

TOEFL Speaking Sample Paper 06

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:

Do you prefer to attend university classes in the morning, afternoon, or evening? Provide specific details and examples to support your explanation.

Sample Solution (Task 1)

I strongly prefer to attend university classes in the **morning**. Firstly, I find that my **energy levels and concentration** are at their peak early in the day. After a good night's sleep, I can grasp complex concepts in subjects like Calculus much faster than I could in the evening when I am tired. Secondly, taking morning classes **frees up my afternoon** for other productive activities. For instance, by finishing my lectures by noon, I have ample time to work at my part-time job or participate in sports. This schedule helps me maintain a better work-life balance throughout the semester.

Task 2: Integrated Speaking (Campus-related)

Preparation Time: 30 seconds — Response Time: 60 seconds

Step 1: Reading Passage (Read for 45 seconds)

Why isn't recycling mandatory on campus?

A recent search by the Environmental Watch group at the University of C revealed only 10 recycling bins compared to 30 vending machines. Notably, only one paper recycling bin was found on the entire campus. President James Wicker explained that the current waste management company does not recycle paper. He cited university finances as the primary obstacle to switching to a company that offers comprehensive recycling services.

Step 2: Transcript

Narrator: Now listen to two students discussing the article.

Male student: Hey Lisa, did you read that article about the lack of recycling? It says we only have one paper bin!

Female student: I did, and I think the university's excuse is **totally weak**. I mean, what kind of institution goes through more paper than a university? It's everywhere!

Male student: Well, the President says switching companies costs too much.

Female student: That's just the budget being blamed again. What I don't get is how they can charge us dues for things like **live entertainment**, which half of us don't even use, but they claim they can't afford a recycling program.

Male student: Maybe you should write a letter about that.

Female student: I should! I personally wouldn't have a problem throwing in a **few extra dollars** each year as part of our fees to ensure we save some trees. I bet most students would feel the same way if they knew how bad the situation was.

Question:

The woman expresses her opinion about the university's recycling policy. State her opinion and explain the reasons she gives for holding that opinion.

Sample Solution (Task 2)

The woman **disagrees** with the university's decision to limit recycling and thinks their financial excuse is invalid. Her first reason is that a university is a major consumer of paper, so it is **illogical** for them not to prioritize paper recycling. Second, she argues that the university **mismanages its budget**. She points out that students are forced to pay for services like live entertainment, which many don't use, and suggests this money could be redirected. Finally, she mentions that she and other students would likely be willing to pay a **small additional fee** specifically to fund a comprehensive recycling program, proving that finances shouldn't be an obstacle.

Task 3: Integrated Speaking (Academic Reading/Lecture)

Preparation Time: 30 seconds — Response Time: 60 seconds

Step 1: Reading Passage (Read for 45 seconds)

Revealing Coloration

Many animals use coloration as a defense strategy. "Revealing coloration" occurs when an animal has an area of bright, vivid color on a part of its body that is usually hidden from view. When a predator approaches, the animal suddenly reveals this bright color. This unexpected display is intended to startle or confuse the predator, providing the prey with a crucial moment to escape.

Step 2: Transcript

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

Professor: A great example of this is the **peanut bug**. Its front wings are dull and colored to blend into the trees. But its back wings—which stay hidden—have these huge, bright colorful spots. When it's attacked, it suddenly pops those wings open. The predator is so surprised by the sudden flash of color that it hesitates, and the bug flies away.

Then there's the **morpho butterfly**. When it's resting, the shiny parts of its wings are hidden. But when it flies, it flaps its wings and the bird chasing it sees **flashes of bright light** reflected from the wings. These flashes make it incredibly difficult for the bird to follow the butterfly's exact path, and the morpho is usually 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 3)

Revealing coloration is a defense mechanism where an animal **suddenly displays bright colors** to startle predators. The professor illustrates this with two examples. First, the **peanut bug** has dull front wings for camouflage but hides bright spots on its back wings. When attacked, it opens its wings to shock the predator, allowing it to escape. Second, the **morpho butterfly** has wings that reflect sunlight. As it flies, it creates **flashes of light** that confuse predators like birds. These flashes make it difficult for the predator to track the butterfly, which helps the butterfly get away.

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 animal behavior.

Professor: While it's recognized that animals use tools, the definition of a "tool" is often debated. We generally use two definitions: narrow and broad.

Under the **narrow definition**, an object is only a tool if it has been **purposefully changed or shaped** by the animal. A classic example is the wild **chimpanzee**. When they want to eat insects from a nest, they don't just grab any stick. They find a stick, pull off the leaves, and chew or trim it down until it's the perfect size and shape to fit into the nest. Because the chimp "makes" the object, it's a tool under this definition.

The **broad definition**, however, says any object used for a task is a tool, even if it's **unmodified**. For example, an **elephant** might pick up a stick from the ground and use it to scratch its back. The elephant doesn't change the stick at all; it uses it exactly as it was found. Under the broad definition, this is a tool, but under the narrow definition, it wouldn't be.

Question:

Using points and examples from the talk, describe the two different definitions of tools given by the professor.

Sample Solution (Task 4)

The professor discusses two ways to define animal tools. The first is the **narrow definition**, which requires the animal to **modify** the object. The example given is a **chimpanzee** that trims and chews a stick to make it fit into an insect nest. Because the chimp alters the object's shape, it fits this strict definition. The second is the **broad definition**, which includes any object used to complete a task, regardless of modification. The example here is an **elephant** using a found stick to scratch its back. Since the elephant uses the stick **exactly as it is**, it only qualifies as a tool under the broader definition.