

How to
Master Skills for the

TOEFL

iBT

新托福考试专项进阶
——高级写作

Writing
Advanced

Michael A. Putlack | Stephen Poirier



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张洪伟 王子睿 王成霞 译

图书在版编目(CIP)数据

新托福考试专项进阶. 高级写作 / (美)帕特莱克(Putlack, M. A.), (美)波里尔(Poirier, S.)编著; 张洪伟, 王子睿, 王成霞译. —北京: 群言出版社, 2009. 5
ISBN 978-7-80080-978-1

I. 新… II. ①帕…②波…③张…④王…⑤王… III. 英语—写作—高等教育—自学参考资料 IV. H310.41

中国版本图书馆 CIP 数据核字(2009)第 027378 号

版权登记: 图字 01—2008—3943

How to Master Skills for the TOEFL iBT Writing Advanced + 1MP3

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新托福考试专项进阶——高级写作

出版人 范 芳
责任编辑 张 鹏(bj62605588@163.com)
封面设计 大愚设计 + 贾臻臻
出版发行 群言出版社(Qunyan Press)
地 址 北京东城区东厂胡同北巷 1 号
邮政编码 100006
网 站 www.qypublish.com
电子信箱 qunyancbs@126.com
总 编 办 010-65265404 65138815
编 辑 部 010-65276609 65262436
发 行 部 010-65263345 65220236

经 销 新华书店
读者服务 010-65220236 65265404 65263345
法律顾问 中济律师事务所
印 刷 北京鑫丰华彩印有限公司

版 次 2009 年 12 月第 1 版 2009 年 12 月第 1 次印刷
开 本 880×1230 1/16
印 张 19
字 数 361 千字
书 号 ISBN 978-7-80080-978-1
定 价 42.00 元

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Introduction

B. Information on the Writing Section

The Writing section of the TOEFL® iBT measures test takers' ability to use writing to communicate in an academic environment. This section has two writing tasks. For the first writing task, you will read a passage and listen to a lecture and then answer a question based on what you have read and heard. For the second writing task, you will answer a question based on your own knowledge and experience.

1. Types of Writing Tasks

(1) Integrated Writing Task

- **Read** – You will read a short text of about 230~300 words on an academic topic for 3 minutes. You may take notes on the reading passage.
- **Listen** – After reading the text, you will listen to a lecture discussing the same topic from a different perspective for about 2 minutes. You may take notes on the lecture.
- **Write** – You will have 20 minutes to write a 150- to 225-word summary in response to the following kinds of questions:

Casting Doubt

- _ Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.
- _ Summarize the points made in the lecture, being sure to explain how they challenge specific claims/arguments made in the reading passage.

cf. This question type accounts for almost all the questions that have been asked on the TOEFL® iBT so far.

Problem-Solution

- _ Summarize the points made in the lecture, being sure to specifically explain how they answer the problems raised in the reading passage.

(2) Integrated Writing Task

You will have 30 minutes to write an essay of at least 300 words in response to the following kinds of questions:

Agree / Disagree

- _ Do you agree or disagree with the following statement? [*A sentence or sentences that present an issue*] Use specific reasons and examples to support your answer.

cf. This question type accounts for almost all the essay topics that have been asked on the TOEFL® iBT so far.

Preference

- _ Some people say X. Others believe Y. Which opinion do you agree with? Use specific reasons and examples to support your answer.
- _ Some people do X. Others people do Y. Which do you think is better? Use specific reasons and examples to support your opinion.

2. Writing Scoring Rubrics

(1) Integrated Task (Question 1)

Your response to the Integrated Task will be scored according to these criteria:

Score	Task Description
5	A response at this level is a well-organized summary of the lecture in connection with the reading. The response includes important points made in the lecture and appropriately explains how they are related to important points made in the reading. It shows appropriate language structure and usage, with only occasional minor errors which do not interfere with conveying information and connections.
4	A response at this level contains most of the important points from the lecture and the reading and is generally good in relating the information from the lecture to that of the reading. But it may omit some points or explain them imprecisely. It may also show noticeable minor language errors or an occasional lack of clarity.
3	A response at this level includes some important information from the lecture and connects it with the relevant information from the reading. But it may omit one key point made in the lecture and shows only limited understanding of the information. Some content or connections between ideas may be incomplete or incorrect; errors in grammar or usage make some sentences unclear.
2	A response at this level does not include sufficient relevant information from the lecture and the reading and is not successful in relating the information from the lecture to that from the reading. It is characterized by language errors or expressions that make it difficult for the reader to understand key ideas or to follow connections among ideas.
1	A response at this level contains little or no important points from the lecture and fails to relate information from the lecture and the reading. It is poorly written and contains so many language errors that it is difficult to understand it.
0	A response at this level only copies sentences from the reading, is not related to the topic, is written in a language other than English, or is blank.



