

\*toefl ibt.®



# TOEFL iBT® Lesson Plans Speaking

Copyright © 2025 by ETS. TOEFL and TOEFL iBT are registered trademarks of ETS in the United States and other countries. The Eight-Point logo is a trademark of ETS.

# Speaking, Lesson 1

Title	Introduction
Target Skill	Speaking
Target tasks	All task types in the Speaking section
Proficiency Level	Intermediate
Learning Objectives	<ul style="list-style-type: none"><li>Describe the two task types in the updated TOEFL iBT Speaking section.</li><li>Explain the skills tested in the updated TOEFL iBT Speaking section.</li><li>Evaluate current speaking abilities, strengths, and challenges.</li></ul>
Materials	<ul style="list-style-type: none"><li>Handout: <i>Speaking Lesson 1—General Introduction</i></li><li>Slips of paper or cards with Speaking questions written on them</li></ul>
Time	About 45 minutes

## Suggested Instructor Directions

### Handout Parts 1 and 2

- Display the objectives on the board or a slide. Introduce the lesson objectives by telling students they will assess their current strengths and challenges with speaking and learn about how the TOEFL iBT Speaking section is structured.
- Give students Handout 1: *Speaking Lesson 1—Introduction* and ask them to complete Part 1: Self-Evaluation of English-Speaking Skills by putting a check mark in the column that describes their feelings about their speaking ability in English.
- Ask students to identify the one most important area they would like to improve or feel more confident about.
- Ask students to circulate around the room and survey five different classmates about what they would most like to improve. Call on a few students at random to describe what answers they heard in their survey.
- Pass out Handout Part 2: *Speaking Section Item Types*. Tell students you will give them some information about the types of questions on the Speaking section. Ask them to fill in the blanks with information about each type of question on the chart. Read the information aloud while the students fill out the chart.

## TEACHER SCRIPT

Listen and fill in the blanks.

The tasks in the Speaking section measure both foundational language skills as well as the ability to communicate. Speaking skills are measured with the following task types: *Listen and Repeat* and *Virtual Interview*.

## The Listen and Repeat Task

Test takers will hear seven sentences. They will hear one sentence at a time. They will hear each sentence only once. After each sentence will be a short pause. Test takers should repeat exactly what they hear.

## Interview Task

Test takers participate in a simulated conversation with a prerecorded interviewer. The interview scenario can be any of a variety of situations, such as applying for scholarships or participating in a research study. During the interview, test takers answer four questions related to the interview topic, where they describe their experiences and opinions. Test takers should maintain a good conversational speaking pace and make effective and accurate use of a range of vocabulary and grammatical structures.

Now put students in small groups and ask them to check their answers. Give students a copy of the TOEFL iBT Speaking sample items. Each group is responsible for one question type. Ask them to compare notes, and then select one person from each group to combine and use the group notes to make a presentation to the class on their question type.

### Part 3: Activity

- Tell students they will spend the rest of class practicing speaking. This will be good preparation for the interview task. Put students in groups of three. If the class does not divide evenly, you can have some groups of four or two.
- Put one set of the six slips of paper or cards with Speaking questions on them face down on a desk or table. Tell students not to look at the questions in advance.
- For the first round, give students 30 seconds to prepare and then give them one minute to speak. Repeat the process until everyone has had a chance to speak.
- For the second round, repeat the process for each student, but reduce the prep time to fifteen seconds to plan and 45 seconds to answer.
- In future weeks, repeat this lesson plan but move to have students practice more natural conversation with no prep time and 30–45 seconds to answer.

### Part 4. Debrief

Debrief with students. Have students in groups brainstorm and note down ways they can practice speaking in English outside of class. Ask one representative from each group to read their ideas aloud and write them on the board. Encourage the class to write down every group's ideas.

# Speaking, Lesson 1

## Part 1: Self-Evaluation of English-Speaking Skills

### Student Handout

Complete the following chart by rating your skills. Then put a circle around the one area that you would most like to improve or feel more confident about.

