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全真模拟+实战练习+完整答案收录

PAGODA LANGUAGE EDUCATION CENTER

【韩】巴克达(Pagoda)语言教育中心 著

# 「超简单」 8天轻松拿下 托福写作



## ■ 完整考试须知

将考试题目比重、题目类型、所占分值、时间通通整理归纳。

## ■ 题型最真实

版面根据托福机考画面设计，完美模拟真正托福考试。

## ■ 万能句型

每个主题的文章都会罗列出关键词汇和句型，给出文章的大框，填写具体的不同点。

## ■ 话题最广

覆盖了最新托福写作考试最常见的主题。



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# 「超简单」 8天轻松拿下 托福写作

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Winning TOEFL Writing Step 2

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## Introduction to TOEFL iBT ••

TOEFL iBT (Internet-based TOEFL) is designed to measure how well non-native speakers of English read, listen, speak and write in English. The test has four sections; reading, listening, speaking, and writing. Each section of the test is worth 30 points and the highest possible score on the iBT is 120 points (30 points x 4 sections). Most questions are worth 1 point each, but some of the questions in each section are worth more than 2 points.



→ For more information, visit the ETS website ([www.ets.org](http://www.ets.org)).

## About TOEFL iBT Writing Section ••

In the writing section, there are two different types of tasks. Therefore, test takers will be asked to complete two tasks in 50 minutes. The first is an integrated task, in which the test-taker is required to write a summary based on the reading and the listening. The second is an independent task that involves only writing.

		Process	Time
Task 1	Integrated Task (Academic Topic)	Reading ↓ Listening ↓ Writing	Reading time: 3 min Listening time: 2 min Planning and Writing time: 20 min
Task 2	Independent Task	Writing	Planning and Writing time: 30 min

It is also important to know the description of each task in order to understand the point.

WINNING  
TOEFL  
WRITING



## Task Description

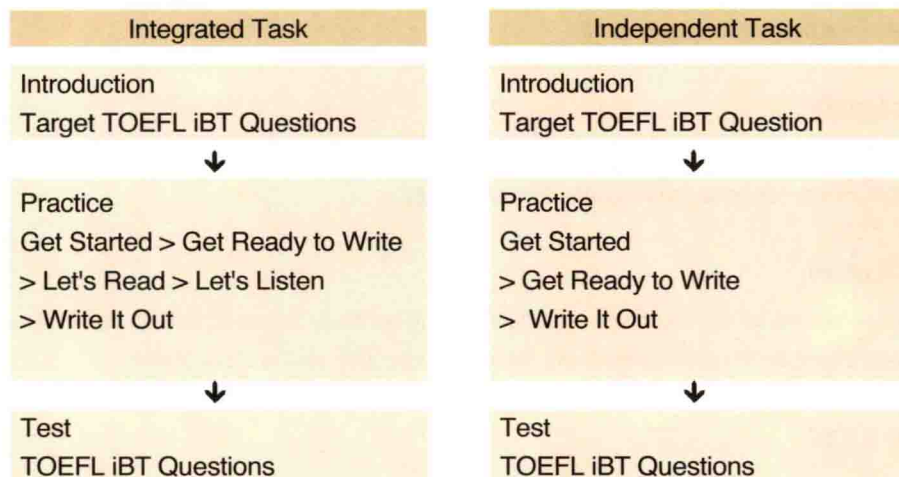
Task	Description	Question Type
Task 1 (Integrated Task)	<ul style="list-style-type: none"> <li>• Reading: An academic reading passage containing information</li> <li>• Listening: A lecture in which a professor contrasts or supports the ideas in the reading passage</li> <li>• Writing: Test-takers are asked to summarize the key points dealt with in a lecture and its related reading passage by comparing and contrasting.</li> </ul>	<p>Challenge, Support, Advantages vs. Disadvantages, Problem and Solution...</p> <p>e.g. Summarize the points made in the lecture, explaining how they cast doubt on points made in the reading.</p>
Task 2 (Independent Task)	<p>Test-takers are asked to write an essay response to an issue or question by choosing between two contrasting positions; test-takers should provide supporting details and examples that use logic to support their choice</p>	<p>Preference, Agree/Disagree, Details...</p> <p>e.g. Do you agree or disagree with the following statement? Parents are the best teachers. Use specific reasons and examples to support your answer.</p>

To write the essay for the integrated and the independent tasks effectively, test-takers need to be able to combine note taking, outlining, paraphrasing, and citing.

