

中级起点强化·综合写作

新东方
XDF.CN

| 国外考试部

南京新东方写作教研组

综合写作题型构成

- 阅读 + 听力 + 写作
- 3min: reading
- 2min: listening
- 20min: 150-225 words writing
- **Summarize** points in the lecture & **explain** how they relate to the specific points in the reading passage

How the Task Is Phrased

If the lecture challenges the information in the reading passage, the writing task will usually be phrased in one of the following ways:

- 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.
- Summarize the points made in the lecture, being sure to specifically explain how they answer the problems raised in the reading passage.

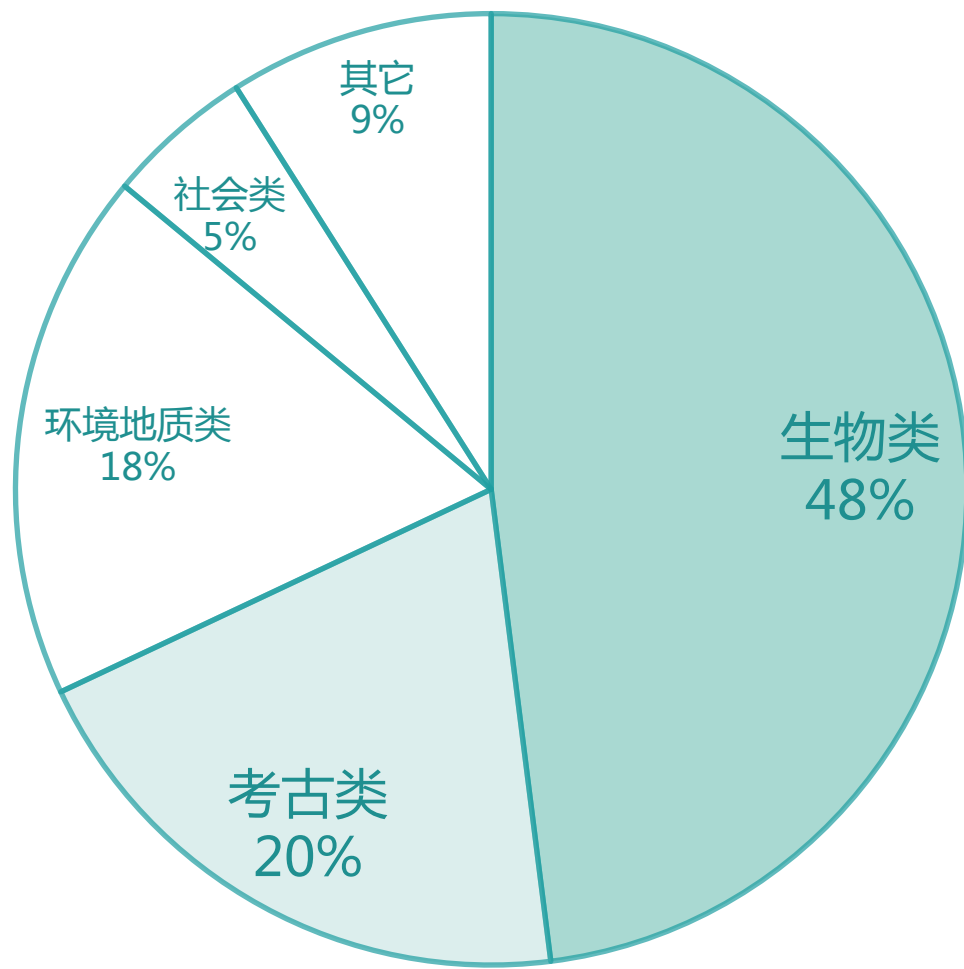
If the lecture supports or strengthens the information in the reading passage, the writing task will usually be phrased in one of the following ways:

- Summarize the points made in the lecture, being sure to specifically explain how they support the explanations in the reading passage.
- Summarize the points made in the lecture, being sure to specifically explain how they strengthen specific points made in the reading passage.

OG题型解读

- 听力与阅读中观点的联系
 - 驳斥
 - 解决问题

读·常考话题



评分标准

- 5

Task Description

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

评分标准

- 4

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 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.

评分标准

- 3

A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following:

- Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading.
- The response may omit one major key point made in the lecture.
- Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise.
- Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.

评分标准

• 2

A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following:

- The response significantly misrepresents or completely omits the overall connection between the lecture and the reading.
- The response significantly omits or significantly misrepresents important points made in the lecture.
- The response contains language errors or expressions that largely obscure connections or meaning at key junctures, or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.

