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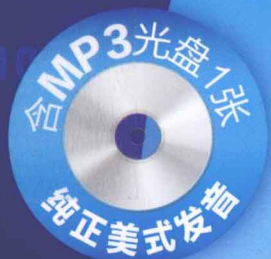
新托福 综合写作



段贵勇◎编著

你也可以 拿满分

全真写作模拟试题，全新独到写作思路
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外语教学与研究出版社

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前言

1999年8月,我被美国亚拉巴马州奥本大学(Auburn University)录取,攻读该校英语教育专业的博士研究生,直至2006年5月毕业。期间,我修读了大约35门研究生课程,涵盖英语修辞学、语言学、教育学、统计学、心理学、科技通讯等领域,所购买的教科书摞起来足有三米高。这些课程中除了三门的成绩为B外,其余全部是A。毕业时我的GPA(平均分数)为3.91。

当时,我大量修读与英语教育无关的课程的目的很简单,就是扩展自己的知识面。但是等到我开始编写内容包罗万象的新托福综合写作试题时,我才发现我读博期间所修读的课程对于我得心应手地编写这些试题显得多么重要。在此,我由衷地感谢我在奥本大学修读过的所有课程的任课教师,他们对于作业的严格要求不但迫使我大量阅读教材以及相应的书籍和杂志,使我的跨学科知识得到空前的扩展,并且使我的英文写作能力也得到了极大的提高,为我游刃有余地编写新托福综合写作试题打下了扎实的基础。

本书基于我对新托福试题的长期研究以及多年的新托福教学经验,系统介绍新托福综合写作应试技巧,旨在全面系统地提高新托福考生的综合写作成绩。

本书第一章系统介绍了新托福综合写作试题的特点,便于考生对综合写作试题中的听力材料及相对应的阅读材料的结构有个全面了解,以做到“知己知彼,百战不殆”。

本书第二章详细介绍了新托福综合写作试题的应试技巧。新托福综合写作是一种全新的考试题型,不但测试考生的听力能力,还对考生的阅读速度提出了严格要求。更令人生畏的是,它要求考生具有娴熟的英语短文要点捕捉技巧和记笔记技巧,并能在规定的时间内将两篇题材相同的材料中的相关要点记录下来并加以整合,最后阐述这些要点之间的关系。这些苛刻的要求对于新托福考生来说是个极大的挑战。有鉴于此,本章提供了详尽的应对技巧,以便考生在平时的复习过程中和参加新托福综合写作考试时能够达到事半功倍的效果。

如果说第二章是从微观的角度介绍了新托福综合写作的应试技巧的话,那么第三章便是从宏观方面论述了新托福综合写作的应试策略。该章除了分析新托福综合写作的题型和评分标准外,还特别提供了实用的应试模板,并具体演示了应当如何应用。它们将极大地方便考生利用自己记录下来的关键内容写出高质量的综合作文。

本书第四章提供了实用的新托福写作常用句型和表达法。这些句型和表达法不但可以应用于综合写作,也可以在独立作文中运用。

本书第五章汇总了23道新托福综合写作试题。连同出现在本书第三章的两道,书中总共包含25道综合写作试题。这些试题足以使任何一位考生拥有足够的综合写作复习资料,以便胸有成竹地迎接新托福综合写作考试。

本书的最后是附录。除了包括 25 道试题中的听力文字稿和第五章中 23 道试题的参考范文以外，该部分还列举了英语写作中常见标点符号的用法，并附有相应的练习及答案。

本书由于编写时间有限，错漏之处在所难免，还请广大读者不吝指教。读者若对本书有任何意见和评论，或对本书日后的修订有什么建议，都可通过电子邮件向我提出。我的邮箱是：cracking_toeflibt@163.com。

我还要向本书的英文顾问杰纳尔·里夫斯（Jenelle Reeves）副教授和英文编辑贝琳达·洛维特（Belinda Lovett）表示我诚挚的谢意。感谢她们在本书的编写过程中所给予我的慷慨协助和指导。她们所提出的宝贵建议使我受益匪浅。

