

Teacher's Copy of TOEFL Speaking Mock Test 9

This is meant to accompany The English Formula's "[Cambridge Prep TOEFL Speaking Test 2](#)" - 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

A good teacher should have some special qualities. What qualities do you think are necessary for a good teacher to have and why? Include details and examples in your explanation. {15s prep, 45s answer}

Key Points:

- Demonstrate an understanding of the question, especially of the word “quality”.
 - According to Google, quality is: “a distinctive attribute or characteristic possessed by someone or something.”
 - According to Merriam-Webster, quality is: “an inherent feature.”
- Choose some special qualities, for example:
 - Patient, kind, honest, sincere, responsible, a sense of humor, critical, open-minded, reliable, a good storyteller / public speaker, etc.
- Explain *why* you think a good teacher should have these special qualities:
 - “A good teacher should be a good storyteller because then their lectures will be more interesting, and students will be more likely to pay attention in class. They will be more engaged, take more notes, and skip fewer classes...”
 - “A good teacher should be kind. Many students don’t want to go to school, and having an unkind teacher only makes it worse. However, if their teacher is kind, then it’s easier to go to school, and they will be more willing to learn from them.”

Task 2

Some people believe that people who play video games are learning important life skills. Others believe that video game players are wasting their time. Which view do you agree with and why? Include details and examples in your explanation. {15s prep, 45s answer}

Key Points:

- State which view you agree with: a) people who play video games are learning important life skills, or b) video game players are wasting their time.
- Explain why, for example:
 - "I agree with the view that 'people who play video games are learning important life skills' for a couple of reasons. First, the vast majority of popular video games require players to solve interesting problems, and cultivating the ability to solve problems is an invaluable life skill. For example, in a game called 'Portal' players have to navigate a series of obstacles that become increasingly difficult as the game progresses. They have to use their wits, their surroundings, and a sort of teleportation gun that creates portals through which players can travel. It can be fiendishly difficult. You're not going to beat that game without doing some serious critical thinking. So, even if some games seem like a waste of time on the surface, they still require you to make good decisions, and learn from your mistakes -- which is exactly what life requires you to do. Video games are not a waste of time."

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 newspaper has published a letter to the editor concerning a university policy. Read the letter about the hiring of temporary instructors. You have 45 seconds to read the announcement. Begin reading now.”

Letter to the Editor... Most students are unaware of the employment conditions of our instructors. In fact, an ever increasing percentage of our university teachers have adjunct contracts. This means that they are only hired for a semester at a time, are underpaid, and receive no benefits. Although universities make great savings by following a policy of using temporary instructors, students do not benefit from these savings in the form of lower tuition fees. Considering how our university is exploiting teachers, we as students should be asking in what ways our education is suffering from this situation.

[listen to audio] ... {instructor’s note: begin at 5:54 mark}

Question: The man expresses his opinion on the issue of temporary instructors. State his opinion and explain the reasons he gives for that opinion. {30s prep, 60s answer}

Key Points:

- State the man's opinion. Here's a summary of his opinion:
 - He thinks it's a bad thing that over 60% of the instructors are temporary.
- Explain his reasons for holding that opinion. Here are his reasons:
 - They can't concentrate on course development because they're busy doing other things -- it's not their full time job.
 - It's difficult to arrange meetings with temporary instructors because (again) they're busy doing other things.
 - When you finally do manage to arrange a meeting, it's not private because they have to share offices.
 - They have no voice on departmental issues, and no access to university funding.

Task 4

"Read the passage about imprinting in baby birds. You have 45 seconds to read the passage. Begin reading now."

Imprinting... Animal psychologists have long known that young geese and ducks instinctively follow their mother, but only if they have the opportunity to do so at an early point in their lives. If these goslings or ducklings are separated from their mothers during this sensitive period they will not develop an attachment to her.

Konrad Lorenz, the scientist who developed our knowledge of this phenomenon, used the term imprinting to identify the process in which this bond is formed. Lorenz noted that imprinting appears immediately after hatching and that the period during which it can develop lasts for at most a couple of days. Moreover, Lorenz argued that imprinting was irreversible and

that a hatchling will imprint on its mother, or, remarkably, on any suitable moving object if the mother is not available.

[listen to audio] ... {instructor's note: begin at 9:53 mark}

Question: The professor explains the notion of imprinting in young geese and ducks. Explain how this behavior develops and how it might be important for the bird's survival. {30s prep, 60s answer}

Key Points:

- Explain how this behavior develops and how it might be important for the bird's survival, for example:
 - The process of evolution and natural selection has apparently mandated that birds who can walk almost immediately after hatching will follow their mother -- or, remarkably, just about anything that moves (as long as it's the first thing they see). Of course, it's important for goslings and ducklings to follow their mother because she will keep them safe. Without their mother to guide them, these young birds may walk into serious trouble. Additionally, the fact that they will follow basically anything that moves raises some concerns. For example, if they follow a human, then their social development may be impaired as they begin to think of humans as *their* species. This may cause them to be uncomfortable in their natural environment, and (potentially) to spend more time in places meant for humans, not birds.

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 13:30 mark}

Question: The students discuss different solutions to the woman’s problem. Describe the problem. Then state which of the options you prefer and why. {20s prep, 60s answer}

Key Points:

- Describe the woman’s problem, here’s a summary:
 - Professor Madison’s assignments are taking too long for her to complete, even though she has no problems understanding the material. The issue is a technical one. Madison requires his students to submit assignments that have been typed on a computer, but she is computer illiterate. She handwrites everything.
- Give reasons to support your preferred option, for example:
 - She should take some typing lessons because that way these assignments won’t take her so long to complete, and typing is an important life skill to develop. Another option would be to pay someone to type up her handwritten work, but this is a bad idea because it’s expensive and it will keep her from developing a

useful skill. I also really think that she should sign up for a beginner's computer course because of their prevalence in our modern world. Being able to use a computer effectively will make nearly every aspect of her life easier.

Task 6

"Listen to part of a lecture in an Architecture class."

[listen to audio] ... {instructor's note: begin at 16:37 mark}

Question: Using points and examples from the lecture, explain the kinds of loads an engineer must consider when building a structure. {20s prep, 60s answer}

Key Points:

- An engineer must consider these loads:
 - Static loads, which don't change.
 - Dead static loads concern weight distribution that the structure itself must bear -- like beams, walls, floors, ceilings, and roofs.
 - Live static loads are things like people, furniture, or (in the case of a bridge) cars and trucks. Engineers must consider how many people can be in a building, or how many trucks can be on a bridge.
 - Note, the movements of people and vehicles flow, they're not abrupt.
 - Here is an example of a predictable live load shift:

- Everyone is sitting in different parts of the house then, suddenly, everyone rushes to the same point.
 - Remember, both dead and live static loads can be calculated.
- Dynamic loads, which change abruptly.
 - Examples include: gusts of wind, tidal waves, hurricanes, and earthquakes.
 - In an earthquake zone an engineer must construct something capable of withstanding or counteracting a sudden, unpredictable change in force.