

TOEIC Speaking: Final Speaking Exam

**PRINT THE SCORE CARD AT THE BOTTOM OF THIS PAGE; WRITE ALL YOUR INFORMATION;
THEN BRING IT TO CLASS BEFORE THE EXAM PERIOD.**

The questions on the Final Speaking Test are taken from the TOEIC Practice Tests (the links are on the TOEIC course website).

Part 1: Respond to Questions with Provided Information

You will answer THREE questions based on the information provided.
30 seconds to read the information.
15 seconds to answer Questions 7, 8. 30 seconds to answer Question 9.

Part 2: Propose a Solution

~~You will be presented with a problem and asked to propose a solution.
30 seconds to prepare. 60 seconds to speak.~~
❖ ~~Show that you recognize the problem~~
❖ ~~Propose a way of dealing with the problem~~

Part 3: Express an Opinion

You will give your opinion about a specific topic.
15 seconds to prepare. 60 seconds to speak.
❖ Use specific reasons and examples to support your answer.

Evaluation criteria:

- ✓ Pronunciation
- ✓ Intonation and Stress
- ✓ Vocabulary
- ✓ Grammar
- ✓ Cohesion
- ✓ Relevance of Content
- ✓ Completeness of Content



Questions 1-2	
Question 3	
Questions 4-6	
Questions 7-9	➤ one schedule
Question 10	
Question 11	➤ one opinion

Here are some things to remember when you're taking the test...

- ❖ Relax and try to speak naturally.
- ❖ Use COMPLETE sentences.
- ❖ Your answers will be recorded –speak loudly and clearly. ENUNCIATE.
- ❖ EXPLAIN your answers. Give as much detail as possible.



	No Attempt		Weak		Okay		Great		Excellent		Subtotal
Mystery Box*	1		2		3		4		5		
Debates*	1		2		3		4		5		
Question 7	1		2		3		4		5		_____ x 2 =
Question 8	1		2		3		4		5		_____ x 2 =
Question 9	1		2		3		4		5		_____ x 2 =
Question 11	1	2	3	4	5	6	7	8	9	10	_____ x 2 =
										SPEAKING TEST	(60points)
Course No.	Name		Student Number		VOCABULARY TEST					(40points)	
										FINAL SCORE	/100

*IN-CLASS TASKS

SPEAKING TEST RUBRIC	No Attempt	Weak	Okay	Great	Excellent	
<p>Questions 7, 8, and 9</p> <p><i>Respond to Questions with Information Provided</i></p>	<p>No response</p> <p>OR no English in the response</p>	<p>The response does not answer the question effectively. Relevant information is not conveyed successfully.</p> <ul style="list-style-type: none"> ▪ The delivery impedes or prevents listener comprehension. ▪ The choice of vocabulary may be inaccurate or rely on repetition of the prompt. ▪ The use of structures interferes with comprehensibility. 	<p>The response is partially effective, incomplete, or inaccurate.</p> <ul style="list-style-type: none"> ▪ Delivery require some listener effort but mostly intelligible. ▪ Limited choice of vocabulary or somewhat inexact, but overall meaning is clear. ▪ Use of structures requires some listener effort for interpretation ▪ Speaker fails to transform written language so a listener can easily understand it. 	<p>The response is full, relevant, and socially appropriate. Information from the prompt is accurate.</p> <ul style="list-style-type: none"> ▪ The delivery requires little listener effort. ▪ The choice of vocabulary is appropriate. ▪ The use of structures fulfills the demands of the task. 	<p>Exceeds expectations listed in previous category.</p> <ul style="list-style-type: none"> ▪ Includes supplemental information that support and strengthen the response. <p style="text-align: center;">15 seconds</p> <hr/> <p style="text-align: center;">Full 30 seconds (For Question 9 only)</p>	
<p>QUESTION 11</p> <p><i>Express an Opinion</i></p>	<p>No response</p> <p>OR no English in the response.</p>	<p>The response is limited to reading the prompt/question aloud;</p> <p>OR the response fails to state an intelligible choice, preference, or opinion as required by the prompt;</p> <p>OR the response consists of isolated words or phrases, or mixtures of the first language and English.</p>	<p>The response states a choice, preference, or opinion relevant to the prompt, but support for the choice, preference, or opinion is missing, unintelligible, or incoherent.</p> <ul style="list-style-type: none"> ▪ Consistent difficulties with pronunciation, stress, and intonation cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; there may be long pauses and frequent hesitations. ▪ Control of grammar severely limits expression of ideas and clarity of connections among ideas. ▪ Use of vocabulary is severely limited or highly repetitive. 	<p>The response expresses a choice, preference, or opinion, but development and support of the choice or opinion is limited.</p> <ul style="list-style-type: none"> ▪ Response provides a reason supporting the choice, preference, or opinion. However, it provides little or no elaboration of the reason, repeats itself with no new information, or is unclear. ▪ Listener effort may be needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places. ▪ Limited control of grammar; for the most part, only basic sentence structures are used successfully. ▪ Use of vocabulary is limited. 	<p>The response clearly indicates the speaker's opinion, and adequately supports or develops the opinion.</p> <ul style="list-style-type: none"> ▪ Response explains the reasons for the opinion, although the explanation is not fully developed; relationships between ideas are mostly clear, with occasional lapses. ▪ Minor difficulties with pronunciation, intonation, or pacing are noticeable and require listener effort, although overall intelligibility is not significantly affected. ▪ Effective use of grammar but somewhat limited in the range of structures used. ▪ The use of vocabulary is fairly effective. Some vocabulary may be inaccurate or imprecise. <p>The response clearly indicates the speaker's opinion, and support of opinion is readily intelligible, sustained, and coherent. The response is characterized by ALL of the following:</p> <ul style="list-style-type: none"> ▪ Opinion is supported with reasons, details, arguments, or exemplifications; relationships between ideas are clear. ▪ Speech is clear with generally well-placed flow. Minor lapses/ difficulties with pronunciation or intonation patterns that do not affect overall intelligibility. ▪ Good control of basic and complex structures. Some minor errors may be noticeable but do not obscure meaning. ▪ Use of vocabulary is effective; occasional minor inaccuracy. <p style="text-align: center;">Full 60 seconds</p>	