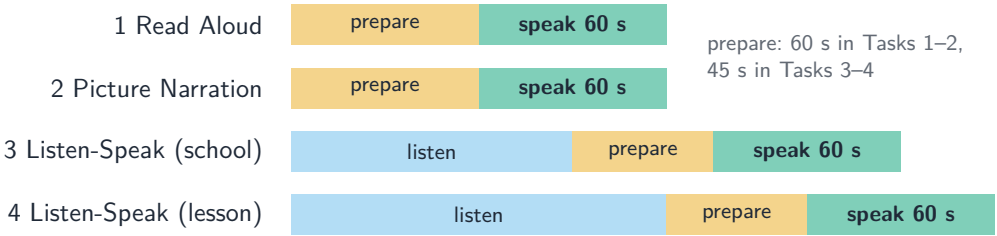
TOEFL Junior · Speaking

Original teaching notes and invented examples; not ETS test items.

Four tasks, one minute each



Read, tell, **retell**, retell

Delivery, language, content

Strand	What it means
Delivery	clear, steady speech with natural stress and **intonation**
Language	accurate and varied grammar and words
Content	complete, connected answers with detail

Use the evidence

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

Read Aloud in two minutes

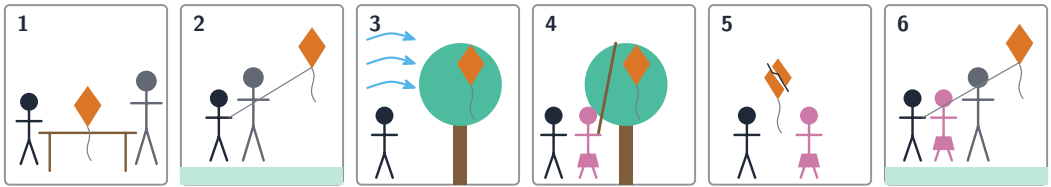
Mark it in the silent minute

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.

Notice

Single bar = short pause; double bar = longer pause; bold = stress.

Six pictures, one story



Picture 3 is the problem, picture 6 is the ending

Your turn: tell, don't list

Your turn

Which start sounds most like a story?

A. In picture one there is a boy and a man and a kite.

B. One Saturday, Leo and his grandfather made a red kite with a long tail.

C. The boy makes a kite. The man makes a kite.

D. I can see a kite, a table and two people.

From notes to answer

Notes
recycling challenge, next month
2 boxes/class (paper, bottles)
weigh every Fri
most → pizza lunch
volunteers: front office by Mon

45 s plan

Answer
Main point: Daniel explained a new recycling challenge for next month.
First, each class will get two boxes, one for paper and one for bottles. **Also,** the council will weigh them every Friday, **and** the class that recycles the most wins a pizza lunch. **Finally,** volunteers should sign up at the front office by Monday.

Main point first, then the details in the speaker's order

Stress, pauses, linking

1. **Word stress** PHO-to-graph, pho-TO-gra-pher.
2. **Sentence stress** stress nouns, main verbs and numbers; say a, the, to quickly.
3. **Pauses** every Tuesday | after lunch, never every | Tuesday after | lunch.
4. **Linking** pick up sounds like “pi-kup”, an apple like “a-napple”.

Decision

Steady, clear and connected beats fast.

Where the voice goes

The library opens at eight. ↘	*statement: down*
Where is the library? ↘	*wh- question: down*
Is the library open? ↗	*yes/no question: up*
tomatoes, ↗ beans ↗ and sunflowers. ↘	*list: up, up, down*

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

Four speaking traps

The trap	The fix
bookə, bigə	Keep endings short and clean.
Every syllable the same weight.	Lean on the stressed syllable.
he go, then he see	Plan your past forms in the preparation minute.
A long silence.	Say the next note, or add a feeling.

Try it: the recycling challenge

A talk to retell

"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, sign up at the front office by Monday."

Notice

Main point, a recycling challenge next month. Then boxes, weighing, prize, volunteers, in order.

Check yourself

- You speak for one minute in every task.
- Listen-Speak gives 45 seconds to prepare; Tasks 1 and 2 give one minute.
- Past simple for story events, past continuous for background.
- Yes/no questions rise; statements fall.