评分标准

- 1&0

A response at this level is marked by one or more of the following:

- The response provides little or no meaningful or relevant coherent content from the lecture.
- The language level of the response is so low that it is difficult to derive meaning.

A response at this level merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

方法论 · 综合写作解题步骤

- 读 Read the passage
- 记 Take brief notes of the passage (main points)
- 猜 Predict the points in the listening part
- 听 Listen and take notes of the important details
- 写 Combine and write
- 查 Proofread

读·文章结构

As early as the twelfth century A.D., the settlements of Chaco Canyon in New Mexico in the American Southwest were notable for their “great houses” , massive stones buildings that contain hundreds of rooms and often stand three or four stories high. Archaeologists have been trying to determine how the buildings were used. While there is still no universally agreed upon explanation, there are three competing theories.

One theory holds that the Chaco structures were purely residential, with each housing hundreds of people. Supporters of this theory have interpreted Chaco great houses as earlier versions of the architecture seen in more recent Southwest societies. In particular, the Chaco houses appear strikingly similar to the large, well-known “apartment buildings” at Taos, New Mexico, in which many people have been living for centuries.

A second theory contends that the Chaco structures were used to store food supplies. One of the main crops of the Chaco people was grain maize, which could be stored for long periods of time without spoiling and could serve as a long-lasting supply of food. The supplies of maize had to be stored somewhere, and the size of the great houses would make them very suitable for the purpose.

A third theory proposes that houses were used as ceremonial centers. Close to one house, called Pueblo Alto, archaeologists identified an enormous mound formed by a pile of old material. Excavations of the mound revealed deposits containing a surprisingly large number of broken pots. This finding has been interpreted as evidence that people gathered at Pueblo Alto for special ceremonies. At the ceremonies, they are festive meals and then discarded the pots in which the meals had been prepared or served. Such ceremonies have been documented for other Native American Cultures.

读·文章结构

As early as the twelfth century A.D., the settlements of Chaco Canyon in New Mexico in the American Southwest were notable "great houses", massive stone buildings that contain hundreds of rooms and often stand three or four stories high. Archaeologists have been trying to determine how the buildings were used. **While there is still no universally agreed upon explanation, there are three competing theories.**

背景

论点

One theory holds that the Chaco structures were purely residential, with each housing hundreds of people. Supporters of this theory have interpreted Chaco great houses as earlier versions of the architecture seen in more recent Southwest societies. In particular, the Chaco houses appear strikingly similar to the large, well-known "apartment buildings" at Taos, New Mexico, in which many people have been living for centuries.

分论点1

Another theory contends that the Chaco structures were used to store food supplies. One of the main crops of the Chaco people was grain maize, which could be stored for long periods of time without spoiling and could serve as a long-lasting supply of food. The supplies of maize had to be stored somewhere, and the size of the great houses would make them very suitable for the purpose.

分论点2

A third theory proposes that houses were used as ceremonial centers. Close to one house, called Pueblo Alto, archaeologists identified an enormous mound formed by a pile of old material. Excavations of the mound revealed deposits containing a surprisingly large number of broken pots. This finding has been interpreted as evidence that people gathered at Pueblo Alto for special ceremonies. At the ceremonies, they ate festive meals and then discarded the pots in which the meals had been prepared or served. Such ceremonies have been documented for other Native American Cultures.

分论点3

记 · 笔记技巧

R

L

- Thesis Statement
- Main Point 1
(WHAT)
 - Details (WHY/
HOW)
- Main Point 2
 - Details (examples)
- Main Point 3
 - Details

记·笔记技巧

符号化：

∴ ∴ ← → ↑ ↓ > < = × √ ? \$ & B

缩写化：

常用缩写：e.g. = for example

大写首字母：HP = Harry Potter, NY = New York

辅音字母：Ctrl = Control, Bldg = Building

前几个字母：Edu = Education, Gov = Government

中文：失业 = Unemployment

读·找关键词

As early as the twelfth century A.D., the settlements of Chaco Canyon in New Mexico in the American Southwest were notable for their “great houses” , massive stones buildings that contain hundreds of rooms and often stand three or four stories high. Archaeologists have been trying to determine how the buildings were used. While there is still no universally agreed upon explanation, there are three competing theories.

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读·找关键词

A second theory contends that the Chaco structures were used to store food supplies. One of the main crops of the Chaco people was grain maize, which could be stored for long periods of time without spoiling and could serve as a long-lasting supply of food. The supplies of maize had to be stored somewhere, and the size of the great houses would make them very suitable for the purpose.

