

Task 1 Template

1. Start by **introducing your chosen subject** (i.e., what you've decided to talk about). You may do this by slightly rephrasing the prompt.

Examples

- In my opinion, _____ is the _____ because ...
- Personally, I enjoy/like _____ for two/three reasons.
- I enjoy/like _____ because ...
- My best/favorite _____ is ...
- To me, ...
- I would like to _____ because ...

2. (Optional) Introduce the **number of reasons** you have for selecting your subject.

Examples

- I feel this way for two/three reasons.
- This is because of two/three reasons.
- I have two/three reasons.

3. Now, **explain your first reason for choosing your subject**. Be detailed with your reasons here; ideally, you'll devote two or three sentences to each reason you give. Make sure to use specific examples.

Examples

- First, ... For example, ...
- First off, ... For instance, ...
- For one, ... That is, ...
- My first reason is that ... What I mean is that ...

4. Next, **explain your second reason**. Once again, try to come up with a brief example or two to illustrate *why* you have chosen this particular subject to discuss.

Examples

- Secondly, ... This is because ...
- Next, ... As a result, I ...

- In addition, I believe/feel/think that ...
- Another reason is that ... Basically, ...

5. (Optional) If you have time, **introduce a third reason here**. Follow the same structures as above for your first and second reasons but try to use different transitions.

Examples

- And finally, ...
- And lastly, ...
- My third/final reason is that ...
- Third, ...

6. (Optional) You may **conclude your response with a general summary** of what you've discussed.

Examples

- And this is why my best/favorite _____ is ...
- This is why I believe/feel/think that ...
- And these are the reasons I'd like to ...

How to Customize Your Task 1 Template

1. Vary your details. Throughout your response, you'll want to offer a variety of key details and examples *without* repeating yourself. Never just introduce a point and then move on to the next one without first explaining why that particular point is relevant to your subject.

2. When in doubt, use "I" statements. If you're unsure what to say next, start your sentence with an "I" statement, such as "I feel," "I think," "I believe," "I like," etc. Remember, this task revolves around *your* experiences and opinions, so it's OK (and actually quite natural) to use "I" throughout your response.

3. Stick to two points if you can't think of three. If you can only come up with two reasons, that's fine! Just try to spend a little more time elaborating on the two reasons you've chosen.

Task 2 Template

1. Begin by **introducing the topic and your opinion on it**. Don't spend too much time trying to summarize the prompt — just quickly state what the topic is and which option you believe is better.

Examples

- Personally, I believe _____ is better than _____ for two/three reasons.
- In my opinion, _____ seems to be better than _____ because ...
- I (would) prefer _____ over _____ because ...
- To me, _____ is a better option than ... And I feel this way for two/three reasons.

2. Next, **explain your first reason for choosing this option**. Make sure to explain each of your points using relevant details and examples. For each point, two or three sentences should suffice.

Examples

- First off, ... For example, ...
- For one, ... For instance, ...
- One reason is that ... What I mean by this is that ...

3. Next, **introduce your second reason** by following the same general structure used above for your first reason. Use appropriate transitions like the ones below to further strengthen your response.

Examples

- Secondly, ...
- My second reason is that ...
- Another reason is that ...

4. (Optional) **Introduce and explain your third reason here** using a format similar to what you used for your first and second reasons.

Examples

- Third, ...
- And finally, ...
- My last point is that ...

5. (Optional) End your response with a **brief closing statement**.

Examples

- This is why I believe/think that ...
- And this is why I prefer ...
- Because of these reasons, I feel that _____ is a better choice/option than ...

How to Customize Your Task 2 Template

1. Make comparative statements. For this task, it's important you use vocabulary that emphasizes why the option you've selected is the better choice. Some examples include "easier," "better," "stronger," "more convenient," "cheaper," etc.

2. Point out a problem with the other option. To strengthen your argument, consider using one of your points to discuss a potential flaw with the other option. Doing this indicates you've considered the other option but don't believe it is nearly as strong as the one you've selected.

3. Like task 1, use "I" statements. Because you must describe your own opinion for this task, starting some of your sentences with "I" statements, such as "I feel," "I believe," or "I think," will help you sound more natural in your response.

Task 3 Template

1. First, **explain the campus situation**. This should be a brief summary of what's written in the passage and what the two students are talking about.

Examples

- According to the passage/announcement/flyer, the university plans to ...
- The school intends to ...
- The passage/announcement/flyer explains that the university is considering ...

2. Next, state **whether the student agrees or disagrees** with the school's proposal or change.

Examples

- The student agrees/disagrees with the school's changes/decision/proposal for two/three reasons.
- The student supports/opposes these changes.
- However, the student does not support this plan.

3. Now, **explain one of the student's main points for supporting or opposing these changes**. Make sure to elaborate on what this point is and why the student feels this way, using evidence from the conversation.

Examples

- First, the student believes/feels/thinks that ...
- The first point the student makes is that ...
- One reason is that ...
- One reason he/she supports/opposes this proposal is that ...
- According to the student, ...

4. Move on to **explain the second point made by the student**. Use a structure similar to the one you used for point one and make sure to explain why the student feels this way.

Examples

- Secondly, the student believes/feels/thinks that ...
- The second point the student makes is that ...
- A second reason is that ...
- Another reason is that ...
- The student also remarks/says that ...
- Additionally, the student believes/feels/thinks that ...

