

How to  
Master Skills for the

# TOEFL <sup>iBT</sup>

新托福考试专项进阶  
——中级口语

Speaking  
Intermediate

Michael A. Putlack | Will Link | Stephen Poirier

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张洪伟, 李天娇 译

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# Introduction

## A. Information on the TOEFL® iBT

### The Format of the TOEFL® iBT

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

### 1 Personal Experience

#### Sample iBT Question

Choose your favorite place in your hometown and explain why this is your favorite place. Please include specific examples and details in your explanation.

Prepare Your Response  
Responding Time: 30 seconds

**Sample Response**

My favorite place in my hometown is the main park located downtown. First of all, I like it because it's a beautiful place to visit. It's full of life. For instance, there are many trees, plants, and flowers, and they make the park very colorful and add to its beauty. Also, the park always looks wonderful no matter what the season. Second of all, I like the park because it's a very quiet place, so I never get disturbed when I'm there. For example, I can go there to read, study, or simply relax. For these reasons, the main park is my favorite place to visit in my hometown.

#### Useful Expressions

1. Expressions that can be used in telling one's opinion

(1) I believe that...	(2) In my opinion,
(3) I think that...	(4) I consider...
(5) It is my conviction that...	(6) For me,
(7) My favorite...	(8) The best...
(9) It is my opinion that...	(10) I strongly feel that...

2. Expressions that can be used in telling reasons

(1) Firstly,	(2) To begin with,
(3) First (Second) of all,	(4) One reason is...
(5) Secondly,	(6) For one thing,
(7) I feel the way because...	(8) The main reason is...
(9) In addition,	(10) Another reason is...

3. Expressions that can be used in telling details and supporting ideas

(1) For example,	(2) Therefore,
(3) For instance,	(4) Not only that, but... also...
(5) Because of this (her),	(6) An example of this is...
(7) As a result,	(8) This means that...
(9) As an example,	(10) Consequently,

## 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. After doing some warm-up activities, you will make your own responses and then compare them with sample responses in a step-by-step manner.

### Unit 1. People

#### Task 1

Choose the teacher that you admire the most and explain why you admire him or her. Please include specific examples and details in your explanation.

Before you start

Listen to the dialogue. Then, answer the questions to get some ideas about the subject.

1. Why does Joe like his history teacher?

2. How does Mr. Kennedy make his students enjoy class?

3. What is Joe's friend's opinion about her history class?

4. What can you infer about what Joe's friend will do this afternoon?

Now listen to the lecture. Then, answer the questions to get some ideas about the subject.

1. What is the job about?

2. What are the two main reasons people admire teachers?

3. Why do you think athletes are higher than teachers?

4. What can you infer from the sentence "The teacher inspired them to go to college, and the doctor has influenced their whole lives"?

#### Task 2

Organizing 1. Ask yourself the following questions and organize your ideas.

- Who was the teacher you admired the most?
- What are some characteristics of this teacher?
- Give some supporting details about the character of the teacher.

1. The teacher I admire the most

2. First reason

3. Details

4. Second reason

5. Details

Response 1. Make your response using the above information.

The teacher I admire \_\_\_\_\_ To begin with,

so \_\_\_\_\_ In addition,

so \_\_\_\_\_

Compare 1. Listen to a sample response, and compare it with yours.

### 3 Tasks 3, 4, 5, & 6

From 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 in a step-by-step manner.

#### Unit 17. School Appointments

**Reading** Read the following passage about a campus situation.

**Dean of Humanities Department Appointment**

Dr. William Reynolds has been appointed the new dean of the Humanities Department. Dr. Reynolds has been an associate professor in the department for fifteen years. His reputation as a scholar throughout the country is exceptional. His appointment will help attract some of the best professors in the field and boost the department's academic reputation. Dr. Reynolds has also won the university distinguished teacher and advisor award for the past five years, which will ensure that students receive excellent advice for their studies and future goals. Let us all welcome Dr. Reynolds and expect him to be a new profile.

**Words and Expressions**

- reputation /dɪˈreɪp.ʊ.ən/
- exceptional /ɪk.səˈpʃ.ən.əl/
- appointment /əˈpɔɪnt.mənt/
- associate /əˈsoʊ.ə.ʃi.ənt/
- distinguished /dɪˈstɪŋ.ɡu.ɪʃ.əd/
- advisor /ədˈvaɪ.zər/
- profile /ˈprɒf.aɪl/

**Comprehending** Answer the following questions to make sure you understand the reading.

- What is the announcement about?
- What is the first reason Dr. Reynolds has been appointed dean of the Humanities Department?
- What is the second reason he has been appointed dean?
- What is the first way the university will benefit from Dr. Reynolds's appointment?
- What is the second way the university will benefit from his appointment?

