow, we have low production (1A).

While the boy was driving the tractor, ... agronomy is my research field (10A).

Sentences with "although" were understood by only one subject who has completed them correctly.

Although many people liked the movie, I did not like it (7A).

Two more students understood the opposition but "the movie" was understood as a genre, not as a definite film, and they contrasted it with other types of activity: reading and theater. The other students misunderstood or ignored the contrast that was supposed to be between the main and subjunctive clause.

Although many people liked the movie, and I liked the movie too (10A).

There was no significant difference between the sentence completions in AGSPEAK and SPEAK within subjects. In some cases the testees performed better on AGSPEAK items, in some -- on SPEAK test items. It seems that the problems they had were caused by the low language proficiency: they could not understand the written partial sentence, or they needed too much time to recall the meaning of the words and to understand the beginning of the sentence, so they were unable to complete the sentence. It is important to note here that the vocabulary used in this section of AGSPEAK was even easier than the SPEAK vocabulary: judging by difficulties in reading, in SPEAK several subjects had a problem with the word "assignment" in sentence six as with an unknown or not quite familiar word, but in AGSPEAK the words were of the early beginning level, and
that students had problems understanding incomplete sentences such as "While the boy was driving a tractor", or "If a cow produces too little milk" shows that their language proficiency was very low. It is also possible that assignments of this type were new for the students, and 15 seconds allotted for each sentence were not enough for them to translate the partial sentence to their native language (several students did it aloud), make the answer, most probably in their native language, and translate it to English. However the possibility of the assumption that this is the way they had to go to answer the question also support the hypothesis that the language proficiency of this group was so low, that it did not give them the opportunity to demonstrate their knowledge of agriculture.

The analysis of performance of groups B and C in this section revealed interesting results. Their performance on the SPEAK test was quite similar. All the subjects of both groups grammatically and correctly completed the ten partial sentences. All sentences were absolutely comprehensible. The only difference was that subjects of group B (native speakers of English not knowing agriculture) used humor slightly more often.

While I was waiting for the bus an eagle flew by and took away my pet, my neighbor's dog. (3B)

Because of the cold weather I want to leave Iowa. (2B)

When the subjects were at a loss they used stock phrases for sentence completion, but either rephrased them or presented them with a sense of humor.

Because of cold weather I wear many layers of clothing instead of one thick layer. (rephrase of the paragraph in Section Two) (7B)
When the airplane lands, return your table to the upright position and fasten your seat belts. Do not unbuckle your seat belts until the plane has come to complete stop. (7B)

The sentence completions suggested by group C were more serious, there was only one a bit unusual sentence completion:

When the airplane lands, expect a bomb (3C).

But as the number of subjects in group B exceeded the number of subjects in group C nearly in two times, and in this test jokes were concentrated in the performance of only two subjects, we can explain it simply by the number of people.

In the AGSPEAK test the picture is different. The scores for these sections of the test differed though not much between the groups, because one of the subjects in group B failed to complete 2 out of ten sentences. But there was a content difference in performance of groups B and C. Subjects of group C, proficient in agriculture gave serious and sensible sentence completions, while practically all subjects in group B switched from unknown agricultural schemata to general, financial, or consumer schemata, and / or used humor to solve the problem of finding a sentence completion in the unknown field.

There is no breed of cattle that cannot be used to make hamburgers. (1B)
By feeding corn to beef cattle you end up with a lot of corn cobs. (2B)
Before buying breeding stock always make sure to bring the checkbook (4B)
While the farmer was milking the cows his cellular phone rang (5B). 
Because wheat needs a lot of sunshine it does not grow well in Alaska... I think (8B).

One sentence of this type was produced by a specialist in agriculture:

There is no breed of cattle that makes chocolate milk (5C).

who later explained that this sentence completion was influenced by a TV advertisement with a cow eating chocolate and giving chocolate milk.

There was one mistake looking like a slip of the tongue.

If a cow produces too little milk he will be shot (9B).

Some agricultural sentences described situations that seemed to be hardly feasible:

While the farmer was milking the cow he was kicked by a horse.

This could be caused by the lack of agricultural knowledge, but it is necessary to notice that there were no nonsense sentences. A specialist in agriculture asked to assess some sentences said that though not agricultural, but all sentences were logical and practically all of them were true.

Though some of the sentence completions suggested by specialists and not-specialists in agriculture were very close in sense, there was a noticeable difference in the
used terminology and, though it is a very vague notion, in understanding of and attitude to
the discussed problem:

If a cow produces too little milk,...

he (she) will be shot (9B)

and

she may need to be culled from the herd (3C).

Though the denotative meaning of the two sentences is the same, the sentence completion
suggested by the specialist in agriculture demonstrates better knowledge of the subject
matter and more delicacy for the cow.

Section Four (SPEAK)

Section Four of the SPEAK test will not be discussed here, as the task of the type
("Tell a continuous story that a series of pictures show") is not given in AGSPEAK test
and consequently no comparison of performance on the field-specific and general language
test can be made.

Section Three (AGSPEAK) and Section Five (SPEAK).

In this section of the test the testee is asked to answer four questions about one
picture. In SPEAK a stick picture is used, in AGSPEAK -- a black and white photo taken
from a book or magazine. As in copying the quality of photo decreases, there were
problems caused by the quality of the used picture, but out of more than thirty people who
took this test with this picture earlier (sixty people, groups A, B, C included) only one actually mistook a pig in the photo used in the livestock production version of the test for a cow, and after the test he explained this mistake not by the quality of the picture but by his nervousness. One of the subjects (3A) of the present study complained on the quality of the picture, and failed to answer the questions, but all the rest recognized the major objects in the pictures correctly, but interpretation of the events in the picture differed depending on the field-specific knowledge and language proficiency.

Though specific instructions ("Look at the picture and answer a number of questions about the picture") were given before the section two students from group A began describing the picture starting with the traditional "In this picture you can see." One student began this description after the first question "Where is this scene taking place" was asked, and the description of the picture was interrupted by either the first or the second question. So the first question posed some difficulties for the testees, as an unexpected one, and they had to adjust their schemata to the changed situation. The answer to the second question was comprehensible but practically all students of group A used the Simple Present instead of Continuous and many of them missed the preposition:

Dog run the cat (1A)

The third question was easy for the group, but the fourth question ("How could this situation have been prevented?") was answered only by three out of ten subjects. The rest either said nothing, or said that the word "prevent" is new for them, or said something not related to the question, like:

This situation is very interesting. The woman is very angry (10A).
Though three questions to the picture in the 'livestock' and 'crop versions of AGSPEAK test were very similar to each other ("What is the woman's / man's job?" "What is she / he doing?" "What might happen to the pig if it is not examined? / What would happen if the fertilizer is not applied?" ) and only one, the third, question was different ("What is going to happen next?" vs. "Why is he doing it?"), there was a noticeable difference between the subjects' performance on two versions of the test. It can be explained by the higher language proficiency of the 'crop production' subgroup: their mean score was 117.5 while the mean score of the 'livestock production' subgroup was only 75. It is also possible that the instrument for measuring back fat show in the picture used in the livestock production version of the test was not very familiar to the testees. The method of measuring back fat with an ultrasonic device is relatively new in the former Soviet Union (palpation is the most widely used), but measuring back fat with ultrasonic device is used in research and it is included in the curriculum of agricultural colleges and Universities. But since only one out of four subjects in this subgroup (1A) gave answers to the first two questions (correct answer to the first and incorrect to the second), and three subjects did not answer even the first question "What is the woman's job?" , two said nothing and one (4A) began:

The woman's, eh, [zabyl -- "I forgot" in Russian]

We can say that the main problem here was their low language proficiency, and not the lack of field- specific knowledge.

The crop production subgroup did quite well on the first three questions of this section, but the fourth, concerning hypothetical situation, caused problems. It also seems
that all but two students took more time to understand the question and prepare to answer than it was possible, and their answers were frequently cut short by the next question.

Groups B and C did equally well on the SPEAK test, and their answers to the questions were textually very close. They frequently used incomplete sentences ("In the living room"), and differences in answers were mostly determined by their attitude to animals. So answers to the question "How could this situation have been prevented?" varied from neutral:

Well, everyone knows, cats and dogs don't get along with, so either have a cat, or have a dog or keep them in separate rooms. Oh! don't put the lamp on the table. (7B)

to cat-lovers:

Keep the dog outside. Only the cats can live in the house. (8B)

to dog-lovers:

Get rid of the cat. Oh don't put lamps on clumsy tables. (9B)

The performance of groups B and C on the field-specific test differed significantly, especially on the livestock production version of the test. All but one subject of group B switched from veterinarian to medical schemata and spoke about the scene in the picture as about the medical examination:
1. What is the woman's job?
   She is a veterinarian.

2. What is she doing?
   She is checking the heart rate of the pig.

3. What is going to happen next?
   She will check his temperature.

4. What might happen to the pig if it is not examined?
   If it is not examined the pig might have high blood pressure, and have a
   heart attack, and there wouldn't be anything that you could do about it.
   (9B)

The discussion of the heart problems here could be partially influenced by the discussion
of medical problems shortly before the test. Other subjects of group B also spoke about
measuring lung expansion (1B), measuring insulin and vaccinating (2B), taking
temperature (3B), checking heart rate (4B, 5B), making diagnosis (5B), definitely using
their knowledge of medicine rather than of veterinary. Nevertheless, Subject 7B correctly
recognized and interpreted what was going on:

1. What is the woman's job?
   Looks like she is probing the pig's back for back fat.

2. What is she doing?
   Eh, looks like she is using some kind of sonar device, I don't know if that
goes. They tell how many inches of fat there are.

3. What is going to happen next?
Mm!? Well, I hope they don't kill that poor little pig, but, I am sure she will take the measurement and then decide if she has too much or too little fat, and then decide what to do with him.

4. What might happen to the pig, if it is not examined?

If it is not examined, they would not be able to calculate how much meat he has on him and then they would inaccurately calculate how much his worth is. (7B)

Group C demonstrated much better understanding of the matter. In one case it was the excessive knowledge of the matter that caused a problem. Subject 3C had a hard time deciding whether a woman was checking the back fat of the sow or doing the pregnancy test of the sow. After the test he explained that the electronic devices used in these two tests look similar from the distance, and the position of the device receiver on the back of the animal in both tests is close, so he was not sure.

It is needless to repeat that answers of all native speakers were linguistically correct.

Section Four (AGSPEAK) and Section Six (SPEAK)

In this section of the test the testees had to answer open-ended questions, three questions in the SPEAK test and two questions in AGSPEAK.

The results of group A are shown in Table 5.1.
Table 5.1: Group A results on Section Six of the SPEAK test and Section Four of AGSPEAK

<table>
<thead>
<tr>
<th></th>
<th>1SPEAK</th>
<th>2SPEAK</th>
<th>3SPEAK</th>
<th>1AGSPEAK</th>
<th>2AGSPEAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>--</td>
<td>1 incomplete sentence</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2A</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>3A</td>
<td>--</td>
<td>1 sentence</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4A</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5A</td>
<td>--</td>
<td>2 sentences</td>
<td>--</td>
<td>4 sentences + 2 in time for 2AG.</td>
<td>--</td>
</tr>
<tr>
<td>6A</td>
<td>1.5 sentence</td>
<td>3 sentences</td>
<td>--</td>
<td>1 sentence + 1 in time for 2AG</td>
<td>--</td>
</tr>
<tr>
<td>7A</td>
<td>2 sentences</td>
<td>2 sentences</td>
<td>1 hardly comprehensible sentence</td>
<td>1 sentence + 2 more in time for 2AG</td>
<td>--</td>
</tr>
<tr>
<td>8A</td>
<td>4 sentences, not exactly to the point</td>
<td>3 sentences</td>
<td>--</td>
<td>3 sentences</td>
<td>1 sentence-explanation why he does not want to answer</td>
</tr>
<tr>
<td>9A</td>
<td>1 sentence</td>
<td>2 sentences + 1 sentence</td>
<td>5 sentences</td>
<td>1 sentence</td>
<td></td>
</tr>
<tr>
<td>10A</td>
<td>--</td>
<td>3 sentences</td>
<td>--</td>
<td>1 sentence</td>
<td>1 sent., but no answer</td>
</tr>
<tr>
<td>11A</td>
<td>--</td>
<td>4 sentences, hardly an answer</td>
<td>3 sentences</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>12A</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

As we see from this table, the only open-ended question that did not cause problems, or, at least, caused significantly fewer problems than other questions was the first question of AGSPEAK test: "What do you enjoy most about agriculture?". The students' answers to this question were quite comprehensible, though some students needed more time to prepare the answer and present it than was allotted and used the time given for the second question to finish the answer to the first one:
1. What do you enjoy most about agriculture?

I would like to organize that the agriculture plant that connect three branch of agriculture: planting, breeding and food transfor..., food procession, food procession.

2. Describe an accident that happened to you while you were working.

I am I would like to pointing progressive varieties of crops such as corn, soybeans, [...?] and use these yields qualities for food feed and for food. (6A)

Some of the answers were really good:

The most I enjoy studying such problems as plant pathology, plant[...], because these problems I think are the most important in modern agriculture. We have to tend to grow only healthy plants that is why I am interested in this problem. This is my future specialty and I enjoy it. (8A)

It seems possible that in the training period students discussed a similar problem, and being asked to answer this question they used some stock phrases from the so called "topics"-- texts on a definite topic, practically memorized in the course of study a foreign language. It seems to be significant that students had fewer problems with this, rather general question than with the second question of AGSPEAK test "Describe an accident that happened to you while you were working" or with the first question of the SPEAK test "Describe the things that you think make up a perfect meal." These two questions refer to specific life experience of a person, and the testee has to express his or her opinion, render his or her life experience, and possibly the testees were not prepared for tasks of this type, or they were not taught or encouraged to speak about themselves.
However they were able to describe a bicycle, though the descriptions were very short and fragmented.

Bicycle is machine which man used to go on the road and bicycle have has two... excuse me I don't know how "koleso" ["wheel" in Russian and Ukrainian.] go on the bicycle. (1A)

Bicycle has two cycles. Price bicycle seven hundred dollars. (5A)

The performance of groups B and C both on the SPEAK and AGSPEAK tests was approximately the same. The only difference in answers to the first question ("Describe the things that you think make up a perfect meal") was on the ground not of the field of study, but on the sex basis: when speaking about the perfect meal, the majority of men preferred describing the setting (company) and the majority of women -- about food. Other than that there were no noticeable differences. It is interesting that description of the accidents that happened (AGSPEAK) were very close, and some of the accidents rendered by not-specialists in agriculture were truly breathtaking, but they demonstrated testee's creativity rather that his or her real life experience.

One day when we were loading corn in the chopper to put in the cilo, we got a jam, so I put my hand in there to unjam it and my glove got caught, and just about took my whole hand off. And I, luckily, it was only my glove, and ain't my hand on it. Finally, when my glove got to the top of the other and got out, it was in shreds, and it could have been my hand.
It is hardly possible, if possible at all to understand if this accident really happened or not, but the testee (3B) whispered during the pause in the recording: "It never happened." Nevertheless, the performance on this section of the test was very similar, field-specific knowledge hardly played any role at all here.

Section Five (AGSPEAK) and Section Seven (SPEAK)

The tasks of these sections ("Describe a schedule" / "Describe a diagram") were difficult for students of group A. The majority of students described the schedule either as students, not as teachers, they hardly made any attempts to make their description logically connected. Practically all of them had time problems, though they had one minute to study the schedule silently and prepare the speech. Typically they gave information about the time and place of lectures and laboratory, and about the final exam, if they had time left. They avoided naming the textbooks, probably, because of the names of the authors, or because they considered it to be a redundant information.

I like to study chemistry and I go to the University Mondays and Wednesdays. I have lectures on chemistry. The lectures start at eight o'clock and finish at ten o'clock. I am After Wednesday I Fridays I will go to the laboratory. This laboratory is situated (4A).

Students have classes on Mondays and Wednesday. This lecture where in par... Hall in the room #302. The lectures begin at 9 a.m. and finished at 10 a.m. Students have laboratory weekly in Fridays also. This laboratory was in Jordan Hall in laboratory...
Laboratory begun in 3 and finished in 5 p.m. After the study chemistry in during class laboratory... examination (1A).

Only one of the testees understood the task correctly and managed to do it correctly:

Hi, guys! I am your new teacher of chemistry. We'll have class lectures every week on Mondays and Wednesdays, Anderson Hall 302 from nine a.m. to ten a.m. Also we'll have laboratories on Fridays every week in Johnson Hall from... At the end of our study we shall have final examination, Wednesday, the 10-th of December in Anderson Hall room 302 from 9 to 10 a.m. We'll have also University holidays from Thursday Nov. 23 to Friday Nov. 24. There will be no classes. You'll have to read the following textbooks (end of recording) (8A).

Description of the diagram was much more difficult for the students, and even the best said only three to four sentences, naming the years described and giving the maximum and minimum figures. None of the students made any attempts to analyze the data.

I can see in the diagram the protein and much yield. It's very different. 5% protein nine dry matter yield. If we have no protein, less protein and dry matter yield and it's not very nice, because protein is very important. (9A)

In the diagram describe yield and describe protein procent and my graduation at work, I work at the fertilizer on the yield crop and quality crops and I research this problem, I research protein in the corn and in this diagram this... (10A)
I see a diagram which show dairy profit trends in 1984 and 1993. The higher production of dairy in 1989 year. Eh In 1993 year dairy profit trends are poor? In 1989 year the profit be thirty five thousand dollars. (2A)

Groups B and C differed significantly in this section. Students of group B gave better organized description of the class schedule. The reason of it can be that six of them were teaching assistants, and the role of the teacher meeting the class for the first time and explaining the schedule to the students was natural for them. Their speeches were rather long, some of them were longer than one minute, but the time of the speech plus preparation never exceeded two minutes given to this section in the tape recorded test. Some of the speeches contained repetitions and redundant information, but these figures served for logical organization of the speech and their purpose was clear: to make students remember the important information.

Good morning class, this is Chemistry 200. Chemistry is one of my favorite subjects and I am glad that you are part of this course. This semester we'll be meeting three times a week: two times for lecture and once for lab. Our lecture class is held on Mondays and Wednesdays. We will meet in Anderson Hall, room 302. It starts at 9 o'clock in the morning and goes till 10 o'clock. It's important to get there on time so be sure you get good alarm clocks, so you don't sleep past that hour. Lab class is on Friday afternoons from 3 to 5. And don't come to Anderson Hall, because lab is over in Johnson Hall, and remember it's in lab A. The books that we use for our class are two textbooks that we have: "An Introduction to the College Chemistry" by C. Clauss and C. Whitehead, it's printed by Oxford University Press, copyright 1976. The
second textbook that we have is called "Fundamentals of Chemical Equations" it's by B. Mathews and it's printed by Harvard University Press, copyright 1978. The other thing you want to note on your calendar is the University Holidays. Thursday and Friday of Thanksgiving holiday, November 23rd November 24th, we don't have any classes on these two days. So, mark that on your calendar. The other thing to mark on your calendar is our final exam date. I know it is too early to think about that, but be sure you mark Wednesday, December 10th on your calendar. Final exam will be given in Anderson Hall, room 302, the same room our class lecture is in, and also at the same time, from 9 to 10, that morning, Wednesday, December 10th. I hope you'll have a good semester, if you have any questions, you can talk with me after class (6B).

The description of the class schedule given by students of group C were usually shorter, and more to the point. There were no differences in this section of the SPEAK test other than that.

The description of the diagram in AGSPEAK test differed significantly between groups. All subjects of group B gave correct description of the diagram operating mostly with figures and "increase / decrease" for the description of the process. There was only one exception: Subject 8B refused to do this task:

I think I could look at it for a long time and I could not tell you what it shows. I am not sure what digestible protein is. I suppose it's feed. Yield goes up. Oh, I have no idea what this shows (8B)
It is obvious that the problem here is the lack of field specific knowledge, that prevented understanding of the diagram. It is difficult to say how well the other subjects of the same group understood the diagram, or how much they needed this understanding. It would be interesting to check if similar results would have been obtained if the nonsense words would be used for the title and labels of the diagram. It is also possible that the "diagram-handling ability" of the student played its role here.

Agriculture specialists also used this approach to describe a diagram, but they were able to see further than that and to explain the diagram and make a practical conclusion, not simply describe it.

Well, I am here today addressing you, to, one of the things I want to explain to you is to explain this dairy profit trends chart. As you can see this graph, this bar graph indicates the change in dairy profit trends from 1984 to 1993. This chart indicates those profit trends for farmers in the Midwest, United States of America, and as you can see the profits range widely from 1984 to 1989 and every year is different from the year before or after. One of the factors to keep in mind here is that government support prices for milk changed during that time and so these profit trends may not reflect only the number of gallons of milk produced on a particular farm, but also the government support price which may have varied from year to year, that is from 1989 for example that farmer may have not produced any more milk than he did in 86, but the government support price may have been higher, so he produced, that farmer, he or she, would have produced about 33 thousand dollars worth of profits as opposed to about 15 thousand dollars of profits (3C).
When bromegrass is first planted there is not very much dry matter yield, however it is, the protein is highly digestible. If you notice, starting at number one, that the protein is way down, the dry matter is below five tons in yield, and protein is up to 25%. As the bromegrass matures, it gets to be heavier, so there is more dry matter yield. But at the same time the digestible protein goes down. At about half way, between the maturity process, the protein matter and the dry yield even out. The protein is then about 15% and the yield in tons is about 3 tons of dry matter yield. As it matures then, dry matter yield increases almost up to one and a half ton, but in doing so, the protein goes way down to 5%. The story or the conclusion then is if you want a higher protein yield you going to harvest it when it is less mature, and if you want more dry matter yield, and you are not so concerned about protein, for example like beef cattle you can wait till it matures more and you get the maximum yield, but a minimum protein content. (1C).

