


TOEFL iBT Test 2

SPEAKING

This section measures your ability to speak in English about a variety of topics.

There are six questions in this section. For each question, you will be given a short time to prepare your response. When the preparation time is up, answer the question as completely as possible in the time indicated for that question. You should record your responses so that you can review them later and compare them with the answer key and scoring rubrics.

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


1. Listen to Track 43. 

Talk about a time when you accomplished something you did not think you could do. What did you accomplish? Why did you think you could not do it?

Preparation Time: 15 seconds

Response Time: 45 seconds

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.

2. Listen to Track 44. 


Do you agree or disagree with the following statement? Use details and examples to explain your answer.

All children should be required to learn a second language in school.

Preparation Time: 15 seconds

Response Time: 45 seconds


Directions: You will now read a short passage and listen to a conversation on the same topic. You will then be asked a question about them. After you hear the question, give yourself 30 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 45. 

Reading Time: 45 seconds

Student Art Display

The university is currently considering possible locations on campus for displaying paintings and other artwork by students. I think the lobby at the entrance to the student center would be a great location. Since many students pass through the student center every day, artwork displayed in the lobby would be viewed by hundreds of people. Also, because the whole front of the building is made of glass windows, the lobby is filled with natural light. This makes it perfect for displaying artwork, which should have plenty of light to be seen and appreciated.

Listen to Track 46. 



- Briefly summarize the proposal in the student's letter. Then state the woman's opinion about the proposal and explain the reasons she gives for holding that opinion.

Preparation Time: 30 seconds

Response Time: 60 seconds


Directions: You will now read a short passage and listen to a lecture on the same topic. You will then be asked a question about them. After you hear the question, give yourself 30 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 47. 

Reading Time: 50 seconds

Entertainment Merchandising

An effective, widely used marketing practice in the entertainment industry is entertainment merchandising. Entertainment merchandising is a form of marketing in which the brand or image from one product is also used to sell another. The practice of entertainment merchandising often occurs in connection with movies and television shows, especially those associated with children. For example, the success of a popular children's television show may result in the marketing of toys that are designed to look like characters in the show. Or the situation may be reversed when a children's television show is written to include characters that are based on already-popular toys.

Listen to Track 48. 



4. Using the examples from the lecture, explain the concept of entertainment merchandising.

Preparation Time: 30 seconds

Response Time: 60 seconds

Directions: You will now listen to part of a conversation. You will then be asked a question about it. After you hear the question, give yourself 20 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 49. 




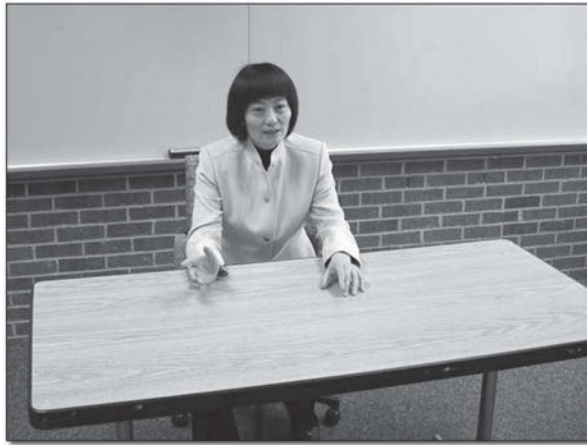
5. Briefly summarize the woman's problem. Then state which solution you would recommend. Explain the reasons for your recommendation.

Preparation Time: 20 seconds

Response Time: 60 seconds

Directions: You will now listen to part of a lecture. You will then be asked a question about it. After you hear the question, give yourself 20 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 50. 



6. Using the points from the lecture, explain why researchers think that babies may feel empathy.

Preparation Time: 20 seconds

Response Time: 60 seconds

ANSWERS

Speaking Section

Prompts, Important Points, and Sample Responses with Rater Comments

Use the sample Independent and Integrated Speaking Rubrics in Appendix A to see how responses are scored. The raters who listen to your responses will analyze them in three general categories. These categories are Delivery, Language Use, and Topic Development. All three categories have equal importance.

