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TOEFL iBT® Lesson Plans Listening

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Listening, Lesson 1

Title	Listening Introduction
Target Skill	Listening
Target tasks	All task types in the listening section.
Proficiency Level	Intermediate
Learning Objectives	<ul style="list-style-type: none">• Understand the question types in the updated Listening section.• Understand the skills tested in the updated Listening section.• Understand what students can do to succeed on the updated Listening section.
Materials	<ul style="list-style-type: none">• Whiteboard or two large pieces of poster paper and markers• Student handout• Audio files
Time	About 40 minutes

Suggested Instructor Directions:

Conduct a modified *Gallery Walk* activity requiring two different pieces of poster paper or two whiteboards and markers.

- Before class, write "Your questions about the TOEFL iBT Listening section" on the top of a large piece of paper or whiteboard, and write "Skills needed for success on the TOEFL iBT Listening section" on another. If you are using paper, hang the papers in different places around the classroom so that students can circulate between the papers.
- Tell the students that you would like to know what questions they have about the TOEFL iBT Listening section; they should write any questions they have about the Listening section on one of the papers on the wall. If they don't have any questions, they should still walk around and read their classmates' questions.
- Tell the students you would like them to think about the skills needed to succeed on the Listening section. An example of such a skill is being able to guess a word's meaning from the context in which it is used; they should write any ideas they have about Listening skills needed for success on one of the papers on the wall. If they don't have any ideas, they should still walk around and read their classmates' ideas.
- Give them approximately ten minutes for this.
- Afterward, answer one or two questions that will not be answered by the information in Handout Part 1 (you should preview it before conducting the Gallery Walk). As you answer a question, make a check mark next to it.

- Read a few of the skills that students have mentioned; select some that have a direct connection to the updated TOEFL iBT Listening. Make a check mark next to them as you confirm that they are needed for success on the test.

Handout Part 1

- Ask students to get ready to take notes using Student Handout Part 1: *Tasks on the Updated iBT Listening section* while you read the script that follows; it summarizes the contents of the updated Listening section.

TEACHER SCRIPT

The updated TOEFL iBT Listening section includes the following tasks:

The **Listen and Choose a Response** task includes short dialogues on topics related to everyday life and spoken questions or statements. The dialogues will be on everyday topics. You will be asked to choose the most appropriate response to the question or statement. The question or statement will only be heard; it will not appear for you to read.

The **Listen to a Conversation** task involves listening to a short conversation between two speakers. The conversation will be on everyday topics. You will be asked to answer two questions about the conversation.

The **Listen to an Announcement** task is designed to be similar to what you would hear in an academic context, for example, in a classroom or at a school-related event. You will be asked to answer X questions about each announcement.

The **Listen to an Academic Talk** task involves listening to a short (100-250 word) academic-related talk. Topics are taken from fields such as history, art and music, life science, physical science, business and economics, and social science. You will be asked to answer four questions about it.

- Go back to the Gallery Walk and ask the students whether any of the information you just presented answers any of the questions on the Gallery Walk. As you confirm that a question was answered, make a check mark next to it.

Handout Part 2 and Part 3:

- Go to Handout Part 2: *Test questions from Short Conversation and Academic Talk*.
- Tell students that together they are going to complete two sample tasks from the updated Listening section that they just heard about: a Short Conversation task and an Academic Talk task.
- Tell students they can take notes while they listen (with pen/pencil and paper only).

- Play the conversation and the talk only once: use Audio files: Listening Lesson 1: Test questions from Short Conversation and Academic Talk.
- Give the students time to answer the questions and discuss them (optional: play the audio again after you have discussed the answers).
- Go to Handout Part 3: *Scripts for Short Conversation and Academic Talk and Answer Keys*. Answer any questions about the scripts. Replay audio as needed.

Handout Part 4:

- Distribute Handout Part 4: *Quiz on the updated TOEFL iBT Listening section*. Tell students to independently complete the worksheet. Tell them there is a time limit.
- Set a timer for 5 minutes.
- Tell students to submit their worksheets for review. Use the results from this quiz to gauge how much your students learned in the previous parts of this lesson about the **updated** Listening section. You can distribute the answer key to the quiz or read the information aloud.

Wrap-up:

- Ask the class what they think will be most challenging about taking the **updated** Listening section. Students could be paired up to discuss how they might prepare for the challenges.
- Return to the Gallery Walk. Highlight skills that might be practiced as part of preparing for the challenges. Answer any remaining questions. If there are questions you don't have an answer for, tell students you will get an answer before the next class.

