考天下名师团 编

格林 主编

新托福名师教案

Original Test Bible for TOEFL in 30 days

写作 30天速成胜经

官方指南解析 | 专项解题技巧全面揭秘

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Preface

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前　言

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准备托福考试的过程中,最为头痛的可能就是作文了。大多数考生明明知道作文成绩非常重要,也为此焦急万分,可是看着考试日期慢慢逼近,却偏偏不知所措,到了考试那天才发现自己竟然连一篇作文都没有准备过! 然而,作文部分是最没有理由拿不到高分的。因为,这是一场事先知道考题的作文考试——每次的考题都来自于题库,并且保证原封不动! 换言之,这是一个几乎可以做到考前百分之百准备的考试,有什么理由不得满分呢? 有些考生并不知道题库的存在,准备考试时犹如无头苍蝇,终日乱打乱撞,最终惨败于考场,这并不奇怪。奇怪的是,很多考生明明清楚题库的存在,却在考场上依然惨败。究其原因,无非是方法不得当、做了很多无用功的缘故。凡事都要讲究方法,方法得当可以事半功倍,方法不当往往事倍功半,更可能付出了很多努力却落得竹篮打水一场空。最重要的是:获得独立写作高分不能依靠临场发挥。因此,在托福考试中抓住写作的技巧和重点,对于考试就显得至关重要了。

为了让学生们少走弯路,尽快更好地投入到新托福写作高效学习的理想境界,我们一同走进《新托福名师教案写作30天速成胜经》,来领略一下名师的备课智慧,寻觅有效的学习路径:

1. 一天一个知识点,讲解详细。针对历年托福写作考试的具体特点,从常见问题入手,采用详细的讲解方式,既有提纲挈领的篇章结构分析,又有细致入微的解题思路点拨。

2. 崭新性、针对性、实用性。本书的目的就是从根本上帮助广大考生巩固和提高新托福写作能力,通过大量有针对性的专项训练,使考生在短时间内掌握和熟练运用各种新托福的写作技巧,提高自信心和考试自觉意识,从而争取高分通过新托福考试。

3. 技巧与能力并重。一方面,本书作者根据实战经验、教学实践和深入研究,针对写作题型,为考生提供全面、实用的做题技巧与方法,给考生带来立竿见影的效果;另一方面,为了提高考生的英语能力,使考生在考试时能以不变应万变,本书还从托福写作学习技能——词汇、难句等方面给考生学习提供指导。

统览全书,本书大体可以分为四大部分:

第一部分　新托福写作官方指南解读

言简意赅地介绍了新托福写作考试的整体结构,帮助广大考生从宏观上认识新托福写作,使复习步骤变得有板有眼,清清楚楚。

第二部分　新托福写作分类词汇大全

按照综合写作和独立写作这两大板块,将新托福写作全部专业核心词汇归纳总结在各个专题下,方便考生将所有新托福写作核心词汇按专题逐一攻下。

第三部分　新托福写作真题机经大全

本章将新托福最近几年的写作机经和盘托出,供考生研究思考。通过研究这些机经,考生可以对新托福写作形成宏观上的认识,正确把握新托福写作的命题方向,从而在整个复习过程中方向感强,复习起来更具针对性,复习质量、效率自然更高。

第四部分　新托福写作预测与范文

考生学过本书介绍的方法和技巧后,对新托福写作题型如何作答已然成竹在胸。我们精心组合的这写作预测试题,考生可以拿来在考前热身。考生此时通过全真实战演练,把自己调整到最佳实战状态,在考场上把平日所储备的知识以及所总结的方法技巧淋漓尽致地发挥出来,获取高分也就是水到渠成之事。

本书汇聚了从事托福英语教学和研究工作的一线教师、辅导专家和资深编辑,能够准确地把握新托福写作考试命题的指导思想、命题规律和命题趋势,熟知考生在备考阶段存在的弱点和误区,帮助同学们在备考的过程中明确备考方向,高效复习迎考。

在探寻有效备课的征途上,我们风雨兼程,我们不畏艰难,不断为考生呈现更精彩的新托福写作备课教案!

