

TOEFL Speaking NoteFull Training



TOEFL Speaking Basics

Needs and Values

AUTONOMY choice dignity freedom independence self-expression space spontaneity

CONNECTION acceptance affection appreciation authenticity belonging care closeness communication communion community companionship compassion consideration empathy friendship inclusion inspiration integrity intimacy love mutuality nurturing partnership presence respect/self-respect security self-acceptance self-care, self-connection self-expression shared reality stability support to know and be known to see and be seen trust understanding warmth

MEANING awareness celebration challenge clarity competence consciousness contribution creativity discovery efficiency effectiveness growth integration integrity learning mourning movement participation perspective presence progress purpose self-expression stimulation understanding

PEACE acceptance balance beauty communion ease equanimity faith harmony hope order peace-of-mind space

PHYSICAL WELL-BEING air care comfort food movement/exercise rest/sleep safety (physical) self-care shelter touch water

PLAY adventure excitement fun humor joy relaxation stimulation

Values are an important part of our lives. Please choose a value that is important to you and explain why it is important. Use specific reasons and details in your response.

Value -> what does it mean -> how do you see it

New TOEFL Speaking Question 1

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	- fulfills the demands of the task	- well-paced flow - Speech is clear	- high degree of automaticity - basic and complex structures	- well developed - relationships between ideas are clear
3	- addresses the task appropriately but may fall short	- difficulties with pronunciation, intonation, or pacing are noticeable - require listener effort at times	- imprecise or inaccurate use of vocabulary - somewhat limited in the range of structures used	- lacks elaboration or specificity - relationships between ideas may at times not be immediately clear.

Anticipation



Mini-reading:

Our bookstore

Starting next semester, the university bookstore will discount electronic textbooks by 50% compared to the print version of textbooks. The university will reduce the environmental impact it has. The university will use the additional space from carrying less textbooks to open a tutoring center.

Mini-listening:

Janet likes electronic textbooks discounted at 50%. The university has a responsibility to reduce its environmental impact. The bookstore is used by students to study. The tutoring center will make the bookstore noisy.

Standard question:

What does Janet think about the university's plan?

New TOEFL Speaking Question 2

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	<ul style="list-style-type: none"> - fulfills the demands of the task - highly intelligible and exhibits sustained, coherent discourse 	<ul style="list-style-type: none"> - Speech is generally clear, fluid, and sustained - Overall intelligibility remains high 	<ul style="list-style-type: none"> - coherent, efficient (automatic) expression of relevant ideas - effective word choice - do not require listener effort 	<ul style="list-style-type: none"> - clear progression of ideas - conveys the relevant information - appropriate detail
3	<ul style="list-style-type: none"> - fall short of being fully developed - noticeable lapses in the expression of ideas 	<ul style="list-style-type: none"> - minor difficulties with pronunciation, intonation, or pacing - require some listener effort at times 	<ul style="list-style-type: none"> - some imprecise or inaccurate use of vocabulary or grammar 	<ul style="list-style-type: none"> - some incompleteness, inaccuracy, lack of specificity - choppiness in the progression of ideas

Teaching with Illustrations



Mini-reading

Ego depletion.

1) Willpower operates like a muscle that can be exerted and 2) fatigued.

Mini-lecture

An experiment done with 100 people asked 50 to sit in a room with cookies and other snacks and not eat any. After 1 hour, researchers asked them to work on a challenging puzzle and most gave up after a few minutes. The other 50 were asked to sit in a room with cookies and snacks and told to eat whatever they wanted. After 1 hour, they asked this group to work on a challenging puzzle and they successfully completed it.

Standard question:

How does the research presented by the professor illustrate ego depletion?

Parallelism (using the same words)

How versus what

Which question does the following answer:

1 cup sugar

2 cups flour

1 cup butter

How do you bake a cake? OR What's in a cake?

