

How to Master Skills for the

TO EFL

新托福考试专项进阶

中级写作

riting

Intermediate

Michael A. Putlack | Will Link | Stephen Poirier



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责任编辑 孙春红(bj62605588@163.com)

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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

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Introduction

A. Information on the TOEFL® iBT

The Format of the TOEFL® iBT

Section	Number of Questions	Timing	Score
Reading	 3~5 Passages approximately 700 words each 12~14 questions per passage 	60~100 min.	30 points
Listening	 2~3 Conversations 12~25 exchanges each (3 min.) 5 questions per conversation 4~6 Lectures 500~800 words each (3~5 min.) 6 questions per lecture 	60~90 min.	30 points
BREAK		10 min.	
Speaking	 2 Independent Tasks (preparation: 15 sec. / response: 45 sec.) ① 1 personal experience ② 1 personal choice/opinion 2 Integrated Tasks: Read-Listen-Speak (preparation: 30 sec. / response: 60 sec.) ① 1 campus situation topic - reading: 75~100 words (45 sec.) - conversation: 150~180 words (60~80 sec.) ② 1 academic course topic - reading: 75~100 words (45 sec.) - lecture: 150~220 words (60~90 sec.) 2 Integrated Tasks: Listen-Speak (preparation: 20 sec. / response: 60 sec.) ① 1 campus situation topic - conversation: 180~220 words (60~90 sec.) ② 1 academic course topic - lecture: 230~280 words (90~120 sec.) 	20 min.	30 points
Writing	 1 Integrated Task: Read-Listen-Write (20 min.) reading: 230~300 words (3 min.) lecture: 230~300 words (2 min.) a summary of 150~225 words 1 Independent Task (30 min.) a minimum 300-word essay 	50 min.	30 points

Casting Doubt

Problem-Solution

Agree / Disagree

Preference

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2. Writing Scoring Rubrics

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.

(2) Independent Task (Question 2)

Your essay for the Independent Task will be scored according to these criteria:

Score	Task Description	
5	An essay at this level effectively responds to the topic and task by clearly stating an opinion and is easy to understand. It is well organized and shows unity, progression, and coherence. It is well developed with clearly appropriate examples, reasons, and/or details, and it displays a good command of language, including a variety of sentence structures and well-suited choices of words and idioms to express ideas.	
4	An essay at this level responds to the topic and task well, but some points may not be fully supported. It is generally well organized and shows unity, progression, and coherence with only occasional redundancy or lack of clarity. It also is generally well developed with appropriate examples, reasons, and/or details, and it demonstrates a good use of language, including various sentence structures and range of vocabulary with occasional language errors that do not obscure the meaning.	
3	An essay at this level responds to the topic and task on a basic level with somewhat developed examples, reasons, and/or details. It shows unity, progression, and coherence in spite of occasional, unclear connections among ideas. It is also characterized by correct but limited use of grammar and vocabulary, including errors in sentence formation and word choice that may make some sentences unclear or difficult to understand.	
2	An essay at this level displays limited development in response to the topic and task, with inappropriate or insufficient supporting details. It has poor organization or connections among ideas and is marked by obviously inappropriate word choice or word forms and an accumulation of errors in grammar and/or usage.	
1	An essay at this level responds to the task confusingly. It lacks any organization and development. It contains little or no detail or details that are not related to the task, and it shows serious and frequent errors in grammar and usage.	
0	An essay at this level only contains words from the topic, is not related to the topic, is written in a language other than English, or is blank.	

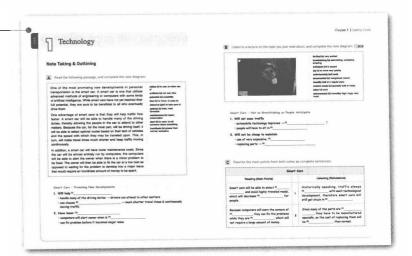
How to Use This Book

How to Master Skills for the TOEFL® iBT Writing Intermediate 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 16 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

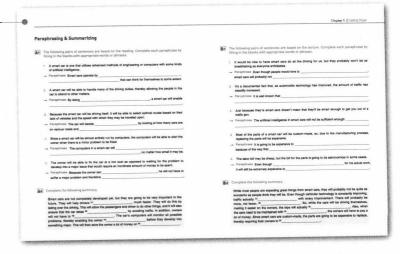
Note Taking & Outlining

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.



