

How to
Master Skills for the

TOEFL

新托福考试专项进阶
——中级写作

Writing

Intermediate

Michael A. Putlack | Will Link | Stephen Poirier



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TOEFL[®] iBT

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Introduction

A. Information on the TOEFL® iBT

The Format of the TOEFL® iBT

Section	Number of Questions	Timing	Score
Reading	<ul style="list-style-type: none"> • 3~5 Passages <ul style="list-style-type: none"> - approximately 700 words each - 12~14 questions per passage 	60~100 min.	30 points
Listening	<ul style="list-style-type: none"> • 2~3 Conversations <ul style="list-style-type: none"> - 12~25 exchanges each (3 min.) - 5 questions per conversation • 4~6 Lectures <ul style="list-style-type: none"> - 500~800 words each (3~5 min.) - 6 questions per lecture 	60~90 min.	30 points
BREAK		10 min.	
Speaking	<ul style="list-style-type: none"> • 2 Independent Tasks (preparation: 15 sec. / response: 45 sec.) <ul style="list-style-type: none"> ① 1 personal experience ② 1 personal choice/opinion • 2 Integrated Tasks: Read-Listen-Speak (preparation: 30 sec. / response: 60 sec.) <ul style="list-style-type: none"> ① 1 campus situation topic <ul style="list-style-type: none"> - reading: 75~100 words (45 sec.) - conversation: 150~180 words (60~80 sec.) ② 1 academic course topic <ul style="list-style-type: none"> - reading: 75~100 words (45 sec.) - lecture: 150~220 words (60~90 sec.) • 2 Integrated Tasks: Listen-Speak (preparation: 20 sec. / response: 60 sec.) <ul style="list-style-type: none"> ① 1 campus situation topic <ul style="list-style-type: none"> - conversation: 180~220 words (60~90 sec.) ② 1 academic course topic <ul style="list-style-type: none"> - lecture: 230~280 words (90~120 sec.) 	20 min.	30 points
Writing	<ul style="list-style-type: none"> • 1 Integrated Task: Read-Listen-Write (20 min.) <ul style="list-style-type: none"> - reading: 230~300 words (3 min.) - lecture: 230~300 words (2 min.) - a summary of 150~225 words • 1 Independent Task (30 min.) <ul style="list-style-type: none"> - a minimum 300-word essay 	50 min.	30 points

Casting Doubt

Problem-Solution

Agree / Disagree

Preference

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

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.

Chapter 1 | Unit 1: Technology

Note Taking & Outlining

A Read the following passage, and complete the note diagram.

One of the most promising new developments in personal transportation is the smart car. A smart car is one that utilizes advanced methods of engineering or computers with some kind of artificial intelligence. While smart cars have not yet reached their full potential, they are sure to be beneficial to all who eventually drive them.

One advantage of smart cars is that they will help traffic flow faster. A smart car will be able to handle many of the driving duties, thereby allowing the people in the car to attend to other matters. Because the car, for the most part, will be driving itself, it will be able to select optimal routes based on their location and the speed with which they may be traveled upon. This, in turn, will make travel time much shorter and keep traffic moving continuously.

In addition, a smart car will have lower maintenance costs. Since the car will be almost entirely run by computers, the computers will be able to alert the owner when there is a minor problem to be fixed. The owner will then be able to fix the car at a low cost as opposed to waiting for the problem to develop into a major issue that would require an inordinate amount of money to be spent.

Smart Cars - Potential New Developments

1. Will help traffic flow faster.

2. Will have lower maintenance costs.

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

Smart Cars - Test as Breakthrough as People Anticipate

1. Will ease traffic.

2. Will not be cheap to maintain.

3. Will not be easy to fix.

C Rewrite the main points from both notes as complete sentences.

Smart Cars

Reading Main Points

Smart cars will be able to select optimal routes based on their location and the speed with which they may be traveled upon. This, in turn, will make travel time much shorter and keep traffic moving continuously.

Listening Main Points

Historically speaking, traffic always increases with each technological development. Therefore smart cars will still get stuck in traffic.

Since many of the parts are custom-made, they have to be manufactured specifically as the need for replacing them will be. This means that the cost of replacing them will be high.

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.

Chapter 1 | Unit 1: Technology

Paraphrasing & Summarizing

A The following pairs of sentences are based on the reading. Complete each paraphrase by filling in the blanks with appropriate words or phrases.

1. A smart car is one that utilizes advanced methods of engineering or computers with some kind of artificial intelligence.
 Paraphrase: Smart cars are one that _____ that can think for themselves to some extent.

2. A smart car will be able to handle many of the driving duties, thereby allowing the people in the car to attend to other matters.
 Paraphrase: By doing _____, a smart car will enable _____.

3. Because the smart car will be driving itself, it will be able to select optimal routes based on their location and the speed with which they may be traveled upon.
 Paraphrase: The car will decide _____ by looking at how many cars are on various roads and _____.

4. Since a smart car will be almost entirely run by computers, the computers will be able to alert the owner when there is a minor problem to be fixed.
 Paraphrase: The computers in a smart car will _____, no matter how small it may be.

