

# 朗文新托福考试 写作特训

LONGMAN iBT  
General Course  
FOR THE TOEFL® Writing

第二版

MP3 INSIDE

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# 朗文新托福考试 写作特训

第二版

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**Longman *iBT***

**General  
Course<sup>for</sup>  
the TOEFL<sup>®</sup>  
Writing**



# Introduction

众所周知，随着时代的快速发展，托福也采取了新的考试形式。但是，在美国教授托福多年，我一直有这样一个疑问：托福这种考试是否可以测试出一个考生的真实英语水平？拿到了满意的托福分数，是否可以真的在美国大学里自如地学习？答案是否定的。即使拿到了美国大学所要求的托福分数，但入学以后，有些学生由于听力水平低下，跟不上课程，不能顺利完成上课时要求的报告，因而得到非常差的分数；有些学生由于对自己的英语没有自信，不能在以讨论为主的美国教育方式中大胆开口说话，只好保持沉默。同时，他们在现实生活中也遇到了这样那样的问题。也许 ETS 最为忧虑的便是，有些学生即便得到了学校要求的托福分数，得以进入学校学习，但实际上他们却在很多方面未达到入学要求。应该如何避免这些情形的发生呢？ETS 苦思冥想以后，提出的解决方案便是：加强写作能力测试，取消语法考试，增加口语考试。

需要特别指出的是，新托福的题型也不再是单一的选择题，而是由综合听力与阅读、口语与阅读的综合题型和强化逻辑分析能力的阅读题等多种形式组成。新托福的考试形式实际上直接体现了以逻辑分析为主的美国式教育方式，要想在这种新形式下取得高分，不但要有解题技巧，还要有较好的逻辑分析能力。

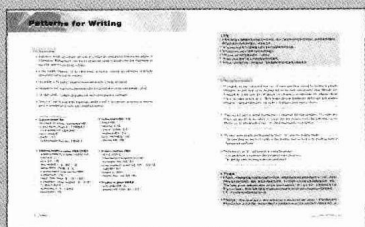
要想写出高分作文，在口语测试中快速、有条理地说出具有说服力的答案，在听力测试中正确判断各种情况并答题，在阅读测试中正确提取出各种相关信息并找到答案，都需要相当强的逻辑分析能力。由此可知，在考生看来变得非常复杂、非常困难的新托福中，其实蕴含着非常简单的原理。

本书的编写目的就是让考生掌握这种新型考试的原理，轻松应对新托福考试。在这里，我要感谢在加拿大、美国、英国、韩国等地为本书的出版做出贡献的 JI-YEON LEE 研究所的各位成员，并特别鸣谢对本书进行审校工作的 Secor Brain Daniel, Stephen Armol 以及金秀研教授。

JI-YEON LEE

# Structures & Features

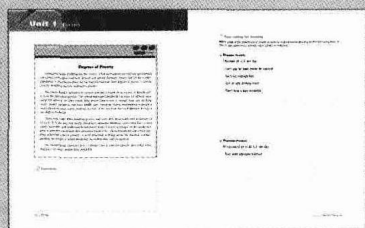
## Chapter 1



### Patterns of Writing

在进行托福写作练习前，所有的考生都可以通过本章来熟悉写作的基本形式。本章涵盖了 11 种写作形式，对每种形式都进行了详细的讲解。本章还收录了形式多样的范例，供考生进行理解和模仿。

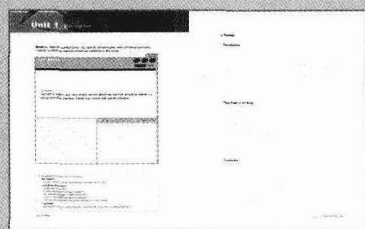
## Chapter 2



### Integrated Writing

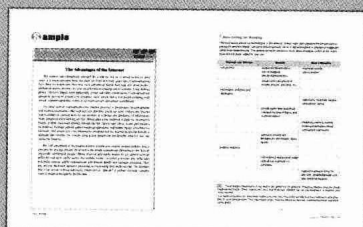
本章将引领考生进行综合了阅读和听力的写作测试的训练。在阅读完一篇学术文章后，听一个与之相关的讲座，之后进行 30 分钟的短文写作，作文长度为 150~225 词。在本章中考生可以通过 14 个单元的练习来对综合写作测试进行充分训练。

