

Magosh

TOEFL Speaking Templates

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The Magoosh Team

Who is Magoosh?

We are a group of passionate educators in Berkeley, California.



Email us at help@magoosh.com if you have any questions, comments, or suggestions!

What is Magoosh?

Magoosh is an [online TOEFL prep course](#) that offers:

- over 100 TOEFL video lessons
- 330+ practice questions
- material created by expert tutors
- e-mail support
- personalized statistics based on performance
- access anytime, anywhere from an internet-connected device

The screenshot shows the Magoosh dashboard interface. At the top, there is a navigation bar with the Magoosh logo and links for Dashboard, Lessons, Practice, Review, Resources, Help, and Account. The main content area is titled "Dashboard" and is divided into several sections:

- Suggested Lessons:** Includes links for "See all lessons", "Exam" (with sub-links for "Overview of the TOEFL" and "Task 1 - Choose One from Many"), and "Grammar" (with sub-links for "Subject" and "Period"). A note states "Suggestions are based on your lesson progress".
- Quick Practice:** Features four green buttons: "Practice Reading" (168 questions left), "Practice Listening" (136 questions left), "Practice Speaking" (18 questions left), and "Practice Writing" (10 questions left). A link "Customize your practice" is also present.
- Results Summary:** A table with four columns: Reading, Listening, Speaking, and Writing. Each column contains a circular progress indicator, a table of statistics, and a "Your Notes" section. The Speaking column is highlighted in purple, indicating it is the active section. The Speaking statistics show 6 questions answered, with 0% incorrect and 100% correct. The pace is 5:28 for the user and 4:38 for others.

Reading	Listening	Speaking	Writing
No Answer Data 100%	No Answer Data 100%	Incorrect 0% Correct 100%	No Answer Data 100%
Questions: 0 Answered: 0	Questions: 0 Answered: 0	Questions: 6 Answered: 6	Questions: 0 Answered: 0
Your Pace: 0:00 Others' Pace: 0:00	Your Pace: 0:00 Others' Pace: 0:00	Your Pace: 5:28 Others' Pace: 4:38	Your Pace: 0:00 Others' Pace: 0:00
You have taken 0 notes on Reading	You have taken 0 notes on Listening	You have taken 0 notes on Speaking	You have taken 0 notes on Writing

Featured in



Why Our Students Love Us

These are survey responses sent to us by students after they took the TOEFL. All of these students and many more have used the [Magoosh TOEFL prep course](#) to improve their scores!



What was your overall score on the actual TOEFL?	102
What was your reading score?	27
What was your listening score?	23
What was your speaking score?	24
What was your writing score?	28
How did Magoosh help you?	I used it to find how the flow and the structure of the test is like. I did not have a lot of time to prepare for the test so reading the official ETS book was not advisable. I wanted something quick, interactive and not too pricey. I am glad that I turned to Magoosh! The videos, especially on the writing section gave really good tips and I am proud to say, it is the section that I scored the highest!



What was your overall score on the actual TOEFL?	103
What was your reading score?	26
What was your listening score?	25
What was your speaking score?	24
What was your writing score?	28
How did Magoosh help you?	Magoosh TOEFL is really good and i especially loved the reading and listening questions.



What was your overall score on the actual TOEFL?	110
What was your reading score?	27
What was your listening score?	27
What was your speaking score?	28
What was your writing score?	28
How did Magoosh help you?	<p>Primarily, Magoosh taught me the test much faster than I ever would if I had to do it by myself. Considering I had very little time, and that I had very good experience with Magoosh previously with their GRE product, I thought I'd give it a go. From the time I had registered, I had about 3 weeks to my TOEFL.??</p> <p>Being a non-native speaker, it helps to have your academic background in English medium--which I did. So, what I needed was to learn the TOEFL i.e. the test pattern, the kind of questions, how to practice (especially note-taking!), what counts as a good answer, etc. Mr. Lucas Fink of Magoosh did a great job at breaking every section down and explaining the best ways to prepare for and tackle them. Additionally, it was nice to see they had quite a lot of well-made grammar lessons to help those not quite as adept in English, especially in their sentence-making.</p> <p>Although many tend to overlook the need to learn the test, I believe it is crucial to anyone who wants to attain a good score. And for that, I highly recommend prepping with Magoosh. They have helped me familiarize with and understand the TOEFL very quickly--all from the comfort of my home.</p>

How to Use Templates

First, a note on the word “template.” You may be looking for a full response that you can memorize, simply adding in small details as you speak. Unfortunately, that’s not a good idea. If you memorize whole sentences that other students also memorized and used, you will get a 0 on the speaking section. You cannot simply give a whole answer from memory.

