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英语周计划系列丛书
ENGLISH WEEKLY PLAN SERIES

雅思攻坚 必备利器

突破版

7天搞定 雅思阅读 周计划

谭松柏 / 丛书主编 郭肇焱 谭松柏 / 主编

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英语周计划系列丛书
ENGLISH WEEKLY PLAN SERIES

7天搞定 雅思阅读 周计划

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“英语周计划系列丛书”是针对我国读者的英语学习特点开发的、以“周”为谋篇布局单位、以“日”为具体实施单元的极具特色的英语辅导用书。具有思维创新、规划科学、目标明确、讲练结合、直击实战等特点。《7天搞定雅思阅读》是本系列针对 IELTS 的一个分册。

编者从雅思阅读部分的题型特点和设题规律出发,针对考生复习中经常遇到的问题,为考生提供了一个完整的 IELTS 阅读 7 天复习方案。7 天的内容并不是按部就班地介绍型,而是高度凝练概括型。完全针对考生备考中较常遇到的问题对症下药,既点拨考试的核心“难点”,又直击考生的“痛点”。本书不仅适合初识雅思的考生,也适合已经充分准备并即将奔赴考场的“烤鸭”。相信每类考生看到本书内容都会有不一样的收获。

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丛书序



时间飞逝，“4周攻克雅思周计划系列”（经典版）的出版已经一年有余，当再次拾笔撰写“7天搞定雅思周计划系列”（冲刺版）时，感触颇深。本打算歇一歇笔，一是保重身体，也好以后能更长久地为广大考生尽自己的绵薄之力；二是希望有更多的时间在讲坛上，直接帮助考生提高英语水平，了解考试技巧。但课前课后，与考生交流之余，发现考生对雅思学习书籍的需求远未得到满足。他们渴求着快捷、实用、有效的备考书籍。思忖再三，我决定再度隆重邀请几位资深教师，一起创作，为广大考生奉上本套“7天搞定雅思周计划系列”图书。

本套书包括：《7天搞定雅思听力》《7天搞定雅思口语》《7天搞定雅思阅读》《7天搞定雅思写作》《7天搞定雅思核心词汇》《7天搞定雅思词汇 听力》《7天搞定雅思词汇 口语》《7天搞定雅思词汇 阅读》《7天搞定雅思词汇 写作》。相比市面上同类书，它有着自己独到而清晰的视角：

它不是简单的重复或翻版，而是独特与凝练的结合。

如果说，“4周攻克雅思周计划系列”创作之时，我们是从基础、强化到冲刺几个阶段帮考生系统地学习雅思的听说读写，那么，“7天搞定雅思周计划系列”则不再是从头再来。它不是市面上任何雅思书籍的重复或翻版，而是某种程度上的高效冲刺或考前点睛，是考试规律、考试技巧的高度提炼和浓缩，能让考生在短时间内迅速进入状态并提高分数。

它不是一个“7天”数字的简单罗列，而是一个概念、一个品牌的宣扬。

很多图书只是将全书内容简单地罗列到不同的天数里，而本书则不同。7天，不仅仅是个时间数字，更是一个规划，一个概念，一个品牌，一个让考生可以真正高效学习、科学学习的方法或概念。

它不是简单常规的编写，而是备考思路高度清晰的规划和整理。

作为有一定基础或备战有些时日的考生，想看到的并不是所有的知识点，也并不是要再多做题，而是要通过这本书对雅思考试有个宏观的把握，要能驾驭这个考试，并从中获得信心；对于初涉雅思的考生，也需要高度凝练的知识，也渴望能够醍醐灌顶。而这正是“7天

搞定雅思周计划系列”要解决的核心问题。在书中我们提纲挈领地帮助考生打理思路，整理那一度混乱的考前思绪，用很简单易懂的规律性、总结性的小标题为考生串联起一个个清晰的考前脉络。

“7 天搞定雅思周计划系列”既是作为丛书主编的我的心血，也是我们整个作者团队的集体奉献。多年的教学和研究的积淀，能够以这样一套书去浓墨重彩地体现，也是为人师者一大幸事。

无论你是刚刚接触雅思的新手，还是久经沙场的“烤鸭”，这套书都有你能汲取的丰富的养分。衷心祝福所有考生征途顺利，大战告捷！

谭松柏

2012 年 2 月于北京

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Day 1

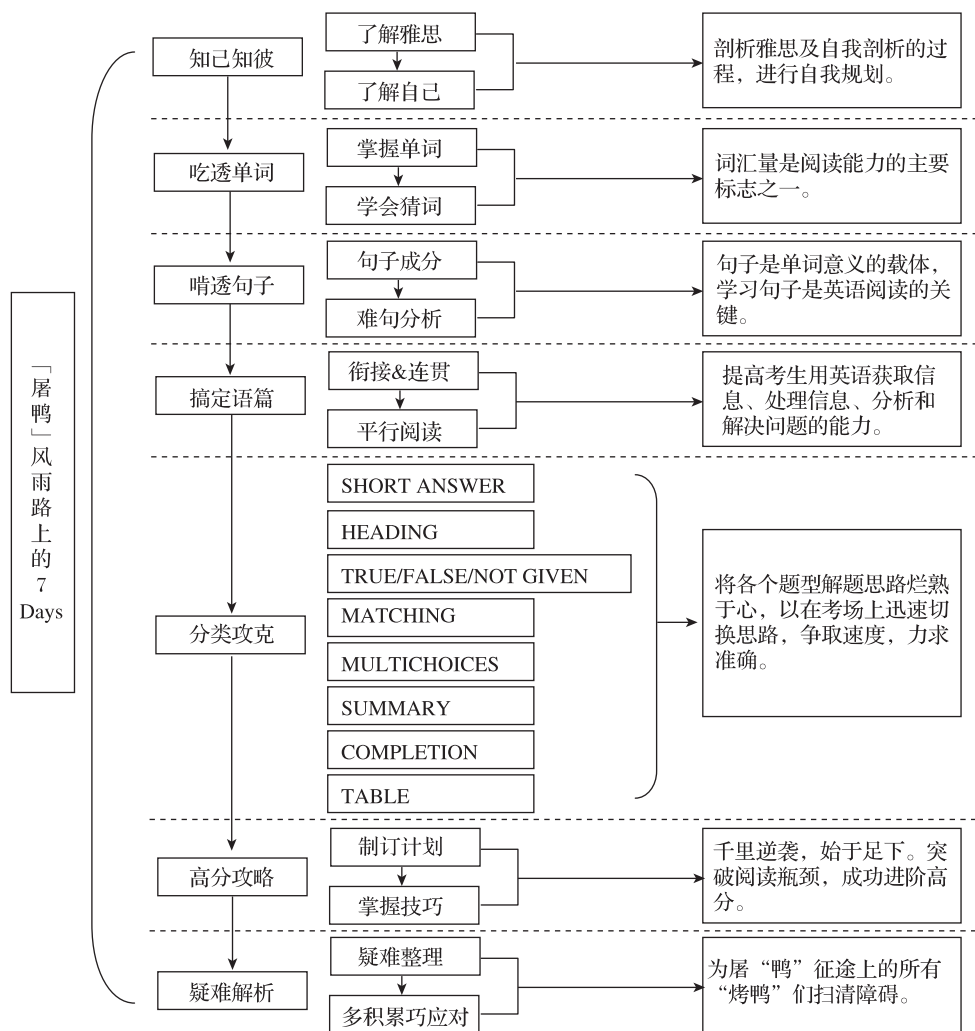
你是一只合格的 “烤鸭”吗？



Precise knowledge of self and precise knowledge of the threat leads to victory.



今日目标：知己知彼，百战不殆



《孙子·谋攻篇》中说：“知己知彼，百战不殆；不知彼而知己，一胜一负；不知彼，不知己，每战必殆。”意思是：

- 一、在军事纷争中，既了解敌人，又了解自己，百战都不会失败；
- 二、不了解敌人而只了解自己，胜败的可能性各半；
- 三、既不了解敌人，又不了解自己，那只有每战必败的份儿了。

“知己知彼，百战不殆。”这一规律不仅为古今中外许多军事家所推崇，作为一种智慧，一种决策制胜方略，它同样适用于社会生活的各个领域，引申到雅思考试，也是一样。“烤鸭”们在准备参加雅思考试的时候，首先要做的事应该是去了解雅思。先要了解雅思考试的



模式、题型、难度、评分标准等；同时还要了解自己的实际水平，这样才能“量体裁衣”、“对症下药”，进而制订出一套适合自己实际情况的复习方案。

上图是为所有走在屠“鸭”风雨路上的“烤鸭”们准备的流程图，这可是“烤鸭”们的大福利呀！

雅思阅读那些“数”

雅思考试分为培训类 (General Training) 和学术类 (Academic)，前者多适用于移民，后者多适用于留学。General training 类与 Academic 类的考题都以“三大段”的文章为基本结构，大约 1200 ~ 1500 字 (阅读量极大) 之间，内容多样，甚至有时以图表、表格的方式出现，学生答题的方式亦有多种答题形式，共 40 题。因此雅思阅读的情况为：

$$3 \text{ 篇文章} + 8 \text{ 种题型} + 40 \text{ 个题目} + 60 \text{ 分钟} + 9 \text{ 分}$$



3 篇文章

雅思阅读考试要求学术类考生在 1 小时内阅读 3 篇字数为 1000 字左右的文章，并完成 40 道题目；而移民类考生需在相同时间内阅读完 5 篇文章 (最后 1 篇与学术类阅读相似)。阅读内容涉及各方面，涵盖了科技发明、教育、语言、自然灾害、历史文化等各类话题。



8 种题型

雅思阅读考试的基本题型非常固定，A 类有 10 种，G 类有 11 种，但是常见的一般有 8 种，分别为：简答题 (SHORT ANSWER)，段落配对题 (HEADING)，判断题 (TRUE/FALSE/NOT GIVEN)，配对题 (MATCHING)，选择题 (MULTIPLE CHOICE)，归纳题 (SUMMARY)，填空题 (COMPLETION)，图表题 (TABLE) 等。

④ SHORT-ANSWER QUESTIONS (C6T1P1)

Eg. *Questions 12 and 13*

Answer the questions below.

Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.

Write your answers in boxes 12 and 13 on your answer sheet.

12 What is produced to help an athlete plan their performance in an event?

13 By how much did some cyclists' performance improve at the 1996 Olympic Games?

» LIST OF HEADING (C4T2P2)

Eg. *Questions 14 – 17*

Reading Passage 2 has four sections **A – D**.

Choose the correct heading for each section from the list of headings below.

Write the correct number i – vi in boxes 14 – 17 on your answer sheet.

List of Headings	
i	Causes of volcanic eruption
ii	Efforts to predict volcanic eruption
iii	Volcanoes and the features of our planet
iv	Different types of volcanic eruption
v	International relief efforts
vi	The unpredictability of volcanic eruptions

14 Section A

15 Section B

16 Section C

17 Section D

» TRUE/FALSE/NOT GIVEN (C6T3P2)

Eg. *Questions 19 – 24*

Do the following statements agree with the views of the writer in Reading Passage 2?

In boxes 19 – 24 on your answer sheet, write

YES *if the statement agrees with the views of the writer*

NO *if the statement contradicts the views of the writer*

NOT GIVEN *if it is impossible to say what the writer thinks about this*

19 shrinking organization tends to lose its less skilled employees rather than its more skilled employees.

20 It is easier to manage a small business than a large business.

21 High achievers are well suited to team work.

22 Some employees can feel manipulated when asked to participate in goal-setting.

23 The staff appraisal process should be designed by employees.

24 Employees' earnings should be disclosed to everyone within the organization.

» MATCHING (C8T1P1)

Eg. *Questions 1 – 4*

Reading Passage 1 has eight paragraphs, **A – H**.

Which paragraph contains the following information?



Write the correct letter, **A – H**, in boxes 1 – 4 on your answer sheet.

- 1 a description of an early timekeeping invention affected by cold temperatures
- 2 an explanation of the importance of geography in the development of the calendar in farming communities
- 3 a description of the origins of the pendulum clock
- 4 details of the simultaneous efforts of different societies to calculate time using uniform hours

➤ **MULTICHOICES (C7T4P3)**

Eg. **Questions 27 – 29**

Choose the correct letter, **A, B, C or D**.

Write the correct letter in boxes 27 – 29 on your answer sheet.

- 27 The writer suggests that people may have difficulty sleeping in the mountains because
 - A. humans do not prefer peace and quiet to noise.
 - B. they may be exposed to short bursts of very strange sounds.
 - C. humans prefer to hear a certain amount of noise while they sleep.
 - D. they may have adapted to a higher noise level in the city.
- 28 In noise experiments, Glass and Singer found that
 - A. problem-solving is much easier under quiet conditions.
 - B. physiological arousal prevents the ability to work.
 - C. bursts of noise do not seriously disrupt problem-solving in the long term.
 - D. the physiological arousal of control subjects declined quickly.
- 29 Researchers discovered that high noise levels are not likely to interfere with the
 - A. successful performance of a single task.
 - B. tasks of pilots or air traffic controllers.
 - C. ability to repeat numbers while tracking moving lines.
 - D. ability to monitor three dials at once.

➤ **SUMMARY (C5T3P2)**

Eg. **Questions 24 – 26**

Complete the summary of paragraphs E and F with the list of words **A – H** below.

Write the correct letter **A – H** in boxes 24 – 26 on your answer sheet.

In addition to the problem of coastal erosion, there has been a marked increase in the level of 24 _____ contained in the silt deposited in the Nile delta. To deal with this, Stanley suggests the use of 25 _____ in the short term, and increasing the amount of water available through 26 _____ in the longer term.

- | | | |
|-----------------------|-----------------|--------------------|
| A. artificial floods | B. desalination | C. delta waterways |
| D. natural floods | E. nutrients | F. pollutant |
| G. population control | H. sediment | |

► COMPLETION (C8T2P3)

Eg. Questions 37 – 40

Complete the sentences below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 37 – 40 on your answer sheet.

- 37 Tests have shown that odours can help people recognize the _____ belonging to their husbands and wives.
- 38 Certain linguistic groups may have difficulty describing smell because they lack the appropriate _____
- 39 The sense of smell may involve response to _____ which do not smell, in addition to obvious odours.
- 40 Odours regarded as unpleasant in certain _____ are not regarded as unpleasant in others.

► TABLE (C9T3P2)

Eg. Questions 23 – 26

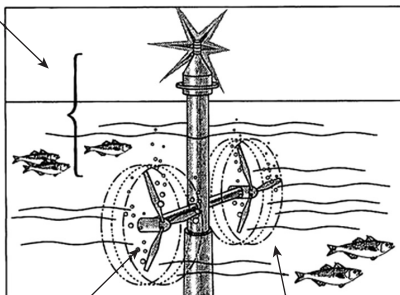
Label the diagram below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 23 – 26 on your answer sheet.

An Undersea Turbine

Whole tower can be raised for 23 _____
and the extraction of seaweed from the blades



Air bubbles result from the 25 _____
behind blades. This is known as 26 _____

Sea life not in danger due to the fact that
blades are comparatively 24 _____

以上就是对雅思阅读中主要的题型简介。



40 道题

由于雅思考试不断变革，雅思考试中阅读和听力两项由以往的 40 道考题左右变为固定的 40 道题。题目分三个部分。每个 passage 大约 1200 ~ 1500 字，大约 13 ~ 14 道题，总共 40 道题，时间到后考官会把答题卡和试卷都收上来。



60 分钟

听力考试之后是阅读考试，时间 60 分钟。在 60 分钟的时间里，不仅要阅读完总共约 3500 字的文章，并且要完成 40 道题目，还要准确无误地将 40 个题目的答案誊写到答题卡上。这无疑对考生的阅读速度提出了很高的要求。



9 分

雅思考试包括四个部分，依次为听力、阅读、写作和口语，考试时间共 2 小时 45 分钟。每一部分都独立评分，满分为 9 分。

你还在和背单词较劲吗？



还在拿着沉重的单词书跑教室吗？你 out 了！

雅思的备考过程中，最初的单词攻坚阶段无疑是最辛苦的，却也是必须要经历的。很多同学都在烦恼单词怎么记，“烤鸭”们也是。话说背单词真是纠结死了，背啊背，忘啊忘，忘啊忘，背啊背……于是，有人曰“啊？现在还死记硬背学单词，你 out 啦！要记住：

- ※ 背单词没有捷径
- ※ 背单词有方法
- ※ 背单词没有速成

你的阅读习惯正确吗？

你知道是阅读速度和理解阅读两个方面在影响着你的阅读能力吗？除了掌握大量的词汇量之外，你有没有注意到自己的阅读速度？你的阅读习惯正确、合理吗？检查一下你有没有以下的阅读习惯，改掉它们你的阅读理解就会迎来奇迹！

1. “指读”，是指用手指、铅笔或尺等指着一个个词进行阅读的习惯。这种指读的单纯机械运用不仅会减慢阅读速度，而且还会把我们的注意力引向错误的方向。

2. “音读”，许多同学都有出声阅读的习惯。出声阅读的主要弊病就是使阅读速度和效率受说话速度的限制。因为，正常默读速度几乎要比出声朗读的速度快两倍以上。

3. “回读”，指的是在阅读中遇到生词或不熟悉的短语、句子或段落时，返回句首甚至段首重读。改变这种不良习惯的办法就是让自己阅读大量难度适宜的材料。

4. “译读”，即在阅读过程中，不断地进行逐词逐句的翻译，通过译成母语来辅助理解。

雅思阅读你会因什么而失分？

雅思阅读虽说相比口语和写作得分率要高一些，但是还是有为数不少的“烤鸭”们得分偏低。那么你究竟会因为什么原因而失分呢？来不及看文章？生词太多？答案定位词找不到？

不知鸭友中有多少柯南迷？柯南继承了父亲的超强推理能力，帮助警方破获了不少案子，被誉为高中生名侦探。那就让我们将每篇雅思阅读视为一个案件，以名侦探柯南的头脑，透过重重谜题，用推理的力量，揭开雅思阅读的真相吧！答案永远只有一个！



即使身体变小，头脑依旧灵活，无所不知的名侦探：真相永远只有一个！

案发现场一



来不及看文章？

许多鸭子在面对雅思阅读考试时一定会慨叹时间不够，在规定的时间内来不及把题目做完而导致了分数不佳。

【案件重演】

(C60101)

Reading Passage 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

Australia's Sporting Success

A They play hard, they play often, and they play to win. Australian sports teams win



more than their fair share of titles, **demolishing** rivals with seeming ease. How do they do it? A big part of the secret is an extensive and expensive network of sporting academies **underpinned** by science and medicine. At the Australian Institute of Sport (AIS), hundreds of youngsters and **pros** live and train **under the eyes of** coaches. Another body, the Australian Sports Commission (ASC), finances programmes of excellence in a total of 96 sports for thousands of sportsmen and women. Both provide intensive coaching, training facilities and **nutritional** advice.

- B** Inside the academies, science takes centre stage. The AIS employs more than 100 sports scientists and doctors, and **collaborates** with scores of others in universities and research centres. AIS scientists work across a number of sports, applying skills learned in one — such as building muscle strength in **golfers** — to others, such as swimming and **squash**. They are backed up by technicians who design **instruments** to collect data from athletes. They all focus on one aim: winning. “We can’t waste our time looking at **ethereal** scientific questions that don’t help the coach work with an athlete and improve performance,” says Peter Fricker, chief of science at AIS.
- C** 1. A lot of their work comes down to measurement — everything from the exact angle of a swimmer’s dive to the second-by-second power output of a cyclist. This data is used to wring improvements out of athletes. The focus is on individuals, **tweaking** performances to squeeze an extra hundredth of a second here, an extra millimetre there. 2. No gain is too slight to bother with. It’s the tiny, gradual improvements that add up to **world-beating** results. To demonstrate how the system works, Bruce Mason at AIS shows off the prototype of a 3D analysis tool for studying swimmers. A wire-frame model of a champion swimmer **slices** through the water, her arms moving in **slow motion**. Looking side-on, Mason measures the distance between strokes. From above, he analyses how her spine swivels. When fully developed, this system will enable him to build a biomechanical profile for coaches to use to help budding swimmers. Mason’s contribution to sport also includes the development of the SWAN (SWimming ANalysis) system now used in Australian national competitions. It collects images from digital cameras running at 50 frames a second and breaks down each part of a swimmer’s performance into factors that can be analysed individually — stroke length, stroke frequency, average duration of each stroke, **velocity**, start, lap and finish times, and so on. At the end of each race, SWAN **spits out** data on each swimmer.
- D** “Take a look,” says Mason, pulling out a sheet of data. He points out the data on the swimmers in second and third place, which shows that the one who finished third

actually swam faster. So why did he finish 35 hundredths of a second down? “His turn times were 44 hundredths of a second behind the other guy,” says Mason. “If he can improve on his turns, he can do much better”. This is the kind of accuracy that AIS scientists’ research is bringing to a range of sports. With the Cooperative Research Centre for Micro Technology in Melbourne, they are developing **unobtrusive** sensors that will be **embedded** in an athlete’s clothes or running shoes to monitor heart rate, **sweating**, heat production or any other factor that might have an impact on an athlete’s ability to run. There’s more to it than simply measuring performance. Fricker gives the example of athletes who may be down with coughs and colds 11 or 12 times a year. After years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the **immune-system** protein **immunoglobulin A** is present in athletes’ **saliva**. If IgA levels suddenly fall below a certain level, training is eased or dropped altogether. Soon, IgA levels start rising again, and the danger passes. Since the tests were introduced, AIS athletes in all sports have been remarkably successful at staying healthy.

- E** Using data is a **complex** business. Well before a championship, sports scientists and coaches start to prepare the athlete by developing a “competition model, based on what they expect will be the winning times.” “You design the model to make that time,” says Mason. “A start of this much, each free-swimming period has to be this fast, with a certain stroke frequency and stroke length, with turns done in these times.” All the training is then **geared** towards making the athlete hit those targets, both overall and for each segment of the race. Techniques like these have transformed Australia into **arguably** the world’s most successful sporting nation.
- F** Of course, there’s nothing to stop other countries copying-and many have tried. Some years ago, the AIS **unveiled coolant-lined** jackets for **endurance** athletes. At the Atlanta Olympic Games in 1996, these **sliced** as much as two per cent off cyclists’ and rowers’ times. Now everyone uses them. The same has happened to the “altitude tent”, developed by AIS to **replicate** the effect of altitude training at sea level. But Australia’s success story is about more than easily copied technological fixes, and up to now no nation has replicated its all-**encompassing** system.

【犯罪嫌疑人】

Questions 1 – 7

Reading Passage 1 has six paragraphs, A – F.



Which paragraph contains the following information?

Write the correct letter, **A – F**, in boxes 1 – 7 on your answer sheet.

NB You may use any letter more than once.

- 1 a reference to the exchange of expertise between different sports
- 2 an explanation of how visual imaging is employed in investigations
- 3 a reason for narrowing the scope of research activity
- 4 how some AIS ideas have been reproduced
- 5 how obstacles to optimum achievement can be investigated
- 6 an overview of the funded support of athletes
- 7 how performance requirements are calculated before an event

【真相大白】

1. B	2. C	3. B	4. F	5. D
6. A	7. E			

【抽丝剥茧】

Step 1 察言观色 → 题目类型：MATCHING（段落信息搭配）

→ 文章分为 A – F 共六段，每一段的篇幅都很长。

Step 2 出谋划策 → 顺次带关键词回原文，定出某道题目后，浏览选项关键词。

→ 在定位的题目周围，如有选项中的定位词成组出现，即完成配对。

Step 3 破案关键 → 只需要模糊匹配即可，不需要细究意思。这对于来不及看文章的鸭子们尤其重要。

Step 4 谋定后战

1	定位词/关键词	exchange of expertise; different sports
	原文定位	B 段第三句 AIS scientists work across <u>a number of sports</u> , <u>applying skills learned in one</u> — such as building muscle strength in golfers — <u>to others</u> , such as swimming and squash.
	题解	答案 B 带着 1 ~ 7 题的关键定位词，在文中进行对应查找，结果在 B 段第 3 句找到 AIS 的科学家们同时研究多个体育项目，并将一个项目中的研究成果跨界应用，原文中的 a number of sports 对应题干中的 different sports；而 applying skills learned in one to others（将一个项目中的研究成果应用到其他项目）对应 exchange of expertise（专业知识的交换），与本题基本一致。因此，与 Q1 匹配的为 B。
2	定位词/关键词	visual imaging
	原文定位	C 段倒数第二句 It collects <u>images from digital cameras</u> running at 50 frames a second and breaks down each part of a swimmer's performance into factors that can be analysed individually ...

(续)

2	题解	答案 C 带着关键词与各段落对比, 正向选择, 反向排除, 只有 C 段提到系统采用摄影频率为 50 格/秒的数码相机收集影像, 然后将游泳运动员的每个动作都分解成可分析的因素, 原文中的 images from digital cameras (数码相机收集的影像) 对应题干中的 visual imaging (视觉影像)。因此, 与 Q2 匹配的为 C。再次强调, 模糊匹配即可, 不必深究。
3	定位词/关键词	reason; narrowing the scope
	原文定位	B 段尾句 “We can't waste our time looking at ethereal scientific questions that don't help the coach work with an athlete and improve performance,” says Peter Fricker, chief of science at AIS.
	题解	答案 B 题干描述的是缩小研究活动范围的原因, B 段提到, AIS 的科研主管彼得·弗里克说: “我们不能在不切实际的科学问题上浪费时间, 它们既无法协助教练指导运动员, 也无法提高运动员本身的能力。”符合题干含义, 到此为止, 再次将 B 匹配给 Q3。
4	定位词/关键词	AIS ideas; reproduced
	原文定位	F 段第四句 Now everyone uses them. 第五句 The same has happened to the “altitude tent”, developed by AIS to replicate the effect of altitude training at sea level.
	题解	答案 F F 段中指出 AIS 设计研发了新型运动服和 “高原帐篷” (“altitude tent”), 这就是题干中所指的 some AIS ideas, “许多国家都曾尝试着模仿” 则对应题干中的 reproduced, 因此确定应与 Q4 匹配的为 F。
5	定位词/关键词	obstacles to optimum achievement
	原文定位	D 段第七句... they are developing <u>unobtrusive sensors</u> that will be embedded in an athlete's clothes or running shoes to monitor heart rate, sweating, heat production or any other factor that might have an impact on an athlete's ability to run.
	题解	答案 D 带着题干关键词回到 D 段定位处周围对比查找, 发现第七句出现 they are developing unobtrusive sensors (对运动员赛跑能力造成影响的因素), 与本题题干基本相似。同样, 确定关键词匹配即可。
6	定位词/关键词	funded support; athletes
	原文定位	A 段倒数第二句 Another body, the Australian Sports Commission (ASC), finances programmes of excellence in a total of 96 sports for thousands of <u>sportsmen and women</u> .
	题解	答案 A 本题相对较为简单。澳大利亚体育运动委员会 (ASC), 为总计 96 项体育运动中项目的数千名表现突出的男女运动员 (sportsmen and women) 提供资助 (finances), 对应题干的 funded support。注意, 此处的 finance 为动词, 表示 “负担经费, 供给……经费”。题干为原文的同义改写。



(续)

7	定位词/关键词	performance requirements; calculated; before an event
	原文定位	E 段第二句 Well before a championship, sports scientists and coaches start to prepare the athlete ... 第四句 “A start of this much, each free-swimming period has to be this fast, with a certain stroke frequency and stroke length, with turns done in these times.”
	题解	答案 E 本题改写严重, 只能带着题干的大概印象从 A 段起快速浏览, 浏览完一遍段落落后, 再浏览一遍题目, 查看是否有大致对应的相关内容。E 段指出锦标赛开始之前, 体育科学家和教练们就早早着手训练运动员, 并且“人们设计一种模式以达到预期的速度, 该模式规定了出发时间的长短、每次划水的速率、一定的划频和划距、转身所需的时间等等。”只有 E 段提出在赛前 performance requirements 是如何 calculated 的。

【蛛丝马迹】

A 段		B 段	
demolish	v. 击败; 破坏, 毁坏	collaborate	v. 合作
underpin	v. 以……为稳固基础	golfer	n. 打高尔夫球的人
under the eye of	在……的注意下	squash	n. 壁球
nutritional	adj. 营养的	instrument	n. 仪器, 器械
		ethereal	adj. 缥缈的, 不切实际的
C 段		D 段	
tweak	v. 扭, 用力拉	unobtrusive	adj. 不显眼的, 不醒目的
world-beating	adj. 举世瞩目的	embed	v. 使插入; 使嵌入
slice	v. 划开; 切开	sweat	v. 出汗, 发汗
slow motion	慢动作	immune system	免疫系统的
velocity	n. 速度, 速率	immunoglobulin	n. 免疫球蛋白
spit out	原义是吐出, 此处引申为显示出、分析出	saliva	n. 唾液
E 段		F 段	
complex	adj. 复杂的	unveil	v. 展示; 揭开
gear	v. 调整, (使) 适合	coolant-lined	流线型散热
arguably	adv. 可论证地 (可辩论地), 有理由说地	endurance	n. 耐力; 忍耐力
		slice	v. 减少, 降低
		replicate	v. 复制
		encompass	v. 包含或包括某事物

【顺藤摸瓜】

1. A lot of their work comes down to measurement—everything from the exact angle of a swimmer's dive to the second-by-second power output of a cyclist.

藤 句子的主干为 A lot of their work comes down to measurement, 破折号后面的部分对 measurement 进行解释说明; come down to 表示“归结为; 涉及”, 如:

It all comes down to money in the end.

归根到底, 一切都是因为钱。

瓜 许多工作都涉及具体测量, 测量内容包括从游泳运动员潜水的精确角度到自行车运动员每秒功率输出的所有数据。

2. No gain is too slight to bother with.

藤 too ... to ... 表示否定含义, 译为“太……以至于不能……”。本句话虽然短, 却因为有 no 否定词和 too ... to ... 句型而出现了肯定的意思, 因此要格外注意。可以根据“负负得正”的原则直接将原句翻译成肯定的意思, 便于理解。

瓜 无论多么微小的收获都值得为之努力。

【水落石出】

澳大利亚的体育成就

- A** 他们努力竞争, 他们积极参与, 他们参加比赛完全为了取胜。澳大利亚体育劲旅轻松击败对手, 取得辉煌战绩。他们何以做到这一点? 成功的秘密在于一个由体育学院和科研机构组成的网络, 该网络以科学与医学为基础, 涉及面广且耗资巨大。在澳大利亚体育学院 (AIS) 里, 数百名青年选手与职业运动员在教练的指导下共同生活和训练。另一家机构——澳大利亚体育运动委员会 (ASC), 则为总计 96 项体育运动项目中的数千名表现突出的男女运动员提供资助。上述两家机构均提供强化训练、训练设备和营养咨询服务。
- B** 科学在体育科研机构中的地位举足轻重。AIS 不仅雇用了上百名在体育方面深有研究的科学家和医生, 还与大学及研究中心的几十名专家学者通力合作。AIS 的科学家们同时研究多个体育项目, 并将一个项目中的研究成果跨界应用, 例如将增强高尔夫球运动员肌肉力量的训练方法应用于游泳和壁球中。科学家们也得到了那些设计专用仪器来收集运动员资料的技术人员们的强大支持。他们都只关注一个目标: 胜利。AIS 的科研主管彼得·弗里克说: “我们不能在不切实际的科学问题上浪费时间, 它们既无法协助教练指导运动员, 也无法提高运动员本身的能力。”
- C** 专家们的许多工作都涉及具体测量, 测量内容包括从游泳运动员潜水的精确角度到自行车运动员每秒功率输出的所有数据。这些资料将有助于运动员发挥最大的潜力来提高运动能力。工作核心是以人为本, 其目的在于促使运动员发挥最大潜力来提高哪怕是百分之一秒的速度或者是一毫米的成绩。无论多么微小的收获都值得为之努力。正是这些跬步的积累, 才使得澳大利亚取得举世瞩目的体育成就。为了说明系统运作的原理, AIS 的科学家布鲁斯·梅森展示了为研究游泳运动员而设计的三维分析工具模型。只见一个游泳冠军获得者的线框模型划开水面, 她的双臂以慢动作的形式划动。侧面观察, 梅森可以测量每次划动中运动员前进的距离。俯视观察, 他可以分析这位运动员的脊柱是怎样转动的。该系统设计完成后, 他将能够为教练们建立生物力学的模型, 协助培养游泳



运动员。梅森对体育事业的贡献还包括游泳运动分析系统（SWAN）的开发，该系统现在正广泛应用于澳大利亚各项全国赛事之中。系统采用摄影频率为 50 帧/秒的数码相机收集影像，然后将游泳运动员的每个动作都分解成可分析的因素，例如划距、划频、每个划水动作的平均持续时间、速率、出发时间、往返时间和结束时间等等。每次比赛结束后，SWAN 都会给出每名运动员的数据资料。

- D** “请看，”梅森一边说一边抽出一张数据资料分析表。他指出获得第二名和第三名运动员的资料，数据证明游得最快的人其实是获得第三名的选手。那么，为什么他会以 0.35 秒之差落后呢？梅森解释说：“他转身所需的时间比另一名选手多 0.44 秒。如果能够提高转身的技能，他的成绩将会大大提高。”AIS 科学家们的研究将这种精确性带到各种体育项目之中。他们正与位于墨尔本的微技术合作研究中心合作，共同开发可嵌入运动员衣服或跑鞋里的微型传感器，用以监控心律、出汗情况、发热量以及其他一切可能对运动员赛跑能力造成影响的因素。这不仅仅是简单地测评运动员们的表现。弗里克举了一个每年都会因感冒咳嗽而病倒十一二次的运动员的例子来说明了这一点。经过多年试验，AIS 与新南威尔士州的纽卡斯尔大学合作研发出一种测试，以测量运动员唾液中免疫球蛋白 A 的含量。如果免疫球蛋白 A 的含量突然降到某一水平之下，训练就会减弱强度或完全停止。不久，免疫球蛋白 A 水平开始回升，危险也最终消除。自推行该测试以来，AIS 所有体育项目的运动员们都非常成功地保持着良好的健康状态。
- E** 数据资料的分析与应用十分复杂。在锦标赛开始之前，体育科学家和教练们就早早着手训练运动员，为比赛做好准备。基于预期中将能夺冠的速度，他们力图使运动员进入“竞赛模式”。梅森说：“人们设计一种模式以达到预期的速度，该模式规定了出发时间的长短、每次划水的速率、一定的划频和划距、转身所需的时间等等。”因此，无论是针对比赛整体还是其每个组成部分，所有的训练都是为了使运动员达到这些目标。诸如此类的先进科技已使澳大利亚成了一个当之无愧的世界体育强国。
- F** 当然，许多国家都曾尝试着模仿，这是无法避免的。十几年前，AIS 为进行耐力训练的运动员设计出一款流线型散热运动服。在 1996 年举办的亚特兰大奥运会上，该运动服为自行车运动员和划艇选手们减少了 2% 的比赛时间。现在，所有的选手都在使用这种新型运动服。“高原帐篷”也是如此，这是 AIS 为了模仿在海平面高度地点的训练效果而设计研发的。然而，澳大利亚的成功故事绝不仅仅是些可以机械复制的技术方案，这也是为何时至今日也没有任何国家能够效仿其包罗万象的训练系统。

案发现场二



生词太多？

雅思阅读测试文章来源于国外原版期刊或杂志，话题覆盖面广，技术、自然、环境、社会、文化、工作、生物学、地理学等，都有所涉及。所以遇到几个新词是合理的。但是“烤鸭”们常因遇到生词就束手无策，无法正常进行阅读和做题，从而造成丢分。

【案件重演】

(C7T2P1)

Reading Passage 1

You should spend about 20 minutes on Questions 1 – 13, which are based on Reading Passage 1 below.

Why Pagodas Don't Fall Down

In a land swept by **typhoons** and shaken by earthquakes, how have Japan's tallest and seemingly **flimsiest** old buildings — 500 or so wooden pagodas — remained standing for centuries? Records show that only two have collapsed during the past 1400 years. Those that have disappeared were destroyed by fire as a result of lightning or civil war. The **disastrous** Hanshin earthquake in 1995 killed 6,400 people, toppled elevated highways, **flattened** office blocks and devastated the port area of Kobe. Yet it left the magnificent five-storey pagoda at the Toji temple in nearby Kyoto **unscathed**, though it levelled a number of buildings in the neighbourhood.

Japanese scholars have been **mystified** for ages about why these tall, **slender** buildings are so stable. It was only thirty years ago that the building industry felt confident enough to erect office blocks of steel and reinforced concrete that had more than a dozen floors. With its special shock absorbers to **dampen** the effect of sudden sideways movements from an earthquake, the thirty-six-storey Kasumigaseki building in central Tokyo — Japan's first skyscraper — was considered a masterpiece of modern engineering when it was built in 1968.

Yet in 826, with only **pegs** and **wedges** to keep his wooden structure upright, the master builder Kobodaishi had no hesitation in sending his **majestic** Toji pagoda soaring fifty-five metres into the sky — nearly half as high as the Kasumigaseki skyscraper built some eleven centuries later. Clearly, Japanese **carpenters** of the day knew a few tricks about allowing a building to sway and settle itself rather than fight nature's forces. But what sort of tricks?

The multi-storey pagoda came to Japan from China in the sixth century. As in China, they were first introduced with Buddhism and **were attached to** important temples. The Chinese built their pagodas in brick or stone, with inner staircases, and used them in later centuries mainly as watchtowers. When the pagoda reached Japan, however, its architecture was freely adapted to local conditions — they were built less high, typically five rather than nine storeys, made mainly of wood and the staircase was **dispensed with** because the Japanese pagoda did not have any practical use but became more of an art object. Because of the typhoons that **batter** Japan in the summer, Japanese builders learned to extend the eaves of buildings further beyond the walls. This prevents rainwater **gushing down** the walls. Pagodas in China and Korea have nothing like the overhang that is found on pagodas in Japan.



1. The roof of a Japanese temple building can be made to overhang the sides of the structure by fifty per cent or more of the building's overall width. For the same reason, the builders of Japanese pagodas seem to have further increased their weight by choosing to cover these extended **eaves** not with the **porcelain tiles** of many Chinese pagodas but with much heavier **earthenware** tiles.

But this does not totally explain the great **resilience** of Japanese pagodas. Is the answer that, like a tall pine tree, the Japanese pagoda — with its massive trunk-like central pillar known as shinbashira — simply **flexes** and **sways** during a typhoon or earthquake? For centuries, many thought so. But the answer is not so simple because the startling thing is that the shinbashira actually carries no load at all. In fact, in some pagoda designs, it does not even rest on the ground, but is **suspended** from the top of the pagoda — hanging loosely down through the middle of the building. The weight of the building is supported entirely by twelve outer and four inner columns.

And what is the role of the shinbashira, the central pillar? The best way to understand the shinbashira's role is to watch a video made by Shuzo Ishida, a structural engineer at Kyoto Institute of Technology. Mr. Ishida, known to his students as “Professor Pagoda” because of his passion to understand the pagoda, has built a series of models and tested them on a “shake-table” in his laboratory. In short, the shinbashira was acting like an **enormous** stationary **pendulum**. 2. The ancient craftsmen, apparently without the assistance of very advanced mathematics, seemed to grasp the principles that were, more than a thousand years later, applied in the construction of Japan's first skyscraper. What those early craftsmen had found by trial and error was that under pressure a pagoda's loose stack of floors could be made to **slither to and fro** independent of one another. Viewed from the side, the pagoda seemed to be doing a snake dance — with each consecutive floor moving in the opposite direction to its neighbours above and below. The shinbashira, running up through a hole in the centre of the building, constrained individual storeys from moving too far because, after moving a certain distance, they **banged into** it, transmitting energy away along the column.

Another strange feature of the Japanese pagoda is that, because the building **tapers**, with each successive floor plan being smaller than the one below, none of the vertical pillars that carry the weight of the building is connected to its corresponding pillar above. In other words, a five-storey pagoda contains not even one pillar that travels right up through the building to carry the structural loads from the top to the bottom. More surprising is the fact that the individual storeys of a Japanese pagoda, unlike their **counterparts** elsewhere, are not actually connected to each other. They are simply stacked one on top of another like a pile of hats. Interestingly, such a design would not be permitted under current Japanese building regulations.

And the extra-wide eaves? Think of them as a **tightrope walker's** balancing pole. The bigger the mass at each end of the pole, the easier it is for the tightrope walker to maintain his or her balance. The same **holds true for** a pagoda. "With the eaves extending out on all sides like balancing poles," says Mr. Ishida, "the building responds to even the most powerful **jolt** of an earthquake with a graceful swaying, never an abrupt shaking." Here again, Japanese master builders of a thousand years ago anticipated concepts of modern structural engineering.

【犯罪嫌疑人】

Questions 5 – 10

Classify the following as typical of

- A both Chinese and Japanese pagodas
- B only Chinese pagodas
- C only Japanese pagodas

Write the correct letter, A, B or C, in boxes 5 – 10 on your answer sheet.

- 5 easy interior access to top
- 6 tiles on eaves
- 7 use as observation post
- 8 size of eaves up to half the width of the building
- 9 original religious purpose
- 10 floors fitting loosely over each other

【真相大白】

5. B	6. A	7. B	8. C
9. A	10. C		

【抽丝剥茧】

Step 1 察言观色 → 题目类型: CLASSIFYING (分类)

→ 文章的主题为建筑类, 生词较多, 很多鸭子可能连标题 *Why Pagodas Don't Fall Down* 中的 pagoda 就不认识。

Step 2 出谋划策 → 以基本的词汇为出发点逐个击破。

→ 多多阅读英文原版文章, 多上《国家地理杂志》《自然》和《经济学人》等网站, 通过多多阅读, 增加雅思词汇量。

Step 3 破案关键 → 黄金法则, 即上下文是关键。利用上下文线索猜测词义, 不必完全确定生词的具体含义。

Step 4 谋定后战



5	定位词/关键词	interior access
	原文定位	第四段第三句 The Chinese built their pagodas in brick or stone, <u>with inner staircases</u> , and used them in later centuries mainly as watchtowers. 第四句 When the pagoda reached Japan ... made mainly of wood and <u>the staircase was dispensed with</u> because the Japanese pagoda did not have any practical use but became more of an art object.
	题解	答案 B 以关键词 interior access 入手，回到原文进行定位。第四段第三句表示中国塔用作 watchtower，具备 inner staircases，题干中的 interior 为原文 inner 的同义改写；而日本塔仅用作 art project，故没有 staircase。故正确答案为 B。
6	定位词/关键词	tiles; eaves
	原文定位	第五段第二句 For the same reason, the builders of Japanese pagodas seem to have further increased their weight by choosing to cover these extended <u>eaves</u> not with the <u>porcelain tiles</u> of many Chinese pagodas but with much heavier <u>earthenware tiles</u> .
	题解	答案 A 看到题干“tiles on eaves”后，很可能考生在三个单词中有两个都不认识，这时候如何是好呢？首先，先观察这两个生词的词性。在介词“on”的前后，分别加了“s”，可以判断是名词。在这篇建筑类的文章中论及我们不认识的名词，想必不是日常词汇，所以完全可以把“tiles”和“eaves”作为定位词去原文寻找答案。通过上下文可知，Chinese pagodas 用的是 porcelain tiles，而 Japanese pagodas 用的是 earthenware tiles，故正确答案为 A。
7	定位词/关键词	observation post
	原文定位	第四段第三句 The Chinese built their pagodas in brick or stone, with inner staircases, and used them in later centuries mainly as <u>watchtowers</u> .
	题解	答案 B 此题可根据对第 5 题的分析快速确定答案，在分析第 5 题时，已经知道中国塔用作 watchtower，题干中的 observation post 是对原文 watchtower 的同义改写，均表示“瞭望塔，瞭望台”等。故正确答案为 B。
8	定位词/关键词	size of eaves; half
	原文定位	第五段第一句 The roof of a Japanese temple building can be made to overhang the sides of the structure by <u>fifty per cent</u> or more of the building's <u>overall width</u> .
	题解	答案 C 题目“size of eaves up to half width of the building”看似比较长，信息多，其实如果了解数字是一个考点，就能果断划出 half 这个 keywords，并且根据做题经验，预测到其在原文必定会变换成 fifty percent 形式。如果在原文寻找答案前就把握了以上这些，找起来自然速度会快许多。日本庙宇的屋顶，其屋檐达到整个建筑宽度的一半，甚至更多。故正确答案为 C。

(续)

9	定位词/关键词	religious
	原文定位	第四段第二句 As in China, they were first introduced with <u>Buddhism</u> and were attached to important temples.
	题解	答案 A 由第四段第二句可知, 与中国一样, 最初 (日本的) 塔与佛教一起被引入, 并随之成为重要的庙宇。故可知, 中国和日本的塔最初都是作为宗教用途 (original religious purpose)。故正确答案为 A。
10	定位词/关键词	floors fitting loosely over each other
	原文定位	倒数第二段倒数第三句 More surprising is the fact that the individual storeys of a Japanese pagoda, unlike their counterparts elsewhere, <u>are not actually connected to each other</u> . 倒数第二句 They are simply stacked one on top of another like a pile of hats.
	题解	答案 C 由倒数第二段可知, 日本塔的各个楼层不像别的地方的塔, 实际上不是连接在一起的, 只是简单地一个堆积在另一个的上面, 就像一堆帽子。故正确答案为 C。

【蛛丝马迹】

第 1 段		第 2 段	
pagoda	<i>n.</i> 塔	mystified	<i>adj.</i> 困惑的
typhoon	<i>n.</i> 台风	slender	<i>adj.</i> 细长的
flimsiest	<i>adj.</i> 脆弱的; 浮夸的	dampen	<i>v.</i> 抑制; 减少
disastrous	<i>adj.</i> 灾难性的		
flatten	<i>v.</i> 夷为平地		
unscathed	<i>adj.</i> 未受伤的		
第 3 段		第 4 段	
peg	<i>n.</i> 钉; 桩	be attached to	附属于……; 喜爱
wedge	<i>n.</i> 楔子	dispense with	免除; 省掉
majestic	<i>adj.</i> 宏伟的	batter	<i>v.</i> 打击
carpenter	<i>n.</i> 木匠, 木工	gush down	冲刷
第 5 段		第 6 段	
eave	<i>n.</i> 屋檐	resilience	<i>n.</i> 恢复力
porcelain tile	瓷砖	flex	<i>v.</i> 弯曲
earthenware	陶器; 土器	sway	<i>v.</i> 摇摆
		suspend	<i>v.</i> 悬浮
第 7 段		第 8 段	
enormous	<i>adj.</i> 巨大的	taper	<i>v.</i> 逐渐变细
pendulum	<i>n.</i> 钟摆	counterpart	<i>n.</i> 对应物
slither	<i>v.</i> 滑行; 滑动		
to and fro	来回地		
bang into	撞上; 偶尔遇见		



第9段		
tightrope walker	走钢丝者	
hold true for	适用于……	
jolt	<i>n.</i> 颠簸；摇晃	

【顺藤摸瓜】

1. The roof of a Japanese temple building can be made to overhang the sides of the structure by fifty per cent or more of the building's overall width.

藤 句子的主干为 The roof of a Japanese temple building can be made to overhang the sides of the structure, 其中动词不定式短语 to overhang the sides of the structure 做谓语 made 的宾语, by fifty per cent or more of the building's overall width 为宾语补足语。

瓜 日本寺庙的屋顶可以被建造成各面都延伸出庙宇本身, 延伸的范围占该寺庙整体宽度的50%或者更多。

2. The ancient craftsmen, apparently without the assistance of very advanced mathematics, seemed to grasp the principles that were, more than a thousand years later, applied in the construction of Japan's first skyscraper.

藤 句子的主干为 The ancient craftsmen seemed to grasp the principles, apparently without the assistance of very advanced mathematics 做状语, 放在谓语 seemed to grasp 的前面。这句话的宾语是 the principles that were, more than a thousand years later, applied in the construction of Japan's first skyscraper. “that” 后面是 principles 的定语。这个定语从句的正常语序是 that were applied in the construction of Japan's first skyscraper more than a thousand years later.

瓜 古代的工匠在明显没有先进的数学知识的情况下, 似乎已经掌握了一千年以后应用于日本第一摩天大楼的理论。

【水落石出】

本文属于说明文文体, 描述的是日本塔的历史、结构上的特色及其物理原理。在自然灾害频繁的日本, 古代科技不发达, 但当时的工匠已经会效仿钟摆效应制造建筑物的阻尼, 把支撑建筑重量的柱子分层构建以避免连锁反应, 延长横截面长度以稳定其重心。这些原理的运用就是让日本的古塔能经得起多年的风吹雨打仍然屹立不倒的原因。

第一段讲日本古塔比其他建筑物的耐震性更强。

第二段讲学者为古塔的坚固感到好奇。

第三段讲古代建筑者依靠原始设备仍然取得成就, 其中必定内含玄机。

第四段讲中国古塔和日本古塔在起源、塔身材料、功用、屋檐长度方面进行对比。

第五段讲关注屋檐的问题, 日本塔需特别外延其长度并增加其重量。

第六段讲中柱对塔身重量的支撑作用不大。

第七段讲日本古塔中柱的实质作用：阻尼。

第八段讲日本古塔两大奇怪建筑特色：层间柱子不相连，层层之间不相通。

第九段讲日本古塔外延的屋檐如走钢丝杂技员手持的横杆，起平衡作用。

案发现场三



答案定位词找不到？

中国考生习惯看完题目之后去文中寻找关键原词，这样就直愣愣地踏入了雅思阅读的同义词陷阱。一旦关键词找不到，定位不清晰，情绪紧张之下，就容易陷入无法解题的死胡同。

【案件重演】

(C9T4P2)

Reading Passage 2

You should spend about 20 minutes on **Questions 14 – 26**, which are based on Reading Passage 2 below.

Young Children's Sense of Identity

- A** A sense of self develops in young children by degrees. The process can usefully be thought of in **terms of** the gradual emergence of two somewhat separate features: the self as a subject, and the self as an object. William James introduced the **distinction** in 1892, and contemporaries of his, such as Charles Cooley, added to the developing debate. Ever since then psychologists have continued building on the theory.
- B** According to James, a child's first step on the road to self-understanding can be seen as the **recognition** that he or she exists. This is an aspect of the self that he labeled "**self-as-subject**", and he gave it various elements. These included an awareness of one's own agency (i. e. one's power to act), and an awareness of one's distinctiveness from other people. These features gradually emerge as infants explore their world and interact with caregivers. Cooley (1902) suggested that a sense of the self-as-subject was primarily concerned with being able to exercise power. He proposed that the earliest examples of this are an infant's attempts to control physical objects, such as toys or his or her own **limbs**. This is followed by attempts to affect the behavior of other people. For example, infants learn that when they cry or smile someone responds to them.
- C** Another powerful source of information for infants about the effects they can have on the world around them is provided when others **mimic** them. Many parents spend a



lot of time, particularly in the early months, copying their infant's **vocalizations** and expressions in addition, young children enjoy looking in mirrors, where the movements they can see are dependent upon their own movements. This is not to say that infants recognize the reflection as their own image (a later development).

1. However, Lewis and Brooks-Gunn (1979) suggest that infants ' developing understanding that the movements they see in the mirror **are contingent on** their own, leads to a growing awareness that they are distinct from other people. This is because they, and only they can change the reflection in the mirror.

- D** This understanding that children gain of themselves as active agents continues to develop in their attempts to co-operate with others in play. Drum (1988) points out that it is in such day-to-day relationships and interactions that the child's understanding of his-or herself emerges. **Empirical investigations** of the self-as-subject in young children are, however, rather **scarce** because of difficulties of communication; even if young infants can reflect on their experience, they certainly cannot express this aspect of the self directly.
- E** Once Children have acquired a certain level of self-awareness, they begin to place themselves in a whole series of categories, which together play such an important part in defining them uniquely as " themselves ". This second step in the development of a full sense of self is what James called the "self-as-object". 2. This has been seen by many to be the aspect of the self which is most influenced by social elements, since it is made up of social roles (such as student, brother ; colleague) and characteristics which **derive** their meaning **from** comparison or interaction with other people (such as trust worthiness, shyness, sporting ability).
- F** Cooley and other researchers suggested a close connection between a person's own understanding of their identity and other people's understanding of it. Cooley believed that people **build up** their sense of identity from the reactions of others to them, and from the view they believe others have of them. He called the self-as-object the "**looking-glass self**", since people come to see themselves as they are reflected in others. Mead (1934) went even further, and saw the self and the social world as **inextricably** bound together: "The self is essentially a social structure, and it arises in social experience ... it is impossible to **conceive** of a self arising outside of social experience. "
- G** Lewis and Brooks-Gunn argued that an important developmental milestone is reached when children become able to recognize themselves visually without the support of seeing contingent movement. This recognition occurs around their second birthday. In one experiment, Lewis and Brooks-Gunn (1979) **dabbed** some red powder

on the noses of children who were playing in front of a mirror, and then observed how often they touched their noses. The psychologists reasoned that if the children knew what they usually looked like, they would be surprised by the unusual red mark and would start touching it. On the other hand, they found that children of 15 to 18 months are generally not able to recognize themselves unless other **cues** such as movement are present.

- H** Finally perhaps the most **graphic expressions** of self-awareness in general can be seen in the displays of **rage** which are most common from 18 months to 3 years of age. In a **longitudinal** study of groups of three or four children, Bronson (1975) found that the intensity of the frustration and anger in their disagreements increased sharply between the ages of 1 and 2 years. Often, the children's disagreements involved a struggle over a toy that none of them had played with before or after the **tug-of-war**; the children seemed to be disputing ownership rather than wanting to play with it. Although it may be less marked in other societies, the link between the sense of "self" and of "ownership" is a notable feature of childhood in Western societies.

【犯罪嫌疑人】

Questions 20 – 23

Look at the following findings (Questions 20 – 23) and the list of researchers below.

Match each finding with the correct researcher or researchers, **A – E**.

Write the correct letter **A – E**, in boxes 20 – 23 on your answer sheet.

- 20 A sense of identity can never be formed without relationships with other people.
 21 A child's awareness of self is related to a sense of mastery over things and people.
 22 At a certain age, children's sense of identity leads to aggressive behavior.
 23 Observing their own reflection contributes to children's self awareness.

List of Researchers

- A. James
 B. Cooley
 C. Lewis and Brooks-Gunn
 D. Mead
 E. Bronson

【真相大白】

20. D	21. B	22. E	23. C
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【抽丝剥茧】

Step 1 察言观色 → 题目类型：MATCHING（配对）

→ 人名理论配对题的特点是乱序和同义替换。

Step 2 出谋划策 → keywords 是对题目的浓缩，也是题目的线索词，更是考点。

→ 多加总结考点词的特点，掌握同义改写。

Step 3 破案关键 → 根据人名去原文中定位，找到其提出的理论（大多数在宾语从句中），然后判断题目中的同义替换，从而进行配对。

Step 4 谋定后战

20	定位词/关键词	relationships with other people
	原文定位	F 段最后一句 Mead (1934) went even further, and saw the self and the social world as inextricably bound together: "The self is essentially a social structure, and it arises in social experience ... it is impossible to conceive of a self arising outside of social experience."
	题解	答案 D 原文句中的 social world, social structure 和 social experience 与题干中的 relationships with other people 为同义替换。
21	定位词/关键词	child's awareness of self; mastery over things and people
	原文定位	B 段第五句 Cooley (1902) suggested that a sense of the self-as-subject was primarily concerned with being able to exercise power. 第六句 He proposed that the earliest examples of this are an infant's attempts to control physical objects, such as toys or his or her own limbs. 第七句 This is followed by attempts to affect the behaviour of other people. 最后一句 For example, infants learn that when they cry or smile someone responds to them.
	题解	答案 B 原文句中的 infant 与题干中的 child 为同义替换, awareness 与 sense 为同义替换, control physical objects 和 affect the behaviour of other people 对应题干中的 mastery over things and people。
22	定位词/关键词	at a certain age; aggressive behaviour
	原文定位	H 段第二句 ... Bronson (1975) found that the intensity of the frustration and anger in their disagreements increased sharply between the ages of 1 and 2 years. 第三句 Often, the children's disagreements involved a struggle over a toy that none of them had played with before or after the tug-of-war: the children seemed to be disputing ownership rather than wanting to play with it.
	题解	答案 E 原文句中的 the intensity of the frustration and anger in their disagreements increased sharply 和 disputing ownership 与题干中的 aggressive behaviour 为同义替换, between the ages of 1 and 2 years 与 at a certain age 对应。

(续)

23	定位词/关键词	observing; reflection; contributes
	原文定位	C 段最后两句 However, Lewis and Brooks-Gunn (1979) suggest that infants' developing understanding that the movements they see in the mirror are contingent on their own, leads to a growing awareness that they are distinct from other people. This is because they, and only they, can change the reflection in the mirror.
	题解	答案 C 原文涉题句中的 understanding that the movements they see in the mirror are contingent on their own 和 the reflection in the mirror 对应题干中的 reflection, lead to 与 contribute to 为同义替换。 可总结出全文的主题及其替换表达: 主题: Young children's sense of identity young children: infants sense: recognition understanding awareness define identity: self

【蛛丝马迹】

A 段		B 段	
in terms of distinction	在……方面; 按照 <i>n.</i> 区别	recognition self-as-subject limb	<i>n.</i> 认识 自我 <i>n.</i> 四肢
C 段		D 段	
mimic vocalization be contingent on	<i>v.</i> 模仿 <i>n.</i> 发声, 发音 依……而定	empirical investigations Scarce	实证调查 <i>adj.</i> 不足的
E 段		F 段	
derive from	源自, 来自	build up looking-glass self inextricably conceive	增进, 加强 镜中自我 <i>adv.</i> 密不可分地 <i>v.</i> 设想
G 段		H 段	
dab cue	<i>v.</i> 轻拍; 涂 <i>n.</i> 提示	graphic expressions rage longitudinal tug-of-war	图示 <i>n.</i> 愤怒 <i>adj.</i> 纵向的 <i>n.</i> 激烈竞争



【顺藤摸瓜】

1. However, Lewis and Brooks-Gunn (1979) suggest that infants' developing understanding that the movements they see in the mirror are contingent on their own, leads to a growing awareness that they are distinct from other people.

藤 句子较为复杂，出现了三个 that。首先，句子的主干为 Lewis and Brooks-Gunn suggest that ...，其中 suggest 的后面是 that 引导的宾语从句，宾语从句的主干是 infants' developing understanding leads to a growing awareness。而 infants' developing understanding 的后面则是 that 引导的同位语从句，用来解释 understanding 的内容，即 the movements ... are contingent on their own。在同位语从句中，the movements they see in the mirror 又是定语从句，the movements 在定语从句中做宾语，所以关系代词 that 可以省略。而 awareness 后面也是 that 引导的同位语从句，用来说明 awareness 的内容。

瓜 然而，路易斯和布鲁克斯-冈恩（1979）表明，婴幼儿逐渐了解到，他们在镜子里所看到的动作其实是取决于他们自己的动作，这种了解导致他们越来越意识到他们是有别于其他人的。

2. This has been seen by many to be the aspect of the self which is most influenced by social elements, since it is made up of social roles (such as student, brother; colleague) and characteristics which derive their meaning from comparison or interaction with other people (such as trust worthiness, shyness, sporting ability).

藤 句子的主干为 This has been seen ...，主句的后面出现了 which 引导的定语从句，然后是 since 引导的原因状语从句，在原因状语从句中，social roles 和 characteristics 是并列关系，characteristics 作为先行词，由关系代词 which 引导的定语从句对其进行解释说明。

瓜 许多人已经看到，这方面的自我受到了社会因素的最大影响，因为它是由社会角色（如学生、兄弟、同事）以及通过比较或与他人互动派生出的特点（如诚信、害羞、运动能力）而构成。

【水落石出】

幼儿的身份意识

- A 幼儿的自我意识是按程度发展的。人们研究这个过程时，会有两个逐渐出现的在一定程度上相互分离的特征起到帮助作用，它们分别是自我作为主体和自我作为客体。威廉·詹姆斯在 1892 年提出了两者的差异，和他同一时期包括查尔斯·库利在内的其他一些人，也加入了讨论的行列。自那时起，心理学家们就一直走构建主义这一理论。
- B 根据詹姆斯的观点，认识是一个儿童在自我了解的道路上迈出的第一步。这是自我的其中一个方面，他称之为“作为主体的自我”并赋予了它多种元素，这其中就包含自我主导的意识（即一个人采取行动的力量）和自己区别于他人的意识。这些特征随着婴幼儿

探索世界以及与照顾者之间的互动而逐渐显现。库利（1902年）认为，自我主体的意识主要与能够行使权力有关。他提出，最早的例子就是婴儿尝试去控制实物，如玩具或者他（她）自己的四肢，之后就是尝试去影响他人的行为，例如，婴幼儿了解到，当他们哭或笑的时候，会有人对他们做出反应。

- C** 关于婴幼儿对他们周围世界的影响，另一个强大的信息源就是当别人模仿他们的时候。许多父母花大量的时间模仿他们宝宝的发声和表达，尤其是在宝宝出生的最初几个月。此外，孩子们喜欢照镜子，他们所看到的镜子里的动作是取决于他们自己的动作。这并不是说，婴儿认识到自己的形象在镜子中的反射（这是后来的发展）。然而，刘易斯和布鲁克斯-冈恩（1979年）表明，婴幼儿逐渐了解到，他们在镜子里所看到的移动其实是取决于他们自己的移动，这种了解导致他们越来越意识到他们是有别于其他人的。这是因为他们，而且只有他们，能够改变镜子中的反射。
- D** 儿童对自己作为活动主体的这种理解在他们尝试和他人一起玩耍中得到不断的发展。邓恩（1988年）指出，正是在这种日常关系和互动中，孩子对自我的认识产生了。然而，由于沟通方面的困难，关于幼儿自我作为主体的实证研究相当少，即使婴幼儿能够反思他们的经历，他们也肯定不能直接表达这方面的自我。
- E** 一旦孩子已经获得一定程度的自我意识，他们便开始将自己处在整个一系列的范畴中，这些类别在定义独一无二的“自己”中共同发挥着重要的作用。发展完整的自我意识的第二个步骤，就是詹姆斯声称的“作为客体的自我”。许多人已经看到，这方面的自我受到了社会因素的最大影响，因为它是由社会角色（如学生，兄弟，同事）以及通过比较或与他人互动派生出的特点（如诚信，害羞，运动能力）而构成。
- F** 库利和其他研究人员提出一个人对自己身份的理解和别人对其的理解之间有着密切联系。库利认为，人们通过别人对自己的反应和看法建立自己的身份意识。他把作为客体的自我称之为“寻找镜中的自我”，因为每个人会像反射在别人心中的印象一样来看待自己。米德（1934年）研究得更加深入，他认为，自我和社会之间是千丝万缕地结合在一起的：“自我在本质上是一种社会结构，它产生于社会经历中……不可能设想出一个独立于社会经历之外的。”
- G** 刘易斯和布鲁克斯-冈恩认为，当孩子们不需要借助观察偶然的移动就能够从视觉上认识自己，这就是发展过程中的一个里程碑。这种认识大概产生于他们两周岁左右。在一项实验中，刘易斯和布鲁克斯-冈恩（1979年）在镜子前玩耍的孩子们的鼻子上涂了一些红色粉末，然后来观察他们摸自己鼻子的频率。这些心理学家们推断，如果孩子们知道他们平常的样子，他们就会惊讶地发现这不寻常的红色标记，并且开始触摸它。此外他们还发现，15至18个月大的幼儿一般都不能识别自己，除非有其他线索的存在，如移动。
- H** 最后，也许最生动的自我意识表达通常能够在愤怒的表现中看到，尤以18个月到3岁最为常见。在一项对三四个孩子的纵向研究中，布朗森（1975年）发现，小孩在1岁和2



岁期间，产生分歧时挫败和愤怒的强度会急剧上升。通常情况下，孩子们的分歧包括抢一个他们从来没有玩过或者争抢之后也不会玩的玩具：孩子们似乎争论的是玩具的所有权，而不是想要玩这个玩具。虽然这点可能在其他国家并不那么明显，但是在西方社会，“自我”和“所有权”之间的联系却是幼年时期的一个显著特征。

雅思出题者真正的想法



以西方学生的阅读方式来阅读文章

本书在“你的阅读习惯正确吗？”一节中指出了“指读”、“音读”、“回读”以及“译读”等不正确的阅读习惯，这都是中国“烤鸭”们所习惯采用的阅读习惯，不但速度慢，还影响阅读质量。那么什么样的阅读习惯才是正确的呢？

西方学生阅读时往往更侧重于根据不同的阅读需要采取对应的阅读方法来有效地获取信息，谋求更好、更到位的理解。雅思阅读的出题者就是想让学生以这种方式来阅读文章。



学会提取段落主题句是关键

中国的语文教育方式就是先通篇阅读，再进行自主总结段落大意。西方老师的方法就不一样，西方老师在教学生概括段落大意时，会让学生先根据文章不同的段落结构，去提取出现在不同位置的主题句，从而得到想要的段落大意。这个方法正好适合西方段落的特点，段落的主旨是通过 topic sentence（主题句）凸显出来的。

中国学生在做雅思阅读题目时，经常因为没有这种做题的习惯，就往往提取不了段落主题句，通篇全读好几遍，依然无法确定其段落大意，所以常常拿不到高分，甚是可惜。



考查通过阅读提取信息的能力



雅思阅读考试是针对同学们出去读书的实际需要，测试学生通过阅读获取信息的阅读技巧。这些阅读技巧包括：查读、略读和精读。

在雅思阅读考试的过程中，很多考生都不知道那些答案是什么意思就可以找到答案。因为，雅思阅读考试的相当一部分的侧重点是考查考生通过阅读提取信息的能力，而不是考查

考生对信息真正领悟的能力。

最好的雅思阅读备考材料，除了剑桥真题还是剑桥真题

剑桥系列真题是市面上唯一的雅思考试真题，剑1是剑桥考试组委会出的模拟题，现在国内的剑2—9都是曾经在考试中使用过的真题。不论是“老鸭”还是“雏鸭”，在备考雅思阅读的过程中，最佳的阅读材料当然是剑桥真题。通过真题，“烤鸭”们可以从词汇、语法以及出题点等角度拿捏考试的第一手信息。

如果“烤鸭”们还在对剑桥真题的重要性有所疑问，那么相信以下的Q&A会让你“恍然大悟”吧。

听说雅思的真题不会在以后雅思的考试中再次出现原题？

不少考生希望通过收集试卷和听力机经等“大包围”方式备考雅思，抱着会碰到原题的侥幸心理。但是，雅思考试是一个非常科学的考试，每份考卷不可能重复。也就是说，雅思真题不会在以后雅思的考试中再次出现原题的，因为真题的作用更多的是在于让“烤鸭”们在练习中把握雅思考试的类型与方向。**再次强调，剑桥系列真题，全部是不可能再出的真题，难度跟考试难度相当。**

既然不会出现原题，那么学习剑桥真题有什么帮助？

无论时间充裕还是紧张的鸭子们，真题都是关键。课外资料是适合时间充裕的童鞋的。“屠鸭”之路初始，就应该从剑桥真题开始，可以培养熟悉感和行文思路。千万不要把真题省到最后冲刺。

雅思都是学术类文章，风格也比较统一，做多了会感到有似曾相识的感觉。下面就对剑9中的阅读进行分析，了解雅思阅读的文章内容和题型。

TEST		文章	题型及题数			
Test 1	Passage 1	威廉·亨利·珀金——人工燃料的发明者	T/F/NG (判断题) 7 题	Short Answer Questions (简答题) 6 题		
	Passage 2	外星有智能生命存在吗？	List of Headings (标题题) 4 题	Short Answer Questions (简答题) 3 题	Y/N/NG (判断题) 6 题	
	Passage 3	乌龟的历史	Short Answer Questions (简答题) 4 题	T/F/NG (判断题) 3 题	Flow-chart Completion (流程图填空) 6 题	Multiple Choice (选择题) 1 题



(续)

TEST		文章	题型及题数			
Test 2	Passage 1	新西兰听力障碍儿童教育	Matching (信息与段落搭配) 6 题	Short Answer Questions (简答题) 4 题	Multiple Choice (六选二) 2 题	Multiple Choice (选择题) 1 题
	Passage 2	金星凌日	Matching (信息与段落搭配) 4 题	Matching (人名与观点搭配) 4 题	T/F/NG (判断题) 5 题	
	Passage 3	神经学家揭示创新思维	Multiple Choice (选择题) 5 题	Y/N/NG (判断题) 6 题	Sentence Completion (完成句子) 3 题	
Test 3	Passage 1	对待语言的态度	Y/N/NG (判断题) 8 题	Summary (摘要填空) 4 题	Multiple Choice (选择题) 1 题	
	Passage 2	潮汐发电	Matching (信息与段落搭配) 4 题	Multiple Choice (十选五) 5 题	Diagram (图表题) 4 题	
	Passage 3	信息论—重大的创意	Matching (信息与段落搭配) 6 题	Sentence Completion (完成句子) 5 题	T/F/NG (判断题) 3 题	
Test 4	Passage 1	玛丽·居里的生活与工作	T/F/NG (判断题) 6 题	Sentence Completion (完成句子) 7 题		
	Passage 2	婴幼儿的自我认知	Matching (信息与段落搭配) 6 题	Matching (人名与观点搭配) 4 题	Summary (摘要填空) 3 题	
	Passage 3	博物馆的发展	List of Headings (标题题) 4 题	Multiple Choice (选择题) 6 题	T/F/NG (判断题) 4 题	

从上面的表格中,我们可以看出剑9中收录的阅读文章的背景还是以科普类的文章居多,这符合雅思考试的两个测试特点:International(国际化)和None-professional(非专业化)。通过这些,“烤鸭”们就可以掌握雅思阅读的基本情况。

🔗 剑桥真题是按照出版的顺序难度依次递增吗?

剑桥雅思,目前共有1~9册,我们一般简称为剑1,剑2……剑8,剑9。其中剑1至剑

3, 由于题目过于陈旧 (如剑2中听力长句填空这样的题型已经不考), 难度也偏离现在的雅思考试, 所以一般我们把剑桥雅思作为雅思考试参考用书时, 不把剑1—3作为参考。大家可以直接使用剑4—剑9进行雅思考试备考。

另外提醒大家, 这6本并非外界认为的那样按照出版的顺序难度依次递增。



◎ 剑桥真题中单词重复出现的频率会更高吗?

这个问题, 我们还是举几个单词的例子, 用事实说话吧:

★ claim

C4-Test 3-Reading Passage 3:

Today, researchers often tape-record informants. This enables the linguist's **claims** about the language to be checked, and provides a way of making those **claims** more accurate ("difficult" pieces of speech can be listened to repeatedly). (C4 P74-75)

C4-Test 4-Reading Passage 1:

10 Yessis **claims** that the key to setting new records is better _____. (C4 P90)

C5-Test 3-Reading Passage 1:

Researchers **claim** that the human personality is formed during the first years of life, and during the first three years children learn the basic skills they will use in all their later learning both at home and at school. (C5 P62)

C7-Test 1-Reading Passage 3:

- 28 Lozanov s theory **claims** that, when we try to remember things,
- A. unimportant details are the easiest to recall.
 - B. concentrating hard produces the best results.
 - C. the most significant facts are most easily recalled.
 - D. peripheral vision is not important.
- 30 Lozanov **claims** that teachers should train students to
- A. memorise details of the curriculum.
 - B. develop their own sets of indirect instructions.
 - C. think about something other than the curriculum content.
 - D. avoid overloading the capacity of the brain. (C7 P28)

Note: 以上例句中分别考查了 claim 的名词词性和动词词性。



★ evolve/evolution/evolutionary

C4-Test 1-Reading Passage 2:

It has been speculated that, as the blowholes **evolved** and migrated to the top of the head, the neural pathways serving sense of smell may have been nearly all sacrificed. (C4 P23)

C4-Test 2-Reading Passage 1:

“At the moment, we are heading for about three or four languages dominating the world,” says Mark Pagel, an **evolutionary** biologist at the University of Reading. (C4 P42)

At the very least, there is a loss of data for the study of languages and their **evolution**, which relies on comparisons between languages, both living and dead. (C4 P43)

C4-Test 2-Reading Passage 3:

B But if play is not simply a developmental hiccup, as biologists once thought, why did it **evolve**? The latest idea suggests that play has **evolved** to build big brains. (C4 P50)

C Take the exercise theory. If play **evolved** to build muscle or as a kind of endurance training, then you would expect to see permanent benefits. (C4 P50)

C4-Test 4-Reading Passage 2:

Physical anthropology, or biological anthropology as it is also called, concerns the study of human biological or physical characteristics and how they **evolved**. (C4 P93)

C5-Test 1-Reading Passage 2:

A modern hard-core sociobiologist might even go so far as to claim that this aggressive instinct **evolved** as an advantageous trait, having been of survival value to our ancestors in their struggle against the hardships of life on the plains and in the caves, ultimately finding its way into our genetic make-up as a remnant of our ancient animal ways. (C5 P21)

C5-Test 2-Reading Passage 2:

Humour may be a luxury, but the mechanism behind it is no **evolutionary** accident. (C5 P44)

C5-Test 4-Reading Passage 3:

Breeding seasons in animals such as birds have **evolved** to occupy the part of the year in which offspring have the greatest chances of survival. (C5 94)

Day-neutral plants have an **evolutionary** advantage when the connection between the favourable period for reproduction and day length is much less certain. (C5 94)

Plant species become adapted to living in a certain kind of habitat, and in the process **evolve** a series of characteristics that prevent them from occupying other habitats. (C5 95)

C7-Test 3-Reading Passage 2:

According to Turner, this ties in with the idea of a single Paleo-Indian migration out of

North Asia, which he sets at before 14,000 years ago by calibrating rates of dental micro-evolution. (C7 P71)

C9-Test 1-Reading Passage 2:

We want to know whether life **evolves** naturally if given the right conditions, or whether there is something very special about the Earth to have fostered the variety of life forms that we see around us on the planet. (C9 P22)

Note: evolution 和 evolutionary 为动词 evolve 的派生词, 分别为 evolve 的名词和形容词形式。

★ previous/previously

C4-Test 1-Reading Passage 1:

These observations are generally consistent with our **previous** studies of pupils' views about the use and conservation of rainforests, in which girls were shown to be more sympathetic to animals and expressed views which seem to place an intrinsic value on non-human animal life. (C4 P19)

C4-Test 2-Reading Passage 2:

15 In 1990, Americans

- A. were prescribed more herbal medicines than in **previous** years.
- B. consulted alternative therapists more often than doctors.
- C. spent more on natural therapies than orthodox medicines.
- D. made more complaints about doctors than in **previous** years. (C4 P48)

C5-Test 1-Reading Passage 1:

Working to a deadline, he had to draw on the best of all **previous** dictionaries, and to make his work one of heroic synthesis. (C5 P17)

Which **THREE** of the following statements are true of Johnson's *Dictionary*!

- A. It avoided all scholarly words.
- B. It was the only English dictionary in general use for 200 years.
- C. It was famous because of the large number of people involved.
- D. It focused mainly on language from contemporary texts.
- E. There was a time limit for its completion.
- F. It ignored work done by **previous** dictionary writers.
- G. It took into account subtleties of meaning.
- H. Its definitions were famous for their originality. (C5 P18)

C5-Test 3-Reading Passage 3:

The expression provided an attractive but informative name for a research programme that encompassed such **previously** disparate fields as operations research, cybernetics,



logic and computer science. (C5 P71)

C7-Test 4-Reading Passage 1:

Questions 1 – 7

Do the following statements agree with the information given in Reading Passage 1?

...

- 1 It is generally believed that large numbers of people were needed to build the pyramids.
- 2 Clemmons found a strange hieroglyph on the wall of an Egyptian monument.
- 3 Gharib had **previously** done experiments on bird flight. (C7 P91)

C9-Test 3-Reading Passage 2:

Questions 14 – 17

Reading Passage 2 has six paragraphs, A – F.

Which paragraph contains the following information?

...

- 16 a reference to a **previous** attempt by Britain to find an alternative source of energy (C9 P69)

Note: previously 为 previous 的副词形式。

由以上三个单词的例子可以看出，剑桥雅思阅读真题中是存在很多高频词汇的，有时出现在原文中，有时出现在问题中；同时，掌握这些词汇的派生词也是十分重要的。

如何高效利用剑桥雅思系列的阅读真题？

剑桥雅思系列的阅读文章和标题必须要“多遍应用”才能最大化地施展它的作用。

阶段一：通过雅思真题对雅思考试有一个基本的了解；

阶段二：限时做题，进行模拟考试，测试自己水平的同时，又能保持良好的备战状态；

阶段三：核对答案，寻找做错题的原因并思考如何改进，培养正确答题的思维；

阶段四：找出所有标题在原文中的同义“重现”，并进行记录，既扩展了词汇量，又掌握了雅思阅读常考的同义替换方法。

阶段五：将阅读中的高频学术性词汇和主题词汇进行总结，在句子中进行理解和记忆，这同时也是剖析长难句的进程，经过这个过程，就会发现你的雅思阅读能力有了意想不到的进步。

阶段六：厚积薄发，通过考试！



雅思阅读出题有规律可循吗？

雅思阅读文章通常很长，读完一遍之后再去做题通常有点摸不着头脑。这时候如果掌握了其出题规律和原则，解题速度会大大增加，而且可以同时保证解题质量。那么雅思阅读考官出题有什么规律或原则吗？

雅思阅读的十大出题原则

④ 1. 首尾原则

◆ 原则指导

大约 50% 的题目分布在文章首尾句以及首尾段。

◆ 真题重现

【原文】

(C9T2R1)

- A** Hearing impairment or other auditory function deficit in young children can have a major impact on their development of speech and communication, resulting in a detrimental effect on their ability to learn at school. This is likely to have major consequences for the individual and the population as a whole. 6 The New Zealand Ministry of Health has found from research carried out over two decades that 6 – 10% of children in that country are affected by hearing loss.
- B** A preliminary study in New Zealand has shown that classroom noise presents a major concern for teachers and pupils. 3 Modern teaching practices, the organisation of desks in the classroom, poor classroom acoustics, and mechanical means of ventilation such as air-conditioning units all contribute to the number of children unable to comprehend the teacher's voice. Education researchers Nelson and Soli have also suggested that recent trends in learning often involve collaborative interaction of multiple minds and tools as much as individual possession of information. This all amounts to heightened activity and noise levels, which have the potential to be particularly serious for children experiencing auditory function deficit. Noise in classrooms can only exacerbate their difficulty in comprehending and processing verbal communication with other children and instructions from the teacher.
- C** Children with auditory function deficit are potentially failing to learn to their maximum potential because of noise levels generated in classrooms. The effects of noise on the ability of children to learn effectively in typical classroom environments are now



the subject of increasing concern. 2 The International Institute of Noise Control Engineering (I-INCE) , on the advice of the World Health Organization , has established an international working party , which includes New Zealand , to evaluate noise and reverberation control for school rooms.

- D** While the detrimental effects of noise in classroom situations are not limited to children experiencing disability, those with a disability that affects their processing of speech and verbal communication could be extremely vulnerable. 5 The auditory function deficits in question include hearing impairment, autistic spectrum disorders (ASD) and attention deficit disorders (ADD/ADHD).

E – G...

- H** 1 The New Zealand Government has developed a New Zealand Disability Strategy and has embarked on a wide-ranging consultation process. The strategy recognises that people experiencing disability face significant barriers in achieving a full quality of life in areas such as attitude, education, employment and access to services. Objective 3 of the New Zealand Disability Strategy is to Provide the Best Education for Disabled People' by improving education so that all children, youth learners and adult learners will have equal opportunities to learn and develop within their already existing local school. For a successful education, the learning environment is vitally significant, so any effort to improve this is likely to be of great benefit to all children, but especially to those with auditory function disabilities.

- I** 4 A number of countries are already in the process of formulating their own standards for the control and reduction of classroom noise. New Zealand will probably follow their example. The literature to date on noise in school rooms appears to focus on the effects on schoolchildren in general, their teachers and the hearing impaired. Only limited attention appears to have been given to those students experiencing the other disabilities involving auditory function deficit. It is imperative that the needs of these children are taken into account in the setting of appropriate international standards to be promulgated in future.

【例题】(1 – 6)

Questions 1 – 6

Reading Passage 1 has nine sections, A – I.

Which section contains the following information?

Write the correct letter, A – I, in boxes 1 – 6 on your answer sheet.

- 1 an account of a national policy initiative
- 2 a description of a global team effort

- 3 a hypothesis as to one reason behind the growth in classroom noise
- 4 a demand for suitable worldwide regulations
- 5 a list of medical conditions which place some children more at risk from noise than others
- 6 the estimated proportion of children in New Zealand with auditory problems

【分析】

以上6个问题的答案在原文中的分布如下所示：

- 1 → H 段首句
- 2 → C 段尾句
- 3 → B 段第二句
- 4 → I 段（尾段）首句
- 5 → D 段尾句
- 6 → A 段（首段）尾句

由此可以看出，文章的首尾句和首尾段很容易成为出题点。

“烤鸭”，继续烤！

2. 顺序原则

◆ 原则指导

每种题目基本上按照文章顺序排列。

◆ 真题重现

【原文】

(C8T3R2)

The Nature of Genius

There has always been an interest in geniuses and prodigies. The word “genius”, from the Latin *gens* (= family) and the term “genius”, meaning “begetter”, comes from the early Roman cult of a divinity as the head of the family. In its earliest form, genius was concerned with the ability of the head of the family, the paterfamilias, to perpetuate himself. Gradually, genius came to represent a person's characteristics and thence an individual's highest attributes derived from his “genius” or guiding spirit. Today, people still look to stars or genes, astrology or genetics, in the hope of finding the source of exceptional abilities or personal characteristics.

The concept of genius and of gifts has become part of our folk culture, and attitudes are ambivalent towards them. We envy the gifted and mistrust them. In the mythology of giftedness, it is popularly believed that if people are talented in one area, they must be defective in another, that intellectuals are impractical, that prodigies burn too brightly too soon and burn out, that gifted people are eccentric, that they are physical weaklings, that there's a thin line between genius and madness, that genius runs in families, that



the gifted are so clever they don't need special help, that giftedness is the same as having a high IQ, that some races are more intelligent or musical or mathematical than others, that genius goes unrecognised and unrewarded, that adversity makes men wise or that people with gifts have a responsibility to use them. Language has been enriched with such terms as "highbrow", "egghead", "blue-stocking", "wiseacre", "know-all", "boffin" and, for many, "intellectual" is a term of denigration.

The nineteenth century saw considerable interest in the nature of genius, and produced not a few studies of famous prodigies. Perhaps for us today, two of the most significant aspects of most of these studies of genius are the frequency with which early encouragement and teaching by parents and tutors had beneficial effects on the intellectual, artistic or musical development of the children but caused great difficulties of adjustment later in their lives, and the frequency with which abilities went unrecognised by teachers and schools. However, the difficulty with the evidence produced by these studies, fascinating as they are in collecting together anecdotes and apparent similarities and exceptions, is that they are not what we would today call norm-referenced. In other words, when, for instance, information is collated about early illnesses, methods of upbringing, schooling, etc., we must also take into account information from other historical sources about how common or exceptional these were at the time. For instance, infant mortality was high and life expectancy much shorter than today, home tutoring was common in the families of the nobility and wealthy, bullying and corporal punishment were common at the best independent schools and, for the most part, the cases studied were members of the privileged classes. It was only with the growth of paediatrics and psychology in the twentieth century that studies could be carried out on a more objective, if still not always very scientific, basis.

Geniuses, however they are defined, are but the peaks which stand out through the mist of history and are visible to the particular observer from his or her particular vantage point. Change the observers and the vantage points, clear away some of the mist, and a different lot of peaks appear. Genius is a term we apply to those whom we recognise for their outstanding achievements and who stand near the end of the continuum of human abilities which reaches back through the mundane and mediocre to the incapable. There is still much truth in Dr. Samuel Johnson's observation, "The true genius is a mind of large general powers, accidentally determined to some particular direction". We may disagree with the "general", for we doubt if all musicians of genius could have become scientists of genius or vice versa, but there is no doubting the accidental determination which nurtured or triggered their gifts into those channels into which they have poured their powers so successfully. Along the continuum of abilities are

hundreds of thousands of gifted men and women, boys and girls.

What we appreciate, enjoy or marvel at in the works of genius or the achievements of prodigies are the manifestations of skills or abilities which are similar to, but so much superior to, our own. But that their minds are not different from our own is demonstrated by the fact that the hard-won discoveries of scientists like Kepler or Einstein become the commonplace knowledge of schoolchildren and the once outrageous shapes and colours of an artist like Paul Klee so soon appear on the fabrics we wear. This does not minimise the supremacy of their achievements, which outstrip our own as the sub-four-minute milers outstrip our jogging.

