

TOEFL® iBT 新托福一遍通系列·基础篇

新托福

Developing
Skills for the
TOEFL® iBT

一遍通

Writing

写作

应试指南 基础篇



高等教育出版社
Higher Education Press

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出版说明

2005年9月,美国教育考试服务中心(ETS)在美国本土首次推出全新改版后的托福考试——托福网考(TOEFL® iBT, Internet-Based Test),2006年9月,托福网考开始在国内实施。这一改革,一方面使托福考试在形式、分值、题型及内容上都发生了重大变化,特别是考试形式更是发生了根本性的转变:从传统的纸考(paper-based)变化为网考;另一方面从出题理念也发生了转变:由过去考查考生的“语言能力”(以词汇、语法为核心)转变为考查“交际能力”(实际运用语言的综合能力)。也就是说,过去应试者的高分在很大程度上表现出来的是对语言结构和形式的认知和理解能力(linguistic competence),而不是语言的表达和交际能力(communicative competence)。后者不仅表现为语言的形式能力(formal competence)和理解能力,更重要的是体现在语言应用者的社会文化能力(sociocultural competence)、语篇能力(discourse competence)和交际策略能力(strategic competence)方面。

2007年,高等教育出版社从美国Compass Publishing出版集团引进一套极具权威性的托福网考备考丛书*Mastering Skills for the TOEFL® iBT*,改编成《TOEFL® iBT新托福一遍通系列(冲刺篇)》,该系列丛书包括五本教材:

- TOEFL® iBT新托福一遍通 听力应试指南(冲刺篇)
- TOEFL® iBT新托福一遍通 口语应试指南(冲刺篇)
- TOEFL® iBT新托福一遍通 阅读应试指南(冲刺篇)
- TOEFL® iBT新托福一遍通 写作应试指南(冲刺篇)
- TOEFL® iBT新托福一遍通 综合应试指南(冲刺篇)

该系列一经推出就博得广大读者的一致认可和好评,短时间内被众多培训机构选作托福网考的培训教材。同时,培训机构和读者也纷纷反馈信息:目前对托福网考基础阶段的教程需求量加大,但市场上缺少有针对性的基础类教材,希望我们能够提供帮助。为此,我们把美国Compass Publishing出版集团*Mastering Skills for the TOEFL® iBT*的姊妹篇*Building Skills for the TOEFL® iBT*和*Developing Skills for the TOEFL® iBT*进行梳理和改编,推出《TOEFL® iBT新托福一遍通系列(基础篇)》。基础篇系列包括四本教材:

- TOEFL® iBT新托福一遍通 听力应试指南(基础篇)
- TOEFL® iBT新托福一遍通 口语应试指南(基础篇)
- TOEFL® iBT新托福一遍通 阅读应试指南(基础篇)
- TOEFL® iBT新托福一遍通 写作应试指南(基础篇)

基础篇系列听、说、读、写分项技能(Skills)部分设计完全从基础阶段的“能力和水平”测试目标出发,在材料选择、题型设计、难度控制上编排合理,从易到难,从短到长,循序渐进。对于基础阶段的考生具有极大的指导作用,为继续学习冲刺篇和取得新托福高分奠定坚实的基础。

基础篇系列听、说、读、写实战演练(Practice Test)部分针对TOEFL® Internet-Based Test考试要求,为考生提供最接近真实考题的考前模拟训练。考生可通过本系列的单项或综合实战训练,熟练掌握新托福的考试题型、考题内容和应试技巧等,迅速提高英语实际应用能力和托福网考的应试能力。

该系列配套的www.successibt.com在线模拟测试系统为考生提供TOEFL® iBT身临其境的真实体验,考生可用随书附赠的学习卡卡号和密码登录模拟测试系统。

高等教育出版社
2008年5月

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Introduction to TOEFL® Writing

What to Expect on the TOEFL® Test

The TOEFL® test (Test of English as a Foreign Language) is an Internet-based test designed to assess English proficiency in non-native speakers who want to achieve academic success as well as effective communication. Most people take the TOEFL® test to gain admission into universities and colleges where instruction is in English. Additionally, many employers, government agencies, etc. use the scores to determine a person's English ability. It is not meant to test academic knowledge or computer ability, and as such, questions are always based on materials found in the test (computer tutorials are available for those not familiar with the PC). We have designed this practice book to be as similar as possible to the actual computer-based test in format and appearance in order to better prepare you for the TOEFL® test.

The TOEFL® test, like this series, is divided into four sections: reading, listening, speaking, and writing.

