2026 年 10 月 OCTOBER 2026

美国本科申请文书导读

Article Samples of Top University Undergraduate Applications

七所大学官方材料选读
中英文对照版

Selected University Sources
A Bilingual Reader for High School Applicants

Harvard Stanford Yale Princeton
MIT UC Berkeley UCLA

海聚留学整理

短摘录 文书导读 写作练习 官方原文链接

Selected excerpts, commentary, practice and links to the originals

编者的话 EDITOR'S NOTE

给准备动笔的你

Before you start writing

读申请文书时，很容易先被结果吸引：作者后来去了哪所大学，写了什么特别的经历。但真正能带回自己草稿里的，往往是更具体的东西：一个细节为什么被留下，一段经历怎样取舍，作者在哪里开始解释自己的想法。

When you read an application essay, it is easy to focus on the university the writer later attended or the experience they chose. What you can use in your own draft is often more specific: why a detail stayed, where a story was cut, or how the writer made a thought clear.

这本导读选用七所大学官方发布的材料。每个主题先列英文，再接对应中文。建议先通过链接阅读原文，写下自己的判断，再看导读与练习。中文帮助理解；涉及申请题目、词数和政策时，请以学校当年的英文要求为准。

This reader draws on material published by seven universities. Each topic appears in English, followed by its Chinese counterpart. Open the original, make a few notes of your own, then return to the commentary and practice. The Chinese text supports your reading; the university's instructions for your application cycle govern the submission.

所选材料包括学生公开分享的申请文书、官方刊物中的短片段、学生对选题的回顾，以及招生部门的写作指导。各篇已注明类别。文中大标题为导读标题，原文题目另列；"就读学校"依据官方文章或作者资料，不能据此推定作者收到的全部录取结果，也不能判断某篇文书决定了录取。

The selections include student-shared application essays, published fragments, reflections on topic choice and admissions guidance. Each entry identifies its type. Large headings belong to this reader; source titles are listed separately. School affiliations come from official articles or profiles and do not establish every admission offer or the effect of an essay on a decision.

中文译文、导读和练习由海聚留学整理，供学习参考。原作权利归相应作者或出版方；本册不是学校授权出版物。资料核验日期为 2026 年 10 月 2 日。

Chinese translations, commentary and exercises are compiled by 海聚留学 for study. Rights in the linked works remain with their authors or publishers. This reader is not endorsed by the universities. Sources were checked on October 2, 2026.

目录 CONTENTS

按你正在解决的问题阅读

Find the section you need

页码 Pages	内容 Reading
4	材料说明 What the selections contain
5–8	哈佛大学 选题与写作归属 Harvard Choosing a topic and owning your writing
9–12	斯坦福大学 开头与短文安排 Stanford Openings and short responses
13–16	耶鲁大学 阅读视角与题目要求 Yale The reader and the question
17–20	普林斯顿大学 经历线索与学术写作 Princeton Personal and academic writing
21–32	麻省理工学院 六组学生文书导读 MIT Six student essay selections
33–34	麻省理工学院 历史范例与当年题目 MIT Reading older essays alongside current instructions
35–36	加州大学伯克利分校 背景与具体行动 UC Berkeley Context and choices in PIQs
37–38	加州大学洛杉矶分校 聚焦个人陈述 UCLA Clear and focused PIQs
39–42	动笔与修改 Drafting and revision
43–45	官方来源目录 Official source directory

每个双页单元先英文、后中文。可从与你申请学校相关的章节开始，也可以先选一篇 MIT 学生文书，边读原文边做笔记。

Each two-page unit presents English first, then Chinese. Start with your target university, or choose an MIT student essay and take notes while reading the original.

材料说明 ABOUT THE SELECTIONS

先看材料属于哪一类

Know what you are reading

官网上的学生文章并不都包含申请文书全文。下表说明本册选读材料的性质，帮助你找到合适的阅读入口。

A student article on a university website may discuss an application without reproducing the essay. The table distinguishes the material selected for this reader.

学校 University	材料 Material	阅读提示 Reading note
Harvard 哈佛	选题回顾与官方指导 Topic reflection and guidance	Holly，2018 届。回顾文章未刊文书全文。 Holly, Class of 2018; the reflection does not print her essay.
Stanford 斯坦福	官方杂志所选开头 Magazine essay openings	2012 届新生，未署个人姓名。 Anonymous members of the incoming Class of 2012.
Yale 耶鲁	招生播客与题目说明 Podcast and prompt guidance	所选材料不是个人录取文书。 The selected sources are admissions guidance.
Princeton 普林斯顿	选题回顾与官方指导 Topic reflection and guidance	Aliisa Lee，2016 届。回顾文章未刊文书全文。 Aliisa Lee, Class of 2016; a topic reflection.
MIT 麻省理工	六组学生公开文书 Six student essay sources	官方博客作者分享，篇数因来源而异。 Student or alumni posts, with different numbers of essays.
UC Berkeley 伯克利	PIQ 写作指导 PIQ guidance	所选材料为新生申请写作指导。 Guidance for first-year applicants.
UCLA 洛杉矶	PIQ 写作指导 PIQ guidance	所选材料为新生申请写作指导。 Guidance for first-year applicants.

文中“2018 届”等为来源标示的届别，不自动等于申请年份。历史范文用于观察写作方法；实际提交前仍需核对当年的题目、词数和材料要求。

A class year is not an application year. Historical examples help you study writing choices; check the current prompt, word limit and required materials before submitting.

Choosing a story that is yours

Source article title: Commonly Asked Questions: College Essays?!

Author and verified school: Holly, Harvard College, Class of 2018.

Published: July 9, 2015. Essay title: not supplied.

Material: A student's account of her topic and process; the application essay itself is not printed.

What Holly chose to write about

Holly recalls writing about setbacks in her high-school Navy JROTC programme and cutting a much longer draft to 650 words. Her post favours personally meaningful material over guessing what Harvard wants. It describes her topic and process, but does not reproduce the essay.

Her Harvard enrolment is verified. It does not establish that this subject secured admission, and the post cannot show how the original essay developed.

Start with a decision you made

List three experiences you could explain from memory: a responsibility, a disappointment and an activity you enjoy. Beside each, record a precise decision you made. Set a topic aside if your notes only describe what a team or an adult accomplished. Look for a moment in which you had something to choose.

Choose one moment and talk about it for two minutes. Note the words you naturally use, including uncertainty or humour. Then write a 120-word account. Start where something happened, without a general introduction about education, leadership or resilience. Underline what you did and circle what you thought at the time. Those two elements need not tell the same story.

Let the reader describe you

Ask a reader to identify one choice and one quality they noticed. Do not name the quality you hoped to demonstrate. If their answer differs from yours, ask which detail led them there. Revise the evidence before adding a sentence announcing the lesson. You may need a missing action, a clearer explanation or a more accurate description of your role.

Choose your own material

A memorable subject can still produce an unclear essay. Test your draft for focus and meaning. Keep the topic because it helps a reader understand you, rather than because a Harvard student once wrote about something similar.

H1 Read the official topic reflection

Verify Holly's official alumni profile

从自己真正经历过的事写起

来源文章：Commonly Asked Questions: College Essays?!（关于申请文书的常见问题）

作者与已核验学校：Holly，哈佛学院，2018 届。

发表日期：2015 年 7 月 9 日。申请文书未提供独立标题。

材料性质：学生回顾选题与写作过程，未刊载申请文书正文。

Holly 选择了什么题材

Holly 回忆，她写的是自己在高中海军青少年预备军官训练项目（Navy JROTC）中遭遇挫折的经历，并把远超篇幅的初稿压缩到 650 个英文单词。她更看重与个人切身相关的素材，而不是猜测哈佛想听什么。这篇文章介绍了选题和写作过程，并未附上文书。

她在哈佛就读的身份已有依据，但不能据此断言这个题材促成了录取，也无法从回顾文章判断原文如何展开。

先找到一个由你作出的决定

列出三件不用查资料就能讲清楚的事：一项责任、一次失望和一件喜欢做的事。在每件事旁边，记下一个由你作出的具体决定。如果笔记里只有团队或某位成年人的成果，先把这个题材放一放，再找一个你确实需要作出选择的时刻。

选一个时刻，用两分钟口述。记下自己自然使用的词，包括犹豫和幽默，再写成约 120 词的英文短文。从事情发生的地方起笔，不必先谈教育、领导力或坚韧的重要性。给自己的行动画线，把当时的想法圈出来；行动和想法未必完全一致，这种差别也值得看清。

让读者说说他看见了怎样的你

请一位读者指出，文中有哪些选择让他注意到你的某种特点。先不要告诉他你想表现什么。如果他的理解与你不同，问问是哪处细节带来了这种印象。先调整事实和细节，再考虑是否需要补上一句感悟。问题可能只在于漏掉了一个行动、解释不够清楚，或对自己承担的角色描述不够准确。

题材最终要适合你

题材令人难忘，不代表文章就一定清楚。检查初稿是否聚焦、意思是否明确。留下它，应当因为它能帮助读者认识你，而不是因为某位哈佛学生曾写过相似的经历。

H1 阅读官网刊载的选题回顾

查看 Holly 的官方校友介绍

Keeping ownership of your writing

Source: Harvard College FAQ, What help can students receive in writing their essays?

Material: Official authorship guidance, not a student essay.

Applicant author and admission outcome: not applicable.

Checked: October 2, 2026.

Help without losing your voice

Harvard expects an applicant's essay to reflect the student's own content, writing style and English proficiency. Its guidance requires honest work and explains the consequences of misrepresentation. Feedback does not remove the applicant's responsibility for the submission. Read the linked policy before deciding how to use assistance or writing tools.

Read your draft aloud

Choose a paragraph and explain aloud what every sentence means. Circle any expression you could not comfortably explain to a teacher. Does it communicate your meaning, or does it only make the paragraph sound impressive? Replace unclear language with words you understand. Read the paragraph again to check that the meaning has survived.

Keep a brief revision record: the reader's question, the problem you noticed and the change you chose. This helps preserve your reasoning. You should be able to say why a revision makes the account more accurate or easier to follow.