Linguistically the performance of subjects in groups B and C on AGSPEAK tests did not differ but the content of speech differed noticeably. Specialists in agriculture demonstrated knowledge and understanding of the subject matter, while not-specialists used to switch from agricultural schemata to financial, medical, or everyday life schemata with which they were better familiar and which seemed to be appropriate for the situation. Non-native speakers though they were specialists in agriculture could not demonstrate their knowledge of the agriculture because of their low language proficiency. So, the conclusion is that field-specific knowledge can be demonstrated only if the language proficiency is high enough.
6. CONCLUSION

The purpose of this study is to investigate the following question:

To what extent do the scores on a field-specific language test depend on field-specific knowledge and to what extent do they depend on the language proficiency?

To answer this question the results of three tests, AGSPEAK, SPEAK and TOEFL, and a self-assessment questionnaire for a group of international students were compared with each other and with data obtained from two groups of native speakers: proficient and not proficient in the field of agriculture.

The obtained data were analyzed both qualitatively and quantitatively. The analysis included the following stages:
1. A statistical analysis of AGSPEAK, SPEAK, and TOEFL scores of the international group and of the data of the self-assessment questionnaire.
2. A statistical analysis of AGSPEAK and SPEAK scores of the two groups of native speakers (proficient and not-proficient in agriculture)
3. A comparative content analysis of the AGSPEAK test performance data of all three groups.

The scores of the international students both on AGSPEAK and SPEAK were rather low, though two testees demonstrated a high proficiency in English.

The quantitative analysis of the collected data demonstrated that the international students did better on the general test than on field-specific test, though the difference in scores was not statistically significant, that is the students' field-specific knowledge did not
help them in the test taking. Both tests showed that the language proficiency of the majority of students was low -- not sufficient for study in the English-speaking university. This conclusion is supported by the TOEFL scores that are quite low. At the same time the international students perceived their language ability as satisfactory. The overestimation of their language ability could create additional problems for them during study. The reliability of the tests used in the present study is fairly high. AGSPEAK and SPEAK scores significantly correlate with each other and with the TOEFL scores, but their correlation with the self-assessment questionnaire is poor.

The ANOVA analysis of the three tests (AGSPEAK, SPEAK, and TOEFL) as one test battery gave a high Cronbach's coefficient alpha = 0.9534 showing a high internal consistency of performance on the given test battery. The results of analysis of variance of the scores on the scoring areas of AGSPEAK and SPEAK tests (pronunciation, grammar, fluency and comprehensibility) show significant relationship between the scoring areas of both tests. ANOVA analysis of the questionnaire gave alpha = .9092 that suggests a high internal consistency, but correlations of the questionnaire with any of the other three tests are low. AGSPEAK and SPEAK highly correlate with each other and with the TOEFL scores.

The quantitative analysis of the AGSPEAK and SPEAK scores of the native speakers group showed that specialists in agriculture did slightly better on the field-specific test than not-specialists in agriculture, that is, field-specific knowledge played some role at this level of language proficiency. Difference in scores of groups B and C on AGSPEAK test was not significant, but content analysis revealed important differences in the performance of the two groups.

The performance of groups B and C indicates that at a sufficiently high language proficiency level the testees demonstrate their knowledge and understanding of the subject
matter. However the scores for the tests do not always reflect the level of field-specific knowledge of testees, and knowledge of the subject matter is demonstrated not so much through quantity as through quality of the answer, and is best studied not by means of quantitative analysis, but through a content analysis which reveals qualitative differences between answers of specialists and non-specialists in agriculture. The changes in discourse domain in group B performance on the field-specific test could not be reflected in the test scores.

The results of this study imply that there is a dependence between the role that field-specific knowledge plays in determining speaking test scores and the language proficiency of testees. As the level of language proficiency of group A was quite low they could not demonstrate their knowledge of the subject matter. Their poor understanding of spoken English leading to misunderstanding of instructions, their limited vocabulary, both general and agricultural vocabulary, that is their grammatical competence as a part of their language competence influenced their test performance much more than their textual competence and pragmatic competence. In both SPEAK and AGSPEAK demonstrating their language proficiency they stopped at the level of grammatical competence, trying to achieve vocabulary and grammatical correctness, and could not go further, to demonstrate their abilities on higher levels of communicative competence. The limited language competence of the subjects did not give them a chance to demonstrate their knowledge of the world.

The quantitative analysis would be more demonstrative if the field-specific tests were highly specific (for example, not "Livestock production", but something like "hog production in Iowa", but this test would definitely be biased in favor of Iowa hog farmers).

Because of a small number of subjects, this study can serve only as a preliminary investigation of the role of field-specific knowledge and language proficiency in
involving more non-native speakers of English with higher language proficiency would be able to give a more detailed answer to the problem of this research. The higher language proficiency of the subjects (sufficient to study in Iowa State University) is extremely important in order to obtain conclusive results. Another important point for the future research would be to add one more scoring area to the existing ones: that of content. Naturally, specially trained raters having some knowledge of agriculture, or agricultural specialists trained to do scoring are needed.
BIBLIOGRAPHY


APPENDIX A: AGSPEAK

AGSPEAK

A TEST OF ABILITY TO SPEAK ENGLISH FOR AGRICULTURE

Draft 3
GENERAL DIRECTIONS

In this test you will be able to show how well you can talk about agriculture in English. There are five sections in the test, and special directions will be given for each section. You must give your answers in English. The tape cannot be stopped, and you may not ask questions. The entire test will last about 15 minutes.

As you speak, your voice will be recorded. Your score for the test will be based on what is on the tape. Be sure to speak loudly enough for the machine to record clearly what you say.

If you have a problem with the tape recorder, notify the test supervisor immediately.
SECTION ONE: DIRECTIONS

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your social security number?
2. Where are you from?
3. Where do you work?
4. How old are you?
5. Why do you want to go to the United States?
6. What do you want to learn in the United States?
7. What other countries have you visited?

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO
SECTION TWO: DIRECTIONS

In this section you will see partial sentences and will be asked to make complete sentences using these parts. Look at example X:

Example X: When the tool shop opens...

There are a number of possible completions for this sentence. You could say, for example,

When the tool shop opens, I will return the shovel. OR
When the tool shop opens, I will go there to work. OR
When the tool shop opens, I will look for a hoe.

These are only sample completions. There are many other possibilities.

You may complete each sentence in any way you wish. Try to make each sentence meaningful and grammatically correct.
1. In order to increase crop yield
2. Although some crops grow well in dry weather
3. When fields become wet
4. If soil is too sandy
5. By plowing a field in autumn
6. While the boy was driving the tractor
7. Because wheat needs a lot of sunshine
8. Whenever there is a dry summer
9. There is no crop that
10. Before buying seed corn
Now complete the ten partial sentences. You will hear only the number of each sentence. Speak when you hear the number and be sure to say the complete sentence. If you do not understand the sentence, wait for the next one. The tape cannot be stopped and you may not ask questions. Remember, you will hear only the number of the sentence.

1. In order to raise dairy cattle
2. While the farmer was milking the cows
3. Because cattle needs a lot of grass
4. There is no breed of cattle that
5. By feeding corn to beef cattle
6. Before buying breeding stock
7. When the cattle population is too large
8. If a cow produces too little milk
9. Whenever beef prices are low
10. Although cattle farms are very large
SECTION THREE: INSTRUCTIONS

In this section of the test you will see a picture and you will be asked to answer the questions about it. You will have some time to study the picture and, then, some time to answer the questions.

1. What is this man's job?
2. What is he doing?
3. Why is he doing it?
4. What would happen if the fertilizer is not applied?

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO
SECTION THREE: INSTRUCTIONS

In this section of the test you will see a picture and you will be asked to answer the questions about it. You will have some time to study the picture and, then, some time to answer the questions.

1. What is the woman's job?
2. What is she doing?
3. What is going to happen next?
4. What might happen to the pig, if it is not examined?

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO
SECTION FOUR: INSTRUCTIONS

In this section of the test you will be asked some questions about agriculture. You will have one minute to study each question. Remember that this is a test of your ability to talk about farming in English and the graders will be interested in how clearly you can express your ideas. Begin to speak as soon as you hear the question.

1. What do you enjoy most about agriculture?
2. Describe an accident that happened to you while you were working.
SECTION FIVE: INSTRUCTIONS

In this section you will see a diagram showing dairy profit trends in 1984 - 1993, and you will be asked to explain this diagram. Imagine that you are talking to a small group of farmers and you must explain this diagram to them. Be sure to include all important details in your description. You will have one minute to study the diagram silently.

DAIRY PROFIT TRENDS
ADJUSTED FOR INFLATION

STOP.
THIS IS THE END OF THE TEST
APPENDIX B: SPEAK

SPEAK TEST

In this test you will be able to demonstrate how well you speak English. There are seven different sections in the test, and special directions will be given for each section. The entire test will last approximately 20 minutes. As you speak your voice will be recorded. Your score for the test will be based on what is actually on the tape. Be sure to speak loudly enough for the machine to record clearly what you say. Now please turn to Section One in your test booklet.
Section 1.

In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.

1. Hello. How are you?

2. What is the number on your test book?

3. Why are you taking this test?

4. What do you hope to be doing five years from now?
Section 2.

In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go on to the next page and begin reading the paragraph silently to yourself.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.
Section 3.

In this section you will see partial sentences and you will be asked to make complete sentences using these parts. Look at example X:

When the library opens...

There are a number of possible completions for this sentence. You could say, for example:

When the library opens, I will return the book. OR
When the library opens, I will go there to study. OR
When the library opens, I will look for a new novel.

These are only sample completions. There are many other possibilities. You may complete each sentence in any way you wish. Try to make each sentence meaningful and grammatically correct.
Now complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.

1. If she would read the full report
2. It will always be necessary
3. When the airplane lands
4. Whenever your friend comes to visit
5. Before the game started
6. In order to finish the assignment
7. By saving our money
8. While I was waiting for the bus
9. Although many people liked the movie
10. Because of the cold weather
Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six...Begin the story with "One day last month..."
Section 5.

In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.

1. Where is this scene taking place?
2. What is the dog doing?
3. What is going to happen to the lamp on the table?
4. How could this situation have been prevented?
Section 6.

In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.

1. Describe the things that you think make up a perfect meal.

2. Describe a bicycle in as much detail as you can.

3. What is the best way to finish the food shortage throughout the world?
Section 7.

In this section of the test you will see a class schedule and you will be asked to explain this schedule. Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.
APPENDIX C: SELF-ASSESSMENT QUESTIONNAIRE

Please respond to the items below by circling the number from one to five which most clearly represents your feelings about your English language skills: 1 = "Strongly DISagree" or "Never", and 5 = "Strongly AGREE" or "Always"

When speaking English I can

<table>
<thead>
<tr>
<th>Item</th>
<th>Circle</th>
<th>Circle</th>
<th>Circle</th>
<th>Circle</th>
<th>Circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. talk about past events using correct grammatical structures</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. talk about future events using correct grammatical structures</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. confidently and correctly use all the basic grammatical structures</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. discuss abstract topics and talk about hypothetical situations using correct grammatical structures</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. use English vocabulary confidently and correctly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. pronounce English words confidently and correctly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. put several English sentences together in a row</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. carry on a casual conversation with Americans</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. carry out social conventions with strangers (greetings, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. confidently ask for clarification if I don't understand something</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. deal with routine situations related to daily life or traveling</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. handle unexpected social situations (no rooms available in a hotel, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. confidently participate in general group discussions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. confidently participate in political discussions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. confidently participate in agricultural discussions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. confidently express opinions even in the face of opposing views</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. use agricultural English vocabulary confidently and correctly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. confidently follow both the main points and the details of lectures about agriculture in English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. understand technical agricultural materials (textbooks, articles, etc.) I read in English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. confidently ask for clarification if I don't understand something</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
1. Where and for how long have you studied English?

2. Have you ever lived or visited an English-speaking country? If yes, where and for how long?

3. What other languages (besides Ukrainian and English) do you speak?
APPENDIX D.: TRANSCRIPTIONS OF THE TAPES

(SPEAK AND AGSPEAK TESTS)

GROUP A

Subject 1 A
SPEAK test.
Section 1.

1. Hello. How are you?

2. What is the number on your test book?
   Number of my test book is seven-ninety-three.

3. Why are you taking this test?
   I took this testbook to have exam in English.

4. What do you hope to be doing five years from now?
   Excuse me, I don't understand the question.

Section 2.

In this section you will be asked to read a paragraph aloud.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there’s a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed.
during the active time and put back on when the exercise is stopped. By wearing layers of clothing
during activity a person can avoid an unnecessary chill.

Section 3.

In this section you will see partial sentences and you will be asked to make complete sentences using
these parts.

1. If she would read the full report
2. It always be necessary
3. When the plane lands passengers go to the airport
4. Whenever your friend comes to visit he ... bring books with him.
5. ... I listed the thing (?)
6. In order to finish the assessment I prepare earlier.
7. By saving our money
8. While I was waiting for the bus I met my friend.
9. Although many people going to the movie they...
10. Because of cold weather I have hot clothes.

Section 4.

Describe the series of pictures. ..Begin the story with "One day last month..." Begin now.

What have he has a bicycle and go to the girlfriend on the road he meet his . Excuse me. I begin...
The boy take his bicycle and go to the girlfriend by road. What live between she.. Then he meet your friends that is your class friend (>>>) She go on bicycle to other friend. Due to the meeting with the girl...

Section 5.

In this section you will look at the picture and answer a few questions about the picture.
1. Where is this scene taking place?

On the picture I see that a woman go to the room and see a dog and cat running.

2. What is the dog doing?

Dog run the cat.

3. What is going to happen to the lamp on the table?

The lamp standing on the table falls because the cat is running near her.

4. How could this situation have been prevented?

I can't understand the question. I don't know what it is "prevented".

Section 6.

1. Describe the things that you think make up a perfect meal.

I don't understand this question.

2. Describe a bicycle in as much detail as you can.

Bicycle is machine which man used to go on the road and bicycle have has two ... excuse me I don't know how "koleso" ["wheel" in Russian/Ukr.] go on the bicycle.

3. What is the best way to ease the food shortage throughout the world?

I don't understand.

Section 7.

Explain the schedule to the students.

Students have classes on Mondays and Wednesday. This lecture where in par... Hall in the room #302. The lectures begin at 9 a.m. and finished at 10 a.m. Students have laboratory weekly in Fridays also. This laboratory was in Jordan Hall in laboratory... Laboratory begun in 3 and finished in 5 p.m. After the study chemistry in during class laboratory... examination.

AGSPEAK

Section 1.
In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this question. Be sure to speak clearly after you hear each question.

1. What is your name?
   My name is [1A]

2. How old are you?
   I have thirty five.

3. What do you want to learn in the United States?
   I want to learn the biotechnology in animal breeding in Iowa State University.

Section 2.

Complete partial sentences:

1. In order to raise dairy cattle one must have enough feeds.
2. While the farmer was milking the cows [ou] we have enough number of butter
3. Because cattle needs a lot of grass
4. There is no breed at that
5. By feeding corn to beef cattle is very useful for animals
6. Before buying breeding stocks we must research everything about it.
7. When the cattle population is too large we have more milk in the country
8. If a cow produce too little milk farmer to butcher it.
9. Whenever beef price are low the beef production decreases
10. Although cattle farms are very large there are many small cattle [cat] farms

Section 3.
1. What is the woman's job?
   
The woman is veterinary doctor.

2. What is she doing?
   
I think that veterinarian measure temperature of pig by I don't know

3. What is going to happen next?

4. What might happen to the pig, if it is not examined?

Section 4.

1. What do you enjoy most about agriculture?

2. Describe an accident that happened to you while you were working.

Section 5.

Describe a diagram

Dear farmers, in this figure we see the trends in 1984-1993. we see that dairy profits increased during the first three year, but in 1987 profits from milk production were the same as in 1986. During the next 2 years profits from milk production increase and is about 35 millions bucks.

Subject 2A
SPEAK test.
Subject #2 missed the test.
AGSPEAK test
Section 1.
In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?
   
   My name is [2A]

2. How old are you?
   
   I have twenty old.

3. What do you want to learn in the United States?
   
   I want to study economic.

Section 2.

Complete partial sentences:

1. In order to rise dairy cattle we must

2. While the farmer was milking the cow

3. 

4. 

5. By feeding corn to beef cattle more products

6. Before buying breeding stock we must we must nature is

7. When the cattle population is too large the farmer have many work

8. If a cow produces too little milk the farmer has beautiful feed.

9. Whenever beef prices are low it means the market have many beef

10. Although cat farms are very large eh

Section 3.
In this picture I see a woman making research pork. In hand

1. What is the woman's job?

2. What is she doing?

3. What is going to happen next?
   I think that he stop her research

4. What might happen to the pig, if it is not examined?

Section 4.

1. What do you enjoy most about agriculture?

2. Describe an accident that happened to you while you were working.

Section 5.

Describe a diagram
   I see a diagram which show dairy profit trends in 1984 and 1993 In 1984-1993. The higher production of dairy in 1989 year. eh In 1993 year dairy profit trends are poor In 1989 year the profit be thirty five thousand dollars.

Subject 3A.
SPEAK test.
Section 1.
1. Hello. How are you?
    OK.

2. What is the number on your test book?

3. Why are you taking this test?
    I taking the test

4. What do you hope to be doing five years from now?
    I hope to study English (0.2) language.

Section 2.
In this section you will be asked to read a printed paragraph aloud.

During cold winters, people must be extra careful to prevent [private] excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer [lier], there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered [loyered] clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped [id]. By wearing layers of clothing during activity a person can avoid an unnecessary chill [ai].

Section 3.
In this section you will see partial sentences and you will be asked to make complete sentences using these parts.

1. If she would read the whole report I will be good.

2. It will always be necessary but
3. When the plane lands
4. Whenever your friend comes to visit he will be
5. Before the game started I called home
6. In order to finish the assignment
7. by saving our money in shop
8. While I was waiting for the bus out
9. Although many people liked the movie and I
10. Because of the cold weather I'll wear clothes.

Section 4.

*Describe the series of pictures. Begin the story with "One day last month..." Begin now.*

I stepped my bicycle. And to stay him near tree. I take my bicycle and in... him on the road. Then I moved my...I

Section 5.

*In this section you will look at the picture and answer a few questions about the picture.*

1. Where is this scene taking place?
   In room.
2. What is the dog doing?
   Dog ( )run for cat.
3. What is going to happen to the lamp on the table?
4. How could this situation have been prevented?

Section 6.

1. Describe the things that you think make up a perfect meal.
2. Describe a bicycle in as much detail as you can.

Bicycle is to go on the road. Bicycle

3. What is the best way to finish the food shortage throughout the world?

Don't understand.

Section 7.

Explain the schedule to the students.

In the next week we will have class lectures in Mondays and Wednesdays. In Anderson Hall, Room three hundred two, zero two. In nine ten I am Friday we will study in laboratory in Johnson Hall about three five p.m. Final examination beginning ten December Anderson Hall.

AGSPEAK test.

Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?

My name is [3A].

2. How old are you?

I am twenty two.

3. What do you want to learn in the United States?

I want to study in Iowa State University as economist.

Section 2.

Complete partial sentences:

1. In order to raise dairy cattle in our farm

2. While the farmer was milking the cow
3. Because cattle needs a lot of grass uhm go many grass.

4. There is no breed of cattle that

5. By feeding corn to beef cattle

6. Before buying breeding stock

7. When the cattle population is too large it

8. If a cow produces too little milk

9. Whenever beef prices are low

10. Although cattle farms are very large how in our country.

Section 3.

I can't... The picture is very bad.

1. What is the woman's job?

2. What is she doing?

I don't know

3. What is going to happen next?

4. What might happen to the pig, if it is not examined?

Section 4.

1. What do you enjoy most about agriculture?

2. Describe an accident that happened to you while you were working.
Section 2.

In this section you will be asked to read a paragraph aloud.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.
1. If she would read the whole report
2. It always be necessary for whole test
3. When the airplane lands because I
4. Whenever your friend comes to visit your friend too.
5. Before the game started I probably start too
6. In order to finish[e] the ass[i]gnment assignment
7. By saving our money we money too
8. While I was waiting for the bus the bus late thirty minute
9. Although many people liked the movie I
10. Because of the cold weather the shine

Section 4.

Describe the series of pictures. ..Begin the story with "One day last month..." Begin now.

Boy and he can't bicycle and clothes... Boy take Young man take a and Boy look the girl and don't see the tree. After boy the head

Section 5.