New TOEFL Speaking Question 3

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	<ul style="list-style-type: none"> - fulfills the demands of the task - highly intelligible and exhibits sustained, coherent discourse 	<ul style="list-style-type: none"> - Speech is generally clear, fluid, and sustained - Overall intelligibility remains high 	<ul style="list-style-type: none"> - coherent, efficient (automatic) expression of relevant ideas - effective word choice - do not require listener effort 	<ul style="list-style-type: none"> - clear progression of ideas - conveys the relevant information - appropriate detail
3	<ul style="list-style-type: none"> - fall short of being fully developed - noticeable lapses in the expression of ideas 	<ul style="list-style-type: none"> - minor difficulties with pronunciation, intonation, or pacing - require some listener effort at times 	<ul style="list-style-type: none"> - some imprecise or inaccurate use of vocabulary or grammar 	<ul style="list-style-type: none"> - some incompleteness, inaccuracy, lack of specificity - choppiness in the progression of ideas

New TOEFL Speaking Question 4

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	<ul style="list-style-type: none"> - fulfills the demands of the task - highly intelligible and exhibits sustained, coherent discourse 	<ul style="list-style-type: none"> - Speech is generally clear, fluid, and sustained - Overall intelligibility remains high 	<ul style="list-style-type: none"> - coherent, efficient (automatic) expression of relevant ideas - effective word choice - do not require listener effort 	<ul style="list-style-type: none"> - clear progression of ideas - conveys the relevant information - appropriate detail
3	<ul style="list-style-type: none"> - fall short of being fully developed - noticeable lapses in the expression of ideas 	<ul style="list-style-type: none"> - minor difficulties with pronunciation, intonation, or pacing - require some listener effort at times 	<ul style="list-style-type: none"> - some imprecise or inaccurate use of vocabulary or grammar 	<ul style="list-style-type: none"> - some incompleteness, inaccuracy, lack of specificity - choppiness in the progression of ideas

Core 11 Habits

Delivery

1. Sound -
More long-sound-sharp-sound focus.
2. Speed -
Slightly faster speed for more development.
3. Smooth -
Other 3 parts of NoteFull Nat Geo smoothness.
4. Care -
Breath first; think silently second; speak third.