**In English, I feel...**

	Very	Somewhat	A Little	Not At All
1. Confident about my pronunciation				
2. Able to talk about myself and my hobbies and interests				
3. Able to tell a story or describe an experience from my past				
4. Able to talk about my academic interests and career goals				
5. Able to talk about current events				
6. Comfortable asking someone to explain things or give more information				
7. Comfortable disagreeing with someone and explaining why				
8. Comfortable asking someone for help or to do me a favor				
9. Able to describe a process or explain how something is done				
10. Comfortable speaking in English for an hour or more				

# Speaking, Lesson 1

## Part 2: Speaking Section Item Types

### Student Handout

**Listen as your teacher reads information about the two task types on TOEFL iBT.**

The tasks in the speaking section measure both \_\_\_\_\_ language skills as well as the ability to \_\_\_\_\_. Speaking skills are measured with the following task types: *Listen and Repeat* and *Virtual Interview*.

#### **Listen and Repeat**

Test takers will hear \_\_\_\_\_ seven sentences. They will hear one sentence at a time. They will hear each sentence only \_\_\_\_\_. After each sentence will be a short pause. Test takers should repeat \_\_\_\_\_ what they hear.

#### **Interview**

Test takers participate in a \_\_\_\_\_ conversation with a prerecorded interviewer. The interview scenario can be any of a variety of situations, such as applying for scholarships or participating in a research study. During the interview, test takers answer \_\_\_\_\_ questions related to the interview topic, where they describe their \_\_\_\_\_ and opinions. Test takers should maintain a good conversational speaking \_\_\_\_\_ and make effective and accurate use of a range of \_\_\_\_\_ and grammatical structures.

**Part 3: Now you will practice speaking with your class. Listen to your teacher for instructions.**

**Part 4: Talk about ways you can practice speaking English outside of class this week.**

## Teacher Materials

**Cut up these topics into strips of paper to use with the speaking activity for this lesson.**

1. Some people prefer to work independently, while others prefer to work in a team. Which do you prefer? Explain why, using specific examples and details.
2. Some people prefer to eat at restaurants, while others prefer to eat meals that are cooked at home. Which do you prefer? Explain why, using specific examples and details.
3. Some people prefer to work alone, while others prefer to work in groups. Which do you prefer? Explain why, using specific examples and details.
4. Some people believe that success in life is determined by luck, while others believe it is determined by hard work. Which do you agree with? Explain why, using specific examples and details.
5. Do you agree or disagree with the statement, "It's better to study abroad than to study in your home country"? Explain your opinion, using specific examples and details.
6. Some people prefer to live in a small town, while others prefer to live in a big city. Which do you prefer, and why? Discuss the advantages of each, using specific examples and details.

## Speaking, Lesson 2

Title	Listen and Repeat: Foundational Skills
Target Skill	Speaking
Target tasks	Listen and Repeat
Proficiency Level	Intermediate
Learning Objectives	<ul style="list-style-type: none"><li>• Build foundational listening skills</li><li>• Learn and apply techniques to build listening skills</li><li>• Practice repeating short utterances with accuracy and fluency.</li></ul>
Materials	<ul style="list-style-type: none"><li>• Handout <i>Speaking Lesson 2: Listen and Repeat—Foundational Skills</i></li></ul>
Time	About 60 minutes

### Suggested Instructor Directions

#### Handout

- Display objectives on the board or a slide. Introduce the lesson objectives by telling students they will focus on learning about the listening skills needed to do well on the Listen and Repeat task of the TOEFL iBT Speaking section.
- The skills needed for this task are foundational skills, such as the ability to process language and produce fluent and intelligible speech. These foundational skills are measured when test takers reproduce spoken input.
- Display or give students the Handout for Speaking Lesson 2: Listen and Repeat—Foundational Skills.
- As a class, students will “take” one complete task. The teacher should read the sentences and the students should repeat as a class.

## Teacher Script for Sample Task:

NARRATOR: *You are learning to work at a book shop. Listen to your manager and repeat what she says. Repeat only once.*

*Welcome to our book shop.*

*Working here is really fun.*

*We have a café where you can eat.*

*Employees get a discount on all food.*

*Some people work at the café when it gets busy.*

*Most of the time, you will be working to put books on the shelves.*

*We set up special displays each month featuring books on a specific theme or topic.*

*We also ask employees to provide recommendations for books for customers to see.*

Part 2.