Major Changes in the Internet-Based TOEFL® (iBT)

● General

- ⇒ The test measures all four language skills equally; a speaking section is included.
- ⇒ The Test of Spoken English® (TSE®) will now be part of the TOEFL®. Test takers will no longer take the TSE as a separate test.
- ⇒ Order of sections on the test:
 - Reading
 - Listening
 - (10-minute break)
 - Speaking
 - Writing
- ⇒ The test is approximately four hours long and can be taken in one day.
- ⇒ Tests are administered through the Internet in test centers around the world.
- ⇒ There is no structure section, as there was on past tests.
- ⇒ Note-taking is allowed in every section.
- ⇒ The test is a linear exam, not computer adaptive; each test taker receives the same range of questions.
- ⇒ The scores will be viewed online.

● Reading/Listening

- ⇒ Passages for Reading and Listening are longer than those in the CBT (See introduction of individual sections for further details).

● Speaking/Writing

- ⇒ Tasks for Speaking and Writing include integrated questions that require more than one skill to complete, i.e., reading and/or listening, then speaking or writing.
- ⇒ For the speaking section, test takers speak into a microphone, and their responses are digitized and sent to the ETS Online Scoring Network.
- ⇒ For the writing section, test takers must type their responses.

The New Test Format

Section	Number of Questions	Time (minutes)	Score
Reading	3–5 passages <ul style="list-style-type: none">• 12–14 questions each• 700 words per passage	60–100	30 points
Listening	4–6 lectures <ul style="list-style-type: none">• 6 questions each• 500–800 words (4–6 min.) 2–3 conversations <ul style="list-style-type: none">• 5 questions each• 400–500 words (2–3 min.)	60–90	30 points
BREAK		10	
Speaking	2 independent tasks <ul style="list-style-type: none">• 1 personal experience• 1 preference/choice 2 integrated tasks (Read–Listen–Speak) <ul style="list-style-type: none">• Reading 100 words• Conversation 200 words (1–2 min.)• Lecture 200–300 words (1–2 min.) 2 integrated tasks (Listen–Speak) <ul style="list-style-type: none">• Conversation 200 words (1–2 min.)• Lecture 200–300 words (1–2 min.)	20	30 points
Writing	1 independent task (same as TWE) 1 integrated task (Read–Listen–Write) <ul style="list-style-type: none">— Reading 250–300 words— Lecture 250–300 words (2 min.)	50	30 points

How this book is organized

There are four main sections and one practice test in this book.

Introduction	Understanding what each section requires you to do
Chapter 1	Practicing the basic writing skills of brainstorming, organizing, and paraphrasing
Chapter 2	Developing writing skills by connecting and supporting ideas
Chapter 3	Focusing on sentence structure and word choice
Practice Test	Practicing with questions designed according to the real test format

Test-taking and study tips

The only way to be certain of an excellent TOEFL® score is to be able to read, write, understand, and speak English like an educated native speaker. You have no doubt been developing your ability in these areas for many years now. Unfortunately, this is not something one can accomplish by studying in the traditional way. However, research conducted over the years by applied linguists, psychologists, and educators has yielded a considerable amount of information on the best methods for refining these skills for the purposes of standardized tests. By keeping the following test taking tips in mind, you can optimize your study habits and achieve the highest possible scores with the level of language proficiency you have obtained.

General study tips:

- Prepare a study area for yourself. This should include the following:
 - ⇒ A comfortable chair and spacious table/desk
 - ⇒ Suitable lighting
 - ⇒ Good ventilation and air quality; an open window or a house plant are good ideas
 - ⇒ An area free of distractions such as outside noises/television/radio (unless of course you are using the television/radio to study listening)
 - ⇒ Proper space to keep all the materials you will need when studying, such as books, paper, pens/pencils, a tape recorder or other recording device, and if possible, a computer with Internet access
- Study regularly over a long period of time. Do not study to the point of physical/mental exhaustion, as this has been shown to be ineffective in retaining information.
- "Cramming," i.e., studying intensely for long periods before an exam, is less effective, as it strains your general health and well-being and does not lead to good long-term retention of information/skills.

-
- Psychologists have discovered a principle called “state-specific memory.” This means you remember things better in the same conditions than you learned them. So, for example, if you always study math at night, you will do better on a math exam at night. Use this concept to your advantage. If you know when and under what conditions you will take the TOEFL[®], simulate these in your study environment and habits. For example, if you will take the TOEFL[®] on a Sunday afternoon from your computer at home, then make a point to study at this computer on Sunday afternoons.
 - Be well rested on the day of the exam. Do not stay up all night studying. Also, eat healthy foods including fruits and vegetables.
 - Be relaxed and confident. Do the best that you can and do not worry excessively about any mistakes or uncertainties.