Give feedback as a reader

Begin by describing your experience as a reader: where you became confused, what you learned and what you still wanted to know. Ask for missing facts instead of supplying imagined details. If a student uses an unfamiliar term, ask what they mean before suggesting another expression.

After discussing feedback, let the student close the comments and revise independently. Read the result together for accuracy. Pay attention to descriptions of leadership, research, volunteering and family circumstances, where smoother wording can accidentally enlarge a role. Compare the new claim with what the student actually did.

Keep the meaning accurate

Before keeping a sentence, check that the experience is yours, the claim can be supported and the wording says what you mean. If a revision changes the scale of an achievement or the emotional meaning of a memory, resolve that difference. Fluency alone is not a reason to accept it.

H2 Read Harvard's writing-assistance guidance

接受帮助 也保留自己的声音

来源：哈佛学院招生问答，What help can students receive in writing their essays?

材料性质：关于文书作者责任的官方说明，并非学生范文。

学生作者及个人录取结果：不适用。

核验日期：2026 年 10 月 2 日。

修改后 仍然是你的表达

哈佛要求申请文书体现学生自己的内容、写作风格和英语水平。官方说明强调如实呈现，并说明虚假陈述可能带来的后果。接受反馈，并不改变申请人对最终提交内容的责任。决定如何使用外部帮助或写作工具前，请先阅读链接中的规定。

把草稿读出来 再解释一遍

选一段草稿，逐句口头解释它是什么意思。圈出那些你无法自然地向老师解释的表达：它们真的说清了你的意思，还是仅仅让文字显得漂亮？把不清楚的用语换成自己理解的词，再读一遍，确认替换后仍然保留了原意。

留一份简短的修改记录，写明读者提出的问题、你发现的不足，以及最终选择的改法。这样可以保留自己的判断过程。对于每一次修改，你都应能说清楚，新版本为什么更准确，或者为什么更容易让人理解。

给反馈的人 先做一个读者

先说明阅读时的感受：哪里让你困惑，你了解到了什么，还有什么想知道。事实缺失时向学生提问，不要替他补上想象中的细节。如果学生用了一个不熟悉的词，先问他想表达什么，再讨论是否需要换一种说法。

讨论完反馈后，让学生暂时关掉批注，独立修改，再一起检查新版本是否准确。描述领导经历、研究、志愿服务和家庭情况时尤其要细看：更流畅的措辞，有时会无意中放大个人作用。把修改后的主张与学生实际做过的事情逐一对照。

留下句子前 先核对意思

保留一句话前，确认经历属于你、主张有依据，措辞也确实表达了你的本意。如果修改改变了成就的规模，或让一段记忆的情绪含义发生变化，先把差别说清楚。仅仅因为一句话读起来更顺，并不足以成为接受它的理由。

H2 阅读哈佛关于文书写作帮助的说明

What an opening can establish

Source article title: Let Me Introduce Myself.

Publisher: STANFORD magazine, September/October 2008.

Authors: Anonymous; individual names and essay titles are not supplied.

Verified school: Stanford, incoming Class of 2012, as identified by the magazine.

Material: Opening lines selected with undergraduate admissions staff; no complete essays.

A published opening

> “I had never seen anyone get so excited about mitochondria.”

The question inside the first sentence

The opening introduces a scientific subject and leaves a question about someone’s reaction. It invites the reader onward without summarising an achievement. The magazine identifies the collection as openings from incoming Stanford students, but provides no full essays or evidence of this sentence’s effect on admission.

Use the collection to notice different openings, not to find a formula.

Try three ways into one story

Take one true experience from your notes and write three openings. Begin the first with an action, the second with an observation and the third with a decision you were unsure about. Use the same event throughout so you are comparing ways of telling it, rather than choosing between different stories.

Add two sentences after each opening. Does the first line lead naturally into useful information about you? An exciting sentence may be a poor choice if it needs a long explanation or promises a story you cannot tell. Check whether the next sentences fulfil the expectation you have created.

Read each version aloud without performing it dramatically. Keep the details that establish the situation, then remove any explanation the reader can already infer. The opening should give the story room to continue.

Ask what comes next

Show a partner only the first three sentences and ask what they expect the essay to explore. Compare the answer with your purpose. Choose the opening that supports the direction of the essay, even if another version sounds more dramatic on its own.

Begin with your own experience

Do not measure your life against the most dramatic events in a published collection. Find an accurate entry point into your own material. You do not need to invent danger, hardship or an unusual discovery to have something worth saying.

S1 Read the official collection of openings

好的开头 把读者带向哪里

来源文章：Let Me Introduce Myself（让我介绍一下自己）

发布方：STANFORD magazine，2008 年 9 / 10 月刊。

作者：匿名，未提供个人姓名及文书题目。

已核验学校：斯坦福大学；杂志注明作者来自即将入学的 2012 届。

材料性质：与本科招生工作人员共同选出的开头片段，不含完整文书。

一个公开的开头

“我从没见过有人对线粒体如此兴奋。”

第一句话留下了什么问题

这句话引入了一个科学话题，也让人好奇，究竟是谁有这样的反应。它没有急着概括成就，而是让读者愿意继续读。杂志说明，这些开头出自即将入学的斯坦福学生；但没有提供完整文章，也无法证明这一句对录取决定起了什么作用。

读这组片段，可以观察不同的开场方式，不必从中寻找固定公式。

同一件事 试三种开场

从笔记里选一段真实经历，写三个开头：第一个从行动开始，第二个从观察开始，第三个从一个当时拿不准的决定开始。三个版本都写同一件事，这样比较的是讲述方式，而不是在不同故事之间换来换去。

给每个开头再续上两句话。第一句能否自然带出与自己有关的有效信息？一句单看很精彩的话，如果需要很长的解释，或者让人期待一个你无法展开的故事，可能并不适合这篇文章。看看接下来的句子，是否回应了开头带来的期待。

把三个版本分别读出来，不必刻意用夸张语气。留下交代情境所必需的细节，删去读者已经能够推知的解释。开头还要给后面的故事留下继续展开的空间。

问读者 他接下来想读什么

只给同伴看前三句，问他预期文章会谈什么，再与你的写作目的比较。选择能带出全文方向的开头，即使另一个版本单独读起来更有戏剧性，也不必舍不得。

回到你自己的经历

不必拿自己的生活与片段集中最戏剧化的事件相比。你的任务是找到一个准确进入自己素材的地方。无需虚构危险、苦难或特殊发现，你也可以有值得讲述的内容。

S1 阅读 STANFORD magazine 的开头片段集

Stanford | Official guidance

Planning several short responses

Source: Stanford Undergraduate Admission, Application and Essays.

Material: Current writing instructions, not a student essay.

Applicant author and admission outcome: not applicable.

Checked: October 2, 2026; recheck the live application for your cycle.

The responses Stanford asks for

Stanford's page combines the Common Application essay with school-specific responses: short questions limited to 50 words and three essays of 100–250 words each. The longer subjects concern intellectual enthusiasm, a future roommate and potential contribution shaped by the applicant's experiences and character. Stanford presents these as opportunities to hear the applicant's own voice.

Give each answer a job

Before drafting, give each response a purpose. One might show how you pursue a question; another might reveal an everyday habit; a third might show how you participate in a group. These are ways to organise your thinking, not a required structure or a statement of Stanford's preferences.

For each possible topic, note one event, one action and one detail a friend would recognise. If you can only supply a broad adjective, look for a particular example. When the same event appears in several plans, ask what new information each treatment would add.

Explain the connection

If you mention an academic opportunity, keep a research note with its current official page, what it involves and the question you would like to explore. A course name alone does not explain your connection. Describe what you would do with the opportunity, using only details you have checked.

Look at the whole set

Read all your drafts consecutively. Mark information repeated without a new purpose. Then ask what a reader could learn about your thinking, daily life and relationships from the details you included. Keep a consistent voice across the set. Each response needs a reason to be there, not a different personality.

Return to the live instructions

Before drafting, copy the live instructions into your working file and check both minimum and maximum lengths. A historical example may help you see a writing choice, but the current question determines what your response must do.

S2 Check Stanford's application and essay instructions

让几篇短文各有用处

来源：斯坦福本科招生官网，Application and Essays（申请与文书）

材料性质：现行写作要求，并非学生范文。

学生作者及个人录取结果：不适用。

核验日期：2026 年 10 月 2 日；请再次核对自己申请季的在线要求。

斯坦福要求哪些回答

官网将 Common Application 个人文书与斯坦福补充回答分开列出：简答题每题不超过 50 词，另有三篇各 100—250 词的短文。较长回答涉及求知兴趣、写给未来室友的话，以及个人经历和特点如何与未来贡献相联系。学校希望借此听见申请人自己的声音。

先想清楚每篇要让人了解什么

动笔前，给每篇回答安排一个用途。例如，一篇展示你怎样追问问题，一篇写日常习惯，另一篇写你如何参与群体活动。这些只是整理思路的办法，不是必须遵循的组合，也不是对斯坦福选人偏好的断言。

每个备选题材，都记下一个事件、一个行动，以及一处朋友看了会觉得“这确实像你”的细节。如果只想得出宽泛的形容词，继续寻找具体例子。同一件事出现在几个提纲里时，要问清楚：每一种写法究竟增加了什么新信息?

把机会与你的兴趣真正连起来

提到某项学术机会时，留一条查证笔记，记下当前官方页面、机会的具体内容，以及自己希望借此探索的问题。仅写一个课程名称，还不足以说明它与你的联系。使用已经核实的细节，解释你打算如何利用这个机会。

把所有回答连在一起读

连续阅读全部草稿，标出没有新增意义的重复信息。再想想，读者能从这些细节里了解你的哪些想法、日常生活和人际关系。几篇回答应当保留一致的个人声音。每篇需要有存在的理由，不必为了不同而写成不同性格的人。

最后回到当季题目

开始写作前，把在线申请中的完整要求复制到工作文档，核对篇幅的上下限。历史范例可以帮助你看懂一种写作选择，但决定这篇回答究竟要完成什么任务的，始终是当季题目。

S2 查看斯坦福申请与文书要求

Yale | Admissions podcast

Reading for the person behind the essay

Source article title: Episode 4: Essays: What Works.