Tell students to talk to a partner to discuss what was easy or difficult about the task. Debrief with the class.

Part 3.

Tell students there are several ways they can practice their listening skill. Review these and practice some of them with your class or assign as homework.

Part 4.

Debrief with students and get their ideas for how to practice more.



# Speaking, Lesson 2

## Listen and Repeat—Foundational Skills

### Student Handout

#### Listen and Repeat

Part 1. Listen to your teacher. Repeat what you hear.

*“You are learning to work at a book shop. Listen to your manager and repeat what she says. Repeat only once.”*

Part 2. Now talk to a partner.

- What was easy or difficult about the task?
- Compare the first sentence and the last sentence. Were the first sentences easier for you?

Part 3: Study techniques

**Now you will learn about three ways you can practice your listening skills.**

#### 1. Study Technique No.1: Listen multiple times.

Listening is a skill that needs to be practiced. One way to practice hearing all the words in an utterance or sentence is by listening to content more than once with the goal of eventually being able to listen only once in order to comprehend.

#### 2. Study Technique No. 2: Make recordings.

It is essential to practice this task type by making and then listening to your own recordings. By listening to your own recordings, you can make your own corrections and determine areas where you need to improve. You can even use a checklist to evaluate yourself. Play back the recording and fill out this checklist.

Listen and Repeat Checklist

Level	Content	✓ ü
High	I included all words	
Medium	I missed one or two words	
Low	I did not include many words	

#### 3. Study Technique No.3: Shadow read.

One technique you can use to improve your listening and speaking skills is called shadowing or shadow reading. The idea behind shadow reading is to follow along with an audio recording of a fluent speaker, repeating the words and phrases as they are spoken. Shadowing is a good way to work on your pronunciation, rhythm, and intonation.

Part 4: Reflection

How about you? Which technique do you think will be most helpful to you? What else can you do to practice the Listen and Repeat task on the TOEFL iBT Speaking section?

## Speaking, Lesson 3

Title	Listen and Repeat: Scoring Criteria
Target Skill	Speaking
Target tasks	Listen and Repeat
Proficiency Level	Intermediate
Learning Objectives	<ul style="list-style-type: none"><li>• Build pronunciation skills/focus on intelligibility.</li><li>• Practice repeating short utterances with accuracy and fluency.</li></ul>
Materials	<ul style="list-style-type: none"><li>• Handout: <i>Speaking Lesson 3</i></li></ul>
Time	About 60 minutes

### Suggested Instructor Directions

Handout Parts 1 and 2

- Introduce the lesson objectives by telling students they will focus on developing the speaking skills needed to do well on the Listen and Repeat task of the TOEFL iBT Speaking section.
- Give students the handout for Speaking Lesson 3.
- Part 1: Think/pair/share: Ask the students “What makes someone easy to understand?” Elicit responses.
- Tell students that they will get a score based on their ability to produce fluent and intelligible speech—that is, speech that is clear with good pronunciation.
- Part 2: Display the scoring guide that is used to give a score to the TOEFL iBT Speaking Listen and Repeat item. Ask students where “pronunciation” is in band 5, 3, and 1. Ask them to fill in the chart on their handout.

Spend time explaining the descriptors related to pronunciation. For students who have a lower level of language proficiency, you may need to translate some of the terms.

- Band 5: The response is intelligible.
- Band 3: Intelligibility issues occasionally cause difficulty in understanding meaning.
- Band 1: Mostly unintelligible.

Ask students if they have any questions.

## Teacher reference:

Time permitting, you can extend the discussion to the full rubric:

<b>Scoring Guide—Inside the Rubric</b>		
<b>Score band</b>	<b>Rubric description</b>	<b>What this means</b>
5	The response is fully intelligible.	The response is easy to understand. The speaker has good pronunciation.
4	One or two content words may be ambiguous because of imprecise pronunciation. The speaker may self-correct but successfully completes the response.	The response is mostly easy to understand. One or two words may be difficult to understand, but the speaker has good pronunciation.
3	In some cases, intelligibility issues cause occasional difficulty in understanding meaning. The speaker may struggle over a word or phrase or run words together, reducing intelligibility.	The response is not always easy to understand. The speaker has good pronunciation sometimes but not always. Sometimes the meaning is not clear.
2	Intelligibility is low; the response would be difficult to understand for a listener unfamiliar with the prompt.	The speaker has difficulty with pronunciation. The response is difficult to understand and the meaning is not very clear.
1	The response is recognizable as an attempt to repeat the prompt, but it is mostly unintelligible.	It is not possible to understand the speaker because of poor pronunciation.