In this section you will look at the picture and answer a few questions about the picture.

1. Where is this scene taking place?

I think

2. What is the dog doing?

Dog is run Dog the run to the cat

3. What is going to happen to the lamp on the table?

The lamp the fall down and probably broke

4. How could this situation have been prevented?
Section 6.

1. Describe the things that you think make up a perfect meal.
   I think the ah,

2. Describe a bicycle in as much detail as you can.

3. What is the best way to finish the food shortage throughout the world?
   I cannot think the way in the world.

Section 7.

Explain the schedule to the students.
I like to study chemistry and I go to the University Mondays and Wednesdays. I have lectures on chemistry. The lectures start at eight o'clock and finish at ten o'clock. I am After Wednesday I Fridays I will go to the laboratory. This laboratory is situated AGSPEAK test.

Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?
   My name is [4A].

2. How old are you?
   I have twenty on years

3. What do you want to learn in the United States?
   I, I want to study mechanization in agriculture.

Section 2.

Complete partial sentences:
1. In order to raise dairy cattle we

2. While the farmer was milking the cows we have low production

3. Because cattle needs a lot of grass

4. There is no breed of cattle that that becomes

5. By feeding corn to beef cattle

6. Before buying breeding stock

7. When the cattle population is too large

8. If a cow produces too little milk

9. Whenever beef prices are low production

10. Although cattle farms are very large, very large work.

Section 3.

1. What is the woman's job?

The woman's, eh, [forgot]

2. What is she doing?

I think she doing beef/ big? in one day

3. What is going to happen next?

The finish the look

4. What might happen to the pig, if it is not examined?

Hah!

Section 4.

1. What do you enjoy most about agriculture?
2. Describe an accident that happened to you while you were working.

   Eh, look

Section 5.

Describe a diagram

I have in 1984 was small. It was about 44 thousand dollars. In 1914, 1989 the -tion was large. He was about 54 thousand dollars.

Subject 5A

SPEAK test.

Section 1.

1. Hello. How are you?

2. What is the number on your test book?

   My number testbook is

3. Why are you taking this test?

   I'm taking the test called SPEAK testbook.

4. What do you hope to be doing five years from now?

   I listen question.

Section 2.

In this section you will be asked to read a paragraph aloud.

During cold winter, people must [much] be extra careful to prevent excessive exposure to cold and serious loss of body [baby] heat. Layers of relatively light, loose clothing give better protection than
one thick, heavy item [i]. Between each layer, there's a film of trapped air, which, when heated by
the body [baby], acts as excellent insulation. Tight clothing should be avoided because it does not
leave room for trapped air [ai]. When people exercise or work hard, layered clothing becomes,
became, becomes, become particularly important. As they move about they may get overheated. If a
person becomes too warm, layers of clothing can be removed during the active time and put [pu\']
back on when the exercise is stopped. By wearing layers of clothing during activity a person can
avoid an unnecessary chill.

Section 3.

In this section you will see partial sentences and you will be asked to make complete sentences using
these parts.

1. If she would read the full report by listen

2.

3. It will always be When the airplane lands I come out

4. Whenever your friend comes to visit

5. Before the game started I will be

6. In order to finish the assignment by seven.

7. By saving our money

8. While I was waiting for the bus #1

9. Although many people like the

10. Because of the cold weather I looked for cold weather.

Section 4.

Describe the series of pictures. ..Begin the story with "One day last month..." Begin now.
Boy is close to the bicycle closet bicycle. Two picture boy drive bicycle. Move bicycle on street.

Three picture: boy meeting the girl. Four picture: boy is on the tree. Five picture: boy is hurt leg, right leg. With you visit him. Eh sister. Six pictures: Boy and sister move together in the street.

Section 5.

_In this section you will look at the picture and answer a few questions about the picture._

This picture, woman, cat, dog, far, sofa. Lamp down on the floor. For dog

1. *Where is this scene taking place?*

2. *What is the dog doing?*

   Door is open.

3. *What is going to happen to the lamp on the table?*

   The lamp fall.

4. *How could this situation have been prevented?*

Section 6.

1. *Describe the things that you think make up a perfect meal.*

2. *Describe a bicycle in as much detail as you can.*

   Bicycle has two cycles. Price bicycle seven hundred dollars.

3. *What is the best way to finish the food shortage throughout the world?*

Section 7.

*Explain the schedule to the students.*

I study at Ukraine State Agro university at five years. I study on faculty of farm mechanization.

[RECORDING STOPPED]
AGSPEAK test.

Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?
   My name is [5A].

2. How old are you?
   I am twenty six year old.

3. What do you want to learn in the United States?
   I learn English language and special subjects.

Section 2.

Complete partial sentences:

1. In order to increase crop yield
2. Although some crops grow well in dry weather [transl.]
3. When fields become wet spring, in spring cultivation will
4. If soil is too sandy [I don't understand]
5. By plowing a field in autumn [transl.]
6. While the boy was driving the tractor
7. Because wheat needs a lot of sunshine
8. Whenever there is a dry summer
9. There is no crop that
10. Before being seed sorn, corn
Section 3.

1. What is this man’s job?
   It is tractor driver, driver, move and gets

2. What is he doing?

3. Why is he doing it?
   For increase crops and [improve]

4. What would happen if the fertilizer is not applied?
   for improve soil

Section 4.

1. What do you enjoy most about agriculture?
   Agriculture is big production. It complete different job, jobs. It is season production. It is just measure production.

2. Describe an accident that happened to you while you were working.
   mm Describe? eh In agriculture growing plant while necessary for life people. The autumn grow.

Section 5.

Describe a diagram

With increase times but down protein in yield. All times is cross line: protein at 50 tons.

Subject 6A
SPEAK test.
Section 1.
1. Hello. How are you?
   Just fine. I am as fit as a fiddle. And you?

2. What is the number on your test book?
   Number of my testbook is seven hundred and ninety-three.

3. Why are you taking this test?
   Because we umm I would like to study at Iowa University.

4. What do you hope to be doing five years from now?
   I hope to study English and other science.

Section 2.
In this section you will be asked to read a paragraph aloud.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for the trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.
In this section you will see partial sentences and you will be asked to make complete sentences using these parts.

1. If she would read the full report she would know about him.
2. It always be necessary to go in bathroom
3. When the airplane lands we go away
4. Whenever your friend comes to visit USA
5. Before the game started we look at the newspaper
6. In order to finish the assignment you must read the directions.
7. By saving our moo[uney we must
8. While I was waiting for the bus I was reading the book
9. Although many people liked the movie ...go for
10. Because of the cold weather I must wear clothes

Section 4.

Describe the series of pictures. "Begin the story with "One day last month..." Begin now.

Open your bicycle. On is way he meet he met a your he saw fine girls and look at her and around
and into the tree and hut your leg.

Section 5.

In this section you will look at the picture and answer a few questions about the picture.

1. Where is this scene taking place?
   It happens in the room, the living room
2. What is the dog doing?
   Dog is running follow cat and
3. What is going to happen to the lamp on the table?
   The cat touch the small table with the lamp on it it's falling to the floor.
4. How could this situation have been prevented?
   We must catch the cat and go

Section 6.

1. Describe the things that you think make up a perfect meal.
I'd like picture all meals and butter more and more. I prefer if I have much.

2. Describe a bicycle in as much detail as you can.

Bicycle consist of two wheels, fold and wheels. I don't know the detail. Ah, it also has reflects. And ring.

3. What is the best way to ease the food shortage throughout the world?

I don't understand these questions. Unfortunately, I will be able to understand through next month.

Section 7.

Explain the schedule to the students.

In Monday and Wednesday I am going to have lecture in Anderson Hall, room 3302 and room eighty. In Friday I will go to Hall library. I am going to work there from three to five. In Wednesday, December eight I will.

AGSPEAK test.

Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?

   My name is [6A]

2. How old are you?

   I am twenty.

3. What do you want to learn in the United States?

   I would like to study English language and some education of economic.

Section 2.
Complete partial sentences:

1. In order to increase crop yield you must improve cultivation and organization of cultivation and harvest.
2. Although some crops grow well in dry weather we must these varieties
3. When fields become wet we must to sow eh crops that need moisture.
4. If soil is too sandy you must use ammonium and manure to improving the structure of soil.
5. By plowing a field in autumn we use eh plower and eh
6. While the boy was driving the tractor km
7. Because wheat needs a lot of sunshine you must using some [registrature of soil]
8. Whenever there is a dry summer we must use adequate cultivation.
9. There is no crop that ehm eh fully resistant to diseases
10. Before buying seed corn we must know quality and varieties of this seeds.

Section 3.

1. What is this man's job?
   - This is probably spreading manure in the field.
2. What is he doing?
   - He drives a tractor, he is driving a tractor.
3. Why is he doing it?
   - Because the the crop need some nutrients for their growing.
4. What would happen if the fertilizer is not applied?
   - The yield of the crop will be will be increase, low increase.

Section 4.
1. What do you enjoy most about agriculture?

I would like to organize that the agriculture plant that connect three branch of agriculture: planting, breeding and food transfer, food procession, food procession.

2. Describe an accident that happened to you while you were working.

I am I would like to pointing progressive varieties of crops such as corn, soybeans, amaragus?? and use these yields qualities for food feed and for food

Section 5.

Describe a diagram

In this diagram well maturity of grass go to under yield of dry material increasing but the number of protein increasing only to blossom. How many blossom un big grass begin to blossom the number of protein increasing not so faster that dry matter yield.

Subject 7A

SPEAK test.

Section 1.

1. Hello. How are you?

2. What is the number on your test book?

   Excuse me. The number of my textbook is seven-nine-three.

3. Why are you taking this test?

   I opening page number three and answer questions.

4. What do you hope to be doing five years from now?

   I listen to the question and to the

Section 2.
In this section you will be asked to read a paragraph aloud.

During cold winters, people must be extra careful to prevent excessive exposure, exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers [ai] of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill [ai].

Section 3.

In this section you will see partial sentences and you will be asked to make complete sentences using these parts.

1. If she would read the full report
2. It will always be necessary
3. When the plane lands I am going to the airport
4. Whenever your friend comes to visit I will
5. Before the game started we are lucky our number
6. in order to finish this assignment
7. By saving our money we
8. While I was waiting for the bus I
9. Although many people liked the movie I do not like it
10. Because of the cold weather we must clothe

Section 4.
Describe the series of pictures. ..Begin the story with "One day last month..." Begin now.

Picture number... Picture number one The opening bicycle sitting on the bicycle and going closing
the tr... bicycle. Not far from mmm road. They are going along road in the park. Then we look(?) at
the young woman and the bicycle. He smiles and her and

Section 5.

In this section you will look at the picture and answer a few questions about the picture.

1. Where is this scene taking place?
   
I think that we are flat

2. What is the dog doing?

Dog is about to bite/find the cat

3. What is going to happen to the lamp on the table?

The cat touch the lamp and

4. How could this situation have been prevented?

Very ( ) really

Section 6.

1. Describe the things that you think make up a perfect meal.

Different meal very tasty... like it But I prefer black coffee without sugar.

2. Describe a bicycle in as much detail as you can.

Bicycle this is a machine to uh and a serios? man or woman. This is very good thing for

3. What is the best way to ease the food shortage throughout the world?

It is very difficult to answer this question but I think the wall is very high and don't sense that
strong... That's all

Section 7.

Explain the schedule to the students.
see... how ... excuse me. I am leaving my house about eight o'clock and go to my class. I have this class once a week. I go through lecture for one hour from I have this lecture every week. Along my...

[Extremely hard to understand! ("who cares?" intonation - very difficult to understand and even to concentrate and listen attentively to what he says)]

AGSPEAK test.
Section 1.
In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?
   My name is [7A].

2. How old are you?
   I have twenty four years old

3. What do you want to learn in the United States?
   I want in the United States eh work

Section 2.
Complete partial sentences:

1. In order to increase crop yield there are cultivation

2. Although some crops grow well in dry weather its very

3. When fields become wet spring in spring

4. If soil is too sandy you can going for the then it

5. By plowing a field in autumn mm [unclear]

6. While the boy was driving the tractor... I don't know
7. Because wheat needs a lot of sunshine and bad and go
8. Whenever there is a dry summer ehmm
9. There is no crop that we can go
10. Before buying seed corn looking over it

Section 3.

1. What is this man’s job?
   This man’s tractor driver.
2. What is he doing?
   He is driving a tractor and sorry I don't see
3. Why is he doing it?
   Ah He is doing it
4. What would happen if the fertilizer is not applied?
   If fertilizer not applied

Section 4.

1. What do you enjoy most about agriculture?
   The fork so and new technology and special machines
2. Describe an accident that happened to you while you were working.
   Because its very important agriculture and extra and this specialization very much. It's very important about agriculture.

Section 5.

Describe a diagram
ah situation dry matter yield an digestible protein. After the time two days days very important after the stage so protein gets higher

Subject 8A
SPEAK test.
Section 1.

1. **Hello. How are you?**
   I am OK. It's all right.

2. **What is the number on your test book?**
   The number of my testbook is seven-nine-three.

3. **Why are you taking this test?**
   I am taking this test because I want to be a student of Iowa State university, Agricultural College.

4. **What do you hope to be doing five years from now?**
   I hope to study to be able to be a graduate student, to do research work, to go my life to the science
   [silence]

Section 2.

*In this section you will be asked to read a paragraph aloud.*

*In Russian: "Read silently! Read silently! Read silently, I tell you!"

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer (lawyer), there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for the trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of
clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.

In this section you will see partial sentences and you will be asked to make complete sentences using these parts.

1. If she would read the full report she would know its contents.
2. When the airplane lands we'll go out from the airport.
3. It will always be necessary to be careful.
4. Whenever your friend comes to visit ask him to sit down.
5. Before the game started be ready for it.
6. In order to finish the assignment you should do something.
7. By saving our money we help to our villages.
8. While I was waiting for the bus I was reading a book.
9. Although many people liked the movie most of them like theater.
10. Because of the cold weather I wear good clothes.

Section 4.

Describe the series of pictures. Begin the story with "One day last month..." Begin now.

One day last month a young man was going to go to the work. He took his bicycle and went straight ahead the road. And going along the road he met a very nice young girl and he looked at her. Because of that he could not see a tree, and there was an accident. Young man broke his leg and when he was in hospital the young girl often visited him with bunches of flowers. In the end of this story they made friends.

Section 5.

In this section you will look at the picture and answer a few questions about the picture.
1. Where is this scene taking place?
   This is this takes place in the large room, may be in the living room

2. What is the dog doing?
   The dog is running. The dog wants to catch the cat.

3. What is going to happen to the lamp on the table?
   The lamp is lamp is broken

4. How could this situation have been prevented?
   It could be prevented if you take your animals in the yard.

Section 6.

1. Describe the things that you think make up a perfect meal.
   Perfect meal I think. Everybody must be very careful eating something. Meal is very important in our life, but I think of everybody must be "We eat to live and not live to eat". I think that our food must contain all useful things

2. Describe a bicycle in as much detail as you can.
   Bicycle consists of many parts. All of these parts are made of are metallic. Except tires. It consists of pedals, wheels, roole [steering wheel? - Americanized Russian?] and other parts. I don't know what else.

3. What is the best way to ease the food shortage throughout the world?
   I can't understand this question.

Section 7.

Explain the schedule to the students.

Hi, guys! I am your new teacher of chemistry. We'll have class lectures every week on Mondays and Wednesdays, Anderson Hall 302 from nine a.m. to ten a.m. Also we'll have laboratories on Fridays every week in Johnson Hall from . At the end of our study we shall have final examination,
Wednesday, the 10-th of December in Anderson Hall room 302 from 9 to 10 a.m. We'll have also University holidays from Thursday Nov. 23 to Friday Nov. 24. There will be no classes. You'll have to read the following textbooks.

**AGSPEAK test.**

**Section 1.**

*In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.*

1. **What is your name?**
   
   My name is [8A].

2. **How old are you?**
   
   I am twenty two.

3. **What do you want to learn in the United States?**
   
   I want to learn plant, plant pathology, plant [ ] and many other things.

**Section 2.**

*Complete partial sentences:*

1. In order to increase crop yield we have to use more and more fertilizers and pesticides.

2. Although some crops grow well in dry weather there are many crops that like humid weather.

3. When fields become wet we have to see it.

4. If soil is too sandy we have to know what crops plant there.

5. By plowing a field in autumn i don't know what we do.

6. While the boy was driving the tractor the wheels were rotated.

7. Because wheat needs a lot of sunshine it has to be planted in adequate districts.
8. Whenever there is a dry summer we have to use melioration.

9. There is no crop that doesn't like sunshine.

10. Before buying seed corn be sure it is of the good quality.

Section 3.

1. What is this man's job?
   
   His job is tractor driver

2. What is he doing?
   
   He is driving a tractor.

3. Why is he doing it?
   
   Because it is his job.

4. What would happen if the fertilizer is not applied?
   
   If the fertilizer is not applied the crop yield will be reduced.

Section 4.

1. What do you enjoy most about agriculture?
   
   The most I enjoy studying such problems as plant pathology, plant serology[?], because these
   problems I think are the most important in modern agriculture. We have to tend to grow only healthy
   plants that is why I am interested in this problem. This is my future specialty and I enjoy it.

2. Describe an accident that happened to you while you were working.
   
   During my work I haven't any accidents and I haven't any to describe, that is why I don't want to
   answer this question.

Section 5.
Describe a diagram

From this diagram we can if we harvest this crop for the first stage or the first days of its maturity we'll have only 5% of the protein and only one ton of the yield. Then this then protein contents and yield in tons will be increased with the increasing of the maturity that is on the second or third day we can have more protein and more yield. And

Subject 9A.

SPEAK test.

Section 1.

1. Hello. How are you?

Thank you.

2. What is the number on your test book?

The number of my test book is seven-nine-three.

3. Why are you taking this test?

I am taking this test because may be I need it, because I want to be a student.

4. What do you hope to be doing five years from now?

I hope to study and then I want to be a graduate student and I hope to work after that.

Section 2.

In this section you will be asked to read a paragraph aloud.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively (5.0) light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for the trapped air.
During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.

In this section you will see partial sentences and you will be asked to make complete sentences using these parts.

1. If she would read the full report she know what to do.

2. It will always be necessary for us

3. When the airplane lands some passengers go to airport.

4. Whenever your friends come to visit always pleasant for you

5. Before the game started I read about it.

6. In order to finish the assignment to do something

7. By saving our money I must think about it.

8. While I was waiting for the bus I I thinking about the book

9. Although many people liked the movie most of them like to read.

10. Because of the cold hether I will stay at home.

Section 4.

Describe the series of pictures. Begin the story with "One day last month..." Begin now.

One day last month one boy was going to forest going to work by bicycle. On the road he met a pretty girl which who goes went by bicycle and he look on a girl and he don't see a tree and he
crushed his leg and go to the hospital. After that girl came to him and to bring him bunch of flowers and after that they were friends and they go to work together.

Section 5.

In this section you will look at the picture and answer a few questions about the picture.

1. Where is this scene taking place?
   
   I think that this scene is taking place in the living room.

2. What is the dog doing?
   
   The dog try to catch a cat.

3. What is going to happen to the lamp on the table?
   
   The lamp will be broken because the cat crush

4. How could this situation have been prevented?
   
   It would be prevented if the cat and the dog are not kept and the people

Section 6.

1. Describe the things that you think make up a perfect meal.
   
   I think the things that prefer which make a perfect meal are maybe cooking in a microwave I don't know how to describe it because there maybe something about how to make meal.

2. Describe a bicycle in as much detail as you can.
   
   The bicycle is very useful thing for people. It has many parts: wheels, steering wheel but not like in the car and pedals may be middle and place for sitting

3. What is the best way to ease the food shortage throughout the world?
   
   The best way is join workers may beec, I don't know. It's provocation question.

Section 7.

Explain the schedule to the students.

Hi, guys, I am your new teacher. In this semester we have class lectures, laboratory works and after that we have a final examination. I'll tell you some information about our classes lectures will be in
Anderson Hall, room three hundred and zero two from nine till ten am and also we have lab works on Friday in Johnson Hall in laboratory three o'clock till five p.m. Our final examination will be on Wednesday December 10 in Anderson Hall in room number three zero two from nine o'clock till three o'clock am. University holidays will be from Tuesday November.

AGSPEAK test.

Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?

   My name is [9A]

2. How old are you?

   I am twenty.

3. What do you want to learn in the United States?

   I want to learn electrician of agriculture and economics and machine.

Section 2.

Complete partial sentences:

1. In order to increase crop yield we use we must use fertilizer

2. Although some crops grow well in dry weather some of them grows feel bad in dry weather.

3. When fields become wet we must to protect crops.

4. If soil is too sandy it's bad for crops.

5. By plowing a field in autumn we use some eh special equipment.

6. While the boy was driving the tractor
7. Because wheats need a lot of sunshine it always grow up in sunshine area

8. Whenever there is a dry summer we must to use

9. There is no crop that does not like sunshine.

10. Before buying seed corn we must check it.

Section 3.

1. What is this man's job?

   The man this man's job is a tractor driver.

