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在线学习 当然新东方在线

IELTS

雅思阅读高级课程

主讲：宋鹏昊

学雅思
就上新东方在线」

雅思阅读高级课程

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11 年教学经验，主讲雅思阅读、雅思写作

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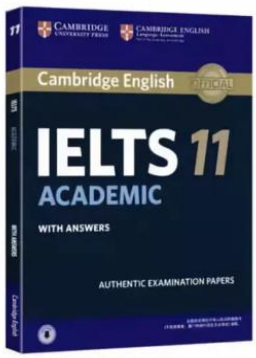
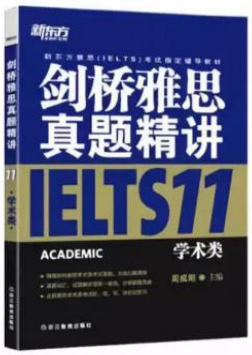
出版物：

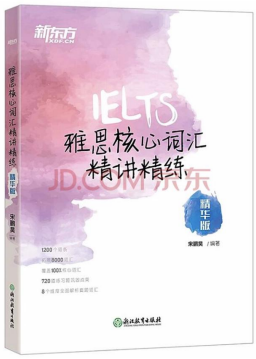
《雅思核心词汇精讲精练》

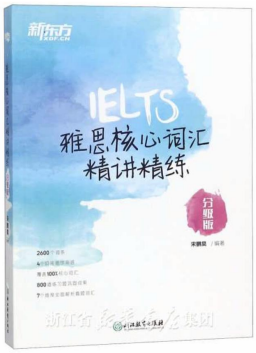
《剑桥雅思官方指南精讲》

《剑桥雅思真题集精讲》系列（剑 10-剑 14）



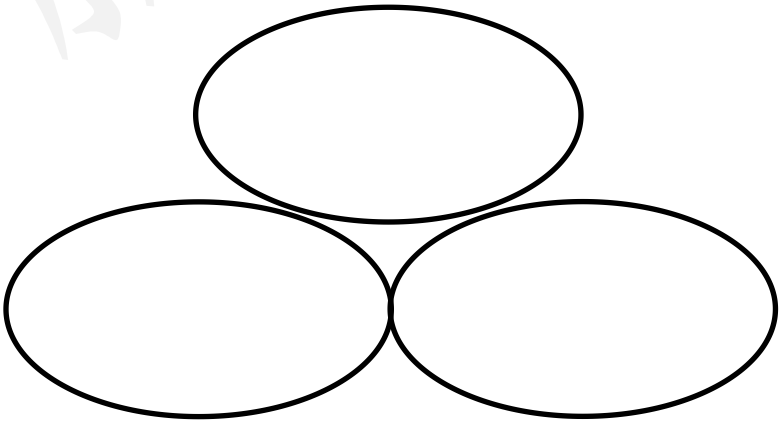






课程框架

雅思阅读学习的“黄金三角”



课程框架

知心雅思高级课程

第一讲：雅思阅读总论

一、考试形式

二、考试特点

三、常见体裁

四、常见话题

五、核心题型

考试形式

考试时长：1 小时

篇章数量：3 篇文章（Passage 1 / 2 / 3）

文章长度：750-950 词 / 篇

题目数量：40 道题目（13+13+14）

出题形式：一般每篇文章 2-4 组题目（item set）

注意：考试时间包含将答案写在答题纸上的时间

计分方式：40 道题目根据正确个数对应 1-9 等级分

正确个数	分数
39-40	9.0
37-38	8.5
35-36	8.0
33-34	7.5
30-32	7.0
27-29	6.5
23-26	6.0
20-22	5.5

中国考生平均分：

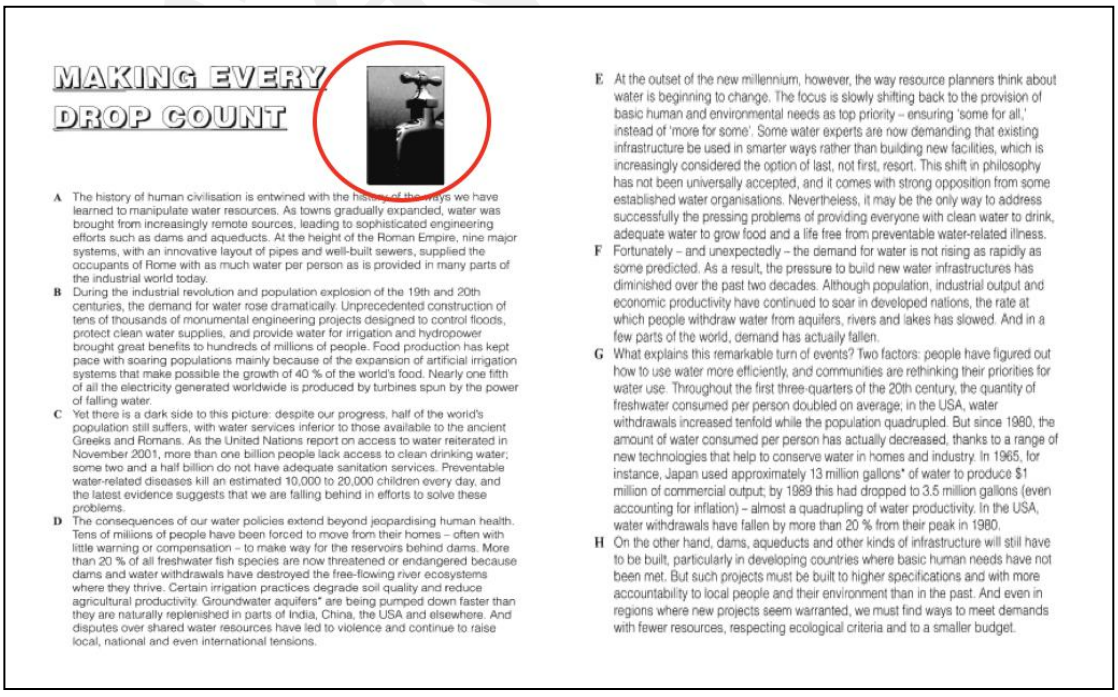
时间	总分	听力	阅读	写作	口语
2016 年	5.64	5.79	6.01	5.24	5.28
2017 年	5.72	5.88	6.15	5.32	5.27

目标分数：

阅读单项分数尽量比总分高 1 分，至少高半分。

听力	阅读	写作	口语	总分
7.0	8.0	6.0	6.0	7.0
7.5	7.5	6.0	6.0	7.0
7.5	9.0	6.5	5.0	7.0
7.5	8.0	6.0	6.0	7.0

需要注意的 5 个细节：



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: despite our progress, 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 people lack access to clean drinking water; some two and a half 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 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. The focus is slowly shifting back to 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 the option of last, not first, resort. 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 the pressing problems 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 developed nations, 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 to 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 regions where new projects seem warranted, we must find ways to meet demands with fewer resources, respecting ecological criteria and to a smaller budget.

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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?

EDUCATING PSYCHE

Educating Psyche by Bernie Neville is a book which looks at radical new approaches to learning, describing the effects of emotion, imagination and the unconscious on learning. One theory discussed in the book is that proposed by George Lozanov, which focuses on the power of suggestion.

Lozanov's instructional technique is based on the evidence that the connections made in the brain through unconscious processing (which he calls non-specific mental reactivity) are more durable than those made through conscious processing. Besides the laboratory evidence for this, we know from our experience that we often remember what we have perceived peripherally, long after we have forgotten what we set out to learn. If we think of a book we studied months or years ago, we will find it easier to recall peripheral details – the colour, the binding, the typeface, the table at the library where we sat while studying it – than the content on which we were concentrating. If we think of a lecture we listened to with great concentration, we will recall the lecturer's appearance and mannerisms, our place in the auditorium, the failure of the air-conditioning, much more easily than the ideas we went to learn. Even if these peripheral details are a bit elusive, they come back readily in hypnosis or when we relive the event imaginatively, as in psychodrama. The details of the content of the lecture, on the other hand, seem to have gone forever.

This phenomenon can be partly attributed to the common counterproductive approach to study (making extreme efforts to memorise, tensing muscles, inducing fatigue), but it also simply reflects the way the brain functions. Lozanov therefore made indirect instruction (suggestion) central to his teaching system. In suggestopedia, as he called his method, consciousness is shifted away from the curriculum to focus on something peripheral. The curriculum then becomes peripheral and is dealt with by the reserve capacity of the brain.

The suggestopedic approach to foreign language learning provides a good illustration. In its most recent variant (1980), it consists of the reading of vocabulary and text while the class is listening to music. The first session is in two parts. In the first part, the music is classical (Mozart, Beethoven, Brahms) and the teacher reads the text slowly and solemnly, with attention to the dynamics of the music. The students follow the text in their books. This is followed by several minutes of silence. In the second part, they listen to baroque music (Bach, Corelli, Handel) while the teacher reads the text in a normal speaking voice. During this time they have their books closed. During the whole of this session, their attention is passive; they listen to the music but make no attempt to learn the material.

Beforehand, the students have been carefully prepared for the language learning experience. Through meeting with the staff and satisfied students they develop the expectation that learning will be easy and pleasant and that they will successfully learn several hundred words of the foreign language during the class. In a preliminary talk, the teacher introduces them to the material to be covered, but does not 'teach' it. Likewise, the students are instructed not to try to learn it during this introduction.

Some hours after the two-part session, there is a follow-up class at which the students are stimulated to recall the material presented. Once again the approach is indirect. The students do not focus their attention on trying to remember the vocabulary, but focus on using the language to communicate (e.g. through games or improvised dramatisations). Such methods are not unusual in language teaching. What is distinctive in the suggestopedic method is that they are devoted entirely to assisting recall. The 'learning' of the material is assumed to be automatic and effortless, accomplished while listening to music. The teacher's task is to assist the students to apply what they have learned paraconsciously, and in doing so to make it easily accessible to consciousness. Another difference from conventional teaching is the evidence that students can regularly learn 1000 new words of a foreign language during a suggestopedic session, as well as grammar and idiom.

Lozanov experimented with teaching by direct suggestion during sleep, hypnosis and trance states, but found such procedures unnecessary. Hypnosis, yoga, Silva mind-control, religious ceremonies and faith healing are all associated with successful suggestion, but none of their techniques seem to be essential to it. Such rituals may be seen as placebos. Lozanov acknowledges that the ritual surrounding suggestion in his own system is also a placebo, but maintains that without such a placebo people are unable or afraid to tap the reserve capacity of their brains. Like any placebo, it must be dispensed with authority to be effective. Just as a doctor calls on the full power of autocratic suggestion by insisting that the patient take precisely this white capsule precisely three times a day before meals, Lozanov is categoric in insisting that the suggestopedic session be conducted exactly in the manner designated, by trained and accredited suggestopedic teachers.

While suggestopedia has gained some notoriety through success in the teaching of modern languages, few teachers are able to emulate the spectacular results of Lozanov and his associates. We can, perhaps, attribute mediocre results to an inadequate placebo effect. The students have not developed the appropriate mind set. They are often not motivated to learn through this method. They do not have enough 'faith'. They do not see it as 'real teaching', especially as it does not seem to involve the 'work' they have learned to believe is essential to learning.

Complete the summary below.

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

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

The migration of pronghorns

Pronghorns rely on their eyesight and **23** ..... to avoid predators. One particular population's summer habitat is a national park, and their winter home is on the **24** ..... , where they go to avoid the danger presented by the snow at that time of year. However, their route between these two areas contains three **25** ..... . One problem is the construction of new homes in a narrow **26**..... of land on the pronghorns' route.

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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.

Telepathy Experiments

Name/Date	Description	Result	Flaw
Ganzfeld studies 1982	Involved a person acting as a **31** ....., who picked out one **32** ..... from a random selection of four, and a **33** ....., who then tried to identify it.	Hit-rates were higher than with random guessing.	Positive results could be produced by factors such as **34** ..... or **35** ..... .
Autoganzfeld studies 1987	**36** ..... were used for key tasks to limit the amount of **37** ..... in carrying out the tests.	The results were then subjected to a **38**	The **39** ..... between different test results was put down to the fact that sample groups were not **40** ..... (as with most ganzfeld studies).

字数要求：

一般情况下，填空题的字数要求表示的是答案的最复杂情况，做题和检查时都需要关注。

Reading Passage 3 has seven sections, **A–G**.

Which section contains the following information?

*Write the correct letter, **A–G**, in boxes 27–34 on your answer sheet.*

NB *You may use any letter more than once.*

27 a reference to books that assume a lack of mathematical knowledge

28 the way in which this is not a typical book about mathematics

29 personal examples of being helped by mathematics

30 examples of people who each had abilities that seemed incompatible

31 mention of different focuses of books about mathematics

32 a contrast between reading this book and reading other kinds of publication

33 a claim that the whole of the book is accessible to everybody

34 a reference to different categories of intended readers of this book

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NB:

一般情况下，有选项被使用两次以上时，题目中才会给出 NB 的提示。

需要注意的 5 个细节:

标题

配图

段落序号

字数限制 one word only / no more than two words

NB You may use any letter more than once

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考试特点

1、篇章比较长/比较短

2、阅读速度要求高/不那么高

3、句式比较复杂/不那么复杂

4、注重考逻辑/不注重考逻辑

5、语言表达比较灵活/不那么灵活

6、文化背景比较熟悉/不熟悉

1、篇章比较长/比较短

2、阅读速度要求高/不那么高

结论：_____

3、句式比较复杂/不那么复杂

4、注重考逻辑/不注重考逻辑

Looked at in one way, everyone knows what intelligence is; looked at in another way, no one does. In other words, people all have unconscious notions - known as 'implicit theories' - of intelligence, but no one knows for certain what it actually is. This chapter addresses how people conceptualize intelligence, whatever it may actually be.

