



# 托福基础写作 6-综合写作

By Cassie

# 托福写作基础段



Introduction



教育类 Education



个人生活类 Personal Life



工作成功类 Work & Success



其他类 Environment, Government & Technology



综合写作及复习 Integrated Writing & Review

# 课程目标



## Section 1: 题型介绍



## Section 2: 评分标准解读



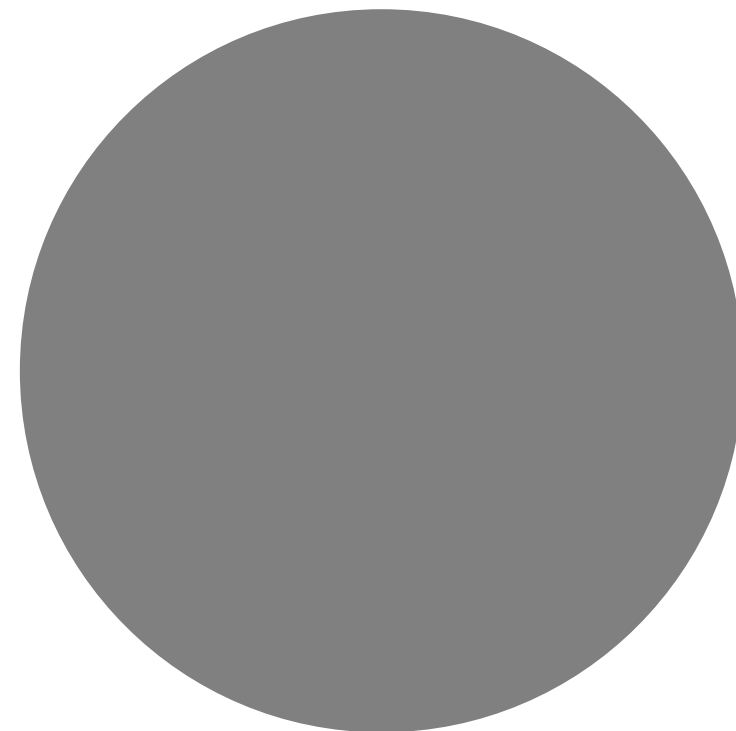
## Section 3: 范文研习



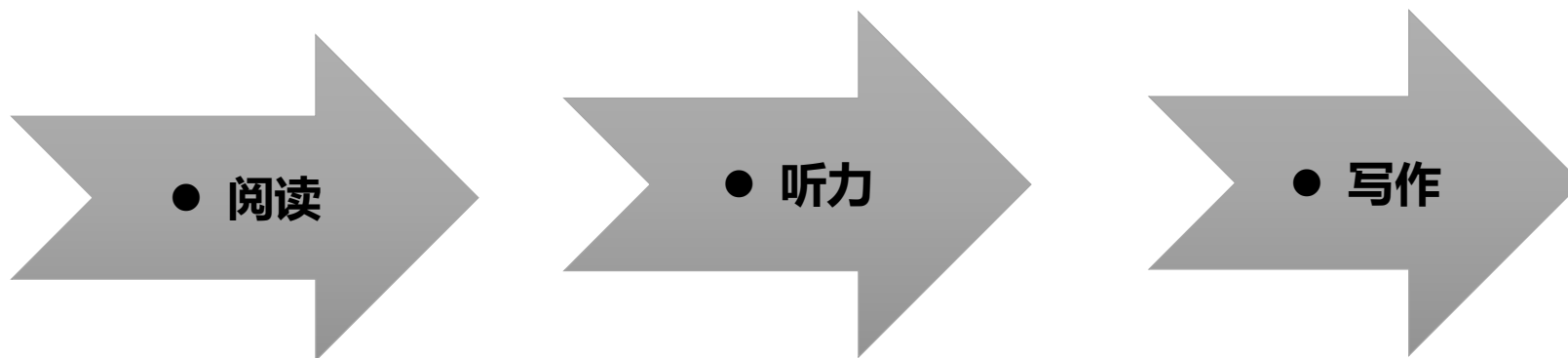
## Section 4: 实操演练

# Section1 题型 介绍

- 
- I. 综合写作的考试流程
  - II. 综合写作的常考话题



# 综合写作顺序



# 1-1 综合写作界面

## STEP1: Reading

TOEFL Writing

PAUSE TEST SECTION EXIT

Question 1 of 1

00:02:38

Altruism is a type of behavior in which an animal sacrifices its own interest for that of another animal or group of animals. Altruism is the opposite of selfishness; individuals performing altruistic acts gain nothing for themselves.

