

Speaking Ex. > TOEFL Questions 5 & 6

- > **Understand** the key information in listening passages.
- > **Take notes** of important information and use it in your spoken response.
- > **Paraphrase** information.
- > **Express an opinion** or reference.
- > **Support an opinion** with reasons or examples.

PROCESS	STRATEGY
Listen to a conversation or lecture	Take notes of the key points and important details.
Read the question and understand the task.	Identify what you will need to discuss.
Organize the ideas.	Decide on your topic sentence and supporting details. Be sure to include reasons and examples for any opinion expressed.

Practice 1 – Conversation



Step # 1 > Listen to a conversation. As you listen, take notes on the person's problem and solutions suggested.

Problem: _____

Solution 1: _____

Solution 2: _____

Step # 2

Read the prompt below. **Write down the main points you need to speak about.**

.....The speakers discuss the man's problem. Think about the problem and.....
.....the two solutions. Then, choose the solution you think is better for the.....
.....man, and explain why.

Taken from Edmunds, P., McKinnon, N., & Zeter, J. (2009) Building Skills for the TOEFL iBT. 2nd Ed. Compass Publishing. US

Adapted by Andrés Barón-Ávila
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Problem: The man needs to _____.

Best solution: I think the _____ solution is _____.

Reason 1: It is a good idea because _____.

Reason 2: Another reason is _____.



Step # 3

Listen to TWO sample responses. Write down any useful expressions.

A rectangular box representing a listening interface. At the top, there is a red progress bar. Below the bar, the box is filled with horizontal dashed lines for taking notes. The box has a thin border and small circular icons in the corners.

Step # 4

Now create your own response using words and expressions from previous steps. Use the prompts below to help you.

The man is having problems with _____ that will be _____.

I think he should _____. Professors/tutors have _____

so they can help students. It is _____. Since teachers write their test, she might suggest _____.

Step # 5

Read your response out loud. Try to read it slowly and clearly. Practice saying the whole response several times till you sound natural. Then, say the response without looking at the text.



Problem: _____

Solution 1: _____

Solution 2: _____

The speakers discuss the woman's problem. Think about the problem and the two solutions. Then, choose the solution you think is better for the man, and explain why.

Reason 2: Her parents _____.

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[illegible]

Step # 4

Now create your own response using words and expressions from previous steps. Use the prompts below to help you.

The woman's problem is that she _____, but she _____. I think the woman should _____. First, _____. So, they _____. Second, her parents _____. They _____ because _____.

Step # 5

Read your response out loud. Try to read it slowly and clearly. Practice saying the whole response several times till you sound natural. Then, say the response without looking at the text.

Practice 3 – Lecture



Step # 1 > Listen to a lecture. Fill in the missing information in the notes.

Topic: Two _____ allowed European _____.

Thesis: Farmers could _____ more land for _____ much more _____.

Key point 1: The _____ plow allowed soil to _____ and water for _____.

Key point 2: The horse _____ allowed animals to use _____ for _____ and _____.

Step # 2 > Read the prompt below. Write down the main points you need to speak about.

Using points and examples from the talk, explain how the horse collar and wheeled plow contributed to the population rise in Europe during the early to mid-Medieval period.

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LIVEWORKSHEETS

First sentence:



Step # 3

Listen to a sample response. Write down any useful expressions.

Step # 4

Now create your own response using words and expressions from previous steps. Use the prompts below to help you.

The professor describes two _____ that allowed _____ in the Medieval period. First, the _____ not only cut through the soil but also _____. This made a better place to _____ and allowed _____. Even more important was the _____. _____ and comfortable, it did not cut off animals' _____, like the ones before it did. Thus, the animals did not have to _____ so much.

Step # 5

Read your response out loud. Try to read it slowly and clearly. Practice saying the whole response several times till you sound natural. Then, say the response without looking at the text.



Step # 1 > Listen to a lecture. Fill in the missing information in the notes.

Topic: How _____ use tools.

Thesis: Animals _____ and _____ tools to obtain food.

Key point 1: Chimpanzees _____ sticks so they can be used to _____ food.

Key point 2: Birds _____ thin _____ or cactus spines to assist them in getting food.

Step # 2 > Read the prompt below. Write down the main points you need to speak about.

Using points and examples from the talk, explain how animals make and use tools.

First sentence: _____



Listen to a sample response. Write down any useful expressions.

This image shows a blank sheet of white paper designed for a binder. At the top, there is a solid red horizontal bar spanning most of the width. Below this bar are five horizontal dashed lines for writing. The paper has four circular purple binder holes, one in each corner.

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Step # 4

Now create your own response using words and expressions from previous steps. Use the prompts below to help you.

The lecture talks about _____ that make and use _____. They do this primarily to _____. For example, chimpanzees will take a stick and _____ on one end to make it into a _____. Then they stick it into _____ to catch to eat. Some species of _____ act similarly. They find small _____ or _____ and use them to _____ insects or grubs hiding in trees and plants.

Step # 5

Read your response out loud. Try to read it slowly and clearly. Practice saying the whole response several times till you sound natural. Then, say the response without looking at the text.

