

TOEFL Speaking Sample Paper 08

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 children between the ages of eight and eleven should be given smartphones, while others believe that children at these ages should not be allowed to have them. Which view do you prefer? Support your answer with specific reasons and examples.

Sample Solution (Task 1)

I believe that children between the ages of eight and eleven **should not** be given smartphones. Firstly, smartphones are a major source of **distraction from schoolwork**. At that age, children need to develop basic study habits and social skills, which can be hindered by constant access to games and social media. Secondly, there are significant **safety concerns**. Children in this age group are often not mature enough to navigate the internet safely or understand the risks of interacting with strangers online. For example, my younger cousin became obsessed with his phone and stopped playing outside with his friends, which negatively affected his physical health and focus in class.

Task 2: Integrated Speaking (Campus-related)

Preparation Time: 30 seconds — Response Time: 60 seconds

Step 1: Reading Passage (Read for 45 seconds)

Announcement: New Sound System for Old Lincoln Hall

The Student Association has just purchased a new sound system for the Old Lincoln Hall auditorium, where campus movies are shown. By installing this new equipment, the Association hopes to attract more students to movie nights and increase ticket sales. A recent campus survey indicated that going to the movies is the number one social activity for students at Northfield College. The Association is confident that this investment will improve the student experience and boost revenue.

Step 2: Transcript

Narrator: Now listen to two students discussing the announcement.

Male student: I really think the Student Association made a bad decision here. **Female student:** Really? Why? Don't you like going to the movies?

Male student: Sure I do. But this new purchase is just a **waste of money**. It doesn't matter how good the sound system is if you put it in Old Lincoln Hall. That building is 200 years old! It used to be the gym. The **acoustics are terrible**, and a new speaker isn't going to fix that.

Female student: So you're saying there'll be no improvement?

Male student: Exactly. And another thing—I seriously doubt that movies are really the "number one" activity. **Female student:** But that's what the survey said.

Male student: Well, of course they said that! There's **nothing else to do** on campus. If the university offered other forms of recreation or social clubs, I don't think movies would be the first choice for most people.

Question:

The man expresses his opinion about the Student Association's recent purchase. State his opinion and explain the reasons he gives for holding that opinion.

Sample Solution (Task 2)

The man **disagrees** with the Student Association's decision to buy a new sound system. His first reason is that the investment is a waste because of the **building's poor acoustics**. He points out that Old Lincoln Hall is 200 years old and was originally a gym, so even a high-quality sound system won't produce good audio in that environment. His second reason is that the **survey results are misleading**. He argues that movies only ranked as the top activity because the campus lacks other recreational options. He believes that if there were a wider variety of social activities, students wouldn't choose the movies as their primary source of entertainment.

Task 3: Integrated Speaking (Academic Reading/Lecture)

Preparation Time: 30 seconds — Response Time: 60 seconds

Step 1: Reading Passage (Read for 45 seconds)

Flow

In psychology, the feeling of complete and energized focus in an activity is called flow. People who enter a state of flow lose their sense of time and have a feeling of great satisfaction. They become completely involved in an activity for its own sake rather than for an external reward. Flow usually happens when we are actively involved in a difficult enterprise that stretches our mental or physical abilities.

Step 2: Transcript

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

Professor: This reminds me of a colleague of mine, Professor Jones. He's a physics teacher, and even though he's retired now, I remember a specific morning a few years ago. I saw him leaving a classroom early in the morning looking exhausted—his clothes were rumpled and he clearly hadn't slept. I asked if he was okay, and he said he had **never felt better**. It turns out he had spent the **entire night** in the classroom working on a math puzzle he found in a journal. He didn't eat dinner, he didn't sleep, and he didn't even realize how much time had passed. The puzzle had nothing to do with his actual job or research; he was just **totally happy** being absorbed in solving it for its own sake.

Question:

Explain the concept of flow and how the example used by the professor illustrates the concept.

Sample Solution (Task 3)

Flow is a psychological state where a person is **completely focused** on a challenging task and loses their sense of time. The reading explains that this happens during difficult activities done for their own sake. The professor illustrates this with the example of Professor Jones, who stayed up **all night** solving a difficult math puzzle. He was so absorbed in the "flow" of the activity that he **forgot to eat or sleep** and was surprised by how much time had passed. Even though he looked tired, he felt "totally happy" because the challenge stretched his abilities and provided internal satisfaction.

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 geography class regarding icebergs.

Professor: Most people think of icebergs as being purely white, but they can actually change color as they age. This color change tells us a lot about the iceberg's density and age.

When an iceberg is "young," it usually appears **white like snow**. This is because the ice is filled with millions of tiny **air pockets**. When sunlight hits these air pockets, the light is reflected back almost entirely as white light. This is similar to how snow looks white because of the air trapped between the crystals.

However, as an iceberg gets older, it undergoes a process of **compression**. Over many years, the weight of the ice and the surrounding environment squeezes the air out. As the air bubbles disappear, the ice becomes much more solid and dense. In this very dense ice, light can penetrate deeper. The ice filters out the "weak" wavelengths of light, like red, and only the **high-energy blue wavelengths** are reflected back out. Therefore, a blue-tinted iceberg is a clear indicator of a **much older and more compressed** piece of ice.

Question:

Using the points and examples from the lecture, explain what we can learn about the age of icebergs from their color.

Sample Solution (Task 4)

The professor explains that an iceberg's color reveals its age and density. **White icebergs** are generally younger; they appear white because they contain many **air pockets** that reflect sunlight back as white light. In contrast, **blue icebergs** are much older. Over time, **compression** removes the air bubbles, making the ice more dense. This dense ice absorbs other colors of light and only reflects the high-energy blue wavelengths. Therefore, by observing whether an iceberg is white or blue, we can determine if it is a relatively new formation or an older, more compressed one.