To think of geniuses and the gifted as having uniquely different brains is only reasonable if we accept that each human brain is uniquely different. The purpose of instruction is to make us even more different from one another, and in the process of being educated we can learn from the achievements of those more gifted than ourselves. But before we try to emulate geniuses or encourage our children to do so we should note that some of the things we learn from them may prove unpalatable. We may envy their achievements and fame, but we should also recognise the price they may have paid in terms of perseverance, single-mindedness, dedication, restrictions on their personal lives, the demands upon their energies and time, and how often they had to display great courage to preserve their integrity or to make their way to the top.

Genius and giftedness are relative descriptive terms of no real substance. We may, at best, give them some precision by defining them and placing them in a context but, whatever we do, we should never delude ourselves into believing that gifted children or geniuses are different from the rest of humanity, save in the degree to which they have developed the performance of their abilities.

【例题】(14 – 26)

Questions 14 – 18

Choose **FIVE** letters, **A – K**.

Write the correct letters in boxes 14 – 18 on your answer sheet.

NB Your answers may be given in any order.

Below are listed some popular beliefs about genius and giftedness.

Which **FIVE** of these beliefs are reported by the writer of the text?

- A. Truly gifted people are talented in all areas.
- B. The talents of geniuses are soon exhausted.
- C. Gifted people should use their gifts.
- D. A genius appears once in every generation.
- E. Genius can be easily destroyed by discouragement.



- F. Genius is inherited.
- G. Gifted people are very hard to live with.
- H. People never appreciate true genius.
- I. Geniuses are natural leaders.
- J. Gifted people develop their greatness through difficulties.
- K. Genius will always reveal itself.

Questions 19 – 26

Do the following statements agree with the information given in Reading Passage 2?

In boxes 19 – 26 on your answer sheet, write

TRUE *if the statement agrees with the information*

FALSE *if the statement contradicts the information*

NOT GIVEN *if there is no information on this*

- 19 Nineteenth-century studies of the nature of genius failed to take into account the uniqueness of the person's upbringing.
- 20 Nineteenth-century studies of genius lacked both objectivity and a proper scientific approach.
- 21 A true genius has general powers capable of excellence in any area.
- 22 The skills of ordinary individuals are in essence the same as the skills of prodigies.
- 23 The ease with which truly great ideas are accepted and taken for granted fails to lessen their significance.
- 24 Giftedness and genius deserve proper scientific research into their true nature so that all talent may be retained for the human race.
- 25 Geniuses often pay a high price to achieve greatness.
- 26 To be a genius is worth the high personal cost.

【分析】

Questions 14 – 18

- 题型归类：Multiple Choice

该题与一般的 Multiple Choice 不太一样，它要求考生在 11 个选项中选出 5 个正确答案来。

- 题目解析：

选项含义如下：

- A. 真正的天才在各个领域都具备天赋。
- B. 天才的天赋会瞬间消失殆尽。
- C. 有天赋的人需要使用他们的天赋。
- D. 天才在每一代人中出现一次。
- E. 天才很容易由于遭受打击而被摧毁。
- F. 天赋是遗传的。

- G. 天才很难相处。
H. 人们从不欣赏真正的天才。
I. 天才是天然的领导者。
J. 有天赋的人在困境中发展他们的天赋。
K. 天赋总是能显露出来。

文章第二段主要讲了人们对天才的各种观点，所以以上这些观点是否正确可通过文章第二段来确定。

Questions 19 – 26

- 题型归类：TRUE/FALSE/NOT GIVEN
- 题目解析

19	定位词/关键词	Nineteenth-century studies
	答案	TRUE
	题解	根据 <u>第三段</u> 可以得知，原文只提到了研究会考虑 the method of upbringing，但是没有考虑到 uniqueness of the person's upbringing，题目表述符合文意。
20	定位词/关键词	Nineteenth-century studies; lack
	答案	TRUE
	题解	根据 nineteenth-century 可定位到第三段，根据 <u>第三段</u> 尾句“只是随着 20 世纪儿科和心理学的进一步发展，这些研究才在一个更为客观的基础上进行，即便现在还没有建立科学的基础”来判断，题目表述是正确的。
21	定位词/关键词	true genius
	答案	FALSE
	题解	根据解答第 14 ~ 18 题的经验，可直接判断题目表述是错误的。
22	定位词/关键词	same
	答案	TRUE
	题解	根据 <u>第五段</u> 的首句可以知道，天才的技能和普通人的技能在本质上是相似的，尽管在表现上不一样。题目表述符合文意。
23	定位词/关键词	truly great ideas
	答案	TRUE
	题解	定位到 <u>第五段</u> 的最后两句话“像开普勒、爱因斯坦这样的科学家来之不易的科学发现变成了小学生的常识，像 Paul Klee 这些艺术家曾经反常的外形和色彩很快就出现在我们穿的织物上，这些都证明了这一点。这没有减少天才们至高的成就”。题目表述正确。



(续)

24	定位词/关键词	Giftedness and genius
	答案	NOT GIVEN
	题解	定位到 <u>第七段</u> ，第七段提到了“我们可能充其量通过定义他们和把他们放置在一定的背景中来让他们更为精确”，但是题目表述的观点在文章没有提及，可能正确，也可能不正确。
25	定位词/关键词	pay a high price
	答案	TRUE
	题解	定位到 <u>第六段</u> 尾句 we may envy their achievement and fame, but we should also recognise the price they may have paid in terms of ..., 由此可知题目表述是正确的。
26	定位词/关键词	To be a genius
	答案	NOT GIVEN
	题解	选项表述的一种观点，但是通读全文后会发现作者并没有提出这种观点，所以选项表述正确与否无法判定。

通过题解可以看出，本文共有两种题型，第一种 Multiple Choice 的答案集中在第二段，而第二种 TRUE/FALSE/NOT GIVEN 的答案集中在第三段至第七段，两种不同的题目基本上按照文章顺序排列。

“烤鸭”，继续烤！

3. 改写原则

◆ 原则指导

出题关键字基本都是对文章内容的改写。

在《剑桥雅思官方指南》中，对阅读部分的测评重点进行了界定：

You will be asked a total of 40 questions. In order to assess how much of the reading passages you understand, the questions will usually paraphrase (use different words with the same meaning) the words that are in the text ...

这里的 paraphrase 就着重体现了雅思阅读的出题特点。

◆ 真题重现

【原文】

(C7T1R2)

Making Every Drop Count

- A** The history of human civilisation is entwined with the history of the ways we have learned to manipulate water resources. As towns gradually expanded, water was brought from increasingly remote sources, leading to sophisticated engineering efforts such as dams and aqueducts. At the height of the Roman Empire, nine major systems, with an innovative layout of pipes and well-built sewers, supplied the occupants of Rome with as much water per person as is provided in many parts of the industrial world today.
- B** During the industrial revolution and population explosion of the 19th and 20th centuries, the demand for water rose dramatically. Unprecedented construction of tens of thousands of monumental engineering projects designed to control floods, protect clean water supplies, and provide water for irrigation and hydropower brought great benefits to hundreds of millions of people. Food production has kept pace with soaring populations mainly because of the expansion of artificial irrigation systems that make possible the growth of 40% of the world's food. Nearly one fifth of all the electricity generated worldwide is produced by turbines spun by the power of falling water.
- C** Yet, there is a dark side to this picture: half of the world's population still suffers, with water services inferior to those available to the ancient Greeks and Romans. As the United Nations report on access to water reiterated in November 2001, more than one billion do not have adequate sanitation services. Preventable water-related diseases kill an estimated 10,000 to 20,000 children every day, and the latest evidence suggests that we are falling behind in efforts to solve these problems.
- D** The consequences of our water policies extend beyond jeopardising human health. Tens of millions of people have been forced to move from their homes — often with little warning or compensation — to make way for the reservoirs behind dams. More than 20% of all freshwater fish and species are now threatened or endangered because dams and water withdrawals have destroyed the free-flowing river ecosystems where they thrive. Certain irrigation practices degrade soil quality and reduce agricultural productivity. Groundwater aquifers are being pumped down faster than they are naturally replenished in parts of India, China, the USA and elsewhere. And disputes over shared water resources have led to violence and continue to raise local, national and even international tensions.



- E** At the outset of the new millennium, however, the way resource planners think about water is beginning to change slowly the provision of basic human and environmental needs as top priority — ensuring “some for all” instead of “more for some”. Some water experts are now demanding that existing infrastructure be used in smarter ways rather than building new facilities, which is increasingly considered. This shift in philosophy has not been universally accepted, and it comes with strong opposition from some established water organisations. Nevertheless, it may be the only way to address successfully of providing everyone with clean water to drink, adequate water to grow food and a life free from preventable water-related illness.
- F** Fortunately — and unexpectedly — the demand for water is not rising as rapidly as some predicted. As a result, the pressure to build new water infrastructures has diminished over the past two decades. Although population, industrial output and economic productivity have continued to soar in, the rate at which people withdraw water from aquifers, rivers, and lakes has slowed. And in a few parts of the world, demand has actually fallen.
- G** What explains this remarkable turn of events? Two factors: people have figured out how to use water more efficiently, and communities are rethinking their priorities for water use. Throughout the first three-quarters of the 20th century, the quantity of freshwater consumed per person doubled on average; in the USA, water withdrawals increased tenfold while the population quadrupled. But since 1980, the amount of water consumed per person has actually decreased, thanks to a range of new technologies that help to conserve water in homes and industry. In 1965, for instance, Japan used approximately 13 million gallons of water to produce \$1 million of commercial output; by 1989 this had dropped from 3.5 million gallons (even accounting for inflation) -almost a quadrupling of water productivity. In the USA, water withdrawals have fallen by more than 20% from their peak in 1980.
- H** On the other hand, dams, aqueducts and other kinds of infrastructure will still have to be built, particularly in developing countries where basic human needs have not been met. But such projects must be built to higher specifications and with more accountability to local people and their environment than in the past. And even in the regions where new projects seem warranted, we must find ways to meet demands with few resources, respecting ecological criteria and to a smaller budget.

【例题】(14 – 20)

Questions 14 – 20

Reading Passage 2 has seven paragraphs, A – H.

Choose the correct heading for paragraphs A and C – H from the list of headings below.
Write the correct number, i – xi, in boxes 14 – 20 on your answer sheet.

List of Headings	
i	Scientists' call for a revision of policy
ii	An explanation for reduced water use
iii	How a global challenge was met
iv	Irrigation systems fall into disuse
v	Environmental effects
vi	The financial cost of recent technological improvements
vii	The relevance to health
viii	Addressing the concern over increasing populations
ix	A surprising downward trend in demand for water
x	The need to raise standards
xi	A description of ancient water supplies

14 Paragraph A

Example	Answer
Paragraph B	iii

- 15 Paragraph C _____
 16 Paragraph D _____
 17 Paragraph E _____
 18 Paragraph F _____
 19 Paragraph G _____
 20 Paragraph H _____

【分析】

14	定位词/关键词	water
	原文定位	A 段首句 The history of human civilisation is entwined with the history of the ways we have learned to manipulate water resources. 尾句 At the height of the Roman Empire ... supplied the occupants of Rome with as much water per person as is provided in many parts of the industrial world today.
	题解	答案 xi 有三个词在首尾句中不断重复，分别是 history，Rome 和 water。可以判定选项 xi A description of ancient water supplies 为正确答案，该选项中不仅重现了原文中的 water 一词，同时还将原文中的 history 和 the Roman Empire 改写为 ancient 。



(续)

15	定位词/关键词	water-related diseases
	原文定位	C 段尾句 Preventable water-related diseases kill an estimated 10, 000 to 20, 000 children every day, and the latest evidence suggests that we are falling behind in efforts to solve these problems.
	题解	答案 vii 本句中的关键词为 water-related diseases, 据此可以推断出本段主要讲的是人们遭受与水相关的疾病的困扰。而 vii 选项中 The relevance to health 是对原文 water-related diseases 的 <u>同义改写</u> 。
16	定位词/关键词	consequences; led to; tensions
	原文定位	D 段首句 The consequences of our water policies extend beyond jeopardising human health. D 段尾句 And disputes over shared water resources have led to violence and continue to raise local, national and even international tensions .
	题解	答案 v 该段首句中提到了 water policies 和 human health, 句中用了一个较为生僻的词 jeopardise (危及) 来形容它们之间的关系, 可能对考生造成阅读障碍。根据原句, 我们可以确定这是一个动词, 也就是说, water policies 给 human health 施加了一个动作, 对 human health 产生了一定的影响。该段尾句明确提出了 water resources have led to violence。首尾两句都在重复一个概念: 水产生了各种各样的影响。而选项 v 中的 effects 就是对原文的 <u>改写</u> 。
17	定位词/关键词	resource planners; is beginning to change
	原文定位	E 段首句 At the outset of the new millennium, however, the way resource planners think about water is beginning to change is slowly the provision of basic human and environmental needs as top priority — ensuring “some for all” instead of “more for some”.
	题解	答案 i 注意原文中的转折词 however。关键部分为 the way resource planners think about water is beginning to change。选项 i Scientists' call for a revision of policy 中的 revision <u>替换</u> 了原文 the way is beginning to change , 而 policy 则 <u>暗示</u> 了原文的 resource planners , 所以 i 为正确选项。
18	定位词/关键词	demand; not rising; fallen
	原文定位	F 段首句 Fortunately — and unexpectedly — the demand for water is not rising as rapidly as some predicted. F 段尾句 And in a few parts of the world, demand has actually fallen .
	题解	答案 ix F 段首句中提到了 demand is not rising, 而尾句中提到了 demand has actually fallen。据此很容易就可选出正确选项 ix A surprising downward trend in demand for water, 其中 demand 原文重现, downward <u>替换</u> 了原文的 not rising 和 fallen 。

(续)

19	定位词/关键词	explains
	原文定位	G 段首句 What explains this remarkable turn of events?
	题解	答案 ii G 段首句为疑问句，其中提到的 explain 与选项 ii An explanation for reduced water use 中的 explanation 仅仅是在词性上发生了变化，也属于 <u>同义改写</u> 的一种，很容易就能确定 ii 为正确选项。
20	定位词/关键词	higher specifications
	原文定位	H 段第二句 But such projects must be built to higher specifications and with more accountability to local people and their environment than in the past.
	题解	答案 x 注意句中的转折词 but。句中的 must be built to higher specifications 与选项 x The need to raise standards 为 <u>同义替换</u> 。因此，正确答案为 x 选项。

由以上的分析可以看出，段落标题配对题中存在大量选项与原文间的同义替换现象。同时也兼顾了首尾段、首尾句原则及接下来将要讲解的名词原则等。这对“烤鸭”们的同义词汇量提出了很高的要求，建议在做完雅思阅读真题后，将选项与原文对应的同义词总结出来，掌握其规律，有助于在考试中迅速找出正确答案。

“烤鸭”，继续烤！

4. 名词原则

◆ 原则指导

出题关键字基本都以名词作为考点。

◆ 真题重现

我们将第 2 条顺序原则和第 3 条改写原则中所举真题中的关键词归纳如下：

顺序原则		改写原则	
19	Nineteenth-century studies	14	water
20	Nineteenth-century studies ; lack	15	water-related diseases
21	true genius	16	consequences ; led to; tensions
22	same	17	resource planners ; is beginning to change
23	truly great ideas	18	demand ; not rising; fallen
24	Giftedness and genius	19	explains
25	pay a high price	20	higher specifications
26	To be a genius		

由以上整理的关键词可以看出，基本上都以名词（加黑部分单词）为主。

“烤鸭”，继续烤！



◎ 5. 数字原则

◆ 原则指导

数字通常都会成为最理想的关键词之一，有时也会出现一些带有简单运算的最难不超过四则运算的简答题。

◆ 真题重现

【原文】

(C5T1R1)

...

The work was immense; filling about eighty large notebooks (and without a library to hand). Johnson wrote the definitions of over 40,000 words, and illustrated their many meanings with some 114,000 quotations drawn from English writing on every subject, from the Elizabethans to his own time. He did not expect to achieve complete originality. Working to a deadline, he had to draw on the best of all previous dictionaries, and to make his work one of heroic synthesis. In fact, it was very much more. Unlike his predecessors, Johnson treated English very practically, as a living language, with many different shades of meaning. He adopted his definitions on the principle of English common law — according to precedent. After its publication, his *Dictionary* was not seriously rivalled for over a century.

...

【例题】(4-7)

Questions 4-7

Complete the summary.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 4-7 on your answer sheet.

In 1764 Dr. Johnson accepted the contract to produce a dictionary. Having rented a garret, he took on a number of 4 _____, who stood at a long central desk. Johnson did not have a 5 _____ available to him, but eventually produced definitions of in excess of 40,000 words written down in 80 large notebooks. On publication, the *Dictionary* was immediately hailed in many European countries as a landmark. According to his biographer, James Boswell, Johnson's principal achievement was to bring 6 _____ to the English language. As a reward for his hard work, he was granted a 7 _____ by the king.

【分析】

这里我们着重看一下第5题。

由题目中出现的数字 40,000 可以定位到原文中第六段第二句: Johnson wrote the definitions of over 40,000 words, and ... 返回句首: The work was immense; filling about

eighty large notebooks (and without a library to hand), 再由空格前的冠词 a 可知, 应填入的答案为可数名词, 并且是 Johnson 在编撰词典的工作中不具备的 (did not ... available), 而文中括号里 without a library to hand 与该信息点相符合, 于是答案就呼之欲出了: library。

在雅思阅读满眼都是字母的文章中, 数字 的出现异常显眼, 容易成为出题点或作为关键词出现。

“烤鸭”, 继续烤!

6. 下定义原则

◆ 原则指导

破折号、同位语从句、定语从句有可能出题。

◆ 真题重现

【原文】

(C5T2R2)

What's So Funny?

...

Theories about humour have an ancient pedigree. Plato expressed the idea that humour is simply a delighted feeling of superiority over others. Kant and Freud felt that joke-telling relies on building up a psychic tension which is safely punctured by the ludicrousness of the punchline. But most modern humour theorists have settled on some version of Aristotle's belief that jokes are based on a reaction to or resolution of incongruity, when the punchline is either a nonsense or, though appearing silly, has a clever second meaning.

...

【例题】(17)

Questions 14 – 20

Do the following statements agree with the information given in Reading Passage 2?

In boxes 14 – 20 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the Statement contradicts the information

NOT GIVEN if there is no information on this

...

17 Current thinking on humour has largely ignored Aristotle's view on the subject.

【分析】

根据题目定位到原文第二段尾句: But most modern humour theorists have settled on some version of Aristotle's belief that jokes are based on a reaction to or resolution of



incongruity, when the punchline is either a nonsense or, though appearing silly, has a clever second meaning. 该句子较长，可通过 that 前的抽象名词和 that 后完整的句子判断出这是一个同位语从句，抽出主干 But most modern humour theorists have settled on some version of Aristotle's belief...主干部分就告诉了我们现代关于幽默的观点是基于亚里士多德的观点的，而题干表述是相反的。

含有同位语从句的句子通常较长，看似复杂，因此容易成为出题点，而带有破折号的句子或者定语从句也是如此。但是，要注意，如同本题，有时候通过给句子“减肥”的方式，抽出主干部分，不用看同位语从句（或破折号部分、定语从句等）的具体内容，也可以顺利解决题目。

“烤鸭”，继续烤！

7. 举例原则

◆ 原则指导

for example/for instance/such as 等短语前后是考点。

◆ 真题重现

【原文】

(C7T1R1)

Let's Go Bats

...

- D** What else might the engineer think of? Well, blind humans sometimes seem to have an uncanny sense of obstacles in their path. It has been given the name “facial vision”, because blind people have reported that it feels a bit like the sense of touch, on the face. One report tells of a totally blind boy who could ride his tricycle at good speed around the block near his home, using facial vision. Experiments shows that, in face, facial vision is nothing to do with touch or the front of the face, although the sensation may be referred to the front of the face, like the referred pain in a phantom limb. The sensation of facial vision, it turns out, really goes in through the ears. Blind people, without even being aware of the face, are actually using echoes of their own footsteps and of other sounds, to sense the presence of obstacles. Before this was discovered, engineers had already built instruments to exploit the principle, for example to measure the depth of the sea under a ship. After this technique had been invented, it was only a matter of time before weapons designers adapted it for the detection of submarines. Both sides in the Second World War relied heavily on these devices, under such code names as Asdic (British) and Sonar (American), as well as Radar (American) or RDF (British), which uses radio echoes rather than sound echoes.

【例题】(8)

Question 6 – 9

Complete the summary below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in the boxes 6 – 9 on your answer sheet.

Facial Vision

Blind people report that so-called “facial vision” is comparable to the sensation of touch on the face. In fact, the sensation is more similar to the way in which pain from a 6 _____ arm or leg might be felt. The ability actually comes from perceiving 7 _____ through the ears. However, even before this was understood, the principle had been applied in the design of instruments which calculated the 8 _____ of the seabed. This was followed by wartime application in devices of finding 9 _____.

【分析】

- 题型 → 摘要题
- 定位词 → calculate; seabed
- 答案 → depth

• 解析 → 根据定位词 **calculate** 和 **seabed** 我们定位到原文 D 段倒数第三句 “Before this was discovered, engineers had already built instruments to exploit the principle, for example to **measure** the depth of the **sea** under a ship.” 此处 **measure** 即为 **calculate** 的近义词，而 **sea** 即为 **seabed** 的上义词。

若考生不认识 **calculated** 这个单词，无法与 **measure** 产生联想，我们也可以用后置定语结构解该题。通过对空格周围的观察，我们会发现空后有 **of the seabed** 这个介词短语做后置定语，因为修饰语与被修饰语是相互依存的关系，因此可以用 **seabed** 去原文定位，寻找被它所修饰的词，回到原文后，会发现只有 **sea** 出现，原文如下：Before this was discovered, engineers had already built instruments to exploit the principle, for example to measure the depth of the **sea** under a ship. 观察 **of the sea** 修饰的是前面的 **depth**，所以答案应该是 **depth**。我们会发现不管用哪种结构做题，都会找到答案的。

从上面的分析中可以看出，举例短语如 **For example/For instance/Such as** 等的前后内容是常见考点。

“烤鸭”，继续烤鸭！

⑧ 8. 连词原则

◆ 原则指导

表因果、转折、相似、递进以及比较的连词会有题目出现。



◆ 真题重现

【原文】(C5T4R3)	【原文】(C6T1R3)
... Breeding in most organisms occurs during a part of the year only, and so a reliable cue is needed to trigger breeding behaviour. Day length is an excellent cue, because it provides a perfectly predictable pattern of change within the year. In the temperate zone in spring, temperatures fluctuate greatly day to day, <u>but</u> day length increases steadily by a predictable amount ...	... E While the Inuit may not actually starve if hunting and trapping are curtailed by climate change, there has certainly been an impact on people's health. Obesity, heart disease and diabetes are beginning to appear in a people for whom these have never before been problems. There has been a crisis of identity as the traditional skills of hunting, trapping and preparing skins have begun to disappear. In Nunavut's "igloo and email" society, where adults who were born in igloos have children who may never have been out on the land, there's a high incidence of depression.
【例题】(34)	【例题】(30)
Question 34 – 40 Complete the sentences. Choose NO MORE THAN THREE WORDS from the passage for each answer. Write your answers in boxes 34 – 40 on your answer sheet. 34 Day length is a useful cue for breeding in areas where _____ are unpredictable.	Questions 27 – 32 Reading Passage 3 has seven paragraphs, A – G. Choose the correct heading for paragraphs B – G from the list of headings below. Write the correct number, <i>i – ix</i>, in boxes 27 – 32 on your answer sheet. List of Headings i The reaction of the Inuit community to climate change ... v A healthier choice of food ... vii Negative effects on well-being ... 30 Paragraph E

【分析】

定位到原文第三句。But 是最典型，也最为“烤鸭”们所熟知的转折连词，只要出现了该词，就说明前后的意思是完全矛盾或者说相反的，既然 but 之后的从句出现了 predictable，就说明 but 之前的主句是 unpredictable，这样 fluctuate 这个生词造成的影响就可忽略不计了，自然答案就是 temperatures。

一些表示让步的词也是比较常见的，although, though, despite, in spite of, even if, even when, while 等。E 段开头就写到 While the Inuit ... 这边的 while 不是“当……的时候”，而是表示“虽然……但是”的意思，想表达的内容在“但是”里，因此看到 while 之后就直接跳到逗号后面看“但是”里的内容即可，看到 there has certainly been an impact on people's health，我们知道在说对健康的影响，有两个选项提到了健康的事情，a healthier choice of food 和 negative effects on well-being，那到底是好的还是坏的影响呢？再往后面看几个单词，我们就看到了 Obesity, heart disease and diabetes，看到肥胖症、心脏病和糖尿病，我们就知道是在说当地人生病的事情，于是果断选 negative effects on well-being。

这些逻辑关系词虽然词性不尽相同，有连词、副词，还有介词，但是它们都准确无误地传达出了意思转折的信息，只要有它们出现，就表明前后语义或者语气的抵触，往往就是考点所在。

“烤鸭”，继续烤！

9. 特殊符号，特殊字体原则

◆ 原则指导

特殊字体原则：括号、引号、黑体、斜体、下划线以及比较罕见的词汇有可能出题。

◆ 真题重现

【原文】(C4T1R1)	【原文】(C5T3R3)
... Many studies have shown that children harbour misconceptions about “<u>pure</u>”, curriculum science. These misconceptions do not remain isolated but become incorporated into a multifaceted, but organized, conceptual framework, making it and the component ideas, some of which are erroneous, more robust but also accessible to	... G The 1969 film. <u>2001: A Space Odyssey</u>, featured an intelligent computer called HAL 9000. As well as understanding and speaking English, HAL could play chess and even learned to lipread. HAL thus encapsulated the optimism of the 1960s that intelligent computers would be widespread by



modification. These ideas may be developed by children absorbing ideas through the popular media. Sometimes this information may be erroneous. It seems schools may not be providing an opportunity for children to re-express their ideas and so have them tested and refined by teachers and their peers. ...	2001. But 2001 has been and gone, and there is still no sign of a HAL-like computer. Individual systems can play chess or transcribe speech, but a general theory of machine intelligence still remains elusive. It may be, however, that the comparison with HAL no longer seems quite so important, and AI can now be judged by what it can do, rather than by how well it matches up to a 30-year-old science-fiction film. “People are beginning to realise that there are impressive things that these systems can do,” says Dr. Leake hopefully. ...
【例题】(3)	【例题】(37)
<i>Questions 1 – 8</i> Do the following statements agree with the information given in Reading Passage 1? <i>In boxes 1 – 8 on your answer sheet write</i> TRUE if the statement agrees with the information FALSE if the statement contradicts the information NOT GIVEN if there is no information on this 3 It has been suggested that children hold mistaken views about the “<u>pure</u>” science that they study at school.	<i>Questions 32 – 37</i> Do the following statements agree with the information given in Reading Passage 3? <i>In boxes 1 – 8 on your answer sheet write</i> TRUE if the statement agrees with the information FALSE if the statement contradicts the information NOT GIVEN if there is no information on this 37 The film 2001: A Space Odyssey reflected contemporary ideas about the potential of AI computers.
【分析】	
题目“pure”这个单词两边出现了引号，在原文中这个词也是以引号的形式出现。因此这道题就可以直接在文中定位到第二段首句。	题目出现了“The film 2001: A Space Odyssey”，很容易将这道题的答案直接定位到文中最后一段首句“The 1969 film 2001: A Space Odyssey ...”。

在分析中指出了特殊字体，如加引号的字词、斜体字、加粗字体等在文中非常明显，因

此考生定位答案的位置会非常迅速。这同样也证明了这些特殊字体出现的地方极易出题，由于这些特殊字体在文章中相对醒目，如果考生看到这些特殊词，应该在文章中立即标出，因为大多数特殊词都会是答案出处。

“烤鸭”，继续烤！

10. 图表原则

◆ 原则指导

如果文章中有图表则要留心图表部分会出题。

◆ 真题重现

【原文】

(C4T1R3)

Visual Symbols and the Blind

...

Part 2

We have found that the blind understand other kinds of visual metaphors as well. One blind woman drew a picture of a child inside a heart — choosing that symbol, she said, to show that love surrounded the child. With Chang Hong Liu, a doctoral student from China, I have begun exploring how well blind people understand the symbolism behind shapes such as hearts that do not directly represent their meaning.

We gave a list of twenty pairs of 33 words to sighted subjects and asked them to pick from each pair the term that 34 best related to a circle and term that 34 best related to a square. For example, we asked: What goes with soft? A circle or a square? Which 34 shape goes with hard?

All our subjects deemed the circle soft and the square hard. A full 94% ascribed happy to the circle, instead of sad. But other pairs revealed less agreement: 79% matched fast to slow and weak to strong, respectively. And only 51% linked 37 deep to circle and shallow to square. When we tested four totally 38 blind volunteers using the same list, we found that their choices closely resembled those made by the 35 36 sighted subjects. One man, who had been blind since birth, scored extremely well. He made only one match differing from the consensus, assigning “far” to square and “near” to circle. In fact, only a small majority of sighted subjects — 53% — had paired far and near to the opposite partners. Thus, we concluded that the blind interpret 34 abstract shapes as sighted people do.

Words associated with circle/square	Agreement among subjects (%)
SOFT-HARD	100
MOTHER-FATHER	94
HAPPY-SAD	94
GOOD-EVIL	80
LOVE-HATE	89
ALIVE-DEAD	87
BRIGHT-DARK	87
LIGHT-HEAVY	85
WARM-COLD	81
SUMMER-WINTER	81
WEAK-STRONG	79
FAST-SLOW	79
CAT-DOG	74
SPRING-FALL	74
QUIET-LOUD	62
WALKING-STANDING	62
ODD-EVEN	57
FAR-NEAR	53
PLANT-ANIMAL	53
DEEP-SHALLOW	51

Fig. 2 Subjects were asked which word in each pair fits best with a circle and which with a square. These percentages show the level of consensus among sighted subjects.



【例题】(33–39)

Questions 33–39

Complete the summary below using words from the box.

Write your answers in boxes 33–39 on your answer sheet.

NB You may use any word more than once.

In the experiment described in Part 2, a set of word 33 _____ was used to investigate whether blind and sighted people perceived the symbolism in abstract 34 _____ in the same way. Subjects were asked which word fitted best with a circle and which with a square. From the 35 _____ volunteers, everyone thought a circle fitted “soft” while a square fitted hard. However, only 51% of the 36 _____ volunteers assigned a circle to 37 _____. When the test was repeated later with 38 _____ volunteers, it was found that they made 39 _____ choices.

associations	blind	deep	hard
hundred	identical	pairs	shapes
sighted	similar	shallow	soft
words			

【分析】

利用信号词进入原文进行信息定位，下面是针对每一题的定位词及其定位到的原文中的语句：

- 33. a set of word → a list of twenty pairs of words
- 34. Symbolism/abstract → the symbolism behind shapes such as hearts (Para 6) / the blind interpret abstract shapes (Para 8)
- 35. subject/volunteers/circle/soft → sighted subjects/all our subjects (Para 7/8)
- 36. 51% → sighted subjects (Fig. 2)
- 37. 51%/circle to → 51% linked deep to circle and shallow to square (Para 8)
- 38. test/volunteers → When we tested four totally blind volunteers using the same list (Para 8)
- 39. choices → their choices closely resembled those made by the sighted subjects (Para 8)

本文出现了两个图表，Fig. 1 和 Fig. 2，36 题针对Fig. 2 的内容出了考点。雅思阅读的文章中出现的图表为数不多，基本以文字叙述为主，但一旦出现此类图表，就要留心有考题出现。

No matter what, believe in yourself, don't let someone else's word easily bring you down.

不论做什么事，相信你自己，别让别人的一句话轻易地将你击倒。



【牛刀小试】(提供2篇练习)

一刀斩

► READING PASSAGE 1

You should spend about 20 minutes on **Questions 1 – 12** which are based on Reading Passage 1 below.

Right and Left-handedness in Humans

Why do humans, virtually alone among all animal species, display a distinct left or right-handedness? Not even our closest relatives among the apes possess such decided lateral asymmetry, as psychologists call it. Yet about 90 per cent of every human population that has ever lived appears to have been right-handed. Professor Bryan Turner at Deakin University has studied the research literature on left-handedness and found that handedness goes with sidedness. So nine out of ten people are right-handed and eight are right-footed. He noted that this distinctive asymmetry in the human population is itself systematic. "Humans think in categories: black and white, up and down, left and right. It's a system of signs that enables us to categorise phenomena that are essentially ambiguous."

Research has shown that there is a genetic or inherited element to handedness. But while left-handedness does not tend to run in families, left nor right handers will automatically produce off-spring with the same handedness; in fact about 6 per cent of children with two right-handed parents will be left-handed. However, among two left-handed parents, perhaps 40 per cent of the children will also be left-handed. With one right and one left-handed parent, 15 to 20 per cent of the offspring will be left-handed. Even among identical twins that have exactly the same genes, one in six pairs will differ in their handedness.

What then makes people left-handed if it is not simply genetic? Other factors must be at work and researchers have turned to the brain for clues. In the 1860s the French surgeon and anthropologist, Dr. Paul Broca, made the remarkable finding that patients who had lost their powers of speech as a result of a stroke (a blood clot in the brain) had paralysis of the right half of their body. He noted that since the left hemisphere of



the brain controls the right half of the body, and vice versa, the brain damage must have been in the brain's left hemisphere. Psychologists now believe that among right-handed people, probably 95 per cent have their language centre in the left hemisphere, while 5 per cent have right-sided language. Left-handers, however, do not show the reverse pattern but instead a majority also has their language in the left hemisphere. Some 30 per cent have right hemisphere language.

Dr. Brinkman, a brain researcher at the Australian National University in Canberra, has suggested that evolution of speech went with right-handed preference. According to Brinkman, as the brain evolved, one side became specialized for fine control of movement (necessary for producing speech) and along with this evolution came right-hand preference. According to Brinkman, most left-handers have left hemisphere dominance but also some capacity in the right hemisphere. She has observed that if a left-handed person is brain-damaged in the left hemisphere, the recovery of speech is quite often better and this is explained by the fact that left-handers have a more bilateral speech function.

In her studies of macaque monkeys, Brinkman has noticed that primates (monkeys) seem to learn a hand preference from their mother in the first year of life but this could be one hand or the other. In humans, however, the specialization in function of the two hemispheres results in anatomical differences: areas that are involved with the production of speech are usually larger on the left side than on the right. Since monkeys have not acquired the art of speech, one would not expect to see such a variation but Brinkman claims to have discovered a trend in monkeys towards the asymmetry that is evident in the human brain.

Two American researchers, Geschwind and Galaburda, studied the brains of human embryos and discovered that the left-right asymmetry exists before birth. But as the brain develops, a number of things can affect it. Every brain is initially female in its organization and it only becomes a male brain when the male fetus begins to secrete hormones. Geschwind and Galaburda knew that different parts of the brain mature at different rates; the right hemisphere develops first, then the left. Moreover, a girl's brain develops somewhat faster than that of a boy. So, if something happens to the brain's development during pregnancy, it is more likely to be affected in a male and the hemisphere more likely to be involved is the left. The brain may become less lateralized and this in turn could result in left-handedness and the development of certain superior skills that have their origins in the left hemisphere such as logic, rationality and abstraction. It should be no surprise then that among mathematicians and architects, left-handers tend to be more common and there are more left-handed males than females.

The results of this research may be some consolation to left-handers who have for centuries lived in a world designed to suit right-handed people. However, what is alarming, according to Mr. Charles Moore, a writer and journalist, is the way the word “right” reinforces its own virtue. Subliminally he says, Language tells people to think that anything on the right can be trusted while anything on the left is dangerous or even sinister. We speak of left-handed compliments and according to Moore, “it is no coincidence that left-handed children, forced to use their right hand, often develop a stammer as they are robbed of their freedom of speech”. However, as more research is undertaken on the causes of left-handedness, attitudes towards left-handed people are gradually changing for the better. Indeed when the champion tennis player Ivan Lendl was asked what the single thing was that he would choose in order to improve his game, he said he would like to become a left-hander.

Geoff Maslen

Questions 1 – 7

Use the information in the text to match the people (listed A – E) with the opinions (listed 1–7) below.

Write the appropriate letter (A – E) in boxes 1–7 on your answer sheet.

NB Some people match more than one opinion.

- A. Dr. Broca
- B. Dr. Brinkman
- C. Geschwind and Galaburda
- D. Charles Moore
- E. Professor Turner

Example

Monkeys do not show a species specific preference for Left or right-handedness.

Answer

B

- 1 Human beings started to show a preference for right-handedness when they first developed language.
- 2 Society is prejudiced against left-handed people.
- 3 Boys are more likely to be left-handed.
- 4 After a stroke, left-handed people recover their speech more quickly than right-handed people.
- 5 People who suffer strokes on the left side of the brain usually lose their power of



speech.

- 6 The two sides of the brain develop different functions before birth.
- 7 Asymmetry is a common feature of the human body.

Question 8 – 10

Using the information in the passage, complete the table below.

Write your answers in boxes 8 – 10 on your answer sheet.

	Percentage of children Left-handed
One parent left-handed One parent right-handed	<u>8</u>
Both parents left-handed	<u>9</u>
Both parents right-handed	<u>10</u>

Questions 11 and 12

Choose the appropriate letters **A – D** and write them in boxes 11 and 12 on your answer sheet.

- 11 A study of monkeys has shown that
 - A. Monkeys are not usually right-handed.
 - B. Monkeys display a capacity for speech.
 - C. Monkey brains are smaller than human brains.
 - D. Monkey brains are asymmetric.
- 12 According to the writer, left-handed people
 - A. Will often develop a stammer.
 - B. Have undergone hardship for years.
 - C. Are untrustworthy.
 - D. Are good tennis players.

二刀切

READING PASSAGE 2

You should spend about 20 minutes on **Questions 13 – 26** which are based on Reading Passage 2 on the following pages.

Questions 12 – 16

Reading Passage 2 has seven paragraphs **A – G**.

Choose the most suitable headings for paragraphs **B – E** and **G** from the list of headings below.

Write the appropriate numbers (**i – x**) in boxes 13 – 17 on your answer sheet.

NB There are more headings than paragraphs so you will not use all of them.

You may use any of the headings more than once.

List of Headings

- i The effect of changing demographics on organizations
- ii Future changes in the European workforce
- iii The unstructured interview and its validity.
- iv The person-skills match approach to selection
- v The implications of a poor person-environment fit
- vi Some poor selection decisions
- vii The validity of selection procedures
- viii The person-environment fit
- ix Past and future demographic changes in Europe
- x Adequate and inadequate explanations of organizational failure

Example

Paragraph A

Answer

x

- 13 Paragraph B _____
- 14 Paragraph C _____
- 15 Paragraph D _____
- 16 Paragraph E _____
- 17 Paragraph G _____

People and Organisations: the Selection Issue

- A** In 1991, according to the Department of Trade and Industry, a record 48,000 British companies went out of business. When businesses fail, the post-mortem analysis is traditionally undertaken by accountants and market strategists. Unarguably organizations do fail because of undercapitalization, poor financial management, and adverse market conditions etc. Yet, conversely, organizations with sound financial backing, good product ideas and market acumen often underperform and fail to meet shareholders' expectations. The complexity, degree and containment of organizational performance require an explanation which goes beyond the balance sheet and the "paper conversion" of financial inputs into profit making outputs. A more complete explanation of "what went wrong" necessarily must consider the essence of what an organization actually is and that one of the financial inputs, the most important and often the most expensive, is people.



- B** An organization is only as good as the people it employs. Selecting the right person for the job involves more than identifying the essential or desirable range of skills, educational and professional qualifications necessary to perform the job and then recruiting the candidate who is most likely to possess these skills or at least is perceived to have the ability and predisposition to acquire them. This is a purely person/skills match approach to selection.
- C** Work invariably takes place in the presence and/or under the direction of others, in a particular organizational setting. The individual has to “fit” in with the work environment, with other employees, with the organizational climate, style of work, organization and culture of the organization. Different organizations have different cultures (Cartwright & Cooper, 1991; 1992). Working as an engineer at British Aerospace will not necessarily be a similar experience to working in the same capacity at GEC or Plessey.
- D** Poor selection decisions are expensive. For example, the costs of training a policeman are about £ 20, 000 (approx. US \$30, 000). The costs of employing an unsuitable technician on an oil rig or in a nuclear plant could, in an emergency, result in millions of pounds of damage or loss of life. The disharmony of a poor person-environment fit (PE-fit) is likely to result in low job satisfaction, lack of organizational commitment and employee stress, which affect organizational outcomes i. e. productivity, high labor turnover and absenteeism, and individual outcomes i. e. physical, psychological and mental well-being.
- E** However, despite the importance of the recruitment decision and the range of sophisticated and more objective selection techniques available, including the use of psychometric tests, assessment centers etc. , many organizations are still prepared to make this decision on the basis of a single 30 to 45 minute unstructured interview. Indeed, research has demonstrated that a selection decision is often made within the first four minutes of the interview. In the remaining time, the interviewer then attends exclusively to information that reinforces the initial “accept” or “reject” decision. Research into the validity of selection methods has consistently demonstrated that the unstructured interview where the interviewer asks any questions he or she likes, is a poor predictor of future job performance and fares little better than more controversial methods like graphology and astrology. In times of high unemployment, recruitment becomes a “buyer’s market” and this was the case in Britain during the 1980s.

- F** The future, we are told, is likely to be different. Detailed surveys of social and economic trends in the European Community show that Europe's population is falling and getting older. The birth rate in the Community is now only three-quarters of the level needed to ensure replacement of the existing population. By the year 2020, it is predicted that more than one in four Europeans will be aged 60 or more and barely one in five will be under 20. In a five-year period between 1983 and 1988 the Community's female workforce grew by almost six million. As a result, 51% of all women aged 14 to 64 are now economically active in the labor market compared with 78% of men.
- G** The changing demographics will not only affect selection ratios. They will also make it increasingly important for organizations wishing to maintain their competitive edge to be more responsive and accommodating to the changing needs of their workforce if they are to retain and develop their human resources. More flexible working hours, the opportunity to work from home or job share, the provision of childcare facilities etc., will play a major role in attracting and retaining staff in the future.

Questions 18 – 23

Do the following statements agree with the views of the writer in Reading Passage 2?

In boxes 18 – 23 on your answer sheet write

YES *if the statement agrees with the writer*

NO *if the statement does not agree with the writer*

NOT GIVEN *if there is no information about this in the passage*

- 18 Organizations should recognize that their employees are a significant part of their financial assets.
- 19 Open-structured 45 minute interviews are the best method to identify suitable employees.
- 20 The rise in the female workforce in the European Community is a positive trend.
- 21 Graphology is a good predictor of future job performance.
- 22 In the future, the number of people in employable age groups will decline.
- 23 In 2020, the percentage of the population under 20 will be smaller than now.

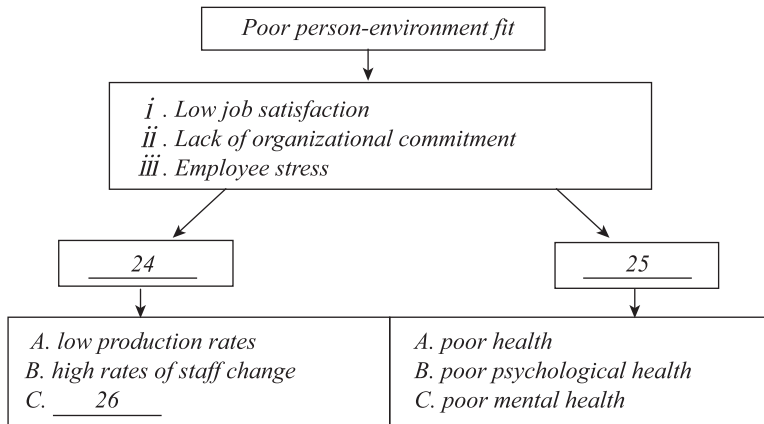
Questions 24 – 26

Complete the notes below with words taken from Reading Passage 2.

*Use **NO MORE THAN TWO WORDS** for each answer.*



Write your answers in boxes 24 – 26 on your answer sheet.



Day

01

Day

02

Day

03

Day

04

Day

05

Day

06

Day

07

Day 2

多大的词汇量才算大？



Attitude decides everything, and details determine success or failure.



今日目标：吃透单词

相信不少考生在学英语的过程中都会遇到这样一个难题：想大量阅读，提高自己的英语水平，然而无论读什么英语读物，你们的眼前却无一例外地横着一片荆棘之地：**单词！**数以万计的、一望无际的**单词！！**生僻难懂的，语义抽象的**单词!!!**那一个个奇形怪状的字母，一个个蹩脚的发音，一个个稀奇古怪的意思，让无数考生尽折腰！让人不禁对天咆哮：神啊，救救我吧！

我们用了N年的时间只积累了可怜兮兮的不到2000个单词，而要想在英语世界中游走自如，起码要掌握6000个单词，想到这一点，不免让我们觉得背单词长路漫漫。这令不少考生望而却步，甚至半途而废，更令无数雏鸭进退维谷，一筹莫展。背单词，成了很多“烤鸭”挥之不去的一场噩梦。但是，只要找出内在规律，单词也是可以吃透的。

没有词汇 (vocabulary) 就没有阅读量

词汇量是阅读的基础，没有一定量的词汇，阅读是没有希望的。试想，一句话10个词，其中一半以上你不认识，无法串通句子，文章紧要处往往有个不甚明了的词语，这段断便不知所云。无数考生或因为阅读文章中出现太多的“拦路虎”而在做题时根本无从下手，或虽然平时苦啃词汇书却在真正做题时忘得一干二净。词汇，是英语学习的根本，也是雅思阅读考试能够取得高分的关键。

雅思阅读考试虽有技巧，但对于词汇量极度缺乏的考生来说，就像“屠龙刀”之于屠夫，也不过是一把杀猪的刀，屠不了龙。许多考生一看到雅思阅读文章中又长又臭的生词，就在心里默念“我晕”，在接二连三地碰到生词之后，不禁慌了手脚。

例1：

Alternative Medicine in Australia (C4T2R2)

① Disenchantment with orthodox medicine has seen the popularity of alternative therapies in Australia climb steadily during the past 20 years. ② In a 1983 national health survey, 1.9% of people said they had contacted a chiropractor, naturopath, osteopath, acupuncturist or herbalist in the two weeks prior to the survey. By 1990, this figure had risen to 2.6% of the population. The 550,000 consultations with alternative therapists reported in the 1990 survey represented about an eighth of the total number of consultations with medically qualified personnel covered by the survey, according to



Dr Laver and colleagues writing in the Australian Journal of Public Health in 1993. “A better educated and less accepting public has become **disillusioned** with the experts in general, and increasingly **skeptical** about science and empirically based knowledge,” they said. “The high standing of professionals, including doctors, has been **eroded** as a consequence”.

从这段文章中我们可以看到，短短的2个句子中的8个生词成了我们阅读的障碍，尤其是出现在句首的主语，如 disenchantment 作为句子的关键成分使考生对整句意思无法透彻理解，很多考生都反映一看到这些“庞大”的词汇就慌了神，对自己理解句子的能力产生怀疑，从而影响了做题正确率。

例 2:

Visual Symbol and the Blind (C4T1R3)

All but one of the blind subjects **assigned** distinctive motions to each wheel. Most guessed that the curved spokes indicated that the wheel was **spinning** steadily; the wavy spokes, they thought, suggested that the wheel was **wobbling**; and the bent spokes were taken as a sign that the wheel was **jerking**. Subjects assumed that spokes extending beyond the wheel's perimeter **signified** that the wheel had its brakes on and that dashed spokes indicated the wheel was spinning quickly.

以上这些动词都表示特定的含义，描述了句中名词的各种状态。而且，文后有三道题目与这个段落有关，如果考生无法掌握适用的方法来理解文中所提到的这些生词，那么在面对考题时，就只能喊一声“我晕”了。

由上面的几个例子可以看出，雅思阅读是有难度的，有的文章几乎隔几步便是生词，难以下手。由此我们知道阅读是否有好的效果，词汇量是决定因素。没有词汇量，就没有阅读。

所以，一定要踏踏实实地把雅思所要求的基本词汇掌握好，剩下少量的超纲词汇，要么是与文章主要内容无关的极其生僻的词，要么是通过上下文可以猜出大致意思的词。所以，没有必要为大纲以外的词汇犯难。也就是本章旨在回答的问题：多大的词汇量才算大？答案就是：词不在多，够用就行！

好钢用在刀刃上——雅思词汇渗透

上文表明，阅读学习中，没有词汇（vocabulary）就没有阅读量的说法是成立的。词汇几乎是所有英语学习者的难题，阅读词汇又是相对来说比较难的一类，因此提醒考生们在训练阅读速度（speed）、掌握阅读答题技巧（skill）的同时，不能忽略词汇的补充。那么，如

何在平时的阅读学习中加入词汇的积累和记忆 (memory) 呢?

我们把阅读词汇按照其重要性分为考点词汇、常识类词汇以及专业性词汇。下面我们就来探究一下这三类词汇的归类 (classification) 和记忆方法。**想拿高分? GO!**



考点词汇

所谓考点词汇,就是指雅思阅读中常出现的对句意、题意有着重要影响的词汇。考点词汇是雅思考试中最常出现的高频词汇,也就是说,不同的雅思文章中,这些词汇经常重复出现,并且都有着举足轻重的地位。考点词由于出现频率非常高,因此实际上考点词汇是比较有限的 (limited)。雅思阅读考点词汇可以根据题材分为经济、自然、社会、动物、历史、科技、人物、教育和天文地理九大类。



经济篇

编号	单词		相关
1	reserve	<i>n.</i> 储备; 储备金	required reserve ratio 法定准备金率 reserve account 准备金账户
2	fictitious	<i>adj.</i> 虚假的	fictitious economy 虚拟经济 (real economy 实体经济) fictitious assets 虚拟资产
3	piracy	<i>n.</i> 剽窃; 盗版	anti-piracy 反盗版
4	rebate	<i>n.</i> 退款; 回扣 <i>v.</i> 扣除; 打折扣	tax rebates 退税 export tax rebate system 出口退税机制
5	appreciation	<i>n.</i> 增值	stock appreciation 库存增值; 股票升值 price appreciation 价格上涨
6	credit	<i>n.</i> 信用; 信贷	credit system 信用制度; 信贷制度 credit risk 信用风险; 信贷风险



(续)

编号	单词		相关
7	rate	<i>n.</i> 税率; 利率	exchange rate 汇率; 兑换率 fixed rate 固定汇率; 固定利率
8	affordable	<i>adj.</i> 负担得起的	affordable fair 价格实惠公道 economically affordable house 经济适用房
9	bid	<i>n.</i> 出价 <i>v.</i> 出价	successful bid 中标 bid evaluation 评标
10	monetary	<i>adj.</i> 货币的; 财政的	tight monetary policy 收紧的货币政策 easy monetary policy 宽松的货币政策
11	fiscal	<i>adj.</i> 财政的	fiscal deficit 财政赤字; 财务赤字 fiscal expenditure 财政支出
12	surge	<i>n.</i> 剧增; 飙升	oil prices surge 油价飙升
13	stockpile	<i>n.</i> 大量储备	crude oil stockpiles 原油储备
14	quadruple	<i>v.</i> 翻两番	to quadruple per capita GDP 使人均 GDP 翻两番
15	agent	<i>n.</i> 代理人	letting agent 房屋中介 insurance/estate agent 保险/地产经纪人
16	kickback	<i>n.</i> 回扣, 佣金	to take/receive/get kickback 吃回扣
17	overdraft	<i>n.</i> 透支	financial overdraft 财政透支
18	revenue	<i>n.</i> 收入	net revenue 净收入; 纯收入 fiscal revenue 财政收入
19	subsidy	<i>n.</i> 补贴; 津贴	export subsidy 出口补贴 education/medical/government subsidy 教育/医疗/政府补贴
20	revaluation	<i>n.</i> 货币升值	currency revaluation 货币增值 RMB revaluation 人民币升值
21	downturn	<i>n.</i> 衰退	economic downturn 经济滑坡; 经济低迷 industry downturn 行业不景气 export downturn 出口下滑
22	antidumping	<i>adj.</i> 反倾销的	antidumping tax 反倾销税 antidumping responding 反倾销应诉 antidumping laws 反倾销法
23	shortfall	<i>n.</i> 不足; 赤字; 差额	market shortfall 市场供应不足 expected shortfall 预期损失 mean shortfall 平均短缺

(续)

编号	单词		相关
24	benchmark	<i>n.</i> 基准点	benchmark Index 基准指数; 基准指标
25	deflation	<i>n.</i> 通货紧缩	monetary deflation 货币紧缩
26	inflation	<i>n.</i> 通货膨胀	creeping inflation 爬行式通货膨胀; 温和通货膨胀 galloping inflation 恶性通货膨胀; 急剧的通货膨胀 asset inflation 资产通胀
27	informationize	<i>v.</i> 信息化	educate informationize 教育信息化 enterprise informationize 企业信息化
28	venture	<i>n.</i> 风险	venture capital 风险准备金
29	consumption	<i>n.</i> 消费	green consumption 绿色消费 domestic consumption 国内消费; 生活用电量
30	floating	<i>adj.</i> 浮动的	floating debt 短期债务; 流动债务 floating currency 浮动货币 floating liability 流动负债; 浮动负债

 自然篇

编号	单词		相关
1	conservation	<i>n.</i> 保护; 保存	forest conservation 森林保护
2	ozone	<i>n.</i> 臭氧	stratospheric ozone 平流层臭氧 ozone decrease 臭氧减少
3	dust-storm	<i>n.</i> 沙尘暴	sand-dust storm 沙尘暴 formation of sand-dust storm 沙尘暴的形成 the sources of sand-dust storm 沙源
4	deforestation (<i>v.</i> deforest)	<i>n.</i> 滥砍滥伐	excessive deforestation 森林的砍伐过量
5	vegetation	<i>n.</i> 植物, 植被	vegetation zone 植被带; 植物带 ground vegetation 地植被
6	ecosystem	<i>n.</i> 生态系统	ecosystem structure 生态系统结构 degraded ecosystem 退化生态系统 grassland ecosystem 草原生态系统
7	counterbalance	<i>v.</i> 使平衡; 弥补	
8	precipitation	<i>n.</i> 降水; 沉淀	precipitation intensity 降水强度 annual precipitation 年降水量 chemical precipitation 化学沉淀



(续)

编号	单词		相关
9	volcano	<i>n.</i> 火山	dead volcano 死火山 active volcano 活火山 dormant volcano 休眠火山
10	irreversible	<i>adj.</i> 不可逆的	irreversible system 不可逆系统
11	photosynthesis	<i>n.</i> 光合作用	artificial photosynthesis 人工光合作用
12	bacterium (pl. bacteria)	<i>n.</i> 细菌	bacteriology 细菌学
13	organism	<i>n.</i> 微生物; 有机物	soil organism 土壤生物 aquatic organism 水生生物
14	mammal	<i>n.</i> 哺乳类动物	rodent 啮齿类动物 primate 灵长类动物 reptile 爬行类动物
15	hibernate (<i>n.</i> hibernation)	<i>v.</i> 冬眠	
16	odor	<i>n.</i> 气味	注: aroma/fragrance/scent/smell, 大概意思相同, 都有“气味”的意思。
17	prey	<i>n.</i> 捕食; 被捕食者 <i>v.</i> 捕食; 掠夺	predator <i>n.</i> 捕食者; 食肉动物
18	spectacle	<i>n.</i> 奇观; 景象	
19	jungle	<i>n.</i> 丛林	jungle law 丛林法则; 弱肉强食原则
20	gorge	<i>n.</i> 峡谷	
21	freshwater	<i>n.</i> 淡水	freshwater resources 淡水资源 freshwater sediment 淡水沉积物
22	epidemic	<i>n.</i> 流行病 <i>adj.</i> 流行的; 传染性的	epidemic disease 流行病; 传染病 epidemic outbreak 流行病爆发 epidemic analysis 疫情; 疫情分析
23	hurricane	<i>n.</i> 飓风	
24	landslide	<i>n.</i> 山崩, 滑坡	landslide control 滑坡防治 landslide tsunami 山崩海啸 landslide harness 滑坡治理
25	erosion	<i>n.</i> 侵蚀	soil erosion 土壤侵蚀; 水土流失 wind erosion 风蚀 wave erosion 浪蚀; 波蚀

(续)

编号	单词		相关
26	drought	<i>n.</i> 干旱	drought tolerance 耐旱性 partial drought 部分干旱; 小旱
27	pollutant	<i>n.</i> 污染物	pollutant distribution 污染物分布 pollutant discharge 污染物排放
28	low-carbon	<i>adj.</i> 低碳的	low-carbon tourism 低碳旅游 low-carbon transportation 低碳交通
29	catastrophe	<i>n.</i> 大灾难	catastrophe risk 巨灾风险 catastrophe failure 重大事故; 严重故障
30	endangered	<i>adj.</i> 濒临灭绝的	endangered species/wildlife 濒危物种/野生动物

 社会篇

编号	单词		相关
1	virtue	<i>n.</i> 美德; 优点	virtue education 思想教育
2	aging	<i>n.</i> 老化	population aging 人口老龄化 aging rate 老化率; 老化速率
3	blockbuster	<i>n.</i> 大片	hollywood blockbuster 好莱坞大片
4	moonlighting	<i>n.</i> (尤指在夜间) 从事第二职业, 兼职	income from moonlighting 灰色收入
5	jerry-built	<i>adj.</i> 偷工减料的	jerry-built project 豆腐渣工程
6	pension	<i>n.</i> 养老金	pension insurance 养老保险 pension paper 退休文件 monthly pension 每月的养老金
7	speculation	<i>n.</i> 炒作	commercial speculation 商业炒作
8	crown	<i>n.</i> 王冠	take the crown 夺冠
9	boomerang	<i>n.</i> 回归的儿童	boomerang kids 啃老族 boomerang generation 回巢族
10	spoil	<i>v.</i> 溺爱	
11	innovation	<i>n.</i> 创新	innovation management 创新管理 educational innovation 教育革新 system innovation 制度创新
12	modesty	<i>n.</i> 谦虚	
13	corruption	<i>n.</i> 贪污, 腐败	academic corruption 学术腐败 judicial corruption 司法腐败



(续)

编号	单词		相关
14	shirk	v. 逃避; 推卸	shirk/avoid/shun one's duties/responsibilities 逃避责任
15	charity	n. 慈善	charity institution 慈善机构
16	consumer	n. 消费者	consumer demand 消费者需求 consumer market 消费市场
17	devote (n. devotion)	v. 奉献	同 dedicate (n. dedication)
18	dishonest	adj. 不诚实的; 欺诈的	dishonest behaviors 欺诈行为 dishonest trader 奸商
19	donate (n. donation)	v. 捐款	
20	plagiarism	n. 剽窃抄袭	code plagiarism 代码抄袭 eradicate plagiarism 铲除剽窃行为
21	bribe	n. 贿赂 v. 贿赂, 收买	take bribes 收受贿赂
22	urbanization	n. 城市化	urbanization level 城市化水平 urbanization construction 城镇化建设
23	unemployment	n. 失业	unemployment benefit 失业救济; 失业津贴 unemployment problems 失业问题
24	stress	n. 压力	work stress 工作压力 stress-related illnesses 与压力有关的疾病
25	imbalance	n. 不平衡	region imbalance 区域不平衡 ratio imbalance 比例失调
26	crime	n. 犯罪	a rising crime rate 犯罪率上升 breed crimes 滋生犯罪
27	explosion	n. 激增; 爆发	population explosion 人口激增
28	feasible	adj. 可行的	a feasible measure 一种可行的措施
29	drain	n. 消耗	drain of energy and resources 能源和资源消耗
30	instability	n. 不稳定; 不安定	social instability 社会动荡

 动物篇

编号	单词		相关
1	evolve (<i>n.</i> evolution)	<i>v.</i> 进化; 发展	evolve into 发展成, 进化成 evolve from 由……进化
2	undergo	<i>v.</i> 经历	
3	secrete (<i>n.</i> secretion)	<i>v.</i> 分泌	注意容易误看为 “secret”。
4	optimise	<i>v.</i> 使最优化	
5	habitat	<i>n.</i> 栖息地	habitat destruction 栖息地破坏; 生境破坏 habitat environment 栖息环境
6	inhabit (<i>n.</i> inhabitation)	<i>v.</i> 栖息; 居住	an island inhabited by wild beasts 野兽栖息的岛屿
7	mate	<i>v.</i> 使……成为配偶, 交配	
8	reproduce (<i>n.</i> reproduction)	<i>v.</i> 生殖, 繁殖	reproduce sexually 有性繁殖 reproduce through seeds 靠种子来繁殖
9	breed	<i>v.</i> 养育, 繁殖	
10	zoologist	<i>n.</i> 动物学家	botanist <i>n.</i> 植物学家
11	counteract	<i>v.</i> 抵消; 中和	counteract disease 中和疾病 counteract poison 中和毒素
12	digest	<i>v.</i> 消化	
13	heal	<i>v.</i> 痊愈, 愈合	heal up 痊愈; 治愈 self heal 自我治愈
14	survive	<i>v.</i> 幸存	survive on 靠……活下来; 靠……生存
15	innate	<i>adj.</i> 天生的, 固有的	innate immune 先天免疫
16	instinct	<i>n.</i> 本能, 天性	by instinct 出于本能 killer instinct 杀生本能 maternal instinct 母性本能
17	extinct (<i>n.</i> extinction)	<i>adj.</i> 灭绝的, 绝种的	extinct species 灭绝的物种 globally extinct 全球灭绝 extinct volcano 死火山
18	vanish	<i>v.</i> 消失; 消灭	vanish from the earth 从地球上消失
19	diverse (<i>n.</i> diversity)	<i>adj.</i> 多样的	diverse species 不同物种



(续)

编号	单词		相关
20	dominate	v. 主导, 支配	
21	endangered	adj. 濒临灭绝的	critically endangered 极危物种; 极度濒危 endangered species 濒临灭绝的物种
22	species	n. 物种	native species 本地物种; 原生种 bird species 禽类; 鸟类
23	lifespan	n. 寿命	long lifespan 长寿命
24	nocturnal	adj. 夜间的, (动物) 夜间活动的	nocturnal fowl 夜禽 nocturnal migration 夜间移栖; 夜间迁移
25	specimen	n. 标本; 样品, 样本	specimen collection 标本采集
26	compatible	adj. 兼容的; 能共处的	compatible with 与……和谐相处 compatible mode 兼容模式
27	immune (n. immunity)	adj. 免疫的, 有免疫力的	immune body 抗体; 免疫体 cellular immune 细胞免疫 immune system 免疫系统
28	gene (adj. genetic)	n. 基因	gene mutation 基因突变 gene duplication 基因复制
29	variation	n. 变化, 变异	genetic variation 遗传变异 seasonal variation 季节性波动
30	indigenous	adj. 本土的, 当地的	indigenous plant 本地生植物 indigenous flora 土著菌群

Note: 阅读中, 关于动物类的话题通常可以分为四个方面: 动物的进化和发展、生活习性、灭绝或者数量的减少、动物的研究及科技应用。

E 历史篇

编号	单词		相关
1	dynasty	n. 王朝, 朝代	
2	emperor	n. 皇帝, 君主	Roman emperor 罗马皇帝
3	ancestor	n. 祖先; 被继承人	ancestor worship 祭祖 ancestor language 母语
4	centuries-old	adj. 悠久的	centuries-old tradition 古老的传统 a centuries-old moral principle 古老的道德原则

(续)

编号	单词		相关
5	wisdom	<i>n.</i> 智慧, 才智	conventional wisdom 传统智慧 great wisdom 非凡的智慧 folk wisdom 民间智慧
6	historic	<i>adj.</i> 有历史意义的; 历史上著名的	historic site 古迹; 历史遗迹 historic monument 历史碑石 historic city 历史文化名城
7	relic	<i>n.</i> 遗迹, 遗物; 废墟; 纪念物	historic relic 历史遗迹 cultural relic 文物; 文化古迹
8	heritage	<i>n.</i> 遗产	cultural heritage 文化遗产
9	symbolic	<i>adj.</i> 象征的; 符号的	symbolic representation 符号表示; 符号表征 symbolic language 符号语言 symbolic code 符号代码
10	landmark	<i>n.</i> 地标; 里程碑	landmark building 标志性建筑
11	architecture	<i>n.</i> 建筑学; 建筑风格	ancient architecture 古代建筑
12	chronological	<i>adj.</i> 按时间顺序的	chronological order (事情发生或发展的) 时间次序 chronological age 实龄 chronological record 序时记录
13	emerge	<i>v.</i> 出现, 浮现	emerge from 自……出现; 从……显露出来 emerge in endlessly 层出不穷
14	myth	<i>n.</i> 神话; 虚构的人/物	
15	ritual	<i>n.</i> 仪式; 典礼	ritual dance 仪式之舞; 祭祀之舞
16	formalize (<i>n.</i> formalization)	<i>v.</i> 使……成为正式	
17	supernatural	<i>adj.</i> 超自然的; 神奇的	supernatural abilities 超自然能力 supernatural feat 法术
18	sophisticated	<i>adj.</i> 精致的; 复杂的	sophisticated products 精良的产品 sophisticated technology 工艺精良
19	aesthetic	<i>adj.</i> 美的; 审美的	aesthetic education 美育 aesthetic value 审美价值 aesthetic feeling 美感 aesthetic appreciation 审美
20	origin	<i>n.</i> 起源	origin of life 生命的起源 ethnic origin 种族本源 animal origin 动物来源 origin of species 物种起源



E 科技篇

编号	单词		相关
1	versatile (<i>n.</i> versatility)	<i>adj.</i> (人) 多才多艺的; (物) 通用的	versatile talent 多才多艺 versatile system 通用系统
2	transmute	<i>v.</i> 变形; 变质	transmute silver into gold 化银为金 transmute rock to mud 化石为泥
3	alloy	<i>n.</i> 合金	aluminium alloy 铝合金 alloy steel 合金钢 low alloy 低合金
4	aluminum	<i>n.</i> 铝	calcium 钙 uranium 铀 radium 镭 copper 铜 brass 黄铜 bronze 青铜
5	inflammable	<i>adj.</i> 易燃的	inflammable liquid 易燃液体 inflammable gas 易燃气体的
6	ceramic	<i>adj.</i> 陶瓷的	ceramic substrate 陶瓷衬底; 陶瓷基板 ceramic glaze 陶釉; 瓷釉
7	insulate (<i>n.</i> insulator; insulation)	<i>v.</i> 隔离; 绝缘	insulate section 隔离区
8	opaque	<i>adj.</i> 不透明的	opaque paper 不透明纸 opaque attritus 暗煤; 不透明杂质煤 opaque glass 不透明玻璃
9	optics	<i>n.</i> 光学	geometrical optics 几何光学 quantum optics 量子光学 applied optics 应用光学
10	binary	<i>adj.</i> 二进制的	binary system 二进制 binary data 二进制数据
11	buffer	<i>n.</i> 缓冲区	buffer zone 缓冲区, 缓冲带
12	envisage	<i>v.</i> 想象; 看作	
13	momentous	<i>adj.</i> 重要的; 重大的	注意同“momentary”易混。
14	reticular	<i>adj.</i> 网状的	reticular structure 网状结构 reticular cell 网状细胞
15	artificial	<i>adj.</i> 人造的	artificial satellite 人造卫星
16	exorbitant	<i>adj.</i> 过度的; 过高的	

(续)

编号	单词		相关
17	centripetal	<i>adj.</i> 向心 (力) 的	centripetal force 向心力 centrifugal force 离心力
18	infrastructure	<i>n.</i> 基础设施	infrastructure construction 基础设施; 基础设施建设 transportation infrastructure 运输基础设施 physical infrastructure 基础设施建设 (区别) superstructure 上层建筑
19	hydraulic	<i>adj.</i> 水力的; 液压的	hydraulic system 液压系统 hydraulic engineering 水利工程 hydraulic turbine 水轮机
20	ventilation	<i>n.</i> 通风	ventilation system 通风系统 natural ventilation 自然通风 heating and ventilation 采暖通风
21	prefabricate	<i>v.</i> 预先制造	prefabricate prestress 预制预应力 prefabricate concrete 预制混凝土构件
22	polytechnic	<i>adj.</i> 各种工艺的	
23	geometric (<i>n.</i> geometry)	<i>adj.</i> 几何 (学) 的	geometric model 几何模型 geometric figure 几何图形 geometric drawing 几何图
24	asymmetry	<i>n.</i> 不对称	同 dissymmetry; unsymmetry
25	paradoxical (<i>n.</i> paradox)	<i>adj.</i> 矛盾的; 似是而非的	paradoxical resistance 矛盾抵抗
26	empirical	<i>adj.</i> 经验的; 实证的	empirical study 实证研究 empirical evidence 实验性证据 empirical coefficient 经验系数 empirical value 经验值
27	clockwise	<i>adj.</i> 顺时针的	clockwise rotation 顺时针转 clockwise direction 顺时针方向 anticlockwise <i>adj.</i> 逆时针的
28	electrode	<i>n.</i> 电极	carbon electrode 碳电极 negative electrode 负极 positive electrode 正极 grounding electrode 接地电极
29	patent	<i>n.</i> 专利	national patent 国家专利 patent law 专利法, 专利权法
30	advancement	<i>n.</i> 进步; 提升	


 人物篇

编号	单词		相关
1	artist	<i>n.</i> 艺术家	graphic artist 平面艺术家 martial artist 武术家 visual artist 视觉艺术家
2	critic	<i>n.</i> 批评家	art critic 艺术评论家 food critic 美食评论家
3	biographer	<i>n.</i> 自传作家	
4	feminist	<i>n.</i> 女权主义者	
5	precursor	<i>n.</i> 先驱	
6	apprentice	<i>n.</i> 学徒	
7	eccentric	<i>adj.</i> 古怪的	
8	innocent (<i>n.</i> innocence)	<i>adj.</i> 天真的; 无罪的	
9	rigid	<i>adj.</i> 僵化的	
10	clumsy	<i>adj.</i> 笨拙的	同 awkward
11	all-round	<i>adj.</i> 多才多艺的; 全面的	all-round development 全面发展
12	immortal	<i>adj.</i> 不朽的	immortal mind 不朽的精神
13	cynical	<i>adj.</i> 愤世嫉俗的	
14	sentimental	<i>adj.</i> 多愁善感的	sentimental medley 伤感乐曲 sentimental comedy 言情喜剧
15	tolerance	<i>n.</i> 宽容	
16	originality	<i>n.</i> 创意	design originality 创意巧思
17	self-reliance	<i>n.</i> 自立	
18	discriminate (<i>n.</i> discrimination)	<i>n.</i> 歧视	discriminate against 歧视; 排斥
19	inequality	<i>n.</i> 不平等	income inequality 收入不平衡 social inequality 社会不平等
20	foster	<i>adj.</i> 收养的, 养育的 <i>v.</i> 培养; 抚养	foster care 看护; 照顾 foster father/son 养父/养子

教育篇

编号	单词		相关
1	accommodation	<i>n.</i> (膳宿) 供应	university accommodation 学校宿舍; 大学宿舍
2	lease	<i>n.</i> 租约; 租期 <i>v.</i> 出租	lease contract 租契; 租赁契约 lease term 租赁期 lease out 出租
3	reciprocal	<i>adj.</i> 相互的; 互惠的	reciprocal relationship 互反关系
4	cater	<i>v.</i> 迎合; 满足 (需要); 提供饮食及服务	cater for 迎合; 供应伙食; 为……提供所需
5	excursion	<i>n.</i> 远足	同 outing, expedition
6	discipline	<i>n.</i> 学科; 纪律	academic discipline 学术科目 engineering discipline 工程学科 severe discipline 严格的纪律 maintain discipline 维持纪律
7	curriculum	<i>n.</i> 课程	同 course curriculum reform 课程改革 curriculum design 课程设计 professional curriculum 专业课程 curriculum schedule 课程表 extracurricular <i>adj.</i> 课外的
8	compulsory	<i>adj.</i> 强制的; 必修的	compulsory education 义务教育 compulsory course 必修课
9	recruit (<i>n.</i> recruitment)	<i>v.</i> 招生; 招募	
10	aptitude	<i>n.</i> 天资; 能力	aptitude test 才能测验; 能力测试 have an aptitude for 有……的才能 academic aptitude 学术才能
11	assignment	<i>n.</i> 任务; (课外) 作业	
12	credential	<i>n.</i> 证明; 文凭	
13	overestimate	<i>v.</i> 高估	underestimate <i>v.</i> 低估
14	transcription	<i>n.</i> 抄写; 誊写	
15	optional	<i>adj.</i> 可选择的	selective/elective/optional course 选修课 compulsory/required courses 必修课
16	dissertation	<i>n.</i> 论文	doctoral dissertation 博士论文 academic dissertation 学位论文; 学术论文



(续)

编号	单词		相关
17	commencement	<i>n.</i> 毕业典礼; 开始	commencement speech 毕业演讲 graduation commencement 毕业典礼 annual commencement 学年结业典礼
18	preliminary	<i>adj.</i> 初步的; 预备的	preliminary study 初步研究 preliminary examination 预备考试 preliminary round 初赛
19	dyslexia	<i>n.</i> 诵读困难症; 阅读障碍	phonological dyslexia 拼音性失读症; 语音型阅读障碍
20	literate	<i>adj.</i> 有文化的	illiterate <i>adj.</i> 文盲的
21	specialist	<i>n.</i> 专才	financially literate 掌握一定财务知识 computer literate 懂电脑
22	claim	<i>v.</i> 要求; 主张 <i>n.</i> 要求; 索赔	claim for 要求; 索取 claim for compensation 索赔 lay claim to 要求; 自以为 make a claim 索赔; 对……提出要求
23	popularity	<i>n.</i> 普及, 流行	enjoy great popularity 享有盛誉
24	potentiality	<i>n.</i> 潜力; 可能性	competitive potentiality 竞争潜力
25	originate	<i>v.</i> 发起, 创办	
26	theoretical	<i>adj.</i> 理论的	theoretical basis/foundation 理论基础
27	prestige	<i>n.</i> 声望, 威信	
28	institution	<i>n.</i> 团体; 制度; 惯例	financial institution 金融机构 institution of higher learning/education 高等学校 medical institution 医疗机构 academic institution 学术机构
29	accredited	<i>adj.</i> 官方认可的; 公认的	discredited <i>adj.</i> 未被认可的; 败坏名声的 credible <i>adj.</i> 可信的, 可靠的
30	socialise	<i>v.</i> 使社会化	



天文地理篇

编号	单词		相关
1	hurricane	<i>n.</i> 飓风	
2	avalanche	<i>n.</i> 雪崩	

(续)

编号	单词		相关
3	astronomical	<i>adj.</i> 天文学的	astronomical observatory 天文台 astronomical telescope 天文望远镜 astronomical figures 天文数字 astronomical body 天体
4	El Nino	<i>n.</i> 厄尔尼诺现象	El Nino effect 厄尔尼诺效应
5	monsoon	<i>n.</i> 季风	monsoon climate 季风气候 monsoon season 季风季节 monsoon rainfall 季风降雨
6	tropical	<i>adj.</i> 热带的	tropical storm 热带风暴 tropical cyclone 热带气旋 tropical rain forest 热带雨林 tropical depression 热带低气压
7	seismic	<i>adj.</i> 地震的	seismic wave 地震波 seismic resistance 耐震性 seismic belt 地震带
8	humidity	<i>n.</i> 湿度	relative humidity 相对湿度 absolute humidity 绝对湿度 constant temperature and humidity 恒温恒湿 humidity ratio 含湿量; 湿度比 humidity content 湿度; 含水量
9	equator	<i>n.</i> 赤道	
10	periodically	<i>adv.</i> 周期性地; 定期地	
11	shift	<i>n. /v.</i> 转移; 变化; 变迁	phase shift 相移 frequency shift 频移
12	enormous	<i>adj.</i> 巨大的; 很多的	
13	spontaneous	<i>adj.</i> 自发的; 自然的	spontaneous combustion 自燃 spontaneous radiation 自发辐射
14	predict (<i>n.</i> prediction)	<i>v.</i> 预言	
15	marine	<i>adj.</i> 海洋的	marine biology 海洋生物学 marine geology 海洋地质学
16	catastrophic	<i>adj.</i> 灾难的; 惨重的	
17	impose	<i>v.</i> 强加	impose on 利用; 施加影响于



(续)

编号	单词		相关
18	inevitable	adj. 不可避免的	
19	undermine	v. 破坏; 削弱	
20	overwhelming	adj. 势不可挡的; 压倒性的	overwhelming superiority 绝对优势
21	implication	n. 后果; 含义	
22	melt	v. 融化; 溶解	melt into 溶解成…… melt away 消失; 融掉
23	atmospheric	adj. 大气的; 大气层的	atmospheric pressure 大气压力, 大气压强 atmospheric pollution 大气污染 atmospheric ozone 大气臭氧
24	latitude	n. 纬度; 范围	latitude and longitude 经纬度 north/south latitude 北纬/南纬
25	precipitation	n. 降水	annual precipitation 年降水量 precipitation intensity 降水强度
26	radiation	n. 辐射; 放射物	electromagnetic radiation 电磁辐射 ultraviolet radiation 紫外线; 紫外线照射 solar radiation 太阳辐射
27	ozone-layer	n. 臭氧层	
28	interannual	adj. 年际间的	interannual variations 年际变化
29	forecast	v. /n. 预报; 预言	weather forecast 天气预测, 天气预报 hydrological forecast 水文预报
30	reverse	v. 逆转; 颠倒 adj. 反面的; 颠倒的	reverse circulation 反循环 reverse flow 逆流, 反向流

可以看出, 按照同义转换的思路, 考点词汇主要是动词 (verb)、形容词 (adjective) 或副词 (adverb), 以及名词 (noun)。如果在平时阅读过程中, 注意积累考点词汇并背诵其含义, 那么我们在解决阅读问题时就会轻松很多。考点词由于出现频率非常高, 因此实际上考点词汇是比较有限的 (limited)。我们在记忆考点词汇时, 有两个方法是非常好用的。

第一个是渗透衍生词记忆法, 就是将常出现的词汇连带它们的衍生词一同记忆, 凡是衍生词, 都与原词汇属于同一分支, 表现为词性不同但意思相连, 如:

define/definition

adjust/adjustment

evaluate/evaluation/evaluative

建议大家在记忆这些单词时，要记住一点：当我们遇到一个考点词，如果该词的前半部分字母组合或后半部分字母组合与之前记忆过的某考点词相一致（consistent），那么这个“新词”的含义就一定与“旧词”有着不可分割的关系（connection）。有了这个思想意识，我们就能够将本不熟悉的词变得熟悉、本不敏感的拼写方式变得敏感了。尤其对于非常长的单词，很多“烤鸭”看到就会觉得是一个完全的新词，其实如果仔细推敲字母组合（combination），就能找出一个与它很相像的旧词。

比如，剑桥五中有这样一篇文章“The Birth of Scientific English”，其中有一句：It lacked the **grammatical** resources required to represent the world in an objective and impersonal way, and to discuss the relations, such as cause and effect, that might hold between complex and **hypothetical** entities. 其中的 grammatical 并不是一个陌生的词汇，因为大家都熟悉 grammar 这个词；还有 hypothetical 这个词，虽然难度较大，但是我们经常见到 hypothesis，因此可以推断 hypothetical 有“假设”这一层含义。

第二个就是注意同义转换和近义词，也是常考点，如：

expansion/development

exaggerate/overstate

同义词是可以连串记忆的，再加上高频出现、数量有限，因此我们可以通过平时的积累来提高词汇量。



常识类词汇

常识类词汇是指在解题时，这类词汇不是考查同义转换，也不是考查范围、程度等考点，而是文章涉及的背景内容，了解这类词的含义有助于利用常识或背景知识来更好地理解文章。

雅思阅读话题词汇归类如下：

动物类	crow (乌鸦); parrot (鹦鹉); otter (水獭); sea cow (海牛; 海象); whale (鲸鱼); dinosaur (恐龙); koala (树袋熊, 考拉); insect (昆虫); orangutan (猩猩); turtle (海龟)
植物类	seaweed (海草); pine (松树); seed selection (选种); seed hunting (种子采集); bamboo (竹子); banana (芭蕉属植物)
空间类	celestial body (天体); mars and water (火星与水); transit of venus (金星凌日); comet and jupiter (彗星和木星)
海洋类	thermal vent (温泉喷口); flip ship and hinge ship (垂直翻转船与铰链船); underwater archaeology (水下考古); tide power (潮汐能); aquaculture (水产业)
企业类	corporation innovation (企业创新); power and space (人权力大小与空间的关系); star staff (星级员工); novice and expert (新手与专家); team work (团队合作)



(续)

科技类	glass making (玻璃制作); film making (电影制作); E-learning (在线学习); fingerprinter identification (指纹识别); timekeeper (计时工具); delta (德尔塔)
教育类	interpretation (解释; 说明); academic corruption (学术腐败); lost of language (语言消失); IQ test (智商测验); development of language (语言发展); morphology (形态学)
其他类	perfume (香水); pearl (珍珠); VR technology (虚拟现实技术); self-esteem (自尊); TV addiction (电视瘾); obesity (肥胖); tickle (发痒); rubber (橡胶); orbital cortex (额眶部皮质); psychic (灵媒)

常识类词汇较难, 也与日常生活中的英语词汇相差甚远, 因此是不容易把握的。我们了解了这类词就不需要找衍生词, 也不需要积累同义词了; 只是作为兴趣了解, 或是给解题带来更大的把握。那么, 我们在练习雅思阅读时, 如何判定哪些词汇需要记忆, 哪些词汇只要简单了解呢? 其实高频考点词的数量是有限的, 而以上提到的常识类词汇范围比较广, 是每篇文章中涉及的一个背景话题, 因此只要大家看到非考点词, 并在一篇文章中反复出现、作为一个话题型词汇并且比较生僻, 就是常识性词汇了。



专业性词汇

专业性词汇与常识类词汇在范围上有交叉的部分, 只不过专业性词汇是非常生僻、考生也没有必要去了解的词汇。专业性词汇可以在文中保留自己的原型, 不用被追究含义, 可以充当定位词的地位, 比如剑桥文章中的 sulphide/Principia/desalination 等。这些词汇在我们平时积累阅读词汇时就可以视为选择记忆的对象了。如果大家有兴趣接触, 可以尝试去记忆, 但是一般情况下这些专业性太强的词汇就不建议考生徒增记忆负担了。

因此, 下面仅列出部分专业词汇, 供“烤鸭”们在有多余的时间和精力的情况下浏览一下。

Logic 逻辑学 gist 要义 antecedent 前提的, 前件的 incompatible 不能同时成立的 (两个以上的命题) fallacy 谬误, 谬论 conjecture 假设	Psychology 心理学 abnegation 放弃 egoism 自我主义 altruism 利他主义 extrovert 性格外向者 introvert 性格内向的人
Philosophies 哲学 sophist 诡辩家, 诡辩者 epistemology 认识论 pantheism 泛神论 idealism 唯心主义, 唯心论 materialism 唯物主义, 唯物论	一般哲学用词 substance 性质 paradigm 范式 erudite 博学的 adamant 固执的 perceive 感知; 察觉

(续)

Theology 神学 salvation 灵魂得救, 超度 redemption 救赎, 赎罪 eschatology 末世学, 来世论 atheism 无神论 diabolism 魔法, 妖术	Christianity 基督教 Catholicism 天主教 denomination 教派 pagan 异教徒 parish 教区 mass 弥撒
Other Religions 其他宗教 sutra 佛经 Buddhism 佛教 samsara 轮回 Islam 伊斯兰教 reincarnation 再投胎, 再生	一般宗教用词 circumcision 割礼 immolation 祭物 sanctity 圣洁 incorporeal 灵魂的 malediction 诅咒
Economy 经济 stagnation 停滞 stagflation 通货膨胀 skyrocket 使……迅速上升, 飞涨 depreciation 贬值 devaluation 升值	Finances 金融 annuity 年金 tariff 关税 preferential 优先的; 特惠的 levy 征收; 征税 assess 确定 (税款等) 的数额; 征收 (税款等)
Monetary Circulation 货币流通 counterfeit 假币, 假冒的 installment 分期付款 endorse 背书 pecuniary 金钱的, 金钱上的	Business 商业 increment 增加; 盈余 futility 无益, 无用 bust 萧条; 破产 liquidate 清算 tycoon 企业界大亨
Transaction 交易 proprietary 专利的, appraise 评价, 估价 swap 交换, 做交易 gratuitous 免费的 covenant (缔结) 盟约, 契约	一般经济学用词 equilibrium 平衡, 均衡 outlay 费用 profligacy 肆意挥霍 avocation 副业; 业余爱好 auction 拍卖
Crime 犯罪 accessory 从犯, 同谋者 delinquency 行为不良, 错失 misdemeanor 轻罪 felony 重罪 arson 纵火, 纵火罪 homicide 杀人	Lawsuit 诉讼 lawsuit 诉讼 sue 控告; 提出诉讼 indict 起诉; 控告 accuse 控告 appeal 上诉