Speakers: Yale admissions officers Hannah, Mark and Keith.

Published: June 15, 2020. Material: Official admissions podcast transcript.

Student essay title, author and admission outcome: not applicable.

What admissions readers listen for

The Yale speakers discuss essays as a way to understand a person alongside the rest of an application. They value reflection and individual voice, explain how ordinary subjects can reveal character, and note that admitted students do not all have dazzling essays.

This is a discussion of admissions reading, not model responses. Its format details are historical; the speakers also say their views do not necessarily represent Yale.

Read beyond the adjectives

Read a draft once without correcting grammar. Note three things you learned about the author that are more specific than adjectives. Curious is a label; continuing to test an explanation after a project ends describes behaviour. Find a passage that supports each observation, rather than relying on the impression you hoped to receive.

Compare your notes with the activities list. Does the essay add another dimension, or only retell an achievement? Repetition can be useful if it reveals a decision, difficulty or change in understanding that the list cannot show. Identify exactly what the longer account contributes.

Show what a lesson changed

Choose a sentence that claims a lesson and note a later occasion when it affected what you did. If you cannot find an example, consider whether the claim is too broad. An unresolved question may be more accurate and more useful than a transformation you cannot support.

Follow the reader’s questions

Ask a trusted reader what they want to ask you after finishing the essay. Their questions may point to an engaging moment or missing context. Use them to guide revision, while recognising that not every question needs an answer in this particular piece.

Know when to stop

After revising, check whether the draft gives an accurate picture of who you are now and answers its prompt. Repeated polishing is not always progress. Stop when another change would make the voice less recognisable without making the meaning clearer.

Y1 Read or listen to the Yale admissions episode

读文书 也读见文书背后的人

来源：Episode 4: Essays: What Works（第四期：哪些文书写法有效）

发言者：耶鲁招生官 Hannah、Mark 和 Keith。

发布日期：2020 年 6 月 15 日。材料性质：官方招生播客文字稿。

学生文书题目、作者及个人录取结果：不适用。

招生读者在留意什么

三位发言者把文书放在整份申请中理解，用它进一步认识学生。他们重视思考和个人声音，也讨论普通题材如何呈现一个人的特点，并指出，录取学生的文书并非篇篇都光彩夺目。

这是一场关于审阅申请的讨论，并非范文集。其中提及的申请格式属于当时要求；发言者也说明，个人观点不一定代表耶鲁大学。

先别改语法 看看你读懂了什么

通读一遍草稿，暂时不纠正语法。记下三件你了解到的事，要比几个形容词更具体。“好奇”是标签，“项目结束后仍继续检验某种解释”才是行为。为每个观察找到对应段落，不要仅凭自己希望读到的印象作判断。

把这些笔记与活动列表比较。文章是否增加了一个新的角度，还是只把同一项成就又说了一遍？如果它补充了列表容纳不了的决定、困难或认识变化，重复同一件事也可以有价值。具体指出：较长的叙述究竟多告诉了读者什么？

一句感悟 后来改变了什么

选出一句声称自己学到某种道理的话，再记下一次后来真正受它影响的行动。如果找不到例子，想想结论是否说得太大。与其写一场缺乏依据的彻底转变，不如留下一个仍在思考的问题，那可能更准确，也更有意义。

顺着读者的问题找修改方向

请一位信任的读者说说，看完后还想问你什么。他的问题可能指向生动的片段，也可能暴露了缺失的背景。把它们当作修改线索，同时也要判断：并不是每一个问题，都需要在这一篇文章里回答。

知道什么时候可以停笔

改完后，检查文章是否准确呈现现在的你，是否回答了题目。不断润色未必就是进步。如果下一次修改既没有让意思更清楚，反而让文字越来越不像你的表达，就可以停下来。

Y1 阅读或收听耶鲁招生播客

Yale | Official guidance

Answering the current question

Source: Yale Undergraduate Admissions, Essay Topics.

Material: Official 2026–2027 first-year writing instructions.

Applicant author and admission outcome: not applicable.

Checked: October 2, 2026.

The 2026–2027 writing tasks

Yale's 2026–2027 page asks applicants to identify academic interests and discuss a related idea in up to 200 words. Common Application and Coalition applicants also answer three short takes of up to 200 characters each and choose one essay of up to 400 words. The longer options concern disagreement, community or formative personal experience. Requirements differ by application platform; use the relevant section.

Unpack each question

Make a checklist containing every required response, its exact question and the limit displayed in the application. Words and characters are different measurements. Do not estimate a character limit from the apparent length of a paragraph: check the application's own counter after entering your text.

Under each prompt, write two plain statements: what it asks you to discuss and what a reader should understand about you from the answer. If your planned story satisfies only one, adjust the plan before polishing sentences. A favourite story still needs a clear purpose in this response.

Follow an academic question

Name one question within a subject you enjoy. Note how you encountered it, what you tried to understand and what remains uncertain. The idea may come from a class, reading, an experiment or a conversation. Let the note show your thinking, rather than simply announcing an intended major.

Make a short answer count

Draft a short answer as a complete thought, then remove explanation the reader does not need. Keep a concrete noun or action when it carries more meaning than a broad claim. Read the result aloud to make sure the cuts have not left something cryptic, incomplete or inaccurate.

Check the right application cycle

Compare the final plan with the current website and application form. An older admissions podcast can help you think about writing while discussing a different set of questions. Use it for perspective; take your instructions from the application for the cycle in which you are applying.

Y2 Check Yale's live essay topics

先答清楚题目 再打磨语言

来源：耶鲁本科招生官网，Essay Topics（文书题目）

材料性质：2026—2027 申请季本科新生写作要求。

学生作者及个人录取结果：不适用。

核验日期：2026 年 10 月 2 日。

2026—2027 申请季的写作任务

官网要求申请人选择学术兴趣，并用不超过 200 词讨论一个相关想法。通过 Common Application 或 Coalition 申请的学生，还需回答三道各不超过 200 个字符的简答题，并选择一道题写不超过 400 词的文章。较长题目涉及分歧、社群或对自己产生重要影响的个人经历。不同申请平台要求有别，应阅读与你对应的部分。

把每道题拆清楚

制作一张工作清单，逐项记录要回答的题目、完整题干，以及申请系统显示的篇幅限制。英文单词数和字符数是两种计量方式。不要凭一段文字看起来有多长来估算字符数，粘贴进申请系统后，要查看系统自己的计数。

每道题下面，用平实的语言写两句话：题目要求你谈什么，读者看完应当了解你的什么。如果准备的故事只满足其中一项，先调整提纲，再花时间润色句子。即使你很喜欢某个故事，也要说清它在这道回答里的用途。

顺着一个学术问题往下想

在喜欢的学科中，找一个具体问题。记下自己如何遇到它、试着弄明白什么，以及还有哪些不确定之处。它可以来自课堂、阅读、实验或一次交谈。这份笔记应当让人看见你的思考过程，而不仅是一句计划申请某个专业的表态。

篇幅短 也要说出完整意思

先把简答写成一个完整想法，再删去读者不需要的解释。如果一个具体名词或行动比宽泛的主张更有信息，就把它留下。删改后读出声，确认压缩没有让意思变得隐晦、残缺或不准确。

核对的是自己申请的那一季

把最终提纲与当前官网和申请系统对照。往年的招生播客可以帮助你思考写作，但讨论的题目可能已经不同。用它拓宽理解即可；真正需要遵循的提交要求，应来自你所申请的当季系统。

Y2 查看耶鲁当前文书题目

Princeton | Student topic reflection

Finding a thread across experiences

Source article title: An Application Story.

Author and verified school: Aliisa Lee, Princeton University, Class of 2016.

Published: October 15, 2014. Essay titles: not supplied.

Material: A student's recollection of topics; the application essays are not printed.

Where Aliisa found her subjects

Aliisa recalls writing about viola and siblinghood, moving between places and a reading programme, and an English teacher who changed her relationship with literature. She says she is not on the admissions committee and offers no formula for admission.

Her post shows the range of material one student considered. It does not reproduce the essays, so their openings, transitions and conclusions cannot be evaluated from this account.

Connect an activity a person and a question

Draw three columns: activity, relationship and question. List something you do, a person connected with it and a question the experience raises. Try several combinations. One activity may contain several possible essays, depending on the relationship or question you choose to explore. Keep the combinations that you can explain from experience.

Choose one combination and list five moments in chronological order, without forcing them into a story. Find the point when your understanding became more complicated or when you had to act without being certain. That moment may provide a stronger centre than an award or final result.

Keep your own part in view

When writing about a teacher, relative or friend, identify what you did in response to the relationship. Admiration alone may reveal more about the other person. Your part can be modest: a question you began asking, a routine you changed or a responsibility you accepted. Give the reader something you actually did.

Make room for different answers

If you are planning several essays, assign each a different question about your life. Check whether two pieces reach the same conclusion in different settings. Use one to explore another decision or uncertainty when it would otherwise repeat the same account of who you are.

Read the reflection for what it offers

Open the source to read a student's recollection, rather than a complete application essay. The exercises here help you develop your own material; they are not Princeton's assessment of Aliisa's application.