Examples of altruism abound, both among humans and among other mammals. Unselfish acts among humans range from the sharing of food with strangers to the donation of body organs to family members, and even to strangers. Such acts are altruistic in that they benefit another, yet provide little reward to the one performing the act.

In fact, many species of animals appear willing to sacrifice food, or even their life, to assist other members of their group. The meerkat, which is a mammal that dwells in burrows in grassland areas of Africa, is often cited as an example. In groups of meerkats, an individual acts as a sentinel, standing guard and looking out for predators while the others hunt for food or eat food they have obtained. If the sentinel meerkat sees a predator such as a hawk approaching the group, it gives an alarm cry alerting the other meerkats to run and seek shelter. By standing guard, the sentinel meerkat gains nothing—it goes without food while the others eat.

230—300 words  
3 mins

倒计时

# 1-1 综合写作界面

## STEP2: Listening



The image shows the TOEFL Writing interface for Step 2: Listening. The top bar is dark blue with the ETS logo and "TOEFL Writing" text. Below this, there are buttons for "PAUSE TEST" and "SECTION EXIT" on the left, and "REPLAY TALK", "VOLUME", "HELP", and "NEXT" on the right. The center of the top bar displays "Question 1 of 1". The main content area features a video player showing a lecture. Below the video player is a progress bar with a blue segment indicating the current listening progress. To the right of the progress bar is a blue arrow pointing left, labeled "听力进度" (Listening Progress).

TOEFL Writing

Question 1 of 1

230—300 words  
2-3 mins

听力进度

# 1-1 综合写作界面

## STEP3: Writing

**TOEFL Writing**

**Question 1 of 1**

**Directions:** You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

**Question:** Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Altruism is a type of behavior in which an animal sacrifices its own interest for that of another animal or group of animals. Altruism is the opposite of selfishness; individuals performing altruistic acts gain nothing for themselves.

Examples of altruism abound, both among humans and among other mammals. Unselfish acts among humans range from the sharing of food with strangers to the donation of body organs to family members, and even to strangers. Such acts are altruistic in that they benefit another, yet provide little reward to the one performing the act.

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20 mins  
150—225 words  
写作时，阅读文章可见



# 1-2 综合写作——结构梳理

## • Case 1

➤ 预测听力

	Reading	Listening
总观点		XX老师不好
分论点1+细节		整过容；每天化浓妆
分论点2+细节		虽然吸引人，但干货不多
分论点3+细节		作业是助教批改的

- Writing: 听力从以下三点反驳了阅读.....

# 综合写作案例-TPO53

**Reading:** 政府应该对烟或者其他不健康的食物收取高额的税费(总观点)

这样会帮助人们养成健康的习惯，比如人们会买更少的烟。(理由1)

**Lecture:** **不同意**(总观点)

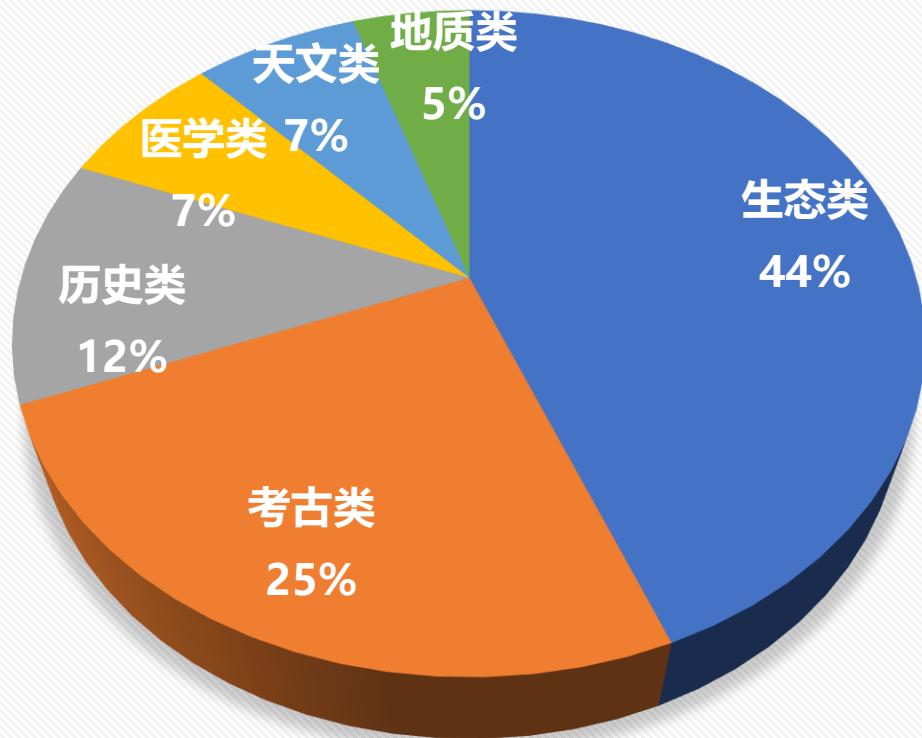
这样并不一定会让人养成健康的习惯，比如人们会购买更便宜的烟，而这样的烟一般含有更有危害的物质。(理由1)