2. What is he doing?

   He is driving a tractor.

3. Why is he doing it?

   He try to improve harvest it's his job.

4. What would happen if the fertilizer is not applied?

   It's better for crops to use fertilizer and they must

Section 4.

1. What do you enjoy most about agriculture?

   The most enjoy I study how sun shine and fertilizer press on crops. It is very interesting. I want to do a research about photosynctez and some other process. This is my future specialization and best of all. I like greenhouse.

2. Describe an accident that happened to you while you were working.

   I don't know about what I can say because I can't remember some accident that happened to me while I was working, because I am a nutritionist and here in one time.
Section 5.

Describe a diagram

At this list we see a diagram which include two graphics: one of them is the dry matter yield and two, second is digestible protein. And we see that during the forty-six days we'd better use protein, dry matter yield protein, digestible protein, sorry, digestible protein we see that in our harvest is higher then it will be the first and protein.

Subject 10A.

SPEAK test.

Section 1.

1. Hello. How are you?
   Very well thank you.

2. What is the number on your test book?
   Number of my test book is seven hundred eighty

3. Why are you taking this test?

4. What do you hope to be doing five years from now?
   I live in I listen the question and answer it Now I look at my book, my English book.

Section 2.

In this section you will be asked to read a paragraph aloud.

During cold winters, people must be extra careful [kare] to prevent excessive exposure to cold and serious loss of body heat. Layers [ai] of relatively light, loose clothing give better protection than one thick, heavy item [i]. Between each layer, there's a film of trapped air, which, when heated by the body, acts an excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly
[participle] important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put [participle] back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.

*In this section you will see partial sentences and you will be asked to make complete sentences using these parts.*

1. If she would read the full report because I start
2. It will always be necessary to study at University
3. When the airplane lands I see them.
4. Whenever your friend comes to visit I meet them
5. Before the game started I won’t /want
6. In order to finish the assignment
7. By saving our money I spend my money in the shop
8. While I was waiting for the bus I read the newspaper and the books
9. Although many people liked the movie and I liked the movie too.
10. Because of the cold weather I dress my coats and

Section 4.

*Describe the series of pictures. Begin the story with "One day last month..." Begin now.*

Boy prepared her bicycle and next picture boy drive the bicycle on the way Number three picture: boy meeting the girl. In this picture there is a room a living room one chair, one sofa, there are a table a small table there are flowers and stand lamp. There is picture. Cat and dog and woman is shout.

Section 5.

*In this section you will look at the picture and answer a few questions about the picture.*
I mistake and section four I am not finish. Number four picture guy meet the girl and number four picture guy drive a bicycle Next young girl come see come to see

1. *Where is this scene taking place?*

2. *What is the dog doing?*
   
The dog is come to the cat.

3. *What is going to happen to the lamp on the table?*
   
   Lamp The lamp is broke because

4. *How could this situation have been prevented?*
   
   This situation is very interesting woman is very angry.

Section 6.

1. *Describe the things that you think make up a perfect meal.*

2. *Describe a bicycle in as much detail as you can.*

   Bicycle is very good in this picture. It is a sport bicycle. Driving the bicycle is very interesting and.

3. *What is the best way to ease the food shortage throughout the world?*

   Sorry, I not understand this question.

Section 7.

*Explain the schedule to the students.*

I study at Agricultural University and the schedule is already I have classes at 9 o'clock and go to home about four o'clock. After that I work at my home, and I study English. After that I read I books, my textbooks and newspapers. My seme semester is very long and I have class lecture, laboratory and I study in the library. Monday Tuesday I study English and I study other, other subjects. My schedule is very important. In holiday I meet with my friends.

*AGSPEAK test.*
Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?
   
   My name is [10A].

2. How old are you?

   I am twenty one.

3. What do you want to learn in the United States?

   I want to learn in the United States many classes. I prefer agricultural chemistry and biochemistry

Section 2.

Complete partial sentences:

1. In order to increase crop yield the agronomy

2. Although some crops grow well in dry weather because crops grow bad

3. When fields become wet in spring

4. If soil is too sandy you that that

5. By plowing a field in autumn because after the soil seems

6. While the boy was driving the tractor agronomy researches field.

7. Because wheat needs a lot of sun[ch]ine field will need

8. Whenever there is a dry summer plants is grow badly.

9. There is no crop that no the plant right for.

10. Before buying seed corn agronomy see it.
Section 3.

1. What is this man's job?
   This man is driving this tractor. And this man plow the soil.

2. What is he doing?
   He plow the soil and drive her tractor.

3. Why is he doing it?
   Because this soil is need imply in spring.

4. What would happen if the fertilizer is not applied?

Section 4.

1. What do you enjoy most about agriculture?
   The most enjoy is I study question of agriculture.

2. Describe an accident that happened to you while you were working.
   I worked at agricultural farm at home and I grew potato, and I

Section 5.

Describe a diagram
   In the diagram describe yield and describe protein procent and my graduation at work, I work at the
   fertilizer on the yield crop and quality crops and I research this problem, I research protein in the
   corn and in this diagram this

Subject 11A
SPEAK test.
Section 1.
1. Hello. How are you?

   Thanks fine. How are you?

2. What is the number on your test book?

   The number of my testbook is seven nine three, 1 sure yes

3. Why are you taking this test?

   Because I want to study English and I want to learn English and my teacher testing my

4. What do you hope to be doing five years from now?

   I hope to answer the question and question on English.

Section 2.

In this section you will be asked to read a paragraph aloud.

During cold winters [ai], people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick [think], heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should allowed because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when (absolutely impossible to understand)

Section 3.

In this section you will see partial sentences and you will be asked to make complete sentences using these parts.

1. If she would read the full report he she
2. It will always necessary because
3. When the airplane lands the passage go off
4. Whenever your friend comes to visit I
5. Before the game started I buy bought the
6. In order to finish the assignment
7. By saving our money we must go shopping
8. While I was waiting for the bus I
9. Although many people liked the movie because it was interesting
10. Because of the cold water never sleep

Section 4.

Describe the series of pictures. ...Begin the story with "One day last month... " Begin now.

this picture In this picture we can see we can see the bicycle. One man go to by ride bicycle. He unlock bicycle and go to forest. In the forest he can see a nice girl. He trees. But he falls

Section 5.

In this section you will look at the picture and answer a few questions about the picture.

1. Where is this scene taking place?

this scene in this picture we can see the living room, cat and dog.

2. What is the dog doing?

The dog is running to the kitchen and he

3. What is going to happen to the lamp on the table?

The cat pushing the table and on this table is standing a lamp.

4. How could this situation have been prevented?

Section 6.

1. Describe the things that you think make up a perfect meal.
It is the fast industrial how the Monday and Wednesday in the room

2. Describe a bicycle in as much detail as you can.

Bicycle is not big neither small. Bicycle because of bicycle. The boy runs not walk. It costs six dollars

3. What is the best way to finish the food shortage throughout the world?

I don't understand this question. I cannot understand this question. Please repeat this question.

Section 7.

Explain the schedule to the students.

At first look. A very busy schedule of students. The first day we have class lectures on Monday nine to ten am in room #302. This lection in Anderson Hall. We have another examination on the Dec.

10. On Tuesdays we have a University, first

AGSPEAK test.

Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?

My name is [11A]

2. How old are you?

I am twenty

3. What do you want to learn in the United States?

I want to learn corn, agrobusiness and economist subjects.

Section 2.

Complete partial sentences:
1. In order to increase crop yield more
2. Although some crops grow well in dry water
3.
4. If soil is too sandy we must grow bad crop
5. By plowing a field in autumn what of plowing of this?
6. While the boy was driving the tractor while the boy was driving the tractor while
7. Because wheat needs a lot of sunshine because wheat needs sunshine
8. While there is a dry summer to use product, a lot of product.
9. There is no crop that because
10. Before buying seed corn we'll buy a tractor for this plowing in soil because the result...

Section 3.

1. What is this man's job?
   The man is driving a tractor.
2. What is he doing?
   He driving a tractor.
3. Why is he doing it?
   Because weather is fine and we must
4. What would happen if the fertilizer is not applied?
   The fertilizer not used the yield will be gone.

Section 4.

1. What do you enjoy most about agriculture?
What enjoy most. The problems I enjoy study problems of economic of agriculture. Agriculture is the most problem in our country. There are many problems in agriculture, but the most problem is economy of can if agriculture production will be

2. Describe an accident that happened to you while you were working.

I can't describe. Of course. And in agriculture... I describe I use I really use agricultural production.

Section 5.

Describe a diagram

In this this diagram I can see this diagram show you about degree of Protein and second protein show the increase of this diagram show first while this diagram is In this place.

Subject 12A.

SPEAK test.
The first six sections were not recorded

Section 7.

Explain the schedule to the students.

Monday and Wednesday In Monday and Wednesday we have class lectures. This lecture Anderson Hall, room 302. Start our lectures start 9am, finish 10 p.m. About economic, about stock and our not very, but erry interesting. After that on Friday we have laboratory work and

AGSPEAK test.

Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?
My name [12A].

2. How old are you?

I am twenty three years old.

3. What do you want to learn in the United States?

I want to study in Agricultural University in Iowa, for five months.

Section 2.

Complete partial sentences:

1. In order to increase crop yield
2. Although some crops grow well in dry weather and any else
3. When fields become wet we underground seed.
4. If soil is too sandy we drop it.
5. By plowing a field in au[au]umn we harvest.
6. While the boy was driving the tractor
7. Because wheat needs a lot of sunshine this
8. Whenever there is a dry summer we haven't many
9. There is no crop that is not seed
10. Before buying seed corn we must buy we must know this seed.

Section 3.

1. What is this man's job?

This man's tractor driver.

2. What is he doing?

He is driving tractor.
3. Why is he doing it?

Because because it's his job and because it is necessary for harvest.

4. What would happen if the fertilizer is not applied?

I don't know. I don't understand.

Section 4.

1. What do you enjoy most about agriculture?

I think agriculture is necessary for people. Agriculture has many problems and ones of those problems now.

2. Describe an accident that happened to you while you were working.

My future work is very well and I like my job. I work very hard and I have a progressive idea and including production and new technology.

Section 5.

Describe a diagram

I can see in the diagram the protein and much yield. It's very different. 5% protein nine dry matter yield. If we have no protein, less protein and dry matter yield and it's not very nice, because protein is very important.

GROUP B.

Subject 1B.

SPEAK test.

Section 1.

In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.
1. Hello. How are you?

   I am just fine, thank you.

2. What is the number on your test book?

   The number of my test book is seven hundred ninety three.

3. Why are you taking this test?

   I am taking the SPEAK test because I'd like to be a teaching assistant and I need to prove that my teaching ability is sufficient.

4. What do you hope to be doing five years from now?

   I am sorry could you repeat the question. I hope to be teaching English outside the United States and I hope that I will become a famous professor in the University and I will publish many research reports in linguistics.

Section 2.

In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go onto the next page and begin reading the paragraph silently to yourself.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air.

When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.
Section 3.

Complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.

1. If she would read the full report she would understand that we did much research on this topic.
2. It will always be necessary to have clean, sanitary conditions in our living.
3. When the airplane lands the flight attendants will give us clear instructions when to stand up.
4. Whenever your friend comes to visit he is always a lot of fun to talk to.
5. Before the game started the singer sang the national anthem.
6. In order to finish the assignment you must go to the library and do some research.
7. By saving our money we can earn enough to have a long trip to Africa.
8. While I was waiting for the bus I saw an old friend of mine and we talked for a long time.
9. Although many people liked the movie many critics thought that it was overdone and too expensive.
10. Because of the cold weather people should dress warmly.

Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six... Begin the story with "One day last month..." Begin now.

One day last month Stanley was decided to take a trip on his bicycle, so he unchained his bicycle from the tree it was attached to, so he could go for a ride. He decided to take a bike pass to Brookside park, and he started on his way and he was enjoying his ride. As he was traveling on his bike pass he saw his friend Sally and ehm, he kind of had a crash on Sally and instead of watching the road he
was watching her, and as she passed him he was not paying attention to where he was going and he ran into a tree. Unfortunately he destroyed his bicycle, he broke his leg, he was very embarrassed, but the one thing that was nice was that when he was in the hospital, with his leg in the cast, Sally came to visit him and brought him flowers, I think she kind of likes him too. Em. And later when he was better, they went for a bike ride in the park.

Section 5.

In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.

1. Where is this scene taking place?
   The scene is taking place in this woman's living-room.

2. What is the dog doing?
   The dog is running and chasing the cat.

3. What is going to happen to the lamp on the table?
   The lamp is going ... Right now it's tilting and it is going to fall off the table and break on the floor.

4. How could this situation have been prevented?
   OK. It could have been prevented if the dog and the cat had been kept outside, and not allowed inside the house.

Section 6.

In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.

1. Describe the things that you think make up a perfect meal.
One thing that's important to have a perfect meal is that you select your menu carefully, be sure that the food you prepare or that you order at the restaurant have all kind of tastes good together, you do not have something that is very sweet with something that is really sour, you want the things that kind of taste good together. Another thing that's important to have a perfect meal is the atmosphere or the surroundings, that you're in. Sometimes having some sort of music at the background, it can be classical music, mm, contemporary or jazz, something like that. Candlelight s you know, it can make the meal nice, and so the final thing, I thinks makes up a perfect meal is the company that you are in, the people that you share your meal with, it can really make a difference.

2. Describe a bicycle in as much detail as you can.

A bicycle is a method of transportation. Many people in the world use bicycle to travel. With the bicycle. How do you travel with the bicycle? The bicycle has two wheels. The wheels are very skinny, they are not fat, like the wheels on a car. The frame of the bicycle is made of metal of some sort and it's ... The frame of the bicycle looks like kind of like a long triangle, one side is long and the other two sides of the triangle are shorter. And attached to this upside down triangle are the wheels, and on the top of the triangle are a pair of handle bars, it looks like a letter 'T'. And the bicycle also has pedals that make a circular motion and the circular motion kinda pulls the chain along that (trains/turns) the back wheel. And there is a seat you seat on and that's it.

3. What is the best way to finish the food shortage throughout the world?

The best way to finish the food shortage throughout the world... One thing that could help and it had nothing to do necessary with not having enough food, I think there is plenty of food available in the world, it is where this food is. Some countries do not have enough food, other countries have too much foods. The one thing that could help is that countries that have surplus, or extra food should help those countries that don't have enough food by maybe giving some of their food to those countries. Some people think that you can help for example, you could help those people to learn how to produce their own food, or whatever. I think that if people have their own food, or have the
resources, or money, it should help provide food for people in the world who don't have enough to eat.

Section 7.

In this section of the test you will see a class schedule and you will be asked to explain this schedule. Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.

OK, welcome to Chemistry 200. Since it is the first day of class meeting, I have a syllabus to give to you on information which is very important for you to know. First of all you need to know that class lecture times are Mondays and Wednesdays in Room 302 of Anderson Hall, and time that we meet are 9 to 10. Again, it's Mondays and Wednesdays from 9 to 10 in this room. OK? We also have a lab, a laboratory component, or lab, part of this class, and the labs meet on Fridays from 3 till 5 p.m., notice, it's two hours in Johnson Hall, in laboratory A. Laboratory is Johnson Hall, it is next to Anderson hall, it is very easy to find. You need to have two textbooks for this course, and if you want to have a used copy it's fine, but you need two textbooks, and one is called "Introduction to College Chemistry" the name of the writers are C. Clauss and C. Whitehead, the book is published by Oxford University Press, copyright 1967. This is in the bookstore by the way. The other book is "Fundamentals of Chemical Equations" by B. Mathews, the publisher is Harvard University Press, copyright 1978. You should be able to find these in the bookstore. There are some other dates which are important for you to know. First of all, we will not have a class on Thursday, November twenty third and Friday, November twenty fourth, those two days are University holidays, OK? so there are no classes on those two days. And the final piece of information for you to know is when the final exam is, that will be Wednesday, December 10th in this room , room 302, Anderson Hall, from 9 to 10, so it's the same time period that the normal class, so you can write that down on your calendars. So if there are any questions you can ask me.

AGSPEAK test.

Section 1.
In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?
   My name is [IB]

2. Where do you work?
   I work in Iowa State University.

3. What do you want to learn in the United States?
   In the United States I would like to learn, ehm, about different methods of livestock production.

Section 2.

Complete partial sentences:

1. In order to raise dairy cattle a farmer must have proper equipment.

2. While the farmer was milking the cows he had no music playing in the barn.

3. Because cattle needs a lot of grass a farmer must grow plenty of grass during the summer.

4. There is no breed of cattle that cannot be used to make hamburgers.

5. By feeding corn to beef cattle you improve the quality of meat.

6. Before buying breeding stock you must make sure that the animals' genetic code is perfect.

7. When the cattle population is too large (laugh) you need to butcher them... (laugh) Sorry. When the cattle population is too large you need to butcher more cows, maybe.

8. If a cow produces too little milk you need to make sure that the cow is eating properly.

9. Whenever beef prices are low that means that there is too much meat in the market.
10. Although cattle farms are very large the small family farm is just as efficient and just as acceptable.

Section 3.

1. What is the woman's job?

The woman's job is to listen to the lungs of the animal and to make sure that they don't have any breathing disease or breathing disorders.

2. What is she doing?

The woman has ... it looks like some sort of a device that can measure the lung expansion of the pig.

3. What is going to happen next?

I think that when the woman will finish with this pig, she will go to the next pig and do the same procedure.

4. What might happen to the pig, if it is not examined?

What happen to the pig if it is not examined is that it will not be chosen to be sent to the meat packing plant.

Section 4.

1. What do you enjoy most about agriculture?

The thing I enjoy the most about agriculture is that allows me the opportunity to work outside a lot, I enjoy working outdoors and I love being in the fields and I like, I am interested in working with the livestock.

2. Describe an accident that happened to you while you were working.

One accident that I witnessed, did not happen to me specifically, I was not involved, but I witnessed, we were working in the fields gathering in the grain, and the bin which held the corn, held the grain
was parked on the side of the hill, and it was not parked correctly, it tipped over and all the grain fell out, and it buried one of our workers and we had to dig him out before he suffocated. That's one accident that I've been involved in.

Section 5.

Describe a diagram

OK. We've been talking about trends in various areas of agriculture, and now we'll talk about profit trends in dairy production. Production. The chart has been adjusted for inflation, so the figures we see here are what actually has been earned, what the actual profit is. We can see that apparently from 1984 to about 1989 with one small exception, there has been quite a sharp increase in the amount of profit in the dairy industry. With this leveling off, and this lowering from 1992 and through 1993 we see that also the best year for profit. We see that this chart does not necessarily take into account the number of dairy farms in the country, if it is per farm, or average, or whatever it looks like. But we do know that though 1989 was the peak year in this time period, if you look at figures of 1991, 1992, and 1993, you see that again the trend seems to be on the climb and that the profit of the last three years is still significantly better than it was in years 1984 through 1987. In a moment here we'll talk about some more issues in dairy farming.

Subject 2B.

SPEAK test.

Section 1.

In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.

1. Hello. How are you?

   I am just, thanks.

2. What is the number on your test book?
Seven- ninety three

3. Why are you taking this test?

I don't know.

4. What do you hope to be doing five years from now?

Well, I would hope to be teaching international students, or else teaching English in an American school system.

Section 2.

In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go on to the next page and begin reading the paragraph silently to yourself.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.

Complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.

1. If she would read the full report she would understand that the men is not guilty.

2. It will always be necessary to wear sweaters in the winter time.
3. When the airplane lands I hope to meet my grandmother there.

4. Whenever your friend comes be sure that you have a lot of Pepsi for him.

5. Before the game started there was a wonderful [tale?] party.

6. To finish the assignment you must read three chapters out of this book.

7. By saving our money we hope to buy a Jacuzzi.

8. While I was waiting for the bus a very handsome man asked me for a date.

9. Although many people liked the movie I thought it was very sexist.

10. Because of the cold weather I want to leave Iowa.

Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six...Begin the story with "One day last month..." Begin now.

One day last month John decided that it was warm enough to unlock his bike and go for a ride. He left the bike, I mean he left a bike lock by the tree and started down the path. As he was going down the path he saw a beautiful young coed, that he had not noticed before. They smiled at each other and passed by, and that would've been the end of the story but Jack could not seem to take his eyes of her. As he was watching her he lost sight of where he was going and his bicycle ran into a tree. Unfortunately he took a pretty bad spill and ended up in a hospital with a broken ankle. While he was at the hospital, Jane came to visit him. She was the young coed that he had seen, and she brought him flowers, and that began a beautiful relationship. Then, a couple of weeks later when he get out of the high school, of the hospital they started down the path together on their bikes.

Section 5.

In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.
1. Where is this scene taking place?

It's taking place in the woman's living room.

2. What is the dog doing?

The dog is chasing the cat.

3. What is going to happen to the lamp on the table?

Well, it looks like it is going to fell on the floor.

4. How could this situation have been prevented?

Well, she could have bolted the lamp to the table or kept the pets apart.

Section 6.

In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.

1. Describe the things that you think make up a perfect meal.

To me a perfect meal should have pasta, vegetable or salad and some kind of meat. So, for me a perfect meal might consider a baked chicken, macaroni and cheese and some tossed salad. A tossed salad with a glass of skim milk to go with it.