(续)

Trial 审判 prosecutor 原告, 起诉人 verdict 裁决, 判决 jeopardy 有罪受刑的可能性 conviction 定罪	Punishment 处罚 suspended sentence 缓刑 probation 缓刑 bail 保释 imprisonment 关押 custody 拘留; 监禁
一般法律用词 bylaw 次要法规 due Process 法定诉讼程序 amnesty 特赦 implication 牵连	Election 选举 canvass 游说; 拉选票 demagogue 煽动政治家 referendum 公民投票 abstention 弃权 unanimous 意见一致的, 无异议的
Government 政府 protocol 草案; 协议 ratify 批准, 认可 publicize 宣扬; 宣传 autarchy 独裁, 专制 rehabilitation 复职, 复位 subvert 颠覆; 策反	一般政治学用词 oppression 压迫; 镇压 ouster 驱逐; 剥夺 riot 暴乱, 骚动 turmoil 骚动, 混乱 political impasse 政治僵局 hegemony 霸权
Family Relationship 家庭关系 kinship 血族关系 illegitimate 私生的 pedigree 血统; 家谱 bastard 私生子 testament 遗嘱	Social Issue 社会问题 uproar 喧嚣; 骚动 delinquency 行为不良; 错失 juvenile delinquency 青少年犯 alienation 疏远; 异化 minority 少数
一般社会学用词 gregarious 社交的 altruism 利他主义 denomination 命名 alias 别名, 化名 pseudonym 假名, 笔名	Cultural Anthropology 文化人类学 animism 万物有灵论 indigenous 本土的 funerary 葬礼的; 埋葬的 nomadic 游牧的 dwelling 住处
Social Anthropology 社会人类学 monogamous 一夫一妻的 matrilineal 母系的 aristocrat 贵族 patrician 贵族, 贵族的 plebeian 平民, 庶民	一般人类学用词 enigma 谜 juxtaposition 并置, 并列 labyrinth 迷宫, 难解的事物 phenomenon 现象 adaptive 适应的

(续)

Campus Life 校园生活 plagiarism 剽窃 repeater (不及格) 重考者 varsity 大学; 大学运动队	Academic Affairs Management 学校事务管理 flunk 失败; 考试不及格 matriculate 被录取入学; 被录取者 transcript (Academic) 成绩单
Subject 科目 pedagogy 教育学 ethics 伦理学 pharmacy 药剂学	Educational Institution 教育机构 auditorium 会堂; 礼堂 gymnasium 健身房; 体育馆 sorority 女学生联谊会 fraternity 兄弟互助会; 兄弟会
一般教育用词 lecture-based education 以授课为基础的 audiovisual education 视听教育 distance education 远程教育	Genres Of Literature 文学体裁 ode 颂诗; 颂歌 elegy 挽歌 sonnet 十四行诗 anthology 诗选; 文选 allegory 寓言
Rhetoric 修辞学 allusion 隐喻; 暗示 alliteration 头韵 terse 简洁的; 精炼的 archaic 古老的, 古体的 colloquial 口语的; 通俗的	Writing 写作 orthography 正确拼字 commentator 注释者 synopsis 提纲, 情节摘要 compendium 纲要, 概略 epitome 摘要
Copyright 版权 posthumous 匿名的 pseudonym 笔名 authenticity 确实性, 真实性 crib 抄袭 plagiarize 剽窃	一般文学名词 metaphysical 形而上学的; 超自然的 cynicism 犬儒主义; 愤世嫉俗 deconstruction 解构 scoop 内幕消息, 独家新闻 eulogy 赞词, 颂词
Artistic Movement 艺术运动 Gothic 哥特式 Rococo 罗可可艺术 art nouveau 新艺术派 avant-garde 先锋派 abstractionism 抽象派	Painting 绘画 mural painting 壁画 pigment 色素; 颜料 chromatic 彩色的 monochrome 单色 motley 五颜六色的; 杂色的
Sculpture 雕塑 lurid 过分渲染的 decadence 颓废 lambent 闪烁的 caricature 讽刺画; 漫画 retouch 修饰; 润色	Composition 乐曲 major (scale) 大音阶 minor (scale) 小音阶 chromatic (scale) 半音阶 upbeat 弱拍 refrain 叠句; 副歌



(续)

Playing 演奏 execution 演奏 improvisation 即兴演奏 variation 变奏, 变调 accompaniment 伴奏 cacophony 不协和音	一般音乐用词 conservatory 音乐学校 threnody 悲歌, 哀歌 tone-deaf 音盲的 inventiveness 原创, 独创性
Film Industry 电影行业 first-run theater 首映式 monochrome film 黑白影片 casting 挑选演员; 扮演 cinematic 电影的, 影片的	Technique 技艺 optical illusion 幻觉; 错觉 close-up 特写镜头 montage 蒙太奇 dissolve 渐变 prop 道具
一般电影用词 sentimental 感伤性的, 情感的 macabre 恐怖的, 令人毛骨悚然的 nouvelle vague (法) 新浪潮	Excavation 出土文物 artifact 人造物品 mound 土墩; 护堤 dolmen 史前墓室牌 skeletal 骨骼的; 骸骨的 shard 碎片
Paleontology 古生物学 progenitor 祖先, 始祖 progeny 后裔 homo Erectus 直立人 hieroglyph 象形文字, 图画文字 cuneiform 楔形文字	Age 时代 primeval 原始的 paleolithic 旧石器时代的 mesolithic 中石器时代的 neolithic 新石器时代的
一般考古用词 polish 磨光; 擦亮 extant 现存的, 尚存的 attest 证明; 证实	Algebra 代数学 algebra 代数学 arithmetic 算术; 算法 multiplication 乘法 division 除法
Number Theory 数论 real number 实数 imaginary number 虚数 odd number 奇数 even number 偶数 fraction 分数 decimal 十进的; 小数的	Geometry 几何学 pentagon 五角形, 五边形 hexagon 六角形, 六边形 heptagon 七角形, 七边形 octagon 八边形, 八角形 perpendicular 垂直的

(续)

Physics 物理学 buoyancy 浮力 inertia 惯性 malleability 有延展性的 pendulum 摆, 钟摆 quantum 量子	Chemistry 化学 isotope 同位素 molecular 分子的 combustion 燃烧 liquefaction 液化 venomous 有毒的
Astronomy 天文学 asteroid 小行星, 小行星 meteorite 陨星; 陨石 stellar 恒星的 observatory 天文台 astrology 占星术	Geography 地理学 topography 地形学 meander 曲流 swamp 沼泽 tributary 支流的; 支流
Meteorology 气象学 celsius 摄氏度 fahrenheit 华氏度 cyclone 旋风 scorching 灼热的 equinox 春分或秋分	Oceanography 海洋学 crust 外壳 larva 幼虫; 幼体 ornithology 鸟类学, 禽学 lacerate 撕碎 defunct 死了的
Botany 植物学 taproot 主根 photosynthesis 光合作用 pollination 授粉 parasite 寄生植物 fertilization 受精作用 (现象)	Zoology 动物学 mollusk 软体动物 ruminant 反刍动物的; 反刍动物 torpid 麻痹的, 迟钝的 camouflage 伪装 aestivate 夏眠
Entomology 昆虫学 antenna 触角, 触须 infestation (害虫等) 群袭, 出没 ensnare 诱捕 misshapen 奇形怪状的; 畸形的	Ecology 生态学 fauna 动物群 carnivore 食肉动物; 食虫植物 hectare 上升; 海拔 tarnish 失去光泽; 锈蚀
Engineering 工程学 scramble 扰频 laminate 碾压 pneumatic 空气的, 气体的 polymer 聚合体	Computer 计算机 peripheral device 外围设备 retrieval system 检索系统 throughput 吞吐量 volatile 易失的
Transportation 交通运输 traffic congestion 交通拥堵 devious 偏僻的; 曲折的 manifest 载货单; 旅客名单 convoy 护航, 护送 embargo 禁止出入港口, 禁运	Energy 能源 kerosene 煤油 submerge 浸没, 淹没 formidable 强大的 swell 使膨胀; 使增长 byproduct 副产品



(续)

Environment 环境	Medicine 医学
bleacher 漂白剂	asthma 哮喘
ozone hole 臭氧层空洞	tuberculosis 肺结核
photochemical smog 光化烟雾	pneumonia 肺炎
pesticide 杀虫剂	leukemia 白血病
reclamation 改造; 回收	cataract 白内障

综上所述, 词汇的积累是选择性的, 大家在记忆阅读词汇时, 高频的考点词是无法逃避的 (unavoidable), 这些词汇需要我们非常熟悉地印入脑海并能迅速反应出其含义。但是对于后两类词汇, 我们是希望大家能够多记忆一些常识类词汇, 以便更完整、更透彻地理解文章; 而专业性词汇就不要求强化记忆了。有了扎实的词汇功夫, 搭配上阅读技巧和解题技巧, 我们就能够在阅读考试中取得令自己满意的成绩 (score)。

“挑”是阅读的诀窍

相信很多“烤鸭”都认为雅思考试中阅读非常难对付, 因为文章不仅很长, 题材又多涉及学术科目, 不论内容还是词汇都比较难。所以阅读考试被认为是难度最大的考试之一。对此, 对于雅思阅读, 要学会“找”和“挑”, “挑”才是阅读的诀窍。



贪多嚼不烂

1. 时间安排

阅读考试夹杂在听力和写作之间, 建议“烤鸭”们平时模拟训练时可以将此三部分整合练习, 培养默契度。对于剑桥系列所收录的 G 类阅读, A 类考生也可以完成, 特别是 G 类的 Section Three, 和 A 类难度非常接近, 甚至高于 A 类阅读题目。

平时准备要充分, 打牢基础, 注重举一反三, 避免做过多的题来浪费时间。复习旧题时, 也要仔细推敲、琢磨。建议做两至三套题, 把精力放在把握雅思考试的方向上。

2. 阅读词汇

在阅读上, 要求词汇达到 6000 个左右。但是都是所谓的认知词汇, 就是看到了能瞬间反应过来, 或者稍微想一想也能大概明白的词汇, 并不是每个词都要达到读写用译的程度。

整个单词的背过程应当是计划性的, 要按照记忆曲线去安排, 一旦开始背诵就要坚持下去, 切记不可贪多。为了避免遗忘, 可以采用“少吃多餐”的原则, 即一次背诵的时间不用太多, 但重复的次数必须多。另一个原则就是“零敲碎打”。最好不要拿整块的时间来背诵单词, 宁可抓紧点滴片刻, 如候车的时候, 打饭的时候, 还有……睡不着的时候。



3. 阅读材料

雅思考试方面的书籍很多，有些“烤鸭”看到别人推荐什么书就心动，马上收入囊中。书桌上堆满各种各样的教材、资料，看到眼睛发酸、头晕脑涨、甚至有恶心想吐的感觉。以至于到了考试时间，有的书连摸到没摸过。因此，阅读材料亦不可贪多，需量力而行。



要挑选出合适的阅读材料

“烤鸭”们要准备雅思的阅读考试，最好能接触一些原汁原味的英语文章。这是因为雅思阅读文章，不论是A类还是G类，都与英语国家的的生活和学习内容息息相关。例如A类雅思阅读主要是关于社会科学和自然科学等，包括历史中的重要人物、事件和发明、生物学、科学现象、学科最新动向、地理现象以及社会发展、经济状况等。其中大部分文章选自国外人文类、经济类和科学类的知名报纸、杂志或各国际组织的研究报告。而G类的雅思阅读中Section 1和Section 2通常是实用性强的功能性短文，如菜单、产品说明、通知、住宿安排和广告等，非常贴近西方的实际生活，而这些内容对于我们国内绝大多数“烤鸭”而言都比较陌生。

基本上所有国外的报纸杂志都会有一个专属的网站，这就给“烤鸭”提供了很好的机会在平时接触到比较原汁原味的英语，阅读到很多专业性的科普文章。而这就要依靠我们身边非常好的一个工具啦——那就是网络。下面为“烤鸭”们提供一些网站，多得花了眼，“烤鸭”们可以精选一二，记得我们刚刚强调的——**贪多嚼不烂**哦。

1. <http://www.bbc.co.uk/china/>

BBC的中文网站，里面的内容非常丰富，有简单的生活类的英语阅读文章，也有和英国日常生活和风俗习惯有关的文章，介绍留学生活的内容等，并配备了一些互动性的游戏。

2. <http://www.nationalgeographic.com>

《国家地理》杂志的网站。这个网站里包括丰富多彩的人文历史、生物学知识和地理知识等，而且有很多漂亮的照片和讲解知识的视频，不会让人觉得无聊。

这2个网站内容包罗万象，形式和结构安排都比较活泼，且充满视觉冲击力，所以比较



适合 G 类的考试, 适合已经或刚开始接触雅思阅读且英语基础比较薄弱的“烤鸭”阅读。BBC 网站中的两个英语专栏: TAKE AWAY ENGLISH (随身英语) 和 MEDIA ENGLISH (媒体英语) 值得关注。文章并不是很长, 但是都有原文朗读下载和词汇表。随身英语的题材更具趣味性, 而媒体英语的文章可以作为背景阅读。

我们可以来看一下“媒体英语”这个专栏列出来的一些文章:

Ancient Amphitheatre Discovered 发现一古代圆形剧场

Ancient Treasure Find 发现了古代珍宝

Pigeon Power Beats Internet 鸽子力量大于互联网

The Meaning of Sleep 睡眠的意义

A New Foot for an Elephant 大象的新脚

Rowing Across An Ocean 划船横越印度洋

这些内容涉及人文历史、考古学、生物学和科学研究等, 都是雅思阅读考试中的常考话题。例如其中有一篇《睡眠的意义》, 主要是介绍睡眠研究的新发现: 睡眠的主要作用在于让各种动物更好地适应生存环境。文章很短, 只有 164 个单词, 但文中标注出的生词如 predator (捕食其他动物的动物), migrating birds (迁移的鸟类), evolved (进化演变), detected (发现、发觉), vital function (主要的功能), conserve energy (保存能量), limited resources (有限的资源), accounts for (占……的比例) 等单词或词组都是在雅思阅读当中经常出现的必备词汇。

所以只要把这段小文章内标注出来的词汇记熟, 以后碰到类似题材的阅读也就不会不知所措了。因为网页上每个单词都有发音, 所以可以仔细听并模仿, 对于听力也会有很大的提高。所以考生大可以充分利用这个现成的资源, 先听完整的原文, 然后看着阅读材料再听一遍, 之后再重点词汇记下来, 最后再听一遍, 最好能够跟着读。这样就不是只有阅读能力提高, 听力和口语甚至写作也会有一定的提高。因此 BBC 中国的网站内容是比较适合精读以及提高基本词汇量的。

3. <http://www.guardian.co.uk/>

《卫报》是一家著名的英语日报。它提供的新闻覆盖英国及国际经济、政治、文化、教育及其他领域。

4. <http://www.newscientist.com>

《新科学家》杂志。其内容主要是新发现新发明。

5. <http://www.economist.com/>

《经济学人》杂志。这是一家对国际经济和政治事务提供分析的重要杂志。

6. <http://news.ft.com/home/rw/>

《金融时报》为一家重要国际英语商报。它致力于为读者提供最好的商务信息来源、有关分析和评论。

这 4 个网站由于文章比较长, 内容也比较专业, 所以更适合 A 类的“烤鸭”去阅读。其

中,《新科学家》和《经济学人》两个网站的文章内容和行文风格与雅思阅读考试的文章更加接近,有的文章可能就是考试文章的来源;但文章通常会比较长,适合做泛读练习。

泛读练习可以先从快速阅读入手。“烤鸭”们选择一篇文章后,先把文章的第一段看一下,找出第一段内容的中心词,一般也就是整篇文章的中心词了,接下来就是规定自己在1~2分钟的时间内,快速浏览文章,看看整篇文章这个中心词出现了几次。这是一个快速定位能力的培养。快速阅读结束后就可以大致浏览整篇文章,重点看文章每段的第一句话和最后一句话,遇到生词不要停下来就查词典,应该先猜。因为这一遍是浏览,目的是掌握文章的大意,细节内容可以先省略;如果一个生词出现次数比较多,就先记下来,等看完全文后再去查。泛读的最后一遍是全部内容都读一下,可以打开金山词霸/有道的自动取词功能,有些很难懂的句子可以不用理会,只要不影响理解大意就行。但是要把重点放在句子与句子之间的起承转合上,也就是一些逻辑关系和连接词上,从整体上去把握文章的行文思路,这对雅思阅读的 heading 题和 matching 题的解答都会有帮助。

7. <http://www.oeol.net/>

“牛津英语在线”(Oxford English Online),一个由牛津大学的毕业生们创建的英语学习网站,它致力于帮助中国人学习纯正的英语。该网站除传播英语知识,帮助中国人学习英语以及提高用英语自由交流的技巧外,还能提供各种到国外留学的信息,并且介绍英语国家的文化传统和民风、民俗知识。这是一个免费网站,它提供的所有知识、信息和服务都是完全免费的。

8. <http://www.fortune.com/>

《财富》英文版;

<http://www.fortunechina.com>

《财富》中文版网址。

9. <http://www.businessweek.com/>

《商业周刊》,全球商业人士一致推崇的杂志,全美最热销的商业周刊,报导美国和国际商业界重要新闻,阐述商业活动中的问题。

10. <http://www.forbes.com/>

美国著名财经杂志《福布斯》。

11. <http://cn.geocities.com/cnbanker/>

《银行家》杂志网。

12. <http://www.thetimes.co.uk/>

《泰晤士报》是世界上历史最久的日报,它将高质量的新闻带给世界各地的人们。星期日泰晤士报提供综合性报道,并包括与它的姊妹报泰晤士报相互关联的专栏。

13. <http://www.pa.press.net/>

新闻协会网址提供新闻、体育新闻、电视排行榜和特写文章。新闻协会同时是英国国家新闻机构。



14. <http://www.nytimes.com>

New York Times, 《纽约时报》的站点最优秀的部分是 CyberTimes, 这是以报道技术和 Internet 方面信息为主的站点。

15. <http://abc.abcnews.go.com/>

美国广播公司

16. <http://www.prnewswire.com/>

PR 新闻台

17. <http://www.usatoday.com/>

《今日美国》报, 每日传送美国新闻之最新报道。

18. <http://online.wsj.com/public/us>

《华尔街日报》

19. <http://www.joc.com>

《商业日报》刊载美国和国际工商业、经济、贸易、金融、运输和能源方面的消息与评论, 是美国的主要商业报纸。

另外还有一些对于雅思考试有帮助的网站。

20. <http://www.ielts.org/>

雅思的官方网站

雅思阅读练习材料需要“烤鸭”在备考中不断搜集和准备, 要从选材上保证阅读的质量。其实我们身边可利用的材料是非常多的, 要在平时提高雅思阅读能力, 最好能多利用一下这些非常高品质而且还完全免费的材料。“烤鸭”们可以根据自己的时间情况, 选择任何一个网站, 持之以恒, 每天花半小时到 1 个小时的时间去做, 雅思英语阅读能力自然会慢慢提高。

总之, 雅思阅读 = 合适的材料 + 阅读量 + 兴趣。

阅读材料要遵从**适中原则** (生词量控制在百分之三左右)。读太难的文章是自虐, 打击自信, 恶性循环; 读太简单的文章是自欺欺人, 原地踏步。学语言的基本规律: 合适的材料读多了, 难的自然就变简单了。

知识趣味原则: Reading for pleasure and information, not for English grammar and words.

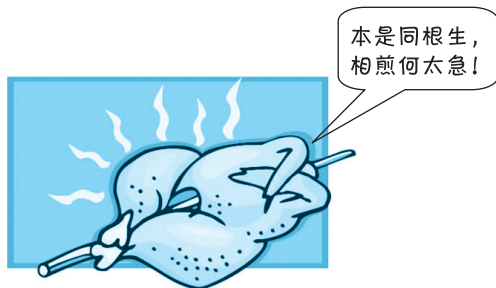
注意事项:

1. 一定要有成就感, 没有成就感就无法坚持; 不能坚持, 一切都是徒劳。

2. 材料要适合自己, 不然只有挫折感。

3. 选择大脑清醒时读, 感觉不适就放下。

4. 时不时奖励自己一下, 比如一个冰激凌或者 a kiss, 建立良性循环。(或者奖励自己买一只“烤鸭”? )



单词不认识？我还可以猜！

从雅思考试的四门科目来看，阅读的词汇量要求是最高的。最糟的是，即使背了好几千的词汇在考试的时候还是会遇到生词。这就需要“烤鸭”们运用猜词技巧来猜出其大概的词义，正所谓，狭路相逢勇者胜！

猜词可有多种方法，下面介绍几种常用且准确性高的方法。

根据定义猜测词义

定义是作者为了更好地表达思想，在文章中对一些重要的概念、难懂的术语或词汇等所做的解释。这些解释提供的信息具有明确的针对性，利用它们猜测词义比较容易。例如：

1. **Kinetic energy** is the energy of moving particles.

Kinetic energy 可能是生词，由定义可知，表语是说明主语性质内容的。所以 kinetic energy 就是“运动粒子的能量”。

2. Typhoons are **cyclones**, storms with strong winds rotating around a low-pressure center.

如果 cyclones 是生词，推断该词义的线索就是其后面的解释“绕低气压中心形成的暴风雨”。由此我们可知 cyclones 的意思是“绕低气压中心形成的暴风雨”。在这种解释中定义句的谓语动词多为：be, mean, deal with, be considered, to be, refer to, be called, be known as, define, represent, signify, constitute 等。

根据复述猜测词义

复述可以理解为进一步阐述。虽然进一步阐述不如定义那样严谨、详细，但是提供的信息足以使我们猜出生词的词义。复述部分可以是适当的词、短语或者句子。例如：

1. Experts in kinesics, in their study of body motion as related to speech, hope to discover new methods of communications.

划线短语的意思是“对肢体语言进行研究的学科”。短语与前面生词 kinesics 是同位关系，因此我们不难猜出 kinesics 指“肢体语言学”。在这种复述当中，构成同位关系的两部



分之间多用逗号连接，有时也使用破折号、冒号、分号、引号和括号等。

2. Ethics—the standard of deeds and moral codes accepted by the society—has a powerful effect on modern business communication.

我们可以根据插入语和同位语大致地猜测出，“ethics”指的是“行为准则和道德标准”。其实在很多行业中经常会碰到这个单词，比如“business ethics”指的就是“商业道德”的意思。另外，同位语前还常有 or, similarly, that is to say, in other words, namely, or other 等副词或短语出现。

另外一种会以定语从句的形式出现，如：

3. Obesity, which is a medical disorder that affects approximately 20 – 30% of the population of the United States of America. It is an excessive accumulation of body fat that results from the storage of excess food energy calories in the body's fat cells.

根据生词 obesity 后面的非限制性定语从句，我们可以推断出 obesity 的含义，即“过度肥胖”。

4. This researcher is considered meticulous who is often seen to correct even the smallest error in an essay or a report.

“Meticulous”后面用定语从句来进行一个大致的界定。“Who is often seen to correct even the smallest error in an essay or a report”指的是哪怕文章里面最小的错误也会纠正过来，这样一个研究人员真是非常的“细心，认真，严谨”啊！



根据举例猜测词义

在文章中，所举的例子和例子要证明的那个观点相互构成解释。恰当的举例能够提供猜测生词的重要线索，例如：

1. The consequences of epochal events such as wars and great scientific discoveries are not confined to a small geographical area as they were in the past.

句中“战争”和“重大科学发现”是生词的实例，通过它们我们可以猜出 epochal 的大致词义是“重要的”。

2. Diane experienced many great traumas during early childhood, including being injured in a car crash and the death of her family.

“Diane”经历了很多“trauma”，我们从后面包括的具体例子可以看出，应该是很多不幸的事情，所以“trauma”意思是指“创伤，不幸”。常见标志词：for example, for instance, such as, like, say...



根据上下文的语境关联猜测词义

文章中上下文的语境关联也是重要的猜词线索，例如：

1. Computers have been used for most kinds of crime, including fraud theft, larceny, embezzlement, burglary, sabotage, murder and forgery, since the first cases were reported

in 1985.

这句话中有许多生词出现，但通过上文的 crime 和 murder，我们可以知道这些有下划线的词都是与犯罪有关的。在考试中不必费心去考虑它们的具体意思，知道大概类别即可。

2. Goran Ivanisevic fears only one service in tennis—Michael Stichs. His toss is always the same: the straight one or the topspin. Sampras has a good serve and Becker too, but Stichs is the toughest to read.

在此例中，大多数用于网球运动中的一些专门词汇，我们可以不必理会，而主要关注认识的那些词。这样能够大概理解此句讲的是网球选手 Goran 害怕某种 service，通过上下文大致可得知这是指网球运动中的一个动作（比如发球、扣球等）。其实，service 就是“发球”的意思。从形容词 straight 可知 Stichs 发球的特点，而且它是最难预测的一个。这样一来就可以很好地把握文章内容了。



根据对比关系猜测词义

在一个句子或段落中，有对两个事物或现象进行对比性的描述，我们可以根据生词或难词的反义词猜测其词义。例如：

1. Unlike her gregarious sister, Jane is a shy, unsociable person who does not like to go to parties or to make new friends.

“Gregarious” 对许多人来说可能是个生词，但是句中单词 unlike 可以提示我们 Gregarious 和后面的词 unsociable person 是对比关系。分析出这种关系后，我们便能猜出 Gregarious 是“爱交际的”。

2. During the concert the audience was quiet, but after it ended the crowd became boisterous.

句中的 but 提示我们，生词“boisterous” 应该是 quiet 的反义词：在音乐会期间，观众非常安静；但是结束以后，就变得“boisterous”（喧闹）。

常见标志词：unlike, as opposed to, in contrast, however, but, while, yet, although, even if, not ... but ..., different from, unfortunately...



根据常识性线索猜测词义

这是指根据篇章（句子或段落）以外的其他知识来猜测词义。有时仅靠分析篇章内在逻辑关系无法猜出词义。这时，就需要运用生活经验和普通常识确定词义。例如：

1. The cat came quickly through the grass towards the birds, when it was just a few feet from the victim, it gathered its legs under itself and pounced.

如果 pounce 是生词，推测该词我们可以凭借常识。我们知道当猫看到鸟时，通常它会先把爪子收起来，然后再突然向小鸟发起进攻。由此可以推断 pounce 一词的意思是“突然攻击”。



2. The man walked briskly to keep warm on the very cold night.

在寒冷的夜晚，如果要保持温暖，是不是只有走得快，才可能保持温暖？所以，很简单，briskly 就是“快速”的意思。

3. It's really cold out tonight. My hands are practically numb.

根据生活经验，天气寒冷时，手肯定是“冻僵的，冻得麻木的”，即 numb。



利用构词法猜测词义

此法包括利用前、后缀及合成词猜测词义。

◎ A. 前、后缀猜测词义

词根、词缀相当于我们中国的形声字，“老外”的造词和我们类似，词根表示这个单词最初的意思，而前缀改变词义，后缀改变词性，从而派生出更多单词来。例如：

1. The magazine used to be published once a year but now it is printed semi-annually.

“semi-”是表示“一半”的前缀，“-annu-”是“年”的词根，所以应该理解成“该杂志半年出版一次”。

2. In retrospect, I think I made a good decision to study engineering.

“retro-”是表示“back”，“回头，回来”，“-spect-”是表示“看”的词根。所以，“retrospect”是指“回首，回顾”。

3. The seasonal impact of day length is called photoperiodism.

这是剑5中 Test 4 Passage 3 文章中出现的一个专业的术语。其原文的意思是指“动植物等物种对于光有依赖性，比如当光照时间超过一个界限，植物就会开花，而动物就会筑巢生育小宝宝等”，而这里用词根、词缀来猜测，也是可以的。“-photo-”是“光”的词根，“period”取其本意是“时期”的意思，“-ism”是抽象名词的后缀（如 professionalism 专业性；enthusiasm 激情；pessimism 悲观；optimism 乐观），或者是表示“……主义”（如 socialism 社会主义；communism 共产主义；capitalism 资本主义）。所以这个词，字面翻译成“光时期性”，或者更好理解的动植物的“赖光性”。

◎ B. 利用合成词猜测词义

1. Family members take turns choosing a special activity for the evening, and everyone partakes in for fun.

根据短语构成及上下文意思看，此处 partakes in 相当于 takes part in。再如 break out-outbreak（名词“爆发”），set out-outset（名词“起始”），come in-income（名词“收入”）。

生词太凶残，放弃也无妨

很多“烤鸭”在精读文章的过程中，会发现雅思文章中有很多词的意思即使通过查阅词典知道了中文意思，对于中文汉字的理解也是一个严重的问题，这其实是因为学术文章的背景并不是所有人都熟悉了解的领域，而在文章中遇到这些词，其实放弃也并不是一件坏事。

比如在剑4 Test2 Passage2 *Alternative Medicine in Australia* 中，很多同学会发现这么一句充满生词的话：In a 1983 national health survey, 1.9% of people said they had contacted a **chiropractor**, naturopath, osteopath, acupuncturist or herbalist in the two weeks prior to the survey. 其中，标粗部分的词，对于绝大多数的考生来说都不是很熟悉。抑或是即使给个“指压按摩师”，也不是所有人都明白那是什么意思。

“烤鸭”们应该意识到雅思考试是语言能力考试，并不是生僻词汇大作战，所以这些词不认识也罢。只不过，在放弃之前，不妨根据字里行间的一些线索得到尽量多的信息。雅思词汇的狡猾之处就在于它的词汇会变形，孙悟空有72变，八戒有36变，女大18变，那雅思定位词怎么也得有“9变”吧。 根据上面我们提到的6种方法来帮助猜词：任你72变，我以不变应万变。

Life consists not in holding good cards but in playing those you hold well. 生活不在于你有一副好牌，而在于你如何打好手上的这副牌。



【牛刀小试】（提供2篇练习）

一刀斩

▶ READING PASSAGE 1

You should spend about 20 minutes on Questions 1 – 14 which are based on Reading Passage 1 below.

Tourism

- A** Tourism, holiday making and travel are these days more significant social phenomena than most commentators have considered. On the face of it there could not be a more trivial subject for a book. And indeed since social scientists have had considerable difficulty explaining weightier topics, such as work or politics, it might be thought that they would have great difficulties in accounting for more trivial phenomena such as holiday making. However, there are interesting parallels with the



study of deviance. This involves the investigation of bizarre and idiosyncratic social practices which happen to be defined as deviant in some societies but not necessarily in others. The assumption is that the investigation of deviance can reveal interesting and significant aspects of “normal” societies. It could be said that a similar analysis can be applied to tourism.

- B** Tourism is a leisure activity which presupposes its opposite, namely regulated and organized work. It is one manifestation of how work and leisure are organized as separate and regulated spheres of social practice in “modern” societies. Indeed acting as a tourist is one of the defining characteristics of being “modern” and the popular concept of tourism is that it is organized within particular places and occurs for regularized periods of time. Tourist relationships arise from a movement of people to, and their stay in, various destinations. This necessarily involves some movement that is the journey, and a period of stay in a new place or places. The journey and the stay are by definition outside the normal places of residence and work and are of a short-term and temporary nature and there is a clear intention to return “home” within a relatively short period of time.
- C** A substantial proportion of the population of modern societies engages in such tourist practices; new socialized forms of provision have developed in order to cope with the mass character of the gazes of tourists, as opposed to the individual character of travel. Places are chosen to be visited and be gazed upon because there is anticipation, especially through daydreaming and fantasy, of intense pleasures, either on a different scale or involving different senses from those customarily encountered. Such anticipation is constructed and sustained through a variety of non-tourist practices, such as films, TV, literature, magazines, records and videos which construct and reinforce this daydreaming.
- D** Tourists tend to visit features of landscape and townscape which separate them off from everyday experience. Such aspects are viewed because they are taken to be in some sense out of the ordinary. The viewing of these tourist sights often involves different forms of social patterning, with a much greater sensitivity to visual elements of landscape or townscape than is normally found in everyday life. People linger over these sights in a way that they would not normally do in their home environment and the vision is objectified or captured through photographs, postcards, films and so on which enable the memory to be endlessly reproduced and recaptured.
- E** One of the earliest dissertations on the subject of tourism is Boorstin's analysis of the “pseudo-event” (1964) where he argues that contemporary Americans cannot experience “reality” directly but thrive on “pseudo-events.” Isolated from the host

environment and the local people, the mass tourist travels in guided groups and finds pleasure in inauthentic contrived attractions, gullibly enjoying the pseudo-events and disregarding the real world outside. Over time the images generated of different tourist sights come to constitute a closed self-perpetuating system of illusions which provide the tourist with the basis for selecting and evaluating potential places to visit. Such visits are made, says Boorstin, within the “environmental bubble” of the familiar American — style hotel which insulates the tourist from the strangeness of the host environment.

- F** To service the burgeoning tourist industry, an array of professionals has developed who attempt to reproduce ever-new objects for the tourist to look at. These objects or places are located in a complex and changing hierarchy. This depends upon the interplay between, on the one hand, competition between interests involved in the provision of such objects and, on the other hand, changing class, gender, and generational distinctions of taste within the potential population of visitors. It has been said that to be a tourist is one of the characteristics of the “modern experience”. Not to “go away” is like not possessing a car or a nice house. Travel is a marker of status in modern societies and is also thought to be necessary for good health. The role of the professional, therefore, is to cater for the needs and tastes of the tourists in accordance with their class and overall expectations.

Questions 1 – 5

Reading Passage 1 has 6 paragraphs (A – F).

Choose the most suitable heading for each paragraph from the list of headings below.

Write the appropriate numbers (i – ix) in boxes 1 – 5 on your answer sheet.

Paragraph D has been done for you as an example.

NB *There are more headings than paragraphs so you will not use all of them.*

You may use any heading more than once.

List of Headings

- i The politics of tourism
- ii The cost of tourism
- iii Justifying the study of tourism
- iv Tourism contrasted with travel
- v The essence of modern tourism
- vi Tourism *versus* leisure
- vii The artificiality of modern tourism
- viii The role of modern tour guides
- ix Creating an alternative to the everyday experience



- 1 Paragraph A _____
- 2 Paragraph B _____
- 3 Paragraph C _____

Example

Paragraph D

Answer

ix

- 4 Paragraph E _____
- 5 Paragraph F _____

Questions 6 – 10

Do the following statements agree with the views of the writer in Reading Passage 1?

In boxes 6 – 10 write

YES *if the statement agrees with the writer*

NO *if the statement contradicts the writer*

NOT GIVEN *if it is impossible to say what the writer thinks about this*

Example

People who can't afford to travel watch films and TV.

Answer

NOT GIVEN

- 6 Tourism is a trivial subject.
- 7 An analysis of deviance can act as a model for the analysis of tourism.
- 8 Tourists usually choose to travel overseas.
- 9 Tourists focus more on places they visit than those at home.
- 10 Tour operators try to cheat tourists.

Questions 38 – 41

Choose one phrase (A – H) from the list of phrases to complete each key point below.

Write the appropriate letters (A – H) in boxes 11 – 14 on your answer sheet.

The information in the completed sentences should be an accurate summary of points made by the writer.

NB *There are more phrases A – H than sentences so you will not use them all.*

You may use any phrase more than once.

- 11 Our concept of tourism arises from ...
- 12 The media can be used to enhance ...
- 13 People view tourist landscapes in a different way from ...
- 14 Group tours encourage participants to look at ...

List of Phrases

- A. Local people and their environment.
- B. The expectations of tourists.
- C. The phenomena of holiday making.
- D. The distinction we make between work and leisure.
- E. The individual character of travel.
- F. Places seen in everyday life.
- G. Photographs which recapture our holidays.
- H. Sights designed specially for tourists.

二刀切

READING PASSAGE 2

You should spend about 20 minutes on **Questions 15 – 28** which are based on Reading Passage 2 below.

Votes for Women

The suffragette movement, which campaigned for votes for women in the early twentieth century, is most commonly associated with the Pankhurst family and militant acts of varying degrees of violence. The Museum of London has drawn on its archive collection to convey a fresh picture with its exhibition *The Purple, White and Green: Suffragettes in London 1906 – 14*.

The name is a reference to the color scheme that the Women's Social and Political Union (WSPU) created to give the movement a uniform, nationwide image. By doing so, it became one of the first groups to project a corporate identity, and it is this advanced marketing strategy, along with the other organizational and commercial achievements of the WSPU, to which the exhibition is devoted.

Formed in 1903 by the political campaigner Mrs. Emmeline Pankhurst and her daughters Cristobel and Sylvia, the WSPU began an educated campaign to put women's suffrage on the political agenda. New Zealand, Australia and parts of the United States had already enfranchised women, and growing numbers of their British counterparts wanted the same opportunity. With their slogan "Deeds not words", and the introduction of the color scheme, the WSPU soon brought the movement the cohesion and focus it had previously lacked. Membership grew rapidly as women deserted the many others, less directed, groups and joined it. By 1906 the WSPU headquarters, called the Women's Press Shop, had been established in Charring Cross Road and in spite of limited communications (no radio or television, and minimal use of the telephone) the



message had spread around the country, with members and branch officers stretching to as far away as Scotland.

The newspapers produced by the WSPU, first *Votes for Women* and later *The Suffragette*, played a vital role in this communication. Both were sold throughout the country and proved an invaluable way of informing members of meetings, marches, fundraising events and the latest news and views on the movement.

Equally importantly for a rising political group, the newspaper returned a profit. This was partly because advertising space was bought in the paper by large department stores such as Selfridges, and jewelers such as Mappin & Webb. These two, together with other like-minded commercial enterprises sympathetic to the cause, had quickly identified a direct way to reach a huge market of women, many with money to spend.

The creation of the color scheme provided another money-making opportunity which the WSPU was quick to exploit. The group began to sell playing cards, board games, Christmas and greeting cards, and countless other goods, all in the purple, white and green colors. In 1906 such merchandising of a corporate identity was a new marketing concept.

But the paper and merchandising activities alone did not provide sufficient funds for the WSPU to meet organizational costs, so numerous other fundraising activities combined to fill the coffers of the “war chest”. The most notable of these was the Woman’s Exhibition, which took place in 1909 in a Knightbridge ice-skating rink, and in 10 days raised the equivalent of £ 250,000 today.

The Museum of London’s exhibition is largely visual, with a huge number of items on show. Against a quiet background hum of street sounds, copies of *The Suffragette*, campaign banners and photographs are all on display, together with one of Mrs. Pankhurst’s shoes and a number of purple, white and green trinkets.

Photographs depict vivid scenes of a suffragette’s life: WSPU members on a self-proclaimed “monster” march, wearing their official uniforms of a white frock decorated with purple, white and green accessories; women selling *The Suffragette* at street corners, or chalking up pavements with details of a forthcoming meeting.

Windows display postcards and greeting cards designed by women artists for the movement, and the quality of the artwork indicates the wealth of resources the WSPU could call on from its talented members.

Visitors can watch a short film made up of old newsreels and cinema material which clearly reveals the political mood of the day towards the suffragettes. The programme begins with a short film devised by the “antis” —those opposed to women having the vote—depicting a suffragette as a fierce harridan bullying her poor, abused husband.

Original newsreel footage shows the suffragette Emily Wilding Davison throwing herself under King George V's horse at a famous race-course.

Although the exhibition officially charts the years 1906 to 1914, graphic display boards outlining the bills of enfranchisement of 1918 and 1928, which gave the adult female populace of Britain the vote, show that was achieved. It demonstrates how advanced the suffragettes were in their thinking, in the marketing of their campaign, and in their work as shrewd and skilful image-builders. It also conveys a sense of the energy and ability the suffragettes brought to their fight for freedom and equality. And it illustrates the intelligence employed by women who were at that time deemed by several politicians to have "brains too small to know how to vote".

Questions 15 and 16

Choose the appropriate letters **A – D** and write them in boxes 15 and 16 on your answer sheet.

- 15 What is the main aspect of the suffragette movement's work to which the exhibition at the Museum of London is devoted?
- A. The role of the Pankhurst family in the suffrage movement.
 B. The violence of the movement's political campaign.
 C. The success of the movement's corporate image.
 D. The movement's co-operation with suffrage groups overseas.
- 16 Why was the WSPU more successful than other suffrage groups?
- A. Its leaders were much better educated.
 B. It received funding from movements abroad.
 C. It had access to new technology.
 D. It had a clear purpose and direction.

Question 17

Choose **TWO** letters **A – E** and write them in box 17 on your answer sheet.

In which **TWO** of the following years were laws passed allowing British women to vote?

- | | | |
|---------|---------|---------|
| A. 1906 | B. 1909 | C. 1914 |
| D. 1918 | E. 1928 | |

Questions 18 – 20

Complete the notes below.

Choose **NO MORE THAN THREE WORDS** from Reading Passage 2 for each answer.

Write your answers in boxes 18 – 20 on your answer sheet.



Three ways in which the WSPU raised money:

- The newspapers: mainly through selling _____ 18 _____
- Merchandising activities: selling a large variety of goods produced in their _____ 19 _____
- Additional fund-raising activities: for example, _____ 20 _____

Questions 21 – 27

Do the following statements reflect the situation as described by the writer in Reading Passage 2?

In boxes 21 – 27 on your answer sheet write

YES *if the statements reflects the situation as described by the writer*

NO *if the statement contradicts the situation as described by the writer*

NOT GIVEN *if it is impossible to know what the situation is from the passage*

Example

Answer

The WSPU was founded in 1906 by Emmeline Pankhurst

NO

- 21 In 1903 women in Australia were still not allowed to vote.
- 22 The main organs of communication for the WSPU were its two newspapers.
- 23 The work of the WSPU was mainly confined to London and the south.
- 24 The WSPU's newspapers were mainly devoted to society news and gossip.
- 25 The Woman's Exhibition in 1909 met with great opposition from Parliament.
- 26 The Museum of London exhibition includes some of the goods sold by the movement.
- 27 The opponents of the suffragettes made films opposing the movement.

Question 28

Choose the appropriate letter A – D and write it in box 28 on your answer sheet.

The writer of the article finds the exhibition to be

- | | |
|------------------|----------------|
| A. misleading | B. exceptional |
| C. disappointing | D. informative |

Day 3

难啃的“骨头”怎么啃？ ——雅思阅读中最折磨人的长难句



If they throw stones at you, don't throw back, use them to build your own foundation instead.



今日目标：啃透句子

不少的“烤鸭”们都曾经有过这样的经历，一篇文章拿到手里，所有的单词都认识，但是就是理不清楚其中的关系。关键长句读不通，读不懂，阅读理解的正确率就会大大下降。其实这并不是思维有问题或者单词量不够，而是因为你对语句的结构分析不够擅长。在长句当中，会出现一些常用的句中句、省略结构、倒装结构等。

要啃透长句这块大骨头，是要下一些苦功的。雅思阅读长难句是“烤鸭”们在备考雅思阅读的时候最需要解决的一个大问题，但是对于这样的问题，多少技巧都是纸上谈兵，唯有先把英语的一些常用语法知识巩固一遍，获得语法的支持，然后对大量的雅思阅读长难句进行分析练习，才能清楚该如何应对雅思阅读长难句。

正确理解8种句子成分

句子构成的成分共分为九种：主语，谓语，宾语，表语，定语，状语，补语，同位语和插入语。

④ 主语

句子的核心主体，通常位于谓语动词之前，表明一个句子是谁或何种情况发出执行或承受动作的。在阅读中常做主语的有名词、代词、主语从句、V-ing、To do 五种。

1. 名词：Some researchers say the results constitute compelling evidence that telepathy is genuine.

2. 代词：For the time before records began, we have only “proxy records” reconstructed largely from tree rings and ice cores, supplemented by a few incomplete written accounts.

3. 主语从句：Who should be responsible for the senior citizens has been widely discussed in our community.

4. V-ing：Fifty years ago in the UK, getting good grades and scoring high on tests were important but not critical to life chances.

5. To do：To do so is likely to result in an inflated sense of worth.

④ 谓语

描述或阐述主语的情况，由动词来充当，常位于主语之后。

1. 表状态用系动词：However, smell is not simply a biological and psychological phenomenon.



2. 表动作及物或不及物动词:

After this, many researchers switched to autoganzfeld tests — an automated variant of the technique which used computers to perform many of the key tasks such as the random selection of images.

3. 表拥有: 人或物时用 have/has: People have different views on this question.

无生命的东西 there be: There is no absolute agreement on this question.

4. 情态动词 + 动词原形: Both the electric engine and the gasoline engine can be used to start and stop the car.

◎ 宾语

及物动词或介词所指向的对象。在阅读中常做宾语的有名词、宾语从句、复合结构、V-ing、To do 五种。

1. 名词作宾语: Every organism has a life span which is highly characteristic.

2. 宾语从句作宾语: Many people think that ATC consists of a row of controllers sitting in front of their radar screens at the nation's airports, telling arriving and departing traffic what to do.

3. 复合结构: The advanced medical technology has made it possible for people to live longer than ever possible before.

4. V-ing: The squirrel was lucky that it just missed being caught.

5. To do: By 2020, Scotland wants to get half of its power from renewable sources, including large hydroelectric dams.

◎ 表语

接在系动词后, 补充说明主语的情况又称为主语补足语。在阅读中常做表语的有名词、形容词、V-ing、不定式、从句五种。

1. 名词: The area around the blowhole is also particularly sensitive and captive animals often object strongly to being touched there.

2. 形容词: And although preliminary experimental evidence suggests that their in-air vision is poor, the accuracy with which dolphins leap high to take small fish out of a trainer's hand provides anecdotal evidence to the contrary.

3. V-ing: Here, children are consuming rainforest destruction with damage to the forests of Western Europe by these factors.

4. To do: The aim of the present study is to start to provide such information, to help teachers design their educational strategies to build upon correct ideas and to help teachers design their educational strategies to build upon correct ideas and to displace misconceptions and to plan programmes in environmental studies in their schools.

5. 从句: One advantage of computers utilized in education is that they can enrich the traditional teaching method to a great extent.

◎ 定语

修饰名词或类似于名词的词。一般翻译为“……的”，表示事物性质或状态，分为前置或后置。在阅读中常做定语的有形容词、名词、V-ing、不定式、从句五种。

1. 形容词：But pictures are more than literal representations.

2. 名词：Generation gap is now a problem we have to face.

名词做定语（名词修饰名词重要原则：第一个名词一般用单数，以下为雅思写作常用名词修饰名词词组）

1. information technology	2. information center	3. credit card
4. generation gap	5. beauty contest	6. communication skills
7. information age	8. knowledge economy	9. peace talks
10. service industry	11. water scarcity	12. survival skills
13. press conference	14. safety standard	15. life insurance
16. weather forecast	17. reception desk	18. coffee break
19. body guard	20. heart attack	21. department store
22. stock market	23. office building	24. science fiction

3. V-ing：Clearly, we are now living in an updating society and the world is now witnessing some breath-taking changes.

4. To do：Studying abroad provides students with a good opportunity to experience a totally different culture.

5 定语从句：We gave a list of twenty pairs of words to sighted subjects and asked them to pick from each pair the term that best related to a circle and the term that best related to a square.

◎ 状语

修饰动词、形容词、副词或整句的词或句。按照功能分十一种：时间、地点、原因、目的、结果、方式、条件、让步、比较、伴随、评注。在阅读中常做状语的有副词、状语从句、状语从句省略结构、To do、V-ing、V-ed 从句六种。

1. 副词：Note surprisingly, linguists doubt that any native speakers of Navajo will remain in a hundred years' time.

2. 状语从句：Where there is an open mind, there will always be frontier.

3. 状语从句省略结构：If so, the conclusion still remains questionable.

4. To do：To achieve the benefits of recycling, the community must also contribute.

5. V-ing：Technology is developing by leaps and bounds, making it possible for people to live better than ever before.

6. V-ed：Alternative medicine appears to be an adjunct, sought in times of disenchantment when conventional medicine seems not to offer the answer.



◎ 补语

有些及物动词带了宾语后还需要有一个补足成分才能使句子完整, 这个补足成分就叫作宾语补足语。用来说明宾语的行为、特征、状态、身份等。宾语和宾补一起构成复合宾语。

1. 形容词: He had a strange way of making his class lively and interesting.
2. 不定式: The villagers did not allow them to build a factory there.

◎ 同位语

句子中的两种成分表达同一种概念, 称之为同位语。在阅读中常做同位语的有名词和从句两种。

1. 名词: We should learn from the past, the mirror of the present and the hope of the future.
2. 从句: Social sciences, the sciences that deal with human life, came into being in Europe in the early nineteenth century.

长句短读——拎出“主谓宾”，之后“定状补”

IELTS 的阅读部分有大量句型结构复杂、难以理解和把握的复杂句或难句。一般来说, 这些句子有以下特点:

- a. 句子冗长, 大多数句子由 20 个以上单词组成, 很多句子超过 40 个单词;
- b. 结构复杂, 频繁使用并列复合句、多重复合句等复杂句式;
- c. 大多是阅读考试的出题点, 在阅读试题中常常有所涉及。

在阅读中难免会遇到这些看似奇葩的长难句, 不过只要学会层层剥离, 哪怕词汇有限也能理解个八九不离十。为什么说是“剥离”, 因为通过上述长难句的特点可以看出, 长难句之所以复杂有两个主要的原因:

- a. 各种附加成分所造成, 比如后置定语、插入语、同位语, 还有各种奇奇怪怪的从句;
- b. 特殊句式, 比如强调句、倒装句, 还有分割现象。

如果能剥离这些成分, 那么剩下的主干部分(句子的主谓宾)自然很容易看懂, 当然这里有个前提——你的词汇量不是那么小。

破解小贴士

Step 1. 首先确定句子是简单句、复合句或并列句。

Step 2. 如果是简单句, 首先确定主谓结构; 接着确定宾语和宾语补足语(若有的话); 然后确定定语和状语等次要成分, 即找出主语、谓语和宾语各自的修饰语。按照所确定的各个成分, 给出全句大意(可用翻译法)。译文意思应当通顺, 并和上下文意义基本吻合。如意义出入较大, 文理不通, 则分析可能有误, 这时应考虑重新进行句子结构分析。

Step 3. 如果是并列句，首先应找出并列连词并把全句分解为若干个分句；接着按照简单句的分析方法再细分各分句的内部结构和句意；然后将全句综合考虑。

Step 4. 如果是复合句，首先找出从属连词并确定出主句，这时应特别注意连词省略现象和多义连词在句中的确切含义；接着按照简单句的分析方法再细分各分句的内部结构和句意；然后确定从句的性质，即该从句在句中修饰什么词语或结构；最后整体考虑全句大意，尤其要注意对修饰语的判断是否准确。

我们可以从简单句开始分析。对于难度较大的简单句，阅读的基本方法是确定句子的主、谓、宾，找出句子的主干，忽略其他的成分，将长句变成短句，将句型结构复杂的句子变成句型结构简单的句子。

例 1: It involves probing for deeply rooted concerns, devising creative solutions, and making trade-offs and compromises where interests are opposed.

分析: 句子的主语是 it，谓语是 involves，三个动名词短语 probing for deeply rooted concerns、devising creative solutions 和 making trade-offs and compromises 做宾语。

译文: 它涉及探究深层次的关注、想出更有创意的解决方案以及当利益发生冲突的时候做出交易和妥协。

例 2: Automated techniques to measure these characteristics and verify a person's identity infallibly are attracting widespread attention in these days of increased use of credit cards and e-mail.

分析: 该句主语是 automated techniques，谓语是 attract，宾语是 attention，in these days of increased use of credit cards and e-mail 在句子里起时间状语的作用。

译文: 在信用卡和电子邮件越来越多地被使用的今天，用来测量这些特性和确认人的身份的自动技术吸引了广泛的关注。

我们再来看一下并列句和复合句。

例 1: Selecting the right person for the job involves more than identifying the essential or desirable range of skills, educational and professional qualifications necessary to perform the job and then recruiting the candidate who is most likely to possess these skills or at least is perceived to have the ability and predisposition to acquire them.

分析: 首先分清句子是并列关系，句子结构为 Selecting the right person ... and then recruiting the candidate ... 其次找出修饰语 “identifying the essential or desirable range of skills” 以及 “educational and professional qualifications necessary to perform the job” 是修饰 the right person 的；而 “is most likely to possess these skills or at least is perceived to have the ability and predisposition to acquire them” 是修饰 the candidate 的；最后忽略修饰语，句子的意思就浮出水面了。



译文：为此职位选择合适的人选，首先要确认完成此工作需要的基本的技能范围、必要的教育水准及专业资格，继而招收那些最有可能掌握这些技能的候选人，或者至少是有能力或潜质获得这种技能的候选人，但要做的还不止这些。

例 2：As the audiences grew, so did the places where films were shown, finishing up with the “great picture palaces” of the 1920s, which rivaled, and occasionally superseded, theatres and opera-houses in term of opulence and splendor. (剑 4 - G 类 Section 3)

分析：这里的 (just) as ... so ... 这个搭配表示“就像……也一样”，so 后面的部分是主句，用了倒装结构，如果你不知道这个搭配的意思，就很难精确理解这个句子的意思。后面还有两处影响大家的理解，一处是 finishing up 做结果状语；另一处是后面的逗号太多，不知道哪部分是在一起的，这个时候连词很重要，那就是**信号**，让你不至于思路出现断层，比如这里有 and，告诉我们 rivaled 和 superseded 并列。另外，in term of 很多同学不知道这个短语是“关于”的意思，那么这样也多多少少会对理解有影响。

译文：随着观众的增加，电影的放映场所也在增加，最后在 20 世纪 20 年代出现了一些“大型电影院”，它们的豪华壮观可以与当时的剧院和歌剧院相媲美，甚至偶尔还会超过它们。

可以看出，突破长难句最有效的方法就是拎出“主谓宾”，之后“定状补”。我们再来看一个长难句：

Behaviorists suggest that the child who is raised in an environment where there are many stimuli which develop his or her capacity for appropriate responses will experience greatly intellectual development.

分析：这个句子看起来非常复杂，但不难辨认出整个句子的主语是 Behaviorists (行为学者)，谓语是紧跟在后面的动词 suggest，宾语是一个较长的宾语从句。

在这个宾语从句中，不难发现主语就是 the child，接着出现了三个代词：who, where 和 which，这些是非常明显的定语从句的关系代词，所以这里可以判断出连着出现了三个定语从句，一个套着一个，修饰了三个名词成分。而在这三个定语从句后面出现的唯一一个动词无疑就是整个宾语从句的谓语了，也就是 will experience，当然后面接的 development 也就是宾语从句中的宾语了。

到这里，这个较长的由三个定语从句构成的宾语从句的意思已基本分析出来。

由此可见，只要我们能够正确分析分句间的关系，找出主谓宾，再分清楚修饰成分，这种长难句的理解也就没有那么困难了。总之，**打断长句 = (忽略其中插入语和修饰语) 先看两端 + 再看中间。**

雅思阅读难句分析

给雅思阅读造成困难的句式分别为并列平行结构、分词短语做后置定语、插入语结构、倒装句式、强调句式、被动句、定语从句、状语从句、同位语从句、多重复合句等，下面进行具体地分析，帮助“烤鸭”们掌握各种长难句，做好万全的准备。



并列平行结构

如果句子包含两个或更多互不依从的主谓结构，就是并列句。并列句中的分句通常用一个并列连词来连接，最常见的并列连词有 and, or 和 but。最简单的方法就是将句子从并列连词处断开，将并列句变成两个或若干个相对短的句子，然后再用处理简单句的方法抓句子主干，来依次处理每个相对短的句子。

Example 1: Government has encouraged waste paper collection and sorting schemes and at the same time, the paper industry has responded by developing new recycling technologies that have paved the way for even greater utilization of used fibre.

分析：这个复合句可以从 and 处将句子分成两个相对较短的句子：and 前面是一个简单句；and 后面的句子有一个由 that 引导的定语从句，充当 new recycling technologies 的定语。本句可以拆分为：

- 1) Government has encouraged waste paper collection and sorting schemes.
- 2) the paper industry has responded by developing new recycling technologies that ...

大意：政府鼓励了废纸的回收和分类计划，同时造纸工业也通过开发新的回收技术做出了反应，这个回收技术为更大程度地利用已经使用过的纤维铺平了道路。

Example 2: Everyone should know where the nearest fire alarm box is located and where exits, fire escapes, and fire doors are.

分析：本句含有三个谓语动词，其中主句的谓语动词为 should know，其余两个都是由 where 引导的并列宾语从句。本句可以拆分为：

- 1) Everyone should know.
- 2) Where the nearest fire alarm box is located.
- 3) Where exits, fire escapes, and fire doors are.

译文：每个人都应该知道最近的火灾报警箱的位置，以及安全出口、安全梯及防火门位于何处。

Example 3: The way space is used to enable the individual to achieve privacy, to build homes or to design cities is culturally influenced.

分析：本句有 2 个谓语动词，其中第二个 is influenced 是主句的谓语动词，主干是 The



way is culturally influenced; 第一个 is used 是定语从句的谓语动词，但是该定语从句省略了引导词。定语从句中三个并列的不定式短语动词 to achieve privacy, to build homes or to design cities 共同作为 is used 的目的状语。本句可以拆分为：

- 1) The way is culturally influenced.
- 2) Space is used to enable the individual to achieve privacy, to build homes or to design cities.

译文：怎样利用空间来获得个人隐私、建造家园以及设计城市都会受到文化的影响。

Example 4: I wanted her to know that my heart was with her, and that I thought England owed her a great debt and was going to miss her.

分析：本句有 5 个谓语动词，其中主句的谓语动词为 wanted。was 和 thought 分别属于两个由 that 引导的并列宾语从句。而 owed 和 was going 为两个并列的谓语动词，共同主语为 England。England 这句话前面为了避免重复而省略了宾语从句的引导词 that，实际上是 thought 的宾语从句。本句可以拆分为：

- 1) I wanted her to know.
- 2) That my heart was with her.
- 3) That I thought.
- 4) (That) England owed her a great debt and was going to miss her.

译文：我想让她知道我的心陪伴着她，而且我认为英国欠了她一大笔债，很快就会想念她。

Example 5: Keeping your head, (instead of crowding and pushing to get to an exit), may make the difference between life and death when fire breaks out.

分析：本句有两个谓语动词，其中主句的谓语动词为 may make，其主语是动名词短语 keeping your head。breaks out 是 when 引导的时间状语从句的谓语动词。插入语 (instead of...) 中的 crowding 和 pushing 两个动名词是平行并列结构。本句可以拆分为：

- 1) Keeping your head may make the difference between life and death.
- 2) When fire breaks out.

译文：当发生火灾时，保持头脑冷静，而不是向安全出口拥堵，能够带来生与死的不同结果。

Example 6: Neither friends nor family can convince phobic people that most animals are harmless, that thousands of travelers fly safely everyday, and millions of people ride safely in elevators several times each day.

分析：本句有 4 个谓语动词，其中主句的谓语动词为 can convince，其主语为 Neither friends nor family。其余三个谓语动词全是 convince 的宾语从句的谓语动词，其中最后一个从句前面省略了 that。拆分为：

- 1) Neither friends nor family can convince phobic people.
- 2) That most animals are harmless.
- 3) That thousands of travelers fly safely everyday.
- 4) (That) millions of people ride ... each day.

译文：朋友及家庭成员都无法说服恐惧症患者，使其相信大多数动物都无害，无数旅行者每天安全地飞行，上百万人每天都多次安全地乘坐电梯。

Example 7: Millions of people travel about the country by rail, by bus, or by automobile, or drive to and from their places of work and their homes.

分析：本句有 2 个谓语动词，都是并列的主句谓语动词。三个并列的 by ..., by ..., by... 作为 travel 的方式状语。本句可以拆分为：

- 1) Millions of people travel about the country by rail, by bus, or by automobile.
- 2) Millions of people drive to and from their places of work and their homes.

译文：上百万人乘坐火车、公交车或者小汽车在周游全国，或者开车往返于工作地点和家庭处所之间。

Example 8: Here we have a little child, without knowledge or experience; there a grown-up person with fully developed mental powers.

分析：本句只有一个谓语动词 have。Here ... there 属于平行并列结构，表示两个事物的对比状态，相当于 the one ..., the other ...

译文：一方是一个没有任何知识或者经验的小孩，另一方是一个有着健全发展的智力的成年人。

Example 9: There are relay races in running and swimming in summer, and relay in skiing in winter.

分析：本句只有一个 there be 句型。relay races 和 relay 并列作为主语。本句可以拆分为：

- 1) There are relay races in running ... in summer.
- 2) There are relay in skiing in winter.

译文：夏季有赛跑和游泳赛接力赛，冬季有滑雪比赛。

Example 10: But we remember (with far greater pain) that we did not see that beauty when it flowered, that we failed to respond with love when it was tendered.

分析：本句有 5 个谓语动词，其中 remember 是主句的谓语动词，被 (with far greater pain) 分隔了两个并列的宾语从句 that we did not see ... 和 that we failed to ... 本句可以拆分为：

- 1) But we remember with far greater pain.
- 2) That we did not see that beauty.
- 3) When it flowered.



4) That we failed to respond with love.

5) When it was tendered.

译文：但是我们更加痛苦地回忆着，当花儿开放时我们没有看到她的美丽，在别人给予我们爱的时候也没有用爱来做出回报。

Example 11: This is not an easy lesson to learn, especially when we are young and think that the world is ours to command, that whatever we desire (with the full force of our passionate being) can be ours.

分析：本句有 6 个谓语动词，其中主句的谓语动词为 is。think 后面有两个并列的由 that 引导的宾语从句，而第二个宾语从句里面有一个由 whatever 引导的主语从句。(with the full force of our passionate being) 分隔了主语从句和其谓语 can be。being 是动名词。本句可以拆分为：

1) This is not an easy lesson to learn.

2) Especially when we are young and think.

3) That the world is ours to command.

4) That whatever we desire can be ours.

译文：这不是容易学会的一课，尤其是当我们还年轻，认为这个世界是由我们掌控，而且认为无论我们渴望得到什么，只要充满激情、全力以赴，就能实现。

Example 12: More than three million people live in inner London, and nearly five million people live in the surrounding suburban area, which is made up of formerly separate villages that have merged to form what is now called outer London.

分析：本句有 5 个谓语动词，其中主句的谓语动词为两个并列的 live。which 引导非限定性定语从句，修饰 suburban area；that 引导定语从句修饰 villages，而 what 引导 form 的宾语从句。可以拆分为：

1) More than ... people live in inner London.

2) And nearly five million people live in ...area.

3) The area is made up of ... villages.

4) The villages have merged to form.

5) What is now called outer London.

译文：三百多万人住在伦敦市区，将近五百多万人住在周边郊区——该地区由以前分散的村庄组成，后来逐渐合并，形成今天所谓的外部伦敦。

Example 13: The journey and the stay are (by definition) outside the normal places of residence and work and are of short-term and temporary nature, and there is a clear intention to return home within a relatively short period of time.

分析：本句有三个并列的主句谓语动词。两个 are 的共同主语是 the journey and the stay。(by definition) 分割了 are 和表语 outside the normal places。nature 在这

里表示“本质，性质”。本句可以拆分为：

- 1) The journey and the stay are outside the normal places of residence and work.
- 2) The journey and the stay are of short-term and temporary nature.
- 3) There is a clear intention to return home ...

译文：（旅游中的）旅程和停留从定义上讲是在通常的居住和工作处所之外的，而且有一种短暂的性质。在短期之内，还要有一个明确的回家的意图。

Example 14: The limited investments that are made in training workers are also much more narrowly focused on the specific skills necessary to do the next job rather than on the basic background skills that make it possible to absorb new technologies.

分析：本句有 3 个谓语动词，其中第二个 are focused 是主句的谓语动词。rather than 意思是“而非”，其前后并列两个 on 引导的介词短语。拆分为：

- 1) The limited investments are ... focused on the specific skills necessary to do the next job rather than on the basic background skills.
- 2) The investments are made in training workers.
- 3) The skills make it possible to absorb new technologies.

译文：用于培训工人的有限投资也被集中用在训练完成下一个工作的必要技能上，而非用在可以吸收新技术的基本技能培训上。

Example 15: We have tried to isolate some of the key factors that govern service quality, and offer examples of organizations that manage service well and of some that manage it poorly.

分析：本句有 4 个谓语动词，其中主句的谓语动词为 have tried，不定式 to 后面并列两个动词 isolate 和 offer。两个 of 并列作为 examples 的后置定语。of some 指代的是 of some organizations。本句可以拆分为：

- 1) We have tried to isolate some of the key factors and offer examples of organizations and of some.
- 2) Factors govern service quality.
- 3) Organizations manage service well.
- 4) Organizations manage it poorly.

译文：我们力图挑选出一些控制服务质量的关键因素，并且提供一些例子来说明某些机构把服务管理得很好，而有些却很差。

Example 16: Human beings have distinguished themselves from other animals, and in doing so ensured their survival, by the ability to observe and understand their environment and then either to adapt to that environment or to control and adapt it to their own needs.

分析：本句只有 2 个谓语动词 have distinguished 和 have ensured。主干是 Human



beings have distinguished themselves ... and ... ensured their survival. by 引导的方式状语后面并列了多个动词不定式 to observe and understand... /to adapt to .../to control and adapt it to ...，作为 ability 的修饰成分。

译文：人类已经将自己与其他动物区分开来，并且通过这样做来确保自己的生存，所依靠的就是通过观察和理解周围的环境，然后适应、控制并且改造该环境，使其适合自己的需要。



分词短语做后置定语

分词短语做后置定语是一种十分常见的语法现象，它与中心名词构成逻辑主谓关系，有限制性和非限制性两种用法。

Example 1: The most common procedure for doing this is negotiation, the act of communication intended to reach agreement.

分析：过去分词短语 intended to reach agreement 是 the act of communication 的后置定语，the act of communication intended to reach agreement 是 negotiation 的同位语，对 negotiation 进行解释。

译文：做这件事的最常用的方法是谈判——一种想要达成一致的交流的行为。

Example 2: Expeditioners heading south were issued with pamphlets listing five-letter codes covering almost every conceivable situation so they could communicate with their families and still keep within strict “word limits” during their year on base.

分析：句子中 Expeditioners heading south were issued with ... 是由一个定语从句简化而来的，即：Expeditioners which/that headed south were issued with ...，由于 which 所指就是 expeditioners，即主语相同；而 which 和 head 之间又是主动关系，所以，可以省略为一个带有动名词的短语，即：Expeditioners heading south were issued with ... 同理，pamphlets listing five-letter codes covering almost every conceivable situation 都是由定语从句得来的，即：pamphlets that/which listed five-letter codes that/which covered almost every conceivable situation，因为 that/which 所指的都是其前面的那个中心词，即：主语相同；而 that/ which 和其前面的那个中心词之间又是主动关系，所以可以省略一个带有动名词的短语。

译文：往南走的探险者都发了小手册，其上有用 5 个字母表示的代码。这些代码涵盖了几乎每一种可以想象得到的情况。这样，这些探险者们就能够用这些规定的代码和他们的家人交流了，并且长年都是如此。

Example 3: The materials used — copper, stainless steel, concrete and glass — give the building a striking beauty.

分析：全句只有 1 个谓语动词：give。句子主干是：The materials give the building a striking beauty。其中，过去分词 used 作为后置定语修饰 materials。现在分词

striking 做定语修饰 beauty。破折号之间的并列的名词结构是 materials 的同位语，起补充说明作用。

译文：使用的这些建材——铜、不锈钢、水泥和玻璃等——给这个建筑物增添了一种夺目的魅力。

Example 4: After all, eighty was a special birthday, another decade lived or endured just as you chose to look at it.

分析：全句有 2 个谓语动词：was 和 chose。句子主干为：eighty was a special birthday。Another decade 是 birthday 的同位语，后面的 lived or endured 是过去分词做后置定语来修饰 decade。最后是 as 引导的状语从句。

译文：毕竟，八十大寿是一个特殊的生日，是又生活了十年还是忍受了十年全凭你选择怎么去看待了。

Example 5: But at least they would distinguish the organizations entitled to a continuing voice in the dialogue with the research community about the rights of animals in research from the organizations that deserve no say.

分析：全句有 2 个谓语动词：would distinguish 和 deserve。句子主干是：they would distinguish the organizations ... from the organizations that ... 其中，entitled to a continuing voice 是过去分词短语，作为后置定语修饰第一个 organizations。其后是一个复杂的介词短语，其主干是 in the dialogue with ... about ...，that 引导的定语从句修饰第二个 organizations。并且，还应注意到整句话的主要结构：distinguish ... from ...

译文：但是，至少他们会分辨出哪些组织有资格与研究机构继续进行对话，就科研活动中的动物的权力发表意见，以及分辨出哪些组织不应进行这种对话。

Example 6: They also bring together in one display a group of object drawn from various parts of the museum in an effort to represent the whole life-style of a region or a historical period.

分析：全句只有 1 个谓语动词：bring。句子主干为：They also bring together a group of object。其中，过去分词短语 drawn from various parts of the museum 作为后置定语修饰 a group of object。句子后半部分的介词短语 in an effort to ... 是句子的目的状语。

译文：他们还聚集了一批来自博物馆的各个部分的展品，放在一场展览中展出，力图展示代表了一个地区或一个历史时期的生活方式。

Example 7: (C8-T1-P1) They based their calendars on three natural cycles: the solar day, marked by the successive periods of light and darkness as the earth rotates on its axis; the lunar month, following the phases of the moon as it orbits the earth; and the solar year, defined by the changing seasons that accompany our planet's revolution around the sun.



分析：句子主干即为：they based their calendars on three natural cycles。然后分别描述了三种自然周期：the solar day (marked by...这个过去分词做后置定语，只是这个长定语里有个 as 引导的时间状语)；the lunar month (following ...为现在分词做后置定语)；the solar year (defined by ...为过去分词做后置定语，这个定语里还有个 changing 现在分词做 seasons 的定语，以及 that ...定语从句)。

译文：古巴比伦人的历法是根据三个自然循环建立的：太阳日（根据地球沿轴线自转时白天和黑夜接替的周期而来）、太阴月（由月亮绕地球公转的月相变化而来），以及太阳年（根据地球绕太阳公转而出现的四季变化来界定）。

Example 7: (C8-T1-P2)

In the 1940s, ATC centres could and did take advantage of the newly developed radar and improved radio communication brought about by the Second World War, but the system remained rudimentary.

分析：上句中，newly developed, improved 是两个前置的过去分词，做定语分别修饰 radar 和 radio communication；而这两个主句的宾语，又共享一个后置定语，即过去分词短语 brought about by ...。

译文：20 世纪 40 年代航空交通管制中心利用了第二次世界大战催生出的新研制的雷达和改进后的无线电通信技术，但管制系统仍然很不成熟。

为了便于考生们更好地了解分词短语做后置定语的情况，下面看几个分词短语做状语的例子。

Example 1: Over 800 full-time thatchers are employed in England and Wales today, maintaining and renewing the old roofs as well as thatching newer houses.

分析：全句只有 1 个谓语动词：are employed。句子主干为：Over 800 full-time thatchers are employed。其中，maintaining, renewing the old roofs 和 thatching newer houses 是三个并列的现在分词短语做**伴随状语**。as well as 表示并列。

译文：目前有 800 名全职茅屋匠人在英格兰和威尔士工作，进行维修，翻新旧屋顶并且还盖新的茅屋顶。

Example 2: He had never been to school or university but had studied privately and by the time he was twenty he was a skillful chemist and excellent linguist, speaking Swedish, Russian, German, France, and English.

分析：全句有 4 个谓语动词：had been, had studied, was 和 was。全句由三个并列的简单句组成。he was twenty 是一个由 by the time 引导的时间状语从句。其中句末的现在分词短语 speaking Swedish, Russian, German, France, and English 做**伴随状语**，对 excellent linguist 进行解释说明。

译文：他从来没有上过中学或大学，但是他都是自学的。到 20 岁时，他已经是一个很熟练的化学家，一个优秀的语言学家，会说瑞典语、俄语、德语、法语和英语。

Example 3: The problem is how museums can continue to serve as storehouses for treasures while encouraging public to enjoy visiting them.

分析：全句有2个谓语动词：is 和 can continue。句子主干为：The problem is how…。how 引导的是一个表语从句。其中，现在分词短语 encouraging public to enjoy visiting them 作为**伴随状语**，表示 museums 在 continue 的同时还能够 encouraging。

译文：问题是博物馆怎样既能起到珍品宝库的作用，同时又能鼓励公众乐于参观。

Example 4: Spending all their time working to a rigid curriculum, the passing of examinations by their pupils gradually became the whole object of their working life.

分析：全句只有一个谓语动词：became。句子主干为：the passing of examinations became the whole object。句首的现在分词短语 Spending all their time working to a rigid curriculum 在句子中做**原因状语**。注意 the passing of examinations 表示通过考试，其中 examinations 应该是 passing 的宾语，这种结构很常见，如：the hunting of the animal 等。句子末尾的 working 是现在分词作为形容词来修饰 life，表示“工作生活”。

译文：他们把自己的全部时间都用于按照苛刻的课程表进行授课，学生能通过考试已经渐渐变成他们自己授课的全部目标。

Example 5: Being very short of money and wanting to do something useful, I applied, fearing as I did so, that without a degree and with no experience in teaching my chances of getting the job were slim.

分析：全句有3个谓语动词：applied, did 和 were。其中主句的谓语是：applied。句子主干为：I applied。句首的并列的现在分词短语 Being very short of money 和 wanting to do something useful 做**原因状语**，fearing 实际上是一个**伴随状语**，as I did so 是 as 引导的一个时间状语从句。that 引导的是 fearing 的宾语从句。

译文：由于手头很缺钱，同时也想干点儿有用的事，我就提出了申请，但在申请时我也担心，自己没有文凭也没有教学经验，得到这份工作的希望是很渺茫的。

破解小贴士

过去分词短语做后置定语的情况在 IELTS 阅读中经常出现。因为形式相同，所以有时容易理解为谓语（过去式），从而造成理解上的障碍。怎样区分动词加-ed 的形式是谓语（过去式），还是后置定语（过去分词短语）呢？有两种方法：

a. 看它与前面的词是主动还是被动的关系。是主动，则是谓语，过去式。如果是被动的关系，则是后置定语，过去分词短语。如上面例 1 中，intended to reach agreement 与 communication 是被动的关系，所以是过去分词短语做后置定语。

b. 看句子中是否有其他的谓语成分。一个句子中只能有一个谓语成分，所以，如果该句已有了一个确定无疑的谓语，那么这个-ed 只能是过去分词短语了。如上面例 1 中，is 肯定是谓语，所以 intended 不能再是谓语了。



插入语结构

插入语也是 IELTS 阅读中常出现的一种结构。它一般是对句子中一个句子成分的解释或补充说明，通常是不重要的内容。

插入语的标志

(1) 插入语结构前后用逗号断开，如：

The book, I think, doesn't provide information about the population in that area.

其中，插入语结构 I think 便是这种特点。

(2) 插入语结构前后用破折号断开，如：

The paper said the volcano destroyed most — if not all — of the buildings and construction on the island.

其中，插入语 if not all 就属于此类结构。

破解小贴士

对付插入语的办法是先略去不读。插入语常常插在主语和谓语之间，也可以插在句子中其他两个句子成分之间。有的插入语比较长，如果对插入语特别注意，会造成原来句子主要意思的中断，造成理解困难。而插入语常常是不重要的内容，所以应先略去不读，使插入语结构前后意思顺畅。

下面就看几个关于插入语的例子。

Example 1: In relationships of mutual dependence, such as between labor and management or within an organization or a family, the question of who is more powerful turns on who is less dependent on the other.

分析：such as between labor and management or within an organization or a family 是插入语，同时也是举例说明，是不重要的内容，可以先略去不读。the question of who is more powerful 是主语，全句的谓语是 turns on，之后接宾语从句 who is less dependent on the other。

译文：在相互依赖的关系中，例如劳资关系或在一个家庭或一个组织中，谁更有力量的问题就转换成谁更少依赖于另一方。

Example 2: In developing countries, where at least 16 cities are expected to have more than 12 million people each by the end of this decade, failing to give priority to public transport would be disastrous.

分析：where at least 16 cities are expected to have more than 12 million people each by the end of this decade 是插入语，是一个定语从句，修饰 developing countries。全句主语是动名词短语 failing to give priority to public transport。

译文：在发展中国家，在那里，至少有 16 个城市在近 10 年之末人口会超过 1200 万，

不优先考虑公共交通是灾难性的。

Example 3: To casual observers, as well as to influential natural scientists and regional planners, the luxuriant forests of Amazonia seem ageless.

分析: 该句中, as well as to influential natural scientists and regional planners 充当插入语, 阅读句子时, 可以先忽略这部分。句子的主干为 the luxuriant forests of Amazonia seem ageless。

译文: 对不经意看到的人和有影响力的自然科学家、区域规划者来说, 亚马孙地区的繁茂的森林似乎是永恒的。

Example 4: Over 120 years ago, the English botanist J. D. Hooker, writing of Australian edible plants, suggested that many of them were “eatable but not worth eating”.

分析: 此句中, 两个逗号之间的内容即 writing of Australian edible plants, 充当插入语。

译文: 120 多年前, 英国植物学家 J. D. Hooker 在写到澳大利亚可食用的植物时, 就指出它们当中有很多是可食用的, 但却不值得食用。

Example 5: (C9-T1-P2) However, when we look at the 100 billion stars in our galaxy (the Milky Way), and 100 billion galaxies in the observable Universe, it seems inconvincible that at least one of these planets does not have a life form on it; in fact, the best educated guess we can make, using the little that we do know about the conditions for carbon-based life, leads us to estimate that perhaps one in 100,000 stars might have a life-bearing planet orbiting it.

分析: 即使“卸掉”这个句子中的四个名词性从句, 还是难以理解, 因为句中有两个超长的插入语! 插入语 1: and 100 billion galaxies in the observable Universe; 插入语 2: using the little that we do know about the conditions for carbon-based life。把这两个插入语砍掉, 视若不见! 那么分号前面就是一个前置的时间状语从句 when ... 再加一个主语从句; 分号后面就只剩下 the best educated guess leads us to estimate ... 这样简短的内容了。

译文: 然而, 当我们观察银河系的 1000 亿颗恒星以及宇宙中可探测到的 1000 亿个星系的时候, 我们很难相信这些恒星中没有任何的生命体存在。事实上, 凭借我们仅有的一点点对于碳基生命体的知识, 我们可以做出的最有根据的推测就是: 也许每十万个恒星中就会有一个恒星, 包括一个可能孕育生命的行星围绕着它在运转。

Example 6: (C7-T1-P1) In any event, whether or not the reason is the energy expense, it seems to be the case that, with the possible exception of some weird deep-sea fish, no animal apart from man uses manufactured light to find its way about.

分析: 如果我们把两个插入语拿掉, 这个复杂长句就只剩下一个小小的主语从句: it seems to be the case that no animal apart from man uses manufactured light to find its way about。



译文：事实上，无论是能量消耗的缘故，情况似乎是这样——除了个别的深海大怪鱼外，除了人类以外，没有一种动物使用自己制造的光源去探测前路。

Example 7: (C7-T1-P2) At the height of Roman Empire, nine major systems, with an innovative layout of pipes and well-built sewers, supplied the occupants of Rome with as much water per person as is provided in many parts of the industrial world today.

分析：这个句子中，且先不论 at the height of Roman Empire 这个前置的时间状语，如果我们砍掉 with...这个扮演 systems 的定语的插入语，再辨别出 as is provided ...这个定语从句，剩下的句子主干就是：nine major systems supplied the occupants of Rome with much water per person。而且这个被裁剪的主干句，仅仅就是我们非常熟悉的一个动词短语：supply somebody with something。

译文：在罗马帝国鼎盛时期，人们修建了九条主要水利系统，其疏水管道和污水管道均以革新的方式铺设，为城区居民提供用水。当时罗马城内居民人均用水量和现今工业社会很多地区的人均用水量相当。

Note: 但需要提醒大家的是，在理解了句子的核心信息之后，砍掉的插入语务必再放回去！毕竟雅思考试阅读部分绝大多数是考察细节信息，很多时候在插入语上也会出题。



倒装句式

在英语当中，主语和谓语有两种顺序：一种和汉语一致，即主语在前；另外一种顺序是谓语在主语前面，即倒装。阅读中一般会出现以 not only 等否定连词和 never, seldom, rarely, hardly 等否定副词引导的倒装句。理解倒装句，就要把它转换成普通语句，把倒装语序还原为自然语序，在自然语序下理解句子。

Example 1: In a dispute, not only do the interests of one party not coincide with those of the other party, but they are in conflict.

分析：该句中，not only ... but also ... 引导了倒装句，把其中的句子换成正常语序就是：the interests of one party do not coincide with those of the other party。

译文：在一个争论中，不仅一方的利益和另外一方不一致，而且它们是相互矛盾的。

Example 2: Although numerous books have been written about American mothers, only recently has literature focused on the role of a father.

分析：第二个分句由于把 only 放在句首以强调 recently，所以使用了倒装语序。主句的正常语序应为 literature has only recently focused on the role of a father。

译文：写美国母亲的书籍很多，只是最近的文学才开始关注父亲的角色。

Example 3: Not only do we need to make the paper available to collectors but it also needs to be separated into different types.

分析：not only 位于句首，引起前面的句子倒装。正常的语序是 we need to make the

paper available to collectors。

译文：我们不仅需要使纸张能被收废纸的人得到，而且纸张需要被分成不同的类别。

Example 4: In addition, difficult as it is to believe, there are desert fishes that can survive through years of drought in the form of inactive eggs.

分析：句子中 as (= although/though, “尽管”; “虽然”) 所引导的是让步状语从句。

实际上, difficult as it is to believe = although/though it is difficult to believe.

译文：而且，尽管令人难以置信，还是有沙漠鱼类能以非活性卵的形态幸免于多年的干旱。

Example 5: For example, they do not compensate for gross social inequality, and thus do not tell how able an underprivileged youngster might have been had he grown up under more favorable circumstances.

分析：句中 had he grown up ... 是虚拟条件中省略 if 的倒装结构。翻译时，要把 if 的含义译出。主句为并列谓语 ... compensate ..., and ... tell 结构。句中 how 引导宾语从句。虚拟条件句为宾语从句的状语。根据汉语的表达习惯，条件状语常前置。

译文：例如，它们并不弥补明显的社会不公；因此，它们说明不了一个物质条件差的年轻人，如果在较好的环境下成长，会有多大的才干。

Example 6: Jack London poured into his writings all the pain of his life, the fierce hatred of the bourgeoisie that it had produced in him, and the conviction it had brought to him that the world could be made a better place to live in if the exploited would rise up and take the management of society out of the hands of the exploiters.

分析：本句为倒装句。如果宾语较长或宾语结构比较复杂，往往将宾语后置，采用倒装语序，以使句子保持平衡。本句的宾语由三个并列的名词构成，且第二和第三个名词后又带有限定性定语从句，故采用倒装语序，将动词 poured 的宾语放在状语 into his writings 之后。all the pain ..., the fierce hatred ... 和 the conviction ... 是 poured 的三个并列的宾语；其中，第一个 that 引导的定语从句修饰 hatred, it had brought to him 修饰 conviction, 在该定语从句中因其关系代词做宾语而被省略；第二个 that 从句则是 conviction 的同位语从句。

译文：杰克·伦敦在作品中倾注了他一生中所遭受过的一切痛苦，倾诉了这种痛苦在他心中产生的对资产阶级的刻骨仇恨以及由此产生的这样的信念：如果被剥削者起来反抗，从剥削者手中夺回社会管理权，那么世界就会变成一个人人有好日子过的地方。

Example 7: Along with them goes social mobility, ambition to rise in the urban world, a main factor in bringing down the births in Europe in the nineteenth century.

分析：这是一个完全倒装句，主语是 social mobility ... century, 谓语动词是 goes, ambition to rise in the urban world 是对 social mobility 的进一步说明。a main



factor 在意思上相当于 which is a main factor in... century, 修饰 ambition to ... world。

译文：伴随他们而来的是社会的流动性，人们强烈地希望在城市里发展，这是 19 世纪欧洲出生率下降的主要因素。

Example 8: So involved with their computers do the children become that leaders at summer computer camps often have to force them to break for sports and games.

分析：本句的基本结构是 the children become so involved with their computers that ... 因为把 so involved with their computers 放在了句首，所以句子必须倒装。因为该句的动词是 become，所以用 do 来帮助倒装。

译文：参加计算机夏令营的孩子们对计算机如此着迷，以至于夏令营的负责人常常不得不强迫他们停下来参加体育运动或做游戏。

Example 9: As the Internet becomes more and more commercialized, it is in the interest of business to universalize access — after all, the more people online, the more potential customers there are.