**Writing:**

**阅读中说**对于不健康的食物或者烟收税，人们会养成更健康的生活习惯，但是**听力中**不同意，它任务不一定会导致人们养成好的习惯。并且举例说明，很可能人们会去买更便宜的烟，这对身体害处更大.....(细节未完待续)

# 1-3 综合写作——话题分布

2016年综合写作学科话题分类百分比

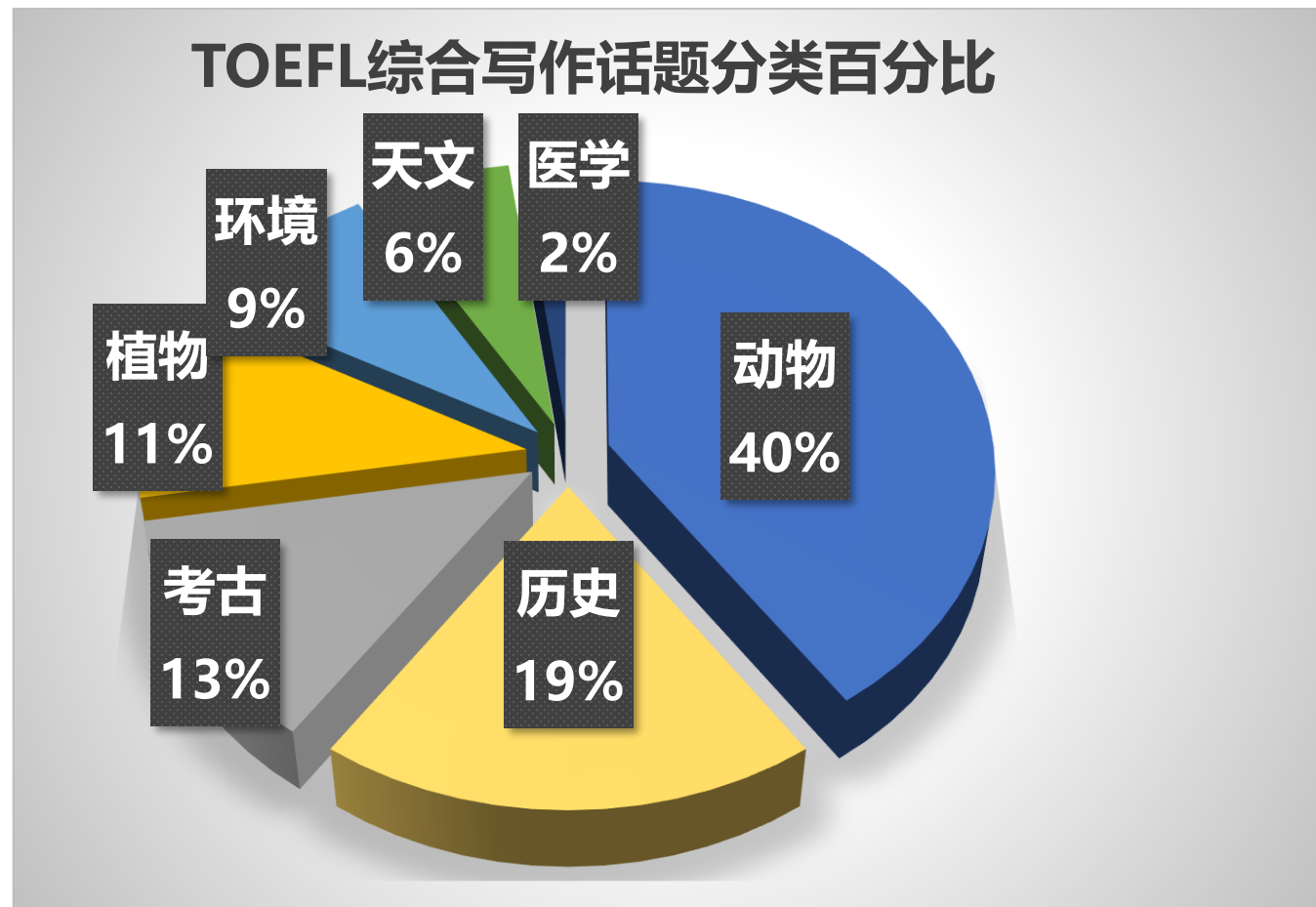


生态类	考古类	历史类
医学类	天文类	地质类

□ 从阅读和听力两方面，熟悉话题词汇

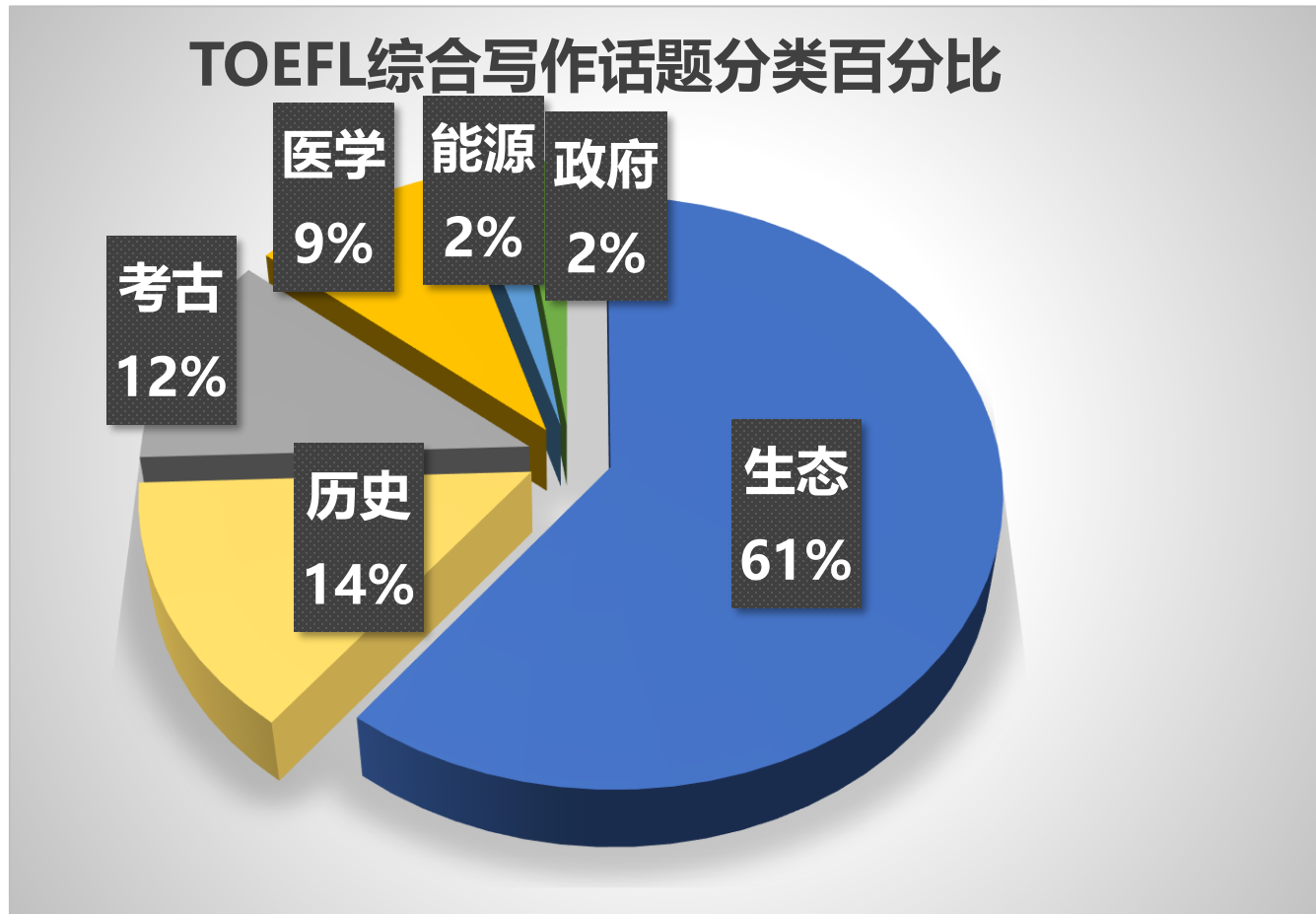
- ① 生态
- ② 考古
- ③ 历史
- ④ 医学
- ⑤ 天文
- ⑥ 地质