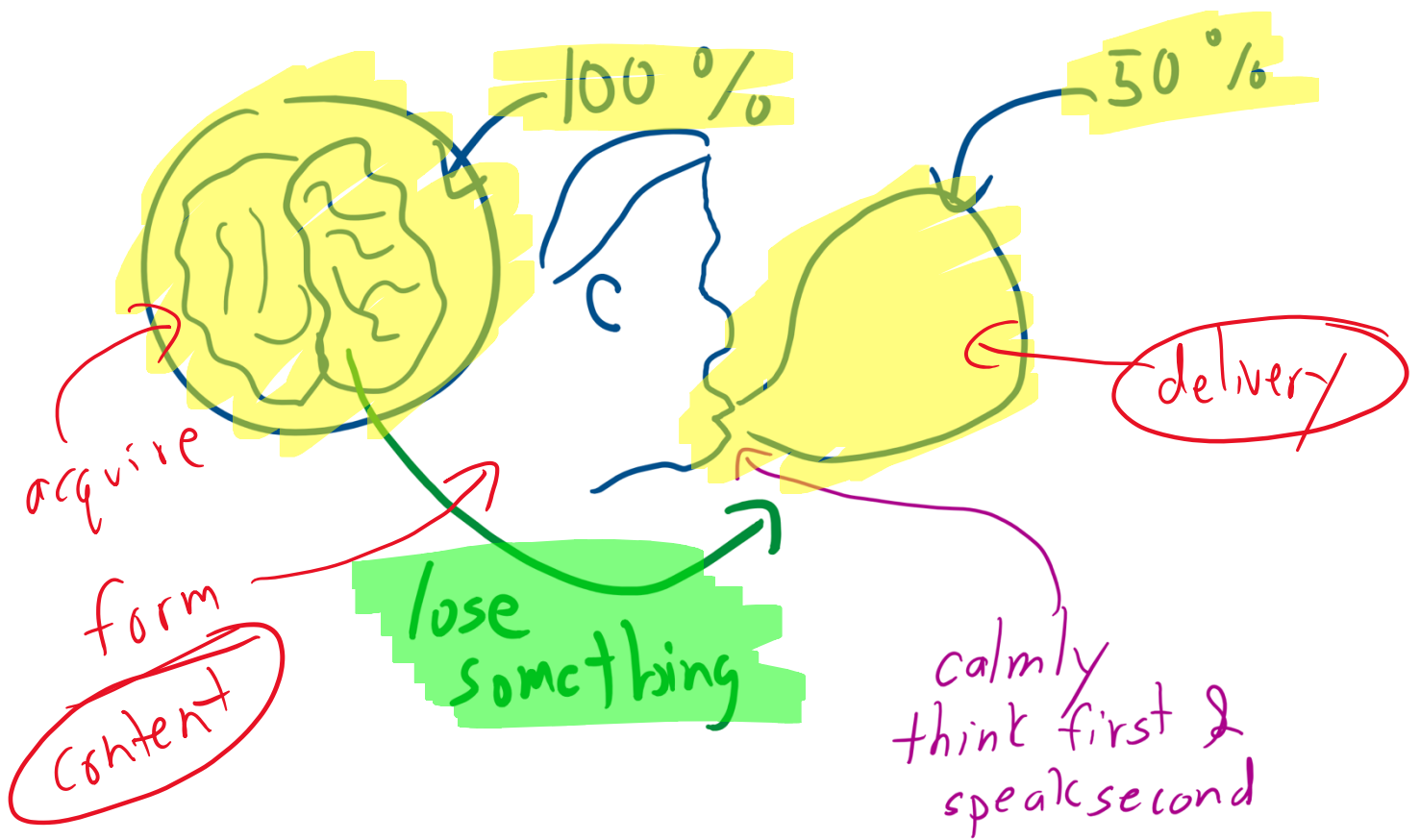
Language use

5. Choice -
Greater care with word choice for greater sentence clarity throughout answer.
6. Specific -
Reference key words or your background to deliver your strongest vocabulary.

Topic Development

7. Why -
Focus more on why you're saying what you're saying for improved connection and word choice.
8. Structure -
Structure answer according to the question and order of content so it's easier to follow.
9. Explain -
Explain and expand on each point so it's fully clear first... then, move on to the next point.
10. Repeat -
Improve fundamental connection by repeating exact words when connecting.
11. Time -
Check timer 4 to 6+ times to adjust for even development and to finish 1 to 2 seconds early.

Critical skills are needed because...



Punch. Think. Explain. Pleasant.

General Delivery Training

Are you regularly training your delivery with the NoteFull Nat Geo exercises?

Are you noticing improvement?

No/no

Yes/yes

Yes/no

1. Intonation (pleasant)
2. Word grouping
3. Pronunciation: long-sound, sharp-sound
4. Smoothness (silence instead of ums and uhs and repetitions)
5. Speed (120 to 160 words per minute)

The precursor of the modern camera, the camera obscura is a darkened enclosure into which light is admitted through a lens in a small hole. The image of the illuminated area outside the enclosure is thrown upside down as if by magic onto a surface in the darkened enclosure. This technique was known as long ago as the fifth century B.C., in China.

(63 words, 27 seconds, 140 words per minute)

Type what you say as you say it training

Can also use this website to do so: <https://dictation.io/speech>

For example, the position of the legs of the running horses can be captured through the camera. From there, it can be used to realistically paint the image of the horse galloping.

Specific Delivery Training

Explaining Clearly

P1:

P2:

P3:

P1 <---> E:

P2 <---> E:

P3 <---> E:

Connection over details.

1. **illustrate**
2. **which (is/means)**
3. clarify
4. clear up
5. *highlight*
6. *represent*
7. *serve as*
8. equal
9. *correspond*

Managing Time

Question 1:

Question 2:

READING 24

Close the Campus Coffee house

I propose that the university close the campus coffeehouse. Coffeehouses are great, if people actually use them, like to socialize with friends, while enjoying a cup of coffee and a snack. But students are not using our campus coffeehouse. There are usually lots of empty tables when I pass by the place. It's just a waste of space that could be used for other things. Also, the food at the coffeehouse is not very good. The last time I was there, the cakes and muffins my friends and I ordered were dry and didn't have much flavor.

Sincerely,
Greg Smith

Fact

<-NARRATOR:-> Now listen to two students discussing the letter.
 <-FEMALE STUDENT:-> I don't like his proposal.
 <-MALE STUDENT:-> Why not? There are never many students in there.
 <-FEMALE STUDENT:-> But that's what I like about it...
 that it's never crowded.
 <-MALE STUDENT:-> Really?
 <-FEMALE STUDENT:-> Yeah, so it's a great place to study.
 I go there a lot...I'll read a book or bring my laptop computer and work on a paper for class.
 It's never very noisy.
 <-MALE STUDENT:-> You're able to get work done there?
 <-FEMALE STUDENT:-> Absolutely!
 In fact, I actually prefer it to the library as a place to study...
 and a lot of other students do too.
 We even study for our final exams there.
 And you can eat there while you work, something you can't do at the library.
 <-MALE STUDENT:-> OK, but you don't actually like the food there, do you? I mean, he said...
 <-FEMALE STUDENT:-> [interrupting] Well, I don't think he's been there recently.
 I mean, it's true that it wasn't that great in the past, but I think it's a lot better now.
 <-MALE STUDENT:-> What's changed?
 <-FEMALE STUDENT:-> They have a new manager, and I guess she's made some improvements
 in the quality of the food.
 I was there last week and the food was delicious.
 <-MALE STUDENT:-> [slightly skeptical] Really?
 <-FEMALE STUDENT:-> Yeah really!
 And the new manager has also added a lot of really healthful foods and snacks, so the food
 doesn't just taste good now—it's good for you too.
 <-MALE STUDENT:-> Hmm. I'll have to try the place.

