

How to
Master Skills for the

TOEFL 

新托福考试专项进阶
——高级口语

Speaking

Advanced

Michael A. Putlack | Stephen Poirier



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张洪伟, 刘艳秋 译

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Introduction

A. Information on the TOEFL® iBT

The Format of the TOEFL® iBT

Section	Number of Questions	Timing	Score
Reading	<ul style="list-style-type: none"> • 3~5 Passages <ul style="list-style-type: none"> – approximately 700 words each – 12~14 questions per passage 	60~100 min.	30 points
Listening	<ul style="list-style-type: none"> • 2~3 Conversations <ul style="list-style-type: none"> – 12~25 exchanges each (3 min.) – 5 questions per conversation • 4~6 Lectures <ul style="list-style-type: none"> – 500~800 words each (3~5 min.) – 6 questions per lecture 	60~90 min.	30 points
BREAK		10 min.	
Speaking	<ul style="list-style-type: none"> • 2 Independent Tasks (preparation: 15 sec. / response: 45 sec.) <ul style="list-style-type: none"> ① 1 personal experience ② 1 personal choice/opinion • 2 Integrated Tasks: Read-Listen-Speak (preparation: 30 sec. / response: 60 sec.) <ul style="list-style-type: none"> ① 1 campus situation topic <ul style="list-style-type: none"> – reading: 75~100 words (45 sec.) – conversation: 150~180 words (60~80 sec.) ② 1 academic course topic <ul style="list-style-type: none"> – reading: 75~100 words (45 sec.) – lecture: 150~220 words (60~90 sec.) • 2 Integrated Tasks: Listen-Speak (preparation: 20 sec. / response: 60 sec.) <ul style="list-style-type: none"> ① 1 campus situation topic <ul style="list-style-type: none"> – conversation: 180~220 words (60~90 sec.) ② 1 academic course topic <ul style="list-style-type: none"> – lecture: 230~280 words (90~120 sec.) 	20 min.	30 points
Writing	<ul style="list-style-type: none"> • 1 Integrated Task: Read-Listen-Write (20 min.) <ul style="list-style-type: none"> – reading: 230~300 words (3 min.) – lecture: 230~300 words (2 min.) – a summary of 150~225 words • 1 Independent Task (30 min.) <ul style="list-style-type: none"> – a minimum 300-word essay 	50 min.	30 points

B. Information on the Speaking Section

The Speaking section of the TOEFL® iBT measures test takers' English speaking proficiency. This section takes approximately 20 minutes and has six questions. The first two questions are called Independent Speaking Tasks, and you will be asked to speak about some familiar topics based on your personal experiences and preferences. The remaining four questions are Integrated Speaking Tasks, and you will be required to integrate different language skills—listening and speaking or listening, reading, and speaking.

1. Types of Speaking Tasks

[Independent Tasks]

(1) Task 1: Personal Experience

- _ This task will ask you to speak about something that is familiar to you. You need to describe it and give some reasons to defend your response.
- _ You will be given 15 seconds to prepare your answer and 45 seconds to speak on the question.

(2) Task 2: Personal Preference

- _ This task will ask you to make and defend a personal choice between two possible opinions, actions, or situations. You should justify your choice with reasons and details.
- _ You will be given 15 seconds to prepare your answer and 45 seconds to say which of the two options you think is preferable.

[Integrated Tasks]

(3) Task 3: Reading & Conversation

- _ This task will ask you to respond to a question based on what you have read and heard. You will first read a short passage presenting a campus-related issue and will then listen to a dialogue on the same topic. Then, you will be asked to summarize one speaker's opinion within the context of the reading passage.
- _ You will be given 30 seconds to prepare your answer and 60 seconds to speak on the question. You should be careful not to express your own opinion in your response.

(4) Task 4: Reading & Lecture

- _ This task also asks you to respond to a question based on what you have read and heard. You will first read a short passage about an academic subject and will then listen to an excerpt from a lecture on that subject. Then, you will be asked to combine and convey important information from both the reading passage and the lecture.
- _ You will be given 30 seconds to prepare your answer and 60 seconds to speak on the question.

(5) Task 5: Conversation

- _ In this task, you will first listen to a conversation about a student-related problem and two possible solutions. Then, you will be asked to describe the problem, choose a preferred solution, and explain why you have chosen that solution.
- _ You will be given 20 seconds to prepare your answer and 60 seconds to respond to the question.

(6) Task 6: Lecture

- _ In this task, you will first listen to an excerpt from a lecture that explains a term or concept and gives some examples to illustrate it. Then, you will be asked to summarize the lecture and explain how the examples are connected with the overall topic.
- _ You will be given 20 seconds to prepare your answer and 60 seconds to respond to the question.

