

# The Speaking Section Question Types

Question Type	Question Details	Question Explanation	Time Breakdown
Independent Speaking	Question 1 Paired Choice	Ask about your general opinion on a wide range of possible issues. You usually have just two options.	15 seconds to prepare 45 seconds to speak
Integrated Speaking	Question 2 Campus Announcement and Conversation	Report on the opinion of one of the speakers in the conversation and explain why he or she feels that way.	50 seconds to read 60-120 seconds to listen 30 seconds to prepare 60 seconds to speak
	Question 3 Academic Reading and Lecture	Explain the academic topic introduced in the reading and describe the main points about the topic described in the lecture.	50 seconds to read 60-120 seconds to listen 30 seconds to prepare 60 seconds to speak
	Question 4 Academic Lecture	Sum up the topic and main points from the lecture.	120-180 seconds to listen 20 seconds to prepare 60 seconds to speak



## Independent Speaking Template

Template	Content	Time
<i>To me, I definitely think that...</i>	<ul style="list-style-type: none"><li>- Restate the question</li><li>- Give your opinion</li><li>- One specific reason for your opinion</li></ul>	0 - 10 seconds
<i>I remember when...</i>	<ul style="list-style-type: none"><li>- A personal example or anecdote connected to your reason</li></ul>	11 - 22 seconds
<i>*On top of that...</i>	<ul style="list-style-type: none"><li>- State the second reason for your opinion</li></ul>	23 - 27 seconds
<i>*For example...</i>	<ul style="list-style-type: none"><li>- Provide a personal example or anecdote connected to the second reason</li></ul>	28 - 40 seconds
<i>So, to sum up...</i>	<ul style="list-style-type: none"><li>- Restate your opinion</li><li>- Restate the question</li></ul>	41-45 seconds

## Synonyms for Transitions

### Transitions

### Words and Phrases

Introductions

*to me, for me, personally, I think that*

Examples

*I remember when, when I was, for example, take, take...for example*

Additions

*also, you know, on top of that, second(ly)*

Conclusions

*so that's why, so to sum up, so yeah I definitely*

Criteria	ETS	Simplified Translation
1. General Description	"The response fulfills the demands of the task, with at most minor lapses in completeness. It's highly intelligible and exhibits sustained, coherent discourse."	You answered the question in a logical and coherent way. You never went off topic and you were easy for the listener to follow.
2. Delivery	"Generally well-paced flow (fluid expression) Speech is clear. It may include minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility."	You spoke in a calm, cool, and natural manner. The listener could understand almost everything you said.
3. Language Use	"The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning."	You were able to speak in a natural way while also varying your sentence structure. You didn't sound nervous and you didn't rely on simple vocabulary.
4. Topic Development	"Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas)."	You followed a structure and showed how one idea led to another. You used at least three transition words as well.



## Independent Speaking Checklist

### Questions

### Notes

1. Did I speak for 42-45 seconds?

2. Was my introduction 12 seconds or less?

3. Did I have enough time to include a short conclusion (7 seconds or less)?

4. Did I look at the clock to monitor my time at least twice?

5. Did I include at least two transitional words or phrases?

6. Did I speak at a smooth and even pace for the majority of my response?

7. Did I speak in a natural and conversational tone (no robot voice)?

8. Did I elaborate on the topic with a well developed personal example or anecdote?



## Speaking Question #2 Template

Template	Content	Time
<i>The reading passage (announces a change on campus/proposes a change to campus policy). In particular... (state the change or proposal).</i>	<ul style="list-style-type: none"> <li>- Introduce the reading passage</li> <li>- State the change or proposal</li> </ul>	0 - 15 seconds
<i>The man/woman in the conversation is (in favor of/against) this idea. To start, he/she says that... (explain the 1st reason for their stance).</i>	<ul style="list-style-type: none"> <li>- Transition to the conversation</li> <li>- State one speaker's opinion</li> <li>- State one specific reason</li> </ul>	16 - 35 seconds
<i>Secondly, he/she explains that (describe the 2nd reason for their stance).</i>	<ul style="list-style-type: none"> <li>- State the second specific reason</li> </ul>	36 - 54 seconds
<i>As you can see, the man/woman in the listening clearly agrees/disagrees with this plan.</i>	<ul style="list-style-type: none"> <li>- Restate the speaker's stance</li> </ul>	55 - 60 seconds

## Integrated Speaking Checklist

### Questions

### Notes

1. Did I speak for 57-60 seconds?

2. Was my introduction 15 seconds or less?

3. Did I have enough time to include a short conclusion (7 seconds or less)?

4. Did I look at the clock to monitor my time at least twice?

5. Did I include at least two transitional words or phrases?

6. Did I speak at a smooth and even pace for the majority of my response?

7. Did I speak in a natural and conversational tone (no robot voice)?

8. Did I include all of the essential information from the reading and listening?



# Preparing Your Response

1. Introduce and define the topic
2. State and expand on the first example
3. State and expand on the second example
4. Wrap it up with a conclusion



