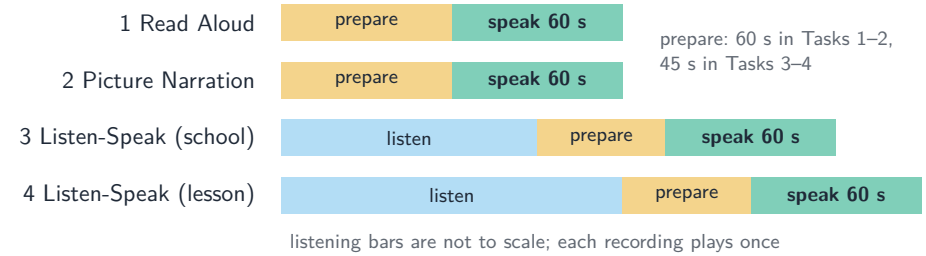
Speaking

TOEFL Junior

What this topic covers

The TOEFL Junior Speaking test has **four tasks** in about **18 minutes**. You speak into a microphone on a computer, and ETS-trained raters score the recordings. The total is 0–16: B1 starts at 11 and B2 at 14.



Every task ends with one minute of speaking

- **Task 1 Read Aloud**: read a short passage aloud.
- **Task 2 Picture Narration**: tell the story in six pictures.
- **Task 3 Non-academic Listen-Speak**: retell a talk about school life.
- **Task 4 Academic Listen-Speak**: retell a short lesson.
- Memory hook: **read, tell, retell, retell**.

What the raters listen for

The handbook describes each score range. These are the key words for the B1 and B2 ranges:

Score	CEFR	A typical student…
14–16	B2	almost always speaks fluently and uses intonation well; speech is always understandable; vocabulary and grammar are accurate and varied; tells a complete story with detail; conveys all main ideas and details of a lecture
11–13	B1	usually speaks fluently, with some stops; speech is usually understandable; some errors; the story is mostly complete; conveys the main ideas of a lecture, with some details missing

- Three things run through every row: **delivery** (clear, steady speech), **language** (accurate grammar and words) and **content** (complete and detailed).

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- A native accent is not on the list. Clear speech is.

Task 1: Read Aloud

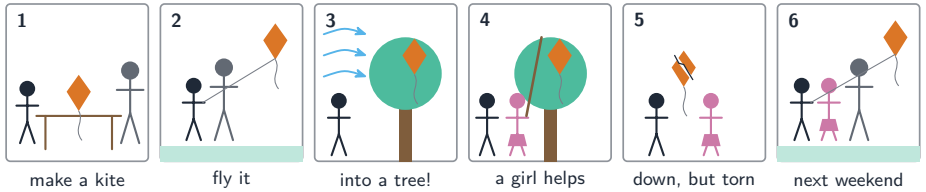
You get one minute to read the passage silently and one minute to read it aloud.

- In the silent minute, find hard words and say them quietly, mark pauses at commas and full stops, and choose the words to stress: numbers, names, days, key nouns.
- Read at a calm, steady speed. Speed is not a score; clarity is.
- △ Say every ending: *-ed*, *-s*, *-ing*. In fast reading they vanish, and *walked* sounds like *walk*.

  *"The library is open from eight in the morning | until five in the afternoon, // Monday to Friday. // Students may borrow up to **four** books at a time."*
  Single bar = short pause; double bar = longer pause; bold = stress.

Task 2: Picture Narration

Six pictures tell a story with a beginning, a problem and an ending. You get one minute to prepare and one minute to speak.



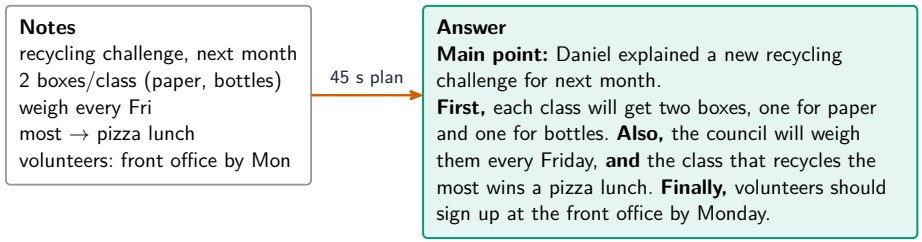
The kite story: picture 3 is the problem, picture 6 is the ending

- **Prepare**: one or two keywords per picture, then decide the problem and the ending.
- **Tell**: past simple for events (*made, flew, blew*); past continuous for background (*while they were flying it*); time links between pictures (*one Saturday, suddenly, a few minutes later, in the end*); reason links inside them (*so, because, but*).
- Give each person a name and a feeling (*upset, relieved, proud*) and add one small detail per picture.
- About eight to twelve sentences fill the minute. △ If time runs short, say the ending: a story needs one.

