

DELTA'S ^{Key} to the TOEFL iBT[®] Advanced Skill Practice

Revised
Edition

SPEAKING



*Includes audio
on a single
mp3 disk!*

NANCY GALLAGHER

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SPEAKING

The Speaking section measures your ability to speak in English about a variety of topics. There are six questions in this section. All of the questions are about topics that are appropriate for international students. You do not need special knowledge of any subject to respond to the questions.

The first two questions are independent speaking tasks in which you will speak from your own personal knowledge and experience. The next two questions are integrated-skills tasks in which you will read a passage, listen to a conversation or lecture, and then speak in response to a question about what you have read and heard. The last two questions are integrated-skills tasks in which you will listen to a conversation or lecture, and then speak in response to a question about it.

SPEAKING SECTION				
Question	Reading Time	Listening Time	Preparation Time	Speaking Time
1 Independent Task	—	—	15 seconds	45 seconds
2 Independent Task	—	—	15 seconds	45 seconds
3 Integrated Task	45 seconds	1 – 2 minutes	30 seconds	60 seconds
4 Integrated Task	50 seconds	1 – 2 minutes	30 seconds	60 seconds
5 Integrated Task	—	1 – 2 minutes	20 seconds	60 seconds
6 Integrated Task	—	2 minutes	20 seconds	60 seconds

SPEAKING

The entire Speaking section takes approximately 20 minutes to complete. This includes the time that you spend reading the directions, reading the passages, listening to the conversations and lectures, preparing your responses, and recording your responses. For the integrated-skills tasks, you will use headphones to listen to the conversations and lectures. You will be able to change the volume of the sound.

The test supervisor will give you paper for taking notes. You may take notes on paper while you listen to the conversations and lectures. You may use your notes to help you respond to the tasks. However, at the end of the test you must give all of your notes to the test supervisor. Your notes will not be scored; only what you say during the recording time will be scored.

For each speaking task, you will both *hear* and *see* the question. You will have time to prepare your response before you begin speaking. A clock shows how much preparation time you have left. When the preparation time is up, you will hear a beep. The beep is your signal that the recording time will begin immediately.

You will answer the questions by speaking into a microphone. You have 45 or 60 seconds to record each response. A clock shows how much recording time you have left. When the response time is up, the computer will begin the next question. There is no pause between questions.

Two qualified evaluators will listen to each of your responses. They will assign to each a score on a scale of 1 to 4, with 4 being the highest score possible. You will receive a score of 0 if you do not respond to the given question. Your scores on the independent speaking tasks will be combined with your scores on the integrated speaking tasks. The total number of points you earn for all six speaking questions will be converted to a Speaking section score of 0 to 30.

INDEPENDENT SPEAKING TASKS

There are two independent speaking tasks on the test. Each task measures your ability to speak in response to a question about a familiar topic. You must use your own knowledge and experience to develop your ideas.

In your responses, you must demonstrate your ability to:

- state and support an opinion;
- develop points with appropriate details and explanation;
- express ideas coherently; and
- make yourself understood by speaking clearly and fluently.

Here is an example of an independent speaking task:

Title	Question	Testing Tools
Speaking	1 of 6	<div style="display: flex; justify-content: space-between; align-items: center;"> Volume ? ◀ ▶ </div> <div style="display: flex; justify-content: space-between; align-items: center; font-size: 0.8em;"> Help OK Next </div>
<p style="text-align: center;">Talk about a new skill that you would like to learn. Use details and examples to explain your answer.</p> <hr style="width: 40%; margin: 10px auto;"/> <div style="text-align: center; margin: 20px auto; width: 150px;"> <div style="background-color: #333; color: white; padding: 2px 5px; display: inline-block;">Preparation Time: 15 seconds</div> <div style="background-color: #333; color: white; padding: 2px 5px; display: inline-block;">Response Time: 45 seconds</div> </div> <div style="text-align: center; margin-top: 20px;"> </div>		

During the preparation time, the clock will count down the seconds remaining. When the preparation time is up, the response time will begin, and the clock will count down the seconds remaining. When the response time is up, the computer will begin the next question.

INTEGRATED SPEAKING TASKS

There are four integrated-skills speaking tasks on the test. Each task measures your ability to understand key information from one or more sources and to speak in response to a question about this information. The sources include reading passages, conversations, and lectures. The reading passages will be timed, and you will hear each conversation and lecture only one time. You may take notes and you may use them to help you answer the questions. You must determine what information in the sources is relevant to the question.