分析：破折号后面的部分是用来解释句子主句的，在结构上是部分倒装句，属（从句）the + 比较级 ...，（主句）the + 比较级句型，这样的句子一般主谓不倒装。

译文：随着国际互联网越来越商业化，普及上网会对商家有利，因为上网的人越多，潜在的顾客数量就越多。

Example 10: Only after studies provided evidence of the harmful effects of such programs has it been possible to modify TV programming policies.

分析：only 是加强语气的词语，位于句首时，主谓语要倒装。这样的句子一般可按原文顺序翻译。has it been ... 是主句，正常语序应是 it has been ...

译文：只有大量调研提供出证据来表明此类节目产生不良影响后，电视节目审查政策才有可能改变。

Example 11: Unpopular as red has been in the past at the moment it is a favorite hair style.

分析：这是一个主从复合句，主句是 at the moment it is a favorite hair style。在让步状语从句中，作为表语的 unpopular 放在 as 前面而位于句首，构成部分倒装。形容词 + as 从句在意思上等于 although ...，一般翻译成“虽然……”。注意这个形容词不能放在动词后面，否则整个句子意思不同。

译文：虽然过去红色不受欢迎，眼下红色染发剂却备受青睐。

Example 12: Lonely was seeing his daughter only twice a week since the divorce.

分析：这是一个完全倒装句，主语是 seeing his daughter ... divorce。翻译时可用正常语序。

译文：他只是觉得离婚后每周只能看女儿两次让他感到孤独。

Example 13: So perilous was this one that he was the only security officer on the site.

分析: 该句的原结构是 this one was so perilous that ..., 因为把 so perilous 放在句首, 所以句子要主谓倒装。

译文: 做现场唯一的保安官员, 这差使还真有点危险。

Example 14: In front of me stood the essential tools of the intelligence officer's trade — a desk, two telephones, one scrambled for outside calls, and to one side a large green metal safe with an oversized combination lock on the front.

分析: 这是一个并列句, 由 and 连接。第一个分句中破折号前面是一个完全倒装句, 主语是 the essential tools of the intelligence officer's trade。破折号后面的部分是用来解释 trade。One scrambled for outside calls 等于 one of which was scrambled for outside calls。第二个分句也是一个完全倒装句, 只是在 to one side 后面省去了动词 stood。

译文: 展现在我面前的是情报官员这一行的基本用具——一张写字台、两部电话, 其中一部是变频加密外线, 在我旁边是一个大型的绿色金属保险柜, 其正面有一把特大号复合密码锁。

Example 15: Of the intrinsic differences that separate American from English the chief have their roots in the obvious disparity between the environment and traditions of the American people since the seventeenth century and those of the English.

分析: 这个句子将 Of the intrinsic differences that separate American from English 提前, 这是因为它作为修饰 chief 的短语比较长, 将 chief 与其谓语分割的太远了, 为了避免这种情况, 所以将其提前。

译文: 美语区别于英语是由其内在的本质差异所决定的。而差异主要源自两个不同的社会环境和不同的文化传统。并且从 17 世纪开始, 美国人和英国人在这两方面的差异就十分明显。



强调句式

强调句比较普遍, 雅思阅读中也有很多的强调句式。强调句的结构为 **It is/was + 被强调部分 + that/who + 其他部分**。注意:

1. 可以强调: 主语, 宾语, 状语; 不可以强调: 谓语, 定语
2. 被强调部分为人时, that/who 均可, 其余用 that
3. 后面的句子为过去时态, 用 It was, 其余用 It is.

Example 1: (C4-G 类-Test A-Section 3) In terms of artistic development it was again the French and the Americans who took the lead, though in the years before the First World War, Italy, Denmark and Russia also played a part.

分析: 本句主句为强调句式 “it was again the French and the Americans who took the lead”; “though in the years before the First World War, Italy, Denmark and



Russia also played a part” 为 though 引导的让步状语从句。

译文：在艺术发展方面，仍是法国人和美国人一马当先，尽管在第一次世界大战以前，意大利、丹麦和俄罗斯发挥了一部分作用。

Example 2: It is this desire, together with its lack of fulfillment in most families, that bring about stress in the female parent.

分析：强调主语 this desire, together with its lack of fulfillment in most families, 原句为：This desire, together with its lack of fulfillment in most families, bring about stress in the female parent.

译文：就是这种希望，以及其在大多数家庭中不能实现的现实，给母亲们带来了压力。

Example 3: Unfortunately it is those places that are best avoided all citizens that are now capturing the popular imagination, places that offer bomb-making instructions, pornography, advice on how to steal credit cards.

分析：本句是一个强调句型，主要结构是 it is those places ... that are now capturing the popular imagination, 强调的是 those places。

译文：不幸的是，正是这些人们应该避开的地方使得人们心驰神往。这些地方教你如何制造炸弹，为你提供淫秽作品，告诉你如何盗用信用卡。

Example 4: It was the loss of revenue from declines in tourism that in 1935 led the Saudi authorities to grant a concession for oil exploration to the company that later will be known as being Aramoc.

分析：如果去掉强调句结构，该句的原句应该是：The loss of revenue from declines in tourism in 1935 led the Saudi authorities to grant a concession for oil exploration to the company that later will be known as being Aramoc.

译文：旅游业滑坡导致的年收入减少使得沙特政府 1935 年给后来被称作 Aramoc 的公司特批了石油开采权。

Example 5: It is flattering to believe that their ideas are too profound to be expressed so clearly that all who run may read, and naturally it does not occur to such writers that the fault is with their own minds, which have not the faculty of precise reflection.

分析：It is flattering ... read 和 it does not occur ... reflection 是并列句。It is flattering ... 中的 it 是形式主语，真正的主语是 to believe ... may read。其中，that their ideas ... may read 是 believe 的宾语从句。it does not occur ... 中的 it 也是形式主语，指代的是从句 that the fault ... reflection。

译文：认为自己的思想太深奥，以至于不可能表达清楚以使任何人都能理解，这是一种盲目的自我感觉良好。这样的作家当然不会想到，问题出在自己的头脑缺乏精确思考的能力。

Example 6: It is because living space for most of man's fellow creatures on this planet

is figured not only in square measure of surface but also in cubic volume above the earth that we need to know the importance of big, mature trees.

分析：显然，句中被强调的部分是一个由 because 所引导的原因状语从句，将此句还原后是：Because living space for most of man's fellow creatures on this planet is figured not only in square measure of surface but also in cubic volume above the earth, we need to know the importance of big, mature trees.

译文：正是因为人类在这个星球上的多数生物伙伴的居住空间不仅体现在用平方尺寸来计算的面积上，而且还体现在用立方尺寸来计算的地面以上的体积上，所以我们需知道成年大树的重要性。



被动句

被动句不论在中文还是英文中都是很普遍的句式，尤其是英文，特别喜欢用被动句式。雅思阅读也会常常出现被动句式。

Example 1: Therefore, like the timber barriers, the Fanwall barrier can be built without expensive concrete footings or piles, speeding the construction time up and reducing costs.

分析：can be built 是被动语态，like the timber barriers 是介词短语做状语，speeding the construction time up and reducing costs 是分词短语做状语。

译文：因此，像木屏风一样，Fanwall 屏障可以不需要昂贵的混凝土地基而造起来，从而加快了建造时间，降低了费用。

Example 2: The ancient Olympics were abolished by the Roman Emperor Theodosius in 393AD, after Greece had lost its independence.

分析：were abolished 是被动语态的过去时形式。after 引导时间状语从句。

译文：在希腊失去了独立后，古代奥运会在公元 393 年被罗马皇帝 Theodosius 废除了。

Example 3: Remember you may be taken to court for not doing so, and you may be fined if you cannot prove to the court that you have been excused from wearing it.

分析：本句为一个祈使句：remember 的宾语由 and 连接的两个宾语从句担任；第二个宾语从句为一个主从复合句：if 引导一个状语从句，而 that 引导的从句为 prove 的宾语。

译文：假如不那么做，你可能被送上法庭。到时如果你不能向法庭证明你有理由可以不系安全带，你将会被罚款。这一点你必须牢记在心。

Example 4: Automobiles have been designed which operate on liquid hydrogen, but these systems give rise to seemingly unavoidable.

分析：英语的被动句有时可以处理成汉语的无主语句，这里把含有被动结构的第一分句译成汉语的无主语句，使其更符合汉语的习惯。give rise to: 引起，使发生；cryogenic: 低温的。



译文：虽然已经设计出液氢驱动的汽车，但是这些系统带来一些由如何处理低温液体而引发的似乎难以回避的问题。

Example 5: Car drivers can buy electro-petrol hybrids but aircraft are, for now, stuck with kerosene, because its energy-density makes it the only practical fuel to carry around in the air.

分析：以连词 but 为切入点，本句包含两个并列分句。其中第二个并列分句“aircraft are, for now, stuck with kerosene, because its energy-density makes it the only practical fuel to carry around in the air”包含 because 引导的原因状语从句，使用了 make it something（使它成为……）结构，主句“aircraft are, for now, stuck with kerosene”使用了被动语态，并由介词短语 for now 分隔，连接后得到 aircraft are stuck with kerosene。

译文：小汽车司机可以购买电力汽油混合动力的汽车，但是飞机只能用煤油，因为它的能量密度使其成为唯一可以在空中携带的燃料。

Example 6: It can be plugged into a hand-held device (such as a mobile phone, music player or portable games console) to power or recharge it, and has sufficient capacity to provide around 30 hours of talk-time on a mobile phone, or 60 ~80 hours of playback time for an iPod music player.

分析：暂且忽略括号内的举例补充说明，以 and 为切入点，得到“It can be plugged into a hand-held device to power or recharge it, and has sufficient capacity to provide ...”，and 并列了两个谓语，前一谓语使用了被动语态 be plugged，翻译时我们可转译为主动，后一谓语的宾语补足语 to provide 后的宾语由 or 并列，分别为 around 30 hours of talk-time on a mobile phone 和 60 ~80 hours of playback time for an iPod music player。

译文：它可以插入手持设备（比如手机、音乐播放器或便携式游戏机）为其提供能源或充电，足以供一部手机通话 30 小时，或者一台 iPod 音乐播放器播放 60 到 80 小时。

Example 7: Questions are increasingly being asked by the councils about how they can be sure that misconduct is not taking place on the grants they provide.

分析：本句使用了被动语态的现在进行时结构，主干为 Questions are increasingly being asked about ...，施动者 by the councils 构成了分隔结构。化被动为主动，the councils are increasingly asking questions about ...，介词 about 后的宾语由 how 引导的从句 how they can be sure ... 充当，这里又包含一个特殊的结构“主语 + adj. + 从句”，that 引导的名词性从句 misconduct is not taking place on the grants they provide 中，grants 后是一个省略了关系代词 that/which 的定语从句，关系代词在从句中做 provide 的宾语。

译文：各委员会越来越多地提出问题——关于他们如何能够确保在他们同意的情况下避免发生处理不当的行为。

Example 8: It's much easier to say "Great idea!" when a terrific solution has been put forward by someone on your team, than it is to take the time to explain why an employee's favorite brainchild isn't going anywhere except the circular file.

分析：本句成分复杂。以逗号为切入点，得到一个比较结构 It's much easier to say "Great idea!" ... than ...，it 是形式主语，前半部分的真正主语由不定式结构 to say "Great idea!" ... 充当，这里包含一个 when 引导的时间状语从句 when a terrific solution has been put forward by someone on your team，使用了被动语态的现在完成时。后半部分真正主语为 to take the time to explain ...，explain 后的宾语是 why 引导的宾语从句 why an employee's favorite brainchild isn't going anywhere except the circular file。

译文：当团队中的某个人提出了极好的解决方案时，说“好主意”要比花时间解释为什么一个职员最喜欢的想法最终被抛弃要容易得多。



定语从句

定语从句的先行词包括 that/ which/ who/ whom/ whose，其中 which/ whose 引导的定语从句修饰的先行词一般为物，而 who/ whom 引导的定语从句修饰的先行词一般为人，而 that 既可以修饰人，也可以修饰物。在雅思阅读中遇到包含定语从句的长难句要学会“卸妆”，勇敢地舍弃对先行词进行修饰的句子，从而快速准确地把握句子的核心内容。

Example 1: Libraries made education possible, and education in its turn added to libraries; the growth of knowledge followed a kind of compound-interest law, which was greatly enhanced by the invention of printing.

分析：从内容上分析，which 修饰“the growth of knowledge”。这一定语从句对这个知识的增长过程进行了补充说明——它因为印刷术的发明得到加速。这个信息不是句子的核心信息，只是作者的一个对“知识的增长过程”的补充介绍。

译文：图书馆的出现使教育的发展成为可能，而教育的发展又反过来使图书馆不断扩大和充实。知识的增长遵循了一种复利法则。由于印刷术的发明，这一知识增长过程得以大大加速。

Example 2: Studies of the Weddell seal in the laboratory have described the physiological mechanisms that allow the seals to cope with the extreme oxygen deprivation that occurs during its longest dives, which can extend 500 meters below the ocean's surface and last for over 70 minutes.

分析：这个长难句较长，因为该句包含了三个定语从句。要分别明白每个定语从句解



释、补充说明的到底是什么。从内容上分析，第一个 that 指代的是 physiological mechanisms，第二个 that 指代的是 extreme oxygen deprivation，第三个 which 引导的是一个非限制性定语从句，指代的是上文所述的内容。

译文：在实验室里对其进行的研究已关于威德尔海豹特殊的生理机制做过详细的描述。该生理机制使海豹可以适应长时间潜水时出现的极度缺氧。海豹使得它长时间潜水时最深可达水面以下 500 米，时间可持续 70 多分钟。

Example 3: Another interests based procedure is mediation, in which a third party assists the disputants, the two sides in the dispute, in reaching-agreement.

分析：in which 引出的定语从句 “in which a third party assists the disputants, the two sides in the dispute, in reaching-agreement”，是对 mediation 的解释，在定语从句中，the two sides in the dispute 是 disputants 的同位语，同时也是插入语结构。

译文：另一个基于利益的过程叫作调解，在调解中一个第三方帮助冲突者（即在冲突中的双方）达成一致。

Example 4: In one experiment, subjects aged 6 to 22 were shown drawings of female faces that had different sized pupils, and asked to choose the one which was “happier”.

分析：全句主语是 subjects，有两个并列谓语 were shown 和 and asked，都是被动语态，that had different sized pupils 是定语从句，做 drawings of female faces 的定语，which was “happier” 是定语从句，做 the one 的定语，过去分词短语 aged 6 to 22 是 subjects 的后置定语。

译文：在一个试验中，从 6 岁到 22 岁的实验对象看不同瞳孔大小的女性的脸的图画，并被要求从中选择更高兴的一个。

Example 5: At Beth Israel each patient is assigned to a primary nurse who visits at length with the patient and constructs a full-scale health account that covers everything from his medical history to his emotional state.

分析：主从复合句。主句为 At Beth Israel each patient is assigned to a primary nurse; who 引导的定语从句修饰 nurse。其中两个谓语 visit 和 construct 由 and 连接；that 引导的定语从句修饰 account。

译文：贝斯·以色列医院为每一位病人指派一名责任护士，责任护士要与指派给她的病人做深度交谈，并对病人的身体状况做全面记录，内容包括从病史到病人情绪的一切事情。

Example 6: Libraries made education possible, and education in its turn added to libraries; the growth of knowledge followed a kind of compound-interest law, which was greatly enhanced by the invention of printing.

分析：从内容上分析，which 修饰 “the growth of knowledge”。

译文：图书馆的出现使教育的发展成为可能，而教育的发展又反过来使图书馆不断扩大和充实。知识的增长遵循了一种复利法则。由于印刷术的发明，这一知识增长过程得以大大加速。

Example 7: If marriage exists only as an intimate relationship that can be terminated at will, and family exists only by virtue of bonds of affection, both marriage and family are relegated to the marketplace of trading places, with individuals maximizing their psychological capital by moving through a series of more or less satisfying intimate relationships.

分析：在这个句子中，由 if 引导了一个条件状语从句，这个条件状语从句当中有两个有着并列关系的部分，这一点可以从 and 看出，并且在其第一部分还有一个用 that 引导的定语从句，用于修饰 an intimate relationship，而后面的 with 引导的介词短语用于修饰 the marketplace of trading places。

译文：如果婚姻只是一种可以任意终结的亲密关系，而家庭只是靠爱情的纽带来维持，那么婚姻和家庭则沦为可以自由买卖的市场，每个人都可以穿梭于一系列或多或少会让自己心满意足的亲密关系，从而使自己的心理资本得到最大的增值。

Example 8: As far as the third factor is concerned, the history of science shows many instances in which the force of authority has operated in such a manner as to build up an exceedingly powerful resistance to further investigation; in some cases centuries elapsed before this resistance was eventually broken down, as happened in cosmology, for example.

分析：本句由两个分句构成，以分号连接。第一个分句的主干为 the history of science shows many instances, in which 引导的定语从句修饰 instances, such ... as ... 表结果，后接不定式；在第二个分句中，before 引出时间状语从句：before this resistance was eventually broken down; 代词 as 在此是关系代词，引出定语从句：as happened in cosmology。

译文：至于第三个因素，科学史中有许多事例表明，权威的力量起到这样一种作用：它给进一步的研究设置了一道极其牢固的障碍；在许多情况下，要花上几个世纪的时间才能最终打破这道障碍。例如，在宇宙学中就发生过这样的事。

Example 9: Genius is a term we apply to those whom we recognize for their outstanding achievements and who stand near the end of the continuum of human abilities which reaches back through the mundane and mediocre to the incapable.

分析：Genius is a term 已经形成了主系表的结构，并且没有连词，所以这是主句。后面 we apply to those 放在表语名词后，应该是要修饰 a term 的定语从句，且省



略了关系代词 which/that。由随后的 whom 可以看出，those 应该是指代一类人。后面的 and 之后又有一个 who，应该想到还是修饰 those，并且与 whom 这个定从并列。最后在 who 这个从句中还有一个 which 引导的定语从句。句子的主干为 Genius is a term.

译文：天才是一个术语，我们把这个术语应用于那些杰出成就被认可的人；和一些在某些方面或某种程度上，能力不是很好的人。

Example 10: The renaissance of the feminist movement during the 1950's led to the Stasist school, which sidestepped the good bad dichotomy and argued that frontier women lived lives similar to the lives of women in the East.

分析：这个句子中只有一个由 which 引导的非限定性定语从句，并且这个从句是由两个并列的从句组成，从句中出现了两个关键的动词 sidestepped 和 argued，并且 argued 还引出了一个由 that 引导的宾语从句。

译文：20 世纪 50 年代女权运动的复兴产生了斯塔西学派，这一学派回避了好与坏的二分法，认为边境地区妇女和东部妇女过着同样的生活。

Example 11: Tom, the book's protagonist, took issue with a man who doted on his household pet, as a slave merchant, thought "nothing of separating the husband from the wife, the parents from the children".

分析：这个句子中只有一个由 who 引导的定语从句，并且很容易看出其修饰的是 a man，这个句子一开始就用 the book's protagonist 作为 Tom 的同位语，并将其主语与谓语 took issue with 分开，造成了一定程度上阅读的不便，而 as a slave merchant 用来说明这个 man 的性质，和 thought 后的句子内容是相辅相成的，所以从句的内容很容易通过这样的相辅相成的逻辑关系来理解。

译文：书中的主人公汤姆与一个人发生了争执。这人虽然爱家中的宠物，但作为一个奴隶贩子，却认为“拆散夫妻、让骨肉分离算不了什么”。

Example 12: Thus, the unity that should characterize the strong system is developed by affording opportunity for diversity, which appears to be essential if education is to develop in consideration of the needs of children and youth.

分析：这个句子当中出现了两个定语从句，一个是以 that 引导的，其修饰的部分显而易见是 the unity，第二个是由 which 引导的非限定性的定语从句。我们知道儿童和青年的特点就是其兴趣爱好广泛，其需要也就多种多样了，所以由此可以知道 affording（提供）不是 which 修饰的部分，而应该是 diversity（多样性）。

译文：因此，强大的教育体系所应具备的统一性这一特点是通过提供各种机会来达到的。如果发展教育要考虑儿童和青年的需要，多种机会就显得至关重要。

Example 13: Behaviorists suggest that the child who is raised in an environment where

there are many stimuli which develop his or her capacity for appropriate responses will experience greater intellectual development.

分析：这个句子由三个嵌套的定语从句构成，who 引导的是第一层从句，容易看出其修饰的是 the child，而 where 引导的是第二个从句，而它本身是处于第一层从句当中，其修饰的部分也很容易看出是 environment，用于说明这是一个怎样的环境，而 which 引导的是第三个从句，而它本身处于第二层从句当中，其修饰的部分也显而易见是 stimuli。通过这样的分析我们可以清楚地看到由 that 引导的宾语从句就是 experience greater intellectual development，这才是 suggest 的核心内容。

译文：行为主义者的看法是：如果一个儿童在有許多刺激物的环境中长大，而这些刺激物又能培养其作出适当的反应能力，那么他就会有比较高的智力发育水平。

Example 14: From the very day of the capitulation, by which Bismark's prisoners had signed the surrender of France but reserved to themselves a numerous bodyguard for the express purpose of cowing Paris, Paris stood on the watch.

分析：这个句子的主干部分是 “From the very day of the capitulation, Paris stood on the watch.” 而这个句子用 by which 作为一个定语从句来修饰 capitulation。

译文：从法国投降那一天起，巴黎就严加戒备，因为屈从于俾斯麦的法国政府签约投降时，保留了一支相当庞大的军事力量，目的是为了恐吓巴黎。

Example 15: The public is unhappy about the way society is going, and its view, fueled in part by the agendists and the media, seems to be that judicial decisions unacceptable to them, regardless of the evidence or the law, will slow or change social directions.

分析：在这个句子中 society is going 是其 the way 的定语从句，只是这里省略了指示代词，而 and 后面的 its 其实等于 The public's, fueled in part by the agendists and the media 是 view 的后置定语，在一定程度上表示原因；之后 that 是 be 的表语从句，它用于说明公众的观点是什么。

译文：公众对社会发展的前景不乐观，在议事人士和新闻媒体的某种鼓励下，公众的观点似乎是：不管证据或法律是否支持，他们不接受的司法判决会延缓或者改变社会的走向。

破解小贴士

有些句子放眼望去十分生猛，可能很多词考生不认识，但从句子复杂化的手段来看，主要就是使用了定语从句。我们不难找到几个 which/who 等引导的定语从句，可是如何理解它们的关系呢？多个定从放在一起，主要有两种方式：套用和并列。套用就好比俄罗斯套娃一样，一层一层打开即可。并列主要是靠 and 链接，难点是要能看出来。



状语从句

状语从句指句子用作状语时，起副词作用的句子。它可以修饰谓语、非谓语动词、定语、状语或整个句子。根据其作用可分为时间、地点、原因、条件、目的、结果、让步、方式和比较等从句。

Example 1: Although it is usually straightforward where rights are formalized in law, other rights take the form of unwritten but socially accepted standard behavior, such as reciprocity, precedent, equality, and seniority.

分析：although 引导一个让步状语从句，注意本句的最后有一个 such as，是“例如”的意思，后面的内容往往是举例说明。socially accepted 是 standards of behavior 的前置定语。

译文：虽然当对错在法律中正式规定时，通常是很直截了当的，但其他的对错采取的是非书面的、社会接受的行为标准，例如：互惠，先例，平等和资历。

Example 2: There is also higher marital satisfaction for fathers, especially when they take more responsibility for the needs of their children fathers are happier when they are more involved.

分析：这一句当中两个 when 都是引导的时间状语从句。

译文：特别是当父亲们对孩子们的需要负更大责任时，他们有更高的婚姻满意度。当父亲们参与更多时，他们更高兴。

Example 3: A breakthrough in the provision of energy from the sun for the European Economic Community (EEC) could be brought forward by up to two decades, if a modest increase could be provided in the EEC's research effort in this field, according to the senior EEC scientists engaged in experiments in solar energy at EEC's scientific laboratories at Ispra, near Milan.

分析：全句主干为“A breakthrough ... could be brought forward ...”主语 breakthrough 被介词短语 in the provision of ... European Economic Community (EEC) 修饰，而 provision 又被两个介词短语所修饰：一是在逻辑上与之构成直接宾语的 of energy from the sun，另一个是目的状语 for the European Economic Community。if 引导的从句为主句的状语；according to 引导的介词短语也做状语，其中过去分词短语“engaged in experiments in solar energy at EEC's scientific laboratories at Ispra, near Milan”修饰 scientists，做定语。

译文：在米兰附近的伊斯普拉的欧共体科学实验室进行太阳能实验的欧洲经济共同体资深科学家认为，只要略为增加欧洲经济共同体在利用太阳能方面的研究经费，就能使这方面的研究提前 20 年取得突破。

Example 4: However many disadvantages all this may involve, there is at least this to be said in its favor, that the woman lives more in the present than the man, and that, if the

present is at all tolerable, she enjoys it more eagerly.

分析：However many disadvantages all this may involve 是一个倒装的让步状语从句，这个句子的主干是 there is at least this to be said in its favor。而后面的两个并列的由 that 引导的从句是 this 的同位语从句。

译文：虽然这一切可能带来很多不利，但至少下面这点可以说对其有利，即，比起男人，女人更顾眼前，而且，如果眼前对她来说还过得去的话，她会更渴望享受其乐趣。

Example 5: In recent years, there's been a rebirth of a number of downtown areas as suburbanites, especially young married couples, have moved into the city to avoid roads filled with traffic between the suburbs and the cities every morning and evening.

分析：这个句子的 as 引导了一个用于解释和提供原因的状语从句，在这个从句中 especially young married couples 引导的部分是 suburbanites 的同位语。

译文：近年来，随着郊区居民（特别是年轻夫妻）为避免每天早晚奔波在交通拥挤的城郊道路上而搬到城里住，不少闹市区又重新出现了。

Example 6: On the other hand, if Mammoth's competitor, Colossal Widget, has very similar common size percentages in all categories except one—say, a net income of 8 percent—Colossal may want to look at its own operations.

分析：这个句子的主干部分是：Colossal may want to look at its own operations。而前面的部分中的 if 引导了一个表示条件的状语从句，而破折号之间是关于 one 的同位语短语，Colossal Widget 是 Mammoth's competitor 的同位语。

译文：从另一方面说，如果猛犸公司的竞争对手 Colossal Widget 所有项目的统一度量百分率都与猛犸公司不相上下（除了一项——比如说，8%的净收入），Colossal Widget 就要反省自己的经营状况了。

Example 7: While there are almost as many definitions of history as there are historians, modern practice most closely conforms to one that sees history as the attempt to recreate and explain the significant events of the past.

分析：在这个句子中，while 引导的是一个让步状语从句，而不是通常引导的时间状语从句，表示的是“虽然”、“尽管”的意思。在遇到 while 时一定要根据上下文好好判断其表示的意思。另外在这个句子中还有一个 that 引导的定语从句，它所修饰的是 one。

译文：虽然有多少历史学家，就差不多有多少种历史学的定义，但现代史学家的实践大都趋向于这样一种定义，即历史学是旨在重现和解释过去重大事件的学科。

Example 8: It is precisely this kind of conversation that is of importance when we are seeking to develop our reading to meet the new demands being placed upon us by studying at a higher level.



分析：全句有3个谓语动词：is, is 和 are seeking。其中主句的是：is。句子主干为：It is precisely this kind of conversation。that 引导的定语从句修饰 conversation。其中，在 when 引导的时间状语从句中，现在分词短语 being placed...作为后置定语修饰 demands。

译文：在我们寻求提高阅读水平以满足更高层次的学习对我们的新要求时，重要的正是这种形式的对话。

Example 9: Where previously it had concentrated on the big infrastructure projects such as dams, roads and bridges, it began to switch to projects which directly improved the basic services of a country.

分析：全句有3个谓语动词：had concentrated, began 和 improved。其中主句的是：began。句子主干为：it began to switch to projects。Where 引导的是一个地点状语从句。which 引导的是一个定语从句，修饰 projects。

译文：之前它曾将注意力集中在诸如大坝、道路以及桥梁等的大型基础设施建设工程上，而现在开始转向可以直接发展国家基础服务的工程上了。

Example 10: For example, vision is obviously more useful to species inhabiting clear open waters than to those living in turbid rivers and flooded plains.

分析：整个句子是由 more ... than ... 引导的比较状语从句，然后分别在名词 species 和代词 those 的后面插入了非谓语动词的现在分词 “inhabiting clear open waters” 和 “living in turbid rivers and flooded plains” 做后置定语。

译文：比如说，对于宽广清澈水域中的鲸鱼来说，视觉显然就比住在混浊的河流或者水淹的平原上的品种来说更加有用。



同位语从句

在复合句中充当同位语的名词性从句称为同位语从句，是名词性从句（主从句、表语从句、宾语从句、同位语从句、介宾从句）中的主要从句之一，从句做同位语时表示与之同位的名词（短语）的实际内容，它的作用相当于名词，对前面的名词（短语）加以补充说明或进一步解释，相当于一个表语从句。

Example 1: Many of the differences are due to the fact that, unlike the majority of human activities in which it is desirable that the participants should concentrate on their work without excessive discussion, it is crucial to a research and development program that there should be continual discussion and mutual criticism among the participants.

分析：that 引导的是关于 the fact 的同位语从句的插入语部分，以及 that 引导的表语从句是作为同位语从句主干的状语部分，其主干是 it is crucial that ...，而不定式短语 to a research and development program 是作为目的状语。

译文：其中一些差异是由于下述原因：和参与者希望集中精力于工作上而不要进行过多的讨论的大多数人类活动不同，在参与者之间进行连续的讨论和相互批评，对于

研究和开发计划来说，是极其重要的。

Example 2: Despite Beta's substantial technological head start and the fact that VHS was neither technically better nor cheaper than Beta, developers of VHS quickly turned a slight early lead in scales into a dominant position. Strategic alignments with producers of prerecorded tapes reinforced the VHS advantage.

分析：Beta's substantial technological head start 和 the fact 是并列关系，而 that 引导的从句是作为 fact 的同位语，而 despite 是表示这一部分是作为让步性的成分。

译文：尽管 Beta 在技术上占有巨大的领先优势，而且 VHS 制式在技术上不如它先进，价格不便宜也是事实，但是 VHS 开发者们很快把销售中的微弱的领先地位变成了压倒性优势。和录好的商品带生产商的战略结盟增强了 VHS 的这种优势。

Example 3: There is a growing realization that had Saddam Hussein focused his missile-development programs on this sort of hardware rather than developing the Scud, Desert Storm could have seen targets in Saudi Arabia and Israel bombarded by weapons whose miss distance might have been measured in terms of tens or hundreds of meters rather than kilometers.

分析：这个句子的主干部分十分简短，即 There is a growing realization。That 引导的是虚拟的关于 realization 的同位语从句，并且在这个从句中还有一个 whose 引导的定语从句，用于修饰 weapons。

译文：现在人们越来越认识到，如果萨达姆·侯赛因当初将其导弹发展计划集中在这种硬件上而不是发展“飞毛腿”导弹，那么“沙漠风暴”行动中，轰炸沙特阿拉伯和以色列的导弹发射的误差距离恐怕就不会以千米而是以几十或几百米测算了。

Example 4: For instance, early textile mill entrepreneurs, in justifying women's employment in wage labor, made much of the assumption that women were by nature skillful at detailed tasks and patient in carrying out repetitive chores.

分析：这个句子中 that 引导的同位语从句是用来解释说明 the assumption，需要注意的是 in justifying women's employment in wage labor 分割了主语和谓语部分。

译文：例如，早期的纺织厂厂主在为雇佣女工而辩解时，就充分利用了这种假设，即妇女天生就适合做细致的工作，而且有耐心做重复性的琐碎事务。

Example 5: This trend began during the Second World War, when several governments came to the conclusion that the specific demands that a government wants to make of its scientific establishment cannot generally be foreseen in detail.

分析：这个句子的主干非常简单：This trend began during the Second World War。When 是作为 the Second World War 的定语从句，而句中的第一个 that 引导的是一个同位语从句，用于解释说明 the conclusion，第二个 that 是 demand 的定语



从句，并且它将 the specific demands 和其谓语部分分割。

译文：这种趋势是在第二次世界大战期间开始的，那时有几个国家的政府得出一个结论：一个政府对其科研机构想要提出的具体要求，一般事前难以做出详细的预测。

Example 6: Given the chemical balances set up in the lake and the fact that the iron had accumulated slowly, over hundreds of years, the researchers concluded that the carbon dioxide, too, had seeped gradually into the lake, and not as a result of a sudden volcanic eruption.

分析：Given 在这里是作为介词，表示“鉴于”的意思，而 that 引导的是关于 the fact 的同位语从句，它和 and 前面的部分一起并列构成 given 的宾语，而后一个 that 引导的是 concluded 的宾语从句。

译文：鉴于数百年来湖内保持着化学平衡，而铁缓慢地积累，因此研究者断定二氧化碳是渐渐渗入湖内的，而不是火山突然喷发带来的结果。

Example 7: The way people hold to the belief that a fun-filled, painfree life equals happiness actually reduces their chances of ever attaining real happiness.

分析：全句有 3 个谓语动词：hold, equals 和 reduce。其中主句的是 reduces。句子主干为：The way actually reduces their chances of ever attaining real happiness. The way 后面是省略了 which/that 的定语从句。在这个定语从句中，还有一个 that 引导的同位语从句，修饰 the belief。

译文：人们认为充实又无忧无虑的生活就等于幸福，而这种信念实际上降低了他们获得真正幸福的可能性。

Example 8: Those who oppose the building of flats base their case primarily on the assumption that everyone prefers an individual home and garden and on the high cost per unit of accommodation.

分析：全句有 3 个谓语动词：oppose, base 和 prefers。其中主句的是：base。句子主干为：Those base their case primarily on the assumption and on the high cost. 其中 who 引导的是定语从句，修饰 those。that 引导的同位语从句修饰 the assumption。

译文：那些反对建设公寓的人的理由主要是基于大家都喜欢单独的住宅和花园的假设以及每个居住单位的高成本。

Example 9: The scent she carried in her samples and on her body was a message to the other bees that this was the one they were looking for. (C4-G 类-Test B-Section 3)

分析：本句的主句为“The scent was a message to the other bees”；“she carried in her samples and on her body”为定语从句，做 The scent 的定语，关系词在定语从句中做宾语，因此被省掉；“that this was the one they were looking for”为

that 引导的同位语从句，做 a message 的同位语；“they were looking for” 为定语从句，做 the one 的定语，关系词在定语从句中做 for 的宾语，因此被省掉。

译文：对其他蜜蜂来说，她携带的食物样品及身上的气味就是一种信息：这种东西正是他们正在寻找的特别食物。

Example 10: The fact that Johnson had taken on the Academies of Europe and matched them (everyone knew that forty French academics had taken forty years to produce the first French national dictionary) was cause for much English celebration.

分析：本句的主句为 “The fact was cause for much English celebration”；“that Johnson had taken on the Academies of Europe and matched them” 为 that 引导的同位语从句，做 The fact 的同位语；括号中的部分起到解释说明的作用。

译文：众所周知，40 个法国学者花了 40 年的时间才出版了第一部法语字典。而约翰逊一个人就承担了整个欧洲学术界所做的工作，并毫不逊色地完成了任务，这一切都让英国人引以为傲。

破解小贴士

同位语从句和定语从句在句子结构上有一定的相似性，容易使人混淆。要注意在同位语从句中 that, what, who 等连接代（副）词在句中 并不充当句子成分。



多重复合句

复合句的一个（多个）从句可能包含有一个（或多个）从句，即从句里又套着从句，这种句子称为多重复合句。多重复合句句式复杂，是考生们阅读的难点。对付复合句及多重复合句的方法是，先抓住主干，即抓住主句，然后再识别从句的类型，进而搞懂整句话的意思。

Example 1: Paper is also biodegradable, so it does not pose as much threat to the environment when it is discarded.

分析：本句是多重复合句。由 so 引导的结果状语从句中套着一个由 when 引导的时间状语从句。biodegradable 是一个生词，可以用构词法猜测它的意思，主干部分是 grade，意思是“级别”，degrade 表示“降级”，able 表示“能……；可……”，bio 表示“生命的，生物的”，所以此词的意思是“可生物降解的”。

译文：纸张还是可生物降解的，所以当我们把它扔掉的时候，它不会对环境造成很大的威胁。

Example 2: But I would like to do the same with the acclaim too, by using this moment as a pinnacle from which I might be listened to by the young men and women already dedicated to the same anguish and travail, among whom is already that one who will some day stand here where I am standing.

分析：在这个句子中，by 引导了一个状语结构，接着用 which 引导了一个从句，用于作



者演讲的地点，而 dedicated to the same anguish and travail 用于修饰 the young men and women，之后又用了由 among whom 引导的定语从句，用于说明 the young men and women 中的一些人会怎么样；后面用 that 引导了 be 的表语从句，用 one 指代青年男女中的一些人，用 who 引导了一个定语从句来修饰 one，用于进一步解释说明这些人会怎么样。

译文：我愿意利用这个时刻，利用这个举世瞩目的讲坛，向那些听到我讲话并已献身同一艰苦劳动的男女青年致敬。他们当中肯定有人迟早也会站到我现在所站的地方。

Example 3: What should doctors say, for example, to a 46-year-old man coming in for a routine physical check up just before going on vacation with his family who, though he feels in perfect health, is found to have a form of cancer that will cause him to die within six months?

分析：在这个句子当中 coming in ... with his family 用于修饰 a 46-year-old man，之后紧跟着用 who 引导了一个定语从句，用于修饰 a 46-year-old man，而用 though 引导了一个让步状语从句，作为插入语；而后面的 that 引导了一个定语从句修饰 a form of cancer，用于说明这个癌症将会怎样。其实这个句子的主要部分很短，即 What should doctors say。

译文：举例说吧：一个46岁的男子，在与家人外出度假之前进行常规体格检查。虽然他自我感觉非常健康，但医生发现他患有某种癌症，在6个月之内他将会死去。这时，作为一个医生该怎么对他说呢？

Example 4: Behaviorists suggest that the child who is raised in an environment where there are many stimuli which develop his or her capacity for appropriate responses will experience greater intellectual development.

分析：本句的主干为一个宾语从句，其中包括三个定语从句。根据上下文的逻辑关系可以看出，本句中 suggest 的词义不是 propose，而是 bring an idea into the mind，表示“……的看法是”。who 引导的定语从句修饰 child，根据上下文的语义关系，翻译成条件句；where 引导的定语从句修饰 environment；which 引导的从句修饰 stimuli。

译文：行为主义者的看法是，如果一个儿童在有許多刺激因素的环境里长大，而这些刺激因素能够开发其相应的反应能力，那么这个儿童将会有更好的智力发展。

Example 5: I suggest transforming our social system from a bureaucratically managed industrialism in which maximal production and consumption are ends in themselves into a humanist industrialism in which man and full development of his potentialities — those of love and of reason — are the aims of all social arrangements.

分析：本句为含有两个定语从句的主从复合句。主句的谓语动词 suggest 可接动名词做

宾语。而宾语中的 transform 一词常用在 transform something from ... into ... 结构中，译为“把……从……转变为……”。句中两个 in which 分别修饰其先行词 industrialism。两个破折号之间的 those of love and of reason 为 potentialities 一词的同位语。

译文：我建议把我们的社会制度从以最大限度的生产和最大限度的消费为目的的官僚主义管理下的产业体制转变为一个充分发挥人的潜能——即爱和理智的潜能——为其全部社会工作之目的的人道主义产业体制。

Example 6: While this boundary does not mark the outer limit of a State's territory, since in international law the territorial sea forms part of a State's territory, it does represent the demarcation between that maritime area (internal waters) where other States enjoy no general rights, and those maritime areas (the territorial sea and other zones) where other States do enjoy certain general rights.

分析：在这个句子中有四个从句，第一个是由 while 引导的让步状语从句；第二个是由 since 引导的表示原因的状态从句，并且它属于由 while 引导的让步状语从句，即它是其从句；第三个和第四个都是由 where 引导的定语从句，并且用法也都是一样的，都是对不同的 maritime area 的进一步解释说明。

译文：尽管这条分界线并不算是国家领土的外缘边界，但是，因为在国际法中领海也是国家领土的组成部分，所以它的确是其他国家在其内不享有一般权利的海区（内水域）与其他国家在其中享有某些一般权利的那些海区（领海及其他区域）之间的分界线。

Example 7: He finds that students who were easy to teach because they succeeded in putting everything they had been taught into practice, hesitate when confronted with the vast untouched area of English vocabulary and usage which falls outside the scope of basic textbooks.

分析：在这句话中，首先是一个由 that 引导的宾语从句，接着在其从句部分中又出现了由 who 引导的一个定语从句，其修饰的部分是 that students；hesitate 是从句中 students 的谓语，其后面跟了一个由 when 引导的时间状语从句，并且在这个状语从句中又出现了由 which 引导的定语从句，其修饰的部分是 area of English vocabulary and usage。

译文：他发现原先比较容易教的学生现在踟躇不前了：原先比较容易教是因为他们能把交给他们的所有东西都付诸实践；现在踟躇是因为他们面对着大量的在基础教科书上所没有接触过的英语词汇和惯用法。

Example 8: It is crucial that we look at the facts if we want to make the best possible decisions for the future.

分析：本句主句为“It is crucial that we look at the facts”；其中 It 为形式主语，“that



we look at the facts”为 that 引导的主语从句，是该句子真正的主语；“if we want to make the best possible decisions for the future”为 if 引导的条件状语从句。

译文：如果我们想要为未来找到最好、最可行的解决方案，注重事实是关键所在。

Example 9: We already know that rat pups denied the chance to play grow smaller brain components and fail to develop the ability to apply social rules when they interact with their peers.

分析：整个句子的主语是 we, know that 后面引导宾语从句，宾语从句的主语是 rat pups，谓语是 grow 和 fail，最后插入一个 when 引导的时间状语从句，其中 denied the chance to play 是过去分词做后置定语来修饰 rat pups。

译文：我们已经知道，没有机会玩耍的小老鼠，大脑各部分发育得比较小，同时也不具备运用社会规则与其他小老鼠交流的能力。

Example 10: Researchers have established that when people are mentally engaged, biochemical changes occur in the brain that allow it to act more effectively in cognitive areas such as attention and memory.

分析：全句有 4 个谓语动词：have established, are engaged, occur 和 allow。其中主句的是：have established。句子主干为 Researchers have established that。其中，第一个 that 引导的是 have established 的宾语从句。在这个宾语从句中，when 引导的是其时间状语从句。要注意的是，第二个 that 引导的定语从句修饰的是 biochemical changes 而非 brain。

译文：研究人员已经确定当人们进行心理活动时，大脑中发生的生物化学变化使得大脑思维在认知区域（如注意力和记忆力等）能够更加敏捷。

破解小贴士

Example 8 中的例句来自 C5 Test 1 Reading Passage 3，这个句型对于某些写作题目的契合度很高，例如可在作文结尾处套用此句型：“It is crucial that we look at the facts if we want to make the best possible solutions for the future. It may be costly to be overly optimistic — but more costly still to be too pessimistic.”

曾有学生分享自己写作的高分心得时提到，有些观点和句式都是来自于雅思阅读文章，而且在模仿过程中，自己的文章也越来越地道；另外写作的构思和对句法的把握，也有利于对阅读文章的理解。

Life isn't about waiting for the storm to pass; it's about learning to dance in the rain. 生活不是等着暴风雨过去，而是学会在风雨中跳舞。



【牛刀小试】(提供2篇练习)

一刀斩

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1 – 13** which are based on Reading Passage 1 below.

How Much Higher? How Much Faster?

Limits to human sporting performance are not yet in sight — Since the early years of the twentieth century, when the International Athletic Federation began keeping records, there has been a steady improvement in how fast athletes run, how high they jump and how far they are able to hurl massive objects, themselves included, through space. For the so-called power events — that require a relatively brief, explosive release of energy, like the 100-metre sprint and the long jump — times and distances have improved ten to twenty per cent. In the endurance events the results have been more dramatic. At the 1908 Olympics, John Hayes of the U. S. team ran a marathon in a time of 2:55:18. In 1999, Morocco's Khalid Khannouchi set a new world record of 2:05:42, almost thirty per cent faster.



No one theory can explain improvements in performance, but the most important factor has been genetics. "The athlete must choose his parents carefully," says Jesus Dapena, a sports scientist at Indiana University, invoking an oft-cited adage. Over the past century, the composition of the human gene pool has not changed appreciably, but with increasing global participation in athletics — and greater rewards to tempt athletes — it is more likely that individuals possessing the unique complement of genes for athletic performance can be identified early. "Was there someone like [sprinter] Michael Johnson in the 1920s?" Dapena asks. "I'm sure there was, but his talent was probably never realised."

Identifying genetically talented individuals is only the first step. Michael Yessis, an emeritus professor of Sports Science at California State University at Fullerton, maintains that "genetics only determines about one third of what an athlete can do. But with the right training we can go much further with that one third than we've been going." Yessis believes that U. S. runners, despite their impressive achievements, are "running on their genetics". By applying more scientific methods, "they're going to go much faster". These



methods include strength training that duplicates what they are doing in their running events as well as plyometrics, a technique pioneered in the former Soviet Union.

Whereas most exercises are designed to build up strength or endurance, plyometrics focuses on increasing power — the rate at which an athlete can expend energy. When a sprinter runs, Yessis explains, her foot stays in contact with the ground for just under a tenth of a second, half of which is devoted to landing and the other half to pushing off. Plyometric exercises help athletes make the best use of this brief interval.

Nutrition is another area that sports trainers have failed to address adequately. “Many athletes are not getting the best nutrition, even through supplements,” Yessis insists. Each activity has its own nutritional needs. Few coaches, for instance, understand how deficiencies in trace minerals can lead to injuries.

Focused training will also play a role in enabling records to be broken. “If we applied the Russian training model to some of the outstanding runners we have in this country,” Yessis asserts, “they would be breaking records left and right.” He will not predict by how much, however: “Exactly what the limits are it’s hard to say, but there will be increases even if only by hundredths of a second, as long as our training continues to improve.”

One of the most important new methodologies is biomechanics, the study of the body in motion. A biomechanic films an athlete in action and then digitizes her performance, recording the motion of every joint and limb in three dimensions. By applying Newton’s laws to these motions, “we can say that this athlete’s run is not fast enough; that this one is not using his arms strongly enough during take-off,” says Dapena, who uses these methods to help high jumpers. To date, however, biomechanics has made only a small difference to athletic performance.

Revolutionary ideas still come from the athletes themselves. For example, during the 1968 Olympics in Mexico City, a relatively unknown high jumper named Dick Fosbury won the gold by going over the bar backwards, in complete contradiction of all the received high-jumping wisdom, a move instantly dubbed the Fosbury flop. Fosbury himself did not know what he was doing. That understanding took the later analysis of biomechanics specialists, who put their minds to comprehending something that was too complex and unorthodox ever to have been invented through their own mathematical simulations. Fosbury also required another element that lies behind many improvements in athletic performance: an innovation in athletic equipment. In Fosbury’s case, it was the cushions that jumpers land on. Traditionally, high jumpers would land in pits filled with sawdust. But by Fosbury’s time, sawdust pits had been replaced by soft foam cushions, ideal for flopping.

In the end, most people who examine human performance are humbled by the resourcefulness of athletes and the powers of the human body. "Once you study athletics, you learn that it's a vexingly complex issue," says John S. Raglin, a sports psychologist at Indiana University. "Core performance is not a simple or mundane thing of higher, faster, longer. So many variables enter into the equation, and our understanding in many cases is fundamental. We've got a long way to go." For the foreseeable future, records will be made to be broken.

Questions 1 – 6

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1 – 6 on your answer sheet write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 1 Modern official athletic records date from about 1900.
- 2 There was little improvement in athletic performance before the twentieth century.
- 3 Performance has improved most greatly in events requiring an intensive burst of energy.
- 4 Improvements in athletic performance can be fully explained by genetics.
- 5 The parents of top athletes have often been successful athletes themselves.
- 6 The growing international importance of athletics means that gifted athletes can be recognised at a younger age.

Questions 7 – 10

Complete the sentences below with words taken from Reading Passage 1.

*Use **ONE WORD** for each answer.*

Write your answers in boxes 7 – 10 on your answer sheet.

- 7 According to Professor Yessis, American runners are relying for their current success on _____
- 8 Yessis describes a training approach from the former Soviet Union that aims to develop an athlete's _____
- 9 Yessis links an inadequate diet to _____
- 10 Yessis claims that the key to setting new records is better _____

Questions 11 – 13

Choose the correct letter, A, B, C or D.

Write your answers in boxes 11 – 13 on your answer sheet.

- 11 Biomechanics films are proving particularly useful because they enable trainers to



- A. highlight areas for improvement in athletes.
 - B. assess the fitness levels of athletes.
 - C. select top athletes.
 - D. predict the success of athletes.
- 12 Biomechanics specialists used theoretical models to
- A. soften the Fosbury flop.
 - B. create the Fosbury flop.
 - C. correct the Fosbury flop.
 - D. explain the Fosbury flop.
- 13 John S. Raglin believes our current knowledge of athletics is
- A. mistaken.
 - B. basic.
 - C. diverse.
 - D. theoretical.

二刀切

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14 – 26**, which are based on Reading Passage 2 below.

“The Roll film Revolution”

The introduction of the dry plate process brought with it many advantages. Not only was it much more convenient, so that the photographer no longer needed to prepare his material in advance, but its much greater sensitivity made possible a new generation of cameras. Instantaneous exposures had been possible before, but only with some difficulty and with special equipment and conditions. Now, exposures short enough to permit the camera to be held in the hand were easily achieved. As well as fitting shutters and viewfinders to their conventional stand cameras, manufacturers began to construct smaller cameras intended specifically for hand use.

One of the first designs to be published was Thomas Bolas's “Detective” camera of 1881. Externally a plain box, quite unlike the folding bellows camera typical of the period, it could be used unobtrusively. The name caught on, and for the next decade or so almost all hand cameras were called “Detectives”. Many of the new designs in the 1880s were for magazine cameras, in which a number of dry plates could be pre-loaded and changed one after another following exposure. Although much more convenient than stand cameras, still used by most serious workers, magazine plate cameras were heavy, and required access to a darkroom for loading and processing the plates. This

was all changed by a young American bank clerk turned photographic manufacturer, George Eastman, from Rochester, New York.

Eastman had begun to manufacture gelatin dry plates in 1880, being one of the first to do so in America. He soon looked for ways of simplifying photography, believing that many people were put off by the complication and messiness. His first step was to develop, with the camera manufacturer William H. Walker, a holder for a long roll of paper negative “film”. This could be fitted to a standard plate camera and up to forty-eight exposures made before reloading. The combined weight of the paper roll and the holder was far less than the same number of glass plates in their light-tight wooden holders. Although roll-holders had been made as early as the 1850s, none had been very successful because of the limitations of the photographic materials then available. Eastman’s rollable paper film was sensitive and gave negatives of good quality; the Eastman-Walker roll-holder was a great success.

The next step was to combine the roll-holder with a small hand camera: Eastman’s first design was patented with employers. F. M. Cossitt, in 1886. It was not a success. Only fifty Eastman detective cameras were made, and they were sold as a lot to a dealer in 1887; the cost was too high and the design too complicated. Eastman set about developing a new model, which was launched in June 1888. It was a small box, containing a roll of Paper-based stripping film sufficient for 100 circular exposures 6 cm in diameter. Its operation was simple: set the shutter by pulling a wire string; aim the camera using the V line impression in the camera top; press the release button to activate the exposure; and turn a special key to wind on the film. A hundred exposures had to be made, so it was important to record each picture in the memorandum book provided, since there was no exposure counter. Eastman gave his camera the invented name “Kodak” — which was easily pronounceable in most languages, and had two Ks which Eastman felt was a firm, uncompromising kind of letter.

The importance of Eastman’s new roll-film camera was not that it was the first. There had been several earlier cameras, notably the Stirn “America”, first demonstrated in the spring of 1887 and on sale from early 1888. This also used a roll of negative paper, and had such refinements as a reflecting viewfinder and an ingenious exposure marker. The real significance of the first Kodak camera was that it was backed up by a developing and printing service. Hitherto, virtually all photographers developed and printed their own pictures. This required the facilities of a darkroom and the time and inclination to handle the necessary chemicals make the prints and so on. Eastman recognized that not everyone had the resources or the desire to do this. When a customer had made a hundred exposures in the Kodak camera, he sent it to Eastman’s factory in Rochester



(or later in Harrow in England) where the film was unloaded, processed and printed, the camera reloaded and returned to the owner. “You Press the Button, We Do the Rest” ran Eastman’s classic marketing slogan; photography had been brought to everyone. Everyone, that is, who could afford \$25 or five guineas for the camera and \$10 or two guineas for the developing and printing, a guinea (\$5) was a week’s wages for many at the time, so this simple camera cost the equivalent of hundreds of dollars today.

In 1889 an improved model with a new shutter design was introduced, and it was called the No. 2 Kodak camera. The paper-based stripping film was complicated to manipulate, since the processed negative image had to be stripped from the paper base for printing. At the end of 1889 Eastman launched a new roll film on a celluloid base. Clear, tough, transparent and flexible, the new film not only made the roll-film camera fully practical, but provided the raw material for the introduction of cinematography a few years later. Other, larger models were introduced, including several folding versions, one of which took pictures 21.6 cm x 16.5 cm in size. Other manufacturers in America and Europe introduced cameras to take the Kodak roll-films, and other firms began to offer developing and printing services for the benefit of the new breed of photographers.

By September 1889, over 5,000 Kodak cameras had been sold in the USA, and the company was daily printing 6–7,000 negatives. Holidays and special events created enormous surges in demand for processing; 900 Kodak users returned their cameras for processing and reloading in the week after the New York centennial celebration.

Questions 14 – 19

Do the following statements agree with the views of the writer in Reading Passage 2?

In boxes 14 – 17 on your answer sheet write

YES *if the statement agrees with the writer*

NO *if the statement does not agree with the writer*

NOT GIVEN *if there is no information about this in the passage*

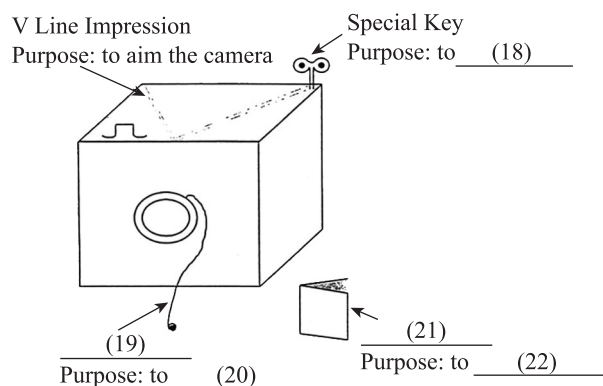
- 14 Before the dry plate process short exposures could only be achieved with cameras held in the hand.
- 15 Stirn’s “America” camera lacked Kodak’s developing service.
- 16 The first Kodak film cost the equivalent of a week’s wages to develop.
- 17 Some of Eastman’s 1891 range of cameras could be loaded in daylight.

Questions 18 – 22

Complete the diagram below.

*Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

Write your answers in boxes 18 – 22 on your answer sheet.



Questions 23 – 26

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes 23 – 26 on your answer sheet.

Year	Developments	Name of person /people
1880	Manufacture of gelatin dry plates	(23)
1881	Release of "Detective" camera	Thomas Bolas
(24)	The roll-holder combined with (25)	Eastman and F. M. Cossitt
1889	Introduction of model with (26)	Eastman

Day
01

Day
02

Day
03

Day
04

Day
05

Day
06

Day
07

Day 4

挥一挥Magic Wand,
瞬间拥有语篇分析的能力



Don't try so hard, the best things come when you least expect them to.



今日目标：搞定语篇

语言是多层次的，因此语篇的衔接和连贯在不同层次上都有所反映。对雅思阅读中的衔接功能和衔接手段进行分析，对其内在的语法结构、逻辑联系、衔接手段进行破解和分析，能够引导考生以较快的速度理解和掌握英语文章的主要内容从中获取最大信息量。

在雅思阅读考试中，语篇分析的能力也是剑桥考试官方要考查的阅读技能之一。它能够结合语境、篇章结构、体裁特征等因素，通过语篇分析把握文章中出现的词汇衔接手段、信息重心及文章层次结构，对于阅读答题起着非常关键的作用。

语篇中句际、段际之间的衔接和连贯

语篇的连贯是依靠语篇衔接关系建立起来的。语篇中句际、段际之间的衔接和连贯包括语篇连贯的显性衔接机制、语篇连贯的隐性衔接机制以及语篇的逻辑推理及其解题能力。雅思阅读考试直观上是主要考查对具体细节信息的把握，其实在命题设计上常常体现出篇章语言、功能语法等当代语言学研究的主要成果，语篇连贯的衔接机制就是雅思阅读一个主要的语言知识考查范畴，体现在文章中语义衔接的位置处的内容通常都会设有考点。



语篇连贯的显性衔接机制 (explicit cohesive device)

显性衔接是实现语篇连贯的主要手段，其具体方法包括：语法机制 (grammatical device)，词汇衔接 (lexical cohesion) 和逻辑联系语 (logical connector)。学术类雅思阅读文章的特点之一是结构严谨、逻辑性强、论述层次清晰，其语篇的连贯多由显性衔接机制来完成。具体的显性衔接手段包括：指称 (reference)，替代 (substitution)，省略 (ellipsis)，连接 (conjunction)，词汇衔接 (lexical cohesion)，时间关联 (time relator)，地点关联 (place relator)，时和体 (tense and aspect)，平行结构 (parallel construction) 等。雅思阅读文章中语义衔接手段运用较多的是指称、替代、连接、词汇衔接、时和体和平行结构。

a. 指称 (reference)

指称是指一个项目的意义要靠另一个项目来解释的现象。

【原文】

(C5-T1-R2)

Nature or Nurture?

...

F One's first inclination might be to argue that there must be some sort of built-in animal



aggression instinct that was activated by the experiment, and that Milgram's teacher-subjects were just following a genetic need to discharge this pent-up primal urge onto the pupil by administering the electrical shock. A modern hard-core sociobiologist might even go so far as to claim that this aggressive instinct evolved as an advantageous trait, having been of survival value to our ancestors in their struggle against the hardships of life on the plains and in the caves, ultimately finding its way into our genetic make-up as a remnant of our ancient animal ways.

...

【例题】(Q24)

Questions 23 – 26

Do the following statements agree with the information given in Reading Passage 2?

In boxes 23 – 26 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

23 Several of the subjects were psychology students at Yale University.

24 Some people may believe that the teacher-subjects' behaviour could be explained as a positive survival mechanism.

25 In a sociological explanation, personal values are more powerful than authority.

26 Milgram's experiment solves an important question in sociobiology.

【分析】

- 题型 → 判断题 (TRUE/FALSE/NOT GIVEN)
- 定位词 → positive; survival mechanism
- 答案 → TRUE
- 解析 → 以题干中的 positive 和 survival mechanism 作为定位词, 分别对应原文中 “this aggressive instinct evolved as an advantageous trait, having been of survival value” 这一句中的 advantageous 和 survival value, 因此可以判定题干的核意思和原文的对应信息是同义转述。

但是我们还需要确定题干中的 teacher-subjects' behavior 和原文的 this aggressive instinct 在语义上是否对等。而要确定这一点, 就必须理解在原文中 “this aggressive instinct” 正是借助指称的衔接手段指代上文中的关于 “teacher-subjects' behavior” 的具体描述, 即: “teacher-subjects were just following a genetic need to discharge this pent-up primal urge onto the pupil by administering the electrical shock”。据此才可以判定题干的意思与原文完全一致, 答案应为 TRUE。

◎ b. 替代 (substitution)

替换是指用替代形式 (如 one, ones, do, does, the same, so, not 等) 去替换上下文所出现的词语。是一种避免重复的语法手段。

【原文】

(C4-G 类-Test B-Section 3)

Understanding Bee Behaviour

...

E At first, Von Frisch thought the bees were responding only to the scent of the food. But what did the third dance mean? And if bees were responding only to the scent, how could they also “sniff down” food hundreds of metres away from the hive, food which was sometimes downwind? On a hunch, he started gradually moving the feeding dish further and further away and noticed as he did so, that the dances of the returning scout bees also started changing. If he placed the feeding dish over nine metres away, the second type of dance, the sickle version, came into play. But once he moved it past 36 metres, the scouts would then start dancing the third, quite different, waggle dance.

The measurement of the actual distance too, he concluded, was precise. For example, a feeding dish 300 metres away was indicated by 15 complete runs through the pattern in 30 seconds. When the dish was moved to 60 metres away, the number dropped to 11.

...

【例题】(Q38)

Questions 38 – 40

Look at the passage about bee behaviour on the previous pages.

Complete the sentences below with words taken from the passage.

*Write **NO MORE THAN THREE WORDS** for each answer.*

Write your answers in boxes 38 – 40 on your answer sheet.

- 38 Von Frisch discovered the difference between dance types by changing the position of ...
- 39 The dance outside the hive points in the direction of
- 40 The angle of the dance from the vertical shows the angle of the food from ...

【分析】

- 题型 → 句子填空题 (SENTENCE COMPLETION)
- 定位词 → difference; dance types; changing
- 答案 → the feeding dish
- 解析 → E 段第四行出现 “On a hunch, he started gradually moving the feeding dish



further and further away and noticed as he did so, that the dances of the returning scout bees also started changing”,即“有了这个想法，Von Frisch 开始逐渐将食物移得越来越远，在这个过程中他注意到，侦查蜂的舞蹈也开始有所变化。”so 代替的是上文中出现的“gradually moving the feeding dish further and further away”，可见变化是依据变换食物的位置引起的。答案应该是 the feeding dish。

◎ c. 连接 (conjunction)

连接是指由连接成分（如逻辑关系词）把两个或多个句子，或者段落连接起来的现象。

【原文】

(C5-T1-R2)

The Birth of Scientific English

...

There were several reasons why original science continued to be written in Latin. The first was simply a matter of audience. Latin was suitable for an international audience of scholars, whereas English reached a socially wider, but more local, audience. Hence, popular science was written in English.

A second reason for writing in Latin may, perversely, have been a concern for secrecy. Open publication had dangers in putting into the public domain preliminary ideas which had not yet been fully exploited by their “author”. This growing concern about intellectual property rights was a feature of the period — it reflected both the humanist notion of the individual, rational scientist who invents and discovers through private intellectual labour, and the growing connection between original science and commercial exploitation. There was something of a social distinction between “scholars and gentlemen” who understood Latin, and men of trade who lacked a classical education. And in the mid-17th century it was common practice for mathematicians to keep their discoveries and proofs secret, by writing them in cipher, in obscure languages, or in private messages deposited in a sealed box with the Royal Society. Some scientists might have felt more comfortable with Latin precisely because its audience, though international, was socially restricted. Doctors clung the most keenly to Latin as an “insider language”.

A third reason why the writing of original science in English was delayed may have been to do with the linguistic inadequacy of English in the early modern period. English was not well equipped to deal with scientific argument. First, it lacked the necessary technical vocabulary. Second, it lacked the grammatical resources required to represent the world in an objective and impersonal way, and to discuss the relations, such as cause and effect, that might hold between complex and hypothetical entities.

...

【例题】(Q30&Q31)

Questions 28 – 34

Complete the summary.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 28 – 34 on your answer sheet.

In Europe, modern science emerged at the same time as the nation state. At first, the scientific language of choice remained 28 _____. It allowed scientists to communicate with other socially privileged thinkers while protecting their work from unwanted exploitation. Sometimes the desire to protect ideas seems to have been stronger than the desire to communicate them, particularly in the case of mathematicians and 29 _____. In Britain, moreover, scientists worried that English had neither the 30 _____ nor the 31 _____. To express their ideas. This situation only changed after 1660 when scientists associated with the 32 _____ set about developing English. An early scientific journal fostered a new kind of writing based on short descriptions of specific experiments. Although English was then overtaken by 33 _____, it developed again in the 19th century as a direct result of the 34 _____.

【分析】

- 题型 → 摘要题 (SUMMARY)
- 答案 → Q28: Latin
Q29: doctors
Q30: technical vocabulary
Q31: grammatical resources
Q32: Royal Society
Q33: German
Q34: industrial revolution
- 解析 → 该短文谈论的是继续使用拉丁语作为科技文章用语的原因，原文第五段 The first、第六段 A second reason、第七段 A third reason 将三个段落连接起来。考生应该从第五段开始寻找答案。如 Q30、Q31，题干中的 neither ... nor ... 结构对应文中第七段的 first ... second ... 的平行结构。

④ d. 词汇衔接 (lexical cohesion)

词汇衔接是指由词汇之间的语义关系（包括重现、同/近义、反义、上下义、整体部分义）以及同一语义场的词汇搭配所建立起来的衔接关系。



【原文】

(C6-T1-R3)

Climate Change and the Inuit

...

- D** Life for the descendants of the Thule people is still harsh. Nunavut is 1.9 million square kilometers of rock and ice, and a handful of islands around the North Pole. It's currently home to 2,500 people, all but a handful of them indigenous Inuit. Over the past 40 years, most have abandoned their nomadic ways and settled in the territory's 28 isolated communities, but they still rely heavily on nature to provide food and clothing. Provisions available in local shops have to be flown into Nunavut on one of the most costly air networks in the world, or brought by supply ship during the few ice-free weeks of summer. It would cost a family around £7,000 a year to replace meat they obtained themselves through hunting with imported meat. Economic opportunities are scarce, and for many people state benefits are their only income.

...

【例题】(Q29)

Questions 27 – 32

Reading Passage 3 has seven paragraphs, A – G.

Choose the correct heading for paragraphs B – G from the list of headings below.

Write the correct number, i – ix, in boxes 27 – 32 on your answer sheet.

List of Headings

- i The reaction of the Inuit community to climate change
- ii Understanding of climate change remains limited
- iii Alternative sources of essential supplies
- iv Respect for Inuit opinion grows
- v A healthier choice of food
- vi A difficult landscape
- vii Negative effects on well-being
- viii Alarm caused by unprecedented events in the Arctic
- ix The benefits of an easier existence

Example
Paragraph A

Answer
viii

- 27 Paragraph B _____
- 28 Paragraph C _____
- 29 Paragraph D _____
- 30 Paragraph E _____
- 31 Paragraph F _____
- 32 Paragraph G _____

【分析】

- 题型 → 段落配对题 (HEADING)
- 定位词 → essential supplies
- 答案 → iii
- 解析 → 这是一道 List of Headings 题，要求在选项中找到能表达以上这段文字主题的段落标题。List of Headings 题解题的原则就是找出段落的主题句，然后与标题选项一一对应，确定正确答案。但是在实际解题过程中，因为严格的时间限制，一般都不会去确定主题句，而是直接以最有可能成为主题句的段落的首、次、中、尾四个句子分别与标题选项一一对应来确定正确答案。但是在段落没有主题句的情况下，利用这个方法就无法确定正确选项。必须根据段落中的其他线索来答题。

以上这个段落虽然没有主题句，但是在其行文中有非常明显的词汇衔接关系。文中的 food and clothing, provisions, supply, meat, benefits 是 **同一语义场** (生活的供给) 的词汇同现，与选项 iii 的 essential supplies 对应。而与该组词紧密相连的 provide, available, brought, obtained 则是一组近义词，其引导的信息与选项 iii 的 alternative sources 对应。因此这段文字是通过 **同一语义场的词汇同现** 和 **近义词** 两种词汇衔接手段来实现句际之间的衔接，从而形成了意义上的连贯性，并构成了与标题选项 iii 相对应的段落主题。

【原文】

(C6-T3-R3)

The Search for the Anti-aging Pill

...

Cells use the glucose from food to generate ATP (adenosine triphosphate), the molecule that powers many activities in the body. By limiting food intake, caloric restriction minimizes the amount of glucose entering cells and decreases ATP generation. When 2DG is administered to animals that eat normally, glucose reaches cells in abundance but the drug prevents most of it from being processed and thus reduces ATP synthesis. Researchers have proposed several explanations for why interruption of glucose processing and ATP production might retard aging. One possibility relates to the ATP-making machinery's emission of free radicals, which are



thought to contribute to aging and to such age-related diseases as cancer by damaging cells. Reduced operation of the machinery should limit their production and thereby constrain the damage. Another hypothesis suggests that decreased processing of glucose could indicate to cells that food is scarce (even if it isn't) and induce them to shift into an anti-aging mode that emphasizes preservation of the organism over such "luxuries" as growth and reproduction.

【例题】(Q39&Q40)

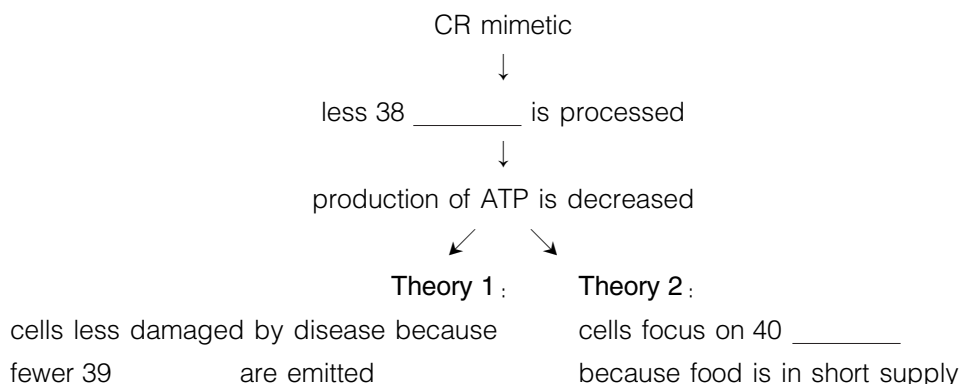
Questions 38 – 40

Complete the flow-chart below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 38 – 40 on your answer sheet.

How a caloric-restriction mimetic works



【分析】

- 题型 → 流程图 (FLOW CHART)
- 定位词 → Theory 1; Theory 2
- 答案 → Q39: free radicals;
Q40: preservation
- 解析 → 在这一流程图的题目中, Q39 和 Q40 处在一个并列的结构中, 即 Theory 1 / Theory 2。这一并列结构预示答案在原文中很可能位于相应的并列结构上。因此定位时可以首先根据这一线索, 迅速扫描文章的连接形式。在原文中解释流程图的标题 (即 how 所引导的信息), 应该是 explanations 这个词后面的内容, 在这个信息区域中存在一个明显的并列的连接形式, 即 “One ... Another ...”, 这一并列结构应是 Q39/Q40 答案大致所在的位置, 再根据 Q39 空格后的 are emitted 和 Q40 空格前的 focus on, 确定答案分别为 free radicals 和 preservation。

◎ e. 时和体 (tense and aspect)

时和体是指文章的时态和语体形成的衔接关系。

【原文】

(C6T1P1)

Australia's Sporting Success

...

"Take a look," says Mason, pulling out a sheet of data. He points out the data on the swimmers in second and third place, which shows that the one who finished third actually swam faster. So why did he finish 35 hundredths of a second down? "His turn times were 44 hundredths of a second behind the other guy," says Mason. "If he can improve on his turns, he can do much better." This is the kind of accuracy that AIS scientists' research is bringing to a range of sports. With the Cooperative Research Centre for Micro Technology in Melbourne, they are developing unobtrusive sensors that will be embedded in an athlete's clothes or running shoes to monitor heart rate, sweating, heat production or any other factor that might have an impact on an athlete's ability to run. There's more to it than simply measuring performance. Fricker gives the example of athletes who may be down with coughs and colds 11 or 12 times a year. After years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the immune-system protein immunoglobulin A is present in athletes' saliva. If IgA levels suddenly fall below a certain level, training is eased or dropped altogether. Soon, IgA levels start rising again, and the danger passes. Since the tests were introduced, AIS athletes in all sports have been remarkably successful at staying healthy.

...

【例题】(Q8 – Q11)

Questions 8 – 11

Classify the following techniques according to whether the writer states they

- A *are currently exclusively used by Australians*
- B *will be used in the future by Australians*
- C *are currently used by both Australians and their rivals*

Write the correct letter, A, B or C, in boxes 8 – 11 on your answer sheet.

- 8 cameras
- 9 sensors
- 10 protein tests
- 11 altitude tents



【分析】

- 题型 → 分类题 (CLASSIFICATION)
- 定位词 → are; will
- 答案 → Q8: A
Q9: B
Q10: A
Q11: C
- 解析 → 这里出现了将来时, 所以考生做题就很明显分两类, 定位后先看时态, 如果是一般现在时或过去时, 那答案就非 A 即 C; 如果定位到的地方是现在进行时和将来时, 很明显答案是 B。此外, 在雅思考试中, 涉及将来时态的关键词还有 in the future 和 long-term 等。

► f. 平行结构 (parallel construction)

平行结构是指相同类型的语句结构形成的衔接关系。

【原文】

(C5-T1-R2)

Nature or Nurture?

...

- D** Prior to carrying out the experiment, Milgram explained his idea to a group of 39 psychiatrists and asked them to predict the average percentage of people in an ordinary population who would be willing to administer the highest shock level of 450 volts. The overwhelming consensus was that virtually all the teacher-subjects would refuse to obey the experimenter. The psychiatrists felt that “most subjects would not go beyond 150 volts” and they further anticipated that only four per cent would go up to 300 volts. Furthermore, they thought that only a lunatic fringe of about one in 1, 000 would give the highest shock of 450 volts.

...

【例题】(Q22)

Questions 20 – 22

Choose the correct letter, A, B, C or D.

Write your answers in boxes 20 – 22 on your answer sheet.

- 20 The teacher-subjects were told that they were testing whether
- A. a 450-bolt shock was dangerous.
 - B. punishment helps learning.
 - C. the pupils were honest.
 - D. they were suited to teaching.

- 21 The teacher-subjects were instructed to
- A. stop when a pupil asked them to.
 - B. denounce pupils who made mistakes.
 - C. reduce the shock level after a correct answer.
 - D. give punishment according to a rule.
- 22 Before the experiment took place the psychiatrists
- A. believed that a shock of 150 volts was too dangerous.
 - B. failed to agree on how the teacher-subjects would respond to instructions.
 - C. underestimated the teacher-subjects' willingness to comply with experimental procedure.
 - D. thought that many of the teacher-subjects would administer a shock of 450 volts.

【分析】

- 题型 → 选择题 (Multiple choice)
- 定位词 → before; psychiatrists
- 答案 → C
- 解析 → 这是一道单选题，从命题的测试目的角度来看，是观点、态度分析类的题目。题干各个选项均含有表示观点、态度的提示词 (believed/agreed on/underestimated/thought)。与此题相对应的原文段落在语义衔接上是通过近义词和平行的及物性结构来实现，即：predicted/felt that/anticipated that/thought that。其形成的连贯语义 (即普遍认为试验的主体不会使用高电压) 为答案的引出作了重要的铺陈。原文接着以提问的方式给出了一个反面的结果，对应选项 C 的表示负向意义的观点态度提示词 underestimated 所引导的内容在文章中多次出现，并且基本上都没有考点，反映了命题者对把握语义衔接和连贯的阅读能力的重视。

其中 A 选项内容没有在 D 段出现，而 B 选项中的 failed to agree on... (无法达成一致)，与 D 段中的 consensus (一致意见) 矛盾；D 选项中的内容也与 consensus 后的内容明显矛盾。



语篇连贯的隐性衔接机制 (Implicit cohesive device)

和显性衔接不同，隐性衔接没有形式标记，句与句之间的语义关系含而不露，只能根据情景语境和文化语境等推测出来。

◎ a. 语境

了解雅思阅读中的语境有利于考生弄清楚文章的事实和细节及上下文逻辑关系。



【原文】

(C8-T3-R1)

Striking Back at Lightning With Lasers

...

Bernstein says that Diels's system is attracting lots of interest from the power companies. But they have not yet come up with the \$5 million that EPRI says will be needed to develop a commercial system, by making the lasers yet smaller and cheaper. "I cannot say I have money yet, but I'm working on it," says Bernstein. He reckons that the forthcoming field tests will be the turning point — and he's hoping for good news. Bernstein predicts "an avalanche of interest and support" if all goes well. He expects to see cloud-zappers eventually costing 100,000 each.

...

【例题】(Q11&Q12)

Questions 11 – 13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 11 – 13 on your answer sheet write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

11 Power companies have given Diels enough money to develop his laser.

12 Obtaining money to improve the lasers will depend on tests in real storms.

13 Weather forecasters are intensely interested in Diels's system.

【分析】

- 题型 → 判断题
- 定位词 → Q11: Diels; money
Q12: tests in real storms
- 答案 → Q11: NO
Q12: YES
- 解析 → Q11 由定位词及顺序规律可以定位到第八段: I cannot say I have money yet, but I am working on it. (我还不能说我已经拿到钱了, 但是我正在为之努力。)看到这句话, 再联系上句: Bernstein says that Diels' system is attracting lots of interest from the power companies. But they have not yet come up with the 5 million that EPRI says will be needed to develop a commercial system ... (Bernstein 表示, Diels 的激光系统正在引起各电力公司的广泛兴趣。但他们还没有准备好 EPRI 提出的 500 万美元——开发一个……的商用系统的所需资金。)这两句话足以证明 Diels 的系统还没有得到足够的资金支持。

Q11 对应的原文下一句提到：He reckons that the forthcoming field tests will be the turning point ...其中 turning point 是“转折点”的意思，联系上题中说到的，目前该项目还没有拿到钱，可知这句话的意思是 field tests 就是得到资金的转折点。field tests = tests in real storms。由此可见，上下文语境是实现语篇连贯的手段。

【原文】

(C8-T2-R3)

The Meaning and Power of Smell

The sense of smell, or olfaction, is powerful. Odours affect us on a physical, psychological and social level. For the most part, however, we breathe in the aromas which surround us without being consciously aware of their importance to us. It is only when the faculty of smell is impaired for some reason that we begin to realize the essential role the sense of smell plays in our sense of well-being.

...

【例题】(Q33)

Questions 33 – 36

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 33 – 36 on your answer sheet.

- 33 According to the introduction, we become aware of the importance of smell when
- A. we discover a new smell.
 - B. we experience a powerful smell.
 - C. our ability to smell is damaged.
 - D. we are surrounded by odours.

【分析】

- 题型 → 单选题 (CHOICE)
- 定位词 → become aware of; importance
- 答案 → C
- 解析 → 单选题经常结合上下文出题，解题不仅要留意定位语句，更需关注上下文语境。Q33 题干 become aware of the importance 是原文划线部分 being aware of their importance 的重现，结合下文语境可得到答案。

部分题型能反映出文章中作者的褒贬义或某个客观事实的正负方向，因此利用语境的褒贬性来判断文中所涉及观点的正确性，从而从大的方向进行破题对考生是有帮助的。在雅思阅读题型中，褒贬性和正负向最具代表性的题型就是段落标题题 (List of Headings) 和是非判断题 (TRUE/FALSE/NOT GIVEN)。从判断题的题目要求可以看出，判断题要求判断命题与原文 (作者) 一致、矛盾或不相关，于是，我们可以化繁为简，避重就轻，无须精



准把握，而是判断正负方向是否一致即可。

【原文】

(C5T2R2)

What's So Funny?

...

Theories about humour have an ancient pedigree. Plato expressed the idea that humour is simply a delighted feeling of superiority over others. Kant and Freud felt that joke-telling relies on building up a psychic tension which is safely punctured by the ludicrousness of the punchline. But most modern humor theorists have settled on some version of Aristotle's belief that jokes are based on a reaction to or resolution of incongruity, when the punchline is either a nonsense or, though appearing silly, has a clever second meaning.

...

【例题】(Q17)

Questions 14 – 20

Do the following statements agree with the information given in Reading Passage 2?

In boxes 14 – 20 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

14 Arthur Koestler considered laughter biologically important in several ways

15 Plato believed humour to be a sign of above-average intelligence.

16 Kant believed that a successful joke involves the controlled release of nervous energy.

17 Current thinking on humour has largely ignored Aristotle's view on the subject.

18 Graeme Ritchie's work links jokes to artificial intelligence.

19 Most comedians use personal situations as a source of humour.

20 Chimpanzees make particular noises when they are playing.

【分析】

- 题型 → 判断题 (TRUE/FALSE/NOT GIVEN)
- 定位词 → *current thinking*; *ignored*; *Aristotle*
- 答案 → FALSE
- 解析 → 单选题经常结合上下文出题，解题不仅要留意定位语句，更需关注上下文语境。Q33 题干 *become aware of the importance* 是原文划线部分 *being aware of their importance* 的重现，结合下文语境可得到答案。

命题中的定位词 *current thinking* 和 *Aristotle's view* 分别都与原文的 *modern*

theorists 和 Aristotle's belief 对应，最终破题的关键在于动词 ignore，很明显是个贬义词，但原文中的相关词是 settle on（把……确立于），是褒义词，这构成了矛盾关系，于是本题的答案为 FALSE。因此当我们领会到语境的褒贬性，解题就变得简单从容的多了。

但是问题也来了 ，对于部分词汇基础弱的考生来说，无法识别一个词的褒贬性怎么办呢？

【原文】

(C5T2R1)

Bakelite

...

Baekeland's invention, although treated with disdain in its early years, went on an unparalleled popularity which lasted throughout the first half of the century. It became the wonder product of the new world of industrial expansion — “the material of a thousand uses”. Being both non-porous and heat-resistant, Bakelite kitchen goods were promoted as being germ-free and sterilisable. Electrical manufacturers seized on its insulating properties, and consumers everywhere relished its dazzling array of shades, delighted that they were now, at last, no longer restricted to the wood tones and drab browns of the preplastic era. It then fell from favour again during the 1950s, and was despised and destroyed in vast quantities. Recently, however, it has been experiencing something of a renaissance, with renewed demand for original Bakelite objects in the collectors' marketplace, and museums, societies and dedicated individuals once again appreciating the style and originality of this innovative material.

【例题】(Q12)

Questions 11 – 13

Do you following statements agree with the information given in Reading Passage 1?

In boxes 11 – 13 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 11 Modern-day plastic preparation is based on the same principles as that patented in 1907.
- 12 Bakelite was immediately welcomed as a practical and versatile material.
- 13 Bakelite was only available in a limited range of colours.

**【分析】**

- 题型 → 判断题 (TRUE/FALSE/NOT GIVEN)
- 定位词 → Bakelite
- 答案 → FALSE
- 解析 → Q12 命题的大意是 Bakelite 作为一种什么材料立刻受到了欢迎。而在原文中, Baekeland's invention (就是指命题中的 Bakelite) 只用一个短语 treated with disdain 就表示了其是否受欢迎, 但绝大多数考生是不认识 disdain, 于是可利用 disdain 中的否定前缀 dis 可判断该语境的贬义属性, 那么这就与命题中的 immediately welcomed 的褒义相矛盾了, 于是这题当然是 FALSE。可见一些否定前缀不光能为考生解决词汇问题, 更能为一些有褒贬义语境的考题化繁为简。

此外, 段落小标题考查的就是考生在有限的时间内快速读完一段文字并获取作者的主旨或意图和态度。利用语境的褒贬性能够降低这种题型的难度。

【原文】

(C6-T1-R3)

Climate Change and the Inuit

The threat posed by climate change in the Arctic and the problems faced by Canada's Inuit people

- A** Unusual incidents are being reported across the Arctic. Inuit families going off on snowmobiles to prepare their summer hunting camps have found themselves cut off from home by a sea of mud, following early thaws. There are reports of igloos losing their insulating properties as the snow drips and refreezes, of lakes draining into the sea as permafrost melts, and sea ice breaking up earlier than usual, carrying seals beyond the reach of hunters. Climate change may still be a rather abstract idea to most of us, but in the Arctic it is already having dramatic effects — if summertime ice continues to shrink at its present rate, the Arctic Ocean could soon become virtually ice-free in summer. The knock-on effects are likely to include more warming, cloudier skies, increased precipitation and higher sea levels. Scientists are increasingly keen to find out what's going on because they consider the Arctic the “canary in the mine” for global warming — a warning of what's in store for the rest of the world.
- B** For the Inuit the problem is urgent. They live in precarious balance with one of the toughest environments on earth. Climate change, whatever its causes, is a direct threat to their way of life. Nobody knows the Arctic as well as the locals, which is why they are not content simply to stand back and let outside experts tell them what's happening. In Canada, where the Inuit people are jealously guarding their hard-won

autonomy in the country's newest territory, Nunavut, they believe their best hope of survival in this changing environment lies in combining their ancestral knowledge with the best of modern science. This is a challenge in itself.