2. Describe a bicycle in as much detail as you can.

OK, a bicycle has two wheels and a steering apparatus and you get on the bicycle and take wherever you want to go, they are usually made out of steel or very heavy duty plastic. The tires are usually about one - two and a half inches in diameter, and diameter is usually I would say about 25 or 26 inches of the tires. And there is a seat there and you sit on it, and then by guiding the steering wheel you go where you want to go.
3. What is the best way to finish the food shortage throughout the world?

Well, it's kind of ironic, because in some countries there's a surplus, and there are merchants, and there are farmers that are actually loosing money, and then in other countries there is a desperate need for food, and the problem is somehow reaching or making an access for access supplies to where there's need. And I would think the best way would be to kind of a low a free enterprise zone where political powers would sort of back off and a free enterprise market system could be in use, and they could use data from UNISEF, or different humanitarian organizations to target areas that really need food most desperately.

Section 7.

In this section of the test you will see a class schedule and you will be asked to explain this schedule.

Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.

OK welcome to the Chemistry 200 class. I want to introduce the class and tell you a little bit about it, and then I will tell you about the textbooks about the final exam and University holidays. First of all there's going to be class lectures for Chemistry 200 and they are going to be held Mondays and Wednesdays in Anderson Hall, and that is room 302 in Anderson Hall and it is from 9o'clock in the morning till 10 o'clock in the morning. Then on Fridays there's going to be laboratory section and that will be held in Johnson Hall, laboratory A. That will be from 3 p.m. till 5 p.m. The textbooks that you are going to need for this class are, there's two of them, the first one is called the introduction to College Chemistry by C. Clauss and C. Whitehead. It's Oxford University Press in 1967. That's the first one, and the second one is called "Fundamentals of Chemical Equations" by B. Mathews, Harvard University Press, 1978. And there will be a final exam, I know it is going to go ahead and give you that information now, that will be going to be held Wednesday, December 10th
in Anderson Hall, room 302. That'll be from 9 to 10 am. And just the last detail for you: there will be no class Thursday, November 23rd or Friday November 24th.

AGSPEAK test.
Section 1.
In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?
   [2B].

2. What do you want to learn in the United States?
   Well, I would like to learn more English.

3. What other countries have you visited?
   Austria, England, European countries, Checklovakia, Germany, I guess, that is all.

Section 2.
Complete partial sentences:

1. In order to raise dairy cattle a person must have a large area for cattle to graze on.

2. While the farmer was milking the cows the machine broke down and several cows lost their milk.

3. Because cattle needs a lot of grass it's a good idea to have a lot of grass on your farm.

4. There is no breed of cattle that cannot breed.

5. By feeding corn to beef cattle you end up with a lot of corn cobs.

6. Before buying breeding stock it's a good idea to see what the studs look like.
7. When the cattle population is too large the calves that are born will be too small and birth defects will accompany them.

8. If a cow produces too little milk you should feed it more grass.

9. Whenever beef prices are low sell your cows and buy pork.

10. Although cattle farms are very large dairy farms are typically smaller.

Section 3.

1. What is the woman's job?

The woman is vaccinating some pigs.

2. What is she doing?

Well, she has some machine that measures some insulin, and so it automatically vaccinates the animals.

3. What is going to happen next?

Well, probably the pig will squeal a little bit and the woman will probably go to the next animal.

4. What might happen to the pig, if it is not examined?

Well, the pig will probably pick up a virus or something like that.

Section 4.

1. What do you enjoy most about agriculture?

What do I enjoy most? What I enjoy most is seeing animals born. I like to see them, just the process of them coming into the world, and how the mother is so protective of them, and how instinctive these little babies know mother and things like that. And probably I like to watch the development and the relations between them, the baby and its mother, and maybe its brothers and sisters. They know how to [nourish] its mother, and things like that.
2. Describe an accident that happened to you while you were working.

One day when I was working I was out in the farm, and my nephew has come to visit, and there was this very very mean this bore hog that we had, and it was kept in its pen. And my nephew had no idea how men pigs can be. And so he climbed in the pen, thinking that the pig will be really friendly and things like that, and pig just ran up on top of him and kinda trampled the little boy, he was like seven years old at the time, and started squealing and everything, and my nephew was barely, luckily to get out of the pen. But really it was a horrible accident. (In whisper: That never happened!)

Section 5.

Describe a diagram

OK, this afternoon I would like just to explain a little bit of what's been happening in the field of dairy profits. On the right hand side you will see the amount of per capita income for dairy farmers. And of course the columns pertain how much they make each year. And as you can kind of see the graph is a little bit sporadic. But by in large in 1984 it started at perhaps only two hundred, twenty, twenty five hundred dollars. But there is there's just sort of general general increase, 1987 dipped down a little bit, but 85 and 86 increased a little bit, 88 was approximately or, I'd say twenty thousand, so there is quite an increase from twenty four to twenty eight. Roughly I would say twenty four thousand. From there in 1990 there was a sharp decrease to probably about 27,000. 1991 was not a good year, as you can see. And it looks like 92 and 93 are just slowly coming back, not as strong as 89. 93 was about 22,000.

Subject 3B.

SPEAK test.

Section 1.

In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.
1. Hello. How are you?

I'm fine, thanks.

2. What is the number on your test book?

Ehhh seven ninety three.

3. Why are you taking this test?

Because somebody asked me to. For research purposes.

4. What do you hope to be doing five years from now?


Section 2.

In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go on to the next page and begin reading the paragraph silently to yourself.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.

Complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.
1. If she would read the full report she would know that I was correct.

2. It will always be necessary to wear shoes.

3. When the airplane lands do not unbuckle your seat belt.

4. Whenever your friend comes to visit you must give him some tea.

5. Before the game started the players warmed up.

6. To finish the assignment I had to stay up all night.

7. By saving our money we can buy a car.

8. While I was waiting for the bus an eagle flew by and took away my pet, my neighbor's dog.

9. Although many people liked the movie, I didn't.

10. Because of the cold weather we can go ice-skating.

Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six... Begin the story with "One day last month..." Begin now.

One day last month Bob decided to go for a ride, on a bike. So he unchained his bike from a tree and started in the park. As he was riding in one direction he met a girl on the bicycle going in another direction and as he was turning his head to admire her he turned off the pass and ran into a tree. And broke his leg. Well so it happened that the girl found out about that went to visit him in a hospital and brought him a bunch of flowers. So, after his leg healed it looks like they lived happily ever after riding bicycles in the park.

Section 5.

In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.
1. Where is this scene taking place?
   It looks like a living room.

2. What is the dog doing?
   Chasing the cat.

3. What is going to happen to the lamp on the table?
   is going to fall off.

4. How could this situation have been prevented?
   Eh, well, keep the pets outside, or don't have pets, or tie up one of them.

Section 6.

In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.

1. Describe the things that you think make up a perfect meal.
   Oh. First thing is good company, it's nice to have people that you know, you get along with and I guess the other thing will be food, food with some nice, looks nice.

2. Describe a bicycle in as much detail as you can.
   Bicycle has two wheels that are in line, and a power [?], two cogs, one larger, a handle bar, not like in the car.

3. What is the best way to finish the food shortage throughout the world?
   I guess, the best way will be to set some kind of international distribution system. Where there is no food to ship it there.

Section 7.
In this section of the test you will see a class schedule and you will be asked to explain this schedule. Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.

OK, class, I want to turn your attention to the syllabus, look at the schedule that we are going to be having this semester. At first, our class lectures will be in Anderson Hall, room 302, from 9 to 10, please don't be late. Our lab session will be on Friday, in Johnson hall, lab A, from 3 to 5. We'll have some holidays, there will be Thanksgiving on November 23rd, Thursday, we don't have classes on this day, and then Friday, Thanksgiving Friday, 24th we shall have no class. The textbook we'll use will be two. One, the text itself will be the "Introduction to College Chemistry" by Clauss and Whitehead, it's the Oxford University, 1976, and the other one is the problem workbook "Fundamentals of Chemical Equations" by Mathews from Harvard press. And the final exam will be December 10th, Wednesday, in Anderson Hall, 302, it's right here, from 9 to 10, as our class is.

AGSPEAK test.
Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?
   My name is [3B].

2. How old are you?
   I work in the University

3. What do you want to learn in the United States?
   Oh I'd like to find a job and settle down.
Section 2.

Complete partial sentences:

1. In order to raise dairy cattle you need to have a proper milking equipment.
2. While the farmer was milking the cows his son was bailing hay.
3. Because cattle needs a lot of grass we need a lot of pasture to support them.
4. There is no breed of cattle that does not give milk.
5. By feeding corn to beef cattle you can change the consistency of their meet.
6. Before buying breeding stock you should research the strengths and weaknesses of the stock.
7. When the cattle population is too large there is a greater erosion and damage to the land.
8. If a cow produces too little milk it is probably a sign that it is sick or ill in some way.
9. Whenever beef prices are low the farmers have a hard time.
10. Although cattle farms are very large either very large there is only one owner.

Section 3.

1. What is the woman's job?
   I think she is a veterinarian.
2. What is she doing?
   Looks like she is taking the temperature of the pig.
3. What is going to happen next?
   Well, she'll check the machine and see what's the temperature and then decide from there.
4. What might happen to the pig if it is not examined?
   It will continue in the same condition and maybe get worse.

Section 4.
1. *What do you enjoy most about agriculture?*

   I like being my own boss and working outside. And I also like, what to say, working with animals, working with my hands and enjoying fruits of my labor.

2. *Describe an accident that happened to you while you were working.*

   One day when we were loading corn in the chopper to put in the cilo, we got a jam, so I put my hand in there to unjam it and my glove got caught, and just about took my whole hand off. And I, luckily, it was only my glove, and ain't my hand on it. Finally, when my glove got to the top of the other and got out, it was in shreds, and it could have been my hand.

**Section 5.**

*Describe a diagram*

As you can see in this chart, in this diagram dairy profit trends in the last ten years. The fluctuation being in 1984 the prices were very low, and you see there is a very low profit margin. And then the peak came five years later in 1989, the prices rose, and markets were good, and therefore you can see the profits considerably more than 5 years earlier. Then in the 90ies, especially 91, there was again a decrease, from the peak in 89. Then the last year and 93 the market started turning round for the better again. 94 I would predict a level somewhere in the 1990 mark.

**Subject 4B.**

*SPEAK test.*

**Section 1.**

In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.

1. *Hello. How are you?*

   I am fine, thanks.
2. What is the number on your test book?

seven-ninety three

3. Why are you taking this test?

Because Olga asked to help me with the thesis.

4. What do you hope to be doing five years from now?

I'd like to be teaching English somewhere in the Eastern Europe.

Section 2.

In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go on to the next page and begin reading the paragraph silently to yourself.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.

Complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.

1. If she would read the full report she would be aware that many changes have been made.

2. It will always be necessary to blow your nose if you have cold.
3. When the airplane lands I will breathe a big sigh of relief.

4. Whenever your friend comes to visit be sure to make lots of cinnamon rolls and have plenty of coffee.

5. Before the game started I was really excited.

6. To finish the assignment I will have to stay four hundred hours in the library.

7. By saving our money we will still be very poor, but will have a better chance for a pension plan.

8. While I was waiting for the bus a large plow came by and shoveled some snow into my face.

9. Although many people liked the movie I find it rather disgusting.

10. Because of the cold weather my toes froze and I had to go to the hospital to have them heated up and (bundled out?)

Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six...Begin the story with "One day last month..." Begin now.

OK. This a story about... one day last month Bert was going decided to go on a bike ride. After he finished. So, after his class he went out, unlocked his bicycle from a tree and proceeded to drive very slowly along the walk, enjoying the scenery. Suddenly he met Michele. Boy, she was surely a nice looking woman. So, he decided to turn his bike around, and after almost hitting into a tree, and follow Michelle. Well, he managed to pass one tree, but he was paying too much attention to Michelle and he ran into the next tree. Well, poor Burt broke his leg. So he ended up in the hospital which normally would be a very depressing thing, but then one day Michelle came to visit him and she had a bunch of beautiful flowers to cheer him up. And that started a wonderful relationship. And
now, these days Michelle and Burt go bike riding often together and they plan to be married next month in a formal ceremony. [sigh]

Section 5.

In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.

1. Where is this scene taking place?
   In the living room.

2. What is the dog doing?
   He is chasing the cat.

3. What is going to happen to the lamp on the table?
   It's going to fall down and break.

4. How could this situation have been prevented?
   Ah, probably if the woman avoided buying both the dog and the cat.

Section 6.

In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.

1. Describe the things that you think make up a perfect meal.
   A perfect meal, well.. What I used to like as a kid is a steak, which of course is too expensive now to buy, steak, and julienne cut French fries, put in foil with some cheese and a little bit of garlic, and I think some parsley, and you put it outside on the grill and the cheese melted down and cooked over French fries. M!! marvelous! American food, but still good.

2. Describe a bicycle in as much detail as you can.
It has... gears probably and a frame. Women's bike's frame is bent down, pointing towards the ground, while the men's bike has a straight horizontal bar, leading towards your seat. It has two wheels, both are really thin and tire material is rather thin. There are numerous spokes. There are also pedals and chain, a little bit of oil and grease to keep the chain moving. Some kinds have a bell so you do not drive over people, and some have a speedometer to show how fast you are moving.

3. What is the best way to finish the food shortage throughout the world?
   Ahh, well, probably if countries around the world who have plenty of food would choose not to waste it and talk it out like come out with the plan as simple as in this country people would not be paid not to produce milk why not produce milk and find a way to export it to places where milk is necessary and also I think a very important thing is teach people in areas where farming can be done to learn how to raise crops, talk to how to prevent erosion of the soil, learn majors that would help them how to farm land that otherwise would seem not possible to farm. Some of them are influential programs that would help the farmers to cope with the [???] for their country.

Section 7.

In this section of the test you will see a class schedule and you will be asked to explain this schedule. Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.

OK, welcome to Chemistry 200. This is just the reminder that you should be in Anderson Hall, room 302, that's where we are meeting. Class will meet Mondays and Wednesdays from 9 o'clock to 10 o'clock am. In addition to the regular class times we shall meet in the laboratory on Friday in Johnson Hall, and meeting time there will be from 3 o'clock till 5 o'clock p.m. In addition to tests given in class, there will be final examination also is required for the course. The examination will be Wednesday, December 10th in Anderson Hall, room 302, and it will be from 9 to 10 am. ahh, The
textbooks for the course are Introduction to the College Chemistry, by C. Clauss and C. Whitehead, Oxford University Press, 1976, and also "Fundamentals of Chemical Equations" by B. Mathews, Harvard University Press, 1976. University holidays will interrupt our class, that we'll all be very pleased to hear about, the holidays are Thursday, November 23rd and Friday, November 24th, this is for Thanksgiving. Other than that we are going to be here at all times. This is granted a very brief view of the schedule, you can refer to the handout which I am passing around which is just in front of you. Please make sure that you know just where the class meets, textbooks, and where's the laboratory, and the final examination meeting time. Thank you.

AGSPEAK test.

Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this question. Be sure to speak clearly after you hear each question.

1. What is your name?
   [4B].

2. Where do you work?
   I work in Iowa State University.

3. What do you want to learn in the United States?
   How to get out of the United States.

Section 2.

Complete partial sentences:

1. In order to raise dairy cattle you need a lot of grass on your [?]
2. While the farmer was milking the cows he forgot about touching the side before starting to milk, and so the cow kicked and turned over the bucket.

3. Because cattle needs a lot of grass you should make sure never to raise cattle in a desert.

4. There is no breed of cattle that is really very pleasant to work with.

5. By feeding corn to beef cattle you ensure that it will also have other crops.

6. Before buying breeding stock always make sure to bring the checkbook.

7. When the cattle population is too large you should go out there and shoot a few.

8. If a cow produces too little milk scream at her and yell at her or talk to her like you were friends.

9. Whenever beef prices are low make sure to go out and buy lots and lots of cattle.

10. Although cattle farms are very large often there are not many cows on them.

Section 3.

1. What is the woman’s job?

I believe she is trying to measure the heartbeat of the pig.

2. What is she doing?

She is measuring the heart beat of the pig. The job is probably she is something like a nurse, or veterinarian, I believe she is a veterinarian.

3. What is going to happen next?

She is going to count temperature, oh, sorry, the pig, pig, she is going to take the pig’s temperature.

4. What might happen to the pig, if it is not examined?

It may die.

Section 4.

1. What do you enjoy most about agriculture?
The crop reports on the news. Oh sorry, I will listen to the crop reports on the news. I really felt like they make me understand a little bit more about agriculture, the report, so I feel I will continue to listen to field report on the news so the best knowledge of agriculture at only extent, and at some point I will feel that I do not need an education, and I can simply go out and buy a farm, and start making crops or raising farm animals.

2. Describe an accident that happened to you while you were working.

Well, let's see. Well, one time when I was making cow, no calf huts to separate the cow from the calf and I had blisters on the hands, and I worked through that so this blister just got really big and out of control, and arms were tired and I think you could think of it as some kind of an accident. And the huts were really necessary to separate cows from the pigs.

Section 5.

Describe a diagram

OK. This show the dairy profit trends from 1984 to 1993, of course they have been adjusted for inflation. You can see we have quite a large margin of profit in 1989, about 35,000 dollars there. Kinda goes down in 1991, but then it we have a little bit better trend here in 1993. Of course we want to make sure that it is about all we can, and so we can get to 35,000 and maybe higher. With profits in a year like that 1984, when it was down to 2000 profit margin, so anyway we just wanted to find out that there is some general, bulk, over the years this has been a little more of a profit margin, then, lets say in 1984, or even possibly before, we will get these trends go up, and not go down. And we did in 91 we had a profit here better than in 1984-85, 86, and 87. Anyway let us get sure that we do all we can to make sure that we are going up, not going down.

Subject 5B.

SPEAK test.

Section 1.
In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.

1. Hello. How are you?
   I am fine.

2. What is the number on your test book?
   Seven-ninety-three.

3. Why are you taking this test?
   For research.

4. What do you hope to be doing five years from now?
   Living in the cabin in the mountains, doing absolutely nothing with my life.

Section 2.

In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go on to the next page and begin reading the paragraph silently to yourself.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.
Complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.

1. If she would read the full report she would understand what we are trying to do.
2. It will always be necessary to shovel the sidewalk when it snows.
3. When the airplane lands the passengers debark, disembark.
4. Whenever your friend comes to visit, offer him something to drink.
5. Before the game started the marching band left the field.
6. To finish the assignment I will have to read the textbook.
7. By saving our money we can retire young.
8. While I was waiting for the bus a friend stopped by and offered me a ride.
9. Although many people liked the movie I thought it was boring.
10. Because of the cold weather I'll have to wear another pair of clothing.

Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six...Begin the story with "One day last month..." Begin now.

One day last month Bill decided to go for a bicycle ride. He left his apartment and unchained his bike from a tree. He got on the bike and rode to his favorite bike trail. While he was on his bike trail he passed by Jane. He said "Hi" to Jane. When he said "Hi" to Jane, he forgot to look where he was going. Because of this he ran into a tree and broke his leg. The next day Jane came to visit him in a hospital. Bill has broken his leg and Jane brought him some flowers. Several weeks later Bill got out of the hospital and he and Jane went for a bike ride.

Section 5.
In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.

1. Where is this scene taking place?

2. What is the dog doing?

3. What is going to happen to the lamp on the table?

4. How could this situation have been prevented?

Section 6.

In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.

1. Describe the things that you think make up a perfect meal.

I think the things that make up a perfect meal are: one - the pleasant atmosphere with no smoking. Two is a well (lade, lit) atmosphere, so I can see what I am eating. Three is pleasant conversation with someone who does not talk with food in the mouth. Eh. Gosh. I guess four is food that I like.

2. Describe a bicycle in as much detail as you can.

A bicycle has two wheels and a frame. It also has a set of handle bars and a seat. Some bicycles have hand brakes, some bicycles have several different speeds. Speed is controlled, or several different gears. The gears are controlled by a derailer on the back wheel. A bicycle also has a pedal which is
connected to the wheel and the chain. And by turning the pedals you turn the back wheel. Generally the wheels have spokes in them, the spokes connect the wheel to the hub. Sometimes they are made out of metal, some times they are made out of plastic.

3. What is the best way to finish the food shortage throughout the world?

The best way... Hm. I think the best way is to teach the new agricultural techniques to the third world nation, who will need them. Another way is to take the food that we stored up for too long and to send it to third world countries, instead of trying to sell it, give it to them.

Section 7.

In this section of the test you will see a class schedule and you will be asked to explain this schedule. Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.

OK, class. Before you is the schedule of this semester. As you see, we will have two lectures per week, we'll meet Monday and Wednesday mornings from 9 o'clock to 10 o'clock am. in room 302 of Anderson Hall. We also have a laboratory once a week on Friday from 3 p.m. to 5 p.m. in Johnson Hall, in laboratory A. We'll have a final examination for this class. The examination is set Wednesday, December 10, from 9 o'clock am, to 10 o'clock am, here at Anderson Hall, room 302. There are some days that we will not meet for class. These days are Thursday, November 23rd and Friday, November 24th. There are some required material that you must purchase for this class. The first is the book called "Introduction to College Chemistry", the second is "The Fundamentals of Chemical Equations".