# 综合写作2017年考情分析 (共47场)



- ① 生态
- ② 历史
- ③ 考古
- ④ 天文
- ⑤ 医学

# 综合写作2018年考情分析 (共44场)



- ① 生态
- ② 历史
- ③ 考古
- ④ 医学
- ⑤ 能源
- ⑥ 政府

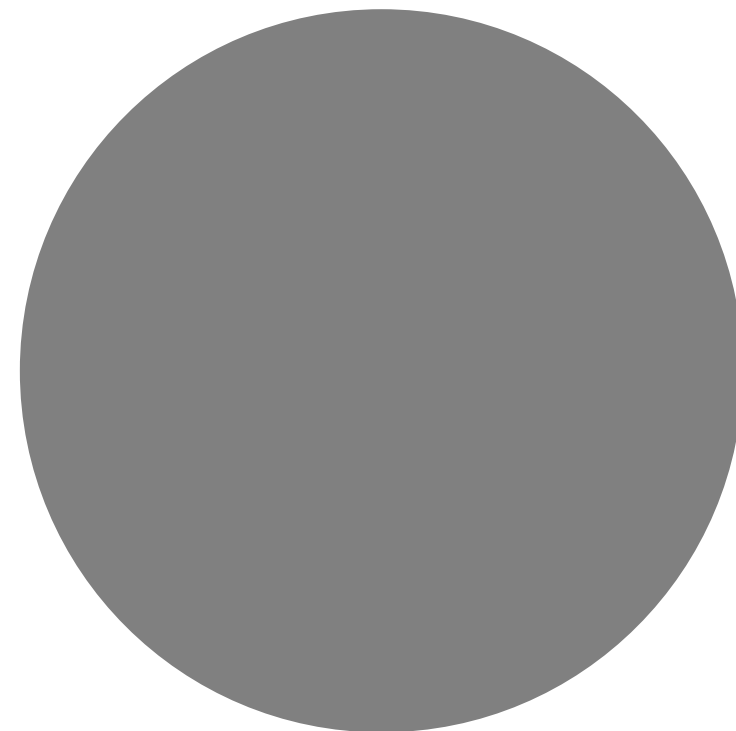
# 思考

综合写作经常考的  
三个类别分别是哪  
三个？

掌握话题词汇是否  
重要？

# Section2 评分标准解读

—



# Integrated **WRITING** Rubrics

SCORE	TASK DESCRIPTION
5	<b>A response at this level</b> 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.
4	<b>A response at this level</b> 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.



## 1-4 综合写作评分标准——OG

- Score 5

1. 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.

听力抓关键

准确对应阅读

## 1-4 综合写作评分标准——OG

- Score 5

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



成文结构清晰



少量语言错误

# 托福综合写作——评分标准

## • 2. 综合写作评分标准

- 综合写作标准: Score 5

SCORE	TASK DESCRIPTION
5	<b>A response at this level</b> 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.

presentation of content or connections.

1. 准确选取听力的重要信息
2. 准确清晰地阐述了阅读和听力的关系
3. 文章组织结构良好
4. 只有少数不影响文章理解的语言错误



# 托福综合写作——评分标准

- 2. 综合写作评分标准
- 综合写作标准: Score 4

4	<p>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 <u>minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading.</u> A response is also scored at this level if it has <u>more frequent or noticeable minor language errors,</u> as long as such usage and grammatical structures do not result in anything more than <u>an occasional lapse of clarity or in the connection of ideas.</u></p>
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准确选取听力的重要信息


准确清晰地阐述了阅读和听力的关系

文章组织结构良好

只有少数不影响文章理解的语言错误

有遗漏，不准确，表意模糊

更多错误，导致少量理解错误  
或者表意不清楚



# Section3 范文 研习

# Writing

	Reading	Listening
Main idea		
Reason1 eg		
Reason2 eg		
Reason3 eg		

Example1-  
Reading



# Reading

1. An invasive species is a plant, fungus, or animal species that is not native to a specific location (an introduced species), and that, if escapes or is released into the wild, has a tendency to spread to a degree believed to cause damage to the environment, human economy or human health. The United States government has recently legislated to prohibit parties from bringing non-native species that have the potential to become invasive into the United States. Despite the intention behind it, there are good reasons to believe enforcing such a law is impractical.
2. First, critics complain that pet owners would have to turn their pets over to authorities if strict regulation is adopted. The new law might lead to a growing concern in pet owners that since their pets are non-native, authorities will **confiscate(充公)** these animals. The government deems these non-native species a threat to the environment, but most owners keep their pets indoors to avoid causing any actual harm.



