

## Speaking Ex. > TOEFL Questions 3 & 4

- > **Understand** information in reading and listening passages.
- > **Take notes** of important information and use it in your spoken response.
- > **Synthesize** background information with more specific information.
- > **Synthesize** the information given in the reading and listening passages and **highlight principles or differences between them**.
- > **Recognize** a speaker's purpose and attitude.
- > **Paraphrase** information.

PROCESS	STRATEGY
Read and listen	Take notes of the important information in the reading and listening passages.
Read the question and understand the task.	Identify the relationship between the information from the listening passage and that from the reading passage. What aspects of each does the prompt want you to discuss?
Organize the ideas.	Arrange the ideas from the listening and reading passages. Think of a topic sentence that reflects the information.

### Practice 1 – Reading & Conversation

**Step # 1 >** Read the following information. Write five keywords or key phrases that would be useful in explaining this passage to someone else.

Notice to Museum Patrons	Keywords / Key phrases
<p>Starting next month, the university art museum will begin charging an admission fee of \$6 to offset costs. This summer the museum will begin construction on a new wing to house its collection of ancient Greek pottery. In addition, the museum will be hiring a tour guide to give patrons the most educational experience possible. To encourage students to use the museum, it is offering a 50% discount when a university ID is presented.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>

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Tip > Look at the key words. Restate the passage in your **own words**.

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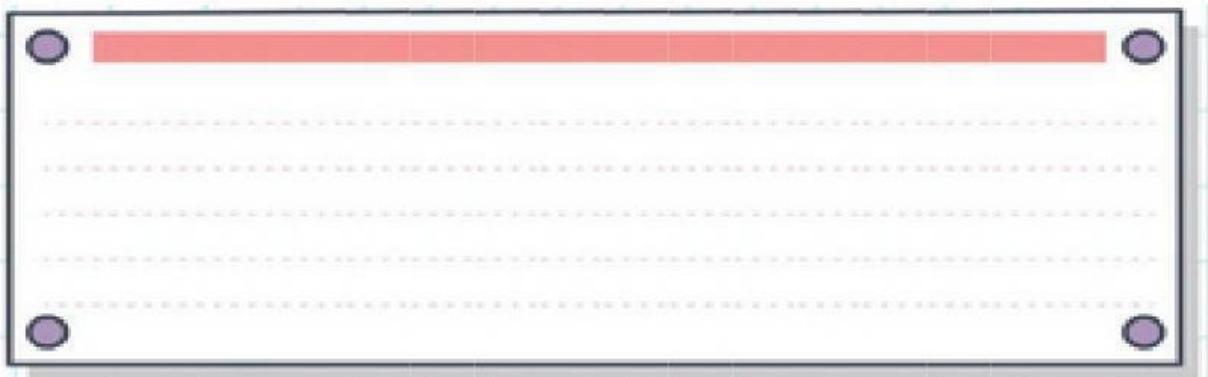
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**Step # 2 >** Listen to a conversation related to the previous passage. As you listen, take notes on important information. Write down five (5) keywords or key phrases that would be useful in explaining this information to someone else.



**Step # 3 >** Read the prompt below. Fill in the blanks with the most important ideas from both the reading and listening passages. **Write down the main points you need to speak about.**

The man expresses his opinion regarding the announcement. State his opinion and explain the reasons he gives for holding that opinion.

