

TOEFL-Speaking 口语回答答题思路（模板）总表

Template of question 1:

Well, personally, _____.(5s)

Firstly because _____.(15s)

Secondly because _____.(15s)

So _____(2s)

Template of question 2:

personally, I prefer _____.(5s)

Firstly because _____.(20s)

Secondly because _____.(15s)

So, I prefer _____(5s)

Personally, I agree/disagree with the statement.

Firstly because _____.(15s)

Secondly because _____.(15s)

So _____(2s)

Template of question 3:

The university decided to _____.(10s)

And/but, the man/woman agreed/disagreed with this. (2-3s)

First because _____.(20s)

Second because _____.(20-25s)

That is his/her opinion.

The student in the letter proposed that _____.

And/but, the man/woman in the conversation agreed/disagreed with the opinion in the letter.

First because _____.

Second because _____.

That is his/her opinion.

Template of question 4:

The concept/definition of _____ is _____.(10-15s)

Just like the example(s) from the professor.

Example: _____.(40-45s)

(So, _____.) (10s)

Template of question 5:

The man's / woman's problem is _____.(10s)

Here are two possible solutions to solve it.

First is _____,

Second is _____.(15s)

Personally, I prefer _____.(15s)

Because _____, but _____.(20s)

Template of question 6:

There are two _____ of _____.(10s)

First _____ is _____;

It means _____,

Like _____.(25s)

Second _____ is _____;

It means _____,

Like _____.(25s)

So that is the _____.

一定要背熟！

那天老师口语满分托福考试官方成绩单：

ETS TOEFL TOEFL® (Test of English as a Foreign Language™)
Internet-based Test (TOEFL iBT™)
Examinee Score Report

Name: NA, TIAN
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Date of Birth: 29 Dec 1987
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Test Date: 20 Apr 2013

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Country of Birth: China
Native Language: CHINESE
Sponsor Code: Test Center Code: STN80006A
Test Center Country: China

Inst. Code Dept. Code

TOEFL Scaled Scores
Reading 28
Listening 27
Speaking 30
Writing 27
Total Score 112

Security Identification
ID Type: National ID ID No.: 210103198712291230 Issuing Country: China

| Reading Skills | Level | Your Performance |
|----------------|-------|--|
| Reading | High | <p>Test takers who receive a score at the HIGH level, as you did, typically understand academic texts in English that require a wide range of reading abilities regardless of the complexity of the texts.</p> <p>Test takers who score at the HIGH level, typically</p> <ul style="list-style-type: none">• have a very good command of academic vocabulary and grammatical structure;• can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex;• can recognize the explicit organization of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; and• can abstract major ideas from a text, even when the text is conceptually dense and contains complex language. |

| Listening Skills | Level | Your Performance |
|------------------|-------|--|
| Listening | High | <p>Test takers who receive a score at the HIGH level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (including idioms, or colloquial or figurative language), complex grammatical structures, abstract or complex reasoning, or making sense of unexpected or seemingly contradictory information.</p> <p>When listening to lectures and conversations like these, test takers at the HIGH level typically can</p> <ul style="list-style-type: none">• understand main ideas and important details, whether they are stated or implied;• distinguish more important ideas from less important ones;• understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process);• recognize how pieces of information are connected (for example, in a cause-and-effect relationship);• understand many different ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and• synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information. |

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Page 5490 of 7797

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