Listening, Lesson 1

Student Handout

Part 1: Tasks on the updated TOEFL iBT Listening section

The updated TOEFL iBT Listening section includes the following tasks:

The **Listen and Choose a Response** task:

The **Listen to a Conversation** task:

The **Listen to an Announcement** task:

The **Listen to an Academic Talk** task:

Part 2: Test questions from Listen to a Conversation and Listen to an Academic Talk

Short Conversation

1. What does the woman imply that she was about to do?
 - A. See a play
 - B. Change her clothes
 - C. Go shopping
 - D. Eat dinner
2. Why does the man say, "I'd forget my head if it wasn't screwed on"?
 - A. He forgot what the woman wanted him to buy.
 - B. He forgot about the timing of their plans.
 - C. He forgot what they were going to eat for dinner.
 - D. He forgot to buy salmon and salad at the supermarket.

Academic Talk

1. What is the topic of the talk?
 - A. How psychologists study attention
 - B. How to keep the mind focused
 - C. Two types of fascination
 - D. The benefits of hard fascination
2. Why does the speaker mention a movie?
 - A. To compare different types of movies
 - B. To introduce a concept in psychology
 - C. To explain how movies affect emotions
 - D. To encourage listeners to watch more movies

3. What does the speaker say about her walk in the park?
- A. It is similar to her experience watching a good movie.
 - B. Her mind has space for thoughts unrelated to nature.
 - C. She needs to put in special effort to stay focused on flowers and trees.
 - D. She gets mental fatigue from her mind engaging in hard fascination.
4. What does the speaker say about Default Mode Network?
- A. It is involved in soft fascination.
 - B. It leads to irritability and stress.
 - C. It is easily tired from overuse.
 - D. Its effect is unknown to psychologists.

Part 3: Scripts for Listen to a Conversation and Listen to an Academic Talk and Answer Keys

Short Conversation

- (F) Need anything from the supermarket?
- (M) Huh? Aren't we getting ready to go see that play in a few minutes?
- (F) That's tomorrow, silly.
- (M) Oh. Wow, I'd forget my head if it wasn't screwed on. ... Guess I don't need to change my clothes after all.
- (F) So you weren't planning to make dinner?
- (M) No, but I can. What do you want?
- (F) Just something light and healthy. So can you go shopping instead?
- (M) Yeah, sure. How about salmon and salad? Want anything else?
- (F) No, that's good. Thanks!

Academic Talk

(F). Did you see that new thriller movie that came out last week? I did and loved it. The action, the plot twists... I was totally captivated. Time just flew by. Not a single thought occurred to me that was unrelated to the movie. What I experienced is what psychologists call hard fascination. Hard fascination means intense focus and concentration. Whether it's TV programs, video games... hard fascination is all too easy to come by in this modern world.

There's another type of fascination—soft fascination. There's still effortless attention, meaning that no special effort is required for you to stay focused, but there's still room for other thoughts. When I take a walk in the park and look at the flowers and trees, for example, I might be thinking in the back of my mind about my dinner plans.

Now, one thing to know is hard fascination causes mental fatigue. The mind is so intensely focused that it gets tired fast. What follows mental fatigue? You might find yourself easily distracted, irritable, and stressed. Soft fascination, in contrast, engages a different part of the brain—the DMN, or Default Mode Network, which soothes the mind and help combat mental fatigue. So next time you feel like your mind is on overload, turn off the TV, put down your phone. Take a walk, or simply sit and stare at the clouds.

Short Conversation Answer Key: 1. C 2. B.

Academic Talk Answer Key: 1. C 2. B. 3. B. 4. A.

Part 4: Quiz on the updated TOEFL iBT Listening section

Mark T for True or F for False next to each statement.

1. For the Listen and Choose a Response task, you will be able to read a question or statement on your screen as you listen to it.
2. The Listen and Choose a Response task requires that you record your voice as you reply to a question or statement.
3. Each conversation in the Listen to a Conversation task is followed by two questions.
4. The questions asked about Listen to a Conversations might ask you to figure out what a speaker means, even though the meaning might be unstated.
5. The Listen to an Announcement task simulates what you would hear in a social context, for example, in a train station.
6. Each announcement in the Listen to an Announcement task is followed by four questions.
7. You can listen to each Academic Talk two times.
8. Except for the first question, the order of the questions about Academic Talks follows the order of information presented in the talk.
9. The Listening section avoids (does not use) idiomatic language.
10. You do not need any specialized academic knowledge to answer questions in the Listening section.

