

TOEFL Integrated Speaking Sample Questions- Task 2 (Campus Life)

The first integrated task in the TOEFL speaking section is based on a topic related to campus life. To complete this task, you will have to use your reading, listening, and speaking skills. As it consists of three parts:

- **A short passage:** Read a short passage (of around 100 words) on a campus-related topic (e.g., a change in university policy, campus facility, quality of life on campus, etc.), which will provide you detailed information.
- **A Conversation:** Listen to a conversation (of around 90 seconds) in which two people express their opinion about the article/passage.
- **A Question:** After reading the passage and listening to the conversation over the same topic, now you need to respond to the question which generally requires you to summarize the main speaker's opinion within the context of the passage.

To answer this speaking section question, try to include all the points from passage and audio.

TOEFL Integrated Speaking Task 2 Sample Question and Answer

Direction: 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, you will have 15-30 seconds to prepare your response and 45-60 seconds to speak.

Currently, the university drama club organizes plays only on campus. Next year, however, the drama club will also perform street plays in and around Washington D.C. Mr. Watkins, the head of the drama club, feels that doing street plays will help in taking important social messages to large groups of people, which in turn will help create a sense of awareness in the society in which we live. In addition to this, it is hoped that getting the drama club to perform street plays will also help motivate students in the club to pursue a higher standard of excellence, and will also help them improve their confidence.

Read the transcript

Narrator: Now listen to two students discussing the article.

Male Student: Meriya, you are a part of the drama club, right? What do you think about the proposal in the article?

Female Student: I really liked the proposal. I have always wanted to do street play. I personally believe that art should try to bring about a social change in the society that we live in.

Male Student: I agree...but why a street play? Wouldn't a conventional theater performance also have the same impact?

Female Student: Yes, conventional theater performances can have a good social impact. But, I feel the street theater provides a much wider reach...not very many people visit a theater, but you can always find people on the street.

Male Student: Mhmm...that's true

Female Student: Also, I know a lot of people who would like to do a street play, but lack the confidence to do it. I feel that when the club organizes a street play, those people also will get an opportunity to do what they've always wanted to do, with the added advantage of their peers being there for support.

Male Student: Mhmm...you're right...I hadn't really thought about that.

Female Student: Also, the audience of a street play would be similar to the audience we'd get if we were to take up acting as our profession...at least, it would be more similar than the kind of audience

we usually get when we perform a play in the campus...I have a feeling that this article might encourage more students to join the drama club.

Male Student: Um, to be honest, right now, I am considering if I should join the drama club.

Female Student: Given your artistic flair, we'd be more than happy to have you in our club.

Q: The woman expresses her opinion about the change described in the article. Briefly summarize the change. Then state her opinion about the change and explain the reasons she gives for that opinion.

The university drama club is planning to perform some street plays in addition to the plays performed on campus. The head of the club feels that doing this will not only help in raising public awareness of social causes, but will also motivate the students to do better and improve their confidence.

The woman fully agrees with the head of the club. She holds that street plays have a much wider reach when compared to conventional theater performances. She believes that by performing on the streets, students will get an opportunity to spread public awareness on a much larger scale.

She also believes that this initiative of the club will not only help boost its members' confidence by giving them an opportunity to perform in public alongside their peers, but will also encourage more students to join the club since it offers a more 'real' experience.

TOEFL Integrated Speaking Practice Questions- Task 3 (Academic)

The second integrated task in the TOEFL speaking section, i.e. Task 3 is based on an academic topic. Similar to TOEFL task 2, the Academic speaking test also includes three parts to this task:

- **Passage:** Read a short passage (of around 100 words) on an academic topic.
- **Recorded Lecture:** Listen to a lecture (of around 90 seconds) in which the lecturer will elaborate on the subject in the reading passage by adding more details and giving specific examples.
- **Question:** Combine and convey important information from the passage and the lecture while answering the question.

The topics for the question are drawn from various fields: life science, social science, physical science, and the humanities. Although the topics are academic in nature, you do not need any prior knowledge to understand the reading passage and the lecture, or to answer the question that follows.

In fact, it is recommended that you do not include any 'extra' information when responding to this task. The reading passage and pre recorded-lecture will provide all the information you would require to respond to the task.

TOEFL Integrated Speaking Task 3 Sample Question and Answer

Direction: Read a passage, afterwards listen to the lecture and respond to the question. You will get 15-30 seconds to prepare your response and 45-60 seconds to speak.