## Winning TOEFL Writing ••

It consists of eight units and an actual test. Each unit is divided into two tasks; an integrated task and an independent task. Each task in every unit is classified in a different color. The integrated task is in green and the independent task is in orange. Both tasks include a practice question and a test. This book is for beginner-level students, so it is easier than the original passages seen on the actual TOEFL.

Each unit includes two tasks and these tasks consist of three big sections individually. Each section has the following sub-sections:



## Introduction

### Target TOEFL iBT Question

This part introduces the types of question students will deal with in each unit. The units focus on the following types of TOEFL iBT writing questions:

		Types of Questions
Unit 1	Integrated Task Independent Task	Challenge Preference
Unit 2	Integrated Task Independent Task	Problem and solution Agree/Disagree
Unit 3	Integrated Task Independent Task	Problem and solution Agree/Disagree
Unit 4	Integrated Task Independent Task	Problem and solution Agree/Disagree
Unit 5	Integrated Task Independent Task	Challenge Preference
Unit 6	Integrated Task Independent Task	Challenge Agree/Disagree
Unit 7	Integrated Task Independent Task	Challenge Preference
Unit 8	Integrated Task Independent Task	Challenge Agree/Disagree

## Integrated Task

### (1), (2) Get Started / Get Ready to Write

These parts function as a warming-up activity. This helps students picture which subject is going to be dealt with and understand new words, expressions, and their synonyms, which will be useful for paraphrasing.

### (3) Let's Read

Students are required to read a passage and take notes. These activities are intended to help students work towards creating an ideal summary.

### (4) Let's Listen

Learners are asked to do dictation and note taking as they listen to a lecture. These activities are intended to help students work towards creating an ideal summary.

### (5) Write It Out

This is the final step in the Practice section. Students are asked to write a summary using the notes and paraphrasing tips practiced previously for the reading and the listening. The frame of a summary guides students as they write a summary.

## Independent Task

### (1), (2) Get Started / Get Ready to Write

These parts function as a warming-up activity where students can learn essential words or expressions and their alternatives. Also, learners are asked for their own opinions about some light questions that are related to the topic of an TOEFL iBT question.

### (3) Write It Out

In order to answer the TOEFL iBT question, students are asked to match ideas logically to complete an outline. The frame of an essay guides students as they write a complete essay.

## Test

Students are given an TOEFL iBT question whose topic is similar to the one that they practiced previously. Provided with useful tips, test takers are encouraged to make an outline and create their own essay. Then, students can check their essays against the sample essays.

## Actual Test

One set of actual test, one integrated task and one independent task, is provided. In the test, learners can check their overall understanding of the TOEFL iBT writing they were introduced to in previous units. The test passages are slightly more difficult than the passages in each unit.



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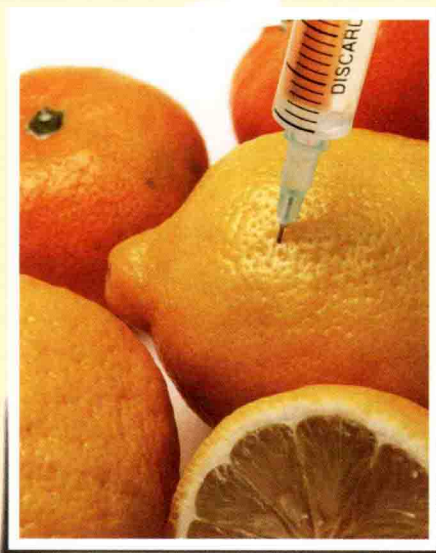
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# UNIT 01

## Food Science

# Integrated Task

## GM Food



GM Food (genetically-modified food):

Crops whose genes are changed in order to provide useful traits such as additional nutrients or resistance to organisms and infection

### ●● Target TOEFL iBT Question

#### Integrated Task

##### Reading + Listening + Writing

Summarize the points made in the lecture, explaining how they cast doubt on the points made in the reading.

# Independent Task

## Food Made in a Restaurant vs. Homemade Food



**Food made in a restaurant vs. Homemade food:** Food cooked in restaurants versus food cooked at home

### • Target TOEFL iBT Question

#### Independent Task

##### Writing

Some people prefer to cook at home. Other people prefer to eat out. Which do you prefer?

Give specific reasons and examples to support your answer.