In your responses, you must demonstrate your ability to:

- convey relevant information from one or two sources;
- develop points with appropriate details and explanation;
- express ideas coherently; and
- make yourself understood by speaking clearly and fluently.

There are two different types of integrated-skills speaking tasks: reading-listening-speaking and listening-speaking.

Task Type 1 – Read-Listen-Speak

For this type of task, you will read a short passage, listen to a conversation or lecture, and then speak in response to a question about what you have read and heard. After the question appears, you will have 30 seconds to prepare your response and 60 seconds (1 minute) to speak.

First, you have either 45 or 50 seconds to read a passage. Here is an example:

Title	Question	Time	Testing Tools			
Speaking	4 of 6	00 : 43 <small>Hide</small>	Volume	? Help	◀ OK	▶ Next
<p style="text-align: center;">READING TIME – 50 SECONDS</p> <p style="text-align: center;">Agents of Socialization</p> <p>Socialization is the process by which we learn how to view the world and interpret our experiences. As we develop from infant to child to adult, we literally “learn our place,” including the positions we will occupy and the roles attached to these positions. Certain people and institutions act as agents of socialization that teach us about the society we live in, including its rules. Agents of socialization transmit the knowledge we need to function as adults. They also give us opportunities to practice the social roles we will eventually acquire.</p>						

When the reading time is up, the passage will disappear, and you will not see it again. You will then listen to a conversation or lecture about the same topic. You will see a picture of the speaker or speakers.



(Narrator) Now listen to part of a lecture in a sociology class.

(Professor) Your first agents of socialization are your parents or the other adults who take care of you when you're a baby. Your parents give you the first important lessons in how to behave in society. They teach you a world of meaning—what to believe, how to look at the world, and how to relate to others around you, especially your family. Your parents teach you what is and isn't proper behavior. Your parents serve as role models for adulthood—a social role you will eventually occupy. As you get older, they may prepare you for adulthood by giving you more responsibility or more freedom to make your own choices.

When you're a teenager, your peers—your friends and classmates—are important agents of socialization. Your peers support you and help you grow up and out of your family's nest. Through interactions with your peers, you learn the social role of friend.

Your parents and your peers are important agents of socialization, but in different ways. Your parents give you guidance on long-term goals, like career choice, but your peers are more likely to influence your immediate lifestyle choices, like how you dress and what you do for fun.

Then you will both *hear* and *see* the speaking task:

Title	Question	Testing Tools			
Speaking	4 of 6	Volume	Help	OK	Next
<p>Explain agents of socialization and how the examples given by the professor illustrate the concept.</p> <hr/> <div style="text-align: center;"> <p>Preparation Time: 30 seconds</p> <p>Response Time: 60 seconds</p> </div> <div style="text-align: center;"> </div>					

During the preparation time and the response time, the clock will count down the seconds remaining. When the time is up, the computer will begin the next question.

Task Type 2 – Listen–Speak

For this type of task, you will listen to a conversation or lecture and then speak in response to a question about it. The listening part is one to two minutes long. After the question appears, you will have 20 seconds to prepare your response and 60 seconds (1 minute) to speak.

Here is an example. While you are listening, you will see a picture of the speaker or speakers.



SPEAKING

(Narrator) Listen to a conversation between two students.

(Man) How do you like your apartment?

(Woman) Well ... it's okay. I mean, I like the apartment, and I don't mind living off campus, but it's kind of far away. There's a bus, but the schedule doesn't work out very well for my early morning class.

(Man) How so?

(Woman) I have a seven o'clock class, three days a week, but the bus I need to catch leaves at six—there's only one bus an hour—and that's just way too early for me. Then I get to campus forty minutes earlier than I need to.

(Man) Well, you could always use that extra time to eat breakfast on campus. The food's pretty good in the Corner Café. I eat there sometimes. It's never busy before seven o'clock.

(Woman) Yeah, maybe.

(Man) Do you have a bicycle?


(Woman) No, but I'm seriously thinking about getting one. If I had a bicycle, I could leave home whenever I wanted to. I wouldn't have to leave so early. There's a bike path along the river, so I wouldn't have to ride on the streets, except for the few blocks near my apartment.

(Man) You wouldn't even have to buy a bike because you can rent one at the bike shop.