Quiz Answer Key:

1. **False.** The question or statement is only heard and will not appear on your screen.
2. **False.** You will not record your voice at any point in the Listening section of the test. For the Listen and Choose a Response task, you will select the best response from four written options.
3. **True.** You will hear a short conversation between two speakers and answer two questions about it.
4. **True.** These questions might ask you to figure out what is implied. This will involve developing skills such as thinking about what a speaker hopes to accomplish by asking a question or noticing what a speaker's tone of voice is signaling about that speaker's degree of certainty.
5. **False.** Announcements are always set in an academic context, such as in a classroom or a school-related event.
6. **False.** You will hear an announcement and answer two questions about it.
7. **False.** You can only listen to each talk once.
8. **True.** The first question is always about the main point or a key idea of the entire talk, but the rest of the questions are generally presented in the order the information is heard. This is one reason why some test takers find it helpful to take organized notes.
9. **False.** An example is in the sample Listen to a Conversation; one speaker says, "I'd forget my head if it wasn't screwed on." That's idiomatic language.
10. **True.** You will hear talks and announcements on a variety of topics that are typical of those covered in university-level classes and in academic contexts, but any information you need to answer the questions will be presented in the talk or announcement itself.

Listening, Lesson 2

Title	Listen and Chose a Response
Target Skill	Listening
Target Task	Listen and Choose a Response
Proficiency Level	Low Intermediate to Intermediate
Learning Objectives	<ul style="list-style-type: none">• Understand common vocabulary and formulaic phrases.• Understand simple grammatical structures, including question-formation patterns.• Recognize appropriate responses in short spoken exchanges.
Materials	Student handout Strips of paper ready for the activity
Time	About 30 minutes

Suggested Instructor Directions

Handout Part 1

- Display objectives on the board or a slide. Introduce objectives by telling students they will be practicing the Listen and Choose a Response Task type by practicing recognizing appropriate responses in spoken exchanges.
- Display Handout for Part 1. *Choose an Appropriate Response*. Tell students to read each statement or question and choose an appropriate response.

Handout Part 2

- Divide the class in half. Give half of the students a statement or question from Partner A strips. Give the other half of the students a response from Partner B strips. Students should mingle to find a partner with the matching parts. Once all students have found a partner, each pair should read aloud the statements/questions and responses.

Further Practice

- Use ETS-created practice materials to give students practice with the Listen and Choose a Response task type.
- Find additional lessons on adjacency pairs to give students practice.

Listening, Lesson 2

Student Handout

Part 1: Choose an Appropriate Response

A. Choose the most appropriate response for each statement or question.

1. Hi! How are you?
 - a. I'm fine—thanks.
 - b. Yes, that's correct.
2. It's a lovely day, isn't it?
 - a. I'm going on Monday.
 - b. It certainly is.
3. Don't forget to bring your sweater.
 - a. I won't.
 - b. Sure, help yourself.
4. You should take a break from studying.
 - a. Yes, I think I will.
 - b. No problem.
5. I'm ready to go.
 - a. Oh no, I won't have time to do that.
 - b. Great, I'll go get my things and we can leave.
6. Didn't I just see you in the library an hour ago?
 - a. As a matter of fact, I was returning a book.
 - b. Actually, I think I can get there a little earlier.

B. Check your answers with your teacher and class.

C. Next, work with a partner. Practice speaking each dialogue with a partner.

Part 2

Now your teacher will give you a strip of paper with a statement or question OR a response. Find your partner who has the matching question and response.

Teacher materials for Part 2

Divide the class in half. Cut the statement and responses into strips of paper. Give half of the students a statement or question from Part 1. Give the other half of the students a response from Part 1. Students should mingle to find a partner with the matching parts.

Partner A Questions/Statements	<i>Partner B: Responses</i>
Can you give me a hand?	<i>Sure, what do you need?</i>
That can't be Paul—he's too tall.	<i>I guess you haven't seen him in a while, huh?</i>
Did I leave my mobile phone in the taxi?	<i>No I've got it right here.</i>
Brrr...it's freezing in here!	<i>Someone left the window open.</i>
Is that one of those new smartwatches?	<i>Actually, I've had this for a few years now.</i>
Are you picking up your sister at seven?	<i>Oh gosh! What time is it now?</i>
Have you heard from Anne lately?	<i>Not since last March.</i>
Are you free this weekend?	<i>Unfortunately, no. I have a lot of homework.</i>
What time does the restaurant close?	<i>I'm not sure, but I can check.</i>