最后感谢您购买本书,希望我们精心编写的这套名师教案能在新托福写作考试备考的过程中给您带来最大的帮助!

<div align="right">编　者</div>

Contents

目　录

一、新托福作文的考试目标

> *Make sure your headset is on.*
>
>   This section measures your ability to use writing to communicate in an academic environment. There will be 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.
>
> *Now listen to the directions for the first writing task.*
>
> （摘自《新托福考试官方指南》）

从指南中,我们意识到,新托福作文考查的是考生在学术环境中通过写作来沟通的能力。

从内容上看,新托福作文分为以下两个部分,共 50 分钟:

(1)综合写作部分(the Integrated Writing Task),即基于阅读和听力的写作部分。首先弹出来一篇 230～300 词的阅读材料学术类文章,停留 3 分钟,然后文章消失,进行播放一段长约 1～3 分钟的学术听力。听力结束后,文章重复出现,然后出现写作栏,计时 20 分钟完成。

(2)独立写作部分(the Independent Writing Task),也称为基于知识和经验的写作部分,要求考生在 30 分钟内写一篇文章,通过理由和例子论证一个观点。

二、新托福作文考试的分数计算

1. 评分原则

出于公平性的考虑,新托福考试的每篇作文均由两位阅卷者独立阅卷,并给出原始分(Raw Score,0～5 分之间的一个分数),然后通过算术平均的方式算出这篇作文的原始分,最后将两篇文章的原始分继续算术平均,得出作文的最终原始分(两篇文章的原始分和最终原始分都会出现在考生的成绩单上)。

那么,什么分数算是好的,或者是足够好的呢?这就要从分数描述和学校要求两个角度来看了。用 Percentile 来描述分数的好坏:比如 30 分(原始分 5 分)对应 97.9,表示 30 分之下的人有 97.9%,或者说只有 2.1% 的人得到了满分;28 分(原始分 4.5 分)对应 93.4,表示 28 分之下的人有 93.4%,或者说只有 6.6% 的人得到了 28～30 分。

从学校要求上看,一般学校只要作文分数达到 20 分(原始分 3 分)就可以了,但确实有一些好的学校要求考生达到 25 分(原始分 4 分),这个信息可以在 ETS 官方网站的 Cut score

页面查询或者在各个大学网站的申请要求中查到。学校对写作部分的要求一般在 20～22 分,但从最值上看,最低的是 18 分,最高的是 26 分。

2. 新托福作文评分重大改革,采用 E-Rater 电脑评分

从 2010 年 1 月开始,iBT 的写作评分系统出现重大调整。由原来的 2 篇文章各 2 个评分员评分,取 4 个人评分的算术平均分作为 raw score 原始分,改为 2 篇文章各 1 个评分员和 1 个电脑评分系统(E-Rater)评分,取 2 个人和 2 个 E-Rater 的算术平均分作为原始分。ETS 研究发现,1 人 1 机的 correlation 评分相关性要好于两个人的评分相关性,所以做出此项更改。

这是一个由 ETS 自主开发的作文评分系统。这个 E-Rater 评分系统首先被使用在 iBT 新托福考试的"独立作文"(independent writing task)之中,也就是国内所说的"大作文"之中。至于何时在综合作文之中采用,ETS 并没有给出明确的说法。

这个 E-Rater 评分系统,对于 GRE 考试来说,并不会感到陌生,因为这个评分系统被 ETS 首先用在 GRE 考试,它可以有效地从逻辑性、词汇准确性上对于作文做出整体的判断。当然就和 GRE 考试一样,这次 ETS 在独立作文上对于 E-Rater 的使用也是仅仅局限在 Linguistic features(语言因素)上,仅仅用 Linguistic 这个单词来解释显得过于单一了,我们还是来看看韦氏大词典对于"语言学"Linguistics 的解释:the study of language in general and of particular languages,their structure,grammar,and history。从这里我们可以很明显地看到,所谓语言学,也就是从语法、结构等几个方面来进行判断。

在这里特别强调:在使用 E-Rater 电脑评分的同时,ETS 将继续采用人工评分。这里的人工评分,并不是说由人工评分一次,然后再由 E-Rater 电脑评分一次,最后取平均值,而是 E-Rater 负责 Linguistic 的部分,然后人工负责内容和含义的理解,最后再将两个部分的分数相加,得到考生的作文分数。用 ETS 的话说,这样得到的分数,将是"难以匹敌的准确"!