But you **can** use specific words and phrases to structure your answers. If you know a few phrases to start your response, a few to move on to the next idea, and a few to end the response, then you can better organize your answers. Well organized answers score more highly because they’re easier to understand.

So learn the words and phrases we provide you, and start using them in your TOEFL speaking practice. The more you practice using them, the easier they will be to remember and use on test day.

But be careful not to use the same phrases for every task. If you always use the same structure, the graders will think you have a limited vocabulary. Pick different introductions and transitions for each task. Then put them together in full responses with the specific details.

After the template for each task, there is a sample answer that shows one way you could use the phrases. That will help show the overall structure of your answers.

Happy studying!

Lucas
Magoosh TOEFL Expert

Tasks 1 and 2

Because the first two speaking tasks are about your thoughts, many of the helpful transition words are about reasons and examples. You will probably give two reasons or two examples in your answers, so you have to connect them correctly. You might also contrast two opposite examples to make your opinion clear. After giving the reasons and/or examples, you can summarize with a general statement. Be sure to transition into your summary.

Phrases for Tasks 1 and 2

Explaining why

- That's because...
- The reason I say that is that...
- After all,...

Listing

- First of all,...
- ..., for one.
- First,... Second,...
- Also,...
- Besides that,...
- What's more,...
- More importantly,...
- But what's more important is that...
- There's also the fact that...

Giving examples

- For example,...
- Take, for example, *[noun]*.
- For instance,...
- If..., say,...

Showing a contrast

- But on the other hand,...
- Meanwhile,...
- In contrast,...

Returning to a previous idea

- Anyway,...
- But still,...

Clarifying

- What I mean to say is that...

- I guess I'm trying to say that...
- To put it another way,...
- That is,...
- I mean,...

Summarizing

- So basically,...
- Essentially,...
- In general,...
- My main point is that...

Speaking Task 1

Sample Question

Where would you prefer to study, if you could choose from any type of location? Using details and examples, explain why.

Choosing one thing

- If I had to choose [a place to study...]
- If you ask me, [the best place to study...]
- In my opinion, [the best place to study...]
- Out of all the [places to study], I'd pick [the library...]
- One of the [best places to study] I can think of is...
- The first [place to study] that comes to mind is...

Sample Answer 1

The first place to study **that comes to mind**, maybe the best place, is home. **That's because...** well, **in my opinion**, the most important things to have when studying are, uhh, are quiet and comfort, and that's exactly what my home has. **There's also the fact that** home is the easiest place to go, because, uh... you don't actually have to go anywhere. **But more importantly**, I have everything I need at home. If I'm hungry, I can just open the refrigerator. **Besides that**, if I need to research something, I have my computer right there. **What I mean to say is that** home is less distracting than other places. **Basically**, there is nothing you don't expect, and you have everything you need.

Sample Answer 2

One of the best places to study, **if you ask me**, is at school, or, you know, a university. **After all**, that's where students and teachers are. **For example**, if I'm in class, after it finishes, I can ask classmates if they want to study with me. I can get help from those classmates, or maybe from my professor. **Out of all the places** you can study, only a university has that...that resource... **I mean**, the resource of classmates and teachers. **What's more**, a... uh, a school is less distracting than other places. Studying at home, **for instance**, can lead to watching TV, or doing the laundry, or whatever. **In contrast**, school is only for learning, so you don't get... get distracted. It's **basically** the best place to focus on studies.

Speaking Task 2

Sample Question

Some people prefer playing team sports. Other prefer physical activities that you do alone, such as swimming or running. Which do you prefer? Explain why.

Choosing one from two

- Personally, I prefer [playing team sports]...
- I'd rather [play a team sport]...
- If I had to choose between [team sports and exercising alone], I'd...
- If you ask me, [team sports] are better because...
- Between [team sports] and [exercising alone], I'd rather...

Giving Examples

- For example,...
- Take, for example, [noun].
- For instance,...
- If..., say,...

Sample Answer 1

Between team sports **and** exercising alone, **I'd rather** exercise alone, **personally**. **If you ask me**, it's better **because** you can do it any time, **for one**. **For example**, if I wanted to get some exercise, but I only played team sports, I'd, uhh, I'd have to call friends or, I don't know—or find a group of people who played regularly. **But on the other hand**, if I want to go running, I can just go any time. **Also**, I can listen to music while running or hiking. You need to talk, to, uhh... to communicate when playing a team sport, so you can't do that... you can't wear headphones at all. **In general**, I guess I just like exercising alone better, **because** I have more control of when and what I do.