The Concept of intelligence

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.

Johnson's Dictionary

More than a third of the world's soil is endangered, according to a recent UN report. If we don't slow the decline, all farmable soil could be gone in 60 years. Since soil grows 95% of our food, and sustains human life in other more surprising ways, that is a huge problem.

SAVING THE SOIL

3、句式比较复杂/不那么复杂

4、注重考逻辑/不注重考逻辑

结论：_____

5、语言表达比较灵活/不那么灵活

6、文化背景比较熟悉/不熟悉

对…有利

最重要

因果关系

负面影响

获得优势

Firstly, zoos aid conservation.

Inside the academies, science takes centre stage.

This development is a response to market forces.

Yet there is a dark side to this picture: despite our progress, half of the world's population still suffers.

Parents who aim to give their preschoolers a leg up are led to believe that flashcards and educational 'toys' are the path to success

5、语言表达比较灵活/不那么灵活

6、文化背景比较熟悉/不熟悉

结论：_____

1、篇章比较长

2、阅读速度要求高

3、句式不那么复杂

4、不注重考逻辑

5、语言表达比较灵活

6、文化背景不熟悉

Language Proficiency

几种常见的感受：

1、做不完 再给我 10 分钟！

2、语言读着不那么顺？

3、题目就这么直来直去？

几条铁律：

1、_____

2、_____

3、_____

新东方在线

常见体裁

说明文 – _____

议论文 – _____

论说文 – _____

***区分 factual information / opinion**

why:

判断文章类型

判断题目中需要的信息

how:

句子-段落-篇章

These playful activities benefit the development of the whole child across social, cognitive, physical, and emotional domains.

Researchers and educators believe that these playful activities benefit the development of the whole child across social, cognitive, physical, and emotional domains.

These playful activities benefit the development of the whole child across social, cognitive, physical, and emotional domains. (Miller & Rubin 2009)

The nineteenth century was a period of great technological development in Britain, and for shipping the major changes were from wind to steam power, and from wood to iron and steel.

Petrie believes that archaeologists are in a unique position to investigate how past societies responded to environmental and climatic change. 'By investigating responses to environmental pressures and threats, we can learn from the past to

engage with the public, and the relevant governmental and administrative bodies, to be more proactive in issues such as the management and administration of water supply, the balance of urban and rural development, and the importance of preserving cultural heritage in the future.'

The coconut palm

*节选自——剑桥雅思真题 13Test3Passage1

第 1 段：椰子在西方世界已经非常常见

第 2 段：介绍椰子树各个部分的用途

第 3 段：椰子果实的结构和作用

第 4 段：椰汁的生物特性和作用

第 5 段：椰子能在海中漂浮并在沿岸生长

第 6 段：关于椰子起源的讨论持续了很久

Coconut palms produce as many as seventy fruits per year, weighing more than a kilogram each. The wall of the fruit has three layers: a waterproof outer layer, a fibrous middle layer and a hard, inner layer. The thick fibrous middle layer produces coconut fibre, 'colt', which has numerous uses and is particularly important in manufacturing ropes. The woody innermost layer, the shell, with its three prominent 'eyes', surrounds the seed. An important product obtained from the shell is charcoal, which is widely used in various industries as well as in the home as a cooking fuel. When broken in half, the shells are also used as bowls in many parts of Asia.

There have been centuries of academic debate over the origins of the coconut. There were no coconut palms in West Africa, the Caribbean or the east coast of the Americas before the voyages of the European explorers Vasco da Gama and Columbus in the late 15th and early 16th centuries. 16th century trade and human migration patterns reveal that Arab traders and European sailors are likely to have moved coconuts from South and Southeast Asia to Africa and then across the Atlantic to the east coast of America. But the origin of coconuts discovered along the west coast of America by 16th century sailors has been the subject of centuries of discussion. Two diametrically opposed origins have been proposed: that they came from Asia, or that they were native to America. Both suggestions

have problems. In Asia, there is a large degree of coconut diversity and evidence of millennia of human use - but there are no relatives growing in the wild. In America, there are close coconut relatives, but no evidence that coconuts are indigenous. These problems have led to the intriguing suggestion that coconuts originated on coral islands in the Pacific and were dispersed from there.

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常见话题

从 C13T3/T4 看话题一致性

The coconut palm

How baby talk gives infant brains a boost

Whatever happened to the Harappan Civilisation?

Cutty Sark: the fastest sailing ship of all time

Saving the soil

Book Review. The happiness industry

C13 文章	C12 类似话题
The coconut palm	Cork C12T1P1

C13 文章	C12 类似话题
How baby talk gives infant brains a boost	The benefits of being bilingual C12T2P3

C13 文章	C12 类似话题
Whatever happened to the Harappan Civilisation?	The lost city C12T2P2

C13 文章	C12 类似话题
Saving the soil	The risk agriculture faces in developing countries C12T2P1

C13 文章	C12 类似话题
Book Review. The happiness industry	What's the purpose of gaining knowledge ? C12T1P3

***雅思阅读话题类型分类**

话题 1：_____

话题 2：_____

话题 3：_____

话题 4：_____

话题 1：描述动植物，物品，人物等

Let's go bats

Ant Intelligence

William Henry Perkin

The Life and work of Marie Curie

The history of the tortoise

The Falkirk Wheel

话题 2：心理、教育、科学等领域的研究

Attitudes to language

Nature or Nurture

Early Childhood Education

A neuroscientist reveals how to think differently

Young children's sense of identity

The meaning and power of smell

话题 3：历史，考古，文化方面的研究

THE LITTLE ICE AGE

Stepwells

THE STORY OF SILK

The Lost City

Cutty Sark: The fastest sailing ship of all time

Whatever happened to the Harappan Civilisation?

话题 4：分析社会现象，问题，商业行为等

Saving the soil

Air Traffic Control in the USA

Museums of fine art and their public

The Truth about the Environment

Advantages of public transport

Motivating Employees under Adverse Conditions

剑桥真题与实考题目的一致性

	C14T1	C14T2	C14T3	C14T4	合计
话题 1		1			1
话题 2	1	1	3	1	6
话题 3					0
话题 4	2	1		2	5

	19 年 1 月	19 年 2 月	19 年 3 月	19 年 4 月	合计
话题 1	2	1	2	1	6
话题 2	5	4	1	2	12
话题 3	2	1	1		4
话题 4	6	3	5		14

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常见题型

_____

_____

_____

各类题型考试频率

题目类型	数量占比	题目类型	次数占比
True/False/Not Given	**18.02%**	**True/False/Not Given**	**16.28%**
Summary completion	**11.69%**	**Matching headings**	**13.29%**
Yes/No/Not Given	**11.30%**	**Multiple choice**	**11.30%**
Matching headings	**11.30%**	**Yes/No/Not Given**	**10.96%**
Multiple choice	**9.76%**	**Summary completion**	**10.30%**
Matching information	**8.80%**	**Matching information**	**7.31%**
Matching features	**6.86%**	**Matching features**	**6.98%**
Matching sentence endings	4.34%	Sentence completion	6.31%
Table completion	3.54%	Matching sentence endings	5.32%
Sentence completion	4.54%	Table completion	3.65%
Notes completion	4.43%	Notes completion	3.65%
Labeling a Diagram	2.45%	Labeling a Diagram	2.99%
Short-answer questions	1.75%	Short-answer questions	1.00%
Flow-chart completion	1.14%	Flow-chart completion	0.66%

TRUE / FALSE / NOT GIVEN

YES / NO / NOT GIVEN

解题思路

1、_____

2、_____

Summary completion

解题思路

1、_____

2、_____

Multiple choice

解题思路

1、_____

2、_____

Matching headings

解题思路

1、_____

2、_____

Matching information

解题思路

1、_____

2、_____

Matching features

解题思路

1、_____

2、_____

***各题型顺序乱序一览**

True/False/Not Given		Matching sentence endings	
Summary completion		Table completion	
Yes/No/Not Given		Sentence completion	
Matching headings		Notes completion	
Multiple choice		Labeling a Diagram	
Matching information		Short-answer questions	
Matching features		Flow-chart completion	

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知心雅思高级课程

第二讲：雅思阅读核心技能

subskill：

Skimming for main idea

Scanning for specific information

Identifying key words

Identifying key idea

Distinguishing fact and idea

Reading in chunks

Paraphrasing

Collocation

Guesting words from context

Reading for detail

Coherence and cohesion

Grammar focus

核心技能 1：paraphrasing

同义替换

_____

三种常见方式：

1、通过单词/短语进行同义替换 - _____

2、通过抽象词进行同义替换 - _____

3、通过不同句式表达相同含义 - _____

同义词

imitate = _____

emerge = _____

volunteer = _____

manufacture = _____

where to live = _____

easy to reach = _____

implement = _____

absence of a sound = _____

contribute to = _____

Educating Psyche by Bernie Neville is a book which looks at radical new approaches to learning, describing the effects of emotion, imagination and the unconscious on learning.

The book *Educating Psyche* is mainly concerned with

A. the power of suggestion in learning.

B. a particular technique for learning based on emotions.

C. the effects of emotion on the imagination and the unconscious.

D. ways of learning which are not traditional.

A single gram of healthy soil might contain 100 million bacteria, as well as other microorganisms such as viruses and fungi, living amid decomposing plants and various minerals.

Healthy soil contains a large variety of bacteria and other microorganisms, as well as plant remains and **14** _____.

抽象概括

使用抽象词，对内容进行概括或总结

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.

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how early mammals avoided dying out

a suggestion for a way of keeping some types of soil safe in the near future.

a reason why it is difficult to provide an overview of soil degradation.

an explanation of how soil stayed healthy before the development of farming.

a reference to a change which occurs in babies' brain activity before the end of their first year.

Two things distinguish food production from all other productive activities: first, every single person needs food each day and has a right to it; and second, it is hugely dependent on nature. These two unique aspects, one political, the other natural, make food production highly vulnerable and different from any other business. At the same time, cultural values are highly entrenched in food and agricultural systems worldwide.

a reference to characteristics that only apply to food production

Research shows that when a bilingual person uses one language, the other is active at the same time. When we hear a word, we don't hear the entire word all at once: the sounds arrive in sequential order. Long before the word is finished, the brain's language system begins to guess what that word might be. If you hear 'can', you will likely activate words like 'candy' and 'candle' as well, at least during the earlier stages of word recognition. For bilingual people, this activation is not limited to a single language; auditory input activates corresponding words regardless of the language to which they belong. Some of the most compelling evidence for this phenomenon, called 'language co-activation', comes from studying eye movements. A Russian-English bilingual asked to 'pick up a marker' from a set of objects would look more at a stamp than someone who doesn't know Russian, because the Russian word for 'stamp', marka, sounds like the English word he or she heard, 'marker'. In cases like this, language co-activation occurs because what the listener hears could map onto words in either language.

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When we hear a word, we don't hear the entire word all at once: the sounds arrive in sequential order. Long before the word is finished, the brain's language system begins to guess what that word might be. If you hear 'can', you will likely activate words like 'candy' and 'candle' as well, at least during the earlier stages of word recognition.

a description of the process by which people identify words that they hear

句式变化

使用不同句式表达相同含义

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.

Not all of the assistants survived to see the publication of the Dictionary.

A good number of species only exist in captivity, with many of these living in zoos. Still more only exist in the wild because they have been reintroduced from zoos, or have wild populations that have been boosted by captive bred animals. Without these efforts there would be fewer species alive today.

There are some species in zoos which can no longer be found in the wild.

三种常见的方式：

1、通过单词/短语进行同义替换 - **同义词**
2、通过抽象词进行同义替换 - **抽象概括**
3、通过不同句式表达相同含义 - **句式变化**

核心技能 2：identifying key idea

_____

- **句子的 key idea**

  1、抓住句子的核心含义

  2、处理句子中的语言现象

句子是构成 passage 的基本单元，理解句子的 key idea 指的是：处理句子中的语言现象，抓住句子的核心含义。

1、有态度的句子：_____

Perkin made the scientific breakthrough that would bring him both fame and fortune.

Some children expressed the idea that the conservation of rainforests is not important.

The Greek philosopher Aristotle may have identified happiness with self-realisation in the 4th century BC, and thinkers throughout the ages may have struggled to reconcile the pursuit of happiness with other human values, but for Bentham all this was mere metaphysics or fiction.

2、后置定语：_____

Animals in good zoos get a varied and high-quality diet with all the supplements required, and any illnesses they might have will be treated.

The average captive animal will have a greater life expectancy compared with its wild counterpart, and will not die of drought, of starvation, or in the jaws of a predator.

All the world now knows that bats, or rather natural selection working on bats, had perfected the system tens of millions of years earlier.

3、宾语从句：_____

Third, implicit theories can be useful when an investigator suspects that existing explicit theories are wrong or misleading.

I have suggested that there are three major implicit theories of how intelligence relates to society as a whole.

4、对人名地点的修饰：_____

'It will be important to extend these findings to other species of social insects,' says Gene E. Robinson, an entomologist at the University of Illinois at Urbana-Champaign.

5、同位语从句：_____

In his book Lost City of the Incas, he relates that he made the ascent without having the least expectation that he would find anything at the top.

结构上：

同位语从句：_____

定语从句：_____

内容上：

同位语从句：_____

定语从句：_____

The very fact that species have been saved or reintroduced as a result of captive breeding proves the value of such initiatives.

From the tiny proportion of insects that have been investigated, several promising compounds have been identified.

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6、宾语后置：_____

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.