Review with the class. The Listen and Repeat task measures the test-taker's ability to process the sentences they hear and then produce a spoken response that is:

- an accurate repetition
- clearly intelligible

## Part 3: Speaking Practice

Give students a list of sentences to practice speaking.

# Speaking Lesson 3

## Listen and Repeat—Scoring Criteria

### Student Handout

#### Part 1: Think/pair/share

Think about the following question on your own. Then talk to a partner. Finally, share answers as a class.

#### **What makes someone's speech easy to understand?**

#### Part 2: Scoring Guide

Look at the Scoring Guide for the Listen and Repeat Task. Where do you see “pronunciation” in Band 5, 3, and 1.

Score Band	What the guide says about pronunciation	What this means
5		
3		
1		

#### Part 3: Speaking Practice

Practice speaking with a classmate. Ask your partner a question. Listen to your classmate and fill out a peer evaluation for your partner.

Topic 1: Tell me about a favorite toy or fun game that you had when you were a child. What was the toy or game? Who did you play with?

Topic 2: Tell me about a friend that you had when you were a child. How did you meet? What did you do together?

Topic 3: In your opinion, can anyone be good at a sport with practice or are some people naturally better at sports?

Topic 4: In your opinion, what is the most important quality for someone to become a very good artist, such as a painter or a singer?

## Peer Evaluation

Score Band	Score Description	Evaluation
5	The response is easy to understand. The speaker has good pronunciation.	
3	The response is not always easy to understand. The speaker has good pronunciation sometimes, but not always. Sometimes the meaning is not clear.	
1	It is not possible to understand the speaker because of poor pronunciation.	

Part 4. What has helped you the most to improve your speaking skills? Share your ideas with your classmates.

## Speaking, Lesson 4

Title	Lifestyles and Interests
Target Skill	Speaking
Target tasks	Virtual Interview
Proficiency Level	Intermediate
Learning Objectives	<ul style="list-style-type: none"><li>• Describe familiar people, places, and objects.</li><li>• Understand the Independent Speaking Task type.</li><li>• Sustain speech at an even pace for a short time.</li></ul>
Materials	<ul style="list-style-type: none"><li>• Handout: <i>Speaking Skills—Describing Yourself and Your Interests</i></li><li>• Audio: <i>Speaking Lesson 1</i></li><li>• Script: <i>Speaking Lesson 1</i></li><li>• Strips of paper</li><li>• Small ball or bean bag</li></ul>
Time	About 60 minutes

### Suggested Instructor Directions

#### Handout Parts 1 and 2

- Display objectives on the board or a slide. Introduce the lesson objectives by telling students they will be practicing for the TOEFL iBT Speaking task Virtual Interview.
- Get conversation started in class with a warm-up activity. For example, ask a question and toss a small bean bag or ball to a random student to answer. After the student answers, s/he will toss the ball back to the teacher. Next, the teacher asks another question and chooses a different student. Then, have students take over tossing the ball, asking, and answering the questions. Do several rounds of this at a quick pace. The questions should be basic and biographical:
  - What's your name?
  - Where are you from?
  - What university do you want to go to?
  - How long have you been a student here?
  - What do you like to do in your free time?
- Display on the board or a slide the following topics and ask students to indicate which ones are appropriate to discuss when first meeting someone in the United States.
  - Appearance, Profession, Politics, Goals, Family, Weather, Travel, Religion, Finances, Death, Hometown, Interests/Hobbies
- Distribute the Handout: Describing Yourself and Your Interests.
- Display Handout Part 1: TOEFL Tip and explain the information.
  - Review the example questions.
  - Tell the students to work on each question and provide answers based on their own experiences and observations.
  - Ask a few students to share their responses.
  - Display Handout Part 2: Student Conversation.