This section includes important points that should be covered when answering each

question. All of these points must be present in a response in order for it to receive the highest score in the Topic Development category. These important points are guides to the kind of information raters expect to hear in a high-level response.

This section also refers to sample responses, which can be found on the accompanying DVD. Some responses were scored at the highest level, which others were not. The responses are followed by comments from certified ETS raters.

Question 1

Prompt

Talk about a time when you accomplished something you did not think you could do. What did you accomplish? Why did you think you could not do it?

Important Points

When answering this question, you could talk about topics such as an award you received or an activity you completed successfully. Describe the activity or award and then explain why you believed it would not be possible. You may choose to talk about any type of accomplishment, major or minor. You will be evaluated on your ability to describe the event or activity and fully explain the reasons you thought you would not be successful at it or the reasons you were surprised by your success.

High-level Response: Listen to**Track 53.** 

Rater Comments

The speaker clearly explains what the accomplishment was (transitioning from dentistry into banking) and why he thought he wouldn't be able to do it (he lacked knowledge, he had insecurity). Although this is not specifically required by the prompt, he explained how he overcame the obstacles, through additional training and rehearsing. His ideas are well connected and easy to follow: *"When I had to change my profession from dentistry to banking I thought I would not be able to sell any banking product because I lacked the knowledge of . . . but I . . ."* He also uses intonation and pauses effectively, pausing or using emphasis in ways that help the listener understand the structure and tone of the sentences. Although he makes occasional errors in grammar (*"I thought I will not be able to . . ."*) or usage (*"I tried to put down everything I learned"*), in general he is able to use complex structures (*"because I lacked the knowledge of the more senior banking associates"*, *"when I had to change my profession from dentistry to banking"*) with ease and accuracy.

Mid-level Response: Listen to**Track 54.** 

Rater Comments

The speaker communicates the accomplishment (doing well on a test) and why he thought he wouldn't be able to do it (he doesn't have self-confidence), but his response is not as detailed or well organized as high-level responses. The description of the accomplishment is rather vague (*"a very good thing, which is a challenge . . . consisting on a test"*), and his explanation of why he thought he wouldn't be able to accomplish the task is limited and somewhat repetitive. The speaker is not able to successfully use more complex grammar and sophisticated vocabulary to elaborate on his ideas. Grammatical errors and incorrect word choice also cause slight misunderstandings at times. To score at a higher level, the speaker would need to clearly explain what the test was and why exactly he wasn't confident he would do well on this particular test.

Question 2

Prompt

Do you agree or disagree with the following statement? Use details and examples to explain your answer.

All children should be required to learn a second language in school.

Important Points

When you answer this question, you should take a stance and state whether you agree or disagree that all children should be required to learn a second language in school. In order to support your opinion, you should provide at least one specific reason why children should or shouldn't be required to learn a second language, along with information to elaborate on and explain that reason. It is acceptable to talk about more than one reason for agreeing or disagreeing with the statement, but you should not simply provide a list of reasons without any explanation of them.

High-level Response: Listen to Track 55.

Rater Comments

In this response, the speaker states that she agrees with the statement, and although she doesn't explicitly say what the statement is, she implicitly refers to it throughout her response (*"let's say, if children don't know English, all degrees now required um a second language"* and *"so I believe Eng—like a second language it's a benefit and it's a plus for kids"*). She supports her agreement with the statement by explaining specific scenarios in which children would benefit from being required to learn a second language in school; she uses the example of English and the job market, saying that most degrees and jobs now require English, and also talks about how English will help kids communicate when they travel. Although her speech is not always smooth (she says *"um"* and hesitates somewhat frequently) and she makes some small grammatical errors (*"general speaking"*; *"all degrees now required"*; *"can able to communicate"*), it is still easy for the listener to understand her.

Mid-level Response: Listen to Track 56.

Rater Comments

In this response, the speaker states his agreement with the statement but does not provide full support for his opinion. Rather than choosing one or two reasons and explaining them in detail (using a personal experience, hypothetical situation, etc.), he lists many different and somewhat vague reasons but does not provide explanations for them: *"because it helps really to uh think about other stuff"*; *"you're just smarter and you can just have better job"*; *"it's really hard to learn second language."* The speaker has mostly clear pronunciation and uses some sophisticated grammatical structures (*"not only the language but also other cultures"*), but his vague explanations make it somewhat difficult for a listener to follow his response.

