

TOEFL iBT Speaking Section (teacher's notes)

1. Warm up (Activity 1) 10 mins

Aims: to find out the aim of students, why they need to take the exam, their desired score, to check how students can focus on specific questions' tasks and use arguments for their answers.

Procedure: ask students to answer the questions. Introduce the structure of TOEFL, number of questions and the difference between them.

Key:

Section	Content	Number of Questions	Approximate time
Reading	3 or 4 passages	36-42	60 -80 minutes
Listening	2 conversations 4 lectures	34	50 minutes
Speaking	2 Independent tasks 4 Integrated-skills tasks	6	20 minutes
Writing	1 Integrated-skills task 1 Independent task	2	60 minutes

More information about the exam:

TOEFL stands for Test of English as a Foreign Language. It is a test designed to measure the English-language ability of people who do not speak English as their first language and who plan to study at universities abroad.

For more than thirty years, the TOEFL test was given as a paper-and-pencil, multiple-choice test. In 1998, a computer-based version of the test became available in many parts of the World. The newest generation of the test, the TOEFL iBT (internet based test) was introduced during over the Internet.

The test is approximately 4 hours long, with one 10-minute break after the Listening section. The speaking section measures people's ability to speak in English about a variety of topics. There are six questions in this section. 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.

2. Section "Speaking" (Activity 2) 5 mins

Aims: to explain the tasks of the speaking section, help students to understand question types, preparation and speaking time.

Procedure: ask students to discuss questions, make notes, and when students know all details(preparation time, speaking time).

Key:

Speaking Section		
Task	Based on	Timing per
Two Independent Tasks	Your own knowledge and experience	Preparation: 15 seconds Response: 45 seconds
Four Integrated tasks: Two Listening/Reading/ Speaking Tasks	Reading passage and related lecture or conversation	Reading 45 seconds: Lecture 60 or 80 seconds Preparation: 30 seconds Response: 60 seconds
Two Listening/Speaking Tasks	Lecture or conversation	Lecture 60 or 90 seconds Preparation: 20 seconds Response: 60 seconds

3. Vocabulary work (Activity 3) 5 mins

Aims: to provide vocabulary practice.

Procedure: ask students to look through the words, explain them in English, create some sentences using them. Explain that in Speaking section students should use advanced vocabulary to get a higher score.

Key:

1-avoid, 2-aware, 3-appeal, 4-have gone, 5-addict, 6- actually, 7-make for, 8- abroad.

4. Linkers in Speaking Section (Activity 4) 5 mins

Aims: to teach students how to start Introduction of Independent questions, use the Language of personal preference.

Procedure: ask the students to answer orally the given questions by using phrases. Attract students attention that it is very important to use a variety of linkers in speaking section.

5. Grammar practice (Activity 5) 5 mins

Aims: to provide grammar practice.

Procedure: First, ask students to discuss the difference between given connections, create some sentences then complete exercise.

Key:

1-however, 2-for instance, 3-furthermore, 4-in fact, 5-fortunately.

6. Independent Question practice (Activity 6) 15 mins

Aims: to teach students how to answer Independent questions (personal preference).

Procedure: Introduce students the questions and prompts, analyze questions, then ask them to tell full answer using linkers, connectors and some words from vocabulary.

Key:

Q1 Example: this prompt is asking me to decide which trip I have taken was the most interesting. It's also asking me why this was so important to me, so I have to give reasons and example. I guess I could talk about a vacation, or a business trip.

Q2 this prompt is asking me to describe a famous food in my country, which is well known both in my country and among foreigners, I should tell about this food, include some information about it, I can tell about ingredients and tell an example how this food represent our national kitchen abroad.

7. Sum up. 5 mins

Praise SS for good work and give a delayed error correction feedback. Summarize the lesson and let them know what they have achieved according to this lesson, then ask them whether they have any questions.