

TOEFL® iBT 新托福一遍通系列·基础篇

新托福

Developing
Skills for the

TOEFL® iBT

一遍通

Speaking

口语

应试指南 基础篇



高等教育出版社
Higher Education Press

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出版说明

2005年9月,美国教育考试服务中心(ETS)在美国本土首次推出全新改版后的托福考试——托福网考(TOEFL® iBT, Internet-Based Test),2006年9月,托福网考开始在国内实施。这一改革,一方面使托福考试在形式、分值、题型及内容上都发生了重大变化,特别是考试形式更是发生了根本性的转变:从传统的纸考(paper-based)变化为网考;另一方面从出题理念也发生了转变:由过去考查考生的“语言能力”(以词汇、语法为核心)转变为考查“交际能力”(实际运用语言的综合能力)。也就是说,过去应试者的高分在很大程度上表现出来的是对语言结构和形式的认知和理解能力(linguistic competence),而不是语言的表达和交际能力(communicative competence)。后者不仅表现为语言的形式能力(formal competence)和理解能力,更重要的是体现在语言应用者的社会文化能力(sociocultural competence)、语篇能力(discourse competence)和交际策略能力(strategic competence)方面。

2007年,高等教育出版社从美国Compass Publishing出版集团引进一套极具权威性的托福网考备考丛书*Mastering Skills for the TOEFL® iBT*,改编成《TOEFL® iBT新托福一遍通系列(冲刺篇)》,该系列丛书包括五本教材:

- TOEFL® iBT新托福一遍通 听力应试指南(冲刺篇)
- TOEFL® iBT新托福一遍通 口语应试指南(冲刺篇)
- TOEFL® iBT新托福一遍通 阅读应试指南(冲刺篇)
- TOEFL® iBT新托福一遍通 写作应试指南(冲刺篇)
- TOEFL® iBT新托福一遍通 综合应试指南(冲刺篇)

该系列一经推出就博得广大读者的一致认可和好评,短时间内被众多培训机构选作托福网考的培训教材。同时,培训机构和读者也纷纷反馈信息:目前对托福网考基础阶段的教程需求量加大,但市场上缺少有针对性的基础类教材,希望我们能够提供帮助。为此,我们把美国Compass Publishing出版集团*Mastering Skills for the TOEFL® iBT*的姊妹篇*Building Skills for the TOEFL® iBT*和*Developing Skills for the TOEFL® iBT*进行梳理和改编,推出《TOEFL® iBT新托福一遍通系列(基础篇)》。基础篇系列包括四本教材:

- TOEFL® iBT新托福一遍通 听力应试指南(基础篇)
- TOEFL® iBT新托福一遍通 口语应试指南(基础篇)
- TOEFL® iBT新托福一遍通 阅读应试指南(基础篇)
- TOEFL® iBT新托福一遍通 写作应试指南(基础篇)

基础篇系列听、说、读、写分项技能(Skills)部分设计完全从基础阶段的“能力和水平”测试目标出发,在材料选择、题型设计、难度控制上编排合理,从易到难,从短到长,循序渐进。对于基础阶段的考生具有极大的指导作用,为继续学习冲刺篇和取得新托福高分奠定坚实的基础。

基础篇系列听、说、读、写实战演练(Practice Test)部分针对TOEFL® Internet-Based Test考试要求,为考生提供最接近真实考题的考前模拟训练。考生可通过本系列的单项或综合实战训练,熟练掌握新托福的考试题型、考题内容和应试技巧等,迅速提高英语实际应用能力和托福网考的应试能力。

该系列配套的www.successibt.com在线模拟测试系统为考生提供TOEFL® iBT身临其境的真实体验,考生可用随书附赠的学习卡卡号和密码登录模拟测试系统。

高等教育出版社

2008年5月

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Introduction to TOEFL® Speaking

What to expect on the TOEFL® Test

The TOEFL® test (Test of English as a Foreign Language) is an Internet-based test designed to assess English proficiency in non-native speakers who want to achieve academic success as well as effective communication. Most people take the TOEFL® test to gain admission into universities and colleges where instruction is in English. Additionally, many employers, government agencies, etc., use the scores to determine a person's English ability. It is not meant to test academic knowledge or computer ability, and as such, questions are always based on materials found in the test (computer tutorials are available for those not familiar with the PC). We have designed this practice book to be as similar as possible to the actual computer-based test in format and appearance in order to better prepare you for the TOEFL® test.

