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# 托福写作技巧 及范文150篇

Lin Loughheed 著



国际知名教本

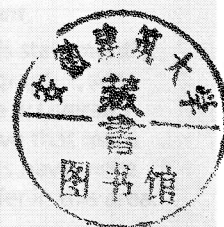


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# 托福写作技巧及范文150篇

## HOW TO PREPARE FOR THE COMPUTER-BASED TOEFL ESSAY

Lin Lougheed 著



科学出版社

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HOW TO PREPARE FOR THE COMPUTER-BASED TOEFL ESSAY

by LIN LOUGHEED

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# Introduction

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## HOW TO USE THIS BOOK

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**There are three stages in creating an essay: planning, writing, and revising. When you write the Computer-Based TOEFL essay, you will have only thirty minutes to do all of this. In that short, thirty minutes, your writing must make an impression. Your writing must be clear, coherent, and correct. This book will help you do that.**

*How to Prepare for the Computer-Based TOEFL Essay* provides a step-by-step guide for planning, writing, and revising your essay.

### PLAN

This book will help you plan your essay. You will learn how to

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**understand the essay topic,**

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**write a thesis statement, and**

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**organize your thoughts with concept maps.**

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You also must have a plan for studying. Start with the first chapter of this book. Do every activity on every page until you reach the end. Follow the sequence of the book. When you write an essay, you start with the first word of the first sentence and end with the last word of the conclusion. Study this book the same way. Begin at the beginning and work your way through the book.

You will need to measure your success. The answer key in the back of the book will tell you how well you are doing. At the end of each chapter, there are Free Practice activities that ask you to write something on your own. There is, of course, no answer key for these activities. Share your writing with friends or teachers. They will tell you how well you are doing. You can find additional essays and topics, including any new topics from ETS, on Dr. Loughheed's Web site: [www.loughheed.com](http://www.loughheed.com).

### WRITE

This book will help you write your essay. You will learn how to

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**state opinions,**

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**write topic statements,**

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**write supporting details,**

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**write a conclusion, and**

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**use syntactic and semantic variety in your essay.**

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The best way to learn to write is by writing. You will do a great deal of writing while you study this book. You will want to have a measure of how well you have progressed. Therefore, you will end each section with a self-test. You will be responsible for measuring your achievements.



The first self-test is at the end of the Introduction. You will be instructed to select an essay topic from the list in the Appendix and write on that topic. Pretend you are taking the TOEFL; write the essay in thirty minutes. When you are finished, don't show the essay to anyone. You will return to this first essay later.

At the end of the Planning section, you will take another self-test. Write a second essay on the same topic as your first essay. Write this essay in thirty minutes, too. Compare this second essay with the first one that you wrote on the same topic. Do you feel that you improved?

At the end of the Writing section and at the end of the Revision section, you will again write essays on the same topic. By the end of the book, you will have written four essays on the same topic. Compare all four essays. Compare your thesis statements, topic sentences, supporting details, and conclusions. Can you see your progress? Show your essay to someone else. What do they think?

## REVISE

This book will help you revise your essay. You will learn how to

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**correct sentence fragments,**

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**correct run-on sentences,**

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**combine clauses and modifiers, and**

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**use correct punctuation.**

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Writing is a solitary activity, but rewriting doesn't have to be. Get some help. Show your work to anyone who is willing to help you. Give them the Proofing Checklist on page 27 and have them rate the essays you write.

When you are learning how to write, you must, at the same time, learn to rewrite. You must make it a habit to rewrite the essays you write in this book. Try to incorporate your friends' suggestions into your revised essay. The more you write, the better writer you will be.

A good essay takes time: time to plan; time to write, and time to revise. On the Computer-Based TOEFL you only have thirty minutes. If you take time now to learn how to write, you'll easily be able to write your essay in thirty minutes.

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**WARNING** Study the model essays carefully. Analyze them completely. **Do NOT memorize them.** Your essay will not be scored if it matches an essay in this book. Your essay on the TOEFL must be your **OWN** original essay.

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## TO THE TEACHER

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This book is perfectly suited for use in the classroom. The activities are carefully structured and can easily be completed in class. The activities can also be done as homework and corrected in class.

This book contains two types of activities: structured and free. The structured activities present models and controlled writing activities for the students. The free activities encourage them to write on their own using the controlled, structured activities as models.