**Opinion** The man thinks it is \_\_\_\_\_ for the museum to charge the admission.

**Reason 1** The museum already has enough \_\_\_\_\_.

**Detail** \_\_\_\_\_ and \_\_\_\_\_ provide adequate money for new \_\_\_\_\_ and \_\_\_\_\_.

**Reason 2** Students who \_\_\_\_\_ have to go to the museum to complete their \_\_\_\_\_.

**Detail** Students already have to \_\_\_\_\_ so they should not have to pay admission.

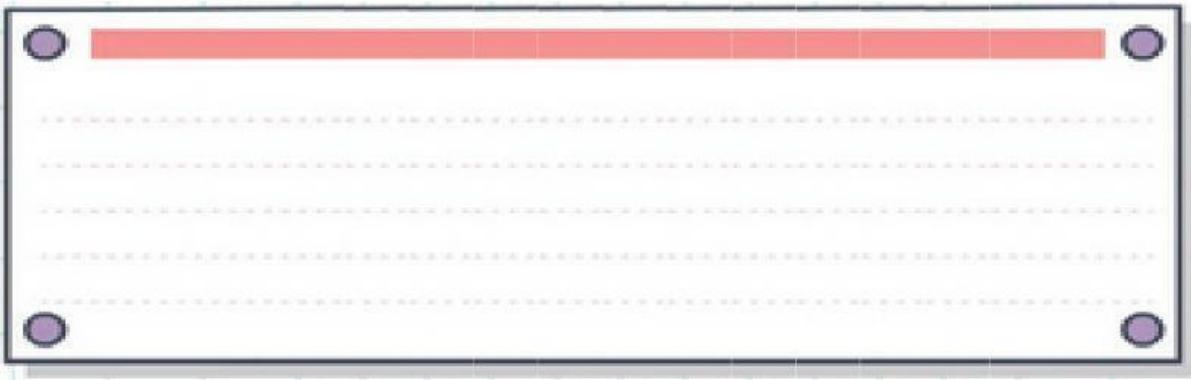
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## Step # 4

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



## Step # 5

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

The man \_\_\_\_\_ with the policy of charging admission to \_\_\_\_\_.  
He thinks it is \_\_\_\_\_ since the museum \_\_\_\_\_ for a new \_\_\_\_\_ and to hire a new \_\_\_\_\_. It receives plenty of funding from \_\_\_\_\_ and \_\_\_\_\_. Also, he does not think \_\_\_\_\_ should pay. They are required to go to \_\_\_\_\_ and already \_\_\_\_\_.

## Step # 6

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 2 – Reading & Conversation

### Step # 1

Read the following information. Write five keywords or key phrases that would be useful in explaining this passage to someone else.

Department Notice	Keywords / Key phrases
<p>The History Department is now offering its eight week Research Methods seminar free of charge beginning September 28. The seminar used to be available to students at a cost of \$120. Due to lack of interest, the department has decided to offer them for free in hopes of attracting students. The seminar is being held on Saturday mornings from 9:30 am until 11:30 am so it will not conflict with students' class schedules during the week.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>

Tip > Look at the key words. Restate the passage in your own words.

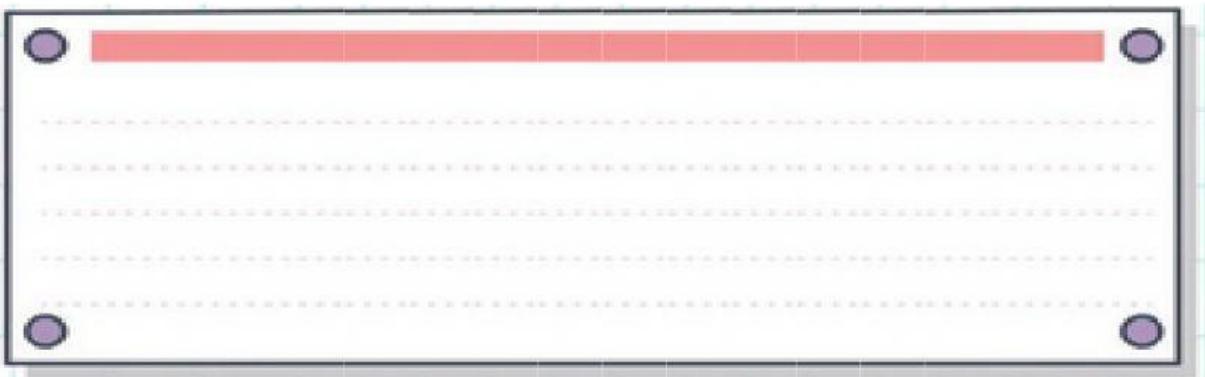
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**Step # 2 >** Listen to a conversation related to the previous passage. As you listen, take notes on important information. Write down five (5) keywords or key phrases that would be useful in explaining this information to someone else.



**Step # 3 >** Read the prompt below. Fill in the blanks with the most important ideas from both the reading and listening passages. Write down the main points you need to speak about.

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**LIVEWORKSHEETS**

The woman gives her opinion regarding the announcement. State her opinion and explain the reasons she gives for holding that opinion.