# Integrated Task — GM Food

## Practice

### Get Started

- A** Consider the advantages and risks of GM food and fill in the blanks with the expressions in the box.

#### Advantages

naturally resist pests

#### Risks

develop resistance to natural pesticides

- naturally resist pests
- negative effects on human health
- contain all essential nutrients

- develop resistance to natural pesticides
- no pesticides needed
- allergic reactions

- B** Choose the correct expressions for its appropriate explanation from the box in **A**.

- 1 : fight against harmful insects without chemicals
- 2 : have all necessary substances like vitamins, proteins...
- 3 : build up the ability to fight against natural chemicals
- 4 : having allergies after being affected by something



**C** Fill in the blanks with the correct expressions practiced in **B**.

Genetically-modified (GM) food is considered to be important because it is pest resistant naturally and contains all **1** \_\_\_\_\_. However, it is concerned that GM food could **2** \_\_\_\_\_ to natural pesticides and thus have **3** \_\_\_\_\_ on human health.

## Get Ready to Write

• Choose the answer with a different meaning from the others.

- 1 GM food has the ability to \_\_\_\_\_ pests.  
 (A) develop (B) resist (C) withstand
- 2 GM food has several \_\_\_\_\_ over regular crops.  
 (A) advantages (B) risks (C) benefits
- 3 We need to understand whether GM food has any \_\_\_\_\_.  
 (A) risks (B) negative effects (C) advantages
- 4 Genetically modified food is dangerous to \_\_\_\_\_.  
 (A) human behavior (B) human health (C) a person's well-being
- 5 \_\_\_\_\_, insects might develop resistance to the natural pesticide.  
 (A) Over time (B) As time goes by (C) From time to time
- 6 \_\_\_\_\_ a gene from Brazil nuts with soybeans has been banned in America.  
 (A) Combining (B) Isolating (C) Mixing

# Let's Read

## A Read the passage and complete the notes below.

Genetically-modified (GM) food is a crop whose DNA has been changed. It is becoming more important as the population increases. It has two advantages over regular food.

One advantage of GM food is its ability to resist pests. Consumers do not wish to eat crops that have been treated with pesticides. For example, Bt corn\* is naturally resistant to insects. Therefore, no pesticides are needed.

Also, GM food is more nutritious. Many crops do not contain all the nutrients a person needs. They can be genetically-modified to contain all essential nutrients. For example, rice lacks many of the necessary nutrients. It can be modified to include important nutrients such as Vitamin B and proteins.

\*Bt corn: field corn that has received a gene transferred from a naturally occurring soil bacterium called *Bacillus thuringiensis*

### Notes

**Topic:** Genetically-modified ( ..... ) food — two .....

**Detail: 1** ..... pests

**e.g.** Bt corn — naturally resistant to insects

**2** more ..... : to contain all essential .....

**e.g.** rice — modified to contain Vitamin B and proteins

## B Look at the notes and fill in the blanks with a word that starts with the given letter.

1 The reading lists two **b** ..... of **g** ..... - **m** ..... crops.

2 GM food can **w** ..... pests.

3 GM food is more **n** .....

# Let's Listen

## A Fill in the blanks as you listen to the lecture.

Track01.mp3

**Professor:** I would like to talk about genetically-modified food or \_\_\_\_\_ food today. Many are praising its merits. But we need to be careful here because GM food has several \_\_\_\_\_.

First, some people like genetically-modified food because it is pest resistant. However, GM food is \_\_\_\_\_ pest \_\_\_\_\_. May I remind you that insects have developed resistance to other pesticides in the past? There is a worry that the same might happen with GM crops. \_\_\_\_\_ insects might develop \_\_\_\_\_ to the natural pesticide within Bt corn. So the natural pesticide might \_\_\_\_\_ the insects at all.

Also, genetically-modified food is dangerous to \_\_\_\_\_. There are those who believe it is healthier. However, this is \_\_\_\_\_. Introducing a foreign gene into a plant is \_\_\_\_\_. The impact on human health could be unexpected and \_\_\_\_\_. For instance, \_\_\_\_\_ a gene \_\_\_\_\_ Brazil nuts \_\_\_\_\_ soybeans was banned. The reason was due to serious concerns over \_\_\_\_\_ reactions.