## Chapter 3



### Independent Writing

在本章中，考生需要在给定的题目下用时 30 分钟进行独立写作，一篇作文大约需要写 300 词。本部分共有 5 个单元，每个单元都收录了 3 个独立写作测试的问题，供考生对这种写作题型进行充分练习。



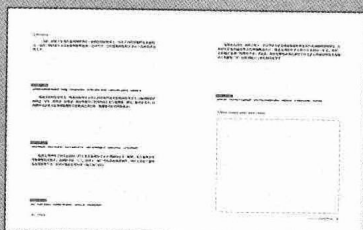
## Sample

为了使考生提前掌握不同题型的写作要领，第二、三章的开始部分都有一个范例。以第二章的范例为例，这个范例详细明晰地陈述了阅读和听力部分的 **Note-taking**。然后，整合阅读和听力的笔记，用表格的方式进一步扩展成写作提纲，为之后的写作奠定基础。本部分旨在让考生事先训练写作技巧并熟悉写作思路。



## Unit

写作测试的训练章节都由多个 **Unit** 构成，分别涉及不同的话题和问题类型。第二章分为 14 个 **Unit**，供考生对不同话题的综合写作进行训练。每单元都包含阅读、听力以及写作的训练，并有记笔记环节的相关练习，旨在帮助考生更加轻松地掌握写作流程和技巧。

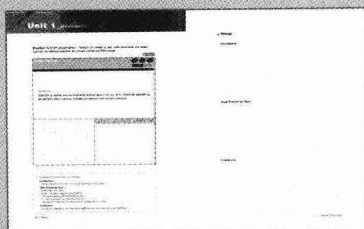


## Writing

书中所有的 **Writing** 部分都收录有写作范例的中文翻译，并在每段之后附有本段出现的重点词汇和短语，旨在让考生更好地掌握写作内容。



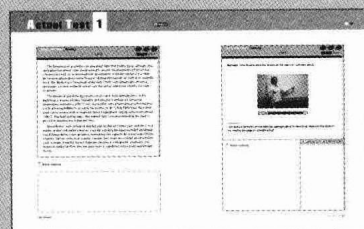
### Practice Test



### Practice Test

在每部分写作学习结束之后，都有一个实战练习供考生进行自测。考生在进入最后的 Actual Test 前，可以通过 Practice Test 对不同类型的写作测试进行复习和巩固练习。

### Actual Test



### Actual Test

学习完本书的各章节后，考生可以通过两个实战模拟来进行自我检测，考生可以最大限度地体验真实的考场情境。

## 作者介绍

### JI-YEON LEE

南加州大学英语教育学硕士，曾任三星、起亚等优秀企业的 TOEIC、TOEFL 培训师，洛杉矶州立大学 TOEIC、GRE、写作课程讲师，2002 世界杯组织委员会外景报道组长，路透社韩国世界杯企划部部长。曾在知名语言学院从事 TOEIC、TOEFL 在线讲座，编辑、出版过 50 余本语言学相关教材，现为自由翻译、国际会议主持人，同时经营 JI-YEON LEE 英语研究所和 BOOKCUBE 出版社。

