

# 新托福备考

TOEFL® iBT

## 核心策略

——关于各学科的阅读和写作

(合订本)

## Key Concepts

Reading and Writing Across the Disciplines

- 专注于新托福阅读与写作技能培养，更科学、更高效
- 同步学习北美大学常见专业相关知识，更全面、更实用
- 原版引进，更接近命题人思维模式

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张轲 张韡 编译

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 中国人民大学出版社

· 北京 ·

## 图书在版编目(CIP)数据

新托福备核心策略:关于各学科的阅读和写作(合订本)/[美]佩林克斯,[美]福特著;张轲,张韡编译  
北京:中国人民大学出版社,2009  
ISBN 978-7-300-11298-5

I. 新…

II. ①佩…②张…

III. ①英语-阅读教学-高等教育-自学参考资料

②英语-写作-高等教育-自学参考资料

IV. H310.41

中国版本图书馆CIP数据核字(2009)第179585号

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出版发行 中国人民大学出版社

社 址 北京中关村大街31号

邮政编码 100080

电 话 010-62511242(总编室)

010-62511398(质管部)

010-82501766(邮购部)

010-62514148(门市部)

010-62515195(发行公司)

010-62515275(盗版举报)

网 址 <http://www.crup.com.cn>

<http://www.lkao.com.cn>(中国1考网)

经 销 新华书店

印 刷 北京山润国际印务有限公司

规 格 210mm×285mm 16开本

版 次 2009年12月第1版

印 张 33.75

印 次 2009年12月第1次印刷

字 数 1 052 000

定 价 55.00元

# 译者序

中国人民大学出版社引进出版的《新托福备考核心策略——关于各学科的听力、笔记和口语（合订本）》一书为广大考生提供了听力、口语的系统训练，尤其培养了考生记笔记的能力。众所周知，托福考试是对听、说、读、写四项能力的综合检测，所以市场上急需一本与之配合的关于阅读和写作的图书。本书是听说分册的姊妹篇，它的引进将与之前的听说分册一起，全面覆盖听、说、读、写的各项技能和策略。

《新托福备考核心策略——关于各学科的阅读和写作（合订本）》是一本既实用又能迅速提高应试能力的指导书。

首先，本书以美国人的思维模式编写，帮助考生学习阅读和写作的各项核心策略。坚持对本书的学习，有助于考生突破中国传统思维模式的限制，快速提高读写能力，助其读懂并写出符合新托福考试要求以及未来学习、工作需要的文章。

其次，本书可以灵活使用。本书的每一章都由阅读和写作两大部分构成。考生可选择单独学习阅读部分或写作部分，也可同时学习这两方面的知识。两部分内容衔接紧密，前半部分的阅读材料在后半部分的写作中被继续分析使用，不仅减轻了考生的负担，还教会考生另一种学习思维方式：通过一种学习技能提高另一种技能。

最后，本书的内容讲练结合，层层推进。本书的编写充分考虑到考生易犯的“重讲解、轻练习”的毛病，将阅读和写作中的重点、难点通过不同的形式加以练习。这些练习与技能、策略联系紧密，不可分割，这种绑定式的编排方式能敦促考生练习，并通过练习养成良好的习惯，进而克服学习中的困难，突破技能和策略的难点。

此外，本书的引进与出版，体现了中国人民大学出版社一贯为考生着想的原则。将原来的阅读和写作两书合二为一，既降低了成本，又便于携带。本书保持了原作的风格，并在重点环节添加了中文翻译，方便考生在读到原汁原味作品的同时，加深对概念、技能的理解。

学习是一件辛苦的事，更是一件快乐的事。愿本书的出版能为更多在新托福备考路上奋斗的考生带去多一些的快乐！

张轲

2009年10月于北京

# 前言

《新托福备考核心策略》(Key Concepts)分为听说和读写两个分册,是一套针对中高水平考生编写,专门训练北美大学最重视的听、说、读、写学习技能的教科书。

本系列丛书可以单独使用,两个分册分别侧重听说和读写两方面技能。同时使用两本书,则能完整地训练四项技能,有助于考生在托福考试以及随后的大学学习中取得成功。

《新托福备考核心策略——关于各学科的阅读和写作(合订本)》(Key Concepts Reading and Writing Across the Disciplines)专注于培养考生的阅读和写作技能。以北美大学的常见专业,如社会科学、商学、数学、物理学、人类学等学科为框架,让考生在提高英语能力的同时,同步学习大学相关专业的知识。

## 每章内容形式

本书每章的前半部分主要介绍阅读技能。考生通过一篇长约800词的文章学习阅读方面的技能和策略,并学习文章当中的学术词汇。此外,每章还重点介绍两项分别旨在提高考生识别文章组织结构和根据上下文猜测词义能力的专项训练。最后考生再通过一篇长约1000词的自测文章来强化之前学到的技能和策略。