**Issue**

**First reason**

**Details**

**Second reason**

**Details**

#### Unit 3. Science & Technology

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

**Note Taking**

**Words and Expressions**

- opinion /əˈpɪ.ni.ən/
- respond /rɪˈsɒnd/
- entirety /ɪnˈtɪr.ə.ɪ.ti/
- claim /kleɪm/
- academic /əˈkæ.də.mɪk/
- award /əˈwɜːd/
- stand for /sænd ˈfɔː/
- stand for /sænd ˈfɔː/

**Q** The man expresses his opinion of the professor's new appointment. State his opinion and explain the reasons he gives for holding that opinion.

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

- How does the man feel about Dr. Reynolds's appointment to dean?
- How does the man respond to the woman's claim that Dr. Reynolds is a bad advisor?
- What does the man say about the woman's comment?
- According to the man, what is Dr. Reynolds's academic reputation?
- How will his standing as a scholar improve the school?

**Opinion**

**First reason**

**Details**

**Second reason**

**Details**

### 4 Expressions & Collocations

There are a number of expressions and collocations that are typically used in every task and topic. This supplementary part will provide you with a chance to review the expressions and collocations you need to remember while working on each chapter.

This part provides some essential expressions and collocations that can be used in each unit. They will be given with sample sentences through which their applications as well as meanings can be clarified. Once in your memory, these special chunks will help you give sophisticated responses.

## Expressions & Collocations

### Useful Expressions for the Speaking Tasks

#### Task 1 PERSONAL EXPERIENCE

**1. Stating Your Opinion**

**I have felt that S-V + 我觉得... 我觉得...**

I think the most important quality of a good friend is trustworthiness. 我觉得信任是最重要的品质。

**In my opinion, S-V + 在我看来... 在我看来...**

In my opinion, the most important invention in the 20th century was the computer. 在我看来，20世纪最重要的发明是计算机。

**Based on my experience, S-V + 根据我的经验...**

Based on my experience, history was one of the most valuable classes. 根据我的经验，历史是最有价值的课程之一。

**As far as I am concerned, S-V + 就我而言...**

As far as I am concerned, the internet is the most convenient method of transportation. 就我而言，互联网是最方便的交通方式。

**To me, the most... is... 对我来说... 对我来说...**

To me, the most important reason for the development of technology is that it makes life easier. 对我来说，科技发展最重要的原因是它让生活更轻松。

**I consider... to be the most... 我认为... 我认为...**

I consider that to be the most attractive city I've ever been to. 我认为那是我去过的最吸引人的城市。

**The... is the most... 我认为... 我认为...**

The best place to live is in a big city. 我认为住在大城市是最好的地方。

**When it comes to... S-V + 说到... 说到...**

When it comes to my favorite public place, I enjoy going to the National Museum. 说到我最喜欢的公共场所，我喜欢去国家博物馆。

**2. Giving Reasons**

**What I like about... is that S-V + 我喜欢... 我喜欢...**

What I like about my major is that it has a great sense of humor. 我喜欢我的专业是因为它很有幽默感。

**There are several reasons why S-V + 有几个原因...**

There are several reasons why I prefer online learning. 有几个原因我更喜欢在线学习。

**One reason why S-V + is that S-V + 其中一个原因是...**

One reason why I like the internet is that I can enjoy various kinds of ideas from all over the world. 我喜欢互联网的一个原因是我可以从世界各地享受各种各样的想法。

**Another reason is that S-V + 另一个原因是...**

Another reason is that I can watch fantastic performances and parties on the internet. 另一个原因是我可以看精彩的表演和派对。

### 5 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 read 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 respond to 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 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 page.

## Actual Tests

#### Actual Test 01

##### Task 1

Question 1 of 6

Choose a time in your life when you were happiest and explain why you were happiest at that time. Please include specific examples and details in your explanation.

**Preparation Time: 12 Seconds**

**Speaking 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 _ People  | Unit 5 _ Transportation |
| Unit 2 _ Places  | Unit 6 _ Actions        |
| Unit 3 _ Events  | Unit 7 _ Qualities      |
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- **Chapter 2 Personal Preference**

- |                    |                     |
|--------------------|---------------------|
| Unit 8 _ Education | Unit 12 _ Travel    |
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## 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.