  Model start. *"One Saturday, Leo and his grandfather made a red kite with a long tail. They were very proud of it, so they took it to the park. While they were flying it, the wind suddenly got much stronger and blew the kite into a tall tree…"*

Tasks 3 and 4: Listen-Speak

You hear a talk, take notes, get 45 seconds to prepare and one minute to speak. Task 3 is about school life (an event, a rule, a plan); Task 4 is a short lesson (a process, a cause or a comparison).

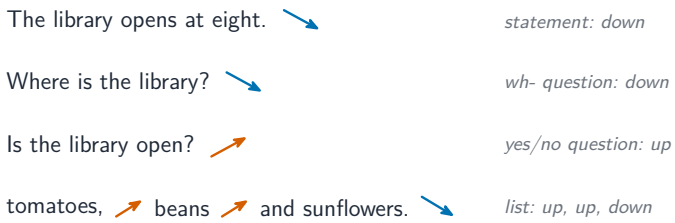


Your notes are already the plan: main point first, then the details in order

- **Notes**: key points in order, short words, numbers and arrows. Names, days, numbers, steps and reasons are worth writing.
- **45 seconds**: choose your first sentence (the main point) and number your details.
- **One minute**: report the speaker (*He said that… / The teacher explained that…*), then the details with *first, also, because, so, finally.*
- △ Do not add your opinion or facts you already know. The task is to retell what you heard.

Delivery: stress, pauses and intonation

- **Word stress**: one strong syllable per word: *PHO-to-graph, pho-TO-gra-pher.*
- **Sentence stress**: stress content words (nouns, main verbs, adjectives, numbers); say *a, the, to, of* quickly.
- **Pauses** go between word groups, never inside one: *every Tuesday | after lunch*, not *every | Tuesday after | lunch.*
- **Linking**: join a final consonant to a next vowel: *pick‿up, sign‿up, an‿apple.*



Down for statements and wh- questions, up for yes/no questions, up-up-down for lists

Watch out: traps for Chinese speakers

- △ **Extra vowels after final consonants**: *bookə, bigə.* Keep the ending short and clean.
- △ **Flat stress**: giving every syllable the same weight sounds robotic. Lean on the stressed syllable.
- △ **Tense in stories**: Chinese does not mark tense on verbs, so *he go, then he see* is common. Plan your past forms in the preparation minute.
- △ **Silence**: a long silence wastes the minute. If you lose your place, say the next detail from your notes, or add a feeling to the story.

Try it

Prepare and record each task. Use a timer and listen back.

1. **Read Aloud.** Mark pauses and stress, then read aloud in one minute: *"Our school garden is open to all students. Every Tuesday and Thursday, after lunch, volunteers water the plants and pick up litter. This year, we have planted tomatoes, beans and sunflowers. If you would like to help, please sign up at the office."*
2. **Picture Narration.** Tell the kite story above in one minute after one minute of preparation.
3. **Listen-Speak (non-academic).** Read this talk once, take notes, cover it, then retell it in one minute: *"Hi everyone, I'm Daniel from the student council. Next month we're starting a recycling challenge. Each class will get two boxes, one for paper and one for plastic bottles. Every Friday, the council will weigh the boxes. The class that recycles the most wins a pizza lunch. If you want to help weigh the boxes, sign up at the front office by Monday."*
4. **Listen-Speak (academic).** Same method: *"A large rainforest helps to make its own rain. First, the trees take up water through their roots. Second, the leaves release the water into the air as vapour. Third, the warm, wet air rises and cools, and the vapour forms clouds. Finally, rain falls back onto the forest. That's why cutting down many trees can make the remaining forest drier."*

Check your recordings. 1 Pauses after *students*, *Thursday*, *lunch*; stress on *Tuesday, Thursday, tomatoes, beans, sunflowers*; up-up-down on the list. 2 All six pictures, past tense, a feeling, an ending. 3 Main point (a recycling challenge next month), then boxes, weighing, prize, volunteers. 4 Main point (the forest makes its own rain), then four steps in order, then the result of cutting trees.

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Check yourself

Answer first, then read the explanation.

1. How long do you speak in each task? – **One minute.**
2. How long do you prepare in Listen-Speak? – **45 seconds.** One minute in Tasks 1 and 2.
3. What tense tells a picture story? – **Past simple** for events, **past continuous** for background.
4. Should you give your opinion in Listen-Speak? – **No.** Report what the speaker said.
5. Where does your voice go at the end of a yes/no question? – **Up.**

Vocabulary card meanings

retell: To tell something again in your own words. fluently: Smoothly and easily, without many stops. intonation: The rise and fall of the voice when speaking. relieved: Happy because a worry or problem has gone away.

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