5. (Optional) Take this time to explain **a third point the student makes, if there is one**. Use the same format you used for points one and two, taking care to vary your transitions.

Examples

- And finally, the student believes/feels/thinks that ...
- The third point the student makes is that ...
- The final/last reason is that ...

How to Customize Your Task 3 Template

1. Use "he/she" instead of "the student." Once you've established that you're talking about a student, it's OK to replace "the student" with "he" or "she" (whichever is applicable) throughout your response. Using pronouns will make your response tighter and less redundant sounding.

2. Do *not* give your own examples or reasons. Unlike the Independent tasks, you are not supposed to give your own opinion or examples here. So only talk about what the speaker and passage have told you!

Task 4 Template

1. Introduce the **main topic of the passage and lecture** as well as the specific term or concept you're going to discuss.

Examples

- The passage discusses _____ and how it ...
- The main focus of the passage is ...
- Both the passage and the lecture discuss ...
- According to the lecture, _____ is ...
- The passage introduces the concept of ...

2. Next, **use one point from the passage and/or lecture to describe what this concept means**. Try to be as detailed as possible, using examples from the lecture.

Examples

- In the lecture, the professor defines _____ as ...
- The professor elaborates on this concept/term, explaining that ...
- The professor first mentions that ...
- First off, the professor talks about ...

3. Here, **introduce a different point** the professor and/or passage makes in regard to the concept. Again, be sure to use specific examples taken from the lecture.

Examples

- Next, the professor discusses ...
- The professor also explains that ...
- Additionally, the professor says that ...

- Another example the professor gives is that ...

4. (Optional) Conclude your response with a **short recap of the concept** you discussed.

Examples

- This is what _____ means.
- And this is the meaning of ...
- So this is how the professor describes ...

How to Customize Your Task 4 Template

1. Define the term or concept right away. To score highly on this task, it's best to define the given concept within the first couple of sentences, well before you discuss how the professor explains this concept in the lecture.

2. Use ample examples from the lecture. Your prompt will most likely require you to discuss how the lecture illustrates a particular academic concept; therefore, make sure most, if not all, of your examples come directly from the lecture — not the reading passage.

Task 5 Template

Task 5 Template

1. First, **summarize the overall problem** (i.e., what the two students are talking about). Don't spend a lot of time on this — one short introductory sentence should suffice.

Examples

- According to the students, ...
- The students are discussing _____ and how it ...
- The conversation between the two students is about ...

2. Next, **briefly summarize the possible solutions given by the students**. Do not spend more than one or two sentences introducing these solutions.

Examples

- One solution is to _____, and another solution is to ...
- The students offer two solutions: one is to _____, and the other is to ...
- One proposal the students have is to _____, and the other is to ...

3. Now we get to the main part of your response. Here, **explain which solution you believe is best and give two or three reasons as to why you feel this way**.

Examples

- I believe/feel/think that the first/second solution is better for several reasons.
- In my opinion, the first/second solution is better because ...

- I would choose the first/second solution because ...

4. If you haven't done so already, **introduce your reasons for supporting this particular solution**. Try to give specific details and examples for each reason you present.

Examples

- For one, it would be easier to ...
- First, it makes more sense to ...
- Second, this solution allows you to ...
- Third, you can ...

5. (Optional) Tie together your reasons with a **general concluding statement**.

Examples

- And these are the reasons I feel _____ is ultimately the better/best solution.
- This is why I believe _____ would be a good solution.

How to Customize Your Task 5 Template

1. Focus on explaining your opinion. Your main task here is to choose a solution and explain why *you* support it, so don't waste too much time reiterating the students' proposals.

2. Offer two or three reasons as to why you support this particular solution. In your response, you'll need to come up with solid reasons to support your choice for a solution. So with each point you offer, make sure you explain clearly what its benefits are and why it's ultimately the better choice.

Task 6 Template

1. To start, **rephrase the question you're being asked**. Your prompt should ask you to summarize a particular concept or idea discussed in the lecture.

Examples

- In the lecture, the professor talks about ... He/she then gives two/three examples to illustrate this concept.
- The professor discusses _____ in the lecture, giving two/three examples.
- Throughout the lecture, the professor talks about _____ and how it ...

2. Then, **summarize the main points of the lecture and how they illustrate this concept**. The number of points you discuss will depend on the lecture and prompt you get. As you speak, try to be as detailed as you can. Explain why the professor gives certain examples and discuss how these examples relate to the main topic.

Examples

- First, the professor focuses on ... This means that ...
- First, the professor talks about ... So essentially, what the professor is saying is that ...
- The first example the professor gives is ... In other words, ...
- Second/third/finally, the professor goes on to say that ...
- The next point the professor makes is that ...
- The professor also explains that ...
- Another example the professor gives is ...

How to Customize Your Task 6 Template

1. Answer your prompt *exactly*. Question 6 can vary significantly in what it asks you to explain in your response, so check that you're answering your prompt *exactly* and aren't overlooking any main ideas or mentioning any irrelevant points. For example, if your prompt asks you to summarize a particular segment of the lecture, focus on that part *only* — don't attempt to summarize the entire lecture!

2. Use examples and points from the lecture. Unlike on task 5, on task 6 you are *not* supposed to discuss your own opinion or your own reasons; instead, everything you talk about will come directly from the lecture. So for example, if your prompt asks you to discuss [two different definitions of tools](#), you must discuss those definitions using examples given by the professor. In this case, two points is enough because that's all the professor gives you!