

TOEFL Prep

Speaking Session 1



Speaking Test 1

How the TOEFL iBT Test Measures Academic Speaking Skills

The Speaking section is designed to evaluate the test taker's ability to speak in an academic environment. The test taker will be asked to respond to **4 questions** while speaking into a microphone. The tasks include the following:

Question 1: Independent Speaking Task — requires you to draw entirely on your own ideas, opinions and experiences when you respond.

Questions 2–4: Integrated Speaking Tasks — require you to combine your English-language skills — listening and speaking, or listening, reading and speaking — just as you would in or out of a classroom.

Prep time: You'll get 15–30 seconds of preparation time before each response, and your response will be 45 or 60 seconds long.

Test time: It should take about 16 minutes to complete the Speaking section.



Speaking Test 1

Scoring Overview

Speaking tasks are scored based on the Speaking Scoring Rubrics by a combination of AI scoring and certified human raters. Raw scores are converted to a scaled section score of 0–30.

Speaking responses are scored by both **human raters** and the ETS automated scoring engine, **SpeechRater**. This combines the benefits of human judgment with the consistency of automated scoring. SpeechRater primarily measures features described in the Speaking rubrics under Language Use and Delivery.

It is important to note that a high-scoring response may contain occasional errors and minor lapses in any of the areas described below-what is being evaluated is the overall comprehensibility of the response.



Speaking Test 1

Speaking Test Scoring Rubrics:

1. Topic development, that is, whether the test taker

- Completely answers the question
- Presents ideas coherently
- Presents ideas and relationships between ideas in a way that is clear and easy to follow

2. Delivery of the response, whether

- Speech is clear, pronunciation is good, pacing and intonation patterns sound natural
- The response is easy to understand

3. Language use, how well

- Test taker demonstrates control of basic and complex grammatical structures and vocabulary



Speaking Test 1

Independent task: Some people think it is more fun to spend time with friends in restaurants or cafes. Others think it is more fun to spend time with friends at home. Which do you think is better? Explain why.

Response: I actually only spend time with my friends in restaurants and cafés, almost never at home because my apartment is very small and there is just almost nothing to do. On the outside and café and restaurants, it's much more — there are more people. The atmosphere is usually good. Maybe there's some music playing. Usually we meet to discuss things and meet other people and meet people we do not know, possibly. There's always a chance to get to know someone and it's always exciting. For me, it's much more exciting than just staying at home in the environment that I know and am familiar with. I think that's boring.



Speaking Test 1

Note-Taking Strategy for Independent Task

Topic- you will be asked to make and defend a personal choice between two contrasting behaviors or course of action.

Begin your answer as

Personally, I believe/think that-----

Reason 1- firstly

Reason 2- secondly, additionally, moreover...

Reason 3-(optional depending on time left, you can decide whether the third reason to be introduced or not.)

Therefore, I prefer.../ I choose.../ I favor...



Speaking Test 1

Independent Task: Practice Questions

Audio Track Question 1

Question 1: Some people get most of their news from the radio or television. Others read the newspaper. Which source of news do you think is better and why? Include details and examples in your explanation.

Other Practice Questions :

2. If friends from another country were going to spend time in your country, what city or place would you suggest they visit? Using details and examples, explain why.
3. Some people enjoy taking risks and trying new things. Others are not adventurous; they are cautious and prefer to avoid danger. Which behavior do you think is better? Explain why.



Speaking Test 1

Integrated Speaking Task 2

Speaking Practice Question 2: Integrated Speaking Practice (Campus-Related): Passage, Conversation

Question Directions: The University is making a change in the courses it will offer. Give yourself 45 seconds to read the article.

Sculpture Courses to Be Discontinued:

University administrators announced yesterday that the sculpture program, a division of the art department, will be eliminated. “The main reason is a lack of student interest,” reported one administrator. “Although the number of art students has increased, fewer and fewer art majors are taking sculpture classes.” Furthermore, the department’s only sculpture professor is retiring this year. “Given the art department’s limited budget,” the administrator explained, “it just doesn’t make sense to hire a new fulltime professor to teach sculpture for only a handful of students.”



Speaking Test 1

Directions: Read the transcript.

Male student Everything alright?

Female student Yeah, I'm just upset about that article I showed you this morning.

Male student Why, what's the big deal?