三、综合写作综述

1. 综合写作考试指南

For this task,you will read a passage about an academic topic. You may take notes on the passage while you read. The passage will then be removed and you will listen to a lecture about the same topic. While you listen,you may also take notes.

Next,you will then have 20 minutes to write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion. 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.

Typically,an effective response will be 150 to 225 words. Your response is judged on the quality of your writing and on the completeness and accuracy of the content. If you finish your response before time is up,you may click Next to go to the second writing task.

Now you will see the reading passage for 3 minutes. Remember it will be available to you again when you write. Immediately after the reading time ends,the lecture will begin,so keep your headset on until the lecture is over.

考试指南上清晰地指出了以下几个要点：

* 要求字数为 150～225 词；

* 可以在阅读和听听力的时候记笔记；

* 写作的时候不需要写出自己对这个话题的看法。

除此之外，我们应当注意：

* 阅读和听力的观点在绝大部分情况下都是相反的；

* 阅读和听力的内容，一直以来都是很整齐的三个分论点一一对应；

* OG 上面 150～225 是对字数的要求，但实际上远非如此，有能力的同学们应该尽力把综合写作的字数达到 250 个单词以上，永远不必担心写作"超过字数要求"会对分数产生负面影响；

* 阅读的 3 分钟内，要集中注意力，做好：找出文章的论点和分论点，对论点和分论点同义改写，快速扫读支持分论点的论证部分并把它压缩成可以用一个分句表达的内容，关于阅读的部分只要四句话就可以解决；

* 听力开始的时候，记笔记重点在于驳斥（或支持）的论证过程，细节以及例子。细节很重要，如果没有听力的细节做文章内容的支撑，很难获取高分。

2. 综合写作题目形式

综合写作的题目总体上可以分为支持和反驳两种，以下是"听力反驳阅读"的三种题目形式：

• 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.

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

3. 综合写作考试界面和考试流程

首先，要求考生用 3 分钟的时间阅读一篇文章；

然后，听一段相关的听力；

听力结束之后，屏幕中间会出现以下文字：

Now get ready to answer the question. You may use your notes to help you answer.

最后，阅读文章会重现在屏幕上，考生须在 20 分钟内写一篇总结性文章。屏幕上有"Copy"、"Cut"、"Paste"三个按钮，还有一个实时的字数统计"Word Count"。

如果考生提前完成这个部分的考试，可以点"Next"进入独立写作部分，但为了防止考生误点"Next"，当考生点完 Next 图标，会出现以下画面让考生 Confirm：

You still have time to write your response. As long as there is time remaining, you can continue writing or revising your response.

Click on Return to continue writing your response. Click on Continue to leave this question. Once you leave this question，you will not be able to return and you may not continue writing.

4. 综合写作评分标准解读

评分标准：

* **Score 5**：A response at this level successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant

information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.

* **Score 4**: A response at this level is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.

* **Score 3**: A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following:

• Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading.

• The response may omit one major key point made in the lecture;

• Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise;

• Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.

* **Score 2**: A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following:

• The response significantly misrepresents or completely omits the overall connection between the lecture and the reading.

• The response significantly omits or significantly misrepresents important points made in the lecture;

• The response contains language errors or expressions that largely obscure connections or meaning at key junctures, or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.

* **Score 1**: A response at this level is marked by one or more of the following:

• The response provides little or no meaningful or relevant coherent content from the lecture;

• The language level of the response is so low that it is difficult to derive meaning.