2. Types of Speaking Topics

(1) Personal Experience and Preference

- _ Questions in Task 1 will be about a person, place, event, activity, or object that is important to test takers. For example, a question may ask about a place you like to visit, the most memorable event in your life, or the person that you admire most.
- _ Questions in Task 2 will be about everyday issues of general interest to test takers. For example, a question may ask about a preference between studying at home and at the library, a preference between living in a dormitory and an off-campus apartment, or a preference between a class with a lot of discussion and one without discussion.

(2) Campus Situations

- _ Questions in Task 3 will be about campus-related issues. For example, a question may ask about a university policy, rule, or procedure, future university plans, campus facilities, or the quality of life on campus.
- _ Questions in Task 5 will be about student-related problems on campus. For example, a question may ask about a scheduling conflict, an unavoidable absence, an unavailable resource, a student election, financial difficulties, or a student's course load.

(3) Academic Course Content

- _ Questions in Task 4 will be about academic subjects. For example, a question may ask about a life science, a social science, a physical science, or a topic in the humanities like animal domestication or economics.
- _ Questions in Task 6 will also be about academic-related topics. For example, a question may ask about a process, a method, a theory, an idea, or a phenomenon of any type in fields like natural science, social science, or psychology.

3. Important Features of Evaluation

(1) Delivery

Delivery means how clear your speech is. In order to get good grades on the speaking tasks, you should speak smoothly and clearly, have good pronunciation, pace yourself naturally, and have natural-sounding intonation patterns.

(2) Language Use

Language use is about the effectiveness of your use of grammar and vocabulary to express your ideas. In order to get good grades on the speaking tasks, you should be able to use both basic and more complex language structures and choose the appropriate words.

(3) Topic Development

Topic development is related to how fully you respond to the question and how coherently you give your ideas. In order to get good grades on the speaking test, you should make sure that the relationship between your ideas and your progression from one idea to the next is clear and easy to follow.

4. Speaking Scoring Rubrics

(1) Independent Tasks (Questions 1 & 2)

Your responses to the Independent Tasks will be scored according to these criteria:

Score	Task Description
4	A response at this level addresses the task in a highly clear, sustained manner. It is well developed with ideas explained clearly and coherently. It displays fluid speech that is easy to understand and shows effective use of grammar and vocabulary. Though it may have minor errors in pronunciation or language use, they do not affect the overall intelligibility or meaning.
3	A response at this level addresses the task appropriately but is not fully developed. It displays generally clear speech with some fluidity of expression and shows somewhat effective use of grammar and vocabulary. But minor problems with pronunciation, pace of speech, language structures, or word choice may result in occasional listener effort to understand and occasional lapses in fluency.
2	A response at this level addresses the task but shows limited development of ideas. Ideas are expressed vaguely and not well connected with each other, and the use of grammar and vocabulary remains only at a basic level. Also, the response displays basically clear speech but requires significant listener effort due to errors in pronunciation, intonation, or pace of speech.
1	A response at this level is very short and practically not related to the task. It lacks substance beyond the expression of very basic ideas and is hard for the listener to understand due to consistent pronunciation, stress, and intonation problems and a severely limited control of grammar and vocabulary.
0	A response at this level is not relevant to the task or has no substance.

(2) Integrated Tasks (Questions 3~6)

Your responses to the Integrated Tasks will be scored according to these criteria:

Score	Task Description
4	A response at this level effectively addresses the task by presenting the necessary information and appropriate details. It generally shows clear, fluid, sustained speech and effective control of grammar and vocabulary. Though it may have minor errors in pronunciation, intonation, or language use, they do not affect the overall intelligibility or meaning.
3	A response at this level addresses the task appropriately but is not fully developed. It conveys the necessary information but does not include sufficient details. It shows generally clear speech with some fluidity of expression, but minor problems with pronunciation, intonation, or pacing may result in some listener effort. It also displays somewhat effective use of grammar and vocabulary despite the existence of some incorrect word choice or language structures.
2	A response at this level conveys some relevant information, but the ideas are not well connected. It omits key ideas, shows limited development, or exhibits a misunderstanding of key ideas. It shows clear speech occasionally but mostly demonstrates difficulties with pronunciation, intonation, or pace of speech—problems that require significant listener effort. It also displays only a basic level of grammar and vocabulary, which results in the limited or vague expression of ideas or unclear connections.
1	A response at this level is very short and practically not related to the task. It fails to provide much relevant content and contains inaccurate or vague expressions of ideas. It is characterized by fragmented speech with frequent pauses and hesitations and consistent pronunciation and intonation problems. It also shows a severely limited range and control of grammar and vocabulary.
0	A response at this level is not relevant to the task or has no substance.

