

## 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.

## **Needs and Values: Things We All Want in Our Lives**

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

**Question 1 Fundamental Development Training:**

Do you agree or disagree with the following statement?

**Children these days care much more about what their friends think than their parents.**

Use specific reasons and details to support your answer.

## **Breaking Our Training Down**

While you support yourself in your answer:

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

## New TOEFL Speaking Question 2, 3, and 4

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

## Question 2 Fundamental Connection Training

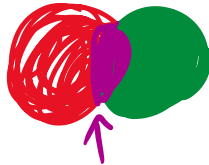
Professor Smith wants his teaching assistants to tutor 20 hours a week instead of 0. --- Undergraduate students who receive this tutoring will do better in class. Teaching assistants will be great tutors.

The dean believes teaching assistants as tutors may be a mistake. Undergraduate students always benefit from extra support through tutoring. Teaching assistants are trained to deliver supplemental classes not effective tutoring.

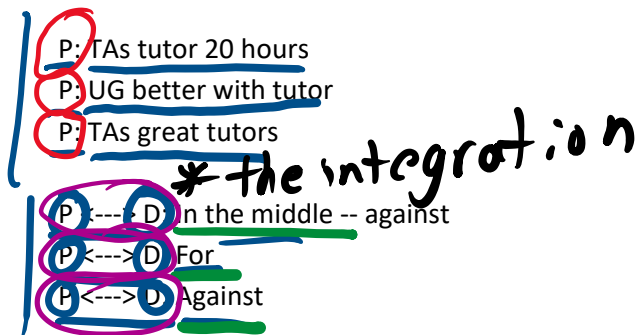
Question: What does the dean think about Professor Smith's desire?

red  
banana  
yellow

→ agree  
→ ~~and~~ however ✓



## Breaking Our Training Down



### Connection over details.

For example

In fact

Consequently

However

On the other hand

Following

Moreover

In addition

First, second, third,

Also

But

Because

### Question 3 Fundamental Connection Training

The availability heuristic occurs when people make judgments *about **how likely** an event **will happen*** based on how **easily** an example comes to mind.

For example, in the domain of health, it has been shown that drug advertising recall affects the perceived prevalence of illnesses (An, 2008).

Question: How does the example of drug advertising recall illustrate the availability heuristic?



## Breaking Our Training Down

P1: Availability heuristic ✓

P2: judgements about how likely an event will happen ✓

P3: based on how easily an example comes to mind ✓

\* *→ the integration*

P1 <---> E: health example illustrates ✓

P2 <---> E: perceived prevalence of illness ✓

P3 <---> E: drug advertising recall ✓

Connection over details.

## Question 4 Fundamental Connection Training

Choices – how interesting things influence our choices.

### Choice Architecture

This term coined by Thaler and Sunstein (2008) refers to the practice of influencing choice by “organizing the context in which people make decisions” (Thaler et al., 2013, p. 428; see also nudge). A frequently mentioned example is how food is displayed in cafeterias, where offering healthy food at the beginning of the line or at eye level can contribute to healthier choices.

### Choice Overload

Also referred to as ‘overchoice’, the phenomenon of choice overload occurs as a result of too many choices being available to consumers.

Iyengar & Lepper (2000) set up shop in a grocery store, creating a tasting booth for either six or 24 varieties of jams (from which the more-standard flavors, like strawberry, were removed). Shoppers were invited to stop by the booths, try as many of the jams as they wanted, given a \$1 off coupon for that brand's jam, and then left. The table with the more extensive variety did attract more customers (60% of those who walked by), relative to the table with fewer selections (40%), suggesting that the availability of more options was, at least initially, appealing to people. Curiously, however, there was no difference between the average number of jams sampled: whether the table had 6 flavors or 24, people only sampled about 1.5 of them, on average, and apparently, no one ever sampled more than two flavors (maybe they didn't want to see rude or selfish). More interestingly still, because the customers were given coupons, their purchases could be tracked. Of those who stopped at the table with only six flavors, about 30% ended up later purchasing jam; when the table had 24 flavors, a mere 3% of customers ended up buying one.

Question: How do the examples of the cafeteria set up and jams illustrate how our choices are influenced?

## Breaking Our Training Down

T:

D:

ST:

D (parts?):

D <---> E:

ST:

D (parts?):

D <---> E:

**Connection over details.**

### **Question 1 Example 1**

Some people like spending the majority of their time when they're not working connecting with friends and family. Others enjoy spending their free time outside of work on their personal hobbies. Which do you prefer and why? Use specific reasons and details to support your answer.

### **Question 1 Example 2**

Do you agree or disagree with the following statement:

**It is better to spend free time working on personal hobbies than relaxing with friends and family.**

Use specific reasons and examples to support your opinion.