**Opinion** The woman \_\_\_\_\_ with the \_\_\_\_\_.

**Reason 1** The History Department is \_\_\_\_\_.

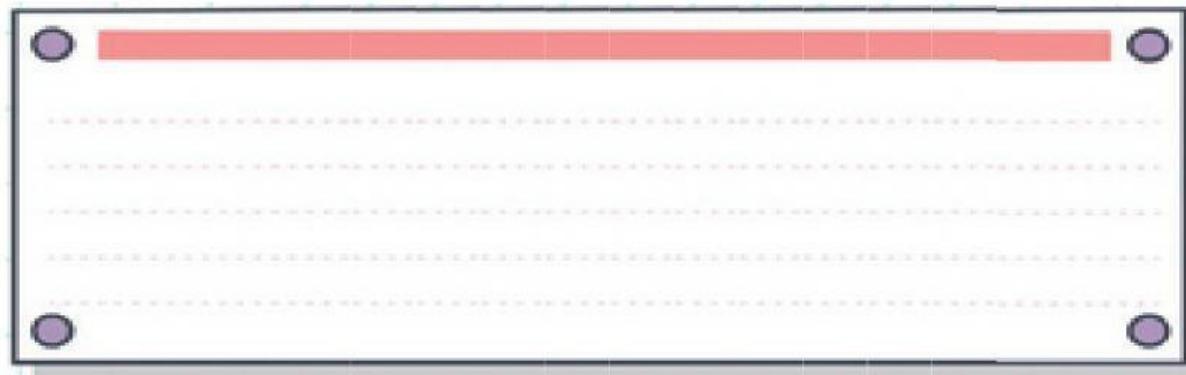
**Detail** Many students will only attend because \_\_\_\_\_.

**Reason 2** The \_\_\_\_\_ will \_\_\_\_\_ with students' schedules.

**Detail** Many students \_\_\_\_\_ on Saturday mornings.

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**Step # 4 >** Listen to a sample response. Write down any useful expressions.



**Step # 5 >** Now create your own response using words and expressions from previous steps. Use the prompts below to help you.

The woman \_\_\_\_\_ with the History department offering the \_\_\_\_\_.  
She says that they are \_\_\_\_\_. She thinks \_\_\_\_\_ are not going to be interested in \_\_\_\_\_; they will only \_\_\_\_\_ the seminar so they can \_\_\_\_\_. Also, she says that even though the seminar is \_\_\_\_\_, it will still conflict with \_\_\_\_\_. Many students \_\_\_\_\_ on the weekends to \_\_\_\_\_.

**Step # 6 >** 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.

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## Practice 3 – Reading & Lecture

**Step # 1 >** Read the following information. Write five keywords or key phrases that would be useful in explaining this passage to someone else.

Non-Verbal Communication	Keywords / Key phrases
<p>Linguistic communication takes many forms—speech, sign language, and even computer languages. These are all considered varieties of linguistic communication. There is a very powerful method of communication known as non-verbal communication. This is defined as "any message expressed by non-linguistic means." These include facial expressions, gestures, and body stance.</p> <p>Non-verbal communication serves many functions. It can mirror, or repeat, one's spoken words. Furthermore, non-verbal communication can be used to accent one's spoken language. Used in that way, the meaning of a word is emphasized.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>

**Tip >** Look at the key words. Restate the passage in your **own words**.

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**Step # 2 >** Listen to a lecture related to the previous passage. As you listen, take notes on important information. Write down five (5) keywords or key phrases that would be useful in explaining this information to someone else.

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**LIVEWORKSHEETS**

**Step # 3 >** Read the prompt below. Fill in the blanks with the most important ideas from both the reading and listening passages. Write down the main points you need to speak about.

Using the examples in the lecture, explain the functions of non-verbal communication.

**Main idea** There are two \_\_\_\_\_ of non-verbal \_\_\_\_\_.

**Key point 1** \_\_\_\_\_ communication can be used to \_\_\_\_\_ sth spoken.

**Example** Saying \_\_\_\_\_ something is and \_\_\_\_\_ to it.

**Key point 2** Non-verbal communication can be used for \_\_\_\_\_ sth said.

**Example** Pointing to \_\_\_\_\_ your \_\_\_\_\_.

**Step # 4 >** Listen to a sample response. Write down any useful expressions.

**Step # 5 >** Now create your own response using words and expressions from previous steps. Use the prompts below to help you.

