

TOEFL Speaking Sample Paper 02

Task 1: Independent Speaking Task

Preparation Time: 15 seconds — Response Time: 45 seconds

Direction: Read the question. Take notes on the main points of your response. Then, respond to the question.

Question:

Some people believe that university libraries should be entirely replaced by digital texts and online resources. Others believe that physical libraries are still necessary. Which view do you agree with and why? Use specific reasons and examples to support your opinion.

Sample Solution (Task 1)

I strongly disagree with the idea of replacing libraries with digital texts. Firstly, libraries provide a **distraction-free environment** that is essential for deep focus; when studying on a device, students are often tempted by social media or notifications. Secondly, libraries serve as **community hubs** where students can collaborate in person. For example, my university library has specific group study rooms that facilitate teamwork in a way that a digital file cannot. Therefore, I believe physical libraries remain a vital part of the academic experience.

Task 2: Integrated Speaking (Campus-related)

Preparation Time: 30 seconds — Response Time: 60 seconds

Step 1: Reading Passage (Read for 45 seconds)

Announcement: Increase in Friday Classes

The Student Dean announced that starting next semester, the university will transition many courses to a Monday/Wednesday/Friday schedule. Currently, most classes meet twice a week for 90 minutes. Under the new plan, these classes will meet three times a week for 60 minutes each. This change is intended to align with professor preferences and to create a more consistent academic schedule across the campus.

Step 2: Transcript

Narrator: Now listen to two students discussing the announcement.

Female student: I can't believe they're doing this. It really messes up my schedule.

Male student: Actually, I think it's great news.

Female student: Why? It means we have to come to campus every single day.

Male student: Well, look at it this way: it's much more helpful to see your professor **more often** during the week. Right now, if I have a question on Thursday, I have to wait until Monday to ask. With Friday classes, I'm guaranteed to see them sooner.

Female student: But don't they have office hours?

Male student: They do, but the times never work for me. Plus, I think **shorter classes** are better. During those 90-minute lectures, I usually start losing focus after the first hour. Sixty minutes is just enough time to learn something new without feeling overwhelmed.

Question:

The man expresses his opinion regarding the change in the class schedule. State his opinion and explain the reasons he gives for holding that opinion.

Sample Solution (Task 2)

The man **supports** the university's decision to increase Friday classes for two main reasons. First, he believes that meeting three times a week allows for **better communication** with professors. He mentions that currently, if he has a question on a Thursday, he has to wait until Monday, whereas the new schedule ensures he sees the instructor more frequently. Second, he argues that **shorter, 60-minute sessions** are more effective for learning. He finds the current 90-minute lectures too long and often loses focus, while shorter classes prevent him from feeling overwhelmed.

Task 3: Integrated Speaking (Academic Reading/Lecture)

Preparation Time: 30 seconds — Response Time: 60 seconds

Step 1: Reading Passage (Read for 45 seconds)

The Peak-End Rule

The Peak-End Rule is a psychological theory suggesting that humans do not judge an experience based on the average of every moment. Instead, they judge an experience based on its most intense point (the "peak") and its conclusion (the "end"). Whether the peak was positive or negative, it heavily influences how the entire event is remembered, regardless of how long the experience actually lasted.

Step 2: Transcript

Narrator: Now listen to a part of a lecture in a psychology class.

Professor: I can give you a personal example of this. When I think back to my four years of high school, I don't really remember the hundreds of hours I spent sitting in average, boring classes. Instead, I remember **two specific things**. One was a "peak" moment where my friends and I got caught in a dangerous situation—a gunfight between rival gangs near the school. It was terrifying and intense. The other thing I remember vividly is the **very end**: our graduation ceremony and the jokes the security guard made on our last day. Even though those four years were mostly "white noise" or ordinary days, my entire memory of high school is defined just by those intense highlights and how it all ended.

Question:

Explain the Peak-End Rule and how the example used by the professor illustrates the concept.

Sample Solution (Task 3)

The Peak-End Rule states that people judge past experiences based on their **most intense moment** and **how the event ended**, rather than the total sum of the experience. The professor illustrates this using his high school memories. Although he spent four years in school, he doesn't remember the "average" days. Instead, he remembers a **negative peak**, which was a dangerous encounter with gangs, and a **positive end**, which was the graduation and the security guard's jokes. This shows that his entire perception of high school is shaped by these few intense moments and the conclusion, supporting the theory.

Task 4: Integrated Speaking (Academic Lecture)

Preparation Time: 20 seconds — Response Time: 60 seconds

Transcript

Narrator: Now listen to part of a lecture in a biology class regarding tree adaptations.

Professor: Today we'll discuss how trees, specifically redwoods, are able to survive for hundreds of years despite harsh environments. They have two primary adaptations.

The first is **chemical defense**. Trees are constantly under attack by insects that want to eat their leaves and branches. To combat this, some trees release a specific chemical substance that is toxic or repellent to pests. For example, redwood trees produce **gallotannic acid**. This acid makes the tree much less vulnerable because it essentially "scares off" hungry insects.

The second adaptation is their **complex root system**. You might think a tall tree needs a deep root, but redwoods actually have shallow roots that spread out horizontally up to 100 feet. These roots **intertwine and tangle** with the roots of other nearby trees. When a big storm or flood hits, the trees aren't standing alone; they are essentially "holding each other up" through this underground network. This allows them to withstand extremely high winds that would knock over other types of trees.

Question:

Using the points and examples from the lecture, describe two types of adaptations that allow trees to survive in their environment.

Sample Solution (Task 4)

The professor describes two adaptations that help trees, like redwoods, survive. The first is **chemical protection**. Trees release substances to prevent damage from insects. The professor mentions that redwoods release **gallotannic acid** from their leaves and branches, which acts as a deterrent to pests. The second adaptation is a **interconnected root system**. Instead of growing deep, redwood roots grow wide and link together with neighboring trees. This creates a circular cluster or network that provides **tremendous strength**, allowing the trees to support each other and withstand high winds or floods during severe storms.