Sample Answer 2

If I had to choose between team sports **and** exercising alone, **I'd** definitely play a team sport, like volleyball, my favorite. It's more enjoyable to spend time with people. **There are a couple of reasons I say that**. When you're, uh, with people, you can share it... share the experience, **for one**. **I mean**, you can talk, or maybe joke, like, uhh..., **if** you're playing volleyball, **say**, and you make a mistake—you drop the ball, **for instance**—your friends can reassure you. **But besides that**, friends can help motivate you. When you're exercising alone, **on the other hand**, you need to motivate yourself. So, uhh... **my main point is that** exercising with people makes the time spent more fun.

Tasks 3 and 4

Both tasks three and four include a text, then a recording, and you have to summarize both what you read and heard in your answer. It's important to use phrases that explain which passage you are summarizing—text or audio. Reported speech is very important, but because what you summarize was written and recorded—not experienced in person—you can keep everything in the present tense. (This is very good to know, because tense changes in reported speech can be difficult!)

Phrases for Both Tasks 3 and 4

Naming the source

- According to [the announcement/student/professor]...
- The [text/student/professor] says that...
- The [text/student/professor] states that... (*for reporting facts, not opinions*)
- In the text, we saw that...
- In the [lecture/conversation], we heard that..
- From the [reading/lecture], we know that... (*for a definite fact*)
- As the [text/student/professor] says, ...

Showing a contrast

- But on the other hand,...
- Meanwhile,...
- In contrast,...
- ..., however,...
- But at the same time...

Listing

- First of all,...
- ..., for one.
- First,... Second,...
- Besides that,...
- What's more,...
- More importantly,...
- But what's more important is that...
- There's also the fact that...

Clarifying

- What I mean to say is that...
- To put it another way,...
- That is,...
- I mean,...

Speaking Task 3

Sample Question

The woman expresses her opinion about the plan described in the article. Briefly summarize the plan. Then state her opinion about the plan, and explain the reasons she gives for holding that opinion.

Showing disagreement

- While [the text says...], [the student thinks...]
- Although [the text says...], [the student thinks...]

Reporting an opinion

- The [man] agrees/disagrees that...
- In the [student's] eyes/opinion...
- [She] believes that...
- The [man] is of the opinion that...
- The [student] claims...
- [He/she] points out that..

Sample Answer 1

The announcement told us that next year, students will have to pay to park cars—**that is**, park near the class buildings, specifically. People will need to register their cars in order to park there. **But** one of the students... the man in the conversation... **he believes that** it's a bad decision. **He says that** the university isn't going to make money, because the money students pay will be spent on additional security to check that cars in the lots are uhh, paid for... **I mean**, that they're registered. **More importantly, he believes** that students will be upset, and **although** the school will write tickets to punish unregistered cars, the students aren't, uhh, aren't gonna pay them. **Basically, the student is of the opinion that** the school is going to create dissatisfaction without gaining anything, **while** they could instead just keep the current system.

Sample Answer 2

According to the text, there's a new policy on campus parking, and students are gonna need to register their cars. **What's more**, they'll have to pay a fee to be allowed to park in the lots near the classroom buildings, and, uhh.... **the reading states that** the fee is going to provide extra money for the school to spend on building more parking lots. **But the male student, on the other hand, disagrees that** the school will actually be able to earn any money. **He claims** that the expenses of the new registration system, will... are gonna cost too much, so **in his eyes** the registration system can only create problems. **While the text** says that students who don't register will be fined, **the student points out** that security won't know who unregistered cars belong to, so **he claims that** people won't pay the fines.

Speaking Task 4

Sample Question

Using the examples of North American English and Jamaican English, explain what is meant by “stress timing” and “syllable timing” in languages.

Describing an overview

- [The reading/text/passage] introduces the [concept of.../theory of...]
- [The reading/text/passage] defines the term [“exoplanet”/“parthenogenesis”/“stress timing”...] as...
- [The reading/text/passage] gives an overview of...
- We get a brief explanation of what [“exoplanet”/“parthenogenesis”] means from the text. It is...
- In the [reading/text/passage], we get general definition of...