找出阅读中的主旨和三个分论点



# Reading

3. Second, critics point out that implementing this law would be incredibly expensive. A important part of the law is a rule that every non-native species introduced into the United States needs to be examined by researchers to decide whether the species would do any harm to the environment if it is released into the wild. There are thousands of non-native species that are brought into the country. Accordingly, thousands of studies need to be carried out each year. This would result in a significant increase in the budget-perhaps millions of dollars.
4. A third objection is based on the fact that whether a certain species will cause harm varies from region to region. For example, due to the cold climate, it is rather difficult for Brazilian rabbits to reproduce and establish a population in the northern United States. They are unlikely to constitute an environmental threat there. So a single standard applied to the whole country just does not make sense.



找出阅读中的主旨和三个分论点

# Reading文本

First, critics complain that pet owners would have to turn their pets over to authorities if strict regulation is adopted. The new law might lead to a growing concern n pet owners that since their pets are non-native, authorities will **confiscate**(充公) these animals. The government deems these non-native species a threat to the environment, but most owners keep their pets indoors to avoid causing any actual harm.

Second, critics point out that implementing this law would be incredibly expensive. A important part of the law is a rule that every non-native species introduced into the United States needs to be examined by researchers to decide whether the species would do any harm to the environment if it is released into the wild. There are thousands of non-native species that are brought into the country. Accordingly, thousands of studies need to be carried out each year. This would result in a significant increase in the budget-perhaps millions of dollars.

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# 阅读内容归纳

总论点	
理由1	
理由2	
理由3	

# 听力词汇

- Tropical fish 热带鱼
- Burmese python 缅甸蟒蛇
- Brazilian rabbits 巴西兔子
- Imperative 重要的

# listening



作者的观点句



理由1



理由2



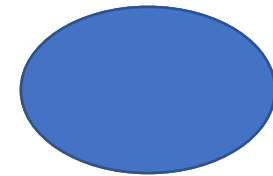
理由3



# 听力内容归纳

总论点	
理由1	
理由2	
理由3	

# 听力文本1



There should definitely be new rules adopted for restricting the importing, buying and selling of none native species.

First, new laws for none native won't necessarily mean that pet owners have to turn their pets over to the authorities. The new law, designing to control the importation and sale of non-native species has nothing to do with animals people already have. Take a particular species of tropical fish for example. When this kind of fish is labeled dangerous or invasive by the new law, it just couldn't be bought in the market, but people who keep this fish as a pet would not be affected.

Second, it is true that the cost of implementing this law will be huge, but the result is well worth the extra cost. For example, Burmese python after being introduced from Asia to America, has been spreading in Florida ever since. This is because many of the snake species have been abandoned by the breeders into the wild.

## 听力文本2



You see, pythons can grow up to 5 meters long, such large species need constantly consume food, so many rare native species have been killed by them. When you actually do the math, more money than that spent in implementing the law has to be spent on stopping pythons' spread. Also, the harm pythons has done to rare species is irreparable.

Third, with respect to the regional difference, it doesn't follow that once an escaped animals cannot live for a long time in certain areas, no harm will be caused. True, Brazilian rabbits can't survive for long in the cold area but the virus they carry can cause diseases even in those cold areas. For example, the virus from these rabbits caused death of 99% of native rabbits in a particular place, therefore, it is imperative that the new law should be implemented across the whole country.



# 示范案例

目前政府对于外来物种入侵的制定了一项法规，阅读中的观点是此项法规是不切合实际的，并且给出了三个理由，但是听力中认为，三个理由都不让人信服。

**第一**，作者认为，部分饲养外来物种做宠物的人会担心要把自己的宠物上交，虽然他们把宠物关在家里，并没有造成任何伤害。但是说话的人反驳道这项法规只针对于现存的外来物种的进口和买卖，不会对那些已经饲养了的外来物种造成任何影响，并且举例子，说某种鱼，如果被认为是外来物种，市场上会禁止这种鱼的买卖，但是已经养了这种鱼的人不会被影响。

**其次**， .....

**最后**， .....

## 2.2 写作步骤——信息重组

### 替换表达

- 对阅读的称呼：

1. the reading/ the passage/ the text
2. the writer/ the author

- 对听力的称呼：

1. the professor/ the speaker/ the lecturer
2. the lecture/ the speech/ the listening

## 2.2 写作步骤——信息重组

### ➤ think

- argue/ assert/ claim/ insist/ state/  
believe/ contend/ indicate

### ➤ support

- confirm/ back up/ strengthen/ advocate

### ➤ idea:

- view/ opinion/ viewpoint/ point of view
- belief/ understanding/ perspective

## 2.2 写作步骤——信息重组

Paragraph 1: Introduction ——呈现双方对立的观点

- 句型框架总结:
- The reading's conclusion is that \_\_\_\_\_. But the lecturer rebuts the statement, and argues that \_\_\_\_\_.

