

Teacher's Copy of TOEFL Speaking Mock Test 8

This is meant to accompany The English Formula's "[Cambridge Prep TOEFL Speaking Test 1](#)" - it is to be used for educational purposes only; not for profit. Use this handout to run students through a mock examination in your TOEFL exam prep course. Break students into pairs, and have them take turns completing each task. So, student A will complete Task 1 while student B (student A's partner) acts as monitor. Then, student B will complete Task 2 while student A acts as monitor, and so on.

If you want every student to practice each task, then, after student B completes Task 6, inform your class that you will be running through the mock examination a second time. However, this time you will swap positions, so whoever completed Task 1 will complete Task 2 instead.

A note for teachers -- pay special attention to the following aspects of your student's responses:

- **Delivery:** How clear your speech is. Good responses are those in which the speech is fluid and clear, with good pronunciation, natural pacing, and natural-sounding intonation patterns.
 - **Language Use:** How effectively you use grammar and vocabulary to convey your ideas. Raters will be listening for how well you can control both basic and more complex language structures and use appropriate vocabulary.
 - **Topic Development:** How fully you answer the question and how coherently you present your ideas. Good responses generally use all or most of the time allotted, and the relationship between ideas and the progression from one idea to the next is clear and easy to follow."
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Instructions:

Tasks 1 and 2 are independent speaking tasks. You have 15 seconds to prepare your response, and 45 seconds to deliver it.

Task 1

Describe a skill you have that will be important for your success in the modern world, and explain why this skill is so important. Include details and examples to support your explanation. {15s prep, 45s answer}

Key Points:

- An understanding of the question, especially how the skill you choose is important for your “success in the modern world”.
- Choose a skill, for example:
 - Writing, speaking, reading, listening, predicting, networking / making friends, learning quickly (in general), the ability to get by on little sleep, controlling emotional reactions, etc.
- Explain why this skill is important for your success in the modern world, for example:
 - “My writing skills are going to help me succeed in the modern world because nearly everything I do (especially for work) involves writing. Whenever I want to present a new idea to my colleagues, I’m going to write it down first. Whenever I’m reaching out to a new client, I’m going to write them an email. Whenever I’m bidding on a contract, I’m going to write a proposal...”
 - “My basketball skills are going to help me succeed in the modern world, seriously. They’ve already helped me get into a good college, and save a lot of money because of the scholarship offer I accepted. They’re also going to help me play basketball

professionally - most likely in the NBA - where I'll make millions of dollars. If I invest that money wisely (and I'm going to), then I will be financially secure for the rest of my life. Finally, even if I don't end up playing basketball professionally, I will still graduate with a valuable degree..."

Task 2

Some people work for a business, and some people work in their own business. Which would you prefer to do and why? Include details and examples in your explanation. {15s prep, 45s answer}

Key Points:

- State your preference: a) work for a business, or b) work in your own business.
- Explain your preference, for example:
 - "I would rather work in my own business for a couple of reasons. First, if I create my own business, then I will potentially make more money -- and that's the main reason most people work in the first place. Second, I'll be able to do what I think is right (without ever having to worry about losing my job). When you work for someone else, you have to do what they want you to do, or else they will fire you, and that might mean doing something that you believe is unethical. That's not a position that I want to be in. I don't ever want to have to compromise my morals to keep my job. Finally, I can work with the people that I want to work with. If I create my own business, then I can hire whoever I want to hire, and if I don't like working with them, then I can let them go and hire someone else."

Instructions (continued):

Tasks 3 and 4 are integrated speaking tasks. You have 45 seconds to read a short text, you will then hear a short conversation, or part of a lecture, on the same topic. **You may take notes** during both the reading and listening sections. Next you will see a question concerning the information you read and heard. Finally, you will have 30 seconds to prepare your response, and 60 seconds to respond.

Task 3

“The University of the Rockies Financial Aid Office has posted information about work-study grants. You have 45 seconds to read the announcement. Begin reading now.”

Financial Aid Office Announcement... The Work-Study Program gives undergraduate and graduate students the opportunity to earn money on campus to pay for their education-related expenses. The pay is based on minimum wage, but can be higher based on the job requirements. Students can earn up to \$3,000 per year depending on financial need. To be eligible for consideration in the program, a student must be registered as a full-time student and must be able to demonstrate financial need. To obtain more information or to apply for one of the listed jobs, contact the Financial Aid Office in Buxley Hall.