The sudden death of her husband in 1906 was a bitter blow to Marie Curie, but was also a turning point in her career: henceforth she was to devote all her energy to completing alone the scientific work that they had undertaken.

7、复合句的基本类型：_____

The danger is not that the soil will disappear completely, but that the microorganisms that give it its special properties will be lost.

- **段落的 key idea**

段落的构成：_____

常见的句间关系有哪些

顺：并列、递进、因果.....
转：转折、让步、对比.....

段落=几句话？+ta 们之间什么关系？

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

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(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.

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.

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.

For many environmentalists, the world seems to be getting worse. They have developed a hit-list of our main fears: that natural resources are running out; that the population is ever growing, leaving less and less to eat; that species are becoming extinct in vast numbers, and that the planet’s air and water are becoming ever more polluted.

But a quick look at the facts shows a different picture. First, energy and other natural resources have become more abundant, not less so, since the book ‘The Limits to Growth’ was published in 1972 by a group of scientists. Second, more food is now

produced per head of the world's population than at any time in history. Fewer people are starving. Third, although species are indeed becoming extinct, only about 0.7% of them are expected to disappear in the next 50 years, not 25-50%, as has so often been predicted. And finally, most forms of environmental pollution either appear to have been exaggerated, or are transient - associated with the early phases of industrialisation and therefore best cured not by restricting economic growth, but by accelerating it.

The conviction that historical relics provide infallible testimony about the past is rooted in the nineteenth and early twentieth centuries, when science was regarded as objective and value free. As one writer observes: 'Although it is now evident that artefacts are as easily altered as chronicles, public faith in their veracity endures: a tangible relic seems ipso facto real.' Such conviction was, until recently, reflected in museum displays. Museums used to look – and some still do – much like storage rooms of objects packed together in showcases: good for scholars who wanted to study the subtle differences in design, but not for the ordinary visitor, to whom it all looked alike. Similarly, the information accompanying the objects often made little sense to the lay visitor. The content and format of explanations dated back to a time when the museum was the exclusive domain of the scientific researcher.

Compared with today's museums, those of the past _____.

A. did not present history in a detailed way.

B. were not primarily intended for the public.

C. were more clearly organized.

D. preserved items with great care.

核心技能 3：skimming and scanning

You skim a text quickly _____

You scan a text quickly _____

skimming or scanning ?

looking up a word in the dictionary _____

choosing a book from a library or bookshop _____

finding a particular news story in a newspaper _____

looking through a magazine for an interesting article. _____

Skimming

如何确认文章的 main idea

重点： _____

非重点： _____

Why zoos are good

Scientist David Hone makes the case for zoos

*节选自——C14Test4Passage2

A In my view, it is perfectly possible for many species of animals living in zoos or wildlife parks to have a quality of life as high as, or higher than, in the wild. Animals in good zoos get a varied and high-quality diet with all the supplements required, and any illnesses they might have will be treated. Their movement might be somewhat restricted, but they have a safe environment in which to live, and they are spared bullying and social ostracism by others of their kind. They do not suffer from the threat or stress of predators, or the irritation and pain of parasites or injuries. The average captive animal will have a greater life expectancy compared with its wild counterpart, and will not die of drought, of starvation, or in the jaws of a predator. A lot of very nasty things happen to truly 'wild' animals that simply don't happen in good zoos, and to view a life that is 'free' as one that is automatically 'good' is, I think, an error. Furthermore, zoos serve several key purposes.

B Firstly, zoos aid conservation. Colossal numbers of species are becoming extinct across the world, and many more are increasingly threatened and therefore risk extinction. Moreover, some of these collapses have been sudden, dramatic and unexpected, or were simply discovered very late in the day. A species protected in

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captivity can be bred up to provide a reservoir population against a population crash or extinction in the wild. A good number of species only exist in captivity, with many of these living in zoos. Still more only exist in the wild because they have been reintroduced from zoos, or have wild populations that have been boosted by captive bred animals. Without these efforts there would be fewer species alive today. Although reintroduction successes are few and far between, the numbers are increasing, and the very fact that species have been saved or reintroduced as a result of captive breeding proves the value of such initiatives.

C Zoos also provide education. Many children and adults, especially those in cities, will never see a wild animal beyond a fox or pigeon. While it is true that television documentaries are becoming ever more detailed and impressive, and many natural history specimens are on display in museums, there really is nothing to compare with seeing a living creature in the flesh, hearing it, smelling it, watching what it does and having the time to absorb details. That alone will bring a greater understanding and perspective to many, and hopefully give them a greater appreciation for wildlife, conservation efforts and how they can contribute.

D In addition to this, there is also the education that can take place in zoos through signs, talks and presentations which directly communicate information to visitors about the animals they are seeing and their place in the world. This was an area where zoos used to be lacking, but they are now increasingly sophisticated in their communication and outreach work. Many zoos also work directly to educate conservation workers in other countries, or send their animal keepers abroad to contribute their knowledge and skills to those working in zoos and reserves, thereby helping to improve conditions and reintroductions all over the world.

E Zoos also play a key role in research. If we are to save wild species and restore and repair ecosystems we need to know about how key species live, act and react. Being able to undertake research on animals in zoos where there is less risk and fewer variables means real changes can be effected on wild populations. Finding out about,

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for example, the oestrus cycle of an animal or its breeding rate helps us manage wild populations. Procedures such as capturing and moving at-risk or dangerous individuals are bolstered by knowledge gained in zoos about doses for anaesthetics, and by experience in handling and transporting animals. This can make a real difference to conservation efforts and to the reduction of human-animal conflicts, and can provide a knowledge base for helping with the increasing threats of habitat destruction and other problems.

F In conclusion, considering the many ongoing global threats to the environment, it is hard for me to see zoos as anything other than essential to the long-term survival of numerous species. They are vital not just in terms of protecting animals, but as a means of learning about them to aid those still in the wild, as well as educating and informing the general population about these animals and their world so that they can assist or at least accept the need to be more environmentally conscious. Without them, the world would be, and would increasingly become, a much poorer place.

Why zoos are good

A. In my view, it is perfectly possible for many species of animals living in zoos or wildlife parks to have a quality of life as high as, or higher than, in the wild.

B. Firstly, zoos aid conservation.

C. Zoos also provide education.

D. In addition to this, there is also the education that can take place in zoos through signs, talks and presentations which directly communicate information to visitors about the animals they are seeing and their place in the world.

E. Zoos also play a key role in research.

F. In conclusion, considering the many ongoing global threats to the environment, it is hard for me to see zoos as anything other than essential to the long-term survival of numerous species.

Scanning

重点看哪些 specific information

关键词：

_____

_____

_____

Bingham went to South America in search of an Inca city.

Bingham chose a particular route down the Urubamba valley because it was the most common route used by travellers.

Bingham understood the significance of Machu Picchu as soon as he saw it.

Bingham returned to Machu Picchu in order to find evidence to support his theory.

注意：

1、key words 只用来做 scanning，也就是用来定位答题区域，解题时要看文章句子对应的 key idea。

2、skimming 文章和解题时看具体位置是两件事，平时学习和考试也是两件事。

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雅思阅读高级课程

第三讲：雅思阅读答题方法

Johnson's Dictionary

看到标题，你认为文章中会有哪些信息？请写在下方空白处

Johnson's Dictionary

*节选自——剑桥雅思真题 5Test1Passage1

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 Alphabeticall* 'of hard usuall English wordes'. 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 rivalled 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, an 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

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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 1-3

*Choose **THREE** letters **A-H**.*

Write your answers in boxes 1-3 on your answer sheet.

NB *Your answers may be given in any order.*

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.

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

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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.

Questions 8-13

Do the following statements agree with the information given 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*

8. The growing importance of the middle classes led to an increased demand for dictionaries.

9. Johnson has become more well known since his death.

10. Johnson had been planning to write a dictionary for several years.

11. Johnson set up an academy to help with the writing of his *Dictionary*.

12. Johnson only received payment for his *Dictionary* on its completion.

13. Not all of the assistants survived to see the publication of the *Dictionary*.

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The life and work of Marie Curie

*节选自——剑桥雅思真题9Test4Passage1

Marie Curie is probably the most famous woman scientist who has ever lived. Born Maria Sklodowska in Poland in 1867, she is famous for her work on radioactivity, and was twice a winner of the Nobel Prize. With her husband, Pierre Curie, and Henri Becquerel, she was awarded the 1903 Nobel Prize for Physics ,and was then sole winner of the 1911 Nobel Prize for Chemistry. She was the first woman to win a Noble Prize.

From childhood, Marie was remarkable for her prodigious memory, and at the age of 16 won a gold medal on completion of her secondary education. Because her father lost his savings through bad investment, she then had to take work as a teacher. From her earnings she was able to finance her sister Bronia's medical studies in Paris, on the understanding that Bronia would, in turn, later help her to get an education.

In 1891 this promise was fulfilled and Marie went to Paris and began to study at the Sorbonne. She often worked far into the night and lived on little more than bread and butter and tea. She came first in the examination in the physical sciences in 1893, and in 1984 was placed second in the examination in mathematical sciences. It was not until the spring of that year that she was introduced to Pierre Curie.

Their marriage in 1895 marked the start of a partnership that was soon to achieve results of world significance. Following Henry Becquerel's discovery in 1896 of a new phenomenon, which Marie later called 'radioactivity'. Marie Curie decided to find out if the radioactivity discovered in uranium was to be found in other elements. She discovered that this was true for thorium.

Turning her attention to minerals, she found her interest drawn to pitchblende, a mineral whose radioactivity, superior to that of pure uranium, could be explained only by the presence in the ore of small quantities of an unknown substance of very high activity. Pierre Curie joined her in the work that she had undertaken to resolve this problem, and

that led to the discovery of the new elements, polonium and radium. While Pierre Curie devoted himself chiefly to the physical study of the new radiations, Marie Curie struggled to obtain pure radium in the metallic state. This was achieved with the help of the chemist André-Louis Debierne, one of Pierre Curie's pupils. Based on the results of this research, Marie Curie received her Doctorate of Science, and Marie and Pierre shared with Becquerel the Nobel Prize for Physics for the discovery of radioactivity.

The births of Marie's two daughters, Iréne and Eve, in 1897 and 1904 failed to interrupt her scientific work. She was appointed lecturer in physics at the Ecole Normale Supérieure for girls in Sérves. France (1900), and introduced a method of teaching based on experimental demonstrations. In December 1904 she was appointed chief assistant in the laboratory directed by Pierre Curie.

The sudden death of her husband in 1906 was a bitter blow to Marie Curie, but was also a turning point in her career: henceforth she was to devote all her energy to completing alone the scientific work that they had undertaken. On May 13,1906, she was appointed to the professorship that had been left vacant on her husband's death, becoming the first woman to teach at the Sorbonne. In 1911 she was awarded the Nobel Prize for Chemistry for the isolation of a pure form of radium.

During World War I, Marie Curie, with the help of her daughter Iréne, devoted herself to the development of the use of X-radiography, including the mobile units which came to be known as 'Little Curies', used for the treatment of wounded soldiers. In 1918 the Radium Institute, whose staff Iréne had joined, began to operate in earnest, and became a center for nuclear physics and chemistry. Marie Curie, now at the highest point of her fame and, from 1922, a member of the Academy of Medicine, researched the chemistry of radioactive substances and their medical applications.

In 1921, accompanied by her two daughters, Marie Curie made a triumphant journey to the United States to raise funds for research on radium. Women there presented her with a gram of radium for her campaign. Marie also gave lectures in Belgium, Brazil, Spain

and Czechoslovakia and, in addition, had the satisfaction of seeing the development of the Curie Foundation in Paris, and the inauguration in 1932 in Warsaw of the Radium Institute, where her sister Bronia became director.

One of Marie Curie's outstanding achievements was to have understood the need to accumulate intense radioactive sources, not only to treat illness but also to maintain an abundant supply for research. …The existence in Pairs at the Radium Institute of a stock of 1.5 grams of radium made a decisive contribution to the success of the experiments undertaken in the years around 1930.This work prepared the way for the discovery of the neutron by Sir James Chadwick and, above all, for the discovery in 1934 by Iréne and Frédéric Joliot-Curie of artificial radioactivity. A few months after this discovery, Marie Curie died as a result of leukaemia caused by exposure to radiation. She had often carried test tubes containing radioactive isotopes in her pocket, remarking on the pretty blue-green light they gave off.

Her contribution to physics had been immense, not only in her own work, the importance of which had been demonstrated by her two Nobel Prizes, but because of her influence on subsequent generations of nuclear physicists and chemists.

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. Marie Curie's husband was a joint winner of both Marie's Nobel Prizes.

2. Marie became interested in science when she was a child.

3. Marie was able to attend the Sorbonne because of her sister's financial contribution.

4. Marie stopped doing research for several years when her children were born.

5. Marie took over the teaching position her husband had held.

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6. Marie's sister Bronia studied the medical uses of radioactivity.

Questions 7-13

Complete the notes below.

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

Write your answers in boxes 7-13 on your answer sheet.