- Prepare the students for a listening exercise.
  - Tell students they are going to listen to a conversation between two university students at a student welcoming fair.
  - Tell the students to check the topics they hear according to the list in the handout.
- Play audio: Student Conversation.
  - Ask the students to go to the board and write which topics they heard.
  - Review the list for accuracy.
- Play audio: Student Conversation again.
- Tell the students to complete the table with the speakers' information.
- Tell the students to compare their chart with a partner and then practice introducing Amy and Joe to their partner.
- Give the students a few minutes for this.
- Circulate around the room answering questions and giving feedback. Ask for a few volunteers to introduce Amy and Joe to the class.
- Display Handout Part 3: Asking for and Giving Basic Information.
- Play audio: Student Conversation again.
- Tell the students to identify the questions and phrases used to ask for and give basic information and write them in the table.
- Circulate around the room answering questions and giving feedback.
  - Invite pairs to come up to the board and write the questions and phrases from their tables.
  - Review finalized table.
- Tell the students to interview two other students, using the questions from the table.
- Tell the students to write the answers in the new table under Handout Part 4: Student Interviews.
- Note: It's important that the students fully ask, listen, and then write the responses on their own paper (they should not simply give the table to the other students to fill out).
- Give the students ten to fifteen minutes for this.
- Circulate around the room answering questions and giving feedback.
- Distribute small slips of paper.
- Tell the students they are going to introduce one of their interviewees to the whole class. Give the students a few minutes to prepare, **but they should not write a full presentation.**
- Distribute small slips of paper.
- Ask each student to introduce one of the students they interviewed to the class. Each student should speak for one to one-and-a-half minutes.
- The students may use the notes from their table, but they must speak in complete sentences.
- Tell the other students to actively listen and write on a small strip of paper:
  - What they liked about the introduction
  - One suggestion for improvement
    - At the end of each introduction, interviewees should confirm if the information was accurate.
    - Collect the strips of paper with feedback and give them to the student.

# Speaking Lesson 4

## Lifestyles and Interests

### Student Handout

#### I. TOEFL Tip

During the TOEFL iBT test Virtual Interview task, you might be asked to talk about your hometown, school, interests, friends, and other information about yourself. It is important to start practicing answering questions about topics that are familiar to you. For example:

- 1) Which of the clubs would you be most interested in joining—the cooking club, film club, or music club?
- 2) Some people think music education should focus on classical music; others think the focus should be on pop music. Which do you think is more important and why?
  - a) Answer the questions, referring to your own life. For the first example task, you could make a choice based on your own interests and then explain your decision.
  - b) Support your opinions by giving details and examples from your own experiences. In the second example task, you could provide some benefits of learning about either classical or pop music based on the things that you have experienced or seen.

#### II. Student Conversation

- 1) Listen to a conversation between two students at a student welcoming fair. Check [✓] the topics you hear the students talk about.
  - ☐ Hobbies
  - ☐ Weather
  - ☐ Names
  - ☐ Age
  - ☐ Student clubs
  - ☐ Hometowns
  - ☐ Current jobs
  - ☐ Majors



2) Listen to the conversation again. Fill in the table below with the speakers' information.

Type of Information	Amy's Information	Joe's Information
Hometown		
Age/Year		
Study Interest		
Hobbies		
Reasons (for hobbies)		

### III. Asking for and Giving Basic Information

Fill in the table with the questions and phrases used to ask for and give basic information.

Type of Information	Asking for Basic Information	Giving Basic Information
Name	What's your name?	I'm... My name is...
Hometown		
Profession		
Goals		
Reasons	-----	
Interests/Hobbies		
Reasons	-----	

## IV. Student Interviews

Interview two other students using the questions above. Fill in the table with their information.

Type of Information	Student #1	Student #2
<b>Name</b>		
<b>Hometown</b>		
<b>Profession</b>		
<b>Goals</b>		
<b>Reasons</b>		
<b>Interests/Hobbies</b>		
<b>Reasons</b>		

## Speaking Lesson 4

### Lifestyles and Interests

#### Script

#### Student Conversation

NARRATOR: Listen to a conversation between two students at a student welcoming fair.

JOE: I'm Joe. What's your name?

AMY: Hi, Joe. My name's Amy.

JOE: Cool. So, where are you from?