The TOEFL® test, like this series, is divided into four sections: reading, listening, speaking and writing.

Major changes in the Internet-based TOEFL® (iBT)

• General

- ⇒ The test measures all four language skills equally; a speaking section is included.
- ⇒ The Test of Spoken English® (TSE®) will now be part of the TOEFL®. Test takers will no longer take the TSE as a separate test.
- ⇒ Order of sections on the test:
 - Reading
 - Listening
 - (10-minute break)
 - Speaking
 - Writing
- ⇒ The test is approximately four hours long and can be taken in one day.
- ⇒ Tests are administered through the Internet in test centers around the world.
- ⇒ There is no structure section, as there was on past tests.
- ⇒ Note-taking is allowed in every section.
- ⇒ The test is a linear exam, not computer adaptive; each test taker receives the same range of questions.
- ⇒ The scores will be viewed online.

• Reading/Listening

- ⇒ Passages for Reading and Listening are longer than those in the Computer-Based TOEFL (See introduction of individual sections for further details).

● Speaking/Writing

- ⇒ Tasks for Speaking and Writing include integrated questions that require more than one skill to complete, i.e., reading and/or listening, then speaking or writing.
- ⇒ For the speaking section, test takers speak into a microphone, and their responses are digitized and sent to the Education Testing Service (ETS) Online Scoring Network.
- ⇒ For the writing section, test takers must type their responses.

The new test format

Section	Number of Questions	Time (minutes)	Score
Reading	3–5 passages <ul style="list-style-type: none"> • 12–14 questions each • 700 words per passage 	60–100	30 points
Listening	4–6 lectures <ul style="list-style-type: none"> • 6 questions each • 500–800 words (4–6 min.) 2–3 conversations <ul style="list-style-type: none"> • 5 questions each • 400–500 words (2–3 min.) 	60–90	30 points
BREAK		10	
Speaking	2 independent tasks <ul style="list-style-type: none"> • 1 personal experience • 1 preference/choice 2 integrated tasks (Read–Listen–Speak) <ul style="list-style-type: none"> • Reading 100 words • Conversation 200 words (1–2 min.) • Lecture 200–300 words (1–2 min.) 2 integrated tasks (Listen–Speak) <ul style="list-style-type: none"> • Conversation 200 words (1–2 min.) • Lecture 200–300 words (1–2 min.) 	20	30 points
Writing	1 independent task (same as TWE) 1 integrated task (Read–Listen–Write) <ul style="list-style-type: none"> – Reading 250–300 words – Lecture 250–300 words (2 min.) 	50	30 points
Total		200–270	120 points

How this book is organized

There are four main sections and one practice test in this book.

Introduction	Understanding what each section requires you to do
Chapter 1	Practicing organizing and synthesizing information
Chapter 2	Developing coherence
Chapter 3	Focusing on clarity of speech
Practice Test	Practicing with questions designed according to the real test format

Test-taking and study tips

The only way to be certain of an excellent TOEFL® score is to be able to read, write, understand, and speak English like an educated native speaker. You have no doubt been developing your ability in these areas for many years now. Unfortunately, this is not something one can accomplish by studying in the traditional way. However, research conducted over the years by applied linguists, psychologists, and educators has yielded a considerable amount of information on the best methods for refining these skills for the purposes of standardized tests. By keeping the following test — taking tips in mind, you can optimize your study habits and achieve the highest possible scores with the level of language proficiency you have obtained.

General study tips

- Prepare a study area for yourself. This should include the following:
 - ⇒ A comfortable chair and spacious table/desk
 - ⇒ Suitable lighting
 - ⇒ Good ventilation and air quality; an open window or a house plant is a good idea
 - ⇒ An area free of distractions, such as outside noises, television, radio (unless of course you are using the television/radio to study listening)
 - ⇒ Proper space to keep all the materials you will need when studying, such as books, paper, pens/pencils, a tape recorder or other recording device, and if possible, a computer with Internet access
- Study regularly over a long period of time. Do not study to the point of physical/mental exhaustion, as this has been shown to be ineffective in retaining information.
- “Cramming”, i.e., studying intensely for long periods before an exam, is less effective, as it strains your general health and well-being and does not lead to good long-term retention of information/skills.