Man vs. nature conflict refers to the conflicts that occur when a literary character faces resistance from a natural force. This natural force can include the weather, wildlife, the wilderness, or a natural disaster. In man vs. nature conflict, a common theme is for a natural event to force a character to look within themselves and consider their internal strengths to meet the challenges they face. The characters usually end up confronting their powerlessness and mortality in the face of the natural world. Therefore, the essence of the man versus nature conflict can be summarized thus: man struggles with human emotions, while nature charges forward undeterred.

Read the transcript

Narrator: Now listen to part of a lecture from a Literature class

Professor: One of the conflicts that can be seen in William Shakespeare's *Romeo and Juliet* is that between man and nature. Romeo and Juliet are two star-crossed lovers from two warring families.

When Romeo kills a member of the Capulet family, he is exiled from Verona. On the eve of his banishment from Verona, Juliet—who understandably wants to spend more time with her love, mistakes the singing outside her window to belong to the nightingale—a symbol for the night. Upon realizing that it was a lark—the messenger of the morning—Juliet is forced to let Romeo leave. Nature, thus, hinders the couple from spending more time together.

Another instance can be seen when the messenger, who is supposed to carry an important letter to Romeo detailing the plan for Juliet to fake her own death, is detained by a plague threat. The letter, which would have explained to Romeo that Juliet was still alive and that he could whisk her away when she awakens from her death-like slumber, is not delivered to Romeo in time. As a result, when Romeo sees Juliet's still body, he decides to take his own life. Juliet also follows suit when she wakes up from her slumber and sees him lying dead.

Q: Using the examples provided by the lecture, explain the man vs. nature conflict.

When in a literary work, the character encounters some resistance from natural forces, it is known as the man vs nature conflict. The professor, here, takes the example of two characters in William Shakespeare's play — Romeo and Juliet. They are lovers who come from rival families.

The first instance he provides is of the lark's song. This song prevents the couple from spending some much-needed quality time together. Thus, the lark, here, serves as a symbol of nature intervening in their love.

Another instance is when the messenger who carries an important letter to Romeo detailing a crucial plan is held back by a plague threat. This results in the death of the two lovers. Thus, the plague—another one of nature's minions—succeeds in putting a complete end to their love story.

TOEFL Integrated Speaking Sample Question- Task 4 (Academic)

The TOEFL Integrated Speaking Task 4 Questions is also associated with the academic topic. However, like task 2 and 3, it doesn't offer three parts. It has only two parts:

- **Recorded lecture-** Listen to a lecture (of around 90 seconds) in which the lecturer explains a term or concept and provides examples to illustrate it.
- **Response to Questions-** The question this section usually asks you to summarize the lecture and bring out the relationship between the examples and the overall topic.

For this task, you will have to use your listening and speaking skills in order to complete. Similarly, like task 3, the topics for the question are drawn from a variety of fields like Life Science, Social Science, Physical Science, and the Humanities. To complete this task also, you do not require any prior knowledge to understand the lecture or answer the follow up question.

TOEFL Integrated Speaking Task 3 Sample Question and Answer

Direction: Listen to part of a lecture of a class and response to the question.

Professor: “Déjà vu” describes the uncanny sensation that you’ve already experienced something, even when you know you never have. Say you’re exploring a new city for the first time. And all at once, you feel as if you’ve walked down that exact tree-lined footpath before. You know that you haven’t been there before. So, then, why do you experience that feeling of familiarity?

One theory suggests that déjà vu has to do with how you process and recall memories. Déjà vu can happen in response to an event that resembles something you’ve experienced, but don’t remember. Even though you can’t access that memory, your brain still knows you’ve been in a similar situation. This process of implicit memory leads to the somewhat odd feeling of familiarity. If you could recall the similar memory, you’d be able to link the two and likely wouldn’t experience déjà vu at all. This commonly happens when you see a particular scene, like the inside of a building or a natural panorama that’s very similar to one you don’t remember. Instances of déjà vu in healthy individuals may also be attributed to a ‘mismatch’ in the brain’s neural pathways. This could be because the brain is constantly attempting to create whole perceptions of the world around us with limited input. For example, it only takes a small amount of sensory information—like a familiar smell—for the brain to create a detailed recollection. This may produce the unsettling feeling that we’ve experienced a new moment before.