最后，借此机会向我的爱妻穆林表达我衷心的感谢。没有她一贯的无私支持、奉献和理解，我既无法完成长达六年半的博士学业，也无法创作和完成这部以及其他的新托福考试系列丛书。

编者

于加拿大温哥华



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第一章

新托福综合写作综述

综合写作是随着网考托福的出现而产生的，由一篇阅读短文（230—300 个单词）和一段讲座录音（230—300 个单词）组成。内容大多撷取自社会科学和人文科学，而生命科学和自然科学方面的内容较少。

综合写作中的阅读和讲座材料大多由美国的大学教授应美国教育考试服务中心（ETS）的邀请并根据 ETS 的写作要求撰写。ETS 对阅读和讲座材料的撰写要求如下：

- 每组阅读和讲座材料应阐述同一个概念或主题
- 每个概念或主题应包含至少三个要点
- 讲座中的三个要点应反驳或支持阅读材料中的三个要点
- 阅读和讲座材料应尽量避免出现专业术语
- 阅读和讲座材料的字数应控制在 230—300 个单词之间
- 讲座材料的文体应尽量口语化

第一节 综合写作阅读材料的特点

综合写作中的阅读材料往往先提出一个概念。例如：

- cooperation in group work
- altruistic behavior in animals and human beings
- professors appearing on television programs

然后再利用具体例证阐述这个概念。在阐述过程中，作者往往采用以下几种方式：

- 阐述该概念产生的原因
- 阐述该概念的功能或作用
- 阐述该概念的有利之处或不利之处

下面以托福试题中的两篇阅读材料为例，讲解一下综合写作中阅读材料的特点。

Reading One:

⁽¹⁾In many organizations, perhaps the best way to approach certain new projects is to assemble a group of people into a team. ⁽²⁾Having a team of people attack a project offers several advantages.

⁽³⁾First of all, a group of people has a wider range of knowledge, expertise, and skills than any single individual is likely to possess. ⁽⁴⁾Also, because of the numbers of people involved and the greater resources they possess, a group can work more quickly in response to the task assigned to it and can come up with highly creative solutions to problems and issues. ⁽⁵⁾Sometimes these creative solutions come about because a group is more likely to make risky decisions that an individual might not undertake. ⁽⁶⁾This is because the group spreads responsibility for a decision to all the members and thus no single individual can be held accountable if the decision turns out to be wrong.

⁽⁷⁾Taking part in a group process can be very rewarding for members of the team. ⁽⁸⁾Team members who have a voice in making a decision will no doubt feel better about carrying out the work that is entailed by that decision than they might doing work that is imposed on them by others. ⁽⁹⁾Also, the individual team member has a much better chance to “shine,” to get his or her contributions and ideas not only recognized but recognized as highly significant, because a team’s overall results can be more far-reaching and have greater impact than what might have otherwise been possible for the person to accomplish or contribute working alone.

[摘自 ETS 英文版 *The Official Guide to the New TOEFL® iBT* (3rd ed. 2009) 第 196 页]

Reading Two:

⁽¹⁾Professors are normally found in university classrooms, offices, and libraries doing research and lecturing to their students. ⁽²⁾More and more, however, they also appear as guests on television news programs, giving expert commentary on the latest events in the world. ⁽³⁾These television appearances are of great benefit to the professors themselves as well as to their universities and the general public.

⁽⁴⁾Professors benefit from appearing on television because by doing so they acquire reputations as authorities in their academic fields among a much wider audience than they have on campus. ⁽⁵⁾If a professor publishes views in an academic journal, only other scholars will learn about and appreciate those views. ⁽⁶⁾But when a professor appears on TV, thousands of people outside the narrow academic community become aware of the professor’s ideas. ⁽⁷⁾So when professors share their ideas with a television audience, the professors’ importance as scholars is enhanced.

⁽⁸⁾Universities also benefit from such appearances. ⁽⁹⁾The universities receive positive publicity when their professors appear on TV. ⁽¹⁰⁾When people see a knowledgeable faculty member of a university on television, they think more highly of that university. ⁽¹¹⁾That then leads to an improved reputation for the university. ⁽¹²⁾And that improved reputation in turn leads to more donations for the university and more applications from potential students.

