

# 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. 2<sup>nd</sup> Ed. Compass Publishing. US

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**Problem:** The man needs to \_\_\_\_\_.

**Best solution:** I think the \_\_\_\_\_ solution is \_\_\_\_\_.

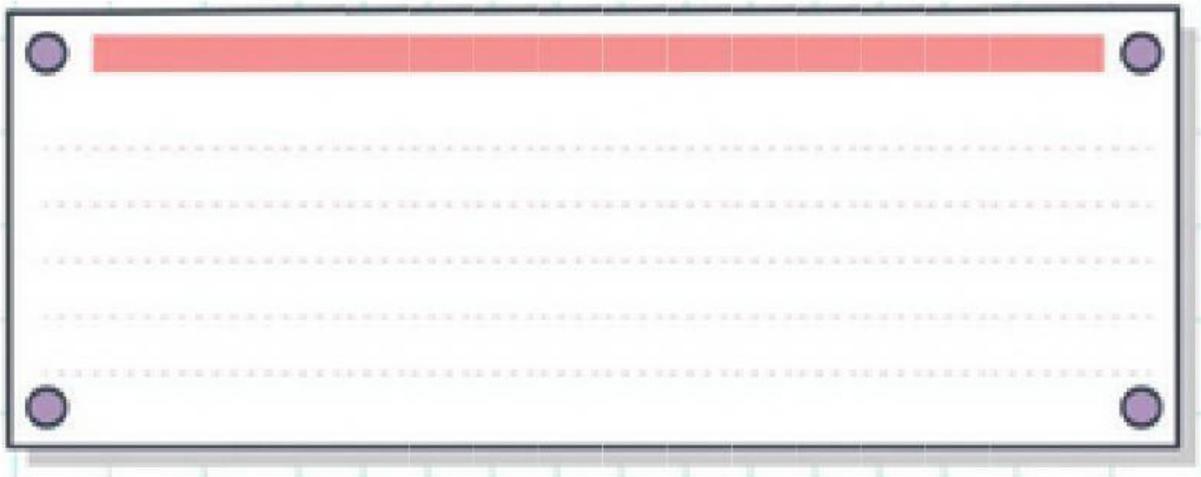
**Reason 1:** It is a good idea because \_\_\_\_\_.

**Reason 2:** Another reason is \_\_\_\_\_.



### Step # 3

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

A rectangular box representing a listening exercise. At the top, there is a red progress bar with a play button icon on the left and a stop button icon on the right. Below the progress bar, there are four horizontal dashed lines for writing notes. The box has a light blue border and rounded 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.



## Practice 2 – 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 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.

**Problem:** The woman needs money to \_\_\_\_\_.

**Best solution:** The woman should \_\_\_\_\_.

**Reason 1:** The choice is good because \_\_\_\_\_.

**Reason 2:** Her parents \_\_\_\_\_.



### Step # 3

Listen to TWO samples response. Write down any useful expressions.

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.....
.....
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.....
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.....

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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 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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First sentence:

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### 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.

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## Practice 4 – Lecture



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

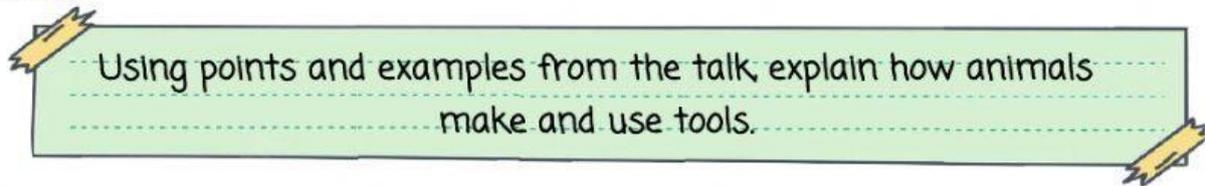
**Topic:** How \_\_\_\_\_ use tools.

**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.



First sentence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### Step # 3

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

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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.