Reporting examples

- The professor explains this [with the example of.../by describing...]
- The professor illustrates [that point/the idea] [with the example of.../by describing...]
- [He/she] elucidates [the concept/the idea] [with the example of.../by describing...]
- [He/she] elaborates with some more specific examples, such as...
- According to the [lecture/professor], one instance of this is...

Sample Answer 1

In the reading, we get a general definition of “syllable timing” and “stress timing,” which are ways to describe how a language sounds when it is spoken. **In other words,** they are categories we can put languages in based on their rhythms. **The professor illustrates the difference with the examples of** Jamaican English and standard North American English. **The lecturer states that** Jamaican English speakers, **for instance,** don’t, uhh... they don’t stress individual syllables very much. Instead, they... well, they stress each syllable the same, **whereas** North American English speakers, do the opposite, **according to the professor. I mean,** they stress some syllables extra. **So basically,** that makes the language stress-timed, because the speed of a sentence changes based on how many stresses there are.

Sample Answer 2

The text introduces the topics of, uhh... , of two different types of language rhythm. It basically just defines the two, which are, um, either with emphasis on every sound or only on some sounds. **One concrete instance of this,** uh..., **according to the professor,** is North American English. **What I mean to say is that** North American English has emphasis on only some sounds, and so the syllables in between go faster. **On the other hand, the professor explains** languages with the other timing **by describing** Jamaican English. In Jamaican, the sounds all get similar emphasis, **and, more importantly,** the speed of the language depends on how many syllables there are... unlike, **as the professor says,** North American English, which depends on how many emphasized sounds there are.

Speaking Tasks 5 and 6

The final two speaking tasks are about recordings that you will need to listen to carefully. Similar to tasks three and four, reporting speech is important. Task five also includes your opinion, so some of the same language from tasks one and two can also be used there. Task six is very similar to task four, except it describes the relationship between two ideas or phenomena—whereas task four sometimes gives two specific examples of just one idea. Because they are so similar, many of the same words and phrases can be used.

Phrases for Both Tasks 5 and 6

Naming the source

- According to [the woman/professor]...
- The [male student/professor] says that...
- The [student/professor] states that... (*for reporting facts, not opinions*)
- In the [lecture/conversation], we heard that..
- As the [student/professor] says, ...

Showing a contrast

- But on the other hand,...
- Meanwhile,...
- In contrast,...
- ..., however,...
- But at the same time...
- Whereas...,

Listing

- First of all,...
- ..., for one.
- First,... Second,...
- Besides that,...
- What's more,...
- More importantly,...
- But what's more important is that...
- There's also the fact that...

Clarifying

- What I mean to say is that...
- To put it another way,...
- That is,...
- I mean,...

Speaking Task 5

Sample Question

Briefly summarize the problem the speakers are discussing. Then state which of the two solutions from the conversation you would recommend. Explain the reasons for your recommendation.

Summarizing the problem

- [The female student] is facing a problem with...
- The issue is that...
- The problem the students discuss is that...
- The situation is

Reporting suggested solutions

- [The male student] is thinking about...
- [He/she] is considering...
- [He/she] points out that [he/she] could...

Reporting opinions

- [She] is afraid that... (*possible negative result of solution*)
- [He/she] feels that...
- The [man] is of the opinion that...

Giving your opinion

- If you ask me,...
- Personally, I... (*Always include "I" after "personally"!*)
- If it were up to me, I would...
- I'd say that [he/she] should...
- I think it's better to...

Explaining why

- That's because...
- The reason I say that is that...
- After all,...

Sample Answer 1

The issue is that the woman has two different plans for Thursday evening, and she's not sure which she should do. **First**, her friend's gonna go to Spain, and she wants to be at the going-away party. **According to the woman**, she won't see her friend for a long time after that. **But at the same time, uhh... she's afraid that** there will be many people at the party, so she—she won't be able to see her friend. **The second plan is** to study for her history test... it's

the next day. **However, she points out that** she already has a high grade, so she doesn't need to ace the test. **If you ask me, I'd say that she should** study for the test. **After all,** she can explain to her friend and say good bye separately, not at the party.

Sample Answer 2

Well, ummm.... **the problem the students discuss** is pretty simple. The woman is choosing between going to a party, uh...., her friend's goodbye party, or studying for a history quiz. **On the one hand,** she wants to say goodbye to her friend... but **the man points out that** many people will be at the party, not just the Spanish friend. **And on the other hand, she feels that** a good student would study. **But still,** she already has good marks in the class, and **she thinks that** she might insult her friend by not going to the party. **Personally, I think it's better to** go to the party. **The reason I say that is** that a bad quiz grade, like... it won't have a big effect on the student's total grade, **but meanwhile,** she only has one opportunity to go to the party.

