

iBT TOEFL Actual Test

托福考试 冲刺试题 写作

(韩) Hyung-goo Seo / 编著

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(韩) Hyung-goo Seo / 编著
侯晓丽、王成霞 / 译



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iBT TOEFL Writing

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	iBT TOEFL 概要	2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		iBT TOEFL Writing 概要	6
<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	写作评分等级	10

Writing Tests

<input checked="" type="checkbox"/>	Test 01	20
<input checked="" type="checkbox"/>	Test 02	30
<input checked="" type="checkbox"/>	Test 03	40
<input checked="" type="checkbox"/>	Test 04	50
<input checked="" type="checkbox"/>	Test 05	60
<input checked="" type="checkbox"/>	Test 06	70
<input checked="" type="checkbox"/>	Test 07	80
<input checked="" type="checkbox"/>	Test 08	90

Sample Answers

<input checked="" type="checkbox"/>	Test 01	102
<input checked="" type="checkbox"/>	Test 02	114
<input checked="" type="checkbox"/>	Test 03	126
<input checked="" type="checkbox"/>	Test 04	138
<input checked="" type="checkbox"/>	Test 05	150
<input checked="" type="checkbox"/>	Test 06	162
<input checked="" type="checkbox"/>	Test 07	174
<input checked="" type="checkbox"/>	Test 08	186

Common Errors

<input checked="" type="checkbox"/>	Common Errors	198
<input checked="" type="checkbox"/>	Common Errors Answer Keys	268

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1 什么是 iBT TOEFL?

TOEFL是为了测评母语为非英语人士的英语能力而开设的考试，由美国教育考试服务中心（ETS）举办。继PBT（Paper-Based Test，笔考）和CBT（Computer-Based Test，机考）之后，从2005年9月开始，以网络为基础的iBT（internet-Based Test，网考）开始实行。通常，在一年内，考生有30~40次在指定日期注册并参加考试的机会。TOEFL考试内容由阅读（Reading）、听力（Listening）、口语（Speaking）和写作（Writing）四个部分构成，考试总时间为4个小时，每部分满分为30分，总分为120分，成绩大概在考试结束15日后便可通过网络查询确认。

2 iBT TOEFL 的特点

1 测评母语为非英语人士的英语能力

考试的各个部分都须测定考生在学业上或校园生活中所需的语言能力，包括表达自己的观点和喜好、整理讲座内容、撰写文章、阅读学术类文章且理解其内容等，对考生的英语能力进行全面测评。

2 测评阅读、听力、口语和写作各个部分的综合语言能力

虽然考试分为四个部分，但每个部分都综合了听说、读说、读听写等两种或三种能力，对考生的综合语言能力进行测评。

3 阅读理解与听力原文都很长

每篇阅读理解700字左右，大概一张半A4纸的篇幅。听力中的每个讲座或对话长度为3~6分钟。

4 整个考试过程中都可以做笔记

考生在做阅读理解或者是听讲座录音时，可简单记下核心内容，答题时作为参考。考试结束后必须将做笔记的纸张作废弃处理。

5 Linear方式的测评

TOEFL并不是针对考生的实力按照考试难易程度出题的，而是以对考生一视同仁的态度用linear的方式来进行测评。

6 限定考试时间

在中国大陆地区，考试主要在周六、日举行，每月2~4次，每位考生可每12天参加一次考试。

7 提供Performance Feedback

托福成绩单上不仅提供分数，还写明考生在各个部分的具体表现。

3 iBT TOEFL 的构成

考试内容	阅读、听力、口语、写作
考试时间	4个小时
考试次数	一年30~40次（具体日期由ETS指定）
满 分	120分
各部分分数	30分
成绩查询	可在考试结束约15个工作日后登录中国教育部考试中心托福网考报名网站查询成绩