5. The owner will then be able to fix the car at a low cost as opposed to waiting for the problem to develop into a major issue that would require an inordinate amount of money to be spent.
 Paraphrase: Because the owner can _____, he will not have to suffer a major problem and therefore _____.

B Complete the following summary.

Smart cars are not completely developed yet, but they are going to be very important in the future. They will help drivers _____ much faster. They will do this by taking over the driving. This will allow the passengers and driver to do other things, and it will also ensure that the car takes _____ by avoiding traffic. In addition, owners will not have to _____ the car's computers will monitor all possible problems, thereby enabling the owner _____ before they develop into something major. This will then save the owner a lot of money on _____.

C The following pairs of sentences are based on the lecture. Complete each paraphrase by filling in the blanks with appropriate words or phrases.

1. It would be nice to have smart cars do all the driving for us, but they probably won't be as breakthrough as everyone anticipates.
 Paraphrase: Even though people would love to _____, smart cars will probably not _____.

2. It is a documented fact that, as automobile technology has improved, the amount of traffic has steadily increased.
 Paraphrase: It is well known that _____.

3. Just because they're smart cars doesn't mean that they'll be smart enough to get you out of a traffic jam.
 Paraphrase: The artificial intelligence in smart cars will not be sufficient enough _____.

4. Most of the parts of a smart car will be custom-made, so, due to the manufacturing process, replacing the parts will be expensive.
 Paraphrase: It is going to be expensive to _____ because of the way that _____.

5. The labor bill may be cheap, but the bill for the parts is going to be astronomical in some cases.
 Paraphrase: Even though _____, for his actual work, it will still be extremely expensive to _____.

D Complete the following summary.

While most people are expecting great things from smart cars, they will probably not be quite as wonderful as people think they will be. Even though vehicular technology is constantly improving, smart cars will not be _____ as well as many people expect. These cars will probably be traffic actually _____, not faster. _____, while the cars will be driving themselves, making it easier on the owners, the trips will actually _____, the cars need to be maintained with _____, the owners will have to pay a lot of money. Since smart cars are custom-made, the parts are going to be expensive to replace, thereby keeping their owners in _____.

③ 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.

Chapter 1 | Writing Skills

Synthesizing & Organizing

A 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.

- Reading:** Because the car, for the most part, will be driving itself, it will be able to select optimal routes based on their lack of vehicles and the speed with which they may be traversed upon.

Lecture: It's a documented fact that, as automobile technology has improved, the amount of traffic has steadily increased.

→ Combine: The reading passage claims that _____, but the speaker claims that _____.
- Reading:** The smart car will make travel times much shorter and keep traffic moving continuously.

Lecture: While we may have cars do the driving for us, you can expect to sit in longer traffic jams.

→ Combine: The author declares that _____, yet the professor states that _____.
- Reading:** Smart cars will have lower maintenance costs.

Lecture: The fact that most parts are custom-made means that, due to the manufacturing process, replacing the parts will be expensive.

→ Combine: In contrast to the statement in the reading claiming that _____, the professor asserts that _____.
- Reading:** The owner will be able to fit the car at a low cost as opposed to waiting for the problem to develop into a major issue that would require an inordinate amount of money being spent.

Lecture: The labor bill may be cheap, but the bill for the parts is going to be astronomical in some cases.

→ Combine: Whereas the reading passage asserts that _____, the lecturer declares that _____.

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

	1. The reading passage and lecture both discuss
Introduction	2. However, the professor states that _____
	3. She gives two reasons why _____
Body 1	4. First, the professor asserts that _____
	5. She states that, as automobile technology has improved, _____
	6. This contradicts the reading passage, which affirms that _____
	7. Also, the lecture claims that _____
Body 2	8. Next, the lecturer mentions _____
	9. She declares that _____
Body 3	10. The reading, however, states that _____
	11. However, the professor states that _____
Conclusion (Optional)	12. In conclusion, _____

④ 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.

Chapter 1 | Writing Skills

Writing & Checking

Now read the passage again.

Question 1 of 2


One of the most promising new developments in personal transportation is the smart car. A smart car is one that utilizes advanced methods of engineering or computers with some kinds of artificial intelligence. While smart cars have not yet reached their full potential, they are sure to be beneficial to all who eventually drive them.

One advantage of smart cars is that they will help traffic flow faster. A smart car will be able to handle many of the driving duties, thereby allowing the people in the car to attend to other matters. Because the car, for the most part, will be driving itself, it will be able to select optimal routes based on their lack of vehicles and the speed with which they may be traversed upon. This, in turn, will make travel times much shorter and keep traffic moving continuously.

In addition, a smart car will have lower maintenance costs. Since the car will be almost entirely run by computers, the computers will be able to spot the car's wear. There is a minor problem to be fixed. The owner will then be able to fit the car at a low cost as opposed to waiting for the problem to develop into a major issue that would require an inordinate amount of money to be spent.

Now listen to the lecture again.

Question 1 of 2



A Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.

B Check your response.