- Psychologists have discovered a principle called “state-specific memory.” This means you remember things better in the same conditions that you learned them. So, for example, if you always study math at night, you will do better on a math exam at night. Use this concept to your advantage. If you know when and under what conditions you will take the TOEFL[®], simulate these in your study environment and habits. For example, if you will take the TOEFL[®] on a Sunday afternoon from your computer at home, then make a point to study at this computer on Sunday afternoons.
- Be well rested on the day of the exam. Do not stay up all night studying. Also, eat healthy foods including fruits and vegetables.
- Be relaxed and confident. Do the best that you can and do not worry excessively about any mistakes or uncertainties.

Registering for the TOEFL[®]

Students must get registration information for the TOEFL[®] test. Registration information can be obtained online at the ETS website. The Internet address is www.ets.org/toefl. The website provides information such as testing locations, costs, and identification requirements. The website also provides other test preparation material.

The registration information, such as the test center location, identification requirements and costs, will vary depending on the country in which you take the test. Be sure to follow these requirements carefully. If you do not have the proper requirements in order, you may not be able to take the test. Remember that if you register online, you will need to have your credit card information ready.

What the TOEFL[®] scores can be used for

The primary use of TOEFL[®] test scores is for acceptance into institutions such as universities and colleges where English is the primary language of instruction. As noted earlier in this introduction, a great number of universities and other institutions require a certain TOEFL[®] test score for admission. It is estimated that about 4,400 such institutions require the TOEFL[®] for admission.

The exact calculation of a TOEFL[®] test score is complicated and probably not necessary for the student to understand. It is helpful to know, however, that each section in the Internet-based test is worth the same amount of points. The highest possible score on the iBT is 120 points. Each particular institution, for example, a university, will have its own specific score requirements for admission. For that reason, it is very important to check with each institution individually to find out what its admission requirements are. For example, a passing score at one university may not be a passing score at another university. It is the responsibility of the student to find out what the requirements are for each institution.

Although the primary use of TOEFL® test scores is for admission into English language institutions, there are a number of other places which require TOEFL® scores. For example, many companies and corporations worldwide may also request TOEFL® scores for employment.

Certainly, doing well on the TOEFL® is important for students in many ways. Remember, practice makes perfect. We hope that you will take full advantage of this practice book and study hard. Your hard work and dedication will provide you with the best opportunity to do well on the TOEFL®, and to meet your goals for the future.

Speaking

The prompts for speaking questions on the iBT TOEFL® can be categorized into six types:

Question	Time			
	Reading	Listening	Preparation	Speaking
Independent Q1	45 seconds	1–2 minutes	15 seconds	45 seconds
Independent Q2				
Integrated Q3			30 seconds	60 seconds
Integrated Q4				
Integrated Q5			30 seconds	60 seconds
Integrated Q6				

The purpose of the speaking section is to evaluate your ability to speak coherently both on your opinions and experiences as well as on information that you have read or have heard. The speaking questions fall into two categories, independent and integrated. For the two independent speaking questions, you should draw upon your own experience and knowledge. For the remaining four speaking questions, you will speak about what you read and/or hear. Your ideas need to be well-organized and the language you speak needs to be accurate enough to be easily understood.

The exact calculation of a TOEFL® test score is complicated and probably not necessary for the student to understand. It is helpful to know, however, that each section in the Internet-based test is worth the same amount of points. The highest possible score on the iBT is 120 points. Each particular institution for which a student will have its own specific score requirements for admission. For that reason, it is important to check with each institution individually to find out what its admission requirements are. A student's TOEFL® score may not be a passing score at another institution. It is the responsibility of the student to find out what the requirements are for each institution.