### EXPANDING THE ACTIVITIES

This book is a gold mine. Each chapter has examples and structured activities showing how a particular part of an essay is developed. You can expand these activities by having the students find other examples in the model essays, which are located in the Appendix. For example, you are teaching your students how to support topic sentences with specific details. There are ten examples in that particular chapter, but more than 350 topic sentences with supporting details in the model essays.

Tell the students to turn to a model essay and find the topic sentence and the details. Similarly, they can use the same essays to find thousands of examples of transition words, cohesion, conclusions, or any other aspect of an essay that you want to illustrate.

THESE MODEL ESSAYS ARE FOUND IN THE SAMPLE ESSAYS IN THE APPENDIX AND THROUGHOUT THE BOOK.

You might advise your students that the model essays show a great diversity of writing. Everyone has a different writing style and the essays reflect this difference. This book is prescriptive in its approach to essay writing, but one can present one's ideas in many ways. By analyzing the style of a model essay (how the writer developed an idea and how the writer introduced and concluded the essay), your students will gain a broader understanding of essay writing.

### GETTING STUDENTS TO DO MORE

Writing is a very personal activity, and students must be encouraged to write on their own. The Strategies and Tips section contains activities that the student can do to improve general writing ability (*General Writing Improvement Strategies*).

Students, of course, don't want to waste their time learning "general" writing, even though it will improve their essay writing. They want their preparation to be TOEFL-specific. To this end, there are more than 133 topics in the Appendix that have appeared or could appear on the actual TOEFL test. Assign essay topics from this list frequently. Have the students do one a night or one a week.

Even though writing is a personal activity, preparing to write an essay and revising it doesn't have to be. When the students bring their essays to class, let their classmates read them first. Let their peers use the Proofing Checklist on page 27 to rate the essays. Then have the students rewrite their essays incorporating the comments of their classmates.

Put your students in small groups. Small groups are also good for brainstorming on a topic. It is imperative that students begin to form opinions on these topics. They must get used to thinking about why a school needs more teachers, or why a landscaper is needed by our community. If time permits, you could even organize a mini-debate with students preparing opposite sides of the issue. The final activity is everyone writing an essay on his or her opinion on the topic.

You don't want to take home a lot of essays every night to correct. Let your students do the work. Photocopy a student essay and hand out copies to small groups. Have the groups critique the same essay. Emphasize that the group is to improve the essay. You can walk around from group to group focusing their attention on problems and comparing the comments. Once the groups have critiqued the essay, take some time to revise the essay as a class.

A variation of this activity is for each student in a group to read aloud his or her essay and have the group help improve it. Members of the group could also, on their own, rewrite the same essay and then compare their revisions with the group.

Whatever your students write, they will profit from doing it again. Even though they can't revise extensively on the Computer-Based TOEFL, learning to rethink and redo will help them develop sound writing habits.

A word of caution. Please remind the students not to memorize the essays in this book. An essay will not be rated if the reader suspects it was taken from the model essays.




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## QUESTIONS AND ANSWERS ABOUT THE COMPUTER-BASED TOEFL ESSAY

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**1. How long do I have to write the essay?**

Thirty minutes.

**2. Do I have to use the computer?**

No, you can write your essay by hand. You can decide on test day. (See the section *To Type or Not to Type*.)

**3. Do I have a choice of topics?**

No, you will only be given one topic.

**4. Will all test-takers have the same topic?**

No. Not every test-taker will have the same topic.

**5. What will happen if I don't understand the question?**

If you study this book, that won't be a problem. You will understand all the possible

topics. On the day of the test, you will not receive any help with the topic.

**6. What will happen if I don't understand how to work the computer?**

There will be test administrators in the room who can answer your questions about using the computer. They will not answer any question about the use of English.

**7. What kind of pencils should I bring?**

None. Everything you need to write your essay will be given to you at the testing center. If you need extra pencils or paper, ask your test administrator.

**8. Can I bring a clock with me?**

No. Nothing can be brought into the test room. You can wear your watch or look at the clock on the computer screen. There will be a clock in the upper left corner that counts down the time remaining.

**9. Can I bring a dictionary with me?**

No. Nothing can be brought into the test room.

**10. Can I bring paper with me?**

No. Nothing can be brought into the test room. Scratch paper and paper on which to write your essay will be supplied.