* **Score 0**: A response at this level merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

解读：

5分的评分标准可以从3个方面进行解读：

• 第一，从内容上看，考生需要选出听力内容中的重要信息，并将这些信息与阅读中相关的信息展现出来；

· 第二,结构要清晰;

· 第三,语言要连贯、准确,虽然可以有个别语言上的小错误。

4分的评分标准和5分并没有太大差异,只是程度上的差异:内容上只需要整体上准确;语言上可以存在省略、不准确、模糊、不精准等小错误,但不能导致多处意思传递不清晰。

3分有非常明确的四条标准,满足以下一条或多条标准的情况下才能得到3分:

· 所有信息点全有,但是全部展现得模糊、不清晰或者不准确;

· 遗漏了一个重要的信息点;

· 部分信息点或信息点之间的关系不完整、不准确;

· 语言错误过多或者引起了明显的模糊表达或者模糊信息传递。

2分的作文有非常显著的语言问题和非常显著的信息不准确,主要体现为以下三点的任意一点或多点:

· 显著地歪曲或忽略了听力和阅读文字的总体关系;

· 显著地歪曲或忽略了听力中的重要信息点;

· 语言上极大程度地扭曲了意思的传递。

1分的标准暗示着这是一个基本不会遇到的分数。

0分只适用于以下几种特殊情况:仅仅重复阅读文字;仅仅回答所问问题或者写作内容与话题完全无关;用的完全不是英语,甚至是空白。

四、综合写作应试技巧

1.综合写作黄金模板汇总

综合写作的要求决定了它有相对固定的写作方式。比如录音讲座要么就是质疑或者反驳了阅读文章;要么就是支持或者加强了阅读文章,所以只需要把相关描述质疑(或者反驳)与描述支持(或者加强)的固定语句背下来就可以得到一个相对较高的分数,如果考生同时又把相关要点表达准确和清楚了的话,那么满分是完全可能的。所以,考生必须从根本上掌握综合写作的"八股文"结构。阅读时,考生必须按照"八股文"结构,记下相关的论点,论据和细节;听力时,考生要记下演讲者是如何反对这些要点的。需要引起注意的是演讲者的反对顺序不一定按照阅读文章的论述顺序进行;如果要点没有漏掉,接下来的关键就是考生如何表达演讲者和阅读内容的关系了。现在给出"听力反驳阅读"作文模板范例。

模板范例一

The lecture and the reading discuss _____ . The lecturer puts forward 3 points and effectively contradicts the opinions of the reading.

First of all, the reading says that _____ . In contrast, the lecture claims that _____ . By this way, the lecture contradicts the first opinion of the reading.

Second, the reading claims that _____ , while according to the lecture, this is not the case. The lecturer says that _____ . By casting doubt on an important piece of evidence of the reading, the lecture contradicts the second claim of the reading.

Finally, the reading states that _____ , while the lecture claims that _____ . Thus the lecture refutes the last claim of the reading.

模板范例二

The lecture apparently refutes the points illustrated in the reading material. According to the professor, _____ . On the contrary, the reading contends an opposite stand that _____ .

The first point the professor uses to cast doubt on the reading is that _____ , which differs from the statement in the reading that _____ .

Another evidence the speaker adopts to contradict the passage is _____ . However, the reading states that _____ . In the conclusion，the point made in the lecture contrasts with what is presented in the reading. As the professor claims，_____ . whereas the reading material holds that _____ .

模板范例三

The reading passage contends that _____ . The listening material completely refutes the reading passage. It is pointed in the listening that _____ .

First，the point，stated in the reading passage，is that _____ . In contrast，the listening passage holds the opposite opinion and believes that _____ .

Second，the reading passage contends that _____ . But the speaker in the listening says that _____ .

Third，the author，in the reading passage，believes that _____ . However，the lecturer in the listening argues that _____ .

以下是"听力支持阅读"（一般不会考）的两种题目形式：

· Summarize the points made in the lecture，being sure to explain how they support the explanations in the reading passage.

· Summarize the points made in the lecture，being sure to explain how they strengthen specific points in the reading passage.