Female student Well, as an art major, I think it's a big loss for the department. The university's got it all wrong.

Male student What do you mean?

Female student Well, the low enrollment isn't because art majors don't want to take these classes. Problem is, who has time to take them when there are so many other requirements?

Male student I don't understand.

Female student See, the classes they're eliminating are all optional. The required courses are mostly painting and drawing, and they take up all our time. What we really need are different requirements— then art majors could take a better variety of classes ... all the things we're interested in.



Speaking Test 1

Male student That makes sense. But, the thing about the professor ...

Female student Well, that's true. But still, they're being drastic. If money's the problem, they could hire a part-time professor! Or, most of the professors in the department have secondary fields ...

Male student Really?

Female student Yeah! At least a few painting teachers are also great sculptors. I'm sure one of them could teach a class.



Speaking Test 1

Question: The woman expresses her opinion of the university’s plan. State her opinion and explain the reasons she gives for holding that opinion. Preparation Time: 30 seconds Response Time: 60 seconds

Response: In this case, the woman disagrees with the university’s plan and she believes that it is a “big loss for the department.”

The woman argues that the reason for the low enrollment is because students who are art majors do not have time to take the sculpture classes, which are optional. The reason for low enrollment is not lack of student interest as the university claims in the reading. Students would probably take sculpture classes if the university changed the requirements.

She believes that the university would not need to hire a full-time professor, and that a part-time professor or other professor could teach the class as the university’s claim in the reading passage states that it cannot afford a full-time.

Professor is therefore unfounded. Most of the professors have secondary fields and might be available to teach sculpture classes.



Speaking Test 1

Note-Taking Strategy for integrated Task 2

Topic- It consists of 2 sources and a single question.

A reading passage- (~ 100 words) that presents a campus related issue

A recording- (~ 90 seconds) Speakers express their opinion about the reading.

You have to summarize the speakers' opinion within the context of the reading passage

Reading	Listening
Title-	Opinion about main idea/ change
Main idea/ change-	A Man A woman
R1 -	R1 -
R2 -	R2 -

R = Reason



Speaking Test 1

Question 2: In this question, you will read a short passage about a campus situation, listen to a conversation, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time - 45 seconds

Attendance Policy

Students are expected to attend all classes for which they are registered, including the first class session. Classes for which attendance is mandatory from the first session will be so noted in the class schedule. Instructors may set an attendance policy for each class, and it is the student's responsibility to know and comply with individual class attendance policies. Students who fail to comply with the established attendance policy for the class forfeit the right to continue in class and will be subject to an administrative withdrawal.



Speaking Test 1

Audio Track Question 2

Listen to the recording. When you hear the question, uncover the question and begin preparing your response.

The woman expresses her opinion about the attendance policy. State her opinion and explain the reasons she gives for holding that opinion.

Preparation Time - 30 seconds

Response Time - 60 seconds



Speaking Test 1

Integrated Speaking Task 3

Speaking Question 3: Integrated Speaking Practice (Academic): Passage, Lecture, and Question Directions: Read a passage about revealing coloration from a biology textbook. You have 45 seconds to read the passage. Begin reading now.

Revealing Coloration

Many animals use coloration to protect themselves from predators. One defensive strategy involving the use of coloration is what is known as revealing coloration. Animals employing this strategy have an area of bright color on some part of their body; this bright color is usually hidden from predators' view. When approached by a predator, the animal suddenly reveals the area of bright color; this unexpected display of color startles or confuses the predator and provides the would-be prey with an opportunity to escape.



Speaking Test 1

Narrator: Now listen to part of a lecture from a biology class.

Professor: There's a large tropical insect called the peanut bug—yes, like the peanuts that you eat—uh, and the peanut bug's front wings are colored so that they blend in with their surroundings. But its back wings—which are usually closed and hidden—have these bright, colorful spots on them. And when the peanut bug's attacked, it suddenly opens its back wings, and out pop these big, bright colors. And that surprises the predator, and gives the peanut bug a chance to get away.

Um, and then you have a butterfly ... called the Morpho butterfly. And parts of the Morpho butterfly's wings are very shiny, they reflect a lot of sunlight; when this butterfly is resting, this shiny part of its wings is hidden ... Now, Morpho butterflies are often attacked by birds ... So when a bird approaches, the Morpho flies away ... and when the Morpho flaps its wings, all the bird can see are flashes of light reflected from the Morpho's wings. Those flashes of light make it very difficult for the bird to follow the Morpho, and the Morpho is usually able to get away.