In particular, each question type will require test-takers to organize their ideas and speak toward different goals:

Question	Task	Materials	Length	Tasks
1	Independent	none		Describe your experience.
2	Independent	none		Give your opinion and explain why you think this.
3	Integrated	Reading Conversation	100 words 200 words 60–90 seconds	Restate the opinion of the speaker and the examples used.
4	Integrated	Reading Lecture	100 words 200 words 60–90 seconds	Explain how the example from the lecture supports the passage.
5	Conversation-based	Conversation	300 words 90–120 seconds	Restate suggestions and tell which you think is better.
6	Lecture-based	Lecture	300 words 90–120 seconds	Summarize what you heard.

Study tips for speaking

- Practice speaking with a North American inflection. This involves moving the lips and opening the mouth more and speaking more from the mouth and nose than from the back of the throat.
- Practice using the pauses and intonations you learn when studying for the listening section.
- Practice speaking at home. Use one of the independent writing topics as a speaking topic. Give yourself 15 seconds of preparation time. Use this time to think of your main idea and details/examples to support it. Speak for approximately 45 seconds on the topic. (Also practice with 30 seconds of preparation time and 1 minute of speaking time, as this will be the case for the integrated exercises.)

Test management

You will speak into a microphone attached to a headset.

Independent Speaking questions come first.

You can take notes and then use your notes when preparing your response.

Check the time with the clock shown in the title bar.

How speaking will be scored

ETS graders will score test-takers' responses according to the following scale:

Score	General Description	Key Points
4	The response answers the question or prompt well. The speaker is easy to understand and there are only minor mistakes with grammar or pronunciation.	Fluent speech that is easy to understand and follow, appropriate use of grammar and vocabulary, ideas explained clearly
3	The response answers the question or prompt, but not all of the ideas are fully developed. The speaker can be understood, but there are some clearly noticeable mistakes in speaking.	At least two of these problems: pronunciation, pace of speech, wrong word choice, limited use of grammar structures, or incorrect grammar
2	The response gives only a basic or minimal answer to the question or prompt. Most sentences can be understood, but some effort is required by the listener because speech is not fluent and pronunciation is not accurate. Some ideas are not clearly explained.	At least two of these problems: speech is choppy (not fluent), mistakes in pronunciation, wrong word choice, only use basic grammar, poor use of grammar, only basic ideas are presented, explanation is absent or limited
1	The response is very short, does not show full understanding of the question or prompt, and is hard for the listener to understand.	At least two of these problems: poor pronunciation, speech is choppy (not fluent), long or frequent pauses, poor grammar makes ideas difficult to understand, use of obviously practiced or formulaic expressions, lots of repetition of expressions in the prompt
0	There is no response or the response is not related to the question or prompt.	No response to grade or response unrelated to the question or prompt