⁽¹³⁾Finally, the public gains from professors’ appearing on television. ⁽¹⁴⁾Most television viewers

normally have no contact with university professors. ⁽¹⁵⁾When professors appear on television, viewers have a chance to learn from experts and to be exposed to views they might otherwise never hear about.

⁽¹⁶⁾Television is generally a medium for commentary that tends to be superficial, not deep or thoughtful.

⁽¹⁷⁾From professors on television, by contrast, viewers get a taste of real expertise and insight.

[摘自 ETS 英文版 *The Official Guide to the New TOEFL® iBT* (3rd ed. 2009) 第 392 页]

一、三个要点

所谓要点,就是构成阅读材料中心思想的一部分而又独立于其他部分的重要信息。从内容上讲,要点由一个论点和/或支持论点的论据组成。而在结构上,要点由主题句和/或论证句构成。

一篇典型的阅读材料通常由三个要点组成。现在以 Reading One 和 Reading Two 为例,看看阅读材料的要点是如何组成的。

在第一篇阅读材料(Reading One)的第一段中,句子(1)用于提供背景资料,句子(2)为阅读材料的主旨陈述(thesis statement),即阅读材料的中心思想。这两个句子属于阅读材料的背景介绍部分,考生在写综合作文时虽然需要阅读这类句子的内容,以了解阅读材料的中心思想和主题,但它们不是要点,对考生写综合作文没有实际的意义。

句子(3)是 Reading One 的第一个主题句,它阐述了本材料的第一个要点:

■ Point 1:

A group has a wider range of knowledge, expertise, and skills than any single individual in attacking projects.

当然,用简洁的句子将阅读材料的要点加以归纳总结需要一定的练习,对于很少进行这类练习的考生来说,也可以采取一种很简单的方法,即将主题句的内容记录下来便可。论证句的内容可以暂不记录,因为在写综合作文时,阅读材料将重新出现在屏幕上,到时考生可以再仔细阅读论证句的内容。

句子(4)为第二个主题句,它与论证句子(5)和句子(6)构成了 Reading One 的第二个要点:

■ Point 2:

A group can work more quickly on a project than individuals and can be more creative. In addition, responsibility in group work is divided and therefore no one is held responsible for mistakes the group has made.

在 Reading One 的第二个段落中,句子(7)是第三个主题句,它与句子(8)和句子(9)阐述了 Reading One 的第三个要点:

■ Point 3:

Taking part in a group project can be rewarding for group members because their voices can be heard and their contributions to the project can be recognized.

现在再总结第二篇阅读材料 (Reading Two) 的要点。

Reading Two 的第一段由三个句子组成。其中句子 (1) 和 (2) 提供了本阅读材料的背景资料，句子 (3) 则阐述了本材料的中心思想。同样，这三个句子对考生写综合作文没有实际的意义。

第二段由四个句子组成。句子 (4) 为主题句。句子 (5) 到 (7) 为论证句。根据句子 (4) 到 (7) 的内容，我们可以总结出第二段的要点，也就是 Reading Two 的第一个要点：

■ Point 1:

Professors benefit from appearing on television because their views will be made public and their reputations will be enhanced.

Reading Two 的第三段和第四段皆由五个句子组成，其中句子 (8) 为第三段的主题句，句子 (9) 到 (12) 为论证句。句子 (13) 为第四段的主题句，句子 (14) 到 (17) 为论证句。第三段和第四段所代表的要点分别如下：

■ Point 2:

Universities benefit from their professors' appearance on television because those professors may help the universities attract more donations and student applications.

■ Point 3:

The general public benefits from professors' appearance on television because viewers may get expert knowledge on topics discussed by those professors.