Speaking Test 1

Question: Using the examples of the peanut bug and the Morpho butterfly, explain the concept of revealing coloration. Preparation Time: 30 seconds Response Time: 60 seconds

Response: The passage states that revealing coloration is a defense strategy in which an animal surprises or confuses predators by suddenly revealing bright-colored parts of its body.

The professor uses the two examples to explain the concept. Firstly, the peanut bug has bright colors on its wings and when attacked, the bug suddenly opens the wings to reveal the bright colors. This surprises the predator and allows the bug to escape.

The second illustration given by the professor is how the Morpho butterfly uses revealing coloration. The butterfly has wings that reflect sunlight; when the butterfly flies away to escape from a bird, the butterfly's wings look like a flashing light, which is very difficult for birds to follow.



Speaking Test 1

Note-Taking Strategy for integrated Task 3

Topic- It consists of 2 sources and a single question.

A Reading passage- (~ 100 words) that gives background information about an academic topic

A recording- (~ 90 seconds) that provides further illustration of the topic

You have to combine and convey important information from the reading and the lecture.

Reading	Listening
Title- Definition-	Lecturer's introduction to the title Reasons- Examples-



Speaking Test 1

Question 3: In this question, you will read a short passage on an academic subject, listen to a lecture on the same topic, and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time - 45 seconds

Participant Observation

To study real-life behaviours, social scientists have to get out in the field and take notes, and they have to do it systematically. A favourite method for many researchers is participant observation. In participant observation, the researcher becomes part of the group under study. This method is often used to study groups that are not easy to observe from the outside, such as street gangs or farm laborers. In some studies, no one knows the researcher's identity. However, this is controversial because observing people without their knowledge, or recording their comments without their permission, is not always considered ethical.



Speaking Test 1

Listen to the recording. When you hear the question, uncover the question and begin preparing your response.

Audio Track Question 3

Explain the ethical problem in the participant observation study discussed in the lecture. State what the researcher did to solve the problem, and explain why this was acceptable.

Preparation Time - 30 seconds

Response Time - 60 seconds



Speaking Test 1

Integrated Speaking Task 4

Speaking Practice Question 4:

Integrated Speaking Practice (Academic): Lecture and Question

Directions: Read the transcript.

Narrator: Now listen to part of a lecture in a business class.

Professor: Today, we'll talk about how companies determine the initial price for their products, by that I mean, when they first introduce a product in the market. There are different approaches, and today we'll discuss two of them. They are quite different ... each with their own advantages.

One approach or strategy sets the initial price of the product high, followed by a lower price at a later stage. Why? Well, ... when introducing a new product, companies want to build a high-quality image for it. Products that cost more are believed to be of higher quality. So, during the early stages of the product life cycle, companies can make very high profits from consumers willing to pay more for a high quality product, and although consumers know that prices will eventually go down, they're also willing to pay more to get the product sooner. This approach works very well with ... oh ... innovative, high-tech products, for example.



Speaking Test 1

Integrated Speaking Task 4

Speaking Practice Question 4:

Integrated Speaking Practice (Academic): Lecture and Question

Directions: Read the transcript.

Now just think about when video recorders, or ... video cameras ... or even cell phones ... first came out. They were very expensive, but then they became much more accessible.

Another very common strategy sets an initial price low. Now this happens when the market is already saturated with the product and the strategy is to undercut its competitors. Say, there's a newly starting computer maker trying to gain market share. So what do they do? Well, they offer a computer at an affordable price, lower than existing brands. By doing this, the company appeals to new consumers who weren't probably even interested in getting a computer and ... well, of course ... to existing consumers who might now be tempted to switch brands. Now, how does this company make profits with its low-priced computer? Well, one thing that's often done is to encourage their customers to buy accessories also manufactured by them, like printers, or software, for example.



Speaking Test 1

Integrated Speaking Task 4

Directions: Give yourself 20 seconds to prepare your response to the following question. Then record yourself speaking for 60 seconds.

Using the points and examples from the lecture, explain the two pricing strategies described by the professor.