How to Use This Book

How to Master Skills for the TOEFL® iBT Writing Advanced is designed to be used either as a textbook for a TOEFL® iBT writing preparation course or as a tool for individual learners who are preparing for the TOEFL® test on their own. With a total of 20 units, this book is organized to prepare you for the test by providing you with a comprehensive understanding of the test and thorough practice of essential skills and question types to address the writing tasks on the TOEFL® iBT. Each unit provides a step-by-step program that can enhance your writing ability as well as familiarize you with the question types asked on the TOEFL® iBT. At the back of the book are a list of essential essay topics and two actual tests of the Writing section of the TOEFL® iBT.

PART 1 Integrated Writing

1 Note Taking & Outlining

In this section, you will practice taking notes while reading an academic passage and listening to a lecture on the same topic. Also, you will practice identifying and expressing the main arguments from both the reading and the lecture on a sentence level.

Anthropology

Note Taking & Outlining

Read the following passage, and complete the note diagram.

In the area today covered by several states in the American Southwest, the Anasazi Indians, who are sometimes related to the Pueblo Indians, once lived. The Anasazi had a history that went back five thousand years. They were organized as several distinct river valley societies that existed around 1150. However, the Anasazi suddenly vanished only a couple of centuries later. Many anthropologists attribute their disappearance to war.

Archaeologists have combed through the ruins of past Anasazi settlements. One feature they have noted is that these sites are large numbers of storage pits. Some views of the Anasazi's final fate were formed. The strongly suggests the reason for the Anasazi's disappearance was warfare. Many Anasazi Indian ruins would have been destroyed in the violent time that followed in battle. The fact that Anasazi sites were buried shows they are most have been destroyed.

All these views were, anthropologists have also unearthed a large number of personal articles that once belonged to individual Anasazi. Many of these items, including jewelry, pottery, and other personal effects, would have been valuable to their owners. In most cases, these items would not have left their owners. However, these findings led to the notion that some of these items were either stolen or had to be given to other people as they fled from approaching enemies.

There is also the geographical aspect of the Anasazi. Their settlements, which were mostly in regions that receive little rain, were located in places with abundant sources of water, a unique feature for the American Southwest. It would only be natural that other tribes, craving the rich land, would make war upon the Anasazi and attempt to drive them out, as they apparently successfully did.

The Anasazi disappeared in _____

1. Many parts of settlements are buried _____ → Plan buried settlements of tribes they defeated

2. Many personal items found by archaeologists _____ → Items left from sites _____ → Items value 2 centers

3. Disappeared rapidly _____

→ Lost destroyed by other tribes → Anasazi were driven out by victorious tribes

Listen to a lecture on the topic you just read about, and complete the note diagram.

The Anasazi disappeared in _____

1. Buried items in Anasazi settlements _____ → buried their own sites

2. Many scattered objects of daily life _____ → read it extra personal belongings

3. Population rose _____ → Acting public life

→ Lost because barren & dry → Anasazi disappeared

Review the notes from both sources and complete sentences.

Reading

State

Main point 1 _____

Main point 2 _____

Main point 3 _____

Listening

State

Main point 1 _____

Main point 2 _____

Main point 3 _____

2 Synthesizing & Organizing

This section allows you to practice combining the main arguments from both the reading and the lecture in one sentence. It also provides you with a useful template for writing a response.

Synthesizing & Organizing

The following sentences are some important points from both the reading and the lecture. Combine each pair of sentences to create your own sentence using the given pattern.

1. Reading: Many anthropologists attribute the sudden disappearance of the Anasazi Indians to war.
Listening: It was due to a lack of water that the Anasazi disappeared.
→ Combine: The reading passage states that _____, however, the professor states that _____.

2. Reading: The fact that Anasazi sites were buried shows they are most have been destroyed.
Listening: They were building communities which they buried their own sites in a place to that gods to help them find new sites with access to water.
→ Combine: Although the author of the reading claims that _____, the professor declares that _____.

3. Reading: Because of the sudden onset of war, the Anasazi were either slain or had no time to gather their belongings as they fled from approaching enemies.
Listening: The Anasazi, fearing for water, simply had no need for extra personal belongings, so they left them in their settlements when they departed in search of new homes.
→ Combine: What the reading mentions that _____, the lecture believes that _____.

4. Reading: It was noted that other tribes, craving the rich land, made war upon the Anasazi and drove them out.
Listening: What the water supplies remained simply could not satisfy the Anasazi's large population.
→ Combine: In contrast to the reading, which claims that _____, the lecturer states that _____.

Review the notes from the reading and the lecture. Complete the following chart with full sentences.

Introduction	1. The reading claims that _____
	2. The lecture, meanwhile, states that _____
Body 1	3. First, the reading declares that _____
	4. The lecture, however, claims that _____
	5. His/Her/Its _____
Body 2	6. Second, the professor claims that _____
	7. The reading, on the other hand, makes the argument that _____
Body 3	8. Finally, although the reading mentions that _____
	9. According to him, their population rose _____
Conclusion (Optional)	10. In conclusion, _____

3 TOEFL iBT Practice

In this part, you will be presented with a new academic passage and a lecture and will be asked to make a summary on your own. You can evaluate your response with the given checklist.