**11. What happens to the notes I take?**

You can write your notes in English or your first language. They will be collected and discarded. They will not be seen by the raters.

**12. Is there a spell checker or a grammar checker on the computer?**

No. You will have to do your own proof-reading. (See the section *To Type or Not to Type*.) Don't worry about a few spelling errors or a few mistakes with punctuation or grammar. A few small errors will not count against your score. Hint: If you are unsure how to spell a word, use a word you do know how to spell.

**13. How long should the essay be?**

It should be around 300 words. You should be able to address your topic completely in three to five short paragraphs.

**14. What's more important in the essay: organization or grammar?**

Both are important. A reader judges an essay on its organization, your use of details to support your opinions, and your facility with English. (See the section *Scoring the Essay*.)

**15. Do I need a title?**

No. However, a title helps the readers focus attention on your thesis. It helps them to understand your point of view.

**16. Do I need an introduction?**

You need something to introduce your readers to your topic. This will help them understand what you are going to say and how you plan to develop your ideas.

**17. How many paragraphs do I need?**

You need enough to cover your topic and show that you are proficient in English. A general rule is that you should have five paragraphs: the first paragraph is the introduction, the next three paragraphs are the body, and the fifth paragraph is the conclusion. In the three paragraphs of the body, you should have one paragraph for each topic sentence.

You will not be scored on how many paragraphs you write. You will be scored on how well you address your topic.

**18. What happens if I don't finish?**

You do not need to have an elegantly stated conclusion. What you do write should demonstrate your facility with English. Do not end with an apology. Do not apologize to the reader for what you did not do or for what you think should have been better.

**19. Is there an extra fee for the essay?**

No. The test fee covers all parts of the Computer-Based TOEFL.

**20. Is the essay required?**

Yes. All test-takers who take the Computer-Based TOEFL must write an essay.

**21. How is my essay scored?**

Your essay will be read by two readers. Neither reader will know the score the other reader gives your essay. If the scores are more than one point apart (one reader gives your essay a 6 and another reader gives it a 4), your essay will be read by a third person. If that reader gives your essay a 4.5, your score will be the approximate average of the three scores, 5.

**22. Will I see my essay score immediately?**

No. If you type your essay on the computer, your score will be mailed to you approximately two weeks after the test date. If you write your essay by hand, your score will be sent to you in five weeks. If you change your address, let the Educational Testing Service (ETS) know your new address.

**23. Can I get my score by phone?**

Yes. You can get your score report by phone on the day that the scores are mailed. See

the latest edition of *ETS' Information Bulletin for the Computer-Based TOEFL* for precise instructions.

**24. What if I don't like my rating?**

Take the test again.

**25. Can I cancel my essay score?**

Yes. At the end of the test, you have the option to cancel your scores **BEFORE** you see them. If you choose this option, all of your scores, including your essay score, will be cancelled.



## COMPUTER-BASED TOEFL ESSAY BASICS

### TO TYPE OR NOT TO TYPE

When you sit down in front of the computer on test day, you will have to decide whether you will type your essay on the computer or whether you will write it out longhand. The following chart gives you some pros (+) and cons (-) for writing by computer or by hand.

	By Computer	By Hand
<b>Input</b>	<ul style="list-style-type: none"> <li>+ Your essay will be legible, clear.</li> <li>- Readers may unconsciously expect more from a clean-looking essay.</li> </ul>	<ul style="list-style-type: none"> <li>+ Your essay will be as clear as your handwriting.</li> <li>- If your handwriting is illegible, your essay will be impossible to score.</li> <li>- Revisions/changes could make the essay look disorganized.</li> </ul>
<b>Speed</b>	<ul style="list-style-type: none"> <li>+ Faster if you are familiar with a computer or a keyboard.</li> <li>+ If you are familiar with Windows, you will understand the functions.</li> <li>- Slow if you do not know how to type.</li> <li>- Potentially slow if you are used to standard word processing functions like tabs that are disabled on the Computer-Based TOEFL. You may waste time hitting these buttons by accident.</li> </ul>	<ul style="list-style-type: none"> <li>+ If you aren't familiar with a keyboard, you probably can write faster than you type.</li> <li>- If you have difficulty forming the letters, your brain will race ahead of you, causing you to skip letters and words. When you go back and revise, your essay may look messy.</li> </ul>
<b>Proofreading</b>	<ul style="list-style-type: none"> <li>- You have to scroll up and down to reread your essay.</li> </ul>	<ul style="list-style-type: none"> <li>+ You can see your entire essay at a glance.</li> </ul>
<b>Revising</b>	<ul style="list-style-type: none"> <li>+ You can easily cut/paste/delete words or sentences, and the essay will look clean.</li> <li>- No spell checker or grammar checker. It's all up to you.</li> </ul>	<ul style="list-style-type: none"> <li>+ You might be more careful when you write so that you won't need to revise so much.</li> <li>- Revisions/changes could make the essay look messy.</li> <li>- No spell checker or grammar checker. It's all up to you.</li> </ul>