How to Use This Book

How to Master Skills for the TOEFL® iBT Speaking Advanced is designed to be used either as a textbook for a TOEFL® iBT speaking preparation course or as a tool for individual learners who are preparing for the TOEFL® test on their own. With a total of six chapters, this book is organized to prepare you for the test by providing you with a comprehensive understanding of the test and a thorough analysis of every question type. Each chapter consists of ten units and includes numerous exercises that will help you develop your test-taking abilities. At the back of the book are two actual tests of the Speaking section of the TOEFL® iBT.

1 Sample iBT Question

This part is designed to prepare you for the type of question the chapter covers. You will be given a full sample question and a model answer in an illustrative structure. You will also be given information on time allotments. In chapters 1 and 2, this part will also provide you with useful topics you need to practice after you work on each chapter.

1 Personal Experience

Sample iBT Question

Who is the most valuable person in the group you belong to? Why is this person the most valuable? Please include specific examples and details in your response.

Useful Topics

1. People
 - (1) Describe one historical figure you would like to meet and explain why you would like to meet this person.
 - (2) Why is the person that you respect the most in your neighborhood?
 - (3) What are the characteristics needed to be a good parent?
 - (4) Describe an influential role model in your life. Explain why you respect this person.
 - (5) Describe a historical person who you think changed the world. Explain how he or she changed the world.
2. Places
 - (1) What is your favorite place where you spend time with your friends?
 - (2) Describe the country you would most like to visit but have not been able to go to.
 - (3) Choose a place in your country that you would recommend that a foreign friend visit.
 - (4) Describe the most memorable place you have ever visited and explain why that place is special to you.
 - (5) Choose the room in your house that you like to spend the most time in and explain why you like that room so much.
3. Experiences
 - (1) What is the most important decision you have ever made?
 - (2) Describe a time in your life when you felt proud of a member of your family.
 - (3) Describe your favorite method of staying healthy and explain why it is good for you.
 - (4) Of all the things you have or have not done in the past, which one has caused you the most regret?
 - (5) Describe a situation when you asked someone for help. What were the results?
4. Things
 - (1) What is the best invention that mankind has ever come up with? Why do you think so?
 - (2) Describe the best mode of transportation you can use in your region.
 - (3) What is a useful skill your mother or father taught you? Describe the skill and how you were taught it.
 - (4) What kind of work are you willing to do even if you never get paid for it?
 - (5) What do you believe is a respectable job?

2 Tasks 1 & 2

In chapters 1 and 2, you will practice responding to independent speaking tasks which ask you to describe your personal experience or express your preference. You will first be guided to organize your thoughts, and then you will make your own responses. After this, you will compare them with sample responses and then evaluate your responses in a step-by-step manner.

Unit 1. Needing Help

Describe a situation when you asked someone for help. What were the results? Please include specific examples and details in your response.

Organizing Ask yourself the following questions and organize your ideas.

1. When did you have to ask for some help?
2. Why did you have to ask for help from the person?
3. What was the end result of that situation?

1. A situation where I asked for help

2. First reason

3. Details

4. Second reason

5. Details

Response Make your response using the above information.

Once I had to _____ it was because _____

Another reason is _____

As a result, _____

Speaking Now say your response out loud, and record your time. While you are speaking, do not look at the written response.

Response time: 45 seconds Your speaking time: _____ seconds

Compare Listen to a sample response, and compare it with yours.

Self-Rating Rate your response based on the following criteria.

Delivery	
1. How clearly did you speak your response?	1 2 3 4

Language Use	
2. How well did you control language structures to convey your ideas?	1 2 3 4
3. How appropriately did you use vocabulary to convey your ideas?	1 2 3 4

Topic Development	
4. How fully did you answer the question?	1 2 3 4
5. How coherently did you present your ideas?	1 2 3 4

3 Tasks 3, 4, 5, & 6

In chapters 3 to 6, you will practice responding to integrated speaking tasks which are related to campus situations and academic subjects. You will first be guided to understand the reading and/or listening passages properly. Then, you will make your own responses and compare them with sample responses and then evaluate your responses in a step-by-step manner.

Unit 21. School Facilities

Reading Read the following passage about a campus situation.