Registering for the TOEFL[®]

Students must get registration information for the TOEFL[®] test. Registration information can be obtained online at the ETS website. The Internet address is www.ets.org/toefl. The website provides information such as testing locations, costs, and identification requirements. The website also provides other test preparation material.

The registration information, such as the test center location, identification requirements, and costs, will vary depending on the country in which you take the test. Be sure to follow these requirements carefully. If you do not have the proper requirements in order, you may not be able to take the test. Remember that if you register online, you will need to have your credit card information ready.

What the TOEFL[®] scores can be used for

The primary use of TOEFL[®] test scores is for acceptance into institutions such as universities and colleges where English is the primary language of instruction. As noted earlier in this introduction, a great number of universities and other institutions require a certain TOEFL[®] test score for admission. It is estimated that about 4,400 such institutions require the TOEFL[®] for admission.

The exact calculation of a TOEFL[®] test score is complicated and probably not necessary for the student to understand. It is helpful to know, however, that each section in the Internet-based test is worth the same amount of points. The highest possible score on the iBT is 120 points. Each particular institution, for example, a university, will have its own specific score requirements for admission. For that reason, it is very important to check with each institution individually to find out what its admission requirements are. For example, a passing score at one university may not be a passing score at another university. It is the responsibility of the student to find out what the requirements are for each institution.

Although the primary use of TOEFL® test scores is for admission into English language institutions, there are a number of other places which require TOEFL® scores. For example, many companies and corporations worldwide may also request TOEFL® scores for employment.

Certainly, doing well on the TOEFL® is important for students in many ways. Remember, practice makes perfect. We hope that you will take full advantage of this practice book and study hard. Your hard work and dedication will provide you with the best opportunity to do well on the TOEFL®, and to meet your goals for the future.

Writing

The writing section of the test is designed to assess your ability to organize and support your ideas in essay format. You will have two writing tasks. One task is based both on a reading and on a lecture. You will be required to summarize the information you have heard, and to relate the information heard in the lecture to the information in the passage. The second task requires you to generate an essay based on your own experience. In this second task, you will be given no material to work with; it will be based completely on your own ideas.

● Question Types:

Questions for the writing section of the TOEFL® will appear in the following order:

Question	Type	Suggested Time	Response Length	Description
1	Integrated: 250-300 wd reading 250-300 wd lecture	20 minutes	150-225 wds	Contrast information presented in the reading passage with information presented in the lecture
2	Independent	30 minutes	300+ wds	Present a personal opinion or describe experience, including details and examples

Study Tips

- **Integrated Writing:**

- ⇒ Look for magazine or newspaper articles that are about 300 words long. Time yourself as you read the articles. You should aim to read 300 words in less than three minutes. After reading, try to outline the article. Then, without looking back at the article, try to write a summary of the article from your outline.
- ⇒ Practice listening to short reports given in English. There are many websites where such reports are available online. While you listen to a report, take notes. Try to summarize the report from your notes.
- ⇒ Look for a variety of exercises in writing books you have studied that practice paraphrasing. Study the methods such books suggest for paraphrasing. Focus especially on exercises that practice the usage of synonyms and/or changing the grammar of given sentences in order to paraphrase them.
- ⇒ Review useful phrases and expressions for citing sources. Pay attention to where these citation phrases can be placed in sentences and how the phrases should be punctuated.
- ⇒ Practice your typing skills in English. You must type your essay for the TOEFL®.

- **Independent Writing:**

- ⇒ Practice writing TOEFL® essays. Get a list of sample topics at www.toefl.org/cbprpmat.html#topics. Select a topic at random and write a 30 minute draft essay. Correct the essay, with the assistance of a teacher if possible, and rewrite it with the suggested corrections.
- ⇒ When you are studying a group of writing topics, practice sorting the topics into “opinion” or “experience” topics. This will help you quickly determine the appropriate writing task you will have when you take the test.
- ⇒ Practice outlining ideas before you write. You can do this by taking five or six topics for writing and making a short outline for each one. Don’t write the essays, just write the outlines. You can also use different techniques for prewriting, such as making simple charts of information, drawing bubble diagrams, or creating lists of ideas.
- ⇒ Look for a variety of exercises in writing books you have studied that practice writing introductions and conclusions. Study the methods that these books suggest for writing introductions and conclusions. Pay attention to tips for beginning and ending introductions and conclusions.
- ⇒ Practice your typing skills in English. You must type your essay in the actual TOEFL®.