As part of your preparation, you should practice both ways. First write some practice essays out by hand. Then, if you have access to a computer, type the same essays without looking at the handwritten versions. Then switch the order. First type some essays and then write them out by hand without looking at the handwritten versions.

Ask yourself which was easier, which was more comfortable. Choose the option that was easier and more comfortable.

Get some other opinions. You might ask your teacher or a friend with good English skills to read your essays, both handwritten and typed. Which do they think are better essays? If your informal judges thought that the handwritten essays were better, you might want to consider writing your essay by hand.

A word of caution: opinions are subjective. When some readers read a perfectly typed essay, they have the expectation that the English will be perfect, too. Their expectations are high. The essay looks like a finished, proofed piece of writing. If there are mistakes in the essay, they are more evident. They stand out. A handwritten essay looks more like a draft and consequently the reader may not judge it so harshly.

## **TEST DAY**

On the day of the test, you will have to make the decision: by computer or by hand. Even though you don't have to decide until test day, make your decision in advance. Don't waste time on test day making a decision. Spend that extra time on your essay.

You will be given paper and pencils to write your essay. If you type your essay, you can use the paper to make notes and to draw your concept maps. If you write your essay by hand, you will need to keep a few sheets clean for your essay; use the rest to make notes and draw your concept maps. You will have to turn in all paper at the end of the essay section.

If you write your essay by hand, write on the white areas only. Do not write on the shaded margins. Your handwritten essay will be scanned and sent over the Internet to the readers who score the essays. Words written in the gray, shaded margins will not appear.

A large rectangular area with a thick black border, containing numerous horizontal lines for writing. The lines are evenly spaced and extend across the width of the rectangle, leaving a small margin at the top and bottom. This area is likely intended for a student to write their response to the introduction.

## THE TOPIC

The topic will be shown on the computer even though you choose to write by hand. The screen will look similar to this:

Notice the clock in the upper left corner. Use that to help you plan your essay. You can end the essay section at any time by clicking on Next and Confirm. Do NOT click on Next and Confirm until you have finished your essay. After you click on Next and Confirm, you will not be allowed to write or revise your essay.

At the end of thirty minutes, the computer will automatically end the essay section.

## TIME SCHEDULE

You only have thirty minutes to write your essay. Here is a plan to use that thirty minutes efficiently.

Time		Activity
30:00 – 25:00	PLAN	Read the topic and write your thesis statement. Create your concept map with supporting details.
25:00 – 05:00	WRITE	Write draft topic sentences for each of the supporting details on your scratch paper. Write your essay using your concept map as a guide.
05:00 – 00:00	REVISE	Reread and revise your essay.