## 2.2 写作步骤——信息重组

Paragraph 2: ——呈现双方对立的理由1及其细节

- 句型框架总结:
- Firstly, the reading passage demonstrates that \_\_\_\_\_.
- But the speaker challenges this point by saying that \_\_\_\_\_.

## 2.2 写作步骤——信息重组

Paragraph 3: ——呈现双方对立的理由2及其细节

- 句型框架总结:
- Secondly, the writer states that \_\_\_\_\_.
- On the contrary, the listening illustrates that \_\_\_\_\_.

## 2.2 写作步骤——信息重组

Paragraph 4: ——呈现双方对立的理由3及其细节

- 句型框架总结:
- The reading then indicates that \_\_\_\_\_.
- As for this point, the truth in the lecture is that \_\_\_\_\_.

## 2.2 写作步骤——信息重组

The reading's conclusion is that \_\_\_\_\_. But the lecturer rebuts the statement, and argues that \_\_\_\_\_.

Firstly, the reading passage demonstrates that \_\_\_\_\_.  
But the speaker challenges this point by saying that \_\_\_\_\_.

Secondly, the writer states that \_\_\_\_\_.  
On the contrary, the listening illustrates that \_\_\_\_\_.

The reading then indicates that \_\_\_\_\_.  
As for this point, the truth in the lecture is that \_\_\_\_\_.



# 示范案例

**The reading' s conclusion is that** the implementation of the law is impractical , which prohibits people from bringing non-native species. . **But the lecturer rebuts the statement, and argues that** the law is a good idea.

# 示范案例

**First, the reading passage demonstrates that** the law might be used to force pet owners to turn their pets over to authorities because they are non-native and would be a threat to the environment. **But the lecturer challenges this point by saying that** the law, directed to control the importation and sale of non-native species, does not affect animals that people already own. For example, a kind of fish is labeled invasive and not allowed to be bought in the market, but people can still keep this fish as a pet.

**Secondly, the writer states** that the law will be very expensive to implement because a large number of related studies need to be carried out, which will increase the budget. **On the contrary, the lecture illustrates that** the result of enforcing the law is well worth the extra cost. For example, Burmese pythons have been spreading after being abandoned in the wild. They have killed a lot of rare native species and the money spent on stopping the spread of this kind of snake is much more than that spent on implementing the law.

**The reading then indicates that** the law is unreasonable because it fails to recognize regional differences within the United States. **As for this point, the truth in the lecture is that** an escaped animal can be dangerous even in areas where it cannot live for a long time. For example, Brazilian rabbits can transmit a disease-causing virus to native animals even in cold areas where they cannot survive for long. 99% of native rabbits were killed in one location. Thus it is necessary to carry out the law across the whole nation.



# Section4 实战 演练



# Example2-brochs

# Practice2-reading

第一段: Brochs (史前圆形石头), circular, prehistoric drystone towers, are mysterious features of Scottish archaeology. These two-thousand-year-old stone structures date from the Iron Age, and it is estimated that at least seven hundred brochs once existed across Scotland. Archaeologists have been trying to determine how brochs were used. While there is still no universally agreed upon explanation, there are three competing theories.

第二段: One theory holds that brochs were built to deter serious or sustained attack. These towers are generally too high to climb(up to thirteen meters high), and with thick walls it would have been quite difficult for enemies to break through by sheer force. Attackers could have been easily fended off as long as ancient Scots just assembled inside a broch.



# Practice2-reading

第三段： A second theory contends that the brochs were used to store food supplies. During the last few centuries BC, the introduction of new, more productive varieties of crops resulted in increases in agricultural production. The supplies of crops had stored somewhere for future use, and the large brochs, five and fifteen meters wide, would make them very suitable for the purpose of protecting the crops from being spoilt by insects or bad weather conditions.

第四段： A third theory proposes that brochs served a social purpose as opposed to a practical or utilitarian one. This view is supported by the fact that compared with ordinary houses, brochs were more elaborate. Also, archaeologists have excavated some pottery containers. This finding has been interpreted as evidence that high-ranking **chieftains (leaders)** (酋长) inhabited brochs and used these containers to hold expensive wines and oils.

