

Decoding^{the} TOEFL[®] iBT

托福考试 专项高分突破

【美】Michael A. Putlack

【加】Stephen Poirier ◎编著

【美】Tony Covello

Decoding the TOEFL[®] iBT SPEAKING:

- can be used by learners who are taking classes and also by individuals who are studying by themselves
- contains three parts, each of which has twelve units that provide a guided approach to giving your responses
- includes one actual test at the end of the book
- is composed of passages and question types that are the same difficulty levels as those found on the TOEFL[®] iBT

SPEAKING 口语



中国宇航出版社

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· 北京 ·

Decoding the TOEFL iBT Speaking Advanced

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Introduction

For many learners of English, the TOEFL® iBT will be the most important standardized test they ever take. Unfortunately for a large number of these individuals, the material covered on the TOEFL® iBT remains a mystery to them, so they are unable to do well on the test. We hope that by using the *Decoding the TOEFL® iBT* series, individuals who take the TOEFL® iBT will be able to excel on the test and, in the process of using the book, may unravel the mysteries of the test and therefore make the material covered on the TOEFL® iBT more familiar to themselves.

The TOEFL® iBT covers the four main skills that a person must learn when studying any foreign language: reading, listening, speaking, and writing. The *Decoding the TOEFL® iBT* series contains books that cover all four of these skills. The *Decoding the TOEFL® iBT* series contains books with three separate levels for all four of the topics as well as the *Decoding the TOEFL® iBT Actual Test* books. These books are all designed to enable learners to utilize them to become better prepared to take the TOEFL® iBT. This book, *Decoding the TOEFL® iBT Speaking Advanced*, covers the speaking aspect of the test. It is designed to help learners prepare for the Speaking section of the TOEFL® iBT.

Decoding the TOEFL® iBT Speaking Advanced can be used by learners who are taking classes and also by individuals who are studying by themselves. It contains three parts, each of which contains twelve units. Part A covers the Independent Speaking Tasks (Questions 1 and 2) while Part B and Part C cover the Integrated Speaking Tasks (Questions 3-6). There is also one actual test at the end of the book. Each unit has either two independent questions or two integrated questions. It also contains exercises designed to help learners understand how to present the best possible responses for the Speaking section. The passages and questions in *Decoding the TOEFL® iBT Speaking Advanced* are the same difficulty levels as those found on the TOEFL® iBT. Individuals who use *Decoding the TOEFL® iBT Speaking Advanced* will therefore be able to prepare themselves not only to take the TOEFL® iBT but also to perform well on the test.

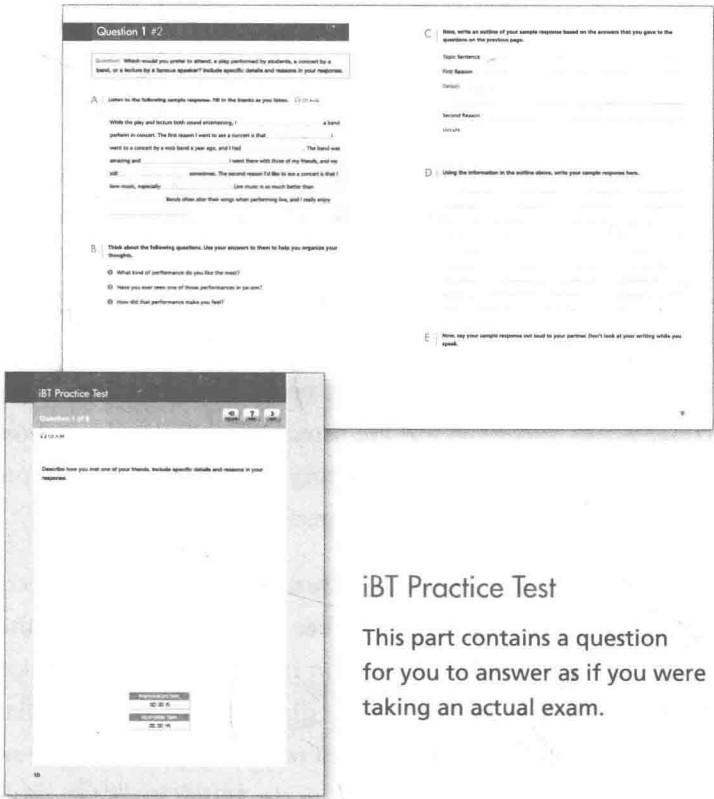
We hope that everyone who uses *Decoding the TOEFL® iBT Speaking Advanced* will be able to become more familiar with the TOEFL® iBT and will additionally improve his or her score on the test. As the title of the book implies, we hope that learners can use it to crack the code on the TOEFL® iBT, to make the test itself less mysterious and confusing, and to get the highest grade possible. Finally, we hope that both learners and instructors can use this book to its full potential. We wish all of you the best of luck as you study English and prepare for the TOEFL® iBT, and we hope that *Decoding the TOEFL® iBT Speaking Advanced* can provide you with assistance during the course of your studies