(Woman) Hmm. I didn't know that.

SPEAKING

Then you will both *hear* and *see* the speaking task:

Title	Question	Testing Tools
Speaking	5 of 6	Volume  ? Help ◀ OK ▶ Next
<p>Briefly summarize the problem the speakers are discussing. Then state which solution you would recommend. Explain the reasons for your recommendation.</p> <hr/>		
<div>Preparation Time: 20 seconds Response Time: 60 seconds</div>		
<div><div></div></div>		

During the preparation time and the response time, the clock will count down the seconds remaining. When the time is up, the computer will begin the next question.

STRATEGIES FOR THE SPEAKING SECTION

Before the Test

- ✎ Work on building your spoken vocabulary. Practice using transitions—connecting words and expressions—to make your speech more fluent and coherent.
- ✎ Work to improve your pronunciation. Pay special attention to stress and intonation.
- ✎ Record your voice, and listen to the recording. Ask yourself this question: *Will other people understand what I am saying?*
- ✎ Listen to a variety of recorded materials that use academic English, such as university lectures, documentaries, and in-depth radio news programs. Practice taking notes as you listen. Practice summarizing in your own words the information that you hear.
- ✎ Record your responses to the Practice exercises in this section of the book. Use a timer. Become familiar with how much you can say in 45 seconds and in 60 seconds. Learn to pace yourself so you can say everything you want to say in the time allowed for each task.
- ✎ Your own best strategy: _____

During the Test – Independent Tasks

- ✎ Use the preparation time wisely. Read the question carefully and note everything that it asks you to do. Think about what you want to convey in a simple, organized way. Make mental notes about two points that you want to make, with one or two supporting details for each point.
- ✎ During the recording time, speak clearly into the microphone. Pronounce words carefully, especially important content words. Speak at a normal speed—not too fast and not too slow. Keep the structure of your sentences fairly simple. Use appropriate transitions, such as *first*, *second*, *next*, *also*, *finally*, and *most importantly*.
- ✎ Watch how much time you have left. Pace yourself so you are able to say everything you want to say. If you finish answering but still have recording time left, restate your main idea.
- ✎ Your own best strategy: _____

During the Test – Integrated Tasks

- ✎ While you are reading the short passages, focus on the topic and general message. Do not try to memorize every detail. Take only very short notes on the main points. If the reading includes the definition of an unfamiliar term, write notes that will help you recall the definition.
- ✎ While you are listening to the conversations and lectures, focus on major ideas. Listen for key words and concepts that the speakers emphasize or repeat. Listen for verbal signposts that indicate key points.
- ✎ Take notes only about the information that will be important to remember: key points, examples, and reasons. Do not try to write down everything you hear. Do not allow your writing to detract from your listening.
- ✎ Use the preparation time wisely. Read the question carefully and note everything that it asks you to do. Do not try to write a response. Review your notes, and concentrate on what you will say. Plan to state and support two or three points.
- ✎ During the recording time, respond to each part of the question. Use key ideas and relevant details from the conversation or lecture to support your points.
- ✎ Speak clearly into the microphone. Pronounce words carefully, especially important content words. Speak at a normal speed—not too fast and not too slow. Keep the structure of your sentences fairly simple. Use appropriate transitions to make your speech more fluent and coherent. Use the vocabulary that you are familiar with. Avoid saying “uh” or “um” to fill space while you are thinking. It is better to leave blank space.
- ✎ Pace yourself so you have enough time to cover all of your points. Watch how much time you have left. If you finish answering but still have recording time left, you may add a brief conclusion or a summary of your points.
- ✎ Your own best strategy: _____

1 Independent Speaking: Developing a Topic



Imagine you are having a conversation with an older friend who advises you about many important things. Your friend asks you the following question:

What new skill would you like to learn? Why do you want to learn it?

How would you respond? Check all of the things that you would do:

- ☐ Take a few seconds to think about what to say.
- ☐ Change the subject and talk about something else.
- ☐ Describe all of the skills that you already have.
- ☐ Choose one new skill that you would like to have.
- ☐ Think of two or three ways that this skill would help you.

When faced with a serious question like this, it is wise to take a few seconds to think. Thinking will allow you to make a choice and to organize your thoughts.

It is not a good idea to change the subject and talk about something else, nor to describe all of the skills you already have. Neither of these actions would satisfy your friend.

