

4. You will now read a short passage and then listen to a talk on the same academic topic. You will then be asked a question about them. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

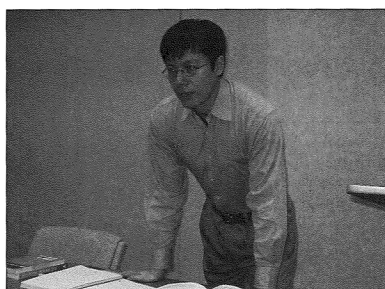
Now play Track 27 on the CD to hear Question 4.



Reading Time: 45 Seconds

Social Interaction

People deal with each other every day. This interaction is at the heart of social life. The study of social interaction is concerned with the influence people have over one another's behavior. People take each other into account in their daily behavior and in fact, the very presence of others can affect behavior. For example, one principle of social interaction, audience effects, suggests that individuals' work is affected by their knowledge that they are visible to others, that the presence of others tends to alter the way people behave or perform an activity.



Explain how the examples of tying shoes and learning to type demonstrate the principle of audience effects.

Preparation Time: 30 Seconds

Response Time: 60 Seconds

Question 4

Track 27 Listening Script

Narrator

Now read the passage about the nature of social interaction. You will have 45 seconds to read the passage. Begin reading now.

Narrator

Now listen to part of a talk in a sociology class. The professor is discussing audience effects.

Professor

OK, so we said that the way we interact with others has an impact on our behavior . . .

In fact, there's some interesting research to suggest that in one type of interaction—when we're being observed specifically, when we know we're being watched as we perform some activity—we tend to increase the speed at which we perform that activity.

In one study, college students were asked to each put on a pair of shoes—shoes with laces they would have to tie. Now, one group of students was told that they would be observed. The second group, however, didn't know they were being observed. The students who were aware that they were being watched actually tied their shoes much faster than the students who thought they were alone.

Other studies confirm the same is true even when we're learning new activities. Let's say someone is learning a new task—for example, learning how to type. When they're conscious of being observed, they'll likely begin typing at a much faster rate than they would if they were alone.

But, and this is interesting, the study also showed that certain common behavior—things people typically do, like . . . making mistakes when you're learning something new . . . that behavior pattern will also increase. So in other words, when we're learning to type, and we know we're being watched, we'll type faster, but we'll also make more mistakes.

Narrator

Explain how the examples of tying shoes and learning to type demonstrate the principle of audience effects.

Preparation Time: 30 Seconds

Response Time: 60 Seconds

Important Points

The principle of audience effects suggests that when people are aware of being observed, their behavior changes. Specifically, in the two studies described, people worked faster when they were aware of being observed. In one study, two groups were told to put on shoes that tied. One group was told it would be observed, and the other was not. The group that knew it was being observed tied shoes much faster than the other group. In learning to type, those being observed type faster, but they also make more mistakes than those not aware of being observed.

Sample Responses

Play Track 37 on the CD to hear a high-level response for Question 4.



Rater Comments

The speaker speaks clearly. She identifies the concept of audience effects and the two examples from the listening. She organizes her response in a logical way that leads the listener from one sentence to the next. She supports her response with accurate details and demonstrates a sophisticated level of both grammatical structures and vocabulary. This is evident in the way she smoothly makes the transition from one idea to the next and the efficient use of language to accurately summarize the examples from the listening. There are only very minor errors in language use, and they do not prevent her response from being understood.

Play Track 38 on the CD to hear a mid-level response for Question 4.



Rater Comments

The speaker sustains his response throughout. His pronunciation and intonation are affected by his first language. These pronunciation errors make it hard to know what he means. The speaker identifies the concept and the two examples, but with inaccuracies. Instead of summarizing each experiment, he combines the summary of both experiments. This causes him to incorrectly conclude that you make more mistakes when you are being watched while tying your shoes. Additionally, the speaker sometimes stumbles when trying to form basic words (*slowlier*), which shows a moderate control of grammar and vocabulary.