

Magosh

TOEFL Speaking Practice PDF

(Question type: Task 1 - Independent)

You will now be asked a question about a familiar topic. After you read the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

Describe a teacher who was important to you and why he or she was important. Be sure to include specific examples in your response.

Preparation time: 15 seconds

Response time: 45 seconds

(Question type: Task 3 - Integrated)

You will now read a short passage and then listen to a conversation on the same topic. You will then be asked a question about them. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Reading passage:

A university has announced a new scholarship opportunity on its website. You will have 45 seconds to read the announcement. Begin reading now.

New Scholarship Offers Opportunity to Study in Rome

The university is pleased to offer an exciting new opportunity for students in the Romance Languages department. The prestigious Buonocore Scholarship allows students to study tuition-free for two semesters in Rome. Students must submit an essay exploring a specific aspect of Italian culture to the selection committee. They must also submit a detailed plan explaining how a year in Italy would provide the opportunity to further research and improve the essay. Please note that students in departments other than Romance Languages are ineligible for this opportunity.

Now listen to this conversation on the same topic.

Two-minute conversation



Directions: Prepare a response to the following.

The female student expresses her opinion about why she disagrees with the university's new policy. State her opinion and explain the reasons she gives for holding that opinion.

Preparation time: 30 seconds

Response time: 60 seconds

Speaking Section Sample Responses

You can find a scoring rubric for speaking responses [here](#) and learn how to improve your speaking score [here](#).

Task 1 - Independent

Prompt: Describe a teacher who was important to you and why he or she was important. Be sure to include specific examples in your response.

Explanation

It's easiest to just choose a favorite teacher, then think about the reasons why you liked them. Don't get stuck thinking about the details before you make the choice.

When speaking, it's easy to make the mistake of giving only abstract adjectives like "nice" and "smart" to compliment the teacher. Do more than that! The question asks for specific examples, so try to include that as much as possible. Mention an event that you still remember, or something specific that you learned from the teacher.

Sample Notes

- Charest
 - ed. games
 - care

Sample Response

My favorite teacher was Ms. Charest. She... uhh, I had her in third grade. She was basically a great teacher for two reasons. First, she played games with us in class that were actually very educational. For example, we played this game that taught us our multiplication tables using rhymes. It made learning fun. And the second reason she was great was that she took a personal interest in her students. She really cared about us. When I visited her last year, she even remembered my name, even though I, like, hadn't seen her in ages.

Here are some [more topics](#) you may have to speak about in your independent task.

Task 3 - Integrated

For reference, here's the speaking script for the lecture. You can also go back and listen to the audio again [here](#).

Narrator

Now listen to two students discussing the announcement.

Female Student

I think it's totally unfair that the Buonocore Scholarship is only being offered to students in the Romance Languages department. Like, it's an amazing opportunity, and it's SAD to see it monopolized in this way.

Male Student

Is it really such a bad thing to limit the scholarship to one department, though? I mean, uhh... the fewer students compete for the prize, err... the easier it will be for students like US to win it. After all, there are only seven other students in the whole Romance Languages department besides us.

Female Student

That doesn't change the fact that it's wrong for the scholarship to be limited to our single department. It's a matter of principle. First of all, there are students in other departments, like History and Classics and Renaissance studies, all of whom... all of whom would definitely benefit from a year in Italy. Why shouldn't THEY get a chance to submit their work to the committee?

Male Student

But if they also submitted their essays, it would be harder for US to get the prize.

Female student

Look, just because something benefits me personally doesn't make me think that it's right. I mean, I have a lot of FRIENDS in History and Classics and Renaissance Studies, and I totally agree with them that it's wrong for them to be...ineligible to compete for the scholarship. After all, Romance Languages is a very SMALL department, and it seems abusive for us to keep this resource all to ourselves.

Male Student

I guess I see where you're coming from.

Female Student

Also, I think that it TAKES SOMETHING AWAY from the honor of winning a scholarship if the competition isn't very strong. I'd rather know that I earned the opportunity to study in Rome by competing against the very best students... instead of thinking that I was only honored because other talented people were unnecessarily EXCLUDED from the process.

Explanation

This text offers notable detail that you can definitely expect the student to disagree with: the scholarship is only for specific people. Other students aren't allowed. That is very likely a problem for some students, so listen for a reaction to that in the conversation.

And when you do hear the student speak, both of the reasons she's unhappy are related to the restriction of the scholarship to one department. She thinks other students can benefit from the scholarship (she says this: "It's a matter of principle. First of all, there are students in other departments, like History and Classics and Renaissance studies, all of whom... all of whom would definitely benefit from a year in Italy. Why shouldn't THEY get a chance to submit their work to the committee?").

And she also thinks that winning the scholarship feels less important if few people compete. She wants the winner to be honored because of talent, not because of exclusion—she says this at the end, very quickly. It's good to note that, because on the TOEFL, the two student's reasons for disagreeing don't always take an equal length of time. Sometimes they spend more time talking about one reason, then talk quickly about the second reason.

Sample notes

Reading:

- Buonocore Scholarship
 - Essay + plan=>study in Rome
 - Only Rom. Lang. Dept.

Listening:

- Others students? Not fair
 - Hist., Class., Renaissance
- Wants compete w/ all

Sample Response

The female student thinks that it's unfair that the... Buono...uhh, that the scholarship to study in Rome is only being offered to students in the Romance Languages department. Instead of that, she thinks that the application should be open to all students. She mentions students in the History, Classics, and Renaissance Studies departments, especially. Uhh...the male points out... he says the lesser... the fewer people apply for the scholarship, the easier it will be to get it. But the female says that the scholarship will lose meaning to her unless she competes against the very best that the school has to offer. She also believes it is wrong for a very small department to monopolize the money. It should benefit everybody at the—