AMY: I'm actually from this area. I grew up here... in New York. And you? Where are you from?

JOE: Oh, nice! I'm from Chicago.

AMY: Chicago? That's really interesting! I've never been there. So, are you a freshman, too?

JOE: Ha-ha. Do I look that young? Actually, I've already studied here for 3 years... I'm a junior.

AMY: Really?! You're a junior? What do you study?

JOE: I study engineering... You know, the really exciting stuff...

AMY: Well, that is exciting, and important. I want to study biology because... I'd like to be a doctor. My parents work at a hospital, and I've always found their work really interesting. But I think it's gonna be a tough four years for me.

JOE: I'm sure you'll be fine! Just remember to relax when you can. Oh, and explore your interests. Join some clubs or something. What do you like to do?

AMY: Yeah. I like to swim. I was at the student athletic center earlier today, and the pool there is huge, so I'm happy.

JOE: Yeah! It is. I enjoy swimming too. I actually go to the pool about four times a week because it's important to stay active and healthy. So, you only like swimming?

AMY: Ha-ha. Honestly, I'm a pretty simple person. In my spare time, I enjoy swimming or running, or I like to sit down with a good book. I think reading is super relaxing. I'd like to read more.

JOE: Hmm... . You sound like a healthy person to me. But really, join a club or two. Get out and try new things. You won't regret it.

AMY: Yeah, you're right. I enjoy trying new things, like joining a club on campus. New experiences can help us learn a lot about ourselves.

## Speaking Lesson 4

### Lifestyles and Interests

### Answer Key

#### II. Student Conversation

- 1) Listen to a conversation between two students at a student welcoming fair. Check [✓] the topics you hear the students talk about.

- ☐ **Hobbies**
- ☐ Weather
- ☐ **Names**
- ☐ Age
- ☐ **Student clubs**
- ☐ **Hometowns**
- ☐ Current jobs
- ☐ **Majors**

- 2) Listen to the conversation again. Fill in the table below with the speakers' information.

Type of Information	Amy's Information	Joe's Information
Hometown	New York	Chicago
Age/Year	Freshman	Junior
Study Interest	Biology	Engineering
Hobbies	Swimming, running, and reading a good book	Swimming
Reasons (for hobbies)	Reading is super relaxing	It's important to stay active and healthy.

## Speaking, Lesson 5

Title	Student Clubs
Target Skill	Speaking
Target tasks	Virtual Interview
Proficiency Level	Intermediate
Learning Objectives	<ul style="list-style-type: none"><li>• Give opinions.</li><li>• Support opinions.</li></ul>
Materials	<ul style="list-style-type: none"><li>• Handout: Speaking Skills—Giving Opinions</li><li>• Audio: Speaking Lesson 2</li><li>• Script: Speaking Lesson 2</li></ul>
Time	About 60 minutes

### Suggested Procedure:

#### Handout Part 1

- Display the lesson objectives on the board or a slide. Introduce the lesson objectives by telling students they will be practicing giving and supporting opinions. Emphasize the importance of this fundamental skill for the Speaking section of the TOEFL iBT.
- Distribute the Handout Speaking Lesson 5
- Display Handout Part 1: Warm-Up Activity—Student Clubs.
  - Tell the students that, for today's class, they should imagine the school year has just started and there are several opportunities to join student clubs and other school activities.
  - Tell students to analyze the pictures and answer the questions.
  - Tell the students to discuss their answers in pairs.
  - Ask a few pairs to present their answers.

#### Handout Part 2

- Display Handout Part 2: Listening—Student Clubs.
- Prepare the students for a listening exercise:
  - Play audio: Conversation—Student Clubs
  - Give the students time to answer Question 1.
  - Play audio: Conversation—Student Clubs again.
  - Tell the students to complete the chart and compare their answers in pairs.
  - Circulate around the room answering questions and giving feedback.

#### Handout Part 3

- Display Handout Part 3: Speaking Skills—Giving Opinions and explain the information.
- Emphasize common expressions used to introduce opinions.