考试部分	题目构成	时 间
阅 读	<ul style="list-style-type: none"> • 3~4篇文章 • 每篇文章700字左右，设置12~14道题目 	60~80分钟
听 力	<ul style="list-style-type: none"> • 对话2~3篇，演讲4~6篇 • 每篇对话设置5道题目，每篇演讲设置6道题目 	60~90分钟
中间休息（10分钟）		
口 语	<ul style="list-style-type: none"> • 共6道题目 • 独立任务2题，综合任务4题 	20分钟
写 作	<ul style="list-style-type: none"> • 共2道题目 • 综合写作1题，考试时间为20分钟；独立写作1题，考试时间为30分钟 	50分钟

iBT TOEFL 概要

4

iBT TOEFL の分数

1 各个部分的分数

Reading	0~30	Listening	0~30
Speaking	0~30	Writing	0~30

2 iBT, CBT, PBT分数比较

iBT	CBT	PBT	iBT	CBT	PBT
120	300	677	81-82	217	553
120	297	673	79-80	213	550
119	293	670	77-78	210	547
118	290	667	76	207	540-543
117	287	660-663	74-75	203	537
116	283	657	72-73	200	533
114-115	280	650-653	71	197	527-530
113	277	647	69-70	193	523
111-112	273	640-643	68	190	520
110	270	637	66-67	187	517
109	267	630-633	65	183	513
106-108	263	623-627	64	180	507-510
105	260	617-620	62-63	177	503
103-104	257	613	61	173	500
101-102	253	607-610	59-60	170	497
100	250	600-603	58	167	493
98-99	247	597	57	163	487-490
96-97	243	590-593	56	160	483
94-95	240	587	54-55	157	480
92-93	237	580-583	53	153	477
90-91	233	577	52	150	470-473
88-89	230	570-573	51	147	467
86-87	227	567	49-50	143	463
84-85	223	563	-	-	-
83	220	557-560	0	0	310

5

考试注意事项

- 1 在中国大陆地区，考生须通过教育部考试中心托福网考报名网站（<http://toefl.etest.net.cn/>）报名。托福网考报名须按顺序完成下列步骤：**

第一步：注册成为网上报名系统用户，创建个人档案

第二步：支付考试费

第三步：注册考试

第四步：填写背景调查

2 考试费用

1500元人民币，费用可通过中国银行、中国工商银行或招商银行进行网上支付，所以应在报名前准备好银行卡及所需费用。

3 考试当天需带物品

- ① 有照片的身份证（驾照或护照）
- ② 报名注册号（NEEA ID）
- ③ 尽量不带其他物品

4 考试流程

- ① 携带身份证件和签署的保密协议进行检录
- ② 机密文件上需要写的内容要手写
- ③ 所带物品接受检查（几乎所有物品都要放在寄存处）
- ④ 拍摄照片及最终身份确认，提供铅笔和纸张
- ⑤ 按照监考官的指示进入教室，坐到指定的位置开始考试
- ⑥ 阅读和听力部分结束之后有10分钟的休息时间（可以离开考试教室）
- ⑦ 在考试过程中如有问题需举手示意，并按照监考官的指示行动
- ⑧ 完成写作部分并确认考试结束后，带上身份证件离开考场

5 确认成绩

考生可在考试结束约15个工作日后登录中国教育部考试中心托福网考报名网站查询成绩。ETS正式打印的成绩单随后将通过快递寄送到考生报名时提交的中文地址。

1 iBT TOEFL Writing Section 的特征

iBT TOEFL写作部分包括两个问题，均不是简单地根据所给主题写文章的那种基本写作，而是考查内容以实际学业为背景，并采取阅读、听力和写作多种形式相结合的综合性问题。

iBT TOEFL写作部分有下面四个主要特征。

1 由两个部分构成

第一种是综合写作，考生需要在三分钟内阅读完一篇学术性文章，接着听一段与该话题相关的讲座录音，随后在20分钟内就讲座的要点写一篇概述，字数在150到225之间。在概述中，考生需要阐明讲座的主要论点是如何与阅读文章中的观点相互联系的。

第二种是独立写作，考生需要针对所给主题提出自己的观点，时间为30分钟，字数在300以上。文章结构一般为绪论—本论—结论，用此三段式来表达主题。

2 做笔记

在读、听、写这三个部分里，记笔记是非常关键的。所以，考前要学习记笔记的方法，并进行反复练习。

3 打字

写作考试时，考生需要打字输入文章。考前应该充分练习速打，以节省考试时间。

4 两个部分的评分标准不同

iBT TOEFL写作部分的核心特征之一是两个问题分别有自己不同的评分标准。为了得高分，考生一定要弄清楚评分标准。简单地说，综合写作的评分标准更多地强调内容，而独立写作既强调内容，又注重论证的形式，需要考生多费些精力。本书中，我们对这些评分标准进行了仔细的研究，并制定出了有效的写作策略。