- C** The Canadian Arctic is a vast, treeless polar desert that's covered with snow for most of the year. Venture into this terrain and you get some idea of the hardships facing anyone who calls this home. Farming is out of the question and nature offers meagre pickings. Humans first settled in the Arctic a mere 4,500 years ago, surviving by exploiting sea mammals and fish. The environment tested them to the limits: sometimes the colonists were successful, sometimes they failed and vanished. But around a thousand years ago, one group emerged that was uniquely well adapted to cope with the Arctic environment. These Thule people moved in from Alaska, bringing kayaks, sleds, dogs, pottery and iron tools. They are the ancestors of today's Inuit people.
- D** Life for the descendants of the Thule people is still harsh. Nunavut is 1.9 million square kilometres of rock and ice, and a handful of islands around the North Pole. It's currently home to 2,500 people, all but a handful of them indigenous Inuit. Over the past 40 years, most have abandoned their nomadic ways and settled in the territory's 28 isolated communities, but they still rely heavily on nature to provide food and clothing. Provisions available in local shops have to be flown into Nunavut on one of the most costly air networks in the world, or brought by supply ship during the few ice-free weeks of summer. It would cost a family around £7,000 a year to replace meat they obtained themselves through hunting with imported meat. Economic opportunities are scarce, and for many people state benefits are their only income.
- E** While the Inuit may not actually starve if hunting and trapping are curtailed by climate change, there has certainly been an impact on people's health. Obesity, heart disease and diabetes are beginning to appear in a people for whom these have never before been problems. There has been a crisis of identity as the traditional skills of hunting, trapping and preparing skins have begun to disappear. In Nunavut's "igloo and email" society, where adults who were born in igloos have children who may never have been out on the land, there's a high incidence of depression.
- F** With so much at stake, the Inuit are determined to play a key role in teasing out the mysteries of climate change in the Arctic. Having survived there for centuries, they believe their wealth of traditional knowledge is vital to the task. And Western scientists



are starting to draw on this wisdom, increasingly referred to as “Inuit Qaujimajatuqangit”, or IQ. “In the early days scientists ignored us when they came up here to study anything. They just figured these people don’t know very much so we won’t ask them,” says John Amagoalik, an Inuit leader and politician. “But in recent years IQ has had much more credibility and weight.” In fact it is now a requirement for anyone hoping to get permission to do research that they consult the communities, who are helping to set the research agenda to reflect their most important concerns. They can turn down applications from scientists they believe will work against their interests, or research projects that will impinge too much on their daily lives and traditional activities.

- G** Some scientists doubt the value of traditional knowledge because the occupation of the Arctic doesn’t go back far enough. Others, however, point out that the first weather stations in the far north date back just 50 years. There are still huge gaps in our environmental knowledge, and despite the scientific onslaught, many predictions are no more than best guesses. IQ could help to bridge the gap and resolve the tremendous uncertainty about how much of what we’re seeing is natural capriciousness and how much is the consequence of human activity.

【例题】(27 – 32)

Questions 27 – 32

Reading Passage 3 has seven paragraphs, A – G.

Choose the correct heading for paragraphs B – G from the list of headings below.

Write the correct number, i – ix, in boxes 27 – 32 on your answer sheet.

List of Headings

- i The reaction of the Inuit community to climate change
- ii Understanding of climate change remains limited
- iii Alternative sources of essential supplies
- iv Respect for Inuit opinion grows
- v A healthier choice of food
- vi A difficult landscape
- vii Negative effects on well-being
- viii Alarm caused by unprecedented events in the Arctic
- ix The benefits of an easier existence

<i>Example</i>	<i>Answer</i>
Paragraph A	viii

- 27 Paragraph B
- 28 Paragraph C
- 29 Paragraph D
- 30 Paragraph E
- 31 Paragraph F
- 32 Paragraph G

【分析】

面对选项众多的 headings，考生解题过程会变得很复杂，不光耽误时间，还影响精准度，若大家对每个选项进行褒贬性分析，难度就减小了。从每个选项中的词可看出褒贬性。ix 中的 benefit, easier 都是褒义，vii 中的 negative 是贬义，vi 中的 difficult 是贬义，v 的 healthier 是褒义，iv 的 respect, grow 都是褒义，ii 的 limited 是贬义，于是八个选项可分类为三褒三贬两中型，之后读段落时考生可体会段落中的语境，原本的八选一可变成三选一，精准度和速度都会有所提高。

► b. 逻辑语义联系

有时语篇中没有表层衔接出现，但是在语义层上存在着隐性衔接纽带，整个语篇依然是连贯的。

这种逻辑语义联系主要是运用于重点题型之一的摘要题 (Summary)。具体是指根据空格所在句及前后句的逻辑关系词，分析词语之间、句子之间的语义关系，推断出所缺单词的大致含义。

【原文】

(C4-T3-R3)

Obtaining Linguistic Data

...

- G** A representative sample of language, compiled for the purpose of linguistic analysis, is known as a corpus. A corpus enables the linguist to make unbiased statements about frequency of usage, and it provides accessible data for the use of different researchers. Its range and size are variable. Some corpora attempt to cover the language as a whole, taking extracts from many kinds of text; others are extremely selective, providing a collection of material that deals only with a particular linguistic feature. The size of the corpus depends on practical factors, such as the time available to collect, process and store the data: it can take up to several hours to



provide an accurate transcription of a few minutes of speech. Sometimes a small sample of data will be enough to decide a linguistic hypothesis; by contrast, corpora in major research projects can total millions of words. An important principle is that all corpora, whatever their size, are inevitably limited in their coverage, and always need to be supplemented by data derived from the intuitions of native speakers of the language, through either introspection or experimentation.

【例题】(Q38)

Questions 37 – 40

Complete the summary of paragraph G below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes 37 – 40 on your answer sheet.

A linguist can use a corpus to comment objectively on 37 _____. Some corpora include a wide range of language while others are used to focus on a 38 _____. The length of time the process takes will affect the 39 _____ of the corpus. No corpus can ever cover the whole language and so linguists often find themselves relying on the additional information that can be gained from the 40 _____ of those who speak the language concerned.

【分析】

- 题型 → 摘要题 (SUMMARY)
- 定位词 → others; focus on
- 答案 → linguistic feature
- 解析 → 根据 while 这个表示对比或转折的逻辑关系词, 可以判断它前后部分是对比或反义关系。“a wide range of language”指的是语言研究的各个方面, 可以预判空格处应是指具体的方面。

others 是明显的话题切换词, 在文中常以 “some ..., others ...” 或者 “many ..., others ...” 的形式体现。文中的 deals only with 意为 “只处理……”, 对应题干中的 focus on。



语篇的逻辑推理及其解题能力

理解语篇的根本就是逻辑。雅思阅读文章句际和段际的逻辑关系通常使用显性的逻辑连接词或其他的过渡词语来表达, 在阅读答题时应注重这些词在语篇中的限制和导向功能, 能够提高语篇的正确解读效率。那么, 语篇的逻辑推理如何应用在解题中呢?

真题回放

Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often deny the problem. "There is no bullying at this school" has been a common refrain, almost certainly untrue. (C6-T4-R3)

Q33 The writer thinks that the declaration "There is no bullying at this school"

- A. is no longer true in many schools.
- B. was not in fact made by many schools.
- C. reflected the school's lack of concern.
- D. reflected a lack of knowledge and resources.

【思路全解】

这是一道单选题，也是观点、态度分析类的题目（题干中有 thinks，选项中有 reflected）。这一类型的题目对应的原文答案信息区域往往有观点态度提示词或明显的逻辑连接词。本题的选项 C/D 结构一致（reflected + 宾语），是典型的 twins 选项，应重点考虑。以题干中引号内的词作为定位词，定位于原文中以上这段文字。原文这三句话使用了显性的衔接手段，即表示因果的逻辑连接词“as a consequence”，来实现语义的连贯和逻辑性，表明了 the declaration “There is no bullying at this school” 是结果，其原因是第一句话中的 not much was known/ little help was available，对应选项 D 的 lack of knowledge and resources。雅思阅读考试在文章逻辑衔接处设题的情况非常普遍，考生们一定要对此高度重视。

真题回放

But the sales push rarely stops in the office. The flashy brochures and pamphlets left by the sales reps are often followed up with meals at expensive restaurants, meetings in warm and sunny places, and an inundation of promotional gadgets. Rarely do patients watch a doctor write with a pen that isn't emblazoned with a drug's name, or see a nurse use a tablet not bearing a pharmaceutical company's logo. Millions of dollars are spent by pharmaceutical companies on promotional products like coffee mugs, shirts, umbrellas, and golf balls. Money well spent? It's hard to tell. (C6-T4-R1)

*Do the following statements agree with the views of the writer in Reading Passage 1?
In boxes 8 – 13 on your answer sheet, write*

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

Q11 Evidence of drug promotion is clearly visible in the healthcare environment.



【思路全解】



这是一道判断题，根据雅思判断题的命题特点，题干定位词应为 healthcare environment，考点为 visible。该题定位有一定的难度，因为定位词不仅在原文中做了转述替换，而且其转述的形式并不是我们所熟悉的同义、近义、具体化、结构重组等，而是同一语义场的词汇同现的对应。

根据判断题的顺序性原则，可以粗略定位在原文中的以上这段文字，在这段文字的第三个句子（题干对应句）中出现了 patients /doctor/drug's /nurse 这一组同一语义场的词，对应题干定位词 healthcare environment。考点 visible 对应该句的 watch/see。但是这个句子并没有明确提到题干中的 evidence of drug promotion。这里就需要通过上下文的语义照应进行分析和推理。该句和前后的句子之间并没有明显的衔接手段，但是上下文都提到了用于促销的礼品 “promotional gadgets/promotional products like coffee mugs, shirts, umbrellas, and golf balls”，根据思维结构的一致性和连贯性，题干对应句中的 pen emblazoned with a drug's name/ tablet bearing a pharmaceutical company's logo 都应该是指用于促销的礼品，对应题干的 evidence of drug promotion。因此该题判定为 YES。在解答这一类题目时，我们只有把着眼点放在作者对文章的内容组织形式上，放在对上下文思维结构的逻辑关系的理解和推理上，才有可能正确答题。

破解小贴士

雅思阅读在命题的设计上深刻体现了对文章内容结构的破解、分析、推理和主动构建语篇意义的能力。考生在复习备考阶段，除了要巩固基本语法和词汇的基础，还应当精读和模拟练习中有意识地**培养和加强语篇结构分析的能力**，注意把握句际、段际之间的衔接及逻辑思维的连贯。这种能力的加强必将有助于提高实际考试中定位和分析及确定答案的效率。

可能被你忽视的图表逻辑结构

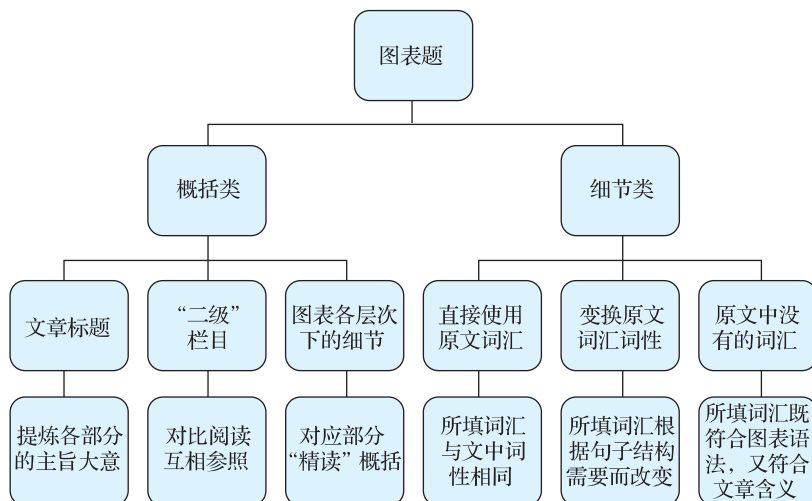
图表题（TABLE）是雅思阅读的基本题型之一，其中的图表往往都是按照文章的**结构和层次**设置的。也就是说，图表题也是有它的逻辑结构的，考生们可以利用图表的结构（框架层次）和内部关系（因果、递进、时间或空间变化等）来掌握文章中某个事物的发展过程或制作方式等。

【运筹帷幄】



针对图表题，如何从整体上把握它的逻辑结构呢？

- Step 1** 理清文章脉络；
- Step 2** 分析图表的设计结构和层次；
- Step 3** 答题。



【出谋划策】

图表填空题解题的关键就是定位。步骤如下：

Step 1 找到题目中的关键词

这类关键词很好找。数字时间是定位最为方便的，还有人名可以从大写去寻找，或者就是一些特别长的难懂的单词，因为一般这类就是专有名词，很难进行同义替换，所以一般原文都是可以找得到的。

Step 2 文中定位

划出题目中的关键词后就到文章中去寻找。一般来说图表题不会特别的分散，大多是集中在文章中的一大段里面，所以考生可以集中性地去寻找。

Step 3 答题

找到对应部分，进行答题填空。注意雅思阅读喜欢考同义替换，所以考生一定要注意有些相同意思的内容可能是以不同的形式表达出来的。另外要注意题目要求，比如字数、大小写等。

【经典再现】

图表填空题要求填的内容可以说是五花八门，常见的有以下几种：

1. 流程图：比如说一个物体的制作过程或者一种动植物的生长周期，需要你填写其中的某几个过程。以 C9-Test 1 Reading Passage 3 为例：



» READING PASSAGE 3

The History of the Tortoise

If you go back far enough, everything lived in the sea. At various points in evolutionary history, enterprising individuals within many different animal groups moved out onto the land, sometimes even to the most parched deserts, taking their own private seawater with them in blood and cellular fluids. In addition to the reptiles, birds, mammals and insects which we see all around us, other groups that have succeeded out of water include scorpions, snails, crustaceans such as woodlice and land crabs, millipedes and centipedes, spiders and various worms. And we mustn't forget the plants, without whose prior invasion of the land none of the other migrations could have happened.

Moving from water to land involved a major redesign of every aspect of life, including breathing and reproduction. Nevertheless, a good number of thoroughgoing land animals later turned around, abandoned their hard-earned terrestrial re-tooling, and returned to the water again. Seals have only gone part way back. They show us what the intermediates might have been like, on the way to extreme cases such as whales and dugongs. Whales (including the small whales we call dolphins) and dugongs, with their close cousins the manatees, ceased to be land creatures altogether and reverted to the full marine habits of their remote ancestors. They don't even come ashore to breed. They do, however, still breathe air, having never developed anything equivalent to the gills of their earlier marine incarnation. Turtles went back to the sea a very long time ago and, like all vertebrate returnees to the water, they breathe air. However, they are, in one respect, less fully given back to the water than whales or dugongs, for turtles still lay their eggs on beaches.

There is evidence that all modern turtles are descended from a terrestrial ancestor which lived before most of the dinosaurs. There are two key fossils called *Proganochelys quenstedti* and *Palaeochersis talampayensis* dating from early dinosaur times, which appear to be close to the ancestry of all modern turtles and tortoises. You might wonder how we can tell whether fossil animals lived on land or in water, especially if only fragments are found. Sometimes it's obvious. Ichthyosaurs were reptilian contemporaries of the dinosaurs, with fins and streamlined bodies. The fossils look like dolphins and they surely lived like dolphins, in the water. With turtles it is a little less obvious. One way to tell is by measuring the bones of their forelimbs.

Walter Joyce and Jacques Gauthier, at Yale University, obtained three measurements in

these particular bones of 71 species of living turtles and tortoises. They used a kind of triangular graph paper to plot the three measurements against one another. All the land tortoise species formed a tight cluster of points in the upper part of the triangle; all the water turtles cluster in the lower part of the triangular graph. There was no overlap, except when they added some species that spend time both in water and on land. Sure enough, these amphibious species show up on the triangular graph approximately half way between the “wet cluster” of sea turtles and the “dry cluster” of land tortoises. The next step was to determine where the fossils fell. The bones of *P. quenstedti* and *P. talampayensis* leave us in no doubt. Their points on the graph are right in the thick of the dry cluster. Both these fossils were dry-land tortoises. They come from the era before our turtles returned to the water.

You might think, therefore, that modern land tortoises have probably stayed on land ever since those early terrestrial times, as most mammals did after a few of them went back to the sea. But apparently not. If you draw out the family tree of all modern turtles and tortoises, nearly all the branches are aquatic. Today's land tortoises constitute a single branch, deeply nested among branches consisting of aquatic turtles. This suggests that modern land tortoises have not stayed on land continuously since the time of *P. quenstedti* and *P. talampayensis*. Rather, their ancestors were among those who went back to the water, and they then re-emerged back onto the land in (relatively) more recent times.

Tortoises therefore represent a remarkable double return. In common with all mammals, reptiles and birds, their remote ancestors were marine fish and before that various more or less worm-like creatures stretching back, still in the sea, to the primeval bacteria. Later ancestors lived on land and stayed there for a very large number of generations. Later ancestors still evolved back into the water and became sea turtles. And finally they returned yet again to the land as tortoises, some of which now live in the driest of deserts.

Questions 34 – 39

Complete the flow-chart below.

*Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.*

Write your answer in boxes 34 – 39 on your answer sheet.

Method of determining where the ancestors of turtles and tortoises come from

Step 1 71 species of living turtles and tortoises were examined and a total of 34 _____



were taken from the bones of their forelimbs.

Step 2 The data was recorded on a 35 _____ (necessary for comparing the information). Outcome: Land tortoises were represented by a dense 36 _____ of points towards the top.

Sea turtles were grouped together in the bottom part.

Step 3 The same data was collected from some living 37 _____ species and added to the other results.

Outcome: The points for these species turned out to be positioned about 38 _____ up the triangle between the land tortoises and the sea turtles.

Step 4 Bones of *R quenstedti* and *P talampayensis* were examined in a similar way and the results added.

Outcome: The position of the points indicated that both these ancient creatures were 39 _____

解析: 流程图 FLOW CHART (阅读中的流程图基本会针对一个段落进行考查)

34	定位词/关键词	71; a total of
	原文定位	第四段第一句 Walter Joyce and Jacques Gauthier, at Yale University, obtained three measurements in these particular bones of 71 species of living turtles and tortoises.
	题解	答案 three/3 measurements 可用特殊名词“71”将考题的范围定位至原文第四段。此句中的 particular bones 指代的是第三段末句中提到的 forelimbs。a total of 后面所缺失的应该是复数名词, 所以答案应该写 three measurements。
35	定位词/关键词	the data was recorded; comparing the information
	原文定位	第四段第二句 They used a kind of triangular graph paper to plot the three measurements against one another.
	题解	答案 triangular graph 依照顺序找到这个题目的解题位置, 关键在于对 plot (用图表作记录) 这个单词的理解, 它对应题目中的 recorded。此外, 考生可利用本题空格后括号中的内容解题, comparing the information 对应原文中的 against one another。a kind of triangular graph paper 是他们记录时使用的方式, 也即数据被记录在 triangular graph 上。
36	定位词/关键词	land tortoises; of points towards the top
	原文定位	第四段第三句中的 All the land tortoise species formed a tight cluster of points in the upper part of the triangle.
	题解	答案 cluster 可用 land tortoises 定位, 它对应原文中的 land tortoise species, of points towards the top 对应原文中的 of points in the upper part, 因此 of 前面的 cluster 即为答案。

(续)

37	定位词/关键词	sea turtles; living; species; added to
	原文定位	第四段第四句 There was no overlap, except when they added some species that spend time both in water and on land. 和第五句 Sure enough, these amphibious species show up on the triangular graph approximately ...
	题解	答案 amphibious 凭借本题空格周围出现的单词很难在原文中找到具体的定位, 这时, 考生就需要将其与之前的步骤联系起来, 利用 step 2 末尾的 sea turtles 定位, 题干中的 added to 对应原文中的 added, added 后面的宾语便是答案。很明显, some species 代指的就是下一句中出现的 these amphibious species。
38	定位词/关键词	about; up the triangle between the land tortoises and the sea turtles
	原文定位	第四段第五句 Sure enough, these amphibious species show up on the triangular graph approximately half way between the 'set cluster' of sea turtles and the 'dry cluster' of land tortoises.
	题解	答案 half way 可用 between ... and ... 连接的并列结构定位, 题干中的 about 对应原文中的 approximately。
39	定位词/关键词	bones of <i>P. quenstedti</i> and <i>P. Talampayensis</i> ; both these ancient creatures
	原文定位	第四段第九句 Both these fossils were dry-land tortoises.
	题解	答案 dry-land tortoises 可用 bones of <i>P. quenstedti</i> and <i>P. talampayensis</i> 定位, 题干中的 both these ancient creatures 对应原文中的 both these fossils, were 后面的名词即为答案。

2. 构造: 曾经有次雅思考试考到热气球的构造, 包括顶部名字、一些机械结构等等, 一般来说集中在文章的某段或者某几段之间, 会有一个详细的对于该物体的结构的介绍。以 C9-Test 3 Reading Passage 2 为例:

READING PASSAGE 2

Tidal Power

Undersea turbines which produce electricity from the tides are set to become an important source of renewable energy for Britain. It is still too early to predict the extent of the impact they may have. but all the signs are that they will play a significant role in the future.

A Operating on the same principle as wind turbines, the power in sea turbines comes from tidal currents which turn blades similar to ships' propellers, but, unlike wind, the tides are predictable and the power input is constant. The technology raises the prospect of Britain becoming self-sufficient in renewable energy and drastically



reducing its carbon dioxide emissions. If tide, wind and wave power are all developed, Britain would be able to close gas, coal and nuclear power plants and export renewable power to other parts of Europe. Unlike wind power which Britain originally developed and then abandoned for 20 years allowing the Dutch to make it a major industry, undersea turbines could become a big export earner to island nations such as Japan and New Zealand.

- B** Tidal sites have already been identified that will produce one sixth or more of the UK's power — and at prices competitive with modern gas turbines and undercutting those of the already ailing nuclear industry. One site alone, the Pendants Firth between Orkney and mainland Scotland, could produce 10% of the country's electricity with banks of turbines under the sea, and another at Alderney in the Channel islands three times the 1,200 megawatts of Britain's largest and newest nuclear plant, Sizewell B, in Suffolk. Other sites identified include the Bristol Channel and the west coast of Scotland, particularly the channel between Campbeltown and Northern Ireland.
- C** Work on designs for the new turbine blades and sites are well advanced at the University of Southampton's sustainable energy research group. The first station is expected to be installed off Lynmouth in Devon shortly to test the technology in a venture jointly funded by the department of Trade and Industry and the European Union. AbuBakr Bahaj, in charge of the Southampton research said: The prospects for energy from tidal currents are far better than from wind because the flows of water are predictable and constant. The technology for dealing with the hostile saline environment under the sea has been developed in the North Sea oil industry and much is already known about turbine blade design, because of wind power and ship propellers. There are a few technical difficulties, but I believe in the next five to ten years we will be installing commercial marine turbine farms. Southampton has been awarded £215,000 over three years to develop the turbines and is working with Marine Current Turbines, a subsidiary of IT power; on the Lynmouth project. EU research has now identified 106 potential sites for tidal power, 80% round the coasts of Britain. The best sites are between islands or around heavily indented coasts where there are strong tidal currents.
- D** A marine turbine blade needs to be only one third of the size of a wind generator to produce three times as much power. The blades will be about 20 metres in diameter so around 30 metres of water is required. Unlike wind power there are unlikely to be

environmental objections. Fish and other creatures are thought unlikely to be at risk from the relatively slow turning blades. Each turbine will be mounted on a tower which will connect to the national power supply grid via underwater cables. The towers will stick out of the water and be lit to warn shipping, and also be designed to be lifted out of the water for maintenance and to clean seaweed from the blades.

E Dr. Baha has done most work on the Alderney site, where there are powerful currents. The single undersea turbine farm would produce far more power than needed for the Channel Islands and most would be fed into the French Grid and be re-imported into Britain via the cable under the Channel.

F One technical difficulty is cavitations, where low pressure behind a turning blade causes air bubbles. These can cause vibration and damage the blades of the turbines. Dr. Bahaj said: "We have to test a number of blade types to avoid this happening or at least make sure it does not damage the turbines or reduce performance. Another slight concern is submerged debris floating into the blades. So far we do not know how much of a problem it might be. We will have to make the turbines robust because the sea is a hostile environment, but all the signs that we can do it are good."

Questions 23 – 26

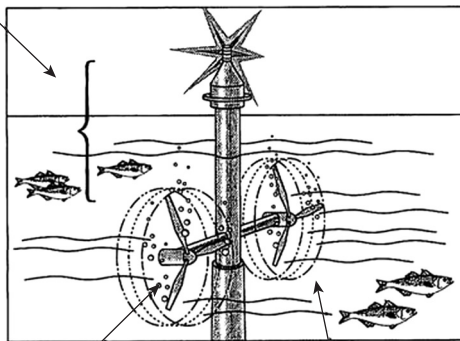
Label the diagram below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 23 – 26 on your answer sheet.

An Undersea Turbine

Whole tower can be raised for 23 _____
and the extraction of seaweed from the blades



Air bubbles result from the 25 _____
behind blades. This is known as 26 _____

Sea life not in danger due to the fact that
blades are comparatively 24 _____



解析：原理图 DIAGRAM（注意图形的方位和特点，此题可能无序。）

23	定位词/关键词	tower; for; seaweed; blades
	原文定位	D 段尾句: The towers will stick out of the water and be lit, to warn shipping, and also be designed to be lifted out of the water for maintenance and to clean seaweed from the blades.
	题解	答案 maintenance tower, seaweed, blades 都可以锁定在这句话里, 那么借助空格前面的介词 for 就可以选定答案。
24	定位词/关键词	sea life; not in danger; blades
	原文定位	D 段第四句: Fish and other creatures are thought unlikely to be at risk from the relatively slow-turning blades.
	题解	答案 slow (turning) fish and other creatures 就是 sea life, unlikely to be at risk 替换了 not in danger。通过题目判断此空格应填形容词, 与 blades 为直接的修饰关系。
25 & 26	定位词/关键词	air bubbles; behind; is known as
	原文定位	F 段第一句: One technical difficulty is cavitation, where low pressure behind a turning blade causes air bubbles.
	题解	答案 lower pressure; cavitation 由 air bubbles 锁定这句话, 介词 behind 可以直接暗示 Q25 的答案。而 Q26 要填写的是整个事件的总称, 也就是原文中由 where 引导的定语从句的先行词。

3. 时间对应发生的事件。一般来说, 文章中会有很明显的时间标志, 考生可以马上定位到, 根据文章内容, 填写对应时间内所发生的具体事件, 或者一些人物, 甚至人物的信息 (包括职位等)。主要以表格的形式出现。以 C8-Test 1 Reading Passage 3 为例:

READING PASSAGE 3

Telepathy

Can human beings communicate by thought alone? For more than a century the issue of telepathy has divided the scientific community, and even today is still sparks bitter controversy among top academics.

Since the 1970s, parapsychologists at leading universities and research institutes around the world have risk the derision of sceptical colleagues by putting the various claims for telepathy to the test in dozens of rigorous scientific studies. The results and their implications are dividing even the researchers who uncovered them.

Some researchers say the results constitute compelling evidence that telepathy is genuine. Other parapsychologists believe the field is on the brink of collapse, having tried to produce definitive scientific proof and failed. Sceptics and advocates alike do concur on one issue, however: that the most impressive evidence so far has come from the so-called “ganzfeld” experiments, a German term that means “whole field”. Reports of telepathic experiences had by people during meditation led parapsychologists to suspect that telepathy might involve “signals” passing between people that were so faint that they were usually swamped by normal brain activity. In this case, such signals might be more easily detected by those experiencing meditation-like tranquility in a relaxing “whole field” of light, sound and warmth.

The ganzfeld experiment tries to recreate these conditions with participants sitting in soft reclining chairs in a sealed room, listening to relaxing sounds while their eyes are covered with special filters letting in only pink light. In early ganzfeld experiments, the telepathy test involved identification of a picture chosen from a random selection of four taken from a large image bank. The idea was that a person acting as a “sender” would attempt to beam the image over to the “receiver” relaxing in the sealed room. Once the session was over, this person was asked to identify which of the four images had been used. Random guessing would give a hit-rate of 25 per cent; if telepathy is real, however, the hit-rate would be higher. In 1982, the results from the first ganzfeld studies were analysed by one of its pioneers, the American parapsychologist Charles Honorton. They pointed to typical hit-rates of better than 30 per cent — a small effect, but one which statistical tests suggested could not be put down to chance.

The implication was that the ganzfeld method had revealed real evidence for telepathy. But there was a crucial flaw in this argument — one routinely overlooked in more conventional areas of science. Just because chance had been ruled out as an explanation did not prove telepathy must exist; there were many other ways of getting positive results. These ranged from “sensory leakage” — where clues about the pictures accidentally reach the receiver — to outright fraud. In response, the researchers issued a review of all the ganzfeld studies done up to 1985 to show that 80 per cent had found statistically significant evidence. However, they also agreed that there were still too many problems in the experiments which could lead to positive results, and that drew up a list demanding new standards for future research.

After this, many researchers switched to autoganzfeld tests — an automated variant of the technique which used computers to perform many of the key tasks such as the



random selection of images. By minimising human involvement, the idea was to minimise the risk of flawed results. In 1987, results from hundreds of autoganzfeld tests were studied by Honorton in a “meta-analysis”, a statistical technique for finding the overall results from a set of studies. Though less compelling than before, the outcome was still impressive.

Yet some parapsychologists remain disturbed by the lack of consistency between individual ganzfeld studies. Defenders of telepathy point out that demanding impressive evidence from every study ignores one basic statistical fact: it takes large samples to detect small effects. If, as current results suggest, telepathy produces hit-rates only marginally above the 25 per cent expected by chance, it's unlikely to be detected by a typical ganzfeld study involving around 40 people: the group is just not big enough. Only when many studies are combined in a meta-analysis will the faint signal of telepathy really become apparent. And that is what researchers do seem to be finding.

What they are certainly not finding, however, is any change in attitude of mainstream scientists: most still totally reject the very idea of telepathy. The problem stems at least in part from the lack of any plausible mechanism for telepathy.

Various theories have been put forward, many focusing on esoteric ideas from theoretical physics. They include “quantum entanglement”, in which events affecting one group of atoms instantly affect another group, no matter how far apart they may be. While physicists have demonstrated entanglement with specially prepared atoms, no-one knows if it also exists between atoms making up human minds. Answering such questions would transform parapsychology. This has promoted some researchers to argue that the future lies not in collecting more evidence for telepathy, but in probing possible mechanisms. Some work has begun already, with researchers trying to identify people who are particularly successful in autoganzfeld trials. Early results show that creative and artistic people do much better than average: in one study at the University of Edinburgh, musicians achieved a hit-rate of 56 per cent. Perhaps more tests like these will eventually give the researchers the evidence they are seeking and strengthen the case for the existence of telepathy.

Questions 31 – 40

Complete the table below.

*Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

Write your answers in boxes 31 – 40 on your answer sheet.

解析：统计表 TABLE（此题是顺序类题目，根据实验名称和日期定位。从左向右，再从

上向下，表格各列分别标明实验时间、实验过程、实验结果，及实验不足之处。
分为两行，则表明表格由两个不同时间的实验构成。)

31	定位词/关键词	1982; four
	原文定位	第三段第三句: The idea was that a person acting as a 'sender' would attempt to beam the image over to the 'receiver' relaxing in the sealed room.
	题解	答案 sender 由空格前冠词和空格后的定语从句引导词 who 可知本题需填入一个指代人的单数可数名词。通过题目中数字 1982 迅速定位至文章第三段。再通过数字 four 定位至该段第三句。本题答案为 sender。
32	定位词/关键词	pick up; one; random selection of four
	原文定位	第三段第三句: The idea was that a person acting as a 'sender' would attempt to beam the image over to the 'receiver' relaxing in the sealed room. 和第四句: Once the session was over, this person was asked to identify which of the four images had been used.
	题解	答案 image/picture 本题需填入一个单数可数名词。本题答案同上题答案出现在同一句中。由题目中逻辑关系 one ... of four 即可得出答案。本题答案为 image/picture。
33	定位词/关键词	identify
	原文定位	第三段第四句: Once the session was over, this person was asked to identify which of the four images had been used.
	题解	答案 receiver 本题需填入一个指代人的单数可数名词，由其动词 identify 找到主语即可。
34	定位词/关键词	flaw; positive results
	原文定位	第四段第四句: These ranged from 'sensory leakage' —where clues about the pictures accidentally reach the receiver — to outright fraud.
	题解	答案 sensory leakage 由题目中 flaw 一词定位至第四段第 2 行，由 positive results 进一步定位至第四段第 4 ~5 行。由题目中 such as 可知本题需填入具体例子，所以本题答案为 sensory leakage。
35	定位词/关键词	or
	原文定位	第四段第四句: These ranged from "sensory leakage" —where clues about the pictures accidentally reach the receiver — to outright fraud.
	题解	答案 outright fraud 由题目中 or 一词可知本题与上题是并列关系，确定了上一题的答案后，再通过文章中的 from sensory leakage ... to outright fraud 便可以很容易地确定答案。



(续)

36	定位词/关键词	1987; key tasks
	原文定位	第五段首句: After this, many researchers switched to autoganzfeld tests — an automated variant of the technique which used computers to perform many of the key tasks such as the random selection of images.
	题解	答案 computers 由题目中的 1987 迅速定位至文章第五段, 再由题目中的 key tasks 定位至该段第 2 行。根据 which used computers to perform many of the key tasks such as ... 可以确定本题答案为 computers。
37	定位词/关键词	limit
	原文定位	第五段第二句: By minimising human involvement, the idea was to minimise the risk of flawed results.
	题解	答案 human involvement 由题目中 limit 定位至文章中第五段第 3 行 minimising。因该句中出现两个 minimising, 由空格后面的定语 in carrying out the tests 可排除掉后面的 the risk of flawed results, 也可通过题目要求 NO MORE THAN THREE WORDS 进行排除。本题答案为 human involvement。
38	定位词/关键词	results; subjected to
	原文定位	第五段第三句: In 1987, results from hundreds of autoganzfeld tests were studied by Honorton in a “meta-analysis”, a statistical technique for finding the overall results from a set of studies.
	题解	答案 meta-analysis 由冠词 a 可知, 本题需要填入一个单数可数名词。沿上道题答案继续向后在第 4 行找到 results。通过文中的 “In 1987, results ... were studied by Honorton in a ‘meta-analysis’ ” 可以确定本题答案为 meta-analysis。
39	定位词/关键词	flaw; different test results
	原文定位	第六段首句: Yet some parapsychologists remain disturbed by the lack of consistency between individual ganzfeld studies.
	题解	答案 lack of consistency 由 flaw 一词定位至第六段首句。段首的强转折词 yet 表明本段与上文所表达意思相对或相反。题目中的 between different test results 对应文章中的 between individual ganzfeld studies, 从而可以确定本题答案。
40	定位词/关键词	fact; sample group; not
	原文定位	第六段第二句
	题解	答案 big/large enough 本题需填入形容词。通过题目中的 sample groups were not 直接找逻辑关系即可在第六段中的 the group is just not big enough 找到答案 big enough; 或在本段第二句找到 fact, 根据句子 it takes large samples to detect small effects 确定本题还可以填 large enough。所以本题答案为 big/large enough。

由此可见，图表题有三种类型，即统计表 (Table)、原理图 (Diagram)，流程图 (Flow Chart)。相对而言，Diagram 题由于不存在对结构理解的问题，所以是属于简单的题型。而 Table 和 Flow Chart 则有可能被命题者设计得较为复杂。解题的关键在于对图表结构的理解和定位词的选择。

【明察秋毫】

解答图表题应注意的几点事项：

1. 仔细阅读解题说明，明确以下几点：
 - a. 题目对图表内容的简要说明；
 - b. 题目所给出的字数限制；
 - c. 题目中是否给出了阅读范围。
2. 要仔细阅读图表中出现的信 息，包括图表的小标题，图表中的关键文字，图表中的说明及注释。因为这些都是定位答案信息的重要依据。对于 Flow Chart 和 Table 类型的题目，一定要读懂其结构形式，这一点对于提高答题的速度很关键。
3. Flow Chart 题答案信息基本遵守顺序原则，而 Diagram 题则不一定，但其答案信息在原文中的位置绝大多数情况比较集中。
4. 对于 Table 题，应掌握利用行、列及单元格关键词的“两级定位”技巧。
5. 见到结构较为复杂的图表不要慌乱，冷静分析后会发现，结构越复杂的图表其实定位关键词也越明确，通常都会比较容易在文中定位。

雅思阅读结构剖析——从句子到篇章，理顺雅思阅读

雅思阅读里隐含的逻辑结构林林总总，但是大致可以归纳为四种：**并列逻辑结构**，**转折逻辑结构**，**比较逻辑结构**和**因果逻辑结构**。对于这四大逻辑结构的剖析，有利于考生们从句子到篇章理顺雅思阅读。



并列逻辑结构

并列逻辑结构可能是这四种逻辑结构里面最简单、最容易理解的一种，对于很多“烤鸭”们来说，无外乎就是 and, or 这两个词。在讲述语篇的显性衔接手段之一“连接 (conjunction)”时，我们以 C5-Test 1 Reading Passage 2 中的 Q30 和 Q31 为例。此处仍以 Q30 和 Q31 为例：

... In Britain moreover, scientists worried that English had neither the 30 _____ nor the 31 _____ to express their ideas.



按照传统的解法, 我们肯定首先定位 Britain 和 English, 当然我们参考一下上一题的位置, 大概能定位到文章的某个段落, 但是如果你去找 neither ... nor ... 的结构, 则肯定是找不到的, 而且文章里面关于“英国”和“英语”这两个词是反复出现的, 属于高频词汇之一, 所以我们不妨换种思路, 去寻找 neither ... nor ... 背后隐含的逻辑结构, 用这种逻辑结构来定位, 就会发现答案其实是信手拈来。那么这种逻辑结构是什么呢, 正是我们这里要探讨的并列逻辑结构, 这是对两个东西的并列否定, 那么在文中这种并列关系又体现为什么呢, 我们很容易就能对应到文中第七段的这个句子: First, it lacked the necessary technical vocabulary. Second, it lacked the grammatical resources required to ... 不难看出, 文章中的并列逻辑结构体现为 first, second 所列举的事物。这就是并列逻辑结构给我们解题带来的好处, 而这种隐含在题目与文章中的并列逻辑关系是我们并不熟悉的, 或者从未意识到的。我们将雅思阅读中常用的一些其他表并列逻辑关系的词组总结如下:

as well as, as well, furthermore, moreover, both ... and ..., either ... or ..., neither ... nor ..., also, too, not only ... but also, first ... second ... third ..., finally 等。

并列逻辑关系词在填空类题目里是运用最为广泛的, 无论是总结题, 还是句子填空、表格题、流程图等都能看见这类词的体现, 下面一一举例说明。

④ 1. SUMMARY & FLOW CHART (C5T2R1)

The Birth of Modern Plastics

In 1907, Leo Hendrick Baekeland, a Belgian scientist working in New York, discovered and patented a revolutionary new synthetic material. His invention, which he named “Bakelite”, was of enormous technological importance, and effectively launched the modern plastics industry.

The term “plastic” comes from the Greek plassein, meaning “to mould”. Some plastics are derived from natural sources, some are semi-synthetic (the result of chemical action on a natural substance), and some are entirely synthetic, that is, chemically engineered from the constituents of coal or oil. Some are “thermoplastic”, which means that, like candlewax, they melt when heated and can then be reshaped. Others are “thermosetting”: like eggs, they cannot revert to their original viscous state, and their shape is thus fixed forever. Bakelite had the distinction of being the first totally synthetic thermosetting plastic.

The history of today’s plastics begins with the discovery of a series of semi-synthetic thermoplastic materials in the mid-nineteenth century. The impetus behind the development of these early plastics was generated by a number of factors — immense technological progress in the domain of chemistry, coupled with wider cultural changes, and the pragmatic need to find acceptable substitutes for dwindling supplies of “luxury”

materials such as tortoise shell and ivory.

Baekeland's interest in plastics began in 1885 when, as a young chemistry student in Belgium, he embarked on research into phenolic resins, the group of sticky substances produced when phenol (carbolic acid) combines with an aldehyde (a volatile fluid similar to alcohol). He soon abandoned the subject, however, only returning to it some years later. By 1905 he was a wealthy New Yorker, having recently made his fortune with the invention of a new photographic paper. While Baekeland had been busily amassing dollars, some advances had been made in the development of plastics. The years 1899 and 1900 had seen the patenting of the first semi-synthetic thermosetting material that could be manufactured on an industrial scale. In purely scientific terms, Baekeland's major contribution to the field is not so much the actual discovery of the material to which he gave his name, but rather the method by which a reaction between phenol and formaldehyde could be controlled, thus making possible its preparation on a commercial basis. On 13 July 1907, Baekeland took out his famous patent describing this preparation, the essential features of which are still in use today.

The original patent outlined a three-stage process, in which phenol and formaldehyde (from wood or coal) were initially combined under vacuum inside a large egg-shaped kettle. The result was a resin known as Novalak, which became soluble and malleable when heated. The resin was allowed to cool in shallow trays until it hardened, and then broken up and ground into powder. Other substances were then introduced: including fillers, such as wood flour, asbestos or cotton, which increase strength and moisture resistance, catalysts (substances to speed up the reaction between two chemicals without joining to either) and hexa, a compound of ammonia and formaldehyde which supplied the additional formaldehyde necessary to form a thermosetting resin. This resin was then left to cool and harden, and ground up a second time. The resulting granular powder was raw Bakelite, ready to be made into a vast range of manufactured objects. In the last stage, the heated Bakelite was poured into a hollow mould of the required shape and subjected to extreme heat and pressure; thereby "setting" its form for life.

The design of Bakelite objects, everything from earrings to television sets, was governed to a large extent by the technical requirements of the moulding process. The object could not be designed so that it was locked into the mould and therefore difficult to extract. A common general rule was that objects should taper towards the deepest part of the mould, and if necessary the product was moulded in separate pieces.



Moulds had to be carefully designed so that the molten Bakelite would flow evenly and completely into the mould. Sharp corners proved impractical and were thus avoided, giving rise to the smooth, “streamlined” style popular in the 1930s. The thickness of the walls of the mould was also crucial: thick walls took longer to cool and harden, a factor which had to be considered by the designer in order to make the most efficient use of machines.

Bakeland's invention, although treated with disdain in its early years, went on to enjoy an unparalleled popularity which lasted throughout the first half of the twentieth century. It became the wonder product of the new world of industrial expansion— “the material of a thousand uses”. Being both non-porous and heat-resistant, Bakelite kitchen goods were promoted as being germ-free and sterilisable. Electrical manufacturers seized on its insulating properties, and consumers everywhere relished its dazzling array of shades, delighted that they were now, at last, no longer restricted to the wood tones and drab browns of the prepfastic era. It then fell from favour again during the 1950s, and was despised and destroyed in vast quantities. Recently, however, it has been experiencing something of a renaissance, with renewed demand for original Bakelite objects in the collectors' marketplace, and museums, societies and dedicated individuals once again appreciating the style and originality of this innovative material.

Questions 1 – 3

Complete the summary.

*Choose **ONE WORD ONLY** from the passage for each answer.*

Write your answers in boxes 1 – 3 on your answer sheet.

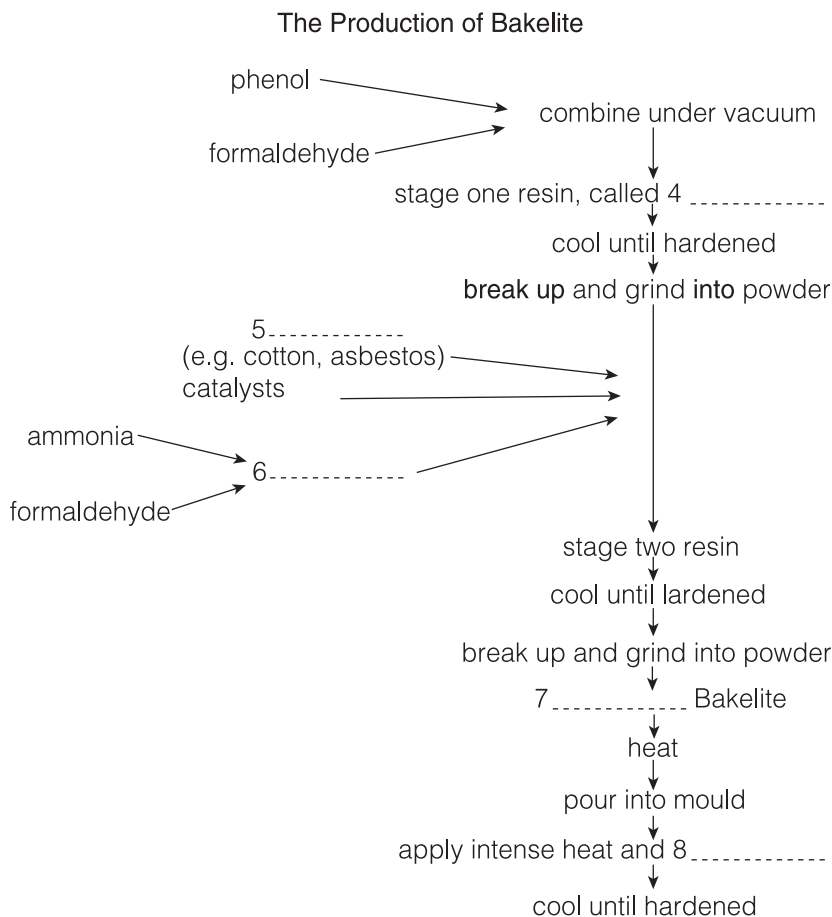
Some plastics behave in a similar way to 1 _____ in that they melt under heat and can be moulded into new forms. Bakelite was unique because it was the first material to be both entirely 2 _____ in origin, and thermosetting. There were several reasons for the research into plastics in the nineteenth century, among them the great advances that had been made in the field of 3 _____ and the search for alternatives to natural resources like ivory.

Questions 4 – 8

Complete the flow-chart.

*Choose **ONE WORD ONLY** from the passage for each answer.*

Write your answer in boxes 4 – 8 on your answer sheet.



【思路全解】

我们来看一下 Summary 中的 Q3。首先由于空格位于介词 of 之后，我们可以明确这里需要填的肯定是名词。对于词汇量有限的同学来说，至少我们知道 nineteenth century 是可以用来定位的，当然另一个重要的定位技巧就是里面的并列逻辑关系，因为在空格后出现了 and，对于需要通过并列逻辑来推测时，自然我们需要知道与之相并列的成分是什么，然后把该成分也作为定位参考。这样我们除了有 19 世纪作为定位词外，我们还要看 search for alternatives to natural resources like ivory 这部分内容。按照词性划分，首先要选取名词，那么大家自然想到的是 alternatives，但是这个词对于大多数同学来说是个陌生词，完全不知道意思，因此就算文中出现了其替换词，我们还是完全没有意识，因此我们应该选择一个不大会被替换的名词，那就是 like 之后的 ivory，虽然 95% 以上的学生都不认识这个词，但是放在了 like 之后就表明这个例子，那么例子就很可能是个专有或者特殊名词，被替换的概率就很小了，定位起来就方便多了，于是我们就会在文章中第三段尾句发现：The impetus behind the development of these early plastics was generated by a number of factors — immense technological progress in the domain of chemistry, coupled with wider cultural



changes, and the pragmatic need to find acceptable substitutes for dwindling supplies of “luxury” materials such as tortoise shell and ivory.

虽然 ivory 之前也有一个 and, 但是很显然这个 and 只是连接了两个作为例子的东西, 和题目里的连接成分完全是两回事, 于是我们可以确定答案应该在中间那个 and 之前, 而 coupled with wider cultural changes, 作为插入成分, 把它去掉并不妨碍我们的理解, 因此可以肯定答案就在 immense technological progress in the domain of chemistry 这句话里。很多人都不认识 domain, 但不妨碍我们发现两个句子的相似之处: in the field of ... 和 in the domain of chemistry。这样最终的答案就被我们锁定为 chemistry。

再分析一下 Flow Chart 的 Q5 和 Q6。根据段落主题, 本流程图描述的内容对应第五段的内容。Q5 前出现的 e. g. 对应文中的 such as, cotton 和 asbestos 构成的并列结构也比较容易定位。这样就定位到原文第五段第四句:

Other substances were then introduced: including fillers, **such as** wood flour, **asbestos** or **cotton**, which increase strength and moisture resistance, catalysts (substances to speed up the reaction between two chemicals without joining to either) and hexa, a compound of **ammonia** and **formaldehyde** which supplied the additional formaldehyde necessary to form a thermosetting resin. (黑体字为定位关键词, 而划线部分为答案所在。)

由 cotton 和 asbestos 的并列逻辑结构可以轻松地找出答案 fillers。Q6 中两个特殊名词 ammonia 和 formaldehyde 在文中相对比较容易定位。根据箭头的指向, 本题应该找到这样两种物质合成的产物的名称, 文中这两个特殊名词存在于一个同位语当中, 而这个同位语指的就是 hexa。

② 2. TABLE (C4T1R2)

What Do Whales Feel?

An examination of the functioning of the senses in cetaceans, the **group of mammals comprising whales, dolphins and porpoises**

Some of the senses that we and other terrestrial mammals take for granted are either reduced or absent in cetaceans or fail to function well in water. For example, it appears from their brain structure that toothed species are unable to smell. Baleen species, on the other hand, appear to have some related brain structures but it is not known whether these are functional. It has been speculated that, as the blowholes evolved and migrated to the top of the head, the neural pathways serving sense of smell may have been nearly all sacrificed. Similarly, although at least some cetaceans have taste buds, the nerves serving these have degenerated or are rudimentary.

The sense of touch has sometimes been described as weak too, but this view is probably mistaken. Trainers of captive dolphins and small whales often remark on their animals' responsiveness to being touched or rubbed, and both captive and freeranging cetacean individuals of all species (particularly adults and calves, or members of the same subgroup) appear to make frequent contact. This contact may help to maintain order within a group, and stroking or touching are part of the courtship ritual in most species. The area around the blowhole is also particularly sensitive and captive animals often object strongly to being touched there.

The sense of vision is developed to different degrees in different species. Baleen species studied at close quarters underwater — specifically a grey whale calf in captivity for a year, and free-ranging right whales and humpback whales studied and filmed off Argentina and Hawaii — have obviously tracked objects with vision underwater, and they can apparently see moderately well both in water and in air. However, the position of the eyes so restricts the field of vision in baleen whales that they probably do not have stereoscopic vision.

On the other hand, the position of the eyes in most dolphins and porpoises suggests that they have stereoscopic vision forward and downward. Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that what vision they have is stereoscopic forward and upward. By comparison, the bottlenose dolphin has extremely keen vision in water. Judging from the way it watches and tracks airborne flying fish, it can apparently see fairly well through the air — water interface as well. And although preliminary experimental evidence suggests that their in-air vision is poor, the accuracy with which dolphins leap high to take small fish out of a trainer's hand provides anecdotal evidence to the contrary.

Such variation can no doubt be explained with reference to the habitats in which individual species have developed. For example, vision is obviously more useful to species inhabiting clear open waters than to those living in turbid rivers and flooded plains. The South American boto and Chinese baiji, for instance, appear to have very limited vision, and the Indian manatee are blind, their eyes reduced to slits that probably allow them to sense only the direction and intensity of light.

Although the senses of taste and smell appear to have deteriorated, and vision in water appears to be uncertain, such weaknesses are more than compensated for by cetaceans' well-developed acoustic sense. Most species are highly vocal, although



they vary in the range of sounds they produce, and many forage for food using echolocation. Large baleen whales primarily use the lower frequencies and are often limited in their repertoire. Notable exceptions are the nearly song-like choruses of bowhead whales in summer and the complex, haunting utterances of the humpback whales. Toothed species in general employ more of the frequency spectrum, and produce a wider variety of sounds, than baleen species (though the sperm whale apparently produces a monotonous series of high-energy clicks and little else) . Some of the more complicated sounds are clearly communicative, although what role they may play in the social life and “culture” of cetaceans has been more the subject of wild speculation than of solid science.

Questions 15 – 21

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from Reading Passage 2 for each answer.

Write your answers in boxes 15 – 21 on your answer sheet.

SENSE	SPECIES	ABILITY	COMMENTS
Smell	toothed	no	Evidence from brain structure
	baleen	not certain	related brain structures are present
Taste	some types	poor	Nerves linked to their 15 _____ are underdeveloped
Touch	all	yes	region around the blowhole very sensitive
Vision	16 _____	yes	probably do not have stereoscopic vision
	dolphins, porpoise	yes	probably have stereoscopic vision 17 _____ and _____
	18 _____	yes	probably have stereoscopic vision forward and upward
	bottlenose dolphin	yes	exceptional in 19 _____ and good in air-water interface
	boutu and beiji	poor	have limited vision
	Indian susu	no	probably only sense direction and intensity of light
Hearing	most large baleen	yes	usually use 20 _____ ; repertoire limited
	21 _____ whales and _____ whales	yes	song-like
	toothed	yes	use more of frequency spectrum; have wider repertoire

【思路全解】



这篇文章非常适合考生们理解语篇的神奇魔力。文章讲的是海洋哺乳动物的感官，在把握文章结构的时候可以发现，文章是按照不同的方面来展开的。首段总起提出海洋哺乳动物的感官问题，并且说到了嗅觉（Some of the senses that we and other terrestrial mammals take for granted are either reduced or absent in cetaceans or fail to function well in water. For example, it appears from their brain structure that toothed species are unable to smell.）和少量的味觉（Similarly, although at least some cetaceans have taste buds, the nerves serving these have degenerated or are rudimentary.）；第二段讲到了触觉（The sense of touch has sometimes been described as weak too, but this view is probably mistaken.）；第三、四、五段讲的都是视觉（The sense of vision is developed to different degrees in different species ... On the other hand, the position of the eyes in most dolphins and porpoises suggests that they have stereoscopic vision forward and downward ... Such variation can no doubt be explained with reference to the habitats in which individual species have developed. For example, vision is obviously more useful to species inhabiting clear open waters than to those living in turbid rivers and flooded plains ...），而最后一段讲的是听觉（Although the senses of taste and smell appear to have deteriorated, and vision in water appears to be uncertain, such weaknesses are more than compensated for by cetaceans' well-developed acoustic sense.）。

在掌握了这些结构特点之后，文章的 Q15 ~21 这个大表格就很容易解决了：Q15 出现在第一段的后半部分；Q16 ~19 都在文章的第三段到第五段中出现，而 Q20 ~21 则在文章的最后一段中可以找到。由此可见，逻辑结构阅读法的适当运用，不仅可以针对段落细节配对题，对表格填空等题型，均能够起到帮助掌握细节信息在原文中出现的结构模块从而快速定位的作用。

这个表格，有四列，分别是：sense, species, ability 和 comments。从 Q19 的 “and”、Q20 的分号 “;” 以及 Q21 的 “and” 都可以确定此三题可以通过并列逻辑结构解决。Q19 通过 bottlenose 和 exceptional 定位到第四段第三句：By comparison, the bottlenose dolphin has extremely keen vision in water. 原文中 keen vision 为题干中 exceptional 的同义替换，in 后的词即为答案。

Q20 的题目涉及 hearing，则可跳过第五段，原文中 large baleen whales 为关键词原文重现，定位到第六段第三句：Large baleen whales primarily use the lower frequencies and are often limited in their repertoire. 首先原文中的 and 和题干中的分号都表示并列，Q20 位于分号前，答案应位于原文 and 的前半部分；原文中 primarily 替换题干中 most，use 的宾语即为答案。Q21 的两个空格由 and 连接，很明显应填入并列成分，由 song-like 定位到第六段第四句：Notable exceptions are the nearly song-like choruses of bowhead whales in summer and the complex, haunting utterances of the humpback whales. 句中涉及的两种鲸的名称为答案。



转折逻辑结构

我们先来看一段话。

In the UK, travel times to work had been stable for at least six centuries, with people avoiding situations that required them to spend more than half an hour travelling to work. Trains and cars initially allowed people to live at greater distances without taking longer to reach their destination. However, public infrastructure did not keep pace with urban sprawl, causing massive congestion problems which now make commuting times far higher. (C6-T2-R1)

此段属于典型的转折式结构，用“However”作为信号词，把思路逆转，转折后的内容为本段的重点内容。这种转折式的段落结构在雅思阅读文章中很常见，那么转折逻辑结构在雅思阅读中要如何运用呢？

常见的转折逻辑关系词有 but, however, although, yet, still, 其次还有比如 nevertheless, nonetheless, on the contrary, instead, instead of, on the other hand, whereas, while, in contrast with 等等。另外，我们从 initially, originally 这些表示“起初”、“原本”之类意思的副词里也能判断出前后意思的跌宕起伏。

这些逻辑关系词虽然词性不尽相同，有连词，有副词，还有介词，但是它们都准确无误地传达出了意思转折的信息，只要有它们出现，就表明前后语义或者语气的抵触。比如 although Jack worked very hard on his academic courses (尽管杰克的专业课学得非常努力)，你是不是能以此推出后面半句话呢？就算不是非常精确，至少我们也应该知道，这个杰克的专业课成绩肯定不如人意。下面将详细举例。

④ 1. SENTENCE COMPLETION (C5T4R3)

The Effects of Light on Plant and Animal Species

Light is important to organisms for two different reasons. Firstly it is used as a cue for the timing of daily and seasonal rhythms in both plants and animals, and secondly it is used to assist growth in plants.

Breeding in most organisms occurs during a part of the year only, and so a reliable cue is needed to trigger breeding behaviour. Day length is an excellent cue, because it provides a perfectly predictable pattern of change within the year. In the temperate zone in spring, temperatures fluctuate greatly from day to day, but day length increases steadily by a predictable amount. The seasonal impact of day length on physiological responses is called *photoperiodism*, and the amount of experimental evidence for this phenomenon is considerable. For example, some species of birds' breeding can be

induced even in midwinter simply by increasing day length artificially (Wolfson 1964). Other examples of photoperiodism occur in plants. A *short-day plant* flowers when the day is less than a certain critical length A *long-day plant* flowers after a certain critical day length is exceeded. In both cases the critical day length differs from species to species. Plants which flower after a period of vegetative growth, regardless of photoperiod are known as *day-neutral plants*.

Breeding seasons in animals such as birds have evolved to occupy the part of the year in which offspring have the greatest chances of survival. Before the breeding season begins, food reserves must be built up to support the energy cost of reproduction, and to provide for young birds both when they are in the nest and after fledging. Thus many temperate-zone birds use the increasing day lengths in spring as a cue to begin the nesting cycle, because this is a point when adequate food resources will be assured.

The adaptive significance of photoperiodism in plants is also clear. Short-day plants that flower in spring in the temperate zone are adapted to maximising seedling growth during the growing season. Long-day plants are adapted for situations that require fertilization by insects, or a long period of seed ripening. Short-day plants that flower in the autumn in the temperate zone are able to build up food reserves over the growing season and over winter as seeds. Day-neutral plants have an evolutionary advantage when the connection between the favourable period for reproduction and day length is much less certain. For example, desert annuals germinate, flower and seed whenever suitable rainfall occurs, regardless of the day length.

The breeding season of some plants can be delayed to extraordinary lengths. Bamboos are perennial grasses that remain in a vegetative state for many years and then suddenly flower, fruit and die (Evans 1976). Every bamboo of the species *Chusquea abietifolia* on the island of Jamaica flowered, set seed and died during 1884. The next generation of bamboo flowered and died between 1916 and 1918. which suggests a vegetative cycle of about 31 years. The climatic trigger for this flowering cycle is not yet known, but the adaptive significance is clear. The simultaneous production of masses of bamboo seeds (in some cases lying 12 to 15 centimetres deep on the ground) is more than all the seed-eating animals can cope with at the time, so that some seeds escape being eaten and grow up to form the next generation (Evans 1976).

The second reason light is important to organisms is that it is essential for photosynthesis. This is the process by which plants use energy from the sun to convert carbon from soil or water into organic material for growth. The rate of photosynthesis in a



plant can be measured by calculating the rate of its uptake of carbon. There is a wide range of photosynthetic responses of plants to variations in light intensity. Some plants reach maximal photosynthesis at one-quarter full sunlight, and others, like sugarcane, never reach a maximum, but continue to increase photosynthesis rate as light intensity rises.

Plants in general can be divided into two groups: shade-tolerant species and shade-intolerant species. This classification is commonly used in forestry and horticulture. Shade-tolerant plants have lower photosynthetic rates and hence have lower growth rates than those of shade-intolerant species. Plant species become adapted to living in a certain kind of habitat, and in the process evolve a series of characteristics that prevent them from occupying other habitats. Grime (1966) suggests that light may be one of the major components directing these adaptations. For example, eastern hemlock seedlings are shade-tolerant. They can survive in the forest understorey under very low light levels because they have a low photosynthetic rate.

Questions 34 – 40

Complete the sentences.

*Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

Write your answers in boxes 34 – 40 on your answer sheet.

- 34 Day length is a useful cue for breeding in areas where _____ are unpredictable.
- 35 Plants which do not respond to light levels are referred to as _____
- 36 Birds in temperate climates associate longer days with nesting and the availability of _____
- 37 Plants that flower when days are long often depend on _____ to help them reproduce.
- 38 Desert annuals respond to _____ as a signal for reproduction.
- 39 There is no limit to the photosynthetic rate in plants such as _____
- 40 Tolerance to shade is one criterion for the _____ of plants in forestry and horticulture.

【思路全解】

我们来看一下 Q34。通过分析空格前后的成分，我们得出以下结论：这里需要一个复数名词，而且是一个“不可预测的事物”；在该事物不可预测的地区，繁殖行为就得以日照长度作为提示了。接下来就是定位了，我们可以用这些名词作为定位依据：day length, breeding, cue。现在我们回文章，会看到以下几个句子可能会有答案出现，因为它们里面

含有两个定位词：第二段首句 “Breeding in most organisms occurs during a part of the year only, and so a reliable cue is needed to trigger breeding behaviour.” 第二句 “Day length is an excellent cue, because it provides a perfectly predictable pattern of change within the year.”

但是很显然，第一句话里出现的唯一的复数名词 organisms 并无不可预测的意思，而第二句话里根本没有复数名词，因此这两句话都不是我们所需要的。但是既然定位词已经这么密集地出现了，这就预示着答案已经离我们近在咫尺了，所以我们需要特别关注接下来的一两句话。

现在我们来看第三句：“In the temperate zone in spring, temperatures fluctuate greatly day to day, but day length increases steadily by a predictable amount.” 如果就定位词来看的话，这句话里只有一个 day length，其实不太符合我们的普通定位词要有两个的原则，但是有两个理由让我们对其刮目相看：首先，这句话里有一个复数名词 temperatures；其次，后半句话里有个 unpredictable 的反义词 predictable。很多同学对这句话是持怀疑态度的，因为 fluctuate 对绝大多数人来说是个生词，而且 predictable 是可预测的意思，也不是我们需要的“不可预测”。但是如果大家注意到句中的 but 的话，那么一切疑惑都将迎刃而解。

But 是最典型，也最为同学们所熟知的转折连词，只要出现了该词，就说明前后的意思是完全矛盾或者相反的，既然 but 之后的从句出现了 predictable，就说明 but 之前的主句是 unpredictable，这样 fluctuate 这个生词造成的影响就可忽略不计了，自然答案就是 temperatures。

对于像 Summary 这样注重题目与文章结构对应的填空类题目，只要题目中有转折逻辑关系，那么原文必然存在相应的逻辑对应，所以考生只需要回原文定位转折逻辑关系词，当然替换是不可避免的，所以大家要非常熟悉上面列出的常见关系词。再举两个例子。

Delivering the Goods (C6T1R2)

...

H The shipping container transformed ocean shipping into a highly efficient, intensely competitive business. But getting the cargo to and from the dock was a different story. National governments, by and large, kept a much firmer hand on truck and railroad tariffs than on charges for ocean freight. This started changing, however, in the mid-1970s, when America began to deregulate its transportation industry. First airlines, then road hauliers and railways, were freed from restrictions on what they could carry, where they could haul it and what price they could charge. Big productivity gains resulted. Between 1985 and 1996, for example, America's freight



railways dramatically reduced their employment, trackage, and their fleets of locomotives — while increasing the amount of cargo they hauled. Europe's railways have also shown marked, albeit smaller, productivity improvements.

...

Questions 23 – 26

Complete the summary using the list of words, A – K, below.

Write the correct letter, A – K, in boxes 23 – 26 on your answer sheet.

The Transport Revolution

Modern cargo-handling methods have had a significant effect on 23 _____. As the business of moving freight around the world becomes increasingly streamlined. Manufacturers of computers, for instance, are able to import 24 _____ from overseas, rather than having to rely on a local supplier. The introduction of 25 _____ has meant that bulk cargo can be safely and efficiently moved over long distances. While international shipping is now efficient, there is still a need for governments to reduce 26 _____: in order to free up the domestic cargo sector.

- | | | |
|-------------|----------------------------|--------------------|
| A. tariffs | B. components | C. container ships |
| D. output | E. employees | F. insurance costs |
| G. trade | H. freight | I. fares |
| J. software | K. international standards | |

【思路全解】



Q26 答案所在的原句是这样表述的: The shipping container transformed ocean shipping into a highly efficient, intensely competitive business. But getting the cargo to and from the dock was different story. National governments, by and large, kept a much firmer hand on truck and railroad tariffs than on charges for ocean freight。原文中的 but 一词对应了题中的两个转折逻辑关系词 while 和 still。

对于转折词的应用,大家要注意的关键在于熟悉掌握各种常见的转折逻辑关系词的替换,而且要知道题目中产生转折关系的两个对象,然后用已知的一方作为定位,去文中寻找另一方即可。

② LIST OF HEADINGS (C5T3R2)

Questions 14 – 17

Reading Passage 2 has six paragraphs, A – F.

Choose the correct heading for paragraphs B and D – F from the list of headings below.

Write the correct number i-viii in boxes 14 – 17 on your answer sheet.

List of Headings

- i Effects of irrigation on sedimentation
- ii The danger of flooding the Cairo area
- iii Causing pollution in the Mediterranean
- iv Interrupting a natural process
- v The threat to food production
- vi Less valuable sediment than before
- vii Egypt's disappearing coastline
- viii Looking at the long-term impact

<i>Example</i>	Paragraph A	<i>Answer</i>	vii
----------------	-------------	---------------	-----

14 Paragraph B

<i>Example</i>	Paragraph A	<i>Answer</i>	vi
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15 Paragraph D

16 Paragraph E

17 Paragraph F

Disappearing Delta

...

E The farms on the delta plains and fishing and aquaculture in the lagoons account for much of Egypt's food supply. But by the time the sediment has come to rest in the fields and lagoons it is laden with municipal, industrial and agricultural waste from the Cairo region, which is home to more than 40 million people. "Pollutants are building up faster and faster," says Stanley. Based on his investigations of sediment from the delta lagoons, Frederic Siegel of George Washington University concurs. "In Manzalah Lagoon, for example, the increase in mercury, lead, copper and zinc coincided with the building of the High Dam at Aswan, the availability of cheap electricity, and the development of major power-based industries," he says. Since that time the concentration of mercury has increased significantly. Lead from engines that use leaded fuels and from other industrial sources has also increased dramatically. These poisons can easily enter the food chain, affecting the productivity of fishing and farming. Another problem is that agricultural wastes include fertilizers which



stimulate increases in plant growth in the lagoons and upset the ecology of the area, with serious effects on the fishing industry.

...

【思路全解】



对于这种 list of headings 题，一般只读段落的首句来提取段落主题，但是如果段落的第二句是以转折连词开头，就表明此句对首句进行了否定，真正的主题句是第二句，所以我们必须阅读第二句来提炼段落主题。如上文的 E 段首句：The farm on the delta plains and fishing and aquaculture in the lagoons account for much of Egypt's food supply. 这句话很显然被第二句转折了，因为第二句是这种表述的：**But** by the time the sediment has come to rest on the fields and lagoons it is laden with ... 因此我们必须从第二句里去提取主题来对应选项。

④ 3. Multiple choice (C3T3R3)

对于选择题和人名理论匹配题这种往往要读好几句才能确定答案的题型来说，一定要注意作者或者说话人语气的前后转折，答案一般都在转折连词之后的句子里，因为转折后的句子往往才是说话人要表达的真实意思。

Highs & Lows

...

Psychologists have also studied how being cold affects performance. Researchers compared divers working in icy cold water at 5°C with others in water at 20°C (about swimming pool temperature). The colder water made the divers worse at simple arithmetic and other mental tasks. But significantly, their performance was impaired as soon as they were put into the cold water — before their bodies had time to cool down. This suggests that the low temperature did not slow down mental functioning directly, but the feeling of cold distracted the divers from their tasks.

...

Questions 26 – 28

Choose the appropriate letters A – D and write them in boxes 26 – 28 on your answer sheet.

26 Why did the divers perform less well in colder conditions?

- A. They were less able to concentrate.
- B. Their body temperature fell too quickly.

- C. Their mental functions were immediately affected by the cold.
D. They were used to swimming pool conditions.

【思路全解】

我们来看一下 Q26，以 diver 为关键词进行定位，回到原文我们会在第三段确定定位词，然后整个段落都和 diver 有关系，那么到底哪一句才是我们的答案所在呢？原文是这样的：Researchers compared divers working in icy cold water at 5°C with others in water at 20°C (about swimming pool temperature). The colder water made the divers worse at simple arithmetic and other mental tasks. But significantly, their performance was impaired as soon as they were put into the cold water — before their bodies had time to cool down. This suggests that the low temperature did not slow down mental functioning directly, but the feeling of cold distracted the divers from their tasks.

第一个 but 否定了大家对于 swimming pool 和 mental function 的幻想，而且告诉我们体温其实也没有下降，然后第二个 but 进一步粉碎了 C 选项的干扰，于是答案锁定在了 the feeling of cold distracted the divers from their tasks。通过 distract 和 less able to concentrate 的对应，就可以知道答案为 A，当然我们也可以通过排除法来选出 A 选项。



比较逻辑结构

一说到比较逻辑结构，大家可能首先想到的是 T/F/NG 中对比较关系的判断。其实比较逻辑结构的运用还要广泛得多。

1. SUMMARY (C5T4R2)

Flawed Beauty: the Problem with Toughened Glass

...

Toughened glass is found everywhere, from cars and bus shelters to the windows, walls and roofs of thousands of buildings around the world. It's easy to see why. This glass has five times the strength of standard glass, and when it does break it shatters into tiny cubes rather than large, razor-sharp shards. Architects love it because large panels can be bolted together to make transparent walls, and turning it into ceilings and floors is almost as easy.

...

Questions 18 – 23

Complete the summary with the list of words A – P below.

Write your answers in boxes 18 – 23 on your answer sheet.



Toughened Glass

Toughened glass is favoured by architects because it is much stronger than ordinary glass, and the fragments are not as 18 _____ when it breaks. However, it has one disadvantage: *it* can shatter 19 _____. This fault is a result of the manufacturing process. Ordinary glass is first heated, then cooled very 20 _____. The outer layer 21 _____ before the inner layer, and the tension between the two layers which is created because of this makes the glass stronger. However, if the glass contains nickel sulphide impurities, crystals of nickel sulphide are formed. These *are* unstable, and can expand suddenly, particularly if the weather is 22 _____. If this happens, the pane of glass may break. The frequency with which such problems occur is 23 _____ by glass experts. Furthermore, the crystals cannot be detected without sophisticated equipment.

- | | | | |
|---------------|-------------|--------------|---------------|
| A. numerous | B. detected | C. quickly | D. agreed |
| E. warm | F. sharp | G. expands | H. slowly |
| I. expectedly | J. removed | K. contracts | L. disputed |
| M. cold | N. moved | O. small | P. calculated |

【思路全解】



我们重点看一下 Q18。作为选择填空这种类型的总结题，我们肯定首先要对选项进行一下分析，于是我们会发现，方框内的选项既有形容词，也有副词，还有动词第三人称单数形式，以及过去分词，那么这个空应该选择什么词呢？动词第三人称单数跟副词肯定是要马上排除的了，但是形容词和过去分词放在系动词后都是符合语法的，那究竟填什么词呢？这里就要涉及 *as* 的用法了。

as 可以作为连词，引导原因状语或者时间状语从句，表示“因为”或者“随着”，也可以作为介词，表示“作为”，还可以当副词，表示“一样地”。显然作为连词，我们把 *as* 放在系动词后是不合适的，如果我们视之为介词，那么势必后面要加名词，但是我们选项里不存在名词，因此唯一的可能就是作为副词，表示“跟什么一样”，后面接形容词。

这时，有同学该觉得困惑了，表示同级比较时，*as* 不应该后面还有个 *as* 吗，也就是这句话应该是 *as ... as ... when it breaks* 才对吧。但是大家别忘了一点，当我们知道被比较对象是谁时，我们是可省略该成分的，其实我们看这句话的前半句就能明白，因为 *and* 前面部分里也存在一个比较关系，就是 *toughened glass* 比 *ordinary glass* 要硬得多，也就是说 *and* 之后，我们之所以省略，那是因为被比较对象还是 *ordinary glass*。通过这样的分析，我们就可以确定了 Q18 应填入的是一个形容词，而且还是跟 *ordinary glass* 的比较，然后再通过定位词，比如 *architect*, *ordinary glass*，以及我们所说的比较逻辑结构就可以定位到原文里这样的句子：

This glass has five times the strength of standard glass, and when it does break it

shatters into tiny cubes rather than large, razor-sharp shards.

比较一下这两个句子，我们能非常清楚地看到它们之间的对应：five times the strength = much stronger than, standard glass = ordinary glass, when it does break = when it breaks, rather than = are not as, 于是答案也就不言而喻了，我们从 rather than 之后去找一个形容词即可，那就是 sharp，这个词在选项里是原词，直接写就 ok 了。

2. Multiple choice (C3T2R2)

...

In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies, and to introduce new payments to encourage farmers to treat their land in environmentally friendlier ways, or to leave it follow. It may sound strange but such payments need to be higher than the existing incentives for farmers to grow food crops. Farmers, however, dislike being paid to do nothing. In several countries they have become interested in the possibility of using fuel produced from crop residues either as a replacement for petrol (as ethanol) or as fuel for power stations (as biomass). Such fuels produce far less carbon dioxide than coal or oil, and absorb carbon dioxide as they grow. They are therefore less likely to contribute to the greenhouse effect. But they are rarely competitive with fossil fuels unless subsidised — and growing them does no less environmental harm than other crops.

Questions 23 – 27

Choose the appropriate letters A – D and write them in boxes 23 – 27 on your answer sheet.

- 26 The writer refers to some rich counties as being “less enlightened” than New Zealand because
- A. they disapprove of paying farmers for not cultivating the land.
 - B. their new fuel crops are as harmful as the ones they have replaces.
 - C. their policies do not recognize the long-term benefit of ending subsidies.
 - D. they have not encouraged their farmers to follow environmentally friendly practices

【思路全解】



通过 “less enlightened” 我们就可以定位到文章中的这个句子：In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies ...

掌握了例 1 Summary 中的规律，我们就知道，这句话也省略了被比较对象 New



Zealand, 它们的差别点在于 rather than 前后的内容, 换句话说, 这些国家 reduce subsidies, 新西兰则是 eliminate subsidies, 这样我们就可以在四个选项中找到正确答案了, 那就是 C. their policies do not recognized the long-term benefit of ending subsidies.

除了比较级和最高级以外, 下面这些词都是常见的表示这种逻辑关系的词, 比如:

compared with, both, like/unlike, the same, similarly, similar to, equal/equally, as ... as, rather than, unusual, differ, different

而通过它们来比较的对象的差异点往往是前后的形容词、副词, 或者通过从句来表现, 我们再看一个选择题的例子。

🔗 VOTES FOR WOMEN (C3T4R2)

...

Formed in 1903 by the political campaigner Mrs. Emmeline Pankhurst and her daughters Christabel and Sylvia, the WSPU began an educated campaign to put women's suffrage on the political agenda. New Zealand, Australia and parts of the United States had already enfranchised women, and growing numbers of their British counterparts wanted the same opportunity. With their slogan 'Deeds not words', and the introduction of the color scheme, the WSPU soon brought the movement the cohesion and focus it had previously lacked. Membership grew rapidly as women deserted the many others, less directed, groups and joined it. By 1906 the WSPU headquarters, called the Women's Press Shop, had been established in Charring Cross Road and in spite of limited communications (no radio or television, and minima use of the telephone) the message had spread around the country, with members and branch officers stretching to as far away as Scotland.

...

Questions 14 and 15

Choose the appropriate letters A – D and write them in boxes 14 and 15 on your answer sheet.

- 14 What is the main aspect of the suffragette movement's work to which the exhibition at the Museum of London is devoted?
 - A. the role of the Pankhurst family in the suffrage movement
 - B. the violence of the movement's political campaign
 - C. the success of the movement's corporate image
 - D. the movement's co-operation with suffrage groups overseas
- 15 Why was the WSPU more successful than other suffrage groups?
 - A. Its leaders were much better educated.

- B. It received funding from movements abroad.
- C. It had access to new technology.
- D. It had a clear purpose and direction.

【思路全解】

Q15 可谓是难倒无数英雄好汉，因为不好定位。正常来说我们会用 WSPU 或者 suffrage groups 作为定位词，但是这种典型的高频词汇在文章中出现得太多了。那么我们拿 more successful 作为定位词？很抱歉，压根没有这样的词，或者类似的表述，那怎么办？选项定位？排除法又很耗时。总之，各种打击。其实只要抓住题干里的比较逻辑关系，答案就会呼之欲出了。从 Q14 之后，我们看到的第一个比较逻辑关系就是下面这句话：

Membership grew rapidly as women deserted the many other, less directed groups and joined it.

再看一下四个选项，其实它们的差异就是和 direct 有关系，即使你不是非常理解这个句子，那么你也应该知道这个词和选项 D 的 direction 是同根词，答案就不言而喻了。其实这句话说的就是该组织比其他的组织更加 directed，而其他三个选项均无对应，所以选 D。

破解小贴士

考生只要懂了以上比较关系词的用法，记住两个原则即可：

No. 1：但凡题目出现了比较逻辑关系，那么原文中答案所在的句子也必然会有比较逻辑关系出现，只是其关系词的表述形式可能会有所变化。

No. 2：如果题目存在比较级，回原文去找比较级，如果题目是最高级，则抓最高级，或者 extremely，或者比较级和最高级替换着找都可。



因果逻辑结构

说到因果关系（causality），就必然有因（cause）有果（effect）。两者相互依存。下面我们来看看具体的例子。

1. SUMMARY (C4T2R1)

Lost for Words

Many minority languages are on the danger lists.

In the Native American Navajo nation, which sprawls across four states in the American south-west, the native language is dying. Most of its speakers are middle-aged or elderly. Although many students take classes in Navajo, the schools are run in English.



Street signs, supermarket goods and even their own newspaper are all in English. Not surprisingly, linguists doubt that any native speakers of Navajo will remain in a hundred years' time.

Navajo is far from alone. Half the world's 6, 800 languages are likely to vanish within two generations—that's one language lost every ten days. Never before has the planet's linguistic diversity shrunk at such a pace. "At the moment, we are heading for about three or four languages dominating the world," says Mark Pagel, an evolutionary biologist at the University of Reading. "It's a mass extinction, and whether we will ever rebound from the loss is difficult to know."

Isolation breeds linguistic diversity: as a result, the world is peppered with languages spoken by only a few people. Only 250 languages have more than a million speakers, and at least 3, 000 have fewer than 2, 500. It is not necessarily these small languages that are about to disappear. Navajo is considered endangered despite having 150, 000 speakers. What makes a language endangered is not just the number of speakers, but how old they are. If it is spoken by children it is relatively safe. The critically endangered languages are those that are only spoken by the elderly, according to Michael Krauss, director of the Alaskan Native Language Center, in Fairbanks.

Why do people reject the language of their parents? It begins with a crisis of confidence, when a small community finds itself alongside a larger, wealthier society, says Nicholas Ostler, of Britain's Foundation for Endangered Languages, in Bath. "People lose faith in their culture," he says. "When the next generation reaches their teens, they might not want to be induced into the old traditions."

The change is not always voluntary. Quite often, governments try to kill off a minority language by banning its use in public or discouraging its use in schools, all to promote national unity. The former US policy of running Indian reservation schools in English, for example, effectively put languages such as Navajo on the danger list. But Salikoko Mufwene, who chairs the Linguistics department at the University of Chicago, argues that the deadliest weapon is not government policy but economic globalization. "Native Americans have not lost pride in their language, but they have had to adapt to socio-economic pressures," he says. "They cannot refuse to speak English if most commercial activity is in English." But are languages worth saving? At the very least, there is a loss of data for the study of languages and their evolution, which relies on comparisons between languages, both living and dead. When an unwritten and unrecorded language disappears, it is lost to science.

Language is also intimately bound up with culture, so it may be difficult to preserve one without the other. "If a person shifts from Navajo to English, they lose something," Mufwene says. "Moreover, the loss of diversity may also deprive us of different ways of looking at the world," says Pagel. There is mounting evidence that learning a language produces physiological changes in the brain. "Your brain and mine are different from the brain of someone who speaks French, for instance," Pagel says, and this could affect our thoughts and perceptions. "The patterns and connections we make among various concepts may be structured by the linguistic habits of our community."

So despite linguists' best efforts, many languages will disappear over the next century. But a growing interest in cultural identity may prevent the direst predictions from coming true. "The key to fostering diversity is for people to learn their ancestral tongue, as well as the dominant language," says Doug Whalen, founder and president of the Endangered Language Fund in New Haven, Connecticut. "Most of these languages will not survive without a large degree of bilingualism," he says. In New Zealand, classes for children have slowed the erosion of Maori and rekindled interest in the language. A similar approach in Hawaii has produced about 8,000 new speakers of Polynesian languages in the past few years. In California, "apprentice" programs have provided life support to several indigenous languages. Volunteer "apprentices" pair up with one of the last living speakers of a Native American tongue to learn a traditional skill such as basket weaving, with instruction exclusively in the endangered language. After about 300 hours of training they are generally sufficiently fluent to transmit the language to the next generation. But Mufwene says that preventing a language dying out is not the same as giving it new life by using it every day. "Preserving a language is more like preserving fruits in a jar," he says.

However, preservation can bring a language back from the dead. There are examples of languages that have survived in written form and then been revived by later generations. But a written form is essential for this, so the mere possibility of revival has led many speakers of endangered languages to develop systems of writing where none existed before.

Questions 1 – 4

Complete the summary below.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

Write your answers in boxes 1 – 4 on your answer sheet.

There are currently approximately 6,800 languages in the world. This great variety of



languages came about largely as a result of geographical 1 _____. But in today's world, factors such as government initiatives and 2 _____ are contributing to a huge decrease in the number of languages. One factor which may help to ensure that some endangered languages do not die out completely is people's increasing appreciation of their 3 _____. This has been encouraged through programs of language classes for children and through "apprentice" schemes, in which the endangered language is used as the medium of instruction to teach people a 4 _____. Some speakers of endangered languages have been produced writing systems in order to help secure the survival of their mother tongue.