Preparation Time: 20 seconds

Response Time: 60 seconds



Speaking Test 1

Integrated Speaking Task 4

Response: A pricing strategy is as explained at the beginning of the lecture mentions that companies need to determine an initial price when they first bring their products to the market.

According to the first approach, one strategy sets prices high but the prices become lower at a later stage. Companies using this strategy make high profits at early stages of the product lifecycle (when the product first comes out). The initial high price approach works well with innovative high-tech products—for example, when video cameras (or video recorders, or cell phones) first came out.

As per the second tactic mentioned in the lecture, the other pricing strategy sets prices low to attract new customers and encourage existing customers to switch brands. This strategy is used when the market is already saturated with a product. A computer manufacturer offers computers at low prices. It will make little profit from the computer itself but customers are encouraged to buy other related products the same company manufactures like software or printers, and so the company makes a profit.



Speaking Test 1

Note-Taking Strategy For integrated Task 4

Topic- It consists of 1 listening passage and a single question.

You hear a lecture (~2 minutes) that explains a term or a concept and provides examples to illustrate that term or a concept.

You have to summarize the lecture, demonstrating understanding of its structure and the relationship between the examples and the overall topic

Topic- Definition-
Subtopic's (1) definition- Reasons- Examples-
Subtopic's (2) definition- Reasons- Examples-
Conclusion-



Speaking Test 1

Question 4: In this question, you will listen to part of a lecture. You will then be asked to summarize “important information” from the lecture. To make this practice more like the real test, cover the question during the lecture. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak

Audio Track Question 4

Using points and examples from the talk, explain the two types of competition in bird populations. Then explain how population size and competition are related.

Preparation Time - 20 seconds

Response Time - 60 seconds



Speaking Test 2

Audio Track Question 1

Question 1: Some people keep in touch with friends and family by letter or e-mail. Others keep in touch by telephone. Which method do you prefer to use, and why? Include details and examples in your explanation.

Preparation Time -15 seconds

Response Time - 45 seconds



Speaking Test 2

Question 2: In this question, you will read a short passage about a campus situation, listen to a conversation, and then speak in response to a question about what you have read and heard. After you hear the question, you have 60 seconds to prepare your response and 60 seconds to speak.

Reading Time - 45 seconds



Speaking Test 2

Required Discussion Section

All students who are enrolled in a lecture course in the Social Sciences division must also register for a one-credit discussion section for that course. In the past, this requirement applied only to lecture courses in the History and Political Science departments. However, beginning next quarter, the requirement also applies to lecture courses in Sociology, Anthropology, and Economics. Each discussion section will be taught by a graduate teaching assistant. Students will receive a grade for the discussion section that is separate from their final examination grade for the lecture course.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



Speaking Test 2

Audio Track Question 2

The man expresses his opinion about the required discussion section. State his opinion and explain the reasons he gives for holding that opinion.

Preparation Time - 30 seconds

Response Time - 60 seconds



Speaking Test 2

Question 3: In this question, you will read a short passage on an academic subject, listen to a lecture on the same topic and then speak in response to a question about what you have read and heard. After you hear the question, you have 30 seconds to prepare your response and 60 seconds to speak.

Reading Time – 45 seconds.



Speaking Test 2

Homeostasis

The concept of homeostasis refers to the regulatory systems that keep an animal's internal environment within acceptable limits, even though the external environment may change. Homeostasis, meaning "steady state," describes the body's tendency toward internal balance. It is the endless balancing and re-balancing of the processes that maintain stability and restore the body's normal state when it has been disturbed. Homeostatic systems protect an animal's internal environment from harmful changes, such as changes in temperature, water level, and the amount of sugar in the blood.

Now cover the passage and question. Listen to the recording. When you hear the question, uncover the question and begin preparing your response.



Speaking Test 2

Audio Track Question 3

The professor describes the large ears of a rabbit. Explain how the rabbit's ears are used in homeostasis.

Preparation Time - 30 seconds

Response Time - 60 seconds



Speaking Test 2

Question 4: In this question, you will listen to part of a lecture. You will then be asked to summarize important information from the lecture. To make this practice more like the real test, cover the question during the lecture. After you hear the question, you have 20 seconds to prepare your response and 60 seconds to speak.

Audio Track Question 4

Using points and examples from the talk, describe the communication between babies and mothers. Explain how this communication is musical in nature.

Preparation Time - 20 seconds

Response Time - 60 seconds





Thank you