



# TOEFL iBT® SPEAKING

## Practice Questions

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

| SCORE | GENERAL DESCRIPTION                                                                                                                                                                                                                                                                                                       | DELIVERY                                                                                                                                                                                                                                                 | LANGUAGE USE                                                                                                                                                                                                                                                                                                                                                                                                                         | TOPIC DEVELOPMENT                                                                                                                                                                                                                                                                                              |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:                                                                                        | Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.                                                | 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.                                                                                                                                                                 | 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).                                                                                                                                          |
| 3     | The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following: | Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected). | The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecision or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.                        | Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.                                                                        |
| 2     | The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:                                 | Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.                                                                        | The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition). | The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear. |
| 1     | The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:                                                                                                     | Consistent pronunciation, stress and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.                                                                        | Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.                                                                                                                                                                                                                              | Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.                                                                            |
| 0     | Speaker makes no attempt to respond OR response is unrelated to the topic.                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                |

This document may contain some question types that would not appear on a test that has been adapted for various accessibility purposes. On test day, you will receive an accessible assessment that is consistent with any accommodations for which you have been approved.

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# Speaking Practice Question 1:

Independent Speaking Practice (Explain a Choice): Question

**Directions:** You will now be asked to give your opinion about a familiar topic. Give yourself 15 seconds to prepare your response. Then record yourself speaking for 45 seconds.

Preparation Time: 15 seconds

Response Time: 45 seconds



**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 Practice Question 1:

Independent Speaking Practice (Explain a Choice): **Response Tips**

To respond to this particular question, you should clearly state what your opinion is: Do you think it is better to take risks or to be cautious? Then you should give reasons to support your opinion. If you take the position that you think it is better to take risks and try new things, you might give an example of a time when you or someone you know took a risk and was rewarded. The example should have good details, and the relationship between the example and your opinion should be clear. If you take the position that it is better to be cautious, you might give an example of a situation where being cautious is beneficial. You might continue to develop the response by contrasting what would happen in this situation if a risk were taken. Keep in mind that there is no "correct" answer to this question. Either behavior can be supported with examples. The important part of this task is to make sure that you state your opinion and develop your response with good examples and relevant details.

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As with all speaking tasks, your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. This task is scored using the Independent Speaking Rubrics.



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