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## Speaking Question #3 Template

Template	Content	Time
<i>According to the reading, (topic) is (topic definition).</i>	<ul style="list-style-type: none"> <li>- Introduce the reading topic</li> <li>- Define the topic</li> </ul>	0 - 10 seconds
<i>In the lecture, the professor delves deeper into this subject by providing an example of/two examples of (topic).</i>  <i>To start, the lecturer explains that (first example of topic).</i>	<ul style="list-style-type: none"> <li>- Transition to the lecture</li> <li>- State first example</li> <li>- Expand on first example</li> </ul>	11 - 32 seconds
<i>He/She goes on to say (second example of topic)</i>	<ul style="list-style-type: none"> <li>- State second example</li> <li>- Expand on second example</li> </ul>	33 - 54 seconds
<i>So, after listening, I now have a better understanding of what _____ is.</i>	<ul style="list-style-type: none"> <li>- Provide conclusion to topic</li> </ul>	55 - 60 seconds

Criteria	ETS	Simplified Translation
1. General Description	"The response fulfills the demands of the task, with at most minor lapses in completeness. It's highly intelligible and exhibits sustained, coherent discourse."	You answered the question in a logical and coherent way. You never went off topic and you were easy for the listener to follow.
2. Delivery	"Speech is generally clear, fluid, and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high."	You spoke in a calm, cool and natural manner most of the time. It's okay if you paused a couple of times to remember content from the listening, as long as your overall performance was smooth.
3. Language Use	"The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning)."	You were able to speak in a natural way while also varying your sentence structure. The grader understood almost everything you said.
4. Topic Development	"The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions."	You followed a structure, included important details, and showed how one idea led to another. Also, you used at least three transition words and phrases.

## Integrated Speaking Checklist

### Questions

### Notes

1. Did I speak for 57-60 seconds?

2. Was my introduction 15 seconds or less?

3. Did I have enough time to include a short conclusion (7 seconds or less)?

4. Did I look at the clock to monitor my time at least twice?

5. Did I include at least two transitional words or phrases?

6. Did I speak at a smooth and even pace for the majority of my response?

7. Did I speak in a natural and conversational tone (no robot voice)?

8. Did I include all of the essential information from the reading and listening?





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# How to Think About the Question

1. Identify and define the topic
2. Listen for the two examples
3. Add details about the examples
4. Report and elaborate on the topic



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# Preparing Your Response

1. Introduce and define the topic
2. State and expand on the first example
3. State and expand on the second example
4. Wrap it up with a conclusion



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## Speaking Question #6 Template

Template	Content	Time
<i>The professor goes into a ton of detail about, (topic), which (detail/definition)</i>	<ul style="list-style-type: none"> <li>- Introduce the topic</li> <li>- Elaborate on the topic</li> </ul>	0 - 12 seconds
<i>After introducing the topic, the lecturer mentions that (example 1 including details)...</i>	<ul style="list-style-type: none"> <li>- Introduce first example</li> <li>- Give details about first example</li> </ul>	13 - 34 seconds
<i>He/She goes on to say that (example 2 including details)</i>	<ul style="list-style-type: none"> <li>- Introduce second example</li> <li>- Give details about second example</li> </ul>	34 - 55 seconds
<i>So, after hearing this lecture, I now have a better understanding of _____-</i>	<ul style="list-style-type: none"> <li>- Wrap it up with a conclusion</li> </ul>	56 - 60 seconds

Criteria	ETS	Simplified Translation
1. General Description	"The response fulfills the demands of the task, with at most minor lapses in completeness. It's highly intelligible and exhibits sustained, coherent discourse."	You answered the question in a logical and coherent way. You never went off topic and you were easy for the listener to follow.
2. Delivery	"Speech is generally clear, fluid, and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high."	You spoke in a calm, cool and natural manner most of the time. It's okay if you paused a couple of times to remember content from the listening, as long as your overall performance was smooth.
3. Language Use	"The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning)."	You were able to speak in a natural way while also varying your sentence structure. The grader understood almost everything you said.
4. Topic Development	"The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions."	You followed a structure, included important details, and showed how one idea led to another. Also, you used at least three transition words and phrases.



## Integrated Speaking Checklist

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1. Did I speak for 57-60 seconds?

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5. Did I include at least two transitional words or phrases?

6. Did I speak at a smooth and even pace for the majority of my response?

7. Did I speak in a natural and conversational tone (no robot voice)?

8. Did I include all of the essential information from the reading and listening?