以下为"听力支持阅读"作文模板：

模板范例四

The lecture apparently reinforces the points illustrated in the reading material. According to the professor，_____ . Meanwhile，the reading contends a similar stand that _____ .

The first point the professor uses to enhance the reading is that _____ , which is just the same as the statement in the reading that _____ .

Another evidence the speaker adopts to bolster the passage is _____ . Likewise，the reading states that _____ .

In the conclusion，the point made in the lecture gives a boost to what is presented in the reading. As the professor claims，_____ which is in accordance with the reading material holds that _____ .

如果讲座支持或加强了阅读文章中的信息，写作时可参考下面的模板：

模板范例五

In the lecture，the professor made several points about _____ . The professor argues that _____ . The points made by the professor agree with _____ . In fact，the examples used by the professor support _____ .

The first point that the professor uses to support the reading is that _____ . According to the professor，_____ . _____ supports the reading，which holds that _____ .

The point made by the professor supports the reading because _____ . Furthermore，the professor bolsters the reading by stating that _____ . The professor claims that _____ . This point agrees with the reading，which contends that _____ . _____ shows the truth of the reading because _____ .

Finally，the professor stated that，in support of the reading，_____. Specifically，_____. This perfectly reinforced what the reading passage indicates，because _____.

In conclusion，the points made in the lecture support the reading. _____ and _____ demonstrate that _____ is invalid.

如果讲座驳斥、反对或削弱了阅读文章中的观点，写作时可参考下面的模板：

模板范例六

In the lecture，the professor made several points about _____. The professor argues that _____. However，the reading contends that _____. The professor's lecture casts doubts on the reading by using a number of points that are contrary to _____.

The first point that the professor uses to cast doubt on the reading is that _____. According to the professor，_____. _____ differs from the reading in that the reading states _____.

The point made by the professor casts doubt on the reading because _____.

Another point that the professor uses to cast doubt on the reading is _____. The professor claims that _____. However，the reading states _____. This point is contradicted by _____. Finally，the professor stated that，on the contrary of the reading，_____. In other words，_____. This directly contradicts what the reading passage indicates，because _____.

In conclusion，the points made in the lecture contradict the reading. _____ and _____ demonstrate that _____ is in doubt.

模板是多变的，所以考生不用担心使用模板会造成雷同或抄袭。考生要做的就是根据题目的要求和自己的特点，演变出适合自己的写作套路。为了给考生打开思路，下面我们将再给出一系列经典的模板。考虑到两年多来，综合写作都是反对型的题目，所以下面的模板都是针对"反对型"的题目展开的。

模板范例七

The lecture is mainly discussing _____，_____ and _____ by _____，challenging what is stated in the reading passage that _____，_____ and _____.

First of all，the lecturer thinks that _____. In contrast，the reading passage believes that _____. So the lecturer totally disagrees with the point made in the reading.

Secondly，the lecturer discusses _____，contradicting what is stated in the reading that _____.

Finally，the lecturer raises the issue that _____. This point contradicts what _____ demonstrated in the reading.

The contents of the reading passage are disputed by the speaker and the speaker has totally different ideas on the topics made in the reading.

模板范例八

The lecturer discusses _____ which differs from the main idea in the reading that _____；The professor made the point that _____. The reading，in contrast，held a different view.

Another important point shown in the listening material is that _____，but the reading presents a conflicting idea that _____.

Finally，the professor stated that _____ which challenges the viewpoint made by the writer who said that _____.

模板范例九

In general，the professor discussed the problem of _____ that the reading viewed in a contrary/opposing/different angle.

The professor made the point that _____. On the contrary/in contrast/however，the writer demonstrated an idea that _____.

Contrary to the belief in the passage that _____ the professor says that _____.

That professor refutes the viewpoint showed in the passage that _____ by saying that _____.

模板范例十

The reading passage raises the issue/claims that _____. However，this statement is strongly questioned/supported by the lecture which provides drastically different/further evidences and argues that _____.

The professor begins by pointing out that/describing a recent experiment，which finds that _____ actually _____. In other words，_____. This evidence disagrees/agrees with the standpoint that _____，as demonstrated in the reading passage.