【思路全解】



我们先来看一下 Q1。按照常规的做题法，我们肯定会首先了解这句话的含义，并判断出这里需要一个名词，再用某一个或者两个名词去定位。把这句话翻译过来就是“这种多样性的产生是地理……的结果”，那么我们在选定位词的时候，首先会选择 variety，或者 language 这样的名词，但是 language 这样的词汇对于定位是没有意义的，因为本文的主题就是语言的消失，因此它是一个绝对的高频词汇，而只有 variety 一个名词是肯定不够的，因为对于非特殊定位词的选择，我们至少要选择两个或者两个以上。所以接下来很多人考虑选择 geographic 这个形容词。

这是常规做法，那么我们用这样的方法去定位，看看得出什么样的结论。以 6 800 为大定位，也就是该 Summary 的起点，从它往下读，那么会有什么结果呢？对于只知道 variety 是名词的考生们来说简直就是一种折磨，因为根本无法在原文中定位。对于能够找到 variety 的同义词 diversity 的考生们来说，文章里一共出现过三次该词，“never before has the planet's linguistic diversity shrunk at such a pace,” “Isolation breeds linguistic diversity: as a result, the world is peppered with languages spoken by only a few people,” “the key to foster diversity is for people to learn their ancestral tongues, as well as the dominant language.” 很难确定正确答案。

词汇量不错而又比较聪明的学生会发现 “Isolation breeds linguistic diversity: as a result, the world is peppered with languages spoken by only a few people” 这句话里，有一个和问题相似的词组 “as a result”，于是他从这里找一个名词词组出来作为答案，因为题目要求不超过两个单词，于是他选择了 isolation breeds，于是就“杯具”了——距离真相仅一步之遥。

那么如何运用因果逻辑结构来解答呢？通过题目的 as a result of 看出里面缺少了语言多样性的原因，自然在文中要体现出这样的因果关系，而且要寻找的是原因，而文中 “Isolation breeds linguistic diversity” 正是这么一句体现因果关系的句子。于是乎正确答案自然就是 “isolation”。

很多人就不明白了，这句话是如何体现出因果关系的呢？这就涉及 breed 这个词的用法了。这个词本意是“繁殖”“饲养”，也有“滋生”“产生”的意思，也就是说当我们把

breed 用作谓语时，根据上下文可以将其翻译为“主语产生了宾语”，换句话说，就是主语导致了宾语的产生，这就是一个很明显的因果逻辑了，在这里，breed 的意思跟 cause 并无二致。也就是说，题目中的因果关系在原文中以 breed（导致）重现。题目问什么导致了 variety（文中替换为 diversity），文中 breed 前为原因，即答案。

我们在考试中会运用到很多类似 breed 的动词，乍一看，这些单词完全和因果逻辑没有联系，但实际上仔细一分析，你会发现它们连接的两个要素其实就是一因一果，常见的类似的词还有 produce, generate, lead to, result in 等。

反之，有些动词则是主语为结果，宾语为原因的，比如 result from, originate from, stem from 等。

还有一些是常常引导原因的介词词组，比如 due to, because of, as result of 等。

再来看一下 Q2 和 Q3。Q2 中可利用 government 定位到第五段，题目前的 and 表示并列关系，题目后的 contributing to 表示因果关系，利用 government 可定位至第五段，题目中需要寻找造成语言数量减少的原因。题目中已经给出来自 government 的原因，需要寻找与之并列的另一原因，该并列关系在文中以 not... but... 结构体现。答案为 economic globalization。由此可见，我们所讲的并列逻辑结构、转折逻辑结构、比较逻辑结构，以及因果逻辑结构有时会单独出现，但有时也会同时出现，正确地理解这四大结构关系有利于考生更快更准确地找到正确答案。而 Q3 需要注意的是，根据 increasing appreciation 定位到第七段第二句，即表示转折的段落次句为主题句，需要重点阅读。文中 growing interest in（对……不断增长的兴趣）替换题干中的 increasing appreciation of（对……越来越多的认同）。答案为 cultural identity。

正确运用这些因果逻辑关系词，不仅对做 summary 这样的特别强调题目与文章结构一致性的题目非常有效，而且也能运用到判断题和流程图题中。

Nobody can go back and start a new beginning, but anyone can start today and make a new ending.

没有人可以回到过去重新开始，但谁都可以从今日开始，书写一个全然不同的结局。



【牛刀小试】（提供 2 篇练习）

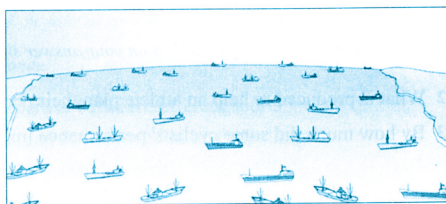
一刀斩

READING PASSAGE 1

You should spend about 20 minutes on Questions 1 – 13, which are based on Reading Passage 1 below.



DELIVERING THE GOODS



The vast expansion in international trade owes much to a revolution in the business of moving freight.

- A** International trade is growing at a startling pace. While the global economy has been expanding at a bit over 3% a year, the volume of trade has been rising at a compound annual rate of about twice that. Foreign products, from meat to machinery, play a more important role in almost every economy in the world, and foreign markets now tempt businesses that never much worried about sales beyond their nation's borders.
- B** What lies behind this explosion in international commerce? The general worldwide decline in trade barriers, such as customs duties and import quotas, is surely one explanation. The economic opening of countries that have traditionally been minor players is another. But one force behind the import-export boom has passed all but unnoticed: the rapidly falling cost of getting goods to market. Theoretically, in the world of trade, shipping costs do not matter. Goods, once they have been made, are assumed to move instantly and at no cost from place to place. The real world, however, is full of frictions. Cheap labour may make Chinese clothing competitive in America, but if delays in shipment tie up working capital and cause winter coats to arrive in spring, trade may lose its advantages.
- C** At the turn of the 20th century, agriculture and manufacturing were the two most important sectors almost everywhere, accounting for about 70% of total output in Germany, Italy and France, and 40 – 50% in America, Britain and Japan. International commerce was therefore dominated by raw materials, such as wheat, wood and iron ore, or processed commodities, such as meat and steel. But these sorts of products are heavy and bulky and the cost of transporting them relatively high.
- D** Countries still trade disproportionately with their geographic neighbours. Over time, however world output has shifted into goods whose worth is unrelated to their size

and weight. Today, it is finished manufactured products that dominate the flow of trade, and, thanks to technological advances such as lightweight components, manufactured goods themselves have tended to become lighter and less bulky. As a result, less transportation is required for every dollar's worth of imports or exports.

- E** To see how this influences trade, consider the business of making disk drives for computers. Most of the world's disk-drive manufacturing is concentrated in South-east Asia. This is possible only because disk drives, while valuable, are small and light and so cost little to ship. Computer manufacturers in Japan or Texas will not face hugely bigger freight bills if they import drives from Singapore rather than purchasing them on the domestic market. Distance therefore poses no obstacle to the globalisation of the disk-drive industry.
- F** This is even more true of the fast-growing information industries. Films and compact discs cost little to transport, even by aeroplane. Computer software can be "exported" without ever loading it onto a ship, simply by transmitting it over telephone lines from one country to another, so freight rates and cargo-handling schedules become insignificant factors in deciding where to make the product. Businesses can locate based on other considerations, such as the availability of labour, while worrying less about the cost of delivering their output.
- G** In many countries deregulation has helped to drive the process along. But, behind the scenes, a series of technological innovations known broadly as containerisation and intermodal transportation has led to swift productivity improvements in cargo-handling. Forty years ago, the process of exporting or importing involved a great many stages of handling, which risked portions of the shipment being damaged or stolen along the way. The invention of the container crane made it possible to load and unload containers without capsizing the ship and the adoption of standard container sizes allowed almost any box to be transported on any ship. By 1967, dual-purpose ships, carrying loose cargo in the hold* and containers on the deck, were giving way to all-container vessels that moved thousands of boxes at a time.
- H** The shipping container transformed ocean shipping into a highly efficient, intensely competitive business. But getting the cargo to and from the dock was a different story. National governments, by and large, kept a much firmer hand on truck and railroad tariffs than on charges for ocean freight. This started changing, however, in the mid-1970s, when America began to deregulate its transportation industry. First airlines, then road hauliers and railways, were freed from restrictions on what they



could carry, where they could haul it and what price they could charge. Big productivity gains resulted. Between 1985 and 1996, for example, America's freight railways dramatically reduced their employment, trackage, and their fleets of locomotives — while increasing the amount of cargo they hauled. Europe's railways have also shown marked, albeit smaller, productivity improvements.

- I In America the period of huge productivity gains in transportation may be almost over, but in most countries the process still has far to go. State ownership of railways and airlines, regulation of freight rates and toleration of anti-competitive practices, such as cargo-handling monopolies, all keep the cost of shipping unnecessarily high and deter international trade. Bringing these barriers down would help the world's economies grow even closer.

* hold: ship's storage area below deck

Questions 1 – 4

Reading Passage 1 has nine paragraphs, A – I.

Which paragraph contains the following information?

Write the correct letter, A – I, in boxes 14 – 17 on your answer sheet.

- 1 a suggestion for improving trade in the future
- 2 the effects of the introduction of electronic delivery
- 3 the similar cost involved in transporting a product from abroad or from a local supplier
- 4 the weakening relationship between the value of goods and the cost of their delivery

Questions 5 – 9

Do the following statements agree with the information given in Reading Passage 1?

In boxes 18 – 22 on your answer sheet, write

TRUE *if the statement agrees with the information*

FALSE *if the statement contradicts the information*

NOT GIVEN *if there is no information on this*

- 5 International trade is increasing at a greater rate than the world economy.
- 6 Cheap labour guarantees effective trade conditions.
- 7 Japan imports more meat and steel than France.
- 8 Most countries continue to prefer to trade with nearby nations.
- 9 Small computer components are manufactured in Germany.

Questions 10 – 13

Complete the summary using the list of words, A – K, below.

Write the correct letter, A – K, in boxes 10 – 13 on your answer sheet.

The Transport Revolution

Modern cargo-handling methods have had a significant effect on 10 _____ as the business of moving freight around the world becomes increasingly streamlined. Manufacturers of computers, for instance, are able to import 11 _____ from overseas, rather than having to rely on a local supplier. The introduction of 12 _____ has meant that bulk cargo can be safely and efficiently moved over long distances. While international shipping is now efficient, there is still a need for governments to reduce 13 _____ in order to free up the domestic cargo sector.

- | | | |
|-------------|----------------------------|--------------------|
| A. tariffs | B. components | C. container ships |
| D. output | E. employees | F. insurance costs |
| G. trade | H. freight | I. fares |
| J. software | K. international standards | |

二刀切

READING PASSAGE 2

You should spend about 20 minutes on Questions 14 – 27 which are based on Reading Passage 2 below.



The Nature and Aims of Archaeology

Archaeology is partly the discovery of the treasures of the past, partly the careful work of the scientific analyst, partly the exercise of the creative imagination. It is toiling in the sun on an excavation in the Middle East, it is working with living Inuit in the snows of Alaska, and it is investigating the sewers of Roman Britain. But it is also the painstaking



task of interpretation, so that we come to understand what these things mean for the human story. And it is the conservation of the world's cultural heritage against looting and careless harm.

Archaeology, then, is both a physical activity out in the field, and an intellectual pursuit in the study or laboratory. That is part of its great attraction. The rich mixture of danger and detective work has also made it the perfect vehicle for fiction writers and filmmakers, from Agatha Christie with *Murder in Mesopotamia* to Stephen Spielberg with *Indiana Jones*. However far from reality such portrayals are, they capture the essential truth that archaeology is an exciting quest — the quest for knowledge about ourselves and our past.

But now does archaeology relate to disciplines such as anthropology and history, that are also concerned with the human story? Is archaeology itself a science? And what are the responsibilities of the archaeologist in today's world?

Anthropology, at its broadest, is the study of humanity — our physical characteristics as animals and our unique non-biological characteristics that we call culture. Culture in this sense includes what the anthropologist, Edward Tylor, summarised in 1871 as “knowledge, belief, art, morals, custom and any other capabilities and habits acquired by man as a member of society”. Anthropologists also use the term “culture” in a more restricted sense when they refer to the “culture” of a particular society, meaning the non-biological characteristics unique to that society, which distinguish it from other societies. Anthropology is thus a broad discipline — so broad that it is generally broken down into three smaller disciplines: physical anthropology, cultural anthropology and archaeology.

Physical anthropology, or biological anthropology as it is also called, concerns the study of human biological or physical characteristics and how they evolved. Cultural anthropology — or social anthropology — analyses human culture and society. Two of its branches are ethnography (the study at first hand of individual living cultures) and ethnology (which sets out to compare cultures using ethnographic evidence to derive general principles about human society).

Archaeology is the “past tense of cultural anthropology”. Whereas cultural anthropologists will often base their conclusions on the experience of living within contemporary communities, archaeologists study past societies primarily through their material remains—the buildings, tools, and other artifacts that constitute what is known as the material culture left over from former societies.

Nevertheless, one of the most important tasks for the archaeologist today is to know how to interpret material culture in human terms. How were those pots used? Why are some dwellings round and others square? Here the methods of archaeology and ethnography overlap. Archaeologists in recent decades have developed “ethno archaeology”, where, like ethnographers, they live among contemporary communities, but with the specific purpose of learning how such societies use material culture — how they make their tools and weapons, why they build their settlements where they do, and so on. Moreover, archaeology has an active role to play in the field of conservation. Heritage studies constitutes a developing field, where it is realised that the world’s cultural heritage is a diminishing resource which holds different meanings for different people.

If, then, archaeology deals with the past, in what way does it differ from history? In the broadest sense, just as archaeology is an aspect of anthropology, so too is it a part of history — where we mean the whole history of humankind from its beginnings over three million years ago. Indeed, for more than ninety-nine per cent of that huge span of time, archaeology-the study of past material culture — is the only significant source of information. Conventional historical sources begin only with the introduction of written records around 3,000 BC in western Asia, and much later in most other parts of the world.

A commonly drawn distinction is between pre-history, i. e. the period before written records — and history in the narrow sense, meaning the study of the past using written evidence. To archaeology, which studies all cultures and periods, whether with or without writing, the distinction between history and pre-history is a convenient dividing line that recognises the importance of the written word, but in no way lessens the importance of the useful information contained in oral histories.

Since the aim of archaeology is the understanding of humankind, it is a humanistic study, and since it deals with the human past, it is a historical discipline. But it differs from the study of written history in a fundamental way. The material the archaeologist finds does not tell us directly what to think. Historical records make statements, offer opinions and pass judgements. The objects the archaeologists discover, on the other hand, tell us nothing directly in themselves. In this respect, the practice of the archaeologist is rather like that of the scientist, who collects data, conducts experiments, formulates a hypothesis, tests the hypothesis against more data, and then, in conclusion, devises a model that seems best to summarise the pattern observed in the data. The archaeologist has to develop a picture of the past, just as the scientist has to develop a coherent view of the natural world.



Questions 14 – 19

Do the following statements agree with the claims of the writer in Reading Passage 2?

In boxes 14 – 19 on your answer sheet write

YES *if the statement agrees with the claims of the writer*

NO *if the statement contradicts the claims of the writer*

NOT GIVEN *if it is impossible to say what the writer thinks about this*

14 Archaeology involves creativity as well as careful investigative work.

15 Archaeologists must be able to translate texts from ancient languages.

16 Movies give a realistic picture of the work of archaeologists.

17 Anthropologists define culture in more than one way.

18 Archaeology is a more demanding field of study than anthropology.

19 The history of Europe has been documented since 3, 000 BC.

Questions 20 and 21

Choose TWO letters A – E.

Write your answers in boxes 20 and 21 on your answer sheet.

The list below gives some statements about anthropology.

Which TWO statements are mentioned by the writer of the text?

A. It is important for government planners.

B. It is a continually growing field of study.

C. It often involves long periods of fieldwork.

D. It is subdivided for study purposes.

E. It studies human evolutionary patterns.

Questions 22 and 23

Choose TWO letters A – E.

Write your answers in boxes 22 and 23 on your answer sheet.

The list below gives some of the tasks of an archaeologist.

Which TWO of these tasks are mentioned by the writer of the text?

A. examining ancient waste sites to investigate diet

B. studying cave art to determine its significance

C. deducing reasons for the shape of domestic buildings

D. investigating the way different cultures make and use objects

E. examining evidence for past climate changes

Questions 24 – 27

Complete the summary of the last two paragraphs of Reading Passage 2.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 24 – 27 on your answer sheet.

Much of the work of archaeologists can be done using written records but they find
 24 _____ equally valuable. The writer describes archaeology as both a 25 _____ and a
 26 _____. However, as archaeologists do not try to influence human behaviour, the
 writer compares their style of working to that of a 27 _____.

Day

01

Day

02

Day

03

Day

04

Day

05

Day

06

Day

07

Day 5

“阅读”高一尺，
“烤鸭”高一丈



Hope for the best, prepare for the worst.



今日目标：分类攻克阅读题型

亲爱的“烤鸭”们，经过 Day 1 “知己知彼”→Day 2 “吃透单词”→Day 3 “啃透句子”→Day 4 “搞定语篇”的积累，是不是对雅思阅读的命题规律、单词、句子和语篇的整合有了更深层次的理解呢？是不是已经摩拳擦掌、信心满满地准备征战沙场了呢？However（看到这个转折词，小伙伴们有没有猜到接下来要说的话呢 ），**兵马未动，粮草先行**。这是自古以来用兵的老规矩。出兵之前，先准备好粮食和草料。比喻在做某件事情之前，提前做好准备工作。所以呢，接下来就是大家准备“粮草”的时刻了，对雅思阅读的常见题型分类攻克，兵来将挡，水来土掩。准备好了吗？

夯实基础：直击基本题型——简答题（Short answer）

雅思阅读简答题属于填空类题型，该题型难度偏低，主要考查考生的英语基本能力（包括单词量和对基础语法的掌握程度）和对雅思阅读解题基本方法的掌握情况。但是还是有很多“烤鸭”们抱怨：雅思阅读简答题真的是太难啦！ 那么现在我们就来揭开简答题的神秘面纱。

④ A. 题型特点

要求考生根据文章内容回答由特殊疑问词引导的疑问句。雅思阅读考试中，A类和G类一般都是每次必考，考一组，共三题左右。其题型特点如下：

- 提问词为特殊疑问词，包括 what、when、where、who、which、why 和 how 等。
- 绝大部分的题目要求有字数限制，包括 NO MORE THAN TWO/THREE/FOUR WORDS；ONE OR TWO WORDS；Use a maximum of TWO words 等。
- 题目遵循顺序一致原则。
- 答案多为名词性原词重现。

④ B. 解题思路

Step 1 仔细阅读题干，明确答案的字数限制。

Step 2 阅读题目，找出定位词。

Step 3 根据题干定位词回到原文查找相关答案信息出现的地方。

Step 4 确定正确答案。

Step 5 确认所填答案的特征或词性。



◎ C. 真题演练 (C4T3R2)

READING PASSAGE 2

You should spend about 20 minutes on Questions 14 – 26 which are based on Reading Passage 2 on the following pages.

Volcanoes — Earth-shattering News

When Mount Pinatubo suddenly erupted on 9 June 1991, the power of volcanoes past and present again hit the headlines.

A Volcanoes are the ultimate earth-moving machinery. A violent eruption can blow the top few kilometers off a mountain, scatter fine ash practically all over the globe and hurl rock fragments into the stratosphere to darken the skies a continent away.

But the classic eruption — cone-shaped mountain, big bang, mushroom cloud and surges of molten lava — is only a tiny part of a global story. Volcanism, the name given to volcanic processes, really has shaped the world. Eruptions have rifted continents, raised mountain chains, constructed islands and shaped the topography of the earth. The entire ocean floor has a basement of volcanic basalt.

Volcanoes have not only made the continents, they are also thought to have made the world's first stable atmosphere and provided all the water for the oceans, rivers and ice-caps. There are now about 600 active volcanoes. Every year they add two or three cubic kilometers of rock to the continents. Imagine a similar number of volcanoes smoking away for the last 3,500 million years. That is enough rock to explain the continental crust.

What comes out of volcanic craters is mostly gas. More than 90% of this gas is water vapor from the deep earth: enough to explain, over 3,500 million years, the water in the oceans. The rest of the gas is nitrogen, carbon dioxide, sulphur dioxide, methane, ammonia and hydrogen. The quantity of these gases, again multiplied over 3,500 million years, is enough to explain the mass of the world's atmosphere. We are alive because volcanoes provided the soil, air and water we need.

B Geologists consider the earth as having a molten core, surrounded by a semi-molten mantle and a brittle, outer skin. It helps to think of a soft-boiled egg with a runny yolk, a firm but squishy white and a hard shell. If the shell is even slightly cracked during boiling, the white material bubbles out and sets like a tiny mountain chain over the crack — like an archipelago of volcanic islands such as the Hawaiian Islands. But the earth is so much bigger and the mantle below is so much hotter.

Even though the mantle rocks are kept solid by overlying pressure, they can still slowly “flow” like thick treacle. 18 The flow, thought to be in the form of convection currents, is powerful enough to fracture the “eggshell” of the crust into plates, and keep them bumping and grinding against each other, or even overlapping, at the rate of a few centimeters a year. These fracture zones, where the collisions occur, are where earthquakes happen. And, very often, volcanoes.

- C These zones are lines of weakness, or hot spots. Every eruption is different, but put at its simplest, where there are weaknesses, rocks deep in the mantle, heated to 1,350°C, will start to expand and rise. As they do so, the pressure drops, and they expand and become liquid and rise more swiftly.

19 Sometimes it is slow: vast bubbles of magma — molten rock from the mantle — inch towards the surface, cooling slowly, to show through as granite extrusions as on Skye, or the Great Whin Sill, the lava dyke squeezed out like toothpaste that carries part of Hadrian’s Wall in northern England. Sometimes — as in Northern Ireland, Wales and the Karoo in South Africa — the magma rose faster, and then flowed out horizontally on to the surface in vast thick sheets. In the Deccan plateau in western India, there are more than two million cubic kilometers of lava, some of it 2,400 meters thick, formed over 500,000 years of slurping eruption.

Sometimes the magma moves very swiftly indeed. It does not have time to cool as it surges upwards. The gases trapped inside the boiling rock expand suddenly, the lava glows with heat, it begins to froth, and it explodes with tremendous force. Then the slightly cooler lava following it begins to flow over the lip of the crater. It happens on Mars, it happened on the moon, it even happens on some of the moons of Jupiter and Uranus. By studying the evidence, vulcanologists can read the force of the great blasts of the past. Is the pumice light and full of holes? The explosion was tremendous. Are the rocks heavy, with huge crystalline basalt shapes, like the Giant’s Causeway in Northern Ireland? It was a slow, gentle eruption.

The biggest eruptions are deep on the mid-ocean floor, where new lava is forcing the continents apart and widening the Atlantic by perhaps five centimeters a year. Look at maps of volcanoes, earthquakes and island chains like the Philippines and Japan, and you can see the rough outlines of what are called tectonic plates — the plates which make up the earth’s crust and mantle. 20 The most dramatic of these is the Pacific “ring of fire” where there have been the most violent explosions — Mount



Pinatubo near Manila, Mount St Helen's in the Rockies and El Chichón in Mexico about a decade ago, not to mention world-shaking blasts like Krakatoa in the Sunda Straits in 1883.

- D** But volcanoes are not very predictable. That is because geological time is not like human time. During quiet periods, volcanoes cap themselves with their own lava by forming a powerful cone from the molten rocks slopping over the rim of the crater; later the lava cools slowly into a huge, hard, stable plug which blocks one further eruption until the pressure below becomes irresistible. 21 In the case of Mount Pinatubo, this took 600 years.

Then, sometimes, with only a small warning, the mountain blows its top. It did this at Mont Pelée in Martinique at 7.49 a. m. on 8 May, 1902. Of a town of 28,000, only two people survived. In 1815, a sudden blast removed the top 1,280 meters of Mount Tambora in Indonesia. The eruption was so fierce that dust thrown into the stratosphere darkened the skies, cancelling the following summer in Europe and North America. Thousands starved as the harvests failed, after snow in June and frosts in August. Volcanoes are potentially world news, especially the quiet ones.

Questions 18 – 21

Answer the questions below using **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 18 – 21 on your answer sheet.

- 18 What are the sections of the earth's crust, often associated with volcanic activity, called?
- 19 What is the name given to molten rock from the mantle?
- 20 What is the earthquake zone on the Pacific Ocean called?
- 21 For how many years did Mount Pinatubo remain inactive?

【题目解析】

首先，在阅读题干之前，应明确此题的字数限制是 **NO MORE THAN THREE WORDS AND/OR A NUMBER**（不超过三个单词或一个数字）。下面进入具体的解题环节。

Questions 18 – 21

题型：SHORT ANSWER QUESTIONS

18	关键词	crust/associated with
	原文定位	B 部分第二段第二句: The flow, thought to be in the form of convection currents, is powerful enough to fracture the “eggshell” of the crust into plates ... 尾句 These fracture zones, where the collisions occur, are where earthquakes happen. And, very often, volcanoes.
	题解	由特殊疑问词 what 及其在题干句子中指代的成分可知, 应填答案在题干句子中充当主语, 由于题干句子中的谓语动词是复数形式 are, 因此所填答案应为可数名词的复数形式。接下来通过定位词 crust 可将相关答案信息定位至原文。其中的 “The flow is powerful enough to fracture the “eggshell” of the crust into plates” 的意思是 “这种对流力量巨大, 足以使地壳这一 ‘蛋壳’ 碎裂成为多个板块”。通过这句话可以推断出 plates 是由 crust 碎裂而成的。换句话说, plates 其实就是 crust 的组成部分。plates 就对应于题干中的 sections of the earth's crust (地球地壳的组成部分)。原文中 “These fracture zones, where the collisions occur, are where earthquakes happen. And, very often, volcanoes.” 的意思是 “在碰撞发生的这些破碎地带会发生地震, 同时也会发生频繁的火山喷发”, 也就是说, 地壳碎裂的地方会发生频繁的火山喷发, 这一点与题干中的 often associated with volcanic activity 相对应, 由以上分析可以得出本题的答案是 plates, 这与之前预判的答案特征 (名词复数形式) 也是一致的。
	答案	plates
19	关键词	name/ molten rock
	原文定位	C 部分第二段首句: Sometimes it is slow: vast bubbles of magma—molten rock from the mantle—inch towards the surface, cooling slowly, to show through as granite extrusions.
	题解	从疑问词 what 在题干句子中充当主语以及谓语动词是 is 这一点可以断定, 本题答案为可数名词单数或不可数名词。而从 name 一词也可以判断出本题答案应为一个具体的名称。然后, 利用定位词回原文定位。molten rock of the mantle 这一名词词组前后都出现了破折号, 表明其是 magma 的同位语。同位语是给名词下定义的最常见方法之一, 应当重点关注。句中用同位语解释了什么是 magma, 而同位语内容与题干相同。也就是说, molten rock of the mantle 与 magma 是同一事物, 只不过 magma 是该事物的名称, 而 molten rock of the mantle 是对该事物的解释与说明, 由此可以得出本题的答案是 magma。题目的答案 magma 与之前预判的答案特征 (可数名词单数) 也是一致的。
	答案	magma
20	关键词	zone/Pacific ocean
	原文定位	C 部分第四段尾句 The most dramatic of these is the Pacific “ring of fire” where there have been the most violent explosions ... not to mention world-shaking blasts like Krakatoa in the Sudan Straits in 1883.



(续)

20	题解	由疑问词 what 充当宾语以及题干句子的谓语为 is called 可知, 本题答案为可数名词的单数形式或不可数名词。文中常以引号中内容、特殊字体或者首字母大写名词出现。利用定位词回原文定位。在原文中, the Pacific 对应于题干中的 the Pacific Ocean, 而 where there have been the most violent explosions 对应于题干中的 the earthquake zone, 那么, where 所指代的地点名称自然也就是 the earthquake zone 的名称。根据语法知识不难发现: where 是关系代词, 指代的是其前面的先行词 ring of fire。由此可以推断出本题的答案为 ring of fire, 这之前预判的答案特征(可数名词单数形式或不可数名词)也是一致的。
	答案	ring of fire
21	关键词	how many years/Mount Pinatubo/Inactive
	原文定位	D 部分第一段末句 In the case of Mount Pinatubo, this took 600 years.
	题解	根据疑问词 how many years 及其在句中做时间状语这一点, 可以推断出答案为阿拉伯数字(或数词)与 years 的结合。利用定位词回原文定位。“In the case of Mount Pinatubo, this took 600 years.” 这句话的大意是“以 Mount Pinatubo 为例, 这个过程经历了六百年”, 这里考生需弄清楚 this 指代的内容才能理解这个时间代表的含义。联系该句的上文, 会发现 this 指代的是 quiet period (休眠期间), 由此可以推出本题的答案是 600 years, 与之前预判的答案特征(阿拉伯数字与 years 的结合)也是一致的。
	答案	600 years

④ D. 注意事项

1. 答案的字数并非一定要达到题目要求的字数上限, 但绝对不能超过字数限制, 如超过, 可适当去掉修饰词, 如充当修饰成分的冠词、副词、形容词或分词等。

原文: ... the amount of steam being given off depending upon the type of fabric being ironed.

题目: What factor makes you decide on the quantity of steam to use?

解析: 如果没有字数限制, 可以答为: the type of fabric 或 the type of fabric being ironed。现在, 字数限制为 NO MORE THAN THREE WORDS, 答案应先去掉冠词 the, 再去掉分词短语 being ironed, 再根据句意适当调整, 正确答案为 fabric type。

2. 简答题的答案一律小写, 专有名词除外。如上文 Q20 中的关键词 Pacific ocean, 就不能写作 pacific ocean。

3. 利用特殊疑问词来预判答案。如上文 Q21 的疑问词 for how many years 就能提示考生本题的答案是某个时间段。

4. 语法知识的掌握程度影响解题。如上文 Q19 的内容就涉及同位语。

5. 绝大部分的答案来自原文原词，极少一部分需要自己写答案。

原文：... if your iron produces droplets of water instead of giving off steam, your temperature control is set too low.

题目：What should you do if our iron starts to drip water?

解析：本题答案应该是“升高温度”的意思，但原文中并没有相应的原词，需要自己写出来。最好的答案是根据 your temperature control is set too low 改为 set temperature high/higher。同样正确的答案为：increase the temperature 或 turn up temperature。

6. 答案涉及数字的，最好写阿拉伯数字，以免发生拼写错误，这样最保险。

7. 答案涉及钱币的，在数字前一定要有货币符号，在数字后可能会有单位，如 \$10 million。10、\$10、10 million 都是错误的形式。

8. 答案定位后，要向后看一、两句，看有无转折词。

原文：Your iron is designed to function using tap water. However, it will last longer if you use distilled water.

题目：What sort of water are you advised to use?

解析：题目问建议你使用什么样的水？有的同学从原文的第一句中得出答案：tap water（自来水），但原文中马上就有一个转折词 however，所以正确答案为：distilled water（蒸馏水）。

知己知彼：秒杀段落标题配对题（Heading）

标题配对题（list of headings）要求给各个段落找到与它对应的选项，考查的是考生对段落主旨的把握能力。这一题型出题形式独特、错误率高。对考生们来说无疑又是一道难过的坎。

④ A. 题型特点

段落标题配对题给出上下两个列表，上表列出若干以罗马数字为编号的名词性短语或短句作为选项，如“vi MIRTP as a future model”；下表则给出用英文字母做代号的段落名作为题干，如“Paragraph A”。

- a. 永远位于文章之前。
- b. 往往会给出例子做答题示范。
- c. 选项数量大于段落数，且为乱序。
- d. 选项不可能重复使用。



◎ B. 解题思路

Step 1 将例子所对应的选项及段落标号划去。

Step 2 阅读所有选项，标出关键词。

Step 3 甄别干扰选项。

Step 4 浏览文章，抓住各段的主题句和核心词。

Step 5 理解主题句的含义，选出正确选项。

◎ C. 真题演练 (C7T3R2)

READING PASSAGE 2

You should spend about 20 minutes on Questions 14 – 26, which are based on Reading Passage 2 on the following pages.

Questions 14 – 19

Reading Passage 2 has seven sections, A – G.

Choose the correct headings for sections A–F from the list of headings below.

Write the correct number, i–x, in boxes 14 – 19 on your answer sheet.

List of Headings

- i The results of the research into blood-variants
- ii Dental evidence
- iii Green berg’s analysis of the dental and linguistic evidence
- iv Developments in the methods used to study early population movements
- v Indian migration from Canada to the U. S. A.
- vi Further genetic evidence relating to the three-wave theory
- vii Long-standing questions about prehistoric migration to America
- viii Conflicting views of the three-wave theory, based on non-genetic evidence
- ix Questions about the causes of prehistoric migration to America
- x How analysis of blood-variants measures the closeness of the relationship between different populations

- 14 Section A
- 15 Section B
- 16 Section C
- 17 Section D
- 18 Section E
- 19 Section F

Example

Section G

Answer

viii

Population Movements and Genetics

- A** Study of the origins and distribution of human populations used to be based on archaeological and fossil evidence. A number of techniques developed since the 1950s, however, have placed the study of these subjects on a sounder and more objective footing. The best information on early population movements is now being obtained from the “archaeology of the living body”, the clues to be found in genetic material.
- B** Recent work on the problem of when people first entered the Americas is an example of the value of these new techniques. North-east Asia and Siberia have long been accepted as the launching ground for the first human colonisers of the New World. But was there one major wave of migration across the Bering Strait into the Americas, or several? And when did this event, or events, take place? In recent years, new clues have come from research into genetics, including the distribution of genetic markers in modern Native Americans.
- C** An important project, led by the biological anthropologist Robert Williams, focused on the variants (called Gm allotypes) of one particular protein — immunoglobulin G — found in the fluid portion of human blood. All proteins “drift”, or produce variants, over the generations, and members of an interbreeding human population will share a set of such variants. Thus, by comparing the Gm allotypes of two different populations (e. g. two Indian tribes), one can establish their genetic “distance”, which itself can be calibrated to give an indication of the length of time since these populations last interbred.
- D** Williams and his colleagues sampled the blood of over 5,000 American Indians in western North America during a twenty-year period. They found that their Gm allotypes could be divided into two groups one of which also corresponded to the genetic typing of Central and South American Indians. Other tests showed that the Inuit (or Eskimo) and Aleut formed a third group. From this evidence it was deduced that there had been three major waves of migration across the Bering Strait. The first, Paleo-Indian, wave more than 15,000 years ago was ancestral to all Central and South American Indians. The second wave, about 14,000 – 12,000 years ago, brought Na-Dene hunters, ancestors of the Navajo and Apache (who



only migrated south from Canada about 600 or 700 years ago). The third wave, perhaps 10,000 or 9,000 years ago, saw the migration from North-east Asia of groups ancestral to the modern Eskimo and Aleut.

- E** How far does other research support these conclusions? Geneticist Douglas Wallace has studied mitochondrial DNA in blood samples from three widely separated Native American groups: Pima-Papago Indians in Arizona, Maya Indians on the Yucatan peninsula, Mexico, and Ticuna Indians in the Upper Amazon region of Brazil. As would have been predicted by Robert Williams's work, all three groups appear to be descended from the same ancestral (Paleo-Indian) population.
- F** There are two other kinds of research that have thrown some light on the origins of the Native American population; they involve the study of teeth and of languages. The biological anthropologist Christy Turner is an expert in the analysis of changing physical characteristics in human teeth. He argues that tooth crowns and roots have a high genetic component, minimally affected by environmental and other factors. Studies carried out by Turner of many thousands of New and Old World specimens, both ancient and modern, suggest that the majority of prehistoric Americans are linked to Northern Asian populations by crown and root traits such as incisor shoveling (a scooping out on one or both surfaces of the tooth), single-rooted upper first premolars and triple-rooted lower first molars.

According to Turner, this ties in with the idea of a single Paleo-Indian migration out of North Asia, which he sets at before 14,000 years ago by calibrating-rates of dental micro-evolution. Tooth analyses also suggest that there were two later migrations of Na-Denes and Eskimo-Aleut.

- G** The linguist Joseph Greenberg has, since the 1950s, argued that all Native American languages belong to a single Amerind' family, except for Na-Dene and Eskimo-Aleut — a view that gives credence to the idea of three main migrations. Greenberg is in a minority among fellow linguists, most of whom favour the notion of a great many waves of migration to account for the more than 1,000 languages spoken at one time by American Indians. But there is no doubt that the new genetic and dental evidence provides strong backing for Greenberg's view. Dates given for the migrations should nevertheless be treated with caution, except where supported by hard archaeological evidence.

【题目解析】

阅读文章标题，了解文章大意。该文章的标题是“Population movements and genetics”，由此可知，这篇文章的主题是探讨人口迁移与遗传学之间的关系。（如果考生不认识 genetics 这个词，可以由其词根 gene（基因）进行推测即可。）将例子中的 Section G 和 VIII 划去。下面来分析一下各个段落的主题。

A 段

关键词句：第一句：Study of the origins and distribution of human populations used to be based on archaeological and fossil evidence. 第二句中的 ... techniques developed ... placed the study of these subjects ...

段落大意：讲述人类起源和人类分布的研究方法的发展（过去依赖人类学发现及化石证据，现在依赖科技）。

B 段

关键词句：第一句中的 Recent work on the problem of when people first entered the Americas ...，提示研究的对象是美洲人种的起源。第二句中的 ... have long been accepted as ... 与最后一句的 new clues 相对应。

段落大意：把美洲人群来源作为研究对象，之前的研究与现在的线索各揭示出不同的答案。

C 段

关键词句：第一句中的 ...， focused on the variants ... of one particular protein ...，最后一句中的 ... by comparing the Gm allotypes ... can establish their genetic “distance”， ... an indication of the length of time since these populations last interbred.

段落大意：通过血液变量研究，揭示不同人群之间是否具有亲缘关系。

D 段

关键词句：第二句中的 ... their Gm allotypes could be divided into two groups, ...，第三句中的 Other tests showed that ... formed a third group. 之后的文段分别讲述这三个组别的情况。

段落大意：运用血液变量，区分出美洲印第安人的三个不同类别。

E 段

关键词句：第一句 How far does other research support these conclusions? 第二句中的 ... DNA ... three widely separated Native American groups ...，最后一句 ... all three groups appear to be descended from the same ancestral (Paleo-Indian) population.



段落大意：用 DNA 技术再次验证：对于美洲印第安人的第一个类别，不同人群仍属同一祖先。

F 段

关键词句：第一句中的 two other kinds of research, the study of teeth and of languages, enabling them to use a label。第二句中的 human teeth。

段落大意：通过研究牙齿特征，研究人群源头及迁徙问题。

G 段

关键词句：第一句中 linguist, Greenberg ... argued ... Native American languages belong to a single ... family ... except for Ne-Dene and Eskimo-Aleut ..., 而第二句中的 ... fellow linguists, ... favour ... migration to account for the more than 1, 000 languages spoken ... by American Indians. 这段话提示出研究出发点是语言，Greenberg 这位科学家认为除了两种人外，其他美洲大陆人群的语言都属于同一语系。

段落大意：从语言语系角度研究美洲人群的起源，各方持不同的观点。

通过阅读选项可以发现，选项 ii (Dental evidence) 和选项 iii (Greenberg's analysis of the dental and linguistic evidence) 有相似的成分，而 vii (Long-standing questions about prehistoric migration to America) 和 ix (Questions about the causes of the prehistoric migration to America) 意思也很相近。对此可以予以标记，这两对选项中分别有一个可能是正确选项。此外可以标记包含具体信息的选项。在未标记的选项中，选项 v 包含了很多地名，而且选项与遗传学关系不大，因而可以暂时标记为“排除项”，作为选择答案时最后考虑的对象。

对于剩下未标记的选项，可以标出选项中的核心词。例如，选项 i 的核心词为 result 和 blood-variants，选项 iv 中的核心词为 methods 和 early population movements 等。通过阅读和标记选项，对于各个选项的主要内容都有了一定的了解。下面进入具体的解题环节。

Questions 14 – 19

题型：LIST OF HEADINGS

14	关键词	developments/methods/early population movements
	对应语篇部分	A 段中的 developed/archaeological and fossil evidence/techniques/early population movements
	题解	通过 A 段首句 "... study of the origins and distribution of human populations used to be based on archaeological and fossil evidence" 以及第二句中的 "a number of techniques" 可知，这两句话都在讲述早期研究人口迁移的方法。
	答案	iv

(续)

15	关键词	Long-standing/prehistoric migration to America
	对应语篇部分	B 段中的 have long been accepted/when people first entered the Americas
	题解	这段话信息量比较大。该段首句便是主题句，后面还出现了两个问号，可以重点阅读首句和含有问号的两个句子。由首句中的“when people first entered the Americas”以及后面的“was there one major wave of migration across the Bering Strait into the Americas, or several?”“when did this event, or events, take place?”这两个问句可知，此处是在探讨美国以前人口迁移的问题。由此可以将本题答案限定在相似的选项 vii 和 ix 中。对比这两个选项可以发现，选项 ix 中出现了 causes (原因)，但从首句和两个问句来看，这一段并不涉及原因方面的问题，所提的问题都是事实方面的，因而选项 ix 不是正确答案。正确答案为选项 vii。
	答案	vii
16	关键词	Blood-variants/measures the closeness/relationship between different populations
	对应语篇部分	C 段中的 variants ... found in ... human blood/by comparing the Gm allotypes of two different populations/establish their genetic “distance”/indication of the length of time since these populations last interbred
	题解	浏览 C 段的首尾句可以发现，该段尾句“Thus, ...”的句首有一个表示总结的标志词 thus，由此可判断尾句表达了该段的大意。这句话难度比较大，但只要发现选项 x 中的 closeness 与 distance 是段落尾句中 the length of time 的同义替换，选项 x 中的 relationship 是尾句中 populations last interbred 的同义替换，就可以判断出正确答案是选项 x。注意：该段引出一种研究手段，并介绍它的用途是为了说明什么现象，但还没讲到应用后对发现美洲大陆的人群的祖先的问题。因此不能选标题 i，而是选择标题 x：血液变量的分析是怎样测量不同人群之间的关系亲疏度的。
	答案	x
17	关键词	results/blood-variants
	对应语篇部分	D 段中的 they found that/sampled the blood
	题解	这段话的中心句是第二句，典型特征是宾语从句提示发现或得出何种结论。而且这段话也承接了上一段话的内容，即提出血液变量的手段，这段话是应用这个手段去研究美洲大陆人的起源。因此标题 i 为答案：血液变量研究的结果。
	答案	i



(续)

18	关键词	further/genetic evidence/three-wave theory
	对应语篇部分	E 段中的 how far/mitochondrial DNA in blood samples/these conclusions
	题解	首句的问句提示出对应词 further, these conclusions 指代上段话中的 result, 即三次移民浪潮。因此答案为标题 vi: 关于三次移民浪潮的更多的基因学上的证据。
	答案	vi
19	关键词	dental
	对应语篇部分	F 段中的 the study of teeth
	题解	这道题设计得比较狡猾, 主要是因为该段首句具有一定的误导性。Section F 的首句是主题句, 根据句中的 “two other kinds of research” 和 “they involve the study of teeth and of languages” 判断, 本段可能讲述的是 dental and linguistic evidence, 因而很多考生据此选了 iii 项。然而, F 段的段首其实是 F 段和 G 段两段内容的总结, 而 F 段讲的就是其中一个方面, 跟牙齿有关的证据 (dental evidence), 没有讲 linguistic evidence, 因而正确答案应该是选项 ii。
	答案	ii

► D. 注意事项

1. 段落标题配对题中存在大量选项与原文间的同义替换现象。
2. 与原文含义最接近的选项为正确选项。
3. 在重点阅读主题句时, 也要浏览一下段落中的其他内容, 以免掉入 Q19 这样的陷阱。
4. 要仔细检查答案, 因为对于 heading 题型, 答错一题, 就意味着答错两道题。
5. heading 题型里干扰项较多, 常见的有两种:

a. 与主题大相径庭	b. 一组相似选项
例 1 (C3-Test 1-Reading Passage 1) 文章标题: The rocket—from east to west 干扰选项 1: The first use of steam 干扰选项 2: Developments of fire 通过文章的标题我们不难发现, 文章主要描述的对象是 rocket (火箭), 而这两个干扰选项中的主要内容是 steam (蒸汽) 和 fire (火), 这两个主题显然不可能在如此短的文章内出现, 因此可以初步判断是干扰选项。	例 1 (C3-Test 1-Reading Passage 1) 相似选项: i. How the reaction principle works iii. Writer's theories of the reaction principle

(续)

a. 与主题大相径庭	b. 一组相似选项
例 2 (C3-Test 1-Reading Passage 3) 文章标题: The scientific method 干扰选项: Antidotes to bacterial infection 通过阅读文章的标题和其他选项, 发现该文主要是关于科学研究中所用到的方法, 很多选项都围绕科学研究来展开, 但是这个选项偏偏提到了“细菌感染的解药”, 似乎是生物类的文章, 因此是疑似干扰选项。	例 2 (C3-Test 1-Passage 3) 相似选项: vii. The role of hypotheses in scientific research viii. Deducing the consequences of hypotheses
例 3 (C4-Test 3-Reading Passage 2) 文章标题: Volcanoes — earth-shattering news (另有副标题) 干扰选项: International relief efforts 通过阅读其他选项, 不难发现文章主要是围绕火山的成因、特征、火山爆发的预测等来展开的, 更像一篇科普的文章, 而这个干扰选项是说国际救援, 这似乎与本文的内容格格不入。因此可以判断为干扰选项。	例 3 (C3-Test 2-Reading Passage 2) 相似选项 1: ii. The environmental impact of modern farming iii. farming and soil erosion vii. farming and food output 相似选项 2: iv. The effects of government policy in rich countries viii. The effects of government policy on food output
例 4 (C5-Test 4-Reading Passage 1) 文章标题: The impact of Wilderness Tourism 干扰选项 1: The expansion of international tourism in recent years 干扰选项 2: Traditional methods of food-supply in fragile regions 干扰选项 3: The economic benefits of mass tourism 文章的标题暗示了文章是围绕 wilderness tourism (荒野旅游) 这个很具体的话题来展开的, 而且文章只有三个 Section, 因此无论如何作者也不会花三分之一的篇幅来写脆弱地区的食物供应 (干扰选项 2), 也不可能泛泛而谈, 讲到国际旅游业和大众旅游业 (干扰选项 1, 3)。	

6. Heading 题型分散在全文, 经常会与后面的其他题型发生交叉。可与其他题型同做, 事半功倍。例如, 剑6 Test 1 Passage 3 的第二个题型是一个 Summary 题型, 而这个题型又明确地提示考生是在 C 和 D 段, 因此考生在选 C 段和 D 段的标题的时候可以同时做这个 Summary, 可以在节约时间的同时提高准确率。



步步为营：剖析判断题 (True/False/Not given)

判断题是雅思阅读考试中最经典、最常见、也是难度颇大的一类题型。题目是若干个陈述句，要求根据原文所给的信息，判断每个陈述句是对 (True)、错 (False)，还是未提及 (Not Given)。

► A. 题型特点

判断题型，A类考试每次考1~2组，共5~10题左右。G类考试一般考3组，20题左右，最多的一次超过30题。所以，G类考生更应重视此种题型。这种题型的难度在于，在对和错之外还有第三种状态：未提及。很多考生难以区分“错”和“未提及”。下面就来了解一下 TRUE, FALSE, NOT GIVEN 这三个判断词的内在含义及区别。

a. TRUE

1. 主题信息要对等，题目为原文的原意、同义、近义表达，如：

原文：Frogs are losing the ecological battle for survival, and biologists are at a loss to explain their demise.

译文：青蛙失去了生存下来的生态竞争能力，生物学家不能解释它们的死亡。

题目：Biologists are unable to explain why frogs are dying.

译文：生物学家不能解释为什么青蛙死亡。

解析：题目中的 are unable to 与原文中的 are at a loss to 是同义词，题目中的 why frogs are dying 与原文中的 their demise 是同义词，所以答案应为 True。

2. 根据原文概括或归纳而成的，如：

原文：For example, it has been demonstrated that rapid response leads to a greater likelihood of arrest only if responses are in the order of 1–2 minutes after a call is received by the police. When response times increase to 3–4 minutes—still quite a rapid response—the likelihood of an arrest is substantially reduced.

译文：例如，只有反应时间在警察接到电话之后1~2分钟内，快速反应才会使抓住罪犯的可能性更大。当反应时间增加到3~4分钟时——仍然是非常快的反应——抓住罪犯的可能性就会极大地降低。

题目：A response delay of 1–2 minutes may have substantial influence on whether or not a suspected criminal is caught.

解析：从原文的两句话可以推断出：1~2分钟，抓住罪犯的可能性很大；3~4分钟，可能性就极大地降低。所以，1~2分钟的反应延迟会对嫌疑犯是否被抓住产生实质性的影响，答案应为 True。

b. FALSE

1. 题目与原文直接相反，如：

原文：It has been successfully used in the United States to provide input into resource exploitation decisions and assist wildlife managers and there is now enormous potential for using population viability to assist wildlife management in Australia's forests.

译文：在美国它已经成功地用于支持资源开发和帮助野生生命研究管理者。现在，在使用它对澳大利亚的森林中的野生生物进行管理上有巨大的潜力。

题目：PVA has been used in Australia for many years.

译文：PVA 已经在澳大利亚使用多年了。

解析：原文说 PVA 在澳大利亚的研究中有巨大的潜力，即刚刚开始。题目说在澳大利亚已经使用多年，所以题目与原文是反义结构，答案应为 False。

2. 原文是多个条件并列，题目是其中一个条件（出现 must or only），如：

原文：Booking in advance is strongly recommended as all Daybreak tours are subject to demand. Subject to availability, stand by tickets can be purchased from the driver.

译文：提前预订是强烈建议的，因为所有的 Daybreak 旅行都是由需求决定的。如果还有票的话，可直接向司机购买。

题目：Tickets must be bought in advance from an authorized Daybreak agent.

译文：票必须提前从一个认证的代理处购买。

解析：原文是提前预订、直接向司机购买都可以，是多个条件的并列。题目是必须提前预订。所以答案应为 False。

3. 原文中含有 appear、feel、it is predicted、it is anticipated/expected，强调主观臆断或一种理论感觉，而题目中却强调事实 prove、fact、reality，如：

原文：Another theory is that worldwide temperature increases are upsetting the breeding cycles of frogs.

译文：另一种理论是世界范围内温度的升高破坏了青蛙的生长循环。

题目：It is a fact that frogs' breeding cycles are upset by worldwide increases in temperature.

译文：一个事实是青蛙的生长循环被世界范围内温度的升高所破坏。

解析：原文中有 theory，强调是“理论”。题目中有 fact，强调是“事实”。所以答案应为 False。

4. 原文和题目中使用了表示不同范围、频率、可能性的词，如：

原文：Without a qualification from a reputable school or university, it is unlikely to find a good job.

译文：不是毕业于著名学校的人不太可能找到一个好的工作。

题目：It is impossible to get a good job without a qualification from a respected



institution.

译文：不是毕业于著名学校的人找到一个好的工作是完全不可能的。

解析：原文中有 unlikely，强调是“不太可能”。题目中有 impossible，强调是“完全不可能”。所以答案应为 False。

5. 原文为多个条件，题目减少条件或无条件，如：

原文：The Internet has often been criticized by the media as a hazardous tool in the hands of young computer users.

译文：互联网通常被媒体指责为是年轻的计算机用户手中的危险工具。

题目：The media has often criticized the Internet because it is dangerous.

译文：媒体经常指责 Internet，因为它是危险的。

解析：原文中有表示条件状语的介词短语 in the hands of young computer users，题目将其去掉了。所以答案应为 False。

c. NOT GIVEN

1. 题目中的某些内容在原文中没有提及，如：

原文：... with water services inferior to those available to the ancient Greeks and Romans.

译文：(现在的) 供水服务比古希腊和罗马可享受到的供水服务差。

题目：Modern water systems imitate those of the ancient Greeks and Romans.

译文：现代的供水系统是对古希腊和罗马的模仿。

解析：题目和原文的主语和宾语虽然一致，但中间的谓语动词产生了偏差，但也不构成相反概念。因此答案为“Not Given”。

2. 题目中的范围小于原文的范围，如：

原文：Tourists in Cyprus come mainly from Europe.

译文：到塞浦路斯旅游的游客主要来自欧洲。

题目：Tourists in Cyprus come mainly from the UK.

译文：到塞浦路斯旅游的游客主要来自英国。

解析：题目中涉及的概念“UK”比原文中涉及的概念“Europe”要小。原文只说到塞浦路斯旅游的游客主要来自欧洲，有可能主要来自英国，也可能主要来自欧洲的其他国家，文章中没给出进一步的信息。所以答案应为 Not Given。

3. 原文是某人的主观思想(目标、目的、想法、愿望、保证、发誓)，题目是事实，如：

原文：His aim was to bring together, once every four years, athletes from all countries on the friendly fields of amateur sport.

译文：他的目的是把各国的运动员每四年一次聚集到友好的业余运动的赛场上。

题目：Only amateur athletes are allowed to compete in the modern Olympics.

译文：只有业余运动员被允许在现代奥运会中竞争。

解析：原文中用 aim 表示“目的”，题目中用实意动词表示“事实”。把各国的运动员聚集到友好的业余运动的赛场上，这只是创建者的目的，实际情况如何，文章中没说，所以答案应为 Not Given。

4. 原文为原级，题目却是比较级，如：

原文：In Sydney, a vast array of ethnic and local restaurants can be found to suit all palates and pockets.

译文：在悉尼，有各种各样的餐馆。

题目：There is now a greater variety of restaurants to choose from in Sydney than in the past.

译文：现在有更多种类的餐馆可供选择。

解析：原文中提到了悉尼有各种各样的餐馆，但并没有与过去相比，所以答案应为 Not Given。

► B. 解题思路

Step 1 仔细阅读并理解答题指引部分，确定答题方式；

Step 2 确定题目中的关键词并在原文中定位；

Step 3 仔细查看文章中关键词语所在句子中的含义。

Step 4 根据上文中提出的原则和规律，利用语法、词法判断，确定正确答案。

► C. 真题演练

READING PASSAGE 2 (C4T2R2)

You should spend about 20 minutes on Questions 14 – 26 which are based on Reading Passage 2 below.

Alternative Medicine in Australia

The first students to study alternative medicine at university level in Australia began their four-year, full-time course at the University of Technology Sydney, in early 1994. Their course covered, among other therapies, acupuncture. The theory they learnt is based on the traditional Chinese explanation of this ancient healing art that it can regulate the flow of “Qi” or energy through pathways in the body. This course reflects how far some alternative therapies have come in their struggle for acceptance by the medical establishment.

Australia has been unusual in the Western world in having a very conservative attitude to natural or alternative therapies, according to Dr Paul Laver, a lecturer in Public Health at the University of Sydney. “We’ve had a tradition of doctors being fairly



powerful and I guess they are pretty loath to allow any pretenders to their position to come into it.” In many other industrialized countries, orthodox and alternative medicine have worked “hand in glove” for years. In Europe, only orthodox doctors can prescribe herbal medicine. In Germany, plant remedies account for 10% of the national turnover of pharmaceuticals. Americans made more visits to alternative therapists than to orthodox doctors in 1990, and each year they spend about \$US12 billion on therapies that have not been scientifically tested.

Disenchantment with orthodox medicine has seen the popularity of alternative therapies in Australia climb steadily during the past 20 years. In a 1983 national health survey, 1.9% of people said they had contacted a chiropractor, naturopath, osteopath, acupuncturist or herbalist in the two weeks prior to the survey. By 1990, this figure had risen to 2.6% of the population. The 550,000 consultations with alternative therapists reported in the 1990 survey represented about an eighth of the total number of consultations with medically qualified personnel covered by the survey, according to Dr. Laver and colleagues writing in the Australian Journal of Public Health in 1993. “A better educated and less accepting public has become disillusioned with the experts in general, and increasingly skeptical about science and empirically based knowledge,” they said. “The high standing of professionals, including doctors, has been eroded as a consequence.”

Rather than resisting or criticizing this trend, increasing numbers of Australian doctors, particularly younger ones, are forming group practices with alternative therapists or taking courses themselves, particularly in acupuncture and herbalism. “Part of the incentive was financial,” Dr Laver said, “The bottom line is that most general practitioners are business people. If they see potential clientele going elsewhere, they might want to be able to offer a similar service.”

In 1993, Dr Laver and his colleagues published a survey of 289 Sydney people who attended eight alternative therapists’ practices in Sydney. These practices offered a wide range of alternative therapies from 25 therapists. Those surveyed had experienced chronic illnesses, for which orthodox medicine had been able to provide little relief. They commented that they liked the holistic approach of their alternative therapists and the friendly, concerned and detailed attention they had received. The cold, impersonal manner of orthodox doctors featured in the survey. An increasing exodus from their clinics, coupled with this and a number of other relevant surveys carried out in Australia, all pointing to orthodox doctors’ inadequacies, have led mainstream doctors themselves

to begin to admit they could learn from the personal style of alternative therapists. Dr Patrick Store, President of the Royal College of General Practitioners, concurs that orthodox doctors could learn a lot about bedside manner and advising patients on preventative health from alternative therapists.

According to the *Australian Journal of Public Health*, 18% of patients visiting alternative therapists do so because they suffer from musculo-skeletal complaints, 12% suffer from digestive problems, which is only 1% more than those suffering from emotional problems. Those suffering from respiratory complaints represent 7% of their patients, and candida sufferers represent an equal percentage. Headache sufferers and those complaining of general ill health represent 6% and 5% of patients respectively and a further 4% see therapists for general health maintenance.

The survey suggested that complementary medicine is probably a better term than alternative medicine. Alternative medicine appears to be an adjunct sought in times of disenchantment when conventional medicine seems not to offer the answer.

Questions 16 – 23

Do the following statements agree with the views of the writer in Reading Passage 2?

In boxes 16 – 23 on your answer sheet write

YES *if the statement agrees with the views of the writer*

NO *if the statement contradicts the views of the writer*

NOT GIVEN *if it is impossible to say what the writer thinks about this*

- 16 Australians have been turning to alternative therapies in increasing numbers over the past 20 years.
- 17 Between 1983 and 1990 the numbers of patients visiting alternative therapists rose to include a further 8% of the population.
- 18 The 1990 survey related to 550,000 consultations with alternative therapists.
- 19 In the past, Australians had a higher opinion of doctors than they do today.
- 20 Some Australian doctors are retraining in alternative therapies.
- 21 Alternative therapists earn higher salaries than doctors.
- 22 The 1993 Sydney survey involved 289 patients who visited alternative therapists for acupuncture treatment.
- 23 All the patients in the 1993 Sydney survey had long-term medical complaints.

【题目解析】

关键是要区分开题目中定位点和考查点，同时注意思维的严密度，不可随意推断。



Questions 16 – 23

题型：YES/NO/NOT GIVEN

16	关键词	20 years/ increasing number
	原文定位	第三段首句：Disenchantment with orthodox medicine has seen the popularity of alternative therapies in Australia climb steadily during the past 20 years.
	题解	可用 20 years 快速定位。文中 climb steadily 替换题干中 increasing number。
	答案	YES
17	关键词	1983/1990/ further 8%
	原文定位	第三段第二句：In a 1983 national health survey, 1.9% of people said they had contacted a chiropractor, naturopath, osteopath, acupuncturist or herbalist in the two weeks prior to the survey. 第三句：By 1990, this figure had risen to 2.6% of the population.
	题解	可用 1983 年和 1990 年定位。文中说比例从 1.9% 增长到 2.6%，增幅为 0.7%，而非题干中的 8%。
	答案	NO
18	关键词	1990/550000
	原文定位	第三段第四句：The 550,000 consultations with alternative therapists reported in the 1990 survey represented about an eighth of the total number of consultations with medically qualified personnel ...
	题解	可以用两个数字来定位。题干中 relate to 意为“涉及”，原文中说“1990 年报告中的 550000 次在另类疗法医师处就诊行为……”，与题干意思完全吻合，而且关键字几乎全部原文重现。
	答案	YES
19	关键词	past/ higher opinion/ today
	原文定位	第三段倒数第二句 ... and increasingly sceptical about science and empirically based knowledge ...
	题解	(定位完成后先看主题信息的对应，题目中的“医生”在原文中能找到对应，而“澳大利亚人”虽然原文中没有对应，但从前句的信息来判断，原文的范围确实是在澳大利亚。主题信息对应上了，接着就看两者对主题的论述是否一致了。) 题目说过去人们对医生有更高的评价，言下之意也就是说现在的评价下降了，而原文中的“has been eroded”正是此意，两者完全匹配，所以选 TRUE。 另外需要补充的一点是，所谓选 TRUE，并不意味着题目和原文百分之百相等，只要两者的表述是在同一个方向上的便可，例如“same”和“similar”这两个表述就可以认为是一致的。
	答案	YES

(续)

20	关键词	Retraining
	原文定位	第四段首句: Rather than resisting or criticizing this trend, increasing numbers of Australian doctors, particularly younger ones ...
	题解	越来越多的美国医生在就读一些课程, 尤其是关于针灸和草药学的课程。文中 take courses 替换题干中 retraining。
	答案	YES
21	关键词	higher salaries
	原文定位	第四段尾句: If they see potential clientele going elsewhere, they might want to be able to offer a similar service.
	题解	比较关系较容易出现 NG 选项。通常, 比较的对象在原文有重现, 可是比较的实质内容没有重现。文中提到“如果他们看到潜在客户去了别处, 他们就可能想要让自己也能提供同样的服务”, 显然“他们”暗指正规医生, 而“别处”暗指另类疗法医师, 可是此句中并没有涉及 salary 的比较。
	答案	NOT GIVEN
22	关键词	289/acupuncture
	原文定位	第五段首句: In 1993, Dr Laver and his colleagues published a survey of 289 Sydney people who attended eight alternative therapists' practices in Sydney.
	题解	用 289 定位。句中说 attended eight alternative therapists' practices, 意即这些人参加了 8 种另类疗法的实践, 而不仅仅是题干中的 acupuncture 一种。
	答案	NO
23	关键词	1993/long-term
	原文定位	第五段第三句: Those surveyed had experienced chronic illnesses, for which orthodox medicine had been able to provide little relief.
	题解	通过定位词 1993 可以知道, 相关内容还在本段, 所以顺延 22 题在原文中的相关内容向下阅读即可定位到本题。 第三句中 chronic illness (慢性疾病) 替换题干中的 long-term medical complaints (长期医疗问题)。
	答案	YES

下面再举一个 G 类的例子。

C4-General Training Reading-Test B-Section 1

Read the information below and answer Questions 1 – 7.



Booking a Wessex Cottages Holiday

How to book your holiday

When you have looked through our brochure and have chosen two or three alternative cottages you would like to stay in, please phone our Holiday Booking Office.

The number is: 01225 892299

31st March to 20th October

Monday, Tuesday, Wednesday, Friday 9:00 a. m. to 5:00 p. m. and Thursday 9:30 a. m. to 5:00 p. m.

Saturday Closed

Sunday Closed

21st October to 30th March

Monday, Tuesday, Wednesday, Friday 9:00 a. m. to 5:00 p. m. and Thursday 9:30 a. m. to 5:00 p. m.

Saturday 9:30 a. m. to 4:30 p. m.

Sunday Closed

We will check the availability of your choices and our reservation staff will help you make your decision. Should none of your choices be available, we will do our best to suggest suitable alternatives.

When a provisional reservation has been made, it will be held for 7 days. We will give you a holiday reference number and ask you to complete the holiday booking form and return it, with a deposit of ONE THIRD of the cottage rental, to:

WESSEX COTTAGES HOLIDAY BOOKING OFFICE

PO BOX 675

MELKSHAM

WILTSHIRE SN12 8SX

Deposit payments can be made by credit card at the time of booking or by cheque made payable to:

Wessex Cottages Ltd.

IF WE HAVE NOT RECEIVED YOUR COMPLETED AND SIGNED BOOKING FORM WITH DEPOSIT WITHIN 7 DAYS, WE REGRET THAT YOUR RESERVATION WILL BE CANCELLED.

When we receive your booking form and deposit, your reservation will be confirmed — we will send you a Booking Confirmation, together with advice on how to reach your

holiday cottage and the telephone number or a local contact should you require further details on the cottage before leaving home. Attached to the Booking Confirmation will be a note showing the balance due on your holiday and the date by which it is payable. Outstanding balances on bookings made in the UK must be settled within 10 weeks of sending the deposit.

ARRIVAL

Please do not arrive at your holiday cottage before 3:30 p. m. or later than 7:00 p. m.

DEPARTURE

On the morning of departure, please leave your holiday property by 10 a. m. to allow caretakers sufficient time to prepare the property for the next visitors. We ask that you please leave the property as you found it. Please do not move the furniture as this can cause damage both to the furniture and to the property.

OVERSEAS BOOKINGS

We are delighted to take bookings from overseas visitors either by telephone or fax + 44 (0) 1225 890227. All payments should be made by credit card or by cheque in Pounds Sterling. Please note that provisional bookings from overseas visitors will be held for 14 DAYS. If the completed and signed booking form with the deposit is not received within that time, the reservation will be cancelled.

LAST-MINUTE BOOKINGS

If you wish to make a last-minute booking, please telephone the Holiday Booking Office to check availability.

If your reservation is made within 10 weeks of the holiday start date, full payment is due on booking.

ELECTRICITY

In most Wessex Cottages properties electricity must be paid for in addition to the holiday price. You may be asked to take a meter reading at the conclusion of your holiday, or an additional fixed charge for electricity may be made. Alternatively, there may be a coin meter, in which case you will be advised when you are making your booking. In some cottages, electricity is included in the rental and in very few there is no electricity at all.

LINEN

In most Wessex Cottages properties you have the choice either of hiring linen, at a cost of £6.00 per person per week, or of bringing your own. In some cottages linen is



included and in a very few it is not available at all. If you choose to hire linen, it will include bed linen (i. e. sheets and/or duvet covers and pillow cases), bath and hand towels and tea cloths but will not include towels for swimming or beach use. Linen is not available for cots. If you have any queries, do ask the Holiday Booking Office.

Questions 1 – 7

Look at the information above about renting holiday cottages in England.

Do the following statements agree with the information given in the passage?

In boxes 1 – 7 on your answer sheet write

TRUE if the statement agrees with the views of the writer

FALSE if the statement contradicts the views of the writer

NOT GIVEN if there is no information on this

- 1 The office is open on Saturdays in February but closes slightly earlier than on week-days.
- 2 On receipt of your deposit Wessex Cottages will confirm your booking by telephone.
- 3 For UK bookings, any outstanding balance must be paid within ten weeks of sending the deposit.
- 4 Between the departure of one visitor and the arrival of the next, the properties are visited and made ready.
- 5 The cost is lower if you make a last-minute booking.
- 6 Electricity is included in the rental of the majority of Wessex Cottages properties.
- 7 Beach towels are available for hire.

【题目解析】

Questions 1 – 7

题型：TRUE/FALSE/NOT GIVEN

1	关键词	Saturdays/February/weekdays
	原文定位	When we receive your booking form and deposit, your reservation will be confirmed — we will send you a Booking Confirmation, together with advice on how to reach your holiday cottage and the telephone number of a local contact should you require further details on the cottage before leaving home.
	题解	题目中的焦点信息是在2月份里周六的下班时间是否会比平时早。从原文规定的时间及信息来看，2月份平时的下班时间是下午5点，而周六是下午4点半，确实周六比平时提前了半小时。题目信息与原文相符。
	答案	TRUE

(续)

2	关键词	deposit/Wessex Cottage/confirm bookings
	原文定位	When we receive your booking form and deposit, your reservation will be confirmed — we will send you a Booking Confirmation, together with advice on how to reach your holiday cottage and ...
	题解	题目说收到存款后,会以电话的形式通知,而原文意思是收到存款后会寄出预订确认函进行告知,乍一看这两句话似乎并不对立,应该选 Not Given,但如果我们仔细考察一番原文,得出的结论就完全不同了。按照原文的意思,在收到存款后,确认的唯一方式事实上就是寄发确认函,这一点能够为原文中的那个破折号所印证。原文的意思实际上排除了打电话确认这种方式成立的可能性。因此,两句话是相互对立的,故故选 False。
	答案	FALSE
3	关键词	UK bookings/outstanding balance
	原文定位	Outstanding balances on bookings made in the UK must be settled within 10 weeks of sending the deposit.
	题解	题目中的焦点信息是是否在英国境内预订要在交押金后 10 周内交齐全款。此题信息在原文得到充分肯定。settle 对应 paid。
	答案	TRUE
4	关键词	departure/the properties
	原文定位	On the morning of departure, please leave your holiday property by 10 a. m. to allow caretakers sufficient time to prepare the property for the next visitors.
	题解	题目中的焦点信息是是否在前一位客人走以后、下一个客人来之前,房间已经被整理好。原文中表明管理员有足够的时间来整理房间,可见房间是被整理好的。题目与原文信息相符。
	答案	TRUE
5	关键词	Last-minute booking
	原文定位	If your reservation is made within 10 weeks of the holiday start date, full payment is due on booking.
	题解	题目的焦点信息是如果最后预订,是否价格会更低些。原文明确表示只要是在假期开始前 10 周之内的预订都要付全款,可见即使最后时刻预订也是要付全款的,并不会有更低的价格。题目与原文相悖。
	答案	FALSE
6	关键词	Electricity
	原文定位	In most Wessex Cottages properties electricity must be paid for in addition to the holiday price.



(续)

6	题解	题目中的焦点信息是电费是否含在房费中。原文明确表示电费是另付的。因此题目与原文相反。
	答案	FALSE
7	关键词	beach towels
	原文定位	... bath and hand towels and tea cloths but will not include towels for swimming or beach use.
	题解	题目的焦点信息是海滩上用的毛巾是否可以租赁。原文明确表示不可以，因此题目与原文相反。
	答案	FALSE

◎ D. 注意事项

1. 要注意题目要求答什么。True/False/Not Given, T/F/NG, Yes/No/Not Given 都是判断题的形式，要根据要求作答。

2. 可以粗看文章，但千万不可跳看，不然容易漏信息。

3. 题目中若出现 must、only、all、always，答案一般不会是 True。

4. 留意数字。

5. 估计生词是 positive 还是 negative 对于理解文章的意思和作者的意图很有帮助。

6. 一定要依据原文，不能凭借自己的知识。例如：

原文：His aim was to bring together, once every four years, athletes from all countries on the friendly fields of amateur sport.

译文：他的目的是把各国的运动员每四年一次聚集到友好的业余运动的赛场上。

题目：Only amateur athletes are allowed to compete in the modern Olympics.

译文：只有业余运动员被允许在现代奥运会中竞争。

解析：有的同学会认为，现在奥运会中有很多职业运动员参赛，所以答 False。但是很可惜，这是你自己的知识，文章中没说，所以答案应为 Not Given。

7. 不能做无根据的自行推断或过度推断。

雕虫小技：详解段落信息匹配题和 作者观点匹配题 (Matching)

Matching (搭配题) 是 IELTS 最常考的题型之一，每次考试至少有一组，很多时候达到两组甚至更多，搭配题可分为两种类型：段落信息匹配题以及作者观点搭配题。搭配题通常由三部分组成：题目要求、选相的集合、题目的集合。



段落信息匹配题

在雅思阅读的众多题型中，难度最大的就要数段落细节配对题了。这种题型难度大，非常耗时，因此成了众多考生们的梦魇。

► A. 题型特点

- a. 彻底同义转换；
- b. 完全乱序；
- c. 部分题目存在重复选项；
- d. 题量 = 段落数 + 1（肯定带 NB）/ 题量小于段落数两个以上；
- e. 永远是第一个题型，与 List of headings 不可能同时出现；
- f. 部分题目与其后的题目有关联；
- g. 通常超细节；
- h. 通常无特殊印刷体。

► B. 解题思路

一般来说，做阅读有三难，读题难（题目读不懂），定位难（在文章中找不到），理解难（定位到了看不懂文章），悲催的是，段落信息匹配题全躺枪 。那么我们应该如何攻克这种题型呢？分为两种情况。

1. 题量 = 段落数 / 段落数 + 1（肯定带 NB）

Step 1 阅读所有题目，划出关键词；

Step 2 通读所有段落，依次寻找答案。

2. 题量小于段落数两个以上

Step 1 先做其他题目；

Step 2 读题，看是否有对应答案；

Step 3 根据文章结构以及有否 NB，对余下的段落进行猜测。

► C. 真题演练

下面我们根据上述的两种不同情况，分别举两个例子。

【例 1】

(C7T1R1)

READING PASSAGE 1

You should spend about 20 minutes on Questions 1 – 13, which are based on Reading Passage 1 below.

Let's Go Bats

- A** Bats have a problem: how to find their way around in the dark. They hunt at night, and cannot use light to help them find prey and avoid obstacles. You might say that



this is a problem of their own making, one that they could avoid simply by changing their habits and hunting by day. But the daytime economy is already heavily exploited by other creatures such as birds. Given that there is a living to be made at night, and given that alternative daytime trades are thoroughly occupied, natural selection has favoured bats that make a go of the night-hunting trade. It is probable that the nocturnal trades go way back in the ancestry of all mammals. In the time when the dinosaurs dominated the daytime economy, our mammalian ancestors probably only managed to survive at all because they found ways of scraping a living at night. Only after the mysterious mass extinction of the dinosaurs about 65 million years ago were our ancestors able to emerge into the daylight in any substantial numbers.

- B** Bats have an engineering problem: how to find their way and find their prey in the absence of light. Bats are not the only creatures to face this difficulty today. Obviously the night-flying insects that they prey on must find their way about somehow. Deep-sea fish and whales have little or no light by day or by night. Fish and dolphins that live in extremely muddy water cannot see because, although there is light, it is obstructed and scattered by the dirt in the water. Plenty of other modern animals make their living in conditions where seeing is difficult or impossible.
- C** Given the questions of how to manoeuvre in the dark, what solutions might an engineer consider? The first one that might occur to him is to manufacture light, to use a lantern or a searchlight. Fireflies and some fish (usually with the help of bacteria) have the power to manufacture their own light, but the process seems to consume a large amount of energy. Fireflies use their light for attracting mates. This doesn't require a prohibitive amount of energy: a male's tiny pinprick of light can be seen by a female from some distance on a dark night, since her eyes are exposed directly to the light source itself. However, using light to find one's own way around requires vastly more energy, since the eyes have to detect the tiny fraction of the light that bounces off each part of the scene. The light source must therefore be immensely brighter if it is to be used as a headlight to illuminate the path, than if it is to be used as a signal to others. In any event, whether or not the reason is the energy expense, it seems to be the case that, with the possible exception of some weird deep-sea fish, no animal apart from man uses manufactured light to find its way about.
- D** What else might the engineer think of? Well, blind humans sometimes seem to have

an uncanny sense of obstacles in their path. It has been given the name “facial vision”, because blind people have reported that it feels a bit like the sense of touch, on the face. One report tells of a totally blind boy who could ride his tricycle at good speed around the block near his home, using facial vision. Experiments shows that, in fact, facial vision is nothing to do with touch or the front of the face, although the sensation may be referred to the front of the face, like the referred pain in a phantom limb. The sensation of facial vision, it turns out, really goes in through the ears. Blind people, without even being aware of the face, are actually using echoes of their own footsteps and of other sounds, to sense the presence of obstacles. Before this was discovered, engineers had already built instruments to exploit the principle, for example to measure the depth of the sea under a ship. After this technique had been invented, it was only a matter of time before weapons designers adapted it for the detection of submarines. Both sides in the Second World War relied heavily on these devices, under such code names as Asdic (British) and Sonar (American), as well as Radar (American) or RDF (British), which uses radio echoes rather than sound echoes.

- E** The Sonar and Radar pioneers didn't know it then, but all the world now knows that bats, or rather natural selection working on bats, had perfected the system tens of millions of years earlier; and their “radar” achieves feats of detection and navigation that would strike an engineer dumb with admiration. It is technically incorrect to talk about bat “radar”, since they do not use radio waves. It is sonar. But the underlying mathematical theories of radar and sonar are very similar; and much of our scientific understanding of the details of what bats are doing has come from applying radar theory to them. The American zoologist Donald Griffin, who was largely responsible for the discovery of sonar in bats, coined the term “echolocation” to cover both sonar and radar, whether used by animals or by human instruments.

Questions 1 – 5

Reading Passage 1 has five paragraphs, A – E.

Which paragraph contains the following information?

Write the correct letter, A – E, in boxes 1 – 5 on your answer sheet.

NB You may use any letter more than once.

- 1 examples of wildlife other than bats which do not rely on vision to navigate by
- 2 how early mammals avoided dying out
- 3 why bats hunt in the dark



- 4 how a particular discovery has helped our understanding of bats
- 5 early military uses of echolocation

【题目解析】

题量与段落数相当或更多，并且有 NB: YOU MAY USE ANY LETTER MORE THAN ONCE。前面讲过，由于段落细节配对题的出题特点，这种题型往往暗示了每段都会有至少一个答案。那么这种题目适合用“通篇浏览”的方法来做。因此我们先来了解一下本文的篇章结构和段落主题。

◆ 篇章结构

A 段蝙蝠自身机理结构特征（晚上看不见并无法躲避障碍）与黑夜捕食行为两者间的矛盾的产生及原因（自然选择论）。

B 段蝙蝠及其他与其捕食特征（在无光条件下仍能捕食）相似的生物。

C 段动物夜间行动的条件（自身发光）是不可能实现的。

D 段脸感视觉的存在得以证实并运用于科技仪器。

E 段从蝙蝠身上得出雷达与声呐的原理并应用到科技中。

◆ 段落主题

A 段

关键词句：第一句 problem 及其内容，第二句 hunt at night, cannot use light to help them find prey, cannot ... avoid obstacles, 第三句 but, 第四句主句的主语 natural selection。

段落大意：蝙蝠自身机理结构特征（晚上看不见并无法躲避障碍）与黑夜捕食行为两者间的矛盾的产生及原因（自然选择论）。

B 段

关键词句：第一句 problem 及其内容，第二句 not the only creatures to face this difficulty, 最后一句整句话内容。

段落大意：蝙蝠及其他与其捕食特征（在无光条件下仍能捕食）相似的生物。

C 段

关键词句：第一句和第二句中的 how to manoeuvre in the dark, solutions, the first one 这三个词（再结合下一段第一句的 what else）提示出科学家推论使动物在黑暗中探索行动具备可能性所需的前提，这段说的是光源问题，第六句中 using light ... requires vastly more energy, 第七句 light source must therefore be immensely brighter ..., 说明在夜间行动需要更强的光，而光的产生又耗能，所以推出动物靠自身发光指引其在夜间行动这个前提是不成立的，这个意思也与最后一个句子中的同位语从句的主句意思一致。

段落大意：动物夜间行动的条件（自身发光）是不可能实现的。

D 段

关键词句：第三句中的 facial vision，第六句中的 it turns out 提示出脸感视觉的真正传输途径是耳朵。一直到第七句前，都是围绕脸感视觉这一存在于生物中的特殊感知功能，与 C 段内容对应，提示出动物夜间行动可以实现的前提是它们具备脸感视觉，这一功能也存在于人类中。最后三句话核心词有 exploit the principle, weapons designers adapted it, 把之前的脸感视觉的核心原理应用到人类社会中。

段落大意：脸感视觉的存在得以证实并运用于科技仪器。

E 段

关键词句：前三句指出蝙蝠内在导航功能的器官是 Sonar 而不是 Radar，第四句中的 but, very similar, applying 指出两者本质一样，并提示出其造福人类的功效：应用到科技中。

段落大意：从蝙蝠身上得出雷达与声呐的原理并应用到科技中。

Questions 1 – 5

题型：MATCHING

题号	定位词	原文对应部分	解析
1	wildlife other than bats/ not rely on vision to/navigate	B 段中的 Bats are not the only creatures/find their prey in the absence of light/find their way	把握段落大意，可直接确定答案。抓住题目中的关键词，扫读原文，对关键词的同义词或相同意义表达有所反应，细读并分析，得出答案。 答案：1. B 2. A 3. A 4. E 5. D
2	early mammals/avoided dying out	A 段中的 our mammalian ancestors/managed to survive	
3	why/hunt in the dark	A 段中的 Given that.../make a go of the night-hunting trade	
4	a particular discovery/ helped our understanding	E 段中的 radar/much of our scientific understanding of ... has come from applying radar theory to them	
5	early military uses/echo-location	D 段中的 weapons designers; the Second World War/for the detection of submarines; uses radio echoes	

【例 2】

(C5T1R2)

READING PASSAGE 2

You should spend about 20 minutes on Questions 14 – 26, which are based on Reading Passage 2 below.



Nature or Nurture?

- A** A few years ago, in one of the most fascinating and disturbing experiments in behavioural psychology, Stanley Milgram of Yale University tested 40 subjects from all walks of life for their willingness to obey instructions given by a “leader” in a situation in which the subjects might feel a personal distaste for the actions they were called upon to perform. Specifically, Milgram told each volunteer ‘teacher-subject’ that the experiment was in the noble cause of education, and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the pupils’ ability to learn.
- B** Milgram’s experimental set-up involved placing the teacher-subject before a panel of thirty switches with labels ranging from “15 volts of electricity (slight shock)” to “450 volts (danger — severe shock)” in steps of 15 volts each. The teacher-subject was told that whenever the pupil gave the wrong answer to a question, a shock was to be administered, beginning at the lowest level and increasing in severity with each successive wrong answer. The supposed “pupil” was in reality an actor hired by Milgram to simulate receiving the shocks by emitting a spectrum of groans, screams and writhings together with an assortment of statements and expletives denouncing both the experiment and the experimenter. Milgram told the teacher-subject to ignore the reactions of the pupil, and to administer whatever level of shock was called for as per the rule governing the experimental situation of the moment.
- C** As the experiment unfolded, the pupil would deliberately give the wrong answers to questions posed by the teacher, thereby bringing on various electrical punishments, even up to the danger level of 300 volts and beyond. Many of the teacher-subjects balked at administering the higher levels of punishment, and turned to Milgram with questioning looks and/or complaints about continuing the experiment. In these situations, Milgram calmly explained that the teacher-subject was to ignore the pupil’s cries for mercy and carry on with the experiment. If the subject was still reluctant to proceed, Milgram said that it was important for the sake of the experiment that the procedure be followed through to the end. His final argument was, “You have no other choice. You must go on.” What Milgram was trying to discover was the number of teacher-subjects who would be willing to administer the highest levels of shock, even in the face of strong personal and moral revulsion against the rules and conditions of the experiment.
- D** Prior to carrying out the experiment, Milgram explained his idea to a group of 39

psychiatrists and asked them to predict the average percentage of people in an ordinary population who would be willing to administer the highest shock level of 450 volts. The overwhelming consensus was that virtually all the teacher-subjects would refuse to obey the experimenter. The psychiatrists felt that ‘most subjects would not go beyond 150 volts’ and they further anticipated that only four per cent would go up to 300 volts. Furthermore, they thought that only a lunatic fringe of about one in 1,000 would give the highest shock of 450 volts.

- E** What were the actual results? Well, over 60 per cent of the teacher-subjects continued to obey Milgram up to the 450-volt limit! In repetitions of the experiment in other countries, the percentage of obedient teacher-subjects was even higher, reaching 85 per cent in one country. How can we possibly account for this vast discrepancy between what calm, rational, knowledgeable people predict in the comfort of their study and what pressured, flustered, but cooperative teachers’ actually do in the laboratory of real life?
- F** One’s first inclination might be to argue that there must be some sort of built-in animal aggression instinct that was activated by the experiment, and that Milgram’s teacher-subjects were just following a genetic need to discharge this pent-up primal urge onto the pupil by administering the electrical shock. A modern hard-core sociobiologist might even go so far as to claim that this aggressive instinct evolved as an advantageous trait, having been of survival value to our ancestors in their struggle against the hardships of life on the plains and in the caves, ultimately finding its way into our genetic make-up as a remnant of our ancient animal ways.
- G** An alternative to this notion of genetic programming is to see the teacher-subjects’ actions as a result of the social environment under which the experiment was carried out. As Milgram himself pointed out. Most subjects in the experiment see their behaviour in a larger context that is benevolent and useful to society — the pursuit of scientific truth. The psychological laboratory has a strong claim to legitimacy and evokes trust and confidence in those who perform there. An action such as shocking a victim, which in isolation appears evil, acquires a completely different meaning when placed in this setting.
- H** Thus, in this explanation the subject merges his unique personality and personal and moral code with that of larger institutional structures, surrendering individual properties like loyalty, self-sacrifice and discipline to the service of malevolent systems of authority.



I Here we have two radically different explanations for why so many teacher-subjects were willing to forgo their sense of personal responsibility for the sake of an institutional authority figure. The problem for biologists, psychologists and anthropologists is to sort out which of these two polar explanations is more plausible. This, in essence, is the problem of modern sociobiology — to discover the degree to which hard-wired genetic programming dictates, or at least strongly biases, the interaction of animals and humans with their environment, that is, their behaviour. Put another way, sociobiology is concerned with elucidating the biological basis of all behaviour.

Questions 14 – 19

Reading Passage 2 has nine paragraphs, A-I.

Which paragraph contains the following information?

Write the correct letter A-I in boxes 14 – 19 on your answer sheet.