Listening, Lesson 3

Title	Living in a Dorm
Target Skill	Listening
Target Task	Listen to a Conversation
Proficiency Level	Intermediate
Learning Objectives	<ul style="list-style-type: none">• Identify the topic or main idea of a talk or conversation.• Identify the overall purpose of the communication.
Materials	Handout: Listening Lesson 3: Living in a Dorm <ul style="list-style-type: none">• Script: Listening Lesson 3: Living in a Dorm• Audio:<ul style="list-style-type: none">○ Listening Lesson 3: Conversation 1○ Listening Lesson 3: Short Conversations
Time	About 60–90 minutes

Suggested Instructor Directions

Handout Parts 1 and 2

- Display objectives on the board or a slide. Introduce the objectives by telling students they will be practicing listening for main ideas. Express the importance of this fundamental skill for the Listening section of the TOEFL iBT test.
- Display Handout Part 1: *Warm-Up Activity—Living in a Dorm*. Ask the students to compare the photos and discuss their answers to the questions in pairs. Ask a few students to explain their partner's preference to the class.
- Tell the students: "You are going to listen to a conversation between a student and an employee in the student housing office. What things could you ask a student housing officer at a university? Discuss this question with your partner." Then ask for volunteer answers and write them on the board.
- Play the first few lines of audio: Listening Lesson 3 Conversation 1. [*Stop the audio after the second time the student speaks.]
- Ask a couple of comprehension questions such as:
 - How does the student feel about her current living situation?
 - What is the student asking for from the employee?
- Display Handout Part 2: *Listening for the Main Purpose of a Conversation* and explain the information. Discuss with the class.

Handout Part 3

Display Handout Part 3: *Comprehension Questions – Conversation 1*.

- Tell the students they are going to listen to the full conversation.
- Play all of Conversation 1. Tell the students to independently answer the questions.

- Play all of Conversation 1 again. Tell the students to review their answers and then compare them with a partner.
- Optional: Distribute and/or display the *Script of Conversation 1*.
- Tell the students to read the script while listening. Tell the students to review their answers and identify which pieces were the most difficult. Were there any surprises?
- Ask the students to share their results and discuss which questions were most challenging.

Handout Part 4

- Organize the students into small groups of 3–4.
- Tell the students to discuss:
 - Do you want to live alone or live with a roommate? Why? If you are going to share a dorm with a roommate, what kind of roommate do you want? Why?
- Give the students five minutes for this.
- Circulate around the room observing and answering questions.
- Ask a few volunteers to share their responses.

Display Handout Part 4: Comprehension Questions – Short Campus Conversations.

- Tell students they are going to listen to three short conversations and need to identify the main purpose of each one.
- Play all three conversations. Then ask the students to share their answers.
- Play the three conversations again. Tell the students to check their answers. Confirm the correct answers.
- Wrap up the lesson with a discussion of additional ways to practice listening for main ideas and purposes of conversations and talks.

Listening, Lesson 3

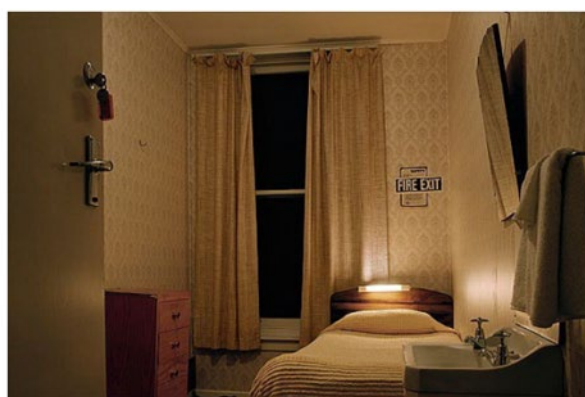
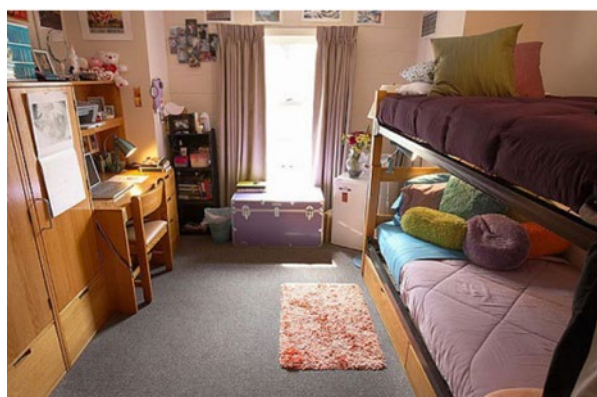
Student Handout

Living in a Dorm

Part 1

Look at the photos below.