Student Center Cafeteria Too Crowded

I am writing this letter to express my feelings about the Student Center Cafeteria. Ever since student fees have increased, the cafeteria has become too crowded. This is a tremendous problem during breakfast, lunch, and dinner, as there are simply not enough places for students to sit and get their meals. In addition, since the library does not have enough room, many students use the cafeteria as a place to study. Unfortunately, there are not enough tables for the students to sit at. I strongly urge the school administration to increase the student center and arrange the cafeteria.

Words and Expressions

expressed
tremendous
arranged
increased
enough
study
strongly
urge
administration

Comprehension Answer the following questions to make sure you understand the passage.

- What does the letter complain about?
- According to the writer, what is wrong with the cafeteria during mealtimes?
- What are some students not able to do during mealtimes?
- Why is the cafeteria so crowded sometimes?
- What is the relationship between the library and the cafeteria?

1. _____

2. _____

3. _____

4. _____

5. _____

Listening

Listen to a conversation about the same topic, and take notes.

Note Taking

The woman expresses her opinion of the student's letter to the editor. State her opinion and explain the reasons she gives for holding that opinion.

Organizing Ask yourself the following questions, and organize your ideas.

- What is the woman's opinion of the letter?
- What does the woman say about the cafeteria being the only place to eat?
- What evidence does the woman provide to defend her point?
- How does the woman feel about the noise level in the Student Center?
- What does the woman mention about the Student Center as a place to study?

1. **Opinion** _____

2. **First reason** _____

3. **Details** _____

1. **Second reason** _____

2. **Details** _____

4 Actual Tests

This part will give you a chance to experience an actual TOEFL® iBT test. You will be given two sets of tests that are modeled on the Speaking section of the TOEFL® iBT. The topics are similar to those on the real test, as are the questions. This similarity will allow you to develop a sense of your test-taking ability.

Speaking Section Directions

In this section of the test, you will demonstrate your ability to speak about a variety of topics. You will answer six questions by speaking into the microphone. Answer each of the questions as completely as possible.

In questions 1 and 2, you will speak about familiar topics. Your responses will be scored on your ability to speak clearly and coherently about the topics.

In questions 3 and 4, you will respond to questions based on what you have read and heard. First you will read a short text. The text will go away and you will then listen to a talk on the same topic. You will then be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer to the question. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you read and heard.

In questions 5 and 6, you will respond to questions based on what you have heard. First you will listen to part of a conversation or a lecture. You will then be asked a question about what you have heard. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help prepare your responses. Your notes will not be scored.

Listen carefully to the directions for each question. The directions will not be shown on the paper.

Actual Test 01

Task 1

Subject: Science

Question 1

What is the most influential invention in the last 100 years? Please include specific examples and details in your explanation.

Preparation Time: 15 Seconds

Response Time: 45 Seconds

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PART

1

Independent Speaking

The independent speaking section consists of 2 chapters, which are called personal experience and personal preference. As the word independent illustrates, these tasks require you to draw entirely on your own ideas, opinions, and experiences when responding. There is no requirement to read or listen to other material. You have 45 seconds to respond to each question while you are given 15 seconds to prepare after each question is presented.

• Chapter 1 Personal Experience

Unit 1 _ Needing Help

Unit 2 _ Subjects

Unit 3 _ Life Changes

Unit 4 _ Home Characteristics

Unit 5 _ Celebrations

Unit 6 _ Gifts

Unit 7 _ News

Unit 8 _ Challenging Experiences

Unit 9 _ Living Environment

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• Chapter 2 Personal Preference

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Unit 15 _ Measures of Success

Unit 16 _ Kinds of Books

Unit 17 _ Films & Concerts

Unit 18 _ Summer Vacation Activities

Unit 19 _ Comfort in Different Generations

Unit 20 _ Life Lessons

Chapter

1

Personal Experience

This task is about personal experiences. It requires you to speak about a person, place, object, or event that is familiar to you. Even though the topics will vary, you will always be asked to base your response on a personal experience or familiar topic. On question structure, this task will require you to give some details and examples as well as reasons to rationalize your answer.



1 Personal Experience

Sample iBT Question

TOEFL iBT Speaking



Who is the most valuable person in the group you belong to? Why is this person the most valuable? Please include specific examples and details in your explanation.

Preparation Time: 15 Seconds

Response Time: 45 Seconds

Sample Response

1-01

I strongly feel that the most valuable person in my group is my father. My group, of course, is my family. I feel this way because my father's the only person in my family who works. This means that it's the money he earns that enables my family to live comfortably. He helps my family live in a nice house, have enough to eat, and take one or two trips every year. My father does a good job of taking care of us. Another reason is that he instructs me on how to be a good person. He has taught me good manners and shown me the proper ways to act towards other people. Thanks to his instructions, I feel that I've become a much better person.