每章的后半部分主要介绍写作技能。这部分以学术类文章通用的组织结构及基础语法开头,然后学习重点的句子、句型,最后是一个有不同学习重点的写作训练,如侧重写作流程、文章结构、一致性、连贯性等。每章的具体形式如下:

### 阅读1: 技能和策略

阅读1包括下列环节:阅读准备(背景知识、概览和预测)、阅读、总结、学术词汇表等。考生通过具体的文章学习、练习一项阅读策略,并识别一种文篇组织结构类型。

### 阅读2: 自测练习

与阅读1相似,考生通过阅读准备和概览与预测等环节开始第二篇文章的学习。读完材料后,考生将完成总结和阅读理解练习,并学习选自“学术词汇表”的单词。最后,考生还将掌握一种利用上下文猜测生词词义的方法。

### 写作1A: 技能与策略

考生首先通过阅读材料学习专项语法知识及句型要点。本节侧重于强调特殊的句子结构、句子衔接、句子错误与标点用法等。

### 写作1B: 写作方法

考生将通过写作准备入手,学习学术类文章的写作流程和方法。本节还将结合阅读1教考生练习文章结构分析等技能。

### 写作2: 自测练习

在本节中,考生将运用在写作1B环节中学习到的知识练习写作。完成写作后,考生将学习按照检查列表的提示对文章进行修改、完善。

## 网络资源

《新托福备考核心策略》(Key Concepts)还为考生和老师提供了补充学习材料,请登陆<http://elt.heinle.com/keyconceptsrw>学习。

考生可以在线练习“学术词汇表”中的单词,并在线测试对每章中阅读1、阅读2的理解,以及对各项写作技能的掌握,每章均附有参考答案。老师还可以从网上下载阅读材料的教案和摘要。

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# 新托福 备考核心策略 1





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## ● Key Concepts 1 Skills Overview

In each Reading section, students practice surveying, predicting, summarizing, and the Academic Word List. In each Writing section, students revise, edit, and proofread their work.

Reading		Writing	
Chapter	Skills and Strategies	Skills and Strategies	The Process
<b>1</b>	<ul style="list-style-type: none"> <li>stated/implied main idea: identify and locate</li> <li>identifying text structure: definition</li> <li>using context to guess meaning: definition</li> </ul>	<ul style="list-style-type: none"> <li>the grammar of gerunds</li> <li>simple sentences: complete and incomplete sentences; compound subjects/verbs</li> <li>fragments</li> </ul>	<ul style="list-style-type: none"> <li>structure of a paragraph</li> <li>overview of process:               <ul style="list-style-type: none"> <li>brainstorming</li> <li>narrowing the topic and details</li> <li>choosing text structure</li> <li>topic sentence</li> <li>concluding sentence</li> <li>outlining</li> </ul> </li> <li>paragraph of definition</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>types of supporting details</li> <li>identifying text structure: classification and division</li> <li>using context to guess meaning: examples</li> </ul>	<ul style="list-style-type: none"> <li>the grammar of count and non-count nouns</li> <li>compound sentences: using coordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>paragraph format</li> <li>major and minor support sentences</li> <li>details from graphics</li> <li>paragraph of classification or division</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>making inferences and drawing conclusions: examples, facts/statistics, cause/effect, specific details or statements</li> <li>identifying text structure: problem/solution</li> <li>using context to guess meaning: inference</li> </ul>	<ul style="list-style-type: none"> <li>the grammar of articles</li> <li>compound sentences: using conjunctive adverbs and semicolons</li> <li>punctuation: avoiding run-on sentences and comma splices</li> </ul>	<ul style="list-style-type: none"> <li>conclusions</li> <li>paragraph of problem/solution</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>making inferences and drawing conclusions: assumptions, opinion, tone and bias</li> <li>identifying text structure: comparison/contrast</li> <li>using context to guess meaning: synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>the grammar of adjective clauses</li> <li>complex sentences: using relative pronouns and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>identifying purpose</li> <li>choosing tone</li> <li>paragraph of comparison/contrast</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>tools for interactive reading: highlighting, underlining, commenting</li> <li>identifying text structure: process</li> <li>using context to guess meaning: surrounding sentences</li> </ul>	<ul style="list-style-type: none"> <li>the grammar of adverb clauses</li> <li>complex sentences: using subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>unity and coherence</li> <li>paragraph of process</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>tools for interactive reading: paraphrasing, summarizing, outlining</li> <li>identifying text structure: summary</li> <li>using context to guess meaning: review of strategies</li> </ul>	<ul style="list-style-type: none"> <li>the grammar of noun clauses</li> <li>sentence review: simple, compound, complex sentences</li> <li>avoiding plagiarism: using quotations and citing sources</li> </ul>	<ul style="list-style-type: none"> <li>paragraph of summary</li> </ul>