Question 3

Prompt

Briefly summarize the proposal in the student's letter. Then state the woman's opinion about the proposal and explain the reasons she gives for holding that opinion.

Important Points

When answering this question, it is important to include information from both the reading passage and the conversation between students. Begin by summarizing the student's proposal, which is that the lobby of the student center should be selected as the location for a student art display. Then indicate the woman's opinion of the proposal and why she feels that way. In this item, you would say that the woman disagrees that the lobby is a good place for the art displays. She says that because there are so many people passing through the lobby, it will make it difficult to view the artwork. Also, the natural light in the lobby is sometimes too bright or too dark for viewing artwork (and it is better to have controlled electric light).

High-level Response: Listen to Track 57.

Rater Comments

The speaker accurately and effectively covers all the important points. She explains the proposal clearly and efficiently, and covers the woman's opinion about the natural light with great detail. She does a particularly good job of organizing her response. For example, after she summarizes the letter-writer's proposal, she says *"these last two points are actually exactly the points the woman is criticizing . . ."* before continuing on to the woman's opinion, and this transition makes her ideas easy to follow. She does not talk as much about how crowding in the lobby makes the artwork difficult to view, but she does mention it in sufficient detail. She has a wide vocabulary range, and is able to summarize ideas in her own words, such as saying *"the light is dependent on the weather"* to summarize the

woman's point about natural light. Her pronunciation, pacing, and intonation are also clear and effective, so it is not difficult for listeners to understand her.

Low-level Response: Listen to

Track 58.

Rater Comments

The speaker's response contains relevant points, such as using a lobby to display art work, the fact that the woman doesn't agree, and an explanation for why she doesn't agree. He makes some factual errors, however, such as claiming the newspaper itself is recommending the new location for the artwork. Most importantly, the response contains some major grammar problems that make it difficult to understand. For example, the speaker says "*the one who is going to just appreciate art work will be know it,*" which does not make much sense. Sometimes the speaker's pronunciation of individual words is difficult to understand as well, such as the word "proposal."

Question 4

Prompt

Using the examples from the lecture, explain the concept of entertainment merchandising.

Important Points

For this task, the prompt asks you to use the examples from the lecture to explain the concept described in the reading. You should begin your response by briefly explaining entertainment merchandising (a type of marketing where a popular brand or image of one product is used to sell another product). For the first example from the lecture, you could begin by mentioning that entertainment merchandising often occurs when children's toys are created based on popular characters in a television program or movie. For example, the professor and his friends bought Action-hero toys because they liked the Action-hero TV show. For the second example from the lecture, you could explain that entertainment merchandising can also work in a reverse

way from the first example—sometimes TV shows or movies become popular because they are based on well-known children's toys. For instance, the professor's daughter enjoys playing with a doll named Rosa. So, when a TV show about Rosa is created, she and her friends begin watching it.

High-level Response: Listen to

Track 59.

Rater Comments

At the beginning, the speaker's explanation of the concept is a little unclear ("*brand or images are used to sell*"). However, her summary of the examples shows that she fully understood how the lecture relates to the reading. She does not confuse any details, remembering that Action-hero was first a television show and then a toy but that the Rosa doll was first a toy and then a television show. Her pronunciation is easy to understand, and she speaks without pausing or hesitating. She uses complex sentences ("*And then, they create a television show which has the doll Rosa as the main character*") and shows a good range of vocabulary.

Mid-level Response: Listen to

Track 60.

Rater Comments

The speaker mostly does a good job of explaining all the main points of the reading and the lecture. Her first sentence, explaining the concept of entertainment merchandising, is very clear. Her explanation of the Action-hero example is also good, but she has significant difficulty explaining the example of the Rosa doll. For example, she says, "*after she was bought from all the kids' society,*" which is unclear. It can be inferred from the rest of the response that she understands the basic ideas in the lecture, but parts of her response are a little confusing. Overall, her pronunciation is clear and she speaks fluently. She has some minor grammatical errors, but she is still easy to understand.