Reading Two 是一篇结构非常完美的阅读材料。不过在实际的新托福综合写作考试中，考生会遇到许多结构不完美的阅读材料。前面的 Reading One 就算不上结构完美，因为第一个主题句不是在段落开头，而是在段落中间。

二、段落格式不统一

由于综合写作阅读材料是由不同专业人士撰写的，所以内容包罗万象，段落格式也很难统一。有的阅读材料只有一段，而有的则达到四段。例如 Reading One 和 Reading Two 就分别由两段和四段组成。

三、主题句并不一定是段落的首句

通常情况下，英语段落的第一个句子都是主题句，例如 Reading One 中的句子 (7) 以及

Reading Two 中的句子 (4), (8) 和 (13)。不过, 由于在许多情况下阅读材料的起始段和主体段的部分内容混合在一起, 阅读材料的第一个主题句往往出现在第一段的中间, 而不是下一段的开头。例如, 在 Reading One 中, 作为第一个主题句的句子 (3) 便出现在第一个段落中, 而不是出现在下个段落的开头。

四、主题句后面并不一定会出现论证句

理论上来说, 主题句用于论述论点, 论证句用于提供支持论点的论据, 论点和论据一起构成阅读材料的要点。但不是所有的综合写作阅读材料的撰写者都受过严格的英语写作训练, 所以有的撰写者只写主题句而没有写论证句, 而有的撰写者只写论证句而没有写主题句。还有一些撰写者则将主题句和论证句的内容混杂在一起。例如, Reading One 中的第一个主题句后面便没有论证句, 而句子 (4) 则将主题句和论证句的内容合并在了一起。

这里需要特别说明一下, 在本书的章节里所提到的主题句和论证句主要用于讲解段落的结构, 并没有什么实际的意义, 因为在新托福综合写作的阅读材料和讲座材料中, 许多句子很难说明到底是主题句还是论证句。考生关键是要记录并理解这些句子所表达的内容, 并能准确地加以总结和改写。

五、文体和修辞上具有自己的特点

阅读材料在文体上属于正式文体, 往往以客观的而不是第一或第二人称的口吻阐述观点。在修辞方面, 多采用演绎推理法 (deductive reasoning), 即利用主题句提出论点, 然后再利用论证句提供论证和扩展主题句的论据, 最后再总结论点。例如在 Reading Two 中, 句子 (4) 提出了论点, 句子 (5) 和 (6) 提供了细节, 而句子 (7) 则作出了总结。

当然, 在大部分的阅读材料中, 演绎推理的最后一个步骤, 即总结论点, 往往是被省略的。例如, 同样在 Reading Two 中, 句子 (8) 和 (13) 各自提出了论点, 句子 (9) 到 (12) 和句子 (14) 到 (17) 则分别提供了细节, 但这两个段落中并没有总结句出现。

第二节 综合写作讲座材料的特点

现在以与第一节中两篇阅读材料对应的讲座材料为例，具体论述综合写作中讲座材料的特点。

Lecture One:

⁽¹⁾Now I want to tell you about what one company found when it decided that it would turn over some of its new projects to teams of people, and make the team responsible for planning the projects and getting the work done. ⁽²⁾After about six months, the company took a look at how well the teams performed.

⁽³⁾On virtually every team, some members got almost a “free ride” ... they didn’t contribute much at all, but if their team did a good job, they nevertheless benefited from the recognition the team got. ⁽⁴⁾And what about group members who worked especially well and who provided a lot of insight on problems and issues? ⁽⁵⁾Well... the recognition for a job well done went to the group as a whole, no names were named. ⁽⁶⁾So it won’t surprise you to learn that when the real contributors were asked how they felt about the group process, their attitude was just the opposite of what the reading predicts.

⁽⁷⁾Another finding was that some projects just didn’t move very quickly. ⁽⁸⁾Why? ⁽⁹⁾Because it took so long to reach consensus; it took many, many meetings to build the agreement among group members about how they would move the project along.

⁽¹⁰⁾On the other hand, there were other instances where one or two people managed to become very influential over what their group did. ⁽¹¹⁾Sometimes when those influencers said “That will never work” about an idea the group was developing, the idea was quickly dropped instead of being further discussed. ⁽¹²⁾And then there was another occasion when a couple of influencers convinced the group that a plan of theirs was “highly creative.” ⁽¹³⁾And even though some members tried to warn the rest of the group that the project was moving in directions that might not work, they were basically ignored by other group members. ⁽¹⁴⁾Can you guess the ending to **this** story? ⁽¹⁵⁾When the project failed, the blame was placed on all the members of the group.