P1 Read the official student recollection

Verify Aliisa Lee's official student profile

在经历之间找到自己的线索

来源文章：An Application Story（一次申请的故事）

作者与已核验学校：Aliisa Lee，普林斯顿大学，2016 届。

发表日期：2014 年 10 月 15 日。申请文书未提供独立标题。

材料性质：学生回顾文书题材，未刊载申请文书正文。

Aliisa 从哪里找到题材

Aliisa 回忆过几个选题：中提琴与手足关系，迁居经历与阅读项目，以及一位改变了她与文学关系的英语老师。她也说明，自己不是招生委员会成员，并没有一套录取公式。

这篇回顾展示了一个学生考虑过哪些素材，但未附上申请文书。因此，无法仅凭这篇文章评价原作文书的开头、衔接与结尾。

把活动、关系与问题放在一起

画出三栏，分别写“活动”“关系”和“问题”。记录一件自己做的事、一位与之相关的人，以及这段经历带给你的疑问。多试几种组合。同一项活动，随着人物关系或探索问题的变化，可能产生几篇完全不同的文章。优先留下那些你能凭亲身经历讲清楚的组合。

选一组，按时间顺序列出五个时刻，先不用急着把它们串成故事。找出认识开始变得复杂，或必须在没有把握时采取行动的那个节点。比起奖项或最终结果，这个时刻可能更适合成为全文中心。

写别人时 也让读者看见你

写老师、亲人或朋友时，指出你在这段关系中作出了什么回应。只有赞美，读者可能更多地认识了对方。你的回应不必宏大：开始追问一个问题、改变一个习惯，或接下一项责任，都可以。让读者看见一件你确实做过的事。

给不同回答留出不同内容

准备几篇文书时，让每篇分别回答一个关于你生活的问题。检查是否有两篇只换了场景，却得出了同一个结论。如果它们只是在重复同一种自我描述，可以让其中一篇转而探索另一个决定或另一种不确定。

带着合适的期待阅读

打开链接后，读到的是学生的回顾，而非一篇完整的申请文书。本页练习帮助你发展自己的素材，不是普林斯顿对 Aliisa 申请材料的评语。

P1 阅读官网刊载的学生回顾

查看 Aliisa Lee 的官方学生介绍

Personal and academic writing

Sources: Princeton-specific Questions and Graded Written Paper.

Material: Official application requirements, not admitted-student samples.

Applicant author and admission outcome: not applicable.

Checked: October 2, 2026.

Two different writing tasks

Princeton's 2026–2027 tasks include academic interests, lived experience, service and brief personal questions. The academic prompt depends on the degree route. The lived-experience response is 400–500 words; academic and service answers are each up to 250 words, and short personal answers up to 50. [P2]

The graded paper is separate: original English, thesis-driven academic work from an eligible recent school course. Submit the entire paper, prompt, grade and available teacher comments. Current guidance asks for at least one page. A personal statement cannot replace it. [P3]

Keep two sets of material

Keep application responses and graded coursework in separate folders. In the first, save a prompt checklist and notes about your experiences. In the second, collect eligible work in the form in which it was assessed. Preserve the assignment context so a reader can understand what you were asked to do.

For each possible academic paper, write one sentence naming its central claim and another identifying the strongest evidence. Choose work you can explain clearly. Before deciding that a polished paper is suitable, check the official requirements for subject, timing and language. Quality and eligibility are separate questions.

Ask the right questions of each piece

For a personal response, ask what the reader learns about your experiences and choices. For academic work, ask whether the argument is clear, the evidence is relevant and the reasoning connects them. Both need clear writing, but they have different purposes. Read each piece against the task it must fulfil.

Check the assessed work before submitting

Before submitting, check that the assessed material and relevant teacher feedback are included, and that your separate essays answer the current questions. If your school's assessment system differs from the instructions, consult the university's guidance. Do not invent a grade or alter the assessed document to make it appear to fit.

P2 Check the Princeton-specific questions

P3 Check the graded written paper requirements

个人文书与学术论文 各自说明什么

来源：Princeton-specific Questions（普林斯顿补充题）与 Graded Written Paper（经评分的书面作业）

材料性质：官方申请要求，并非录取学生范文。

学生作者及个人录取结果：不适用。

核验日期：2026 年 10 月 2 日。

两类写作任务 需要分开看

2026—2027 申请季的题目包括学术兴趣、个人经历、服务与简短个人问答。学术题随申请的学位方向而异。个人经历回答要求 400—500 词，学术与服务回答各不超过 250 词，个人简答各不超过 50 词。[P2]

经评分的书面作业是另一项要求：应为符合条件的近期学校课程中完成、以英语原创、围绕论点展开的学术写作。需要提交完整文章、题目、成绩及已有教师评语；当前说明要求至少一页。个人陈述不能代替这份作业。[P3]

准备两套材料 保留各自背景

把申请文书与经评分的课程作业放在不同文件夹。前者保存题目清单和个人经历笔记，后者收集符合条件的作业，并保留接受评分时的原貌。保留作业背景，才能让读者知道，你当时被要求完成什么。

对每一份备选学术作业，先用一句话指出中心论点，再用一句话说明最有力的证据。选择自己能够清楚解释的作品。不要因为文章写得漂亮，就认定它适用；还要核对官方对科目、完成时间和语言的要求。写作质量与材料资格是两回事。

用不同的问题检查不同作品

读个人回答时，问自己：读者了解了我的哪些经历和选择？读学术作业时，则看论点是否明确、证据是否相关，以及推理能否把两者连起来。两类材料都需要表达清楚，但承担的任务不同。检查每份作品，都要回到它需要完成的具体任务。

递交前 核对接受评分的版本

确认已附上规定的作业和相关教师反馈，同时逐篇检查申请文书是否回应当季问题。如果学校的评分制度与要求描述不同，先查阅大学给出的处理办法。不要虚构成绩，也不要改动已经接受评分的文档，使它看上去符合要求。

P2 查看普林斯顿补充文书题目

P3 查看经评分书面作业的要求

MIT | Student essay reading card

Everyday costs personal choices

Source article title: My College Essay.

Author and verified school: Cristen C. ’10 (Class of 2010), Massachusetts Institute of Technology.

Publication date: October 11, 2008. Essay title: not supplied.

Material: Application essays and reflections shared by a student on the official MIT Admissions blog.

The essay and its context

Cristen publishes her November 2005 Early Action essay about school and application costs in a low-income household. She explicitly reports admission to MIT.

A detail near the ending

> “Although I use second-hand paints and brushes in acrylic painting class”

What the detail makes visible

This fragment near the ending links finances to a concrete activity. Costs and conversations elsewhere make the context tangible; notice the movement between institutional encounters and personal expectations. Specificity makes the piece useful to study. Hardship itself is not an admissions strategy. The excerpt is only part of a sentence.

Start with a routine you know

Choose a repeated routine from your own life: travelling to school, caring for someone, practising a skill or completing a household task. List the practical details an outsider would not know. Which details explain choices you make? Keep those; remove details that merely decorate the scene.

Write a short paragraph describing one decision within that routine. Explain the available options and what you chose. Avoid assigning motives to other people unless they actually told you. If exact numbers or quotations matter, check them; otherwise use accurate, ordinary description.

Write a second paragraph about how that experience affects something you do now. You do not have to claim a dramatic transformation. A recurring habit or a more precise understanding may be enough to make the connection useful. Before revising, mark the point at which a reader first learns something about your own response. Bring that point forward if background has crowded it out.

Check where the attention falls

Ask a reader to separate the circumstances you faced from the choices you made. If they can describe only the circumstances, consider whether your response needs more space. Keep the focus on truthful personal meaning rather than on proving that an experience was unusually difficult.

Read the original essay and surrounding commentary

Verify the author’s official MIT profile

日常开支与个人选择

来源文章标题：My College Essay（我的大学申请文书）。

作者与就读学校：Cristen C. ’10（2010 届），麻省理工学院。

发布于 2008 年 10 月 11 日；文书未提供独立标题。

材料类型：学生在 MIT 官方招生博客分享的申请文书与回顾。

文书写于什么背景

Cristen 公开了自己用于 2005 年 11 月提前申请的文书，讲述低收入家庭中的在校开支与申请费用。她明确提到自己获得了 MIT 录取。

结尾附近的一个细节

“虽然我在丙烯画课上用的是二手颜料和画笔”

细节如何让处境变得可见

这段位于结尾附近的片段，把经济处境与具体活动联系起来。其他开支和对话也让背景变得可感；可以留意文章如何在与机构打交道的经历和个人期待之间推进。值得学习的是它对具体细节的运用。困境本身并不是录取策略。此处引文只是半句话。

从自己熟悉的日常开始

选一件生活中反复发生的事，例如通学、照顾他人、练习一项技能或做家务。列出外人通常不知道的实际细节，再判断其中哪些能解释你作出的选择。留下有解释作用的细节，删去那些只是让场景显得丰富、却不帮助读者理解你的描写。

用一小段文字写出这项日常事务中的一次决定：当时有哪些选项，你最后选择了什么。除非对方亲口告诉过你，否则不要替别人判定动机。如果具体数字或对话原句很重要，就核实它们；不需要精确引用时，准确、平实地描述即可。

再写一段，说明这段经历如何影响你现在做的一件事。不必声称自己经历了戏剧性的蜕变；一个持续的习惯，或一种更准确的认识，也足以建立有意义的联系。修改前，标出读者第一次看到你如何回应处境的位置。如果背景介绍把它挤得太靠后，就考虑适当前移。

看看读者把注意力放在哪里

请一位读者分别说出你面对的处境和你作出的选择。如果对方只能复述处境，就考虑多写一些自己的回应。重点应当是真实的个人意义，而不是证明这段经历比别人的更艰难。

阅读原文及作者说明

作者的 MIT 官方介绍

Finding the balance between scene and reflection

Source article title: MY college essay.

Author and verified school: Laura N. ’09 (Class of 2009), Massachusetts Institute of Technology.

Publication date: October 12, 2008. Essay title: not supplied.

Material: Application essays and reflections shared by a student on the official MIT Admissions blog.

A draft shaped from two versions

Laura shares a 498-word essay about an upsetting field-hockey practice and seeking playing opportunities. Her official profile confirms MIT graduation in 2009. She explains how she combined two contrasting drafts.

The opening moment

> “I couldn’t breathe.”

Read the writer’s own reservations

The opening enters a physical moment immediately. Laura identifies problems with both a years-long summary and an over-detailed scene, and questions her ending. Read these reservations alongside the essay: admission does not turn every line into a model.

Try the same event at two distances

Write two versions of one genuine event. In the first, summarise what happened across several weeks. In the second, describe one short moment closely. Keep both versions plain. The aim is to discover what each makes visible and what each leaves out.

Underline the sentences that reveal a decision or change in understanding. Combine only those parts that help a reader follow your experience. A scene should have a purpose; background should supply necessary context. Neither needs to dominate simply because a writing rule tells you to include it. Keep a copy of both attempts. When you combine them, check that the new order has not changed the sequence of events or overstated what you understood then.