## Handout Part 4

- Distribute the Speaking Lesson 2 Script.
- Display Script: Conversation—Student Clubs.
  - Tell the students to read the conversation and circle the opinions.
  - Tell the students to compare their answers with their partner.
- Play audio: Conversation—Student Clubs.
  - Tell the students to read the script while listening and check what they circled.
  - Tell the students to practice speaking the conversation in pairs and that each partner should practice speaking both roles.
- Give the students five to ten minutes to practice the conversation.
- Circulate around the room answering questions and giving feedback.
- Ask a few pairs to demonstrate the conversation.

## Handout Part 5

- Display Handout Part 5: Which Student Club? and tell the students:
  - Imagine that you and your roommate just came back from a student organization fair and you both want to join a club. Here are flyers for two clubs you are interested in. You need to talk with each other and decide which club you would like to join together.
  - Tell the students to complete Questions 1 and 2 with their partner.
  - Give the students 5 minutes for this. Tell the pairs they must decide on one club to join together.
  - Circulate around the room answering questions and giving feedback.
  - Tell the students to prepare to present their opinion to other students.
  - Remind the students to use the expressions for giving opinions
  - Organize the pairs into small groups.
  - Tell the students to present their opinion to the other pair.
  - Give the students five minutes for this and then switch pairs.
  - Circulate around the room observing. Note any global errors.
  - Rotate the pairs two or three more times.
  - Tell the students they need to nominate the best pair for the Photography Club and the best pair for the Drama Club.
  - Ask those pairs to present their opinions to the class.
  - Encourage the students in the audience to ask the presenting pairs questions about the clubs.
  - Take a class vote on which club the students would prefer to join.
- Do a quick review of the lesson objectives and confirm that students now have practiced the skills needed for the TOEFL iBT, including giving opinions and using word stress to convey meaning.

# Speaking Lesson 5

## Student Clubs

### Student Handout

#### Part 1: Warm-Up Activity—Student Clubs

1. Look at the pictures. What clubs do you think they are?
2. Have you participated in any of them?
3. Which of the clubs below would you like to join in university? Why?



#### Part 2: Listening—Student Clubs

1. What do Jeremy and Sam mainly talk about?
  - a. Sam's busy class schedule
  - b. All the different clubs at the student organization fair
  - c. Their opinions about participating in particular student clubs
  - d. The importance of joining sports clubs on campus



2. Listen to the conversation again and check [✓] the correct answers in the table below.

Question	Jeremy	Sam
1. Who went to the student organization fair?		
2. Who believes that the environmental club will be a great place to make friends?		
3. Who is considering joining the book club?		
4. Who has a busy schedule?		
5. Who thinks that some clubs can be relaxing?		

### Part 3: Speaking Skills—Giving Opinions and Supporting Them

It is very common to ask for and give opinions about something or someone during conversations with friends, in discussions with professors or classmates, and during exams like the TOEFL iBT. Before we give actual opinions, we normally use some expressions to make our audience notice what we are going to say. Some common expressions used to introduce opinions are...

- I think/believe ...
- I don't think/believe ... In my opinion, ...
- For me, ...
- Personally (speaking), ...

We support opinions by giving reasons, examples, or adding details.

### Part 4. Conversation—Student Clubs

Your teacher will give you the script. Listen to the conversation between two students who are talking about student clubs.

## Part 5. Which Student Club?

Imagine that you and your roommate have just come back from a student organization fair and you both want to join a club. Here are flyers for two clubs you are interested in. You need to talk with each other and decide which club you would like to join together.

1. In pairs, read through the flyers. What can you do in each club? What do you think are the benefits of participating in each club?
2. In pairs, decide which club you are going to join together.
3. Prepare to talk to more of your classmates about your decision. Find out who will be joining the same club as you.

Join  
**The Photography Club!**



- Learn how to take beautiful photos
- Take photos for the school newspaper
- Display your work in school exhibitions
- Have fun doing something you love!

For more information, email us at  
[thephotographyclub@studentscholars.com](mailto:thephotographyclub@studentscholars.com)

Do you love acting?  
Do you like the performing arts?

Then join the...

**DRAMA CLUB**

Time: Mondays and Wednesdays @ 7:30  
Location: The Art Building, Room 304

Join us and learn about Shakespeare,  
Greek theater, and musicals. Participating  
in our events can also help improve your  
acting and singing skills.

## Speaking Lesson 5

### Student Clubs

### Script

#### Conversation—Student Clubs

NARRATOR: Listen to a conversation between two students.