Question 5**Prompt**

Briefly summarize the woman's problem.
Then state which solution you would recommend.
Explain the reasons for your recommendation.

Important Points

For this task, the prompt asks you to briefly summarize the problem being discussed. In this item the problem is that the woman, because of a power failure, cannot use her computer to finish a term paper that is due tomorrow. The prompt then asks you to recommend one of the solutions and the reason for your solution. Taking time to summarize both solutions is not a requirement of the task and doing so may cause you to run out of time before stating your solution and the reason for your solution. You need to offer reasons and support for why you prefer one solution over the other. For example, if you prefer the first solution of writing the paper in the library, you could say that it would be quiet and easy to concentrate in the library. Another strategy is to provide reasons against the other solution. You could say you recommend going to the library because you know the professor will not give an extension and it would be a waste of time to ask him. If you choose to recommend the other solution, you would of course need to provide suitable reasons and support also.

High-level Response: Listen to**Track 61.** **Rater Comments**

The speech in the response is clear and fluid, with few problems in pronunciation or intonation. The speaker's language use is also good and he demonstrates knowledge of a wide range of structures and vocabulary. The content is also organized well. He starts with a brief summary of the problem and includes a short summary of both solutions. He also chooses to include the drawback for the solution he doesn't choose (that the professor

said he would not give extensions), which strengthens his argument. He includes good support for his solution, which is mainly an argument against the other solution: *"She would be gambling thinking that the professor might agree to extend the period."* He also uses appropriate transitional words and phrases, such as *"in my opinion,"* which clearly show the progression of his ideas. He also provides a nice summary phrase at the end to conclude his response: *"so it is better for her to go to the library."*

Mid-level Response: Listen to**Track 62.** **Rater Comments**

The speaker's pronunciation of individual words is good. The pace of the response is fluid, also, though at times it seems rushed. A larger problem is his imprecise language use throughout; as a result, his ideas are unclear and confusing to the listener. In his summary of the problem, for example, he says *"There is electricity . . . (unclear) and one of the student doesn't know how to do."* The speaker does not adequately complete the task because he does not provide a clear solution. He does say that he thinks one of the options is a bad idea, which is not the same as stating a clear preference of solution and providing clear reasons. His language is also unclear when he says that the second option is a bad idea: *"People shouldn't waste their time and work harder every day to avoid such problems like electricity."*

Question 6**Prompt**

Using the points from the lecture, explain why researchers think that babies may feel empathy.

Important Points

In this item, your summary of the key ideas from the lecture should include that researchers believe that babies are capable of

feeling empathy. They think this because they did an experiment where a baby listened to other babies crying. The baby cried when he heard the other babies crying (which is what they expected). However, when the researchers played the baby a tape of his own crying, he didn't cry. This told researchers that noise wasn't the cause of the crying. Rather, it suggested that the baby cried because he felt empathy or concern for the other babies.

High-level Response: Listen to

Track 63.

Rater Comments

The speaker gives a clear summary of the lecture, starting with a statement of what researchers believed until now and then explaining what was found in the experiment. She doesn't say explicitly that the researchers played a recording or tape of babies crying, and she also mispronounces the word "*experiment*." These are minor errors, however, and do not prevent the listener from understanding what happened in the experiment. One of the speaker's particular strengths is that she places emphasis on certain words to help

communicate the difference between the two parts of the experiment ("*. . . it's not the actual noise that triggers the baby's reflex to cry, but actually an emotional feeling*").

Mid-level Response: Listen to

Track 64.

Rater Comments

In this response, the speaker gives a basic summary of both parts of the experiment. Her pronunciation is also quite clear. However, she hesitates often while searching for words to describe what happened in the experiment. These pauses and the limits in her vocabulary prevent her from making the final connection and explaining *why* the results of the experiment led researchers to believe that babies feel empathy. The point isn't, as the speaker says, that babies can "differentiate" between their own cries and those of other babies. The point is that the baby only cried when he heard the other babies cry, which made researchers think that *noise* wasn't an issue, but rather that he felt concern for the other babies. Overall, the response is slightly confusing to the listener because of these missing pieces and lack of organization.