# 阅读文本

- I. One theory holds that brochs were built to deter serious or sustained attack. These towers are generally too high to climb (up to thirteen meters high), and with thick walls it would have been quite difficult for enemies to break through by sheer force. Attackers could have been easily fended off as long as ancient Scots just assembled inside a broch.
- II. A second theory contends that the brochs were used to store food supplies. During the last few centuries BC, the introduction of new, more productive varieties of crops resulted in increases in agricultural production. The supplies of crops had stored somewhere for future use, and the large brochs, five and fifteen meters wide, would make them very suitable for the purpose of protecting the crops from being spoilt by insects or bad
- III. A third theory proposes that brochs served a social purpose as opposed to a practical or utilitarian one. This view is supported by the fact that compared with ordinary houses, brochs were more elaborate. Also, archaeologists have excavated some pottery containers. This finding has been interpreted as evidence that high-ranking **chieftains (leaders)** (酋长) inhabited brochs and used these containers to hold expensive wines and oils.

# Writing

	Reading	Listening
Main idea	The usage of brochés	
Reason1	Avoid attack-thick wall, high tower	
Reason2	Conserve food-proper size	
Reason3	House for leaders- elaborate, pottery container	



# 听力词汇

- Tactical advantage 战略优势
- External 外面的
- Shooting arrows 射箭
- Determined 坚决的
- Ram the door open by force 用武力开门
- Water tanks 水罐
- Warehouse 仓库
- Moisture 潮湿
- Rot away 变质
- Fireplaces 火炉
- Inadvertently 不经意的
- Cluster 簇拥

# Listening :



理由1

理由2

理由3



# 听力文本

第一段: Unfortunately, none of the arguments about what the brochs were used for is convincing.

第二段: First, sure, the high wall may have given an advantages to be used as castles or forts but a lack of external windows casts serious doubt on the idea that brochs served a defensive purpose. I will explain, if there were no windows, the defenses of brochs were simply too weak because the defenders inside were denied the tactical advantage of shooting arrows through windows in order to keep attackers at a distance. Otherwise, determined attackers could approach the brochs either to set them on fire or to ram the door open by force.

60s

# 听力文本

第三段: Second, about brochs being warehouses to store crops, the problem is we have found water tanks in some brochs. As long as there was water, moisture could be released into the air. All grain may rot away. Moreover, fireplaces were found in some brochs. This really contradicts our ideas about how warehouses store crops. Used for cooking and keeping warm, fireplaces may inadvertently cause fire since dust from grain can catch fire.

第四段: Third, the idea that brochs are residence for chieftains is not well supported either. A couple of facts are inconsistent with the theory. For one thing, we know that in many ancient cultures, the home of a chieftain a particular area was often surrounded by smaller homes of his people. However, most brochs were separated from all other houses. Furthermore, there were brochs that clustered together. It is just too improbable that many leaders lived close to each other.

## 2.2 写作步骤——信息重组

The reading's conclusion is that \_\_\_\_\_. But the lecturer rebuts the statement, and argues that \_\_\_\_\_.

Firstly, the reading passage demonstrates that \_\_\_\_\_.  
But the speaker challenges this point by saying that \_\_\_\_\_.

Secondly, the writer states that \_\_\_\_\_.  
On the contrary, the listening illustrates that \_\_\_\_\_.

The reading then indicates that \_\_\_\_\_.  
As for this point, the truth in the lecture is that \_\_\_\_\_.

# 范文

Firstly, the reading passage demonstrates that ancient scots may have built broch for defense. But the speaker challenges this point by saying that defenders needed to be able to shoot arrows through small windows to keep away from the structure, but brochs had no windows. This could make invaders get close to the structure easily, thus the brochs could not defend attack.

Secondly, the writer states that brochs may be used as warehouses to store crops. On the contrary, the listening illustrates that water tanks were found in brochs, which would release moisture and cause the crops to rot. Besides, fireplaces also existed in brochs, which would have caused dust from the grain to catch fire. Thus, it is unlikely for brochs to store crops.

The reading then indicates that brochs may have been used as homes for high-ranking chieftains. As for this point, the truth in the lecture is that two facts contradict this theory. First, brochs were found totally isolated, but typical villages in many ancient cultures consisted of one large home for the leader and numerous smaller homes for everyone else. Second, archaeologists also found brochs grouped together, it's unlikely that the same village needed many leaders living near each other. Consequently, brochs could not act as leaders' houses.

# 托福写作技巧段-preview

- I. 构思与框架
- II. 开头段
- III. 主体段
- IV. 结尾段
- V. 句子拓展与优化
- VI. 综合写作与复习

Thank you for watching