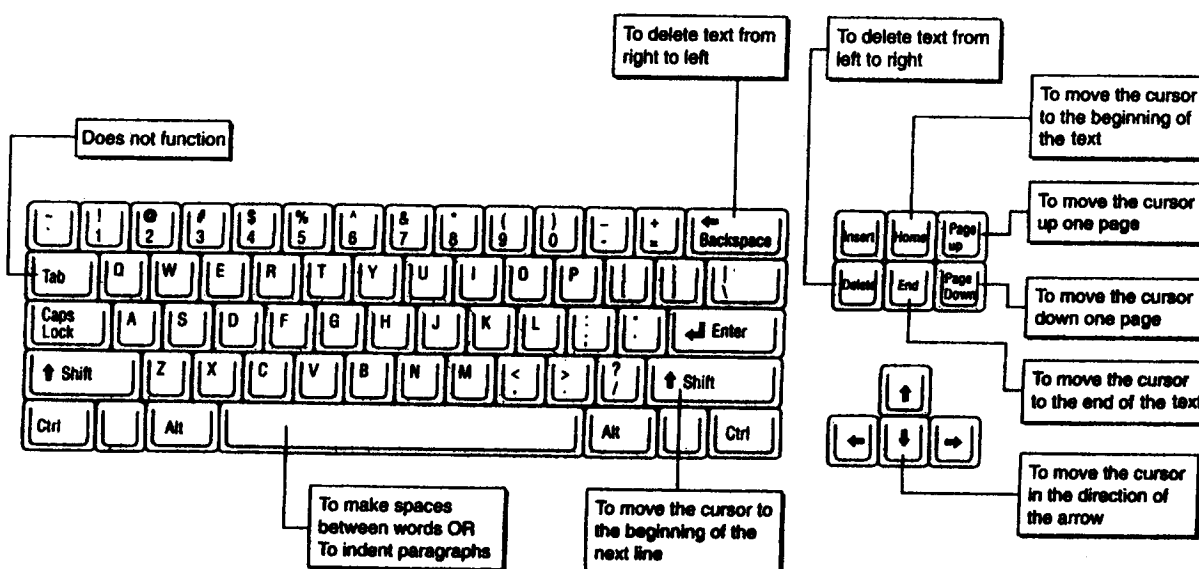


## COMPUTER TUTORIAL

The keyboard functions for the Computer-Based TOEFL are similar to that of any other word processing program. To perform standard tasks, follow the directions below.

Task	Operation
Start to type	The cursor will blink on the upper left corner of the screen. When you type on the keyboard, the letters will follow this cursor.
Move the cursor	You can reposition the cursor with the mouse or with the arrow keys. Use the arrow keys to move the cursor up, down, left, and right.
Scroll through the text	You can see the beginning of your essay by hitting the Page Up key. You can see the end of your essay by hitting the Page Down key.
Erase text	You can erase all characters to the left of your cursor by hitting the Backspace key.
Start a new paragraph	Hit the Return key twice.
Indent a paragraph	Hit the Space Bar three to five times to indent a paragraph.
Highlight Text	Move the cursor to the beginning of the word or sentence to be highlighted. Click and hold the mouse and move the cursor to the end of the word or sentence. Release the mouse.
Replace Text	Highlight text and type over it.
Delete text	Use the Backspace key or highlight the text to be deleted and click on the icon Cut.
Move text	Highlight the text to be moved. Click on the icon Cut. Move the cursor to the spot where you want the text. Click on the icon Paste.
Change your mind	If you cut text by accident, you can put it back by clicking on the icon Undo. Be careful. You must do this right away. You can't type or cut anything else between your accident and clicking on Undo.

## KEYBOARD FOR THE ESSAY



## COMPUTER SCREEN FOR THE ESSAY

The diagram shows a computer screen titled "TOEFL-Writing" with a timer at "00:30". The screen displays a writing prompt: "Read the topic below and type your response at the bottom of the screen. Some students prefer to study alone. Others prefer to study with a group of students. Which do you prefer? Use specific reasons and examples to support your answer." Below the prompt is a text area containing a sample paragraph about studying alone vs. in groups. To the right of the text area are buttons for "Cut", "Paste", and "Undo". At the bottom of the screen are buttons for "Time", "Help", "Answer", "Confirm", and "Next".

**TO MOVE TEXT**

- 1 Highlight the text
- 2 Click to remove highlighted text
- 3 Move cursor
- 4 Click to move highlighted text
- 5 Text that was cut will appear after the cursor

**TO CHANGE YOUR MIND**

Click to return the screen to the way it looked before your last click or keystroke

**TO HIGHLIGHT TEXT**

- 1 Move the cursor to the first word in the text
- 2 Hold down the mouse button
- 3 Move the cursor over the text to the end of the last word

**TO DELETE TEXT**

- 1 Highlight the text
- 2 Click the mouse
- 3 Text that was highlighted will disappear

**TO REPLACE TEXT**

Type new text over the highlighted text

## SCORING THE ESSAY

The score for your essay will count for almost 50 percent of your Structure score. Two people will read your essay. These readers will judge your essay according to the rating criteria on the following pages. The scores they give your essay will be averaged. If one rater gives your essay a 5 and the second rater gives your essay a 4, your score will be 4.5

The raters' scores must be within one point of each other. If one of the raters gives your essay a 5 and the second rater gives your essay a 3, a third rater will read your essay. Your final score will be the average of the three readers' ratings.