Marie Curie's research on radioactivity

- When uranium was discovered to be radioactive, Marie Curie found that the element called **7**_____ had the same property.
- Marie and Pierre Curie's research into the radioactivity of the mineral known as **8**_____ led to the discovery of two new elements.
- In 1911, Marie Curie received recognition for her work on the element **9**_____
- Marie and Iréne Curie developed X-radiography which was used as a medical technique for **10**_____
- Marie Curie saw the importance of collecting radioactive material both for research and for cases of 11_____
- The radioactive material stocked in Paris contributed to the discoveries in the 1930s of the **12**_____ and of what was known as artificial radioactivity.
- During her research, Marie Curie was exposed to radiation and as a result she suffered from **13**_____

***全文答题策略**

方法一：先看文章

1、skimming 文章，了解全文和段落大意

2、读题目，划出关键词

3、通过题目返回原文定位答题

方法二：先看题目

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1、读题目，标注关键词

2、skimming 文章，了解全文和段落大意

3、再次读题目

4、将题目在原文中定位答题

方法三：分段阅读

1、读文章前 2-3 段

2、根据前 2-3 段内容找对应题目，完成后返回

3、继续阅读 2-3 段，找对应题目解答

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雅思阅读高级课程

第四讲：Completion 类专题突破

出题形式：

1.Notes completion

2.Table completion

3.Sentence completion

4.Summary completion

5.Short answer questions

6.Flow-chart completion

7.Labeling a diagram

解题方法

1、_____

2、_____

3、_____

4、_____

5、_____

6、_____

Notes completion

Information theory - the big idea

*节选自——剑桥雅思真题 9Test3Passage3

A In April 2002 an event took place which demonstrated one of the many applications of information theory. The space probe, Voyager I, Launched in 1997, had sent back spectacular images of Jupiter and Saturn and then soared out of the Solar System on a one-way mission to the stars. After 25 years of exposure to the freezing

temperatures of deep space, the probe was beginning to show its age. Sensors and circuits were on the brink of failing and NASA experts realized that they had to do something or lose contact with their probe forever. The solution was to get a message to Voyager I to instruct it to use spares to change the failing parts. With the probe 12 billion kilometers from Earth, this was not an easy task. By means of a radio dish belonging to NASA's Deep Space Network, the message was sent out into the depths of space. Even travelling at the speed of light, it took over 11 hours to reach its target, far beyond the orbit of Pluto. Yet, incredibly, the little probe managed to hear the faint call from its home planet, and successfully made the switchover.

Questions 33-37

Complete the notes below.

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

Write your answers in boxes 33-37 on your answer sheet.

The Voyager 1 Space Probe

The probe transmitted pictures of both **33** _____ and _____ then left the **34** _____.

The freezing temperatures were found to have a negative effect on parts of the space probe.

Scientists feared that both the **35** _____ and _____ were about to stop working.

The only hope was to tell the probe to replace them with **36** _____ - but distance made communication with the probe difficult.

A **37** _____ was used to transmit the message at the speed of light.

The message was picked up by the probe and the switchover took place.

The secret of staying young

*节选自——剑桥雅思真题 14Test4Passage1

3 In the lab, P. dentata worker ants typically live for around 140 days. Giraldo focused on ants at four age ranges: 20 to 22 days, 45 to 47 days, 95 to 97 days and 120 to 122

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days. Unlike all previous studies, which only estimated how old the ants were, her work tracked the ants from the time the pupae became adults, so she knew their exact ages. Then she put them through a range of tests.

4 Giraldo watched how well the ants took care of the young of the colony, recording how often each ant attended to, carried and fed them. She compared how well 20-day-old and 95-day-old ants followed the telltale scent that the insects usually leave to mark a trail to food. She tested how ants responded to light and also measured how active they were by counting how often ants in a small dish walked across a line. And she experimented with how ants react to live prey: a tethered fruit fly. Giraldo expected the older ants to perform poorly in all these tasks. But the elderly insects were all good caretakers and trail-followers –- the 95-day-old ants could track the scent even longer than their younger counterparts. They all responded to light well, and the older ants were more active. And when it came to reacting to prey, the older ants attacked the poor fruit fly just as aggressively as the young ones did, flaring their mandibles or pulling at the fly's legs.

5 Then Giraldo compared the brains of 20-day-old and 95-day-old ants, identifying any cells that were close to death. She saw no major differences with age, nor was there any difference in the location of the dying cells, showing that age didn't seem to affect specific brain functions. Ants and other insects have structures in their brains called mushroom bodies, which are important for processing information, learning and memory. She also wanted to see if aging affects the density of synaptic complexes within these structures – regions where neurons come together. Again, the answer was no. What was more, the old ants didn't experience any drop in the levels of either serotonin or dopamine – brain chemicals whose decline often coincides with aging. In humans, for example, a decrease in serotonin has been linked to Alzheimer's disease.

Questions 1-8

Complete the notes below.

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

Write your answer in boxes 1-8 on your answer sheet.

Ysabel Giraldo's research

Focused on a total of **1** _____ different age groups of ants, analyzing

Behaviour:

- how well ants looked alter their **2** _____
- their ability to locate **3** _____ using a scent trail
- the effect that **4** _____ had on them
- how **5** _____ they attacked prey

Brains:

- comparison between age and the **6** _____ of dying cells in the brains of ants
- condition of synaptic complexes (areas in which **7** _____ meet) in the brain's 'mushroom bodies'
- level of two **8** _____ in the brain associated with ageing

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Table completion

The Benefits of Being Bilingual

*节选自——剑桥雅思真题 12Test6Passage3

B Research shows that when a bilingual person uses one language, the other is active at the same time. When we hear a word, we don't hear the entire word all at once: the sounds arrive in sequential order. Long before the word is finished, the brain's language system begins to guess what that word might be. If you hear 'can', you will likely activate words like 'candy' and 'candle' as well, at least during the earlier stages of word recognition. For bilingual people, this activation is not limited to a single language; auditory input activates corresponding words regardless of the language to which they belong. Some of the most compelling evidence for this phenomenon, called 'language co-activation', comes from studying eye movements. A Russian-English bilingual asked to 'pick up a marker' from a set of objects would look more at a stamp than someone who doesn't know Russian, because the Russian word for 'stamp', marka, sounds like the English word he or she heard, 'marker'. In cases like this, language co-activation occurs because what the listener hears could map onto words in either language.

C Having to deal with this persistent linguistic competition can result in difficulties, however. For instance, knowing more than one language can cause speakers to name pictures more slowly, and can increase 'tip-of-the-tongue states', when you can almost, but not quite, bring a word to mind. As a result, the constant juggling of two languages creates a need to control how much a person accesses a language at any given time. For this reason, bilingual people often perform better on tasks that require conflict management. In the classic Stroop Task, people see a word and are asked to name the colour of the word's font. When the colour and the word match (i.e. the word 'red' printed in red), people correctly name the colour more quickly than when the colour and the word don't match (i.e. the word 'red' printed in blue). This occurs because the word itself ('red') and its font colour (blue) conflict. Bilingual people often excel at tasks such as this, which tap into the ability to ignore competing perceptual

information and focus on the relevant aspects of the input. Bilinguals are also better at switching between two tasks; for example, when bilinguals have to switch from categorizing objects by colour (red or green) to categorizing them by shape (circle or triangle'), they do so more quickly than monolingual people, reflecting better cognitive control when having to make rapid changes of strategy.

Questions 27-31

Complete the table below.

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

Write your answers in boxes 27-31 on your answer sheet.

Test	Findings
Observing the **27** _____ of Russian-English bilingual people when asked to select certain objects	Bilingual people engage both languages simultaneously: a mechanism known as **28** _____
A test called the **29** _____, focusing on naming colours	Bilingual people are more able to handle tasks involving a skill called **30** _____
A test involving switching between tasks	When changing strategies, bilingual people have superior **31** _____

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Sentence completion

Let's Go Bats

*节选自——剑桥雅思真题 7Test1Passage1

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 10-13

Complete the sentences below.

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

Write your answers in boxes 10-13 on your answer sheet.

10. Long before the invention of radar, _____ had resulted in a sophisticated radar-like system in bats.

11. Radar is an inaccurate term when referring to bats because _____ are not used in their navigation system.

12. Radar and sonar are based on similar _____.

13. The word 'echolocation' was first used by someone working as a _____.

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Summary completion

SAVING THE SOIL

*节选自——剑桥雅思真题 13Test4Passage2

More than a third of the Earth‘s top layer is at risk. Is there hope for our planet’s most precious resource?

A More than a third of the world's soil is endangered, according to a recent UN report. If we don't slow the decline, all farmable soil could be gone in 60 years. Since soil grows 95% of our food, and sustains human life in other more surprising ways, that is a huge problem.

B Peter Groffman, from the Cary Institute of Ecosystem Studies in New York, points out that soil scientists have been warning about the degradation of the world's soil for decades. At the same time, our understanding of its importance to humans has grown. A single gram of healthy soil might contain 100 million bacteria, as well as other microorganisms such as viruses and fungi, living amid decomposing plants and various minerals.

That means soils do not just grow our food, but are the source of nearly all our existing antibiotics, and could be our best hope in the fight against antibiotic-resistant bacteria. Soil is also an ally against climate change: as microorganisms within soil digest dead animals and plants, they lock in their carbon content, holding three times the amount of carbon as does the entire atmosphere. Soils also store water, preventing flood damage: in the UK, damage to buildings, roads and bridges from floods caused by soil degradation costs £233 million every year.

C If the soil loses its ability to perform these functions, the human race could be in big trouble. The danger is not that the soil will disappear completely, but that the microorganisms that give it its special properties will be lost. And once this has happened, it may take the soil thousands of years to recover.

Agriculture is by far the biggest problem. In the wild, when plants grow they remove nutrients from the soil, but then when the plants die and decay these nutrients are returned directly to the soil. Humans tend not to return unused parts of harvested crops directly to the soil to enrich it, meaning that the soil gradually becomes less fertile. In the past we developed strategies to get around the problem, such as regularly varying the types of crops grown, or leaving fields uncultivated for a season.

Questions 14-17

Complete the summary below

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

Write your answers in boxes 14-17 on your answer sheet.

Why soil degradation could be a disaster for humans

Healthy soil contains a large variety of bacteria and other microorganisms, as well as plant remains and **14** _____. It provides us with food and also with antibiotics, and its function in storing **15** _____ has a significant effect on the climate. In addition, it prevents damage to property and infrastructure because it holds **16** _____.

If these microorganisms are lost, soil may lose its special properties. The main factor contributing to soil degradation is the **17** _____carried out by humans.

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Book Review

*节选自——剑桥雅思真题 13Test4Passage3

The Happiness Industry: How the Government and Big Business Sold Us Well-Being

Questions 30-34

*Complete the summary using the list of words **A-G** below.*

*Write the correct letter, **A-G**, in boxes 30-34 on your answer sheet.*

3 But as William Davies notes in his recent book The Happiness Industry, the view that happiness is the only self-evident good is actually a way of limiting moral inquiry. One of the virtues of this rich, lucid and arresting book is that it places the current cult of happiness in a well-defined historical framework. Rightly, Davies begins his story with Bentham, noting that he was far more than a philosopher. Davies writes, 'Bentham's activities were those which we might now associate with a public sector management consultant'. In the 1790s, he wrote to the Home Office suggesting that the departments of government be linked together through a set of 'conversation tubes', and to the Bank of England with a design for a printing device that could produce unforgeable banknotes. He drew up plans for a 'frigidarium' to keep provisions such as meat, fish, fruit and vegetables fresh. His celebrated design for a prison to be known as a 'Panopticon', in which prisoners would be kept in solitary confinement while being visible at all times to the guards, was very nearly adopted. (Surprisingly, Davies does not discuss the fact that Bentham meant his Panopticon not just as a model prison but also as an instrument of control that could be applied to schools and factories.)

4 Bentham was also a pioneer of the 'science of happiness'. If happiness is to be regarded as a science, it has to be measured, and Bentham suggested two ways in which this might be done. Viewing happiness as a complex of pleasurable sensations, he suggested that it might be quantified by measuring the human pulse rate. Alternatively, money could be used as the standard for quantification: if two different goods have the same price, it can be claimed that they produce the same quantity of

pleasure in the consumer. Bentham was more attracted by the latter measure. By associating money so closely to inner experience, Davies writes, Bentham 'set the stage for the entangling of psychological research and capitalism that would shape the business practices of the twentieth century'.

Jeremy Bentham

Jeremy Bentham was active in other areas besides philosophy. In the 1790s he suggested a type of technology to improve **30** _____ for different Government departments. He developed a new way of printing banknotes to increase **31** _____ and also designed a method for the **32** _____ of food. He also drew up plans for a prison which allowed the **33** _____ of prisoners at all times, and believed the same design could be used for other institutions as well. When researching happiness, he investigated possibilities for its **34** _____, and suggested some methods of doing this.

A measurement	**B** security	**C** implementation	**D** profits
E observation	**F** communication	**G** preservation	

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Short answer questions

William Henry Perkin

*节选自——剑桥雅思真题 9Test1Passage1

The man who invented synthetic dyes

Questions 8-13

Answer the questions below.

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

6 Historically, textile dyes were made from such natural sources as plants and animal excretions. Some of these, such as the glandular mucus of snails, were difficult to obtain and outrageously expensive. Indeed, the purple colour extracted from a snail was once so costly that in society at the time only the rich could afford it. Further, natural dyes tend to be muddy in hue and fade quickly. It was against this backdrop that Perkin's discovery was made.

7 Perkin quickly grasped that his purple solution could be used to colour fabric, thus making it the world's first synthetic dye. Realising the importance of this breakthrough, he lost no time in patenting it. But perhaps the most fascinating of all Perkin's reactions to his find was his nearly instant recognition that the new dye had commercial possibilities.

8 Perkin originally named his dye Tyrian Purple, but it later became commonly known as mauve (from the French for the plant used to make the colour violet). He asked advice of Scottish dye works owner Robert Pullar, who assured him that manufacturing the dye would be well worth it if the colour remained fast (i.e. would not fade) and the cost was relatively low. So, over the fierce objections of his mentor Hofmann, he left college to give birth to the modern chemical industry.