AGSPEAK test.

Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.
1. What is your name?

My name is [SB]

2. Where do you work?

I work in JCPenney's.

3. What do you want to learn in the United States?

I come here to learn, I come hear to study agronomy.

Section 2.

Complete partial sentences:

1. In order to raise dairy cattle you'll need many, many acres of pasture.

2. While the farmer was milking the cows his cellular phone rang.

3. Because cattle needs a lot of grass

4. There is no breed of cattle that does not produce milk.

5. By feeding corn to beef cattle you can produce better meat.

6. Before buying breeding stock check the genealogy.

7. When the cattle population is too large pastures are overgrazed.

8. If a cow produces too little milk, try increasing its nutritional intake.

9. Whenever beef prices are low production is cut back.

10. Although cattle farms are very large

Section 3.

1. What is the woman's job?

She looks like she is a veterinarian.

2. What is she doing?

She looks to be checking the heart rate of the animal.
3. What is going to happen next?

She is going to make a diagnosis to whether or not it's ill.

4. What might happen to the pig, if it is not examined?

It may become ill and die.

Section 4.

1. What do you enjoy most about agriculture?

Being outdoors. Working with my hands, I guess, taking care of animals.

2. Describe an accident that happened to you while you were working.

One afternoon when I was in the field my tractor got tipped over on top of me and my brother came up and with another tractor pulled it, my tractor upright, but I was OK.

Section 5.

Describe a diagram

One of the trends to notice in dairy profit trends is a slow general increase although there occasionally are years when the profits are decreased. This is adjusted for inflation which could have some effect. It is significant to notice that the profits have increased greatly since the year 1984, the greatest profits coming in 1989.

Subject 6B.

SPEAK test.

Section 1.

In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.

1. Hello. How are you?
How am I? I am fine. I don’t like cold weather, but that’s Friday, so it’s nice not to have classes tomorrow.

2. What is the number on your test book?
   I have to check here. My number is seven ninety three.

3. Why are you taking this test?
   I am taking this test because Olga is a good friend of mine and she needs people to help her, so I am happy to do this for her.

4. What do you hope to be doing five years from now?
   I hope I will graduate before then. But after I graduate I hope to be teaching either at university or somewhere overseas.

Section 2.

In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go on to the next page and begin reading the paragraph silently to yourself.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there’s a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.
Complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.

1. If she would read the full report she would understand why our product is better.
2. It will always be necessary to have a good winter coat if you live in Iowa.
3. When the airplane lands I will welcome my parents.
4. Whenever your friend comes to visit he always stays too long.
5. Before the game started I ate a big meal of spaghetti.
6. To finish the assignment I have to work in the library every night this week.
7. By saving our money we will have enough to buy a new car next year.
8. While I was waiting for the bus I met an old friend of mine.
9. Although many people liked the movie I thought it was terrible.
10. Because of the cold weather I stayed home.

Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six...Begin the story with "One day last month..." Begin now.

One day last month a young man named Bill left school and just finished the basketball practice, and he went to his bike that was locked to a tree, and he always rode his bike to and from school, and it was time to ride home again. On his was home he saw a friend of his, Susan, and Bill was very fond of Susan, and when she caught his eye, he waived to her, but he stopped looking at the road and by accident he ran into a tree. He was quite embarrassed about the whole situation, and Susan thought it was quite funny too. But she came to visit him at the hospital and they had more chance to talk and
Section 5.

In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.

1. Where is this scene taking place?
   
   This scene is taking place in the living room of Mrs. Brown.

2. What is the dog doing?
   
   The dog is chasing the cat around the living room.

3. What is going to happen to the lamp on the table?
   
   Watch out, because the cat is knocking into the table and the lamp is going to fall on the floor.

4. How could this situation have been prevented?
   
   It's my opinion that animals should be kept outside, and if they were outside then the furniture wouldn't be in danger of breaking.

Section 6.

In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.

1. Describe the things that you think make up a perfect meal.
   
   There are a number of foods that I like to eat, and often on a cold day like that, I like to start the meal with soup, and chicken soup is one of my favorite. I also enjoy a nice good salad, fresh lettuce,
and tomatoes and cucumbers, it's a nice meal, light, not too filling. I also like rice and vegetables. I don't eat too much meat, but these things make up a good meal for me.

2. Describe a bicycle in as much detail as you can.

A bicycle is a really great invention, I really like to ride my bicycle along to campus, when the weather is nice. My bicycle is a ten-speed bicycle. It has two wheels, and on the back wheel it has gears and they can shift from low gear to high gear, so, if I am riding uphill I can switch the gears, and if I want to go faster, I can switch the gears again. The brakes on my bicycle are on the handle bar, so if I want to stop the bike, I use the brakes, which are (kali...??), and grab them the rib of the tire to help them stop. When it's wind outside sometimes the bike doesn't stop very well. There are reflectors on the bike, there's one on the back seat, and there's one on each of the tires, and they reflect light from cars, so when it's dark the bike can be seen. That's the main parts of my bike.

3. What is the best way to finish the food shortage throughout the world?

I think distribution is an important part of food shortage in certain parts of the world. Certain parts of the world have problems with growing food either because there are desert areas, or because they have too much rain, or it's too cold, and other areas produce a lot of food, and it's important to transport food from where it is to where it isn't, and the United States produces a lot of food and often the government buys the excess and it is just stored and not used. And I think the US government would have a way to distribute that food to needy areas that would help the food shortage.

Section 7.

In this section of the test you will see a class schedule and you will be asked to explain this schedule. Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.
Good morning class, this is Chemistry 200. Chemistry is one of my favorite subjects and I am glad that you are part of this course. This semester we'll be meeting three times a week: two times for lecture and once for lab. Our lecture class is held on Mondays and Wednesdays. We will meet in Anderson Hall, room 302. It starts at 9 o'clock in the morning and goes till 10 o'clock. It's important to get there on time so be sure you get good alarm clocks, so you don't sleep past that hour. Lab class is on Friday afternoons from 3 to 5. And don't come to Anderson Hall, because lab is over in Johnson Hall, and remember it's in lab A. The books that we use for our class are two textbooks that we have: "An Introduction to the College Chemistry" by C. Clauss and C. Whitehead, it's printed by Oxford University Press, copyright 1976. The second textbook that we have is called "Fundamentals of Chemical Equations" it's by B. Mathews and it's printed by Harvard University Press, copyright 1978. The other thing you want to note on your calendar is the University Holidays. Thursday and Friday of Thanksgiving holiday, November 23rd November 24th, we don't have any classes on these two days. So, mark that on your calendar. The other thing to mark on your calendar is our final exam date. I know it is too early to think about that, but be sure you mark Wednesday, December 10th on your calendar. Final exam will be given in Anderson Hall, room 302, the same room our class lecture is in, and also at the same time, from 9 to 10, that morning, Wednesday, December 10th. I hope you'll have a good semester, if you have any questions, you can talk with me after class.

AGSPEAK test.

Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?

   My name is [6B].
2. Where do you work?

I work part time in ISU as a teacher and I am also part time student.

3. What do you want to learn in the United States?

Right now I would like to learn how to teach English as a second language.

**Section 2.**

**Complete partial sentences:**

1. In order to increase crop yield it is important to fertilize appropriately.

2. Although some crops grow well in dry weather most need a good amount of water.

3. When fields become wet disease often kills the plants.

4. If the soil is too sandy the water drains away before the plants are nourished.

5. By plowing a field in autumn soil erosion is increased.

6. While the boy was driving the tractor he fell off and broke his arm.

7. Because wheat needs a lot of sunshine it grows well in Kansas.

8. Whenever there is a dry summer the soybean production is lower.

9. There is no crop that can live without water.

10. Before buying seed corn it is important to read the lab reports.

**Section 3.**

1. What is this man’s job?

This man is driving a tractor on his farm.

2. What is he doing?

He is driving the tractor which is pulling a big load of dirt.

3. Why is he doing it?
There is a low area on his property and he wants to fill it in, so it doesn't hold so much water next spring.

4. What would happen if the fertilizer is not applied?

If the fertilizer is not applied, then the crops will not produce as much as they could've.

Section 4.

1. What do you enjoy most about agriculture?

I enjoy the idea that many people are fed through the work of agriculture whether it is growing crops or raising livestock, that many people are fed and it helps families and people.

2. Describe an accident that happened to you while you were working.

When I was working, bailing hay I got my finder cut on one of the wires, so it hurt a lot and bled a lot, and I had to go to the doctor and get some stitches.

Section 5.

Describe a diagram

I'd like to call your attention to this graph it shows some important data about dry matter yield and digestible protein in smooth bromegrass, and I know all of you here are interested today in smooth bromegrass. And I think this data will help you to get some better understanding of what is going on in that. And you'll notice that if you are interested in dry matter yield, you can look at this one line, that is labeled "line number one", on the horizontal axis we have time, and on the vertical axis we have yield in tons, and you notice that as the time increases the yield in tons also increases. Now compare this with the second line, line number two, digestible protein. And this time we have protein in percent on the vertical axis and time on the horizontal axis and you notice that as time increases the percent of protein decreases, and these lines are inversely related.
Subject 7B.
SPEAK test.
Section 1.
In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.

1. Hello. How are you?
   Fine. I'm just fine, thank you.

2. What is the number on your test book?
   Seven and ninety three

3. Why are you taking this test?
   To help out my dear friend Olga.

4. What do you hope to be doing five years from now?
   I hope to be teaching English as a second language anywhere, but Ames, Iowa.

Section 2.
In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go on to the next page and begin reading the paragraph silently to yourself.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air.

When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.
Section 3.

Complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.

1. If she would read the full report she would know the full results.
2. It will always be necessary to have good friends in your life.
3. When the airplane lands return your table to the upright position and fasten your seat belts. Do not unbuckle your seat belts until the plane has come to a complete stop.
4. Whenever your friend comes to visit she always gets in fights with every one else.
5. Before the game started there are millions of people waiting outside the stadium.
6. In order to finish the assignment read all the information that you need to know.
7. By saving our money we can take a luxurious trip to Mexico.
8. While I was waiting for the bus a car by and [it] drove through a mud and splashed me.
9. Although many people liked the movie I thought it was really stupid.
10. Because of the cold weather I wear many layers of clothing instead of one thick layer.

Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six...Begin the story with "One day last month..." Begin now.

Little did Joe know that fateful morning when he unlocked his bike on his way to school that he would be riding a long highway and he would meet the true love of his life. Problem was when he saw the beautiful Samantha riding a bicycle he was not paying attention and he turned his bike off the road and into the tree. And in doing so he broke his leg. Luckily he, Samantha and he changed
phone numbers, and she called him and found out that he was in the hospital, she came to visit him and brought him flowers. And when he recovered, they went on a ride and lived happily ever after together.

Section 5.

In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.

1. Where is this scene taking place?
   In a woman's living room.

2. What is the dog doing?
   The dog is chasing the cat.

3. What is going to happen to the lamp on the table?
   The lamp is going to fall off and hit the cat if the cat doesn't run faster.

4. How could this situation have been prevented?
   mmm. Well, everyone knows, cats and dogs don't get along with, so either have a cat, or have a dog, or keep them in separate rooms. Oh!, don't put the lamp on the table.

Section 6.

In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.

1. Describe the things that you think make up a perfect meal.
   A perfect meal, hm!! Well, I think we should have three parts: we should have a salad, and we should have the entree, a meat, a vegetable, a starch, a fruit, a milk, and then of course, you'll have
to have desert, but from the healthy one, like something without calories. Of course it should be balanced both nutritionally and calorie-wise.

2. Describe a bicycle in as much detail as you can.

OK, I will describe a mountain bike. It has two wheels with spokes and heading from the hub, outside the wheel frame there rubber tires which is usually well it's different, on the mountain bike from the one on the usual bike. The wheels are connected to the frame of the bike. In the woman's bike there is a bar. [...] The bike has a seat, two handle bars, brakes, that's about all. (NOISE!)

3. What is the best way to finish the food shortage throughout the world?

I think education, if the people in those areas can't learn how to make the most of land and their facility to get the most output out of it. That would be far better than just giving the food. Education, that's the way.

Section 7.

In this section of the test you will see a class schedule and you will be asked to explain this schedule. Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.

Hi, welcome to Chemistry 200. As you know we have lectures, we meet Mondays and Wednesdays from 9 to 10 in the morning in room 302, Anderson Hall. Also you are required to go to laboratory, Friday, from 3 to 5 in the afternoon, Anderson Hall, Laboratory A. We will have one final examination, I guess that sounds logical, that will be Wednesday, December 10, from 9 to 10 am, during our regular class time, room 302 Anderson Hall. We have two University holidays, Thursday, November 23rd and Friday, November 24th. And you have to buy textbooks for this course, which are the "Introduction to College Chemistry" by C. Clauss and C. Whitehead and "Fundamentals of Chemical Equations", by B. Mathews.

AGSPEAK test.
Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?
   My name name is [7B].

2. Where do you work?
   I work at Iowa State University.

3. What do you want to learn in the United States?
   mum... I just about anything that I can.

Section 2.

Complete partial sentences:

1. In order to raise dairy cattle you need proper facilities to feed and house them.
2. While the farmer was milking the cows he fell off the stool.
3. Because cattle needs a lot of grass make sure you have a lot of grass seed.
4. There is no breed of cattle that can't have cubs.
5. By feeding corn to beef cattle they get very fat (bad?)
6. Before buying breeding stock be sure you check the papers.
7. When the cattle population is too large they run out of grass to eat.
8. If a cow produces too little milk she has to be removed from the herd.
9. Whenever beef prices are low we sell a lot of cows.
10. Although cattle farms are very large there never seems to be enough room for all of them.

Section 3.
1. What is the woman's job?

Looks like she is probing the pig's back for back fat.

2. What is she doing?

Eh, looks like she is using some kind of sonar device, I don't know if that goes. They tell how many inches of fat there are.

3. What is going to happen next?

MM!? Well, I hope they don't kill that poor little pig, but, I am sure she will take the measurement and then decide if she has too much or too little fat, and then decide what to do with him.

4. What might happen to the pig, if it is not examined?

If it is not examined, they would not be able to calculate how much meat he has on him and then they would inaccurately calculate how much his worth is.

Section 4.

1. What do you enjoy most about agriculture?

Ah, I think, being in touch with nature and being far removed from the city and all the people, and houses involved in highly populated area.

2. Describe an accident that happened to you while you were working.

Well, I was not actually working, I was within a hog bin and there was lots and lots of manure that appeared to have a hard crust over, but little bit I knew that the crust was only on the top and I stepped on it, and I broke the crusty layer that was there on the top, and I sunk into there to my knees, and I had a brand new pair of shoes on, and the manure was so acidulate that it ate the eyelets off my shoes. And I was very devastated, because I saved all my money from baby-sitting for many years to buy those shoes. That's the worst accident I think I had.
Section 5.

Describe a diagram

OK, well it appears, when this study was first conducted there were about twenty five thousand, hundred dollars of profit, and there was increase in 1987, there was a slight decrease, and the peak was reached in 1989 at 35,000 dollars. And at that point, it tapered off in 1991 progressively in 92 it went back up to 20 thousand, and finally in 93 it reached the peak of 25 thousand dollars.

Subject 8B.

SPEAK test.

Section 1.

In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.

1. Hello. How are you?
   I am fine, thank you.

2. What is the number on your test book?
   The number is seven nine three.

3. Why are you taking this test?
   I was asked to take this test by a very good friend, that's why, to oblige her.

4. What do you hope to be doing five years from now?
   I hope to be working with international students.

Section 2.

In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go on to the next page and begin reading the paragraph silently to yourself.
During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.

Complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.

1. If she would read the full report she would understand the premise.
2. It will always be necessary to read the assignment.
3. When the airplane lands the passengers deplane.
4. Whenever your friend comes to visit it's nice to have some refreshments ready.
5. Before the game started everyone found a good seat.
6. In order to finish the assignment you will have to read carefully.
7. By saving our money we'll be able to take a trip this summer.
8. While I was waiting for the bus I talked to another person who was waiting.
9. Although many people liked the movie I personally did not care for it.
10. Because of the cold weather I would like to stay indoors every day.
Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six...Begin the story with "One day last month..." Begin now.

One day last month a young boy unlocked his bicycle and started riding down the road. He passed a friend and he looked at her and tried to speak to her while he was riding, and because he was watching her he was looking in the wrong direction and ran into a tree. And this landed him in a hospital with a broken leg in traction. And this young friend came to visit him and told him that when they get well they can go bicycling again, only this time they will go together, so, perhaps he would not run into any more trees.

Section 5.

In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.

1. Where is this scene taking place?
   
   It looks like a living room.

2. What is the dog doing?
   
   The dog is chasing the cat.

3. What is going to happen to the lamp on the table?
   
   Looks like it's going to fall on the floor.

4. How could this situation have been prevented?
   
   Keep the dog outside. Only the cats can live in the house.
Section 6.

In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.

1. Describe the things that you think make up a perfect meal.

   A perfect meal... Well, I don't have to have any meat with the meal, I can go with some cheese, perhaps, and some pasta, fresh vegetables and fruit, and for dessert, some chocolate.

2. Describe a bicycle in as much detail as you can.

   Well, a bicycle really has two wheels, and many bicycles now have gears to make it easier to push the pedals and make the wheels go round. Handle bars should be a comfortable distance apart, and the seat should be comfortable, so you should be able to ride for long distances without getting tired. The tires should be in good condition and have the proper amount of air in them, and other than that, perhaps, you would like to have some sort of carrier on your bicycle so that you could use it to run errands and bring home food or mail, or something like that.

3. What is the best way to finish the food shortage throughout the world?

   Well, I think the food shortage is something that is predicted because of increasing world population that seems to be increasing geometrically and none has found a way to convince the world that population must be controlled or else we would outstrip our ability to produce food for the world. So probably effort should be made in the area of population control and education about why it's necessary to control the number of people on the globe so that we can feed everyone.

Section 7.

In this section of the test you will see a class schedule and you will be asked to explain this schedule.

Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to
your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.

Well, I'd first like to point out to the class the textbooks that are required for Chemistry 200. There are two textbooks and they are listed on your syllabus, they are important for you to purchase so that you can do all the reading assignments and participate in the laboratory work successfully. And then I would like to remind each of you that lectures will be always on Mondays and Wednesdays in Anderson Hall, room 302, this room, we are meeting in, and they will always be from 9 am till 10 am. However on Fridays the class will meet in laboratory, at Johnson Hall, laboratory A. That will have a different time, it will meet from 3 to 5 p.m. And just in case you like to plan your semester completely, I would like to tell you right now that your final examination will be on Wednesday, December 10th in this room that we are meeting in for lectures, Anderson Hall, room 302, and your final will be at the same time as we usually meet for class, 9 am to 10 am. And also for your schedule: you can put on your calendar that there will be no class on Thursday, November 23rd or Friday, November 24th, that will be for Thanksgiving vacation, you will not have to come to class these days. All this information is in your syllabus, and if you have any questions, please ask me.

AGSPEAK test.

Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?
   [8B].

2. Where do you work?
   At the University.
3. What do you want to learn in the United States?

How to work with international students.

Section 2.

Complete partial sentences:

1. In order to increase crop yield perhaps you will have to use more herbicides.
2. Although some crops grow well in dry weather most crops require a good deal of rain.
3. When fields become wet it’s difficult to get equipment to the fields for cultivation or planting, or harvest.
4. If soil is too sandy it may not have enough nutrients for the crop.
5. By plowing a field in autumn you have it ready for spring planting.
6. While the boy was driving the tractor his father watched him carefully.
7. Because wheat needs a lot of sunshine it does not grow well in Alaska.... I think.
8. Whenever there is a dry summer farm income decline.
9. There is no crop that can grow without water.
10. Before buying seed corn compare the levels of harvest.

Section 3.

1. What is this man’s job?

He is a tractor driver.

2. What is he doing?

Looks like he is pulling a load of something.

3. Why is he doing it?

He may be moving some fertilizer or something to put on the ground to a different location.
4. What would happen if the fertilizer is not applied?

Well, the crops may not be as successful.

Section 4.

1. What do you enjoy most about agriculture?

Being outdoors and not having a boss.

2. Describe an accident that happened to you while you were working.

I turned a corner too quickly and hit a rod and nearly fell off the tractor.

Section 5.

Describe a diagram

I think I could look at it for a long time and I could not tell you what it shows. I am not sure what digestible protein is. I suppose it's feed. Yield goes up. Oh, I have no idea what this shows.

Subject 9B.

SPEAK test.

In this test you will be able to demonstrate how well you speak English. There are seven different sections in the test, and special directions will be given for each section. The entire test will last approximately 20 minutes. As you speak your voice will be recorded. Your score for the test will be based on what is actually on the tape. Be sure to speak loudly enough for the machine to record clearly what you say. Now please turn to Section One in your test booklet.

Section 1.

In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.

1. Hello. How are you?
I am fine, thank you.

2. *What is the number on your test book?*

   Seven nine three.

3. *Why are you taking this test?*

   Because asked me to. For her research.