Draft an ending that names a specific consequence rather than a universal truth. Test it against a later action from your own life. If the ending makes a claim about everyone, rewrite it to explain what you learned, tried or still find difficult.

Test the balance

Check whether the reader can follow the event without feeling trapped in detail. Then check whether your reflection is supported by what you described. The goal is proportion, not a fixed percentage of scene and explanation.

Read the original essay and surrounding commentary

Verify the author’s official MIT profile

让场景与思考各得其所

来源文章标题：MY college essay（我的大学申请文书）。

作者与就读学校：Laura N. ’09（2009 届），麻省理工学院。

发布于 2008 年 10 月 12 日；文书未提供独立标题。

材料类型：学生在 MIT 官方招生博客分享的申请文书与回顾。

由两种写法合成的文书

Laura 分享了一篇 498 词的文书，讲述一次令人难过的草地曲棍球训练，以及争取上场机会的经历。官方个人介绍确认她于 2009 年毕业于 MIT。她也说明了如何合并两份差别很大的初稿。

开场的那一刻

“我喘不过气来。”

也读一读作者自己的保留意见

开头直接进入身体感受。Laura 指出，概括几年经历的版本和过分细写单个场景的版本各有问题，也质疑自己的结尾。阅读文书时，把这些保留意见一起读进去：获得录取，并不会让每一句话都成为范本。

用两种距离写同一件事

选一件真实发生过的事，写成两个版本。第一版概括几周内发生的事情，第二版贴近其中一个短暂的时刻。两版都用朴素的语言，目的在于看清：每种写法让哪些内容显现出来，又遗漏了什么。

在能体现决定或认识变化的句子下面划线，只组合那些有助于读者理解经历的部分。场景需要承担作用，背景需要提供必要信息；不必因为某条写作规则要求有场景或解释，就让其中一方占满篇幅。保留两个初稿的副本。合并时再核对，新顺序是否改变了事情发生的先后，或夸大了你当时的认识。

试写一个点出具体后果的结尾，而不是总结普遍真理。再用生活中后来发生的一次行动检验它。如果结尾声称所有人都会怎样，就改为说明你学到了什么、尝试过什么，或至今仍觉得困难的是什么。

检查两者是否协调

先看读者能否顺利理解事件，而不会陷在细节里；再看你写出的思考是否得到前文经历的支持。目标是让两者分量合适，不是机械地规定场景和解释各占多少比例。

阅读原文及作者说明

作者的 MIT 官方介绍

MIT | Student essay reading card

Following an interest into action

Source article title: an essay writing journey.

Author and verified school: Nisha D. ’21 (Class of 2021), Massachusetts Institute of Technology.

Publication date: July 25, 2018. Essay title: not supplied.

Material: Application essays and reflections shared by a student on the official MIT Admissions blog.

An interest across several drafts

The page presents drafts and a final version dated October 18, 2016, connecting Final Fantasy VII with programming and Japanese study. Nisha’s MIT profile verifies enrolment; she reports no Harvard or Stanford admission that cycle.

The final version’s closing thought

> “The smallest of worlds led me to explore the limitless one that surrounds me.”

Look for the actions behind the interest

The revisions shift the essay’s centre, not just its wording. Compare drafts to see which actions make the writer clearer. An interest matters through what it prompts; these different admission outcomes cannot establish a universally effective essay formula.

Trace a curiosity of your own

Choose an interest you pursue when nobody is grading you. Make a sequence of actions: what first caught your attention, what you tried, what confused you and what you pursued next. Include an unsuccessful attempt if it affected your direction.

Now remove the name of the interest from your notes. Can a reader still see how you learn? If the notes become empty, add decisions, questions or methods. A topic is useful because of what you can say about your engagement with it, not because the activity sounds unusual.

Write a 150-word account using two connected moments. Give the reader enough context to understand the activity without explaining its entire history. End with a specific current question or action, rather than a prediction that you will transform an industry. Mark any gap between the two moments. Supply only the missing step a reader needs, rather than adding another example merely to make the account seem fuller.

Make the connection clear

Check that the second moment follows meaningfully from the first. Replace a vague statement about passion with an observable action wherever that improves accuracy. Keep the vocabulary you would use when explaining the subject to an interested classmate.

Read the original essay and surrounding commentary

Verify the author’s official MIT profile

让兴趣走向具体行动

来源文章标题：an essay writing journey（一段文书写作历程）。

作者与就读学校：Nisha D. ’21（2021 届），麻省理工学院。

发布于 2018 年 7 月 25 日；文书未提供独立标题。

材料类型：学生在 MIT 官方招生博客分享的申请文书与回顾。

在几次修改中展开的兴趣

页面展示了草稿和标注日期为 2016 年 10 月 18 日的定稿，后者把《最终幻想 VII》与编程、日语学习联系起来。MIT 个人介绍能够核验 Nisha 的就读事实；她表示，当年未获哈佛或斯坦福录取。

定稿结尾的想法

“那个最小的世界，引领我去探索身边这个无边无际的世界。”

兴趣之后 发生了哪些行动

修改改变了文书重心，不只是措辞。对照草稿，看看哪些行动让作者的形象更清楚。兴趣通过它促成的行动获得意义；这些不同的申请结果，也不足以证明某种文书公式普遍有效。

梳理一条属于自己的好奇心线索

选一个没有人评分时，你也愿意投入的兴趣。按行动梳理它的经过：最初是什么吸引了你，你尝试了什么，哪里让你困惑，后来又追着什么问题走。如果一次失败改变了方向，也把它记下来。

现在，从笔记中暂时删去这个兴趣的名称。读者还能看出你怎样学习吗？如果笔记因此变得空泛，就补上决定、问题或方法。一个题材是否有用，取决于你能否写清自己如何参与其中，而不是活动名称听起来够不够特别。

用两个相互连接的时刻，写一篇 150 词的英文短文。给出足够背景，让读者理解这项活动，但不必介绍它的全部历史。结尾落在你目前正在追问的问题或正在采取的行动上，不必预言自己将改变某个行业。标出两个时刻之间是否有跳跃，只补上读者理解所需的那一步，不要为了显得充实而再塞进一个例子。

让前后联系清楚可见

检查两个时刻之间是否有清楚、有意义的联系。若能表达得更准确，就把笼统的热爱换成可观察的行动。用词可以像向一位有兴趣的同学解释这个主题时一样自然。

阅读原文及作者说明

作者的 MIT 官方介绍

MIT | Student essay reading card

Revising without losing your voice

Source article title: My MIT Essay Revisions.

Author and verified school: Cami M. ’23 (Class of 2023), Massachusetts Institute of Technology.

Publication date: November 22, 2019. Essay title: not supplied.

Material: Application essays and reflections shared by a student on the official MIT Admissions blog.

What the revisions preserve and remove

Cami shares successive drafts about her background, including a final version labelled 247 words. These drafts include family, Filipino identity and a book-donation project. Her official profile confirms MIT study.

A fragment from the final version

> “I am the only daughter of a divorced Filipino woman”

Notice the cost of compression

The cuts reveal choices about focus, while Cami’s later concern that the prose sounded stiff invites a second reading. Keep the final version separate from earlier alternatives. Compression can clarify a piece or remove nuance and flatten its voice. This excerpt is a sentence fragment from the final version.

Give each paragraph a clear job

Create a copy of your draft and give every paragraph a one-line purpose. Compare that purpose with the actual sentences. Move or remove a detail when it belongs to a different question, but preserve facts a reader needs to understand the situation. Keep a note of a cut that improves focus and a cut you decide to reverse. Explain each choice in terms of what the reader needs to understand.

Find a sentence connecting two events with “because,” “therefore” or a similar transition. Explain the connection in your private notes. Did the first event actually cause the second, or did several influences matter? Revise the sentence if compression has made the relationship too simple.

After cutting, read the new version aloud beside a recording of yourself telling the story. Identify one place where the revised language sounds less natural. Improve clarity without borrowing a more impressive identity, role or emotional response.

Read the final draft on its own

Check the final draft as an independent piece. A reader will not see your deleted explanation or your earlier version. Confirm that necessary context remains and that the ending follows from the experiences you chose to keep.

Read the original essay and surrounding commentary

Verify the author’s official MIT profile

修改之后 仍然像自己

来源文章标题：My MIT Essay Revisions（我的 MIT 文书修改记录）。

作者与就读学校：Cami M. ’23（2023 届），麻省理工学院。

发布于 2019 年 11 月 22 日；文书未提供独立标题。

材料类型：学生在 MIT 官方招生博客分享的申请文书与回顾。

修改留下了什么 又删去了什么

Cami 分享了关于个人背景的连续草稿，其中定稿标注为 247 词。修改过程中涉及家庭、菲律宾身份和捐书项目。官方个人介绍确认了她在 MIT 就读的事实。

定稿中的一句片段

“我是一位离异菲律宾女性唯一的女儿”

留意压缩文字的代价

删减展现了重心取舍。Cami 后来认为文字有些生硬，带着这一点重读，会有新的发现。注意区分定稿和早期备选写法。压缩可能让文章更清楚，也可能删去细微差别，削弱作者原有的表达特点。此处引文是定稿中的句子片段。

让每一段承担清楚的作用

先另存一份草稿，为每段写一句用途说明，再对照这一段实际写了什么。如果某个细节更适合回答另一个问题，就移动或删除它，同时保留读者理解情境所必需的事实。记下一处帮助文章集中重点的删减，以及一处你决定恢复的删减，并分别从读者需要理解什么的角度解释原因。

找到一句用“因为”“因此”或类似连接词串起两件事的话，在自己的笔记里解释其中的关系。前一件事真的导致了后一件事，还是有几种因素共同作用？如果压缩文字使关系变得过于简单，就把句子改得准确一些。

删改之后，先录下自己口头讲述这件事的版本，再对照录音朗读新稿。找出一处修改后反而显得不自然的表达。让文字更清楚即可，不要为了显得出色而借用并不属于自己的身份、角色或情绪反应。

把定稿当作独立文章再读一次

读者看不到被你删掉的解释，也看不到上一个版本。因此，要确认必要背景仍在，结尾也确实能够从最终保留的经历中自然得出。

阅读原文及作者说明

作者的 MIT 官方介绍

Reading the writer's reflections on earlier essays

Source article title: my application essays.