Chapter 1

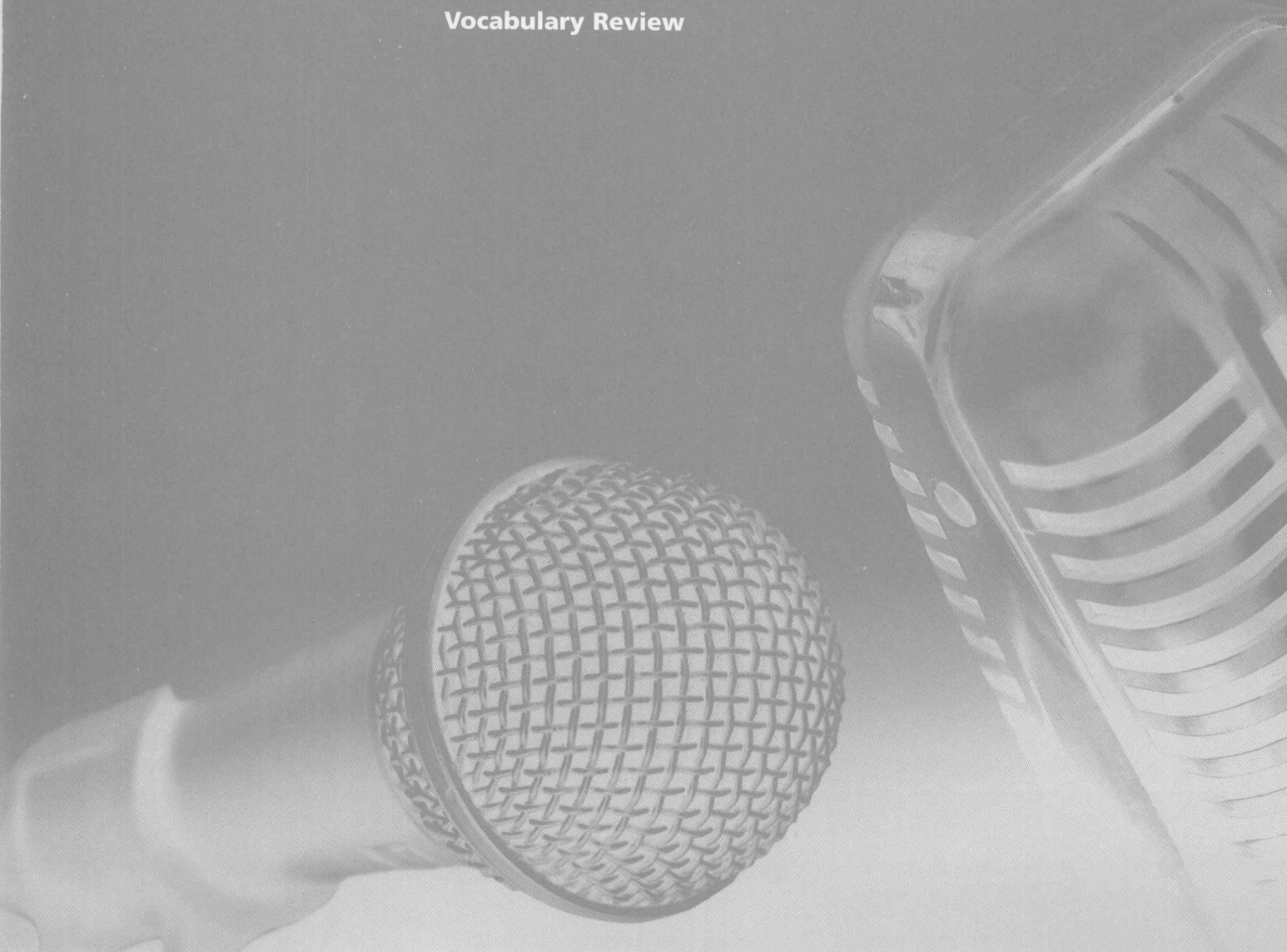
Thinking and Speaking

Skill A Independent Speaking: Organizing Speech

Skill B Integrated Speaking: Synthesizing Information

Skill C Integrated Speaking: Stating Opinions and Summarizing

Vocabulary Review



Skill **A**

Independent Speaking: Organizing Speech

Necessary Skills

- Describing a personal experience or expressing a personal preference
- Organizing ideas
- Expressing a clear topic statement and the supporting points
- Speaking clearly and accurately with knowledge of grammar, vocabulary and pronunciation

Strategies

- Though preparation time is limited in the speaking portion of the test, it is nevertheless important to use this time in planning the organization of your response. In this way, your response will be more relevant and coherent. An organizational process for preparing your speech is detailed below. In each step, there are certain things that you need to keep in mind.

Process	Strategy
Read the question and understand the task	Be sure that you understand the question and what the question requires you to do.
Decide on the topic statement	Decide on the main idea or choose one of the positions. Use the relevant parts of the prompt in making up your topic statement.
Brainstorm and select supporting ideas	Quickly think of the supporting ideas from your experience. Choose those ideas that most clearly support your topic statement.
Organize the ideas	Arrange your ideas, putting them in order from most to least important.

Skill A Q1 Practice 1 — Personal Experience

Step 1

Read the question. Write down your answer and related key points in the blanks.

What is a useful skill your mother or father taught you? Describe the skill and how you were taught this skill.

A useful skill my _____ taught me is _____.

When/How I was taught this skill: _____

Why this skill is important: _____

How often I use this skill: _____

Read the related ideas and expressions below. Add at least two of your own.

Related Ideas and Expressions

Nouns:

laundry, money, motor, _____, _____

Verbs:

manage, operate, repair, _____, _____

Adverbs:

nowadays, usually, all the time, _____, _____

laundry (n):
dirty clothes that need to be washed

manage (v):
to control; to operate

operate (v):
to control; to cause to work

repair (v):
to fix

nowadays (adv):
in present times; these days