4. *What do you hope to be doing five years from now?*

   A would like to be a rancher in Colorado. And own a lot of horses. And be a rider.

Section 2.

In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go on to the next page and begin reading the paragraph silently to yourself.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.

In this section you will see partial sentences and you will be asked to make complete sentences using these parts. Look at example X:

When the library opens...

There are a number of possible completions for this sentence. You could say, for example:
When the library opens, I will return the book. OR
When the library opens, I will go there to study. OR
When the library opens, I will look for a new novel.

These are only sample completions. There are many other possibilities. You may complete each sentence in any way you wish. Try to make each sentence meaningful and grammatically correct. Now complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.

1. If she would read the full report she would know that her first conclusion was wrong.
2. It will always be necessary to exercise.
3. When the airplane lands I will be home.
4. Whenever your friend comes to visit he leaves his clothes all over the bathroom.
5. Before the game started we went to the concession stand.
6. In order to finish the assignment they will have to study, they will have to write their papers all night.
7. By saving our money we will be able to go on vacation for two weeks.
8. While I was waiting for the bus a car came by and splashed water all over me.
9. Although many people like the movie I thought it was ridiculous.
10. Because of the cold weather everybody is freezing to death.

Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six. Begin the story with "One day last month..." Begin now.

One day last month Phil unlocked his bicycle, it was a nice day and he started riding down the bike path. And he saw a girl named Betty that he really thought was pretty and so he said "Hi!" to her,
and she was riding her bike the opposite way. So, he passed her, and said "Hi!" to her and he kept looking back at her and ran into a tree. And he broke his leg, and he ended up in the hospital, but it turned out to be really a good thing, because Betty came to visit him and brought him flowers. And then when his leg got better, they went riding together going the same way instead of opposite ways.

Section 5.

*In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.*

1. *Where is this scene taking place?*

   In a living room.

2. *What is the dog doing?*

   The dog is chasing the cat.

3. *What is going to happen to the lamp on the table?*

   It's going to fall. Possibly on the dog. Or possibly on the cat.

4. *How could this situation have been prevented?*

   Get rid of the cat. Or don't put lamps on clumsy tables.

Section 6.

*In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.*

1. *Describe the things that you think make up a perfect meal.*

   A perfect meal? would probably have to be Italian, an Italian dinner you could start with a great salad with lettuce, and pickles, not pickles, olives, and tomatoes, and a really good, spicy dressing.

   And then you would have some sort of lasagna, or ravioli, or cavattelli, with five hundred different
kinds of cheese on it. And you eat all you could, but you will have to save a little bit of room for angel food cake, angel food cake is the best kind of cake there is, or you could have for desert cherry cheesecake, that is also very very good.

2. Describe a bicycle in as much detail as you can.

Well, a bicycle, my bicycle has two flat tires, but most bicycles have filled tires with air, you have spokes in the wheels, you have two of them. Ten-speeds have ten gears that you can switch, when you're riding the bike, near the handle bars, right above the gears usually, that is really convenient to switch gears when you want to go faster or have more speed. And you also have a seat which is not always very comfortable at first, especially on a ten-speed, you have to get used to it, but when you do it, it's all right.

3. What is the best way to finish the food shortage throughout the world?

Finish? Well. I think we are to encourage capitalism around the world, so little countries can learn to depend on themselves, instead of depending on other people. I think America is a great leader in that area, but I think that we we give away too much, instead of teaching people how to create their own wealth and their own good.

Section 7.

In this section of the test you will see a class schedule and you will be asked to explain this schedule. Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.

Good morning, class. Welcome to Chemistry 200, I hope you are all in the right class. We'll be meeting on different days, class lectures will meet Mondays and Wednesdays in Anderson Hall, room 302, from 9 to 10 o'clock in the morning, and on Fridays we'll have laboratory in Johnson Hall, Laboratory A, from 3 to 5 o'clock PM. Our final examination will be Wednesday, December 10th in
Anderson Hall, from 9 o'clock to 10 o'clock am, just where you meet, same place you meet for class lectures. Our holidays, University holidays are Thursday, November 23rd and 24th, that's Thursday and Friday, there no classes on those days, that's Thanksgiving. Our textbooks for this semester will be "An Introduction to College Chemistry" by C. Clauss and C. Whitehead, it is Oxford University Press, 1976 and "Fundamentals of Chemical Equations" by B. Mathews, Harvard University Press, 1978.

AGSPEAK test.
Section 1.
In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?
   [9B].

2. How old are you?
   I work for Iowa State University, English Department, TESOL office.

3. What do you want to learn in the United States?
   I want to learn to be a good writer for a newspaper.

Section 2.
Complete partial sentences:

1. In order to raise dairy cattle you have to have a loot of land.
2. While the farmer was milking the cows he was kicked by a horse.
3. Because cattle needs a lot of grass the farmer must have a lot of acres.
4. There is no breed of cattle that can live in a house.
5. By feeding corn to beef cattle you will make them sick.
6. Before buying breeding stock make sure that you have enough money.
7. When the cattle population is too large the farmer be run off the land.
*8. If a cow produces too little milk he will be shot.
9. Whenever beef prices are low the farmer has a lot of cattle on his hands.
10. Although cattle farms are very large farmers houses are pretty small.

Section 3.

1. What is the woman's job?
   She is a veterinarian.
2. What is she doing?
   She is checking the heart rate of the pig.
3. What is going to happen next?
   She will check his temperature.
4. What might happen to the pig, if it is not examined?
   If it is not examined the pig might have high blood pressure, and have a heart attack, and there wouldn't be anything that you could do about it.

Section 4.

1. What do you enjoy most about agriculture?
   Well, I enjoy driving along the highway and looking at the fields, and looking at the fields, and looking at the animals, especially I like seeing the cattle, and the sheep and the horses. And it just makes me think of the future when I would like to have a bunch of them.
2. Describe an accident that happened to you while you were working.
Well, I was working (in whisper) I was really to farming, I was riding a horse one day, and we were going back to the barn, and we took out galloping which was fine with me, and I was not holding on very tightly though and, seriously, the horse did a ninety degree turn at the full gallop and I went right off the back and landed on my head, and got a concussion. That's the truth.

Section 5.

Describe a diagram

Well, in 1984 profits were really really down they were like two thousand dollars. for dairy profit. But in the 80ies they slowly rose a little bit, it's a little dip down in 87, but 1989 they had reached the peak of 35 thousand, but then in 1990 they kind of dipped back a little bit to 30 thousand and 1991 was pretty low to 20 thousand. But her in 1992 or 1993, they started to come back up a little bit. So for the future we hope that they continue to rise.

GROUP C.

Subject 1C.

SPEAK test.

Section 1.

In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.

1. Hello. How are you?

   I am fine.

2. What is the number on your test book?

   The number of my test book is seven hundred ninety three.

3. Why are you taking this test?
I am taking this test as a friend ship between Olga, because I am interested in agriculture and I am interested in [SPEAK]

4. What do you hope to be doing five years from now?

Five years from now I hope to be a part of marketing international agricultural consultant firm and I hope to be working with Iowa in international business.

Section 2.

In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go on to the next page and begin reading the paragraph silently to yourself.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.

In this section you will see partial sentences and you will be asked to make complete sentences using these parts. Look at example X:

When the library opens...

There are a number of possible completions for this sentence. You could say, for example:

When the library opens, I will return the book. OR

When the library opens, I will go there to study. OR
When the library opens, I will look for a new novel.

These are only sample completions. There are many other possibilities. You may complete each sentence in any way you wish. Try to make each sentence meaningful and grammatically correct. Now complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.

1. If she would read the full report she would find out the proper answer.
2. It will always be necessary to look before you cross the street.
3. When the airplane lands you first have to get your luggage.
4. Whenever your friend comes to visit in the United States it is proper to offer him a cup of coffee.
5. Before the game started all of the contestants were very nervous.
6. In order to finish the assignment you must first read the reading.
7. By saving our money we can afford our children a college education.
8. While I was waiting for the bus I was thinking about the homework assignment.
9. Although many people liked the movie I thought that it didn't portray the situation correctly.
10. Because of the cold weather many people have not been able to leave their homes.

Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six...Begin the story with "One day last month..." Begin now.

One day last month I rode my bicycle and ended up in the hospital because I hit a tree. OK. Number two? One day last month I rode my bicycle. Number three: one day last month when I was riding my bicycle I met a pretty girl. Number four: one day last month i was so interested in what she was looking like, that I ran into a tree. Number five: one day last month I ended up in the hospital and
the pretty girl brought me some flowers. And number six: one day last month we finished by riding together.

Section 5.

In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.

1. Where is this scene taking place?

   Inside a private home.

2. What is the dog doing?

   The dog is chasing the cat.

3. What is going to happen to the lamp on the table?

   It is going to fall off.

4. How could this situation have been prevented?

   By keeping the dog out the house.

Section 6.

In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.

1. Describe the things that you think make up a perfect meal.

   The things that make up a perfect meal is first that you start with an appetizer and than you have salad, and you have a main course, and desert, and the best thing is the way they are prepared, that they look nice and they taste good.

2. Describe a bicycle in as much detail as you can.
Bicycle has two wheels that are perfectly round, or as close to that as possible, with spokes going from the hub out to the rim of the bicycle connected by a frame. The frame has handle bars by which you can steer the bicycle, it has a seat, at which you can sit on the bicycle, and then there are pedals. If it is a speed bike, with different speeds, it has series of chains and gears, connected to the back tire. You got hand brakes or you got foot brakes.

3. What is the best way to finish the food shortage throughout the world?

The best way to stop the food shortage throughout the world, we don’t have food shortage as much as we have the food distribution problem. We need a better distribution system, and we need all the people in the world to have access to American high-bred seed corn and American seeds, so they could increase their yield of their production.

Section 7.

In this section of the test you will see a class schedule and you will be asked to explain this schedule. Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.

Good morning, class. My name is [1C], and I am your instructor for Chemistry 200. Let's talk about your class schedule so that we'll all know where we are supposed to be. The lectures will be on Mondays and Wednesdays, in Anderson Hall, room 302 from 9 to 10 in the mornings. The laboratory's on Fridays, and that would be held in Johnson Hall, laboratory A. We'll be there from three to five in the afternoon. A final exam is going to be December 10, Anderson Hall, room 302, from 9 o'clock to 10 am. We will have two University holidays through this fall semester which will be Thursday, which is Thanksgiving and Friday which is the day after, we have no classes. There are two textbooks that are going to be used: "Introduction to College Chemistry" by Clauss and
AGSPEAK test.

Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this question. Be sure to speak clearly after you hear each question.

1. What is your name?
   My name is [1C].

2. Where do you work?
   I work here at the University as a graduate research assistant.

3. What do you want to learn in the United States?
   I want to learn more about management and corporate finance.

Section 2.

Complete partial sentences:

1. In order to increase crop yield you must use high-bred seeds.

2. Although some crops grow well in dry weather there are other crops that do better in wet weather.

3. When fields become wet it is imperative that you do not take your tractor into them.

4. If soil is too sandy in the hot summer time the crops will wither and die.

5. By plowing a field in autumn you increase the chances of soil erosion due to field and rain.

6. While the boy was driving the tractor he failed to look back and find out that he was not plowing straight.

7. Because wheat needs a lot of sunshine it is grown in the Western part of the United States.
8. Whenever there is dry weather there's always chances for a drought.

9. There is no crop that needs no water.

10. Before buying seed corn you should check for the germination on the table.

Section 3.

1. What is this man's job?

   The man's job is spreading manure on the field.

2. What is he doing?

   He is driving the tractor pulling the manure spreader.

3. Why is he doing it?

   He probably has livestock at home and he has cleaned out the barns in order to rebed the pigs or cows so they stay warm during the winter.

4. What would happen if the fertilizer is not applied?

   If this is not applied correctly, the pigs and the cows can become wet and cold.

Section 4.

1. What do you enjoy most about agriculture?

   I enjoy getting out in the open air and watching the seeds grow. That is what I enjoy most about agriculture. And I also enjoy about helping people help themselves, because this is one area where a farmer can become independent and become self-sufficient and find out that they can produce not only enough food for their own family, but they, an American farmer can produce food for 97 other people.

2. Describe an accident that happened to you while you were working.
One summer when we were bailing hay a storm came up and we were in a big hurry to get all the hay bales off the wagon and into the barn, and we did not have the elevator secured well. So, when the hay bales went up the elevator, it came off the hay roof and actually tipped over and fell.

Section 5.

Describe a diagram

When bromegrass is first planted there is not very much dry matter yield, however it is, the protein is highly digestible. If you notice, starting at number one, that the protein is way down, the dry matter is below five tons in yield, and protein is up to 25%. As the bromegrass matures, it gets to be heavier, so there is more dry matter yield. But at the same time the digestible protein goes down. At about half way, between he maturity process, the protein matter and the dry yield even out. The protein is then about 15% and the yield in tons is about 3 tons of dry matter yield. As it matures then, dry matter yield increases almost up to one and a half ton, but in doing so, the protein goes way down to 5%. The story or the conclusion then is if you want a higher protein yield you going to harvest it when it is less mature, and if you want more dry matter yield, and you are not so concerned about protein, for example like beef cattle you can wait till it matures more and you get the maximum yield, but a minimum protein content.

Subject 2C.

SPEAK test.

Section 1.

In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.

1. Hello. How are you?
   
   I'm fine.

2. What is the number on your test book?
The number seven hundred and ninety three.

3. Why are you taking this test?

   Because I was asked to.

4. What do you hope to be doing five years from now?

   I'll be working as a Russian translator for some company making big money.

Section 2.

In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go on to the next page and begin reading the paragraph silently to yourself.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.

In this section you will see partial sentences and you will be asked to make complete sentences using these parts. Look at example X:

   When the library opens...

There are a number of possible completions for this sentence. You could say, for example:

   When the library opens, I will return the book. OR

   When the library opens, I will go there to study. OR
When the library opens, I will look for a new novel.

These are only sample completions. There are many other possibilities. You may complete each sentence in any way you wish. Try to make each sentence meaningful and grammatically correct. Now complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.

1. If she would read the full report she would know what was going on before the meeting.
2. It will always be necessary to dress warmly in winter.
3. When the airplane lands the people will disembark.
4. Whenever your friend comes to visit... I am kind of blank... you sit down and watch television.
5. Before the game started the players were all announced and introduced along with their parents.
6. In order to finish the assignment Jack was required to stay up all night.
7. By saving our money we will be able to invest wisely for the future.
8. While I was waiting for the bus a car drove by and splashed me when it was going through a big puddle of water.
9. Although many people liked the movie I didn't think it was that great.
10. Because of the cold weather school was canceled.

Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six... Begin the story with "One day last month..." Begin now.
One day last month while Jack was leaving school he unchained his bike, got on his bike and started riding home along the bike trail. While he was riding along the bike trail he drove by a girl who he did not know, and she was very beautiful. And she drove by, and Jack turned his head and watched her drive by and in doing so he ran into a tree. The girl stopped and went back and got assistance for Jack who ended up having broken his leg. And the girl visited him in a hospital and brought him flowers and made him feel better. And not long after Jack healed he an the girl were riding together on the track everyday.

Section 5.

In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.

1. Where is this scene taking place?
   The scene is taking place in the living room.

2. What is the dog doing?
   The dog is chasing the cat.

3. What is going to happen to the lamp on the table?
   The lamp is going to fall off the table and possibly break.

4. How could this situation have been prevented?
   If they didn't allow pets in the house.

Section 6.

In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.

1. Describe the things that you think make up a perfect meal.
Perfect meal is meat and potatoes with vegetables. Oh, OK, a little more, OK, so meat and potatoes. Take the meat, I would say inch thick T-bone or rib-eye steak, and you cook it as medium well, and then you could have a nice big baked potato with plenty of butter, no sour cream for me, I don't like sour cream, and then a vegetable. Vegetable is green beans, or corn, or anything like that, it doesn't really matter, because I really pay attention to meat and potato.

2. Describe a bicycle in as much detail as you can.

What kind of bicycle? Just any type? A mountain bike. A mountain bike is two tires, usually not wide tires, about a half inch to three quarters inch raise on the tires. The have a solid cast aluminum wheel which is a little bit better than spokes, spokes will tend to get damaged when you ride trails or anything like that. We got front brake, front and back brakes, and both are operated by hand. That way there is no accidental raising of your leg to lock your back tire in case you have an accident. They are usually strong tubular steel construction and any more, they make them in really bright colors. Then I believe, most of them now have twenty gears, when a usual model would have ten.

3. What is the best way to finish the food shortage throughout the world?

To stop food shortage throughout the world? Wow! Food shortage throughout the world. I guess the best way to stop it would be to have a free trade system that limits countries from putting embargoes on import. One of the closest examples I could think of now is Japan that has, it's not quite an embargo, but they only import they have a quota limit of imports on rice from the United States, and what it does is it keeps their local farmers in some kind of a cash [cr...?] because they don't feel the pressure of the international market, but it in its turn causes all the people of the country pay a much higher price for rice that they would have to, if US would have exported. As far as countries go that that aren't in a great rate of grain production the simplest thing would be to move to some place where food lies, but that wasn't, that isn't something that most people would like to hear. The only way you could do it is through unlimited amount of export.
Section 7.

In this section of the test you will see a class schedule and you will be asked to explain this schedule. Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.

OK! Good morning, class, my name is [2C], and I am your instructor. Today we are going to go through the class syllabus and that is going to be it for today. As you can see by the syllabus that you have already we have class on Monday and Wednesday mornings from 9 to 10, and that is in Anderson Hall where you are now, in 302. Our laboratory class meets on Friday, and that's from 3 to 5 p.m., and that's in Johnson Hall, Laboratory A. That's going to be the first laboratory to the right as you walk in. The final exam is going to be Wednesday, December 10th, and that's going to be right here, in this room from 9 to 10 am, and if there is any problems with that, if you have a problem with it, another class having exam or something, get in touch with me and we'll see what we can arrange. As for "no class" this semester we do have University holidays on Thursday and Friday, November 23rd and November 24th, so we will not be having the lab class on Friday that week. Our textbooks for this course could be found in the University Bookstore, and our first one is an introductory, introductory book, called "An Introduction to College Chemistry", it's by C. Clauss and C. Whitehead, and that's from Oxford University Press. And our second book is "Fundamentals of Chemical Equations" and that's by B. Mathews and that's from Harvard University Press. And that's it.

AGSPEAK test.

Section 1.

In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.
1. What is your name?

[2C]

2. Where do you work?

I work for a cheesecake company.

3. What do you want to learn in the United States?

I want to learn how to graze more cattle in a small confinement area.

Section 2.

Complete partial sentences:

1. In order to raise dairy cattle you must have kinda large acreage and a large [?]

2. While the farmer was milking the cows one cow kicked over a bucket.

3. Because cattle needs a lot of grass most farms are very large.

4. There is no breed of cattle that I have not seen.

5. By feeding corn to beef cattle you allow them to gain weight before the market.

6. Before buying breeding stock it is important to know the history of the sires.

7. When the cattle population is too large grazing area is often overgrazed.

8. If a cow produces too little milk this could be the result of milking too often.

9. Whenever beef prices are low cattle farmers are usually [waiting/ ??] for profits.

10. Although cattle farms are very large often times through rotation other animals can be raised alongside.

Section 3.

1. What is the woman's job?

She looks to be testing hog for any kind of breathing disorder.
2. What is she doing?
   She is taking a sample of breathing.

3. What is going to happen next?
   She is going to move on to a different hog.

4. What might happen to the pig, if it is not examined?
   The pig could be carrying some sort of disease, it could communicate it to the entire herd. It could die.

Section 4.

1. What do you enjoy most about agriculture?
   I enjoy the idea of producing food or producing animals that could be used by other people. And to give the chance to help other people get through their life not worrying about their next meal, because they know that the things that I produce on my farm can be found simply in the local store, at the local market, so they do have to worry about going far to find food.

2. Describe an accident that happened to you while you were working.
   While I was working on my farm, actually I was splitting wood, when I was splitting wood the head of the ax actually came off. After I hit the log I was trying to split. And the ax had bounced off the log and hit me in the sheen, and I had about two inch cut in my sheen and that made a real nice scar.

Section 5.

Describe a diagram
   As you well can see by this chart I have up on the overhead, this is dairy profit trends adjusted for inflation for the last few years, actually from 1993 through 1984. On the left side of the chart, of the graphic, you can see that profit goes from zero to 35,000 dollars. And on the bottom we have by year, the profit trend adjusted for inflation from 1984 sequentially through 1993. For example here in
1984 we can see that dairy profit trends for that year were between zero and five thousand dollars, approximately two thousand. And comparing these results with 1989, the 1989 results were just a hair from 35 thousand. So, as we can see the overall increasing trend in 1989. And then we come off a bit to 1991 where we [ ] from 35 thousand in 1989 to approximately 15 thousand in 1991. That's a little over 60% decrease. But from 1991 to 1993 we started gaining back momentum from the 15 thousand dollar mark to a little over 20 thousand and we hope to keep this trend through 1994.

Subject 3C.
SPEAK test.
Section 1.
In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.

