

TOEFL Speaking Mock Test 6

This is meant to accompany Kindle Prep's "[TOEFL Speaking Full Test 3](#)" - it is to be used for educational purposes only; not for profit. Use this handout, with the complementary presentation, 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.

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 the most memorable classroom experience you've ever had. Use details and examples to explain why it was memorable. {15s prep, 45s answer}

Task 2

Some people prefer to work during the day and take classes at night. Others prefer to work at night and take classes during the day. Which do you prefer? Explain why. {15s prep, 45s answer}

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

Change in Discussion Sections... The university has decided to increase the number of students in discussion-based classes from 8 students to 15 students per class. Due to the recent increased enrollment, the number of students in each discussion-based class needs to be increased accordingly. There are just too many students for our limited number of classrooms and professors. Plus, the university's limited budget restricts the number of classrooms we can staff and maintain, so we have no choice but to allow more students to be in each discussion class.

[listen to audio] ... {instructor's note: begin at 3:45 mark}

Question: See slideshow. {30s prep, 60s answer}

Task 4

"Read a passage about information overload. You will have 45 seconds to read the article. Begin reading now."

Information Overload... Information overload is a term which refers to an excess amount of information being provided, making processing and absorbing tasks very difficult for the individual. It's a symptom of the high-tech age, which is too much for one human being to absorb in an

expanding world of people and technology. It comes from all sources including TV, newspapers, Internet, and magazines as well as wanted and unwanted regular e-mail and faxes. As a result, there is a downfall or a negative impact within this issue. Because the amount of information being produced from various people on the net, the problem of Information Overload increases.

[listen to audio] ... {instructor's note: begin at 7:47 mark}

Question: See slideshow. {30s prep, 60s answer}

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

"Now listen to a conversation between two students."

[listen to audio] ... {instructor's note: begin at 11:21 mark}

Question: See slideshow. {20s prep, 60s answer}

Task 6

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

[listen to audio] ... {instructor's note: begin at 14:23 mark}

Question: See slideshow. {20s prep, 60s answer}