读·找关键词

A third theory proposes that houses were used as ceremonial centers. Close to one house, called Pueblo Alto, archaeologists identified an enormous mound formed by a pile of old material. Excavations of the mound revealed deposits containing a surprisingly large number of broken pots. This finding has been interpreted as evidence that people gathered at Pueblo Alto for special ceremonies. At the ceremonies, they ate festive meals and then discarded the pots in which the meals had been prepared or served. Such ceremonies have been documented for other Native American Cultures.

记·关键词简化

R

L

- GH, usage, 3 theories
- residential
 - ∴ Apt Bldg.
- store food
 - Maize, size √
- ceremonial center
 - P.A. Mound: broken pots

R

- GH, usage, 3 theories
- residential
 - ∴ Apt Bldg.
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- The reading passage provides three theories explaining the usage of great house in Chaco Canyon.

R

- GH, usage, 3 theories
 - residential
 - ∴ Apt Bldg.
 - store food
 - Maize, size √
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 - P.A. Mound: broken pots
- First, these structures were residential because they resemble apartment buildings at Taos.

R

- GH, usage, 3 theories
 - residential
 - ∴ Apt Bldg.
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 - P.A. Mound: broken pots
- Secondly, the great houses were used to store grain maize, for the size of the houses suits the purpose.

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- GH, usage, 3 theories
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- Finally, the broken pots found in the mound near Pueblo Alto could be a proof that people held ceremonies in the great houses.

记·转述阅读

- The reading passage provides three theories explaining the usage of great house in Chaco Canyon.
- First, these structures were residential because they resemble apartment buildings at Taos.
- Secondly, the great houses were used to store grain maize, for the size of the houses suits the purpose.
- Finally, the broken pots found in the mound near Pueblo Alto could be a proof that people held ceremonies in the great houses.

听·听力文章结构

R

- Thesis Statement
- Main Point 1
(WHAT)
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HOW)
- Main Point 2
 - Details (examples)
- Main Point 3
 - Details

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- Thesis Statement
- Main Point 1 (WHAT)
 - Details (WHY/HOW)
- Main Point 2
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听 · 听力文章内容

■ Listening 

听·听力文章结构

R

- GH, usage, 3 theories
- residential
 - ∴ Apt Bldg.
- store food
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 - P.A. Mound: broken pots

L

- × convincing
- ×
 - few fireplaces→cook
 - e.g. 10/100 fam,
- ×
 - × traces of maize, × containers
- ×
 - + Build M (sand, stone, construction tools) → trash
 - left by workers

写·写作模板

- 阅读中说…但是听力反驳了阅读。
- 首先，阅读说…但是听力驳斥道…具体是… …
- 其次，阅读说…但是听力驳斥道…具体是… …
- 最后，阅读说…但是听力驳斥道…具体是… …

写·写作模板

- 阅读中说...但是听力反驳了阅读
- 首先，阅读认为...，但是听力中说...，所以阅读中1错了
- 其次，听力指出...，与阅读中的...相反，所以阅读所说的不成立
- 最后，阅读文章表明...，但是听力说道...是不对的
- PARAPHRASE

写·写作模板常用词汇

- 阅读
 - The reading/the reading material/the passage/the article
 - The author/the writer
- 听力
 - The listening material/the lecture
 - The lecturer/the speaker/the professor
- 反驳
 - refute/deny/challenge/undermine/dispute/contradict
 - disagree with/oppose to/cast doubt on/call into question
 - 关联词：On the contrary/however/whereas/conversely/while
- 解决问题
 - solve/improve/resolve/revise/address/handle
 - turn around/deal with

写·写作模板

- 阅读中说...但是听力反驳了阅读

The reading passage... However, this idea is questioned by the following lecture.

- 首先，阅读认为...，但是听力中说...，所以阅读中1错了

First, the reading material asserts that... . On the contrary, the speaker argues that... . Therefore, ...is false.

- 其次，听力指出...，与阅读中的...相反，所以阅读所说的不成立

Secondly, the lecturer points out that... which contradicts the theory discussed by the article that... . Thus...

- 最后，阅读文章表明...，但是听力说道...是不对的

Finally, the reading passage states that... Conversely, the lecturer refutes the idea by saying that...

写 · SAMPLE

The reading passage provides three theories explaining the usage of great house in Chaco Canyon. However, all three theories were questioned by the following lecture.