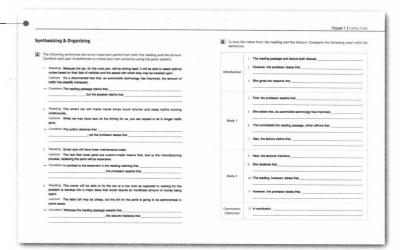
2 Paraphrasing & Summarizing

This section helps you to practice paraphrasing some important information from the reading and lecture in your own words as well as summarizing both the reading passage and the lecture.



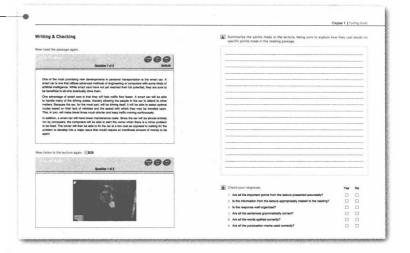
Synthesizing & Organizing

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.



Writing & Checking

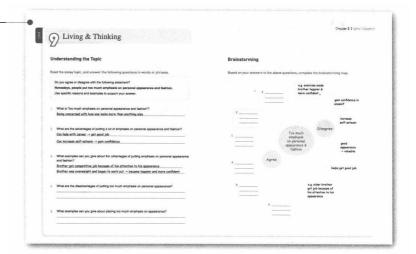
In this part, you will read the academic passage and listen to the lecture once again and will be asked to write a completely new response on your own. You can evaluate your response with the given checklist.



PART 2 Independent Writing

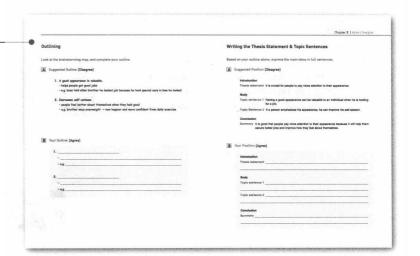
Understanding the Topic |Brainstorming

These sections help you understand the essay topic and brainstorm your ideas about the topic. In the Understanding the Topic section, you will learn what kinds of questions you should ask to understand the topic appropriately. In the Brainstorming section, you can practice brainstorming your ideas in a structured way by using a mind map.



6 Outlining | Writing the Thesis Statement & — Topic Sentences

These sections help you practice making an outline of your ideas and translating them into sentences. In the Outlining section, you will practice organizing your brainstormed ideas into a logical sequence. In the Writing the Thesis Statement & Topic Sentences section, you will practice writing the most important sentences in an essay—the thesis statement, topic sentences, and the summary sentence(s).



Writing the Details

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

Writing the Details	B Your Essay (Agree)
Based on your outline, complete the assay with supporting details.	[Opening sentencia] (Thesis statement)
Sample Essay (Disagree)	
(Sparming sentence) Our markers senting in highly competitive, an parallel steed to use every class and continued to the senting sentence of the sentence of t	Description

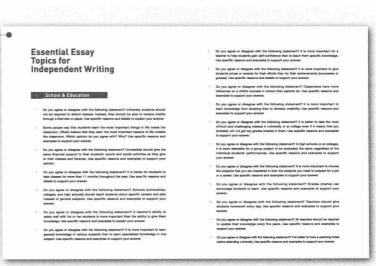
3 Completing & Checking Your Essay

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



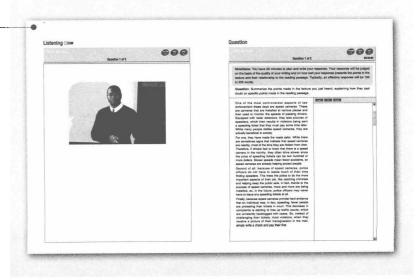
9 Essential Essay Topics

This part provides you with a list of essential essay topics reconstructed from the ones that have so far been asked on the TOEFL® iBT. By practicing writing your essays on these topics, you will effectively prepare yourself for the Independent Writing of the TOEFL® iBT.