1. Hello. How are you?
   Fine, thanks.

2. What is the number on your test book?
   Test book number seven nine three.

3. Why are you taking this test?
   I'm taking this test to volunteer as a subject.

4. What do you hope to be doing five years from now?
   Five years from now I hope to be doing one of two things: either teaching [ ] English at a college or university or working as a professional writer.

Section 2.
In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go on to the next page and begin reading the paragraph silently to yourself.
During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.

In this section you will see partial sentences and you will be asked to make complete sentences using these parts. Look at example X:

When the library opens...

There are a number of possible completions for this sentence. You could say, for example:

When the library opens, I will return the book. OR
When the library opens, I will go there to study. OR
When the library opens, I will look for a new novel.

These are only sample completions. There are many other possibilities. You may complete each sentence in any way you wish. Try to make each sentence meaningful and grammatically correct. Now complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.

1. If she would read the full report she would understand it.
2. It will always be necessary to have food and water.
3. When the airplane lands expect a bomb.
4. Whenever your friend comes to visit offer him or her coffee.
5. Before the game started we had high expectations.

6. In order to finish the assignment you need to write three pages.

7. By saving our money we might be able to afford a vacation.

8. While I was waiting for the bus an accident occurred.

9. Although many people liked the movie I didn't.

10. Because of the cold weather I have to shovel snow.

Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six...Begin the story with "One day last month..." Begin now.

One day last month John was riding his bicycle when the chain came off. He stopped to fix the problem, put the chain back on the bracket and continued his bike ride. As he was riding he met a friend of his, and they ended up riding together for a while. Unfortunately he wasn't looking where he was going at one point, hit a tree and apparently broke his leg or, at least hurt it, and ended up in a hospital. The friend with whom he was riding brought him flowers and then later when he got well they again took a bike ride together.

Section 5.

In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.

1. Where is this scene taking place?

   Probably in a home of the woman who is in the picture.

2. What is the dog doing?

   Looks like he is chasing the cat.
3. What is going to happen to the lamp on the table?
   It’s probably going to fell on the floor and break.

4. How could this situation have been prevented?
   Perhaps if the dog had not come in the house or if there were no cat in the house to start with.

Section 6.

In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.

1. Describe the things that you think make up a perfect meal.
   Well, I guess it depends a little bit on the situation. If I am eating by myself, or with a family or with a large group of people. I might describe a perfect Thanksgiving meal. I guess I am somewhat traditionally oriented in that: I would like to eat turkey and trimmings and the cranberry sauce, perhaps pumpkin pie for desert. Of course, as I said that is a perfect meal for a special occasion. A perfect breakfast might quite different, for example. Again it would depend on how much time you have. The perfect breakfast might be during the workweek toast and cereal and coffee, and some sort of fruit like grapefruit or orange.

2. Describe a bicycle in as much detail as you can.
   Well, a bicycle is basically a frame with two wheels and drive mechanism which is a crank which is connected to the chain and the gear of rear wheel. Most bikes have more than one gear now and some sort of braking system. And of course the purpose for a bicycle is to move the rider from one place to another.

3. What is the best way to finish the food shortage throughout the world?
Well, there are several competing theories. The one group of people thinks that we should try to reduce the population, because they think that food, the overall food supply cannot be increased much. There are other people who think that through technology we can find ways to feed an almost infinite number of people. So, I would have to say that I probably favor the latter although, but since I am not a scientist I can't give all the explanation for that but I guess I say that because I am an optimist.

Section 7.

In this section of the test you will see a class schedule and you will be asked to explain this schedule. Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.

OK. Good morning, and this is the first meeting of Chemistry 200. Before we get into the requirements for the course I'd like to give you some basic information, scheduling information and so on. The class, as you already know, we are in room 302 in Anderson Hall, our class meets at 9 o'clock and we will always meet here on Mondays and Wednesdays at 9 o'clock for an hour. Our lab is held at a different place, in a different building, Johnson Hall, lab A, from 3 to 5 on Fridays. So we have three different class meetings per week. The textbook, actually textbooks, we have two, the Clauss and Whitehead text and the Mathews text, they are both in the bookstore, at the Union, and so you need to if you don't have them already you need to get them as soon as possible. Two notes on dates that are important: we have Thanksgiving break, Friday, the 24th, Thursday the 24th and Friday, sorry, Thursday, the 23rd and Friday the 24th of November, that is the only holiday during the semester. And finally we have our final exam on the 10th of December, that's Wednesday, in Anderson Hall where we meet in the same room 302 at the same time we meet for class, from 9 to 10 a.m.

AGSPEAK test.
Section 1.

*In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.*

1. *What is your name?*

   My name is [3C].

2. *Where do you work?*

   I work in two places: Longview (?) College in Des Moines and Iowa State University in Ames.

3. *What do you want to learn in the United States?*

   Well, since I am a resident of the United States right now I am concentrated on learning and studying in my Ph.D. program. That’s what I spend my time working on.

Section 2.

*Complete partial sentences:*

1. In order to raise dairy cattle the farmer needs to have a lot of feed on hand.

2. While the farmer was milking the cows he was also listening to the music.

3. Because cattle needs a lot of grass we need to build new fences.

4. There is no breed of cattle that does not produce some milk.

5. By feeding corn to beef cattle they put on weight fast.

6. Before buying breeding stock you need to consider price and genetics of animals.

7. When the cattle population is too large you may need to sell a few animals.

8. If a cow produces too little milk she may need to be called from the herd.

9. Whenever beef prices are low breeding stock numbers tend to drop.

10. Although cattle farms are very large crop farms tend to be larger.
Section 3.

1. What is the woman's job?

I think this woman is doing one of two things: either doing a pregnancy test on a sow or checking the back fat percentage of the sow.

2. What is she doing?

She is administering a test, it's evidently an electronic sensing machine she is using. Either to, as I say either testing for pregnancy, or back fat percentage.

3. What is going to happen next?

She is probably going to right the results on a pad of paper.

4. What might happen to the pig, if it is not examined?

Well, there would be less, the farmer would know less about this particular animal.

Section 4.

1. What do you enjoy most about agriculture?

I think the thing I enjoy most about farm animals anyway is watching the birth of young ones.

2. Describe an accident that happened to you while you were working.

I haven't been in any serious accidents. I do remember one time I was helping a neighbor to change a flat tire on a grain wagon and I dropped the tongue, the wagon tongue on my foot, that tongue was very heavy and it hurt a lot, nothing was broken.

Section 5.

Describe a diagram
Well, I am here today addressing you, to, one of the things I want to explain to you is to explain this dairy profit trends chart. As you can see this graph, this bar graph indicates the change in dairy profit trends from 1984 to 1993. This chart indicates those profit trends for farmers in the Midwest, United States of America, and as you can see the profits range widely from 1984 to 1989 and every year is different from the year before or after. One of the factors to keep in mind here is that government support prices for milk changed during that time and so these profit trends may not reflect only the number of gallons of milk produced on a particular farm, but also the government support price which may have varied from year to year, that is from 1989 for example that farmer may have not produced any more milk than he did in 86, but the government support price may have been higher, so he produced, that farmer, he or she, would have produced about 33 thousand dollars worth of profits as opposed to about 15 thousand dollars of profits.

Subject 4C.
SPEAK test.
Section 1.
In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.

1. Hello. How are you?
   I am fine.

2. What is the number on your test book?
   Seven Ninety three.

3. Why are you taking this test?
   Because Olga asked me to.

4. What do you hope to be doing five years from now?
   Being in some area of business.
Section 2.
In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go on to the next page and begin reading the paragraph silently to yourself.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.

In this section you will see partial sentences and you will be asked to make complete sentences using these parts. Look at example X:

When the library opens...

There are a number of possible completions for this sentence. You could say, for example:

When the library opens, I will return the book. OR
When the library opens, I will go there to study. OR
When the library opens, I will look for a new novel.

These are only sample completions. There are many other possibilities. You may complete each sentence in any way you wish. Try to make each sentence meaningful and grammatically correct. Now complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.
1. If she would read the full report she would understand the situation.
2. It will always be necessary to wash your hands.
3. When the airplane lands I will feel much more comfortable.
4. Whenever your friend comes to visit we will go to the city.
5. Before the game started we all went to the bar.
6. In order to finish the assignment I must have all the necessary criteria.
7. By saving our money we can buy a house in a couple of years.
8. While I was waiting for the bus I saw Olga.
9. Although many people liked the movie I didn't particularly enjoy it.
10. Because of the cold weather everyone seems to be staying inside.

Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six...Begin the story with "One day last month..." Begin now.

One day last month I was at Iowa State University and I went outside to unchain my bike. After I was ready to go I climbed on my bike and rode to Schiilletter Village. On my way to Schiilletter Village I saw Olga riding her bike. As I watched her walk by I got off the trail and ran into a tree. Upon which I broke my leg. Olga came to visit me and said she was sorry that this had to happened after my leg healed Olga and I rode our bicycles together.

Section 5.

In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.

1. Where is this scene taking place?
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In a living room.

2. What is the dog doing?
   Chasing the cat.

3. What is going to happen to the lamp on the table?
   It's going to fall on the floor.

4. How could this situation have been prevented?
   Tie up the dog outside.

Section 6.

In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.

1. Describe the things that you think make up a perfect meal.
   A perfect meal? ahh A grilled steak, a baked potato with sour cream, a lettuce salad, a large glass of milk, a lot of friends with me, maybe an after dinner drink and then going out dancing or partying after the meal is over with.

2. Describe a bicycle in as much detail as you can.
   Two rubber ties wrapped around a set of aluminum wheels. The wheels have wire spokes connected to them which are connected to a hub, and the hub spins on axle, connected to the axe is spoke which allows the chain to run around it. The chain fits on top of two spokes, one at the rear tire and one at the middle of the bicycle. There is a set of pedals that are connected to ht front spoke which the person can place the feet on to propel the bike. There's a handle bar on the bike for a person to hang on to and steer the bicycle with, usually there is a set of brake handles under the handle bar to
stop the bike. The frame is made of some metal material set up in an A-type frame shape. And that's about it.

3. What is the best way to finish the food shortage throughout the world?

I think the best way to [kill/cure] the food shortage throughout the world is to give people a certain amount of land and to let them produce their own food. I think in many of the underdeveloped countries anyway this is the major problem that a very small percentage of the population own the land, they tend to be very rich people and they make the poor disadvantaged people work on the farms for them or something of that nature. I believe if they were given just a certain amount of land to each individual, they would be able to produce at least enough food for themselves to survive.

Section 7.

In this section of the test you will see a class schedule and you will be asked to explain this schedule. Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.

Good morning! This is Chemistry 200 and the syllabus is as follows, or the class schedule is as follows: class lectures will meet Mondays and Wednesdays in Anderson Hall, room 302 from 9 to 10 a.m. You'll have a lab once a week on Fridays that meets at Johnson Hall, that's in Laboratory A, from 3 and till 5 p.m. The final examination will be held Wednesday, December 10th in Anderson Hall, room 302 from 9 till 10 a.m. There's The University Holidays are Thursday, November 23rd and Friday November 24th and there will be no classes on those two days. The textbooks you'll need are "An Introduction to College Chemistry" and "Fundamentals of Chemical Equations".

AGSPEAK test.

Section 1.
In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this questions. Be sure to speak clearly after you hear each question.

1. What is your name?
   My name is [4C].

2. Where do you work?
   I work in Des Moines, Iowa.

3. What do you want to learn in the United States?
   I want to learn about business and law.

Section 2.

Complete partial sentences:

1. In order to raise dairy cattle you must have a basic understanding of animal biology.
2. While the farmer was milking the cows a cat scurried underneath the cow and the cow kicked the bucket.
3. Because cattle needs a lot of grass many acres of pasture are required for dairy farms.
4. There is no breed of cattle that is any better than another breed.
5. By feeding corn to beef cattle the marblization within the meat becomes more intense.
6. Before buying breeding stock be sure to review the blood lines.
7. When the cattle population is too large farmers will tend to decrease their cattle stock.
8. If a cow produces too little milk she will probably become a call-cow.
9. Whenever beef prices are low beef production will probably decrease.
10. Although cattle farms are very large in some sections of the country there are small cattle farmers.
Section 3.

1. What is the woman's job?
   
   I would say she must be a veterinarian.

2. What is she doing?
   
   I can't really tell what the animal is, and I think it's a pig, may be, quite possibly testing back fat.

3. What is going to happen next?
   
   She'd probably [run] the pig to its pigpen and write down the information that she has on the machine.

4. What might happen to the pig, if it is not examined?
   
   Well, I guess I made the wrong assumption about what's happening in the [picher??] If it is sick I guess it will probably die.

Section 4.

1. What do you enjoy most about agriculture?
   
   I enjoy, the things I enjoy most about agriculture is that it allows a person to be outside, working with nature and hands, that's I think are the things I enjoy most about agriculture.

2. Describe an accident that happened to you while you were working.
   
   Once when I was a child, maybe fourteen, fifteen, sixteen years old, something like that I was grinding feed on my far, I had a loose pair of jeans on and the PTO shaft on the grinder caught my jeans and ripped the jeans right off me.
Section 5.

Describe a diagram

As you can see from the dairy profit trends adjusted for inflation, in 1984 dairy farmers made the profit of less than five thousand dollars. By 1989 dairy profits had soared to approximately thirty five thousand dollars and then started to decrease through 1991 upon which they started to increase again and now in 1993 dairy farmers make a profit of approximately 20 thousand dollars. With the introduction of BST a dairy farmer has the possibility of making increase profits if they can afford this new technology.

Subject 5C.
SPEAK test.
Section 1.

In this section of the test you will be asked to answer some questions about yourself. After each question you will have a short time to answer the question. Be sure to speak clearly after you hear each question.

1. Hello. How are you?
   Fine, how are you?

2. What is the number on your test book?
   Seven ninety three.

3. Why are you taking this test?
   Because my friend Olga asked me to.

4. What do you hope to be doing five years from now?
   Five years from now I hope to have a job where I’ll be working with the people from the former Soviet Union, either here, in CARD, or, hopefully somewhere there in country. Someday I think, I’m studying English in the Master’s program in Iowa State, and I am considering going into the TESOL program and I would like to may be teach English in Russia or somewhere in the former Soviet Union. Some day.
In this section you will be asked to read a printed paragraph aloud. You will be scored for proper pronunciation and clear speech. First you will be given one minute to read the paragraph silently to yourself. Then you will have one minute to read the paragraph aloud. Go on to the next page and begin reading the paragraph silently to yourself.

During cold winters, people must be extra careful to prevent excessive exposure to cold and serious loss of body heat. Layers of relatively light, loose clothing give better protection than one thick, heavy item. Between each layer, there's a film of trapped air, which, when heated by the body, acts as excellent insulation. Tight clothing should be avoided because it does not leave room for trapped air. When people exercise or work hard, layered clothing becomes particularly important. As they move about they may get overheated. If a person becomes too warm, layers of clothing can be removed during the active time and put back on when the exercise is stopped. By wearing layers of clothing during activity a person can avoid an unnecessary chill.

Section 3.

In this section you will see partial sentences and you will be asked to make complete sentences using these parts. Look at example X:

When the library opens...

There are a number of possible completions for this sentence. You could say, for example:

When the library opens, I will return the book. OR
When the library opens, I will go there to study. OR
When the library opens, I will look for a new novel.

These are only sample completions. There are many other possibilities. You may complete each sentence in any way you wish. Try to make each sentence meaningful and grammatically correct. Now complete the ten partial sentences. Speak when you hear the number and be sure to say the complete sentence.
1. If she would read the full report then she would understand what the project is about.
2. It will always be necessary to wear a coat.
3. When the airplane lands I will meet my parents at the gate.
4. Whenever your friend comes to visit tell him that he can stay with me.
5. Before the game started the players came on the field.
6. In order to finish the assignment you will have to read twenty pages.
7. By saving our money someday we will be able to buy a house.
8. While I was waiting for the bus I got splashed by water by a car.
9. Although many people liked the movie I didn't.
10. Because of the cold weather everyone is in a bad mood.

Section 4.

In this section you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First study each of the following pictures silently, beginning with picture number one and going through picture number six... Begin the story with "One day last month..." Begin now.

One day last month Bob took his bike for a ride, or went for a ride on his bike and as he was going along he saw his girlfriend Mary and said "Hi" to her and while he was watching Mary ride away he ran his bike into a tree and broke his leg. Then Mary came to the hospital and brought Bob flowers. Then month later Bob recovered and Mary and Bob went riding again.

Section 5.

In this section you will look at the picture and answer a number of questions about the picture. First study the picture below silently.

1. Where is this scene taking place?
In living room.

2. What is the dog doing?

Chasing the cat.

3. What is going to happen to the lamp on the table?

It's going to fall on the floor and break.

4. How could this situation have been prevented?

Get rid of the dog or get rid of the cat.

Section 6.

In this section you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of spoken English. When it is graded, the graders will be interested in the way you express your ideas, not the actual ideas. There will be no sample question for this section.

1. Describe the things that you think make up a perfect meal.

Perfect meal, let's see. I think a big steak that's about medium rare, some mashed potatoes, my mom's green beans casserole, a salad with jello and oranges, and Cool-Whip, and for desert - chocolate pudding.

2. Describe a bicycle in as much detail as you can.

Just any bicycle, what a bicycle is? OK. A bicycle is a vehicle with two thin wheels that are attached to a pedal with, attached to a device with a pedal which propels the pedal when a person sits on a bike and pedals. It has a small seat in the middle and two handle bars which a rider uses to steer. There are many different kinds of bikes, the most popular kind of bike is a mountain bike with the short handle bars. That's about all I can...

3. What is the best way to finish the food shortage throughout the world?
The best way to finish the food shortage? Well, I think that a lot of food in this country goes to waste because if farmers provide too much, too many crops and they don't make as much money so they have to keep the demand up and a lot of things go to waste that way, and if we thought more about the other people in the world rather than how much money we made than it might a way to solve the food shortage problem. Another problem is that in the former Soviet republics they have, they don't have much problem growing food, they have problems getting food to the stores and places, and if we help build better transportation system I think it applies to all parts of the world to help their transportation and distributions on earth improve.

Section 7.

In this section of the test you will see a class schedule and you will be asked to explain this schedule. Imagine that you are a teacher meeting your class for the first time. You must explain this schedule to your students. Be sure to include all important details in your description. You will have one minute to study the schedule silently.

Welcome to Chemistry 200! The required textbooks for this class are "Introduction to College Chemistry" by C. Clauss and C. Whitehead and "Fundamentals of Chemical Equations" by B. Mathews. Both of these textbooks should be available at the University Bookstore. This class will meet Mondays and Wednesdays from 9 to 10 p.m. here in Anderson Hall. We will also have a two-hour lab on Fridays in Johnson Hall in laboratory A. Your final exam for this course will be held on Wednesday, December 10th in Anderson, in room 302 Anderson Hall from 9 to 10 a.m., the same time as our normal lecture. The university holidays in which there are no classes are Thursday November 23rd and Friday November 24th.

AGSPEAK test.

Section 1.
In this section of the test you will be asked to answer three or four questions about yourself. After each question you will have a short time to answer this question. Be sure to speak clearly after you hear each question.

1. What is your name?
   Name is [5C].

2. Where do you work?
   I work in the Center for Ag. and Rural development at the Economics Department in Iowa State University.

3. What do you want to learn in the United States?
   Right now I try to learn how to speak Russian.

Section 2.

Complete partial sentences:

1. In order to raise dairy cattle you need to own a lot of land.
2. While the farmer was milking the cows one of them kicked him.
3. Because cattle needs a lot of grass it is important that you have a large area for grazing.
4. There is no breed of cattle that makes chocolate milk.
5. By feeding corn to beef cattle you improve the quality of the meat.
6. Before buying breeding stock you should check their genetic history.
7. When the cattle population is too large it's time to take them to slaughter.
8. If a cow produces too little milk it may be ill.
9. Whenever beef prices are low the demand for beef is low as well.
10. Although cattle farms are very large pig farms are even bigger.

Section 3.
1. What is the woman's job?

I think she is a veterinarian.

2. What is she doing?

It looks like she has got a stethoscope on this pig, but I am not sure, may be she is measuring temperature or checking his heart beat, or what.

3. What is going to happen next?

I don't know, she might check him over in some other way. I don't know.

4. What might happen to the pig, if it is not examined?

It might become ill and die, or cause some other pigs to become ill.

Section 4.

1. What do you enjoy most about agriculture?

ha-ha I enjoy the fact that it's the way that all people are the same and we are all in agriculture, and it gives us common grounds to work in agriculture.

2. Describe an accident that happened to you while you were working.

Oh, about seven or eight years ago when I was working I fell off the ladder and I strained my ankle really bad, and I couldn't walk.

Section 5.

Describe a diagram

As we can see from this dairy profit trends chart that has been adjusted for inflation the profits in dairy industry have increased between 1984 and 1993, but not without fluctuation. As you can see in 1984 it's well below five thousand dollars and as we go on to 1986 it steadily increases over in 1987 the profits drop slightly. Then in 1988 dairy profits shoot to twenty five thousand dollars and almost
35 thousand dollars in 1989. But then they continue they start to decline again and now the current trend for 1993 is that they seem to be steadily rising.