[摘自 ETS 英文版 *The Official Guide to the New TOEFL® iBT* (3rd ed. 2009) 第 196—197 页]

Lecture Two:

⁽¹⁾Lately, we’ve been seeing some professors on television. ⁽²⁾Though it’s sometimes claimed to be a good thing, we should question whether anybody really benefits from it. ⁽³⁾First of all, it’s not good for the professors themselves—not from a professional standpoint. ⁽⁴⁾Rightly or wrongly, a professor who appears on TV tends to get the reputation among fellow professors of being someone who is not a serious scholar—someone who chooses to entertain rather than to educate. ⁽⁵⁾And for that reason, TV professors may not be invited to important

conferences or important meetings to discuss their academic work. ⁽⁶⁾They may even have difficulty getting money to do research. ⁽⁷⁾So for professors, being a TV celebrity has important disadvantages.

⁽⁸⁾A second point is that being on TV can take a lot of a professor's time—not just the time on TV but also time figuring out what to present and time spent rehearsing, travel time, even time getting made up to look good for the cameras. ⁽⁹⁾And all this time comes out of the time the professor can spend doing research, meeting with students, and attending to university business. ⁽¹⁰⁾So you can certainly see there are problems for the university and its students when professors are in the TV studio and not on campus.

⁽¹¹⁾So who does benefit? ⁽¹²⁾The public? ⁽¹³⁾That's not so clear either. ⁽¹⁴⁾Look, professors do have a lot of knowledge to offer, but TV networks don't want really serious in-depth academic lectures for after-dinner viewing. ⁽¹⁵⁾What the networks want is the academic title, not the intellectual substance. ⁽¹⁶⁾The material that professors usually present on TV—such as background on current events, or some brief historical introduction to a new movie version of a great literary work—this material is not much different from what viewers would get from a TV reporter who had done a little homework.

[摘自 ETS 英文版 *The Official Guide to the New TOEFL® iBT* (3rd ed. 2009) 第 417 页]

一、主题句缺乏或难以判断

讲座材料最显著的特点之一就是有时没有主题句，有时很难判断一个句子到底是不是主题句，因为它既包含论点又包含论据。这主要是因为讲座材料的文体为口语形式而不是书面形式。人们在说话时往往没有时间先考虑好一个论点，然后再提供论据去解释、支持或扩展这个论点。

例如，在第一篇讲座材料 (Lecture One) 中，句子 (3) 的前半部分提出了一个论点：

On virtually every team, some members got almost a “free ride”...

可后半部分讲述的是具体实例，用来解释论点：

... they didn't contribute much at all, but if their team did a good job, they nevertheless benefited from the recognition the team got.

因此，难以判断句子 (3) 到底是不是主题句。但幸运的是，考生在参加综合写作考试时根本就没有必要判断一个句子到底是主题句还是论证句，他们唯一要做的是记住句子所表达的内容，然后再用自己的话复述出来。

再看看第二篇讲座材料 (Lecture Two) 的句子 (8)：

A second point is that being on TV can take a lot of a professor's time—not just the time on TV but also time figuring out what to present and time spent rehearsing, travel time, even time getting made up to look good for the cameras.

这个句子很长，同样很难判定它到底是主题句还是论证句。主题句通常都比较简洁，即使在文体比较正式的阅读材料中都很少出现像句子（8）这么长的主题句。但如果仔细琢磨它的内容，就会发现句子的前半部分提供了论点：

A second point is that being on TV can take a lot of a professor's time...

而后半部分则提供了解释这一论点的细节：

not just the time on TV but also time figuring out what to present and time spent rehearsing, travel time, even time getting made up to look good for the cameras.

所以我们同样无法准确断定句子（8）到底属于主题句还是论证句。

二、与阅读材料中相应要点的出现顺序可能不一致

一般情况下，讲座材料中要点出现的顺序与阅读材料中相应要点出现的顺序是一致的。

例如在 Lecture Two 中，句子（3）到（7）所阐述的第一个要点如下：

■ Point 1:

Appearing on television will do no good to professors in their professional development because people may think that they are not serious scholars and they may have difficulties getting research funding.