Author and verified school: Rona W. '23 (Class of 2023), Massachusetts Institute of Technology.

Publication date: October 27, 2019. Essay title: not supplied for the individual responses.

Material: Application essays and reflections shared by a student on the official MIT Admissions blog.

Two responses and the limits of the source

The page prints two short responses, on academic interests and a poetry performance, and summarises others. Her official profile verifies MIT enrolment; the class label does not establish an application year.

The performance scene

> "The stage lights burst open, blinding and white. I trembled."

Does the essay answer its question

Rona questions the academic answer's MIT-specific detail and the performance answer's fit with its prompt. Read her reservations alongside the polished sentences. The page supports practice in both style and prompt analysis: an engaging scene and an accurate answer are separate tests.

Put your draft beside the prompt

Place one of your drafts beside its exact prompt. Highlight sentences that directly answer the question. In another colour, mark sentences that are interesting but do not yet help answer it. Decide whether to connect, shorten or remove those passages.

If you mention a university resource, describe the activity you would undertake through it and the question it connects to. Check the current official description. Avoid relying on a resource name copied from a list or assuming that access, eligibility or content is unchanged.

Write a one-sentence statement of what your draft is actually about. Compare it with what the question asks. If the two differ, revise the focus rather than adding a final line that repeats words from the prompt. Keep the prompt visible throughout this pass. After each change, ask whether the sentence now does useful work or merely repeats language that sounds relevant.

Ask a reader to identify the question

Ask a reader to name the question they think you are answering before showing them the prompt. Differences can expose an unclear focus. Use that feedback as a diagnostic exercise, not as a score or an estimate of admission chances.

Read the original essay and surrounding commentary

Verify the author's official MIT profile

读作者如何回看自己的文书

来源文章标题：my application essays（我的申请文书）。

作者与就读学校：Rona W. ’23（2023 届），麻省理工学院。

发布于 2019 年 10 月 27 日；各篇回答未提供独立标题。

材料类型：学生在 MIT 官方招生博客分享的申请文书与回顾。

两篇原文 以及来源的范围

页面提供了关于学术兴趣和诗歌表演的两篇短回答原文，并概述其他回答。官方个人介绍可以核验作者在 MIT 就读的事实；届别标签不能用来确定申请年份。

表演现场的一刻

“舞台灯光骤然亮起，白得刺眼。我颤抖起来。”

文章是否真正回答了问题

Rona 回头反思，学术兴趣回答是否充分说明了与 MIT 的关联，表演回答是否真正切题。读好看的句子时，也读她的保留意见。这一页既能帮助练习写法，也能帮助审题：场景吸引人与准确回答问题，是两项不同的检验。

把自己的草稿和题目并排放好

拿出一篇草稿和它对应的完整题目。用一种颜色标出直接回答问题的句子，再用另一种颜色标出有趣、但暂时无助于回答问题的部分。然后决定：这些段落需要补足联系、缩短，还是删去。

如果提到某项大学资源，说明你打算通过它开展什么活动，以及这与哪个问题有关。核对当前的官方介绍，不要只从清单里复制一个资源名称，也不要默认其使用权限、参与资格或内容一直没有变化。

用一句话写清这份草稿实际在讲什么，再与题目所问的内容对照。如果两者不同，就调整文章重点，而不是在结尾补一句重复题目用词的话。修改过程中，让题目始终放在眼前。每改完一处，都问问这句话现在是否确实发挥作用，还是只用了听起来相关的词。

先让读者猜出你在回答什么

给一位读者看文章，但先不展示题目，请对方说出自己认为你正在回答的问题。两者的差异可以帮助发现重点不清的地方。把这个反馈当成诊断练习，而不是文书分数或录取概率估计。

阅读原文及作者说明

作者的 MIT 官方介绍

MIT | Student essay reading card

What several small experiences can show

Source article title: my MIT admissions essays.

Author and verified school: Victor D. ’27 (Class of 2027), Massachusetts Institute of Technology.

Publication date: October 14, 2025. Essay title: Reed Making Journey labels the challenge response; others are untitled.

Material: Application essays and reflections shared by a student on the official MIT Admissions blog.

Four answers with one further summary

Victor publishes four answers, on academic interests, smoothies, tutoring and oboe-reed making; another is discussed without full text. His official profile verifies MIT enrolment. He describes a retrospective, not admissions advice.

A practical lesson

> “Lesson learned: always have spares…”

Meet more than one side of the writer

The different subjects reveal several sides of one applicant. The reed-making answer handles an imperfect practical solution with humour. Read the complete responses to compare their purposes; neither a large-scale achievement nor a solemn conclusion is necessary for every personal essay.

Build a varied set of examples

List four things you have done recently: something for enjoyment, something difficult, something with others and something that raised a question. Describe each in a single plain sentence. Avoid selecting only the most impressive activity in every category.

For each event, identify a different piece of information a reader could learn about you. If all four examples end with the same claim, search for the actual differences: how you ask for help, respond to uncertainty, explain an idea or spend unstructured time.

Choose one small problem and write its sequence without turning it into a victory speech. Include what you attempted, why an attempt did not work and what you changed. Keep the result proportionate. An honest partial solution can be more informative than an exaggerated success.

Read the answers together

Read your response alongside the other essays in your application. Check whether it contributes something useful and whether its tone feels like you. Humour should remain understandable to a reader who does not know the people or setting. Give each response a short private label describing what it adds. Use those labels to spot repetition before deciding which details deserve the limited space.

Read the original essay and surrounding commentary

Verify the author’s official MIT profile

几件小事 展现不同侧面

来源文章标题：my MIT admissions essays（我的 MIT 申请文书）。

作者与就读学校：Victor D. ’27（2027 届），麻省理工学院。

发布于 2025 年 10 月 14 日；挑战类回答题为 Reed Making Journey（哨片制作之旅），其余未提供独立标题。

材料类型：学生在 MIT 官方招生博客分享的申请文书与回顾。

四篇回答与另一篇的概述

Victor 公开了四篇回答，涉及学术兴趣、做冰沙、辅导他人和制作双簧管哨片；另一篇仅作讨论，未给出全文。官方个人介绍可以核验其在 MIT 就读。他将此文定位为回顾，而非申请建议。

一个实际的教训

“学到的教训：随时备好备用品……”

让读者看到不止一个侧面

不同题材呈现了同一位申请者的几个侧面。哨片制作那篇，用幽默处理一个并不完美的实际解决办法。可以阅读完整回答，比较各篇的作用；不是每篇个人文书都需要宏大的成就或庄重的结论。

准备一组有所区别的例子

列出最近做过的四件事：一件出于乐趣，一件让你觉得困难，一件与他人一起做的事，一件引发了你的疑问。每件事都用一句平实的话说明。不必在每一类里，都只挑看起来最出色的活动。

分别写出读者能从每件事中了解到你的什么不同特点。如果四个例子最后都指向同一个结论，就回到真实差异：你怎样求助，怎样面对不确定性，怎样解释一个想法，或怎样安排没有固定任务的时间。

选一个小问题，按事情发展的顺序写下来，不要把它写成胜利宣言。包括你尝试过什么，某次尝试为什么没有奏效，以及后来作了什么调整。让结果与实际情况相称。诚实地写出部分解决的结果，可能比夸大的成功更能传递信息。

把几篇回答放在一起读

把这篇回答与申请中的其他文书一起读，看看它是否增加了有用的信息，语气是否像你自己。幽默也应让不了解人物和背景的读者看得懂。为每篇回答写一个只供自己使用的简短标签，说明它增加了什么；先用标签找出重复之处，再决定哪些细节值得占用有限篇幅。

阅读原文及作者说明

作者的 MIT 官方介绍

Reading older essays with current questions in mind

Source: MIT Admissions, Essays, activities & academics.

2026–27 first-year application guidance, followed by exercises prepared for this reader.

Checked: October 2, 2026.

Start with the current requirements

MIT's 2026–27 guidance lists four main responses of approximately 100–200 words, depending on the question, and short responses with space for 40–50 words each. Topics include developing an academic interest, an unexpected educational path, problems applicants hope to address, and an unanticipated challenge. There is also an additional-information field. Check the live application for precise limits.

Plan each response before drafting

Make one row for every current question. Record its central task, a true experience you could discuss, and what a reader would learn about you. Do this before choosing an opening or polishing an old draft. A story you already like may need a different purpose, or it may not fit this application.

For an academic-interest question, trace what you have done to explore the subject. For a question about a problem, distinguish what you have attempted from what you hope to do. A future intention should not be presented as an accomplished result.

Give reused material a fresh purpose

An experience can support several possible essays, but each response needs to answer its own question. When adapting a draft, identify which passages still serve that question and which belong to the earlier task. Changing a university name or the final sentence does not complete this work.

Read the application as a whole

Read your responses together and mark repeated facts. Keep repetition when it helps the reader understand an answer or serves another clear purpose. Compare the claims with your activities section, school records, and other materials. Resolve inconsistencies before you begin the final sentence-level edit.

What the older essays can teach

Notice what each writer chose to include and what those choices reveal. Bring that attention to your own experiences and reasoning. The historical questions, word counts, and application structures belong to their original periods; they are not the requirements for your new application.