The the professor goes on to maintain that/talk about XX as a _____. He thinks，it _____. Therefore，the lecture goes against/strengthens what is presented in the reading passage.

Finally，the professor states that _____ rather than _____. This example/point of view also casts doubt on/is consistent with the contents of the reading passage，which considers _____.

模板范例十一

The speaker rebuts the reading's argument by pointing out the inadequacy of A, B and C.

Firstly，the speaker admits that _____，as it is stated/demonstrated in the reading material/as the reading argues. However，it is not necessarily helpful/beneficial/conducive to/instrumental to _____，as the reading argues. On the contrary，A _____ will be more susceptible to _____. For example，_____.

In addition，_____.

Lastly，as for the new _____，the speaker in the listening material does not challenge the reading directly. Instead，he argues/states that the new _____.

模板范例十二

The speaker begins by stating that merely _____. Despite the _____，as laid out in the reading，A can solely _____.

Then the speaker goes on to argue that A has _____，thus not being able to _____，as the reading states，due to the fact that _____.

Lastly，the speaker challenges the validity of the assumption of _____ the reading material argues that _____，but the speaker embraces that _____. In contrast，it is an essential way of _____.

模板范例十三

The speaker challenges the reasoning that supports _____，and provides very specific alternatives to _____.

The speaker first argues that _____ . According to the reading, _____ the speaker rebuts this point and argues that _____ .

As for the reading's concerns that _____ , the speaker prefers a solution _____ .

In the end, the speaker maintains that _____ although the reading _____ .

模板范例十四

According to the reading material, three reasons are given to prove the statement that _____ . However, in the lecture, the speaker shows us three distinct points to illustrate his standpoint, which is strongly opposed to what has been stated in the reading material.

First of all, the writer of the reading material has mentioned that _____ . Nevertheless, in the lecture the professor claims that _____ , which is disputing the point of the reading material.

In addition, it is discussed in the reading material that _____ . As a matter of fact, this statement has been refuted by the speaker from the lecture who firmly believes that _____ .

Finally, the assertion of the reading material demonstrating that _____ seems reasonable to some extent. However, by sharing his perspective that _____ with his students, the professor in the lecture casts doubt on the assertion in the reading material.

其实，模板的获取是非常容易的。考生可以自己尝试着从一些比较优秀的范文中提取"模板"，具体方法如下：

(1)先认真读完一篇优秀范文；

(2)再用笔划掉其中涉及题目具体内容的部分；

(3)最后把余下来的部分抄写下来，再稍加变通和修改，就可得到一个实用性比较强的模板。

但"模板"做出来后只是做了一小半工作，考生还必须学会如何往里面填空，实际上最简单的方法就是看着题目把具体内容填进去，然后跟范文对比，找出填空的技巧所在。

本节介绍的模板都很精彩，应该说对考生的综合写作是很有帮助的。但考生该怎样正确使用这些模板呢？下面是使用模板的注意事项：

(1)正确看待模板：模板的重要性是不言而喻的。要想在考试的20分钟内写出一篇高质量的文章，没有一套成竹在胸的模板，几乎是不可能的。

(2)活用模板：不要一字不变地照搬本书中的或别人的模板，否则容易引起作弊嫌疑。考生最好结合自己的习惯和自己总结的范文，创作一份属于自己的东西。

(3)模拟练习：平时多使用自己的模板进行练习。先把阅读讲座中对应的要点列出来，然后再结合自己的模板进行填空。文章写完以后，要认真检查纰漏。

(4)模拟练习总结：模拟时每模拟一次，总结一次。一是总结碰到类似的题目如何展开，二是继续熟悉模板、背熟模板。最后要做到一列出要点，整篇文章就能一气呵成。

2.综合写作范文解读

例1

➡**Example**

A reading passage like the following will appear on your computer screen. You will have 3 minutes to read the passage.

In many organizations, perhaps the best way to approach certain new projects is to assemble a group of people into a team. Having a team of people attack a project offers several