SAM: Hi, Jeremy!

JEREMY: Oh! Hi, Sam. How are you?

SAM: I'm OK... a little tired. I had classes all morning. Anyway, how about you? How's your day been so far?

JEREMY: Well, it's been pretty eventful. I was just at the student organization fair.

SAM: Oh, yeah! That's today! Are you thinking about joining any clubs on campus?

JEREMY: Actually, yeah! I really want to join the environmental club.

SAM: Oh, really?

JEREMY: Yeah! For me, it's good to try new things. You know, in high school, I joined my school's band, and I learned how to play a few instruments. Now, I really want to join the environmental club and learn how to protect the environment better.

SAM: Nice! I think that it's important to take care of our environment, too.

JEREMY: Yeah... and I believe it'll be easy to make new friends in this club. I mean... I met some of the club members, and they were pretty helpful and friendly to everyone who came to their booth. Anyway, do you want to join any clubs this year?

SAM: Oh, that's a good question. I was thinking about joining the book club on campus... but, I don't think it'll be easy for me to participate in any extracurricular activities this semester. I'm too busy.

JEREMY: Oh, what are you busy with? Did you get a new job?

SAM: No. I'm busy with my classes. I'm taking five courses this semester.

JEREMY: Oh, wow... Well, it's important to relax. I think the book club sounds like a great place to stop and relax.

## Speaking Lesson 5

### Student Clubs

### Answer Key

#### Listening—Student Clubs

1. What do Jeremy and Sam mainly talk about?
  - a. Sam's busy class schedule
  - b. All the different clubs at the student organization fair
  - c. Their opinions about participating in particular student clubs**
  - d. The importance of joining sports clubs on campus
2. Listen to the conversation again, and check [✓] the correct answers in the table below.

Question	Jeremy	Sam
1. Who went to the student organization fair?	✓	
2. Who believes that the environmental club will be a great place to make friends?	✓	
3. Who is considering joining the book club?		✓
4. Who has a busy schedule?		✓
5. Who thinks that some clubs can be relaxing?	✓	

## Writing, Lesson 1

Title	Writing, Introduction
Target Skill	Writing
Target tasks	All tasks
Proficiency Level	Intermediate
Learning Objectives	<ul style="list-style-type: none"><li>• Understand the three question types in the updated TOEFL iBT Writing section.</li><li>• Understand the skills tested in the updated TOEFL iBT Writing section.</li></ul>
Materials	Student handout
Time	About 60–90 minutes

### Suggested Instructor Directions

#### Handout Parts 1, 2, and 3

- Go to Handout Part 1: *Warm-Up Activity*.
- Tell the students to independently read the warm-up questions and answer them. Give the students five minutes to complete this task.
- Ask for a few students to volunteer their answers.
- Tell the students to read the short paragraph “How Civilization Developed” and to answer the questions that follow in pairs. Ask for a few students to volunteer their answers. Ask for volunteers to give ideas about how to increase typing speed and accuracy.
- Go to Handout Part 2: *What’s Included in the Updated Writing section?* Tell the students to read the descriptions of the three Writing tasks independently and answer the questions that follow the descriptions.
- Go to Handout Part 3: *Test Questions from Build a Sentence Task*. Explain that, on the actual test, test takers must drag the words into the blanks to complete the sentence, but during this class, they can write on the handout or on a piece of scratch paper to put the words in the correct order. Tell the students to work independently to complete the test question and to be ready to explain how they arrived at their answers. Give the students three minutes to complete this task.
- Set a timer for three minutes.
- Put the students in pairs to explain to one another how they arrived at their answers. Model how to explain an answer. For example, tell them that they need to explain that “who” must follow “know” because the verb “know” needs an object, and “who” connects the verb to the clause that follows it.
- Ask for a few students to volunteer their answers.

## Handout Part 4

- Distribute Handout Part 4: *Quiz on the Updated TOEFL iBT Writing Section*. Tell students to independently complete the worksheet. Tell them there is a time limit.
- Set a timer for five minutes.
- Tell students to submit their quizzes 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** Writing section. You can distribute the answer keys for Handout Parts 2 and 4 or read the information aloud.