M7 Check MIT's current essay and activity guidance

读旧文书 先看清今年的题目

来源：MIT Admissions，Essays, activities & academics。

适用范围：2026–27 年度本科新生申请；下方练习由本导读整理。

核验日期：2026 年 10 月 2 日。

先对照今年的要求

MIT 的 2026–27 年度指导列出四道主要写作题，按题目不同，回答长度约为 100–200 词；另有短答题，每题留有 40–50 词的空间。主要题材涉及学术兴趣的发展、出人意料的求学路径、希望解决的问题，以及未曾预料的挑战。此外还有补充信息栏。具体限制应以实际申请表为准。

先安排每道题 再动笔

为每道现行题目单列一行，写下它真正要求回答什么、自己可以谈哪段真实经历，以及读者能够从中了解你的什么特点。先完成这一步，再考虑开头或修改旧稿。即使你很喜欢某个故事，也可能需要换一个切入点；它也可能根本不适合这份申请。

回答学术兴趣题时，梳理你为探索这一领域实际做过的事。回答关于某个问题的题目时，分清已经尝试的行动与今后希望做的事。未来的打算可以写，但不能表述成已经取得的成果。

素材可以重用 文章需要重想

同一段经历可以用于不同文章，但每一篇都要围绕眼前这道题展开。改写旧稿时，逐段判断：哪些内容仍然在回答当前问题，哪些内容只是为原来的题目而写。仅仅换掉学校名称或最后一句，并不意味着这项改写已经完成。

把整份申请放在一起读

连续阅读几篇回答，标出反复出现的事实。如果重复是为了让读者理解某道回答，或有其他明确作用，可以保留。再把文章中的说法与活动列表、学校记录及其他材料对照。先解决信息不一致的问题，再进入最后一轮逐句润色。

旧文书真正值得学的地方

留意每位作者为什么选取这些细节，以及这些选择让读者看见了什么。用同样细致的眼光审视自己的经历和思考。历史文章中的题目、词数和申请结构属于当时的申请环境，不能直接当作你此次申请需要遵循的要求。

M7 查看 MIT 现行文书与活动要求

Making your choices and contribution clear

Source: UC Berkeley, Office of Undergraduate Admissions, Personal Insight Questions.
Official writing guidance with exercises prepared for this reader; not a student application essay.
Checked: October 2, 2026.

Read achievement in context

Berkeley uses PIQs to learn what academic records may not show. Its guidance considers achievements alongside available opportunities and asks applicants to explain their choices and development. When discussing hardship, applicants should describe their response and what followed. It also highlights the intended field and relevant experience for applicants to professional colleges.

Build a factual outline

Choose an experience and note the setting, the options available to you, your action, and the result. Add what remains unresolved. This outline can help you avoid producing either a list of achievements or a description of circumstances in which your own role disappears.

Look closely at the verbs in your notes. Which actions did you perform? Which were shared? Which belonged to someone else? Replace a broad claim about leading an entire project with an accurate account of the responsibility you actually held. Keep that distinction visible when you write the draft.

Explain what an unfamiliar reader needs

A reader may not understand a local school programme, a family obligation, or the resources available in your community. Give enough context to explain the choices you faced. A title or acronym rarely supplies that explanation on its own; describe the relevant condition directly.

If an outcome was modest, describe it proportionately. Explain how you know it occurred, and separate what you observed from your interpretation. Reliable, meaningful numbers can help, but they do not replace an account of what happened. If you cannot support a number, leave it out.

Try a reader check

Ask a partner to explain your contribution using only the draft. If they cannot separate your work from the group's work, revise those sentences. Ask which background details helped them understand your choices and which could be removed. Then reread the revised answer to check that your actions remain clear.

B1 Read Berkeley's official PIQ guidance

让读者看清你的选择和实际贡献

来源：UC Berkeley，Office of Undergraduate Admissions，Personal Insight Questions。

材料类别：官方写作指导，并附本导读练习；不是学生申请文书。

核验日期：2026 年 10 月 2 日。

把成就放回具体环境

Berkeley 希望通过 PIQ 了解学业记录未必能够呈现的信息。其指导将个人成就放在可获得的机会中理解，并请申请者说明自己的选择和成长。如果谈到困难，需要交代自己如何应对，以及后来发生了什么。对申请专业学院的学生，指导还特别提到拟学领域和相关经历。

先搭出真实经历的骨架

选一段经历，依次记下当时的环境、你面前有哪些选择、采取了什么行动，以及产生了什么结果。再补充仍未解决的问题。这份提纲可以帮助你避免两种情况：只罗列成就，或花了大量篇幅描述处境，却让自己的角色消失在其中。

仔细看笔记里的动词。哪些行动是你完成的，哪些由多人共同完成，哪些属于别人？如果“领导整个项目”过于笼统，就换成你实际承担的具体职责。写成正文之后，也要保留这些区别，让读者能够分清你自己的工作与他人的贡献。

补足陌生读者需要的背景

读者未必熟悉你当地的学校项目、家庭责任，或社区能够提供的资源。交代足以解释你当时选择的背景。单靠一个名称、头衔或缩写，通常无法说明其中的意义；直接写出与你这段经历有关的具体条件，读者才知道你是在怎样的环境下作出决定。

结果如果有限，就如实写出它的分量。说明你凭什么知道这个结果确实发生，并区分亲自观察到的事实与自己的理解。有依据、且与内容有关的数字可以帮助说明情况，但不能代替对事情经过的交代。无法支持的数字，就不要写进文章。

请读者复述你的贡献

请一位同伴只根据稿件，说说你在这段经历中作出了什么贡献。如果对方分不清哪些是你的工作、哪些是团队的工作，就回头修改相关句子。再请对方指出，哪些背景有助于理解你的选择，哪些可以删去。修改后重新通读，确认你自己的行动仍然清楚可见。

B1 阅读 Berkeley 官方 PIQ 写作指导

Writing four clear purposeful responses

Source: UCLA Undergraduate Admission, Personal Insight Questions.

Official writing guidance with exercises prepared for this reader; not a student application essay.

Checked: October 2, 2026.

Understand the first-year format

UCLA states that first-year applicants answer four of eight PIQs, with a maximum of 350 words each. All question choices receive equal consideration. The guidance encourages clear organisation, individual voice, and specific examples, while cautioning against clichés and manufactured hardship. It asks students to show what their experiences reveal about their development.

Choose experiences before fixing the set

List possible experiences and give each a short factual label. Note the information it would add to your application. You might discuss how you learn, a responsibility, a creative process, or a contribution. These are possibilities for planning, not a required combination of topics.

Check your provisional four responses for duplication. Two different activities may still reveal the same action and lead to the same conclusion. Keep both if their differences matter. Otherwise, consider using that space for an aspect of your life the application has not yet shown.

Make the point easy to follow

Write the central point of each answer in an ordinary sentence. Add the details a reader needs to understand and believe it. Decide whether an opening scene helps or delays that purpose. Each answer can take the shape its material needs; there is no reason to give all four the same dramatic structure.

Ask someone unfamiliar with your school to explain what happened in your draft. Listen for confusion caused by acronyms, unnamed responsibilities, or missing connections. Add the necessary context, then remove sentences that repeat information without taking the answer further.

Read all four together

Read the responses in one sitting and note what each adds. Check that the facts agree and verify every word count in the application. When cutting, protect the information the reader most needs. Finally, read aloud: a shorter version should still express complete thoughts in language you recognise as your own.

U1 Read UCLA’s official PIQ guidance

四道回答 各自说清一件事

来源：UCLA Undergraduate Admission，Personal Insight Questions。

材料类别：官方写作指导，并附本导读练习；不是学生申请文书。

核验日期：2026 年 10 月 2 日。

先看清本科新生申请的形式

UCLA 说明，本科新生申请者从八道 PIQ 中选择四道回答，每题最多 350 词，各道题目均获同等考量。指导鼓励清楚的组织方式、个人表达和具体例子，同时提醒申请者避免陈词滥调或编造困难。文章需要让读者看出，这些经历反映了怎样的个人成长。

先找经历 再确定四篇的组合

列出可能采用的经历，为每段经历写一个简短、如实的名称，并注明它能为申请补充什么信息。可以考虑学习方式、承担的责任、创作过程，或某项贡献。这些只是帮助选材的思路，并非必须凑齐的一套题材组合。

检查暂定的四篇是否重复。即使写的是两项不同活动，也可能都呈现同一种行动，最后得出相同的结论。如果两段经历之间的差异确实重要，可以都保留；否则，考虑把篇幅留给申请材料中还没有被看见的生活侧面。

让读者容易抓住你的意思

先用一句平常的话写清每篇回答的中心，再补上读者理解和相信这一点所需要的细节。判断开头的场景是在帮助说明，还是推迟进入主题。每篇都可以采用适合自身素材的结构，没有必要让四篇文章都按同一种戏剧化方式展开。

请一位不熟悉你学校的人读稿，再复述发生了什么。注意对方是否被缩写、没有交代的职责，或缺失的逻辑联系绊住。需要的背景要补足；只是重复已有信息、没有让回答更进一步的句子，则可以删去。

把四篇连在一起读

一次读完四道回答，记下每篇增加了什么信息。检查各处事实是否一致，并在申请系统内逐一核对词数。删减时，优先保留读者最需要知道的内容。最后再朗读一遍：文章变短之后，意思仍应完整，语言也仍然是你熟悉、能够自然使用的表达。

U1 阅读 UCLA 官方 PIQ 写作指导

Writing workshop

Finding material in your own life

Exercises prepared for this reader by 海聚留学.

Use these activities to develop your own draft; they are not university prompts or examples of submitted applications.

1 Put the example aside

After reading an application essay, close it. Write down one question it raised about your life: When did I change my approach? What do I notice that others overlook? Which responsibility has shaped my choices? Leave the writer's opening, central image, sequence of events, and conclusion behind. Use your question to begin exploring an experience of your own.

2 Collect moments before choosing a topic

List six moments from school, home, work, hobbies, or your community. Note where you were, what happened, and what you did. If English slows your thinking, use the language in which you can recall details most easily. Include ordinary experiences. A conversation, unfinished project, or regular household task may offer more material than an impressive event you barely remember.

3 Look closely at your role

Choose three moments. What did you decide? What did you misunderstand? What did you try after an attempt failed? Separate your actions from the achievements of your team, teacher, or family. Identify something you now do differently. If nothing changed, consider whether the moment reveals a lasting habit, an interest, or a question that remains important to you.

4 Tell the story to someone

Tell one story aloud to a person who knows you. Ask what they learned about you, without suggesting an answer. Notice where they ask for details or become confused. If they mainly remember another person, return to your own choices. If the story needs invented dialogue or exaggerated conflict to hold their interest, look for a different moment.

