

TOEFL Speaking Sample Paper 05

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:

If you were going to purchase an expensive product, such as a laptop or a car, would you prefer to borrow the money to buy it immediately or save the money and purchase it later? Explain why with specific details and examples.

Sample Solution (Task 1)

I would prefer to **save the money and purchase the item later**. Firstly, waiting to buy something prevents the **stress of debt**. Borrowing money often involves high-interest rates, which means you end up paying significantly more than the product's actual value. Secondly, saving money encourages **better financial habits**. For example, when I saved up for a year to buy my current camera, the process taught me discipline. Furthermore, by the time I had the money, a newer and better model had been released, so waiting actually allowed me to get a superior product.

Task 2: Integrated Speaking (Campus-related)

Preparation Time: 30 seconds — Response Time: 60 seconds

Step 1: Reading Passage (Read for 45 seconds)

University to Build New Auditorium

State University has decided to demolish the old campus auditorium and replace it with a new one. Administrators say the building is one of the oldest on campus and shows signs of age: sagging floors, peeling paint, and a drafty interior. The new auditorium will have a clean, modern appearance. Additionally, administrators claim the current building is too small for the growing student body, and the new facility will offer more seating.

Step 2: Transcript

Narrator: Now listen to two students discussing the plan.

Male student: I really wish they wouldn't do this. **Female student:** Really? But the place is so old and run-down.

Male student: Yeah, but I like that. It's a **historic building**. It was one of the first things built on this campus, and I think we should preserve our history rather than just tearing it down for something "modern."

Female student: That's a good point, but what about the seating? We're a bigger school now.

Male student: I don't think an expansion is necessary. Have you ever seen that space **completely full**?

Female student: Well... no, I guess not.

Male student: Me neither. There are never any events where the entire student body shows up at once. Usually, there's just a small audience for a play or a concert. Why make it bigger if the current size works just fine?

Question:

The man expresses his opinion about the university's plan. State his opinion and explain the reasons he gives for holding that opinion.

Sample Solution (Task 2)

The man **opposes** the university's plan to demolish the old auditorium. His first reason is the **historical value** of the building. He believes that because it was one of the first buildings on campus, it should be preserved as part of the school's history rather than being replaced by a modern structure. His second reason is that a larger building is **unnecessary**. He argues that the auditorium is never actually full, noting that even during plays or concerts, only a small number of students attend. Therefore, he sees no reason to spend money on a bigger facility when the current one meets the school's needs.

Task 3: Integrated Speaking (Academic Reading/Lecture)

Preparation Time: 30 seconds — Response Time: 60 seconds

Step 1: Reading Passage (Read for 45 seconds)

Obsessive Compulsive Disorder (OCD)

OCD is an anxiety disorder characterized by persistent, distressing thoughts (obsessions) and repetitive behaviors (compulsions). Sufferers often realize their concerns are not logical, yet they feel unable to control them. To manage the stress of these thoughts, they perform rituals which they believe will neutralize the perceived threat, though these actions take up a significant portion of their day.

Step 2: Transcript

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

Professor: While the media often jokes about being "obsessed," real OCD is a **debilitating disease** that ruins the quality of life. For many, maintaining a job is almost impossible. What's interesting is that the rituals often have **no logical connection** to the obsession. For example, a patient might have a persistent, terrifying thought that a tree is going to fall on their house. Instead of moving the bed or checking the tree, they might feel forced to **flip through the pages of a specific book** over and over again. They know deep down that flipping pages won't stop a tree from falling, but the anxiety is so high that they feel they have no choice but to do the ritual to find any sense of relief.

Question:

Explain how the professor's description of OCD expands upon the reading passage.

Sample Solution (Task 3)

The professor expands on the reading by highlighting the **severity** and the **illogical nature** of OCD. While the reading defines the disorder, the professor clarifies that it is "debilitating" and can make holding a job or having relationships impossible. He specifically expands on the concept of rituals by explaining that they are often completely **unrelated** to the obsession. He provides the example of a person who fears a tree falling on their house; instead of a logical response, the person performs the unrelated ritual of flipping through book pages. This illustrates the reading's point that sufferers cannot control their impulses even when they know they aren't logical.

Task 4: Integrated Speaking (Academic Lecture)

Preparation Time: 20 seconds — Response Time: 60 seconds

Transcript

Narrator: Now listen to part of a lecture in an art history course.

Professor: Today we are comparing Renaissance art to the Middle Ages. There are two major innovations to look at.

First, the **depiction of human emotion**. In the Middle Ages, art was mostly for religious devotion, and figures often had flat, expressionless faces. In the Renaissance, this changed. Artists focused on how humans actually felt. For example, in Michelangelo's *Pietà*, the sculpture shows the body of Jesus on Mary's lap. You can clearly see Mary looking **downcast** and the body of Jesus suggesting **pain and suffering**. Even the *Mona Lisa* is famous specifically for her mysterious smile.

The second innovation was **realism through perspective**. Medieval art looked very flat. But during the Renaissance, artists used techniques like vanishing points and light to make scenes look three-dimensional. A great example is Leonardo da Vinci's *The Last Supper*. Although it's painted on a flat wall, because he used the rules of **perspective and shadows**, it gives the viewer the sense that the people are actually sitting in a **real, 3D room**.

Question:

Using points and examples from the lecture, describe two ways Renaissance art differs from art in the Middle Ages.

Sample Solution (Task 4)

The professor describes two major differences between Renaissance and Medieval art. The first is the **expression of emotion**. Unlike the flat, expressionless faces of the Middle Ages, Renaissance artists like Michelangelo showed real human feelings, such as the pain and suffering depicted in the *Pietà*. The second difference is the use of **realistic perspective**. While Medieval art appeared flat, Renaissance artists used shadows and vanishing points to create a three-dimensional effect. The professor points to *The Last Supper* by Da Vinci, which uses these techniques to make a flat painting look like a real, 3D room.