Actual Tests

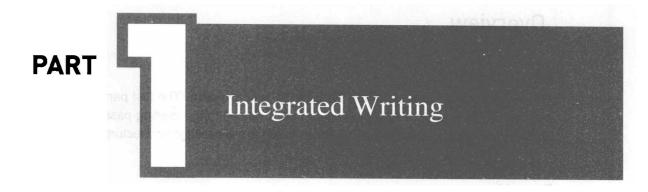
This part offers two full practice tests that are modeled on the Writing section of the TOEFL® iBT. These tests will familiarize you with the actual test format of the TOEFL® iBT.



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Unit 2 _ Environment I

Unit 3 _ Sociopolitics

Unit 4 _ Environment II

Unit 5 _ Education

● Chapter 2 Problem-Solution

Unit 6 _ Business

Unit 7 _ Education

Unit 8 _ Environment

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 your 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.

Useful Tips

1. Casting Doubt

You should mention all three points and counterpoints. You should relate each point and its counterpoint one at a time, providing the reasons why each counterpoint disagrees with the point in the reading passage.

2. Problem-Solution

You should note the individual solutions that the lecture provides for each problem. The professor will mention why each solution will work. You should be sure to include the reasons for these solutions in your response.

■Key Strategies

1. Note Taking & Outlining

- _ Take notes on each point in the reading passage and listening lecture.
- Focus on the main ideas, not the minor ones.
- _ Create an outline to show how each point and counterpoint relate to one another.

2. Paraphrasing & Summarizing

- _ Do not repeat the words of the reading passage exactly as they are written.
- _ Paraphrase the sentences from the reading passage and listening lecture.
- _ Summarize the reading passage and listening lecture in your own words.

3. Synthesizing & Organizing

- _ Recognize how the points and counterpoints are related to one another.
- _ Be sure to mention all three of the points and counterpoints in your response.
- Organize your response by including an introduction and, when appropriate, a short conclusion.

4. Writing & Checking

- _ Write your response from the notes and outline that you wrote.
- _Be sure to include an introduction, body, and conclusion. However, the conclusion is optional.
- Check over your writing to make sure that you did not make any mistakes.

Sample iBT Question

Directions Now you will see the reading passage for 3 minutes. Remember that it will be available to you again while you are writing. Immediately after the reading time ends, the lecture will begin, so keep your headset on until the lecture has ended.

Reading

One of the most controversial topics in education these days is the way to pay teachers their salaries. Many people favor determining teachers' salaries based on merit. In other words, teachers will be paid according to how well they teach and how well their students do in the classroom. This is an idea that should be implemented for a number of reasons.

First, this is a very fair way of paying teachers. Nowadays, teachers are paid primarily based upon seniority. The longer the person has been teaching, the more money the teacher receives. However, this is not fair. Now, the best teachers can receive the higher salaries they deserve even if they have not been teaching for very long. Also, ineffective teachers will receive lower salaries even if they have been employed for ten or twenty years.

Second of all, paying teachers on a merit basis will encourage most of them to perform better. They will actually begin to compete with one another, which will improve the quality of the education they provide for their students. They will all improve when competing against one another. Likewise, they will begin to develop better teaching methods in an effort to perform better in the classroom.

Finally, if the teachers are trying and working harder, then the students themselves will benefit greatly. The fact that the teachers are providing better lessons means that students will learn much better. Also, the students themselves will likely be inspired to study harder when they see just how hard their teachers are working.

It is obvious that a merit-pay-based system will have several benefits both for teachers and students. All school systems should consider implementing this method as soon as possible.