5 Write a straightforward first draft

Use words you can explain comfortably. Describe the situation, your response, and why it matters now. Leave a temporary note wherever a detail needs checking. Read aloud and mark sentences that sound unlike you. Save a dated copy before revising. Focus next on making your meaning clearer. You can work on the opening once you know what the essay needs to say.

写作练习

从阅读出发 找到自己的素材

海聚留学为本导读整理的写作练习。

用于帮助学生形成自己的草稿，并非大学官方题目或已经提交的申请文书。

1 合上例文 留下一个问题

读完一篇申请文书后，先把它合上。记下它让你想到的一个与自己有关的问题：我什么时候改变过做事方法？哪些细节是我会注意、别人却容易忽略的？哪项责任影响了我的选择？放下原作者的开头、核心意象、事件顺序和结论，用这个问题去寻找一段属于你自己的经历。

2 先回忆片段 不急着定题

从学校、家庭、工作、爱好或社区生活中，列出六个具体片段，记下当时在哪里、发生了什么，以及你做了什么。如果用英语思考会拖慢回忆，就先用最容易让你想起细节的语言记录。普通经历也值得写下来：一次谈话、一个未完成的项目，或经常承担的家务，都可能比记忆模糊的“大事”更有材料可写。

3 看清自己在其中做了什么

选出三个片段，逐一问自己：作出了什么决定？误解过什么？尝试失败后又做了什么？把自己的行动与团队、老师或家人的成就分开。再想一想，如今做事是否有什么不同。如果没有明显变化，也可以看看这段经历是否呈现了一个持续的习惯、一项兴趣，或一个至今仍然重要的问题。

4 把故事讲给一个人听

找一位认识你的人，口头讲述其中一个故事。先不暗示答案，直接问对方从中了解了怎样的你。留意对方在哪些地方追问细节，或听得不太明白。如果对方主要记住的是另一个人，就回头梳理你自己的选择。如果必须编造对话或夸大冲突才能吸引对方，不如换一个片段继续找。

5 写一份清楚朴素的初稿

用自己能够轻松解释的词语，交代当时的情况、你的回应，以及它为什么到现在仍然重要。需要核实的细节先留一条临时备注。朗读草稿，标出不像自己会说的话。修改前保存一份带日期的版本。下一轮先让意思更清楚；等你知道整篇真正要表达什么，再来打磨开头。

Writing workshop

Revising the draft you will submit

A review process prepared for this reader by 海聚留学.

This checklist supports student and counselor review; it is not an admissions scoring rubric.

1 Return to the question

Place the exact application prompt beside your draft. Explain in one sentence how the essay answers it, then identify any part you have left unanswered. For a school-specific response, check your connection to the opportunities you mention. Describing a university's strengths does not explain why those opportunities matter to you. Make that connection clear before editing individual sentences.

2 Check facts and responsibility

Underline names, dates, numbers, quotations, and statements about your responsibilities. Verify uncertain details against your records. Describe a team result as a team result and state your contribution accurately. If remembered dialogue is approximate, consider paraphrasing it. A counselor can identify uncertainties and ask questions, but the student should confirm the facts and take responsibility for each claim.

3 Review meaning before vocabulary

Read each paragraph and note its purpose. If two paragraphs do the same job, consider combining them. Mark places where readers need context, particularly unfamiliar school systems, local terms, or family responsibilities. When writing in a second language, a clear explanation usually helps more than replacing familiar words with impressive ones. Keep the details that support your point.

4 Ask for useful feedback

Ask a reader where they were confused, what they learned about you, and which passage felt least convincing. Ask counselors to identify problems before offering replacement wording. Consider suggestions without accepting a sentence simply because it sounds more fluent. Read revised passages aloud. You should understand every sentence, recognise your own meaning, and feel comfortable explaining it.

5 Inspect the submission version

After a break, check spelling, punctuation, word counts, school names, and repeated information across responses. Paste the text into the application field and inspect paragraph breaks, symbols, and character limits. Compare it with your saved draft. Remove comments and temporary notes. Save the exact submitted text with its date and destination, so that you can answer later questions accurately.

写作练习

从修改草稿到检查提交版本

海聚留学为本导读整理的审阅流程。

供学生与顾问共同检查使用，并非招生评分标准。

1 回到题目本身

把申请题目的准确原文放在草稿旁边，用一句话说明这篇文章如何回答了它，再找出有没有遗漏的部分。如果是针对某所学校的回答，检查文中提到的机会与你自身有什么联系。列举一所大学的优势，并不能说明这些机会为什么对你重要。先把这层联系写清楚，再开始逐句润色。

2 核实事实 也核实职责归属

标出人名、日期、数字、引语，以及所有关于你所承担职责的说法。对不确定的细节，用已有记录核对。团队成果应明确写成团队成果，同时准确说明你自己的贡献。如果记忆中的对话只是大致意思，可以考虑转述。顾问能够指出疑点、提出问题，但事实应由学生本人确认，每一项说法也需要学生自己负责。

3 先看意思 再看词汇

逐段阅读，为每段记下一个简短的作用说明。如果两段在做同一件事，可以考虑合并。标出读者需要背景的地方，尤其是不熟悉的学制、地方用语或家庭责任。用第二语言写作时，把意思解释清楚，通常比把常用词换成“高级词”更有帮助。能够支持你的观点的细节，要尽量保留。

4 请对方指出具体问题

请读者回答：哪里没有看明白？读完了解了怎样的你？哪一段最缺乏说服力？请顾问先指出问题，再考虑是否需要提出替换措辞。认真考虑建议，但不要只因某句话更流畅就接受它。把修改后的段落读出声：每一句你都应理解，确认表达的仍是自己的意思，也能够自然地向别人解释。

5 检查真正要提交的版本

隔一会儿再回来，检查拼写、标点、词数、学校名称，以及不同回答中重复的信息。将文字粘贴进申请栏后，查看段落换行、符号和字符限制，并与保存的草稿核对。删去批注和临时备注。保存实际提交的准确文本，注明日期和申请学校，方便日后如实回答与申请内容有关的问题。

来源目录 1

Source directory 1

原文题目保留英文，下列中文为阅读提示。作者资料链接另见相应导读页。
Original titles appear in English. The Chinese labels are reading aids. Author-profile links appear with the relevant selections.

H1 Commonly Asked Questions: College Essays?!

关于大学申请文书的常见问题
Harvard College Student Voices | July 9, 2015
https://college.harvard.edu/student-life/student-stories/commonly-asked-questions-college-essays

H2 What help can students receive in writing their essays?

学生在文书写作中可以获得哪些帮助
Harvard College admissions FAQ | Current guidance checked October 2, 2026
https://college.harvard.edu/resources/faq/what-help-can-students-receive-writing-their-essays

S1 Let Me Introduce Myself

自我介绍
STANFORD magazine | September/October 2008
https://stanfordmag.org/contents/let-me-introduce-myself

S2 Application and Essays

申请与文书
Stanford Undergraduate Admission | Current guidance checked October 2, 2026
https://admission.stanford.edu/apply/first-year/apply.html

Y1 Episode 4: Essays: What Works

第四期播客 文书如何写得有效
Yale Undergraduate Admissions | June 15, 2020
https://admissions.yale.edu/posts/2020-06-15-episode-4-essays-what-works

Y2 Essay Topics

文书题目
Yale Undergraduate Admissions | 2026–2027 application cycle
https://admissions.yale.edu/essay-topics

资料核验日期 2026 年 10 月 2 日
Sources checked October 2, 2026

来源目录 2

Source directory 2

原文题目保留英文，下列中文为阅读提示。作者资料链接另见相应导读页。
Original titles appear in English. The Chinese labels are reading aids. Author-profile links appear with the relevant selections.

P1 An Application Story

一个申请故事
Princeton Admission | October 15, 2014
https://admission.princeton.edu/blogs/application-story

P2 Princeton-specific Questions

普林斯顿补充问题
Princeton Admission | 2026–2027 application cycle
https://admission.princeton.edu/apply/princeton-specific-questions

P3 Graded Written Paper

有教师评分的学术写作样本
Princeton Admission | Current guidance checked October 2, 2026
https://admission.princeton.edu/apply/graded-written-paper

M1 My College Essay

我的大学申请文书
MIT Admissions | Cristen C. | October 11, 2008
https://mitadmissions.org/blogs/entry/my_college_essay/

M2 MY college essay

我的大学申请文书
MIT Admissions | Laura N. | October 12, 2008
https://mitadmissions.org/blogs/entry/my_college_essay_1/

M3 an essay writing journey

一段文书写作历程
MIT Admissions | Nisha D. | July 25, 2018
https://mitadmissions.org/blogs/entry/on-writing/

资料核验日期 2026 年 10 月 2 日
Sources checked October 2, 2026

来源目录 3

Source directory 3

原文题目保留英文，下列中文为阅读提示。作者资料链接另见相应导读页。
Original titles appear in English. The Chinese labels are reading aids. Author-profile links appear with the relevant selections.

M4 My MIT Essay Revisions

我的 MIT 文书修改过程
MIT Admissions | Cami M. | November 22, 2019
https://mitadmissions.org/blogs/entry/my-mit-essay-revisions/

M5 my application essays

我的申请文书
MIT Admissions | Rona W. | October 27, 2019
https://mitadmissions.org/blogs/entry/my-application-essays/

M6 my MIT admissions essays

我的 MIT 申请文书
MIT Admissions | Victor D. | October 14, 2025
https://mitadmissions.org/blogs/entry/my-mit-admissions-essays/

M7 Essays, activities & academics

文书 活动与学业
MIT Admissions | 2026–2027 application cycle
https://mitadmissions.org/apply/firstyear/essays-activities-academics/

B1 Personal Insight Questions

个人见解问题
UC Berkeley Undergraduate Admissions | Current guidance checked October 2, 2026
https://admissions.berkeley.edu/apply-to-berkeley/application-resources/personal-insight-questions/

U1 Personal Insight Questions

个人见解问题
UCLA Undergraduate Admission | Current guidance checked October 2, 2026
https://admission.ucla.edu/apply/personal-insight-questions

资料核验日期 2026 年 10 月 2 日
Sources checked October 2, 2026