## Question 2 Example 1 #50

### Response to the Plan for an Additional Lighting System

I oppose the university's plan to purchase an additional outdoor lighting system. The university says it would make our historic campus more attractive by illuminating our buildings at night. However, the university would spend an extra \$1,000 per month for electricity. Instead, I recommend the money be used to complete the library renovation project as quickly as possible. That's not the only reason we shouldn't get the new system. These powerful lights would brighten the sky as well as the buildings and seriously interfere with the use of our astronomy equipment. Our academic mission must come first - and the practice of astronomy is done best when the sky is darkest.

—R. N. Heinrich, Professor of Astronomy

NARRATOR

Now Listen to two students discussing the opinion expressed in the letter.

MALE STUDENT: I totally agree with the letter.

FEMALE STUDENT: How come? Don't you think the campus looks pretty at night?

MALE STUDENT: Well...it might make the buildings look nice at night but why should we waste so much money on something we really don't need, just for looks? There are more important things than that.

FEMALE STUDENT: I can see your point.

MALE STUDENT: I mean how long has that library project been going on?

FEMALE STUDENT: Yeah, the whole third floor has been closed for the last few months.

MALE STUDENT: Exactly. And just last night, I had my astronomy class with professor Henrik. He told us something that was totally disappointing. We've been tracking a comet all semester long and he says if the university's plan goes through, we won't be able to see the comet through telescopes anymore.

FEMALE STUDENT: That's so sad. You chose the school just because of the astronomy program, didn't you?

MALE STUDENT: Yeah, it's such a good program. But if it's too bright around here at night, we'll have to go back to looking at the pictures of comets in the textbook. You could tell Professor Henrik is disappointed too. It's the hands-on experience that gets everyone all excited.

QUESTION

Explain why the man agrees with the professor's opinion.

### Question 3 Example 1 #35

#### READING

##### Integrated Farming

Many farmers keep animals and raise crops at the same time. While some farmers treat the cultivation of their animals and plants as two separate activities, others integrate the two so that they work together. This is called integrated farming. Integrated farming uses the natural behavior of animals in a way that helps to keep both animals and crops healthy and thriving. By integrating a particular animal with a specific crop, farmers create a system in which both animals and plants provide for each others' needs.



## LECTURE

N: Now listen to part of a lecture from an environmental science class.

P: Okay, so an example of this is when chickens are used to prepare a field for planting. Farmers who do this have a special kind of little house that they keep their chickens in. This little house has four walls and a roof, but it doesn't have any floor. And it has wheels attached to it so it can easily be moved from one location to another.

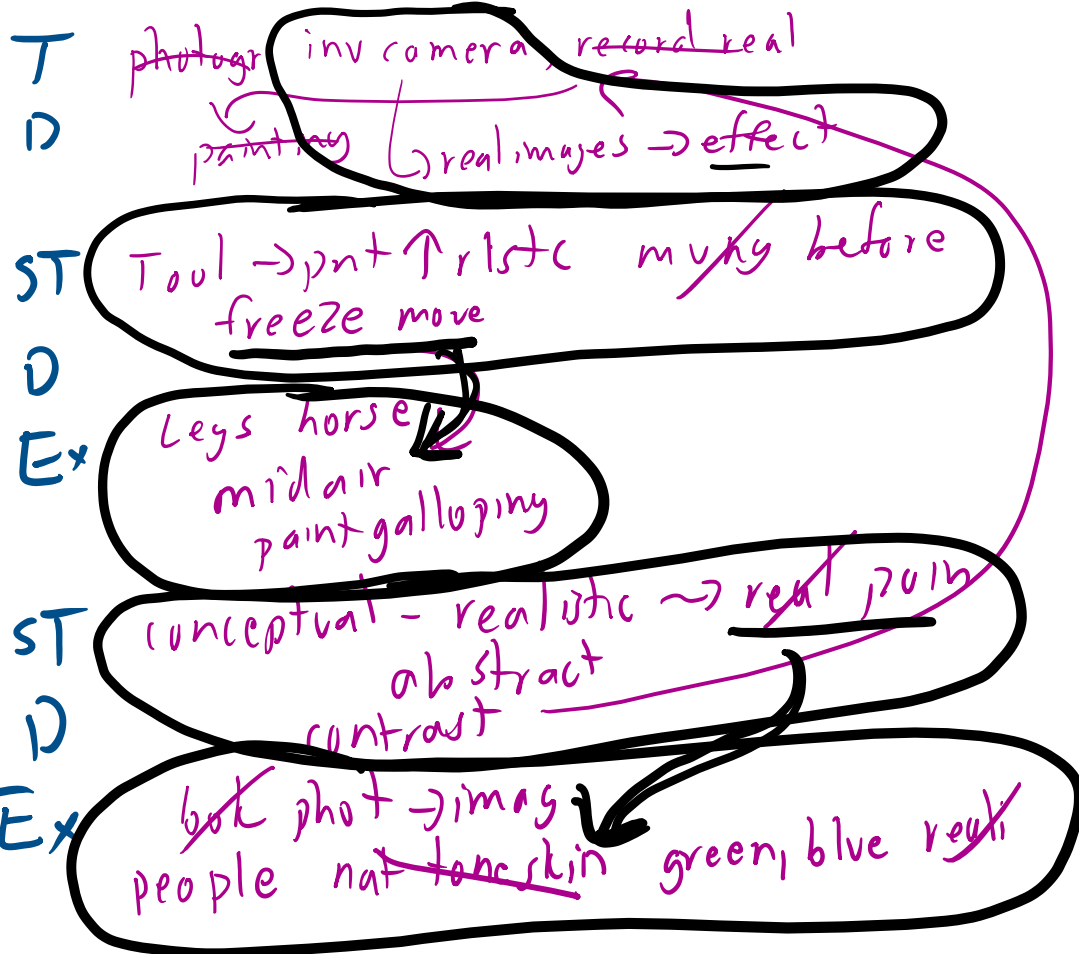
So, farmers move this little house to a field where something is going to be planted--say, bean plants, and then the chickens are placed inside the house. Now remember, there's no floor in this house. And what the chickens do is, they walk around inside the house and peck at the soil and eat any weeds or wild plants that they find. And then, when the chickens are done eating the weeds in that location, the farmers move the house to the next section of the field, and again the chickens peck at the soil and eat the weeds.