1. How are the two places different?
2. Which place would you want to live in? Why?



Part 2: Listening for the Main Purpose of a Conversation

Often, people express their needs or try to solve certain problems when talking to others. In this case, as listeners, we need to identify and understand the main purpose of the speaker so that we can offer some possible solutions. The following are some common expressions used to introduce needs or purpose; these help us identify the main purpose of a conversation. We can pay extra attention upon hearing these expressions:

- I was wondering.../I'm wondering...
- I was thinking.../I'm thinking...
- I need to talk to you about...
- I have some problems/difficulties with...
- I have a question about...
- I heard that...
- Excuse me... (Do you know ...?)

As you listen to a talk or conversation, pay attention to these phrases and the information that follows.

Part 3: Comprehension Questions – Conversation 1

Listen to the conversation one time. Then answer the questions.

Listening to the conversation again. Look at your answers. Compare your answers with a partner.

Optional. Your teacher will give you the script. Listen again and follow along with the script.

1. Why is the student looking for other living options?

- A. Because she doesn't like her roommate
- B. Because it is too far from campus
- C. Because she is not used to sharing a room with someone else
- D. Because the shared dorm is too expensive

2. Check [✓] all the “common interest houses” on campus mentioned by the employee.

- A. The Language House
- B. The Art House
- C. The Math House
- D. The Life Science House
- E. The Music House
- F. The Sport House

3. Why can the student not live in the common interest houses?

4. According to the employee, what are TWO benefits of living in a dorm?

Benefit 1:

Benefit 2:

5. Decide if the statements below are true (T) or false (F). Circle the correct letter beside each statement.

1. The student is disappointed that she can't live in any of the common interest houses.	T / F
2. It's easier to meet new people in the common interest house than in the dorm.	T / F
3. Students who live in the dorms can get thirty percent off at the campus cafeteria.	T / F
4. The student is not satisfied with the result of the conversation.	T / F

Check your answers with the teacher.

Part 4: Comprehension Questions—Short Campus Conversations

Comprehension Questions—Short Campus Conversations

Listen to three short conversations. Identify the main purpose of each conversation.

1. Why does the student go to her professor's office hours?

- A. To complain about another student
- B. To present a project idea
- C. To get help with a paper
- D. To ask questions about a lecture

2. Why does the student visit her coach?

- A. To get some coaching advice from him
- B. To tell her coach she must leave the team
- C. To ask some questions about a future game
- D. To give him a few coaching suggestions

3. Why does the student talk to the university employee?

- A. He needs help using the subway system.
- B. He needs to purchase a bus card.
- C. He does not know how to use a subway pass.
- D. He wants to know the cost of a subway pass.

Listening, Lesson 3

Conversation 1—Student Housing Office

Student Handout

Script

NARRATOR: Listen to a conversation between a student and an employee in the student housing office.

FEMALE STUDENT: Hi. I'm a first-year student here. I live in the dorms in a shared room. But I'm not very happy about my living situation. So, I'm wondering... Do I have other living options?

EMPLOYEE: Why? What happened? Is it because of your roommate?

FEMALE STUDENT: No, I don't have anything bad to say about my roommate. I mean... I like her... I'm just not used to sharing a room with someone I don't know very well. I've always lived in my single room at home. I heard there are these shared-interest houses on campus. Can you tell me more about them?

EMPLOYEE: Oh, I'm sorry to hear that you're feeling a little uncomfortable. We have these Common-interest houses on campus. For example, the Language House, the Life Science House, the Music House. But they are only open to students in their second year and up. All first-year students need to live in the dorms in a shared room.

FEMALE STUDENT: Oh, really? That's disappointing. So, I have no other option but to live in the dorm?

EMPLOYEE: Yes, you're right, I'm afraid... But you see, the dorm is not that bad. You can meet so many other first-year students while living in the dorm. It's likely that some of them are taking the same classes as you. You'll have so much to talk about.

FEMALE STUDENT: Yeah... You're right... It will be much easier to make friends with other first-year students in my current dorm.

EMPLOYEE: Absolutely! Some of them may even become your friends for life. What's more, the dorm for first-year students is at the best location on campus. It's very close to all the main buildings on campus, and you can get anywhere in ten minutes.

FEMALE STUDENT: Yeah, it is at a very good location. I can just walk everywhere, and it takes just ten minutes at most to get to my classes. I don't need to get up super early for classes every day.

EMPLOYEE: Do you know that students who live in the dorms can also get a 20 percent discount at the university's cafeterias?

FEMALE STUDENT: Oh, right! I almost forgot about that! I do eat at the university's cafeterias pretty often. Now, I think it's actually pretty nice to live in the dorms. It's a great opportunity to make new friends, and it's very convenient. Thank you for your help!