Test management:

- In the integrated writing, you will read a passage and listen to a lecture afterwards. The reading passage disappears while listening and reappears after listening, so don't worry about taking notes about all of the key points in the reading. You will NOT be able to hear the listening again, so it is very important to take good notes while you listen.
- You have to type in your answers. You can use icon buttons at the top of the screen for editing. The editing tools include cut, paste, undo, and redo.
- Keep the style of essay writing in English in mind. First select a main idea, explain it clearly, then support and develop it using details and/or examples. Be sure your essay has a logical flow. There should be a reason for every sentence in your essay such reasons include introducing a new example or detail to support the main idea, or explaining or supporting an example or detail mentioned previously. Do not write any sentences that are unrelated to your main idea or that do not fit into the organizational structure of your essay just to increase your word count.
- Make every effort to use effective language and appropriate sentence structure and vocabulary. Try NOT to use vocabulary or constructions that you are not confident with, as these will increase your chances of making errors.
- Use a variety of language. English has a large number of synonyms and analogous constructions, so using the same construction repeatedly is considered poor style.
- Keep the 50 minute time limit for the entire writing section in mind. Remember that graders are expecting to read draft essays, not finely polished final products. If you find yourself stuck in a particular part of your essay, it is best to move on and complete the essay, then go back and fix the difficult area.
- Try to leave at least five minutes for revision. When revising, be sure to look for spelling or grammatical errors (remember, there is no spell checker on the test!) as well as ways to improve the structure and flow of your essay.

How Writing Will Be Scored

ETS graders will score test takers' essays for **integrated** writing tasks according to the following scale:

Score	General Description	Key Points
5	The essay includes important information from both the reading and the lecture and appropriately explains the information with regard to the prompt.	The essay is well organized; it include minor errors in grammar or word choice, but the errors do not make sentences difficult to understand.
4	The essay includes most of the key points from the reading and the lecture as they relate to the prompt. Some points may not be fully explained or the explanation may be vague.	There are several minor errors with language; some ideas may not seem connected, but there are no real problems with clarity.
3	The essay has one or more of the following problems: does not include a key point from the lecture or reading, shows only a limited understanding of the information, incorrectly explains a key point, problems with grammar or word choice make some sentences unclear.	Errors in sentence structure and word choice may make the meaning of some sentences unclear; transitions or connections between ideas are not always easy to follow; overall, the important ideas in the essay can be understood.
2	The essay has one or more of the following problems: does not include sufficient information from the reading, lecture or both, contains many problems with grammar or word choice so the reader cannot follow connections between ideas.	Errors in sentence structure and word choice make ideas in the essay difficult to understand in key points; readers unfamiliar with the reading and lecture may not be able to follow the essay.
1	The essay includes few or none of the key points from the reading, lecture, or both. The essay is poorly written and difficult to understand.	Frequent and serious errors in grammar and word choice make some sentences in the essay impossible to understand.
0	The essay only copies words from the prompt or is not related to the topic at all.	There is not enough of the student's writing available to score.

How Writing Will Be Scored

ETS graders will score test takers' essays for **independent** writing tasks according to the following scale:

Score	General Description	Key Points
5	The response answers the question or prompt well. The essay is easy to understand and well organized.	There is good use of language, correct choice of words and idioms to express ideas. Minor errors in grammar and word choice are acceptable.
4	The response answers the question or prompt, but not all of the ideas are fully developed. The essay can be understood, but there are some clearly noticeable mistakes in the writing.	There is good use of language, including a variety of sentence structures and appropriate range of vocabulary. There are some minor errors in sentence structure, word form, or the use of idioms, but these errors do not make comprehension difficult.
3	The essay gives a basic answer to the question or prompt, but not many examples or details are provided. Most sentences can be understood, but errors in grammar or word choice could make the meaning of some sentences unclear.	Little use of connectors to link ideas or show progression of thought. Sentence constructions are very simple or there are frequent errors in more complex sentence structures. Word choice and poor grammar may make some sentences vague or difficult to comprehend.
2	The essay is very short and not well organized. The ideas are not connected and examples are not explained.	Errors in grammar or word choice appear in almost every sentence. Overall, ideas are difficult to follow.
1	The essay is short and confusing. Little or no detail is given to support ideas, and irrelevant information is included. Some sentences cannot be understood by the reader.	There are serious errors in grammar and word choice.
0	The essay only copies words from the prompt or is not related to the topic at all.	Not enough of the student's writing is available to score.

Chapter 1

Thinking and Writing

Skill A Integrated Writing: Organizing Information

Skill B Integrated Writing: Paraphrasing

Skill C Independent Writing: Brainstorming

Skill D Independent Writing: Writing Thesis Statements and Topic Sentences

Vocabulary Review