这个要点反驳了 Reading Two 中的第一个要点。

句子（8）到（10）构成了 Lecture Two 的第二个要点：

■ Point 2:

Professors appearing on television will cost themselves too much time and therefore they will have little time for doing university work, which is not good either for the university or for the professors and their students.

它反驳了 Reading Two 中的第二个要点。

根据 Lecture Two 中句子（11）到（16）的内容，我们还可以总结出第三个要点：

■ Point 3:

The general public may not benefit from the professors' appearing on TV because the TV network is only interested in the professors' titles and requires professors not to provide in-depth knowledge to the public.

这个要点间接否定了 Reading Two 中的第三个要点。

可以看出，Lecture Two 中三个要点的陈述顺序与 Reading Two 中三个要点的陈述顺序是一致的。Lecture One 和 Reading One 的情况也类似。

不过，有时为了增加综合写作的难度，综合写作材料的撰写者会故意部分颠倒阅读材料要点与讲座材料要点的出现顺序，从而迷惑考生。

请看以下的综合写作材料：



Integrated Writing One:

Reading:

⁽¹⁾ Altruism is a type of behavior in which an animal sacrifices its own interest for that of another animal or group of animals. ⁽²⁾ Altruism is the opposite of selfishness; individuals performing altruistic acts gain nothing for themselves.

⁽³⁾ Examples of altruism abound, both among humans and among other mammals. ⁽⁴⁾ Unselfish acts among humans range from the sharing of food with strangers to the donation of body organs to family members, and even to strangers. ⁽⁵⁾ Such acts are altruistic in that they benefit another, yet provide little reward to the one performing the act.

⁽⁶⁾ In fact, many species of animals appear willing to sacrifice food, or even their life, to assist other members of their group. ⁽⁷⁾ The meerkat, which is a mammal that dwells in burrows in grassland areas of Africa, is often cited as an example. ⁽⁸⁾ In groups of meerkats, an individual acts as a sentinel, standing guard and looking out for predators while the others hunt for food or eat food they have obtained. ⁽⁹⁾ If the sentinel meerkat sees a predator such as a hawk approaching the group, it gives an alarm cry alerting the other meerkats to run and seek shelter. ⁽¹⁰⁾ By standing guard, the sentinel meerkat gains nothing—it goes without food while the others eat, and it places itself in grave danger. ⁽¹¹⁾ After it issues an alarm, it has to flee alone, which might make it more at risk to a predator, since animals in groups are often able to work together to fend off a predator. ⁽¹²⁾ So the altruistic sentinel behavior helps ensure the survival of other members of the meerkat's group.

Lecture:

⁽¹⁾ You know, often in science, new findings force us to re-examine earlier beliefs and assumptions. ⁽²⁾ And a recent study of meerkats is having exactly this effect. ⁽³⁾ The study examined the meerkat's behavior quite closely, much more closely than had ever been done before. ⁽⁴⁾ And some interesting things were found ... like about eating habits ... it showed that typically meerkats eat before they stand guard—so the ones standing guard had a full stomach! ⁽⁵⁾ And the study also found that since the sentinel is the first to see a predator coming, it's the most likely to escape ... because it often stands guard near a burrow, so it can run immediately into the burrow after giving the alarm. ⁽⁶⁾ The other meerkats, the ones scattered about looking for food, are actually in greater danger.

⁽⁷⁾ And in fact, other studies have suggested that when an animal creates an alarm, the alarm call might cause the other group members either to gather together or else to move about very quickly, behaviors that might actually draw the predator's attention away from the caller, increasing that animal's own chances of survival.

⁽⁸⁾ And what about people—what about some human acts that might be considered altruistic? ⁽⁹⁾ Let's take an

extreme case, uh, suppose a person donates a kidney to a relative, or even to a complete stranger. ⁽¹⁰⁾ A selfless act, right? ⁽¹¹⁾ But ... doesn't the donor receive appreciation and approval from the stranger and from society? ⁽¹²⁾ Doesn't the donor gain an increased sense of self-worth? ⁽¹³⁾ Couldn't such non-material rewards be considered very valuable to some people?