EMPLOYEE: No problem! I'm sorry that you do not have other housing options now. But it sounds like you'll have a great time living in the dorms. Please let me know if there's anything else I can do for you.

Short Conversations Around Campus

Conversation 1:

STACY: Hi, Professor Wilson. I need to talk to you about my research paper. I need help choosing a topic.

PROFESSOR: Oh, OK. I can help with that.

Conversation 2:

STUDENT: Hi, Mr. Bucaro... I was thinking about coaching the primary school's basketball team. Do you think I'm ready for that? Can you give me some suggestions?

COACH: Oh! That's really cool, Bethany. Yeah! I think you'd be a great coach. I'd be happy to help.

Conversation 3:

STUDENT: Um... Hello. I'm a new student here, and I have a question about the student subway pass. How much does the pass cost?

UNIVERSITY EMPLOYEE: Actually, the subway pass is free. Would you like to pick yours up today?

STUDENT: Oh, really? Yeah! That would be great.

Listening, Lesson 4

Title	Stress and Intonation
Target Skill	Listening
Target Task	All Listening Tasks
Proficiency Level	Intermediate
Learning Objectives	<ul style="list-style-type: none">Recognize how word/sentence stress and intonation help convey meaning.
Materials	Student handout
Time	About 30 minutes

Suggested Instructor Directions

- Begin this activity by giving the following overview to students: The TOEFL iBT test Listening section measures your ability to understand spoken English. The test contains short conversations, announcements, and talks. Some questions will require that students are able to recognize a speaker's purpose. One way that a speaker can express meaning is through word or sentence stress.
- Introduce objectives by telling students they will be practicing listening for ways that word stress and intonation can convey meaning.

Handout Parts 1–4

- Display Handout Part 1. Read the sentences in Part 1 aloud so that students can hear you stress a different word each time. Read the sentences aloud and ask students to repeat after you. Then discuss the differences in meaning for each. Allow time for questions.
- Display Handout Part 2. Tell the students to do Part 2 on their own. Assist as needed. Then check answers as a class.
- Display Handout Part 3. Tell students to work with a partner to have fun practicing the sentences.
- Display Handout Part 4. Tell students to write their own sentences and then practice with a partner.

Listening, Lesson 4

Stress and Intonation

Student Handout

Part 1:

Read each sentence. Stress the word in bold.

Read the sentence in parentheses, indicating a slight difference in the meaning of each sentence.

Notice how stressing a different word conveys a different meaning for the sentence each time.

I know how to make pizza. (I know how to make pizza, not someone else.)

I **know** how to make pizza. (I am sure I know.)

I know **how** to make pizza. (I know how to make pizza. I don't know why it's made.)

I know how to **make** pizza. (I can actually make it, not buy it or order it.)

I know how to make **pizza**. (Pizza, and not something else.)

Part 2:

Look at the sentences in column A. Stress the word in bold. Then choose the sentence in column B that best expresses the meaning for each sentence.

Column A	Column B
A. He likes to ride his bicycle in the park.	1. He doesn't like to do something else with it (e.g., repair it.)
B. He likes to ride his bicycle in the park.	2. He doesn't feel differently (e.g., love, hate, want to, need to, etc.)
C. He likes to ride his bicycle in the park.	3. He is the one who likes to ride his bicycle, not some else.
D. He likes to ride his bicycle in the park.	4. He likes to ride in the park, not somewhere else.
E. He likes to ride his bicycle in the park .	5. He likes to ride his bicycle, not something else, such as a scooter.

Part 3:

Work with a partner. Practice saying each phrase or question below in several different ways.

1. "How are you?"

Ask this question to:

- a close friend
- a small child
- a person you haven't seen in years
- a police officer

2. "Are we having pizza for dinner?"

Ask this question as if:

- you love pizza
- you've had it seven nights in a row and are disappointed
- you thought you were going to have pasta

3. "What is that smell?"

Ask this question as if you smell:

- a rose
- your favorite food
- garbage

4. "It's cold in here."

Say this sentence to express that:

- it feels great
- you are very uncomfortable
- you are surprised

Part 4:

Write five sentences of your own. Work with a partner. Read each sentence aloud stressing a different word each time you read it. Notice how the meaning changes depending on which word you stress. Do not be afraid to exaggerate the stress.