Your friend has asked you to (1) name a skill that you would like to learn, and (2) explain why you want to learn this skill. The best way to respond is to answer directly. Choose one new skill you would like to have. Think of two or three reasons for learning this skill—these reasons will support your choice.



1. The Independent Speaking Tasks

The first two speaking questions on the TOEFL are independent speaking tasks in which you will talk about familiar topics. You must use your own personal knowledge and experience to develop the topics.

In the first of these tasks, you will be asked to choose a relevant person, place, object, or event to talk about. You will present an opinion about this person, place, object, or event, and provide details and examples to support your choice.

After the speaking question is presented, you will have 15 seconds to prepare your response and 45 seconds to speak. Your response will be evaluated on how well you speak and on how well you develop the topic.

2. Developing a Topic

Use the preparation time to choose the information that you want to convey about the topic. For example, if the question asks you to describe a person that you admire, the first thing to do is choose a person to talk about. Then, plan at least two points to make about that person. Think of examples, reasons, and other details that will develop your points. Make mental notes to help remember your points.

3. Sample Task

Describe a person that you admire. Explain why you admire this person. Include details and examples to support your explanation.

Task	Describe a person that you admire.
Topic	grandfather
Supporting Points and Details (why you admire your grandfather)	<ul style="list-style-type: none"> • 2 jobs <ul style="list-style-type: none"> • railroad • hotel • stories <ul style="list-style-type: none"> • fam. hist. • work

You have 45 seconds to speak. This is enough time to answer the question effectively. It is enough time to state your opinion about the topic and develop it with examples and personal experience. It is enough time to make six or seven statements.

4. Sample Response

"One person I admire is my grandfather. In his long life, my grandfather has done many things to admire. When he was a young man, he worked at two jobs to support his family. He was a railroad worker during the day, and he was a hotel clerk at night. Now my grandfather is old, and he tells many interesting stories about our family history. Some stories are about people he met at the railroad."

The sample response is successful because it clearly states an opinion:

"One person I admire is my grandfather."

The response gives appropriate reasons for this choice:

"...he worked at two jobs to support his family."

"...he tells many interesting stories...."

Each reason is developed with details:

"He was a railroad worker during the day, and he was a hotel clerk at night."

"...stories about our family history. ...about people he met at the railroad."

If you finish answering before the response time is up, restate your main idea. For example, for the task above, you might say:

"For these reasons, my grandfather is a person I admire very much."

1 DEVELOPING A TOPIC



PRACTICE

Exercise 1.A

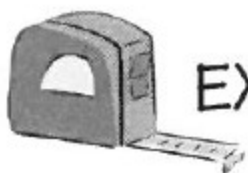
For each independent speaking question below, allow 15 seconds to prepare your response and 45 seconds to speak. Record your response.

Preparation Time – 15 seconds

Response Time – 45 seconds

1. What was your favorite toy when you were a child? Describe this toy and explain why it was important to you. Include details and examples to support your explanation.
2. What famous person would you like to visit for one hour? Explain why you would like to meet this person and what you would talk about. Include details and examples in your explanation.
3. Describe a place where you go for rest and relaxation. Explain why it is a good place for you to relax. Include details and examples in your explanation.
4. Talk about an event in your life that made you very happy. Explain what happened and why you felt so happy. Include details and examples in your explanation.
5. Describe an object that is very special in your life. Explain why this object is important to you. Include details and examples in your explanation.
6. Talk about an important lesson you have learned from a family member. Explain the significance of this lesson in your life. Include details and examples in your explanation.

Answers to Exercise 1.A will vary.



EXTENSION

1. With your teacher and classmates, discuss the characteristics of a good speaker. On the board, write the names of good speakers that you know. They can be famous people or people that you know personally. Next to each name, list the qualities that make that person a good speaker. Which qualities on your list are important when you take the TOEFL?
2. Share and discuss your recorded response to one of the speaking questions in Exercise 1.A. Work in a group of three or four students. Listen to each student's recorded response. Discuss each response by answering the following questions:
 - a. Does the speaker present an opinion about the given topic? What is the speaker's opinion?
 - b. What points does the speaker make to support this opinion?
 - c. What specific details, examples, or reasons develop the speaker's ideas?
 - d. Does the response answer the question effectively? Why or why not?

Make suggestions that will help each student improve in the future.