Speaking Task 6

Sample Question

Using points and examples from the lecture explain the difference between inbound and outbound marketing.

Describing an overview

- At the beginning of the lecture,...
- At the start, the professor defines...
- [He/she] introduces the [concept of.../theory of...]
- [He she] defines the terms ["inbound marketing"] as...
- [The professor] gives a brief explanation of what [two types of marketing are].

Comparing

- Both [inbound] and [outbound marketing] are...
- In both cases...
- Similarly,...
- In the same way, ...
- That's also true of....

Contrasting

- [See phrases for both tasks 5 and 6](#)

Reporting examples

- The professor explains this [with the example of.../by describing...]
- The professor illustrates [that point/the idea] [with the example of.../by describing...]
- [He/she] elucidates [the concept/the idea] [with the example of.../by describing...]
- [He/she] elaborates with some more specific examples, such as...
- According to the [lecture/professor], one instance of this is...

Sample Answer 1

At the start, the professor defines uhh.... he calls them "inbound" and "outbound" marketing. **Both types are** ways that businesses get new customers. **But whereas** outbound marketing includes things like advertisements, inbound marketing includes umm... like, articles and information. **That is,** inbound marketing is material for people to find, y'know, when they want help. **The professor illustrates the difference** with a website, uhh, a site that sells shoes. **He gives the example** of a billboard advertisement as outbound marketing. It, uhh, the customer does not try to find it, and maybe they don't want it. **Then the professor explains** how the same company could.... they could rate different brands of shoes on their site, and people might search for those ratings and find the site. **The big idea is that both inbound and**

outbound marketing bring people to the website, but inbound customers are, uhhh... they're being helped by the marketing.

Sample Answer 2

The professor first... he gives a brief explanation of “inbound” and “outbound” marketing. The latter is, umm, it’s traditional marketing. **He elaborates with a specific example**, a shoe website that buys some advertising. Maybe customers will see the ads, and then they’ll go to the website. **As the professor says, in the same way**, inbound marketing has the goal of bringing customers to the website. **But at the same time**, it has some differences, because the advertisement didn’t help the customer... umm... they didn’t try to find the ad. **On the other hand**, inbound marketing could help the customer. **In the lecture, we heard the example** of that same shoe company, uhhh, writing articles rating different shoes. So if somebody is researching shoes, they might find the articles and go to the shoe company’s website. **In both cases**, customers go to the website, but **the professor says** that inbound marketing is based more on the customer’s needs.

Additional Resources

Need more TOEFL help? Check out these free resources.

Study Plans

Whether you're planning to study for a long time, or you've waited until the last minute, it helps to add some structure to your TOEFL study plan to keep you organized and on track. Planning out a study schedule is the key first step in scoring well on the TOEFL.

To help take the guesswork out of all of this, we've created some schedules to help you get started.

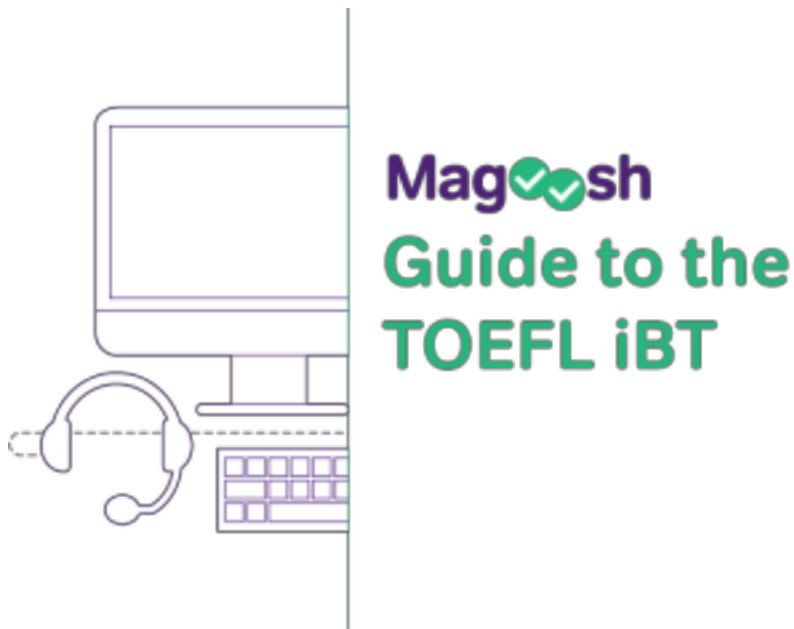
- [Two-Week Study Schedule](#)
- [One Month Study Schedule](#)
- [Preparing for the TOEFL in 20-30 Minutes per Day](#)



Pro-tip: Before getting started with your study plan, we recommend reading our top tips for [making the most of your TOEFL study schedule](#).