Listening, Lesson 5

Title	Choosing a Presentation Topic
Target Skill	Listening
Target Task	Listen to a Conversation
Proficiency Level	Intermediate
Learning Objectives	<ul style="list-style-type: none">• Identify attitudes and opinions
Materials	Handout: “Choosing a Presentation Topic” <ul style="list-style-type: none">• Script: “Choosing a Presentation Topic”• Audio:<ul style="list-style-type: none">○ Conversation—Preparing a Presentation• Answer Key: Choosing a Presentation Topic
Time	About 45–60 minutes

Suggested Instructor Directions

Handout Part 1

- Display the objectives on the board or a slide. Introduce the objectives by telling students they will be practicing identifying attitudes and opinions. Express the importance of this fundamental skill for the Listening section of the TOEFL iBT test.
- Distribute the Handout: Choosing a Presentation Topic.
- Display Handout Part 1: Warm-up Activity—Choosing a Presentation Topic and explain to the students that, for today’s class, they should pretend they are studying technological advancements in a science course. The professor has assigned a presentation for next week and they need to prepare.
- Tell the students to scan the photos and discuss their answers to the questions with a partner. Ask a few pairs to share their thoughts.

Handout Parts 2, 3, and 4

- Display Handout Part 2: *Preparing a Presentation*.
- Prepare the students for a listening exercise. Tell the students they are going to listen to a conversation between two of their classmates about the presentation. Play audio: Conversation—Preparing a Presentation.
- Tell students to answer the questions and check their answers with a partner.
- Display Handout Part 3: Listening for Attitudes and Opinions and explain the information. Emphasize the list of common expressions for opinions. Answer any questions students might have.
- Display Handout Part 4: *TOEFL Tip* and explain the information. Emphasize the typical phrasing of questions about a speaker’s attitude. Answer any questions students might have.

Handout Part 5

- Tell the students they are going to listen to part of the conversation again.
- Tell the students to listen for attitudes and opinions of the speakers.
- Display Handout Part 5: *Identifying Attitudes and Opinions*.
- Play audio: *Conversation—Preparing a Presentation* [*Stop the audio after Mike gives his opinion on genetic fortune telling.]
- Tell the students to independently answer the questions using their notes. Next, ask the students to compare their answers with a partner. Ask pairs to write all the expressions they heard on the board.

Now distribute the *Listening Lesson 6 Script*. Tell the students to independently read the script and underline all the expressions for introducing opinions. Tell the students to compare the information in the script with what the class came up with. Tell the students they can also add to the list of expressions on the board if any are missing.

Handout Part 6

- Display Handout Part 6: *Comprehension Questions*.
- Prepare the students for a listening exercise.
 - Tell the students to turn the scripts upside down.
 - Tell the students they are going to listen to the entire conversation again.
 - Tell the students to be prepared to take notes.
 - Encourage the students to skim the comprehension questions before the listening.
- Play audio: *Conversation—Preparing a Presentation* all the way through.
 - Tell the students to independently answer the comprehension questions using their notes.
 - Tell the students to compare their answers with a partner.
 - Tell the students at this point they can use the script to check their answers.
- Tell the students to highlight any answers they got wrong and compare them with the information in the script.
- Play Audio: *Conversation—Preparing a Presentation again*.
 - Tell the students to read while listening.
- Display Listening Lesson 6 Answer Key.
 - Confirm the correct answers.

Wrap-up

- Tell students to reflect on the lesson and discuss in pairs one or two things they found interesting/helpful and one or two things they found confusing/challenging.
 - Circulate around the room and take note of the discussions.
 - If time allows, invite pairs to share their ideas with the rest of the class

Listening, Lesson 5

Choosing a Presentation Topic

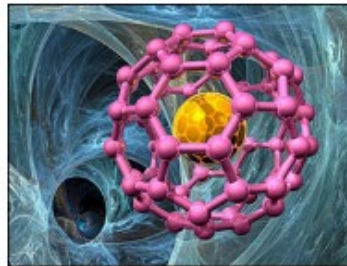
Student Handout

Part 1: Warm-Up Activity—Choosing a Presentation Topic

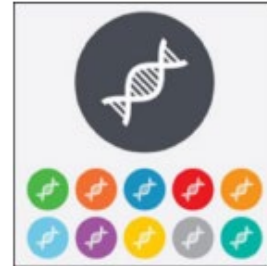
1. Which of the topics below would you like to give a presentation on?
2. What are some things you might say about the topic?
3. What problems might you have when preparing for the presentation?



Earbud translators



Nanotechnology



Genetic fortune telling

Part 2: Preparing a Presentation

Listen to the conversation and answer the following questions.

1. Does the male student (Mike) have any of the problems you predicted?
2. What topics does the female student (Lauren) recommend to the male student?
3. Does Mike make a decision on the topic of his presentation in the end?