Michael A. Putlack
Stephen Poirier
Tony Covello

How to Use This book

Decoding the TOEFL® iBT Speaking Advanced is designed to be used either as a textbook in a classroom environment or as a study guide for individual learners. There are 3 parts with 12 units each in this book. Each unit provides 2 sample questions, which enables you to build up your skills on a particular speaking task. At the end of the book, there is one actual test of the Speaking section of the TOEFL® iBT.

Part A Independent Speaking Tasks

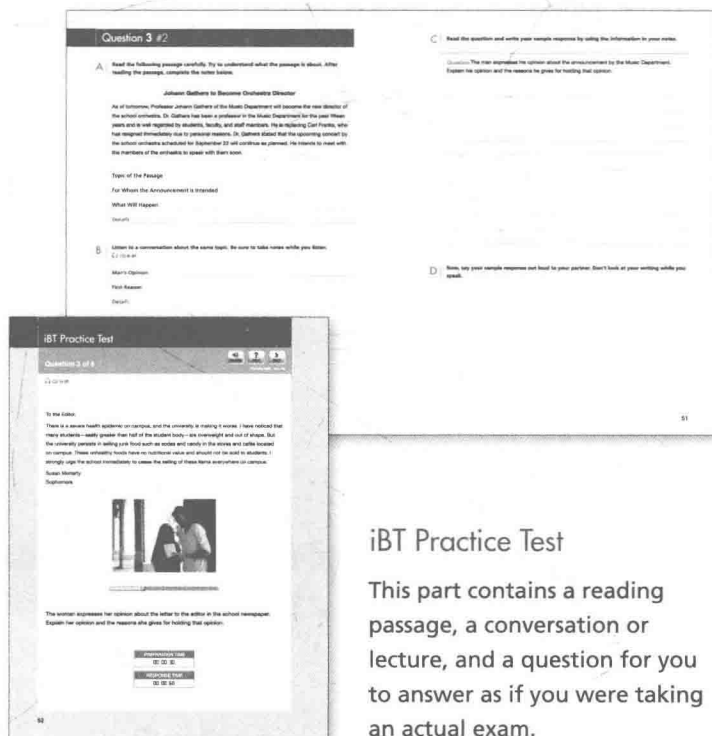


This section has a Speaking question followed by a sample response with blanks for you to fill in as you listen to it. This is followed by 3 brainstorming questions and spaces to write an outline and a sample answer.

iBT Practice Test

This part contains a question for you to answer as if you were taking an actual exam.