2 iBT TOEFL Writing Section 的问题类型

ETS给出的写作部分的问题类型具体如下。

1 综合型 (Integrated Task)

以阅读和听力材料为基础完成一篇概要性文章，这不仅要求写作能力，还要求阅读理解能力和听力。



2 独立型 (Independent Task)

对于所给问题回答时，要以绪论—本论—结论的论证说理方式阐述观点，并举出各种理由支持提出的观点。独立写作部分不仅需要具备完成文章的能力，也要熟悉学术文章的结构，文章内容要与框架相符。



3

iBT TOEFL Writing Section 的评分标准和分数表

1 评分标准

综合写作 (Integrated Task)	1. 是否听到了讲座中提到的所有重点。 2. 是否清晰地说明了阅读文章和听力讲座之间的关系。 3. 是否有包括拼写错误在内的语法错误。
独立写作 (Independent Task)	1. 文章的构成是否具有论证说理性。 2. 对于所给问题是否进行了充分而准确的说明。 3. 是否有包括拼写错误在内的语法错误。

2 分数表

综合写作和独立写作的满分都是5分，最低分数是0分，分数以1分为单位，逐渐递增。这些分数又可分为Good、Fair和Limited这三个等级，也就是说即便都得了Good，高分的Good与低分的Good也是有区别的。

等 级	分 数
Good	4.0-5.0 (24-30)
Fair	2.5-3.5 (17-23)
Limited	1.0-2.0 (1-16)

4

iBT TOEFL Writing Section 的成绩计算方式

综合写作与独立写作在评分人分别给出分数以后，将两项分数相加，再算一个平均数，最后按照下面的表格进行换算，就得出最后的成绩。

Writing Rubric Mean	Scaled Score
5.00	30
4.75	29
4.50	28
4.25	27
4.00	25
3.75	24
3.50	22
3.25	21
3.00	20
2.75	18
2.50	17
2.25	15
2.00	14
1.75	12
1.50	11
1.25	10
1.00	8
	7
	5
	4
	0

综合写作与独立写作的分数

2

例 示

Case 1.

综合写作得到5分，独立写作得到4分的分数
换算：

$$\frac{5+4}{2} = 4.50 \rightarrow 28\text{分}$$

Case 2.

综合写作得到3.5分，独立写作得到2分的分数
换算：

$$\frac{3.5+2}{2} = 2.75 \rightarrow 18\text{分}$$

写作评分等级

Scored Sample Essays

1 综合写作 (Integrated Task)

Reading Passage

The Dead Sea Scrolls, found in the Middle East in 1947, are ancient religious manuscripts. One of these scrolls, the Copper Scroll, describes 64 hidden places of treasure. Scholars have debated whether this treasure is real or imaginary. In fact, many of them speculate that the treasure never really existed.

One of the reasons why the treasure is thought to have never existed is that the supposed location of the treasure is vague; that is, the Copper Scroll does not describe the location in detail. For example, the Scroll explains that the hiding places are located near a certain river, but the exact name of the river is undisclosed. This vagueness of the location of the treasure makes many scholars believe that the writings in the Scroll are simply legends.

Another reason for the skepticism is that one talent, the unit of measure that people used during the time, weighs about 35 kilograms, and since the treasure was reportedly one thousand talents, that amount is too great in reality. Therefore, the amount of treasure mentioned in the Scroll is far too great for anyone to believe. Additionally, if we assume that the treasure contains silver and precious metals, then the amount of these precious metals is obviously so great that it makes the existence of the treasure hard to believe.

Finally, despite their efforts, archaeologists have failed to uncover any real places that the Scroll describes. Even though they have tried many empirical methods to find out whether any promising places exist, they have not found anything. Thus, it is highly evident that the treasure described in the Scroll is only an imaginary legend which has never existed.

Listening Passage

As you all have seen in the reading passage, many scholars have debated whether or not the treasure described in the Copper Scroll actually exists. Uh... to some, the reasons why the treasure doesn't exist may seem plausible. However, I have come to believe that the reasons mentioned in the reading are not all that convincing. Let me explain.