Part 3: Listening for Attitudes and Opinions

In conversations, to effectively exchange ideas with other people, you will frequently need to express your attitude and opinions. Understanding another speaker's attitude and opinions is equally critical. It allows you to understand his or her feelings, likes and dislikes, and the reasons behind his or her opinions. It also makes you a good listener!

To express your opinion more directly, you can use expressions such as:

- I (don't) believe/ think/ consider/ find...
- In my opinion/mind...
- I agree/don't agree...
- Personally speaking...
- From my point of view...
- From my perspective...
- It seems to me that...

Part 4: TOEFL Tip

You may be asked a question that tests whether you understand a speaker's attitude or opinion. Questions about a speaker's attitude are typically phrased as follows:

- What is the speaker's attitude toward X?
- What is the student's opinion of X?

Part 5: Identifying Attitudes and Opinions

1. What does Lauren think of genetic fortune telling?
2. What expressions does Lauren use to introduce her opinion about genetic fortune telling?
3. Are there any other expressions that can help you find out a speaker's attitude or opinion?
4. What does Mike think of genetic fortune telling?
5. What expression does Mike use to introduce his opinion?
6. What opinions does Lauren have when Mike declines all her suggestions?
7. What expressions does Lauren use to introduce her opinions?

Part 6: Comprehension Questions

Are the statements true (T) or false (F)? Why? Put the letter T or F beside each statement.

1. Lauren is going to do her presentation on 3-D plastic printing.
2. 3-D printing is quite a new technological development.
3. Lauren found her presentation topic in a scientific article.
4. Mike doesn't want to use genetic fortune telling as a topic because it's boring.

Now provide a written response to the questions.

5. How does an earbud translator work? Explain it with your own words.
6. Is Mike going to talk about earbud translation in his presentation? Why or why not?
7. When is Mike going to give his presentation?

Listening, Lesson 5

Choosing a Presentation Topic

Conversation—Preparing a Presentation

Student Handout

Script

LAUREN: Hey, Mike!

MIKE: Oh. Hi, Lauren!

LAUREN: Do you mind if I sit with you?

MIKE: No, not at all. Sit down.

LAUREN: Thanks! I need to prepare for Professor Gao's presentation.

MIKE: Oh, yeah. I still need to pick a topic for that.

LAUREN: You haven't come up with a topic yet?

MIKE: Well, I've done a bit of research, but nothing really seems interesting to me. Maybe I'm being too picky.

LAUREN: What? Really? But there are so many cool topics out there. I'm doing my presentation on 3-D printing.

MIKE: Oh, cool. Hasn't that been around for a while, though? Professor Gao said we needed to talk about a new development in technology, right?

LAUREN: Yeah, well, 3-D printing isn't necessarily a new development, but I'm going to talk about 3-D metal printing. You know, like printing out specific metal components for things like cars.

MIKE: Oh, wow.

LAUREN: Yeah! Last week, I came across a really helpful article. Um... That's how I found my topic. Hold on. Give me a second... hmm...OK.... Ah, here we go! Ten Technological Advancements in 2018. Let's see if anything catches your attention.

MIKE: Oh, OK. Thanks, Lauren.

LAUREN: No problem! OK... Hmm... Oooh, why don't you do genetic fortune telling? I think it's both relevant and interesting!

MIKE: Um, what's that?

LAUREN: Oh, that's where scientists use DNA tests to predict a child's... uh... chances of getting a disease and like, his or her intelligence. It seems like that could be a fun topic to do research on, right?

MIKE: Well... personally speaking, doing research on genetics and stuff like that can be a little boring. I just don't find it... stimulating.

LAUREN: Oh, OK. Well... then, hmm... Oh, what about earbud translators? It says here that there are these new earphones that can actually translate languages in real time, you know, like things can be translated while people are talking. In my opinion, this would be a fun topic for a presentation. I'd love to learn more about it.

MIKE: Yeah... I mean... I agree with you! In fact, I really wanted to do my presentation on something like this... and, I actually ran into this topic already. But, I couldn't find much information on it aside from a few articles.

LAUREN: OK. Well... I suggest you still look into it. Don't give up so easily. Researching things and finding good material, takes time.

Mike: I know. You're right.

LAUREN: But, just in case, here's one more topic. Nanotechnology! Well, nanotechnology and how it's being applied today.

MIKE: Well...

LAUREN: What? Really? It seems to me that you won't be happy with anything we find.

MIKE: Ah, I'm sorry. You're being super helpful. It's just...

LAUREN: Hey. I get it. I understand things from your perspective. I mean... we all want to do our presentations on something super interesting... . But, from my point of view, it's also important to get things done. You're running out of time, and at the end of the day, you need to present your research next week.