Part B Integrated Speaking Tasks: Reading, Listening, and Speaking

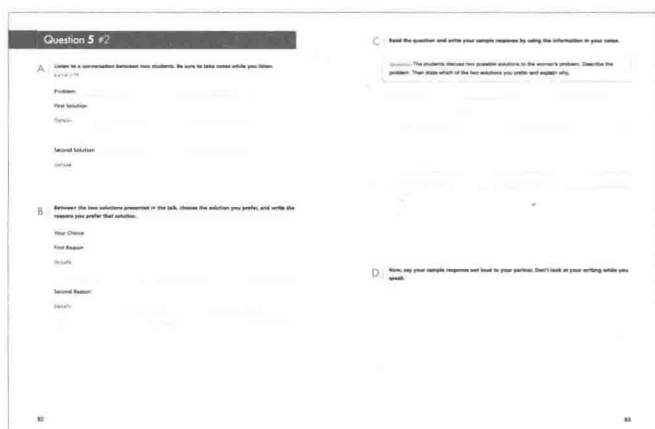


iBT Practice Test

This part contains a reading passage, a conversation or lecture, and a question for you to answer as if you were taking an actual exam.

This part has a reading passage followed by either a conversation or lecture. There are spaces to take notes on the passage and conversation or lecture. This is followed by a space to write your own sample answer.

Part C Integrated Speaking Tasks: Listening and Speaking



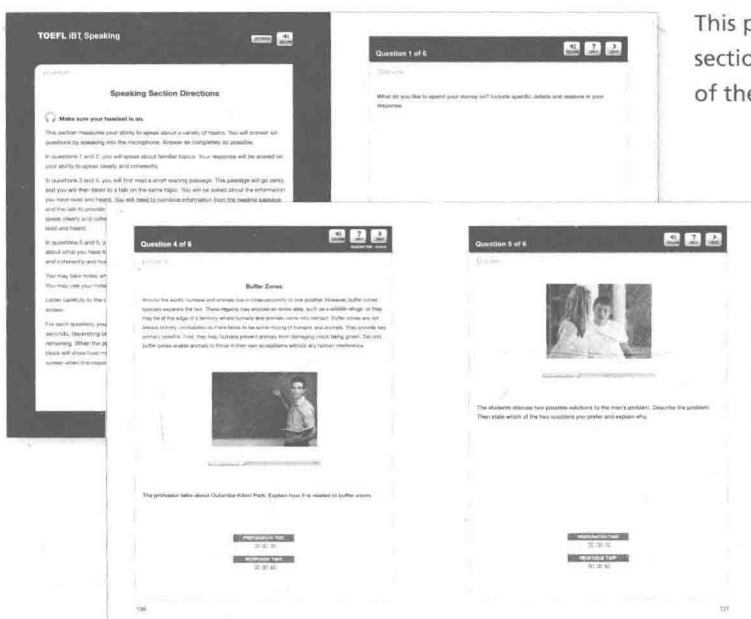
This part has a conversation or lecture. There is space to take notes on the conversation or lecture. This is followed by a space to write your own sample answer.



iBT Practice Test

This part contains a conversation or lecture and a question for you to answer as if you were taking an actual exam.

● Actual Test (at the end of the book)



This part has a complete Speaking section with one question from each of the six tasks.

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Part A

Independent Speaking Tasks

About the Tasks

The Independent Speaking Tasks ask you to speak about familiar topics. It is necessary for you to include specific examples and details in your responses. After each question is presented, you are given 15 seconds to prepare your response and 45 seconds to speak.

The Independent Speaking Tasks are the first two questions (questions 1 and 2) of the Speaking section.

Question 1 frequently asks about a person, place, event, activity, or object related to or familiar to you. For instance, a question might ask about your favorite vacation spot, the birthday party that you remember the most, or your role model. Recently, many questions provide three options and ask you to choose the one that you prefer.

Question 2 asks you to choose between two possible opinions, actions, or situations and then to explain why you made that choice by providing reasons and details. Common topics are everyday issues that are of general interest. Many questions provide a statement and ask if you agree or disagree with it while others simply ask you which option you prefer. These questions may ask about a preference between studying art and playing sports or a preference between joining a club and working part time.

When you answer the questions, be sure to use examples. Personal examples involving family members are ideal. The examples you use do not have to be actual events that occurred, but you should present them that way. You merely need to provide examples that defend the argument you are making. In addition, do not discuss both sides for Question 2. Make your choice and speak only about it.