- 14 a biological explanation of the teacher-subjects' behaviour
- 15 the explanation Milgram gave the teacher-subjects for the experiment
- 16 the identity of the pupils
- 17 the expected statistical outcome
- 18 the general aim of sociobiological study
- 19 the way Milgram persuaded the teacher-subjects to continue

【题目解析】

这种题型如果还是按照上述方法来做，那么就比较麻烦了，因为全文中有至少一个段落会没有答案，甚至更多；其次，由于题量过少，先做这种题目并不能帮助考生了解全文的结构。这种题目的应对策略恰恰相反，应把这种题目放到最后来完成，先把其他的题目做完，有助于考生对文章大体结构有一个了解，从而把段落细节配对题带出来。

考生可以先完全不用理会这个题目，先把后面的选择和判断做完。做完后，考生会发现，Q20 问的是实验的目的，这与 Q15 正好是一致的，所以很容易选出 Q15 出现在 A 段；Q22 问实验之前精神病专家对实验结果的预估，而这又恰恰对应了 Q17，故很容易选出 D 段；判断题 Q24 正好是对 teacher-subject 的行为进行的解释，因此马上就能对应出 Q14 的答案在 F 段；Q26 问的是关于 sociobiology 的，定位到原文的 I 段，而这正好对应了 Q18 的答案。通过这种方法，6 道题目中的 4 道做了出来，就余下两道题目了。

原文是一篇讲实验的文章，而任何对中学理科略有所知的考生都应该知道，一篇实验报告应该按照“实验目的 — 实验工具、对象 — 前期准备 — 实验过程 — 实验结果 — 结果分析 — 实验意义”这样的顺序来展开。将这一套路套进本题，我们不难发现：

(14) 结果分析 (F 段)

- (15) 实验目的 (A 段)
- (16) 实验对象 (未知)
- (17) 预期实验结果 (D 段)
- (18) 实验意义 (I 段)
- (19) 实验过程 (未知)

由于本题不带 NB, 因此已经选出来的答案不可能有重复, 因此根据实验的结构, 就非常容易地得知 16 题和 19 题在 A 段和 D 段中间, 因此唯一的可能就是 16 题选 B, 19 题选 C。

Questions 14 – 19

题型: MATCHING

14	关键词	biological explanation
	原文定位	F 段首句: One's first inclination might be to argue that there must be some sort of built-in animal aggression instinct that was activated by the experiment ... by administering the electrical shock.
	题解	题干说“实验结果的生物学解释”, 应该是在实验结束之后才谈论。根据上述分析可知 F 段是对实验结果的解释。F 段首句中的 built-in animal aggression instinct (内在的动物进攻性本能) 属于题干中所说的“生物学解释”。
	答案	F
15	关键词	explanation/for the experiment
	原文定位	A 段尾句: Milgram told each volunteer “teacher-subject” that the experiment was in the noble cause of education ... have a positive effect on the pupils' ability to learn.
	题解	题干说“Milgram 给老师解释为什么要做这个实验”, 应该是介绍实验目的, 这种内容通常应该出现在讲解具体实验步骤之前。文中 Milgram told each volunteer ... the experiment was in the noble cause of ... 对应题干中的 explanation Milgram gave for the experiment。
	答案	A
16	关键词	identity of the pupils
	原文定位	B 段第三句: The supposed “pupil” was in reality an actor hired by Milgram to simulate receiving the shocks by emitting a spectrum of groans, ... and the experimenter.
	题解	题目问“学生的真实身份”, 文中 The supposed “pupil” was in reality an actor ... 中的 actor 即表明 identity。
	答案	B



(续)

17	关键词	expected/outcome
	原文定位	D 段首句 Prior to carrying out the experiment, Milgram explained his idea to a group of 39 psychiatrists and ... who would be willing to administer the highest shock level of 450 volts.
	题解	题目问“预计的实验结果”，D 段首句 asked them to predict（让他们预测）中的 predict 对应题干中的 expected。而且后面也提到了相关的预测内容。
	答案	D
18	关键词	aim/sociobiological
	原文定位	I 段第三句：This, in essence, is the problem of modern sociobiology — to discover the degree to which hard-wired genetic programming dictates, ... their behaviour.
	题解	题目问“社会生物学的研究目的”。sociobiological 是指一门学科，而学科名称通常不会出现替换，考生可直接去文中寻找原型。文中出现了两次，而只有 I 段中的 This ... is the problem of modern sociobiology（这是现代社会生物学研究的问题）对应题干中的 aim。
	答案	I
19	关键词	persuaded/continue
	原文定位	C 段第二、三句：Many of the teacher-subjects balked at administering the higher levels of punishment, ... In these situations, Milgram calmly explained that the teacher-subject was to ignore the pupil's cries for mercy and carry on with the experiment.
	题解	题目问“Milgram 如果说服老师继续实验”，就是说老师有不想继续实验的情况发生。这是与实验过程相关的内容。C 段中首句中的 As the experiment unfolded（随着实验的展开）表明该段谈论实验的具体过程。第二句中提到 Many of the teacher-subjects balked（很多老师停滞不前了），表明老师已经开始拒绝继续实验，第三句中的 Milgram ... explained ... 表明 Milgram 为老师解释继续实验的原因。
	答案	C

④ D. 注意事项

1. 经验告诉我们，一旦出现了 NB，则答案中必然会有一个重复选项，这就要在某一个段落中找出两个细节信息。
2. 在原文定位的过程中，一定要脑、眼和手并用。
3. “吃透”题干，准确判断关键词至关重要。

4. 把这类题放在最后是比较明智的做法。



作者观点匹配题

作者观点匹配题型是在原文中，就一个主题，若干人或组织提出了若干个观点，题目要求将观点与其提出者（作者）搭配。考试中，A类一般考得比较多，考一组，共五题左右。G类一般考得比较少。

► A. 题型特点

- 题目的顺序与原文的顺序不一致。
- 文章题材多样，作者提出的观点一般比较抽象。
- 文章句式复杂。
- 题目中的观点与原文中的对应观点在句子形式上变化较大。

人名观点配对一般考查的是某个人的言论（statement）、观点（opinion）、评论（comment）、发现（findings or discoveries）。这样，一般这个题的答案在文中就只有两个答案区：

- 人名 + 引号里面的内容；
- 人名 + think/say/claim/argue/believe/report/find/discover/insist/admit/report ... + that 从句。

而人名在文中可以全称、名、姓、人称代词（he/she）等的形式出现，在文中查找人名时，应该将这四种情况均考虑进去。

► B. 解题思路

对付别的题型，我们建议的方法都是在阅读文章前，先将题目从头到尾看一遍，记住尽可能多的关键词。但这种方法不适用于作者及其观点搭配题。主要是因为题目都是一些观点，意思抽象，句式复杂。先将题目从头到尾看一遍，不仅会花很多时间，而且很可能读完题目之后，没有什么印象，也抓不住什么关键词。

Step 1 在原文中将作者及其观点用线划出（观点可出现在人名之前，也可出现在人名之后）。

Step 2 看题目的第一个观点，最好读懂它的意思，或者找出其中几个关键词。

Step 3 将此观点与原文划线处一一对应。意思相同的或关键词对应上的即为答案。

Step 4 将已对应的观点做上标记，在做其他题目时，就可跳过这个观点。

Step 5 依此方法做其他题目。

► C. 真题演练 (C4T2R3)

READING PASSAGE 3

You should spend about 20 minutes on Questions 27 – 40 which are based on Reading Passage 3 below.



Play is a Serious Business

Does play help develop bigger, better brains?

Bryant Furlow investigates.

- A** Playing is a serious business. Children engrossed in a make-believe world, fox cubs play-fighting or kittens teasing a ball of string aren't just having fun. Play may look like a carefree and exuberant way to pass the time before the hard work of adulthood comes along, but there's much more to it than that. For a start, play can even cost animals their lives. Eighty percent of deaths among juvenile fur seals occur because playing pups fail to spot predators approaching. It is also extremely expensive in terms of energy. Playful young animals use around two or three percent of their energy cavorting, and in children that figure can be closer to fifteen percent. "Even two or three percent is huge," says John Byers of Idaho University. "You just don't find animals wasting energy like that," he adds. There must be a reason.
- B** But if play is not simply a developmental hiccup, as biologists once thought, why did it evolve? The latest idea suggests that play has evolved to build big brains. In other words, playing makes you intelligent. Playfulness, it seems, is common only among mammals, although a few of the larger-brained birds also indulge. Animals at play often use unique signs—tail-wagging in dogs, for example—to indicate that activity superficially resembling adult behavior is not really in earnest. A popular explanation of play has been that it helps juveniles develop the skills they will need to hunt, mate and socialize as adults. Another has been that it allows young animals to get in shape for adult life by improving their respiratory endurance. Both these ideas have been questioned in recent years.
- C** Take the exercise theory. If play evolved to build muscle or as a kind of endurance training, then you would expect to see permanent benefits. But Byers points out that the benefits of increased exercise disappear rapidly after training stops, so any improvement in endurance resulting from juvenile play would be lost by adulthood. "If the function of play was to get into shape," says Byers, "the optimum time for playing would depend on when it was most advantageous for the young of a particular species to do so. But it doesn't work like that." Across species, play tends to peak about halfway through the suckling stage and then decline.
- D** Then there's the skills-training hypothesis. At first glance, playing animals do appear to be practicing the complex manoeuvres they will need in adulthood. But a closer inspection reveals this interpretation as too simplistic. In one study, behavioral

ecologist Tim Caro, from the University of California, looked at the predatory play of kittens and their predatory behavior when they reached adulthood. He found that the way the cats played had no significant effect on their hunting prowess in later life.

- E** Earlier this year, Sergio Pellis of Lethbridge University, Canada, reported that there is a strong positive link between brain size and playfulness among mammals in general. Comparing measurements for fifteen orders of mammal, he and his team found larger brains (for a given body size) are linked to greater playfulness. The converse was also found to be true. Robert Barton of Durham University believes that, because large brains are more sensitive to developmental stimuli than smaller brains, they require more play to help mould them for adulthood. "I concluded it's to do with learning, and with the importance of environmental data to the brain during development," he says.
- F** According to Byers, the timing of the playful stage in young animals provides an important clue to what's going on. If you plot the amount of time a juvenile devotes to play each day over the course of its development, you discover a pattern typically associated with a "sensitive period" -a brief development window during which the brain can actually be modified in ways that are not possible earlier or later in life. Think of the relative ease with which young children-but not infants or adults-absorb language. Other researchers have found that play in cats, rats and mice is at its most intense just as this "window of opportunity" reaches its peak.
- G** "People have not paid enough attention to the amount of the brain activated by play," says Marc Bekoff from Colorado University. Bekoff studied coyote pups at play and found that the kind of behavior involved was markedly more variable and unpredictable than that of adults. Such behavior activates many different parts of the brain, he reasons. Bekoff likens it to a behavioral kaleidoscope, with animals at play jumping rapidly between activities. "They use behavior from a lot of different context — predation, aggression, reproduction," he says. "Their developing brain is getting all sorts of stimulation."
- H** Not only is more of the brain involved in play than was suspected, but it also seems to activate higher cognitive processes. "There's enormous cognitive involvement in play," says Bekoff. He points out that play often involves complex assessments of playmates, ideas of reciprocity and the use of specialized signals and rules. He believes that play creates a brain that has greater behavioral flexibility and improved potential for learning later in life. The idea is backed up by the work of Stephen Sivy



of Gettysburg College. Sivi studied how bouts of play affected the brain's levels of a particular chemical associated with the stimulation and growth of nerve cells. He was surprised by the extent of the activation. “Play just lights everything up,” he says. By allowing link-ups between brain areas that might not normally communicate with each other, play may enhance creativity.

- I What might further experimentation suggest about the way children are raised in many societies today? We already know that rat pups denied the chance to play grow smaller brain components and fail to develop the ability to apply social rules when they interact with their peers. With schooling beginning earlier and becoming increasingly exam-orientated, play is likely to get even less of a look-in. Who knows what the result of that will be?

Questions 36 – 40

Look at the following researchers (Questions 36 – 40) and the list of findings below. Match each researcher with the correct finding.

Write the correct letter A – H in boxes 36 – 40 on your answer sheet.

- 36 Robert Barton
- 37 Marc Bekoff
- 38 John Byers
- 39 Sergio Pellis
- 40 Stephen Sivi

List of Findings

- A. There is a link between a specific substance in the brain and playing.
- B. Play provides input concerning physical surroundings.
- C. Varieties of play can be matched to different stages of evolutionary history.
- D. There is a tendency for mammals with smaller brains to play less.
- E. Play is not a form of fitness training for the future.
- F. Some species of larger –brained birds engage in play.
- G. A wide range of activities are combined during play.
- H. Play is a method of teaching survival techniques.

【题目解析】

该题共出现五个人：Robert Barton, Marc Bekoff, John Byers, Sergio Pellis, Stephen Sivi。其中，Robert Barton、Sergio Pellis、Stephen Sivi 仅出现一次。Marc Bekoff 在文中

出现两次，John Byers 出现了三次。

因此，我们先解决出现一次的人名，然后去处理出现两次的人名，最后处理出现三次的人名。在这三个出现一次的人名中，Sergio Pellis 是在文中第一个出现的人名，现在以此为例进行分析讲解。

Sergio Pellis 出现在 E 段的开头：Earlier this year, Sergio Pellis of Lethbridge University, Canada, reported that there is a strong positive link between brain size and playfulness among mammals in general. Comparing measurements for fifteen orders of mammal, he and his team found larger brains (for a given body size) are linked to greater playfulness. The converse was also found to be true.

我们将第一个句子进行简化：首先将时间短语删去，将该人的单位删去。

Sergio Pellis reported that there is a strong positive link between brain size and playfulness among mammals in general.

这里的 positive link 是指正相关，或成正比。size 表示尺寸大小，是指脑袋的大小和玩成正比。如果理解不透彻，可继续往下读两句。而后两句恰恰是对 positive link 的详细解释。由此，回到选项中，进行对应，唯有：D. There is a tendency for mammals with smaller brains to play less. (smaller brains 与 play less 就是对“成正比”的诠释)。选项 A. There is a link between a specific substance in the brain and playing. 是干扰项，因为这里的 link between ... and ... 之间的名词所指不同。

接下来，其余两个出现一次的人名可按这种方式依次做题。最后再解决出现两次的 Marc Bekoff 和出现三次的 John Byers。

Q36. Robert Barton: 用人名定位至 E 段倒数第四行，从此处开始寻找答案。末句引号中的 environment 替换选项 B 中的 physical surroundings，故答案为 B。

Q40. Stephen Sivy: 用人名定位至 H 段倒数第四句，从此处开始寻找答案。倒数第三句中提到的 particular chemical (某种化学物质)，相当于 A 选项中的 specific substance (某种物质)，故答案为 A。

Q37. Marc Becoff: 用人名定位至 G 段首句，从此处开始寻找答案。此句中宾语从句里的 more variable and unpredictable (更加多变和不可预期) 替换 G 选项中的 a wide range (大范围)。故答案为 G。

Q38. John Byers: 用人名定位至 C 段首句，从此处开始寻找答案。次句中说“幼年时的玩耍所获得的耐力增强会在成年后消失”，意即 E 选项中的 not a form of fitness training for future (不是为未来所做的身体锻炼)。故答案为 E。

④ D. 注意事项

1. 每个题目只能和原文的一个观点对应。
2. 有些选项可能会用两次以上。
3. 有些选项可能用不上。
4. 为了干扰考生，题目的顺序与原文的顺序往往相反。



有的放矢：制胜单项选择题和多项选择题 (Multiple choice)

选择题在雅思阅读考试中的比重较大，而雅思阅读选择题的答案中也经常设置一些陷阱和干扰项。雅思阅读选择题出题方式一共有两种：单选与多选。



单项选择题

单项选择题是一个传统题型，大家都很熟悉。即要求从 A、B、C、D 四项中选择一个最符合题意的选项。

◎ A. 题型特点

- a. 尤其注重考查考生对细节的理解；
- b. 四个选项之间的意思差别大；
- c. 正确答案多为原文的同义替换。
- d. 题目的顺序和原文的顺序基本一致。

◎ B. 解题思路

由于上述三个特点，一直以来考生最为熟悉的单选题也给考生带来了困扰。其实一切难题都只不过是“新壶装旧酒”而已，雅思阅读单选题也不例外。

Step 1 阅读题干，划出定位词。

Step 2 定位到原文中的一个段落。

Step 3 从头到尾快速阅读该段落，根据题干中的其他关键词及选项确定正确答案。正确选项常常是原文相关词句的改写。

Step 4 有些题目比较简单，可以直接选择。

Step 5 对于难题，可以用排除法确定正确答案。（本节注意事项会对干扰项的特点进行分析。）

◎ C. 真题演练

Persistent bullying is one of the worst experiences a child can face. How can it be prevented? Peter Smith, Professor of Psychology at the University of Sheffield, directed the Sheffield Anti-Bullying Intervention Project, funded by the Department for Education.

Here He Reports on His Findings.

- A** Bullying can take a variety of forms, from the verbal — being taunted or called hurtful names — to the physical — being kicked or shoved — as well as indirect forms,

such as being excluded from social groups. A survey I conducted with Irene Whitney found that in British primary schools up to a quarter of pupils reported experience of bullying, which in about one in ten cases was persistent. There was less bullying in secondary schools, with about one in twenty-five suffering persistent bullying, but these cases may be particularly recalcitrant.

- B** Bullying is clearly unpleasant, and can make the child experiencing it feel unworthy and depressed. In extreme cases it can even lead to suicide, though this is thankfully rare. Victimised pupils are more likely to experience difficulties with interpersonal relationships as adults, while children who persistently bully are more likely to grow up to be physically violent, and convicted of anti-social offences.
- C** Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often deny the problem. “There is no bullying at this school” has been a common refrain, almost certainly untrue. Fortunately more schools are now saying: “There is not much bullying here, but when it occurs we have a clear policy for dealing with it.”
- D** Three factors are involved in this change. First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain. For example, the Scottish Council for Research in Education produced a package of materials, Action Against Bullying, circulated to all schools in England and Wales as well as in Scotland in summer 1992, with a second pack, Supporting Schools Against Bullying, produced the following year. In Ireland, Guidelines on Countering Bullying Behaviour in Post-Primary Schools was published in 1993. Third, there is evidence that these materials work, and that schools can achieve something. This comes from carefully conducted “before and after” evaluations of interventions in schools, monitored by a research team. In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved. The Sheffield investigation, which involved sixteen primary schools and seven secondary schools, found that most schools succeeded in reducing bullying.
- E** Evidence suggests that a key step is to develop a policy on bullying, saying clearly what is meant by bullying, and giving explicit guidelines on what will be done if it occurs, what records will be kept, who will be informed, what sanctions will be employed. The policy should be developed through consultation, over a period of time — not just imposed from the head teacher’s office! Pupils, parents and staff



should feel they have been involved in the policy, which needs to be disseminated and implemented effectively.

Other actions can be taken to back up the policy. There are ways of dealing with the topic through the curriculum, using video, drama and literature. These are useful for raising awareness, and can best be tied in to early phases of development, while the school is starting to discuss the issue of bullying. They are also useful in renewing the policy for new pupils, or revising it in the light of experience. But curriculum work alone may only have short-term effects; it should be an addition to policy work, not a substitute.

There are also ways of working with individual pupils, or in small groups. Assertiveness training for pupils who are liable to be victims is worthwhile, and certain approaches to group bullying such as “no blame”, can be useful in changing the behaviour of bullying pupils without confronting them directly, although other sanctions may be needed for those who continue with persistent bullying.

Work in the playground is important, too. One helpful step is to train lunchtime supervisors to distinguish bullying from playful fighting, and help them break up conflicts. Another possibility is to improve the playground environment, so that pupils are less likely to be led into bullying from boredom or frustration.

- F** With these developments, schools can expect that and the wider the whole school involvement, the more substantial the results are likely to be. The reduction in bullying — and the consequent improvement in pupil happiness — is surely a worthwhile objective.

Questions 31 – 34

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 31 – 34 on your answer sheet.

- 31 A recent survey found that in British secondary schools
- A. there was more bullying than had previously been the case.
 - B. there was less bullying than in primary schools.
 - C. cases of persistent bullying were very common.
 - D. indirect forms of bullying were particularly difficult to deal with.
- 32 Children who are bullied
- A. are twice as likely to commit suicide as the average person.
 - B. find it more difficult to relate to adults.
 - C. are less likely to be violent in later life.

- D. may have difficulty forming relationships in later life.
- 33 The writer thinks that the declaration “There is no bullying at this school”
- A. is no longer true in many schools.
- B. was not in fact made by many schools.
- C. reflected the school's lack of concern.
- D. reflected a lack of knowledge and resources.
- 34 What were the findings of research carried out in Norway?
- A. Bullying declined by 50% after an anti-bullying campaign.
- B. Twenty-one schools reduced bullying as a result of an anti-bullying campaign.
- C. Two years is the optimum length for an anti-bullying campaign.
- D. Bullying is a less serious problem in Norway than in the UK.

【题目解析】

Questions 31 – 34

题型：CHOICES

我们先以 Q32 来做一些具体分析。

先读题干，通过题干到文中定位，题干中的话加上了引号，说明是引用，发现在文中显而易见，在该段的第三行，很多考生习惯性地看该句的后面，很快遇到了生词 refrain。然后再往下看，看到了 untrue，发现和第一个选项很相像，所以毫不犹豫地选 A。其实选择题里最具干扰的、最具有迷惑性的就是选项和文中的句子长得相似，但这种选项多半是错误答案。而看到 schools deny the problem 的考生立马产生联想，学校一定是缺乏关心，才否认问题，所以立刻选 C，这就是过度推断。雅思阅读只考查字面意义上的同义转换。其实 deny the problems 的前面，出现了很重要的逻辑关系词 as a consequence，这一词组后面接的是结果，前面是原因，题干定位在 as a consequence 的后面，说明这道题是想考查产生这件事的原因，所以答案是这段第一句话的同义改写。

定位到确切的句子，找同义改写 “not much was known about the topic, and little help was available to teachers to deal with bullying”。这句话中出现了两个否定，一是对欺负不了解，二是老师很少能得到帮助来处理欺负事件，符合 D 选项中的否定词 lack 和 knowledge and resources。

接下来我们简单讲解一下其他几题。

31	关键词	secondary schools
	原文定位	A 段尾句：There was less bullying in secondary schools, with about one in twenty-five suffering persistent bullying, but these cases may be particularly recalcitrant.
	题解	原文为在英国的中学，欺负弱生的事件比小学要少一些。B 选项是对原文信息的忠实改写。
	答案	B



(续)

33	关键词	There is no bullying at this school
	原文定位	C 段首句: Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying.
	题解	直接定位引号内内容, 次句内容用来支持段落主题, 本段段落主题为首句, 其中 not much was known 和 little help was available 对应 D 选项中 lack of knowledge and resources。
	答案	D
34	关键词	Norway
	原文定位	D 段倒数第二句: In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved.
	题解	用地名直接定位至 D 段相关句。原文为挪威的 42 所学校中, 干预计划采取之后, 欺凌事件减少了一半。bullying was halved 替换 A 选项中 bullying declined by 50%。
	答案	A

④ D. 注意事项

选择题是国内英语考试, 如四、六级考试等的常见题型。童鞋们总结出“三长一短选最长, 三短一长选最短, 长长短短选二 B, 参差不齐选 4D”的金科玉律、醒世良言。其实单选题无非就是排除干扰项、确定正确答案的过程。那么雅思阅读中的干扰项都有哪些特点呢?

1. 偏离主题

正确选项应与文章主题相符合, 这是做雅思阅读单选题的一条重要指导原则。因此, 那些与主题偏离的选项即使逻辑上再说得通, 也不能成为正确答案, 例:

In order to become more independent, street children may _____ (C4)

- | | |
|------------------------------|--------------------------|
| A. reject paid employment | B. leave their families |
| C. set up their own business | D. employ other children |

该文文章的标题为“Micro-enterprise Credit for Street Youth”。文章的内容在大范围内要与主题相呼应。这道题问的是“为了变得更加独立, 街头儿童可以……”。通过分析四个选项可发现, 选项 A、B 和 D 所述的内容虽然在一定程度上有助于孩子们变得独立, 但都偏离了文章想要“为街头儿童提供小型企业贷款”的主题, 故为错误选项。而选项 C 正好符合文章的主题, 为正确答案。

2. 搭配不当

这类错误选项本身是正确的, 甚至就是文章中所提到的原词原句, 但并不能和题干中的

描述形成符合原文意思的搭配关系，例：

- According to information in the text, intake of nicotine encourages _____. (C3)
- A. blood circulation through the body B. activity of other toxins in the blood
C. formation of blood clots D. an increase of platelets in the blood

考生可以在原文中读到这样的句子：“Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.” 也就是说，选项 A 所述的内容在原文中是出现了的，但其在与原文中是与动词 affect 搭配的，描述的是尼古丁 (nicotine) 以及香烟中的其他毒素对血液循环带来的不利影响，因此选项 A 所述的内容是无法与题干中的 encourages 一词搭配的。对于这种因搭配错误造成与原文意思相悖的选项，要提高警惕，不要被其迷惑。

3. 貌合神离

这类选项中的“貌合”是指其表述的内容和原文基本一致，而“神离”是指选项中可能替换了某个重要的词或词组，使得整个选项和原文的表述或者文章主题发生了偏离，例：

- In the first paragraph the writer makes the point that blind people _____. (C4)
- A. may be interested in studying art
B. can draw outlines of different objects and surfaces
C. can recognize conventions such as perspectives
D. can draw accurately

在这道题中，选项 B 中出现了原文中的名词 outline、objects 和 surfaces，与原文看起来“貌合”。但若仔细分析原文，考生不难发现选项 B 与原文其实是“神离”的：原文说的是“... blind people can appreciate the use of outlines and perspectives to describe the arrangement of objects and other surfaces in space”，是指盲人能够欣赏诸如轮廓和透视一类的图例；而选项 B 中动词 draw（描绘）与这一表述是不符的，为错误的干扰选项。

4. 移花接木

这类选项的特点如下：把文章中提及的一个概念替换成了另外一个概念，造成了“乱花渐欲迷人眼”的效果，例：

- The four divisions _____. (C3)
- A. each employed a staff of 500 clerks
B. each had equal levels of productivity
C. had identical patterns of organization
D. were randomly chosen for the experiment



该题对应的原文内容如下：“The study covered 500 clerical employees in four parallel divisions.”这句话明显指出“500 名员工”是实验所包含的总人数，而选项 A 中却把“500 名员工”说成是每一个 division 所包含的人工数量，是对原文意思进行了“移花接木”，为错误选项。



多项选择题

多项选择题，是区别单项选择四选一的多选多题型。多选多，选项肯定是五个或五个以上，而正确答案的数目肯定在两个以上。

④ A. 题型特点

- 多为五或六项中选出二或三项符合原文内容的。
- 正确答案的数目是已知的。题目要求中常有 WHICH FOUR, WHICH THREE 等字样，要求考生选出几个选项。
- 答案在原文中是集中出现的。

④ B. 解题思路

Step 1 仔细阅读答题指引，尽量找出相关答题信息。

Step 2 按所给问题顺序答题。

Step 3 首先划去例句答案所在部分，紧随其后从上至下开始答题。

Step 4 在问句中找出关键词语。

Step 5 在所给选择答案中找出关键词语。

Step 6 依次将问句及选择答案中的关键词语与文章中的相关词语进行匹配。

Step 7 确定答案。

④ C. 真题演练

READING PASSAGE 2 (C4T4R2)

You should spend about 20 minutes on Questions 14 – 27 which are based on Reading Passage 2 below.

The Nature and Aims of Archaeology

Archaeology is partly the discovery of the treasures of the past, partly the careful work of the scientific analyst, partly the exercise of the creative imagination. It is toiling in the sun on an excavation in the Middle East, it is working with living Inuit in the snows of Alaska, and it is investigating the sewers of Roman Britain. But it is also the painstaking task of interpretation, so that we come to understand what these things mean for the human story. And it is the conservation of the world's cultural heritage against looting and careless harm.

Archaeology, then, is both a physical activity out in the field, and an intellectual pursuit in the study or laboratory. That is part of its great attraction. The rich mixture of danger and detective work has also made it the perfect vehicle for fiction writers and film-makers, from Agatha Christie with *Murder in Mesopotamia* to Stephen Spielberg with *Indiana Jones*. However far from reality such portrayals are, they capture the essential truth that archaeology is an exciting quest — the quest for knowledge about ourselves and our past.

But now does archaeology relate to disciplines such as anthropology and history, that are also concerned with the human story? Is archaeology itself a science? And what are the responsibilities of the archaeologist in today's world?

Anthropology, at its broadest, is the study of humanity — our physical characteristics as animals and our unique non-biological characteristics that we call culture. Culture in this sense includes what the anthropologist, Edward Tylor, summarised in 1871 as “knowledge, belief, art, morals, custom and any other capabilities and habits acquired by man as a member of society”. Anthropologists also use the term “culture” in a more restricted sense when they refer to the “culture” of a particular society, meaning the non-biological characteristics unique to that society, which distinguish it from other societies. Anthropology is thus a broad discipline — so broad that it is generally broken down into three smaller disciplines: physical anthropology, cultural anthropology and archaeology.

Physical anthropology, or biological anthropology as it is also called, concerns the study of human biological or physical characteristics and how they evolved. Cultural anthropology — or social anthropology — analyses human culture and society. Two of its branches are ethnography (the study at first hand of individual living cultures) and ethnology (which sets out to compare cultures using ethnographic evidence to derive general principles about human society).

Archaeology is the “past tense of cultural anthropology”. Whereas cultural anthropologists will often base their conclusions on the experience of living within contemporary communities, archaeologists study past societies primarily through their material remains—the buildings, tools, and other artifacts that constitute what is known as the material culture left over from former societies.

Nevertheless, one of the most important tasks for the archaeologist today is to know how to interpret material culture in human terms. How were those pots used? Why are



some dwellings round and others square? Here the methods of archaeology and ethnography overlap. Archaeologists in recent decades have developed “ethno archaeology”, where, like ethnographers, they live among contemporary communities, but with the specific purpose of learning how such societies use material culture — how they make their tools and weapons, why they build their settlements where they do, and so on. Moreover, archaeology has an active role to play in the field of conservation. Heritage studies constitutes a developing field, where it is realised that the world’s cultural heritage is a diminishing resource which holds different meanings for different people.

If, then, archaeology deals with the past, in what way does it differ from history? In the broadest sense, just as archaeology is an aspect of anthropology, so too is it a part of history — where we mean the whole history of humankind from its beginnings over three million years ago. Indeed, for more than ninety-nine per cent of that huge span of time, archaeology-the study of past material culture — is the only significant source of information. Conventional historical sources begin only with the introduction of written records around 3,000 BC in western Asia, and much later in most other parts of the world.

A commonly drawn distinction is between pre-history, i. e. the period before written records -and history in the narrow sense, meaning the study of the past using written evidence. To archaeology, which studies all cultures and periods, whether with or without writing, the distinction between history and pre-history is a convenient dividing line that recognises the importance of the written word, but in no way lessens the importance of the useful information contained in oral histories.

Since the aim of archaeology is the understanding of humankind, it is a humanistic study, and since it deals with the human past, it is a historical discipline. But it differs from the study of written history in a fundamental way. The material the archaeologist finds does not tell us directly what to think. Historical records make statements, offer opinions and pass judgements. The objects the archaeologists discover, on the other hand, tell us nothing directly in themselves. In this respect, the practice of the archaeologist is rather like that of the scientist, who collects data, conducts experiments, formulates a hypothesis, tests the hypothesis against more data, and then, in conclusion, devises a model that seems best to summarise the pattern observed in the data. The archaeologist has to develop a picture of the past, just as the scientist has to develop a coherent view of the natural world.

Questions 20 and 21

Choose **TWO** letters A-E.

Write your answers in boxes 20 and 21 on your answer sheet.

The list below gives some statements about anthropology.

Which **TWO** statements are mentioned by the writer of the text?

- A. It is important for government planners.
- B. It is a continually growing field of study.
- C. It often involves long periods of fieldwork.
- D. It is subdivided for study purposes.
- E. It studies human evolutionary patterns.

【题目解析】

其实多选题并没有想象的那么难，可以把多选题的每一个选项都转化为一个 True/False/Not Given 题来做。做完之后，所有选 True 的选项便是应该选择的正确答案。

因此我们可以把本题的五个选项看作五个 T/F/NG 题，然后去解答这些 T/F/NG 题。因为 T/F/NG 往往是大家练习得很多、现存的技巧很多、特别具有“定位 + 做题”特色的题，所以大家做起来会觉得轻车熟路。直接划出每个选项中的关键词，如 government planners、growing field、fieldwork、subdivide、evolutionary patterns。接下来用这些词去定位，会发现只有 D 和 E 是 true，其他的都是 NG，所以正确答案就是 DE。

④ D. 注意事项

多选题有下列情况：

1. All of the above ... (上述全部)
2. Either A or B or C or above ... (或者上面的 A 或 B 或 C)
3. It depends on ... (视……而定)

如果出现上述三种情况，就要对所有的选择答案进行分析对比。

六、一箭 N 雕：瓦解填空题 (Completion)

雅思阅读填空类是雅思的特色题型之一。根据出题形式的不同，填空类题型可以分为 Summary (段落摘要)、Sentence Completion (句子填空题)、Table Completion (表格题)/Flow Chart (流程图)/Diagram Labelling (原理题) 等三大题型。这些题型的出题思路大同小异，一旦掌握了这些题目的共性，做题就会变得易如反掌。

摘要填空题 (Summary)

雅思阅读 Summary 填空题考查考生快速准确理解阅读文章的主旨的能力，也考查考生对定位、同义转化以及语义间逻辑关系的灵敏度。题目是一小段文字，是原文或原文中的几



个段落主要内容的缩写或改写，称之为摘要。摘要中有几个空白部分要求考生填空。这类题在 A 类和 G 类考试中出现的频率一般都是每两次考一次，每次考一组，共五题左右。

◎ A. 题型特点

- 题型形式分为单词填空式和单词选择式（后者提供词库）。
- 摘要可分为全文摘要（8~10 题）和部分段落摘要（涉及 2~3 段，5~6 题）。
- 部分题目要求中会指出来自原文哪些段落，大部分并不指出来自原文的哪些段落。

◎ B. 解题思路

Step 1 利用例句确定答案在文章中的位置，缩小搜索答案的范围。

Step 2 快速扫描填空文章，了解其大致含义。

Step 3 查看填空前后的词语及该填空所在句子，并理解其含义。

Step 4 预测所给单词表中单词的词性（注意介词搭配与冠词搭配）。

Step 5 根据顺序原则在空格前后找定位关键词回原文定位。

Step 6 运用语法及词汇知识确定答案。

Step 7 检测答案的正确性。

◎ C. 真题演练

READING PASSAGE 1 (C5T1R1)

You should spend about 20 minutes on Questions 1 – 13, which are based on Reading Passage 1 below.

Johnson's Dictionary

For the century before Johnson's *Dictionary* was published in 1775, there had been concern about the state of the English language. There was no standard way of speaking or writing and no agreement as to the best way of bringing some order to the chaos of English spelling. Dr Johnson provided the solution.

There had, of course, been dictionaries in the past, the first of these being a little book of some 120 pages, compiled by a certain Robert Cawdray published in 1604 under the title *A Table Alphabetical*! “of hard usual English words”. Like the various dictionaries that came after it during the seventeenth century, Cawdray's tended to concentrate on “scholarly” words; one function of the dictionary was to enable its student to convey an impression of fine learning.

Beyond the practical need to make order out of chaos, the rise of dictionaries is associated with the rise of the English middle class, who were anxious to define and circumscribe the various worlds to conquer — lexical as well as social and commercial.

It is highly appropriate that Dr Samuel Johnson, the very model of an eighteenth-century literary man, as famous in his own time as in ours, should have published his *Dictionary* at the very beginning of the heyday of the middle class.

Johnson was a poet and critic who raised common sense to the heights of genius. His approach to the problems that had worried writers throughout the late seventeenth and early eighteenth centuries was intensely practical. Up until his time, the task of producing a dictionary on such a large scale had seemed impossible without the establishment of an academy to make decisions about right and wrong usage. Johnson decided he did not need an academy to settle arguments about language; he would write a dictionary himself; and he would do it single-handed. Johnson signed the contract for the *Dictionary* with the bookseller Robert Dosley at a breakfast held at the Golden Anchor Inn near Holborn Bar on 18 June 1764. He was to be paid £1,575 in instalments, and from this he took money to rent 17 Gough Square, in which he set up his "dictionary workshop".

James Boswell, his biographer described the garret where Johnson worked as "fitted up like a counting house" with a long desk running down the middle at which the copying clerks would work standing up.

Johnson himself was stationed on a rickety chair at an "old crazy deal table" surrounded by a chaos of borrowed books. He was also helped by six assistants, two of whom died whilst the *Dictionary* was still in preparation.

The work was immense; filling about eighty large notebooks (and without a library to hand). Johnson wrote the definitions of over 40,000 words, and illustrated their many meanings with some 114,000 quotations drawn from English writing on every subject, from the Elizabethans to his own time. He did not expect to achieve complete originality. Working to a deadline, he had to draw on the best of all previous dictionaries, and to make his work one of heroic synthesis. In fact it was very much more. Unlike his predecessors, Johnson treated English very practically, as a living language, with many different shades of meaning. He adopted his definitions on the principle of English common law — according to precedent. After its publication, his *Dictionary* was not seriously rivaled for over a century.

After many vicissitudes the *Dictionary* was finally published on 15 April 1775. It was instantly recognised as a landmark throughout Europe. "This very noble work," wrote the leading Italian lexicographer will be a perpetual monument of Fame to the Author and



Honour to his own Country in particular, and a general Benefit to the republic of Letters throughout Europe. 'The fact that Johnson had taken on the Academies of Europe and matched them (everyone knew that forty French academics had taken forty years to produce the first French national dictionary) was cause for much English celebration.

Johnson had worked for nine years, “with little assistance of the learned, and without any patronage of the great not in the soft obscurities of retirement, or under the shelter of academic bowers, but amidst inconvenience and distraction, in sickness and in sorrow”. For all its faults and eccentricities his two-volume work is a masterpiece and a landmark, in his own words, “setting the orthography displaying the analogy, regulating the structures, and ascertaining the significations of English words”. It is the cornerstone of Standard English, an achievement which, in James Boswell's words, “conferred stability on the language of his country”.

The *Dictionary*, together with his other writing, made Johnson famous and so well esteemed that his friends were able to prevail upon King George III to offer him a pension. From then on, he was to become the Johnson of folklore.

Questions 4 – 7

Complete the summary.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 4 – 7 on your answer sheet.

In 1764 Dr Johnson accepted the contract to produce a dictionary. Having rented a garret, he took on a number of 4, who stood at a long central desk. Johnson did not have a 5 available to him, but eventually produced definitions of in excess of 40,000 words written down in 80 large notebooks. On publication, the *Dictionary* was immediately hailed in many European countries as a landmark. According to his biographer, James Boswell, Johnson's principal achievement was to bring 6 to the English language. As a reward for his hard work, he was granted a 7 by the king.

【题目解析】

我们按照顺序来看一下这道 Summary。

Q4: 根据预测，空格处应填复数名词，再根据后面的定语从句，再次精确到填表示人的复数名词。很多考生回原文找到 assistants。的确，assistants 看似符合我们的预测，但是却忽略了定语从句中的关键限制性的词组 stood at a long desk。所以根据这个限定，回原文找到对应的 the copying clerks would work standing up。因此正确答案是

copying clerks 或 clerks。

Q5: 根据特殊定位词 40,000 和 80, 直接回到原文锁定定位句, 然后通过预测判断出空格处所填的答案是一名词, 而且离空格较近的地方有表示否定的概念 “did not have”, 因此找到数字定位词后看定位句中是否有提到 Johnson 没有什么。根据原文中的 without a library to hand, 可以推断出所填的答案应是 library。

Q6: 这一题中的定位词很容易定位到人名 James Boswell, 再加上另一个独特的名词 principal achievement, 能较快锁定到倒数第二段的尾句 “It is the cornerstone of Standard English, an achievement which, in James Boswell's words, ‘conferred stability on the language of his country’.” 然后根据语法属性的预测, 得知所填的空做 bring 的宾语, 所以找到给英语语言带来什么就能迎刃而解了, 即 stability。

Q7: 根据独特定位词 king 回原文中锁定到最后一段第一句 “... King George III to offer him a pension”。Offer 与题中的 grant 同义, 所以尽管语态不一致, 但句意还是一致的。答案应填 offer 的宾语, 即 pension。

④ D. 注意事项

1. 题目的顺序和原文的顺序基本一致。
2. 注意字数要求, 如 use one or two words 等。
3. 若要求从原文选词, 越是生词, 越可能是答案。
4. 若要求自己写词, 答案绝大部分是原文原词。



句子填空题 (Sentence completion)

句子填空题就是在一个完整的句子中隐去若干个单词, 要求考生根据原文中的信息将所缺单词补充完整。A 类考试每次必考, 一组大约三到五个左右; G 类平均每两次出现一组, 也是大约三个左右。

④ A. 题型特点

- a. summary 与 short questions 的结合体。
- b. 考查细节内容。
- c. 题目基本上都是对原文的同义改写。
- d. 所有答案均来自于原文。
- e. 所有题目均有字数限制, 以 no more than two/three/four words; one or two words; use a maximum of two words 等的形式出现。
- f. 题目的顺序与原文的顺序一致。

④ B. 解题思路

Step 1 应首先明确题目要求中题目所在文章中的范围、答案的字数限制。

Step 2 精读题目, 划出定位词。



Step 3 判断空格处应填词的词性。

Step 4 识别所填词与题目中其他词之间的关系：等义关系、上下义关系、并列关系等。

Step 5 根据定位词回原文查找相关答案信息。

Step 6 结合答案信息及之前对答案词性的预判，确定题目的最终答案。

④ C. 真题演练 (C5T4R3)

READING PASSAGE 3

You should spend about 20 minutes on Questions 27 – 40, which are based on Reading Passage 5 below.

The Effects of Light on Plant and Animal Species

Light is important to organisms for two different reasons. Firstly it is used as a cue for the timing of daily and seasonal rhythms in both plants and animals, and secondly it is used to assist growth in plants.

Breeding in most organisms occurs during a part of the year only, and so a reliable cue is needed to trigger breeding behaviour. Day length is an excellent cue, because it provides a perfectly predictable pattern of change within the year. In the temperate zone in spring, temperatures fluctuate greatly from day to day, but day length increases steadily by a predictable amount. The seasonal impact of day length on physiological responses is called *photoperiodism*, and the amount of experimental evidence for this phenomenon is considerable. For example, some species of birds' breeding can be induced even in midwinter simply by increasing day length artificially (Wolfson 1964). Other examples of photoperiodism occur in plants. A *short-day plant* flowers when the day is less than a certain critical length. A *long-day plant* flowers after a certain critical day length is exceeded. In both cases the critical day length differs from species to species. Plants which flower after a period of vegetative growth, regardless of photoperiod, are known as *day-neutral plants*.

Breeding seasons in animals such as birds have evolved to occupy the part of the year in which offspring have the greatest chances of survival. Before the breeding season begins, food reserves must be built up to support the energy cost of reproduction, and to provide for young birds both when they are in the nest and after fledging. Thus many temperate-zone birds use the increasing day lengths in spring as a cue to begin the nesting cycle, because this is a point when adequate food resources will be assured.

The adaptive significance of photoperiodism in plants is also clear. Short-day plants

that flower in spring in the temperate zone are adapted to maximising seedling growth during the growing season. Long-day plants are adapted for situations that require fertilization by insects, or a long period of seed ripening. Short-day plants that flower in the autumn in the temperate zone are able to build up food reserves over the growing season and over winter as seeds. Day-neutral plants have an evolutionary advantage when the connection between the favourable period for reproduction and day length is much less certain. For example, desert annuals germinate, flower and seed whenever suitable rainfall occurs, regardless of the day length.

The breeding season of some plants can be delayed to extraordinary lengths. Bamboos are perennial grasses that remain in a vegetative state for many years and then suddenly flower, fruit and die (Evans 1976). Every bamboo of the species *Chusquea abietifolia* on the island of Jamaica flowered, set seed and died during 1884. The next generation of bamboo flowered and died between 1916 and 1918, which suggests a vegetative cycle of about 31 years. The climatic trigger for this flowering cycle is not yet known, but the adaptive significance is clear. The simultaneous production of masses of bamboo seeds (in some cases lying 12 to 15 centimetres deep on the ground) is more than all the seed-eating animals can cope with at the time, so that some seeds escape being eaten and grow up to form the next generation (Evans 1976).

The second reason light is important to organisms is that it is essential for *photosynthesis*. This is the process by which plants use energy from the sun to convert carbon from soil or water into organic material for growth. The rate of photosynthesis in a plant can be measured by calculating the rate of its uptake of carbon. There is a wide range of photosynthetic responses of plants to variations in light intensity. Some plants reach maximal photosynthesis at one-quarter full sunlight, and others, like sugarcane, never reach a maximum, but continue to increase photosynthesis rate as light intensity rises.

Plants in general can be divided into two groups: *shade-tolerant* species and *shade-intolerant* species. This classification is commonly used in forestry and horticulture. Shade-tolerant plants have lower photosynthetic rates and hence have lower growth rates than those of shade-intolerant species. Plant species become adapted to living in a certain kind of habitat, and in the process evolve a series of characteristics that prevent them from occupying other habitats. Grime (1966) suggests that light may be one of the major components directing these adaptations. For example, eastern hemlock seedlings are shade-tolerant. They can survive in the forest understorey under very low light levels because they have a low photosynthetic rate.



Questions 34 – 40

Complete the sentences.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes 34 – 40 on your answer sheet.

- 34 Day length is a useful cue for breeding in areas where _____ are unpredictable.
- 35 Plants which do not respond to light levels are referred to as _____.
- 36 Birds in temperate climates associate longer days with nesting and the availability of _____.
- 37 Plants that flower when days are long often depend on _____ to help them reproduce.
- 38 Desert annuals respond to _____ as a signal for reproduction.
- 39 There is no limit to the photosynthetic rate in plants such as _____.
- 40 Tolerance to shade is one criterion for the _____ of plants in forestry and horticulture.

【题目解析】

通过阅读题目要求会发现答案的字数最多不能超过三个单词。选择题目的定位词，并根据语法知识预判答案的词性。然后根据定位词回原文定位答案信息，并最终确定答案。

34	关键词	day length/cue
	词性预测	根据空格后的 are 可预判答案的词性为可数名词的复数形式。
	原文定位	第二段第三句: In the temperate zone in spring, temperatures fluctuate greatly from day to day, but day length increases steadily by a predictable amount.
	题解	该句中含有转折词 but, 表明 but 前后的内容是相反的意思, but 后面出现的单词 predictable 与题干中的单词 unpredictable 意思正好相反。据此可以推测, 该题的答案出现在 but 之前, 又根据该题答案应为可数名词的复数形式, 可以判断出本题的答案是 temperatures。
	答案	temperatures
35	关键词	plants/light levels
	词性预测	根据句中的 plants、are 以及句子结构可预判答案的词性为可数名词的复数形式。
	原文定位	Plants which flower after a period of vegetative growth, regardless of photoperiod, are known as <i>day-neutral plants</i> .
	题解	原文中 plants 对应题干中的 plants, regardless of photoperiod 对应题干中的 do not respond to light levels, are known as 对应题干中的 are referred to as, 再结合答案应为可数名词复数形式的单词这一点, 可以判断出本题的答案是 day-neutral plants。
	答案	day-neutral plants

(续)

36	关键词	birds/longer days/nesting
	词性预测	根据空格前的介词 of 可预判答案的词性为名词或动名词。
	原文定位	第三段尾句: Thus many temperate-zone birds use the increasing day lengths in spring as a cue to begin the nesting cycle, because this is a point when adequate food resources will be assured.
	题解	其中 many temperate-zone birds 对应题干中的 birds in temperate climates, increasing day lengths 对应题干中的 longer days, nesting cycle 对应题干中的 nesting, will be assured 对应题干中的 availability, 再结合答案应为名词, 可以判断出本题的答案是 adequate food resources。
	答案	adequate food resources
37	关键词	plants/reproduce
	词性预测	根据空格前的介词 on 可预判答案的词性为名词或动名词。
	原文定位	第四段第三句 Long-day plants are adapted for situations that require fertilization by insects, or a long period of seed ripening.
	题解	原文中 long-day plants 对应题干中的 plants that flower when days are long, fertilization 对应题干中的 reproduce, by 对应题干中的 depend on。这样一来, 答案应该出现在原文这句话中逗号前面的部分, 且应为名词或动名词。因此题目的答案是 insects。
	答案	insects
38	关键词	desert annuals/reproduction
	词性预测	根据空格前的介词 to 可预判答案的词性为名词或动名词。
	原文定位	第四段尾句: For example, desert annuals germinate, flower and seed whenever suitable rainfall occurs, regardless of the day length.
	题解	其中 desert annuals 对应题干中的 desert annuals, “germinate, flower and seed” 对应题干中的 reproduction, 而 regardless of 与题干中的 respond to 的意思相反, 因此其后的 day length 不是本题的答案, 此时答案只能来自 whenever suitable rainfall occurs, 再结合答案应为名词或动名词这一点, 可以判断出题目的答案是 suitable rainfall。
	答案	suitable rainfall
39	关键词	photosynthetic rate/plants
	词性预测	根据句子结构和空格前的 such as 可预判答案的词性为名词, 单复数均有可能。
	原文定位	倒数第二段尾句: Some plants reach maximal photosynthesis at one-quarter full sunlight, and others, like sugarcane, never reach a maximum, but continue to increase photosynthesis rate as light intensity rises.



(续)

39	题解	原文中 others (指 other plants) 对应题干中的 plants, never reach a maximum 对应题干中的 there is no limit, photosynthesis rate 对应题干中的 photosynthetic rate, like 对应题干中的 such as, 又因为答案应为句中的名词, 考生可以判断出本题的答案是 sugarcane。
	答案	sugarcane
40	关键词	forestry/horticulture
	词性预测	根据空格前的定冠词 the 可预判答案的词性为名词。
	原文定位	尾段首句: Plants in general can be divided into two groups: shade-tolerant species and shade-intolerant species. 第二句: This classification is commonly used in forestry and horticulture.
	题解	原文中 plants 对应题干中的 plants, shade-tolerant 和 shade-intolerant 对应题干中的 tolerance to shade, is commonly used in 对应题干中的 is one criterion for, forestry and horticulture 对应题干中的 forestry and horticulture, 再结合答案应为句中的名词这一点, 可以判断出题目的答案是 classification。
	答案	classification

◎ D. 注意事项

1. 所填答案必须符合语法。
2. 答案的字数必须符合字数要求。
3. 答案绝大部分是名词短语。
4. 答案字数不会很长。



图表填空题 (table/flow chart/diagram)

图表题也是雅思考试的特色题型之一, 根据阅读文章所给出的信息, 填补图表内所缺失的内容。它又分成三种类型, 即统计表 (Table), 原理图 (Diagram), 流程图 (Flow Chart)。这种题型, A 类和 G 类一般都是每次必考, 共五题左右。

在“可能被你忽视的图表逻辑结构”中, 我们已经对图表题进行了详细的剖析。在这里对图表题进行更深一步的补充讲解。

◎ A. 题型特点

- a. 题目中有一个图表或一个表格, 一般没有选项可供选择。
- b. 所填的内容一般分为时间、事件及人物; 数字及排位; 物体的构成及功能; 流程图; 抽象名词等。
- c. 所填内容五花八门, 但一般都比较容易。

► B. 解题思路

Step 1 详细查看答题指引，以确定图表为何种信息。

Step 2 查看图表题目栏中词语及数字符号。

Step 3 根据图表结构和内部关系找出图表题目中的关键词。

Step 4 仔细阅读对应词所在的句子，确定正确答案。

► C. 真题演练 (C8T1R1)

READING PASSAGE 1

You should spend about 20 minutes on Questions 1 – 13, which are based on Reading Passage 1 below.



A Chronicle of Timekeeping

Our conception of time depends on the way we measure it

- A** According to archaeological evidence, at least 5,000 years ago, and long before the advent of the Roman Empire, the Babylonians began to measure time, introducing calendars to co-ordinate communal activities, to plan the shipment of goods and, in particular, to regulate planting and harvesting. They based their calendars on three natural cycles: the solar day, marked by the successive periods of light and darkness as the earth rotates on its axis; the lunar month, following the phases of the moon as it orbits the earth; and the solar year, defined by the changing seasons that accompany our planet's revolution around the sun.
- B** Before the invention of artificial light, the moon had greater social impact. And, for those living near the equator in particular, its waxing and waning was more conspicuous than the passing of the seasons. Hence, the calendars that were developed at the lower latitudes were influenced more by the lunar cycle than by the solar year. In more northern climes, however, where seasonal agriculture was practised,



the solar year became more crucial. As the Roman Empire expanded northward, it organised its activity chart for the most part around the solar year.

- C** Centuries before the Roman Empire, the Egyptians had formulated a municipal calendar having 12 months of 30 days, with five days added to approximate the solar year. Each period of ten days was marked by the appearance of special groups of stars called decans. At the rise of the star Sirius just before sunrise, which occurred around the all-important annual flooding of the Nile, 12 decans could be seen spanning the heavens. The cosmic significance the Egyptians placed in the 12 decans led them to develop a system in which each interval of darkness (and later, each interval of daylight) was divided into a dozen equal parts. These periods became known as temporal hours because their duration varied according to the changing length of days and nights with the passing of the seasons. Summer hours were long, winter ones short; only at the spring and autumn equinoxes were the hours of daylight and darkness equal. Temporal hours, which were first adopted by the Greeks and then the Romans, who disseminated them through Europe, remained in use for more than 2,500 years.
- D** In order to track temporal hours during the day, inventors created sundials, which indicate time by the length or direction of the sun's shadow. The sundial's counterpart, the water clock, was designed to measure temporal hours at night. One of the first water clocks was a basin with a small hole near the bottom through which the water dripped out. The falling water level denoted the passing hour as it dipped below hour lines inscribed on the inner surface. Although these devices performed satisfactorily around the Mediterranean, they could not always be depended on in the cloudy and often freezing weather of northern Europe.
- E** The advent of the mechanical clock meant that although it could be adjusted to maintain temporal hours, it was naturally suited to keeping equal ones. With these, however, arose the question of when to begin counting, and so, in the early 14th century, a number of systems evolved. The schemes that divided the day into 24 equal parts varied according to the start of the count: Italian hours began at sunset, Babylonian hours at sunrise, astronomical hours at midday and “great clock” hours, used for some large public clocks in Germany, at midnight. Eventually these were superseded by “small clock”, or French, hours, which split the day into two 12-hour periods commencing at midnight.

- F** The earliest recorded weight — driven mechanical clock was built in 1283 in Bedfordshire in England. The revolutionary aspect of this new timekeeper was neither the descending weight that provided its motive force nor the gear wheels (which had been around for at least 1,300 years) that transferred the power; it was the part called the escapement. In the early 1400s came the invention of the coiled spring or fusee which maintained constant force to the gear wheels of the timekeeper despite the changing tension of its mainspring. By the 16th century, a pendulum clock had been devised, but the pendulum swung in a large arc and thus was not very efficient.
- G** To address this, a variation on the original escapement was invented in 1670, in England. It was called the anchor escapement, which was a lever-based device shaped like a ship's anchor. The motion of a pendulum rocks this device so that it catches and then releases each tooth of the escape wheel, in turn allowing it to turn a precise amount. Unlike the original form used in early pendulum clocks, the anchor escapement permitted the pendulum to travel in a very small arc. Moreover, this invention allowed the use of a long pendulum which could beat once a second and thus led to the development of a new floorstanding case design, which became known as the grandfather clock.
- H** Today, highly accurate timekeeping instruments set the beat for most electronic devices. Nearly all computers contain a quartz-crystal clock to regulate their operation. Moreover, not only do time signals beamed down from Global Positioning System satellites calibrate the functions of precision navigation equipment, they do so as well for mobile phones, instant stock-trading systems and nationwide power-distribution grids. So integral have these time-based technologies become to day-to-day existence that our dependency on them is recognised only when they fail to work.

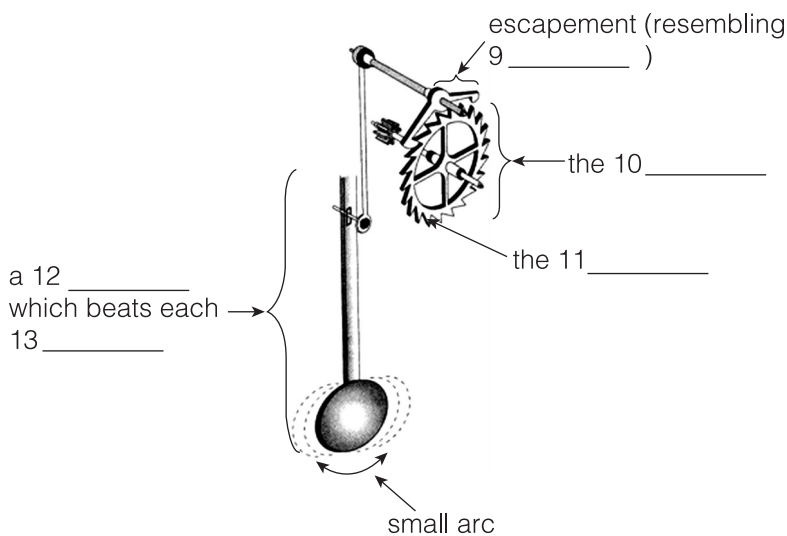
Questions 9 – 13

Label the diagram below.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer. Write your answers in boxes 9 – 13 on your answer sheet.*



How the 1670 lever-based device worked

【题目解析】

Questions 9–13

题型：DIAGRAM

解析：从原文中选择原词填空。

9	关键词	escapement/resembling
	词性预测	根据空格前的 resembling 可预判答案的词性为名词。
	原文定位	G 段第二句：It was called the anchor escapement, which was a lever-based device shaped like a ship's anchor.
	题解	需要找的是“像” escapement 的对象，仔细阅读全文不难发现 resemble 对应 G 段第二句的 shaped like，所以可以确认答案是 (ship's) anchor 或者 (an/the) anchor。
	答案	(ship's) anchor/ (an/the) anchor
10	关键词	the
	词性预测	根据空格前的定冠词 the 可预判答案的词性为名词。
	原文定位	G 段第三句：The motion of a pendulum rocks this device so that it catches and then releases each tooth of the escape wheel, in turn allowing it to turn a precise amount.
	题解	而且根据图形所指可知应该是齿轮类的名词。通过阅读可将答案定位到 G 段第三句话中的 tooth of the escape wheel，所以答案是 (escape) wheel。
	答案	(escape) wheel

(续)

11	关键词	the
	词性预测	根据空格前的定冠词 the 可预判答案的词性为名词。
	原文定位	G 段第三句: The motion of a pendulum rocks this device so that it catches and then releases each tooth of the escape wheel, in turn allowing it to turn a precise amount.
	题解	而且根据图形中箭头所指可知应该是齿轮的齿, 因此答案找到了 G 段第三句话中的 tooth of the escape wheel, 所以答案是tooth。
	答案	tooth
12	关键词	a/beats
	词性预测	根据空格前的不定冠词 a 可预判答案的词性为名词。
	原文定位	G 段尾句: Moreover, this invention allowed the use of a long pendulum which could beat once a second and thus led to the development of a new floorstanding case design, which became known as the grandfather clock.
	题解	根据图形所指可知应该是长摆, 因此答案可定位到 G 段尾句中的 a 和 beat, 所以答案是(long) pendulum。
	答案	(long) pendulum
13	关键词	beats/each
	词性预测	根据空格前的 each 可预判答案的词性为名词。
	原文定位	G 段尾句: Moreover, this invention allowed the use of a long pendulum which could beat once a second and thus led to the development of a new floorstanding case design, which became known as the grandfather clock.
	题解	beat once a 等同于 beat each, 所以答案可以直接找到, 为 second。
	答案	second

④ D. 注意事项

1. 注意题目要求中是否有数字限制。
2. 注意题目中是否给出了阅读范围。
3. 注意字母大小写、单复数和数字的单位。
4. 绝大多数的答案是原文原词, 而且是原文中连续的几个词。
5. 图表中出现的信息 (如小标题、文字、说明等) 都是定位答案信息的重要依据。

Knowing is not enough; we must apply. Wishing is not enough; we must do.

仅限于知道是不够的, 我们必须去实践; 单纯的希望是不够的, 我们必须去行动。



【牛刀小试】(提供2篇练习)

一刀斩

READING PASSAGE 1

You should spend about 20 minutes on Questions 1 – 13, which are based on Reading Passage 1 on the following pages.

Questions 1 – 7

Reading Passage 1 has seven paragraphs, A – G.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, i-x, in boxes 1 – 7 on your answer sheet.

List of Headings

- i Not all doctors are persuaded
- ii Choosing the best offers
- iii Who is responsible for the increase in promotions?
- iv Fighting the drug companies
- v An example of what doctors expect from drug companies
- vi Gifts include financial incentives
- vii Research shows that promotion works
- viii The high costs of research
- ix The positive side of drugs promotion
- x Who really pays for doctors' free gifts?

- 1 Paragraph A _____
- 2 Paragraph B _____
- 3 Paragraph C _____
- 4 Paragraph D _____
- 5 Paragraph E _____
- 6 Paragraph F _____
- 7 Paragraph G _____

Doctoring Sales

Pharmaceuticals is one of the most profitable industries in North America. But do the drugs industry's sales and marketing strategies go too far?

Doctoring sales

Pharmaceuticals is one of the most profitable industries in North America. But do the drugs industry's sales and marketing strategies go too far?

- A** A few months ago Kim Schaefer, sales representative of a major global pharmaceutical company, walked into a medical center in New York to bring information and free samples of her company's latest products. That day she was Lucky—a doctor was available to see her. "The last rep offered me a trip to Florida. What do you have?" the physician asked. He was only half joking.
- B** What was on offer that day was a pair of tickets for a New York musical. But on any given day, what Schaefer can offer is typical for today's drugs rep—a car trunk full of promotional gifts and gadgets, a budget that could buy lunches and dinners for a small country, hundreds of free drug samples and the freedom to give a physician \$200 to prescribe her new product to the next six patients who fit the drug's profile. And she also has a few \$1,000 honoraria to offer in exchange for doctors' attendance at her company's next educational lecture.
- C** Selling pharmaceuticals is a daily exercise in ethical judgement. Salespeople like Schaefer walk the line between the common practice of buying a prospect's time with a free meal, and bribing doctors to prescribe their drugs. They work in an industry highly criticized for its sales and marketing practices, but find themselves in the middle of the age-old chicken-or-egg question—businesses won't use strategies that don't work, so are doctors to blame for the escalating extravagance of pharmaceutical marketing? Or is it the industry's responsibility to decide the boundaries?
- D** The explosion in the sheer number of salespeople in the field—and the amount of funding used to promote their causes—forces close examination of the pressures, influences and relationships between drug reps and doctors. Salespeople provide much-needed information and education to physicians. In many cases the glossy brochures, article reprints and prescriptions they deliver are primary sources of drug education for healthcare givers. With the huge investment the industry has placed in face-to-face selling, salespeople have essentially become specialists in one drug or group of drugs—a tremendous advantage in getting the attention of busy doctors in need of quick information.



- E** But the sales push rarely stops in the office. The flashy brochures and pamphlets left by the sales reps are often followed up with meals at expensive restaurants, meetings in warm and sunny places, and an inundation of promotional gadgets. Rarely do patients watch a doctor write with a pen that isn't emblazoned with a drug's name, or see a nurse use a tablet not bearing a pharmaceutical company's logo. Millions of dollars are spent by pharmaceutical companies on promotional products like coffee mugs, shirts, umbrellas, and golf balls. Money well spent? It's hard to tell. "I've been the recipient of golf balls from one company and I use them, but it doesn't make me prescribe their medicine," says one doctor. "I tend to think I'm not influenced by what they give me."
- F** Free samples of new and expensive drugs might be the single most effective way of getting doctors and patients to become loyal to a product. Salespeople hand out hundreds of dollars' worth of samples each week—\$7.2 billion worth of them in one year. Though few comprehensive studies have been conducted, one by the University of Washington investigated how drug sample availability affected what physicians prescribe. A total of 131 doctors self-reported their prescribing patterns—the conclusion was that the availability of samples led them to dispense and prescribe drugs that differed from their preferred drug choice.
- G** The bottom line is that pharmaceutical companies as a whole invest more in marketing than they do in research and development. And patients are the ones who pay—in the form of sky-rocketing prescription prices—for every pen that's handed out, every free theatre ticket, and every steak dinner eaten. In the end the fact remains that pharmaceutical companies have every right to make a profit and will continue to find new ways to increase sales. But as the medical world continues to grapple with what's acceptable and what's not, it is clear that companies must continue to be heavily scrutinized for their sales and marketing strategies.

Question 8 – 13

*Do the following statements agree with the views of the writer in Reading Passage 1?
In boxes 8 – 13 on your answer sheet, write*

- YES** *if the statement agrees with the views of the writer*
NO *if the statement contradicts the views of the writer*
NOT GIVEN *if it is impossible to say what the writer thinks about this*

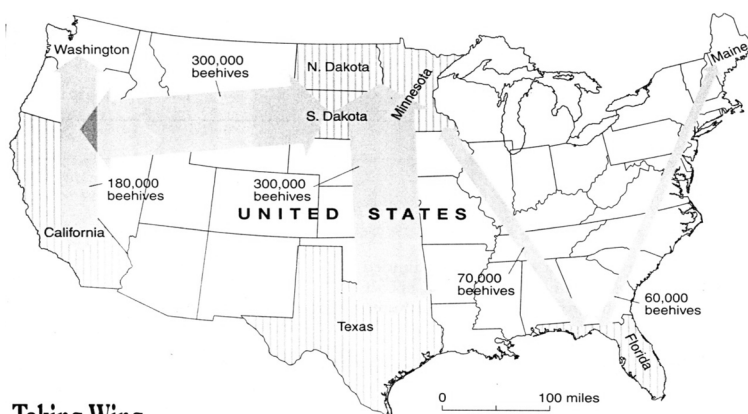
8 Sales representatives like Kim Schaefer work to a very limited budget.

- 9 Kim Schaefer's marketing technique may be open to criticism on moral grounds.
- 10 The information provided by drug companies is of little use to doctors.
- 11 Evidence of drug promotion is clearly visible in the healthcare environment.
- 12 The drug companies may give free drug samples to patients without doctors' prescriptions.
- 13 It is legitimate for drug companies to make money.

READING PASSAGE 2

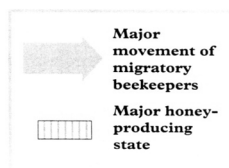
You should spend about 20 minutes on Questions 13 – 27 which are based on Reading Passage 2 below.

MIGRATORY BEEKEEPING



Taking Wing

To eke out a full-time living from their honeybees, about half the nation's 2,000 commercial beekeepers pull up stakes each spring, migrating north to find more flowers for their bees. Besides turning floral nectar into honey, these hardworking insects also pollinate crops for farmers – for a fee. As autumn approaches, the beekeepers pack up their hives and go south, scrambling for pollination contracts in hot spots like California's fertile Central Valley.



Often the 2, 000 commercial beekeepers in the United States about half migrate. This pays off in two ways. Moving north in the summer and south in the winter lets bees work a longer blooming season, making more honey — and money — for their keepers. Second, beekeepers can carry their hives to farmers who need bees to pollinate their crops. Every spring a migratory beekeeper in California may move up to 160 million bees to flowering fields in Minnesota and every winter his family may haul the hives back to California, where farmers will rent the bees to pollinate almond and cherry trees.



Migratory beekeeping is nothing new. The ancient Egyptians moved clay hives, probably on rafts, down the Nile to follow the bloom and nectar flow as it moved toward Cairo. In the 1880s North American beekeepers experimented with the same idea, moving bees on barges along the Mississippi and on waterways in Florida, but their lighter, wooden hives kept falling into the water. Other keepers tried the railroad and horse-drawn wagons, but that didn't prove practical. Not until the 1920s when cars and trucks became affordable and roads improved, did migratory beekeeping begin to catch on.

For the Californian beekeeper, the pollination season begins in February. At this time, the beehives are in particular demand by farmers who have almond groves; they need two hives an acre. For the three-week long bloom, beekeepers can hire out their hives for \$32 each. It's a bonanza for the bees too. Most people consider almond honey too bitter to eat so the bees get to keep it for themselves.

By early March it is time to move the bees. It can take up to seven nights to pack the 4,000 or so hives that a beekeeper may own. These are not moved in the middle of the day because too many of the bees would end up homeless. But at night, the hives are stacked onto wooden pallets, back-to-back in sets of four, and lifted onto a truck. It is not necessary to wear gloves or a beekeeper's veil because the hives are not being opened and the bees should remain relatively quiet. Just in case some are still lively, bees can be pacified with a few puffs of smoke blown into each hive's narrow entrance.

In their new location, the beekeeper will pay the farmer to allow his bees to feed in such places as orange groves. The honey produced here is fragrant and sweet and can be sold by the beekeepers. To encourage the bees to produce as much honey as possible during this period, the beekeepers open the hives and stack extra boxes called *supers* on top. These temporary hive extensions contain frames of empty comb for the bees to fill with honey. In the brood chamber below, the bees will stash honey to eat later. To prevent the queen from crawling up to the top and laying eggs, a screen can be inserted between the brood chamber and the supers. Three weeks later the honey can be gathered.

Foul smelling chemicals are often used to irritate the bees and drive them down into the hive's bottom boxes, leaving the honey-filled supers more or less bee free. These can then be pulled off the hive. They are heavy with honey and may weigh up to 90 pounds each. The supers are taken to a warehouse. In the extracting room, the frames are lifted out and lowered into an “uncapped” where rotating blades shave away the wax that covers each cell. The uncapped frames are put in a carousel that sits on the

bottom of a large stainless steel drum. The carousel is filled to capacity with 72 frames. A switch is flipped and the frames begin to whirl at 300 revolutions per minute; centrifugal force throws the honey out of the combs. Finally the honey is poured into barrels for shipment.

After this, approximately a quarter of the hives weakened by disease, mites, or an ageing or dead queen, will have to be replaced. To create new colonies, a healthy double hive, teeming with bees, can be separated into two boxes. One half will hold the queen and a young, already mated queen can be put in the other half, to make two hives from one. By the time the flowers bloom, the new queens will be laying eggs, filling each hive with young worker bees. The beekeeper's family will then migrate with them to their summer location.

Adapted from "America's Beekeepers: Hives for Hire" by Alan Mairson, National Geographic.

Questions 13 – 19

Complete the flow chart.

Choose your answers from the box at the bottom of the page and write your answers in boxes 13 – 19 on your answer sheet.

BEEKEEPER MOVEMENTS

Example	Answer
In February, Californian farmers hire bees to help _____ almond trees.	_____ pollinate _____
↓	
In March, beekeepers _____ 13 _____ for migration at night when the hives are _____ 14 _____ and the bees are generally tranquil. A little _____ 15 _____ can ensure that this is the case.	
↓	
They transport their hives to orange groves where farmers _____ 16 _____ beekeepers for placing them on their land. Here the bees make honey.	
↓	
After three weeks, the supers can be taken to a warehouse where _____ 17 _____ are used to remove the wax and extract the honey from the _____ 18 _____.	
↓	
After the honey collection, the old hives are rejected. Good double hives are _____ 19 _____ and re-queered and the beekeeper transports them to their summer base.	

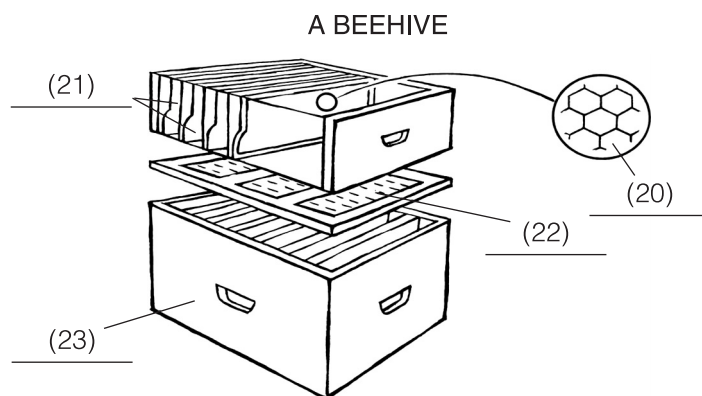


List of Words/Phrases

smoke	chemicals	pay
barrels	protection	charge
set off	light	split
pollinate	machines	supers
combs	screen	prepare
full	empty	queens

Questions 20 – 23

Label the diagram below. Choose **ONE OR TWO WORDS** from the Reading Passage for each answer. Write your answers in boxes 20 – 23 on your answer sheet.



Questions 24 – 27

Do the following statements agree with the information given in Reading Passage 2?

In boxes 24 – 27 write

YES if the statement agrees with the information given

NO if the statement contradicts the information given

NOT GIVEN if there is no information about this

24 The Egyptians keep bees on the banks of the Nile.

25 First attempts at migratory beekeeping in America were unsuccessful.

26 Bees keep honey for themselves in the bottom of the hive.

27 The honey is spun to make it liquid.

Day
01

Day
02

Day
03

Day
04

Day
05

Day
06

Day
07

Day 6

实现雅思阅读8分的完美蜕变



Never underestimate your power to change yourself!



经过 Day 5 的洗礼，“烤鸭”们是否已经将各个题型解题思路烂熟于心，能够在考场上迅速切换思路，争取速度，力求准确呢？However（我又来了🤖），别以为到此为止你就解放了！对于想要申请出国留学的学生来说，雅思成绩达到7分就可以算是高分了，而更高的8分甚至满分9分，对很多考生来说更是“想都不敢想的”——很多考生都抱着“不求最好，但求通过”的心态，“60分万岁，多一分浪费？”那你就大错特错了。我们的目标是，雅思，过！要过！必须过！而且还要高分过!!! 且看如何突破阅读瓶颈，成功进阶高分，实现“屌丝”的完美逆袭。

系统地制订学习计划

有人将英语考试总结为“背单词”+“做真题”。但是，为了“背单词”，捧着“XX宝书”时刻不离手，吃饭看着，走路拿着，睡觉搂着，可还是“每到用时方恨少”……而真题呢——“苦做真题破万次，下笔依然没有神”🤖……正所谓“凡事预则立不预则废”，英语的学习需要循序渐进，需要一个长期科学有效、按步进行的学习计划。那么如何系统地制定学习计划呢？



题海战术？No！

无论英语程度怎样的学生，备考雅思，都需要做一定量的习题，但是要避免“题海战术”，因为靠做过量的题目来获得高分几乎是不可能的。而在雅思阅读备考中，考生比较容易进入的一个误区就是“题海战术”。到处收集阅读材料，然后每天大量阅读文章，以期阅读水平能在短期内迅速提高。其实不然，适当数量的阅读实战练习是必不可少的，但是并非批量生产、机械运动，最重要的是能从题目中以小见大、举一反三，掌握相关类型题目的解题精髓。



挑灯夜战？No！

有些“烤鸭”眼看离考试越来越近，心里一点底儿也没有，各种辅导书、感冒药、速溶咖啡，随时必备。虽然天天挑灯夜战，但效率不高，睡眠质量差，常做噩梦，第二天头脑昏沉沉的……过重的学习负担、心理压力使他们的情绪处于过分焦虑状态。





考前沉重的复习使考生不得不熬夜。不少考生每天花 N 个小时坐在图书馆或教室里学习，晚上还要熬夜，会造成严重的体力不支。备考固然重要，但身体是革命的本钱。



临时抱佛脚? No!

每天不亦乐乎，应酬约会数不胜数？忙学生会，忙社团，忙得团团转，学习没时间？时间就在打游戏、逛淘宝、看电影……中“嗖嗖”划过？

每逢考试临时抱佛脚，不到考前不紧张？

眼看着就要考试了，如坐针毡，翻两页真题？看一眼作文？哎呀，雅思都考什么题型呀……

相信小伙伴们多多少少都有过这样的经历吧？平常玩得太疯狂，马上就要考试了才想到要好好学习。想要一个学期的课程一周就学完吗？不可能的啦。而且，“烤鸭”们不觉得吗，英语是最难抱佛脚的学科了，全靠平时积累？

制订学习计划——备考雅思考试的 First Step

◎ A. 为什么要制定学习计划？

对于一些英语基础较差而参加雅思考试的人来说，雅思考试的难度有点大，这时候，制定一份雅思学习计划，就十分必要了。

大部分参加 G 类考试的考生都已离开学校多年，甚至很长时间没有继续英文方面的学习。因此，必须尽量每天安排一定的时间，比如说每天一小时、两小时；并根据自身英文情况制定一个学习计划，稳步、系统地进行阅读训练：争取每天阅读一定量的原版英文报刊、书籍等。

而且，一份科学、系统的雅思备考学习计划将有助于你：

- 全面均衡地训练听、说、读、写四项技能
- 确定雅思考试中的目标和任务
- 掌控自己的学习进度
- 了解每个学习阶段培养的技能及关注的重点
- 发现不足之处并合理安排时间，将其各个击破

◎ B. 备战雅思的水平？

考生们都知道，国外研究生的雅思成绩要求一般是在 6 分 ~ 7 分这个区间。建议大学在读学生可以在大二下学期或者大三上学期进行雅思备考。

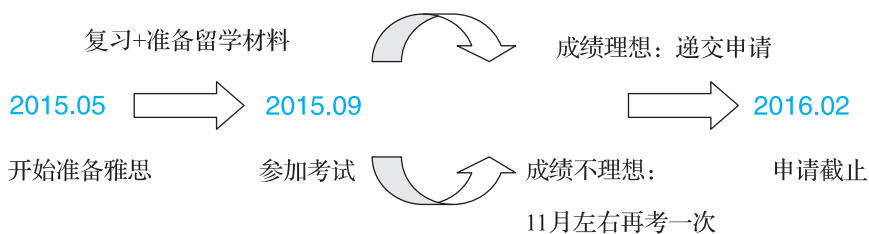
一是因为雅思成绩的**有效期只有两年**。

二是因为大二下学期后，大部分同学已经考过英语四级，对于雅思备考有很好的**基础铺垫**。

◎ C. 备战雅思的总体时间？

对于计划出国留学的考生来说，每年的4、5月份可谓是备考雅思的黄金时间！这么说的原因和申请国外大学的时间节点密切相关！

以大部分国外大学2017年秋季入学来算，一般会在2017年的9月或10月开学，那么这一学年的申请截止日期通常在2017年2月左右，极少数大学最迟在4月份也就停止接受申请了。如此一来，我们的整个申请准备流程应该如下图所示：



参考上图的时间顺序，就可以保证考生的留学申请有条不紊。也有小伙伴们会困惑：5月到9月，四个月的备考时间会不会太长啦？一个月冲刺不是更好吗？

紧锣密鼓的课程只会让你头昏脑涨、“烤鸭”变“填鸭”！别忘了，在这几个月的备考期里，还要查看学校信息，准备自荐信、推荐信等各种材料呢！

◎ D. 备战雅思阅读的具体时间？

那么，在制定学习计划的时候，把雅思阅读放在每天的哪一个时间段才好呢？

人的大脑在一天中有一定的活动规律：一般来说，上午8时大脑具有严谨、周密的思考能力；下午3时思考能力最敏捷；晚上8时记忆力最强；推理能力在白天12小时内逐渐减弱。

根据这些规律，早晨刚起床，人的想象力较丰富，就抓紧时间捕捉一些灵感，做些构思工作，兼读语文和背诵英语单词；上午做一些严谨工作；下午要快速准确地做好当天的笔头任务；晚上加强记忆和理解，预习第二天内容。中午、傍晚的空隙时间就安排一些不费力的事务性工作，如看看报纸，收集写作素材，散步和休息。

或是换个说法：每个人一天的时间大体上可以分成四个阶段，每一个阶段都有不同的用途和不同的学习效果。

第一阶段：早晨起床后。“一日之计在于晨”，清晨是人一天记忆力最好的时间段，这段时间可以安排学习英语单词等。可适当放松，出去走走，与朋友聊聊，放松一下，才能集中注意力；因为长时间的精神高度集中很容易造成疲倦，使学习效果下降。

第二阶段：午饭后。午饭后一般都是休息的时间，可以戴上耳机，听一段英语磁带来练练听力，以英语短文、小故事为佳。

第三阶段：下午到晚饭前。雅思阅读需要非常集中注意力，否则很难有所成。经过午休之后，会感到精力旺盛，容易集中注意力。

第四阶段：晚饭后至临睡前。这又是人一天记忆较佳的时间段，这时可背诵当天学过的英语单词、文章。或者对一天学习的内容进行总结等。



要注意，每个人的情况都不一样，要弄清自己的最佳学习时间，根据自身情况进行调整。

④ E. 备战雅思阅读学习计划都应该包括什么？

• 学习资料

剑桥4~9是独一无二的最有用的备考材料，有利于考生熟悉考试的文章特点；除了A类的阅读文章之外，G类的section 3那篇文章的长度和题型和A类是差不多的，也可以拿G类section 3进行练习。

如果真的不爱看剑桥，就直接读英文报刊吧！可以去看一下国外的网站。但基本上是以剑桥系列的为主，因为更具有针对性，而且对雅思考试的出题思路能有更好的理解。

• 学习目标

我们知道，雅思考试主要是由听力、阅读、写作和口语这四部分组成的，每一个项目都不能偏废。因此，在制定学习计划的时候，考生首先要对自己的现状有个清醒的认识，比如说，你的词汇量大概有多少，你的语法知识进行到了哪一步，你的口语还有什么欠缺的地方，你的阅读和写作能力在什么水平。然后再根据自身的情况确定学习目标，比如短期的目标为坚持每天精读1~2篇+泛读做题2~3篇文章（剑桥或者雅思阅读真经）、坚持每天或两天限时做一套题等；长期目标为加大自己的词汇量、提高阅读速度等。

总之，学习目标是综合提高自己的听、说、读、写能力。如果你在哪一方面特别强，可巩固加强；如果你在哪一方面特别差，就要对症下药，恶补一番。

• 合理安排复习时间

基本上，无论学习计划的总体时间设定为四个月、一个月还是一周，都可以分为三个阶段：

阶段一：考前N天→循序渐进；

阶段二：考前一周→查漏补缺；

阶段三：考前1~2天→考前冲刺。

由此可见，各个阶段的侧重点也不同。

阶段一是为了打基础，每天按照规定时间完成1~2篇文章，需要精读，就是把文章从头到尾每句话、每个词的意思都能搞清楚，尤其是和题目对应的文章部分。精读完后就要仔细看一下做错的题目，总结一下是什么原因导致做错，是单词看不懂，还是句子看不懂，还是说思维方式上有点差距，或者某个题型做题方法上还有待改进。这样做一篇练习，然后再精读分析。一定要花一到两个小时，阅读练习的量这一天也够了。只是要每天坚持，都要花一到两个小时去阅读，培养一种感觉，这样积累一段时间就会把自己的状态调整到最佳。

考前一周可以做一次或两次阅读模拟，也就是一个小时内完成三篇阅读文章。这种自测的作用就是能体会到考试时时间紧迫的感觉，了解到自己时间把握上的薄弱点，以便调整心态。当然做完练习后的主动分析也是必不可少的。

考前 1~2 天基本上是属于最后冲刺阶段，建议考前 1~2 天可以把以前做过的题目拿出来看，尤其是做错的题目，然后把一些常见的词汇整理一下，把前两个阶段自己分析过的内容再看一下。同时，要调整好自己的心态，从容应战。

● “约法三章”

既然已经制定了学习计划，就要严格按照计划展开学习。坚持是需要自我约束的，因此要对自己“约法三章”。比如说：

1. 计划要严格遵守，不能“三天打鱼，两天晒网”；
2. 根据计划完成情况，设立奖惩办法，比如任务完成后，可自行安排，看看电影，玩玩手机之类的……任务未完成，不能吃晚饭（英语能力提高的同时还能减肥，可谓是一箭双雕）



3. 自己记录时间，完成后进行计算汇总，看看时间是否合理。

● 劳逸结合

All work and no play makes Jack a dull boy. 只会用功不玩耍，聪明孩子也变傻。因此在学习计划中要给自己安排复习与休息的时间，让学习充满乐趣。此外，还要注意：

1. 安排体育锻炼时间
2. 改掉晚睡晚起的习惯
3. 保持一个良好的做题状态和心态去应对考试。

增加阅读速度

速度！速度！速度永远是雅思阅读中最令人头疼的问题。要增加英语阅读的速度，当然并非一朝一夕之功，通常需要相当长一段时间的学习及训练。但无论怎样，付出越多，收获越大。



那些年，我们提升阅读速度的“招儿”

第一，掌握基本的详读和略读方法，节省大量时间。

略读需要做的只是 surveying、scanning 和 skimming。

surveying（概读）：概读一篇文章指的是检查文章的组织结构，以了解文章的大意。

scanning（寻读）：寻读是指在文章当中找寻诸如一个特定的词、缩写词、日期、数字或首字母缩略词等细节。scan 虽然也是很快地看，但和浏览不同。scan 是为了寻找某些特定的词句而不是文章的整体；关注的是细节而非主旨。

skimming（扫读）：扫读指迅速浏览一遍文章，而无须逐字阅读，以了解文章大意。

而关键词周围的段落一定要详细阅读。

第二，了解题目特点，熟用技巧解题。

雅思阅读题目的内容一般包括了说明 DIRECTION，例句 EXAMPLE，及问题 QUESTION



三个部分，大家在阅读雅思阅读题目的时候，只要找准了问题的部分并准确理解，就争取到了更多时间来答题。因此，对雅思阅读考试的题目特点和技巧一定要熟悉，对于提高阅读速度是非常有帮助的。

第三，合理安排解题顺序。

在解题时应该先根据文章标题和题型整体判断三篇文章的难易程度，选取简单的开始做，最难的放在最后做；同一篇文章中，考生也需要考虑有些题型可以放到最后来解答，比如段落信息配对题和标题配对题。这样就可以在短时间内迅速提高阅读速度。

第四，良好的阅读习惯是提高雅思阅读速度的重要保证。

在 Day 1 中我们已经指出了不良的阅读习惯，包括指读、音读、回读和译读等。这些不良的阅读习惯不但会影响阅读速度，还会成为能否获取理想成绩的关键。因此，在备考练习时要时刻提醒自己摒弃这些不良习惯，形成正确、高速的阅读习惯。



速度与准确度的完美结合

通过上面的四种方法，可以有效地提升雅思的阅读速度。但是，问题也来了：速度是上来了，那准确度呢？我们追求的不是“准而太慢”，更不是“快而不准”，“又快又准”才是我们的终极目标。也就是说，要想突破雅思阅读，一定要实现**速度 (speed)** 与**准确度 (accuracy)** 的完美结合。

Day 4 着重于雅思阅读中对于语篇的理解，这是因为雅思阅读的文章以科技类说明文为主，语篇段落中的逻辑关系十分清晰，掌握了这些逻辑关系，不但大大节省了阅读的时间，还可以从整体上更加准确地把握一个段落想表达的含义，从而提升阅读的准确度。下面我们来看一下常见的段落结构。

1. 总分段落

说明文的段落中，大部分为总分结构，即段落的第一句或前两句为中心句，其后的内容就是一些细节、例子或者数据分析，这些内容目的是为了支持开头的主题。这些段的中心句通常是一个具有概括性语气的陈述句，而后的内容包含细节描述、数据和例子，也容易被识别出来。例如：

The original patent outlined a three-stage process, in which phenol and formaldehyde (from wood or coal) were initially combined under vacuum inside a large egg-shaped kettle. The result was a resin known as Novalak, which became soluble and malleable when heated. The resin was allowed to cool in shallow trays until it hardened, and then broken up and ground into powder. Other substances were then introduced: including fillers, such as wood flour, asbestos or cotton, which increase strength and moisture resistance, catalysts (substances to speed up the reaction between two chemicals without joining to either) and hexa, a compound of ammonia and formaldehyde

which supplied the additional formaldehyde necessary to form a thermosetting resin. This resin was then left to cool and harden, and ground up a second time. The resulting granular powder was raw Bakelite, ready to be made into a vast range of manufactured objects. In the last stage, the heated Bakelite was poured into a hollow mould of the required shape and subjected to extreme heat and pressure; thereby “setting” its form for life. (C5T2R1)

这个段落中，由于我们看到文章的第一句提到 three-stage process，我们就可以断定段落的内容为制造 BAKELITE 的三个步骤以及细节。这个段落的专有名词较多，如果识别出此段的句间关系，就节省了逐句分析句子的时间，在解决后面的 Flow-chart 题时也可以迅速定位到这一段。

2. 因果段落

因果段落具有明显的连接词来表示其中的关系，例如 therefore, as a result, because, thus, hence 等。对于这样的段落，通常会考查 T/F/NG 判断题、多选题或填空题。例如：

Breeding seasons in animals such as birds have evolved to occupy the part of the year in which offspring have the greatest chances of survival. Before the breeding season begins, food reserves must be built up to support the energy cost of reproduction, and to provide for young birds both when they are in the nest and after fledging. Thus many temperate-zone birds use the increasing day lengths in spring as a cue to begin the nesting cycle, because this is a point when adequate food resources will be assured. (C5T4R3)

3. 转折段落

其实转折段落我们在讲解转折逻辑结构时已经进行过具体的说明了。遇到转折段落，however/but 前的句子内容为前提条件、之前的预测或研究结果等；而连接词后面的则是与前文不一致的地方，或者说是更有价值的地方。在转折段中重要的信息都在转折词后面出现。例如：

First mechanization, then mass use of chemical fertilizers and pesticides, then monocultures, then battery rearing of livestock, and now genetic engineering — the onward march of intensive farming has seemed unstoppable in the last half-century, as the yields of produce have soared. But the damage it has caused has been colossal. In Britain, for example, many of our best-loved farmland birds, such as the skylark, the



grey partridge, the lapwing and the corn bunting, have vanished from huge stretches of countryside, as have even more wild flowers and insects. This is a direct result of the way we have produced our food in the last four decades. Thousands of miles of hedgerows, thousands of ponds, have disappeared from the landscape. The faecal filth of salmon farming has driven wild salmon from many of the sea lochs and rivers of Scotland. Natural soil fertility is dropping in many areas because of continuous industrial fertilizer and pesticide use, while the growth of algae is increasing in lakes because of the fertilizer run-off. (C7T2R2)

这一段 but 前的内容是说农业发展迅速，高强度农耕带来了巨大的产量；之后的内容则是讲农业的迅速发展所带来的巨大损害。当我们看到这个转折以后，就会明白这个段落旨在讨论损害而不是提高产量。因此转折无疑是在提示我们：转折词后的内容是主旨，也是考点所在。

4. 递进段落

递进段落也常伴随表示递进关系的连接词，如 moreover/furthermore 等，也有的段中没有连接词，但是通过意思能判断出段落后半部分的内容更加重要。递进的内容通常是对之前提到内容的补充，也就是说，递进前后的内容属于一个大类，是并列的内容。例如：

Or have they? The farming methods of ants are at least sustainable. They do not ruin environments or use enormous amounts of energy. Moreover, recent evidence suggests that the crop farming of ants may be more sophisticated and adaptable than was thought. (C7T3R1)

这个段落中，由于出现递进关系，因此我们可以判断整个段落讲的都是蚂蚁的 farming methods 是很高效和科学的。第三句和第四句的内容就可以归为一类，或者说，想表达的意思是一致的。

控制答题时间

在 IELTS 测试过程中，每组题都给有答题参考时间，当所给时间结束时，就一定要停下来，即使这组题没有做完也要开始回答下一组题，否则所能完成的题数就会减少，从而影响 IELTS 的得分。



统筹安排考试时间

雅思阅读包括 3 篇长文章，回答 40 个问题，平均每篇文章 13 ~ 14 个问题。而且不像听

力部分那样，还有 10 分钟用来将答案抄到答题纸上。因此，在 60 分钟内要完成所有的答题，时间还是比较紧的。那么应当如何合理地安排考试时间呢？

④ (一) 目标→通过，适用于基础较弱的“烤鸭”

(1) 0~1 分钟

阅读文章标题，观察整篇试卷题型。对于基础较弱的考生，建议优先选择 TRUE/FALSE/NOT GIVEN, Summary 和 multiple choice 类题较多的文章，将这两篇文章精做，剩下的一篇文章略做。

(2) 1~20 分钟

采用文章标题—题目（划出定位词和关键词）—原文（skimming 定位词）—题目（比较原文和关键词）的方法，从第一篇文章开始，再审查一下标题，用 30 秒划出文章后面对应的三道大题的第一题的定位词和关键词。快速扫描文章，找到这个定位词的位置，仔细阅读定位词所在的这句话，注意比较题目中关键词和原文中对应部分的关系，注意同义词和概括词。

(3) 20~40 分钟

重复以上步骤。但注意到了 40 分钟时立刻转入下一个阶段。

在重复上面的步骤时要注意时间控制，在 30 分钟时是个比较关键的时刻，需要同学们完成第二篇文章的部分题目。在 40 分钟到时坚决放弃还没完成的题目，尤其是 Matching。

(4) 40~55 分钟

重复以上步骤。但注意到了 55 分钟时立刻转入最后一个阶段。

(5) 55~58 分钟

根据一些基本原则（选项中核心词的识别）快速完成答案的确定。

(6) 58~60 分钟

誊写答题卡。

④ (二) 目标→高分，适用于基础稳定的“烤鸭”

(1) 0~1 分钟

阅读文章标题，观察整篇试卷题型。阅读能力较强的同学可以将 TRUE/FALSE/NOT GIVEN 和 Matching（除 which paragraph contains the following information）题放在最后做，优先做 Summary, Multiple Choice 和 List of Headings（包括 which paragraph contains the following information）较多的文章，将这两篇文章精做。剩下的一篇文章略做。

(2) 1~20 分钟

采用文章标题—原文（skimming 主题句）—题目（关键词、定位词）—原文（scanning 比较原文和关键词）的方法。

从第一篇文章开始，再审查一下标题，用 1~3 分钟时间快速阅读文章中每个段落的主题句，了解文章的大意和结构。划出文章后面对应题目的定位词和关键词。根据快速阅读对于文章的了解反应出此题在文章中的段落。快速扫描这个段落，找到这个定位词的位置，仔



细阅读定位词所在的这句话，注意比较题目中关键词和原文中对应部分的关系，注意同义词和概括词。

(3) 20 ~40 分钟

重复以上步骤。在重复上面的步骤时要注意时间控制，在 30 分钟时是个比较关键的时刻，需要同学们完成第二篇文章的部分题目。在 40 分钟时要坚决放弃还没完成的题目，尤其是 Matching.