The passage defines \_\_\_\_\_ as non-linguistic communication, including \_\_\_\_\_ and \_\_\_\_\_. Two of its functions are \_\_\_\_\_ and \_\_\_\_\_. First, the professor illustrates \_\_\_\_\_. He says when you say the \_\_\_\_\_ and then \_\_\_\_\_ to the location, you are basically repeating your \_\_\_\_\_ with a \_\_\_\_\_. Next, he says pointing \_\_\_\_\_ at a friend \_\_\_\_\_ fault is an example of the \_\_\_\_\_.

**Step # 6 >** 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.

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## Practice 4 – Reading & Lecture

**Step # 1 >** Read the following information. Write five keywords or key phrases that would be useful in explaining this passage to someone else.

Geophagy	Keywords / Key phrases
<p>Geophagy refers to the practice of eating dirt and soil, and it has been going on for thousands of years. Generally, mineral-rich soils like clay are eaten by those who engage in geophagy.</p> <p>Geophagy can be observed in many species of animals. Birds, deer, dogs, and butterflies are just a few examples of animals that eat dirt to help them digest their food. In addition, different human groups around the world eat dirt as a nutritional dietary supplement.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>

**Tip >** Look at the key words. Restate the passage in your **own words**.

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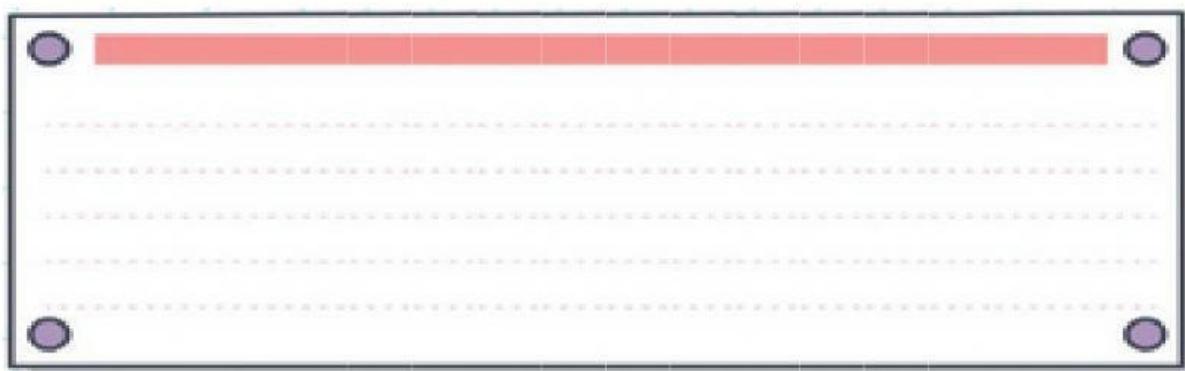
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**Step # 2 >** Listen to a lecture related to the previous passage. As you listen, take notes on important information. Write down five (5) keywords or key phrases that would be useful in explaining this information to someone else.

**Step # 3 >** Read the prompt below. Fill in the blanks with the most important ideas from both the reading and listening passages. **Write down the main points you need to speak about.**



 The professor gives examples of geophagy. Discuss how these examples explain the practice of geophagy.



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**Main idea** There are \_\_\_\_\_ why people and animals \_\_\_\_\_.

**Key point 1** Animals, such as \_\_\_\_\_ eat dirt.

**Example** Birds eat dirt because \_\_\_\_\_.

**Key point 2** Humans practice geophagy mainly to \_\_\_\_\_.

**Example** Pregnant women and \_\_\_\_\_ often eat dirt to get \_\_\_\_\_.

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**Step # 4 >** Listen to a sample response. Write down any useful expressions.

**Step # 5 >** Now create your own response using words and expressions from previous steps. Use the prompts below to help you.

The passage talks about geophagy, or \_\_\_\_\_. The lecture gives examples and reasons why \_\_\_\_\_. First, the lecture gives the example of \_\_\_\_\_. They eat dirt because it helps \_\_\_\_\_. Second, humans eat dirt to get \_\_\_\_\_ in their \_\_\_\_\_. The lecture supports this by saying \_\_\_\_\_ in traditional societies \_\_\_\_\_ to get minerals needed for \_\_\_\_\_.

**Step # 6 >** 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.

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