QUESTION

The woman expresses her opinion about the student's proposal. State her opinion and explain the reasons she gives for holding that opinion.

→ 43
 → 23
 → 3

Question 3:

READING 23

Reference Groups

Our thinking and behavior are often influenced by other people. When we admire and respect someone, we naturally try to imitate their behavior and attitudes. **Groups of people whom we admire and whose behavior and attitudes we tend to imitate are known as reference groups.** Reference groups provide a model – a frame of reference – that can shape how we think and behave. Over the course of a lifetime, we may be influenced by many different reference groups. **As we grow older, or encounter new circumstances, our reference groups may change, and our attitudes and behavior may change accordingly.**

LECTURE

<-NARRATOR:-> Now listen to part of a lecture in a sociology class on this topic.

<-MALE PROFESSOR:-> I have an example from my own life that illustrates this. When I first began my university studies, I became friends with a bunch of art students. They were older and fun and very creative, and I thought they were really cool. And they all liked to dress really casually, in T-shirts and jeans and sneakers. That's what they wore all the time to class, to the library, to dinner, everywhere. T-shirts and jeans and sneakers. So that's what I started wearing, too. And I fit right in, and I felt really cool. But then I graduated, moved to Chicago, and got a job. And I started working with some really bright young people who'd already been working at the company for a few years, who were already handling major responsibilities for the company. Really impressive. And sometimes some of us would get together on the weekends maybe for a concert, or a baseball game, or something. And at first, I'd just wear a T-shirt and jeans and sneakers. That was, you know, how I was used to dressing. But I soon noticed that my coworkers preferred to dress up a little bit. The men would wear a nice pair of pants, a button-up shirt; the women might wear a fashionable dress and some nice shoes. They dressed in clothes a lot nicer than what I was used to wearing. And I started thinking, "You know, that looks really classy, really sharp." And so I started to dress the same way they did you know, nicer, a little more formal. And I don't know, somehow my T-shirt and jeans and sneakers didn't seem as cool to me anymore.

QUESTION

Using the example from the lecture, explain how people's behavior is affected by reference groups.

Question 4:

Lecture:

The African savannah is the wide grassy plain in the center of Africa. It's home to constant competition between animals that hunt and animals that are hunted. As a result, you can find some of the most impressive strategies in the world for capturing prey and avoiding predators. Today, we'll talk about two such strategies.

Let's first talk about prey strategy. One excellent strategy is for prey to run relatively slowly so they can turn sharply to make it tricky for predators to catch them.

Take the example of a gazelle, a fast running deerlike animal, chased by a cheetah, a large spotted cat. The gazelle's secret weapon is that it is maneuverable. It can run and change directions suddenly. When it's being chased by a cheetah, rather than run as fast as it can, it moves at a slower pace, which gives it more control over its path. It will turn quickly in an unexpected direction that the cheetah will find hard to follow as it runs at its top speed. And when the cheetah misses its target, it's hard for it to recover and the gazelle can continue running to safety.

Second, for predators a common strategy is to stay undetected for as long as possible before rushing to capture unsuspecting prey.

Let's go back to the example of the cheetah and gazelle. Cheetahs will move slowly towards their prey and stay low to the ground to make it difficult for prey to detect their approach. In fact, they have evolved soft pads on their feet which muffle, or soften, the sound of their feet along the surface of the savannah. Also, the fur patterns on their body camouflage them among the plentiful yellow grass. If they can avoid being seen until the last few moments before they leap to catch their prey, they can succeed before the gazelle can manoeuvre away.

Question:

Based on this lecture, use the example of the cheetah and gazelle to illustrate both kinds of strategies discussed.

Major insights



1)