	Yes	No
1. Are all the important points from the lecture presented accurately?	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the information from the lecture appropriately related to the reading?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the response well organized?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are all the sentences grammatically correct?	<input type="checkbox"/>	<input type="checkbox"/>
5. Are all the words spelled correctly?	<input type="checkbox"/>	<input type="checkbox"/>
6. Are all the punctuation marks used correctly?	<input type="checkbox"/>	<input type="checkbox"/>

PART 2 Independent Writing

5 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.

Chapter 3 | Light / General

9 Living & Thinking

Understanding the Topic

Read the essay topic, and answer the following questions in words or phrases.

Do you agree or disagree with the following statement?
However, people put too much emphasis on personal appearance and fashion.
Use specific reasons and examples to support your answer.

1. What is "too much emphasis on personal appearance and fashion"?
Being concerned with how one looks more than anything else.

2. What are the advantages of putting a lot of emphasis on personal appearance and fashion?
Can look with career → get good job
Can increase self-esteem → gain confidence

3. What examples can you give about the advantages of putting emphasis on personal appearance and fashion?
Brother got competitive job because of his attention to his appearance.
Brother was overweight and began to work out → became happier and more confident.

4. What are the disadvantages of putting too much emphasis on personal appearance?

5. What examples can you give about placing too much emphasis on appearance?

Brainstorming

Based on your answers to the above questions, complete the brainstorming map.

Central Topic: Too much emphasis on personal appearance & fashion

Agree (Positive):

- 1. e.g. exercise made brother happier & more confident → gain confidence is easier
- 2. increase self-esteem
- 3. good appearance → valuable
- 4. helps get good job
- 5. e.g. older brother got job because of his attention to his appearance

Disagree (Negative):

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

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).

Chapter 3 | Light / General

Outlining

Look at the brainstorming map, and complete your outline.

A Suggested Outline (Disagree)

1. A good appearance is valuable.
- helps people get good jobs
- e.g. boss told older brother he landed job because he took special care in how he looked

2. Decreases self-esteem
- people feel better about themselves when they look good
- e.g. brother was overweight → was happier and more confident from daily exercises

B Your Outline (Agree)

1. _____
- e.g. _____

2. _____
- e.g. _____

Writing the Thesis Statement & Topic Sentences

Based on your outline above, express the main ideas in full sentences.

A Suggested Position (Disagree)

Introduction
Thesis statement: It is crucial for people to pay close attention to their appearance.

Body
Topic sentence 1: Having a good appearance can be valuable to an individual when he is looking for a job.
Topic sentence 2: If a person emphasizes his appearance, he can improve his self-esteem.

Conclusion
Summary: It is good that people pay more attention to their appearance because it will help them secure better jobs and improve how they feel about themselves.

B Your Position (Agree)

Introduction
Thesis statement: _____

Body
Topic sentence 1: _____
Topic sentence 2: _____

Conclusion
Summary: _____

7 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.

Chapter 3 | Light / General

Writing the Details

Based on your outline, complete the essay with supporting details.

A Sample Essay (Disagree)

(Opening sentence) Our modern society is highly competitive, so people need to use every opportunity to get ahead in life. (Thesis statement) For the reason, it is crucial for people to pay close attention to their appearance. The outline both the way they look and the clothes they wear.

(Topic sentence 1) To begin with, having a good appearance can be valuable to an individual when he is looking for a job. (General statement 1) Many times, the way that a person looks and dresses can help him get hired. After all, an interviewer's first impression is often based upon how a person looks. So, if an individual ignores his appearance and fashion, he might not be successful during the interview process. (Reason 1) My older brother had an experience just like this. A few months after he got the current job, he was told my brother that he had been competing against a woman for the job. However, because my brother looked more professional, he was chosen to hire him, so my brother got the job. (Closing sentence 1) Taking special care of one's appearance can certainly help one's career. A rewarding idea for my brother.

(Topic sentence 2) Next, if a person emphasizes his appearance, he can improve his self-esteem. (General statement 2) Many people suffer from low esteem and a lack of self-confidence. However, people who have good bodies and wear fashionable clothes often feel better about themselves. Their appearance actually gives them more confidence. (Reason 2) Again, my older brother is an excellent example. He was always overweight and very shy in middle school. He also had few friends and was not very popular. However, he started paying more attention to his appearance and began exercising in high school. As he started to slim down, he came out of his shell and almost immediately became a more confident, outgoing person. This change made him more popular at school too, so he started feeling better about himself. (Closing sentence 2) It seems clear to me that people are happier when they take care of their appearance and are confident in how they look.

(Conclusion) Ultimately, it is good that people pay more attention to their appearance because it will help them secure better jobs and improve how they feel about themselves. (Final comment) Taking special care of one's appearance and fashion is definitely a rewarding investment.

B Your Essay (Agree)

(Opening sentence) _____ (Thesis statement) _____

(Topic sentence 1) _____ (General statement 1) _____

(Example 1) _____

(Topic sentence 2) _____ (General statement 2) _____

(Example 2) _____

(Closing sentence 1) _____

(Closing sentence 2) _____

(Summary) _____

(Final comment) _____

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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

TOEFL iBT Writing

VOLUME

HELP

NEXT

Question 1 of 2

00:03:00

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.