9 With the help of his father and brother, Perkin set up a factory not far from London.

Utilising the cheap and plentiful coal tar that was an almost unlimited byproduct of London's gas street lighting, the dye works began producing the world's first synthetically dyed material in 1857. The company received a commercial boost from the Empress Eugenie of France, when she decided the new colour flattered her. Very soon, mauve was the necessary shade for all the fashionable ladies in that country. Not to be outdone, England's Queen Victoria also appeared in public wearing a mauve gown, thus making it all the rate in England as well. The dye was bold and fast, and the public clamoured for more. Perkin went back to the drawing board.

10 Although Perkin's fame was achieved and fortune assured by his first discovery, the chemist continued his research. Among other dyes he developed and introduced were aniline red (1859) and aniline black (1863) and, in the late 1860s, Perkin's green. It is important to note that Perkin's synthetic dye discoveries had outcomes far beyond the merely decorative. The dyes also became vital to medical research in many ways. For instance, they were used to stain previously invisible microbes and bacteria, allowing researchers to identify such bacilli as tuberculosis, cholera, and anthrax. Artificial dyes continue to play a crucial role today. And, in what would have been particularly pleasing to Perkin, their current use is in the search for a vaccine against malaria.

8. Before Perkin's discovery, with what group in society was the colour purple associated?

9. What potential did Perkin immediately understand that his new dye had?

10. What was the name finally used to refer to the first colour Perkin invented?

11. What was the name of the person Perkin consulted before setting up his own dye works?

12. In what country did Perkin's newly invented colour first become fashionable?

13. According to the passage, which disease is now being targeted by researchers using synthetic dyes?

Flow-chart completion

The history of the tortoise

*节选自——剑桥雅思真题 9Test1Passage3

4 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.

Question 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 answers 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 *P. 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** _____

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Labeling a diagram

Tidal Power

*节选自——剑桥雅思真题 9Test3Passage2

D A marine turbine blade needs to be only one third of the size of 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 though 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 Bahaj 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 cavitation, 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.

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An Undersea Turbine

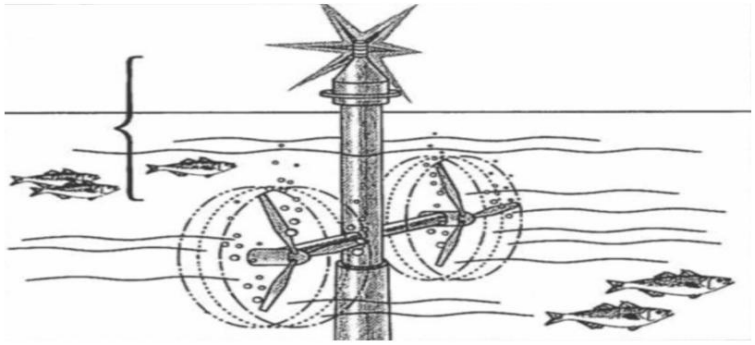
Whole tower can be raised for **23** _____ and the extraction of seaweed from the blades

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

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

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

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



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

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雅思阅读高级课程

第五讲：T/F/NG 类专题突破

出题形式

True / False / Not Given

Yes / No / Not Given

解题方法

1、_____

2、_____

3、_____

4、_____

5、_____

6、_____

True / False / Not Given

Why zoos are good

*节选自——剑桥雅思真题 14Test4Passage2

Scientist David Hone makes the case for zoos

A In my view, it is perfectly possible for many species of animals living in zoos or wildlife parks to have a quality of life as high as, or higher than, in the wild. Animals in good zoos get a varied and high-quality diet with all the supplements required, and any illnesses they might have will be treated. Their movement might be somewhat restricted, but they have a safe environment in which to live, and they are spared bullying and social ostracism by others of their kind. They do not suffer from the threat or stress of predators, or the irritation and pain of parasites or injuries. The average captive animal will have a greater life expectancy compared with its wild counterpart,

and will not die of drought, of starvation, or in the jaws of a predator. A lot of very nasty things happen to truly 'wild' animals that simply don't happen in good zoos, and to view a life that is 'free' as one that is automatically 'good' is, I think, an error. Furthermore, zoos serve several key purposes.

B Firstly, zoos aid conservation. Colossal numbers of species are becoming extinct across the world, and many more are increasingly threatened and therefore risk extinction. Moreover, some of these collapses have been sudden, dramatic and unexpected, or were simply discovered very late in the day. A species protected in captivity can be bred up to provide a reservoir population against a population crash or extinction in the wild. A good number of species only exist in captivity, with many of these living in zoos. Still more only exist in the wild because they have been reintroduced from zoos, or have wild populations that have been boosted by captive bred animals. Without these efforts there would be fewer species alive today. Although reintroduction successes are few and far between, the numbers are increasing, and the very fact that species have been saved or reintroduced as a result of captive breeding proves the value of such initiatives.

C Zoos also provide education. Many children and adults, especially those in cities, will never see a wild animal beyond a fox or pigeon. While it is true that television documentaries are becoming ever more detailed and impressive, and many natural history specimens are on display in museums, there really is nothing to compare with seeing a living creature in the flesh, hearing it, smelling it, watching what it does and having the time to absorb details. That alone will bring a greater understanding and perspective to many, and hopefully give them a greater appreciation for wildlife, conservation efforts and how they can contribute.

D In addition to this, there is also the education that can take place in zoos through signs, talks and presentations which directly communicate information to visitors about the animals they are seeing and their place in the world. This was an area where zoos used to be lacking, but they are now increasingly sophisticated in their

communication and outreach work. Many zoos also work directly to educate conservation workers in other countries, or send their animal keepers abroad to contribute their knowledge and skills to those working in zoos and reserves, thereby helping to improve conditions and reintroductions all over the world.

E Zoos also play a key role in research. If we are to save wild species and restore and repair ecosystems we need to know about how key species live, act and react. Being able to undertake research on animals in zoos where there is less risk and fewer variables means real changes can be effected on wild populations. Finding out about, for example, the oestrus cycle of an animal or its breeding rate helps us manage wild populations. Procedures such as capturing and moving at-risk or dangerous individuals are bolstered by knowledge gained in zoos about doses for anaesthetics, and by experience in handling and transporting animals. This can make a real difference to conservation efforts and to the reduction of human-animal conflicts, and can provide a knowledge base for helping with the increasing threats of habitat destruction and other problems.

Questions 18-22

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

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*

18. An animal is likely to live longer in a zoo than in the wild.

19. There are some species in zoos which can no longer be found in the wild.

20. Improvements in the quality of TV wildlife documentaries have resulted in increased numbers of zoo visitors.

21. Zoos have always excelled at transmitting information about animals to the public.

22. Studying animals in zoos is less stressful for the animals than studying them in the wild.

The Development of Museums

*节选自——剑桥雅思真题 9Test4Passage3

D Theme parks are undergoing other changes, too, as they try to present more serious social and cultural issues, and move away from fantasy. This development is a response to market forces and, although museums and heritage sites have a special, rather distinct, role to fulfil, they are also operating in a very competitive environment, where visitors make choices on how and where to spend their free time. Heritage and museum experts do not have to invent stories and recreate historical environments to attract their visitors: their assets are already in place. However, exhibits must be both based on artefacts and facts as we know them, and attractively presented. Those who are professionally engaged in the art of interpreting history are thus in a difficult position, as they must steer a narrow course between the demands of 'evidence' and 'attractiveness', especially given the increasing need in the heritage industry for income-generating activities.

E It could be claimed that in order to make everything in heritage more 'real', historical accuracy must be increasingly altered. For example, *Pithecanthropus erectus* is depicted in an Indonesian museum with Malay facial features, because this corresponds to public perceptions. Similarly, in the Museum of Natural History in Washington, Neanderthal man is shown making a dominant gesture to his wife. Such presentations tell us more about contemporary perceptions of the world than about our ancestors. There is one compensation, however, for the professionals who make these interpretations: if they did not provide the interpretation, visitors would do it for themselves, based on their own ideas, misconceptions and prejudices. And no matter how exciting the result, it would contain a lot more bias than the presentations provided by experts.

F Human bias is inevitable, but another source of bias in the representation of history has to do with the transitory nature of the materials themselves. The simple fact is that not everything from history survives the historical process. Castles, palaces and cathedrals have a longer lifespan than the dwellings of ordinary people. The same

applies to the furnishings and other contents of the premises. In a town like Leyden in Holland, which in the seventeenth century was occupied by approximately the same number of inhabitants as today, people lived within the walled town, an area more than five times smaller than modern Leyden. In most of the houses several families lived together in circumstances beyond our imagination. Yet in museums, fine period rooms give only an image of the lifestyle of the upper class of that era. No wonder that people who stroll around exhibitions are filled with nostalgia; the evidence in museums indicates that life was so much better in the past. This notion is induced by the bias in its representation in museums and heritage centres.

Questions 37-40

Do the following statements agree with the information given in Reading Passage 3?

In boxes 37-40 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALES	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

37. Consumers prefer theme parks which avoid serious issues.

38. More people visit museums than theme parks.

39. The boundaries of Leyden have changed little since the seventeenth century.

40. Museums can give a false impression of how life used to be.

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The secret of staying young

*节选自——剑桥雅思真题 14Test4Passage1

2 Such age-defying feats are rare in the animal kingdom. Naked mole rats can live for almost 30 years and stay fit for nearly their entire lives. They can still reproduce even when old, and they never get cancer. But the vast majority of animals deteriorate with age just like people do. Like the naked mole rat, ants are social creatures that usually live in highly organised colonies. 'It's this social complexity that makes P. dentata useful for studying aging in people,' says Giraldo, now at the California Institute of Technology. Humans are also highly social, a trait that has been connected to healthier aging. By contrast, most animal studies of aging use mice, worms or fruit flies, which all lead much more isolated lives.

3 In the lab, P. dentata worker ants typically live for around 140 days. Giraldo focused on ants at four age ranges: 20 to 22 days, 45 to 47 days, 95 to 97 days and 120 to 122 days. Unlike all previous studies, which only estimated how old the ants were, her work tracked the ants from the time the pupae became adults, so she knew their exact ages. Then she put them through a range of tests.

4 Giraldo watched how well the ants took care of the young of the colony, recording how often each ant attended to, carried and fed them. She compared how well 20-day-old and 95-day-old ants followed the telltale scent that the insects usually leave to mark a trail to food. She tested how ants responded to light and also measured how active they were by counting how often ants in a small dish walked across a line. And she experimented with how ants react to live prey: a tethered fruit fly. Giraldo expected the older ants to perform poorly in all these tasks. But the elderly insects were all good caretakers and trail-followers--the 95-day-old ants could track the scent even longer than their younger counterparts. They all responded to light well, and the older ants were more active. And when it came to reacting to prey, the older ants attacked the poor fruit fly just as aggressively as the young ones did, flaring their mandibles or pulling at the fly's legs.

Then Giraldo compared the brains of 20-day-old and 95-day-old ants, identifying any cells that were close to death. She saw no major differences with age, nor was there any difference in the location of the dying cells, showing that age didn't seem to affect specific brain functions. Ants and other insects have structures in their brains called mushroom bodies, which are important for processing information, learning and memory. She also wanted to see if aging affects the density of synaptic complexes within these structures--regions where neurons come together. Again, the answer was no. What was more, the old ants didn't experience any drop in the levels of either serotonin or dopamine--brain chemicals whose decline often coincides with aging. In humans, for example, a decrease in serotonin has been linked to Alzheimer's disease.

6 'This is the first time anyone has looked at both behavioral and neural changes in these ants so thoroughly,' says Giraldo, who recently published the findings in the Proceedings of the Royal Society B. Scientists have looked at some similar aspects in bees, but the results of recent bee studies were mixed--some studies showed age-related declines, which biologists call senescence, and others didn't. 'For now, the study raises more questions than it answers,' Giraldo says, 'including how B dentata stays in such good shape.'

7 Also, if the ants don't deteriorate with age, why do they die at all? Out in the wild, the ants probably don't live for a full 140 days thanks to predators, disease and just being in an environment that's much harsher than the comforts of the lab. 'The lucky ants that do live into old age may suffer a steep decline just before dying,' Giraldo says, but she can't say for sure because her study wasn't designed to follow an ant's final moments.

Questions 9-13

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

In boxes 9-13 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*

9. *Pheidole dentata* ants are the only known animals which remain active for almost their whole lives.

10. Ysabel Giraldo was the first person to study *Pheidole dentate* ants using precise data about the insects' ages.

11. The ants in Giraldo's experiments behaved as she had predicted that they would.

12. The recent studies of bees used different methods of measuring age-related decline.

13. *Pheidofe dentata* ants kept in laboratory conditions tend to live longer lives.

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Yes / No / Not Given

The Benefits of Being Bilingual

*节选自——剑桥雅思真题 12Test6Passage3

A According to the latest figures, the majority of the world's population is now bilingual or multilingual, having grown up speaking two or more languages. In the past, such children were considered to be at a disadvantage compared with their monolingual peers. Over the past few decades, however, technological advances have allowed researchers to look more deeply at how bilingualism interacts with and changes the cognitive and neurological systems, thereby identifying several clear benefits of being bilingual.

B Research shows that when a bilingual person uses one language, the other is active at the same time. When we hear a word, we don't hear the entire word all at once: the sounds arrive in sequential order. Long before the word is finished, the brain's language system begins to guess what that word might be. If you hear 'can', you will likely activate words like 'candy' and 'candle' as well, at least during the earlier stages of word recognition. For bilingual people, this activation is not limited to a single language; auditory input activates corresponding words regardless of the language to which they belong. Some of the most compelling evidence for this phenomenon, called 'language co-activation', comes from studying eye movements. A Russian-English bilingual asked to 'pick up a marker' from a set of objects would look more at a stamp than someone who doesn't know Russian, because the Russian word for 'stamp', marka, sounds like the English word he or she heard, 'marker'. In cases like this, language co-activation occurs because what the listener hears could map onto words in either language.