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- Structures & Features

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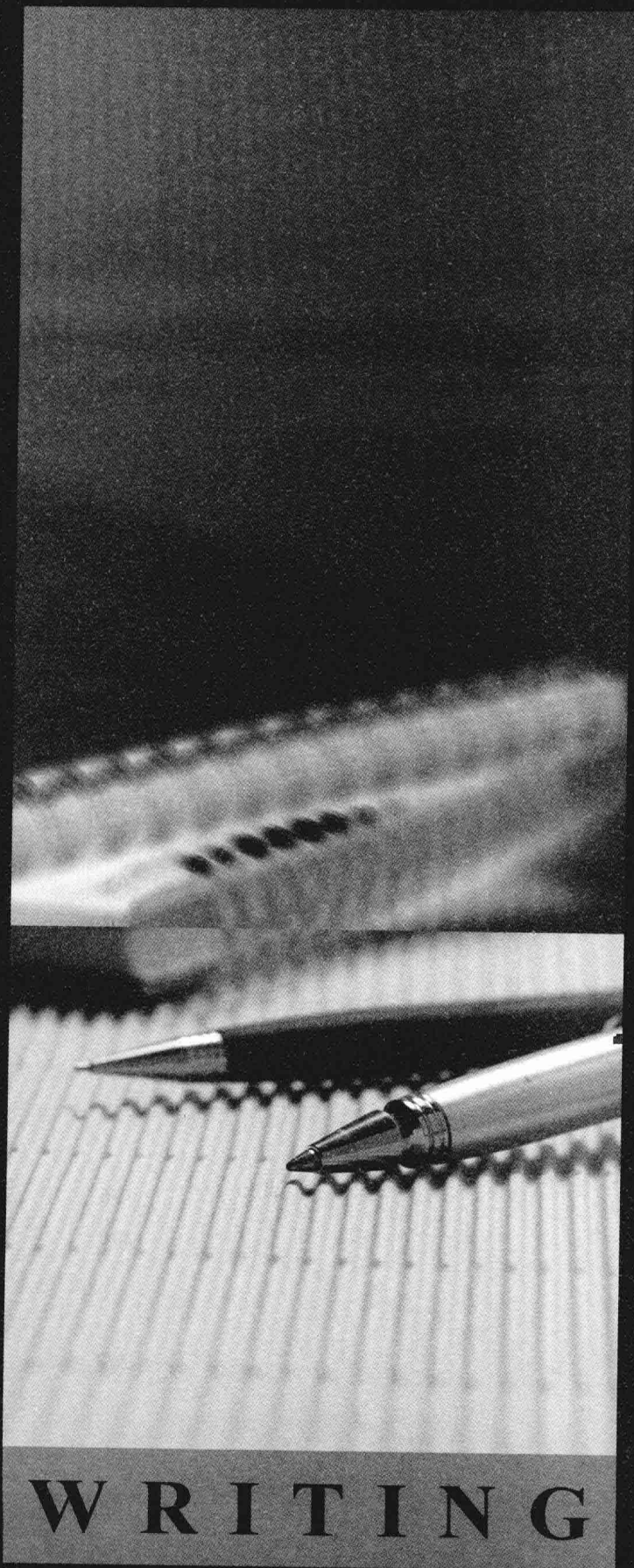
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# iBT TOEFL®



## WRITING

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# CHAPTER 1

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## Patterns for Writing

1. Transitions
2. Parallel Structures
3. Linking Information
4. Using “by”
5. Referencing for Flow
6. Sentence Structures
7. Writing about Science
8. Paragraph Structures
9. Pronoun Reference
10. Telling Two Sides of the Story
11. Hyphenating Words

# Patterns for Writing

## 1. Transitions

- Transition words and phrases are used to explain the relationship between two pieces of information. Without them, you leave it up to your reader to decide what that relationship is, and what point you are trying to make.
- In the sample response, “on the other hand” is used to compare the difference in attitude between the author and the lecturer.
- “according to the author” explains whose information is being discussed.
- “also points out” signals that the information is a continuation of the same person’s point.
- “in other words” explains the purpose or intent of the previous comment.
- “however” can be used at the beginning, middle or end of the sentence to emphasize that one piece of information in some way contradicts another.

### \* Transition words & phrases \*

#### ◆ To give an example 举例

- for example / for instance / as an example 举例
- to give a specific example 举一个具体的例子
- A is an example of B A 是 B 的例子
- that is / namely 即
- first 第一, 首先
- the first reason for this is that... 首要原因是...

#### ◆ Additional examples or reasons 其他例子或原因

- in addition / furthermore / further 不仅如此, 而且
- as well as 也, 又
- just as 正如...一样
- along with 连同...一起; 随同...一起
- likewise 同样地, 照样地, 又, 也
- in the same manner / in the same way 同样地
- in addition to 除...之外
- Second / Third / Fourth... 第二 / 第三 / 第四...
- a second (third / fourth) example is... 第二个 (第三个 / 第四个) 例子是...
- another reason is... 另一个原因是...
- moreover 而且, 此外

#### ◆ To show contrast 转折, 对比

- instead 代替
- rather than 而不是...
- however / but 然而, 但是
- nevertheless 然而, 不过
- on the other hand 另一方面
- otherwise 否则, 不然

#### ◆ To show a conclusion 下结论

- all in all 总而言之
- in consequence / consequently / as a result / in conclusion 从而, 因此, 总之
- in sum / in summary / in brief 总之, 大体上, 简而言之
- finally 最后, 终于
- the point is... 重点是...
- therefore / hence / thus 因此, 所以