## B Listen to the lecture again and complete the notes.

Track02.mp3

### Notes

**Topic:** Several ..... of GM food

**Detail: 1** not pest .....  
— insects ..... to the natural pesticide

**2** dangerous to .....  
— introducing foreign genes into a plant → .....  
**e.g.** ..... a gene from Brazil nuts with soybeans  
— ..... reactions

**C Answer the following questions related to the lecture.**

- 1 What does it mean: "insects develop resistance to other pesticides"?
  - (A) Insects are killed easier by pesticides than before.
  - (B) Insects are not killed any easier by pesticides than in the past.
- 2 According to the lecture, what is **NOT** mentioned about GM food?
  - (A) The lecture talks about the negative effects of GM food.
  - (B) It is not pest resistant because insects develop resistance to the natural pesticide.
  - (C) It is not harmful to a person's well-being.
  - (D) Mixing a gene from Brazil nuts with soybeans might cause allergies.

## Write It Out\*

- A Complete the following summary by filling in the blanks with the notes taken from the reading and the lecture.**

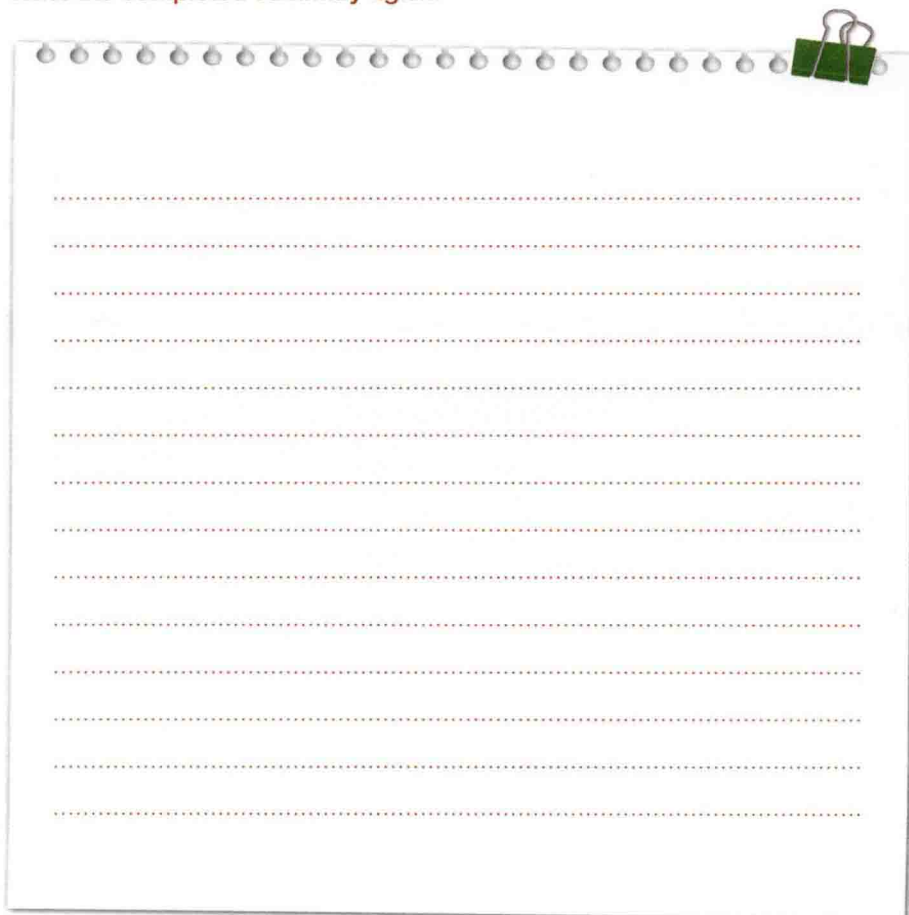
Summary

Intro.	Topic	<p>The reading lists... while the lecture talks about</p> <p>⇒ The reading lists ..... , while .....</p>
Body 1	Detail 1 (Reading)	<p>First of all, the reading passage says that</p> <p>⇒ .....</p>
	Detail 1 (Lecture)	<p>This is challenged by the lecturer's statement that</p> <p>⇒ ..... This is because, as time goes by, insects ..... to the natural pesticide.</p>



Body 2	Detail 2 (Reading)	Moreover, the author says that ⇒ .....
	Detail 2 (Lecture)	This opposes the lecturer's argument that ⇒ ..... For example, ..... a gene from Brazil nuts ..... soybeans might cause .....

**B** Write the completed summary again.



A blank sheet of lined paper with a spiral binding on the left and a green paperclip on the right. The paper has horizontal lines and a dashed midline for writing.