C Having to deal with this persistent linguistic competition can result in difficulties, however. For instance, knowing more than one language can cause speakers to name pictures more slowly, and can increase 'tip-of-the-tongue states', when you can almost, but not quite, bring a word to mind. As a result, the constant juggling of two

languages creates a need to control how much a person accesses a language at any given time. For this reason, bilingual people often perform better on tasks that require conflict management. In the classic Stroop Task, people see a word and are asked to name the colour of the word's font. When the colour and the word match (i.e., the word 'red' printed in red), people correctly name the colour more quickly than when the colour and the word don't match (i.e., the word 'red' printed in blue). This occurs because the word itself ('red') and its font colour (blue) conflict. Bilingual people often excel at tasks such as this, which tap into the ability to ignore competing perceptual information and focus on the relevant aspects of the input. Bilinguals are also better at switching between two tasks; for example, when bilinguals have to switch from categorizing objects by colour (red or green) to categorizing them by shape (circle or triangle'), they do so more quickly than monolingual people, reflecting better cognitive control when having to make rapid changes of strategy.

D It also seems that the neurological roots of the bilingual advantage extend to brain areas more traditionally associated with sensory processing. When monolingual and bilingual adolescents listen to simple speech sounds without any intervening background noise, they show highly similar brain stem responses. When researchers play the same sound to both groups in the presence of background noise, however, the bilingual listeners' neural response is considerably larger, reflecting better encoding of the sound's fundamental frequency, a feature of sound closely related to pitch perception.

E Such improvements in cognitive and sensory processing may help a bilingual person to process information in the environment, and help explain why bilingual adults acquire a third language better than monolingual adults master a second language. This advantage may be rooted in the skill of focussing on information about the new language while reducing interference from the languages they already know.

F Research also indicates that bilingual experience may help to keep the cognitive mechanisms sharp by recruiting alternate brain networks to compensate for those that

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become damaged during aging. Older bilinguals enjoy improved memory relative to monolingual people, which can lead to real-world health benefits. In a study of over 200 patients with Alzheimer's disease, a degenerative brain disease, bilingual patients reported showing initial symptoms of the disease an average of five years later than monolingual patients. In a follow-up study, researchers compared the brains of bilingual and monolingual patients matched on the severity of Alzheimer's symptoms. Surprisingly, the bilinguals' brains had more physical signs of disease than their monolingual counterparts, even though their outward behaviour and abilities were the same. If the brain is an engine, bilingualism may help it to go farther on the same amount of fuel.

Questions 32-36

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 32-36 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 *flit is impossible to say what the writer thinks about this*

32. Attitudes towards bilingualism have changed in recent years.

33. Bilingual people are better than monolingual people at guessing correctly what words are before they are finished.

34. Bilingual people consistently name images faster than monolingual people.

35. Bilingual people's brains process single sounds more efficiently than monolingual people in all situations.

36. Fewer bilingual people than monolingual people suffer from brain disease in old age.

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Book Review

*节选自——剑桥雅思真题 13Test4Passage3

The Happiness Industry: How the Government and Big Business Sold Us Well-Being

5 *The Happiness Industry* describes how the project of a science of happiness has become integral to capitalism. We learn much that is interesting about how economic problems are being redefined and treated as psychological maladies. In addition, Davies shows how the belief that inner states of pleasure and displeasure can be objectively measured has informed management studies and advertising. The tendency of thinkers such as J B Watson, the founder of behaviourism*, was that human beings could be shaped, or manipulated, by policymakers and managers. Watson had no factual basis for his view of human action. When he became president of the American Psychological Association in 1915, he 'had never even studied a single human being': his research had been confined to experiments on white rats. Yet Watson's reductive model is now widely applied, with 'behaviour change' becoming the goal of governments: in Britain, a 'Behaviour Insights Team' has been established by the government to study how people can be encouraged, at minimum cost to the public purse, to live in what are considered to be socially desirable ways.

6 Modern industrial societies appear to need the possibility of ever-increasing happiness to motivate them in their labours. But whatever its intellectual pedigree, the idea that governments should be responsible for promoting happiness is always a threat to human freedom.

Questions 32-36

Do the following statements agree with the claims of the writer in Reading Passage 3?
In boxes 35-40 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 *flit is impossible to say what the writer thinks about this*

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35. One strength of *The Happiness Industry* is its discussion of the relationship between psychology and economics.

36. It is more difficult to measure some emotions than others.

37. Watson's ideas on behaviourism were supported by research on humans he carried out before 1915.

38. Watson's ideas have been most influential on governments outside America.

39. The need for happiness is linked to industrialisation.

40. A main aim of government should be to increase the happiness of the population.

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雅思阅读高级课程

第六讲：Matching 类专题突破

出题形式

1.Matching headings

2.Matching information

3.Matching features

4.Matching sentence endings

5.Multiple choice

解题方法

1、_____

2、_____

3、_____

4、_____

5、_____

6、_____

Matching headings

The Development of Museums

*节选自——剑桥雅思真题 9Test4Passage3

List of headings

i. Commercial pressures on people in charge

ii. Mixed views on current changes to museums

iii. Interpreting the facts to meet visitor expectations

iv. The international dimension

v. Collections of factual evidence

vi. Fewer differences between public attractions

vii. Current reviews and suggestions

Example	Answer
Paragraph **A**	**v**

27. Paragraph B

28. Paragraph C

29. Paragraph D

30. Paragraph E

The Development of Museums

A The conviction that historical relics provide infallible testimony about the past is rooted in the nineteenth and early twentieth centuries, when science was regarded as objective and value free. As one writer observes: 'Although it is now evident that artefacts are as easily altered as chronicles, public faith in their veracity endures: a tangible relic seems ipso facto real.' Such conviction was, until recently, reflected in museum displays. Museums used to look – and some still do – much like storage rooms of objects packed together in showcases: good for scholars who wanted to study the subtle differences in design, but not for the ordinary visitor, to whom it all looked alike. Similarly, the information accompanying the objects often made little sense to the lay visitor. The content and format of explanations dated back to a time when the museum was the exclusive domain of the scientific researcher.

B Recently, however, attitudes towards history and the way it should be presented have altered. The key word in heritage display is now 'experience', the more exciting the better and, if possible, involving all the senses. Good examples of this approach in the UK are the Jorvik Center in York; the National Museum of Photography, Film and Television in Bradford; and the Imperial War Museum in London. In the US the trend emerged much earlier: Williamsburg has been a prototype for many heritage developments in other parts of the world. No one can predict where the process will end. On so-called heritage sites the re-enactment of historical events is increasingly

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popular, and computers will soon provide virtual reality experiences, which will present visitors with a vivid image of the period of their choice, in which they themselves can act as if part of the historical environment. Such developments have been criticized as an intolerable vulgarization, but the success of many historical theme parks and similar locations suggests that the majority of the public does not share this opinion.

C In a related development, the sharp distinction between museum and heritage sites on the one hand, and theme parks on the other, is gradually evaporating. They already borrow ideas and concepts from one another. For example, museums have adopted story lines for exhibitions, sites have accepted 'theming' as a relevant tool, and theme parks are moving towards more authenticity and research-based presentations. In zoos, animals are no longer kept in cages, but in great spaces, either in the open air or in enormous greenhouses, such as the jungle and desert environments in Burgers' Zoo in Holland. This particular trend is regarded as one of the major developments in the presentation of natural history in the twentieth century.

D Theme parks are undergoing other changes, too, as they try to present more serious social and cultural issues, and move away from fantasy. This development is a response to market forces and, although museums and heritage sites have a special, rather distinct, role to fulfil, they are also operating in a very competitive environment, where visitors make choices on how and where to spend their free time. Heritage and museum experts do not have to invent stories and recreate historical environments to attract their visitors: their assets are already in place. However, exhibits must be both based on artefacts and facts as we know them, and attractively presented. Those who are professionally engaged in the art of interpreting history are thus in a difficult position, as they must steer a narrow course between the demands of 'evidence' and 'attractiveness', especially given the increasing need in the heritage industry for income-generating activities.

E It could be claimed that in order to make everything in heritage more 'real',

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historical accuracy must be increasingly altered. For example, *Pithecanthropus erectus* is depicted in an Indonesian museum with Malay facial features, because this corresponds to public perceptions. Similarly, in the Museum of Natural History in Washington, Neanderthal man is shown making a dominant gesture to his wife. Such presentations tell us more about contemporary perceptions of the world than about our ancestors. There is one compensation, however, for the professionals who make these interpretations: if they did not provide the interpretation, visitors would do it for themselves, based on their own ideas, misconceptions and prejudices. And no matter how exciting the result, it would contain a lot more bias than the presentations provided by experts.

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Matching information

SAVING THE SOIL

*节选自——剑桥雅思真题 13Test4Passage2

More than a third of the Earth's top layer is at risk. Is there hope for our planet's most precious resource?

A More than a third of the world's soil is endangered, according to a recent UN report. If we don't slow the decline, all farmable soil could be gone in 60 years. Since soil grows 95% of our food, and sustains human life in other more surprising ways, that is a huge problem.

B Peter Groffman, from the Cary Institute of Ecosystem Studies in New York, points out that soil scientists have been warning about the degradation of the world's soil for decades. At the same time, our understanding of its importance to humans has grown. A single gram of healthy soil might contain 100 million bacteria, as well as other microorganisms such as viruses and fungi, living amid decomposing plants and various minerals.

That means soils do not just grow our food, but are the source of nearly all our existing antibiotics, and could be our best hope in the fight against antibiotic-resistant bacteria.

Soil is also an ally against climate change: as microorganisms within soil digest dead animals and plants, they lock in their carbon content, holding three times the amount of carbon as does the entire atmosphere. Soils also store water, preventing flood damage: in the UK, damage to buildings, roads and bridges from floods caused by soil degradation costs £233 million every year.

C If the soil loses its ability to perform these functions, the human race could be in big trouble. The danger is not that the soil will disappear completely, but that the

microorganisms that give it its special properties will be lost. And once this has happened, it may take the soil thousands of years to recover.

Agriculture is by far the biggest problem. In the wild, when plants grow they remove nutrients from the soil, but then when the plants die and decay these nutrients are returned directly to the soil. Humans tend not to return unused parts of harvested crops directly to the soil to enrich it, meaning that the soil gradually becomes less fertile. In the past we developed strategies to get around the problem, such as regularly varying the types of crops grown, or leaving fields uncultivated for a season.

D But these practices became inconvenient as populations grew and agriculture had to be run on more commercial lines. A solution came in the early 20th century with the Haber-Bosch process for manufacturing ammonium nitrate. Farmers have been putting this synthetic fertiliser on their fields ever since.

But over the past few decades, it has become clear this wasn't such a bright idea. Chemical fertilisers can release polluting nitrous oxide into the atmosphere and excess is often washed away with the rain, releasing nitrogen into rivers. More recently, we have found that indiscriminate use of fertilisers hurts the soil itself, turning it acidic and salty, and degrading the soil they are supposed to nourish.

E One of the people looking for a solution to this problem is Pius Floris, who started out running a tree-care business in the Netherlands, and now advises some of the world's top soil scientists. He came to realise that the best way to ensure his trees flourished was to take care of the soil, and has developed a cocktail of beneficial bacteria, fungi and humus* to do this. Researchers at the University of Valladolid in Spain recently used this cocktail on soils destroyed by years of fertiliser overuse. When they applied Floris's mix to the desert-like test plots, a good crop of plants emerged that were not just healthy at the surface, but had roots strong enough to pierce dirt as hard as rock. The few plants that grew in the control plots, fed with traditional fertilisers, were small and weak.

F However, measures like this are not enough to solve the global soil degradation problem. To assess our options on a global scale we first need an accurate picture of what types of soil are out there, and the problems they face. That's not easy. For one thing, there is no agreed international system for classifying soil. In an attempt to unify the different approaches, the UN has created the Global Soil Map project. Researchers from nine countries are working together to create a map linked to a database that can be fed measurements from field surveys, drone surveys, satellite imagery, lab analyses and so on to provide real-time data on the state of the soil. Within the next four years, they aim to have mapped soils worldwide to a depth of 100 metres, with the results freely accessible to all.

G But this is only a first step. We need ways of presenting the problem that bring it home to governments and the wider public, says Pamela Chasek at the International Institute for Sustainable Development, in Winnipeg, Canada. 'Most scientists don't speak language that policy-makers can understand, and vice versa.' Chasek and her colleagues have proposed a goal of 'zero net land degradation'. Like the idea of carbon neutrality, it is an easily understood target that can help shape expectations and encourage action.

For soils on the brink, that may be too late. Several researchers are agitating for the immediate creation of protected zones for endangered soils. One difficulty here is defining what these areas should conserve: areas where the greatest soil diversity is present? Or areas of unspoilt soils that could act as a future benchmark of quality? Whatever we do, if we want our soils to survive, we need to take action now.

** Humus: the part of the soil formed from dead plant material*

Questions 22-26

Reading Passage 2 has seven paragraphs, ***A-G****.*

Which section contains the following information?

Write the correct letter, ***A-G****, in boxes 22-26 on your answer sheet.*

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NB *You may use any letter more than once.*

22. a reference to one person's motivation for a soil-improvement project

23. an explanation of how soil stayed healthy before the development of farming

24. examples of different ways of collecting information on soil degradation

25. a suggestion for a way of keeping some types of soil safe in the near future

26. a reason why it is difficult to provide an overview of soil degradation

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Matching features

Young children's sense of identity

*节选自——剑桥雅思真题 9Test4Passage2

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 exits. This is an aspect of the self that he labelled '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 behaviour 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 other 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). 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. Dunn (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'. 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 trustworthiness, 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 development 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.