First of all, I think that... uh... the explanation of the location was vague because... well... it was purposely meant to be vague. Long ago, many owners always loved to boast about their immense treasures to others, but they wanted to keep the location of the treasure secret. Why? Well... this is because they didn't want other people to steal their treasure. So... therefore... owners only talked about what they wanted other people to know. They never mentioned anything more than that.

Second, you have to be careful about how to interpret the standard of weight of talents during that time. Some neighboring countries, such as Egypt, also had a unit of measure with the same name, talent. However... and this is important... the value of the talent in Egypt was actually less than the unit used by people near the Dead Sea. So, 35 kilograms may actually have been much less than what the reading mentions.

Finally, there is some evidence that archaeologists might have been searching for the treasure entirely in the wrong places. For example, the Copper Scroll has referred to Egyptian kings, and... uh... one city that was mentioned in the Scroll actually fits the description of an Egyptian city. In fact, reports have shown that archaeologists uncovered some treasure in that city. So, research might conclude that archaeologists may have already found some of the treasure mentioned in the Scroll.

写作评分等级

Good

绪论

The reading and the lecture both talk about the existence of the treasure described in the Copper Scroll. The reading says that this treasure doesn't exist for three reasons. However, the lecturer argues that the reasons that the reading argues are not convincing.

本论1

First, the reading contends that one reason for the inexistence of the treasure is the vague explanation of the location of the treasure. On the contrary, the lecturer claims that many treasure owners deliberately described places where the treasure was hidden vaguely so that others could not steal their treasure. Hence, according to the lecture, the obscure explanation of the location cannot be evidence that the treasure never existed.

本论2

Second, in the reading, the author says that another reason for the inexistence of the treasure is the questionable unit of measure. By contrast, the lecturer contradicts this opinion. He says that some neighboring countries, such as Egypt, also used the same unit 'talent,' but the unit might be far less than the 35 kilograms that the reading asserts. Thus, the lecturer concludes that the amount of the treasure might be far less than what the reading argues.

本论3

The final reason that the reading argues is archaeologists' empirical research on places where the treasure was hidden. On the other hand, the lecturer suggests that archaeologists might have been looking in the wrong places. Quoting many reports, he argues that archaeologists actually uncovered some treasure in an Egyptian city described in the scroll, the same as a real Egyptian city.

(words: 251)

Comments

这篇作文概述了讲座的全部重要内容，对于阅读文章和听力讲座的关系也进行了准确说明，并且没有写作错误和语法错误。

Fair

绪论

A lecturer thinks the three reasons that the reading suggests why the Copper Scroll is just imaginary are not convincing.

本论1

First of all, the lecturer thinks that the explanation of the location of the treasure during that time was meant to be vague. That is because the owners never wanted their treasure to be in danger of being stolen by other people. Therefore, the lecturer thinks that the vagueness of the location cannot be a reason for that.

本论2

Next, the lecturer insists that the value of the talent which was mentioned in the reading might actually be much less than 35 kilograms. He thinks that the reading just assumes the amount of the treasure without obvious evidence.

本论3

Finally, the reading surmises that the Copper Scroll was imaginary because archaeologists have never found any actual places of the treasure. However, the lecturer also criticizes this point by asserting that archaeologists actually have tried to find the treasure in entirely wrong places. There can possibly be some other locations in which the treasure was hidden and archaeologists have never been.

结论

In sum, for those reasons above, the lecturer believes that the reasons that the reading suggests are not plausible.

(words: 196)

Comments

这篇作文虽然概述了听力讲座的所有内容，但是没有明确说明阅读文章和讲座的关系。在本论1中，省略了阅读文章所主张的内容，只是说明了讲座中的观点。在本论2中，没有准确说明阅读文章与讲座的关系。阅读文章中称，宝物的重量太大——这个不合理的事实是宝物不存在的一个理由；为了反驳这点，讲座提到与the Dead Sea相邻的其他国家对重量单位定义的标准要比35千克轻，因此宝物的重量肯定不是特别大，这与阅读文章的主张不同，从而说明宝物是可能存在的。但是，这篇作文指出，讲座中认为阅读文章在没有确实证据的情况下并不能测定宝物的重量，对于两者主张的不同概括得不准确。