(4) 40 ~55 分钟

重复以上步骤。但注意到了 55 分钟时立刻转入最后一个阶段。

(5) 55 ~58 分钟

根据一些基本原则（选项中核心词的识别）快速完成 True/False/Not Given。

(6) 58 ~60 分钟

誊写答题卡。



高分与时间的矛盾

关于雅思阅读，想要拿高分，就应当理解文章内容；而在考试规定时间内逐字逐句看完三篇文章以及做完所有题目，对考生来说几乎是不可能的。那应该怎样化解高分和时间之间的矛盾呢？

雅思文章题材五花八门，行文艰深晦涩，要看懂都不容易，怎样能在几分钟内，梳理出作者的写作思路呢？雅思文章的学术性虽然决定了它的深度，但另一方面也决定了相对固定的文章结构。因为学术是严谨的，在形式上它有一套严格的规范（the established academic caliber）。

雅思文章都可以分为两大类：介绍性的学术说明文和论辩性的学术论文。而学术论文通常针对一个悬而未决的问题进行论证，继而提出解决方案，其过程就是提出问题、分析问题、解决问题。在雅思考试中，这类文章分为两种：实验论证和逻辑论证。下面就依次介绍这几种文章的结构：

④ (一) 介绍类学术说明文的结构

介绍类文章是对某事物或现象进行描述或介绍，所以标题一般为名词短语或者以 How 开头的疑问句。具体结构如下：

- Introduce a phenomenon or a fact.
- Detailed description:
Timeline/Different aspects/Logic development
- Look into the future/Summary

无论什么文章，起始段总是引出主题，所以多用叙述描写性语言，或介绍现象，或陈述事实，或交代问题。

在介绍类说明文中，中间断落是对事物细节的展开描述，各种话题可以通过三种不同方式展开。第一类是时间顺序，通常用于陈述一个历史事件，例如剑五中的 “Johnson's

Dictionary”就是这一类。第二类是并列或递进，从各个侧面来介绍，例如剑四中的“What Do Whales Feel?”，一看标题就知道是介绍鲸的各个感官的，属于并列结构。第三类是逻辑顺序，环境自然类文章多依照这种顺序，其结构如下：

- Introduce phenomenon
- Causes
- Impacts or effects brought by it
- Solutions/Look into the future

文章的主题通常是某种现象，如地震、火山等，起始段介绍现象及其产生的原因，下面各段讲造成的后果，介绍人类怎样应对，最后展望未来。例如剑五中的“The Impact of Wilderness Tourism”探讨野外旅游，主题属于环境类。按照这个结构，即使不看文章，我们也应该可以判断 Section A 选的是 iii 这个标题 (Fragile regions and the reasons for the expansion of tourism there)，依次类推，Section B 论述后果，那么应该选 V，因为里面有“disruptive effects”，而 Section C 论述应对措施，所以选 ii。

◎ (二) 论证类文章的结构

1. 实验类文章

- Introduce Experiment
- Pre-experiment (Subjects, Tools, Methods)
- Experiment Process
- Result (Collecting Data)
- Analyses and Syntheses

实验报告的形式本来就单调：首段总是说明实验的缘起以及实验目的，然后介绍实验前的准备工作包括器具、实验主体等，接着进入实验进程的描述，而后公布实验结果，最后综合数据，得出结论。这就是实验的基本顺序。

2. 逻辑论证类结构

- Introduce the topic/problem
- Literature Review (Optional)
- Present Causes/Reasons (Optional)
- Writer's Approach
- Supporting Evidences
- Conclusions

这类文章从结构上讲更接近于论文。起始段导出议题，第二部分对议题进行文献综述，介绍已有的观点或探讨引发问题的原因，第三部分引入作者的判断以及相关分论点或论据，最后是结论。在雅思考试中这类文章通常是比较难的。

总而言之，“烤鸭”们在备战时要认真参加考前模考或自己进行模考，限定好时间，把速度和质量进行磨合。



细节决定成败

鸭友们都听过这样的故事吧：有些英语不错的同学参加完雅思考试，自我感觉良好，觉得自己肯定能够拿到一个满意的分数，可看到答案就傻眼了：以他的能力和确定的答案本该能拿到8分，最后却因为细节的丢分只有6.5，怎一个“悔”字了得！

细节决定成败，雅思阅读考试也是如此。由于没有注意一些细节问题，犯了一些诸如单复数、大小写、前后搭配等的错误，这样造成的失分实在是可惜。因此，在答题的过程中，一定要留意以下细节：

1. 正确填涂答题卡

雅思考试只以答题卡上的答案来积分，因此考生一定要将答案直接写在答题卡上，可以做一道、涂一道，也可以在做完所有文章后将答案一起抄誊。最怕的是四十个答案全部写在了卷子上而没有时间誊，一旦考试时间截止，你的这次考试阅读成绩就是零。

2. 一定要对应题号，千万不要张冠李戴

阅读的时间本就紧张，确定答案以后千万不要浮躁，毛手毛脚地将答案看错行或者看错了题号！

3. 答题卡上千万不能留空

雅思阅读的评分标准是答错题不倒扣分，所以，即使不确定答案，交卷前也一定要蒙一个答案，尤其是有选项的题目。MBA的考试中有句名言，题目做不出来是个人技术问题，没人怪你；不会做空在那里不填，是情商问题！

4. 保持答题卡整洁与清晰

觉得这个问题很好笑吗？有些考生答题的时候喜欢在试卷上勾勾画画，做好标记，但是千万不要在答题卡的空白处随便写字、勾画，否则会被视为作弊。

5. 字母大小写及格式

凡是字母该大写的而没有大写是要扣分的。英文单词首字母是否需要大写是依英语语法规则而定的。下面几种情况下单词首字母要求大写：

1) 专有名词 (proper noun)，包括人名、职位头衔、地点、时间、书名、机构名称等。如 Daniel Defoe, Professor John Smith, 11B Lake Road, September, Fortune Magazine, House of Representatives 等；

还包括：国籍、种族、宗教、语言、行星；月份、星期、节日，关系称谓；标题、剧本名、电影等须大写。

但是专有名称里面有小于五个字母的介词或连词则无须大写，如：Romeo and Juliet, the Library of Congress (国会图书馆) 等。

2) 每个句子的首单词的首字母要大写；

3) 若题目中范例的字母大写了，相应的答案亦需大写；

- 4) 字母和数字在一起时, 字母必须大写。例如 “4282-AP”;
5) 缩写词都必须大写, 例如 WTO、UK 和 PRC 等。

6. 单复数问题

这个问题再怎么强调也不过分。雅思阅读考试中因为单复数问题而失分, 就太可惜了。因此阅读考试中一定要睁大双眼, 看清限定词, 注意单复数。

7. 注意看题目要求

如果题目要求用不超过 3 个单词来做答, 记住不要超过 3 个。尤其要留心的是 True/False/Not Given 与 Yes/No/Not Given 类型的题目。平时多练习做这种题型, 考试的时候要记住看清楚要求是 True/False 还是 Yes/No, 不要用 True/False 回 Yes/No, 也不要再用 Yes/No 回答 True/False, 这种回答会被视为错误而没有分数。

If you want something you've never had, then you've got to do something you've never done.

如果你想要你从未拥有过的东西, 那么你必须去做你从未做过的事。



【牛刀小试】(提供 2 篇练习) (G 类)

一刀斩

READING PASSAGE 1

Questions 1 – 14

Read the text below and answer Questions 1 – 8.

THE EMPLOYMENT PAGES *Saturday Edition*

Australia's biggest daily selection of job ads - helping you
to find the perfect position for you

Saturday Job Guide

- A Government Positions (New South Wales)
- B Higher Education (Academic staff)
- C Primary and Secondary Schools (Academic staff)
- D Hospitals and Medical (Medical staff)
- E IT and Computing
- F Accountancy and Finance (Private)
- G Hospitality and Kitchen Staff
- H Self-employment Opportunities
- I Rural Posts (incl. farm work)
- J Casual Work Available

Monday – Friday Job Highlights

- TUESDAY: Education
Local Government
- THURSDAY: Hospital and Medical
Government Health Vacancies (New South Wales)



Questions 1 – 2

Answer the questions below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 1 and 2 on your answer sheet.

- 1 On which **TWO** days does the newspaper advertise jobs for teachers?
- 2 On which **TWO** days does the newspaper advertise jobs for nurses?

Questions 3 – 8

Look at the ten categories of job advertisement, A-J, in the Saturday Job Guide on page 114.

Write the correct letter, A – J, in boxes 3 – 8 on your answer sheet.

Which category of job advertisement should you look at if

- 3 you are looking for a job as a university lecturer?
- 4 you want to start your own business?
- 5 you want a permanent job in a hotel?
- 6 you are looking for a job in public administration?
- 7 you are looking for agricultural work in the country?
- 8 you are looking for temporary work?

Read the text below and answer Questions 9 – 14.

Stanfield Theatre

BOOKING

There are four easy ways to book seats for performances:

—in person

The Box Office is open Monday to Saturday, 10 am-8 pm.

—by post—

Simply complete the booking form and return it to Stanfield Theatre Box Office, PO Box 220, Stanfield, ST55 6GF. All cheques should be made payable to **Stanfield Theatre**.

—by telephone

Ring 01316 753219 to reserve your tickets or to pay by credit card (Visa, Mastercard and Amex accepted).

—on-line

Complete the on-line booking form at www.stanfieldtheatre.com

DISCOUNTS

Saver: £ 2 off any seat booked any time in advance for performances from Monday to

Thursday inclusive, and for all matinees. Savers are available for children up to 16 years old. over 60s and full-time students.

Supersaver: half-price seats are available for people with disabilities and one companion. It is advisable to book in advance. There is a maximum of eight wheelchair spaces available and one wheelchair space will be held until one hour before the show (subject to availability).

Standby: best available seats are on sale for £ 6 from one hour before the performance for people eligible for Saver and Supersaver discounts and thirty minutes before for all other customers.

Group Bookings: there is a ten per cent discount for parties of twelve or more.

Schools: school parties of ten or more can book £ 6 Standby tickets in advance and will get every tenth ticket free.

Please note: we are unable to exchange tickets or refund money unless a performance is cancelled due to unforeseen circumstances.

GIFT VOUCHERS

Girl vouchers for any value can be bought at the Box Office.

Questions 9 – 14

*Do the following statements agree with the information given in the text on page 116?
In boxes 9 – 14 on your answer sheet, write*

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 9 It is possible to book tickets for performances using the Internet.
- 10 60-year-olds who want to book in advance have to prove their age to get a discount.
- 11 Someone accompanying a wheelchair user to a performance receives a discount.
- 12 Students can get Standby tickets 45 minutes before a performance begins.
- 13 A group of ten adults going to a performance can claim a discount.
- 14 Theatre-goers who are unexpectedly unable to attend a performance can get their money back.

READING PASSAGE 2

Questions 15 – 21

The text has eight sections, A-H.

Choose the correct heading for sections B-H from the list of headings below.



Write the correct number, i-xii, in boxes 15 – 21 on your answer sheet.

List of Headings

- i Consult your teacher
- ii Take a break
- iii Make a timetable
- iv Create a working space
- v Sit comfortably
- vi Study at home
- vii Talk about your work
- viii Photocopy important material
- ix Catalogue references
- x Use the library
- xi Prioritise your work
- xii Exercise regularly

Example

Section A

Answer

iii

- 15 Section B _____
- 16 Section C _____
- 17 Section D _____
- 18 Section E _____
- 19 Section F _____
- 20 Section G _____
- 21 Section H _____

SELF-STUDY TIPS

- A** However difficult you find it to arrange your time, it will pay off in the long run if you set aside a certain part of the day for studying-and stick to it. It is best to make a weekly allocation of your time, making sure that you have enough left for recreational activities or simply to be “with” yourself: reading a novel or watching a television programme.

- B** As part of your weekly schedule, it is also advisable to consider exactly what you have to do in that week, and make sure that you tackle the most significant tasks first, leaving the easier or less urgent areas of your work until later.
- C** On a physical level, make sure that you have an area or space for studying. Don't do it just anywhere. If you always study in the same place, preferably a room of your own, you will find it easier to adjust mentally to the activity when you enter that area. You should have everything that you might need at hand.
- D** Make sure that all the physical equipment that you use, such as a desk, chair etc. is at a good height for you. If you use a personal computer, there are plenty of guidelines available from the government on posture, angles, lighting and the like. Consult these and avoid the typical student aches and pains
- E** If you are doing a long essay or research paper which involves the use of library books or other articles, it helps to keep details of the titles and authors on small cards in a card box. It is also a good idea to log these alphabetically so that you can find them easily-rather like keeping telephone numbers. It's all too easy to read something and then forget where it came from.
- F** Make use of equipment that is available to you. If you find a useful article in the library, it is best to make a copy of the relevant pages before you leave. Then, when you get back to your study, you can mark the article and make any comments that you have in the margin.
- G** If you are working on a topic your teacher has set, but finding it hard to concentrate, it may be that you actually need to take your mind right off it for a period of time. "Airing the mind" can work wonders sometimes. After a period away from the task, having not thought about it at all, you may return to it refreshed and full of ideas.
- H** Similarly, it may help to discuss a topic with other people, especially if you feel that you have insufficient idea, or too many disorganized ideas. Bring your topic up in conversations at meal times or with other students and see what they have to say. You don't want to copy their ideas but listening to what they think about something may well help you develop or refine your own thoughts.

Read the text below and answer Questions 22 – 27



Study Centre courses

A

From Paragraph to Essay

Of particular relevance to students who wish to improve their organizational skills and who feel that their final product is never clear enough.

Thursday 10 – 12

Kiran Singh

B

Communicate by Mail

Owing to the popularity of last term's course, this is a repeat. Requests for information, notification of personal details and enclosures will be looked at.

Please note that this is not a business course.

Friday 2 – 4

Celia Rice

C

Source Material

How do you gather information for a project or paper? A practical course which looks at sources of information and how to use cataloguing systems.

Monday 10 – 11

Kiran Singh

D

Express Yourself

An advanced course suitable for students who are about to step into organizations where they may have to voice their opinions in various forums.

Monday 12 – 2

Dave Parrin

E

Media Use

Open to all students, this course focuses on the many ways we can profit linguistically from the radio and television. Use of video essential. Group projects form part of course.

Tuesday 9 – 11

Steve Ansell

F

The Short Story

A venture into the world of popular writers. One story is selected for adaptation into a

short play and group performance. Pre-arranged groups welcome.

Thursday 11 – 1. 30

Mrs Owen

G

Caught for Speeding

Open to all students. Simple eye exercises to help you skim and scan. How to be selective on the page. Using headings, topic sentences and paragraphs for easy access.

Wednesday 11 – 1

Mrs Owen

H

Quote Me if You Must

The do's and don'ts of using source material. How to incorporate it into your own work in an acceptable way. How not to plagiarise other people's articles, books etc.

Tuesday 9 – 10. 30

Dr Johnson

I

The Job for Me

Finding it, applying for it and getting it. Where can it all go wrong? Written and oral course with simulation exercises using authentic newspaper advertisements.

Friday 10 – 11. 30

Fabbeh Al-Hussein

J

Can I Help You?

Practical course for students who wish to improve their telephone skills. Breaks the ice for newcomers. No written skills required.

Wednesday 3 – 5

Mike Vas

K

The Customer is Always Right

An interesting angle—how do you reply to letters from customers? What tone is best and when? How do you achieve results?

Wednesday 11 – 1

Celia Rice



L

Tense about Tenses

For those who worry about their individual words—a look at tenses and other aspects of the language through poetry and song. Good voice helps but not essential!

Saturday 10 – 12

Steve Ansell

Questions 22 – 27

Look at the twelve descriptions of courses, A-L.

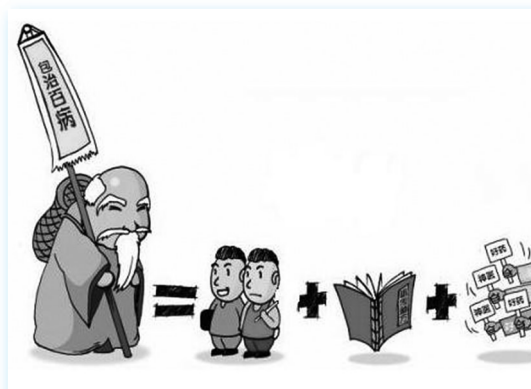
For which description are the following statements true?

Write the correct letter, A – L, in boxes 22 – 27 on your answer sheet.

- 22 This course would be useful for dealing with letters of complaint.
- 23 This course will help you use the libraries.
- 24 This course will improve your performance at interviews.
- 25 This course will help you with acknowledging your sources.
- 26 This course will help you improve your reading skills.
- 27 This course will help you improve your grammar.

Day 7

祖传老中医，专治各种疑难杂症



Never, never, never, never give up



今日目标：拨开迷雾见阳光

雅思阅读是需要积累的，语言、能力、词汇、句法、结构乃至常见文章写法、思路等若没有一段循序渐进的积累，雅思阅读就不会有实质性的提高。阅读的过程因人而异，知识的多少、语言水平的高低、阅读习惯、兴趣等存在着差别，使得阅读理解会出现这样或那样的问题。

那么，在备考的过程中如果遇到雅思阅读的各种疑难杂症，我们应当如何应对呢？别着急，这是病，有病就得治呀！祖传老中医自有良方，专治各种疑难杂症，保证各位“烤鸭”药到病除。

把题做完还是把题做对？



“烤鸭”如是说

“3 篇文章那么长，40 道题，只给 60 分钟，那么到底是把题做完还是把题做对？”

我们的终极目标当然是所有的题都是正确的，能得 9 分我也不嫌多 。实际上如果你能够在规定时间内把题都做完了的话，正确率一定不会低，因为雅思阅读，答案是靠定位定出来的，所以能把题做完（而不是胡猜）至少说明你知道到哪里去找答案，有了方向，正确率一定不会低。因此，把题做“完”和把题做“对”其实并不冲突。在规定的时间内，既把题做完，又把题做对，那才是我们的真本事。

下面是雅思考官写的文章，着重说明了时间的重要性。因此在练习中要努力培养在有限的时间内，达到把题做“完”和把题做“对”的双赢。

Time Is Your Greatest Enemy

Written by Rad Danesh

Monday, 23 April 2007

To succeed on the IELTS, you must use your time wisely. Many students do not finish at least one module. The table below shows the time challenge you are faced with:



Module	Total time	Questions	Time of each question
Listening	30min	40	75min
Reading	60min	40	67min
Writing	60min	2	30min
Speaking	11 – 14min	N/A	N/A

As you can see, the time constraints are brutal. To succeed, you must ration your time properly. The reason that time is so critical is that every question counts the same toward your final score. If you run out of time on any passage, the questions that you do not answer will hurt your score far more than earlier questions that you spent extra time on and feel certain are correct.

On the Reading Module, the test is separated into passages. The reason that time is so critical is that 1) every question counts the same toward your final score, and 2) the passages are not in order of difficulty. If you have to rush during the last passage, then you will miss out on answering easier questions correctly. It is natural to want to pause and figure out the hardest questions, but you must resist the temptation and move quickly.

Pace Yourself

Wear a watch to the IELTS Test. At the beginning of the test, check the time (or start a chronometer on your watch to count the minutes), and check the time after each passage or every few questions to make sure you are “on schedule”. Remember that on the Listening and Reading Modules you have a little over half a minute for each question. If you can work quickly, you can pace yourself at half a minute per question, which makes it easy to keep track of your time. If you find that you are falling behind time during the test, you must speed up. Even though a rushed answer is more likely to be incorrect, it is better to miss a couple of questions by being rushed, than to completely miss later questions by not having enough time. It is better to end with more time than you need than to run out of time.

If you are forced to speed up, do it efficiently. Usually one or more answer choices can be eliminated without too much difficulty. Above all, don't panic. Don't speed up and just begin guessing at random choices. By pacing yourself, and continually monitoring your progress against the clock or your watch, you will always know exactly how far ahead or behind you are with your available time. If you find that you are a few minutes behind on a module, don't skip questions without spending any time on it, just to catch back up. Spend perhaps a little less than half a minute per question and after a few questions, you will have caught back up more gradually. Once you catch back up, you can continue working each problem at your normal pace. If you have time at the end, go back then and finish the questions that you left behind.

Furthermore, don't dwell on the problems that you were rushed on. If a problem was taking up too much time and you made a hurried guess, it must have been difficult. The difficult questions are the ones you are most likely to miss anyway, so it isn't a big loss. If you have time left over, as you review the skipped questions, start at the earliest skipped question, spend at most another half a minute, and then move on to the next skipped question.

Lastly, sometimes it is beneficial to slow down if you are constantly getting ahead of time. You are always more likely to catch a careless mistake by working more slowly than quickly, and among very high-scoring test takers (those who are likely to have lots of time left over), careless errors affect the score more than mastery of material.

Scanning

For Reading passages, don't waste time reading, enjoying, and completely understanding the passage. Simply scan the passage to get a rough idea of what it is about. You will return to the passage for each question, so there is no need to memorize it. Only spend as much time scanning as is necessary to get a vague impression of its overall subject content.

到底先看文章，还是先看题目？



“烤鸭”如是说

“雅思阅读到底是先看文章好还是先看题目好？有人说先看题目好，这样可以带着问题阅读，从而比较有针对性；也有人告诉我要先看文章，否则会因急于找答案而忽略了整篇文章的整体意思。我眩晕了，求答案。”

很多考生会问，拿到雅思阅读题目究竟是先看文章内容还是先读题目？有的考生喜欢先看文章了解文章的大致意思，然后再做题。有的考生觉得这样做会时间不够，所以大多数考生掌握了一定的雅思考试阅读规律，更热衷于先看题目，明白题目问的是什么，关键词是什么后，有针对性地再去看文章。那么，正确的解题方法应该是如何的呢？

针对不同考生对于英语掌握程度的不同，采取的策略一般也各有差异。但是不管怎么说，都不推荐先看文章再看题目。我们都知道，雅思阅读不同于四六级阅读，它的词汇量比较大，涉及领域也较为广泛，有科技、生物、教育等板块，而且文章也比较长，一般在 900~1000 字左右。然而考试时间只有一个小时，这意味着考生既要在 20 分钟内完成阅读一篇



那么长的文章，又要做完 13~14 题的题目，还要保证正确率，可想而知，时间是非常紧的。所以建议考生一定要先看题目，再看文章。

方法	一览众山法	各个击破法	融会贯通法
适用人群	英语词汇量大，平时经常阅读英语文章或浏览英语网站，语法基础扎实，短期记忆力强，对自己的英语能力非常有信心的考生。	英语基础不是非常好，词汇量缺乏，文章对其来说基本看不太懂的考生。	有一定的英语词汇量，并参加过培训班，掌握了基础语法知识。
操作方法	拿到阅读试卷后浏览文章标题，然后选定一篇文章开始做题。选定文章后先阅读所有的题目，即 13~14 道题目，把每一道题目的关键词划出来并进行短期记忆。（注：关键词包括定位词和考点，定位词多以名词为主，考点则多以谓语动词和形容词、副词为主）重点记忆一些定位性强的名词。看完题目之后去看文章，从头开始看，按文章的顺序和段落去理解，边看边回忆之前记忆中的定位词，看到了就用笔做一个记号。 注意在看的过程中是要以理解文章为主，不要过多地去想题目的内容，主要是看懂文章。看完以后再去查看答案，根据文章的内容去做题。如果有文章的内容记不清，就可以利用之前读文章时划出的定位词再回原文看一下，然后确定答案。	拿到阅读试卷后浏览文章标题，然后选定一篇文章开始做题。但是选择的时候要注意题材的熟悉度，可以挑选自己相对还比较熟悉的题材先做。选定后就开始审题。审题则是按照题型来看。首选是填空题和判断题，其次是选择和配对题。例如说文章后题型搭配为判断题+选择题+填空题，那么先审判断题这一部分题目，一题一题做，根据判断题的做题方法去做，而且可以利用顺序性去文章找答案。 做完判断题以后再做填空题，利用填空题的标题或第一句话中的名词去做定位，然后用填空题的做题方法去把填空题做完。最后去做选择题，因为选择题对于文章的理解要求比较高，对于程度不太好的考生来说会比较难做。	拿到阅读试卷后浏览文章标题和文章后的题型，选择自己最熟悉的话题或者有自己最擅长的题型的那篇文章。然后浏览一下题型，确定一下题型关注的先后顺序，也是先填空判断，后配对选择。但这种先后并不是绝对的，而是交替的，也就是在重点做填空判断之前已经将判断选择的定位词和关键词划出并记忆，然后在做填空判断时顺带着看看有没有出现配对题和选择题的定位词出现。 程度稍好的同学则可以看一段文章，把这段文章中涉及的各种题型的题目都完成，一段一段解决问题。但是用这种方法的时候要注意时间的把握。
优点	节省时间，做题速度快	能尽量保证填空题的正确率，在能得分的题目中保证得分。对于基础不是很好的考生来说是一个既能保证正确率又能相对节约时间的方法	可以相对合理地安排时间去做题，也能保证容易做的题型的正确率。
缺陷	挑战考生英语能力和记忆力，并不适用于大部分考生，主要针对一些立志阅读考 8 分以上的考生。	时间花费比较多，而且会多次重复阅读文章。	需要考生能随机应变，对不同的题型搭配要有合理的时间分配，可能会造成审题或看文章内容的混乱。

文科生对科技类阅读犯怵怎么办？



“烤鸭”如是说

“我是文科生，一遇到科技类的阅读材料，我就犯怵，就看不懂，这个应该怎样准备？”

自从有了文理科以来，学生们的科目学习就有了分歧，一些理科学生文科科目普遍不好，而一些文科学生对理科科目不感冒，如果出现越界，都会觉得头大。这种情况在雅思阅读中也会出现，部分文科考生一遇到科技类的阅读材料就犯怵，就看不懂，那么文科生应该怎样提升对科技类文章的阅读能力呢？

如果一看见科技类文章就犯怵，那么考生们平时就要加强对科技类文章的阅读了，首先从心理上战胜这类文章。虽然科技类文章看起来好像好多术语，比较难，但往往它的逻辑结构比较清晰，科技性文章非常强调清晰的思路。我们在 Day 6 的“高分与时间的矛盾”中对科技类文章的实验论证结构和逻辑论证结构进行了具体分析，文科生可以重点把握。如果了解了这些科技类文章的基本写作思路和脉络，再积累一些相对应的词汇量，阅读就不会很难。

虽然有些跨学科的情况，但是这也不代表理科生在该类文章中占优势，毕竟雅思考试不会考很专业的内容。考生们只要对自己有信心，内心强大些，不要惧怕该类文章，用心去分析，很快就能够找到做题思路。

雅思阅读考试中如何判断文章的难易程度？



“烤鸭”如是说

“雅思阅读的三篇文章长度不一，这三篇文章的难度到底是怎样的呢？是难度递增呢还是难度递减呢？在雅思阅读考试中到底应该如何判断文章的难易程度？”

考生们可以从文章标题入手。雅思阅读考试的文章，其内容为学术类科普读物，主要由世界各大主要媒体的文章改写而成，涉及经济、教育、科技、医学、环境、能源、地质、海洋、动植物等。虽然文章题材不同，但都以大众题材为主，不涉及专业性很强的文章，以免



给不同专业的考生造成优势或劣势。而文章标题是文章的中心思想和主题的提炼, 因此, 建议考生们可以利用文章标题来判断自己对该篇文章的背景信息是否熟悉。如果考生对该篇文章的背景信息相当熟悉, 那做该篇文章的题目当然也就得心应手, 而不会出现文章内容根本一窍不通、无法答题的情况。甚至有的题目考生们可以利用自己对文章背景信息的了解直接答题, 而无须在题目中划出定位词, 到文章中定位后再确定答案了。如果考试文章的标题看不懂怎么办? 或者说文章根本没有文章标题怎么办? 其实考生们根本不需要担心, 首先, 如果出现考试文章的标题难以理解, 考官考虑到考生可能看不懂, 会在文章标题旁插入一幅图片, 帮助考生理解该文章的标题。

如剑7 Test1 中阅读部分的第一篇文章的标题为 Going to Bats, 而考官考虑到考生们可能不认识 Bats 一词, 在标题旁就插入一幅蝙蝠的图片, 因此考生也就很容易判断出该篇文章应该主要是关于蝙蝠的了。



Test 1 的第二篇文章的文章标题为 Making Every Drop Count, 仅仅看标题, 考生们也无法准确确定该篇文章的主要内容, 因为 drop 只能翻译为“每一滴”; 考虑到这一点, 考官也在文章的标题旁插入一幅自来水水龙头的图片, 因此考生们也就可以很容易判断出该篇文章主要是关于珍惜水资源的。如果雅思阅读考试文章既没有给出文章标题, 也没有插入图片, 那考生们可以快速阅读该篇文章每一段的第一句话, 即可以快速确定该篇文章的主题和背景信息了。

下面我们就以剑6 Test 3 中的阅读试题来解释一下如何从文章标题入手来确定文章的难易程度, 从而选择难度最小的文章开始着手解题。

Reading

READING

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

A The Lumière Brothers opened their Cinematographe, at 14 Boulevard des Capucines in Paris, to 100 paying customers over 100 years ago, on December 8, 1895. Before the eyes of the stunned, thrilled audience, photographs came to life and moved across a flat screen.

became familiar, the magic was accepted – but it never stopped being magic. Film has never lost its unique power to embrace its audiences and transport them to a different world. For Tarkovsky, the key to that magic was the way in which cinema created a dynamic image of the real flow of events. A

第一篇文章没有给出文章标题, 也没有插入图片, 但考生快速阅读文章的每一段的第一句话, 即可以得出, 该篇文章主要是关于电影的 (涉及最初的电影、电影的作用和影响及发展等), 没有涉及很专业方面的知识, 也不会出现太多术语, 而电影也是我们熟知的, 因此

这篇文章的文章难度不是很大。

Test 3

Motivating Employees under Adverse Conditions

THE CHALLENGE

It is a great deal easier to motivate employees in a growing organisation than a declining one. When organisations are expanding and adding personnel, promotional opportunities, pay rises, and the excitement of being associated with a dynamic organisation create feelings of optimism. Management is able to use the growth to entice and encourage employees. When an organisation is shrinking, the best and most mobile workers are prone to leave voluntarily. Unfortunately, they are the ones the organisation can least afford to lose – those with the highest skills and experience. The minor employees remain because their job options are limited.

第二篇文章的文章标题为 Motivating Employees under Adverse Conditions (在不利的条件下如何激励雇员)，根据标题我们可以判断出该篇文章属于管理类，涉及管理类的一些知识，对于大学专业和管理有关的考生来说，这篇文章应该会是非常简单的，因为对于管理背景知识和词汇的熟知会帮助他们更好地理解题目和文章，从而快速并准确地答题；而对于那些大学专业和管理无关，或者对管理一无所知的考生们来说，这篇文章的难度就较大一些。

Reading

READING PASSAGE 3

You should spend about 20 minutes on **Questions 28–40**, which are based on Reading Passage 3 below

The Search for the Anti-aging Pill

In government laboratories and elsewhere, scientists are seeking a drug able to prolong life and youthful vigor. Studies of caloric restriction are showing the way

As researchers on aging noted recently, no treatment on the market today has been proved to slow human aging – the build-up of molecular and cellular damage that increases vulnerability to infirmity as we grow older. But one intervention, consumption of a low-calorie* yet nutritionally balanced diet, works incredibly well in a broad range of animals, increasing longevity and prolonging good health. Those findings suggest that caloric restriction could delay aging and increase longevity in humans, too.

第三篇文章的文章标题为 The Search for the Anti-aging Pill，意为寻找抗衰老药。而文章标题下附加的一句话又更好地帮助我们了解文章的主要内容是从限制卡路里摄入的方面来探寻抗衰老药的。对于拥有该方面背景知识的考生尤其是学医的考生们来讲，这篇文章将会是非常简单的，尤其是第 33 ~ 37 题，考生们甚至可以利用常识来答题。而对于没有该方面背景知识的考生们来讲，这篇文章的难度稍微偏大，因为其中涉及一些专业术语，会影响考生对于题目和文章的理解。



因此，考生们可以从文章标题入手来判断对自己来说，文章的难度是怎样的，然后先选择难度系数较小的文章开始答题，由易到难，也就不会出现答题时间不够而导致简单的文章也只能眼睁睁放弃的情况了。

文章太长了，臣妾做不到啊



“烤鸭”如是说

“雅思阅读太长了，看着就想放弃，实在读不下去怎么办呀？”

“读不下去”这个问题多见于雅思基础薄弱的“烤鸭”们。雅思学术类阅读考试的特点是文章专业性强，而且文章的篇幅较国内各类公共英语的篇幅相比都要长许多，这些考生在拿到文章的一刹那，就会有恐惧的心理，脸上呈现出沮丧的表情或表现为不耐烦，并有看完第一段就看不下去、想要放弃的念头。

针对该问题排除心理障碍是首当其冲要做的一件事情。在心理压抑、缺乏自信、恐惧等状态下进行考试，不会取得良好的成绩。考生要寻找适合自己的学习方法，循序渐进，努力从心理上产生一种成就感，使得自己信心倍增，感受到阅读的文章其实没有自己想象的那么恐怖。适时调节放松，以减轻自己的心理负担。时间一长，“烤鸭”们的恐惧心理就会大大减弱。此外，“兴趣是最好的老师”。阅读兴趣是学生阅读能力提高的内在动力，因此要努力培养自己的学习兴趣，克服对英语阅读的恐惧。

如何应对雅思阅读时间不够的瓶颈？

很多“烤鸭”都有这样的苦恼，就是觉得雅思阅读时间不够，题目做不完，导致后面的题目一顿“神蒙”。点正的时候，蒙对了，成绩还可以；点背的时候，当然是“惨不忍睹”。那么应该如何应对雅思阅读时间不够的瓶颈？



考官叫停笔就不要再和考题缠绵，缠绵的代价将是阅读0分

赶在考官准备叫停时写最后一个答案，谁知道准备写时就叫停，勉强写上，谁知道就被记了，还给了一张卡，上面写着：Please note that you are in breach of China IELTS Candidate Rules. Your case will be reviewed and a decision will be communicated to you within five working days of the test...有谁知道会怎样处理啊，会阅读成绩为0吗？

《中国地区 IELTS 考生须知》规定了 IELTS 考生的考试行为准则及处罚条例。其中包括：

6. 遵守考场规则

在整个考试过程中，考生必须听从监考人员的安排，服从考场指令。考生必须独立完成各项考试。如确认考生有违规舞弊行为或不听从监考人员指令，监考人员无须事先警告即可当场取消考生的考试资格或考后取消考生的考试成绩。因违规舞弊或不听从监考人员指令而被取消考试资格或考试成绩的考生不得转考、退考或退费；行为严重者有可能不被允许参加以后的 IELTS 考试。违规舞弊行为包括（并不限于）：

- 代替他人考试；
- 请人替考；
- 通过不正当的手段获取考试信息；
- 复制或窃取，以及试图复制或窃取考试材料；
- 将试题信息带出或试图带出考场；
- 将试题信息透露或试图透露给他人；
- 撕毁试卷；
- 扰乱考场秩序；
- 携带违规物品进入考场；
- 提前翻阅试卷；
- 偷窥他人答案；
- 传字条；
- 交头接耳；

考试结束时不按要求立即停笔；

监考人员认为属于违规或舞弊的其他情况。

由上面的倒数第二条可以看出，在考官叫停笔时仍继续作答属于违规舞弊行为，所以千万不要头脑发热！



了解自己，对症下药

考生普遍存在阅读时间不够，来不及做完试卷的问题。考生往往会在做第二篇阅读的后半阶段的时候显露出异常紧张的情绪，为什么？因为，他们之前花的时间太多，“掐指一算”，“Oh, my God, I'm running out of time!” 而这反过来又进一步放慢了学生的作题速度，以及准确性。

首先，在平时的阅读练习中，应该严格限定自己做题的时间，规定 20 分钟做一篇，那就是 20 分钟，对自己严格要求，没的商量，然后做了之后总结一下。比如做 5 篇阅读，看看自己经常哪一部分没做完，是不是 5 篇都是同一个部分没有做完，是不是都是同一类型的文章（比如，科技类、医药类），与此同时，应该注意没做完的部分通常都是什么题型，是摘要归纳，还是完成句子，还是多项选择？这样就能很直观地看出自己的薄弱环节，做到对症下药。接着，大家还可以就自己做完的部分做一个数据统计，做完的题型里正确率是否



高，哪些做完的题型错的比较多，这样可以进一步了解自己的水平。不管怎么样，阅读相对来说是最容易拿分的，因此，势必要把来不及做的写完，好歹还有个正确的概率在，要知道，运气也是考试的一个要素之一。

在做完上述的自我统计之后，大家明白了自己擅长做哪类题之后，在考试的时候，可以先看一下，这三篇文章都是什么类型的，主要题型是怎么分布的，然后先挑自己最得心应手的来做。这样，一方面，因为这类题目你比较擅长，做题可以稍微快点，为你在解答接下来的题目留出更多的时间；另一方面，这样做会大大增进解题的信心，从而给自己带来惊喜！

G 类阅读比 A 类阅读更简单吗？



“烤鸭”如是说

“雅思 A 类和 G 类有什么区别，难度有差距吗？”

不少初涉雅思的同学，常会提到这样一个问题：雅思考试的 A 类和 G 类到底有什么不同？我应该报考哪种呢？G 类比 A 类更简单吗？下面我们就来比较一下：

	A 类 (Academic)	G 类 (General Training)	比较
考试目的	学术类，主要用于留学。	培训类，主要用于移民。	目的不同
考试题型	题型：10 种 题型一 选择题 题型二 填空题 题型三 完成句子题 题型四 完成笔记、总结、表格或流程图题 题型五 对图表进行标记题 题型六 为段落选择相对应的小标题 题型七 寻找信息题 题型八 寻找作者观点、论点或文章中的具体信息题 题型九 分类题 题型十 配对题	题型：11 种 题型 1 选择题 题型 2 多项配对题 题型 3 填空题 题型 4 完成句子题 题型 5 完成笔记、总结或流程图题 题型 6 完成总结题 题型 7 为段落选择相对应的小标题 题型 8 寻找信息题 题型 9 判断作者观点、看法或文章中的具体信息题 题型 10 分类题 题型 11 配对题	从以上题型分析并不能看出考试的难易度。

(续)

	A 类 (Academic)	G 类 (General Training)	比较
考试形式	考试时间：60 分钟 考试题目：40 道 考试内容：三篇文章	考试时间：60 分钟 考试题目：40 道 考试内容：三部分 第一部分通常包含 2 到 3 篇短文或者若干段文字（如广告等） 第二部分通常有 2 篇文章 第三部分则为一段较长的文章	从这方面来看雅思阅读 G 类考试要比 A 类考试文章内容多。根据两者文章字数统计，A 类雅思阅读考试三篇文章字数总计约在 2000 到 2750 字之间，G 类雅思阅读考试所有文章总计长度约在 2400 字左右。可以看出，虽然 G 类文章内容多，但是文章字数上并不是有太大差异。
考题来源	A 类文章主要来源于诸如杂志、期刊、书籍和报纸等媒体，与考生未来在大学课程中将阅读到的文章极为相似。	G 类考试文章内容是由易到难，所以文章来源比较杂也比较广泛。 第一部分的内容选自通知、广告、时间表、宣传品，以及其他的类似内容。 第二部分的内容选自大学招生简章、课程介绍、大学课程介绍、图书馆指引、规定，以及其他的类似内容。 第三部分的内容选自报纸、杂志、期刊、小说或非虚构的书籍，以及其他的类似内容。	

综上所述：由于雅思阅读考试 A 类与 G 类考试目的不同，致使考试题型、文章内容、考试的侧重点都有明显的差异。所以不能简单地说 G 类考试难度一定低于 A 类。雅思官方也是一再声明二者在难易度上没有可比性。而“烤鸭”们应根据自己的实际需求，即求学还是移民来决定报考雅思 A 类或是 G 类的考试。

雅思虐我千万遍，我待雅思如初恋

一说到雅思，无论是“雏鸭”还是“老鸭”，肯定感触颇多。有信心满满的，有爱恨交加的，有咬牙切齿的，有踌躇满志的，有面露惧色的，有痛并快乐的——当然，还有痛并不快乐的……

我
为他做牛做马，



为他熬夜，
为他放弃小说，
为他放弃游戏，
为他放弃淘宝……

我
为他而改变，
为他蓬头垢面，
为他毫无形象，
为他三更睡，
为他五更起……

我
为他压力山大，
为他生物钟失调，
为他没有了朋友，
为他屡屡受挫
为他拼了老命……

我
为了他该做的不该做的都做了，
但是他一点也不爱我，
他无视我的努力，
他践踏我的尊严，
他让我成为旁人眼中的笑柄。

Yes,

你们猜对了，
他的名字叫作，

雅思

——雅思虐我千百遍，我待雅思如初恋。

“雅思虐我千百遍，我待雅思如初恋”，这是在“烤鸭”军团里流传甚广的一句话。在雅思战场上屡败屡战、屡战屡败似乎成了当下“烤鸭”们的一种常态。但是，让我们既爱又恨的雅思，带着我们来到一个充满光明与希望的崭新境界。认准自己的目标，勇敢地朝前走，怀着一颗一定要拿下雅思的心，梦想就不再遥远，最后祝愿所有“烤鸭”们都能梦想成真。

Whatever with the past has gone, the best is always yet to come.

无论过去发生什么，最好的尚未到来。



【牛刀小试】(提供2篇练习)(G类)

一刀斩

READING PASSAGE 1

Questions 1 – 14

Read the information below and answer Questions 1 – 7.

Mail Order Brochure

Want some great clothing ideas for your family?

Our key for clothing specials in July:

M for men

W for women

C for children

For under \$10

Cotton socks C — made of pure cotton for long wearing

Woollen socks C — to keep young feet warm in winter

Sports socks M — to go with jeans and other casual clothes

Patterned belts W — to go with jeans and other casual clothes

For under \$25

Cotton shirts W — for day and evening wear

Silk shirts Pl — five sizes, in designer colours, for that special social occasion

T-shirts C — hard-wearing, white with a variety of animal motifs

Colour T-shirts M W — cotton and polyester blend, plain colours, no ironing

For under \$50

Blue jeans M W — non-shrink, colourfast, small sizes only

Silk shirts M W — plain and patterned, all sizes

Hooded jacket C — protects from the wind, 4 sizes, large strong pockets

Jacket W — waterproof with zipper front, all sizes

- Or you can buy a gift voucher so that someone else can choose. These come in \$10, \$20 and \$50 amounts.

Additional monthly specials for July to September

July — \$10 voucher with any purchase over \$60

August — Travel alarm clock worth \$19.95 free with purchases of \$80 or more!

September — Children's backpacks. Free with any credit card purchase over \$75!

**Note: Postage and packing charges**

These are applied to each order as follows:

Within Australia:

\$7.95 per address, regular post

\$17.95 for Express Delivery Service (overnight)

Overseas:

Surface Mail (allow a minimum of two months for delivery)

Airmail (allow around two weeks delivery to most destinations)

Questions 1 – 7

Do the following statements agree with the information given in the text on the previous page?

In boxes 1 – 7 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 1 Women's cotton socks cost less than men's.
- 2 Men's silk shirts are available in more than five colours.
- 3 Children's T-shirts come in a variety of colours.
- 4 The child's jacket has four pockets.
- 5 If you buy clothes worth \$80 in August, you will receive a free alarm clock.
- 6 The charge for special next-day delivery in Australia is \$7.95.
- 7 All clothing is guaranteed to arrive within two months.

Questions 8 – 14

The list of 'New Book Releases' on the following page has nine book descriptions A – I.

Choose the correct title for each book from the list of book titles below.

Write the correct number i–xi in boxes 8 – 14 on your answer sheet.

List of Book Titles

- i Field Guide to Native Birds of Australia
- ii The Bush on Two Wheels: 100 Top Rides
- iii Bush Foods of Australian Aborigines
- iv A Pictorial History of the Dinosaur in Australia
- v World Geographica
- vi Driving Adventures for 4-wheel-drive Vehicles
- vii Survival Techniques in the Wild
- viii Encyclopaedia of Australian Wildlife
- ix Guide to the Art of the Australian Desert
- x Field Guide to Animals of the World

- 8 Book A _____
 9 Book B _____
 10 Book C _____

<i>Example</i>	<i>Answer</i>
Book D	vi

- 11 Book E _____
 12 Book F _____
 13 Book G _____
 14 Book H _____

<i>Example</i>	<i>Answer</i>
Book I	vii

New Book Releases

- A** This book describes the creativity of Aboriginal people living in the driest parts of Australia. Stunning reproductions of paintings, beautiful photography and informative text.
- B** Pocket-sized maps and illustrations with detailed information on the nesting sites and migration patterns of Australia. This is a classic booklet suitable for both beginner and expert.
- C** Packed full of information for the avid hiker, this book is a must. Photographs, maps and practical advice will guide your journeys on foot through the forests of the southern continent.
- D** More than an atlas — this book contains maps, photographs and an abundance of information on the land and climate of countries from around the globe.
- E** Australia's premier mountain biking guidebook — taking you through a host of national parks and state forests.
- F** Here's the A-Z of Australian native animals; take an in-depth look at their lives and characteristics, through fantastic photographs and informative text.
- G** Graphic artists have worked with researchers and scientists to illustrate how these prehistoric animals lived and died on the Australian continent.
- H** A definitive handbook on outdoor safety — with a specific focus on equipment, nutrition, first aid, special clothing and bush skills.
- I** Detailed guides to 15 scenic car tours that will take you onto fascinating wilderness tracks and along routes that you could otherwise have missed.



» READING PASSAGE 2

Read the passage below and answer Questions 15 – 27.

Lack of Sleep

Section A

It is estimated that the average man or woman needs between seven-and-a-half and eight hours' sleep a night. Some can manage on a lot less. Baroness Thatcher, for example, was reported to be able to get by on four hours' sleep a night when she was Prime Minister of Britain. Dr Jill Wilkinson, senior lecturer in psychology at Surrey University and co-author of "Psychology in Counselling and Therapeutic Practice", states that healthy individuals sleeping less than five hours or even as little as two hours in every 24 hours are rare, but represent a sizeable minority.

Section B

The latest beliefs are that the main purposes of sleep are to enable the body to rest and replenish, allowing time for repairs to take place and for tissue to be regenerated. One supporting piece of evidence for this rest-and-repair theory is that production of the growth hormone somatotropin, which helps tissue to regenerate, peaks while we are asleep. Lack of sleep, however, can compromise the immune system, muddle thinking, cause depression, promote anxiety and encourage irritability.

Section C

Researchers in San Diego deprived a group of men of sleep between 3am and 7am on just one night, and found that levels of their bodies' natural defences against viral infections had fallen significantly when measured the following morning. "Sleep is essential for our physical and emotional well-being and there are few aspects of daily living that are not disrupted by the lack of it," says Professor William Regelson of Virginia University, a specialist in insomnia. "Because it can seriously undermine the functioning of the immune system, sufferers are vulnerable to infection."

Section D

For many people, lack of sleep is rarely a matter of choice. Some have problems getting to sleep, others with staying asleep until the morning. Despite popular belief that sleep is one long event, research shows that, in an average night, there are five stages of sleep and four cycles, during which the sequence of stages is repeated. In the first light phase, the heart rate and blood pressure go down and the muscles relax. In the next two stages, sleep gets progressively deeper. In stage four, usually reached after an hour, the slumber is so deep that, if awoken, the sleeper would be confused and

disorientated. It is in this phase that sleep-walking can occur, with an average episode lasting no more than 15 minutes. In the fifth stage, the rapid eye movement (REM) stage, the heartbeat quickly gets back to normal levels, brain activity accelerates to daytime heights and above and the eyes move constantly beneath closed lids as if the sleeper is looking at something. During this stage, the body is almost paralysed. This REM phase is also the time when we dream.

Section E

Sleeping patterns change with age, which is why many people over 60 develop insomnia. In America, that age group consumes almost half the sleep medication on the market. One theory for the age-related change is that it is due to hormonal changes. The temperature rise occurs at daybreak in the young, but at three or four in the morning in the elderly. Age aside, it is estimated that roughly one in three people suffer some kind of sleep disturbance. Causes can be anything from pregnancy and stress to alcohol and heart disease. Smoking is a known handicap to sleep, with one survey showing that ex-smokers got to sleep in 18 minutes rather than their earlier average of 52 minutes.

Section F

Apart from self-help therapy such as regular exercise, there are psychological treatments, including relaxation training and therapy aimed at getting rid of pre-sleep worries and anxieties. There is also sleep reduction therapy, where the aim is to improve sleep quality by strictly regulating the time people go to bed and when they get up. Medication is regarded by many as a last resort and often takes the form of sleeping pills, normally benzodiazepines, which are minor tranquillisers.

Section G

Professor Regelson advocates the use of melatonin for treating sleep disorders. Melatonin is a naturally secreted hormone, located in the pineal gland deep inside the brain. The main function of the hormone is to control the body's biological clock, so we know when to sleep and when to wake. The gland detects light reaching it through the eye; when there is no light, it secretes the melatonin into the bloodstream, lowering the body temperature and helping to induce sleep. Melatonin pills contain a synthetic version of the hormone and are commonly used for jet lag as well as for sleep disturbance. John Nicholls, sales manager of one of America's largest health food shops, claims that sales of the pill have increased dramatically. He explains that it is sold in capsules, tablets, lozenges and mixed with herbs. It is not effective for all insomniacs, but many users have weaned themselves off sleeping tablets as a result of its application.



Questions 15 – 22

The passage on the previous pages has seven sections labelled **A – G**. Which section contains the following information?

Write the correct letter **A – G** in boxes **28 – 35** on your answer sheet.

NB You may use any letter more than once.

- 15 the different amounts of sleep that people require
- 16 an investigation into the results of sleep deprivation
- 17 some reasons why people may suffer from sleep disorders
- 18 lifestyle changes which can help overcome sleep-related problems
- 19 a process by which sleep helps us to remain mentally and physically healthy
- 20 claims about a commercialised man-made product for sleeplessness
- 21 the role of physical changes in sleeping habits
- 22 the processes involved during sleep

Questions 36 – 40

Do the following statements agree with the information given in the passage?

In boxes **36 – 40** on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 23 Sleep can cure some illnesses.
- 24 The various stages of sleep occur more than once a night.
- 25 Dreaming and sleep-walking occur at similar stages of sleep.
- 26 Sleepers move around a lot during the REM stage of sleep.
- 27 The body temperature rises relatively early in elderly people.

附录 A “屠鸭”成功之鸭友心得



阅读 8 分达人经验

1

◎关于词汇

这个没什么推荐的，因为我没怎么背单词……其实，雅思很多时候是不用理解单词意思也能做的，而且完全可以做对。这些单词特指那些动物学、植物学、地理学、医学、物理化学之类的专有名词，看的时候直接拿首字母代替，知道有这么个东西就行了，因为在题目里这些词会原封不动地出现（这是我在陪同学上 GRE 课的时候学到的）。但是，无论如何，重要的词，比如句子中的动词是要会的，不然把句子的意思看反了或者完全不理解，那就没辙了。同时，动词常见的同义转换也要能看懂，选择题里面一般都会稍微给关键词做一下同义转换来迷惑考生。

◎关于复习材料

还是剑桥 4~8！要相信，最符合考官出题思路的，就是这 5 本真题。其他模拟都是外人出的，模仿得再像也有缺陷。每次做完三篇，不管多么不想再看英语一眼，都至少要把自己做错的地方结合原文仔细研究，千万不能错了就错了，改一下 ABCD 就好，下次直接做下一篇。同时，对文中特别影响理解的单词、长难句要拿出来单独看，单词就查词典（虽然现在大家都用手机词典，但是若是有条件的话，我还是推荐纸质版的，我这次准备的时候天天抱着牛津高阶，每次查的时候都有“哇，还有这个意思呀”的感觉，手机词典就完全没有感觉……），长难句则是分析语法、理解意思（一般高中语法就够了，找准主谓宾，两个逗号之间的暂时不用看）。要是复习时间充足，把阅读中出现的所有生词（主要是影响理解的动词和名词）都整理出来，再以原文为例句加以记忆，是非常好的背单词方法（而且对雅思考试非常有效）。

◎关于做题技巧

最重要的一点，我的雅思老师在课堂上也反复强调过：顺序性。雅思出题除了 matching 和 heading 题外，其他题基本上都是有顺序性的，所以每题之间都不会隔太远，尤其是有一道题做不出时，看看它上面和下面的题分别出自文章的哪个地方，这样基本上就能把这道题的出处定位出来了。其次，是对题目的定位。这就要找关键词，用人名（可以用首字母替



代)、地名(也是首字母)、时间什么的定位到文中,再仔细分析原文,基本上能把答案看出来。定位一定要快,要是迟迟找不到,就如我上面讲的那样,做下一题,再回头找上下两题定位的中间那部分文章。再有,做“是非无”题型的时候,不要想太多,文中怎么说就怎么判断。比如,文中没说两个东西是类似的,或者谁好谁坏谁多谁少,那对那些对两者进行比较的句子就要写 Not Given。还有就是,现在雅思考试对技巧的要求在降低,但对阅读能力的要求却提高了,典型表现就是大规模出现没法用顺序性定位,而是要求你通读全文的 Matching 题和 Heading 题。这个时候,技巧不再管用,那就老老实实读文章做题吧。我后两次考试都遇到了好多 Matching 和 Heading,所幸文章都通读了……因为我的阅读速度还可以,但速度慢怎么办?我觉得还是靠积累吧……

◎关于考试

阅读考试要求的就是速度和准确性的统一。这在平时练习的时候就要注意。不管别的部分怎么练,雅思阅读一定要抽出一个小时来做整套题,而不是一篇一篇慢慢磨。平时至少要保证空余出 5 分钟,考试时才能保证能把题全做完,因为考场上是还要填答题卡的。我平时做题速度算是快的,三次考试时才仅仅是刚刚做完。最后要是实在来不及,试卷就不管了,直接往答题卡上写,能节约多少时间就节约多少时间。考阅读时还要合理分配时间,先做简单题,比如填空,再做比较难的 Matching 和是非无(Heading 也可以先做,用来理解文章大意,但要是太难的话,也可以延后,我这次的 Heading 就放到后面做了,因为看不完……),毕竟不管那个空有多难,分值都是一样的。

◎平时的阅读材料

高阶的就看 *The Economist* 吧,每天精读一篇。弱一点的话个人比较推荐《21 世纪英文报》,更 native,也比较有趣。愿意看书的可以看《哈利·波特》英文版当消遣,喜欢上网的可以去 BBC 官网上看看新闻。

2

我阅读还算可以,先说阅读吧。阅读实际上是最体现实水平而非考试技巧的。虽然阅读的考试技巧最多,但是这些都没必要看,机经也没必要。我没有上培训班。我觉得拿着答案谁都可以总结出一大堆规律来。而且不知道大家有这个感觉没,真的是阅读能力提高以后,做题根本就是觉得就该是这个答案,而不是什么考试技巧决定的。

阅读是 3 篇 1000 字的文章。文章由逻辑和段落组成。段落由句子组成。句子由词汇和语法组成。所以要是从基础打起,必然是先搞定语法和词汇。这点我比较感谢托福考试吧。我把托福的红宝书和托福的语法看过很多遍,因此复习起来更多地侧重理解句子与句子之间的联系、段落与段落之间的联系。我认为大家复习阅读的时候一定要从基础打起,不要剑走偏锋地研究什么技巧,也不要做完题对完答案就算完事。要想提升,必须回头总结:我为什么这里错了?只有总结、改正,才会取得一点点的进步。little by little, day by day。1~2 个月的时间,足够让一个 6 级阅读错一半的人变成看英语和看中文有差不多的感觉,我就是这

样的。

下面说一下具体的方法。首先是词汇，我认为雅思阅读真经上的词汇很好。另外，如果觉得自己词汇量实在不够，可以去看一下张红岩的托福书。的确雅思的阅读不是侧重词汇，但是想拿高分，尤其是中国的学生大多仰仗阅读提高总分，还是信奉“万丈高楼平地起”这句老话，背吧。我还想强调的就是语法。的确，雅思不直接考语法，但是它通过阅读和写作从侧面考。这里我推荐托福程度的语法书，因为第一很多都是改错题，印象更深刻；第二，全而不面面俱到，不会浪费太多时间。之后我选择的是精读真经，每篇都精读，一句一句分析，你会发现你的阅读速度越来越快。我很认同一位新东方老师的见解：阅读速度想上去，要先慢下来。可是具体如何慢下来呢？我认为就是精读。

再之后就是真刀真枪地做真题，给自己限定时间。我的阅读方式就是全读，时间绝对够。我最快一次，3篇全读，错5个，45分钟，是剑桥几我忘记了。所以说通读全文时间是绝对够的。不全读，只是看段首、段尾，那是实在来不及的时候的办法。平时一定要严格要求，考试的时候才会胸有成竹。多说一句，一定要反思为什么错，没这步，是很难进步的。

总结一下我的应试技巧。Heading题，有的是读完段落，自然就知道了；有的是读完了还是糊涂。别怕，这样的题绝对是文章中某段落的句首或者句尾的改写，大家也没必要重读一遍，仔细看看那几句话，99%答案能全出来。尤其是剑4上的那种貌似Heading而非Heading的题，用第二种方法，抓中文中的某句话，看透意思，再回头看题，很容易恍然大悟。

改错题，其实不难，我的建议是一次读两个，防备第一个是NG。然后读文章，碰到了相关的，自然出答案，可以说是毫不费力气。但是要是读完全文再做，我觉得太累，而且费时间。所以我建议，先看几道题，再看文章，相互结合来做题。

填空题，有些是文章中的某一段落，这样的题，要基本找到了地方，一定是手到擒来。



阅读9分达人经验

1 雅思一战——有欣喜，有遗憾

我是7月17号参加的雅思考试，口试是在当天下午3点进行的。算准时间7月30号出成绩，29号我就开始全天候地刷网页查成绩，终于在下午3点时查到——总分7，听力6.5，阅读9，写作6，口语5.5。我很难形容我当时的心情，一方面看到阅读9分很惊喜，一方面看到口语5.5很遗憾。

……

阅读——

虽然阅读得了满分，但是要让我具体说说我是怎么准备阅读而取得这个成绩的，我还真是说不上来。如果用一个词来总结，那就是——**厚积薄发**。

其实和大多数中国学生一样，我的强项一直都是阅读。说出来你们可能会不信，我真正



用到的复习资料就只有剑桥的4~7加上Colin上课发的那些小资料而已。不过我曾经准备过一段时间的托福,做过托福的OG和Delta上面的全部阅读。虽然两种考试有许多不同点,但在提高能力方面肯定是相通的。而且作为一名工科研究生(额,准确地说,作为一名走向工科的女博士——又称“灭绝师太”——的康庄大道上的学生),免不了要看一些外文的文献,虽然认真从头看到尾的篇数不多,但你可以想象一下那些科学研究类的文章肯定比雅思阅读文章恶心多了,所以我后来看雅思文章都觉得好有趣味(汗……)。其实说那么多题外话无非是想说明,雅思阅读不是一个只靠一遍一遍做题就能取得理想分数的考试。

……

还有一定要强调的就是,阅读一定要上好闹钟来做,也尽量在考试的时间段做(我自己是没有办法这样做的,因为和实验时间冲突,但是相信很多同学是有这个条件的),并且要扣除填答题卡的时间。阅读和听力不一样,不会单独给你时间填答题卡,所以单独填40个题,还是需要5分钟左右时间的,请大家一定要注意!并且,在做练习的时候就要养成不苛求的好习惯,不要每篇都做完全了才进入下一篇,要相信有个别的题是不容易做对的,与其在这些题目上面消耗过多时间,不如先去后面把大头的分数拿到,再回来啃这些小的。而且考试的时候千万不要抱着满分的心态,我给自己的要求都是在7.5而已,努力每次做到自己能做的,就会有满意的分数等着你。

针对阅读最后要说的是,信心很重要!我整个剑4到剑7,只有剑6做得相对好一些,每套错4个左右,通过分析都还会有一两个怎么都想不通的,而我最后拿剑7做模拟的时候,有一些也做得不太好,但是我就随时告诫自己,不要太在意这些,尤其是在分析了错误原因以后,就更不应该纠结于错误本身了。所以从头到尾,信心和心态都非常重要!

2

3月7日参加了雅思考试,第一次也可能是最后一次,先报一下成绩:听力8,阅读9,写作6,口语6。

◎ 阅读

在这次考试中,我阅读取得了9分的成绩,很是欣慰与兴奋。其实,在一开始做阅读的时候,我的成绩一般在6.5~7.5之间浮动,尤其是配对和找标题的题目做得不是很好。

1. 阅读方法

一开始我采取的是通读全篇再依题目来做,虽然能及时完成练习,但是效率和正确率不高。经过总结和思考后,我采取了“先看题再通读文章,最后重新按题读文”的方法,既提高了速度,又使做题一目了然,事半功倍。

2. 单词

在几个月的复习时间里,我充分利用了剑桥系列,对每一篇文章、每一个单词都仔细研读,把不懂的动词和重要的形容词背下来,而有些名词就不刻意去背。在最后的考试中,也没碰到很多陌生的单词。虽然有些很复杂的名词,我也能保持自己的思路和节奏,用40分

钟完成了 3 篇阅读，最后 20 分钟用来检查错误和誊写答案。

3

先大概说一下英语水平吧，我现在大二，大一下学期考四级得了 621 分，六级还没有考，在复旦同一年级的同学里英语可能算中上吧。去年暑假上的辅导班，隔了好久才考。上完课后就做了剑 3 和剑 6，这个寒假准备考试时先做了剑 4，买了本雅思阅读真经大概做了一半，到考试前为了找状态，最后做的剑 5。刚开始阅读比较惨，每篇都会错三四个，难的文章做得更不好，后来发现自己太急，做阅读时太心浮气躁了，没有好好分析文章和问题，定好位后看不大懂就贸然填了答案，所以很多情况下错了的题事后想想都能明白，只是不小心掉进陷阱甚至定位错误了，总是突破不了拿高分的瓶颈。后来静心认真分析文章，推敲答案，最后基本上能做到文章大体都能看懂了，所以做题的准确率就提高了很多。现在想想其实并不用过于担心推敲答案花时间，比如我考试时文章都看了而且理解了 80% 左右，最后时间居然还剩下将近 15 分钟。而且我觉得阅读 9 分可能和我平时阅读英语比较多有关，平时我会看一些轻松好玩的英文书，而且我有几门课用的就是英文，不知不觉中英语的累积阅读量就大了，速度也有了提高。

(在此对以上高分达人表示感谢 ~)

附录 B 雅思阅读机经的使用

雅思考试是从题库中抽调题目进行考试，虽然剑桥雅思官方觉得题库已经足够大，而且不断更新，但相对于全球尤其是中国的庞大雅思考生来说，雅思题库还是显得相对较小。多次参加雅思考试的考生有很大的可能性碰到同一篇阅读文章、同一个听力考试版本、同一篇作文题目等。加上中国考生的开放分享心态，把对考题的回忆发布到网上，机经就形成了。

雅思阅读机经一直以来并没有得到考生的重视，因为阅读机经的回忆比较困难，而且考生会觉得好像看阅读机经的意义不大。实际上如果好好利用的话，阅读机经的分量是相当重的。到目前为止，学术类阅读每次考试都会有旧阅读出现。所以如果考生能够熟悉文章的背景知识和常见考点的话，做起题来会事半功倍。

那么应该如何正确地使用雅思阅读机经呢？

有些考生会把机经当作答案集锦来使用，那么死背答案的结果往往是考试的时候模糊记得看过机经，但是却怎么也想不出确切答案。有时即使想出了看过的答案，也不敢保证这些回忆出的机经就是正确的。因此，机经是可以而且应该被好好使用的，但是一定要保证方法得当。



一、熟悉考查话题，补充背景知识

对于没有雅思考试经验，或者刚刚开始接触雅思的“雏鸭们”来讲，机经无疑是最快了解雅思阅读考查内容的途径。可以在最短的时间内了解阅读考试人文社科类和自然科学类当中的众多小分支话题，尽早进入有范围、有针对性的阅读训练。对于有雅思考试经验，或者即将进行考试的“老鸭们”来讲，机经同样非常有用。鉴于每年的雅思阅读考试都有重复考查的话题，且这些话题出现的频率也比较可观，考生有必要熟悉这些话题。

雅思阅读话题是有重复的规律的。例如，在08年上半年2月16日、3月15日、3月29日都考查了“交通问题”（Traffic）。在08年下半年9月27日、11月15日、12月20日都考到了“潮汐发电”（Power of Sea/Power Generation with Tide）这样的话题。另外，在机经中出现过的不熟悉的话题，如“厄尔尼诺现象”（El Nino）、“火山喷发”（Volcanic Eruption）、“黄蜂”（Wasp）、“鲸鱼”（Whale）等等，考生可以查阅相关资料，了解文章背景，这样在考试过程中会有效节约阅读时间。也就是说，雅思阅读机经部分应重点理解文章背景，对一些信息不充分的文章应主动上网了解。



二、归纳近期考题，洞察题型趋势

雅思阅读考试的题型多变，解题方法各异。当然，掌握每种题型的解题技巧是每个考生

应该打下的坚实基础。但是，如何在考试的前夕把有限的精力投入到热点题型的训练上，也是考生需要重点关注的问题。在把握近期热点考试题型这方面，机经绝对起着无可替代的巨大作用。通过统计雅思阅读近期考题可以发现，在一段时间里，往往会集中考查某几种题型，之前常考的某种题型可能在考试中所占比例并不大。因此，考生需要密切关注机经动态，总结一段时期的常考热点题型，加大对这些题型的训练力度。



三、了解专业术语，扫清难点词汇

词汇一直是阻碍考生在雅思阅读考试中取得满意成绩的一大障碍。生词太多一则会造理解偏差，另一方面也会影响考生的阅读速度，导致我们不能在规定时间内完成考试题目。补充词汇几乎是每一个考生在备考过程中都需要完成的事情。如何用有限的精力去背诵出现频率最高的词汇是一个值得探讨的问题。

机经恰恰可以给这个问题一个不错的答案。考生可以在扫读机经的过程中挑出所有不会的词汇加以背诵。那么，扫读的词汇有两种情况。一为考生不认识的常规词，直接记忆背诵就可以了。另一类词汇就是所谓的专业术语。这些专业术语，如生物类和地质类当中的一些词汇，是普通考生不太熟悉的内容。考生不只需要记住这个词汇，还需要了解这个词汇的相关背景知识，最好是英文版本的背景介绍，这样在了解这个术语的同时，还可以兼顾到这类话题的相关词汇，是个一举两得的好办法。

总之，雅思考试一定要以实力为主，技巧培训为次，雅思机经为辅。切不要完全过分依赖机经。因为我们的终极目的不仅仅是在短期内提高成绩，而是英语使用能力的提高。Anyway，已经经过了7天的“终极培训”，“烤鸭”们，准备上烤架吧！

附录 C 【牛刀小试】 参考答案

Day 1

» Reading Passage 1

- | | | |
|--------|-------------|--------|
| 1. B | 2. D | 3. C |
| 4. B | 5. A | 6. C |
| 7. E | 8. 15 – 20% | 9. 40% |
| 10. 6% | 11. D | 12. B |

» Reading Passage 2

- | | | |
|-------------------------|-----------------|-----------------------------|
| 13. iv | 14. viii | 15. v |
| 16. iii | 17. i | 18. YES |
| 19. NO | 20. NOT GIVEN | 21. NO |
| 22. YES | 23. YES | 24. organizational outcomes |
| 25. individual outcomes | 26. absenteeism | |

Day 2

» Reading Passage 1

- | | | |
|---------------|--------------|--------|
| 1. iii | 2. v | 3. iv |
| 4. vii | 5. viii | 6. NO |
| 7. YES | 8. NOT GIVEN | 9. YES |
| 10. NOT GIVEN | 11. D | 12. B |
| 13. F | 14. H | |

» Reading Passage 2

- | | | |
|--|----------|---------------------|
| 14. C | 15. D | 16. D/1918 & E/1928 |
| 17. (selling) advertising (space) | | |
| 18. Color scheme/ (three) colours/purple, write, (and) green | | |
| 19. (the) Woman's Exhibition | 20. NO/N | |
| 21. YES/Y | 22. NO/N | 23. NO/N |

24. NOT GIVEN/NG
27. D

25. YES/Y

26. YES/Y

Day 3

Reading Passage 1

- | | | |
|--------------|--------------|-------------|
| 1. TRUE | 2. NOT GIVEN | 3. FALSE |
| 4. FALSE | 5. NOT GIVEN | 6. TRUE |
| 7. genetics | 8. power | 9. injuries |
| 10. training | 11. A | 12. D |
| 13. B | | |

Reading Passage 2

- | | | |
|-----------------------------------|-----------------------------|--------------------|
| 14. NO | 15. YES | 16. NO |
| 17. NOT GIVEN | 18. wind on the file | 19. a wire string |
| 20. set the shutter | 21. the memorandum book | |
| 22. record each picture /exposure | | 23. George Eastman |
| 24. 1886 | 25. (a) (small) hand camera | |
| 26. (a) new shutter design | | |

Day 4

Reading Passage 1

- | | | |
|--------------|---------|--------------|
| 1. I | 2. F | 3. E |
| 4. D | 5. TRUE | 6. FALSE |
| 7. NOT GIVEN | 8. TRUE | 9. NOT GIVEN |
| 10. G | 11. B | 12. C |
| 13. A | | |

Reading Passage 2

- | | | |
|--|---------------|--------------------|
| 14. YES | 15. NOT GIVEN | 16. NO |
| 17. YES | 18. NOT GIVEN | 19. NO |
| 20&21. D E (IN EITHER ORDER) | | |
| 22&23. C D (IN EITHER ORDER) | | 24. oral histories |
| 25&26. humanistic study historical discipline | | (IN EITHER ORDER) |
| 27. scientist | | |



Day 5

» Reading Passage 1

- | | | |
|---------|---------|---------------|
| 1. v | 2. vi | 3. iii |
| 4. ix | 5. i | 6. vii |
| 7. x | 8. NO | 9. YES |
| 10. NO | 11. YES | 12. NOT GIVEN |
| 13. YES | | |

» Reading Passage 2

- | | | |
|--------------------------------|-------------------|------------------------|
| 14. full | 15. smoke | 16. charge |
| 17. machines | 18. combs | 19. split |
| 20. (hexagonal) cells / comb | | 21. frames (of comb) |
| 22. screen | 23. brood chamber | 24. NOT GIVEN |
| 25. YES | 26. YES | 27. NO |

Day 6

» Reading Passage 1

- | | | |
|---|---------------|-----------|
| 1. Saturday (and) Tuesday (IN EITHER ORDER ; BOTH REQUIRED FOR ONE MARK) | | |
| 2. Saturday (and) Thursday (IN EITHER ORDER ; BOTH REQUIRED FOR ONE MARK) | | |
| 3. B | 4. H | 5. G |
| 6. A | 7. I | 8. J |
| 9. TRUE | 10. NOT GIVEN | 11. TRUE |
| 12. TRUE | 13. FALSE | 14. FALSE |

» Reading Passage 2

- | | | |
|---------|----------|--------|
| 15. xi | 16. iv | 17. v |
| 18. ix | 19. viii | 20. ii |
| 21. vii | 22. K | 23. C |
| 24. I | 25. H | 26. G |
| 27. L | | |

Day 7

» Reading Passage 1

- | | | |
|--------------|--------------|----------|
| 1. NOT GIVEN | 2. NOT GIVEN | 3. FALSE |
|--------------|--------------|----------|

4. NOT GIVEN

7. FALSE

10. v

13. iv

5. TRUE

8. x

11. ii

14. viii

6. FALSE

9. i

12. ix

► Reading Passage 2

15. A

18. F

21. E

24. TRUE

27. TRUE

16. C

19. B

22. D

25. FALSE

17. E

20. G

23. NOT GIVEN

26. FALSE

附录 D 备考雅思学习计划表

雅思备考周计划

第 周	周一	周二	周三	周四	周五	周六	周日
6:00—7:00							
7:00—8:00							
8:00—9:00							
9:00—10:00							
10:00—12:00							
12:00—14:00							
14:00—16:00							
16:00—18:00							
18:00—19:00							
19:00—21:00							
21:00—22:00							
22:00—23:00							
计划完成情况							
工作进度							
学习进度							
体育锻炼							
其他							
一天总结							
计划完成: 100% 优秀 A 80% 良好 B 60% 及格 C <60% 未完成 D							
奖励设置							
本周学习目标							
本周学习进度							

雅思备考周计划

第 周	周一	周二	周三	周四	周五	周六	周日
6:00—7:00							
7:00—8:00							
8:00—9:00							
9:00—10:00							
10:00—12:00							
12:00—14:00							
14:00—16:00							
16:00—18:00							
18:00—19:00							
19:00—21:00							
21:00—22:00							
22:00—23:00							
计划完成情况							
工作进度							
学习进度							
体育锻炼							
其他							
一天总结							
计划完成: 100% 优秀 A 80% 良好 B 60% 及格 C <60% 未完成 D							
奖励设置							
本周学习目标							
本周学习进度							



雅思备考周计划

第 周	周一	周二	周三	周四	周五	周六	周日
6:00—7:00							
7:00—8:00							
8:00—9:00							
9:00—10:00							
10:00—12:00							
12:00—14:00							
14:00—16:00							
16:00—18:00							
18:00—19:00							
19:00—21:00							
21:00—22:00							
22:00—23:00							
计划完成情况							
工作进度							
学习进度							
体育锻炼							
其他							
一天总结							
计划完成: 100% 优秀 A 80% 良好 B 60% 及格 C <60% 未完成 D							
奖励设置							
本周学习目标							
本周学习进度							

雅思备考周计划

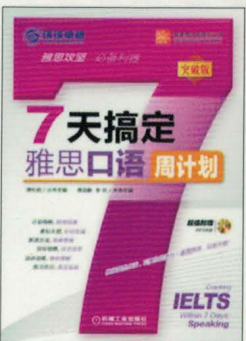
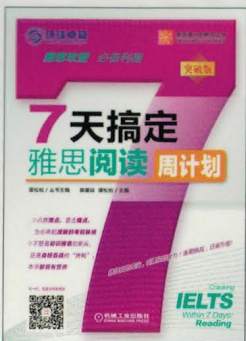
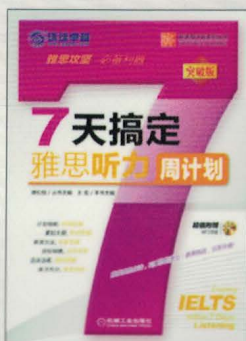
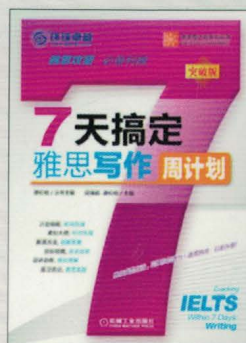
第 周	周一	周二	周三	周四	周五	周六	周日
6:00—7:00							
7:00—8:00							
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19:00—21:00							
21:00—22:00							
22:00—23:00							
计划完成情况							
工作进度							
学习进度							
体育锻炼							
其他							
一天总结							
计划完成：100% 优秀 A 80% 良好 B 60% 及格 C <60% 未完成 D							
奖励设置							
本周学习目标							
本周学习进度							

7天搞定 雅思阅读 周计划



谭松柏

北京师范大学应用语言学硕士，雅思培训名师。十年英语教学第一线，善于把握IELTS考试最新动态，深谙雅思考试命题规律，其授课以“内容独具匠心、讲解细致周到”而著称。



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