Question 20-23

Look at the following findings (Question 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 behaviour.

23. Observing their own reflection contributes to children's self awareness.

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List of Researchers

A James

B Cooley

C Lewis and Brooks-Gunn

D Mead

E Bronson

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Matching sentence endings

SAVING THE SOIL

*节选自——剑桥雅思真题 13Test4Passage2

More than a third of the Earth's top layer is at risk. Is there hope for our planet's most precious resource?

C If the soil loses its ability to perform these functions, the human race could be in big trouble. The danger is not that the soil will disappear completely, but that the microorganisms that give it its special properties will be lost. And once this has happened, it may take the soil thousands of years to recover.

Agriculture is by far the biggest problem. In the wild, when plants grow they remove nutrients from the soil, but then when the plants die and decay these nutrients are returned directly to the soil. Humans tend not to return unused parts of harvested crops directly to the soil to enrich it, meaning that the soil gradually becomes less fertile. In the past we developed strategies to get around the problem, such as regularly varying the types of crops grown, or leaving fields uncultivated for a season.

D But these practices became inconvenient as populations grew and agriculture had to be run on more commercial lines. A solution came in the early 20th century with the Haber-Bosch process for manufacturing ammonium nitrate. Farmers have been putting this synthetic fertiliser on their fields ever since.

But over the past few decades, it has become clear this wasn't such a bright idea. Chemical fertilisers can release polluting nitrous oxide into the atmosphere and excess is often washed away with the rain, releasing nitrogen into rivers. More recently, we have found that indiscriminate use of fertilisers hurts the soil itself, turning it acidic and salty, and degrading the soil they are supposed to nourish.

E One of the people looking for a solution to this problem is Pius Floris, who started

out running a tree-care business in the Netherlands, and now advises some of the world's top soil scientists. He came to realise that the best way to ensure his trees flourished was to take care of the soil, and has developed a cocktail of beneficial bacteria, fungi and humus* to do this. Researchers at the University of Valladolid in Spain recently used this cocktail on soils destroyed by years of fertiliser overuse. When they applied Floris's mix to the desert-like test plots, a good crop of plants emerged that were not just healthy at the surface, but had roots strong enough to pierce dirt as hard as rock. The few plants that grew in the control plots, fed with traditional fertilisers, were small and weak.

F However, measures like this are not enough to solve the global soil degradation problem. To assess our options on a global scale we first need an accurate picture of what types of soil are out there, and the problems they face. That's not easy. For one thing, there is no agreed international system for classifying soil. In an attempt to unify the different approaches, the UN has created the Global Soil Map project. Researchers from nine countries are working together to create a map linked to a database that can be fed measurements from field surveys, drone surveys, satellite imagery, lab analyses and so on to provide real-time data on the state of the soil. Within the next four years, they aim to have mapped soils worldwide to a depth of 100 metres, with the results freely accessible to all.

G But this is only a first step. We need ways of presenting the problem that bring it home to governments and the wider public, says Pamela Chasek at the International Institute for Sustainable Development, in Winnipeg, Canada. 'Most scientists don't speak language that policy-makers can understand, and vice versa.' Chasek and her colleagues have proposed a goal of 'zero net land degradation'. Like the idea of carbon neutrality, it is an easily understood target that can help shape expectations and encourage action.

For soils on the brink, that may be too late. Several researchers are agitating for the immediate creation of protected zones for endangered soils. One difficulty here is

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defining what these areas should conserve: areas where the greatest soil diversity is present? Or areas of unspoilt soils that could act as a future benchmark of quality? Whatever we do, if we want our soils to survive, we need to take action now.

* Humus: the part of the soil formed from dead plant material

Questions 18-21

Complete each sentence with the correct ending, ***A-F****, below.*

Write the correct letter, ***A-F****, in boxes 18-21 on your answer sheet.*

18. Nutrients contained in the unused parts of harvested crops

19. Synthetic fertilisers produced with the Haber-Bosch process

20. Addition of a mixture developed by Plus Floris to the soil

21. The idea of zero net soil degradation

A. may improve the number and quality of plants growing there.

B. may contain data from up to nine countries.

C. may not be put back into the soil.

D. may help governments to be more aware of soil-related issues.

E. may cause damage to different aspects of the environment.

F. may be better for use at a global level.

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Multiple Choice

A neuroscientist reveals how to think differently

*节选自——剑桥雅思真题 9Test2Passage3

1 In the last decade a revolution has occurred in the way that scientists think about the brain. We now know that the decisions humans make can be traced to the firing patterns of neurons in specific parts of the brain. These discoveries have led to the field known as *neuroeconomics*, which studies the brain's secrets to success in an economic environment that demands innovation and being able to do things differently from competitors. A brain that can do this is an iconoclastic one. Briefly, an *iconoclast* is a person who does something that others say can't be done.

2 This definition implies that iconoclasts are different from other people, but more precisely, it is their brains that are different in three distinct ways: perception, fear response, and social intelligence. Each of these three functions utilizes a different circuit in the brain. Naysayers might suggest that the brain is irrelevant that thinking in an original, even revolutionary, way is more a matter of personality than brain function. But the field of neuroeconomics was born out of the realization that the physical workings of the brain place limitations on the way we make decisions. By understanding these constraints, we begin to understand why some people march to a different drumbeat.

3 The first thing to realize is that the brain suffers from limited resources. It has a fixed energy budget, about the same as a 40 watt light bulb, so it has evolved to work as efficiently as possible. This is where most people are impeded from being an iconoclast. For example, when confronted with information streaming from the eyes, the brain will interpret this information in the quickest way possible. Thus it will draw on both past experience and any other source of information, such as what other people say, to make sense of what it is seeing. This happens all the time. The brain takes shortcuts that work so well we hardly ever aware of them. We think our perceptions of the world are real, but they are only biological and electrical rumblings.

Perception is not simply a product of what your eyes or ears transmit to your brain. More than the physical reality of photons or sound waves, perception is a product of the brain.

4 Perception is central to iconoclasm. Iconoclasts see things differently to other people. Their brains do not fail into efficiency pitfalls as much as the average person's brain. Iconoclasts, either because they were born that way or through learning, have found ways to work around the perceptual shortcuts that plague most people. Perception is not something that is hardwired into the brain. It is a learned process, which is both a curse and an opportunity for change. The brain faces the fundamental problem of interpreting physical stimuli from the sense. Everything the brain sees, hears, or touches has multiple interpretations. The one that is ultimately chosen is simply the brain's best theory. In technical terms, these conjectures have their basis in the statistical likelihood of one interpretation over another and are heavily influenced by past experience and, importantly for potential iconoclasts, what other people say.

Questions 27-31

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

Write the correct letter in boxes 27-31 on your answer sheet.

27. Neuroeconomics is a field of study which seeks to

A cause a change in how scientists understand brain chemistry.

B understand how good decisions are made in the brain.

C understand how the brain is linked to achievement in competitive fields.

D trace the specific firing patterns of neurons in different areas of the brain.

28. According to the writer, iconoclasts are distinctive because

A they create unusual brain circuits.

B their brains function differently.

C their personalities are distinctive.

D they make decisions easily.

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29. According to the writer, the brain works efficiently because

A it uses the eyes quickly.

B it interprets data logically.

C it generates its own energy.

D it relies on previous events.

30. The writer says that perception is

A a combination of photons and sound waves

B a reliable product of what your senses transmit.

C a result of brain processes.

D a process we are usually conscious of.

31. According to the writer, an iconoclastic thinker

A centralizes perceptual thinking in one part of the brain.

B avoids cognitive traps.

C has a brain that is hardwired for learning.

D has more opportunities than the average person.

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雅思阅读高级课程

第七讲：经典篇章串讲

Reading Passage 1：EFFECTS OF NOISE

EFFECTS OF NOISE

*节选自——剑桥雅思真题 7Test4Passage3

In general, it is plausible to suppose that we should prefer peace and quiet to noise. And yet most of us have had the experience of having to adjust to sleeping in the mountains or the countryside because it was initially ‘too quiet', an experience that suggests that humans are capable of adapting to a wide range of noise levels. Research supports this view. For example, Glass and Singer (1972) exposed people to short bursts of very loud noise and then measured their ability to work out problems and their physiological reactions to the noise. The noise was quite disruptive at first, but after about four minutes the subjects were doing just as well on their tasks as control subjects who were not exposed to noise. Their physiological arousal also declined quickly to the same levels as those of the control subjects.

But there are limits to adaptation and loud noise becomes more troublesome if the person is required to concentrate on more than one task. For example, high noise levels interfered with the performance of subjects who were required to monitor three dials at a time, a task not unlike that of an aeroplane pilot or an air-traffic controller (Broadbent, 1957). Similarly, noise did not affect a subject's ability to track a moving line with a steering wheel, but it did interfere with the subject's ability to repeat numbers while tracking (Finkelman and Glass, 1970).

Probably the most significant finding from research on noise is that its predictability is more important than how loud it is. We are much more able to ‘tune out' chronic background noise, even if it is quite loud, than to work under circumstances with unexpected intrusions of noise. In the Glass and Singer study, in which subjects were

exposed to bursts of noise as they worked on a task, some subjects heard loud bursts and others heard soft bursts. For some subjects, the bursts were spaced exactly one minute apart (predictable noise); others heard the same amount of noise overall, but the bursts occurred at random intervals (unpredictable noise). Subjects reported finding the predictable and unpredictable noise equally annoying, and all subjects performed at about the same level during the noise portion of the experiment. But the different noise conditions had quite different after-effects when the subjects were required to proofread written material under conditions of no noise. As shown in Table 1 the unpredictable noise produced more errors in the later proofreading task than predictable noise; and soft, unpredictable noise actually produced slightly more errors on this task than the loud, predictable noise.

	Unpredictable Noise	**Predictable Noise**	**Average**
Loud noise	40.1	31.8	35.9
Soft noise	36.7	27.4	32.1
Average	38.4	29.6	

Table 1: Proofreading Errors and Noise

Apparently, unpredictable noise produces more fatigue than predictable noise, but it takes a while for this fatigue to take its toll on performance.

Predictability is not the only variable that reduces or eliminates the negative effects of noise. Another is control. If the individual knows that he or she can control the noise, this seems to eliminate both its negative effects at the time and its after-effects. This is true even if the individual never actually exercises his or her option to turn the noise off (Glass and Singer, 1972). Just the knowledge that one has control is sufficient.

The studies discussed so far exposed people to noise for only short periods and only transient effects were studied. But the major worry about noisy environments is that living day after day with chronic noise may produce serious, lasting effects. One study, suggesting that this worry is a realistic one, compared elementary school pupils who

attended schools near Los Angeles's busiest airport with students who attended schools in quiet neighbourhoods (Cohen et al., 1980). It was found that children from the noisy schools had higher blood pressure and were more easily distracted than those who attended the quiet schools. Moreover, there was no evidence of adaptability to the noise. In fact, the longer the children had attended the noisy schools, the more distractible they became. The effects also seem to be long lasting. A follow-up study showed that children who were moved to less noisy classrooms still showed greater distractibility one year later than students who had always been in the quiet schools (Cohen et al, 1981). It should be noted that the two groups of children had been carefully matched by the investigators so that they were comparable in age, ethnicity, race, and social class.

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.

Questions 30-34

*Complete the summary using the list of words and phrases, **A-J**, below.*

*Write the correct letter, **A-J**, in boxes 30-34 on your answer sheet.*

NB *You may use any letter more than once.*

Glass and Singer (1972) showed that situations in which there is intense noise have less effect on performance than circumstances in which **30** _____ noise occurs. Subjects were divided into groups to perform a task. Some heard loud bursts of noise, others soft. For some subjects, the noise was predictable, while for others its occurrence was random. All groups were exposed to **31** _____ noise. The predictable noise group **32** _____ the unpredictable noise group on this task.

In the second part of the experiment, the four groups were given a proofreading task to complete under conditions of no noise. They were required to check written material for errors. The group which had been exposed to unpredictable noise **33** _____ the group which had been exposed to predictable noise. The group which had been exposed to loud predictable noise performed better than those who had heard soft, unpredictable bursts. The results suggest that **34** _____ noise produces fatigue but that this manifests itself later.

A. no control over

B. unexpected

C. intense

D. the same amount of

E. performed better than

F. performed at about the same level as

G. no

H. showed more irritation than

I. made more mistakes than **J**. different types of

Questions 35-40

Look at the following statements (Questions 35-40) and the list of researchers below.

Match each statement with the correct researcher(s), ***A-E****.*

Write the correct letter, ***A-E****, in boxes 35-40 on your answer sheet.*

NB *You may use any letter more than once.*

35. Subjects exposed to noise find it difficult at first to concentrate on problem-solving tasks.

36. Long-term exposure to noise can produce changes in behaviour which can still be observed a year later.

37. The problems associated with exposure to noise do not arise if the subject knows they can make it stop.

38. Exposure to high-pitched noise results in more errors than exposure to low-pitched noise.

39. Subjects find it difficult to perform three tasks at the same time when exposed to noise.

40. Noise affects a subject's capacity to repeat numbers while carrying out another task.

List of Researchers
A Glass and Singer
B Broadbent
C Finkelman and Glass
D Cohen et al.
E None of the above

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Reading Passage 2: Whatever happened to the Harappan Civilisation?

Whatever happened to the Harappan Civilisation?

