

## TOEFL SPEAKING TOPICS – INTEGRATED TOPICS

### QUESTION: 1

Read the following passage and then listen to the conversation. Lastly, answer the question that follows them.

- *The following text was reported by the University administrators to all students and their parents. Read the announcement. (The allotted reading time on the exam would be 45-60 seconds).*

Announcement

The University Public Safety and Parking Services Department has decided that, effective at the start of the upcoming academic year, only juniors and seniors will be eligible to purchase campus parking permits. While there have been a limited number of available permits for underclassmen over the past few years, the Public Services department and University administration agree that reverting back to the junior- and senior-only policy is in the best interest of our campus community. This decision comes with considerable deliberation and a majority vote. It was determined that the limitation of available spaces and resultant permit fee posed a prohibitive cost for many of our students. Additionally, we believe that reserving the privilege of on-campus vehicles for just juniors and seniors will eliminate the need for the extensive application and lottery process. All interested upperclassmen will now simply register their vehicle online and pay a nominal parking permit fee. Lastly, we hope this decision will strengthen our campus community by encouraging freshmen to stay on campus and engage in any of the many wonderful campus activities and social functions offered here and eliminate the safety issues associated with alcohol consumption and driving.

[https://soundcloud.com/user-827804196/toefl-reading-3?utm\\_source=www.mometrix.com&utm\\_campaign=wtshare&utm\\_medium=widget&utm\\_content=https%253A%252F%252Fsoundcloud.com%252Fuser-827804196%252Ftoefl-reading-3](https://soundcloud.com/user-827804196/toefl-reading-3?utm_source=www.mometrix.com&utm_campaign=wtshare&utm_medium=widget&utm_content=https%253A%252F%252Fsoundcloud.com%252Fuser-827804196%252Ftoefl-reading-3)

The male student expresses his opinion of the University's new parking permit policy. State and explain his opinion and compare it with the University's Public Service Department's opinion.

Preparation Time: 30 seconds

Response Time: 60 seconds

### QUESTION: 2

Read the following text from a college course manual and listen to the conversation that follows it. Then, answer the question.

## READING PASSAGE:

**Course: GL202**

**Assessment Procedure Cont.**

### **Part 3.6 - Group Work**

The geology department is aware of the problems surrounding of group work, and its unpopularity among students. We realize that in some cases students do not contribute and thus gain marks they do not deserve, while stronger students are frustrated at being held back by weaker students. Similarly, it is very difficult for tutors to award marks for group projects, as it is unclear who is responsible for each part.

However, the department feels that there is a great deal to be gained from group work, in terms of self-organization and communication skills. To this end, we plan to introduce a system whereby the group work itself is not formally assessed, but each student will undertake an individual piece of work based on the group project, which will be designed to ensure participation in the project.

## LISTEN TO RECORDING (TRANSCRIPT):

**(Male student)** Thank goodness the department has made changes to the way they assess group work! I had a nightmare last term with our geology project. I couldn't bear going through that again!

**(Female student)** Why, what happened?

**(Male student)** Well, there were three of us in the group. One guy worked really hard, but he didn't trust anyone else to do anything. He just wanted to do it all himself.

**(Female student)** It sounds like you were freeloading.

**(Male student)** Well, I wasn't. I offered up plenty of ideas, but he kept saying they were no good. In the end, I stopped trying and left it to him. The other guy was a waste of space. He didn't pull his weight at all. We barely saw him.

**(Female student)** Did you get a good grade?

**(Male student)** A reasonable one, considering how little work I did. But I'm sure I'd have done better if I'd been given the chance to say what I wanted.

**(Female student)** Well, the new system should give you that opportunity.

**(Male student)** Yeah, I hope so, though I wish they'd abolish group work altogether. All this organization and communication is just a waste of time. It's got nothing to do with geology.

Question: *The man expresses his opinion of group work. State and explain his opinion. Compare his opinion with the opinion of the geology faculty.*

### **QUESTION: 3**

#### **READ THE PASSAGE:**

Read a passage from a teaching textbook and listen to the lecture that follows it. Then answer the question. (Reading time in an actual test would be 45-50 seconds.)

#### **VAK Theory**

One theory of learning states that we use three sensory receivers: visual (V), auditory (A), and kinesthetic (K) when we take in information. According to the VAK theory, one or two of these receiving styles is normally dominant and thus defines the best way for a person to learn new information. Thus a visual learner learns best using their sight; an auditory learner learns best when listening, and a kinesthetic learner learns best through physical activity.

VAK is one of the most popular learning models nowadays due to its simplicity. Teachers are beginning to incorporate a range of stimuli and activities into their lessons so as to cater for all types of learner. Although it is not yet proven that using one's preferred sense provides the best means for learning, having a range of activities can reduce boredom and increase motivation in the classroom.

#### **Listen to the lecture (Transcript)**

An example of how you might go about this is, well, I'll describe a lesson I observed a few weeks ago. The teacher was teaching children about nature... about plants – specifically about how to identify different trees. The first thing she did was to play a game where students had to name as many trees as they could – without writing anything down, just speaking out loud. Then after that little activity, she described the different ways you can identify trees – from the shape of their leaves, their buds, their bark and so on. But you can imagine that the kids who don't have very good imaginations... they couldn't really visualize what she was talking about... their minds were starting to wander, they were shuffling in their seats and getting distracted. But that was okay, because next she showed some photos for them to look at on the electronic whiteboard, then passed around some picture books. Students then copied some of the pictures into their exercise books. After that, students got the chance to go out into the school grounds and physically identify some of the trees that were there. So it was quite an effective lesson – very memorable, and the pupils looked very engaged. A week later I asked one of them to describe to me the leaf of an oak tree, and she did so perfectly

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**Question:**

Explain *VAK Theory* and how the example used by the professor illustrates how the theory can be applied.