[\[eBook\] Magoosh's Guide to the TOEFL iBT](#)

This is the ultimate TOEFL resource — a guide that can help both beginning students learning about the TOEFL iBT for the first time *and* advanced students looking for strategies and extra TOEFL practice to boost their score.



What to expect from this eBook:

This 150+ page eBook covers all aspects of your TOEFL iBT preparation. It:

- Explains the format of each section of the TOEFL iBT
- Covers every type of question the TOEFL could ask
- Provides proven strategies for each question type
- Includes practice problems and explanations to help you along
- AND provides additional resources for continued studying

Did we mention that this TOEFL eBook is completely FREE?

Vocabulary Resources

Learning vocabulary helps with every aspect of the exam - speaking, reading, listening, and writing! So, you should make some time in your schedule to work on your vocabulary. Here are some resources to help!

[Free Vocabulary Flashcards](#)

Use these free flashcards to master the 200 most important words on the exam.



[\[eBook\] TOEFL Vocabulary Comics](#)

In this eBook, we help you memorize and review vocabulary words with the help of mnemonic devices. To make these words more fun and memorable, these mnemonics are illustrated with entertaining comics, like this one:

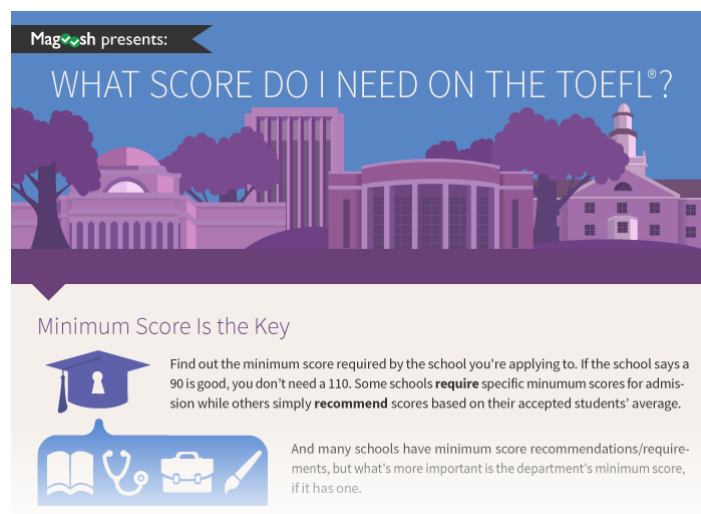


Infographics

Here at Magoosh, we *love* to make infographics -- they're both fun and educational! Here are our two TOEFL infographics:

[TOEFL Scores for Top Universities](#)

What score do you need on the exam? In this graphic, we provide the required scores for many of the top universities in the US. See the entire infographic [here](#).



[TOEFL Speaking](#)

If you need more help figuring out the speaking section, be sure to check this one out!



Book Reviews

There are many TOEFL review books on the market that promise to give you “the key” to acing the TOEFL. That’s a big promise!

And while it’s true that many of these books provide excellent strategies and tips for TOEFL success, the real “key” to acing the TOEFL is experience with English learned through repeated practice.

So, which books provide the best resources, the best strategies, and the best practice? Check out our book reviews and find the books that are right for you.

To make your life a little bit easier, we’ve organized our reviews in order from most to least highly recommended. Click on each link for more detailed reviews!

Recommended

- [The Official Guide to the TOEFL Test \(4th Edition\)](#)
- [Official TOEFL iBT Tests](#)
- [The Complete Guide to the TOEFL Test](#)
- [Cambridge Preparation for the TOEFL Test](#)

Okay

- [Barron’s TOEFL iBT](#)
- [Delta’s Key to the TOEFL iBT Advanced Skill Practice](#)
- [Oxford TOEFL](#)

Not Recommended

- [Kaplan TOEFL iBT Premier 2014](#)
- [The Princeton Review’s Cracking the TOEFL iBT \(2014\)](#)

And that's the end!

**If you liked these templates, sign up for [Magoosh TOEFL](https://www.magoosh.com/toefl).
Prep smart, go far. Enjoy the ride.**

Happy studying!