*节选自——剑桥雅思真题 13Test3Passage3

New research sheds light on the disappearance of an ancient society

A The Harappan Civilisation of ancient Pakistan and India flourished 5,000 years ago, but a thousand years later their cities were abandoned. The Harappan Civilisation was a sophisticated Bronze Age society who built 'megacities' and traded internationally in luxury craft products, and yet seemed to have left almost no depictions of themselves. But their lack of self-imagery - at a time when the Egyptians were carving and painting representations of themselves all over their temples - is only part of the mystery.

B 'There is plenty of archaeological evidence to tell us about the rise of the Harappan Civilisation, but relatively little about its fall, ' explains archaeologist Dr Cameron Petrie of the University of Cambridge. 'As populations increased, cities were built that had great baths, craft workshops, palaces and halls laid out in distinct sectors. Houses were arranged in blocks, with wide main streets and narrow alleyways, and many had their own wells and drainage systems. It was very much a "thriving" civilisation.' Then around 2100 BC, a transformation began. Streets went uncleaned, buildings started to be abandoned, and ritual structures fell out of use. After their final demise, a millennium passed before really large-scale cities appeared once more in South Asia.

C Some have claimed that major glacier-fed rivers changed their course, dramatically affecting the water supply and agriculture; or that the cities could not cope with an increasing population, they exhausted their resource base, the trading economy broke down or they succumbed to invasion and conflict; and yet others that climate change caused an environmental change that affected food and water provision. 'It is unlikely

that there was a single cause for the decline of the civilisation. But the fact is, until now, we have had little solid evidence from the area for most of the key elements,' said Petrie. 'A lot of the archaeological debate has really only been well-argued speculation.'

D A research team led by Petrie, together with Dr Ravindanath Singh of Banaras Hindu University in India, found early in their investigations that many of the archaeological sites were not where they were supposed to be, completely altering understanding of the way that this region was inhabited in the past. When they carried out a survey of how the larger area was settled in relation to sources of water, they found inaccuracies in the published geographic locations of ancient settlements ranging from several hundred metres to many kilometres. They realised that any attempts to use the existing data were likely to be fundamentally flawed. Over the course of several seasons of fieldwork they carried out new surveys, finding an astonishing 198 settlement sites that were previously unknown.

E Now, research published by Dr Yama Dixit and Professor David Hodell, both from Cambridge's Department of Earth Sciences, has provided the first definitive evidence for climate change affecting the plains of north-western India, where hundreds of Harappan sites are known to have been situated. The researchers gathered shells of Melanoides tuberculata snails from the sediments of an ancient lake and used geochemical analysis as a means of tracing the climate history of the region. 'As today, the major source of water into the lake is likely to have been the summer monsoon, ' says Dixit. 'But we have observed that there was an abrupt change about 4, 100 years ago, when the amount of evaporation from the lake exceeded the rainfall - indicative of a drought.' Hodell adds: 'We estimate that the weakening of the Indian summer monsoon climate lasted about 200 years before recovering to the previous conditions, which we still see today.'

F It has long been thought that other great Bronze Age civilisations also declined at a similar time, with a global-scale climate event being seen as the cause. While it is

possible that these local-scale processes were linked, the real archaeological interest lies in understanding the impact of these larger-scale events on different environments and different populations. 'Considering the vast area of the Harappan Civilisation with its variable weather systems, ' explains Singh, 'it is essential that we obtain more climate data from areas close to the two great cities at Mohenjodaro and Harappa and also from the Indian Punjab.'

G Petrie and Singh's team is now examining archaeological records and trying to understand details of how people led their lives in the region five millennia ago. They are analysing grains cultivated at the time, and trying to work out whether they were grown under extreme conditions of water stress, and whether they were adjusting the combinations of crops they were growing for different weather systems. They are also looking at whether the types of pottery used, and other aspects of their material culture, were distinctive to specific regions or were more similar across larger areas. This gives us insight into the types of interactive networks that the population was involved in, and whether those changed.

H Petrie believes that archaeologists are in a unique position to investigate how past societies responded to environmental and climatic change. 'By investigating responses to environmental pressures and threats, we can learn from the past to engage with the public, and the relevant governmental and administrative bodies, to be more proactive in issues such as the management and administration of water supply, the balance of urban and rural development, and the importance of preserving cultural heritage in the future.'

Questions 27-31

Reading Passage 3 has eight paragraphs, **A-H**.

Which paragraph contains the following information?

*Write the correct letter, **A-H**, in boxes 27-31 on your answer sheet.*

***NB** You may use any letter more than once.*

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27. proposed explanations for the decline of the Harappan Civilisation

28. reference to a present-day application of some archaeological research findings

29. a difference between the Harappan Civilisation and another culture of the same period

30. a description of some features of Harappan urban design

31. reference to the discovery of errors made by previous archaeologists

Questions 32-36

Complete the summary below.

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

Write your answers in boxes 32-36 on your answer sheet.

Looking at evidence of climate change

Yama Dixit and David Hodell have found the first definitive evidence of climate change affecting the plains of north-western India thousands of years ago. By collecting the **32** _____ of snails and analysing them, they discovered evidence of a change in water levels in a **33** _____ in the region. This occurred when there was less **34** _____ than evaporation, and suggests that there was an extended period of drought.

Petrie and Singh's team are using archaeological records to look at **35** _____ from five millennia ago, in order to know whether people had adapted their agricultural practices to changing climatic conditions. They are also examining objects including **36** _____, so as to find out about links between inhabitants of different parts of the region and whether these changed over time.

Questions 37-40

Look at the following statements (Questions 37-40) and the list of researchers below.

*Match each statement with the correct researcher, **A**, **B**, **C** or **D**.*

*Write the correct letter, **A**, **B**, **C** or **D**, in boxes 37-40 on your answer sheet.*

***NB** You may use any letter more than once.*

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37. Finding further information about changes to environmental conditions in the region is vital.

38. Examining previous patterns of behaviour may have long-term benefits.

39. Rough calculations indicate the approximate length of a period of water shortage.

40. Information about the decline of the Harappan Civilisation has been lacking.

List of Researchers

A. Cameron Petrie

B. Ravindanath Singh

C. Yama Dixit

D. David Hodell

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Reading Passage 3: Why companies should welcome disorder

Why companies should welcome disorder

*节选自——剑桥雅思真题 14Test2Passage3

Questions 27-34

Reading Passage 3 has eight sections, **A-H**.

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

*Write the correct number, **i-ix**, in boxes 27-34 on your answer sheet.*

List of headings

i. Complaints about the impact of a certain approach

ii. Fundamental beliefs that are in fact incorrect

iii. Early recommendations concerning business activities

iv. Organisations that put a new approach into practice

v. Companies that have suffered from changing their approach

vi. What people are increasingly expected to do

vii. How to achieve outcomes that are currently impossible

viii. Neither approach guarantees continuous improvement

ix. Evidence that a certain approach can have more disadvantages than advantages

27. Section A

28. Section B

29. Section C

30. Section D

31. Section E

32. Section F

33. Section G

34. Section H

A Organisation is big business. Whether it is of our lives - all those inboxes and calendars - or how companies are structured, a multi-billion dollar industry helps to

meet this need.

We have more strategies for time management, project management and self-organisation than at any other time in human history. We are told that we ought to organise our company, our home life, our week, our day and even our sleep, all as a means to becoming more productive. Every week, countless seminars and workshops take place around the world to tell a paying public that they ought to structure their lives in order to achieve this.

This rhetoric has also crept into the thinking of business leaders and entrepreneurs, much to the delight of self-proclaimed perfectionists with the need to get everything right. The number of business schools and graduates has massively increased over the past 50 years, essentially teaching people how to organise well.

B Ironically, however, the number of businesses that fail has also steadily increased. Work-related stress has increased. A large proportion of workers from all demographics claim to be dissatisfied with the way their work is structured and the way they are managed.

This begs the question: what has gone wrong? Why is it that on paper the drive for organisation seems a sure shot for increasing productivity, but in reality falls well short of what is expected?

C This has been a problem for a while now. Frederick Taylor was one of the forefathers of scientific management. Writing in the first half of the 20th century, he designed a number of principles to improve the efficiency of the work process, which have since become widespread in modern companies. So the approach has been around for a while.

D New research suggests that this obsession with efficiency is misguided. The problem is not necessarily the management theories or strategies we use to organise

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our work; it's the basic assumptions we hold in approaching how we work. Here it's the assumption that order is a necessary condition for productivity. This assumption has also fostered the idea that disorder must be detrimental to organisational productivity. The result is that businesses and people spend time and money organising themselves for the sake of organising, rather than actually looking at the end goal and usefulness of such an effort.

E What's more, recent studies show that order actually has diminishing returns. Order does increase productivity to a certain extent, but eventually the usefulness of the process of organisation, and the benefit it yields, reduce until the point where any further increase in order reduces productivity. Some argue that in a business, if the cost of formally structuring something outweighs the benefit of doing it, then that thing ought not to be formally structured. Instead, the resources involved can be better used elsewhere.

F In fact, research shows that, when innovating, the best approach is to create an environment devoid of structure and hierarchy and enable everyone involved to engage as one organic group. These environments can lead to new solutions that, under conventionally structured environments (filled with bottlenecks in terms of information flow, power structures, rules, and routines) would never be reached.

G In recent times companies have slowly started to embrace this disorganisation. Many of them embrace it in terms of perception (embracing the idea of disorder, as opposed to fearing it) and in terms of process (putting mechanisms in place to reduce structure).

For example, Oticon, a large Danish manufacturer of hearing aids, used what it called a 'spaghetti' structure in order to reduce the organisation's rigid hierarchies. This involved scrapping formal job titles and giving staff huge amounts of ownership over their own time and projects. This approach proved to be highly successful-initially, with clear improvements in worker productivity in all facets of the business.

In similar fashion, the former chairman of General Electric embraced disorganisation, putting forward the idea of the 'boundaryless' organisation. Again, it involves breaking down the barriers between different parts of a company and encouraging virtual collaboration and flexible working. Google and a number of other tech companies have embraced (at least in part) these kinds of flexible structures, facilitated by technology and strong company values which glue people together.

H A word of warning to others thinking of jumping on this bandwagon: the evidence so far suggests disorder, much like order, also seems to have diminishing utility, and can also have detrimental effects on performance if overused. Like order, disorder should be embraced only so far as it is useful. But we should not fear it - nor venerate one over the other. This research also shows that we should continually question whether or not our existing assumptions work.

Questions 35-37

Complete the sentences below.

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

Write your answers in boxes 35-37 on your answer sheet.

35. Numerous training sessions are aimed at people who feel they are not _____ enough.

36. Being organised appeals to people who regard themselves as _____

37. Many people feel _____ with aspects of their work.

Questions 38-40

Do the following statements agree with the information given in Reading Passage 3?

In boxes 38-40 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*

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38. Both businesses and people aim at order without really considering its value.

39. Innovation is most successful if the people involved have distinct roles.

40. Google was inspired to adopt flexibility by the success of General Electric.

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第八讲：雅思阅读考前突破

核心知识回顾：

雅思阅读的特点

全文答题策略

Completion 答题方法

T/F/NG 答题方法

Matching 答题方法

***雅思阅读的特点**

1、篇章比较长

2、阅读速度要求高

3、句式不那么复杂

4、不注重考逻辑

5、语言表达比较灵活

6、文化背景不熟悉

几条铁律：

1、读懂文章，才能做对题目

2、先解决阅读深度问题，再解决阅读速度问题

3、平时多做文本细读，考试才能游刃有余

***全文答题策略**

方法一：先看文章

skimming 文章，了解全文和段落大意

读题目，划出关键词

通过题目返回原文定位答题

方法二：先看题目

读题目，标注关键词

skimming 文章，了解全文和段落大意

再次读题目

将题目在原文中定位答题

方法三：分段阅读

1、读文章前 2-3 段

2、根据前 2-3 段内容找对应题目，完成后返回

3、继续阅读 2-3 段，找对应题目解答

Completion 出题形式

Notes completion

Table completion

Sentence completion

Summary completion

Short answer questions

Flow-chart completion

Labeling a diagram

解题方法

1、根据题干关键词找到答题区域

2、通过空前空后信息判断填入内容的类型

3、关注原文结构和 table/notes 结构对应关系

4、关注题目是否乱序，一般是顺序或“不一定”

5、填空题原词重现，注意字数，关注整个意群是否通顺

6、summary 如果是选择，注意同义替换

T/F/NG 出题形式

True / False / Not Given

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Yes / No / Not Given

解题方法

1、找到句子 key idea，要看的是“这件事”G 还是 NG

2、没提直接 NG，提到在 T 和 F 中选择

3、通过关键词和顺序原则，找准定位区域

4、NG 指的是定位区域 NG，不是全文 NG

5、使用 not 检查，NG 加 not 还是 NG，T 加 not 变 F

6、关注因果关系、比较关系、绝对化表达

Matching 出题形式

Matching headings

Matching information

Matching features

Matching sentence endings

Multiple choice

解题方法

1、注意乱序题，读文章时，随时进行标注

2、重点考查 scanning 的能力

3、headings 关注整个段落，可以先做也可以后做

4、information 关注抽象词，考 global understanding

5、features 选项顺序出现，通过选项找题目

6、sentence endings 顺序出题，看整个句子是否通顺

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考前任务清单：

个人能力自检：

1、核心词汇

2、句子的理解

3、段落结构分析

4、逐题解析

5、阅读深度-翻译

1、词汇书考前刷 2--3 遍，所有词汇划完

2、语法中的词法句法搞清楚，不要有盲点

3、把课听完，笔记整理好，自己的心得反思也写进去，考前看 2-3 遍

4、真题文章，做到三个标准：没有单词不认识+没有句子读不懂+没有题目解释不清楚

5、以套题为单位精读，每篇文章 3 个段落，难度大的全文翻译

6、考前大量压力模考，压缩时间或者增加篇数

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