

TOEFL Speaking Sample Paper 03

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:

Would you prefer to work in a profession where you are required to work in a group, or would you rather work independently? Use specific reasons and examples to support your choice.

Sample Solution (Task 1)

I would prefer to work in a profession that requires **group work**. Firstly, collaboration often leads to **more creative solutions**. When different people share their perspectives, they can identify flaws that an individual might miss. For example, during a marketing project in college, my teammate suggested a social media strategy I hadn't considered, which eventually doubled our reach. Secondly, working in a group **distributes the workload**, reducing individual stress and ensuring that projects are completed faster. While independent work offers more control, the synergy of a team is much more effective for complex tasks.

Task 2: Integrated Speaking (Campus-related)

Preparation Time: 30 seconds — Response Time: 60 seconds

Step 1: Reading Passage (Read for 45 seconds)

Sculpture Courses to Be Discontinued

University administrators announced that the sculpture program will be eliminated at the end of this year. The administration cited a "lack of student interest" and a "limited budget" as the primary reasons. Furthermore, the department's only sculpture professor is retiring, and the university has decided it does not make financial sense to hire a new full-time professor for a program with such low enrollment.

Step 2: Transcript

Narrator: Now listen to two students discussing the article.

Male student: Did you hear about the sculpture program? It's a shame they're cutting it.

Female student: Honestly, I think the university has it all wrong. The low enrollment isn't because art majors don't like sculpture. It's because we **don't have time!**

Male student: What do you mean?

Female student: The required courses for painting and drawing take up all our elective slots. If they changed the requirements to allow more variety, students would definitely sign up for sculpture.

Male student: That makes sense. But what about the professor retiring?

Female student: They don't need a new full-time hire. If money is the issue, they could easily hire a **part-time professor**. Or better yet, some of the current painting teachers are actually great sculptors too! One of them could easily teach a class a week to keep the program going.

Question:

The woman expresses her opinion of the university's plan. State her opinion and explain the reasons she gives for holding that opinion.

Sample Solution (Task 2)

The woman **disagrees** with the university's plan to discontinue the sculpture program. She provides two main counter-arguments. First, she contends that low enrollment is not due to a lack of interest, but rather due to **restrictive requirements** in the art department; she believes if students had more time in their schedules, the classes would be full. Second, she argues that the university's budget concerns are **unfounded**. Instead of hiring a full-time professor, she suggests they could hire a part-time instructor or utilize current painting faculty members who are also skilled in sculpture to teach the courses.

Task 3: Integrated Speaking (Academic Reading/Lecture)

Preparation Time: 30 seconds — Response Time: 60 seconds

Step 1: Reading Passage (Read for 45 seconds)

The Paradox of Choice

The Paradox of Choice is a psychological theory suggesting that while having choices is generally seen as positive, an abundance of options can actually lead to anxiety and dissatisfaction. When faced with too many choices, consumers often experience "analysis paralysis," and even after making a decision, they are more likely to regret their choice because they fear they missed out on a better alternative.

Step 2: Transcript

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

Professor: I'll give you a simple example from my own life. When I was a kid, if I wanted a new shirt, there were only a few selections at the local shop. I picked one, and I was happy because there wasn't much else to choose from. However, recently I went to a giant mall to buy a shirt. I spent over an hour trying on dozens of different styles. I eventually bought a great shirt—it fit perfectly. But as I walked out, I **felt disappointed**. Why? Because my expectations had skyrocketed. I kept thinking that with so many options, there must have been a "perfect" shirt I missed. Instead of being happy with my purchase, I blamed myself for not making the absolute best possible choice.

Question:

Using the main points and examples from the reading and lecture, describe the Paradox of Choice.

Sample Solution (Task 3)

The Paradox of Choice is the idea that having too many options can cause **anxiety and regret**. The reading explains that excessive choices raise expectations and lead to dissatisfaction. The professor illustrates this by comparing his childhood and adulthood. As a child, limited choices made him happy with his purchases. However, when recently buying a shirt at a mall with hundreds of options, he felt **unhappy despite finding a good shirt**. He felt this way because the abundance of options made him feel that he might have missed a "perfect" alternative, leading him to blame himself and feel disappointed.

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 defensive coloration.

Professor: Animals use various strategies to protect themselves, and one of the most interesting is called **revealing coloration**. This involves an animal having a sudden, unexpected display of bright color that is usually hidden. This serves to startle a predator, giving the prey a chance to escape.

Take the **peanut bug**, for example. Its front wings are colored to blend in perfectly with its surroundings—like tree bark. But its back wings have these huge, bright colorful spots. When a predator attacks, the bug suddenly opens its wings, and these "eyespot" colors pop out. The predator is so surprised by the sudden change that it hesitates, allowing the peanut bug to fly away.

Another example is the **morpho butterfly**. When it's resting, the dull underside of its wings is visible, making it hard to see. But when it flies, the top of its wings—which are incredibly shiny—reflect sunlight. To a bird chasing it, the butterfly looks like **flashes of light**. These bright flashes make it very difficult for the bird to track the butterfly's movement, and usually, the butterfly is able to get away safely.

Question:

Using the examples of the peanut bug and the morpho butterfly, explain the concept of revealing coloration.

Sample Solution (Task 4)

The professor explains that revealing coloration is a defense mechanism where an animal **suddenly displays bright colors** to confuse or startle predators. The first example is the **peanut bug**, which has dull front wings for camouflage but hides bright spots on its back wings. When attacked, it reveals these spots to shock the predator and escape. The second example is the **morpho butterfly**. Its wings are shiny and reflect sunlight during flight. This creates **flashes of light** that make it hard for birds to track the butterfly's exact location, allowing it to flee effectively.