#### ◆ To express an opinion 发表意见

- in my opinion 依我之见
- personally 就本人而论, 就个人而言



## 1. 过渡

- 过渡词或短语用来解释两部分信息之间的关系。缺少了起承转合的过渡词或短语，读者将很难理解文章的内在联系以及作者的观点。例如范文中：
- “on the other hand”用于比较阅读文章的作者与演讲者的不同态度。
- “according to the author”说明讨论的是谁的观点。
- “also points out”说明接着谈论同一人的观点。
- “in other words”解释了前文所述内容的目的或意图。
- “however”可以用在句首、句中或句末，用来强调两部分信息在某方面相矛盾。

## 2. Parallel Structures

- In English, we are concerned that lists of items and ideas should be written in parallel structures. So each item in the list must follow the same grammatical form. Straight lists should all be in the same part of speech: i.e. all nouns, or adjectives, etc. Phrases should follow the same pattern, as in “Their homes provide inadequate shelter and lack modern sanitation.” Subject followed by two verbs with adjective and noun as objects.  
\* Note: The verbs in such structures must be in the same tense.
- “They are too poor to afford medical care or education for their children.” The verbs they follow can also be in the infinitive. Check that the connect works for both items in the parallel. e.g. to afford medical care ... to afford education for their children.  
\* Note: The tradition here is to put the longest item at the end of the list.
- The items in the parallel can be joined by “and”, “or” and other linking words.  
\_ “by providing for the basic needs of the extreme poor as well as by assisting them to become self-sufficient”
- Notice the use of “by” and gerunds in a parallel structure.  
\_ Use parallelism in a sentence that explains a series of actions:  
“by drilling wells, diverting water and purifying it”  
\* Note: In a short list the “by” is not repeated.

## 2. 平行结构

- 在英语中，列举内容或观点时有时会使用平行结构，所列各项必须具有相同的语法结构。另外，列举的各项也应有相同的词性，例如：都是名词或形容词等。平行结构中的短语也应该是相同的结构，例如：“Their homes provide inadequate shelter and lack modern sanitation.”在上述句子中，主语后面是两个谓语(provide与lack)，谓语后面都是形容词(inadequate与modern)+名词(shelter与sanitation)组成的宾语。注意：平行结构中的谓语时态必须一致。
- 再看这句话：“They are too poor to afford medical care or education for their children.”平行结构的动词也可以是不定式。在这句话里，在or之后省略了不定式短语to afford。注意or前后的句子结构要平行，也

就是“to afford medical care... to afford education for their children”。

注意：英语的习惯是把最长的并列项放在最后。

- 在平行结构中，可以用and, or及其他连词来连接各并列项。
  - “by providing for the basic needs of the extreme poor as well as by assisting them to become self-sufficient”
- 如要说明连续的动作，就可以使用这样的平行结构：
  - “by drilling wells, diverting water and purifying it”

注意：如果并列项较短，则无需重复使用by。

### 3. Linking Information

- There are many different ways to link information. These sample responses use some of them.
  - “... from the time of WWII to the present day ...” — covers a span of time
  - “... able to (overcome their feelings of fear and stress) through ... the triumphs of the superheroes ...” — links the results with the means of achieving the results
  - “... both children and their parents ...” — joins two groups
  - “... more powerful than their parents ...” — compares two groups
  - “... can numb adults and children alike to real conflict ...” — something affects two groups in the same way

### 3. 连接信息

- 连接信息的方法有很多种。范文中使用了以下几种：
  - “...from the time of WWII to the present day...” (……从二战至今……) —— 连接一个时间范围
  - “...able to (overcome their feelings of fear and stress) through... the triumphs of the superheroes...” (……借助超级英雄的成功能克服恐惧和烦恼) —— 连接结果和达到此结果的原因。
  - “...both children and their parents...” (……孩子和父母都……) —— 连接两个群体。
  - “...more powerful than their parents...” (……比父母更强大……) —— 比较两个群体。
  - “...can numb adults and children alike to real conflict...” (……能使大人和孩子都对实际矛盾变得麻木) —— 某种事物以同样的方式影响两个群体

### 4. Using “by”

- There is more than one way to use the word “by” in English. Study these examples:
    - “... by trying to persuade rulers ...” — describes the method used
- Another example:
- “Meng Tsu felt that by nurturing the innate goodness of people ...”
  - “... separated by centuries and civilizations ...” — This is an example of passive voice.
- \* Note: Only use passive voice when the subject of the sentence cannot do the action.

— e.g. The horse was saddled by the rider.

— “... subscribed to by modern philosophers too.”—verb followed by the people who took the action

#### 4. “by”的用法

■ 英语里“by”的用法很多，下面举一些例子：

— “...by trying to persuade rulers...” (……说服统治者……) ——描述所使用的方法

— 又如：“Meng Tsu felt that by nurturing the innate goodness of people...”