So the chickens get to eat lots of weeds, which are good for them. Now, this activity's also good for the bean plants that'll be growing in the field because when the chickens eat the weeds, they're improving the quality of the soil. Thanks to the chickens, when the bean plants start to grow, there won't be any weeds there to compete with them for crucial resources like sunlight and water.

## QUESTION

Explain how the example from the lecture illustrates the concept of integrated farming.

Question 4 Example 1 #37



trim  
the  
fat

## Fundamental Speaking Clearly Training



For the study, Hecht and colleagues recruited 62 individual pet dogs in American homes, including breeds such as beagles, Yorkshire terriers, Doberman pinschers, boxers, and more.

After noting the differences in brain size and shape, the team then further analyzed differences within the brain, observing how certain regions varied across breeds with certain behavioral traits.

Bulldogs, for example, were originally bred to fight captive bulls but later were bred to be loving family pets, putting them both in the "sport fighting" and "explicit companionship" groups. The study team used the American Kennel Club website for data on the breeds' original roles.

The scientists then mapped out six brain networks that could be discerned by a dog's behavior, like scent hunting or companionship.

## **Habit Sheet For All Questions**

1. Excellent! Keep it up. Just like this.
2. Argh. Up to my emotion...

### **Delivery**

3. Even more word clarity through individual sound focus.
4. Even more fluent smoothness throughout part or whole answer.
5. Take a deep breath to re-center and think first; speak second.

### **Language use**

6. Greater care with word choice for excellent sentence clarity throughout answer.
7. Reference key words or your background to deliver your strongest vocabulary.

### **Topic Development**

8. Reference important key words in order by following your notes with your finger.
9. Improve fundamental connection by repeating exact words when connecting.
10. Stronger connection wanted in a part or whole answer; why are you saying what you're saying.
11. Slightly faster speed for more development.
12. Check timer 4 to 6+ times to adjust for even development finished 1 to 2 seconds early.
13. Explain the point fully before moving on to the next.
14. Structure your answer according to the question so it's as easy as possible to follow.

### **Major Takeaways Sept 9<sup>th</sup>**

- 1) Be more conversational in my Q1 answer
- 2) My habits are the core to my success
- 3) Answer all parts of the question with linking words
- 4) Repeat the key words with comprehension first; strategy second

### **Major Takeaways Sept 10<sup>th</sup>**

- 1) Feel comfortable with the integration (back and forth)
- 2) Cut the details to get to the main point for time management
- 3) Feel comfortable with the integration (back and forth)
- 4) Take notes on what matters—illustrating the definition or reading

### **Major Takeaways Sept 11<sup>th</sup>**

- 1) Connect as a core habit for ALL questions
- 2) Emphasize the connection in my answer
- 3) Listen carefully to understand first AND THEN take notes for better notes
- 4) Try not to speak every detail because it's not necessary
- 5) Stopping and thinking to express main ideas with precision

### **Major Takeaways Sept 12<sup>th</sup>**

- 1) Read with comprehension and think and talk when speaking
- 2) It is super important to take deep breaths often and trust myself
- 3) Integrate to create solid connection in each answer
- 4) Always use and know the value of linking words
- 5) Listen first to understand first and then take notes second