TOEFL iBT Practice

Directions: Read the following passage for 3 minutes. You may take notes while you read. You will be able to see the reading passage again when it is time for you to write. You may use your notes to help you answer the question.

NEANDERTHALS


Neanderthals were an ancient species of humans that lived from around 130,000 to 50,000 years ago. They generally roamed the area what is now Europe and Western Asia. While anthropologists do not yet know everything about Neanderthals, many have arrived at the conclusion that Neanderthals were not able to speak.

In examining a number of fossilized remains, anthropologists have determined that Neanderthals had large brains. As a matter of fact, Neanderthals had a cranial capacity about 10 percent larger than modern humans have. Anthropologists rightly reason that with brains that large, Neanderthals must have been able to communicate through speech.

Rightly over twenty years ago, a fossil bone belonging to a Neanderthal was found. The fossil bone connects the muscles between the throat and the tongue. The bone enables its possessor to move its tongue in a large number of different ways, thereby making the likelihood of speech even greater. This is one fact Neanderthals were capable of speech and that they most likely made use of this ability.

In addition, research has determined that Neanderthals developed various reactions to their stomach regions. These reactions not only permitted them to control their breathing but also helped them create the sounds necessary for speech. Because of these reactions, what humans also have, they were again more likely to be able to communicate through speech. Accordingly, it is clear that Neanderthals were able to speak and did, in fact, use speech to communicate with others.

Now listen to a lecture on the topic you just read about.



Reading	Listening
Neanderthals:	Neanderthals:
1. Large brains	1. Able to make a hypothesis
2. Fossil bone led to larger & longer	2. Fossil bone's ability to speak
3. Various muscles to stomach area	3. Stomach muscles & other uses

PART 2 Independent Writing

4 Brainstorming

This section will help you brainstorm your ideas about the essay topic. You can practice generating your ideas in a structured way by using a mind map. Try to come up with as many ideas as possible.

11 School & Education I

Writing Practice A

Brainstorming

Read the essay topic, and brainstorm your ideas.

Do you agree or disagree with the following statement?
Schools (universities, colleges, and high schools) should teach students about specific careers and jobs instead of general subjects.

Use specific reasons and examples to support your answer.

get ready to enter job market

prepare for life after graduation

AGREE

e.g. unemployed graduates / no jobs / get fired

DISAGREE

Part 2 Independent Writing

Writing Practice B

Brainstorming

Read the essay topic, and brainstorm your ideas.

Do you agree or disagree with the following statement?
Schools (universities, colleges, and high schools) should teach students about specific careers and jobs instead of general subjects.

Use specific reasons and examples to support your answer.

should know how world works

must have broad range of knowledge

DISAGREE

e.g. non-degree careers but know is important

AGREE

5 Outlining & Organizing

This section will help you practice making an outline of your ideas and translating them into sentences. You can practice organizing your brainstormed ideas into a logical sequence and writing the most important sentences in an essay—the thesis statement, topic sentences, and the summary sentence(s).

6 Completing the Essay

This section will ask you to complete an essay based on your outline. You should support your thesis statement and topic sentences with appropriate details, such as general statements, reasons, and examples.

7 TOEFL iBT Practice

This part offers a new essay topic on which you should write an essay on your own. You have to plan your time to write the essay in 30 minutes. You can evaluate your essay with the given checklist.

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PART

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Overview

■ Introduction

The Integrated Writing Task on the TOEFL® iBT has two parts. The first part is a reading passage, and the second part is a listening lecture that is related to the reading passage. After reading and listening, you must then answer a question related to the passage and lecture.

Reading

The reading passage, which covers an academic topic, is typically 230-300 words long, and the reading time is 3 minutes. There is typically an introduction paragraph to begin the passage. Then the reading passage provides some main points in the body. There may or may not be a short conclusion.

Listening

The listening lecture is typically 230-300 words long and takes about 2 minutes. The lecture begins with a short introduction and then follows by providing counterpoints that relate to the topic. These points typically cast doubt upon or challenge the arguments that were made in the reading passage. Sometimes, they may provide solutions to the problems posed in the reading.

Writing

The ideal response provides information on all the points and counterpoints that are given in the reading and the lecture. The summary should be about 150-225 words long although it may be longer. You should not give an opinion in the summary.

■ Question Types

1. Casting Doubt

- Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.
- Summarize the points made in the lecture, being sure to explain how they challenge specific claims/arguments made in the reading passage.

cf. This question type accounts for almost all of the questions that have been asked on the TOEFL® iBT so far.

2. Problem-Solution

- Summarize the points made in the lecture, being sure to specifically explain how they answer the problems raised in the reading passage.