Sample Question

Question 1 of 6



CD A-01

Describe your preferred method of transportation. Include specific details and reasons in your response.

PREPARATION TIME

00:00:15

RESPONSE TIME

00:00:45

Sample Response

I like many types of transportation, but riding my bicycle is the one I prefer the most. One reason is that I don't usually go very far from my house, so by cycling, I can get almost anywhere quickly. I can go much faster than by walking, and bicycling is faster than traveling in a car in many cases since I never get stuck in traffic. Another reason I prefer cycling is that I can get exercise while I am going somewhere. I'm always busy with schoolwork, so I don't have much time to exercise. Because I want to avoid getting out of shape, when I need to go somewhere, I like riding my bike.

Question 2 of 6



CD A-02

Do you agree or disagree with the following statement?

It is healthier to cook food at home than to eat out at restaurants.

Please include specific examples and details to support your explanation.

PREPARATION TIME

00:00:15

RESPONSE TIME

00:00:45

Sample Response

I fully agree with the statement for two reasons. First, when you eat at home, you can control every ingredient in the food you consume, but you can't do that at restaurants. My family almost always eats at home, and my mom is careful about only using healthy ingredients. As a result, everyone in my family is in good physical condition and has no health problems. Second, when you eat at home, you often eat less than you do at restaurants. At home, when I'm full, I stop eating because I know we can save the leftovers and eat them later. Since everyone in my family does this, none of us is overweight, so we're all healthy.

Question 1 #1

Question Describe the last trip that you went on. Include specific details and reasons in your response.

A | Listen to the following sample response. Fill in the blanks as you listen.  CD A-03

On my last vacation, I _____ with my family. We went to _____ of my country during summer vacation. While we were there, we stayed at a hotel _____ right on the beach, so we _____ go swimming every day. We did some _____ and just _____ by the water as well. It was a great trip for a couple of reasons. First, it was _____ since my parents didn't have to work, and my brother, sister, and I didn't have any _____. Second, it was _____ because we _____ a lot. It was one of the best vacations I _____.

B | Think about the following questions. Use your answers to them to help you organize your thoughts.

- ❶ Where did you go on your last trip?
- ❷ Who did you go with?
- ❸ What activities did you do there?

C Now, write an outline of your sample response based on the answers that you gave to the questions on the previous page.

Topic Sentence _____

Activities _____

First Reason _____

Details _____

Second Reason _____

Details _____

D Using the information in the outline above, write your sample response here.

E Now, say your sample response out loud to your partner. Don't look at your writing while you speak.



CD A-04

What type of volunteer activity are you interested in doing? Include specific details and reasons in your response.

PREPARATION TIME

00:00:15

RESPONSE TIME

00:00:45

Question 1 #2

Question Which would you prefer to attend, a play performed by students, a concert by a band, or a lecture by a famous speaker? Include specific details and reasons in your response.

A Listen to the following sample response. Fill in the blanks as you listen.  CD A-05

While the play and lecture both sound entertaining, I _____ a band perform in concert. The first reason I want to see a concert is that _____. I went to a concert by a rock band a year ago, and I had _____. The band was amazing and _____. I went there with three of my friends, and we still _____ sometimes. The second reason I'd like to see a concert is that I love music, especially _____. Live music is so much better than _____. Bands often alter their songs when performing live, and I really enjoy _____.

B Think about the following questions. Use your answers to them to help you organize your thoughts.

- ① What kind of performance do you like the most?
- ② Have you ever seen one of those performances in person?
- ③ How did that performance make you feel?

C | Now, write an outline of your sample response based on the answers that you gave to the questions on the previous page.

Topic Sentence _____

First Reason _____

Details _____

Second Reason _____

Details _____

D | Using the information in the outline above, write your sample response here.

E | Now, say your sample response out loud to your partner. Don't look at your writing while you speak.