(通过发掘人类天生的善性，孟子感受到了……)

— “...separated by centuries and civilizations...” (……被时代和文明所分离……) ——被动语态

注意：只有句子的主语不能发出动作时，才使用被动语态。

例如：— The horse was saddled by the rider. (骑手给马套上了马鞍。)

— “...subscribed to by modern philosophers too.” (……也由现代哲学家们赞助) ——之后接动作的发出者

#### 5. Referencing for Flow

■ One of the qualities of a good piece of writing is how well it flows as you read it. A series of sentences that give information but don't relate directly to each other makes for a choppy, disconnected read and makes your readers work hard to make the connections themselves.

■ The most obvious way to connect the ideas from one sentence to the next is to use connecting words like “however”: “... they develop these areas of the brain later than boys do. However, boys require ...”

■ Other words that can be used in this way are “therefore”, “furthermore”, etc. Remember, these words need punctuation on either side of them: either a period or semi-colon and a comma, or two commas.

■ We also use words like “this”, “these”, and “such” to refer to the sentences before, instead of repeating the point. For example:

— “These differences extend to sensory information-gathering, ...” refers to “many gender differences in the brains of males and females”.

— “This means that girls are more likely to ...” refers to the facts about developments that girls go through before boys discussed in the previous sentence.

— “Such an approach would allow teachers ...” refers to the suggestion of same sex classes.

#### 5. 文章的流畅

■ 好文章的重要标准之一就是阅读时的流畅性。如果句子只提供信息而句与句间毫无关系，就会使得整篇文章不连贯、支离破碎，需要读者自己去琢磨其中的联系。

■ 把前后两句的意思联系起来的最简单的方法就是使用连接词，如 “however”。“...they develop these areas of the brain later than boys do. However, boys require...” (她们大脑的这一部分比男孩的发育晚，但是男孩需要……)。

- 其他连接词有“therefore”, “furthermore”等。记住: 这些单词前后都要有标点符号, 如一个句号(或分号)和一个逗号或两个逗号等。
- 为了避免重复, 也可以用“this”, “these”, “such”等词代替前面的句子。例如:
  - “These differences extend to sensory information-gathering...”(这些差异涉及感官的信息收集……) 在这里, these differences指代“many gender differences in the brains of males and females”(男性和女性大脑存在的许多性别差异)。
  - “This means that girls are more likely to...”(这说明女孩子可能更……), 在这里, “this”指代的是前面句子中谈到的女孩发育早于男孩的情况。
  - “Such an approach would allow teachers...”(这种方法使老师们……), 在这里, “such an approach”所指代的是同性班级的提议。

## 6. Sentence Structures

- **Compound Sentences** are joined by a conjunction like “and” or “but”.
  - “... affect the way we see today, and how land is prepared for planting.”
  - “Benjamin Franklin’s experiments with electricity are perhaps the most famous, but Thomas Jefferson’s specialized plows revolutionized farming on hillsides ...”
- **Complex Sentences** use a variety of structures, such as: **Introductory Phrases** which provide relevant information for the point to follow in the main sentence:
  - “Besides giving us better lighting in our homes, ...”
  - “Like the bill which ensured such freedom, ...”
- **Clauses** give added information about the subject, object or action in the main sentence.
  - “... politicians and diplomats whose political influence made a significant difference ...”
  - “... the wheel cipher which enabled them to encode and decode messages.”
  - “... the small group of men who wrote the Declaration of Independence ...”
  - “... it was his report on the decimal system which ultimately lead to the adoption of the dollar ...”

*\* Note: Clauses usually start with a question word like “who”, “which”, etc.*
- **Not only..., but also** is one of several more sophisticated ways to put two pieces of information together.
  - “Their political efforts not only supported their own governments in America, but also affected U.S. diplomacy with European countries for many years.

*\* Note: In comparison and contrast essays, it is customary to point out what the two items or people have in common before explaining the differences or similarities.*

## 6. 句子结构

- 并列句是由“and”, “but”等连词连接起来的句子。
  - “...affect the way we see today, and how land is prepared for planting.”(……影响着我们现在看待事物的方式, 也影响着准备耕地的方式。)
  - “Benjamin Franklin’s experiments with electricity are perhaps the most famous, but Thomas Jefferson’s specialized plows revolutionized farming on hillsides...”(本杰明·富兰克林的电学实验可能最负盛名, 而托