[listen to audio] ... {instructor’s note: begin at 5:44 mark}

Question: The woman expresses her desire for a work-study job. State the requirements necessary for taking part in the program and explain the advantages discussed. {30s prep, 60s answer}

Key Points:

- State the requirements necessary.
 - You must “be registered as a full-time student”, and you must “be able to demonstrate financial need.”
- Explain the advantages discussed. Here’s a summary of them:
 - Valuable job experience.
 - An opportunity to earn money.
 - You can even work on campus, which is convenient.
 - And, possibly a grant, depending on the details of your financial situation.
 - A grant is: a sum of money given by a government or other organization for a particular purpose.
 - They discuss “that guy, Jim, in our philosophy class” who received “the full amount” -- in part because “you know, [he’s] from a big family, so money’s tight.”

Task 4

“Read the passage about symbiotic relationships. You have 45 seconds to read the passage. Begin reading now.”

Symbiotic Relationships... Symbiosis refers to an intimate relationship between two organisms. This term does not indicate whether the relationship is beneficial or harmful to the organisms involved. Mutual symbiosis, or mutualism, occurs when both species gain some benefit from the relationship, whereas parasitism consists of a relationship in which one of the organisms benefits, while the other one is harmed. A third symbiotic relationship is that of commensalism. In commensalism, the relationship is beneficial to one of the organisms while the other neither benefits nor is harmed. A commensal organism can be either obligate or facultative. The

obligate commensal cannot survive without its symbiotic partner. The facultative commensal can be found either living with its symbiotic partner or on its own.

[listen to audio] ... {instructor's note: begin at 9:38 mark}

Question: The professor gives two examples of symbiotic relationships that change. Explain both examples in terms of what the original symbiotic relationship was and what symbiotic relationship it became. {30s prep, 60s answer}

Key Points:

- Explain both examples.
 - Example one (commensal → parasitic):
 - People have colonies of bacteria on our skin, and, generally speaking, they don't harm us, which makes our relationship commensal. However, if we get burned, then the colonies of bacteria will attempt to take advantage of that burn by causing infections. The harmless bacteria have become opportunistic pathogens, which are parasitic.
 - Example two (commensal → mutual) :
 - In the ocean, shrimp and crabs take advantage of coral for shelter. In doing so they do not harm it, so their relationship is commensal. However, when a coral-eating sea star attacks, they (the shrimp and crabs) defend the coral. At this point their relationship is mutual because without that protection the coral would be eaten.

Instructions (continued):

Tasks 5 and 6 involve a short listening passage. **You may take notes** as you listen. After listening to the conversation or lecture, you will see a question. You have 20 seconds to prepare your response, and 60 seconds to deliver it.

Task 5

“Listen to a conversation between two students.”

[listen to audio] ... {instructor’s note: begin at 13:47 mark}

Question: The students discuss the man’s options. Describe his problem. Then state which of the options you prefer and explain why. {20s prep, 60s answer}

Key Points:

- Describe the man’s problem, here’s a summary:
 - Steve wants to move out of the dorms, but the places close to campus are expensive, and the ones he can afford are not within walking distance. Note, he stays on campus late, so by the time he’s ready to leave all of the public transportation is closed. This leaves him with a couple of options: 1) take a taxi, 2) buy a car, 3) spend more money on an expensive place within walking distance, or 4) stay in the dorms.
- Give reasons to support your preferred option, for example:
 - Before he makes his decision, he should figure out the costs of each option. He can make two hypothetical budgets: one for a place outside of walking distance, and one for a place within walking distance. Then compare those with his current costs of living in the dorms. He should also make a list of advantages and

disadvantages for each option. Armed with this information, it will be easier for him to make a good decision.

- He should just stay in the dorms. That way he won't have to worry about finding transportation back to his apartment late at night, he can conveniently take a nap every afternoon, and he won't have to spend time and money shopping for and preparing food (not to mention the cleanup). Yes, I know that one of his complaints is that the dorms are too noisy during the day, which is especially bothersome given his fondness for afternoon naps, but he can easily deal with this problem by investing in some ear plugs. Staying in the dorms will simplify his life.

Task 6

"Listen to part of a lecture in a Cultural Studies class."

[listen to audio] ... {instructor's note: begin at 17:27 mark}

Question: Using points and examples from the lecture, explain how the media has contributed to misconceptions about the real world. {20s prep, 60s answer}

Key Points:

- Explain how the media has contributed to misconceptions about the real world, for example:
 - The media has propagated movies and television shows depicting serious crimes. Additionally, they frequently feature news reports of real crimes. As the saying goes: "if it bleeds it leads". This has led to many people to assume that the crime rate is significantly higher than it actually is.

- Furthermore, the media often promotes race- and gender-based stereotypes. Certain races and females are typecast into a limited set of roles.
 - Think about the portrayal of a person in a wheelchair, they are either an inspirational figure, overcoming the odds to do something heroic, or a helpless victim.
- We frequently base our ideas about certain professions on their dramatized, unrealistic portrayals in movies and television. Then we are disappointed by members of those professions in reality because we have unrealistic expectations. In some sad cases, students will base their career choices on wildly unrealistic portrayals of certain careers.