[分别摘自 ETS 英文版 *The Official Guide to the New TOEFL® iBT* (3rd ed. 2009)

第 278 页和 331 页]

在阅读材料中，第一个段落作为起始段只是简单介绍了 altruism 这个词的概念。第二段的句子 (3) 是主题句，句子 (4) 和 (5) 是论证句。句子 (3) 到 (5) 组成了阅读材料的第一个要点：

■ Point 1:

Both animals and humans perform altruistic acts. For example, humans share foods with others, or even donate body organs to others including strangers.

在第三段中，句子 (6) 是个主题句，句子 (7) 到 (12) 都是句子 (6) 的论证句。句子 (6) 和 (7) 到 (10) 组成了阅读材料的第二个要点：

■ Point 2:

Many species of animals seem willing to sacrifice their food. For example, the sentinel meerkat gives up the chances of looking for and eating food to other meerkats by standing guard.

句子 (11) 和 (12) 与句子 (7) 到 (10) 在内容上是并列的，它们与句子 (6) 阐述了阅读材料的第三个要点：

■ Point 3:

Many species of animals seem willing to sacrifice even their lives for others. For example, the sentinel meerkats often have to risk their lives in order to protect other meerkats.

现在看看讲座材料。句子 (1) 到 (3) 属于背景介绍句，没有太大的价值。句子 (4) 阐述了讲座材料的第一个要点：

■ Point 1:

The sentinel meerkat actually had a full stomach before they stood guard for other meerkats.

句子 (5) 到 (7) 阐述了讲座材料的第二个要点：

■ Point 2:

When an animal creates an alarm, it actually put the other animals in great danger, freeing itself. For example, the sentinel meerkat is often the first to see the predator and therefore is also the first to run into the burrow after giving the alarm.

句子(8)到(13)阐述了讲座材料的第三个要点:

■ Point 3:

Those people who have donated their body organs to others often benefit from their altruism because they receive public gratitude and approval and their sense of self-worth is also fulfilled.

从以上可以看出, 讲座材料的第三个要点其实是反驳阅读材料的第一个要点的。

三、间接反驳 / 支持阅读材料中的相应要点

一般情况下, 讲座材料中的要点是直接反驳 / 支持阅读材料中的相应要点的。例如, 如果一篇讲述经济大萧条的原因(The Causes of the Great Depression)的阅读材料中的一个要点是“股市崩盘是大萧条的原因”:

The Great Depression of the United States in the 1930s **was caused by** the stock market crash that first occurred in October 1929 because stockholders had lost more than \$40 billion dollars two months after the original crash and they had no money to invest in businesses to keep the economy going.

那么讲座材料若要加以反驳, 相应的要点应该直接表明“股市崩盘**不是**大萧条的原因”:

The Great Depression of the United States in the 1930s **was not caused by** the stock market crash because many stockholders had gained quite some of their losses by the end of 1930, and people continued to invest in new businesses.

在 Integrated Writing One 中, 讲座材料的三个要点都是直接反驳阅读材料的三个要点的。

不过, 在许多情况下, 讲座材料中的要点往往是以间接的方式去反驳 / 支持阅读材料中相应的要点。

例如下列要点通过表明“银行倒闭是大萧条的原因”, 来间接反驳“股市崩盘是大萧条的原因”这一相应要点:

The Great Depression of the United States in the 1930s **was caused by the widespread bank failures** of the United States. Since deposits were not insured at that time, people lost their total savings due to bank failure, and they had no money to invest or to purchase items, which made factories close and millions of people lose their jobs.

当然, 在许多情况下, 直接反驳和间接反驳会在同一篇讲座材料中交替出现。

例如, 在 Lecture One 中, 句子(3)到(6)阐述了第一个要点:

■ Point 1:

On almost every team project, some members who have not contributed much get a “free ride” and benefit from the work done by others, and those who have provided a lot of insight to the group project are not given full credit.