First, the reading material asserts that these structures were residential because they resemble apartment buildings at Taos. On the contrary, the speaker argues that the inside of the houses does not support the theory. For instance, in one of the largest great houses, the small number of fireplaces is only sufficient for about 10 families' daily cooking, yet the great house could fit over 100 families. Therefore, the primary function of the houses couldn't have been residential. Secondly, the lecturer points out that no trace of grain maize or any container was found in the great houses, which contradicts the theory discussed by the article that the big houses were used to store grain maize because the size of the houses suits the purpose. Thus, the great houses were not likely to have been used to store grain maize according to the lecture.

Finally, the reading passage states that the houses were used as ceremonial centers because many broken pots are found, which could have been used to serve festive meals. Conversely, the lecturer refutes the idea by saying that a lot of building materials, such as sands, stones, and construction tools, are also found in that mound near Pueblo Alto, which suggests that the pots could be regular trash left by construction workers and the mound is not a good evidence for the ceremonial theory.

方法论 · 回顾

- 读 Read the passage
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例题1 · Reading

The cane toad is a large (1.8 kg) amphibian species native to Central and South America. It was deliberately introduced to Australia in 1935 with the expectation that it would protect farmers' crops by eating harmful insects. Unfortunately, the toad multiplied rapidly, and a large cane toad population now threatens small native animals that are not pests. Several measures have been proposed to stop the spread of the cane toad in Australia.

One way to prevent the spread of the toad would be to build a national fence. A fence that blocks the advance of the toads will prevent them from moving into those parts of Australia that they have not yet colonized. This approach has been used before: a national fence was erected in the early part of the twentieth century to prevent the spread of rabbits, another animal species that was introduced in Australia from abroad and had a harmful impact on its native ecosystems.

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例题1 · Reading

Second, the toads could be captured and destroyed by volunteers. Cane toads can easily be caught in simple traps and can even be captured by hand. Young toads and cane toad eggs are even easier to gather and destroy, since they are restricted to the water. If the Australian government were to organize a campaign among Australian citizens to join forces to destroy the toads, the collective effort might stop the toad from spreading.

Third, researchers are developing a disease-causing virus to control the cane toad populations. This virus will be specially designed: although it will be able to infect a number of reptile and amphibian species, it will not harm most of the infected species; it will specifically harm only the cane toads. The virus will control the population of cane toads by preventing them from maturing and reproducing.

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例题1 · 笔记

R

L

- ways to stop the spread of CT in Aus
- national fence
 - prevent spread, rabbits
- destroyed by volunteers
 - esp. young & eggs
- develop virus ctrl CT #
 - harm only CT

例题1 · Listening

- Listening 

例题1 · 笔记

R

- ways to stop the spread of CT in Aus
- national fence
 - prevent spread, rabbits
- destroyed by volunteers
 - esp. young & eggs
- develop virus ctrl CT #
 - harm only CT

L

- unsuccessful or eco damages
- × young T & T eggs in rivers & streams; waterways, 1 side to another; only few to establish #
- √ BUT untrained vlt destroy native/ endangered Ts - hard to tell CT from NT, esp. young
- × bad for CT in C & S America
infected → C & S A (by researchers & pet collector) → attack native CT and ecosys
→ eco disaster

例题1 · Writing

Intro

The lecturer argues against the three measures mentioned in the reading passage to reduce the population of the cane toad, a species introduced to the Australian continent.

The lecturer argues that **the first measure**, a national fence, would not prevent the flow of streams or rivers. Therefore, this would allow young toads or toad eggs to travel to the other side of the fence. The reading passage, however, argues that such a fence would effectively cut off the route that animals use to establish colonies and expand in population.

例题1 · Writing

Regarding **the second measure**, recruiting a large group of volunteers, the lecturer explains that volunteers often have difficulty distinguishing between cane toads and native frogs, an endangered species. Thus, they might kill members of both species. The reading passage gives the opposite view: Organizing a large group of volunteers to join an extermination campaign would speed the destruction of cane toads.

Finally, the lecturer objects to **the third measure** — using an infectious virus. She points out that a virus intended to eliminate Australia's cane toad population could be transmitted through animal transportation to other continents where cane toads are an essential part of the ecosystem. In contrast, the reading passage believes that an infectious virus could be developed to stop the reproduction of cane toads without harming other species.

课后练习

- 生物类：TPO 4, 10, 15, 18
- 考古类：TPO 5, 16, 26
- 社会类：TPO 1, 2, 7